

FOIA MARKER

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DEPARTMENT OF VETERANS AFFAIRS
Office of the Deputy Secretary

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TO ELI SEGAL

- | | |
|---|---|
| ☐ PREPARE REPLY FOR MY SIGNATURE | ☐ COMMENTS AND RECOMMENDATIONS |
| ☐ REPLY-COPY TO ME | ☐ FOR STAFF DISTRIBUTION AND FILE |
| ☐ SIGNED | ☒ FOR YOUR INFORMATION AND FILE |
| ☐ FOR NECESSARY ACTION
(Staff Coordination)
(Staff Distribution) | ☐ PLEASE NOTE AND RETURN |
| ☐ APPROVED-PROCEED | ☐ PLEASE SEE ME/PHONE ME |
| ☐ SPECIAL HANDLING-EXPEDITE | ☐ NOTED-THANK YOU |

COMMENTS

This is a follow-up to my earlier memo to you.

Hubert DeBruin

535-8623

The American Legion

★ WASHINGTON OFFICE ★ 1608 K STREET, N. W. ★ WASHINGTON, D. C. 20006 ★



OFFICE OF THE
NATIONAL COMMANDER

April 1, 1993
2-52-2

The Honorable William Jefferson Clinton
The White House
1600 North Pennsylvania Avenue
Washington, D. C. 20006

Dear President Clinton:

In your Address to Congress on February 17, 1993, you stated, "In a Clinton administration, we will put forth a domestic GI bill that will say to any middle class or low-income person, we want you to go to college; we'll provide the money for you to go to college. It will be the best money the taxpayers ever spent. But you've got to pay it back either as a small percentage of your income over time, or with two or three years of national service where we need it--here at home--as teachers, as policemen, as nurses, as family service workers."

Your Address to Congress makes it clear that you intend to expand educational opportunities for various categories of young Americans, from pre-school children to those who would be willing to provide some form of national service. Yet, your recently announced economic plan includes a proposal which could have the effect of limiting educational opportunities for a large group of deserving Americans who are for the most part from the middle to low income category.

Your plan requires active duty personnel to pay 33 percent more of their "up front" contributions to participate in the GI Bill, an additional obligation resulting from the proposed 1 to 9 ratio of the contribution to the basic education benefit. There is no doubt that this is particularly unfair to a generation who served in Operation Desert Shield/Desert Storm, and many who continue to serve in the Armed Forces.

You and your predecessors have lauded the GI Bill-which The American Legion authored and which has maintained a track record unmatched by any other educational assistance initiative. This basic bill was reauthorized for the veterans of Korea and Vietnam, and in my opinion has provided education for millions of Americans, allowing our country to grow and prosper. It is perhaps, next to the Homestead Act, the only manpower act that has compensated for its initial cost many times over in increased taxes paid by the beneficiaries.

There are three features of the GI Bill that you spoke about in your Address to Congress:

- (1) The benefits are paid after service to the nation is rendered rather than before.
- (2) Benefits are paid to people whose military service has equipped them with maturity and self discipline.
- (3) During periods of defense conversion, the GI bill relieves the pressure on a transitioning economy by putting thousands of recently discharged veterans in school, thus keeping them off the unemployment rolls.

Since August 2, 1990, the beginning of Operation Desert Storm, there have been close to one million Persian Gulf wartime veterans discharged, including those discharged under reduction of force.

We expect, with the downsizing of the military, this number will greatly increase. These are young men and women, who in the main, joined the military for the promise of the Montgomery GI Bill, which has been in place for about eight years.

During that period, active duty personnel have invested almost \$1.5 billion in their own educational futures through money taken out of their paychecks. The basic benefit of \$400 a month is only about one half of what is necessary to defray the cost of attending an average public college. In real terms, that benefit is 40 percent less than the benefit paid in 1975 to the Vietnam veterans, who like all preceding generations of veterans, were not required to make any out-of-pocket contributions. In fact, under the Montgomery GI Bill, the money they pay in, if they do not go to school, is forfeited to the Government. This is extremely unfair.

The American Legion believes that the most recent generation of wartime veterans----arguably the brightest of all--deserves a better deal. The wartime young men and women who have recently left active duty, and those following in the next few years, should be provided a GI Bill benefit package which allows them to reach their potential in civilian life.

The American Legion had such a bill introduced in the previous Congress that had a Congressional Budget Office cost of \$1 billion. This investment is approximately the cost of a squadron of F16s, two or three batteries of Patriot missiles and certainly less than one aircraft carrier.

