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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	To Bruce from Diane Suitt Gilleland (partial) (1 page)	02/20/97	P6/b(6)
002. resume	Re: Edward Crowe (partial) (1 page)	n.d.	P6/b(6)
003. resume	Re: Stanley O. Ikenberry (partial) (1 page)	02/22/97	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

FOLDER TITLE:

ACE [American Council on Education] 2/24

2012-0160-S
ry1199

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]
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b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

- Ohio Standards Event
- 2/24 ACE
- 3/17 CCSSO/Potus Meeting
- Chicago Information
- Consortium Report
- Potus Talking Points
- Press Materials
- Georgia Trip
- Michigan
- Press Materials-Maryland
- Annapolis Speech
- North Carolina Trip
- Defense Schools
- 3/25 California Endorsement
- West Virginia Press
- West Virginia Announcement
- 1997 Master Teacher Event
- Houston Community College Event
- Delaware Legislative Trip
- Teaching Directive Cabinet Retreat-Education Memo
- National Standards Memo to Potus
- Chicago Trip

Michael Cohen
DPC
3 of 5

13363

NARA 10792

RESOLUTION BY THE BOARD OF DIRECTORS OF THE AMERICAN COUNCIL ON EDUCATION ON PRESIDENT CLINTON'S HIGHER EDUCATION INITIATIVES

WHEREAS, President Clinton has made higher education a central priority of his second term; and

WHEREAS, the Administration has proposed a set of initiatives that, taken together, would ease the burden that students and their families face in financing a higher education; and

WHEREAS, these initiatives include the largest Pell Grant funding increase in the program's history, raising award levels for all students, making an additional 400,000 low-income students eligible, and correcting a long-standing inequity in the treatment of independent students; and

WHEREAS, President Clinton has urged colleges and universities to utilize increased funding in the Federal Work-Study Program to strengthen literacy training efforts; and

WHEREAS, the Administration has proposed the creation of Hope Scholarships, a nonrefundable $1,500 tax credit; a $10,000 tax deduction for higher education expenses; extending the tax exemption for employer-provided education assistance; and authorizing the flexible use of individual retirement accounts for college expenses; and

WHEREAS, the breadth of these recommendations, and the bipartisan interest they have sparked, signify a comprehensive and complementary set of programs that will benefit low- and middle- income families;

THEREFORE, BE IT RESOLVED that the Board of Directors of the American Council on Education:

(1) Commends President Clinton for his exemplary leadership in developing public policy initiatives that will enhance access to college for American families; and

(2) Strongly supports the elements of the President's plan, including Hope Scholarships, tax deductions, employer-provided education assistance, and the flexible use of retirement accounts to help finance higher education; and

(3) Encourages colleges and universities to participate in the America Reads program; and

4) Looks forward with enthusiasm to working with the President and the Congress in a bipartisan fashion to enact legislation to further open the doors of higher education.

6

Draft 2/24/97 11:00am

PRESIDENT WILLIAM J. CLINTON
AMERICAN COUNCIL ON EDUCATION
WASHINGTON, DC
FEBRUARY 24, 1997

Acknowledgments: **Secretary Riley**; **Charles Knapp**, President of the University of Georgia; **Stanley Ikenberry**, President of the American Council on Education; **Barry Munitz**, Chancellor of the California State University System and outgoing ACE Chair (good friend of Leon Panetta); **Michelle Myers**, President of Denison University and Incoming Chair of the ACE Board of Directors.

I want to begin with a word about Al Shanker, who died Saturday. His life was a crusade to make our schools the very best in the world. We are all grateful for his service to our country. And there can be no better tribute to his work than our continued commitment to make American education the best there is.

I'm very happy to be here today. America's four-year colleges, community colleges and universities are the vanguard of our efforts to prepare our people for the 21st century. When it comes to preparing our young people, your views matter and your voice is heard. **Your endorsement of our college opportunity agenda -- including the HOPE Scholarship tax cut -- will help bring that opportunity within reach of more of our people.** And I thank you. Pell Grant

We have been blessed to live in a time of unparalleled peace and prosperity. We are the world's only superpower. Our economy is growing, steady and strong -- producing more jobs in the last four years than during any other four year period in our history.

At the same time, we are living in a time of enormous change -- in the way we live, the way we learn, the way we work. And all these changes create explosive opportunities for our people -- but only if we act now to harness them. The end of the Cold War, the birth of the global economy, the amazing growth of the Information Age -- all these mean the opportunity for our people to enjoy new jobs and fascinating careers, greater knowledge and understanding, and to have stronger families and live fuller lives.

More people will have more chances to live out their dreams than any people who ever lived in the history of the world -- if we do the right things, if we give people the tools they need, so that they have the power in their hands to make the most of their own lives. This is no time to rest -- it is a time to seize the promise before us, to build a future better than any we have ever known.

The most important thing we can do to prepare our people for the 21st century -- and my top priority as President -- is to make sure every American has the chance to get the best education in the world.

It will be a time that will require more flexibility than ever, when people must be ready to seize the opportunities arising all around us. For most of our first two centuries, anyone who worked hard could find opportunity in working the land or in the product of their hands. But in the 21st century, what you know is what will matter.

In the new knowledge economy, education will either be the fault line that separates those who prosper from those who cannot -- or it will be (if you'll pardon the expression) the bridge that leads to a great future.

During the Cold War, we had a bipartisan foreign policy, because our future was at stake. Politics stopped at the water's edge. Today, our future is at stake, in large measure depending upon whether we give all our people a world-class education. We must have a new, nonpartisan commitment to education. Politics should stop at the schoolhouse door.

To prepare our people for the 21st Century, these must be our goals: every 8 year old must be able to read; every 12 year old must be able to log on to the Internet; every 18 year old must be able to go to college; and every adult American must be able to keep on learning for a lifetime.

My balanced budget makes an unprecedented commitment to these goals -- $51 billion next year. But far more than money is required. Three weeks ago, when I had the privilege to deliver the State of the Union address, I issued a Call to Action for American Education. It's based on ten principles, ten things we must do so our educational system can prepare our people for the 21st Century:

First, to set world-class standards for our schools, with national reading tests in 4th grade, and national math tests in 8th grade, to make sure our children master the basics. Second, to have the best teachers in our schools. Third, to make sure every child can read on his or her own by the end of 3rd grade. Fourth, to make sure parents are deeply involved in their children's learning from birth. Fifth, to give parents the power to choose the right public school for their children and to encourage charter schools that set and meet the highest standards. Sixth, to teach character education in our schools, and to promote order and discipline at the same time by supporting school uniforms, and demanding zero tolerance for guns and drugs. Seventh, to support school construction efforts to modernize school buildings falling into disrepair. Eighth, to make sure learning is available for a lifetime by transforming the tangle of federal training programs into a simple skill grant that goes directly into workers' hands. Ninth, to connect every classroom and library to the Internet by the year 2000.

And that brings me to the subject I want to talk to you about today: we must throw open the doors of college wider than ever before. We have always worked to expand education in America when new times demanded more of it. At the turn of the century, we made it the law of the land for every child to be in school. After World War II, we said 10 years was not enough --

public schools should extend for 12 years. And the G.I. Bill and college loans helped the sons and daughters of working Americans to get a higher education that, until then, had been reserved for a privileged few.

Now we must expand the frontiers of American education for the 21st century, to make the 13th and 14th years -- the first two years of college -- as universal as high school is today. ~~And we have a plan to cut taxes to do it.~~

Higher education is crucial to success in the global economy and the Information Age. Fifteen years ago, the typical worker with a college degree made 38 percent more than a worker with a high school diploma. Today, that typical college-educated worker makes 69 percent more. Two years of college means a 20 percent increase in annual earnings. Over their lives, people who finish two years of college earn $250,000 more than their high school counterparts. America has the best higher education in the world. We don't need to change it -- we need to make it available for all Americans.

Over the past four years, we have put in place an unprecedented college opportunity strategy: Student loans provided directly to the people who need them, and that enable people to repay their loan as a percentage of their income; AmeriCorps, which has already helped 70,000 young people earn their way through college by serving their community and their country.

My plan would dramatically expand work-study so one million students can work their way through college by the year 2000. We want 100,000 of those work-study students to join our America Reads effort, to help young children learn to read. I am very pleased that more than 80 college presidents have already committed thousands of their work study students to work as reading tutors. I thank those of you here helping to lead this effort. Now I challenge all of you to join us.

