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Folder Title:
Trip of Eli Segal to Chicago, Illinois and Atlanta, Georgia, October 6-7, 1993 [binder] [1]

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TRIP OF
ELI J. SEGAL
ASSISTANT TO THE PRESIDENT AND
DIRECTOR OF NATIONAL SERVICE

WEDNESDAY, OCTOBER 6, 1993
CHICAGO, IL

THURSDAY, OCTOBER 7, 1993
ATLANTA, GA

DRAFT

30 September 1993

To: Johnnetta Cole
From: Susan Stroud
Re: UNCF meeting

Thank you again for helping to arrange for Eli to meet with the UNCF presidents on October 7. We know that this is an important meeting for building bridges with college and university presidents who have concerns about the national service legislation. Eli would like to respond fully to those concerns. To that end, we would hope the format would allow for his remarks as well as a thorough and frank discussion.

Eli and I have had a brief conversation about his remarks. Thank you for agreeing to look over some bullet points and let us know about the substance and approach. I look forward to talking with you on Monday.

talking points:

- this is not a white, middle class program (how explicit can Eli be?)
- don't mention Sam Nunn, Dave McCurdy, DLC
- don't mention national service as an access to college program
- sell it as a way to build communities, encourage responsibility, a means to bring down barriers by providing opportunities to work together
- can you announce Jim Josephs' role?

1. politics

- support of the entire Black caucus; 34 members of the Black caucus were original co-sponsors
Congressman Stokes' committee is the principal funder; and Rep. Owens was also a key sponsor
- conversation with John Lewis

2. program

- 50% rule: targeted service at economically distressed rural and urban communities
- priorities of program: violence reduction, improvement of education, health and human needs, environment
- \$12 million for training and technical assistance will be available to colleges and universities

what if
cannot come
only in
"everybody is
on the bank when
where are
you?"

good, CBC
has been a
process
will have to
address
concerns

- states are encouraged to emphasize hiring of participants from communities of greatest poverty

3. financial aid

(Get briefing book materials from floor debates - talking points)

(How much does Eli want/need to defend financial aid policies?)

- national service does not compete with financial aid; Administration is committed to need-based aid (see attached re Pell grants, campus-based programs)
- funded out of HUD/VA; no guarantee this money would have gone to financial aid; another kind of domestic program
- compare to GI Bill: give to society, society gives back - education is one of the best benefits

4. historically black colleges

- builds on the traditions in Black education - service fraternities, focus on community
- presidents consulted with: Norman Francis, Johnnetta Cole, Delores Cross, others?

5. what should Eli offer?

- a liaison with HBCUs?
- Eli's door always open? ✓
- regular conversations? ✓

We need to add examples, details, names of other presidents and students Eli has met with.

We also have an eight minute video about the national service program that we should consider showing before Eli speaks.

video
10 minutes
Q + A

Thurs.
11⁰⁰ launch 50th anniv. of NNCF
conversation in King Chapel,
Morsehouse
Dick Riley
12³⁰ Eli / lunch

* here are
your concerns
here, what
address your
concerns.

not new
to this - *
some ref.
to CC HBCU
effort
solidifying
& acknowledging
what's going
on.

more specific -
start conversation
here -

DIVERSITY

DIVERSITY IS THE KEY TO NATIONAL SERVICE

- National service should not be limited to at-risk youths. Without diversity, it won't build a spirit of community and citizenship; it won't send the message that service is for everyone; it won't reunite Americans; and ultimately, it won't win the support of American taxpayers.

DIVERSITY BUILDS COMMUNITY

- National service should bring together Americans from diverse economic backgrounds in service to our communities. When we work together, we discover the values and the bonds that unite us. Nothing is more important in America right now than breaking down the barriers that divide our communities.
- Not all programs will be diverse -- and that's fine. Specifically, youth corps offer important benefits like job training and high school equivalency/GED help that are especially important for disadvantaged youth.
- There has to be diversity in the program as a whole -- and that requires broad eligibility for participation. High school dropouts in many service corps and college graduates in professional corps should be on the same team, working for common goals. Even if individual programs aren't diverse, the national service initiative as a whole has to be an American program that includes the full spectrum of Americans.

THE LEGISLATION REQUIRES STRONG LOW-INCOME PARTICIPATION

- There will be special efforts to ensure that programs meet the greatest needs. Nobody wants to see programs serving the most affluent communities. That's why there is a special priority for programs in areas that need help most, and why the legislation targets 50 percent of program funds to areas of greatest need.
- Programs will recruit from the areas they serve. The legislation requires that 50 percent of program funding goes to programs that recruit from distressed areas.
- All programs will be required to make special efforts to recruit disadvantaged young people. It can be harder to reach at-risk youth; the program makes sure that happens. And, by providing a living allowance and health and child care benefits, the program makes it possible for low-income participants to serve.

MEANS-TESTING

NATIONAL SERVICE IS NOT NEED-BASED AID

- Need-based student aid is based on the premise that finances alone will not keep a talented citizen who has worked hard to earn college admission from pursuing that dream.
- The guarantee of access to a higher education for all who qualify for admission is the key to our country's future economic competitiveness as well as to individual success.
- The five need-based student aid programs -- Pell Grants, Student Loans, College Work Study, Perkins Loans and Supplemental Educational Opportunity Grants -- have been highly successful in helping worthy students pull themselves up by their bootstraps and get ahead in life.

NATIONAL SERVICE IS A SERVICE PROGRAM WITH A MERIT SCHOLARSHIP APPROACH -- VERY DIFFERENT FROM NEED-BASED AID

- National service is not and should not be viewed as student aid. The President's National Service program provides a merit scholarship based on service performed. Such a concept is best exemplified by the GI Bill and the Public Services Health Corps -- not by the Title IV programs in the Higher Education Act.
- As a service program, national service is very different from need-based aid, meeting the educational, environmental, human, and public safety needs of communities, building a sense of community, and bringing diverse citizens together for common purposes. The program is very different from need-based aid.
- Merit programs should be available to all who perform the required service or meet the required standards. They should not be based on income, and should not separate into two classes people who do the same work. That would undermine a central goal of the program -- to bring people together. We should not means-test this program any more than we should means-test the GI Bill.
- The proposal before us sets a dangerous precedent that could serve to undermine both needs-based aid and the GI Bill. Friends of veterans and the 5 million plus student aid recipients per year should oppose this amendment.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

ans me

FAX TRANSMITTAL

TO: EU SEBAL
ORGANIZATION: WHITE HOUSE OFFICE OF AVIATION SERVICE
PHONE NUMBER: 404/209 9999
FAX NUMBER: 404/209 7031

FROM: PAZ JAMIESON
PHONE NUMBER: 202 401 3000
FAX NUMBER: 401-0596 (See PG 5)

MESSAGE: NEW SPEECH DRAFT (REFLECTS CHANGES, INCLUDING
REFERENCE TO NATIONAL SERVICE) + INFO ON APPROPRIATIONS
BILL & OTHER BACKGROUND INFORMATION.

CONFIDENTIALITY NOTICE

THIS TRANSMISSION IS INTENDED FOR AND RESTRICTED TO THE NAMED ADDRESSEE ONLY. IT MAY CONTAIN CONFIDENTIAL AND/OR PRIVILEGED INFORMATION. IF YOU RECEIVE THIS TRANSMISSION IN ERROR, YOU ARE NOTIFIED THAT YOU ARE PROHIBITED FROM READING, COPYING, OR DISSEMINATING THE TRANSMISSION. PLEASE CALL (202) 401-3000 TO ARRANGE FOR RETURN OF ANY TRANSMISSION SENT IN ERROR. THANK YOU.

