

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	List of Participants for Education Strategy Meeting (1 page)	06/27/1995	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Schmidt
OA/Box Number: 7346

FOLDER TITLE:

[Education Budget Strategy Meetings]

2013-0968-S

sb28

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

Withdrawal/Redaction Marker

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EXECUTIVE OFFICE OF THE PRESIDENT

27-Jun-1995 11:44am

TO: Michael T. Schmidt
FROM: Ian R. Van Praagh
Economic and Domestic Policy
CC: Jeremy D. Benami
SUBJECT: List of participants for Education Strategy Meeting

Per your request, here is the list of participants for the education strategy meeting on Friday at 1:00 in the Roosevelt Room.

Gene Sperling
Paul Diamond

Ken Apfel
Barry White

~~Frank Holleman can not make it~~

Mike Smith

Michael Cohen

Susan Frost

Terry Peterson

Leslie Thornton - 401-3001

Leo Kornfeld (b)(6)

Kay Casstevens (b)(6)

Leslie Loble - 202-8221

Geri Palast - 202-4072

Jeremy
Gaynor
you

Jane Hall

Ian
6-5390

log - 11/19/04 - PT

Connie 401-3011

on travel sh

Kay Kahley

Kahley (b)(6)

401-3027
3069

CONTACTS FOR EDUCATION STRATEGY GROUP

<u>NAME</u>	<u>PHONE</u>	<u>AGENCY/OFFICE</u>
Gene Sperling	456-5804	White House NEC
Paul Dimond	456-5368	White House NEC
Jeremy Ben-Ami	456-5584	White House DPC
Mike Schmidt	456-5567	White House DPC
Gaynor McCown	456-5575	White House DPC
Ken Apfel	395-4844	White House OMB
Patricia Smith	395-5880	White House OMB Education Branch
Barry White	395-4532	White House OMB
Emily Bromberg	456-2896	White House Intergovernmental Affairs
Lorraine Miller	456-6620	White House Legislative Affairs
Doris Matsui	456-2930	White House Public Liaison
Rick Allen	606-5000 ext. 453	National Service
Kris Balderston	456-2104	White House Cabinet Affairs
Lorrie McHugh	456-7150	White House Media Affairs
Julia Moffett	456-5690	White House Communications
Jake Siewert	456-2100	White House Communications
Frank Holleman	401-3011	Department of Education Chief of Staff
Mike Smith	401-4160	Department of Education Deputy Secretary
Leslie Thornton	401-3001	Department of Education Deputy Chief of Staff

<u>NAME</u>	<u>PHONE</u>	<u>AGENCY/OFFICE</u>
Kay Kahler	401-3069	Department of Education Communications/Public Affairs
Kay Casstevens		Department of Education Legislative Affairs
Terry Peterson	401-1407	Department of Education Counselor to the Secretary
Michael Cohen	401-3070	Department of Education Goals 2000
Susan Frost	401-8450	Department of Education Budget
Leslie Lobel	219-8271	Department of Labor Chief of Staff
Geri Palast	219-4692	Department of Labor Intergovernmental and Legislative Affairs
Tim Barnicle	273-0662	Department of Labor Assistant Secretary for ETA
Sally Sachar	219-8271	Department of Labor Deputy Chief of Staff
Lisa Cutler <i>Jennifer Watson</i>		Department of Labor Public Affairs

—
- weekly bulletin to
ed allier

- info sharing
- place to send comments, questions,
(idea). —

DATE: June 26, 1995
TO: Jeremy Ben-Ami
FROM: Mike Schmidt
RE: Random Thoughts on the Education Integration Project

At the meeting last Friday, we agreed on producing three documents for Lifelong Learning Issue Integration:

1. A Calendar of External Events (Hill actions, Washington and Regional Events)
2. A Calendar of Internal Events (Secretaries Riley and Reich's schedules, any WH events)
3. An Action Plan on Overall Coordination

It seems to me that putting together and maintaining the two calendars will be an essential part of coming up with the Action Plan. Therefore, let me take them in order:

- **Calendars.** As the collection point for the External and Internal Calendars, we should think about the following:
 - Splitting up the data collection -- Gaynor and I should split up the regular collection of data, perhaps with Gaynor serving as the contact for DoEd and half the WH, and myself for DOL and the other half of the WH. (or we could have one person handle the agencies, and the other the WH) The good thing about splitting the collection, rather than centralizing it, is that if one of us is out of the office, the other can be the fallback and know what's going on.
 - Long-Term and Short Term -- We should ask the agencies and WH offices for both short term (the next two weeks) and long term (the next few months) information.
 - Giving out a standard format -- It would be great if we could create a format for data collection to hand out on Friday so that everyone's would look the same format-wise.
 - Collection methods -- We should ask for this stuff via e-mail within the OEOP, and on disk if possible outside the OEOP (when we get Internet, we can have all of it come via e-mail). Much simpler than re-typing.

Gaynor and I can get together to merge the calendar updates each week. We can talk about keeping the master version on one computer.

- **Action Plan.** We should define a core group (one or two people per agency and WH office) to meet weekly to go over Action Planning details. Kind of a weekly update meeting (could be by conference call if need be, but in person worked well for ETR). The meetings can be brief. When we have specific events, we can bring in more people to plan. But we should keep it simple and small for the weekly meetings.

*data collection - central Bank of data changes
- index*

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	Terry Peterson	401-1407	Department of Education
	Michael Cohen	401-3070	Department of Education
	Susan Frost	401-8450	Department of Education

M Lori McCown
M Julie Ruffolo

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Tim Barnicle	273-0662	Department of Labor Assistant Secretary for ETA
Sally Sachar	219-8271	

**ARCHIVE FILES FOR MICHAEL T. SCHMIDT
BOX 8 OF 13**

Issue: Education Budget Issues

Content: Misc. memos, notes, data, including information on Goals 2000 Meeting with CEOs and 9/95 Carbondale, IL, Student Aid Rally

7346
ENCLOSURES FILED OVERSIZE ATTACHMENT
NARA 5188

**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

EDUCATION STRATEGY MEETING
JULY 7, 1995
AGENDA

- I. OVERVIEW -- GENE SPERLING / JEREMY BEN-AMI
- II. UPDATES
- III. MATERIALS GENERATED
 - WHAT DO WE HAVE?
 - WHAT DO WE NEED?
- IV. CALENDAR
- V. COMMUNICATION STRATEGY:
 - MEETINGS
 - EVENTS
 - SPEECHES
- VI. APPROPRIATIONS MARK-UP

77 H From Robert TP

TALKING POINTS: STUDENT LOANS

benefits to low and middle income students
Republicans cut \$10 billion (33 percent) from the student loan programs over the next 7 years.

The Republican Conference did not specify exactly where they would find \$10 billion in cuts out of a \$30 billion budget, but we can be sure that they will not take very much out of the banks and other FFEL middlemen that make a government-guaranteed profit from lending money to needy college students. The only other way to come up with these savings is to reduce funds going to the students themselves.

Cutting student benefits would make going to college more expensive and could increase the number of defaults.

Possible cuts to students could include:

③ income student case
• Eliminating in-school interest subsidy for graduate students. The extra cost to a graduate student borrowing the \$34,000 maximum for 4 years would be \$5,715. ~~The government saves \$3 billion.~~ low & middle

①
• Eliminating the 6-month grace period after students finish school would cost an undergraduate an extra \$933 and a graduate student an extra \$1,401 if each borrowed the maximum for 4 years. ~~The government saves \$3.8 billion.~~ low & middle income case

②
• Raising the origination fee by 1 percent would cost an undergraduate an extra \$460 and a graduate student \$680 if both borrowed the maximum for 4 years. ~~The government saves \$2.0 billion.~~ undergrad would be grad could be

most severe case
• Under this package of cuts, a student borrowing the maximum lifetime amount would see repayments grow by \$39,323. Total principal and interest costs would be 30 percent higher.

~~Credit Reform scoring change:~~

Special interest savings Architecture

- The budget resolution changes Congressional scoring of direct student loans solely to protect the middlemen profiting from the guaranteed student loan program.
- The scoring change applies only to direct student loans. The change adds future administrative costs for the life of direct student loans into the 7-year Congressional budget scoring window.

• The change does not allow an 'apples to apples' comparison between Direct Loans and FFEL because FFEL guarantee agency allowances (\$1.5 billion over 7 years) are counted as Direct Loan costs.

• The directed change applies only to Congressional (CBO) scoring. It does not alter the Credit Reform Act requirements for OMB scoring.