For three years in a row, we have expanded Pell Grant scholarships for deserving students. And I am very proud that my balanced budget plan this year includes the largest increase in Pell Grant scholarships in 20 years. We are adding $1.7 billion in grants -- a 25% increase which will make 348,000 more students eligible. And for four million low-and-middle income students, my budget will cut student loan fees in half.

But if we are truly going to set a new standard for education in America -- a 14 year standard -- then we must do more. First, I propose America's HOPE Scholarship, based on Georgia's pioneering program: two years of a $1,500 tax credit for college tuition, enough to pay for the typical community college. We know this will work. Since 1993, HOPE scholarships in Georgia have already helped nearly 250,000 students go to college or technical school -- including more than 97 percent of this year's freshmen class at the University of Georgia.

Second, I propose a tax deduction of up to $10,000 a year for all tuition after high school: to help families send a child to college, a college graduate to medical school, or a parent who wants to go back to school. And third, I propose an expanded IRA that families can save in tax-free to pay for education. Together, these proposals mean a family could save money for college tuition and never pay a penny of taxes on it. Families could put up to $2,000 of income into the IRA each year without paying taxes on it -- and then withdraw up to $10,000 a year for tuition and deduct it from your income -- so you don't pay taxes when you take it out.

Cutting taxes to help people pay directly for college has never been done before on the national level. We cut taxes to help people buy a home and invest in a business, because that is the way we encourage people to invest in their future and build the American Dream, and that has spurred decades of economic growth. Today, we must encourage people to invest in their education, the key to the American Dream in the 21st century -- and we should cut taxes to do it.

And let me assure you: the Treasury Department is committed to working with the Department of Education and the entire academic community to make this tax plan work. The IRS will not interfere with the affairs of educational institutions. We are committed to making this simple and straightforward for the academic community, and especially, for students of every age. This plan will give families the power to choose the right education for them, and the flexibility to decide the best way to pay for it.

Think about what this will mean: if you're a young person and your family can't afford your tuition, you can go down to the local community college right away and sign up, because the HOPE scholarship will pay for it. If you have a new family, and you're worried about college costs down the road, you can multiply your savings power by putting tuition money in an IRA tax free, every year while your children grow up. If you're 40 and worried you need more education to move ahead but can't spare the time off from work, you can go part-time, you can go at night, but you can definitely go to college.

My plan: A $1,500 a year tax cut for individuals to pay for college. A $10,000 a year tax deduction for families for all education after high school. An expanded IRA to help families save tax-free for education. And more, larger Pell Grant scholarships for deserving students than ever before. This plan will throw open the doors of college, and give every American who passes through them the chance to build a great future.

College is opportunity for tomorrow -- and creating that opportunity for all Americans is our responsibility today.

As we work in the weeks and months to craft a bipartisan balanced budget, your endorsement today of our college opportunity agenda will be critical. We need a balanced budget, but it must be one that reflects the balance of our values. Let us commit to expanding educational opportunity by enacting the HOPE Scholarship tax cut -- and I thank you for standing with us.

Thank you very much, God bless you, and God bless America.

February 21, 1997

SPEECH TO THE AMERICAN COUNCIL ON EDUCATION

DATE: February 24, 1997
TIME: 11:30am - 12:45pm
LOCATION: Grand Hyatt Hotel, D.C.
FROM: Bruce Reed
Gene Sperling
Kitty Higgins
Mike Cohen

I. PURPOSE:

To demonstrate and mobilize support among college and university presidents for your HOPE Scholarship and Tuition Tax Deduction proposals.

II. BACKGROUND:

This speech is an opportunity to demonstrate, in advance of budget negotiations, the support your budget proposals for higher education enjoy, particularly the Hope Scholarship and the Tuition Tax Deduction. In addition, this is an opportunity to highlight the progress we have already made on your America Reads/Work Study challenge and to reiterate that challenge in person to 1300 college and university officials.

At this event, you will be receiving the endorsement of the American Council on Education (ACE) Board of Trustees for your package of higher education proposals. The Board is expected to pass this resolution on Sunday. In addition, we expect that the boards of directors of the Association of Community College Trustees and the American Association of Community Colleges will also endorse your package of higher education proposals.

While these endorsements are forthcoming, it is also important to recognize that there is concern within the higher education community about the HOPE Scholarship proposal. Two concerns have been expressed most frequently. First, college administrators are concerned that the reporting requirements to the IRS will be burdensome. Second, many are concerned that the tax credits and deductions will favor middle class families at the expense of poor families, and would prefer that Pell Grants be used as the vehicle for increasing student financial aid. Your speech is designed to respond directly to these concerns and to thereby help transform these organizational endorsements into active, grass roots support by college presidents nationwide.

Others have raised concerns about aspects of the HOPE Scholarship proposal, specifically that it will lead to tuition and grade inflation. The experience of Georgia colleges and universities provide powerful responses to these concerns. Charles Knapp, the President of the University of Georgia, will speak prior to your remarks, to address these issues and speak to the benefits of HOPE Scholarships.

ACE is the umbrella higher education organization, representing nearly 1,700 public and private 2 and 4-year colleges and universities. Its members are college and university presidents, and it is the only organization that represents all sectors of higher education. It is the largest organization representing higher education. You will be the keynote speaker at their annual conference. You have been the keynote speaker twice before, in 1993 and 1995.

III. PARTICIPANTS:

- The President
- Secretary Riley
- Charles Knapp, President of the University of Georgia
- Stanley Ikenberry, President of the American Council on Education
- ACE Board of Directors will meet you in holding room (see attached list)

IV. SEQUENCE OF EVENTS:

- Secretary Riley makes remarks and introduces Charles Knapp.
- Charles Knapp, President of the University of Georgia makes remarks.
- Stan Ikenberry, President of the American Council on Education, makes remarks and introduces the President.
- The President makes remarks
- The President works a ropeline and departs.
- The President proceeds to the holding room for a meet and greet with the ACE Board of Directors.

V. PRESS COVERAGE:

Open

VI. REMARKS:

Prepared by Speech Writing.

AMERICAN COUNCIL ON EDUCATION

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Vice President & Director
Center for Leadership Development & International Initiatives

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David Merkowitz, Director
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Advancement, Membership & Publications

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Interim Director, Center for Adult Learning and Educational Credentials

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Sheldon E. Steinbach, Vice President & General Counsel

Becky Timmons, Director
Congressional Relations

Barbara Uehling
Executive Director, Business Higher Education Forum

Laura Wilcox
Assistant Director, Office of Public Affairs

Reginald Wilson
Senior Scholar

To Mike Cohen
456-7028 (Fax W.H.)
3 pages

Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
202.775.4667

ACCT

February 22, 1997

Dear Secretary Riley:

I trust that the following will assist you and the President in your continuing efforts on behalf of education in America.

We intend also to ask for individual sign-ons from participants at the Opening Luncheon tomorrow, and deliver those to you when you join us on Monday.

Please know that the membership and staff of ACCT deeply appreciate your leadership and will always do whatever we can to assist you.

Ray

Ray Taylor
President

AACC

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

February 22, 1997

The Honorable William J. Clinton
President
The White House
Washington, D.C. 20500

Dear President Clinton:

On behalf of the American Association of Community Colleges (AACC) and the Association of Community College Trustees (ACCT), representing the collective leadership of the nation's 1,200 community, junior, and technical colleges, we wish to reaffirm our support for your unprecedented commitment to education as announced in your State of the Union Address and reflected in your Fiscal Year 1998 Budget Request to the Congress. The community college sector has repeatedly endorsed many of the elements of your education proposals over the past year, and again expresses its support.

Specifically, a $1,500 tuition tax credit and $10,000 tax deduction would be significant additions to existing student financial assistance programs as means toward financing a college education. The Hope Scholarship program would augment the Pell Grant and other student aid programs that currently serve financially needy community college students. We urge you, however, to make Hope Scholarships as simple and free of restrictive regulation as possible for both students and institutions in order that it serve the broadest segment of the American population as possible. The $10,000 tuition tax deduction would make financing lifelong learning a real possibility for millions of students and families.