23 PAGE(S) TO FOLLOW



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

MEMORANDUM

October 5, 1993

TO: Eli Segal
Susan Stroud

FR: Paul Jamieson

RE: Briefing material for meeting with UNCF

FY 1994 BUDGET

As you may be aware, Congress is considering the appropriation for the Department's FY 1994 budget. Both the full House and Senate have passed their respective Committee's versions of the bill, and conference negotiations are occurring this afternoon (Tuesday). We will be sure to let you know the outcomes as soon as they are available.

The 1995 budget is still being developed, so we cannot give out any but the most general information regarding the President's commitment to expanding educational opportunity.

SPECIFIC ISSUES

At a meeting with Secretary Riley toward the end of the summer, UNCF raised the following issues as important agenda items for historically black colleges and universities (HBCUs):

Pell Grants As you know, UNCF's position on national service has been fed by the perception of a conflict between funding for Pell grants and national service. As you have said in the past, I think you ought to say that the Administration's 93 Supplemental and 94 budget request demonstrated our commitment to the financial integrity of the Pell grant program and keeping the maximum award at \$2300, even with increased numbers of students. Now and in the future, Pell grants will remain the cornerstone of financial aid for low income students.

Campus Based Aid The Department's FY 94 budget does include a \$200 million overall cut in the campus based programs (Supplemental Education Opportunity Grants, Work Study and Perkins loans). The campus-based aid is likely to be less of an issue because the House and Senate Committee versions restored most of what the Administration proposed cutting. Without making any promises, you can also emphasize that national service can mean great things for the HBCUs, many of whom have been operating successful model community service programs on their campuses for decades.

State Postsecondary Review Entity (SPRE) In an attempt to get a handle on unscrupulous and financially unsound schools with high default rates, poor job placement records, and sloppy management, the Department is proposing giving the state review boards (authorized in the 1992

Amendments) increased funding and authority to sanction schools in their state. HBCUs are vehemently opposed to this proposal for two reasons. First, they often have high default rates and low job placement statistics, even for their graduates. Since one criterion used is the percentage of people in default (instead of the gross dollar amount), HBCUs feel that such a policy discriminates against black colleges, whose purpose it is to serve low income students "at risk" of defaulting on their loans. Second, many HBCUs (particularly in the South) have traditionally had an adversarial relationship with state governments and have been able to appeal to the federal government for help. Under this proposal, HBCUs could not easily bypass these state review boards. One positive thing you can point out is the Department would support a continuation of the current waiver from penalties for high defaults for HBCUs through 1997 (when the Higher Education Act is reauthorized).

HBCU Capital Financing The capital financing proposal would use federal funds to insure a percentage of bonds issued by institutions to raise money for physical improvements on campus. The President of UNCF serves on the advisory board of the capital financing program. The Department's 94 request includes fund to cover \$375 million in bonds (\$125 million for public institutions which also receive state funding, and \$250 million for insurance for private institutions). HBCUs are very excited about this proposal.

Institute for International Public Policy Another new program, this initiative would fund an institute to conduct a program to significantly increase the numbers of African Americans and other minorities in international service. HBCU students are specifically cited as eligible recipients for the award. The Administration budget includes \$4 million for FY 1993.

Minority Teacher Recruitment The Department is requesting a slight increase for this initiative, although the House and Senate versions have kept the figure at \$2.4 million.

Direct lending The Administration's direct lending initiative will help low-income students by expanding access to postsecondary education through lower interest rates and more flexible repayment schedules. Approximately 20 HBCUs have applied to be direct lending schools.

OTHER GENERAL ISSUES

Lack of an Executive Order Traditionally incoming Presidents sign an executive order recognizing the needs of and pledging to work with HBCUs. The President has not yet signed this executive order, though we suspect it is only a procedural, not a substantive, delay.

Training and Technical Assistance You might also mention the effort to provide training and technical assistance in applying for federal grants. HBCUs feel unfairly penalized because they lack the training necessary to write a grant proposal for federal funds (from a variety of sources) You can explain that providing training and technical assistance will be a major focus of the Corporation and State Commissions.

Attached is a table of specific budgetary information regarding Education programs of interest to HBCUs.

cc:	The Deputy Secretary	Terry Peterson	Billy Webster	Hazel Mingo
	Catherine LeBlanc	David Longanecker		

COMPARISON OF FY 93 APPROPRIATION AND FY 94 REQUEST FOR SELECT PROGRAMS IN DEPARTMENT OF EDUCATION (HIGHER EDUCATION)

The following table highlights some of the initiatives that are of concern to Historically Black Colleges and Universities (HBCUs). Figures are in thousands of dollars:

Program	FY 93 Appropriation	FY 94 Admin. Request	House Floor	Senate Floor	Notes
Pell Grants	6,188,683	6,303,566	6,303,566	6,303,566	Administration request maintains \$2300 maximum award and \$185.3 million for the shortfall
SEOG's (campus-based)	585,280	499,892	555,000	583,407	Cut will not be popular among HBCUs
Perkins Loans (campus-based)	183,520	159,037	173,000	173,000	Looks like Congress will only make a small cut.
Federal Work Study (campus-based)	616,949	526,941	586,000	616,508	Includes request that 10 percent of FWS funds be spent on community service in 94-95; technical amendment would make non federal match requirement easier for schools to meet.
State Student Incentive Grants	72,555	-----	62,800	72,429	Proposal to eliminate will not be popular with HBCUs.
HBCU Capital Financing	----	375,000	187,500	375,000	Will be an area of dispute in conference. HBCUs pushing hard for this.
State Postsecondary Review	----	25,000	25,000	10,000	Also likely to be discussed in detail during conference. HBCUs anxious they will be disproportionately affected.
Minority Science improvement	5,892	5,892	5,892	5,892	No change in funding.
Minority Teacher Recruitment	2,480	2,5447	2,480	2,480	Administration requesting slight increase from 93.

Program	FY 93 Appopr.	FY 94 Admin. Request	House Floor	Senate Floor	Notes
Mary McCloud Bethune Fine Arts Center	----	12,500	-----	-----	Despite limited budget, seen as important tribute to black leader. Senator Harkin said he liked the idea, but couldn't fit it into budget.
Federal TRIO	388,048	398,525	418,525	418,525	TRIO programs targeted toward providing supplementary education for at risk, low income students.
Howard University	194,005	192,686	192,686	192,686	Includes funds for academics, endowment, construction and research.
Urban Community Service	9,424	9,424	9,424	11,000	UCS provides grants to foster community service in low-income urban areas.
National Early Intervention	----	-----	2,500	----	Modeled on Lang "I have a dream" program, this initiative would provide academic support and financial assistance to at-risk youth who stay in school.

1 Does not include \$2,023,730,000 supplemental request to eliminate the shortfall.

Memorandum

TO: Susan Stroud
FR: Hugh Bailey *Hugh Bailey*
SUBJ: HBCU and related awards
DATE: October 5, 1993

I have put together short descriptions of all higher education programs that are affiliated with historically black Colleges or Universities. Not all of these institutions are a part of the United Negro College Fund. It wasn't clear whether Eli is speaking before presidents of HBCUs or UNCF schools.

✓ **Clark Atlanta University**

Clark Atlanta is an inner city historically Black university that requires community service of all it's students. Culture for Service the Commission funded program places students in service projects in the housing developments and community centers in the area. All first-year students participate in service activities; all teacher education students have required courses in developing, supervising and organizing community service programs. The program is integrated with the curriculum and assistance is given to disadvantaged students to allow them to participate.