GO
fixing games with CBO

creating a budget gimmick to protect banks at expense of students

Pat Smith
OMB Ed
Branch

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July 7, 1995

Listed below is a *preliminary* menu of newsmaking activity on education issues that can take place from now through the August recess. A small area at the end of this list addresses possibilities for the longer-term. When considering the options below, it is important to consider who the audience is: *Is this event intended to reach Congress or large numbers of people?* Depending on that answer: *Is the event intended to generate local/regional press within targeted markets or national news?* It is also important to consider the challenges of making news depending on what else is happening that day. For instance, if the day is free of any other news coming out of the White House, a 15-minute call with the President and Governors *can* make news. Additionally, if a Cabinet member or outside group is planning a big activity, we can do things out of the White House to guide reporters there, raise its prominence, etc.

POTUS

Large Scale

- **Lunches** with the President and small groups of leaders (Corporate/CEOs, University and Community college presidents, Student aide Leaders, etc) can be successful events if there are no competing events and there is activity on the Hill to tie it into. Typically, the lunch is closed with pool spray and informal statement at the top. Participants then go to stake out afterwards and make some sort of announcement as well as press through Media Affairs. May also go to the Hill afterwards. In a rare case, the President and participants could go to the briefing room. (Suggested dates: July 10, 11, 12, 20, 21, 25, 26)

- 15-20 big city **Democratic Mayors** are at the White House for a political briefing on July 26. They could also have a meeting in the Oval with the President and go to the stakeout to talk about summer jobs, etc. afterward. Media Affairs could also probably use them. This event, like above, needs to play off of activity on the Hill. If it works, it provides a forum for the President and/or Mayors to get into the budget story that evening. (Suggested date: July 26)

- The President is scheduled to give a major speech at the **AFT** Conference on July 28th. The speech should be satellited around the country with additional events taking place to reach as large an audience as possible. Other conferences POTUS could satellite into are NACO (July 21-25; Atlanta) and NCSL (July 23-28; Milwaukee).

- What is the President speaking about at the **NGA** in Burlington, VT on July 31st?

- Do any other **set-forums** already exist-College Dems, etc...?

POTUS Events, con't:

- We have had several successful "**Letters-type**" events on issues other than Education. The event involves creating our own forum or town hall at the White House in which we invite in a group of students, parents, teachers, employers, etc....to talk about the importance of these programs in their lives, what that impact of the cuts will be, etc....It is helpful to find some connection that brings them here, for instance, we invited people during health care that had written letters to the White House. This event, if done write, can make both national news and serious local news in the home towns of the participants.

- **Exclusive interviews** should be explored as they essentially guarantee coverage. Options should include everything from a network interview to a syndicated program such as Rockline (This Sunday night radio program has the largest listening audience of any music program and is heard on thousands of stations across the country.) Press can then write off of the interview.

- Several announcements/events exist that could be used as basic forums for the President. These events are not major news themselves, but are opportune forums to make news in--to pivot from the event to an attack, etc. They include: **The Enterprise National Launch Meeting** (July 10-11); **The Lifelong Demonstration Project Community Celebration** (Week of July 10); **The One-Stop Career Centers-Year Two Implementation Sites** (Week of July 17 or 24); and the **Kentucky School-to-Work Graduation** (date TBD).

- We should explore the possibility of having a radio talk show day on the North Lawn.

Small Scale

- **Radio Addresses.** These addresses can make news if given a real news hook (study, attack, etc.) (Suggested dates: July 15, 22, 29).

- **Conference call with student leaders** who have organized groups around student loans. President could commend their efforts and listen to their concerns.

- **Conference call with students and parents** in targeted districts.

- **Tarmac greetings.** Very easy. Guaranteed local news if in a targeted district. Should meet with student loan recipients, summer job participants, or Americorps members.

- **Conference call with Governors** in GOP Senate states. This should be done on the same day the Governors send a letter to the committee or other.

CABINET (needs expansion)

- Secretaries Reich and Riley conduct conference calls with selected Mayors or students, families, etc...into targeted districts.
- CEOs meet with Secretary Rubin (and Reich or Riley?).

OTHER: ELECTED OFFICIALS/THINK TANKS/ETC.

- Democratic Governors can send a letter to committee members. Should be done in conjunction with a call with the President, etc.
- Governor can deliver tough National Press Club speech.
- Need for studies, "B-1 Bomber" analogies, etc...

GROUPS

- Large-scale briefing of education/labor groups at White House. POTUS drop-by before groups go to the Hill to lobby. Media Affairs possibility.
- Coalitions of groups can hold press conferences, send letters, etc...
- Coordinate days with Congress. A small group of the major organizations can create an "Education Day" on the Hill to tie into expected committee action. These groups could sponsor a "Speak-Out" or hearing in which students, parents, teachers, and workers come to Washington to offer personal testimonials of the impact of the GOP budget. Many Members would attend. Gimmicks can follow. Every Democratic member could be given "credentials" with a person from their district who will loose access to education with this budget. They can use these during coordinated one-minutes, etc....Handing out of credentials is an event in itself.

LONGER-TERM

Potential Events

- School-to-Work Implementation Grants (Late August or early September); Unemployment Insurance 60th Anniversary(mid-August); Summer Youth Program '96 Corporate Partnership Program Announcement (mid-late August); Technology Learning Challenge Grant Awards (early September).
- Back-to-school event with POTUS or POTUS interview with college and high school newspapers for first edition.
- Materials: Brochures/postcard petitions on every college campus, etc..

Updated 7/7/95

MESSAGE OF THE WEEK:

UPCOMING EVENTS

July

TBA: H Hearing, Econ Impact of Fed Regulations, Oversight & Investigations Sbcte, Econ & Ed Opportunities Cte.; H Floor Action on CAREERS BILL (HR 1617); S Action on Workforce Development Act (S 143).

WED

7/5

Congressional Activities:

Cabinet Activities: Sec Riley receives award at National Education Association Annual Conference, Minneapolis, MN;

Conferences and Other Events:

News:

THURS

7/6

Congressional Activities:

Cabinet Activities:

POUTS: Speech on Civic Responsibility, Georgetown University.

Conferences and Other Events:

News:

FRI

7/7

Congressional Activities:

Cabinet Activities:

Conferences and Other Events:

News:

SAT

7/8

Congressional Activities:

Cabinet Activities:

Conferences and Other Events: NAACP, Minneapolis, MN.

News:

SUN

7/9

Congressional Activities:

Cabinet Activities: Sec Riley at national Conference of Law Enforcement Administrators, Philadelphia, PA; DSec Kunin at National Association of Student Financial Aid Administrators, San Antonio, TX.

Conferences and Other Events: NAACP, Minneapolis, MN; National Association of Student Financial Aid Admins, San Antonio.

News:

Updated 7/7/95

MESSAGE OF THE WEEK:

MON

7/17 Congressional Activities: H Field Hearing on School Prayer.
Cabinet Activities: Sec Riley at La Raza, Dallas, TX;
Conferences and Other Events: National Council of La Raza, Dallas, TX. **News:**

TUE

7/18 Congressional Activities:
Cabinet Activities: DSec Kunin at Democratic Legislative Campaign Committee Fundraiser, Milwaukee, WI; DSec Kunin at National Council of State Legislatures Conference, Milwaukee.
Conferences and Other Events: National Conference of State Legislators, Milwaukee, WI; National Council of La Raza, Dallas, TX.
News:

WED

7/19 Congressional Activities: H EEOC Cmte. markup of IDEA Reauthorization;
Cabinet Activities:
Conferences and Other Events: National Conference of State Legislators, Milwaukee, WI; National Council of La Raza, Dallas, TX.
News:

THURS

7/20 Congressional Activities: H Appropriations Cmte. markup of DoL-HHS-DoE FY 96 Appropriation.
Cabinet Activities:
Conferences and Other Events: National Conference of State Legislators, Milwaukee, WI.
News:

FRI

7/21 Congressional Activities:
Cabinet Activities: Sec Reich at National Assoc of Counties, Tentative.
Conferences and Other Events: National Conference of State Legislators, Milwaukee, WI; National Association of Counties, Atlanta; National Organization of Black County Executives, Board of Directors and Business Roundtable Meeting, Washington, DC.
News:

SAT

7/22 Congressional Activities:
Cabinet Activities:
Conferences and Other Events: National Association of Counties, Atlanta; National Organization of Black County Executives, Board of Directors and Business Roundtable Meeting, Washington, DC.
News:

SUN

7/23 Congressional Activities:
Cabinet Activities:
Conferences and Other Events: National Urban League, Miami, FL; National Association of Counties, Atlanta; National Organization of Black County Executives, Board of Directors and Business Roundtable Meeting, Washington, DC; National Conference of State Legislatures, Milwaukee, WI.
News:

Updated 7/7/95

MESSAGE OF THE WEEK:

All week House Floor, DoL-HHS-DoE FY 96 Appropriations

MON

7/24 Congressional Activities:

Cabinet Activities: Sec Riley at National Urban League, Miami, FL; Sec Riley at 5th Anniversary of ADA, Tampa, FL.

Conferences and Other Events: National Urban League, Miami, FL; National Association of Counties, Atlanta; National Organization of Black County Executives, Board of Directors and Business Roundtable Meeting, Washington, DC; National Conference of State Legislatures, Milwaukee, WI.