AACC, One Dupont Circle, NW, Suite 410, Washington, DC 20036, (202) 728-0200, FAX (202) 833-2467
ACCT, 1740 "N" Street, NW, Washington, DC 20036, (202) 775-4667, FAX (202) 223-1297

Your proposal to increase the maximum Pell Grant award from $2,700 to $3,000 -- the largest increase in two decades -- would greatly enhance access to college by over one million needy students and helps to lessen the corrosive effects of inflation that have reduced Pell's purchasing power in recent years. We applaud your proposal to restore eligibility to 218,000 single independent students who were eliminated by the 1992 Higher Education Amendments. Students who work hard to make it on their own deserve the chance to go to college.

We totally support extending the Employee Educational Assistance Act (Section 127 of the Internal Revenue Code). We firmly believe that employers should assist their employees to upgrade their skills and to remain competitive in the global economy without incurring additional tax liabilities. Continuous learning is now the rule, not the exception in America.

We applaud your leadership to put education first. During the coming week, more than 750 trustees and presidents will carry our support of your education proposals to Capitol Hill, encouraging Congress to join with you in making education a national priority.

Sincerely,

Montez C. Martin, Jr.
Chair
ACCT Board of Directors

Walter Bumphus
Chair
AACC Board of Directors

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL URGENT

TO Bruce Reed

Mike Cohen

PHONE FAX

FROM Sandy Rinck

PHONE FAX 202-401-2098

PAGE(S) TO FOLLOW

MESSAGE: Secretary Riley thought the attached would be useful for Monday, 2/24.

CONFIDENTIALITY NOTICE

National Association of Independent Colleges and Universities

action alert

To: NAICU Members
From: David L. Warren
Date: February 19, 1997
RE: Urgent Action Needed on Federal Budget

We have come a long way since January 1995 when there were proposals before Congress to cut $20 billion from federal student aid programs. Just last week, President Clinton and leaders from both parties in Congress announced that education will be one of their top priorities in the coming FY 1998 budget deliberations. Proposals have been made to increase the Pell Grant and work-study program, create tax-free education savings through IRAs, and establish tax deductions and credits for items such as tuition expenses and the interest paid on student loans. But already other organized interests in Washington are gathering to divert such funding—more than $42 billion—away from students and toward other areas in the budget. The political horse-trading has already begun.

It is critical that Members of Congress and the President hear from college presidents, faculty, and students that they support the proposals to increase student aid funding and the tax initiatives to help families pay for college. Our success on Capitol Hill will depend in large part on the grassroots initiatives carried out by NAICU members and their students in the coming weeks. If Members of Congress, and the President, don't receive support for increasing higher education spending, they will be more willing to trade away *our* students' gains to other deserving programs.

The time to act is now. The House and Senate Budget Committees are preparing the budget resolution for spending in FY 1998, and the tax and education committees are beginning hearings on the proposals. Call your Congressional representatives and ask that they contact their colleagues on the budget, tax, and education committees to support the proposed increases in student aid funding and changes to the tax code.

Here are three other ways you can help:

- Encourage faculty, staff, and students to write their Congressional representatives in support of the proposals. Personal testimonies about the importance of student aid are most effective. Remember to keep these letters brief and to the point.

- Set up a campus phone bank and encourage people to call Washington to voice their support for the increases in student aid funding. Call the Capitol switchboard at (202) 225-3121 and ask to be connected to your senator or representative.

- Write a letter to the editor or an op-ed for your local newspaper supporting the proposals and efforts by both parties in Congress to increase funding for student aid. Applaud the bipartisan effort being made to support education. Letters to the editor and op-eds in local papers are critical because regional newspapers are clipped and faxed to Washington to be read by legislators.

In the next week you will receive a mailing from NAICU with more detailed information on each proposal, as well as suggestions on how to further involve your campus community. I urge you to become involved in this debate on the federal investment in education. In the last Congress we saved student aid through a massive grassroots effort. We must renew this network if we are to realize this once-in-a-lifetime opportunity to help families through both traditional and new ways of financing a higher education.

naicu 1025 Connecticut Avenue, N.W. • Suite 700 • Washington, D.C. 20036-5405 • 202/785-8866 • FAX: 202/835-0003

naicu

President Clinton established higher education as his number-one priority in the budget that he released on February 6. Taken together, his plan for tax cuts and student aid increases would provide more than $42 billion in additional funding to help students and families finance a college education. Republican leaders in the Senate have put together their own initiatives. They dedicated their very first bill – S. 1 – to education. The Senate Democrats followed suit with S. 12. Last week, the House and Senate Leadership, meeting with President Clinton, agreed to make education one of five high-priority issues to be resolved in the coming months. Here is a summary of what has been proposed:

Student Aid

Pell Grants: The President set the high-water mark with a FY 1998 request for $7.6 billion in spending, a $1.7 billion increase over FY 1997. Under his plan, the Pell Grant maximum would rise from $2700 to $3000—the largest increase in more than two decades.

Supplemental Educational Opportunity Grants (SEOG): Senators Lott and Specter led an unsuccessful attempt to put an additional $100 million into SEOG last fall. At the NAICU annual meeting, Senator Lott pledged to renew his effort again this year (increasing funding from $583 million to $683 million).

Federal Work-Study (FWS): President Clinton has asked for another installment on his five-year plan to fund 1 million annual Work Study positions by the year 2000. He proposes a $27 million increase in FY 1998 for a total of $857 million.

Tax Policy

Expanded Use of College Savings Accounts: Both parties in Congress agree with President Clinton that Americans need more incentives to save money for college, and bipartisan legislation has been introduced to significantly expand access to tax-deferred savings accounts.

Tax Deductions for College Tuition: The President and Senate Democrats have called for an above-the-line tax deduction for college expenses.

Hope Scholarships: The President also calls for a non-refundable $1,500 tax credit for those families who earn too much to qualify for full Pell Grants, but too little to realize the benefit of a deduction. The credit could be used by students only for the first two years of college. (The five year cost of the tax deduction and credit has been estimated at $36.1 billion.)

Permanent Extension of Section 127: Bipartisan legislation has been introduced in both the House and Senate to restore graduate study under Section 127 of the tax code, and to make this law permanent. This provision was also part of S. 1, the Senate Republican leadership's education initiative. President Clinton's budget would restore graduate study and extend Section 127 through the year 2000.

Tax-free Scholarships and Fellowships, including Federal Work Study awards: House and Senate Republicans have introduced legislation to make all scholarships and fellowships tax-free to students who receive them.

Student Loan Interest Deduction: Both parties in the Senate have proposed restoring the above-the-line deduction for interest on student loans. A similar deduction was available to individuals who itemized their tax return prior to 1986.

Call the Capitol Switchboard at (202) 225-3121 to voice your opinion.

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Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

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2/20/97
Office 939-9452
Home P6/(b)(6)
(Womack's #)

Diane Suitt Gilleland
LITTLE ROCK, ARKANSAS

Bruce -

I am pleased that the President will speak to the 1500 institutional presidents who are members of ACE on Monday afternoon.

But, I have a couple of concerns which someone in the White House needs to attend to if the President (and his staff) hopes to rally the support that higher education is capable of delivering for the Hope Scholarship.

(1) There is no one in the White House who understands higher education and higher ed politics + issues.

(2) There is no lead person to answer questions and work with us to design a strategy that will yield acceptance and advocacy — not opposition.

(3) The President has said education broadly and the Hope Scholarship are his #1 priorities. The inaction and inattention to repeated calls both for help (for answers/information) and to help (offers of assistance from ACE) overwhelms and obliterates the words of the President. The old adage: Actions speak louder than words.

As you can see, this has been a problem since the first day I arrived - Note the 2/4/97 memo from Terry Hartle. While other higher ed associations have been openly critical, ACE wanted to help make this a reality. ACE is now beginning "to step out of the batters box" because of continued unanswered questions and telephone calls as this continues unaddressed. ACE is alone; where is the WH?

This has gone far enough to move Barry Munitz, (ACE Board Chair, Chancellor of the California State University System and friend of Leon Panetta) to tell Leon about the problem. He (L.P) said he would call Erskine B. on Monday. On Tuesday ACE was told that Mike Cohn (sp?) would be the lead person. Terry Hartle called Mike twice yesterday, once today leaving his home & office telephone #s. Still no return calls. The problem unaddressed continues to escalate. (See the mail link memo from the national association of registrars (for Pete's sake) marshalling opposition. There is no need for all this.