The Black Student Leadership Network Consortium

College age interns will be trained through the Ella Baker Child Policy Training Institute, which is housed at Shaw University in Raleigh NC, to operate Freedom Schools for children and youth aged 5 to 18 participating in the USDA summer lunch program. The interns are drawn from different HBCUs and mainstream institutions from all around the country. The Freedom Schools will offer academic, cultural, recreational, and service-learning activities for the children and youth during the summer days.

North Carolina Student Rural Health Coalition

This program involves students from a Historically Black college, North Carolina Central University, which provides health care at a rural clinic in Shiloh, NC. The students would come from the nursing, health education, pre-med and foods and nutrition disciplines. The North Carolina Student rural Health Coalition operated free clinics in three other counties before expanding to Shiloh and involved students from Duke University, UNC- Chapel Hill, and East Carolina

University. By expanding this program to North Carolina Central University the Coalition builds upon the rich tradition of service oriented programming at this Historically Black institution.

✓ **Tulane/Xavier Consortium**

The Tulane/Xavier Consortium offers a unique opportunity for a Historically Black College and a predominantly white institution to enter a consortium for expanding and improving the community service programs already in existence at both universities. The program is divided in four modules each offering a critical component of community service.

Awarded through discretionary funding

✓ **Campus Compact HBCU Network - Spelman College**

A grant to Spelman College will build a network of HBCUs. This network will work together to develop stratagems that are more responsive to the needs of HBCU community service programming. In addition Spelman College will provide mini-grants to support individual and campus based programs. Spelman is working in collaboration with the Campus Compact.

Remarks Prepared For
Richard W. Riley
U.S. Secretary of Education

United Negro College Fund 50th Anniversary Convocation
Atlanta, Georgia
Thursday, October 7, 1993

A PROBLEM OF EXPECTATIONS

Good morning. Doctor Wynn; Doctor Jolley; Doctor Leroy Keith, our distinguished host; my good friend and the President of the United Negro College Fund, Bill Gray; Doctor Gloria Scott, Chairperson of the 50th Anniversary Committee; the many distinguished university leaders here today; Johnetta Cole who was good enough to visit with me last Monday in Washington and who led President Clinton's education and jobs transition team; ladies and gentlemen.

It is an honor for me to come to Morehouse College -- a "candle in the dark"¹ that has given this country so many distinguished leaders. Dr. Benjamin Mays, Dr. Martin Luther King, Jr., former Mayor Maynard Jackson, and Dr. Lewis Sullivan, to name but a few.

¹"A candle in the dark" is an old Morehouse saying.

I am fortunate to have with me today two African-American women who help guide me in formulating America's education agenda. Catherine LeBlanc, the Executive Director of the White House Initiative on Historically Black Colleges and Universities, and Judith Winston, Esquire, General Counsel for the Department of Education, whose daughter is following in her footsteps at Howard University.

I begin by bringing you greetings and salutations from President Bill Clinton. The President is, as I am, a strong supporter of this nation's Historically Black Colleges and Universities. For we know that there was a time ... and not too long ago ... that these citadels of learning -- from Lincoln to Cheyney to Wilberforce to Morehouse and so many others ... were the only institutions of higher learning willing to educate the African-American citizen.

This Administration recognizes your contribution to the African-American community. The fortitude of Mary McLeod Bethune. The justice of Thurgood Marshall. The speed of an Edwin Moses. The determination of my colleague and fellow South Carolinian, Marian Wright Edelman, to do right by this nation's children.

More importantly, we recognize your continuing and vital contribution to the diversity and plurality of this great nation of ours. Your unique ability to educate the African-American scholar. Your dedication to passing down to each new generation of Americans, black and white, the legacy -- in all of its richness -- of the African-American community.

And your willingness to challenge the status quo. For surely that is a large part of what you are about -- the challenging of the status quo mentality. You challenge those who would have us believe that minorities simply can't cut it; that they do not have the wherewithal to meet high standards. And, you challenge those forms of insularity that ridicule and mock your many students ... young scholars who refuse to waste their minds.

So we will keep faith with you just as you have kept faith with every American who has walked out of the darkness of ignorance searching for a "candle" of learning. The Clinton Administration will continue to make a significant effort to support the Historically Black Colleges and Universities of this nation.

We support the need for race-specific scholarships to correct past discrimination. And, as long as I am Secretary of Education, these scholarship will be encouraged.

We recognize the need to improve the capital financing of HBCU's ... and we are encouraging the Congress to pass the Administration \$375 capital financing proposal.

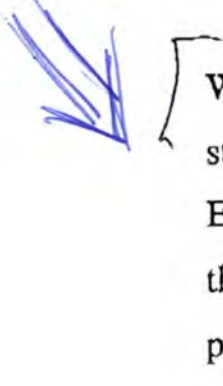
We have worked with great diligence to make up the \$2 billion shortfall in the Pell Grant program. We will do everything we can to make sure that this enormous shortfall does not prevent one young person from going to college.

We have made a substantial effort to increase funding for the TRIO programs like Upward Bound and Talent Search. I have faith in these fine programs that do so much to help students attend your institutions of learning.

And, we want to work with you on lowering the default rate in the student loan program. I know you are working hard to get your default rates down. We recognize that the new rules approved by the Congress seem, at times, to be hard and demanding. But we need, for the sake of this country, to ask a little more of ourselves in terms of responsibility and the putting of our own house in order.

All through the 1980's the federal treasury seemed to be open and available to just about everybody. The good and the bad, the worthy and the hustler. Unfortunately, the savings and loans executives got theirs first. By the time they were through, there was hardly a dime left to help anybody else.

The long train of broken promises, unmet obligations, and defaults has left a lasting legacy ... a belief that the federal government cannot allow anyone ... however worthy ... however dire their straits .. to simply ignore an obligation that he or she promised to fulfill.



We are doing all we can to make sure grants are available to your students. And I know that the President's National Service Director, Eli Segal, will be speaking with you this afternoon on the opportunities that will be available for your students under the new national service program.

But we also ask you to work with us to make sure your students understand up front ... that in this new era of fiscal responsibility, a student loan is very much a personal responsibility ... a statement of integrity ... an affirmation that their intellectual and moral education carries over and defines how they live once they graduate from your fine institutions. With your help in lowering the default rate, we will be able to explore options to extend the loan default cut-off rate in a way that makes sense to all of us.

We will keep faith with you because the Historically Black Colleges have kept faith with that most basic American belief that no matter who you are or where you are from -- you can achieve. So, we salute you and also salute the continuing contribution of the United Negro College Fund.

Fifty years ago, in the midst of World War II, there came a time of financial crisis for the HBCU's. And, in that moment of crisis this community came together.

Now, fifty years later, we commemorate that coming together. We rightfully acknowledge the continuing leadership of the United Negro College Fund. For the Fund is more than just about knowing the people with the deep pockets. The Fund is a vital center of sophisticated political thinking helping to shape and improve American education.

Now, my friend Benjamin Mays knew the value of education as all of you do. He knew its worth ... that "the tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goals to reach."

["PRAY FOR EDUCATION" STORY]

And, I believe that Benjamin Mays would take more than a "God's Minute"² to speak his mind about the continuing search by some Americans for a silver bullet solution for American education. For there is always a search. Some people search for the "silver bullet." Others are always looking for the scapegoat ... quick to point a finger and to lay the blame. But when it comes time for heavy lifting, for raising a child's self-esteem, for doing the hard work of striving for excellence -- well that's when they start talking about private school vouchers.

I suspect that Benjamin Mays would say that vouchers are no goal at all, but a tragedy in the making. Because when you start talking about vouchers you're really talking about walking out on public education ... closing the door ... and telling every child left behind, "You're on your own."

²a short poem popularized by Benjamin Mays with which Morehouse students will be familiar.

