HIGHLIGHTS OF HOUSE LABOR/HHS/ED APPROPRIATIONS SUBCOMMITTEE ACTION, July 12, 1995

(Discretionary budget authority in billions of dollars)

			CHANGES:	
FY 95	FY 96 Request	FY 96 Subcommittee	from FY 95	from Request
$69.8	$73.5	$60.7	-$12.8	- $9.1

- o Subcommittee action cuts budget authority by 17 percent below the President's Request, and by 13 percent below the 1995 level. It includes major reductions in the key education and training priority programs.

- o Attached are Highlights of Subcommittee action by major agency.

DEPARTMENT OF LABOR

(in millions of dollars)

FY 1995*	FY 1996 Request	FY 1996 Subcommittee Mark	Difference from FY 95	Difference from FY 96 Req.
$10,219	$11,932	$8,358	-$1,861	-$3,574

* FY 1995 enacted level assumes enactment of H.R. 1944. Includes funding for the 1995 summer jobs program from the FY 1994 appropriation. This compares the program and financing effect of the subcommittee action more accurately.

The House Appropriations Subcommittee mark cuts the Department of Labor by almost $1.9 B (18 percent) below 1995 and almost $3.6 B (30 percent) below the President's request.

- These cuts imperial the President's initiative to help dislocated workers train for and find new jobs, low income adults to make their way into the labor force and good jobs, and disadvantaged youth to gain work experience, education, and job skills to get them started on good careers.

ADULT JOB TRAINING SLASHED BY $1.4 B, OR 46%

The House subcommittee provided $1.7 billion for training dislocated workers and low-income adults, 46 percent below the President's $3.1 billion request.

- For Dislocated Workers, the Subcommittee provided $850 million, $546 million or 39 percent below the President's $1.396 billion request. Subcommittee action would deny reemployment services to 273,000 dislocated workers, compared with the President's request.

- For Low-income adults, the Subcommittee provided $830 million, $225 million or 21 percent below the President's $1.055 billion request. Compared with the President's request, the Subcommittee would deny training opportunities to 98,000 disadvantaged adults.

- The Subcommittee also denied the President's request to boost adult training resources by $660 million.

YOUTH JOB TRAINING CUT BY $1.3 BILLION OR 49%

- Summer Youth Employment Program is eliminated; a $872M cut from the President's request. Job opportunities in the Summer of 1996 for 615,000 urban and rural disadvantaged youth will be eliminated.

- School-to-Work (DOL portion) cut by $105M or 53% from the President's request. Implementation grants for the remaining 22 States will not be funded; cuts will likely be made to 2nd and 3rd year implementation grants for existing 28 States. Tens of thousands of students will move into the job market without adequate preparation.

- Jobs Corps cut by $107M; scheduled new centers eliminated. Severely threatens President's long-term plan to expand available slots by 50%. Insufficient operating funds will possibly reduce job training opportunities for 3,600 disadvantaged youth by forcing up to 6 centers to be closed.

- The House subcommittee cut the President's $289 million request for JTPA Title II-C youth by $162 million, or 56%, eliminating 85,000 training opportunities.

- Youth Fair Chance is eliminated; a $50M cut from the President's request. Eliminates job training and educational assistance for thousands of urban disadvantaged youth.

OTHER

- One-Stop Career Centers cut by 50 percent. The House mark provides $100 million, half the President's request for this important, system-building investment. Only 2-3 States will receive new implementation grants in 1996 and 2nd and 3rd year funding levels for the 14-15 States that received awards in 1994 and 1995 will be reduced. This also postpones the production of enhanced labor market information products and services that will help people find jobs more efficiently.

- Unemployment Insurance Administration cut $156 M. The Subcommittee freezes the program at the 1995 level. This is insufficient to fund the projected workload and could result in delays in benefit payments as well as increased errors in benefit payments and tax collections, adversely affecting trust fund balances. States might also lay off staff and close local offices in an effort to cut costs.

- Jobs for older Americans cut 15%. The House subcommittee cut by $61 million, or 15%, the President's $411 million request for part-time jobs under the Community Service Employment for Older Americans program. The Subcommittee would eliminate about 10,000 community service job slots for the low-income elderly.

- Employment and Training National activities slashed. The House subcommittee cuts by $33 million, or 21%, the President's $155 million request to provide training to special targeted groups such as Native Americans, migrant farmworkers, and veterans. In addition, the subcommittee nearly halved the President's $48 million request for research and demonstrations. This action will devastate the Department's efforts to evaluate training programs and replicate success.

- Enforcement Agencies slashed almost 25 percent. The subcommittee cuts the DOL enforcement agencies by $200 million (almost 25 percent) below the President's request and $100 million below 1995. These cuts to OSHA and other agencies that protect workers on the job, ensure they are paid wages according to the law, and guard their pensions will increase the riskiness of workplaces around the country and reduce worker protection.

- Bureau of Labor Statistics cut by $29M or 8%. The House mark funds the revision of the Consumer Price Index. Reduction will force the Bureau to halt other ongoing data series improvements or updates and take deep cuts in other program areas, such as SIC & SOC revision, Emerging Labor Market Data, and Locality Area Wage Surveys.

- Language provisions will: 1) Stop OSHA from issuing any ergonomics workplace protection standard, 2) prohibit any funds to be used to carry out the President's Executive Order on striker replacements, 3) prohibit DOL from promoting the use of economically targeted investments in private pension plans, and 4) eliminates language that prohibited the use of helpers on construction projects under Davis-Bacon.

NATIONAL SERVICE
($ in millions)

	1995 Post-Rescission	1996 Balanced Budget	1996 Subcmte Mark	Subcmte v. 1995	Subcmte v. 1996
National and Community Service Act*	472	819	0	-472	-819
Domestic Volunteer Service Act**	215	263	169	-46	-94
Total: Corporation for National and Community Service	687	1,082	169	-518	-913

* Primarily AmeriCorps and Learn and Serve; financed by VA/HUD appropriation.

** Primarily VISTA and senior volunteer programs; financed by L/HHS/ED.

The House VA/HUD Appropriations Subcommittee eliminated the AmeriCorps, Learn and Serve, and related programs; the House Labor/HHS Subcommittee cut VISTA programs almost 60 percent and the senior volunteer programs by about one-third from the President's request.

- Nearly 50,000 young Americans from hard-working, middle class families will lose the opportunity to serve their communities through **AmeriCorps** in locally-identified areas of crucial need such as health, social service, and crime prevention, and earn an educational award to help pay for college or other training.

- An additional 580,000 children, adolescents, and college students will be unable to participate in **Learn and Serve**, helping communities solve problems, and meet unaddressed needs while also developing the ethic of service. As a result, their families will be forced into more expensive options, such as institutionalization.

- Over 120,000 older Americans will be denied the opportunity to help the home-bound elderly, disabled children, and others in their communities.

This is a valuable program to local communities, which benefit from the services, to participants who gain valuable experience and assistance in paying for education, and to the country which will benefit by getting things done.

HHS (NON-HEALTH) ITEMS

ADMINISTRATION FOR CHILDREN AND FAMILIES (ACF)--The Budget provides $8.1 billion for ACF discretionary programs. The Subcommittee includes $5.8 billion for ACF discretionary programs, including crime prevention initiatives, which is $2.3 billion--or about 28%--below the FY 1996 Budget and $1.8 billion below FY 1995 levels.

Head Start--The President's proposal would increase FY 1996 Head Start funding by $400 million and add 32,000 new Head Start slots for children. By FY 2002, a total of 50,000 new slots would be added to the current 750,000 slots for young children. The Subcommittee, by contrast, reduces FY 1996 funding for Head Start by $135 million below the FY 1995 level and $535 million below the President's request. 45,000-50,000 children would be cut off Head Start in 1996, if HHS is to maintain program quality. Freezing funding at the reduced level would cut off up to 230,000 children below the President's proposed level for 2002.

Low Income Home Energy Assistance Program (LIHEAP)--The President's proposal funds LIHEAP at $1,319 million in FY 1996--the same level provided in FY 1995--and maintains a LIHEAP emergency fund in FY 1996 using the existing FY 1995 emergency fund balance. The Subcommittee entirely eliminates LIHEAP in FY 1996, as well as the LIHEAP emergency fund, which currently totals $300 million.

- Eliminating the LIHEAP program cuts off Federal heating and cooling assistance to between 5 and 6 million low-income families who need help with utility bills or assistance in weatherizing their homes. About half of these families contain at least one elderly or disabled member.

- The elimination of the LIHEAP emergency fund means that the Federal government can no longer assist States in the event of unusually severe cold or hot weather or a natural disaster resulting in the need for energy assistance.

Child Care & Development Block Grant (CCDBG)--The Budget has a $114 million increase over the FY 1995 level, encompassing funding for two programs consolidated under CCDBG in the Budget--Child Development Associate Scholarships and Dependent Care Planning and Development Grants. The President's proposed increase could serve an additional 70,000-80,000 children under CCDBG. Subcommittee action would straight-line the program at the FY 1995 level of $935 million and eliminate the two programs proposed for consolidation in the Budget.

ACF Children and Families Services Programs--The Budget proposed $1.299 billion for ACF service programs (excluding Head Start), a slight decrease below the FY 1995 level of $1.342 billion. The Subcommittee mark for ACF Service programs is 12% (or $154 million) below the FY 1996 Budget and $195 million, or 15%, below the FY 1995 level. Several programs are reduced or eliminated:

- The Budget consolidates programs for Runaway and Homeless Youth to simplify program administration, and holds funding constant at the FY 1995 level of $69 million. The Subcommittee mark does not assume consolidation and eliminates $14 million for Runaway and Homeless Youth preventive drug activities. Funding of $11 million for Youth Gang Substance Abuse is also eliminated.

- The Budget proposes to hold funding constant from FY 1995 levels at $39 million for the Abandoned Infants Assistance, Adoption Opportunities, and Temporary Child Care & Crisis Nurseries programs. The Subcommittee mark reduces funding for these programs by $6 million from the FY 1995 level, all of which serve extremely vulnerable populations.

- The Budget proposes $70 million in funding for Developmental Disabilities programs, the same as the FY 1995 level. The Subcommittee mark reduces funding by $30 million for State Councils, which perform important coordinating activities.

- The Budget proposes $20 million in funding for the Emergency Community Services for the Homeless, the same as the FY 1995 level. The Subcommittee mark entirely eliminates the program.

- The Budget requests $38 million for the Native American Programs, the same as the appropriated level for FY 1995. Subcommittee action reduces funding by $3 million.

- The President proposes to terminate the National Youth Sports program, a sports development program run by the NCAA. While cutting funds for vulnerable populations, the Subcommittee mark retains $12 million for this program.

ACF Crime Prevention Programs--The Subcommittee eliminates most of ACF violent crime reduction funding, leaving only $400,000 of the President's FY 1996 request for $105 million. The violent crime prevention programs are intended to help balance crime prevention and law enforcement activities in communities.

- The subcommittee action effectively eliminates existing programs (the community schools youth services program and the domestic violence hotline) that, respectively, provide extracurricular and academic programs after school hour to keep children in supervised, constructive setting and fund a national, toll-free telephone hotline for victims of domestic violence.

- New programs that would be scrapped by the subcommittee action are prevention grants for runaway and homeless street youth at risk of sexual abuse, grants for battered women's shelters, and a community economic investment partnership fund to stimulate business opportunities in low-income areas.

ADMINISTRATION ON AGING (AoA)--The Budget proposed to increase AoA funding by $21 million over the FY 1995 level of $876 million. Instead, the House Subcommittee mark eliminates seven of the twelve Administration on Aging (AoA) programs and reduces the funding for all but one. The total Subcommittee reduction is $98 million (or 11%) below the FY 1995 level and $119 million (or 13%) below the proposed FY 1996 level.

- The Budget proposed $470 million in funding for AOA's two primary nutrition programs, including Meals on Wheels, which provide meals for over 3 million older Americans. This is the same as the FY 1995 level. The Subcommittee action cut back spending by $23 million. This means that nearly 164,000 fewer older Americans would be served meals.

- The Budget proposed level funding from the FY 1995 amounts for programs that would be terminated by the Subcommittee. These include: (1) Elder Abuse Prevention; (2) Preventive Health Services; (3) the Federal Council on Aging; (4) Training, Research, and Discretionary Programs; and (5) Ombudsman Services.

- The Administration proposed to maintain level funding for supportive service programs which help to improve the quality of life of all older Americans, especially the socially and economically disadvantaged. Programs that provide supportive services for the elderly, many at risk of being institutionalized, are cut back by over $15 million, and similar funding for Indians was cut back by over $2 million.

SOCIAL SECURITY ADMINISTRATION'S ADMINISTRATIVE EXPENSES
(in millions of dollars)

FY 1995*	FY 1996 Request	FY 1996 Subcommittee Mark	Difference from FY 95	Difference from FY 96 Req.
$5,553	$6,209	$5,925	-$372	-$285

* FY 1995 enacted level assumes enactment of H.R. 1944

The Subcommittee provided SSA $5,925 million, $285 million less than the President's request of $6,209 million but $371 million more than FY 1995.

- For the Automation Investment Fund, the Subcommittee provided $228 million, $129 million less than the request. This is a priority investment and the FY 1996 cut will need to be restored in FY 1997 for SSA to complete its modernization and achieve the expected productivity and service improvements.

- For the Disability Investment Fund, the Subcommittee provided $417 million, $117 million less than the request. This reduction will slow SSA's efforts to reduce the substantial backlog in disability claims.

- For the remainder of SSA's budget, the Subcommittee reduced the President's request by $38 million.

DEPARTMENT OF EDUCATION
(in millions of dollars)

FY 1995*	FY 1996 Request	FY 1996 Subcommittee Mark	Difference from FY 95	Difference from FY 96 Req.
$24,518	25,939	20,579	-3,939	-5,360

* FY 1995 enacted level assumes enactment of H.R. 1944.

The House Appropriations Labor/HHS/Education Subcommittee would cut discretionary funding by $3.9 billion below the FY 1995 enacted level, and $5.4 billion below the President's Balanced Budget Request for FY 1996. The Subcommittee would achieve this cut, of 16.1 percent below the FY 1995 level, through the elimination of critical education programs, and drastic reductions in others.

Goals 2000: The President requested $750 million in FY 1996 for Goals 2000 to raise academic standards in 48 states and 16,000 schools. The subcommittee eliminated this program entirely. Because raising academic standards provides a necessary framework for improving all aspects of education, termination of Goals 2000 would set back State-based efforts to improve learning for all students and to build a more competitive workforce.

Title I, Education for disadvantaged students: The President requested $7 billion, an increase over the FY 1995 enacted level of $302 million, to assist States in raising academic achievement of 6,400,000 disadvantaged children. The Subcommittee would cut funding by $1.1 billion, cutting as many as 1.1 million children from the program.

Safe and Drug-Free Schools and Communities: The President requested $500 million in FY 1996 for this program to combat violence and drug use in 97 percent, or over 14,000, of school districts serving 39 million students. The subcommittee cuts the program by 60 percent to $200 million, depriving over 23 million students services in 1996 alone. The subcommittee proposal is a 57 percent reduction from the FY 1995 post-rescission funding level.

Eisenhower Professional Development: The President requested $785 million in FY 1996 to train teachers to help students reach high academic standards in 90 percent of all school districts. The Subcommittee would reduce this to $500, a 36 percent decrease from the President's request, and a 17 percent decrease from the FY 1995 enacted level.

School-to-Work (ED and DOL): The President requested $400 million ($200 million each in ED and DOL), a 60 percent increase from FY1995 level. The subcommittee reduced funding to $190 million. This initiative supports States building school-to-work systems with one-year planning and five-year implementation grants. The subcommittee mark would seriously hamper efforts of 28 States to complete their reforms started in 1994 and 1995; and 22 States would be denied the chance to implement their reform plans to raise student skills.

prepared for
Hea...

Highlights of Labor/HHS Appropriations Subcommittee Action on Health Items
7/11/95

PUBLIC HEALTH SERVICE (PHS)

According to Subcommittee documents, PHS portions of the Labor/HHS bill rose to $19.16 billion in FY 1996, a very slight increase ($7 *million*) over FY 1995. According to the Subcommittee, the *Budget* increased PHS by $765 million over FY 1995.

Performance Partnership Legislation -- Draft report language indicates that the Subcommittee has structured the bill flexibly to take into account the proposed Performance Partnership legislation. The Subcommittee supports the "general notion of consolidations" and that they expect to incorporate in the appropriations bill any changes in program structure adopted by the authorizers.

Research, Demonstration, and Training -- The Subcommittee targets much of its reductions primarily on research, demonstration, and training grants. For example, the Subcommittee reduces infant mortality reduction demonstration grants from $105 million to $55 million, a $50 million (48%) decrease from the FY 1995 level. Further, overall funding for substance abuse and mental health demos is reduced from $506 million to $144 million, a $363 million (72%) decrease from the FY 1995 level.

HRSA -- The Subcommittee reduces funding by 4% from FY 1995, while the *Budget* increased HRSA by 2.4%. Like the *Budget*, the Subcommittee funded Community and Migrant Health Centers and Health Professions as consolidated clusters.

- The Subcommittee bill, as amended by Rep. Pelosi, would increase Ryan White AIDS treatment grants by only $11 million over the FY 1995 level of $633 million. This is $79 million less than the $723 million included in the *Budget* for Ryan White. The funding level in the *Budget* was the minimum amount necessary to hold harmless the 42 cities already receiving Ryan White assistance, fund the 7-10 new cities expected to need assistance for HIV-infected people in FY 1996, and provide enough funding to try to keep up with increasing AIDS caseloads in cities currently receiving Ryan White grants.

- The Subcommittee bill eliminates funding for AIDS Education and Training Centers (ETCs), which help train tens of thousands health professionals about constantly evolving HIV care and treatment procedures. The *Budget* included $16 million for AIDS ETCs, the same level as FY95.

- Title X Family Planning is straight-lined at the FY 1995 level of $193 million. The *Budget* included a $6 million or 3% increase over FY 1995.

- Community and Migrant Health Centers and the MCH Block Grant are straightlined from the FY95 level of $757 million and $684 million respectively. The *Budget* straightlines Health Centers but reduces MCH by $4 million (less than 1%).