The investment that we made in a wartime GI Bill for their fathers in Korea and Vietnam and their grandfathers in World War II allowed

this country the benefit of an educated citizenry, exactly what you are seeking to provide in your program of national service. It also comes with an efficient, in-place delivery system, through the Department of Veterans Affairs.

Enactment of a GI Bill, without question, would assist your administration in meeting one of its primary goals. I look forward to discussing this in greater detail with you, because the cause is just, and the time is right.

Sincerely,



ROGER A. MUNSON
National Commander

CC: Honorable Jay Rockefeller, Chairman,
Senate Veterans Affairs Committee
Honorable G. V. "Sonny" Montgomery, Chairman
House Committee on Veterans Affairs
Honorable Jesse Brown, Secretary of Veterans Affairs



0-15

National Association of State Coordinators for the Education of Homeless Children and Youth
'Bridging the gap between home and school.'

Dalia Flores-Georgedes, New Jersey
President

Shaun Griffin, Nevada
Vice-President

Laura Graham, Kentucky
Secretary

Dona Bolt, Oregon
Treasurer

March 3, 1993

Mr. Eli Segal, Assistant to the President
Director, Office for National Service
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Mr. Segal:

I am writing to urge that President Clinton recommend full funding for Subtitle VII-B of the Stewart B. McKinney Homeless Assistance Act, which provides for the educational needs of homeless children and youth. Any savings to be found in the Department of Education should not be made at the expense of these most vulnerable children and youth whose burdens are already larger than anyone should carry.

School, with hot meals, heat, and caring adults, may be the only strand of stability in a child's life during an episode of homelessness, but children and youth face unique needs for maintaining their educational progress while families struggle with the challenge of finding permanent housing. Provisions in Subtitle VII-B which address these unique needs include:

- A coordinator in every state to remove barriers to access and encourage collaborative endeavors.
- Support for extraordinary transportation needs so that students can maintain continuity of school attendance, regardless of how often the family moves during an academic year.
- Tutoring services to address learning gaps arising from dislocation.
- School supplies, counseling and health referral services.

While the Council of Chief State School Officers recommends the clustering of some programs serving special populations, it recognizes the unique characteristics and requirements of homeless children and youth and advises maintaining this program as a separate budget item.

This program has improved the lives of thousands of homeless children and youth. I hope you will find the time to read some of their stories in our Policy Statement, "In the Shadow of Opportunity". I will, of course, be happy to provide you with additional information or answer any questions you might have. I can be reached at (609)292-8391.

Sincerely,

Dalia Flores Georgedes
President

Enc.

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COMMUNITY JOBS

The Employment Newspaper for the Non-Profit Sector

January 1993

Vol. 4 No. 1 • \$5



1993: Our Readers Look Ahead

With the new year, just about everyone performs the ritual act of reflecting back on the past year and setting new goals for the coming one. For the more than eight million non-profit workers, the implications of the new year bring the possibility of greater change and re-examination. As we ring in 1993 and a new presidential administration, we thought we would bypass the often-quoted professional prognosticators and go right to the heart of the sector - the non-profit employee — and ask them what their hopes and expectations are for 1993.

ACCESS:
Networking in the
Public Interest
50 Beacon Street
Boston, MA 02108

A Publication of

ACCESS

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National Service Correspondence Coding Sheet

Coder: ML
Date: 4.10.93

I. Purpose of Letter:

- ☐ Wants to Participate
 - ☐ Summer of Service
 - ☐ National Initiative
- ☐ General Commentary
 - ☐ Pro
 - ☐ Con
- ☒ Suggestions for Programs
- ☐ Requesting General Information
 - ☐ Summer of Service
 - ☐ General Program
- ☐ Offering their Services
 - ☐ Volunteer
 - ☐ Internships
 - ☐ White House
 - ☐ National Service (Jim)
 - ☐ Employment

II. Writer Information:

- A. Age (Circle One):
Under 17 17-25 Over 25 Unspecified
- B. Education Level (Circle One):
 - 1. Student:
 - ☐ Elementary
 - ☐ Secondary
 - ☐ College
 - ☐ Graduate
 - 2. Non-Student (Level Completed):
 - ☐ Secondary
 - ☐ College
 - ☐ Graduate

III. Re-route to Other Departments

- ☐ Commission
(Personal, service organizations,
or business proposals)
- ☐ Scheduling/Gloria
- ☐ Other _____

IV. Certified Mail

**March 31, 1993**

Bill Clinton
President, United States of America
1600 Pennsylvania Avenue
Washington, D.C. 20000

Dear Mr. President:

As I listened to your speech from Rutgers on national service, I was excited to hear you articulate the common sense message that our government had forgotten. Service to others is a crucial, integral, and satisfying part of the educational process of a citizen.