I am not writing this as a Senior Fellow at ACE but as a friend and former chief higher education officer to the President. I suggest the following:

(1) Hire a person with significant knowledge and experience with higher education policy, politics, strategy & communication. I recommend Ed CROWE who worked with and for me for 11 years. PhD UNC-Chapel Hill, resume attached. He has also been targeted by Mick, and we could get him to do this for whatever time it takes to get the votes. (HE can do it, but he has NO CLUE I'm suggesting this. I was helping him edit his resume because he is looking for a job)

(2) The President should meet with Stan Ikenberry and some other national leaders in higher ed to hear the concerns, questions and offers to help.

(3) Who is drafting the President's remarks for the ACE meeting? Can I help so some of the concerns can be alleviated in the speech on Monday?

WE can make this work & get higher ed to buy in, but we need help from the WH.

Diane

SENT BY:ACE ; 2-20-97 ; 3:00PM ;

American Council on Education
Office of Policy Initiatives

To: Mike Cohen
Is this in your jurisdiction?
B

Date 2/20/97

To: Bruce Lindsey

Fax: 456-2983

Telephone: 456-2755

From: Diane S. Gilleland

FAX: (202) 833-4760

Telephone: (202) 939-~~9556~~ 452

Re:

8th Floor, One Dupont Circle, Washington, DC 20036

FEB-21 97 09:04 FROM:WHITE HOUSE ID:2024562983 PAGE:01

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Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. resume	Re: Edward Crowe (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

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Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

FOLDER TITLE:

ACE [American Council on Education] 2/24

2012-0160-S
ry1199

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]

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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]

EDWARD CROWE

P6/(b)(6)
Home: P6/(b)(6)
Work: 501/371-2000
Fax: 501/371-2003
Email: EDC@ADHE.ARKNET.EDU

CURRENT POSITION

Senior Associate Director **1991 - present**
Arkansas Department of Higher Education
114 East Capitol
Little Rock, AR 72201

MAJOR RESPONSIBILITIES

Higher Education/K-12 Collaboration: senior manager (co-principal investigator) of Arkansas Statewide Systemic Initiative, a program funded with $10 million National Science Foundation grant over 5 years and $6 million per year in matching funds to implement comprehensive statewide improvement of K-16 mathematics and science education; principal staff for statewide teacher education reform project involving 11 universities; direct Educational Planning and Assessment System (EPAS), a partnership with American College Testing and state K-12 system to improve academic success for 8th-12th graders

Strategic Planning: member, Higher Education Strategic Planning Committee, ten-person group of higher education leaders which developed first higher education strategic plan for state; chair, task force to implement technology goal; member, task force to implement K-12 partnerships goal

Policy Development: work with agency CEO, board, Governor, General Assembly, higher education leaders, regional and national organizations to develop innovative policy initiatives such as performance funding, academic cost accounting system, strategic plan, teacher education reform initiative, technology in higher education, new financial aid programs to meet key state needs, restructured system of two-year colleges

External Relations: serve as liaison to Governor and General Assembly for statewide higher education issues; principal media spokesperson; write speeches and speaking points for agency CEO, board members, Governor and legislators

Grant Administration: oversee FIPSE-style $3 million per year matching grant program to improve undergraduate education, strengthen selected doctoral programs, promote the use of technology in design and delivery of higher education services, stimulate technology transfer, and support business assistance/workforce development projects

Other Responsibilities: act as state liaison to national and regional organizations (U.S. Department of Education/National Center for Education Statistics, State Higher Education Executive Officers, Southern Regional Education Board) dealing with higher education data and accountability issues; technology policy initiatives; teacher education reform; national project to increase minority Ph.D. recipients

EDWARD CROWE
Page Four

OTHER PROFESSIONAL ACTIVITIES

Strategic Planning, 1995 -
- Member, Statewide Higher Education Strategic Planning Committee
- Chair, Task Force to implement Technology Goal
- Member, Task Force on K-12 Partnerships Goal

Arkansas Higher Education Productivity Funding Committee
- Member, 1993 -

Southern Regional Education Board
- State Representative, Data Exchange/Accountability Reporting, 1987 -
- Member, SREB Technology Cooperative
- Member, Technology Cooperative Subgroup on Electronic Academic Common Market
- Advisory Board, SREB Compact on Faculty Diversity

Arkansas Biotechnology Association
- Board of Directors, 1994-1996
- Chair, Education Committee, 1994 - 1996
- Member, 1994 -

Arkansas Science and Technology Authority
- Member, Board of Directors, 1996 -

Governor's Advisory Board on Technology and Telecommunications
- Member as Agency Director's Designee, 1995

Project Director, Arkansas Network of Academic Alliances, 1989-1995

Arkansas State ACT Council, 1989-
- Chair, 1989-1991
- Member, Nominating Committee, 1992
- Member, Executive Committee, 1996-

American Council on Education/National Center for Education Statistics Panel on Postsecondary Education, 1992 - 1995

State Coordinator, Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education/National Center for Education Statistics, 1987 -

PREVIOUS EXPERIENCE

Associate Director for Planning and Research **1987-1991**
Arkansas Department of Higher Education

Managed development and revision of state higher education master plan; developed and directed statewide higher education information system, providing for collection and analysis of data on enrollment, productivity and outcomes for Arkansas public and private colleges and universities; external relations, including assignment as legislative and executive branch liaison for State Board and Department of Higher Education; project director, statewide academic alliances network.

Assistant Secretary of the University **1979 - 1987**
The University of North Carolina System
Chapel Hill, NC 27515

Staff position reporting to the President of The University of North Carolina system; served as staff to statewide governing board standing and special committees; liaison with Governor's Office and General Assembly; responsible for internal studies and research reports; administration of academic policies.

Research Assistant **1978-1979**
Department of Community Medicine
School of Medicine
University of North Carolina at Chapel Hill

Computer programming, research and report writing for externally-funded health policy research project involving multidisciplinary team of academic researchers.

Research Assistant **1975-1977**
Department of Economics
University of North Carolina at Chapel Hill

Research assistant for externally-funded health policy research project.

Research and Teaching Assistant **1974-1978**
Department of Political Science
University of North Carolina at Chapel Hill

Research assistant for political science faculty; teaching assistant for American Government undergraduate courses; taught courses in American Government and Comparative European Politics.

EDWARD CROWE
Page Two

SIGNIFICANT ACCOMPLISHMENTS

Accomplishments resulted from collaboration and teamwork with Department of Higher Education professional staff, state board members, executive and legislative branch officials, college and university leaders and K-12 teachers and administrators.

Higher Education/K-12 Collaboration: Responsible for development and implementation of statewide initiative for comprehensive math and science reform in education and higher education (Arkansas Statewide Systemic Initiative) which has retrained more than 5,000 K-16 faculty, provided math and science equipment for their classrooms, involved 15,000 parents, directly affected the learning of 310,000 students and produced important state policy changes. Also established and managed statewide network of academic alliances with more than 1,200 school and college faculty participants.

Strategic Planning: Managed development of first statewide higher education strategic plan with key focus areas in stewardship, workforce development, reform of teacher education, expanded use of technology, and the teaching mission of public colleges and universities; led creation of implementation plan for strategic goal on technology.

Performance-Based Higher Education Funding: Instrumental in creating new higher education funding formula that allocates state funds to public higher education on the basis of performance and continuous improvement; Arkansas was the second state to adopt a performance-based funding system.

Academic Cost Accounting System: Designed and implemented system to track direct and indirect revenues and expenditures to the course, academic program and department levels to create an effective management tool for understanding resource allocation and expenditure patterns at all public colleges and universities in the state.

Teacher Education Reform: Key player in projects to overhaul teacher preparation programs at public and private colleges and universities through strategic planning, foundation-supported initiatives and direct work with higher education faculty and administrators as well as the K-12 system.

Comprehensive Student Assessment Program: Led creation of Educational Planning and Assessment System (EPAS) in collaboration with American College Testing Service and the state K-12 system, providing free annual academic skills assessment for all eighth and tenth graders in the state, with followup support for teachers and counselors.

New State Two-Year College System: Managed comprehensive restructuring of two-year college system authorized by 1991 legislation, including creation of ten regionally-accredited technical colleges; negotiated three voluntary merger agreements between pairs of colleges; operated statewide contract program purchasing academic services from accredited higher education institutions for newly-formed technical colleges.

Statewide Student Information System: Initiated establishment of unit record based student information system for all public higher education which came on-line in 1992; used as principal information source for performance funding and academic cost accounting systems as well as routine reporting and accountability functions.