Vocational and Adult Education: The President requested $1,669 million in FY 1996. The subcommittee reduces funding by 23% to $1,057 million. This cut would limit schools' and States' capabilities to train their students for high-skill, high-wage jobs and to help adults improve their basic and literacy skills to succeed in their roles as workers, citizens, and parents.

Educational Technology: The President request for FY 1996 is $122 million for four educational technology programs. The subcommittee provided $25 million, a reduction of $88 million from the President's request, funding only the K-12 Technology Learning Challenge program. This mark would significantly limit efforts to create new private-public partnerships to raise student achievement through advanced technology; the elimination of three technology programs would reduce learning opportunities for educationally and economically disadvantaged students.

Federal Direct Student Loan Program: The Student Loan Reform Act of 1993 provided $550 million in mandatory funds in FY1996 for the administration of the direct student loan program and the transition from the guaranteed student loan program to direct loans. The subcommittee has reduced this funding to $320 million an amount insufficient to administer the direct loan program. This action will stop the growth of cost-effective, efficient direct lending in order to keep providing unnecessary payments to banks, state agencies, and secondary markets.

Student Financial Assistance programs: The President proposed to increase the Pell grant maximum award to $2,620, which is $280 over the FY 1995 level of $2,340. The Subcommittee would increase the maximum by only $100, to $2,440. Furthermore, the Subcommittee would eliminate about 300,000 students from the program who would receive awards between $400 and $600 under the President's proposal.

Education for children with disabilities: The President requested $254 million, the FY 1995 enacted level, to support a variety of research, demonstration, training, and technical assistance activities that support State efforts to serve children with disabilities in the least restrictive educational environments. The Subcommittee would reduce funding for these programs by $174 million, or 69 percent, drastically cutting funding for these programs.

Bilingual and Immigrant Education. The President requested $200 million for Bilingual Education and $100 million for Immigrant Education. The Subcommittee mark would reduce the request for Bilingual Education by almost 75 percent to $53 million, and the reduce the request for Immigrant Education by 50 percent to $50 million. The combined subcommittee funding of $103 million is a 50 percent reduction from the FY 1995 enacted level. This would severely reduce instructional services for over 700,000 limited English speaking children and adults. School districts that are heavily impacted by recently arrived immigrant students would also be adversely affected.

Advisory Councils: The Subcommittee bill would prohibit the funding of certain advisory boards, including the President's Board of Advisors on Historically Black Colleges and Universities, the President's Advisory Commission on Educational Excellence for Hispanci Americans, the National Board of the Fund for the Improvement of Postsecondary Education, and the Historically Black Colleges and Universities Capital Financing Board.

In the Interior Subcommittee Appropriations bill:
Indian Education: The President requested $85 million for this program which provides supplemental educational services to the 90% of Indian students who attend public rather than BIA-sponsored schools. The Interior Committee eliminated this program, terminating these services for nearly 400,000 Indian students.

prepared for Hea...

Highlights of Labor/HHS Appropriations Subcommittee Action on Health Items
7/11/95

PUBLIC HEALTH SERVICE (PHS)

According to Subcommittee documents, PHS portions of the Labor/HHS bill rose to $19.16 billion in FY 1996, a very slight increase ($7 *million*) over FY 1995. According to the Subcommittee, the *Budget* increased PHS by $765 million over FY 1995.

Performance Partnership Legislation -- Draft report language indicates that the Subcommittee has structured the bill flexibly to take into account the proposed Performance Partnership legislation. The Subcommittee supports the "general notion of consolidations" and that they expect to incorporate in the appropriations bill any changes in program structure adopted by the authorizers.

Research, Demonstration, and Training -- The Subcommittee targets much of its reductions primarily on research, demonstration, and training grants. For example, the Subcommittee reduces infant mortality reduction demonstration grants from $105 million to $55 million, a $50 million (48%) decrease from the FY 1995 level. Further, overall funding for substance abuse and mental health demos is reduced from $506 million to $144 million, a $363 million (72%) decrease from the FY 1995 level.

HRSA -- The Subcommittee reduces funding by 4% from FY 1995, while the *Budget* increased HRSA by 2.4%. Like the *Budget*, the Subcommittee funded Community and Migrant Health Centers and Health Professions as consolidated clusters.

- The Subcommittee bill, as amended by Rep. Pelosi, would increase Ryan White AIDS treatment grants by only $11 million over the FY 1995 level of $633 million. This is $79 million <u>less</u> than the $723 million included in the *Budget* for Ryan White. The funding level in the *Budget* was the minimum amount necessary to hold harmless the 42 cities already receiving Ryan White assistance, fund the 7-10 new cities expected to need assistance for HIV-infected people in FY 1996, and provide enough funding to try to keep up with increasing AIDS caseloads in cities currently receiving Ryan White grants.

- The Subcommittee bill eliminates funding for AIDS Education and Training Centers (ETCs), which help train tens of thousands health professionals about constantly evolving HIV care and treatment procedures. The *Budget* included $16 million for AIDS ETCs, the same level as FY95.

- Title X Family Planning is straight-lined at the FY 1995 level of $193 million. The *Budget* included a $6 million or 3% increase over FY 1995.

- Community and Migrant Health Centers and the MCH Block Grant are straightlined from the FY95 level of $757 million and $684 million respectively. The *Budget* straightlines Health Centers but reduces MCH by $4 million (less than 1%).

- Healthy Start is reduced by $55 million (52%) from the FY 1995 level of $105 million. The *Budget* reduced Healthy Start by $5 million (5%) from FY 1995.

- Health Professions funding is the same as FY 1995, after the rescission of $11.8 million. The mark is $15.3 million over the FY 1996 *Budget*. 30 programs appear to be consolidated into one, rather than the Administration's proposal for consolidation into five clusters.

CDC -- The Subcommittee straightlines the agency from FY 1995, but redistributes $64 million. According to Subcommittee documents, the *Budget* increased CDC by $99 million over FY 1995. The Subcommittee does not appear to have funded CDC programs as Performance Partnerships. Details include:

- Immunizations is increased by $10 million; the committee assumes that the proposed $25 million in savings from the *Budget's* vaccine excise tax reduction will not be realized. Other notable increases are for breast and cervical cancer screening grants (increased by $25 million) and infectious disease ($13 million). HIV prevention funds are straightlined.

- NIOSH is reduced by $33 million from FY 1995 (a 25% reduction). The mark includes a $31 million reduction for CDC described as an "undistributed administrative reduction" -- it is unclear where these reductions would be taken from.

- The Subcommittee does not appropriate any funds from the Violent Crime Reduction Trust Fund to CDC; the President's *Budget* proposed $39 million for programs to prevent violence against women.

NIH -- The Subcommittee increased NIH by about $700 million over FY 1995 (according to Subcommittee documents, which are not consistent with OMB's scoring of the rescission, the increase is $642 million). The $700 million is a 6% increase over FY 1995.

- The Subcommittee press documents state that the Subcommittee "ends earmarking of research funding and leaves funding priorities up to science." The major impact of this statement appears to be that the Subcommittee has not appropriated all the NIH HIV money to the NIH Office of AIDS Research (OAR). Instead of appropriating a specific amount for HIV research, as was done in FY 1995, the Subcommittee would allow the NIH Director to determine how much of the total NIH appropriation spend on HIV related activities, according to the draft Subcommittee report language. The *Budget* requested $1.4 billion for OAR, for distribution to each Institute.

- The Subcommittee plans on "urging OMB to finalize its proposed rule that would prohibit Federal reimbursement for tuition of dependents of researchers, " according to draft Subcommittee report language. Last week the *Washington Post* reported that according to a February GAO report, four universities have charged the government $17 million in tuition costs for dependents of federally-funded researchers since 1991. OMB proposed to eliminate Federal reimbursement for dependent tuition costs as part of revisions to OMB Circular A-21 in a February *Federal Register* notice that is likely to be published in final this fall.

- According to draft report language, the Subcommittee "has transferred responsibility to NIH for continued support of the AIDS research program presently funded by the Department of the Army."

SAMHSA-- The Subcommittee funds the agency at $1.79 billion, a reduction of $454 million or 20% from the FY 1996 President's *Budget* level, and a reduction of $405 million or 18% from the FY 1995 level. The Subcommittee has not expressly funded SAMHSA programs as Performance Partnerships, although it does consolidate SAMHSA's demonstrations into one substance abuse and mental health demonstration line, and will incorporate any program changes by the authorizers, as stated above.

- Both the Substance Abuse and Mental Health Block Grants are straightlined from the FY 1995 level at $1.2 billion and $275 million respectively. Children's Mental Health Services is also straightlined from the FY 1995 level at $60 million.

- Both SAMHSA's mental health and substance abuse demonstrations take substantial hits. Overall funding for SAMHSA's demos (not including the Children's Mental Health Program) is reduced from $506 million to $144 million, a $362 million (72%) decrease from the FY 1996 President's *Budget* level, or a $363 million (72%) decrease from the FY 1995 level.

- The Subcommittee eliminates grants to each state to provide drug treatment and mental health services to the homeless. Over 90,000 individuals would no longer receive services. The *Budget* roughly maintains the FY 1995 level of $29 million, and consolidates this grant into a Performance Partnership.

AHCPR -- The House mark of $85 million in BA reduces AHCPR BA by $50 million (37%) from FY 1995. Including 1% evaluation and trust funds, the House mark reduces AHCPR's program level by $34 million (18%) to $126 million .

OASH -- OASH is terminated, and less than half the funds are moved into the Office of the Secretary, where grant & staff activities are continued for the Office of Minority Health and certain other programs. Funding for the Surgeon General position is prohibited.

HCFA

Program Management -- Total BA for HCFA program management went to $2.139 billion in FY 1996 from $2.179 billion in FY 1995; as compared to $2.253 billion in FY 1996 in the *Budget*. The FY 1995 level reflects the $19.7 million FY 1995 rescission which was taken from the Research and Demonstration budget. Details include:

- The mark increases funding for Survey and Certification by $6.2 million over FY 1995.

- The Subcommittee takes an additional $19.3 million out of Research and Demonstrations. Within Research and Demonstrations, the mark eliminates funding for the insurance counseling program. The mark also contains a $26.5 million across-the-board undistributed administrative reduction.

- The Subcommittee did not fund the $150 million request for immigration services.

- The bill report would include language from last year's conference report stipulating that no funds have been provided for the Medicare/Medicaid data bank.

ADMINISTRATION FOR CHILDREN AND FAMILIES (ACF)
The *Budget* provides $8.1 billion for ACF discretionary programs. The Subcommittee includes $5.8 billion for ACF discretionary programs, including crime prevention initiatives, which is $2.3 billion--or about 28%--below the FY 1996 *Budget* and $1.8 billion below FY 1995 levels.

Head Start--The President's proposal would increase FY 1996 Head Start funding by $400 million and add 32,000 new Head Start slots for children. By FY 2002, a total of 50,000 new slots would be added to the current 750,000 slots for young children. The Subcommittee , by contrast, reduces FY 1996 funding for Head Start by $135 million below the FY 1995 level and $535 million below the President's request. 45,000-50,000 children would be cut off Head Start in 1996, if HHS is to maintain program quality. Freezing funding at the reduced level would cut off up to 230,000 children below the President's proposed level for 2002.

Low Income Home Energy Assistance Program (LIHEAP)--The President's proposal funds LIHEAP at $1,319 million in FY 1996--the same level provided in FY 1995--and maintains a LIHEAP emergency fund in FY 1996 using the existing FY 1995 emergency fund balance. The Subcommittee entirely eliminates LIHEAP in FY 1996, as well as the LIHEAP emergency fund, which currently totals $300 million.

- Eliminating the LIHEAP program cuts off Federal heating and cooling assistance to between 5 and 6 million low-income families who need help with utility bills or assistance in weatherizing their homes. About half of these families contain at least one elderly or disabled member.

- The elimination of the LIHEAP emergency fund means that the Federal government can no longer assist States in the event of unusually severe cold or hot weather or a natural disaster resulting in the need for energy assistance.

Child Care & Development Block Grant (CCDBG)--The *Budget* has a $114 million increase over the FY 1995 level, encompassing funding for two programs consolidated under CCDBG in the *Budget*--Child Development Associate Scholarships and Dependent Care Planning and

Development Grants. The President's proposed increase could serve an additional 70,000-80,000 children under CCDBG. Subcommittee action would straight-line the program at the FY 1995 level of $935 million and eliminate the two programs proposed for consolidation in the *Budget*.

ACF Children and Families Services Programs--The *Budget* proposed $1.299 billion for ACF service programs (excluding Head Start), a slight decrease below the FY 1995 level of $1.342 billion. The Subcommittee mark for ACF Service programs is 12% (or $154 million) below the FY 1996 *Budget* and $195 million, or 15%, below the FY 1995 level. Several programs are reduced or eliminated:

- The *Budget* consolidates programs for Runaway and Homeless Youth to simplify program administration, and holds funding constant at the FY 1995 level of $69 million. The Subcommittee mark does not assume consolidation and eliminates $14 million for Runaway and Homeless Youth preventive drug activities. Funding of $11 million for Youth Gang Substance Abuse is also eliminated.

- The *Budget* proposes to hold funding constant from FY 1995 levels at $39 million for the Abandoned Infants Assistance, Adoption Opportunities, and Temporary Child Care & Crisis Nurseries programs. The Subcommittee mark reduces funding for these programs by $6 million from the FY 1995 level, all of which serve extremely vulnerable populations.

- The *Budget* proposes $70 million in funding for Developmental Disabilities programs, the same as the FY 1995 level. The Subcommittee mark reduces funding by $30 million for State Councils, which perform important coordinating activities.

- The *Budget* proposes $20 million in funding for the Emergency Community Services for the Homeless, the same as the FY 1995 level. The Subcommittee mark entirely eliminates the program.

- The *Budget* requests $38 million for the Native American Programs, the same as the appropriated level for FY 1995. Subcommittee action reduces funding by $3 million.

- The President proposes to terminate the National Youth Sports program, a sports development program run by the NCAA. While cutting funds for vulnerable populations, the Subcommittee mark retains $12 million for this program.

ACF Crime Prevention Programs--The Subcommittee eliminates most of ACF violent crime reduction funding, leaving only $400,000 of the President's FY 1996 request for $105 million.

The violent crime prevention programs are intended to help balance crime prevention and law enforcement activities in communities.

- The Subcommittee action effectively eliminates existing programs (the community schools youth services program and the domestic violence hotline) that, respectively, provide extracurricular and academic programs after school hour to keep children in supervised, constructive setting and fund a national, toll-free telephone hotline for victims of domestic violence.

- New programs that would be scrapped by the Subcommittee action are prevention grants for runaway and homeless street youth at risk of sexual abuse, grants for battered women's shelters, and a community economic investment partnership fund to stimulate business opportunities in low-income areas.

ADMINISTRATION ON AGING (AOA)

The *Budget* proposed to increase AoA funding by $21 million over the FY 1995 level of $876 million. Instead, the House Subcommittee mark eliminates seven of the twelve Administration on Aging (AoA) programs and reduces the funding for all but one. The total Subcommittee reduction is $98 million (or 11%) below the FY 1995 level and $119 million (or 13%) below the proposed FY 1996 level.

- The *Budget* proposed $470 million in funding for AOA's two primary nutrition programs, including Meals on Wheels, which provide meals for over 3 million older Americans. This is the same as the FY 1995 level. The Subcommittee action cut back spending by $23 million. This means that nearly 164,000 fewer older Americans would be served meals.

- The *Budget* proposed level funding from the FY 1995 amounts for programs that would be terminated by the Subcommittee . These include: (1) Elder Abuse Prevention; (2) Preventive Health Services; (3) the Federal Council on Aging; (4) Training, Research, and Discretionary Programs; and (5) Ombudsman Services.

- The Administration proposed to maintain level funding for supportive service programs which help to improve the quality of life of all older Americans, especially the socially and economically disadvantaged. Programs that provide supportive services for the elderly, many at risk of being institutionalized, are cut back by over $15 million, and similar funding for Indians was cut back by over $2 million.

OFFICE OF THE SECRETARY (OS)

The Subcommittee funded the Office of the Secretary (OS) at $179 million, a 14% reduction from the President's FY 1996 *Budget* and a 15% reduction from FY 1995. In addition to the $179 million, $29 million in OASH functions are transferred to OS. This transfer of functions is consistent with REGO II.

- A portion of the reduction in OS represents a cut in the Chairman's mark for "overall administrative budgets by 7.5% and Congressional and Public Affairs offices by 10%".

- The Office for Civil Rights is reduced by 42 % ($7 million) from the President's request of $18 million.

Undistributed Administrative Reductions

The Subcommittee includes $75.5 million in undistributed administrative reductions in HRSA (-$16 million), CDC (-$31 million), AHCPR (-$2 million), and HCFA (-$26.5 million). It is not clear what type of impact these reductions could have on program services.