But I found out, as Governor of South Carolina, that if you are inclusive, if you ask more of everyone, and if you make people part of the solution, great things can happen to public education. Before we started talking about school reform in South Carolina, people used to think that we were on the move because we had gone from 50th to 49th in the national education standings. That was how they defined progress. Most people didn't think big. They had no sense of expectations.

I used to visit schools and never see any African-American students taking Advanced Placement courses. I came to the conclusion that, somehow, these children were just not expected to make it. Even their parents didn't think they could make it. It seemed to me that the problem was one of expectations. So, when we reformed our school system, we raised standards and gave schools the help they needed to make sure every child got a chance to get into the Advanced Placement course.

The result was tremendous. Now, thousands of African-American students are enrolled in Advanced Placement courses. They expect to do well. And, this has become a nationwide trend. Minority participation in these critical tests has gone from 1% to 20% nationally since 1982. SAT scores of African-American high school students have improved 97 points since we started to seriously reform schools in South Carolina in 1979.

My point in all this is very simple ... when we talk about the reform of education, we are not talking about a voucher program that would lead to the diminishment and dismantling of this nation's K-12 public school system. We are talking about raising expectations, raising standards, and striving for excellence ... a new sense of personal responsibility ... committing ourselves, as President Clinton has so often said, to a lifelong "ethic of learning."

Our economy is changing in ways we couldn't even imagine ten or fifteen years ago. And, unless we change the very nature of how we think about education, we are well on our way to leaving another generation behind.

Here, I want to stress a significant point -- we are beginning to see a new fault line emerging in our society. The emergence of a two-class society -- between those who know and know that they need to know more ... and those who don't know that their lack of knowledge is hurting their chances of getting ahead and possibly ruining the lives of their children.

This new society won't be based on race, or ethnicity or place of origin. Rather, it will be based on what you know. And, that is my great concern. We do not need a new fault line in our society, a new source of division. We already have too many. And the only way we can keep this from happening is if we raise expectations and standards ... strive for excellence ... and make sure every child has the chance to reach their full potential.

This is why we believe so strongly in reforming every aspect of education. Why this Administration is working so hard to pass the GOALS 2000: EDUCATE AMERICA ACT which will come up for a vote on the floor of the House next week. This is our lead effort to foster comprehensive education reform.

At its core, the legislation is based on a simple premise -- in a new economic era, students and schools must stretch to reach for higher goals. And schools must be redesigned to make sure all students have every opportunity to meet the new standards. As we raise standards these students will come to your institutions better prepared to learn at advanced levels.

Now this reform effort is not just a K-12 initiative. Your colleges and universities will prepare many of the teachers and principals who will lead this reform effort. How you teach your students to teach will define, in many ways, the success of this reform initiative.

So we urge you to become full partners in this reform effort ... to rethink the very meaning of what it means to be an educated American and a global citizen in the 21st century. Above all, we ask you to move to the forefront in leading this reform effort at every level to raise expectations -- in the higher education community as well as in the larger African-American community.

As a people, we are smarter, more creative, and more talented than we think. We can do better. An America that has produced a Jefferson, an Emerson, a Faulkner -- an America that has given us the poetry of Langston Hughes and the fire of a James Baldwin -- an America that produces writers and thinkers like Toni Morrison, Cornell West and Maya Angelou -- this is a nation that has the capacity to lift its sights and reclaim public education as the touchstone of the American Dream.

We will not give up and I assure you -- we have a President in the White House who truly believes in a new "ethic of learning" ... who truly understands the link between economic success and education for all children. Bill Clinton deeply cares about the right of every American to have a stake in the new emerging high-tech, high-knowledge economy.

For in this new economic era we will build less with brick and mortar than with our minds -- with the power of knowledge and the talent of every educated American. So, let us come together to reclaim our heritage and prepare our children for the coming times.

For Maya Angelou expressed for all of us our deepest hopes on that cold, sunny day last January when she stood on the steps of the Capitol of our great country and said:

"Take [the dream] into the palms of your hands.
Mold it into the shape of your most
Private need. Sculpt it into
The image of your most public self.
Lift up your hearts.
Each new hour holds new changes
For new beginnings."

Thank you.

WILMER CUTLER & PICKERING

PHOTOCOPY
PRESERVATION

help to re-enforce
the strong tradition
on your campus
this is not about
financial aid
lets not make it what it
isn't.

Helps
the kids

Sources of Funds

Commission existing
programs (program #)

Work study & 50%
set aside (financial aid)

'during college' (program & financial
aid)

DOE

FIPSE Community Service Program

Urban Community Service

Student Literacy Corps

" New Learn "

} program # -
non means
tested.

ELI J. SEGAL
October 6-7, 1993
Chicago, IL
Atlanta, GA

WEDNESDAY, OCTOBER 6

7:15 a.m. EDT Depart 1535 28th Street en route to National Airport via taxi with Susan Stroud

7:35 a.m. Arrive DCA, proceed to United Terminal

8:00 a.m. United #603 DCA to Chicago O'Hare

9:00 a.m. CDT Arrive Chicago.
Taxi to 105 W. Adams Street

10:00 a.m. Arrive WBEZ for NRP Interview
105 W. Adams Street, 39th Floor
(Corner of Adams and Clark)
Contact: Adam Davidson 312-460-9321
ONS contact: Ethan Zindler

10:45 a.m. Depart NPR en route to City Hall, 121 N. LaSalle

11:00 a.m. Arrive City Hall. Proceed to 5th floor press conference room

11:05 - 11:35 a.m. Meeting with Police Chief Matt Rodriguez
Chicago P.D.: Helen Watts 312-747-5501
ONS Contact: Rana Sampson

11:40 a.m. Depart City Hall en route to Community Policing Event

NOTE: Warren Friedman will pick you up at the **Clark Street entrance** to City Hall and drive you to site visit and return to Hotel Nikko.

12:00 p.m. Arrive Policing event with VISTAS: Chicago Alliance for Neighborhood Safety (CANS)
Contact: Mary Lubertozzi 312-353-4899

1:00 p.m. Depart policing event en route to Hotel Nikko, 320 North Dearborn (312-744-1900)

1:30 p.m. Arrive Hotel Nikko. Proceed to Ballroom A

Center for Corporate Community Relations at Boston College 1993 Leaders Conference: Strategic Community Relations

Opening Panel: The Changing Environment and its Impact on Business

1:45 p.m.	Remarks by Peter Morrison, demographer from RAND
2:10 p.m.	Remarks by Joel Kurtzman, Editor, Harvard Business Review
2:30 p.m.	Remarks by Eli Segal Staff Contact: Jody Kanter/Rick Allen
2:50 p.m.	Question & Answer session moderated by Jack Sabater, Director of Corporate Social Policy and Programs, IBM
3:30 p.m.	Depart Hotel Nikko en route to Chicago Tribune, 435 North Michigan (312-222-3232) Via taxi
3:40 p.m.	Arrive Chicago Tribune. Staff contact: Ethan Zindler
3:45 p.m.	Editorial board meeting
4:30 p.m.	Depart Tribune en route to O'Hare airport via taxi
5:30 p.m.	Arrive O'Hare airport. Proceed to United terminal
5:35 p.m.	Conference Call to Dick Staufenberger re: personnel issues (202-724-0600).
6:30 p.m. CDT	United #364 Chicago O'Hare to Atlanta
9:29 p.m. EDT	Arrive Atlanta airport. Depart en route to Stouffer Concourse Hotel, 1 Hartsfield Centre Parkway (404-209-9999) via taxi
9:45 p.m.	Arrive Stouffer Concourse Hotel Confirmation #: 3652773012

NOTE: Karen will meet you at the hotel.