News:

TUE

7/25 Congressional Activities:

Cabinet Activities:

Conferences and Other Events: National Urban League, Miami, FL; National Association of Counties, Atlanta; National Organization of Black County Executives, Board of Directors and Business Roundtable Meeting, Washington, DC; National Conference of State Legislatures, Milwaukee, WI.

News:

WED

7/26 Congressional Activities: H Hearing on OSHA reform implications for small businesses, Small Business Cte.

Cabinet Activities:

Conferences and Other Events: National Conference of State Legislatures, Milwaukee, WI.

News:

THURS

7/27 Congressional Activities:

Cabinet Activities:

Conferences and Other Events: National Conference of State Legislatures, Milwaukee, WI; National Center for Research in Vocational Education, Boston, MA; NAESP, DC; American Federation of Teachers, DC.

News:

FRI

7/28 Congressional Activities:

Cabinet Activities:

Conferences and Other Events: National Conference of State Legislatures, Milwaukee, WI; National Center for Research in Vocational Education, Boston, MA; NAESP, DC; American Federation of Teachers, DC.

News:

SAT

7/29 Congressional Activities:

Cabinet Activities: DSec Kunin at Association of Women Judges, Grafton, VT;

Conferences and Other Events: NGA, Burlington, VT; Association of State Higher Education Executive Officers, Lake Placid, NY; National Center for Research in Vocational Education, Boston, MA; NAESP, DC; American Federation of Teachers, DC.

News:

SUN

7/30 Congressional Activities:

POTUS: At NGA (one day btw now and 8/1)

Cabinet Activities: Reich at NGA, tentative (btw now and 8/1).

Conferences and Other Events: NGA, Burlington, VT; Association of State Higher Education Executive Officers,

Updated 7/7/95

MESSAGE OF THE WEEK:

MON

7/31 Congressional Activities:

Cabinet Activities: Sec Riley on TV show with Sen Reid, Washington; DSec Kunin at NGA, Burlington, VT.

Conferences and Other Events: NGA, Burlington, VT; Association of State Higher Education Executive Officers, Lake Placid, NY; Fraternal Order of Police, VA Beach, VA.

News:

AUGUST

TUE

8/1 Congressional Activities:

POTUS: White House Economic Roundtable, Boston, MA.

Cabinet Activities: DSec Kunin at White House Economic Roundtable, Boston, MA.

Conferences and Other Events: NGA, Burlington, VT; Association of State Higher Education Executive Officers, Lake Placid, NY; Fraternal Order of Police, VA Beach, VA; American GI Forum, Albuquerque, NM.

News:

WED

8/2 Congressional Activities:

Cabinet Activities: DSec Kunin at Presidential Management Council, Washington, DC.

Conferences and Other Events: Association of State Higher Education Executive Officers, Lake Placid, NY; Fraternal Order of Police, VA Beach, VA; American GI Forum, Albuquerque, NM.

News:

THURS

8/3 Congressional Activities:

Cabinet Activities:

Conferences and Other Events: Fraternal Order of Police, VA Beach, VA; American Bar Association, Chicago, IL; American GI Forum, Albuquerque, NM.

News:

FRI

8/4 Congressional Activities:

Cabinet Activities:

Conferences and Other Events: American Bar Association, Chicago, IL; American GI Forum, Albuquerque, NM.

News:

SAT

8/5 Congressional Activities:

Cabinet Activities:

Conferences and Other Events: American Bar Association, Chicago, IL; American GI Forum, Albuquerque, NM.

News:

SUN

8/6 Congressional Activities:

Cabinet Activities:

Conferences and Other Events: American Bar Association, Chicago, IL; American GI Forum, Albuquerque, NM.

News:

Updated 7/7/95

MESSAGE OF THE WEEK:

MON

7/10 Congressional Activities: House Labor, HHS, Education Sbcte., Appropriations bill markup. H Field Hearing on School Prayer, NYC.
Cabinet Activities:
Conferences and Other Events: NAACP, Minneapolis, MN; National Association of Student Financial Aid Administrators, San Antonio, TX.
News:

TUE

7/11 Congressional Activities: H Hearing on DoL/DoE merger, Economic and Educational Opportunities Cte.
Cabinet Activities: Sec. Reich may testify at H Hearing on DoL/DoE merger; DSec Kunin tours DC Reading Program.
Conferences and Other Events: State Legislative Leaders Meeting, Washington, DC (will meet with Sosnik, Panetta); NAACP, Minneapolis, MN; National Association of Student Financial Aid Administrators, San Antonio, TX.
News:

WED

7/12 Congressional Activities: S Hearing on Pell Grants abuse, Gov Affairs Cte.; S Hearing on 1-yr extension of IDEA, Labor Cte.
Cabinet Activities: Sec Riley visits school, attends political lunch, Pueblo, CO; Sec Riley receives award at Education Commission of the States, Denver, CO;
Conferences and Other Events: State Legislative Leaders Meeting, Washington, DC (will meet with Sosnik, Panetta); Education Commission of the States Administrators, Denver, CO; NAACP, Minneapolis, MN; National Association of Student Financial Aid Administrators, San Antonio, TX.
News:

THURS

7/13 Congressional Activities: H Field Hearing on School Prayer, Oklahoma City.
Cabinet Activities: Sec Riley meets with TCI/Reuters Partnership, Denver, CO.
Conferences and Other Events: Education Commission of the States Administrators, Denver, CO; NAACP, Minneapolis, MN.
News:

FRI

7/14 Congressional Activities:
Cabinet Activities:
Conferences and Other Events: Education Commission of the States Administrators, Denver, CO.
News:

SAT

7/15 Congressional Activities:
Cabinet Activities:
Conferences and Other Events:
News:

SUN

7/16 Congressional Activities:
Cabinet Activities:
Conferences and Other Events: National Council of La Raza, Dallas, TX.
News:

Updated 7/7/95

MESSAGE OF THE WEEK:

Lake Placid, NY; American Federation of Teachers, DC.

LIFELONG LEARNING PAYS OFF: A SURVEY OF RECENT RESEARCH

* **'School-to-Work' - type programs improve student outcomes.** California's Partnership Academies, which combine high-school education with career-focused training and work experience, have reduced dropout rates among program participants.¹ Even more definite results are available for programs targeted at high-school dropouts, such as the highly successful Center for Employment Training in San Jose.

* **Training of experienced workers has strong economic effects.** One recent study concluded that each year of education provided through a Pennsylvania program for displaced workers increased earnings by some 7 percent.² And a recent study of the Job Training Partnership Act found that participation increased the earnings of adult males by 10 percent and the earnings of adult female participants by 15 percent. These earnings gains were one and a half times as large as the costs invested to produce them.³ Additionally, participants who obtained training-related jobs were better off than participants who found jobs unrelated to retraining.⁴

* **Firm-provided training has positive economic impacts for participants and employers.** For workers, a year of training raises wages by about as much as a year of college education.⁵ There is also evidence that firm-provided training leads to productivity gains. A survey of small manufacturing firms in Michigan that received training grants from the state government found that the additional training provided by manufacturing firms significantly raised productivity.⁶ Another study of formal training programs in manufacturing firms found that firms that introduced training in 1983 had productivity growth that was 19 percent faster, on average, than at other firms.⁷

¹ Hayward, Becky and G. Tallmadge, *Evaluation of Dropout Prevention and Reentry Projects in Vocational Education*, draft final report, Research Triangle Institute, November 1993; and Stern, David, et al., "Benefits and Costs of Dropout Prevention in a Program Combining Academic and Vocational Education: Third-Year Results from Replications of the California Peninsula Academies," *Educational Evaluation and Policy Analysis*, Vol. 11, No. 4, 1989.

² Jacobson, Louis, Robert Lalonde, and Daniel G. Sullivan, *The Returns to Classroom Training for Dislocated Workers*, unpublished manuscript, September 1994.

³ Bloom, Howard S., et al., *The National JTPA Study: Overview of Impact, Benefits, and Costs of Title II-A*, Abt Associates, February 1994.

⁴ Office of Inspector General, U.S. Department of Labor, *Audit of JTPA Title III Retraining Services Program Year 1993*, a report prepared for the Department of Labor.

⁵ Lynch, Lisa, "Private Sector Training and the Earnings of Young Workers," *American Economic Review*, Vol. 82, No. 1, 1992.

⁶ Holzer, Harry et al., "Are Training Subsidies for Firms Effective? The Michigan Experience," *Industrial and Labor Relations Review*, November 1993.

⁷ Bartel, Anne, "Productivity Gains from the Implementation of Employee Training Programs," *Industrial Relations*, forthcoming.