Grantsmanship: Wrote successful $10 million proposal to the National Science Foundation (NSF) for statewide math/science improvement program; coauthored two successful NSF proposals to plan rural mathematics and science reform program for Louisiana, Mississippi and Arkansas; wrote and secured grants from foundations, state and national organizations to start and support statewide academic alliance network for school and college faculty; implemented effective FIPSE-style grant program leveraging institutional, federal and private funds for campus-based innovative programs, including RFP design, proposal review and selection process, and overall management of grant program.

Member, U.S. Department of Education/National Center for Education Statistics, Data Collection Technical Advisory Committee, 1989 - 1991

State Higher Education Executive Officers (SHEEO)
- Government Relations and Communications Officers Group, 1988-
- Task Force on Higher Education and Workforce Development, 1991-1992

OTHER PROFESSIONAL ORGANIZATIONS

Association for Institutional Research

Southern Association for Institutional Research

Society for College and University Planning

American Association for Higher Education

Instructional Telecommunications Council/American Association of Community Colleges

GRANTS, PUBLICATIONS AND PRESENTATIONS

Co-Principal Investigator, Arkansas Statewide Systemic Initiative Project, a $10 million proposal to the National Science Foundation to restructure mathematics and science education at all levels of the Arkansas education system through teacher training, leadership development and universal student access to appropriate classroom technology; funded by the National Science Foundation for $10 million over the period 1993-1998; total project budget from all sources in excess of $40 million.

Principal Investigator or Project Director for grants received from the American Association for Higher Education, the Winthrop Rockefeller Foundation, and the Arkansas Humanities Council for projects on school/college collaboration and teacher education reform.

Coauthor of two funded grant proposals to the Rural Systemic Initiative Program of the National Science Foundation to fund activities supporting comprehensive reform of mathematics and science education in the Lower Mississippi Delta region of Arkansas, Louisiana and Mississippi.

4 peer-reviewed articles in professional journals

Coauthor of one monograph

EDWARD CROWE
Page Six

Papers presented to professional meetings

Numerous presentations to state, regional and national higher education meetings or organizations and to civic and professional groups

EDUCATION

B.A. Boston College

M.A., Ph.D. The University of North Carolina at Chapel Hill (Political Science)

PERSONAL

Born November 13, 1950
Married, two children
Excellent health

References Available on Request

HOPE and Opportunity:
Making college affordable for all Americans

More than ever, today's employers look for job applicants with more than a high school diploma. Since the success of the post-World War II GI Bill, the Federal Government has expanded college aid, making it possible for more Americans to attend college. But for too many, the financial strains are still severe. The President's HOPE and Opportunity plan ensures that these barriers to higher education continue to fall for all Americans.

What's *new* in the plan being announced today?

- ✓ Largest Pell Grant increase in 20 years – a funding boost of 25%.
- ✓ Nearly $4 billion in new help for Older Students over five years.
- ✓ Student loan fees slashed and interest rates reduced.
- ✓ Community service loan forgiveness excluded from taxation.
- ✓ New details and changes in the HOPE Scholarship tax credit and the $10,000 tax deduction.
- ✓ Extend tax benefits for educational assistance from employers, and provide new tax incentive for small businesses to provide assistance.

Pell Grant increase and expansion

- Largest increase in two decades: $300 boost in the Pell Grant maximum, for a $3,000 maximum award. Since FY 1996, the maximum award will increase $530, or 21 percent.
- A 25 percent funding increase over last year – $1.7 billion more than the FY 1997 appropriation.
- 3.6 million students now eligible will receive an increase of up to $300. The increase will make 130,000 more moderate-income families eligible for the grant.
- Older student provision will make Pell Grants available to additional 218,000 low-income students generally aged 24 or over, at a cost of $3.9 billion over five years.
- After these changes, the number of Pell Grant recipients will exceed 4 million.

Pell Grants are the foundation of student aid for low- and moderate-income families. Increasing the maximum award to $3,000 provides more aid to currently eligible students, and makes an additional 130,000 students eligible for the grants. In addition, the budget would increase the eligibility of older, low-income students. With this change, any student from a low-income family can receive a Pell Grant, eliminating the need for the HOPE tuition tax credit to be refundable (i.e., available to those without tax liability). Poor students -- those who have little or no tax liability -- benefit more from the Pell Grant program than they would from HOPE, because of the higher award level and its availability for all four years of undergraduate education.

Cut student loan fees and interest

- Borrower-paid loan fees cut in half for 4 million low- and middle-income students, and by a quarter for 2.5 million other loans to student and parent borrowers.
- $2.6 billion in borrower savings over five years produced by the fee cut alone.
- Interest rate during in-school period cut for 2 million students.

Before 1993, borrowers lost up to 8 percent of their student loans in required fees before the money ever reached them. In 1993, the President's aggressive student loan reforms spurred a 50 percent cut in allowable fees that has already saved families nearly $2 billion. The 1998 budget proposes -- for both the Direct and guaranteed loan programs -- to cut loan fees from 4 percent to just 2 percent on need-based Stafford loans, and to 3 percent on other loans for students and parents.

The Congressional Budget Office and other analysts have noted that lender costs during the in-school period -- when students are not required to make payments on their loans -- are very low. The budget reduces the interest rate during that period by one percentage point.

HOPE Scholarship tax credits.

- Up to $1,500 per-student tuition credit for course work beginning on or after July 1 of this year.
- Non-refundable.
- Credit can be claimed in 2 taxable years.
- Credit can be claimed for any students who have not finished 13th and 14th years of education.
- The tax credit is expected to help 4.2 million students (1998), and would save families $18.6 billion from 1997-2002.

The tax credit is available for students enrolled on at least a half-time basis during the first two years of postsecondary education. The credit may be claimed in no more than 2 taxable years. To receive the credit for the second time, the student must have at least a B- grade point average in course work completed before that year. Federal grants (but not loans or work-study) would reduce the allowable tax credit. No credit would be available for any student convicted of a drug-related felony. Refundability was eliminated because the needs of the poorest students are better addressed in the Pell Grant program discussed above (the proposed changes in Pell Grants for older students, described above, cost the same as refundability would have cost over five years).

The credit would be phased out for taxpayers filing a joint return with adjusted gross income between $80,000 and 100,000. For single and head-of-household returns, the credit would be phased out between $50,000 and 70,000. (The phase-out ranges and the amount of the credit would be indexed).

Tax deduction for higher education and training

- $10,000 maximum deduction.
- Available for job training and re-training, in addition to traditional higher education.
- Deduction is "above the line" -- available even if the taxpayer does not itemize.
- Expected to help 8.1 million students (1998), and would save families $17.6 billion in taxes between 1997-2002.

The deduction could be claimed for out-of-pocket tuition and fees paid for any student enrolled at least half-time in a degree or certificate program at an eligible school beyond high school, including graduate school. In addition, the deduction would be available for the cost of training -- whether or not it leads to a degree -- that helps the student, older worker, or job-seeker improve or acquire job skills. A student in the first two years of postsecondary education could choose either the credit or the deduction, but not both. The deduction phases in, beginning with a $5,000 maximum per-family for course work beginning on or after July 1, 1997, and increasing to a $10,000 maximum deduction beginning in 1999. The deduction would be phased out at the same income levels as the credit.

Tax-free Education Savings

- Families with incomes up to $100,000 would be eligible for IRAs, and could make penalty-free withdrawals for higher education.

- Combined with tax deduction (above), the IRA savings for higher education for middle-income families would be never be taxed.

The President's budget would allow Individual Retirement Accounts to be used for postsecondary education expenses free from early withdrawal tax penalties, and would make over 20 million families eligible to make tax-deductible IRA contributions. Currently, if an individual (or spouse) already participates in an employer's retirement plan, eligibility is phased out for taxpayers filing a joint return with adjusted gross income between $40,000 and $50,000 (between $25,000 and $35,000 for single taxpayers). The proposal would expand the phase-out ranges for 1997 through 1999 to $70,000 to $90,000 for joint filers ($45,000 to $65,000 for single). Beginning in 2000, the phase-out range would match the ranges described for the higher education tax credit. The budget would also create a special IRA that could be used to save for education and other needs, subject to the same income limits.

Community Service: Work-Study and loan forgiveness

- Budget funds 1 million College Work-Study slots by the year 2000.

- Incentives to reach the goal of 100,000 work-study reading tutors by 1999.

- Tax-free loan cancellation for public service.