INVESTING IN EDUCATION AND TRAINING VS. CUTTING EDUCATION AND TRAINING: PRESIDENT'S FY 1996 REQUEST VS. REPUBLICAN FY 1996 EXPECTED ACTION

7/12/95

	PRESIDENT CLINTON'S 10-YEAR BUDGET	REPUBLICAN CUTS
Goals 2000: Help States and schools raise academic standards and student achievement	Increase to $750 million in FY 1996, supporting improvements for over 8 million children in 16,000 schools. By FY 2002, funding would increase to $896 million, supporting improvements for over 44 million children in 85,000 schools.	Eliminate all funding for education reform.
Education for disadvantaged students: Help low-income students achieve high standards	Increased by $573 million over the last 2 years; increase by $302 million in 1996, serving as many as 300,000 more children in 1996 alone, and providing increases in the future.	Reduce funding by $1.1 billion in FY 1996, cutting 1.1 million children from the program in FY 1996 alone. A freeze at this level would, by 2002, cut an additional 600,000 children from the program.
Safe and Drug-Free Schools and Communities	Fund at $500 million per year, providing safer, more drug-free learning environments for 39 million children in 14,000 school districts.	Reduce funding to $200 million, a 60% cut from the President's request. This would deprive over 23 million students of services next year.
Head Start: Comprehensive services for pre-school youth & toddlers to increase school readiness	Increase FY 1996 funding by $400 million and add 32,000 new Head Start slots for children in 1996, and a total of 50,000 new slots by 2002.	Cuts funding by $135 million from FY 1995 level. 45,000-50,000 children would be cut off current Head Start in 1996 to maintain program quality. Freezing funding at the reduced level would cut off up to 230,000 children below the President's proposed level for 2002.
Child Care & Development Block Grant: Child care assistance for working poor families	Increase funding by $100 million in FY 1996. States could use these funds to serve 70,000-80,000 more children of working poor families.	Provides no added funding in FY 1996. 70,000-80,000 fewer children in working-poor families could be served than under the President's proposal.
Summer Jobs for disadvantaged young people	Funding for about 615,000 jobs for disadvantaged young people in the summer of 1996.	Program eliminated beginning in 1996, wiping out job opportunities for some 4.3 million disadvantaged youth over the next 7 years.
Job Training for dislocated workers, low-income adults	Put Skill Grants directly into the hands of disadvantaged and dislocated workers, with 800,000 Skill Grant recipients in 1996. Increase 1995 funding by 40% to $3.1 B.	Cuts funding by 50% below the President's request, and 25% below 1995.
AmeriCorps: College Aid for National Service	Expand by $242 M to provide nearly 50,000 opportunities for community service and college aid, and 580,000 youth (K-12) other service opportunities.	Eliminated. Over 4.3 million service opportunities for youth in their communities abolished over 7 years.
ALL EDUCATION AND TRAINING (Budget Function 500)	INCREASE EDUCATION, TRAINING AND AID TO STUDENTS BY $40 BILLION IN DISCRETIONARY OUTLAYS OVER 7 YEARS	THE BUDGET RESOLUTION CUTS OUTLAYS FOR EDUCATION AND TRAINING BY $36 BILLION INCLUDING $10 BILLION IN LOAN BENEFITS TO STUDENTS

Elimination of deductions *related to home ownership is one of the most controversial elements of flat-tax plans.*

ing expenses from gross sales, companies could further deduct the full costs of new plant and equipment—but not wages—for the year in which those expenses were incurred.

The balance would be taxed at "a low and flat rate," probably 10 percent or less. Taxing net cash flow rather than profits would be a fundamental change, the plan's sponsors say.

Businesses would also receive the credit against taxes due for their share of Social Security payroll taxes.

Products exported would not be taxed, but imports would be taxed on the same basis as products sold in this country.

Profits earned by U.S. companies overseas would not be included in their tax base, while profits of U.S.-based subsidiaries of foreign companies would be.

Although the Domenici-Nunn plan would eliminate about 75 percent of the current tax code's 700 sections, Domenici and Nunn point out that "in the final analysis, everybody pays taxes. That is not going to change. We are not offering a tax cut or tax increase. We are proposing a change in the way our democracy raises revenue."

They describe the principal message of their plan to individuals in these terms: "If you choose to defer some of your current consumption in favor of savings income for your future and the future of your children, the tax code will not penalize you for doing so."

And to business: "If you choose to invest your profits in a new machine or a new process that will help you grow and put more people to work, the tax code will help make this feasible."

While the Domenici-Nunn plan shares some key goals with the Armey and Archer proposals, it conflicts with those plans in aspects that will ensure heated debate when the question of an alternative tax system moves to center stage over the next few years.

Its call for progressive tax rates conflicts with Armey's bedrock view that a flat rate is crucial to simplicity and fairness. And the retention of some deductions in the senators' plan goes against the House majority leader's strategic view that allowing some deductions opens the door to a stampede of demands for similar protection for other tax-relief provisions.

And given the take-no-prisoners stand of Ways and Means Chairman Archer on what should be done with the IRS, he is not apt to look kindly on the Domenici-Nunn plan's claim to simplicity because "the administrative apparatus to collect the tax is already in place."

The plan will also be closely scrutinized by business owners and managers eager for tax-policy changes that encourage capital formation but who want to know more about adopting national policies specifically designed to discourage the consumption on which they rely for income and profits.

Because of the heavy agenda facing the new Congress, no sponsors of the major proposals for an alternative tax system are setting timetables or deadlines for consideration and discussion of their far-reaching proposals.

Given the vast economic, social, and political implications of fashioning a new tax system for the 21st century, tax-policy experts say that such a project could easily extend over a period of years.

Prospects are that the GOP leadership will have enough of a challenge in dealing with the complex issues on their legislative agenda while preparing for the 1996 presidential and congressional elections that will test the staying power of the party's 1994 successes.

No one involved in the issue shows any sense of urgency for immediate action, and all believe there should be a long process of grass-roots education and discussion as necessary preliminaries before the legislative process begins. That schedule is one that business generally prefers, given the tremendous impact that the various proposals would have.

The National Retail Federation sums up that approach when it tells members of Congress that while the tax code can be improved, they should approach its reform "in a manner that allows every citizen to gain a full understanding of the benefits as well as the drawbacks to any proposed change." NB

To express your opinions on tax-reform issues, see Where I Stand, on Page 72.

To order a reprint of this story, see Page 69. For a fax copy, see Page 28.

Income Potential Of A Value-Added Tax

Estimated revenue from alternative versions of a 5 percent rate,* in billions of dollars

Rate/Exclusions	1996	1997	1998	1999	Four-Year Total
5 percent, no exclusions	$96.3	154.9	172.4	184.3	607.9
5 percent, with food, housing, and medical care excluded	$50.6	81.4	90.6	96.9	319.5

*While the CBO study used a 5 percent rate, a VAT that collected as much revenue as the current income tax would have to be much higher.

SOURCE: CONGRESSIONAL BUDGET OFFICE, U.S. CONGRESS, "REDUCING THE DEFICIT: SPENDING AND REVENUE OPTIONS. A REPORT TO THE SENATE AND HOUSE COMMITTEES ON THE BUDGET, 1994"

DRAFT

DEMOCRATIC MESSAGE ON EDUCATION

I. Misplaced priorities

Republicans have proposed a balanced budget by 2002 to "insure a better future for our children and a better future for our country."

Is cutting $45 billion from education over the next seven years to pay for a tax cut of $245 billion for the wealthy a way to insure a better future for our children?

II. Broken Promises

Republicans said that they were going to hold funding for Pell grants, Title I, Special Education, and Head Start at 95 levels. But the first mark-up of the first appropriations bill cuts all of these programs for 1996. Can we trust these people on anything?

III. The Anti-Education Congress

Last Congress Republicans were proud to stand together as the "Education Congress." We passed six major education bills with bi-partisan support: Direct Lending, Goals 2000, National Service, School-to-Work, Elementary Secondary Reauthorization, and Expanded Head Start. Do Republicans want us now to be the Anti-Education Congress, slashing education funding, abolishing Goals 2000 and National Service, and rolling back direct lending? These issues are too important to make hostage to partisan politics.

DRAFT

TEN THINGS THE AMERICAN PEOPLE SHOULD KNOW ABOUT THE ANTI-EDUCATION REPUBLICAN CONGRESS

1. **Republicans are good at subtraction and fractions.** They want to eliminate one-third of the federal investment in education by the year 2002.

2. **Republicans oppose public debt -- but school's out on private debt.** They want to but federal aid to college students by $30 billion over the next seven years, increasing the personal indebtedness of college students by up to 50 percent!

3. **Republicans don't like government subsidies -- unless the subsidies got to banks.** They want to roll back the new federal college loan program that has cut student loan fees in half, reduced interest rates, and created more favorable repayment terms. Republicans want to increase loan fees and create more interest rates for students -- to protect profits for banks and other middlemen in the student loan industry.

4. **Republicans don't keep their word.** They promised to maintain 1995 funding levels for Pell grants, disadvantaged students, Head Start, and Special Education, yet all of these programs are cut in the 1996 appropriations bill.

5. **Republicans are all for high standards of student achievement -- unless the standards were the President's idea.** They have zeroed out funding for the Goals 2000 Public School Reform Act which is helping 85,000 schools across the country raise achievement levels for 44 million children.

6. **Republicans are for safe and drug free schools -- until they have to pay for them.** They slashed funds for the federal programs that ensure safe and drug free schools by $300 million, a 60 percent cut, in 1996.

7. **Republican budget cutters can't distinguish good programs from bad ones.** For 1996, they slashed the highly successful Head Start program by $135 million, which will deny 60,000 children the opportunity to attend preschool.

8. **Republicans fail to recognize what every parent knows -- young people must have a constructive way to spend their summers.** They have zeroed out the summer jobs program for 1996, denying opportunities to 615,000 young people.

9. **Republicans feel it's okay if Johnny can't read or add.** They slashed support for disadvantaged children by $1.1 billion denying one million children the extra help they need with reading and math.

10. **In the Anti-Education Republican Congress, if you're a drop out or if you're not cut out for college, you're out of luck.** For 1996, they slashed $190 million in federal support for local efforts to ease the transition from school to work.

DRAFT

CONGRESSIONAL BUDGET AND APPROPRIATIONS BILLS: IMPACT ON COLLEGE AND UNIVERSITY STUDENTS

OVERALL

Largest education cuts in U.S. history.

Federal aid to college students slashed by $30 billion over next seven years.

Half of all college students receive federal financial aid.

75% of all student aid comes from the federal government.

88% of these student aid cuts fall on families earning $75,000 or less.

For every $100 cut in student aid, 2.2% fewer students from working families will go to college.

Students will be charged an extra $10 billion for student loans.

Republicans wish to roll back or eliminate the direct student loan program which yielded $2 billion in savings for students.

280,000 students will lose Pell grants next year, and the value of the grants will decline by 40% by the year 2002.

Americorps abolished, eliminating the opportunity for students to pay for college through community service.

WHAT DOES THIS MEAN TO YOU?

If you are an undergraduate college will cost you a lot more.

You will pay on average an extra $2875, or 20%, for your student loans; and/or

You will lose the 6-month grace period in which to defer repayment of your loans while you look for a job;

Your up-front loan fees will increase by 25%;

You will pay a higher interest rate on your loans;

You will have to work more or borrow more to cover the value of grant aid being cut.

If you are a community college student from a middle income family who depends on Pell grants:

You won't get any grant at all if you're one of the 20% of middle income students cut out of the program.

The purchasing power of your grant will decline steadily.

If you are a graduate student your costs will also increase dramatically.

You will lose the in-school interest subsidy on your graduate school loans.

If you are studying for a PhD and planning to teach, you will pay on average an extra $26,188, or 48%, for your loans.

If you are studying for a two-year masters degree, you will pay on average an extra $7156, or 26%, for your loans.

You might want to ask your Congyressman or Senator:

o Why are you willing to increase the personal debt of students when you are so opposed to public debt? Aren't there better ways to achieve that goal?

o Would you consider reducing the tax cut for the wealthy from $245 billion to $215 billion so student aid doesn't need to be cut at all?

o If Congress needs to cut $10 billion out of the student loan program to meet budget targets, would you be willing to cut profits to banks and other middlemen in the student loan program rather than the participants with the least money and the most to lose -- students?

CALIFORNIA

I cannot even begin to express my gratitude to the programs that have allowed me to have the financial ability to pursue my education. Everyday I feel so fortunate to be able to have this opportunity, I always knew that I would go to college, but I never really though about what a financial burden it could be.

My mother depends on her meager income and assistance from our immediate family to keep us financially stable. She came to this country for a better future, from the political oppression of Vietnam. But, as her daughter, I wonder if it is any better for her as she endures 12-hour days, six days a week, as a manicurist, with no vacation, no health insurance, and no pension. My mother waits by the mailbox everyday to see if my financial aid will be as helpful next year as it has been this year. She has given up on her future and knows that she must work to survive. But, for me, she hopes for not just survival, but possibilities. When I was a child, she would grab my hand and feel them to see if they were callused, like hers. Her one wish is that the hands of her children will be free of those calluses and they will be able to use their minds, rather than be condemned to a life of hard labor.

That is what it comes down to. You are talking about more than just monetary amounts, you are talking about possibilities. With the price tag of around $13,000 to go to a University of California school, those with meager incomes are alienated from the institutions of higher learning. This is not right.

Why should children try if there will be no one to recognize the pure merit of a desire to learn? Take something else away, but do not take away the opportunity for people to better themselves.

IOWA

I was born and raised on a small dairy farm in Iowa -- the same quarter section farm on which my father was born and raised and still lives; the same farm which my great-grandparents purchased when they emigrated from Germany in the 1870's. As the eldest of five children, I worked alongside my parents on the farm from an early age. My parents went to work full-time when they graduated from 8th grade - my father as a farmer and my mother as a domestic worker. As most loving parents do, they wanted their children to have a better life than they had, so they were supportive of our educations, ensuring that even with all the farm work there was to be done, that we would have time to study.

However, when I, as a high school student, began to speak of attending college, my parents sadly and gently informed me that that was an impossible dream because the University was too far away (this was Iowa State University in Ames, Iowa, just 180 miles from where we lived), it was too expensive, and "people like us" just didn't go to college.

I was a National Merit Scholar, a member of the National Honor Society, and I graduated from high school with a 4.0 g.p.a.

I did win several scholarships, but without the other student aid I received, including grants, work-study, and guaranteed student loans, I would never have been able to attend even an inexpensive state university. My parents were only able to contribute less than $1,000 to my education.

I graduated with Honors and Distinction from Iowa State in 1985 and went on to earn a National Science Foundation Fellowship and went on to earn my Ph.D. at the Massachusetts Institute of Technology in 1991.

Does Congress want to ensure that most "people like me" are not able to benefit from a formal education? Do you want to cut aid because you want to keep all of us lazy freeloaders from being handed an education when other folks actually have to shell our their daddy's money for it? Cutting aid to finance a tax cut will not benefit "people like me." My family's gross income was always below the level for a family of four, and we had a family of seven.

Cutting financial aid for undergraduate and graduate education will make it much harder, and in some instances, impossible, for people from working class and working poor backgrounds to receive formal educations and to "move up the socio-economic ladder" in this society.

Is that one of the items in YOUR contract with America?

MICHIGAN

I am a law student at Syracuse University. I graduated from the University of Michigan undergraduate program. I am a 24 year old African American male. I was born and raised in Flint, Michigan (one of the worst places for a young minority to grow up). My father and sister are incarcerated, my other sister is a recovering crack addict, and my mother is currently taking care of 6 grandchildren.

Over the years, I have tried to do all that I could for my family and am the first in my family to attend college. Without financial aid, this would not have been possible, and without continued financial aid, I will not be able to pursue my dream of becoming an attorney. Where I am from, role models carry guns, flash money, and kill over a pair of sneakers. There are many youngsters ready to fill the shoes of those "role models." I want those who choose to fill my shoes to have every opportunity and help to do so. Do not cut financial aid! If anything, increase it.

TENNESSEE

Federal and private financial aid have paid for the majority of my college education. I come from a very low-income (less than $3,000 per year) family in upper eastern Tennessee. We have a somewhat colloquial lifestyle -- I spent years without running water and electricity (and I'm only 22 now!). We are basically a farming family. I am the first person in my family to graduate college and I would not have been able to accomplish this without aid. Contrary to popular belief, poor people do not "live off the dole" constantly, nor are we completely unable to "make a contribution to society." Yet, because the military is running out of places from which to steal money, my government is threatening to take these opportunities away from me.

Had these budget cuts been implemented during my first years in college, I would not have been able to afford to come here. My life would be very different. I would probably have been forced to find work in a factory. I urge Congress to think of the human aspect of student aid and to realize what repercussions your decisions might have.

TEXAS

I am a first year student at Princeton University. I attended high school in a small town just outside of Austin, Texas. My high school was not known for sending students to Ivy League schools. In fact, it struggles to send students to college at all. The drop-out rate is about 60% and the school district is one of the poorest in the state. My acceptance to Princeton was a great shock to all of my peers. I overwhelmed them that they could know someone who was attending Princeton or at least about to. To my peers, Princeton was this rich, white conservative school that only the Vanderbilt's and the Kennedy's of our nation attend. Never in the minds of my peers would such a school allow a poor Mexican girl from Del Valle to attend it.

Of course, I could not have attended without the help of financial aid. My father is in prison right now and my mother is recovering from a heroin addiction. During my senior year of high school (about a week after I found out about my acceptance to Princeton), my mother abandoned my younger sister and I for her drugs. My aunt gladly took us in but being on welfare she was hardly capable of feeding two extra mouths. Money was tight while I was there but we always managed. There was no way though, that we could have managed to pay $28,000 a year just to make my life dream possible.

If I do not continue to receive financial aid, my career here at Princeton will be short-lived and my struggle and those of other like myself will have been in vain.

DRAFT

TEN THINGS THE AMERICAN PEOPLE SHOULD KNOW ABOUT THE ANTI-EDUCATION REPUBLICAN CONGRESS

1. **Republicans are good at subtraction and fractions.** They want to eliminate one-third of the federal investment in education by the year 2002.

2. **Republicans oppose public debt -- but school's out on private debt.** They want to but federal aid to college students by $30 billion over the next seven years, increasing the personal indebtedness of college students by up to 50 percent!

3. **Republicans don't like government subsidies -- unless the subsidies got to banks.** They want to roll back the new federal college loan program that has cut student loan fees in half, reduced interest rates, and created more favorable repayment terms. Republicans want to increase loan fees and create more interest rates for students -- to protect profits for banks and other middlemen in the student loan industry.

4. **Republicans don't keep their word.** They promised to maintain 1995 funding levels for Pell grants, disadvantaged students, Head Start, and Special Education, yet all of these programs are cut in the 1996 appropriations bill.

5. **Republicans are all for high standards of student achievement -- unless the standards were the President's idea.** They have zeroed out funding for the Goals 2000 Public School Reform Act which is helping 85,000 schools across the country raise achievement levels for 44 million children.

6. **Republicans are for safe and drug free schools -- until they have to pay for them.** They slashed funds for the federal programs that ensure safe and drug free schools by $300 million, a 60 percent cut, in 1996.

7. **Republican budget cutters can't distinguish good programs from bad ones.** For 1996, they slashed the highly successful Head Start program by $135 million, which will deny 60,000 children the opportunity to attend preschool.