* **Investments in skills and training when coupled with other innovations are the keys to a competitive American workforce and a robust economy, a study commissioned by the Office of the American Workplace at the U.S. Labor Department finds.** This study confirms that U.S. economic competitiveness is enhanced by "Advance Workplace Practices" that include aggressive programs to continuously improve processes, technology and lifting employee skills. Many of these investments offer a higher return when coupled with employee-focused workplace innovations.⁸

* **New evidence emphasizes that education and training are important determinants of the speed at which the economy as a whole grows.** A large body of literature has shown that countries with highest levels of education typically grow the fastest.⁹ Even within countries, states and regions with better-educated labor forces grow more rapidly.¹⁰ A well-educated workforce can raise the productivity of R&D (for example, because new innovations are implemented more quickly), generating the technological improvements that are a crucial ingredient in long-term growth.

⁸ Mavrinac, Sarah C., Jones, Neil R., Meyer, Marshall W., *The Financial and Non-Financial Returns to Innovative Workplace Practices: A Critical Review*, a report prepared for the Department of Labor.

⁹ See, for example, Barro, Robert J., "Economic Growth in a Cross Section of Countries," *Quarterly Journal of Economics*, Volume 106, May 1991; and Mankiw, N. Gregory, David Romer and David Weil, "A Contribution to the Empirics of Economic Growth," *Quarterly Journal of Economics*, Volume 107, May 1992.

¹⁰ Holtz-Eakin, Douglas, "Solow and the States: Capital Accumulation, Productivity, and Economic Growth," *National Tax Journal*, Vol. 46, No. 4, 1993.

Job Corps
(Job Training Partnership Act: Title IVB)

- ❖ Job Corps is a 30-year bipartisan workforce investment that provides a comprehensive program of education and vocational training for America's most severely disadvantaged young people.
- ❖ Job Corps breaks the cycle of poverty and dependence by giving its participants an opportunity to take responsibility and turn their lives around.
- ❖ It does so by providing a structured, residential environment in which young men and women can learn self-discipline along with the academic, vocational and social skills that are needed to become productive members of our society.
- ❖ Job Corps has a Long-Term Track Record of Success. Since 1966, Job Corps has served approximately 1.7 million young Americans. Over 1.1 million (65%) of all participants have found a job or gone on to further education after their Job Corps experience.
- ❖ The track record in the current program year (July 1994-June 1995) is even better. Data for the first 11 months indicates a placement rate above 70%.
- ❖ Job Corps Targets the Severely Disadvantaged. At any one time, Job Corps is able to serve over 40,000 economically disadvantaged young men and women, ages 16-24.
- ❖ Minority group members represent 70% of Job Corps students; 80% are high school dropouts; over 40% come from families on public assistance; and more than 70% have never held a full-time job. Most come from neighborhoods plagued by high unemployment, crime, welfare, illiteracy, illegitimacy and drug abuse.
- ❖ Job Corps is a High-Return Investment for Society. Job Corps pays back society's investment more than in full in terms of increased student productivity and earning power, reduced welfare expenditures and reductions in societal costs from criminal behavior.
- ❖ A well respected study conducted in the late 1970s and early 1980s by the Mathematica Research Corporation demonstrated that Job Corps returns \$1.46 to society for every \$1.00 it spends. A new study is currently underway. Performance indicators such as completion and placement rates have improved during the intervening years. It is therefore likely that the new study will rate Job Corps as being more effective than it was in the 1970s and 1980s.
- ❖ The Need for Job Corps Remains Urgent. Increasingly, disadvantaged young men and women are idle -- not in school, not working, and not looking for work. Roughly 50% of out-of-school American youth (aged 16 to 24 years old) without a high school degree are currently not employed.
- ❖ The proportion of young black high school dropouts who are currently not employed exceeds 70 percent. Many of these out-of-school youth are so persistently without work they are at risk of becoming permanently lost to the legitimate economy. Job Corps provides an effective way to bring many of these youth back into the mainstream.

- ❖ Recent, Significant Improvements Have Been Made. DOL has successfully implemented a policy of zero tolerance against drugs and violence at Job Corps centers. DOL has also taken aggressive steps to correct problems at centers that have demonstrated persistently poor performance. Efforts to evaluate and improve curricula and student outcomes are continually underway.
- ❖ Substantial Funding Cuts will Require Closing of Many Job Corps Centers. For every \$10 million that is cut from the Job Corps operating budget, it will be necessary to close one Job Corps center of average size (approximately 400 year-around training slots). This would represent a loss of enrollment opportunities for about 600 young people per year.

**IMPACT OF 1995 RESCISSION BILL
AND PROPOSED BUDGET RESOLUTIONS**

ALL AMERICANS ARE AFFECTED BY ECONOMIC AND TECHNOLOGICAL CHANGES THAT HAVE RESULTED IN A workforce increasingly divided according to skills. Programs directed at improving the skills of America's workforce are vitally important to prepare workers to compete in the rapidly changing world economy. These programs are almost entirely federally funded, and it will be difficult to continue to serve as many people as are currently served with decreased funding. Reductions in the federal employment and training investment in 1996 and beyond will impact heavily on America's disadvantaged, dislocated workers, and other job seekers trying to acquire new skills for new and better jobs.

Adult Training

STATES AND LOCALITIES WILL RECEIVE \$1.055 BILLION in 1995 to provide training and employment assistance to approximately 453,500 low-income adults. This successful program helps people acquire the basic and technical skills necessary to obtain new or better employment. The Budget Resolutions could consolidate this program into a block grant, reduced by 20-25 percent. Over the seven year period, 1996-2002, between 556,000 and 695,000 fewer people could receive education, training and employment assistance.

Dislocated Workers

IN FY 1995, STATES WILL RECEIVE \$1.296 BILLION TO help approximately 679,000 workers who have been or are likely to be dislocated from their jobs due to mass layoffs and plant and military base closings, and who need help to find or prepare for new employment. In addition to formula funding, the program features a national reserve account that States may access to serve groups of workers affected by major dislocations. The 1995 rescission could reduce this program by \$67.5 million, affecting 35,300 workers. Demand for services continues to be high due to the continuing changes in the labor market resulting from technology changes, company restructuring, military base closings, changes in the timber industry, and the impact of natural disasters. The proposed Budget Resolutions assume this program could be consolidated into a block grant with funding decreased by \$400 million per year. Over seven years, 1.4 million fewer workers could be helped.

Trade Adjustment Assistance/NAFTA

WORKERS AROUND THE COUNTRY WHO ARE IMPACTED by foreign trade imports and the North America Free Trade Agreement will be able to receive unemployment cash benefits, training, job search and job relocation assistance with the \$274.4 million appropriated in 1995. The Senate Budget Resolution could terminate cash benefits and consolidate training into a block grant, while the House Resolution could consolidate both.

Youth Training

STATES AND LOCALITIES WERE TO RECEIVE \$598.7 MILLION to help 318,000 low-income in-school and out-of-school youth acquire basic and technical skills necessary to obtain meaningful employment. Additionally, States and cities were to receive \$871.5 million to provide part-time summer employment and academic skills building next summer. However, Congress enacted a \$200 million reduction to the year-round youth program for 1995. This means that about 84,000 fewer youth can be assisted. Additionally, the Congress has further decreased the year-round youth program by another \$272 million in its rescission bill which could result in a further reduction of 114,500 opportunities for youth. Congress has also eliminated next year's summer program; thus about 615,000 part-time jobs are lost to the most needy kids in this country - the youth who most need to learn about the world of work. The 1995 rescission bill could also eliminate funding for the Youth Fair Chance program which is operated in 17 communities. The Budget Resolutions could consolidate these programs into a block grant, reduced by 20-25 percent.

School-to-Work

\$250 MILLION IS AVAILABLE TO STATES AND COMMUNITIES to continue the creation of a system to help high school students get the knowledge and skills to move smoothly from school to jobs, further their training or continue their education. The combined Department of Labor and Education funds will be used to award 24 Development Grants, 28 Implementation Grants, 41 Partnership grants, 50 Urban/Rural Partnerships, 32 grants for Indian Youth and seven grants to territories. Communities leverage funds provided under School-to-Work Grants with vocational training and education funds to: improve functional relationships between schools and industries; improve mechanisms to integrate academic and occupational curricula; increase career awareness targeting high skill, high wage jobs; provide mentoring opportunities and job shadowing; improve student placement in high skill high wage careers; and improve the follow-up system to monitor those students. The 1995 rescission bill will result in

IMPACT OF 1995 RESCISSION BILL AND PROPOSED BUDGET RESOLUTIONS

fewer grants being awarded. The 25 percent Budget Resolution reduction could result in a funding level of \$187.5 million instead of the \$400 million President's request. This slow-down in implementation could eliminate the momentum that the system currently enjoys, and it could take several years longer to complete the system.