THURSDAY, OCTOBER 7

8:30 a.m.	Breakfast with Michelle Nunn, Christa Roth, Rolette Thomas, Tenera McPherson from Hands On Atlanta at the Stouffer.
9:30 a.m.	Depart Stouffer Concourse Hotel en route to State Capitol via taxi
10:00 a.m.	Meeting with Georgia Governor Zell Miller 201 State Capitol

11:00 a.m. Depart State Capitol en route to Stouffer
Concourse Hotel, 1 Hartsfield Centre Parkway
(404-209-9999) via taxi
DIRECTIONS: 85 South to Aviation Commercial
Center Exit. Hotel is one block on right.

11:15 a.m. Arrive Stouffer Concourse Hotel.

11:15-12:00 Downtime and speech prep in hotel room

NOTE: Check out time is 1:00 P.M.

12:00 - 1:00 p.m. Buffet lunch with UNCF Board Members,
Ballroom A

1:00 p.m. Bill Gray introduces Dr. Johnetta Cole
Dr. Cole introduces Eli Segal

1:05 p.m. Eli introduces National Service video

1:15 p.m. **Remarks by Eli Segal**

1:30 p.m. Questions & Answers moderated by Dr. Cole

2:40 p.m. Depart hotel en route to airport via hotel
shuttle

2:50 p.m. Arrive Atlanta airport. Proceed to Delta
Terminal A

3:14 p.m. EDT Delta #499 (Atlanta to Denver)

4:16 p.m. MDT Arrive Denver Stapleton airport. Proceed to
rental car area. Drive to Vail

Monday, October 11

3:50 p.m. MDT United #710 (Denver to Washington Dulles)

9:04 p.m. EDT Arrive Dulles

WEDNESDAY, OCTOBER 6, 1993

CHICAGO, IL

EVENTS FOR THE DAY

NPR Interview

Community Policing Event

Corporate Community Relations Speech

Chicago Tribune Editorial Board

Peronnel Conference Call

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**NPR Interview - Chicago
10:00 a.m.**

Divider Title: _____

THE WHITE HOUSE
WASHINGTON

October 6, 1993

MEMORANDUM TO ELI SEGAL

FROM: ETHAN

SUBJECT: Interview on the "Mora Tapp Show" at 10 AM

The Maura Tapp program is a public affairs talk show broadcast on Chicago's local NPR affiliate, WBEZ. Ms. Tapp has shown a great interest in national service several of her recent programs have been on the initiative.

Joining you on the program will be Professor Charlie Moskos of Northwestern University. As you well know, Moskos has long been a key supporter of national service among academics.

The program lasts a total of two hours but only the first 45 minutes will deal with national service (10:00 AM - 10:45 AM). I wouldn't expect this program to be easy. From what I hear, Ms. Tapp is a bright and evenhanded host. Having hosted at least one anti-national service guest, she probably knows all the arguments against the program. Also, if she's done her homework, she's probably seen the Waldman piece.

cc: Susan Stroud

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Divider Title: _____

**Mtg w/ Matt Rodriquez, Police
Superintendent, Chicago 11 am**

Schedule At a Glance

- 11:00 - 11:30** [30 minutes] Meet with Chicago Superintendent of Police Matt Rodriguez re: nexus between community policing and the public safety component of National Service. Meeting place is 5th Floor, City Hall, Press Conference Room. Contact name is Helen Watts of Chicago P.D. (312) 747-5501.
- 11:35 - 12:00** [25 minutes] Warren Friedman picks up Eli and Susan with van outside **Clark Street entrance** to City Hall/County Building and drives to 70th Street and Emerald Avenue for site visit and talk with VISTAs.
- 12:00 - 12:35** [35 minutes] Eli spends some time with the two neighborhood VISTAs. Warren Friedman orchestrates. Action Regional Director, Mary Lubertozzi and two of her senior staff - Timothy Krieger (Ill. State Program Director) and Margaret Brown (Action program officers) -- accompany Eli and Susan.
- 12:35 - 12:40** [5 minutes] En route to Christ United Methodist Church (6401 South Sangamon in Englewood) by van.
- 12:40 - 1:00** [20 minutes] Meet with several other VISTAs, as well a handful of community leaders who work on crime and disorder problems in Chicago's neighborhoods.
- 1:00 - 1:30** [30 minutes] Travel to Hotel Nikko. Warren will drive Eli and Susan.

October 5, 1993

**Meeting with the Superintendent
of Police: Matt Rodriguez**

DATE: October 6, 1993
TIME: 11:00 am - 11:30 am
LOCATION: City Hall, Chicago, IL
121 North LaSalle Street
(enter LaSalle Street, no
parking available)
5th Floor Press Conference
Room (across from Cheryl
Thomas' office)
From: Rana Sampson

I. PURPOSE

You will meet with the Chicago Superintendent of Police to speak with him about the nexus between National Service and community policing. The point of this meeting and the event that follows is to understand the role National Service can play in community policing. These two meetings will give you an opportunity to understand this from the community, the volunteer, and the police point of view.

This first meeting is also an opportunity for you to get a feeling for Matt Rodriguez who you are considering as a possible candidate for the Corporation's Board.

II. BACKGROUND

The role for National Service public safety workers should be -- although we don't say this to the police unions -- to free up police officers so that police can focus their problem-solving skills on addressing crime and disorder problems in the neighborhoods. [See attached community policing memo written to the Attorney General.] In Chicago, officers are just now receiving problem-solving community policing training. National Service participants could help make community policing work. They can help with community policing's two component parts -- community engagement and problem-solving. Examples of what they can do are contained in the attached National Service public safety descriptive summary. In addition, as you know, police departments can establish a corps where similar work could be done opening up a career path for National Service workers to become police officers.

III. PARTICIPANTS

Chicago Superintendent of Police Matt Rodriguez

Barbara McDonald: Director of Research and Planning for the police. I have talked to her often. She has a very good understanding of community policing and has been a key person within the Chicago Police Department in setting up their community policing efforts. She has a very good relationship with CANS.

Deputy Chief Charles (Chuck) Ramsey: - He also has been instrumental in Chicago's community policing effort.

Jim Reilly: City Hall liaison for community policing.

Mary Sue Barrett: City Hall Director of Intergovernmental Affairs.

Contact name if anything goes wrong is Helen Watts of Chicago
P.D. (312) 747-5501.

August 25, 1993

MEMORANDUM FOR ATTORNEY GENERAL JANET RENO

FROM: RANA SAMPSON, WHITE HOUSE FELLOW

SUBJECT: COMMUNITY POLICING

This brief memoranda provides a follow-up to your August 23rd conversation with the Chiefs of Police from St. Louis, Ft. Pierce, Austin, Prince George's County, and Greensboro at NIJ's community policing conference. For a number of years now, I have provided technical assistance and training in community policing to police and city officials throughout the country, including three of the above-mentioned chiefs, and I would like to take this opportunity to follow-up with you to underscore community policing's essential elements. In addition, with community, government and political expectations raised concerning community policing, it is important to have a full picture about the level of progress the police profession has made thus far.

- Community policing is best understood through its component parts -- community engagement and problem solving. These two are integrally linked and must exist in tandem in a department doing community policing. Community engagement just for the sake of improving the police relationship to the community is community relations, not much more. And a problem-oriented approach that does not focus on the crime and disorder problems that communities care about misdirects scarce police resources and undermines police accountability to the public. Many police departments only rely on community engagement limiting their effectiveness in tackling crime and disorder problems.