8. **Republicans fail to recognize what every parent knows -- young people must have a constructive way to spend their summers.** They have zeroed out the summer jobs program for 1996, denying opportunities to 615,000 young people.

9. **Republicans feel it's okay if Johnny can't read or add.** They slashed support for disadvantaged children by $1.1 billion denying one million children the extra help they need with reading and math.

10. **In the Anti-Education Republican Congress, if you're a drop out or if you're not cut out for college, you're out of luck.** For 1996, they slashed $190 million in federal support for local efforts to ease the transition from school to work.

DRAFT

CONGRESSIONAL BUDGET AND APPROPRIATIONS BILLS: IMPACT ON COLLEGE AND UNIVERSITY STUDENTS

OVERALL

Largest education cuts in U.S. history.

Federal aid to college students slashed by $30 billion over next seven years.

Half of all college students receive federal financial aid.

75% of all student aid comes from the federal government.

88% of these student aid cuts fall on families earning $75,000 or less.

For every $100 cut in student aid, 2.2% fewer students from working families will go to college.

Students will be charged an extra $10 billion for student loans.

Republicans wish to roll back or eliminate the direct student loan program which yielded $2 billion in savings for students.

280,000 students will lose Pell grants next year, and the value of the grants will decline by 40% by the year 2002.

Americorps abolished, eliminating the opportunity for students to pay for college through community service.

WHAT DOES THIS MEAN TO YOU?

If you are an undergraduate college will cost you a lot more.

You will pay on average an extra $2875, or 20%, for your student loans; and/or

You will lose the 6-month grace period in which to defer repayment of your loans while you look for a job;

Your up-front loan fees will increase by 25%;

You will pay a higher interest rate on your loans;

You will have to work more or borrow more to cover the value of grant aid being cut.

If you are a community college student from a middle income family who depends on Pell grants:

You won't get any grant at all if you're one of the 20% of middle income students cut out of the program.

The purchasing power of your grant will decline steadily.

If you are a graduate student your costs will also increase dramatically.

You will lose the in-school interest subsidy on your graduate school loans.

If you are studying for a PhD and planning to teach, you will pay on average an extra $26,188, or 48%, for your loans.

If you are studying for a two-year masters degree, you will pay on average an extra $7156, or 26%, for your loans.

You might want to ask your Congyressman or Senator:

o Why are you willing to increase the personal debt of students when you are so opposed to public debt? Aren't there better ways to achieve that goal?

o Would you consider reducing the tax cut for the wealthy from $245 billion to $215 billion so student aid doesn't need to be cut at all?

o If Congress needs to cut $10 billion out of the student loan program to meet budget targets, would you be willing to cut profits to banks and other middlemen in the student loan program rather than the participants with the least money and the most to lose -- students?

CALIFORNIA

I cannot even begin to express my gratitude to the programs that have allowed me to have the financial ability to pursue my education. Everyday I feel so fortunate to be able to have this opportunity, I always knew that I would go to college, but I never really though about what a financial burden it could be.

My mother depends on her meager income and assistance from our immediate family to keep us financially stable. She came to this country for a better future, from the political oppression of Vietnam. But, as her daughter, I wonder if it is any better for her as she endures 12-hour days, six days a week, as a manicurist, with no vacation, no health insurance, and no pension. My mother waits by the mailbox everyday to see if my financial aid will be as helpful next year as it has been this year. She has given up on her future and knows that she must work to survive. But, for me, she hopes for not just survival, but possibilities. When I was a child, she would grab my hand and feel them to see if they were callused, like hers. Her one wish is that the hands of her children will be free of those calluses and they will be able to use their minds, rather than be condemned to a life of hard labor.

That is what it comes down to. You are talking about more than just monetary amounts, you are talking about possibilities. With the price tag of around $13,000 to go to a University of California school, those with meager incomes are alienated from the institutions of higher learning. This is not right.

Why should children try if there will be no one to recognize the pure merit of a desire to learn? Take something else away, but do not take away the opportunity for people to better themselves.

IOWA

I was born and raised on a small dairy farm in Iowa -- the same quarter section farm on which my father was born and raised and still lives; the same farm which my great-grandparents purchased when they emigrated from Germany in the 1870's. As the eldest of five children, I worked alongside my parents on the farm from an early age. My parents went to work full-time when they graduated from 8th grade - my father as a farmer and my mother as a domestic worker. As most loving parents do, they wanted their children to have a better life than they had, so they were supportive of our educations, ensuring that even with all the farm work there was to be done, that we would have time to study.

However, when I, as a high school student, began to speak of attending college, my parents sadly and gently informed me that that was an impossible dream because the University was too far away (this was Iowa State University in Ames, Iowa, just 180 miles from where we lived), it was too expensive, and "people like us" just didn't go to college.

I was a National Merit Scholar, a member of the National Honor Society, and I graduated from high school with a 4.0 g.p.a.

I did win several scholarships, but without the other student aid I received, including grants, work-study, and guaranteed student loans, I would never have been able to attend even an inexpensive state university. My parents were only able to contribute less than $1,000 to my education.

I graduated with Honors and Distinction from Iowa State in 1985 and went on to earn a National Science Foundation Fellowship and went on to earn my Ph.D. at the Massachusetts Institute of Technology in 1991.

Does Congress want to ensure that most "people like me" are not able to benefit from a formal education? Do you want to cut aid because you want to keep all of us lazy freeloaders from being handed an education when other folks actually have to shell our their daddy's money for it? Cutting aid to finance a tax cut will not benefit "people like me." My family's gross income was always below the level for a family of four, and we had a family of seven.

Cutting financial aid for undergraduate and graduate education will make it much harder, and in some instances, impossible, for people from working class and working poor backgrounds to receive formal educations and to "move up the socio-economic ladder" in this society.

Is that one of the items in YOUR contract with America?

MICHIGAN

I am a law student at Syracuse University. I graduated from the University of Michigan undergraduate program. I am a 24 year old African American male. I was born and raised in Flint, Michigan (one of the worst places for a young minority to grow up). My father and sister are incarcerated, my other sister is a recovering crack addict, and my mother is currently taking care of 6 grandchildren.

Over the years, I have tried to do all that I could for my family and am the first in my family to attend college. Without financial aid, this would not have been possible, and without continued financial aid, I will not be able to pursue my dream of becoming an attorney. Where I am from, role models carry guns, flash money, and kill over a pair of sneakers. There are many youngsters ready to fill the shoes of those "role models." I want those who choose to fill my shoes to have every opportunity and help to do so. Do not cut financial aid! If anything, increase it.

TENNESSEE

Federal and private financial aid have paid for the majority of my college education. I come from a very low-income (less than $3,000 per year) family in upper eastern Tennessee. We have a somewhat colloquial lifestyle -- I spent years without running water and electricity (and I'm only 22 now!). We are basically a farming family. I am the first person in my family to graduate college and I would not have been able to accomplish this without aid. Contrary to popular belief, poor people do not "live off the dole" constantly, nor are we completely unable to "make a contribution to society." Yet, because the military is running out of places from which to steal money, my government is threatening to take these opportunities away from me.

Had these budget cuts been implemented during my first years in college, I would not have been able to afford to come here. My life would be very different. I would probably have been forced to find work in a factory. I urge Congress to think of the human aspect of student aid and to realize what repercussions your decisions might have.

TEXAS

I am a first year student at Princeton University. I attended high school in a small town just outside of Austin, Texas. My high school was not known for sending students to Ivy League schools. In fact, it struggles to send students to college at all. The drop-out rate is about 60% and the school district is one of the poorest in the state. My acceptance to Princeton was a great shock to all of my peers. I overwhelmed them that they could know someone who was attending Princeton or at least about to. To my peers, Princeton was this rich, white conservative school that only the Vanderbilt's and the Kennedy's of our nation attend. Never in the minds of my peers would such a school allow a poor Mexican girl from Del Valle to attend it.

Of course, I could not have attended without the help of financial aid. My father is in prison right now and my mother is recovering from a heroin addiction. During my senior year of high school (about a week after I found out about my acceptance to Princeton), my mother abandoned my younger sister and I for her drugs. My aunt gladly took us in but being on welfare she was hardly capable of feeding two extra mouths. Money was tight while I was there but we always managed. There was no way though, that we could have managed to pay $28,000 a year just to make my life dream possible.

If I do not continue to receive financial aid, my career here at Princeton will be short-lived and my struggle and those of other like myself will have been in vain.

Highlights of Cuts in the Labor-HHS Bill Affecting Education & Kids

If the Republican Labor-HHS bill is enacted, the 104th Congress will go down in history as "The Anti-Education Congress." One-half of the bill's cuts come in education programs. The bill cuts education programs by $4.5 BILLION or by 18%. These $4.5 BILLION in cuts include:

- **A Cut in Title 1, Compensatory Education of $1.1 BILLION -- or 17%.** This cut of 17% will affect the 14,000 school districts that receive these funds -- and will result in denying one million children the extra help they need in reading and math.

- **A Cut in Safe & Drug-Free Schools of $286 million -- or 59%.** This program has provided vitally-needed funds for hundreds of school districts across the country to help ensure safe and drug-free schools.

- **The Elimination of the Goals 2000 Program.** The Goals 2000 Public Schools Reform Act has been helping 85,000 schools across the country raise the achievement levels for 44 million children.

- **A Cut in Vocational Education of $300 million -- or 27%.** In the rapidly changing U.S. economy, vocational education is more important than ever in providing the non-college-bound with important knowledge and skills.

- **The Termination of the Capital Contribution for Perkins (Formerly NDEA) Loans.** Under the bill, this will be the first time in 38 years that the Federal Government has not made a contribution to the fund for Perkins Loans (formerly known as the National Defense Education Act or NDEA loans).

- **A Cut in the School-to-Work Program of $55 million -- or 22%.** The bill cuts by almost one quarter federal support for local efforts to ease the transition from school to work.

In addition to the $4.5 BILLION in cuts in Education Department programs, the bill also cuts other programs affecting kids, including:

- **A Cut in Head Start of $137 million.** This cut will eliminate 48,000 eligible children from the program.

- **A Cut in Healthy Start of $55 million -- or 52%.** Healthy Start is an infant mortality initiative to assist communities with high infant mortality rates.

- **The Termination of Summer Jobs.** Under the bill, there will no summer jobs for youth in 1996, denying opportunities to 615,000 young people.

Highlights of Cuts in the Labor-HHS Bill Affecting Worker Protection

The Republican Labor-HHS bill represents an assault on average American working families -- by, for example, undercutting health and safety protections in the workplace, undermining the enforcement of such laws as the 40-hour-work-week, and drastically curtailing programs designed to aid workers suddenly out of a job. The cuts in the bill include the following:

- A Cut in Enforcement of Health and Safety Protections in the Workplace by 33%. The bill cuts the budget for federal OSHA enforcement activities by 33% -- despite the fact that more than 55,000 workers die and another 60,000 are permanently disabled each year from work-related injuries and disease.

- A Cut in Wage and Hour Enforcement by 12%. The bill cuts the budget of the Employment Standards Administration (ESA) for the enforcement of wage and hour laws by 12%. The ESA is responsible for ensuring that employers comply with such laws as the 40-hour-work-week, the Family and Medical Leave Act, the minimum wage law, and child labor laws.

- A Cut in Pension Protection Activities by 7.5%. The bill cuts the budget of the Pension and Welfare Benefits Administration (PWBA), which protects the roughly 5.2 million private pension and health plans that control more than $3 TRILLION in assets, by 7.5%. Last year, PWBA responded to 158,000 requests for assistance; its cases resulted in 141 criminal indictments and restored $482 million in pension wealth to workers.

- A Cut in NLRB Funding by 30%. The bill cuts the budget of the National Labor Relations Board by 30%. The NLRB has served the nation well for over 60 years -- guarding against unfair labor practices both by employers and employees and protecting the right of workers to organize.

- A Cut in Enforcement of Health and Safety Protections in Mines by 8%. The bill cuts the budget of the Mine Safety and Health Administration by 8%, despite the fact that mining remains one of the most hazardous industries in America.

- A Cut in the Dislocated Workers Program by 31%. The dislocated workers program is another program designed to protect American workers. In the case that workers lose their job due to a plant closure or similar cause, the dislocated workers program is there to provide them the job training and other assistance they need in order to obtain new employment.

Highlights of Cuts in the Labor-HHS Bill Affecting Seniors

The Republican Labor-HHS bill eliminates one major program of vital concern to seniors -- the Low-Income Home Energy Assistance Program -- and contains crippling cuts in several other programs of vital concern to seniors. Following is a description of some of the cuts:

- Elimination of the Low-Income Home Energy Assistance Program (LIHEAP). The LIHEAP program provides assistance to thousands of low-income seniors across the country in helping them pay for heating in the winter and for air conditioning in the summer. The importance of attempting to help seniors with air conditioning was highlighted by the tragedies that occurred during the recent heat wave -- in which 700 people died, including many low-income elderly who lacked any air conditioning.

- Cuts in Senior Nutrition Programs of $24 million which is a cut of 12 million meals, including:

  - A cut in Congregate Nutrition Services (meals served at senior centers) of $19 million; and

  - A cut in Meals-on-Wheels (meals delivered to homes) of $5 million.

- Cuts in Older Worker Programs of $46 million -- or 12%. This is a highly successful program, through which senior citizens gain part-time employment in community service activities. The program demonstrates the valuable contribution that older workers can continue making in their communities.

- A Cut in the Foster Grandparents Program of $10 million -- or 15%. This was a program long championed by First Lady Nancy Reagan, which matches senior volunteers with children who need their help and attention.

- Cuts in Other Senior Volunteer Programs of $11 million -- or 16%. The bill also cuts the other senior volunteer programs -- including the RSVP Program (Retired Senior Volunteer Program) and the Senior Companion Program.

- A Cut in the Long-Term Care Ombudsman Program of 33%. The Long-Term Care Ombudsman Program is a critically important program, which responds to complaints of abuse in nursing homes.

NOTES FROM EDUCATION BUDGET MEETING WITH DEMOCRATIC HILL STAFF

Major Issues/Points

- All Hill staff in attendance expressed a strong recommendation not to release the state-by-state data until Thursday afternoon for a Friday pre-AFT release. Tomorrow is Medicare Day, and the universal feeling was that the state-by-state message will be lost in the Medicare message. Felt that since the numbers are already dated (same as the Subcommittee mark) it doesn't cost us anything to wait a few more days to release. Dems all aware that on Friday the President is giving AFT speech, can use state-by-state release to support (speeches on floor, in talks over the weekend, "message of the day," etc.

- Set to meet again Wednesday morning at 10:00 (pending Jeremy, Gene, and Ken's schedules) to try and come up with three things:

  -- An "overarching" set of themes/talking points on education and training that all dems and the Administration can use. Example of 3 possible themes: (1) GOP "Misplaced Priorities" (2) GOP Broken Promises (some members promised to support Pell, Title I, etc then vote to cut in House) (3) Some broad term/phrase like the "Anti-Education Congress" that members hate to be painted with.

  -- A list of upcoming events and events that we would like to do (back to school week, Direct lending, etc)

  -- A list of items that we can put together in a "August Vacation Package of things to do" that would give members ideas for meetings and events to target Republican cuts to education and training

  A request was made for everyone to bring "lots of paper" to the meeting. We should include Susan Frost and Sally Sachar from the departments, as well as appropriate WH staff for a real "working session."

- We need to coordinate our efforts in planning a Back-to-School Week in September. Also on a Student Aid Day.

- Whenever possible, it is most useful for the Dems on the Hill to get budget numbers that reflect cuts from existing FY95 levels, rather than the difference between our proposed budget and GOP cuts.

- Also whenever possible, district-by-district data is best for House Dems. If it is not too much trouble, it would be helpful to them if we could put together a short one-pager on the impact of GOP education cuts on a district-by-district level for those programs that we currently have such information, if any.

- A question came up on whether or not the President was planning on including any language on the GOP education and training cuts and their impact on the states in his upcoming speech to the NGA.

- Also a question on whether or not it is possible to calculate the amount of increase in property taxes it would take to make up for cuts in education and training. Could put together a list of 5 representative areas in the country (cities, suburbs, rural, urban, etc) and do a rough calculation of how much property taxes would have to go up to replace GOP cuts in education ("in San Diego CA, residents would have to pay $XX more in property taxes to make up for the $yy in cuts to education and training programs made by the Republicans in the House).

- Rep. Obey wants to target Republicans in vulnerable/key districts with any information on the negative impacts of House Appropriations Committee cuts to education and training. Any documents/figures that could support him in this effort before the floor vote on House Approps Bill would be appreciated.

- There is great interest in doing some sort of "Report Card" for both the Congress and GOP members on their votes on education and training budget cuts. The idea is to coordinate with the Education groups to get this Report Card out over the August recess.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release July 20, 1995

REMARKS BY THE PRESIDENT
VIA SATELLITE TO THE
NATIONAL CONFERENCE OF STATE LEGISLATURES
IN MILWAUKEE, WISCONSIN

11:16 A.M. EDT

THE PRESIDENT: Thank you, Jane Campbell, for your gracious introduction and for all the great work you've done as president of the NCSL. I saw your mother yesterday morning at my affirmative action speech, and I wonder who you're going to produce in your family to start tomorrow off right for me. I'm very glad to see you again.

I want to wish your incoming president, Jim Lack, the best of luck in the coming year. I think he can expect interesting times as well.

Let me express my thanks to your NCSL vice president, Mike Box; your former president, Bob Connor; two of your assembly chairs -- my good friend, Dan Blue, and Representative Bill Purcell, with whom I enjoyed working at the Vice President's Family Conference in Nashville recently. It's great to be here with all of you, even if I'm only here by satellite.

You know, the image that is bringing me to you traveled from Washington to a satellite about 22,000 miles away in space, and then back down to Milwaukee, a total of 44,000 miles. Back when I was a governor there were times when I felt that Washington was that far away. And it's been very important to me, as you said, to try to make you feel that we're not 44,000 miles away, that we're not living on a different planet, that we can stay in tough with you and that we can work together.

For 12 years I lived with state government and I saw how it can be the laboratory of our democracy. I know how you drive us forward as a nation with your innovation, your will to experiment responsibly, and your common sense. You are the inspiration for so much of what we're trying to do up here. And I thank you very much for that.