Job Corps

THERE ARE 112 JOB CORPS CENTERS WITH A TOTAL OF 42,220 slots for 61,700 enrollees. These residential centers provide basic and technical skills training to disadvantaged, unemployed, out-of-school youth who come from the most debilitating environments. The Job Corps program is successful in increasing the reading and math skills of its students, and the placement rate for 1993 was 70 percent. The 1995 rescissions will eliminate funding for four new centers. The impact of the proposed Budget Resolutions could reduce funding in Job Corps for 1996 by \$275 million and maintain that level through 2002. These reductions could halt further Job Corps expansion and close 22 existing centers. Enrollments could be reduced 12,000 annually and 5,000 center staff could be laid off. In the communities affected, annual federal expenditures could be reduced by an average of \$11 million.

One-Stop Service Delivery

ONE-STOP CAREER CENTERS IS A MAJOR INITIATIVE TO reform the nation's reemployment system which integrates and consolidates a number of employment and training programs for easy access for all American job seekers and employers. The system will provide usable, high-quality labor market information along with training and employment services. The 1995 funding level is \$120 million and the rescission bill decreases this to \$100 million. The Budget Resolutions assume an additional cut to \$90 million in 1996 and beyond. The implementation of the one-stop network could be slowed greatly, and the development of high-quality, usable labor market information products could also have to be curtailed.

Unemployment Insurance

THE 1995 APPROPRIATION FOR THIS PROGRAM IS \$2.4 billion for grants to States to finance the operations of their UI programs. States operate a local office network where unemployed workers can file claims for unemployment compensation. The States are projected to pay about \$22 billion in unemployment benefits in 1995. The States are projected to collect about \$22.3

billion in employer taxes this year. The effect of the proposed hard freeze in the out years could cause staff layoffs which could allow for benefit overpayment, delays in processing benefits, and under-collection of taxes.

Employment Service

THE STATES WILL RECEIVE \$845.9 MILLION TO PROVIDE comprehensive employment services to individuals seeking work and employers seeking workers. In 1993, States received 20.2 million applications from job seekers, received 6.4 million job openings, and placed 2.4 million individuals in jobs. Revitalization plans include helping to create the One-Stop system. The 1995 rescission bill contains a small reduction, while the Budget Resolutions assume that the program could be cut by 20-25 percent and combine it into a block grant. Such a cut could result in the closing of hundreds of local offices.

Older Workers

IN 1995, THERE IS \$410.5 MILLION AVAILABLE FOR THE Older Workers employment program. Grants are awarded to public and private nonprofit organizations and to units of local government to subsidize low-income persons aged 55 and over. The 1995 rescission bill cuts \$14.4 million, and the Budget Resolutions assume this program is consolidated and cut by 20-25 percent.

Migrant and Seasonal Farmworkers and Native Americans

THESE PROGRAMS SERVE SPECIAL TARGETED SEGMENTS of the population who require special services and who find it difficult to access the mainline job training programs. The Budget Resolutions assume that these programs could be cut by 20-25 percent, and combined into block grants to States.

Apprenticeship Services

THE NATIONAL APPRENTICESHIP ACT OF 1937 ESTABLISHED an apprenticeship system for developing and expanding the nation's skilled worker resources. The Bureau of Apprenticeship and Training (BAT), which has 130 offices in 50 States, provides technical assistance to State Agency Councils (SAC) in 27 States, and territories, and administers the program in 23 States. In FY 1994, over 325,000 apprentices were working in over 34,000 programs. The assumed reductions in the Budget Resolutions could make it more difficult to monitor.

WALKING AWAY FROM EDUCATION AND TRAINING AGENDA UNDERMINES U.S. COMPETITIVENESS

Senate Budget Committee Plan for Next 7 Years

Economic and technological change has resulted in a workforce that is increasingly divided according to skills. Our future in the global economy demands that we give all Americans the tools they need to get better skills and better jobs, yet the Senate Budget Committee is proposing drastic cuts in education and training programs that undermine U.S. competitiveness.

Priority: Provide funds to local partnerships of business, labor and schools to strengthen students technical skills and help them make the transition from school to work.

but... The Senate Budget Committee would cut 28% beginning in FY 96 from the \$2.9 billion current investment in various youth vocational education and job training initiatives aimed at improving the job skills of nearly 12 million students each year.

This disinvestment would severely limit the ability to expand the school-to-work movement beyond the 8 states and 36 communities funded in the first year.

Over 171,000 young people each year (921,000 over 7 years) would be denied the opportunity to experience the world of work through the summer jobs program.

Priority: Simplify the current array of federal employment and training programs so that they promote lifelong learning, are more customer-focused and assure that Americans have better choices, more resources, and the quality information they need to thrive in the new economy.

but... The Senate Budget Committee would cut 28% beginning in FY 96 from each of the programs going into the reformed employment and training system resulting in:

- o 695,000 fewer disadvantaged adults over 7 years getting access to training opportunities,
- o 1.4 million dislocated workers over 7 years who would not receive help in responding to job losses from defense cutbacks, federal base closures, trade policy, environmental regulations or the reorganization of American businesses,
- o nearly 150,000 Older Americans over 7 years would no longer receive employment and training services

In short, over 2.2 million adult citizens would be denied the education and training they need to be effective members of America's workforce.

Priority: Support the lifelong learning needs of all Americans through the creation of a system of One-Stop Career Centers where quality labor market information, consumer reports on education and training providers and cost-effective job search assistance would be made available in every community.

but... The Senate Budget Committee plan would delay the creation of a nationwide network of One-Stop Career Centers to 2004 or beyond, limiting the ability to expand beyond the 15 -16 states which will be funded for One-Stop implementation through FY 95.

They would postpone the nationwide availability of a quality, customer-focused labor market information system, making it harder for Americans to learn what jobs and careers are growing and the skills they need for those jobs.

The Senate Budget Committee plan would also devastate the existing Employment Service, resulting in the closure of 350 - 450 local offices which would remove these valuable building blocks to the One-Stop system.

Priority: Provide an alternative and structured learning environment with a proven track record in helping some of America's hardest to serve youth to get academic and vocational skills necessary to compete in the workforce.

but... The Senate Budget Committee would require the immediate termination of Job Corps expansion, the elimination of more than 20 existing Centers (resulting in an loss of approximately \$11 million to each community affected) and a loss of over 12,000 training slots a year (nearly 85,000 cumulative over 7 years).