- Community policing is not a return to a style of policing done in earlier times. Although some in the profession make this claim, it is generally because they were not around 30 or 40 years ago in policing or are truly unfamiliar with those times in our policing history. Not all communities had officers assigned to their areas who were helpful to its residents. Communities of color often do not have as fond memories of policing in their neighborhoods. In addition, the working environment in police departments was paramilitary (in many, it still is), and departments placed a high value on conformity -- both of which are characteristics that do not lend themselves to community policing. Officers, in most police departments, were seen as crime fighters, nothing more, and had few skills to help them do anything but criminal apprehension.

- Most police departments that claim to have implemented

community policing are only in the beginning stages of their efforts -- even those who have been at it for a few years. The chiefs that you met the other day represent some of the better community policing departments, yet only a handful of the officers in each of those departments is actually engaged in community policing. Most police officers, even in the better departments, remain unengaged from community policing efforts. This is true, in part, because many chiefs have opted for a split-force concept of community policing where only a small group of officers engage in community policing while the majority go about business as usual engaged in traditional reactive, incident-driven policing. In addition, for those few departments that have opted to implement community policing department-wide, a long-term (probably 10 years), transformational change will be required, offering little in terms of quick successes.

* • Community policing is not a series of programs (block watch and mentoring) nor a series of tactics (foot patrol and bike patrol). It is a philosophy that requires the transformation of the way we deliver police service. It requires police to change their organizations internally -- how they recruit, train, deploy, supervise, evaluate, transfer and promote personnel. It requires police to change the way they provide service. Under community policing, officers will be analyzing crime and disorder problems, working with the community on a search for alternative solutions, implementing solutions, and evaluating their effectiveness in between responding to calls for police service. It requires police to change the way they interact with the public -- engaging the public in the responsibility or co-production of public safety. It requires police to change the way they interact with the criminal justice system, reserving for the system only the most serious, deserving or problematic of offenders. It requires police agencies to change the working environment internally, the way first line supervisors and management interact with officers. And it requires police agencies to look to new training and technologies to better understand neighborhood crime and disorder problems. Community policing is all about tailoring solutions, based on thoughtful, in-depth analysis, to unique neighborhood crime and disorder problems, not applying generic models from other communities and overlaying them to the problems of another community.

• Community policing is probably most effective in a community which believes in community-oriented government -- where services are shared, customer-driven, integrated, and turf battles kept to a minimum. Yet we are only just learning about the effectiveness of community policing. In many places, boasts of reducing crime is unsubstantiated when put to greater scrutiny. This is not to say community policing doesn't reduce crime. Rather it must be done right and done well (thoughtful analysis and tailored solutions), and efforts must be focused on specific crime and disorder problems -- larcenies from the parking garage, drug dealing in a park, theft of social security

checks from an apartment house's mailboxes, drug sales in a mobile home park -- but most police departments are not doing this.

- Most police departments fail to measure the effectiveness of their community policing projects, (i.e. did moving the bus stop away from the vacant lot and environmentally redesigning the bus stop shelter really reduce purse snatchings?) Unless the profession is encouraged to document its efforts, it is unclear how assessments can be made.

- Finally, community policing departments are going to have to focus on their primary business -- crime control and prevention. To some extent, it is easier, as many police do, to focus less on this primary function and concentrate time and limited resources on projects that, while related, are the work of other government agencies (inspecting housing violations, clearing unkempt lots and parks, removing graffiti, establishing park basketball leagues). Police should only provide referrals and work with government officials to make sure the referrals actually work. Otherwise, these new tasks are extremely time consuming and labor intensive, and the hazard is that they distract police from their focus on crime control and prevention. In the long run, community policing will be judged, not on its ability to be a more efficient provider of other government services, but in its ability to prevent and control crime.

NATIONAL SERVICE AND PUBLIC SAFETY

The President's National Service Plan will offer Americans opportunities to serve our country and receive awards to pay for post-secondary education. According to Congressional estimates, by 1996, as many as 100,000 participants will be able to engage in service in one of four priority areas: education, environment, human needs and public safety.

Localities, associations, and other entities that are seeking National Service positions will develop plans for service. In all instances, programs will be required to meet important unmet needs, provide skills to participants, and not displace existing workers. Based on quality criteria developed in conjunction with experts, a Federal corporation and individual state commissions will then together select national service programs for funding.

The public safety component of National Service will include opportunities for participants in police agencies (sworn and non-sworn), as well as non-sworn opportunities in the courts, prosecutors' offices, community and institutional corrections, treatment, community-based organizations, and victim services. The Act aims to provide significant and substantive opportunities for National Service participants to work in challenging, skill-building assignments. Some National Service participants will be law students, others criminal justice or psychology majors. Some will need training to help prepare them for their National Service assignment. The bill proposes that participants receive an educational award of nearly \$5,000 for one year of service. Police departments, courts, prosecutor and defender offices, criminal justice service providers, as well as non-profit organizations interested in reducing crime and violence can apply for assistance including federal assistance towards: a modest stipend, healthcare and childcare benefits, and training costs of the National Service Officer.

Police practitioners have suggested some of the following assignments for National Service Officers (NSO's) who could be trained to meet these unmet needs:

- conducting community surveys of neighborhood crime and disorder problems
- working on projects to prevent senior victimization
- staffing a police substation

- preparing victims/witnesses for their appearances in court
- researching points of law for district attorneys' offices in preparation for trial
- preparing exhibits for trial
- developing, organizing and scheduling anti-drug educational programs as part of a court liaison program with schools
- developing model education programs tailored to inform local businesses of new environmental laws and innovative compliance options
- training middle and secondary school students in conflict resolution skills
- assisting with court-ordered mediation

Victim assistance providers have suggested some of the following assignments for National Service Officers (NSO's) who could be trained to meet these unmet needs:

- training high school students in peer counseling
- helping domestic violence victims navigate the court system and linking them to needed social services
- monitoring community restitution programs
- representing abused and neglected children as court appointed advocates
- serving as crisis intervenors at crime scenes and on hot lines
- staffing victim assistance desks in neighborhood courts
- coordinating victim counseling volunteers
- training middle and secondary school students in conflict resolution skills
- helping communities develop disaster relief plans
- working on projects to reduce victimization of senior citizens

Community and institutional corrections personnel have suggested some of the following assignments for National Service Officers (NSO's) who could be trained to meet these unmet needs:

- supervising offender work programs and staffing intermediate sanction programs including home arrest
- supervising probationers and parolees engaged in community compensatory service and restitution projects
- teaching offenders basic reading, math and computer literacy skills
- teaching offenders life skills including job preparation and personal fiscal management
- teaching jail industries in marketable areas like data management, construction, and the automotive trades
- staffing prison libraries and training prison library staff
- teaching correctional personnel literacy instructional skills, as well as the basics of foreign languages needed for interaction with diverse populations

These are just some of the suggestions proposed thus far by practitioners in the field. The President hopes to have the first National Service Officers on the streets for the summer of 1994.

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**Community Policing Event
Chicago 12:00 p.m.**

Divider Title: _____

October 5, 1993

**Meeting with VISTA Volunteers Placed
with the Chicago Alliance for Neighborhood Safety (CANS)**

DATE: OCTOBER 6, 1993
TIME: 11:35 to 1:00 pm
LOCATION: Chicago, IL (Englewood Neighborhood)
Meet Warren Friedman in van outside
Clark St. entrance of City Hall/County
Building for transportation to 2 Sites:
• 70th and Emerald Ave, Englewood
• Christ United Methodist Church
From: Rana Sampson

I. PURPOSE

You will visit two different sites and hear from VISTAs who will talk about their work experience and then hear from community leaders who you can ask questions of about the role of National Service workers in community policing. The VISTAs were recently placed with the Chicago Alliance for Neighborhood Safety (CANS) and are now working on neighborhood crime problems. At the **first site**, a street corner in the Englewood neighborhood, two VISTAs will describe their work and you will be able to see:

- the types of crime and disorder problems VISTAs work with community members and police to address,
- the work VISTAs do in relationship to community policing,
- the problems National Service participants might face working in community policing efforts,
- the kind of training National Service workers would need for this kind of experience (this is a first time program, so the training VISTAs received was new as well),
- the kinds of outcomes that could be expected over time from this kind of placement

At the **second site**, a church, you will meet with a few more VISTAs, also placed with CANS, and with a few (approximately thirteen) community leaders who are engaged in addressing crime and disorder problems with the police. You will:

- gain an understanding of the value of the VISTAs to the community,
- get a sense -- from the community's perspective -- of what the possible outcomes to the VISTAs' work might be,
- get a sense of whether you need a minimum number of National Service public safety participants in one place to make a difference.