The College Work-Study program provides students with additional aid through subsidized jobs. The President has called on colleges to commit half of the increased funding since FY 1996, $120 million for FY 1998, to supporting community service jobs. The Secretary of Education recently waived the institution's required portion of the awards for students that participate as reading tutors -- part of America's Reading Challenge, helping to ensure that every child can read independently and well by the end of third grade. The budget's three percent increase over 1997 continues the President's commitment to raise the number of Work-Study recipients to a million by the year 2000, and 100,000 reading tutors by 1999.

Under current law, a charity or private educational institutions that forgives a loan as part of a program that enables graduates working in certain professions (such as rural medicine or teaching) to pay off their student loans through community service must report the loan forgiveness as income to the graduate. The budget would exclude the loan forgiveness from income.

Presidential Honors Scholarships

- One-year, $1,000 scholarships for at least 132,000 students constituting the top five-percent of all high school graduates in the country.
- The budget provides $132 million in FY 1998.

The President proposes an achievement-based scholarship program, rewarding the best and the brightest of high school students. It would grant $1,000 honors awards to the top five percent of graduating students in every secondary school in the Nation, making clear the Federal government's commitment to academic excellence.

Educational assistance from employers

- Extend tax exclusion for employer-provided education assistance (Section 127) through the year 2000, for both undergraduate and graduate education.
- Tax credit to encourage small businesses to offer educational assistance to employees.
- Benefit 1.7 million employees a year.

The current exclusion from an employee's income of up to $5,250 per year of postsecondary educational assistance provided by an employer expires this year, and expired for graduate-level assistance last year. The President would extend the exclusion, and reinstate the graduate-level component, through the year 2000. In addition, for 1998-2000, small businesses would be given a new incentive to provide educational assistance to their employees through a ten-percent tax credit for amounts paid under an employer-provided educational assistance program for education provided by a third party.

CLINTON ADMINISTRATION HIGHER EDUCATION INITIATIVES

INITIATIVE	DESCRIPTION	AMOUNT	IMPACT
Pell Grant Increase and Expansion	Largest increase in two decades -- from $2700 to $3000. Combined with the FY97 increase, the scholarship has increased $530 -- from $2,470 in FY 96.	$1.7 billion more than the FY97 appropriation -- a 25% increase in aid.	Over 3.6 million students now eligible will receive an increase up to $300. This increase will also make an additional 130,000 families eligible for the grant.
Pell Grant Expansion for Older, Low-Income Students	Increases eligibility so any student from a low-income family can receive a Pell Grant.	$3.9 billion over five years.	An additional 218,000 low-income students generally aged 24 or over will b newly eligible for Pell Grants. 891,000 students will receive an average increase o over $800.
Cut in Student Loan Fees	Cuts loan fees from 4% to 2% on need-based Stafford loans -- and to 3% on other loans for students and parents.	$2.6 billion over five years.	Loan fees will be cut in half for 4 million low- and middle-income students, and by a quarter for 2.5 million other loans.
Hope Scholarship Tax Credits	Up to $1500 per-student tax credit for tuition in student's first year and another $1500 in the second year if student earns at least a B average.	$18.6 billion from 1997-2002.	Expected to help 4.2 million middle-income students in 1998.
$10,000 Tax Deduction for Higher Education and Training	Phases up to a $10,000 maximum deduction Also available for training.	$17.6 billion from 1997-2002.	Expected to help 8.1 million middle-income students in 1998.
Tax-Free Education Savings	Families with incomes up to $100,000 would be eligible for IRAs, and could make penalty-free withdrawals for higher education.	Education specific estimates not available.	Combined with tax deduction, the IRA savings for higher education for middle-income families will never be taxed. Wil make over 20 million families eligible fo such a benefit.
Community Service: Work Study	President has called on colleges to commit half of the increased funding for work study to support community service jobs.	$240 million increase over FY96; $120 million for work-study community service in FY98	1 million College Work-Study slots by the year 2000, including 100,000, reading tutors.
Community Service: Loan Forgiveness	The President's budget provides tax relief for community service loan forgiveness.	$15 million between 1997-2002.	Not available.
Presidential Honors Scholarships	One-year, $1,000 scholarships for the top 5% of all high school graduates in the country.	$132 million in FY98.	Benefits 132,000 students who graduate from high school next year.
Educational Assistance from Employers	Extends tax exclusion from employer-provided education assistance through 2000, for both undergraduate & graduate education. Also provides a tax credit to encourage small businesses to offer educational assistance to employees.	$2.4 billion between 1997-2001.	Benefits 1.7 million employees a year.

February 21, 1997

FAX TO MIKE COHEN

FAX:	**(202) 456-7028**
FROM:	**Susan Frost**
RE:	**Support for President's Higher Education Investment**
PAGE(S) to follow:	**6**

Please see attached memorandums, NAICU Action Alert and ACE Board of Directors list.

Sched. Pres. at 11:30 mtg

Noah Brown w/ H. Plan

(1) Com. College - ~~ext~~ Trustee

(2) HBCU Wesley - mtg - mis

- comit to ~~front~~ section?

Henry Ponder - Head of HBCU

call

John V

TA

Club! call TA

1-800 SKY PAGA 1063866

David Pierce

Com. College Trustee Mtg

Peg Taylor - Cx Dir

George Pres. U.

MEMORANDUM TO: GENE SPERLING
MIKE COHEN

FROM: Susan Frost
RE: ACE Speech
DATE: February 21, 1997

American Council on Education
Attached is a memo I did for the Secretary regarding the ACE endorsement letter and a similar effort we have made with AACC and ACCT. (Note: NAICU action alert was faxed yesterday to 900 private college presidents --- many of whom will be at the ACE meeting.)

Although a board resolution is probably not what you were looking for in terms of "news", I think the organizational endorsement is critical for the overall effort and the exercise itself has yielded benefits.

I spoke to Terry Hartle at length this evening and I outlined some of his suggestions and concerns in the Secretary's memo. It is clear that Ikenberry wants to work with us and is trying to walk a narrow line between his presidents' "concerns" about the details and offering the President the support he needs to make the case for the package.

Terry understands the issue of distributional data relative to what --- the ideal higher education policy or Trent Lott's tax proposal. He is hopeful that we can release some numbers that will help them make that the case that HOPE is aimed at the true middle-class (under $60,000) because he believes as we do that the Hill and folks outside the beltway will support a tax cut aimed at "working families who are trying to make ends meet". Ideally, they would like to see this claim in the President's speech.

The other two issues he hopes the President will address head-on are IRS intrusion (I told him assurances would be in the speech) and tuition/grade inflation (he again said the best arguments are the ones he sent you from the GA President).

Finally, he said that Ikenberry wants to work with the Department to help reach out to his members on the President's proposal and suggested regional meetings similar to the ones done on direct lending three years ago and using the student financial aid director regional meetings already scheduled as a forum as well as their national meeting in July.

Logistics for Monday
Two requests if they can be worked into the President's schedule: (1) a short meeting with the Board before the speech and (2) a short press availability with Ikenberry and selected presidents after the speech. Terry is meeting with White House advance (John Loftis?) tomorrow at 2pm to work out some of this but since the President only has an hour on his schedule, he wanted if you could help with this. The Board meeting would give the President a chance to engage the members personally in this effort.

Photo op
for Am Ads
Cal. Pres Steering Committee

TO: SECRETARY RILEY
FROM: Susan Frost
RE: President's American Council on Education (ACE) Speech
DATE: February 20, 1997

American Council on Education (all college and university presidents)
I talked to both Mike Cohen and Terry Hartle late Thursday evening regarding the ACE speech and possible endorsement letter.

Stan Ikenberry will bring a draft resolution supporting the President's higher education proposal overall to his Board of Directors on Sunday. He is very confident that the board will approve the resolution. Terry will fax us the draft on Friday so the President can thank the board for their support at the end of his speech and urge other college presidents to join in individually support the proposal.

In Terry's judgement, individual endorsements in large numbers will not come easily for two reasons: it usually takes a president who will take the lead and a steering committee working their colleagues (similar to the model we are using for America Reads and College Work Study with President Corrigan) and presidents do not feel they "know enough" about the proposal to give such an endorsement. Terry offered several suggestions --- including regional meetings --- on how we could get our message across and ACE is willing to help us do that over the next few weeks/months.