SUMMER JOBS PROGRAM

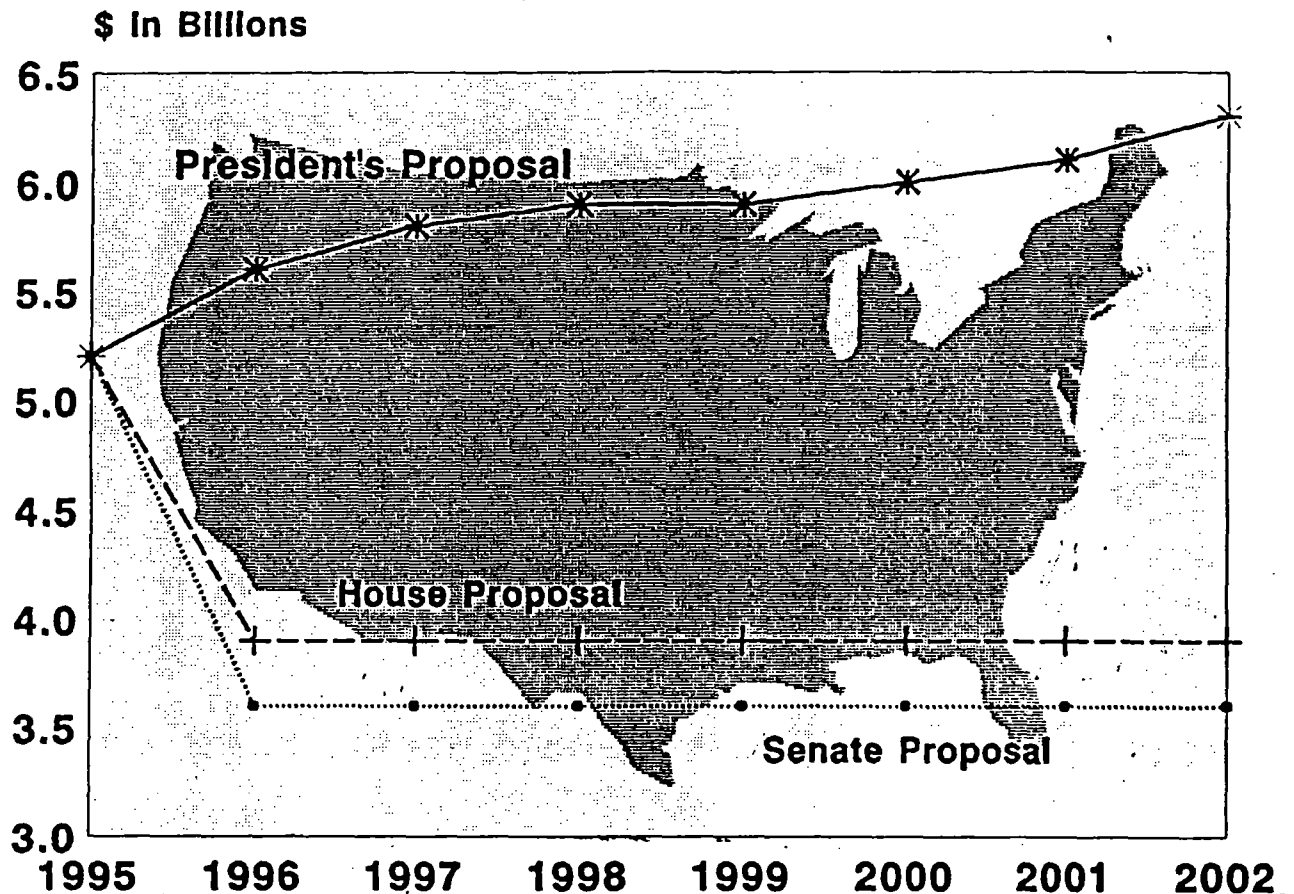
- o The Congress **eliminated all funding for the CY 1996 Summer Youth program in (\$872 M)** in its FY 1995 rescission bill. This means that next summer about 615,000 youth will not work or receive education assistance in approximately 650 communities across the country. The President's FY 1996 request was for \$959 million; sufficient funds to maintain the 615,000 participant level through the summer of 1997.
- o For many youth, this program may be their **first opportunity to work and their first step in learning the work ethic**. Many have parents who are not working. Many live in inner cities and rural areas where there are few opportunities to work. Many use their paychecks to buy the clothes and supplies that they need to return to school.
- o The summer jobs program began in 1964 and over its **30-year history** of providing jobs for low income youth, it has shared **bipartisan support**.
- o Enrollment peaked in the summer of 1992 when the program provided summer jobs for 782,000 kids. Thus, the **current program is already 25 percent smaller than it was under the Bush Administration**.
- o As stated in the Senate Appropriations Committee FY 1995 rescission report, "The Department's review of employment and training programs notes that this program is successful in greatly increasing the total summer job opportunities available to disadvantaged minority youth."
- o The program is effective in achieving its goals and provides valuable services to low income youth:
 - One study by the Department of Labor's **Inspector General** on the 1992 summer program indicates that the **summer program is run very tightly**. The **work projects are worthwhile**. Summer jobs are real, not make-work. Kids were "closely supervised, learned new skills they could apply to their school work, and took pride in their employment."
 - Another study by Westat, Inc. on the 1993 summer program reported **similar positive findings**. Supervisors surveyed indicated no serious problems relating to kids' behavior, attendance, or turnover. Over 500 young people said that the work they were doing was needed and of value to their communities. The report also indicated **markedly improved education services** over prior years.

- o The summer program succeeds in increasing the total jobs available to many poor minority youth who would not find other employment. **Last year, there were two applicants for every job in the summer program.**
- o By providing income that will generate spending, often in impoverished neighborhoods, the summer program helps generate economic growth. **For each thousand kids employed, the program brings between \$1 million and \$1.4 million to the community.**

THE PRESIDENT'S INVESTMENTS IN EMPLOYMENT AND TRAINING

The President proposes to balance the budget by the year 2005, increase investments in education and training, build on the savings and investments in his FY 1996 budget, and make real cuts in most areas of government. The President shares the goal of reaching a balanced budget with the Congress. But, there are some fundamental differences in the President's approach to a balanced budget which puts people and families first. While the Congress would cut investments in employment and training over seven years, the President's plan puts people first by preserving the investment in education and training.

ADULT AND YOUTH WORKFORCE DEVELOPMENT FUNDING LEVEL



- ✓ The President's plan for training and employment programs emphasizes: his initiative to streamline and consolidate 70 programs; continuing the reforming and building of a customer-friendly reemployment system; and building a school-to-work system that moves students into work opportunities and/or further education and training.
- ✓ The President's plan focuses on building an Adult Workforce Development System and a Youth Work Development System in partnership with States and local communities.
- ✓ The President's plan includes annual inflation increases to maintain services for the maximum number of people, while both the House and Senate Budget Resolutions are maintained at 20 or 25 percent below current FY 1995 levels.

June 28, 1995

**Maintaining Investments in Education and Training:
Overall Funding Levels**

- o It is essential that Federal support for education and training be expanded to assure needed investments in the skills of American workers.
- o In today's rapidly changing world economy, America's future increasingly will depend on the skills of our people and their ability to communicate, analyze, innovate and adapt.
- o Our greatest economic challenge is wage stagnation and falling living standards for those workers who have difficulty adapting to an economy of global integration and rapid technological change.
- o Today's workers need to learn new world-class skills in order to adapt to these rapid changes and maintain their living standards.
- o Education and training are the best way to ensure a rising standard of living for ordinary American workers.
- o The right education and training pays off dramatically in better jobs and higher incomes -- every year of education or job training after high school boosts a person's lifelong earning power by 6 to 12 percent, on average.
- o In order to get the right education and training, America's education and training system needs to be reformed and streamlined to assure easier access through improved information to more effective services.
- o Such reforms will be meaningful, however, only if American workers have adequate resources to buy needed education and training services.
- o To assure adequate resources, Federal support for these critical investments in education and training must be expanded and not reduced.

Initial Draft
June 28, 1995

**Maintaining Investments in Education and Training:
Economically Disadvantaged Adults and Dislocated Workers**

- o It's essential to expand the funding levels of programs that currently target Federal resources to dislocated workers and economically disadvantaged adults, as well as to continue such funding and targeting under a reformed workforce development system that consolidates various categorical programs.
- o Economically disadvantaged adults and dislocated workers represent those most in need of education and training services but who, because of restricted incomes, can least afford to make such investments on their own.
- o Economically disadvantaged adults have family incomes at or below the poverty level, while many dislocated workers suffer sharp drops in family incomes when displaced from their jobs.
- o Current education and training services for these groups are effective despite significant shortcomings of existing categorical programs -- fragmented access to services, lack of good information, and institutional arrangements that preclude effective competition among service providers.
- o A national study of JTPA training for the disadvantaged shows that such training produced increases of 10% for males and 15% for females above the relatively low earnings levels they would have earned in the absence of the program.
- o A recent DOL IG report concluded that the Department's dislocated worker program is notably successful in returning dislocated workers to productive employment, finding that in 1993 these retrained workers earned wages in their jobs equal to 92 percent of their previous wages.
- o Many dislocated workers and disadvantaged adults receive training in community colleges where studies have shown that one year of training or education will raise wages by 6% to 12%.

**Maintaining Investments in Education and Training:
Summer Jobs**

- o It is essential to maintain current funding levels for the Summer Jobs program and to structure proposals for a reformed workforce development system to ensure that the program is continued at comparable funding levels under a reformed system.
- o The elimination of the program would mean that about 615,000 disadvantaged youth each year would not work or receive education assistance in approximately 650 communities across the country.
- o For many youth, the Summer Jobs program is their first opportunity to work and their first critical step in learning the work ethic, given that their parents are not working and they live in inner cities and rural areas where there are few opportunities to work
- o The Summer Jobs program is effective in achieving its goals and provides valuable services to low income youth, not only in terms of work opportunities, but also with respect to markedly improved education services in recent years.
- o Recent studies by Westat and the DOL IG both reported very positive findings, concluding that work sites are well-supervised and disciplined, the jobs are real as opposed to make-work, the education component teaches them new skills they can apply to their school work, and that they are learning the value of work.
- o The Labor Department estimates that a third of summer jobs held by black youth and a fourth of summer held by Hispanic youth come from the federal Summer Jobs program.
- o Failure to restore funding for this program would result in the inconsistency that Congress is cutting the welfare system in order to promote the work ethic, while at the same time eliminating a program that teaches the work ethic to over 600,000 disadvantaged kids each year.

**Maintaining Investments in Education and Training:
Disadvantaged Youth**

- o It is essential to maintain current funding levels for education and training programs targeted to disadvantaged youth and to continue the targeting of these resources to disadvantaged youth, particularly school dropouts, under a reformed workforce development system that consolidates categorical programs.
- o It is particularly critical to target work and job training resources on disadvantaged youth given that such youth, particularly minorities, are currently not given a fair chance to make it in our society.
- o The unemployment rate for minority male youth ages 16 to 19 currently stands at about 40 percent.
- o In some inner-city areas, less than 50 percent of minority youth graduate from high, and the employment rate of minority youth is less than 50 percent.
- o Ramifications from these low graduation and employment rates come in the form of teen pregnancy, youth gangs, urban crime, drug abuse, welfare dependency, urban slums and decay.
- o Stopping minority youth from dropping out of school and better serving youth if they do drop out holds the key to large impacts both in terms of cost savings to taxpayers and benefits to society, given that the average high school dropout costs taxpayers \$70,000 in welfare and criminal justice costs over their lifetime.
- o Although many programs serving disadvantaged youth have not proved to be effective, we have developed pilot projects that do effectively serve disadvantaged youth and point the way for restructuring other youth programs. For example:
 - The Center for Employment Training - a program with a sharp focus on the private sector - increased the earnings of high school by over \$3,000 a year over controls.
 - The Quantum Opportunities Programs, stressing the provision of comprehensive services to at-risk youth throughout their four years of high school, cut the dropout rate in half of enrollees, doubled their rate of enrollment in post-secondary education and reduced teen parenthood.