America's state legislators have had a very productive year. I noticed that in Utah, West Virginia, New Mexico and Montana, statutes were enacted that permit employers to establish medical savings accounts for health care. Delaware and Ohio have led the way with truly meaningful welfare reform legislation that is focused on protecting our children and moving people from welfare to work, something I've been laboring with for 15 years now. And I understand that those of you from Iowa saw fit to put diaper-changing tables in all the statehouse rest rooms. Now, if that is not a sincere commitment to family values, I don't know what is.

For many of you, your work for the year is done. But in Washington, as you know, we've still got a very long way to go. When I ran for President as the governor of my state, I did it for two reasons. First, I thought that, on the verge of the 21st century, we were in danger of losing the American Dream of opportunity for all and in danger of losing our sense of responsibility with all the

MORE

social problems that were tearing our country apart. So I wanted to restore opportunity and a sense of responsibility.

But I also wanted to bring the American people together as a community. Politics has been used too long to divide us when what we really need to do is to rise above partisanship to find common ground. In order to do that, Washington needs to inspire the trust of more people throughout the country with a government that empowers people to make the most of their own lives, empowers communities to solve their own problems and is far less bureaucratic and less proscriptive.

Now, in the last two and a half years I believe we've produced some real achievements. The economy is up, inflation is low, trade is expanding, interest rates and unemployment are down. The facts speak for themselves. In the last two years we have cut the deficit by a third, and we're in the process of reducing it for three years in a row for the first time since Harry Truman was president. We have put in place more than 80 new trade agreements, including NAFTA and the GATT world trade agreement, and an historic pact to finally, finally open Japan's markets to American cars and American auto parts.

These efforts have added about seven million new jobs to our economy, and almost all of them have been in the private sector. To give you an idea of what that means, it's like creating a job for every person in Delaware, Idaho, Maine, Mississippi, Montana and Wyoming combined. In 1993 our country established more new businesses than ever before, and in 1994 Americans broke that record again.

One of the best pieces of evidence that this country is turning around is right in the room here. The report in CSL issued for this conference, the report The New York Times put on its front page on Sunday, says that the finances of the state are -- and I quote -- "the best they have been since the 1980s." Last year employment grew in all 50 states and independent forecasters expect the same thing to happen again this year.

I have only one thing to say to that. As good as this is, you ain't seen nothing yet, if we stay on the same course. We couldn't have done all this without a strong commitment to changing the way the government does the people's business here in Washington, because the old federal ways and the old federal bureaucracy were not going to permit the kind of changes that we have to make as a country to get to the 21st century.

Our federal work force is well on its way to being the smallest it's been since John Kennedy was President. It will be in just another year or two. Already, we've cut well over 100,000 positions from the government; hundreds of programs have been abolished. Just last month, we got rid of 16,000 pages in the Federal Code of Regulations. Fifty percent of the regulations at the Small Business Administration are on their way to being history. We've reduced that budget by 40 percent, and doubled the number of small business loans.

Forty percent of the Education Department's regulations are being scrapped. And as you know, that will directly help a lot of you. THe time it takes to fill out EPA regulations has been cut by 25 percent. And we're now telling small businesses around America, if you call the EPA and you ask for help on a problem, you cannot be fined for six months while you try to work it out.

Reinventing government means reinventing the way the federal government does business with you as well. Our job has been to bring together all levels of government to cooperate, to find common ground, to actually work together to solve our nation's

MORE

problems, instead of just talking about them. We have worked very hard to forge a genuine partnership between the states and the national government.

I learned about the importance of this partnership a long time ago. When I was the governor, in Little Rock the legislature and the governor's offices were close together -- just one floor apart in the Capital. We saw each other all the time. Legislators dropped by my office at any time of the day or night during the legislative sessions. Many legislators even came to the governor's morning planning meetings. There was a spirit of teamwork, a tremendous amount of goodwill, and an awful lot of good came out of it.

As you know, unfortunately, we too often don't work that way in Washington. I am doing my best to build on that tradition to go beyond partisanship to finding common ground and actually solving a lot of these issues.

I've also tried to give you more say in your own affairs. We have now given 29 states a total of 33 waivers from federal rules to enact their own welfare reform proposals. In the last two and a half years, more states have received waivers than in the previous 12 years of the previous two administrations combined. We have also given 10 states waivers to carry out major health car reform initiatives.

I did sign, as Jane said, the Unfunded Mandates Act, which restricts Congress from passing new mandates on state and local governments without paying for them. From now on, Congress will not be able to take you out for a 10-course dinner and then stick you with the check.

We have proposed setting up performance partnerships with you. Under this initiative, you would have a real say in how federal programs are run in your state. But in exchange for more flexibility and more freedom to innovate, you would also be more accountable for the results.

The list goes on. OSHA and the EPA no longer play cops and robbers with you as they used to. We're moving away from punishment to compliance as a goal. FEMA used to be a disaster, but all of you had to use it in the last two and a half years know that it is a genuine disaster agency now, helping states all across our country to respond quickly and efficiently and compassionately to crises.

Even though we've made strides, I know we still have a lot to do. That's why I have submitted my balanced budget plan, which I believe is important because of the way it balances the budget and because of the things that it still does in the budget both for the American people and with the American states.

All of you have to balance your budget, and you know it's important. The United States never had a structural deficit until about 12 years ago. Before, when we ran deficits, it was just because of economic conditions. But from 1981 until the day I took office, we quadrupled the debt of this country. And we were in a position where we were going to have deficits forever and ever, with all the economic weakness that that implies.

I know what you have to do and the tough choices you have to make. I used to do it every year for 12 years. We are now at an historic moment, because for the first time in a long time, the leaders of both parties in Washington agree that we must balance the budget. The Congress has a budget plan that I have differences with, but at least we share this common goal. And I am confident we are going to be able to work together to balance the budget and to help all Americans achieve the objectives of a balanced budget -- a stronger economy and a brighter future for ourselves and our children.

But in the meanwhile, we need to be honest and open about our differences; and there are real differences. The biggest difference is the difference between necessary cuts and unacceptable and ultimately self-defeating pain. Our balanced budget plan cuts spending by more than $1 trillion. It cuts non-defense discretionary spending by an average of 20 percent across the board, except for education. The congressional plan wants to make deep cuts in education and training, while I want to increase our investment in education, because that is essential to our ability to meet the challenges of the next century.

Let me say also that I am very concerned about the direction that the House Appropriations Committee seems to be going with regard to the bill which includes funding for key education and training initiatives. The bill they've come up with would eliminate the Goals 2000 program. It would drastically cut back the School-to-Work initiatives that we have used to help all of you establish systems in your own state to move everybody who doesn't go on to four year colleges into a continuing education program.

And let me stop and say that when I became President I knew that the United States was the only advanced economy in the world that had no system for the young people who did not go on to four-year universities. We all have our community colleges; we all have our vocational schools; we all are blessed with private sector employers that try to provide people on-the-job training. But we had no system on a state-by-state basis in all 50 states for keeping up with those young people who don't go to the four-year schools and making sure that they can make the transition from school to work in a job with a chance to have a growing, not a shrinking income. So I think it's a mistake to walk away from the School-to-Work program.

They also want to effectively gut the Safe and Drug-free Schools and Communities program. I know that a lot of you have schools that need more help with security measures, that need more help with drug prevention measures, and that you cannot provide this money on your own. The Safe and Drug-free Schools program has enabled all the schools of our country to access the resources they need to try to have the schools be safe and drug free. The House proposed budget would also deny Pell Grants to 300,000 students who want to attend college. And it would cut job training for hundreds of thousands of Americans just when we need to help our people build the skills to meet the demands of the 21st century.

If Congress sends me this bill in its present form, I will have to veto it because it will weaken our economy and it will undermine the good that we can do by balancing the budget. The congressional plan will also cut Medicare in a way that could impose huge costs on the elderly. We have to reduce the rate at which Medicare costs are increasing. We can reform the Medicare program, but we have to make sure that it will be intact for Americans who need it.

Congress also has a plan that will give very large tax cuts that will primarily go to people who are better off. I think the tax cuts are too large and will require cuts in Medicare, Medicaid and education that are too large. But if we simply cut taxes for people who really need it, cutting taxes for middle-class people so that they can invest that money in their children and in their education, we can afford a sizeable tax cut, balance the budget and continue to invest in our fundamental needs.

The congressional plan would balance the budget in seven years. I believe that that is too fast. We have had a deficit since

1969. We have had a huge structural deficit for 12 years. We've already cut the deficit for three years in a row. I think it is better to take a little more time so that we can continue to invest in education, protect Medicare, protect our relationships and our partnerships with you, and invest in the things that will grow our economy. If we can balance the budget in 10 years without doing that kind of harm, we ought to take more time and do it right.

So I say, let's balance the budget, but let's balance the budget in 10 years, not seven years. We cannot expect to undo these decades of fiscal damages overnight. And we must continue to make investments here at the national level, in education, in investments in science and technology and the environment, and, obviously, in Medicare and Medicaid.

How we balance the budget is as important as balancing it. Just three extra years will preserve the dreams of millions of Americans. And it will strengthen our economy. We get all the economic benefits of balancing the budget, and the economic benefits of opening the doors of college education to all with affordable and payable loans; continuing to increase the impact of Head Start for our young people; and being able to create a genuine big training program for unemployed and underemployed people, so that we can get rid of all these many, many dozens of federal training programs and still have enough money to put in this block so that people who lose their jobs or are underemployed can have access which they can take to the local community college or any other place of their choice.

Now, to me, this choice is clear, and I hope you will agree. I was gratified to learn that yesterday, your federal budget and taxation committee passed a resolution calling for a balanced federal budget within 10 years. That will enable us to maintain our partnership.

The congressional budget would also do something else. I believe it would put an unfair burden on every one of you. Anybody who's worked in state government in the 1980s learned a very painful lesson. Washington's budget decisions all throughout the '80s gave us too many problems and too few resources. States were stuck with a horrible combination of more mandates and less funding. I know there are people in this room who worked night and day to see to it that the citizens of your state were taken care of, but it wasn't easy. There was an awful lot of unnecessary pain. And I don't see any reason on Earth why we ought to go through that again. But that is exactly what could happen with the congressional budget.

It sounds good -- it calls for block grants for Medicaid and food stamps. But I have to tell you, I have real doubts that these block grants would be able to keep pace with the demands that you are going to face in your individual states. And in the real world, remember that economies change, populations rise, needs evolve. As those things happen you could be locked into a grant that could lock you into a real bind. And no matter how great a job you've done getting your own fiscal house in order, no matter how hard you've worked to prepare your state for the next century, you'll have to respond. And that could mean putting the working families of your state, the children of your state, the elderly of your state either in dire straights at the moment that we need to be doing everything we can to help them to make the most of their own lives, or forcing you to raise taxes when that might not be in the economic interests of your state or your people.

Should the states have more responsibility? Of course, they should. I'm doing my best to give you more. Should you deliver primary services? You always have. Should we in Washington do more than we have to free you up? Absolutely, we should. But we ought to do it in partnership. Simply moving the bureaucracy from one place to another, or shifting the problems from one level to another is nothing more than a shell game. Giving you the responsibility without the resources could be disastrous. We can do better than that. We can get rid of this deficit. We can give our people the tools they need to make the most of their own God-given talents and we can give our states more flexibility.

The budget process is entering a crucial stage now. If there was ever a time for you to add your voices the time is now. We need to get to work and we need to do it in a bipartisan fashion. I have the feeling that even today at the state level there is less partisanship, less ideological argument and more willingness to roll up your sleeves and get down to work than there is too often here in Washington.

You can help us with that. We need an infusion of that. We can solve the problems of this country. We can give you more flexibility, balance the budget, still invest in our people as we need. But to do it, we have to look beyond the hot air and the harsh talk and try to find common ground.

Thank you very much, and God bless you. (Applause.)

REPRESENTATIVE CAMPBELL: Thank you, Mr. President. It is now my pleasure to call upon two of our colleagues to pose questions to President Clinton. The first is NCSL's incoming president, Senator Lack of New York.

Senator Lack.

SENATOR LACK: Good morning, Mr. President.

THE PRESIDENT: Good morning, Senator.

SENATOR LACK: As I assume the presidency of NCSL I certainly look forward to continuing the relationship between our organization and you and your administration, and would like to take this opportunity to extend an invitation to you to join with us next year at our conference in St. Louis if you can. (Applause.)

THE PRESIDENT: Thank you.

SENATOR LACK: Mr. President, you alluded to block grants. State legislators, for many years, have supported the flexibility provided by block grants and performance partnerships. However, the worse scenario we could imagine would be to receive block grants that really aren't block grants. Will you support us in keeping block grant legislation free of mandates and other prescriptive elements?

THE PRESIDENT: Well, first of all, I agree with you that if we're going to have a block grant program, it ought to be as free as possible of proscriptive mandates, consistent with the larger objectives of the program. The community development block grant program that I used as a governor, that presumably many of you still take full advantage of at the state level, worked pretty well in that regard.

And I am generally in favor of pushing more and more decision-making away from the federal government, down to the states; and where appropriate, not only the local government, but the private citizens as well. For example, I have proposed this G.I. Bill for America's workers, which would take these 70 Labor Department job training programs and just get rid of them, put it into a block, and when someone is unemployed, they can apply and get a voucher worth $2,600 a year for up to two years to take to your local community college or wherever else they want to get the training.

We have given, as I said in my remarks, welfare reform waivers to 29 states, and we have more pending. I am opposed to Washington's micromanagement, whether it comes from the right or the left. And I have been very concerned that in the welfare reform debate we were going to wind up, under the guise of giving the states more responsibility, essentially putting more details on the states and putting the states in an economic bind.

Right now, the welfare reform bill is stalled in the Senate because some of those mostly on the extreme conservative end of the Senate believe that it doesn't contain enough mandates to, for example, prohibit any funds going to teenage mothers who have children out of wedlock and to their children.

I believe that what we ought to do, consistent with the very few things we know -- I've worked on welfare reform for 15 years -- we know a few things. We know that most people on welfare will go to work if they're given a chance to do it. We know that the absence of child care is a big problem, a barrier. And we know that the states will figure all this out if they have the tools to do it right. So what I want to do in the welfare reform debate is to give you the maximum amount of flexibility, consistent with some simple objectives. I do think the only place we need federal rules and welfare reform -- and you and I, I think, have talked about this before -- is in the area of child support enforcement because so many of those cases cross state lines.

So I'm going to do my best to get you a welfare reform proposal which gives more flexibility to the states and doesn't have a lot of ideological proscriptions one way or the other and just focuses on one or two big things that need to be done. I think that is the right way to do it.

Let me just say one other thing, though, about these block grants. Block grants are very good if they can be used by you for the purpose for which they're intended and they don't have some trap down the road. So, for example, with the community develop block grant, the dollar amount I got was held constant for a decade. So, in real terms, it got smaller and smaller and smaller. But since I didn't have a dependent population that had to have it every year we were able to work and make the most of it, use it to create jobs in my state without causing any problems anywhere else.

Now, if we turn food stamps into a block grant, what are we going to do the first time we don't have all 50 states growing? The food stamp program, because it goes to people in need, worked very well in the 1980s when, first of all, we had the so-called bicoastal economy. The coasts were doing well and the heartland was doing terribly. Then when the heartland and the Middle West and the South came back, the coast got in trouble, the food stamp program worked as an economic stabilizer as well as a personal safety net, moving back and forth across the states to help deal with the problems of those states. I think that there's a real potential for problems for you in that.

And I feel the same way about Medicaid. If you have a Medicaid block grant with -- particularly with all the other problems you've got, what are we going to do the first time that there's a terrible but uneven recession in America?

And, in the case of the welfare program, if there were an AFDC block grant with no local participation requirement, look what that could do to you. What are you going to do if you get cut across the board -- Medicaid cuts, education cuts, welfare cuts -- and you've got a welfare block grant with no local participation requirement, and then that money becomes the target of every lobby group in your state legislature that needs it? What's going to happen to the poor children in your state?

MORE

So what I think we need to do is to be very practical about this, not ideological; use the block grants where they'll work, and give you as much flexibility as possible to be creative. The federal government should be defining the objectives we want to achieve, and unless we have absolute, clear, unambiguous evidence that some condition or another is a precondition of achieving that objective, we ought to give you the maximum amount of creativity. That's what I tried to do with this waiver process, and that's the direction I think we ought to take.

REPRESENTATIVE CAMPBELL: Thank you, Mr. President. Our second questioner is Representative Dan Blue of North Carolina, Chair of our Assembly on Federal Issues.

Representative Blue.

REPRESENTATIVE BLUE: Thank you, Madame President. Good morning, Mr. President.

THE PRESIDENT: Good morning, Dan.

REPRESENTATIVE BLUE: Mr. President, you alluded briefly to welfare reform. State legislators have welcomed the current debate on the welfare system. We, like you, believe that it is a need of substantial reform. However, NCSL believes that any welfare reform legislation must contain some kind of contingency or rainy-day fund to assist states during periods of emergency. And we wonder whether you would share with us your position on this issue.

THE PRESIDENT: Well, I clearly agree with you. If we're going to the block grant proposals, there have to be some protections for the times when the economy goes down in the country as a whole, and the times when the economy goes down in some parts of the country, but not in others. I have tried to say all along that one of the big risks with these block grants is that some states are going to come up short in the next recession, and all states could.

And one of the things that really concerns me -- I'm very excited about the fact that there's a lot of energy here in Washington, and a lot of energy for reform throughout the country. We've got a lot of new people in government, with a lot of really determined ideas about what to do to change. And even when they disagree with me, I think it's an exciting thing to have this kind of debate. But we must have memory, also, and we must have some way of calling on our common experience.

I am gratified that the productivity of the American private sector and the economic policies that we have established, the kind of work that many of you do in economic development in your own state have given us now a couple of years of nationwide economic growth. But I want to reemphasize, if you go back over the last 20 years in our history, this period is atypical. In most of the last 20 years, we've had some regions doing well while others were doing poorly.