Stan and Terry think it would be great if you made two calls:

(1) **Barry Munitz, Chancellor of California State University System and outgoing Chair of ACE Board of Directors** (310)985-2800
Dr. Munitz is aware of the board resolution and will support it. Thanking him in advance would be appropriate and also give you the opportunity to ask how we could best get individual college presidents endorsing and working on behalf of the President's higher education agenda.

(2) **Michele Myers, President of Denison University and incoming Chair**
Phone: (614) 587-6281
You met Dr. Myers at the HEA luncheon you hosted in DC in December. She was seated with Stan Ikenberry. As of this moment, she is not aware of the resolution but you could say that you and Stan have discussed it and hope she can not only enthusiastically support it but also help us with individual endorsements.

American Asn of Community Colleges and Asn of Community College Trustees
David Pierce (American Asn of Community Colleges) and Ray Taylor (Asn of Community College Trustees) will be making a similar effort with their boards --- if successful, we can add the same message to the end of your speech thanking their boards and asking for individual endorsements. We may not know that until Saturday. Your speech is on Monday.

National Association of Independent Colleges and Universities

action alert

To: NAICU Members
From: David L. Warren
Date: February 19, 1997
RE: Urgent Action Needed on Federal Budget

We have come a long way since January 1995 when there were proposals before Congress to cut $20 billion from federal student aid programs. Just last week, President Clinton and leaders from both parties in Congress announced that education will be one of their top priorities in the coming FY 1998 budget deliberations. Proposals have been made to increase the Pell Grant and work-study program, create tax-free education savings through IRAs, and establish tax deductions and credits for items such as tuition expenses and the interest paid on student loans. But already other organized interests in Washington are gathering to divert such funding—more than $42 billion—away from students and toward other areas in the budget. The political horse-trading has already begun.

It is critical that Members of Congress and the President hear from college presidents, faculty, and students that they support the proposals to increase student aid funding and the tax initiatives to help families pay for college. Our success on Capitol Hill will depend in large part on the grassroots initiatives carried out by NAICU members and their students in the coming weeks. If Members of Congress, and the President, don't receive support for increasing higher education spending, they will be more willing to trade away *our* students' gains to other deserving programs.

The time to act is now. The House and Senate Budget Committees are preparing the budget resolution for spending in FY 1998, and the tax and education committees are beginning hearings on the proposals. Call your Congressional representatives and ask that they contact their colleagues on the budget, tax, and education committees to support the proposed increases in student aid funding and changes to the tax code.

Here are three other ways you can help:

- Encourage faculty, staff, and students to write their Congressional representatives in support of the proposals. Personal testimonies about the importance of student aid are most effective. Remember to keep these letters brief and to the point.

- Set up a campus phone bank and encourage people to call Washington to voice their support for the increases in student aid funding. Call the Capitol switchboard at (202) 225-3121 and ask to be connected to your senator or representative.

- Write a letter to the editor or an op-ed for your local newspaper supporting the proposals and efforts by both parties in Congress to increase funding for student aid. Applaud the bipartisan effort being made to support education. Letters to the editor and op-eds in local papers are critical because regional newspapers are clipped and faxed to Washington to be read by legislators.

In the next week you will receive a mailing from NAICU with more detailed information on each proposal, as well as suggestions on how to further involve your campus community. I urge you to become involved in this debate on the federal investment in education. In the last Congress we saved student aid through a massive grassroots effort. We must renew this network if we are to realize this once-in-a-lifetime opportunity to help families through both traditional and new ways of financing a higher education.

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President Clinton established higher education as his number-one priority in the budget that he released on February 6. Taken together, his plan for tax cuts and student aid increases would provide more than $42 billion in additional funding to help students and families finance a college education. Republican leaders in the Senate have put together their own initiatives. They dedicated their very first bill – S. 1 – to education. The Senate Democrats followed suit with S. 12. Last week, the House and Senate Leadership, meeting with President Clinton, agreed to make education one of five high-priority issues to be resolved in the coming months. Here is a summary of what has been proposed:

Student Aid

Pell Grants: The President set the high-water mark with a FY 1998 request for $7.6 billion in spending, a $1.7 billion increase over FY 1997. Under his plan, the Pell Grant maximum would rise from $2700 to $3000—the largest increase in more than two decades.

Supplemental Educational Opportunity Grants (SEOG): Senators Lott and Specter led an unsuccessful attempt to put an additional $100 million into SEOG last fall. At the NAICU annual meeting, Senator Lott pledged to renew his effort again this year (increasing funding from $583 million to $683 million).

Federal Work-Study (FWS): President Clinton has asked for another installment on his five-year plan to fund 1 million annual Work Study positions by the year 2000. He proposes a $27 million increase in FY 1998 for a total of $857 million.

Tax Policy

Expanded Use of College Savings Accounts: Both parties in Congress agree with President Clinton that Americans need more incentives to save money for college, and bipartisan legislation has been introduced to significantly expand access to tax-deferred savings accounts.

Tax Deductions for College Tuition: The President and Senate Democrats have called for an above-the-line tax deduction for college expenses.

Hope Scholarships: The President also calls for a non-refundable $1,500 tax credit for those families who earn too much to qualify for full Pell Grants, but too little to realize the benefit of a deduction. The credit could be used by students only for the first two years of college. (The five year cost of the tax deduction and credit has been estimated at $36.1 billion.)

Permanent Extension of Section 127: Bipartisan legislation has been introduced in both the House and Senate to restore graduate study under Section 127 of the tax code, and to make this law permanent. This provision was also part of S. 1, the Senate Republican leadership's education initiative. President Clinton's budget would restore graduate study and extend Section 127 through the year 2000.

Tax-free Scholarships and Fellowships, including Federal Work Study awards: House and Senate Republicans have introduced legislation to make all scholarships and fellowships tax-free to students who receive them.

Student Loan Interest Deduction: Both parties in the Senate have proposed restoring the above-the-line deduction for interest on student loans. A similar deduction was available to individuals who itemized their tax return prior to 1986.

Call the Capitol Switchboard at (202) 225-3121 to voice your opinion.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. resume	Re: Stanley O. Ikenberry (partial) (1 page)	02/22/97	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

FOLDER TITLE:

ACE [American Council on Education] 2/24

2012-0160-S
ry1199

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]

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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]

November 1996

VITA

Stanley O. Ikenberry

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One Dupont Circle
Washington, DC 20036
Telephone: 202/939-9310
Facsimile: 202/659-2212
(home) [redacted] P6/(b)(6)

I. PERSONAL

Born: [redacted] P6/(b)(6)

Married, 1958 to Judith Life Ikenberry
Three children: David Lawrence, b. 1960 (Associate Professor of Finance, Rice University)
Steven Oliver, b. 1963 (M.D., Gastroenterologist, Peoria, Illinois)
John Paul, b. 1968 (Development Officer, Pennsylvania State University)

II. EDUCATION

Shepherdstown, West Virginia, High School, Graduated, 1952
Shepherd College, B.A., 1956
Michigan State University, M.A., 1957; Ph.D., 1960
Millikin University, L.L.D., 1981 (Honorary)
The Pennsylvania State University, Honorary Alumnus, 1981
Michigan State University, L.H.D., 1985 (Honorary)
Illinois College, L.H.D., 1985 (Honorary)
Rush University, L.H.D., 1987 (Honorary)
West Virginia University, LL.D., 1992 (Honorary)

III. PROFESSIONAL EXPERIENCE

1996- President, American Council on Education

1995- Regent Professor and President Emeritus, University of Illinois

1979-1995 President, University of Illinois. President Ikenberry was the chief academic and administrative officer of the University of Illinois. Elected by and responsible to the Board of Trustees of the University, he was the 14th President of the University. Ranking among the finest of America's universities, in 1995 the University of Illinois enrolled 60,000 students at its two campuses--some 35,000 at Urbana-Champaign and 25,000 at Chicago. Through more than 30 colleges and schools, the University of Illinois awarded over 14,000 degrees annually at the baccalaureate, professional, master's, and doctoral levels. In the fall of 1995, the University of Illinois added a third campus at Springfield with approximately 4,400 students.

1978-79 Senior Vice President for Administration and Professor of Higher Education, The Pennsylvania State University. One of the three senior officers responsible to the President of the University, Dr. Ikenberry was concerned with the central administration and operations of the University at its 22 locations in Pennsylvania. Special focus included intermediate and long-range planning; policy development; coordination of relations with the State Board of Education and with other institutions of higher education in Pennsylvania; relations with the press and other external constituencies; and responsibility for certain administrative services.