WHY WE SHOULD NOT CUT JTPA YOUTH PROGRAMS

Three vital programs that serve disadvantaged youth are on the budget chopping block: the Summer Jobs Program, the Job Corps, and the Year-Round Youth Program.

It is critical to assist these disadvantaged youth. They should be completing school and entering careers, but many have dropped out of high school and out of the work world. Many turn to crime.

- o When much is being made of personal values, we also need to think about the values of equity and fairness. How can we justify cutting these programs by 50 percent when the unemployment rate for minority male youth is about 40%?
- o In a typical month, only a third of dropouts are employed. A quarter are under criminal justice supervision.
- o Each time a youth fails to complete high school, costs to taxpayers and society are enormous -- conservatively estimated at \$70,000 in prison and welfare costs for each dropout.
- o These costs are far greater than those of programs that have proven effective in improving the prospects of disadvantaged youth.

Cutting the Summer Program will eliminate summer jobs and learning opportunities to better the basic reading and math skills of poor youth.

- o Many disadvantaged youth have never worked before. Many have parents who are not working. This program teaches poor youth learn how to work and instills the work ethic.
- o Recent evaluations of the summer program show that it is well-run and that the work projects are worthwhile. The program's educational services enabled kids to maintain their grade level or post learning gains in reading and math over the summer.

Job Corps is absolutely the wrong program to cut. Job Corps is America's oldest, largest, and most comprehensive residential training program for severely disadvantaged youth.

- o It provides youth with a structured environment in which they can learn self-discipline and the academic, vocational and social skills they need to become productive members of society.
- o There is an impressive body of evidence that Job Corps delivers an extremely high return on the taxpayer's investment -- among the highest of any domestic program.

JTPA Year-Round Youth Programs serve both school dropouts and students at risk of dropping out of high school. The Administration proposes to transform this program based on proven models.

- o Promising results from dropout prevention program evaluations show it's possible to cut the dropout rate in half and increase the rate of disadvantaged youth who go to college.
- o Other success stories for helping poor youth include the Center for Employment and Training, which directly link with local employers and integrates classroom and occupational learning. CET has sharply raised the earnings and employment levels of its graduates.

Cuts in youth programs put at great risk the strategy of the authorizing committees -- and the Administration -- to consolidate programs, shift resources to what works, and give States and local communities greater flexibility to address their needs\etr\ DARLA.2

TITLE III DISLOCATED WORKER PROGRAM

- o Rapid advancement in technology, defense down-sizing, corporate restructuring and intensifying global competition result in structural adjustments necessary for economic growth. There is a human cost for this, however. Based on CBO data, we project that 2.5 million workers will be permanently laid-off in 1995 as a result of these adjustments, and another 2.4 million workers will be permanently laid-off in 1996.
- o The Department estimates that with the FY 1995 appropriation of \$1.296 billion, 679,000 dislocated workers could be served. The FY 1996 budget request is based on \$1.396 billion to serve 731,400 dislocated workers. Note: This level of funding can serve less than one-third of the workers being dislocated.
 - States report that almost 70 percent of the workers served in the programs are employed upon termination from the program. Across the nation, dislocated workers served by Title III in 1993 earned wages in their new jobs equal to 92 percent of their previous wages.
 - The Inspector General has stated, "The purpose of Title III is to return dislocated workers to productive employment. In this context, the program was successful. Participants were reemployed, remained in the workforce and regained their prior earning power."
- o Eighty percent of the annual Title III appropriation is distributed in the form of block grants to States. The remaining 20 percent of the Title III funding (Secretary's national reserve account) is available for discretionary grants to respond to plant closures and mass layoffs; to provide technical assistance to improve the quality of services; to invest in innovative demonstration programs; and the unique massive dislocations caused by natural disasters.
 - From 1991 through 1994, additional funds have been available to the Secretary for defense-related projects. The increase in funding from 1994 to 1995 really just allows continuation of the current level of funding for national reserve projects that had previously been supported with the separate defense funds.
- o The Title III program has played a vital role assisting workers affected by defense-downsizing. For example, of the more than \$265 million provided in recent years, some of the defense-dependent States have received :

- California	\$65m
- Pennsylvania	\$18m
- Texas	\$17m
- Florida	\$13m

- o Funding resources included Department of Defense funds and funds from the Secretary's Title III discretionary account.
 - Funds appropriated to Defense and transferred to DOL to serve workers impacted by defense-downsizing have been depleted.
 - Recent amendments to JTPA have authorized the use of the Secretary's Title III national reserve account to continue to fund these programs, although there is no specified setaside.
 - Now that the Department of Defense funds have been depleted, there is no other source of funds for defense down-sizing response.
- o Defense-related layoffs in the private sector are continuing, with up to an additional 25-30 percent reduction expected within the next 2-3 years:
 - More than \$140 million has been awarded to State and local areas and employers to provide retraining and reemployment services to about 37,000 defense industry workers. For example:
 - \$16 million to Hughes Aircraft Corporation to serve approximately 5,000 workers;
 - \$7 million to Allied Signal to serve approximately 1,266 employees at risk of losing their jobs because of reductions or termination of defense contracts;
 - Secretary's reserve grants may be made on a company-wide, multi-state basis, and may include provisions for conversion activities as well as upgrade training for workers who might otherwise be laid off.
 - Additional services are provided to workers employed by small and mid-sized defense contractors (estimated \$200 - \$300 million) from Title III formula funds.
- o Approximately \$115 million in funding has been provided to serve about 28,000 defense workers at 48 military installations and bases affected by BRAC decisions in 1991 and 1993. Recent Base Realignment and Closure Commission (BRAC) announcements suggest that another 34,000 workers on military bases and installations will be dislocated during the next two years.

- o Enforcement of the provisions of the Clean Air Act did not become effective until January 1995. Significant increased demands to serve workers impacted by enforcement of the provisions of the Clean Air Act are expected in 1995 and beyond. Title III has already served over 2,300 workers affected as a result of the requirements of the Clean Air Act, including:

– Illinois	\$8.3m
– Indiana	\$6.6m
– West Virginia	\$4.3m
– Ohio	\$4.1m

- o Amendments to the Unemployment Insurance statute and enactment of NAFTA have created service demands for workers expected to exhaust their UI benefits before obtaining new employment, and for workers who lose their jobs due to implementation of NAFTA.

- The increased demand for services prompted by these legislative actions was to be handled in whole or in part through the increased resources available from the Title III program. Without this funding avenue, the legislated responsibilities in effect become unfunded mandates and will affect Congressional budget savings for UI extensions.

- o Title III Secretary's discretionary funds are also awarded to provide temporary employment to workers who lose their jobs due to a natural disaster, to assist in clean-up and restoration. About \$80 million has been obligated over the past 4-5 years in response to such natural disasters as:

Hurricane Andrew

– Florida	\$15m
– Louisiana	\$10m

1993 Mid West Floods

– Illinois	\$8m
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Earthquakes

– California	
Loma Peita	\$5m
Humboldt	\$500,000

Snow Storms/Mudslides/Freezes

– California	
Crop Freeze	\$4m
Snow Rain	\$1.2m
Mudslides	\$1.2m
1994 Flood	\$10m

1994 Floods

- Florida	\$4m
- Texas	\$510,000



July 6, 1995

MEMORANDUM FOR GENE SPERLING
JEREMY BENAMI
KEN APFEL

FROM: PAUL DIMOND *PD*

SUBJECT: UPDATE ON TLC (i.e., Technology Learning Challenge)

CC: ROBERT GORDON
BARRY WHITE
MIKE SCHMIDT
GAYNOR McCOWN

Following up on our discussion of the education budget defense this morning, you should be aware that over 500 consortia filed applications for the TLC Challenge Grants. Most include multiple local school districts, one an entire state; major research universities; and major telecommunication, computer, software and/or entertainment companies. We have clearly struck a chord with schools, teachers, universities and the private sector here.

The applications are now being reviewed by a peer panel, and the final decisions on the first round of 15-25 grants will be announced before the fall. In order to spur interest in future rounds, a larger number of finalists will be "honored" and the time-frame for the second round of submissions will be announced.