II. BACKGROUND

As you may know, 16 VISTAs were recently placed with the Chicago Alliance for Neighborhood Safety (CANS). They work with the community in support of community policing. The hope is that VISTAs will help identify neighborhood crime and disorder problems, will work with community members to mobilize interest in problems, and will work with the police and the community to develop narrowly tailored, long-term solutions to these neighborhood crime and disorder problems.

Warren Friedman, CANS Executive Director, is an interesting and knowledgeable person. I have read several of his articles on the role of the community in community policing and I called him several months ago to inquire about CANS' work in Chicago. We have spoken on a number of occasions about community policing. He has worked to try to get the Chicago Police Department engaged in community policing for several years now.

Placing community policing advocates in the community, as opposed to the police department, is a novel idea, and it will be interesting to see how this works over time. The VISTAs received VISTA-developed training in late August and CANS-developed training in early September, and have been on the streets for only a few weeks. While it is early in their experience, I think there are interesting things to learn from this visit. Mary Lubertozi, Action Regional Director and Diana London, Acting VISTA Director agree.

III. PARTICIPANTS

Warren Friedman, Director of CANS
Mary Lubertozi, ACTION Regional Director
Timothy Krieger, ACTION IL State Program Director
Margaret Brown, ACTION Program Officer
Reverend John Porter, Christ United Methodist Church
[2 VISTAs at first site: Ron Ware and Michael Jackson]
[4 VISTAs at second site: Eithne Barton, Melanie St. Clair, Hugo Rojas [National VISTA recruit], and Hanifah Al-Amin.]
[Community people at Church include: Steward Turner, Joe Guzman, Jerry Waters, Candice Howell, Karen Hoover, Iris Johnson, John Porter, Selena Pettigrew, Nancy Cobb, John Molden, Ani Russell, Carols Miranda, Dr. Thomas.]

IV. LOGISTICS

Warren Friedman picks up Eli and Susan with van outside **Clark Street entrance** to City Hall/County Building. He will have ACTION Regional Director, Mary Lubertozi, and her staff, with him. You will drive with Warren to Chicago's Englewood neighborhood -- a high crime African American community where 2 VISTAs work. Site is 70th Street and Emerald, a street corner

where there are emerging block watch groups. Crime problems include prostitution and drug sales. Warren and two VISTAs will provide a tour of the area on foot and explain their work. Reverend John Porter of the Christ United Methodist Church will also be present.

At the second site, Christ United Methodist Church, community leaders will be engaged in a steering committee meeting. They are members of the community policing task force. This group is the major partner to the police in its community policing efforts. When Eli enters, Candace Howell will suspend the meeting's business. Candace will announce that Eli is there. Eli can add to this introduction and he should introduce his accompanying guests. Meeting members will very briefly introduce themselves and then Eli will have an opportunity to ask questions related to the objectives outlined above.

V. REMARKS

None

Contact name if something goes wrong is Warren Friedman (312) 461-0444.

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**Corporate Community Relations
Speech, Chicago 1:45 p.m.**

Divider Title: _____

THE WHITE HOUSE

WASHINGTON

Tuesday, October 5, 1993

SPEECH TO THE CENTER FOR CORPORATE
COMMUNITY RELATIONS AT BOSTON COLLEGE

DATE: Wednesday, October 6
TIME: 1:30 p.m.
LOCATION: Hotel Nikko Chicago, Ballroom A
FROM: Jodi Kanter

I. PURPOSE

You will address approximately 150 corporate community relations people on the Administration's efforts to implement a national service program emphasizing the role of corporations in shaping this vision.

II. BACKGROUND

The 1993 Leaders Conference: Strategic Community Relations will explore current issues and trends in corporate community relations. The centerpiece of the conference's first day is a keynote panel representing three different perspectives on "The Changing Business Environment." You are the last of three speakers. Peter Morrison, a demographer from RAND, will speak first in general terms of new trends in families, employees, diversity and job related issues. Joel Kurtzman, executive editor of the Harvard Business Review, will follow with a discussion of the changing social compact of private business and government, and employee economics. After your presentation, Jack Sabater of IBM will moderate a panel question/answer session.

The panel will be arranged in front of the room with three chairs behind a table with individual microphones and a podium with its own microphone. You will make your remarks from the podium and then be seated again for Q&A.

III. PARTICIPANTS

150 corporate community relations people from companies throughout the country.

Panelists include: Peter Morrison, RAND
Joel Kurtzman, Harvard Business Review
Jack Sabater, IBM

IV. REMARKS

Speech to follow

I think I'm
the only person
here whom I
haven't heard of.

Joel Kurland
Peter Marciano

And this is one of the moments when you're
way ahead. It's reminded business people not to
learn when to make speeches. Then they get
wise & learn when not to make them.

ELI SEGAL

CENTER FOR CORPORATE COMMUNITY RELATIONS LEADERS CONFERENCE
Chicago, IL October 6, 1993

Mark Twain once said I can live for 2 months on a good compliment. You... for years.

Thanks, Jack. It's great to be here in Chicago, and I
say it despite the gloom in a city which experienced the White Sox defeat yesterday &
I'm an optimist, and Chicago is the home of the oldest ^{Michael Jordan}
example of human optimism I know about: Cubs fans. ^{retired today.}

I think Cubs fans have kept the faith against such
staggering odds for one reason: because they know
that, in the long run, optimism makes for a winning
team.

Two weeks ago yesterday, your President signed
into law the National and Community Service Act of
1993. Before the ceremony, they put up a tent on the
South Lawn; it was supposed to rain that afternoon. It
didn't rain.

And when President Clinton entered the tent with 60 energetic young people from youth corps around the country, the audience of more than 1000 rose in a spontaneous ovation. Present that day were service warriors from FDR's Civilian Conservation Corps of 60 years ago; Sarge Shriver -- who launched not only the Peace Corps, but VISTA and the Older American Volunteer Programs; heads of service organizations of all kinds and descriptions; and leaders from the worlds of business, foundations, academia and athletics. They cheered again, as President Clinton used FDR's pen from the CCC signing, and JFK's pen from the Peace Corps ceremony, to launch Americorps. September 21 was a banner day for optimists and for the land in which we believe so deeply.

I want to spend a few minutes today describing why that optimism is so well placed: telling you what this new Corporation is going to do and how we're going to do it. Then, I want to discuss [with you] your crucial role in this new program.

National service will unleash our nation's greatest natural resource--the idealism and energy of our people. Starting next year, it will elicit substantial commitments from tens of thousands of Americans to improve our communities through their service.

The participants in our new Americorps will be tutoring our students, cleaning up our streams and parks, joining patrols of our streets, and doing the other hard and necessary work each of us would list as needed here in Chicago and across the country.

Let me give you just one example of this work: the day after he signed our national service legislation, the President unveiled his plan to fix a badly broken health care system. In the course of it, he lamented our dreadful record on immunizing our young. Under his program, your government will buy the vaccines for the millions of unprotected children.