1971-1978 Senior Vice President for University Development and Relations and Professor of Higher Education, The Pennsylvania State University. Responsibilities similar to those outlined above. The title change by the Board of Trustees in March 1978, was made to reflect more accurately the breadth of responsibilities.

1969-1971 Professor of Higher Education and Associate Director, Center for the Study of Higher Education, The Pennsylvania State University. Responsibilities included research and development activities in the Center for the Study of Higher Education. Senior member of the Graduate Faculty. Graduate instruction responsibilities in the Division of Educational Policies Studies.

1965-1969 Dean, College of Human Resources and Education and Associate Professor of Education, West Virginia University. Responsible for the overall academic leadership and development of the College. College included academic divisions of Education, Clinical Studies, Social Work, Family Resources, and the Human Resources Research Institute. Academic programs were offered at the Undergraduate and graduate levels through the doctorate.

1964-1965 Special Assistant to the President. Responsibilities included direction of a University planning and development effort to consolidate the organizational structure of the University.

1962-1965 Assistant to the Provost for Institutional Research and Assistant Professor of Education, West Virginia University. Responsible for the development and implementation of a program of institutional research. Also served as an assistant to the Provost of the University. Joint appointment to the faculty of the College of Education.

1960-1962 Instructor, Office of Institutional Research, Michigan State University. One of the four professional staff members responsible for the development and implementation of a program of institutional research at Michigan State University. Promoted to Assistant Professor July 1, 1962.

1958-1960 Instructor, Office of Evaluation Services, Michigan State University. Full-time research position, U.S. Office of Education research project: Critical Thinking, Attitudes and Values in Higher Education. Project Director: Paul L. Dressel. Project Coordinator: Irvin J. Lehmann.

1956-1958 Graduate Advisor, Men's Residence Halls, Michigan State University. Position held on a half-time basis. Responsible for development of a scholastic assistance program in a residence hall housing 600 male students. Counseling and general administrative responsibilities.

IV. MEMBERSHIP - Boards, Organizations, Committees

Chairman, Board of Directors, Carnegie Foundation for the Advancement of Teaching
Member, Board of Directors, Annenberg Challenge, Chicago
Member, Board of Directors, National Museum of Natural History, Washington, DC
Member, Board of Directors, Pfizer, Inc., New York
Member, Board of Directors, Harris Bank, Chicago
Member, Board of Directors UtiliCorp United, Kansas City
Member, Commercial Club of Chicago and Chicago Civic Committee (Civic Comm -95)
Member, Advisory Board, Hariri Foundation, Washington, DC
Chair, Presidents Work Group on Accreditation of Higher Education in America
Chair, Governor's Education Funding Commission, State of Illinois
Past Chair, National Association of State Universities and Land-Grant Colleges, 1987-88
Past Chair, Board of Directors, American Council on Education, 1990-91
Past Chair, Executive Committee, Association of American Universities, 1994-95
Member, Council of Presidents, Midwest Universities Consortium for International Activities, 1979-95 (Chair 1983-85)
Big Ten representative, National Collegiate Athletic Association Presidents Commission, 1991-92
Member, Big Ten Council of Presidents, 1979-95 (Chair 1987-90)
Past Member, Business-Higher Education Forum, American Council on Education
Past Member, Board of Trustees, Museum of Science and Industry, Chicago
Past Member, Board of Governors, Illinois Council on Economic Education
Former Consulting Editor, Journal of Higher Education
Member and Chairman of the Board, Appalachia Educational Laboratory, 1965-69
Member, American Educational Research Association
Member, Phi Delta Kappa
Member, Phi Kappa Phi
Member, Champaign Rotary Club (Honorary)
Member, Urbana Rotary Club (Honorary)

V. PUBLICATIONS

Critical Thinking, Attitudes and Values in Higher Education: A preliminary report of research. Michigan State University, East Lansing, Michigan (with Irvin J. Lehmann), 1959

"Factors in College Persistence", Journal of Counseling Psychology, Volume 8, Number 4, 1961

"Instructional Cost and Quality", College and University, Spring, 1962, pp. 242-250

"Quality Education for Appalachia: A Prospectus Proposing the Establishment of a Regional Educational Laboratory", submitted to the U. S. Office of Education, Washington, D.C., co-author, printed at The Pennsylvania State University, University Park, Pennsylvania, October, 1965

"Notes on the Graduate Record Examinations", Phi Delta Kappan, January, 1966, with Robert Smawley

Ikenberry, S. O., Kennedy, E. C. and Field, J. V., Effects of Reading, Study Skills Improvement, and Reduced Credit Load on Achievement and Persistence of Failure Prone College Freshmen: A Pilot Study, Project No. S-259, Contract No. OE-5-10-312, West Virginia University, Morgantown, West Virginia, November, 1966.

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"Institutional Research and the Instructional Process," (Reprinted), Journal of the Association for Educational Data Systems, Volume 1, Number 2, December, 1967, pp. 81-88.

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"Looking to the Future for West Virginia Education", West Virginia Youth in Crisis, Proceedings of the West Virginia Youth Awareness Conference held at Mont Chateau Lodge, Morgantown, West Virginia, June 20-21, 1968, pp. 44-49

Instructional Systems in Higher Education, Report No. 2, CSHE, The Pennsylvania State University, January, 1970

"Faculty and Student Organization: Boon or Bane", in Faculty Role Relative to Current Student Unrest. Proceedings of the 20th Annual Conference of the Pennsylvania Association for Higher Education, Harrisburg, Pennsylvania, March, 1970, pp. 49-65

Roles and Structures for Participation in Higher Education Governance, Report No. 5, CSHE, The Pennsylvania State University, August, 1970

V. PUBLICATIONS (Continued)

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"Restructuring the Governance of Higher Education", AAUP Bulletin, Vol. 56, No. 4, December, 1970, pp. 371-374

"Institutional Research in the Professional Organization: Implications for Communication," printed in Institutional Research and Communication in Higher Education, Patricia S. Wright, Editor, Proceedings of the 10th Annual Forum on

Institutional Research sponsored by the Association for Institutional Research, 1970

"Specifications for Change in Collegiate Instruction", Educational Record, Winter, 1971, pp. 77-80

"Restructuring College and University Organization and Governance: An Introduction", Journal of Higher Education, Vol. XLII, No. 6, June, 1971, pp. 421-429

Editorial Coordinator, Journal of Higher Education, "Six Views on Restructuring Governance", Vol. XLII, No. 6, June, 1971

The Academy and General Education, Report No. 7, CSHE, The Pennsylvania State University, December, 1970. Also printed in Journal of General Education, October, 1971

"Governance and the Faculty", Junior College Journal, November, 1971, Vol. 42, No. 3, pp. 12-15.

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"A Profile of Proliferating Institutes", Phi Delta Kappan, Vol. LIII, No. 8, April, 1972, pp. 518-520

Ikenberry, S. O. and Friedman, Renee, Beyond Academic Departments, Jossey-Bass, Inc., Publishers, 1972

"Fresh Designs for College Education", Association of University Evening Colleges Newsletter, Vol. 20, No. 4, Fall, 1972, pp. 15-23

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Book Review: The University As An Organization, James A. Perkins, ed. (A Report for the Carnegie Commission on Higher Education), New York: McGraw-Hill Book Co., 1973; printed in The Journal of Higher Education, Volume XLV, Number 2, February, 1974.

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"The New Era", in Higher Education: What it Can and Cannot Do, Proceedings of the 1974 Eastern Regional Conference for Visiting Fulbright-Hays Scholars at The Pennsylvania State University, April 17-20, 1974, pp. 161-165

"Beyond the Depression Mentality", in Learning for Careers and Life, Proceedings-RICOP, 1974 Summer Work Conference, Oklahoma State University, Canadian, Oklahoma, 1974, pp. 3-12

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"Graduate Education: Gaining Perspective", Communicator, Vol. XIII, No. 5, January 1981, Council of Graduate Schools in the United States, Washington, D.C. (Reprint of speech given at COGS, Las Vegas, December 4, 1980)

"Continuing Learning in the Professions", Cyril O. Houle, MOBIUS (A Journal for Continuing Education Professionals in Health Sciences), Vol. 0, No. 1, January, 1981, University of California, San Francisco. (A Review)

"Universities and the Economy: A Fresh Perspective", The Rostrum Column Illinois Issues, May 1981, pp. 39-40

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