And we need to make sure that we don't have states left holding the bag if their own economies hit a log down the road. Now, I have spoken to state legislators now throughout the country, in Florida and Indiana and other places, and I can tell you that -- I mean, Florida and Iowa and other places -- excuse me -- and I can tell you that I've talked privately with Republicans and Democrats alike, who ask me to fight for protections like the contingency fund, and even the state match. Particularly in the fast-growing states, they're worried about this. So I will support you on that. I will stand with you on that.

I think that what you need to do here is to make sure when each one of these issues is being debated in Congress that you understand both the up sides and the down sides, because when

Congress proposes these kind of block grants they may be in philosophical agreement with you at one level, that you should have more say over your own affairs; but keep in mind also, there's a big desire to meet these very, very tough deficit reduction targets that they have set for themselves. So if they are using you to save money, it only works for you if the increased flexibility and the diminished paperwork and hassle, and the increased creativity you can bring to the task means you can do the same work for less money as well or better than you were doing it before. And it only works if these economic changes have been taken into account.

So I'm with you on it. I'll work with you. We can get this done. I will say again, for all of my differences with the Congress, we have got to balance the budget. We are going to do that. We are going to reach an agreement on it. But we need to do it in a way that enables you to do your job and that promotes the objectives of a balanced budget -- more jobs, higher incomes, a more stable future for our children.

Thank you very much. (Applause.)

END 11:47 A.M. EDT

THE WHITE HOUSE
Office of Media Affairs

FOR IMMEDIATE RELEASE **July 25, 1995**
CONTACT: MEDIA AFFAIRS (202) 456-7150

HOUSE REPUBLICANS CUT $36 BILLION IN EDUCATION AND TRAINING NATIONWIDE

President Clinton said last Thursday that he would veto the bill approved by the House Appropriations Committee since it slashes critical education and training initiatives. Republicans have approved $36 billion in cuts from education and training over seven years. In contrast, the President's proposal balances the budget while increasing investment in education and training by $40 billion over seven years. Across the country, Republican cuts made by the House Appropriations Committee would harm working families:

- **HEAD START** President Clinton proposes to expand Head Start to serve 50,000 additional children nationwide by 2002. Republicans have approved cuts that would deny Head Start to 180,000 children nationwide in 2002 compared to 1995.

- **IMPROVING BASIC AND ADVANCED SKILLS** President Clinton's budget completely protects Title I, which helps students from disadvantaged backgrounds with reading, writing, mathematics, and advanced skills. Republicans would cut funding by $1.1 billion in 1996, denying this crucial assistance to 1.1 million students nationwide.

- **GOALS 2000** With strong bipartisan support, the President created Goals 2000 to help communities train teachers, encourage hard work by students, and upgrade academic standards in schools. The President calls for almost $700 million in 1996. Republicans would eliminate Goals 2000 and deny funding to as many as 17,500 schools.

- **SAFE AND DRUG-FREE SCHOOLS** While President Clinton strongly supports Safe and Drug-Free Schools, Republicans want to gut the program, which 14,415 out of 14,783 school districts in the U.S. use to keep crime, violence, and drugs away from students and out of schools.

- **INCREASING ACCESS TO COLLEGE** President Clinton would increase annual funding for Pell Grants by $3.4 billion and raise the top award to a record $3,128, by 2002. The GOP would deny Pell Grants to 360,000 students in 1996 alone, possibly forcing them to drop out of college.

- **NATIONAL SERVICE** AmeriCorps offers young people a hand in paying for their education if they lend a hand to their communities. Republicans would eliminate AmeriCorps and deny 50,000 young people the chance to serve in 1996.

- **JOB TRAINING** President Clinton's GI Bill for America's Workers would streamline federal job training efforts and provide Skill Grants for dislocated and low-income workers. The President would provide 800,000 Skill Grants of up to $2,620 in 1996. Republicans cut funding by $1.4 billion and would deny training opportunities to 506,100 dislocated workers and 84,000 disadvantaged adults in 1996.

- **SUMMER JOBS** Summer jobs are an important first opportunity for many low-income youths to get work experience. President Clinton wants to finance 600,000 jobs this summer. Republicans would slash the President's **school-to-work initiative** and eliminate summer jobs, denying jobs to over 550,000 youths in 1996 and 3.9 million youths over 7 years.

- **STUDENT LOANS** While the President strongly supports the student loan program, Republicans want to raise student costs for loans by $10 billion over seven years. The GOP cuts could raise the costs of college education by as much as $2,111 for 5 million college students and as much as $9,424 for 728,000 graduate students.

THE WHITE HOUSE
OFFICE OF MEDIA AFFAIRS

For Immediate Release

July 25, 1995
Contact: 202/456-7150

HOUSE REPUBLICANS CUT $36 BILLION FROM CURRENT EDUCATION AND TRAINING INVESTMENTS:

Estimated State-by-State Reductions From FY 1995 Funding Levels for Education and Training for FY1996-2002 Based on Action by the House Appropriations Committee

Alabama	$575 million
Alaska	$102 million
Arizona	$524 million
Arkansas	$317 million
California	$4.3 billion
Colorado	$457 million
Connecticut	$325 million
Delaware	$88 million
Florida	$1.5 billion
Georgia	$805 million
Hawaii	$98 million
Idaho	$137 million
Illinois	$1.5 billion
Indiana	$639 million
Iowa	$357 million
Kansas	$321 million
Kentucky	$520 million
Louisiana	$789 million
Maine	$157 million
Maryland	$540 million
Massachusetts	$884 million
Michigan	$1.3 billion
Minnesota	$530 million
Mississippi	$472 million
Missouri	$669 million
Montana	$141 million
Nebraska	$184 million
Nevada	$124 million
New Hampshire	$137 million
New Jersey	$837 million
New Mexico	$250 million
New York	$2.9 billion
North Carolina	$651 million
North Dakota	$116 million
Ohio	$1.4 billion
Oklahoma	$437 million
Oregon	$385 million
Pennsylvania	$1.7 billion
Rhode Island	$174 million
South Carolina	$503 million
South Dakota	$121 million
Tennessee	$607 million
Texas	$2.5 billion
Utah	$215 million
Vermont	$108 million
Virginia	$610 million
Washington	$635 million
West Virginia	$316 million
Wisconsin	$581 million
Wyoming	$88 million
Washington D.C.	$179 million
All Other	$1.9 billion
TOTAL:	**$36 Billion**

August 13, 1995

MEMORANDUM FOR ERSKINE BOWLES

FROM: GENE SPERLING
JEREMY BEN-AMI
LORRIE McHUGH
PAUL DIMOND
GAYNOR McCOWN
JULIA MOFFETT
LESLIE THORNTON
KRIS BALDERSTON
JASON GOLDBERG

SUBJECT: REVISED Plan / Options for Back to School Week

This document outlines a strategy for using "Back to School" activities to highlight the extreme Republican cuts in education and training. Our plan includes extensive activity by Members of the Cabinet, White House officials, and outside groups during the last two weeks in August and the first week of September as a ramp up to a major Presidential effort during the second week of September.

We have three goals for this effort:

(1) Educate the national and local media
(2) Mobilize activity at the local level – generate press in key targeted districts
(3) Focus national attention on the drastic GOP cuts in education and training budget through the President's direct involvement.

Attached, you will find two memos: [1] a plan for pre-back to school weeks (August 19–September 8); and [2] a options for Presidential, Vice-Presidential, First Lady, and Second Lady involvement.

Pre-Back to School Week Mobilization Plan (August 19 - September 8)

I. PROVIDING INFORMATION TO THE PRESS

Although the last two weeks of August are usually "dead" weeks for the media (the networks generally rely heavily on pre-packaged material during this vacation period), we anticipate that there will still be stories filed, especially weekend stories on "back to school." If we do not help frame the "back to school" stories, they will most likely focus on the usual local issues such as teacher strikes and broken down buses. However, if we mobilize our resources and educate reporters on the local and national level about the impact of the Republican cuts, this period may offer us a golden opportunity to break through with a positive "saving education" message. Much of the effort will be at the end of August which will overlap with Medicare. We will continue Medicare education while providing education materials and briefings to reporters as needed.

Our first action will be to ensure that national and local media doing education stories have adequate access to information and to administration officials for briefings and on-the-record statements.

Actions

- Mailing with easy-to-understand materials (graphs, charts, etc.) to editorial boards and education reporters
- Mailing of materials to 1750 colleges and universities with a cover letter from the Chief of Staff - letter to editor of college newspaper
- Offer high profile administration officials such as Secretaries Riley and Reich and Deputy Secretary Kunin for regional and national interviews
- Arrange visits by Secretaries Reich and Riley to the network bureaus in both D.C. and N.Y.
- Arrange background briefings and roundtables by either White House and/or Department staff (without distracting from Medicare effort).
- Reach out to newsmagazines and talk shows for their Back to School segments -- work to include administration representatives - including the First Lady and Mrs. Gore as appropriate.
- Editorial board calls to regional newspapers linked to Congress returning to Washington and upcoming votes dismantling education.
- Work with the Department of Education on new studies that we can release to better highlight the personal impact of the cuts on students, teachers, schools, cities, counties, and states.
- We are working on a plan for releasing data highlighting the impact of the GOP

cuts on 50 metropolitan areas. We are considering options as to the theme and venue(s) for this release (Medicare vs. Education or both / regional roundtables vs. radio address vs. event).

- Regional talk radio blitz by Department officials and groups.

II. ACTIVITIES BY EDUCATION ORGANIZATIONS

We continue meeting regularly with the Committee for Education Funding, the Education First Alliance, and the Alliance to Save Student Aid to track their activities and provide information to them as requested. The Alliances are bringing togethers all education constituencies – administrators, teachers, parents and students – at the elementary/secondary and the higher education levels to coordinate their activities over the coming months.

Actions

- Place op-eds in targeted markets

- Provide talking points to member organizations

- Arrange back to school events in local communities to highlight the budget cuts.

- Organize on campuses: Putting "Stop the Raid on Student Aid" flyers in financial aid offices, and setting up an 800 number for students to use to call members

- ACE President Bob Atwell is sending a letter to College and University President's urging them to contact their Members of Congress.

Back to School Week (September 11 - September 18)

This will be the main week of back to school activity under three umbrellas:

(1) The Department of Education's annual national Back to School Week;

(2) The Education First Alliance is organizing teachers, administrators, parents and others to hold events across the country; and

(3) the Alliance to Save Student Aid's campus rallies.

This is also the primary week for Congressional activity: House EEO reconciliation, Senate Labor HHS subcommittee on the 12th, Senate Education and Labor reconciliation on 13th, Senate Labor H full committee on the 14th.

I. PRESIDENTIAL ACTIVITY

We propose that the President participate in a series of events this week that allow him to both strike hard at the impact of the Republican cuts on the cost of education to working families, and to reinforce the "value" of education and the role of parents in helping young people stay off drugs, avoid violence and stay in school.

- *Monday September 11* -- **Presidential Travel to Major Campus Save Student Aid ~~Rally~~** Address

  √ POTUS speaks at 15,000-20,000 campaign style rally on college campus.

  √ The rally would be broadcast on satellite to other campuses and universities where Save Student Aid rallies would be organized to listen to and view the President's remarks

  √ Other administration officials -- Cabinet, First Lady, Vice President -- would travel to campuses and other educational settings for comparable events. We envision an "Economic Conference-style" travel map with events in dozens of key target areas around the country all echoing the President's message on the education budget.

Options:

a. A rally in downtown Pittsburgh is the top recommendation of the USSA. The University of Pittsburgh is in Phil English's (R) district. With or without the President, there will be a large rally at the University on September 11, with a coalition of Pennsylvania schools including: Duquesne, Carnegie Mellon, LaRoche Community College, and Alleghany Community College, and possibly Temple University participating as well.

   Pitt is not a Direct Lending school. However, the students have lobbied hard for Direct Lending, and the University Administration is fighting with the Pennsylvania higher education association over this. On the upside, this will be a large pre-planned rally, building on a huge base of undergrads (16,000 at Pitt and 8,000 at Duquesne). Also, other participating schools such as Duquesne and Temple are Direct Lending participants. The rally could be held downtown in Market Square or another public area, not at the school. There is also interest from members of Congress in this event. Rep. Bill Coyne (D Pitt.) has called to express his desire to help with the event and indicated that other members are interested as well. A large voter registration is planned as part of the event.

b. University of Illinois at Champaign-Urbana is being suggested by the College Democrats. There are 36,000 students at the University. It is in Congressman Ewing (R)'s district. The school has an active Democratic organization. The school is also a Direct Lending school, and the College Dems are planning a voter registration campaign that week. As of now no rally on student aid is planned, but the Dems believe they could put together a successful rally that day.

c. Ohio University in Athens was recommended by the United States Student Association (USSA). [Sosnik favors PA and IL over OH]. Ohio University is an 18,000 student school in Congressman Cremeans' (R, Oh) district, a freshman who beat Ted Strickland in 1994. The student associations on campus are well organized, and there is a large rally already planned for that day. The school is a participant in the Direct Lending program and the College Democrats are planning a voter registration drive on campus that week.

Dole may be a problem

Monday September 11 (evening) **Presidential Town hall**

Options

a. Entice a national newsmagazine (Nightline/Prime Time Live??) to hold a town hall meeting with parents, educators and students to discuss the impact of education cuts that evening. - Jennings looking at something for this week?

b. Work with a local television station in the city where we travel.

Tuesday September 12 **National Family Partnership**

President participates in program at a local (DC area) high school where parents and children take pledges to remain drug free. This provides the President the opportunity to reinforce the youth values themes struck in recent speeches at the AFT and in Charlotte.

Wednesday September 13 **Youth Violence Event** — TV Town Hall

1 year anniversary of Crime Bill. (Rahm Emanuel submitting proposal) This is also the date of the initial meeting of the Teen Pregnancy Campaign, and the announcement of Doctor Foster. HF lunch pres?

Thursday September 14 **Regional Education At White House**

The President participates in a second education geared at regional media in key markets. We have had success in the past with this sort of event (e.g., education event last week in Cabinet Room prior to Labor/HHS vote in House).

Participants in an Oval Office meeting or a conference call could include: (a) High School principals, (b) school board presidents, (c) school superintendents, (d) parents / teachers/students, and/or (e) university presidents.

Friday September 15 **VPOTUS Education Technology Event**

The Vice President, Secretary Riley, Secretary Ron Brown, and others go to the Smithsonian and make the announcement of the second round of TLC grants. This event would be attended by teachers, students and school administrators.

Lifelong Learning Day? Still grants? exec action?

- *Saturday September 16* -- **Radio Address**

  News hook could be the release of new data, either city-by-city or even some school by school data – for instance on the number of students at different community colleges or universities who would lose grants or loans as a result of the cuts. This could also be an address to an intergenerational audience – grandparents, parents and kids – stressing the impact on families – cuts in education affecting kids and cuts in Medicare affecting elderly relatives.

II. <u>OTHER Activity During Back to School Week</u>

We intend to launch a full-court press on education this week using every conceivable vehicle to get the message out on the impact of the Republican cuts on education. Other plans include:

- *Cabinet/Administration Officials* As indicated above, every member of the Cabinet as well as key White House staff and sub-cabinet officials will be asked to do an event this week at a university, college, or school to highlight the education budget message. A dozen members including Reich, Riley, and Rubin have already committed to specific events in key areas including California, Connecticut and Iowa. We will issue a map highlighting the Administration back-to-school travel.

- *Campus Rallies with Members of Congress* At a minimum, Congressman and Wise and Wyden are organizing 10 campuses in key members districts to hold rallies that might be hooked together via satellite. We are discussing the possibility that these ten events might be organized around the President's campus appearance or around the televised town hall.

- *National Media* Good Morning America will be following Secretary Riley on his Back to School event that Monday. We will attempt to get other officials on other major media that week to carry the education message. For instance, we are planning to ask Secretary Riley to do other network news shows in New York that week as well.

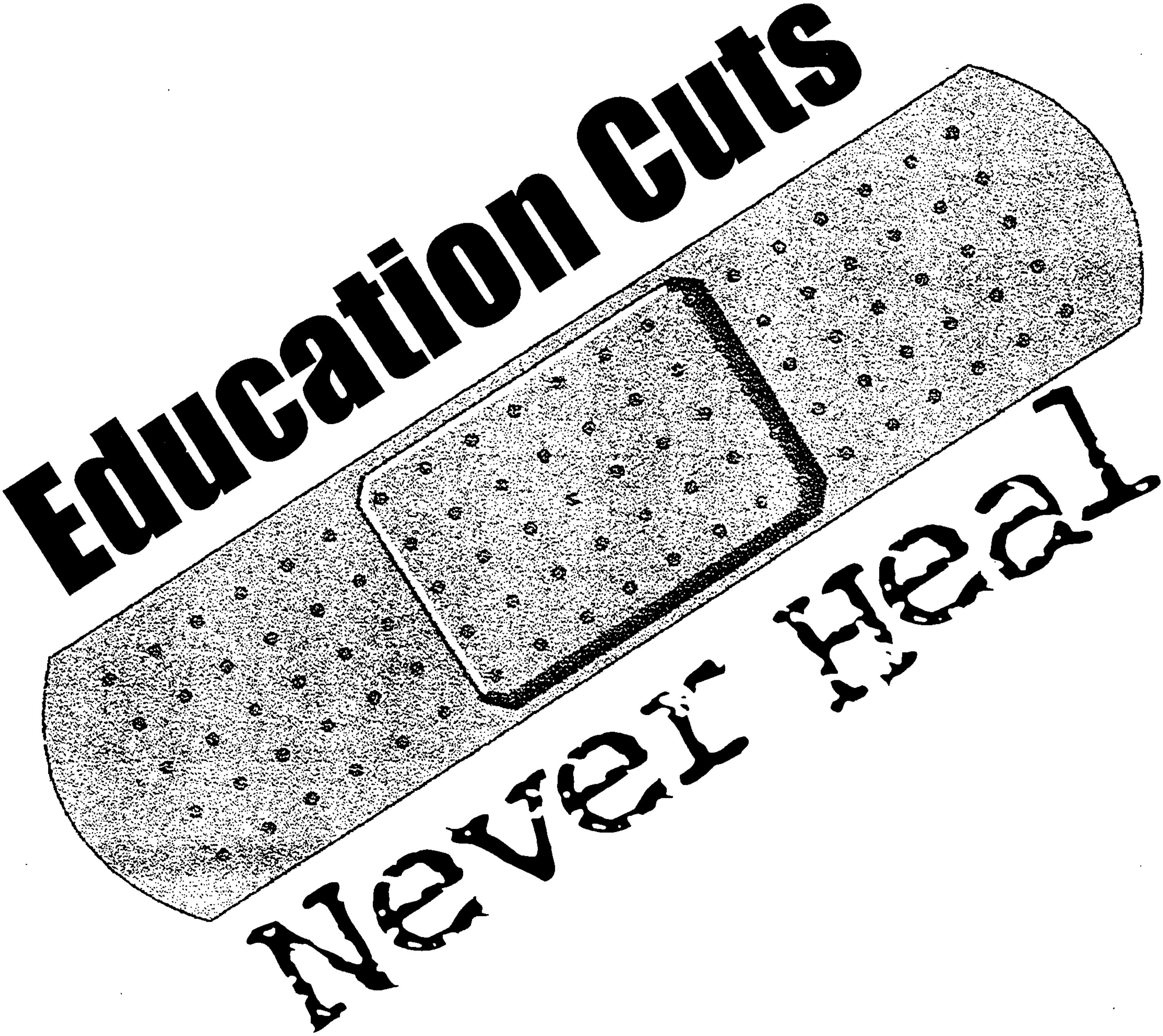
- *Local/Regional Media* Travelling administration staff will set up meetings with local reporters and editorial boards. Other regional media will be set up from Washington.