I agree with Secretary Riley, Mike Smith and Susan Frost that the TLC provides a leading edge for the President's claim of leadership and innovation in lifelong learning -- by creating public-private partnerships that can develop and exploit the potential of related technology, telecommunication and learning initiatives in the Information Age. Newt Gingrich can't generate a single lumen of candlepower compared to the President on this issue if we properly communicate the vision and progress of the TLC.

I hope that we will be able to build on this good start for the TLC as a part of the President's overall defense of education and as a particular priority in the FY96-2002/5 budget battle.

[Note: As we have preserved only \$9.5 million in the FY 95 rescission package of the original \$27 million FY95 budget authority, I believe that it is critical that we defend the full FY96 budget request for the TLC as effectively as possible.]

CATALOG DATA NEEDED FROM THE AGENCIES

1. State-by-State Breakouts

- For the overall education and training budget
- For all major education and training programs

Numbers here need to be in numbers of people affected as well as \$ amounts. Also, we need to get figures on both the positive things the President's proposals will do, and the negative impacts of the Republican budget proposals (The President's Direct Lending proposal will provide loans to x people, while the Republican's budget proposal would take loans away from y people).

2. District-by-District Information

Along the same lines as #1 above, we need to collect information on a district-by-district basis (or even a city-by-city basis) whenever possible.

3. Personalized Information

We need to begin to collect personal anecdotes about real people, schools, etc. that will be affected by the GOP budget proposals. During the Health Care debate, the Administration worked with outside groups to come up with daily health care "poster children" for a state or even a district. We should consider doing the same for the education debate.

4. Agency Catalogs of Information

We need the agencies to provide us with a catalog of all of the information that they have available (reports, studies, papers, talking points) for this effort. By next week's meeting, we will create a unified catalog of all information available.

5. Copies of Press Releases from Outside Organizations

6. List of Potential "News Hooks" from Outside Organizations

In an effort to be proactive, we would like to have a list of potential news hooks (studies, surveys, reports that support the President's position) that we could ask outside groups to produce.

7. Daily Talking Points

It has been proposed that we do a set of daily (or weekly) talking points on Education and Training.

Positive & negative
 Pres program will do —
 Repub cuts will do —
PROCESS

- State by state
 - covered
 - all ind programs
 - whenever possible -- district - by district info
 - info from Agencies in all reports, studies, TP + they have med programs
 - # of people affected as well as \$

- Feed in Calendar information to us on weekly basis (list out what that is -- who is contact for which agency)
 — personalized info (work with outside groups to come up with stories about individuals)
- Bi-Weekly conference calls with DOEd, DOL, and DPC (agencies designate reps)
 — list of possible news hooks by independent groups
- Weekly update of documents available (tables, charts, reports)
 — study by group to detail affects of repub.
- Creating a unified index of documents available -- both at WH and at DOL and DOEd (what do we have on the shelf ready to go?) This will help us figure out what we need.

COMMUNICATIONS

- Clearance Process: How do we create process to cut through red tape to clear information (talking points, etc) quickly to respond immediately when needed?
- Create list of all of our allies/supporters on these issues (Doris has this list)
- Need to work legislative tie-in to any message communication effort. We should work with Dems on the hill to tie in to President's message whenever possible. Share talking points, charts, reports, etc.
- Intergovernmental tie-in is also critical (Mayors especially)
- Need to be pro-active in creating news hooks -- work with interest groups to create studies, polls, surveys, etc that support our position.
- Non-event uses of Presidential time: Conference Calls, Radio Addresses, etc.
- Need to work with allies to personalize the information we communicate. In Health Care debate, we got major organizations and coalitions to sponsor a daily health care "poster-child" for a state or even a certain district. Can only sway Members with personal stories, identified at district level if at all possible.
- Call in major interest group allies ASAP. Set up regular communication with them to share information, get their commitment to support coordinated effort. Two major coalitions: Alliance for Student Aid (ACE), and an NEA-AFT Coalition.
- Tip off press and allies to important hearings in advance and the consequences in terms of education and training.
- Public Liaison/Communications work with Internet distribution
- Daily talking points on Education?

SUGGESTIONS FOR COMMUNICATION STRATEGY

POTENTIAL PRESIDENTIAL SPEECHES / ACTIVITIES

- . Saturday morning radio address with an emphasis on education
- . Conference Calls to allies (mayors, governors, education / labor groups)

POTENTIAL EVENTS / MEETINGS

- . Direct Lending Event
- . CEOs of major businesses meet with Secretary Rubin
- . Bring in major education / labor groups to engage them in our strategy

POTENTIAL "NEWS HOOK" ANNOUNCEMENTS (Provided by the DOL)

- . **Enterprise National Launch Meeting - July 10-11**

This is the "launch" event to announce the first class of charter members of *The Enterprise*, which is the new nationwide network of certified dislocated worker organizations that offer high quality, customer-focused services, and use successful management techniques from the private business sector. The development of the Enterprise concept is a priority activity of the Department in response to reinvention goals and the GI Bill for American Workers.

- . **Lifelong Learning Demonstration Project Community Celebration - week of July 10**

The communities of Dayton, Ohio and Fresno, CA are the first two communities in the country to offer direct loans to incumbent workers for retraining and upgrade training, through a consortia of local higher education institutions. This event will be done simultaneously at community college locations in both of these communities.

- . **One-Stop Career Centers - Year Two Implementation Sites-Week of July 17 or 24**

This will be the announcement of the second round of implementation states in the continuing development of the national one-stop career centers, another priority initiative of the Administration in building the reemployment system for American Workers

- . **School-to-Work Implementation Grants - late August or early September**

This will be the next round of state and local implementation grant in the further development of the nationwide school to work learning systems.

- . **Unemployment Insurance 60th Anniversary - mid-August**

Actual events are still being decided, however, initial planning indicates a series of events are being planned to promote the re-tolling of the unemployment insurance system into a customer-friendly services, emphasizing preventative measures to help people before they are laid off and services designed to help people get back to work quickly.

- . **Summer Youth Program '96 Corporate Partnership Program Announcement - mid-late August**

Being planned now is a private-public partnership program to anchor the '96 summer youth employment program. Planning is occurring now and anticipated at the end of the summer program will be a major event featuring major corporate business leaders who will commit to a national business recruitment effort to supplement the '96 public summer jobs program.

POTENTIAL EDUCATION AND TRAINING MESSAGE OPPORTUNITIES

Attached

Education And Training Message Opportunities

- | | | | |
|--|-----------|-----------------------|--------------------|
| 1. National Education Association | 6/30-7/3 | Minneapolis | |
| 2. American Library Association | 6/25-6/29 | Chicago | |
| 3. National Parent Teacher Association | 6/10-6/10 | Orlando | |
| 4. National Assembly of Local Arts Agencies | 6/10-6/10 | San Jose | |
| 5. Education Commission of the States
Administrators | 7/12-7/14 | Denver | |
| 6. National Association of Counties
Annual Conference | 7/21-7/25 | Atlanta | *Tentative* |
| 7. American Federation of Teachers | 7/1-7/1 | DC | |
| 8. National Urban League | 7/25-7/28 | Miami | |
| 9. National Conference of State
Legislatures | 7/23-7/28 | Milwaukee | |
| 10. National Governors Association Annual
Conference | 7/30-8/1 | Burlington
(POTUS) | *Tentative* |
| 11. Association of State Higher Education
Executive Officers | 7/30-8/2 | Lake Placid | |
| 12. National Center for Research in
Vocational Education | 7/27-7/29 | Boston | |
| 13. Association of State Higher Education
Executive Officers | 7/29-7/29 | Lake Placid | |
| 14. National Conference of Lieutenant
Governors | 8/18-8/24 | Mackinaw
Island | |
| 15. Interstate Conference of Employment
Security Administrators | 8/20-9/1 | Wichita | |

15. National Association of State Universities And Land Grant Colleges	8/17-8/19	Maine
16. National Council for Educational Opportunity Association	9/7-9/10	San Diego
18. National Association of State Directors of Vocational-Technical Schools	9/11-9/13	DC
19. Congressional Black Caucus	9/14-9/18	DC
20. American Association of School Administrators	9/21-9/23	DC
21. American Federation of Teachers	9/17-9/20	DC
22. Hispanic Association of Colleges And Universities	9/30-10/3	DC
23. Association of Community College Trustees	10/5-10/8	Chicago
24. United Negro College Fund	10/3-10/7	Dallas
25. Association of American Universities	10/17-10/18	Durham
26. American Association of School Personnel Administrators	10/4-10/8	New Orleans

Note:

* indicates that the Secretary is scheduled to attend

PROCESS

- Feed in Calendar information to us on weekly basis (list out what that is -- who is contact for which agency)
- Bi-Weekly conference calls with DOEd, DOL, and DPC (agencies designate reps)
- Weekly update of documents available (tables, charts, reports)
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Chris
Mastain
ed-stacy group

John Hall

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Communications Public Affairs