For the last twenty years, staff and students linked to the Vanderbilt University Center for Health Services have worked with colleagues across the country on this issue. In each of the nearly 50 different projects we have sponsored over the years, student interns have worked actively with citizens at the grassroots level, making a real impact in communities with very limited resources.

One of our programs, the Student Health Coalition, has helped launch nearly 100 clinics in Appalachia and the Mississippi Delta since 1968. Another of our projects, Service Training for Environmental Progress, has been a partner to more than 200 grassroots community and labor organizations struggling for safe and clean air and water. Since 1980, STEP has trained more than 175 interns to provide technical assistance to community organizations in Appalachia and in the South. A 1988 evaluation of STEP points out some of the benefits of this intern-community partnership: "Many community members reported that STEP encouraged and inspired their groups by providing an extra spark. They found that public officials listened more to the group and accepted information the STEP interns had compiled as legitimate. In general, many felt that STEP's presence in the community gave the group more 'clout'. Coupled with increases in credibility and legitimacy, were increases in public awareness, both of the groups and of the issue the group was organized around..." (Couto and Zuberer, 1988)

For example, in 1992, STEP interns worked with local citizens to sample the soil and water of three Northwest Atlanta neighborhoods. The soil analysis revealed high concentrations of lead in each neighborhood, high enough for the properties to be considered for Superfund status. Levels in some areas reached 100 times the EPA suggested safe and allowable limit. The students produced a lead poisoning fact sheet which they distributed during their door to door health survey, and at a lead exposure workshop which they organized for the community. The results of the work in Atlanta will be used by the city government as they assess the major environmental issues the city must address.

As this example shows, an exchange is at the core of this work. The grassroots group benefits from the resources of the university, while students have a chance to do work that is socially useful and urgently needed. Through work with grassroots groups and local agencies, students find themselves working with rural, culturally diverse or otherwise disenfranchised people in a partnership, often for the first time in their lives. They are exposed to the simple and magnificent reality of "ordinary citizens who are gaining a sense of their own power and capacity and control over their environment" (Harry Boyte, *Experiential Education*, 1990). Second, students learn via an interactive process, different from lecture and library. They learn from what they do about a problem, as well as what they read about a problem.

Grassroots Organizations:

There are hundreds of thousands of grassroots groups across the country. Organized by volunteers to deal with local problems, they are led by people who are living with the issues they address. Well-informed about the issues, the leaders are self-taught and therefore not viewed as "experts" by the larger community. They offer students a unique look at the effect of public policy on communities, as well as exposure to people with different life goals, different political and cultural perspectives, different levels of academic achievement, and strongly held, diverse viewpoints on the issues.

Since the essence of the grassroots process is participatory, each member donates labor and talent to the collective effort. Through our programs, students do the same. These community experiences demand that they develop communication skills, practice the art of compromise, and sometimes even show humility.

As the internship progresses, students see clearly how their work contributes to meeting the group's goals. They help members do their own legal research, take samples of their water or soil, and negotiate with laboratories to cover the cost of analyses that document their problem. Practicing their own skills, and teaching them to community members enhances their technical abilities. The interns expand their intellectual perspectives as they see how their field of study is embedded in community life. Consequently, some shape their careers with service in mind. In a survey of medical and nursing students who participated in our programs from 1980 to 1988, more than 90% of the respondents reported that they have provided health care in an underserved area for at least one year since graduation.

For grassroots groups, student internships are one of the few resources available for documenting needs, increasing organizational effectiveness, strengthening local leadership, and broadening local and regional support for their work.

For students, exposure to problems in the real world highlights the role that political power and personal integrity play in the resolution of social problems. Confronting problems in local communities, and working with people who are addressing them

President Clinton

Page 3

March 5, 1993

effectively, can encourage the most sophisticated student (or professor). These experiences teach that action is a viable alternative to apathy, and more fun than despair. Exposed to people who stick their necks out, who take a stand, who work voluntarily to address local problems, students are inspired to do the same in their own lives. What better training for citizenship?