- *Education Groups* Hundreds of events all around the country will take place this week under the auspices of both the Education First Alliance and the Save Student Aid Alliance. We will be attempting to gather information on all of these events and will arrange for one of the national groups to publish a summary of national activity this week.

- *State/Local Elected Officials* The Intergovernmental Affairs Office will work with

Governors, Mayors and other local officials to arrange media events locally around the country on the education budget theme.

- *Radio* We will arrange for administration officials to do interviews on campus and other radio shows to discuss education cuts.



Volunteer's Action Kit to Stop Federal Education Cuts

Dear Friend:

We need your help. Now.

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

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

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

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

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

1. **Communicate with your Member of Congress** over the August Congressional recess.

2. **Alert the media** during the National Back to School Week, September 11-18.

3. **Host a Bake Sale event** the week of September 11-18 and join the thousands of local communities participating.

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

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

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

What's at Stake When Congress Cuts Education?

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

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

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

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

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

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

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

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

The Future of Our Children, Youth and Adults

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

12 things You Can Do To Stop Federal Education Cuts

1. Organize a group of education advocates, parents, teachers, students, business, and community leaders and **schedule a visit with your Member of Congress** over the August congressional recess (August 4 - Sept. 6).

2. **Write a letter to your Members of Congress** and get five other community leaders to sign on or write their own letters.

3. **Generate community support at local meetings.** Make a presentation at a local PTA meeting, business club meeting, or other gathering about the proposed cuts and their impact. Ask everyone present to write their Member of Congress opposing the cuts.

4. **Have your local school board pass a resolution** in support of strong federal investment and release it to the media and mail it to Congress during the Back-to-School week of September 11-18.

5. **Attend Congressional town hall meetings** over the August recess. You can find out when one is scheduled by calling your Member of Congress' local district office. Discuss the impact of the education cuts on your community.

6. **Invite your Members of Congress to tour a school or college** and participate in a school-site press event. Show them federal programs in action.

7. **Send a news release** to your local media (print, radio and TV) during the National Back to School Week announcing the formation of a local coalition of education and business leaders that oppose cuts in federal education funding or announcing a school bake sale event.

8. **Hold a news conference** or press briefing during National Back to School Week to present information about the importance of federal funding in your school district or community and stress the local impact of proposed cuts.

9. **Write a letter-to-the-editor and meet with editorial boards** of your largest daily newspapers to convey the need for federal education funding in your district. Editorial board members write the editorials in your newspapers and a meeting with them can lead to a positive.

10. **Speak out about federal investment on local radio and television talk shows.** Use call-in or public affair shows to talk about the proposed cuts and their impact. You can either be a caller on an open forum show or contact the station and ask to be on as a guest.

11. **Hold a rally to protest the cuts.** Be sure to alert the media to your rally.

12. **Hold a school Bake Sale** the week of September 11-18 to highlight how difficult it will be to replace lost federal funds.

August Congressional Recess

August 4-Sept. 6, 1995

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

Tips on Contacting Members of Congress

1. **Research the Member's history.** Know before you arrive his/her position on issues related to the one you plan to discuss. Try to ascertain the Member's voting record (contact your national association).

2. **Review your arguments.** Keep them short and simple. Don't filibuster; just give the facts.

3. **Focus on only one issue** -- funding cuts to education. Don't arrive with a grocery list. If you exhaust the issue and are satisfied, then wind up the meeting.

4. **Hold a pre-meeting** with the group participants to identify your key spokesperson and the key points you'll make during the meeting. The spokesperson should also be the one responsible for seeking the Member's commitment.

5. **Bring local data** to support your arguments -- data relevant to the Member's district and key constituencies.

6. **Listen carefully.** Politicians tend to speak generally. Try to draw out specific answers to specific questions.

7. **Bring supporting materials** that can be left behind. Make sure a key contact is included.

8. **Record the names of staff members** who are present or who are introduced to you.

9. **Fill out enclosed Contact Report Form** immediately after the meeting. Include notes on what was discussed and what the Member agreed to do. Send report form to your association and CEF.

10. **Follow up the meeting with a thank-you letter** that summarizes your understanding of what the Member agreed to do. Let him/her know you are available to be helpful, and that you will continue to follow action on education funding.

11. **Send separate notes to the staff member(s)** you met, and make a point to keep in contact with them.

TALKING POINTS ON CUTS

- **Thank the Member** for taking time to meet and for any positive assistance she/he has given education in the past

- **Introduce group members** and their affiliation.

- **Explain** that **your** group has come together out of **concern** over the enormous negative impact that cuts in federal education investments will have on students in your community

- A **17% cut** in education programs is **unacceptable**.

- **Use explicit information** and concrete data and examples of the effect of the cuts on students, classrooms, schools, and campuses in the Member's district or state.

- **Federal investments in education are critical** in maintaining the competitiveness of the U.S. economy in an information-based global marketplace. An investment in education provides expanded economic opportunities for middle class families and helps all students to achieve their potential.

- Deficit reduction is a common goal, but a **balanced budget can be achieved while maintaining education** and training investment.

- The **cuts Congress is proposing are not evenly distributed**; this is not shared sacrifice. Other federal domestic programs are cut by an average of 4%, while education is cut 17%.

- **Seek a commitment from the Member** to visit a school or campus before the recess ends or early this fall.

- Make arrangements to show the Member the tangible effects and results of the federal investment in education by inviting him/her to **visit a school**.

- Thank the Member again for his time and **offer to serve as an on-going resource** to the Member and his/her staff on issue relating to education.

IMPACT OF FEDERAL CUTS ON EDUCATIONAL OPPORTUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prepared by
the Committee for Education Funding

Sample Letter Opposing Education Cuts

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

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

Dear (Representative name) (Senator name):

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

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

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

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

Sincerely,

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

Contact Report Form

Date:____

Submitted by:____

Your National Association____________________________________

Address: ________________________________

Phone/Fax:________________________________

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

Staff Members for the Senator/Representative who were present included

____.

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

____

____

3. Arguments we made (briefly)

____

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

____

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

____

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

____

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

____

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

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

National Back to School Week September 11-18, 1995

Contacting the Media

Writing Opinion Editorials

Writing Letters to the Editor

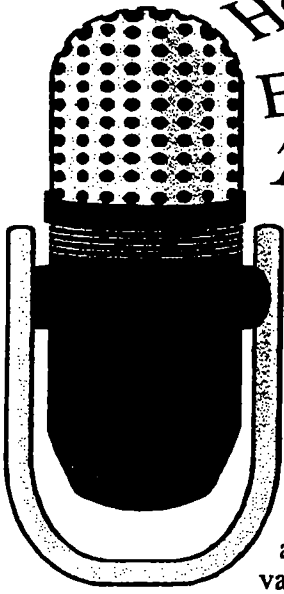
Writing Press Releases

Passing Resolutions

Hosting a Bake Sale Event

Help Save Education Programs *That Work*

Contacting the Media



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

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

There are three basic ways to get your message out:

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

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

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

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

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

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

Sample Op-Ed

Education: It's a matter of priorities

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

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

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

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

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

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

Sample Op-Ed

Education Cuts Never Heal

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

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

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

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

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

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

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

Sample Op-Ed

Closing the Door to Higher Education

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

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

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

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

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

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

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

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

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

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

Sample News Release

For Immediate Release
September 11, 1995

Contact: Mary Frank
Phone: 111/555-1234

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

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

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

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

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

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

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

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

* federal contribution to local schools to offer reading and math tutoring for low achieving students will be cut by $1.2 billion;
* federal investment to keep schools free of drugs and violence reduced by almost $300 million;
* federal support for schools with high enrollment of bilingual students cut by almost $150 million;
* More than $11 billion in college loan funds for needy students would be cut.

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

The coalition includes the Mississippi PTA, etc.

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

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

-xxx-

SAMPLE SCHOOL BOARD RESOLUTION

SUPPORTING FEDERAL EDUCATION INVESTMENT

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

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

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

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

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

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

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

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

Please send copies of your resolution to:

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

Sample College Board of Trustees Resolution

Supporting Federal Education Investment

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

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

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

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

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

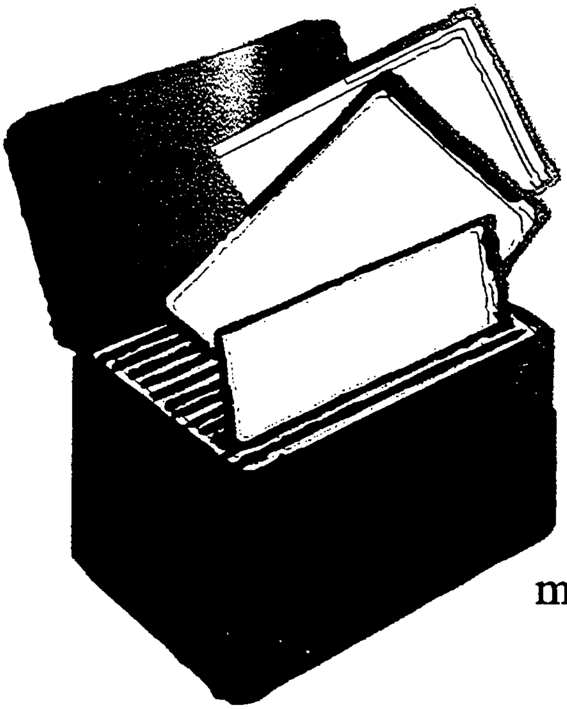
BE IT RESOLVED that ______________________ Board of Trustees supports a strong federal investment in education, job training programs, and student financial assistance for college; and we urge the U.S. Congress and President Clinton to make the federal investment in the education of all Americans a priority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

Please send copies of your resolution to:

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

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

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



Recipe for a Successful Bake Sale Event

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

What is the National Bake Sale to Save Education Funding?

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

How do I Organize a Successful Bake Sale?

1 Have your bake sale the week of September 11 and consider piggy-backing the bake sale onto another community meeting -- a PTA meeting, school board meeting or other "back-to-school" event.

2 Ask several community leaders -- teachers, school administrators, parents, school board members, business leaders, etc. to help you with the event.

3 Send a press release to your local and regional media outlets at least 2 days in advance of the bake sale (see sample press release).

4 Publicize the bake sale and describe the impact of the proposed cuts in any local newsletters that you can access.

5 At a table in the room have the following:

- A few dozen cookies or other baked goods with a sign on them that says $1000 each
- The "What's at Stake" flyer in this kit describing the cuts and the "Recipe for an Educated America" petition on next page
- Any other information you can provide about the local impact of the cuts.

6 Arrange to have someone open the bake sale with a statement denouncing the proposed cuts in education and explaining that it will "take a really big bake sale to make up these cuts."

7 Have two to three additional community leaders make statements about the local impact of the cuts.

8 Ask if there are any questions from the attendees and press about the cuts.

9 Ask all present to sign the "Recipe for an Educated America" petition and read the recipe out loud.

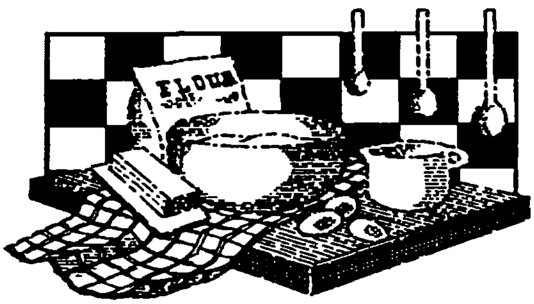
10 Send the recipe petition to your Members of Congress. (Petition on next page)

11 Estimate the impact of federal cuts on your school and set that as your symbolic goal for the bake sale.

12 Make sure to use the bake sale as a "hook" to talk about the education cuts with the media, letters to the editor, radio and TV talk shows and other outlets are useful. (See Contacting the Media for additional ideas)

Petition for use at the Bake Sale. Make Copies.
Collect signatures and mail to Members of Congress
Cut here.

Recipe for an Educated America



As Congress proposes to cut nearly $4.5 billion (17%) this year from federal support for our nation's education system, we the citizens, parents and community leaders of

____
(School/District/City)

would like to express our deep concern about our current federal priorities.

We believe a sound education is the best chance our kids have to compete in the new global economy. Now is not the time to cut education! We are worried because we know we don't have the resources to make up for the billions of dollars being cut by this Congress. Our community held a bake sale on __________ to highlight the devastating impact of the cuts to education this Congress has proposed. For example, if we could sell each cookie for $1000, we would need to sell 4.5 million cookies to recover the losses from this year alone. This is absolutely unacceptable!

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

One part **VOTE AGAINST** any bill which cuts education, such as the current proposal to slash $4.5 billion from education programs in 1996

One part **SUPPORT INITIATIVES** which invest in education and place it at the top of the list of national priorities

One part **MAKE PUBLIC STATEMENTS** in support of the federal investment in education

We the undersigned constituents ask you to follow this recipe and do what is right for the country and right for our children and all Americans

Signatures/titles

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

Education Cuts Never Heal

Volunteer's Action Kit to Stop Federal Education Cuts

Members of the Committee for Education Funding

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

Volunteer Commitment Form

YES!

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

I WILL:
(please check all applicable)

- [ ] Meet with my Member of Congress by September 6th
- [ ] Send a letter to my Members of Congress by September 15
- [ ] Host a Bake Sale event the week of Sept. 11-18
- [ ] Have my school board or board of trustees pass a resolution at the August or September meeting
- [ ] Fax or send a coalition letter to my Senators and Representative by September 6th with the school board resolution or other materials
- [ ] Meet with editorial boards before September 11th
- [ ] Write letters to the editor or submit opinion editorial (op-ed) by September 11
- [ ] Speak at local meetings in August and early September
- [ ] Hold a rally before September 16th
- [ ] Speak out on radio/TV talk shows in August and September
- [ ] Organize a group to attend a town hall meeting
- [ ] Other activities I will accomplish:

please mail/fax a copy to your national association

Name: ______________________________
Address: ______________________________
Phone/Fax: ______________________________
Affiliation: ______________________________

Revised 9/11/95

Budget Working Group Planning Calendar
Monday, September 11 - Sunday, September 17, 1995

DATE	POTUS Schedule	POTUS MESSAGE	VP/HRC/MEG	CONGRESSIONAL	MAJOR NEWS	MAJOR EVENTS	CABINET	INTERNAL PLANNING
MON 9/11	• Back to School speech at Southern IL University, Carbondale, IL • Roundtable with college students -- Southern IL University, Carbondale, IL	• New Economy	• VPOTUS Back to School Speech at University of Pittsburgh	• Senate Subcommittee on Veterans Administration, Housing and Urban Development and Independent Agencies. Markup on legislation making fiscal 1996 appropriations for programs under its jurisdiction. 192 Dirksen (3:00 p.m.) • Senate: Agriculture markup (T) • Reconciliation -- House Resources (9/11 to 9/14, 9/19, 9/21 hearings and markup) • Senate floor will consider Legislative Branch Appropriations any time this week.	• The Free Congress Foundation presents the Governance Award to House Speaker Newt Gingrich, House Majority Leader Dick Armey and Majority Whip Tom DeLay. • Bob Dole Campaign Press Conference in Oklahoma City (10:15 a.m.) • Phil Gramm speech to the Economic Club of Detroit (12:00 p.m.)	• BUDGET CUTS: AFSCME launches a $2 million media campaign and grass-roots effort showing real-life effects of major budget cuts on America's families. • National Bake Sale: -- The Committee for Education Funding (CEF) and the Education First Alliance "National Bake Sale." focusing on the cuts in elementary and secondary education. • WELFARE REFORM: The American Enterprise Institute for Public Policy Research holds a conference on "Addressing illegitimacy, Welfare Reform Options for Congress." (12:30 p.m.) Luncheon speaker, Sen. Daniel Patrick Moynihan • Family Technology Nights -- In conjunction with our back-to-school activities, Microsoft Corporation will be hosting a series of interactive "Family Technology Nights" this week.	• USDA Under Sec. Stauber speaks at Michigan State Univ. in Lansing, MI. • EPA Regional Admin. Fox joins Sen. Frank Lautenberg for tour of Lipari Landfill. • GSAAdmin. Johnson delivers a speech at his own high school in West Hartford, CT. • Sec. Babbitt events in northern WV; Columbus and Cinncinnati, OH; Louisville, KY; central TN. • Sec. R. Brown budget event in Harlem, NY. • Secretary Reich budget events in Needham, MA/ Providence, RI. • Admin. Lader at budget speech SBA's National Advisory Council in Washington, DC. • VA Under Sec. Vogel budget speech at Nat. Assoc.of State Dir. Conf. in Williamsburg, VA. • Dr. Lee Brown, with sports, television and movie celebrities, launch a back-to-school "no druguse" campaign @ OEOB.	• **CONFIRMED CAMPUS DOWNLINK SITES (16 sites, 21 campuses)**: CA - University of California at Berkeley; CT - William H. Hall High School, (with Administrator Roger Johnson); DE - University of Delaware; FL - University of Central Florida; LA - Tulane University; ME - Bates College ; MI - Eastern Michigan University; MI - Michigan State University (with USDA Under Secretary Karl Stauber); MN - St Olaf College; MO - Missouri Western University; NC - Duke University, North Carolina State, University of North Carolina (one site); NC - University of North Carolina, Greensboro and UNC Winston-Salem (one site); NV - University of Las Vegas; NY - Manhattan Community College (with Dept. of Ed. Dep. Sec. Rep. Pat Parisi) ; RI - Brown University; VT - University of Vermont, Middlebury College (one site) • **PROBABLE CAMPUS DOWNLINK SITES (10 sites)**: CO - Colorado College; CO - Regis University; FL - University of Florida; FL - University of Miami; MA - Town of Amherst (coordinated with Amherst University); MA - Wellesley College; MN - University of Minnesota, DeLuth; NY - Cornell University; NY - University of North Carolina, Charolette; TX - University of Texas, Austin. • **VIDEOS OF SPEECH SHOWN ON CAMPUSES:** CA - California State University, Sacramento; LA - Louisiana State University; MN @ 26 campuses: Carleton College; Gustavus Adolphus College; Mankato State University; South West State University St. Mary's University; Winona State University; Augsburg University; University of Minnesota Twin Cities; Macalester College; University of St. Thomas Bemibji College; Concordia/Moorhead College; Morehead State University; St. Cloud State University; St. John's College; St. Benedict's College; University of Minnesota, Morris; Inver Hills Community College; Minneapolis Community College; Onoka Ramsey Community College;Lake Community College; North Hennipin Community College; Concordia College of St. Paul; Metropolitain State University