And that's where national service steps in. We will get mothers and fathers to bring their kids to the clinics; we will keep those clinics open after hours; we will educate them about preventable diseases; we will man the 800 number; and we will do whatever else communities believe it will take to get the job done.

Peter talked about our childhood prenatal care record. We can help him too.
[We will change the noble idea of community service into a reality] as we began doing on a trial basis in Philadelphia and Texas this past summer.]

Americorps participants will not supplant traditional part-time volunteer services. Rather, they will supplement existing activities by providing talented resources, available essentially full-time.

And like the G.I. Bill, our Corporation will reward those who serve their ^{communities} ~~country~~ with increased educational opportunities. They will receive an educational benefit of nearly \$5000 after they've finished a full year of service, in addition to minimum wage while they're working. And our country will benefit again later when they put the knowledge they've gained through that educational grant to work.

Americorps works differently from service organizations. It won't operate community programs itself. Instead, we will invest in the good ideas of organizations already operating in your communities.

Our philosophy is different, too. We combine an optimistic spirit with an approach which reflects the lessons of the marketplace. When I was in business, we tried many things, and some of them just plain didn't work. I never found that surprising. But for some reason, when it comes to government, the expectation is that any failure is attributable to fraud or mismanagement. That's just not true. Innovation means taking risks -- and that means the risks of missteps, [not the prospect of an unbroken series of triumphs.]

So our Corporation will operate like a venture capital firm, investing in local nonprofits with good ideas. We'll demand results--not rhetoric. Those programs that don't work in your communities and across the U.S. will simply be cut off.

This competitive process will operate at all levels.

One-third of Americorps' grants will be made to programs selected by states after their own internal competitive process; one-third after competition among the states; and the final third after competition among direct applicants to the new national Corporation.

And when a program does work, we'll help expand it. The new Corporation will be relentless in seeking out the most profitable uses of its limited resources.

[We are committed to proving that a federal program can be soft-hearted and hard-headed at the same time.]

Americorps, then, is reinvented government at its best: non-bureaucratic, cost-effective and innovative. What's more, this government program celebrates and depends upon a real functioning partnership with the private sector.

The journey from campaign idea to legislative passage was a painstaking one for me, [still an idealist and an optimist after backing 7 previous losing Presidential candidates.] There were the inevitable compromises and differences. There was a last minute Senate filibuster. I'm frequently asked what my impressions of all this are. I usually reach two obvious conclusions: Number one, American capitalism is a lot simpler than American democracy. Number two, everything is simpler than American democracy. The Lord's Prayer consists of 56 words; the Ten Commandments 297 words; the Declaration of Independence 300 words -- The National and Community Service Trust Act of 1993, 22,000 and still

counting. In my former life, I was a 12000 piece puzzle. Symbolically, in our psyche, all these colours & shapes

But I have always thought that passing the law was the easy step, in the longer journey of making national service a reality in every city, town and hamlet of America. To succeed in that journey, we need your help.

As business people, you [and I] have long recognized the important role that corporations can and must play in effective community service. In 1910 Jane Adams, the Nobel Prize winning founder of Chicago's Hull House, said, "[Individual] beneficence is totally inadequate to deal with the vast numbers of the city's disinherited."

If Jane Adams had it right, ^{over} 80 years ago, the Center for Corporate Community Relations has it right today

[This Center for Corporate Community Relations has been helping corporations around the world help their communities for nine strong years and I applaud that work. It's terrific.]

And I'm here today at the request of the Center to tell you how you can help us & help yourselves & your communities at the same time.

[Now, there's a new opportunity to help your communities. Although national-level involvement will also be possible, I want to encourage you today to begin your support work locally.] Let me tell you four specific ways you can do that.]

First, you can fund local programs that have been approved for national service participants. In order to receive Americorps members, a non-profit will need to show broad-based community support; it will need to raise at least 15% of the minimum wage each Americorps member will be paid. You can help make that happen. And if you do, the federal Corporation will fund the remainder of the Americorps wage and the full educational award.

a city or state, an educational institution, a labor union or a religious group.

Second, you can encourage company employees to provide management, training and other assistance to local programs by allowing them release time or providing paid leave -- or at least making it part of your corporate culture that everyone volunteers on their own time. Business people will be especially needed, for good training and management are as essential to our business as they are to yours.

Third, you can donate products such as work shirts, computers, office space and supplies which will be required by local programs.

And fourth, you can offer employment opportunities to qualified "graduates" of local Americorps programs.

For national service to work, we need you. Without your energy, your wisdom and your resources, I'm convinced we'll look back on this bold undertaking with disappointment. Some of you endorsed our bill, or even testified for us. You did so -- and continue to work in your communities far from the legislative arena in Washington -- because you know the benefits in terms of image, customer loyalty and employee morale that an active role in service to your communities provides.

But as you well know, the most important return on your investment will be the changes you'll see in your neighbors and in your neighborhoods. When more Americans can read, when homelessness is reduced, when streets are safer, ^{there} businesses and business people ^{will} ^{thrive} [directly benefit]. And when the common fabric of our society, [woven with such care and sacrifice by those before us; both strained and blessed by our modern diversity; and forced to cover new challenges in a world hurtling toward the 21st Century -- when that fabric is re-knit by the common efforts of uncommon Americans -- then we are all enriched.

All communities different. Tigger
people of shape size & color. 12000
Place most
popular.
Sheep,
size &
color.
No two
people
called
same way.
But objection
is to get
it done.
There will
be many
diff. opinions
but at the
end of the
day if

I realize the importance of your role in this effort when I think about how I would have addressed a group like this twenty-five years ago. In 1968, I was deeply involved in the presidential campaign of Eugene McCarthy. I was sure then that I had all the answers, and that what America needed was for me to go to Washington and provide those answers to a waiting nation. Fortunately--for me and for the country--I have had a long time to rethink my ideas. Those twenty-five years taught me that I do not have all the answers, and neither does anyone else. So when I finally participated in a winning campaign, I was not sure that I wanted to go to Washington after all.

including
Jail, 2
revised
reports.

-- 7 long losing presidential campaigns interspersed with
some business success for me --

-- but

~~and~~

What brought me into the government was the opportunity to be part of President Clinton's national service initiative. This program made sense to me. It fit not only with my values, but with the lessons I learned as a businessman and as a citizen. I no longer believe that government, acting alone, is the answer. I know that together, we are the answer.

I'd like to close where I began: with optimism.
At Wrigley Field, the flag of optimism is carried by
Harry Caray, the Cubs' longtime announcer, who--even
on a cold, wet day at the end of the season with the
Cubs thirty games out of first and down five runs --
announces a long fly ball with a resounding shout of,
"It might be...it could be...it IS, a home run!"

Despite all the good work that's been done by many players in the last quarter century, including those in this room, America's great spirit of civic responsibility has been in a bit of a slump. But today, Americans of all ages and backgrounds in communities around the country just **might be** re-dedicating themselves to each other. With the support of the new Corporation for National and Community Service, dedicated and creative community organizations **could be** on the verge of meaningful solutions to the educational, human, public safety and environmental needs of the nation. And with continued superb leadership from you and your corporations, I announce [confidently and proudly] that this **IS** our season--the season of service.

With appreciation for your past efforts and excitement about our common future, I thank you.

So as we brood about ~~the~~ Michael and the Sox, and as we ^{deal with the trading game situation in} ~~look at the~~ ~~confront~~ Somalia, Russia, + Chinese nuclear tests, we should understand that our service is not another problem; it's a delivery system for change. We may not be too numerous each time we slide to the plate, but with your help we'll ~~still~~ have lots of base hits.