You said that "almost anyone can be of service". Interns trained in law, geology, medicine, nursing, journalism, physical education, as well as the liberal arts can perform difficult tasks that are essential in communities coping with complex problems. For communities designated as potential sites for hazardous waste landfills or incinerators, the task of understanding technical issues and complex documents is a completely unfamiliar one. However when law or science students assist in researching the law, explaining chemical reactions and the potential health effects, the community becomes an equal partner with government and industry in the decision making process. In another example, after medical students have lived and worked in medically underserved communities, their subsequent education and career planning is substantially affected.

Our program has lasted from the 60's into the 90's, and we expect it to flourish into the next century. The basic strength of the idea, and the impact of the work in our region, has led even our university to substantially increase its support over the years. While we continue to raise all of our project funds from outside the university, Vanderbilt provides three quarters of our core organizational support, as well as the building and utilities. That strengthening relationship with the university for a set of programs initiated by activist students in the sixties is evidence that universities can respond creatively and effectively to the challenges you put before us today.

I hope you will also call upon us in any way that we can be useful to you, and that you will keep us advised of the potential for federal financial support for our work.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Clinton". The signature is written in dark ink and is positioned above the printed name.

Barbara Clinton, Director

BC:ae

cc: Vice President Al Gore
Senator Jim Sasser
Senator Harlan Matthews
Representative Bob Clement
Representative Jim Cooper
Eli J. Segal

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♦ AUSTIN ♦

Family House

WOMEN'S & CHILDREN'S RESIDENTIAL TREATMENT

PROGRAM

512/441-2086

WINTER 1992/93



Used with permission of Austin Family House Graduate Family.

We believe if addiction can be passed from generation to generation. . .so can recovery.



National Service Correspondence Filing Sheet

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BH

Date:

4-17

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(Personal, service organizations,
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- ☐ Other _____

IV. Certified Mail

Picture an older person who is feeling lonely, useless, or bored. Then picture a child who comes from a difficult home situation or is handicapped in some way, and desperately needs love and attention. The purpose of the Foster Grandparent Program is to bring these two together in a relationship that benefits both. The Grandparent receives a modest income, the companionship of other adults, and the self-respect and satisfaction that come from being needed and helping others. The child receives the unhurried love and personalized attention that a Grandparent is so able to provide.



The Foster Grandparent office is in the Senior Center at 233 West Main Street, Fort Wayne. The phone number is 426-7829.



*Foster Grandparent Program
233 West Main Street
Fort Wayne, Indiana 46802*



*Foster
Grandparent
Program*



*Special Love for
Special Children*



The Program

Fort Wayne's Foster Grandparent Program began in 1965, one of twenty pilot programs in the country. It is part of ACTION, a federal agency which also directs RSVP and VISTA (the domestic peace corps). Although the Foster Grandparent Program is partially funded by ACTION, it is also very much dependent on local support. The Program's sponsor in Fort Wayne is the Allen County Council on Aging. The Foster Grandparent Program is one of the most productive efforts the federal government has ever undertaken. It serves both the young and the old - the youngsters by providing a caring Grandparent figure, the elderly by supplementing their incomes and enriching their lives. The Grandparents can give the time and love that special-needs children must have to thrive.

The Children

Foster Grandparents are assigned to exceptionally needy children at non-profit sites throughout Fort Wayne: hospitals, agencies that help retarded children, low-income day care centers, a school for youngsters with learning disabilities, Head Start Programs, and shelters for abused or neglected children. A Grandparent might play with or read to a small child, work on school lessons with an older youngster, feed a handicapped child, or rock a baby. Foster Grandparents can provide the individualized attention that busy staff members might not be able to give. The children usually call them "Grandma" or "Grandpa" - and indeed they are acting as Grandparents, providing an understanding and stable presence in the children's lives.



The Grandparents

The Foster Grandparents are sixty men and women who bring with them the experience and wisdom of many years of living. The requirements for their participation in the Foster Grandparent Program are: age of sixty or over, reasonably good health, low income, and a love for children. There is no educational requirement; initial and ongoing training is provided. Grandparents generally serve four hours a day, five days a week. They receive a modest hourly payment which is tax-free and is disregarded in determining benefits such as subsidized housing or food stamps. Paid time off is provided for holidays, illness, and vacation. Foster Grandparents also receive a transportation allowance, an annual physical exam, and daily hot lunches where possible.