Revised 9/11/95

DATE	POTUS Schedule	POTUS MESSAGE	VP/HRC/MEG	CONGRESSIONAL	MAJOR NEWS	MAJOR EVENTS	CABINET	INTERNAL PLANNING
WED 9/13	• National Family Partnership	• New Community		• Senate Labor/HHS markup -- Subcommittee • Senate VA/HUD markup -- Full Committee • Senate Floor Action -- Commerce/State/Justice (T) • House Appropriations Committee considers Washington D. C. Appropriations • Reconciliation -- House Resources (9/11 to 9/14, 9/19, 9/21 hearings and markup). • Reconciliation -- House: Agriculture (9/13 to 9/15 tentative markup • Commerce, Science and Transportation hearing on the Corporation for Public Broadcasting	• 2nd anniversary of the signing of the Israeli-PLO Mideast Peace Accord; • 1st anniversary of signing of Crime Bill • Labor releases Consumer Price Index for August • Labor releases Real Earnings for August	• National Commission on Economic Growth and Tax Reform news conference on preliminary findings	• NEC Chair Laura Tyson speaks at Center for National Policy breakfast • EPA Regional Admin. McCabe interviews with Pittsburgh Post-Gazette, PA. • DOT: Admin. Molitoris visits high school in DE. • Sec. R. Brown budget event in Alexandria, VA.	• Release of state-by-state data and specific success stories on Safe and Drug Free Schools. • Political Affairs will work with State Attorneys General, children's advocacy groups and anti-drug groups to plan press conferences and interviews touting the President's commitment to youth and his leadership on the crime issue. • DNC will include talking points on the President's event in its Daily Briefing which is received via fax by 2,500 Democratic elected officials, state parties, activists and supporters. • Political Affairs will send talking points to the Democratic State Chairs for use in press releases, newsletters, press interviews and talk shows.
THU 9/14	• Ohio State Day.			• Senate Full Committee markup for Labor/HHS, Foreign Operations, D.C., and Agriculture. • Reconciliation -- House Resources (9/11 to 9/14, 9/19, 9/21 hearings and markup)	• Start of four-way talks between Israel, the Palestinians, Egypt, and Jordan on Palestinian refugees; • Commerce releases retail sales for August.		• EPA Regional Admin. McCabe holds press conference amd interviews with Wheeling Intelligencer and two TV stations in Wheeling, WV. • Adm. Browner attends media event with Philadelphia Inquirer editorial board meetings and regional radio interviews. (Possible speech a t Philadelphia University) • Sec. Cisneros participates in the C-SPAN School Bus Cable in the Classroom Fair at Farmington High School in Hartford,CT. • HUD Asst. Sec. Stegman speaks at University of Illinois at Chicago; interview with Chicago Sun-Times, IL; speaks at Case Western Reserve University; interview with Cleveland Plain Dealer, OH. • Sec. Glickman will address faculty of the USDA Graduate School.	• Public Liaison meeting with: National Leadership Council on Aging (all the senior groups) on Medicaid state by state • Public Liaison meeting with: Families USA Medicaid Coalition on Medicaid State by State. • Public Liaison distribution of Medicaid state by state to all national groups (disability, children's, provider, seniors)

Revised 9/11/95

DATE	POTUS Schedule	POTUS MESSAGE	VP/HRC/MEG	CONGRESSIONAL	MAJOR NEWS	MAJOR EVENTS	CABINET	INTERNAL PLANNING
SAT 9/16	• Radio Address: Min. Wage/EITC (T)						• Sec. R. Brown budget event in Manchester, NH. • Sec. Jesse Brown speaks at VFW Homecoming Celebration in Danvers, MA.	
SUN 9/17					• Citizenship Day	• Nat'l Women's Political Caucus, Nashville, TN		MORNING SHOWS: • MTP: • TWDB: • FTN

Revised 9/11/95

Budget Working Group Planning Calendar
Monday, September 18 - Sunday, September 24, 1995

DATE	POTUS Schedule	POTUS MESSAGE	VP/HRC/MEG	CONGRESSIONAL	MAJOR NEWS	MAJOR EVENTS	CABINET	INTERNAL PLANNING
MON 9/18	• EITC Event, D.C. • Progressive Caucus Meeting • Philadelphia travel (p.m.)		• Philadelphia (p.m.)		• Retrial of GM faulty fuel tank design.	• UN conference to discuss environmental problems of Aral Sea (through Sept. 20)	• HUD Asst. Sec. Stegman speaks at Georgia State University; interviews with Atlanta Constitution, GA. • Sec. Jesse Brown speaks to Air Force Association Convention in DC.	
TUE 9/19	• Medicare event TBD in Florida		• Florida		• 50th annual regular session of UN General Assembly opens.		• Admin. Lader speaks to Congressman Olver's (D-MA) constituents in DC. • Sec. Jesse Brown speaks at VBA Directors Conference in Lake Buena Vista, FL. • Adm. Browner attends budget media event with the Orlando Sentinel editorial board and regional radio interviews.	
WED 9/20	• Medicare/Medicaid event TBD, Denver		• Denver		• Triple Execution in Illinois		• HUD Regional Admin. Hankinson budget speech at Flordia Environmental Expo, FL. • VAW Dir. Campbell speaks at Symposium on Domestic Violence of the Commonwealth/Commission on Womens Health in New York, NY.	• Public Liaison Medicare/Medicaid VIP validators briefing (hospital CEOs and academic deans.)
THU 9/21	• San Francisco (a.m.) • Los Angeles (p.m.)		• San Francisco (a.m.) • Los Angeles (p.m.)		• 2nd Anniversary of Signing of National Service Act			
FRI 9/22	• Release report on Human Radiation Experiments			House Reconciliation Report Deadline Senate Reconciliation Report Deadline	Reconciliation Deadline	• GOP Conference, Mackinac Island, MI		
SAT 9/23	• Radio Address:							
SUN 9/24					• Rosh Hashanah begins at sundown			MORNING SHOWS: • MTP: • TWDB: • FTN

NATIONAL JOB CORPS COALITION

National Headquarters:
1090 Vermont Ave., NW, Suite 600
Washington, DC 20005
202-371-0600 Fax 202-898-7777

FAX COVER SHEET

Date: 7-26-95

Attention: Mike Schmidt

Company: The White House

Fax Number: 456-7028

From: LaVera Leonard

Number of pages following cover sheet: 2

Comments: F.Y.I.

For 30 years, Job Corps has been proving — one person at a time — that firm, intensive and caring guidance pays off.

30 YEARS Still the Best Chance for Change 1964 · 1994

70 organizations committed to enriching and expanding Job Corps to serve America's disadvantaged youth
(Funded by private sector contributions)

HOUSE, SENATE GOP REMAIN SPLIT OVER JOB CORPS' FUTURE
"Pulse of Congress/Insight"
(NEWS; 07/25/95; 48 lines)
Item Key: 7468

--- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- ---

HOUSE, SENATE GOP REMAIN SPLIT OVER JOB CORPS' FUTURE

By Robert Marshall Wells

House funders, authorizers Are cool to Sen. Kassebaum's Efforts to give states control

A major conflict is all but certain later this year when the House and Senate attempt to iron out their differences over a popular job training program that has long enjoyed bipartisan support.

The point of contention: the Job Corps, a network of more than 100 residential vocational education centers for at-risk youths from ages 16 to 24. A holdover from Lyndon Johnson's "War on Poverty," Job Corps centers are located in 46 states, Puerto Rico and the District of Columbia.

Senate Labor Chairwoman Nancy Landon Kassebaum, R-Kan., contends that the program, funded at nearly $1.1 billion in fiscal 1995, is poorly run and too expensive. Under a bill (S143) currently awaiting Senate floor consideration, Kassebaum has proposed freezing Job Corps funding, closing as many as 25 centers and turning the program over to the states.

"Those that are working best are working closely with the communities that they're in," Kassebaum says.

However, the majority of Senate Democrats and many of Kassebaum's fellow Republicans oppose "devolving" Job Corps to the states.

"It's going to survive as a national program," said one senior Senate Democratic aide. "It's not like a lot of people have jumped on her bandwagon. They haven't."

Key House lawmakers also want to retain federal control of the Job Corps. A companion bill to Kassebaum's proposal (HR1617), now awaiting House floor action, would not change the Job Corps' management.

Moreover, leaders of the House Appropriations Committee have endorsed a fiscal 1996 spending bill that would increase Job Corps *funding by $15 million to permit the opening four additional centers approved in previous years.*

"I'm a fan of the program," said Labor-HHS Subcommittee Chairman John Edward Porter, R-Ill. He said many House members would question the wisdom of dismantling one bureaucracy to establish nearly 50 smaller ones.

AmeriCorps National Service

CORPORATION FOR NATIONAL SERVICE

FACSIMILE TRANSMITTAL SHEET FROM THE OFFICE OF EXTERNAL AFFAIRS

TO: Mike Schmidt TIME: 2:35

LOCATION: DATE: 7/25

FAX NO: ( ) 6 2028 PHONE NO: ( )

FROM: RICK ALLEN

PHONE NO: (202) 606-5000, ext. 157 or 453 FAX NO: (202) 565-2784

COMMENTS

NUMBER OF PAGES INCLUDING COVER SHEET 7

IF THERE IS A PROBLEM IN THE TRANSIMISSION, PLEASE CONTACT EXT. 453.

1201 New York Avenue, NW
Washington, DC 20525
Telephone 202-606-5000

Getting Things Done.
AmeriCorps. National Service
Learn and Serve America
National Senior Service Corps

THE WHITE HOUSE

WASHINGTON

July 25, 1995

MEMORANDUM FOR LORIE MCHUGH
MIKE SCHMIDT

FROM: RICK ALLEN

SUBJECT: LOCAL MEDIA FOLLOW-UP TO AMPLIFY FRIDAY PRESIDENTIAL ADDRESS TO AFT

At Mike's and Gene's request, we have compiled the attached list for your use in connection with the President's AFT speech on Friday. For each major media market, we list an excellent AmeriCorps program that could be sold to an affiliate as the site for a "local angle" follow-up to the national story of the President's criticism of Republican budget cutting. We believe each entry could provide good visuals and on-message spokespersons (recognizing that they will focus on the specific proposed elimination of AmeriCorps, rather than the more comprehensive argument that the President will be making).

If you have any questions concerning this list, please call Wendy Grassi (606-5000, ext.262), who vetted the programs.

cc: Wendy Grassi

AmeriCorps National Service

CORPORATION
FOR NATIONAL
SERVICE

SELECT AMERICORPS PROGRAMS IN MAJOR MEDIA MARKETS

BALTIMORE

Magic Me
AmeriCorps members coordinate public safety activities such as safe corridors, urban gardening, and senior companions that involve both middle school students and seniors. Members also lead workshops on life skills, leadership development and career exploration.
Contact: Drew Carberry
Phone: 410/243-9066 x145

BOSTON

City Year
AmeriCorps members tutor and mentor children in urban public schools and at Head Start centers, and design and conduct violence prevention and HIV/AIDS awareness workshops for children and teenagers. Members also rehabilitate affordable housing and transform vacant lots into community gardens.
Contact: Jim Balfanz
Phone: 617/350 0736

CHICAGO

Latino Youth, Inc.
AmeriCorps members help break the cycle of poverty through peer counseling, gang prevention, conflict resolution training, tutoring, and training to ease racial tensions and prevent drug abuse.
Contact: Mike Aguilar or Francine Watkins
Phone: 312/277-0400

1201 New York Avenue, NW
Washington, DC 20525
Telephone 202-606-5000

Getting Things Done.
AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

CINCINNATI

Summerbridge
AmeriCorps members recruit and train college and high school students to teach and mentor middle school students during full-time summer and year-round after-school programs.
Contact: Adam Howard
Phone: 513/561-7298

CLEVELAND

Neighborhood Centers Association - ClassMATES
AmeriCorps members tutor and mentor youth, teach conflict resolution skills, provide drug and alcohol prevention training to youth, staff in-school Youth Resource Centers, and connect youth to community resources.
Contact: Howard Wolf or LaQuita Smith
Phone: 216/391-4707

DALLAS

Greater Dallas Community of Churches
AmeriCorps members serve children living in poverty by offering nutritious food and enrichment activities at summer food sites, tutoring and mentoring at schools and in after-school programs, providing violence prevention/conflict resolution activities, and facilitating access to health care.
Contact: Colleen Hager
Phone: 214/824-8680

DENVER

Volunteers of America Colorado Branch, Inc.
AmeriCorps members work to reduce gang activity and teen violence by serving in Metro Denver Gang Coalition agencies as block organizers, volunteer coordinators, parent educators, drug prevention counselors, tutors and mentors, community liaisons, and peer counselors.
Contact: Jennifer Schiff or Linda Dee
Phone: 303/297-0408

DETROIT

Big Brothers Big Sisters of Metropolitan Detroit
AmeriCorps members build a 'CircleNet' of friends, including Big Brothers\Big Sisters, for developmentally disabled youth. Activities in the CircleNet include tutoring, mentoring, counseling and assisting with locating employment and apartments.
Contact: Joseph Radelet or Shirley Cole
Phone: 810/569-0626

NEW YORK CITY

New York Police Department, National Service Police Cadet Corps
AmeriCorps members work with the police on solving the most critical problems identified by community residents, including enhancing the safety of public facilities, restoring safety to community parks, supervising safe play streets, assisting in auto theft prevention, and assisting officers in investigating domestic violence complaints, and counseling victims of violence.
Contact: Lt. Timothy Murphy
Phone: 212/477-9218 or 212/477-7639

PHILADELPHIA

National Center for Family Literacy
AmeriCorps members work to provide early childhood education to pre-school children and increase the literacy skills of parents.
Contact: Karen Young
Phone: 215/685-6602

PITTSBURGH

I Have a Dream Foundation (IHAD)
AmeriCorps members serve as tutors and mentors to "Dreamers," and work on service projects developed with the Dreamers.
Contact: Ann Campbell
Phone: 412/268-5204

SACRAMENTO

National Community AIDS Partnership
AmeriCorps members deliver meals, provide transportation to medical appointments, educate communities about HIV prevention, care for HIV positive infants, and offer crisis support to families experiencing loss from HIV/AIDS.
Contact: Peter Simpson or Jason Tescher
Phone: 916/368-3188 or 916/368-3320

ST. LOUIS

American Youth Foundation
AmeriCorps members increase the capacity of schools to improve the academic achievement of 4th-8th graders in low-income communities. Members recruit and train volunteers to develop service projects in literacy, care of the environment, first aid and personal safety.
Contact: Kathleen Bechcrer
Phone: 314/772-9002 x120

BAYAC (Bay Area Youth Agency Consortium)
AmeriCorps members meet the needs of at-risk youth through peer counseling, health education and outreach, conflict resolution, alcohol/drug counseling and education, outreach to homeless youth, after-school recreation, tutoring and child care.
Contact: Kim Smith
Phone: 415/362-4481

SEATTLE/OLYMPIA

Washington Service Corps
AmeriCorps members work in various agencies across the state on a wide range of service projects, including developing a statewide literacy initiative for recent immigrants, providing at-risk youth with service alternatives to gang activity, and concentrating services to a needy, isolated Indian Reservation.
Contact: David Broom
Phone: 206/438-4009

HOUSTON

SERVE Houston
AmeriCorps members administer immunizations, assist residential clients yield food for the needy, renovate housing in low-income areas, provide tutoring for elementary students, and staff a crisis helpline for parents at risk of abusing their children.
Contact: Martin Cominksy
Phone: 713/666-8600 or 713/788-9741

INDIANAPOLIS

State Student Assistance Commission of Indiana
AmeriCorps members tutor at-risk students at nine statewide sites.
Contact: Randall Dodge or Tawanna Brown
Phone: 317/233-2100

LOS ANGELES

Building Up LA
AmeriCorps members work with a 60-organization partnership to develop neighborhood-based service projects. Members tutor community youth, train youth in conflict management skills and engage at least 6,000 people in physical improvement projects.
Contact: Sandra Choe
Phone: 213/389-8580

MIAMI

Habitat for Humanity
AmeriCorps members work in and supervise construction teams in the building of affordable housing.
Contact: Anne Manning or Kevin McPeck
Phone: 305/670-2224

MINNEAPOLIS/ST. PAUL

Two or More
AmeriCorps members work to provide quality, affordable housing to low income families by rehabilitating and building housing, repairing apartments, and assisting residents in achieving self-sufficiency.
Contact: Earl Rogers or Karen Brady
Phone: 612/521-8736