

THE WHITE HOUSE
WASHINGTON

✓
Chron

Date 2/4

To: Bruce Reed, Elena Kagan

From: The Staff Secretary

Do you think POTUS wants
a written reply to Carol, or
follow-up.

Are you following up? Please advise

PM

THE PRESIDENT HAS BEEN
1-16-98



NATIONAL INSTITUTE FOR LITERACY

Review

January 14, 1998

✓
President Bill Clinton
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

*Press
Needs to be
by*

Dear Mr. President:

I am very pleased to be able to place this copy of our soon-to-be-published report, "*The State of Literacy in America*" in your hands. This is the only copy that exists, and it was created especially so that I might give it to you ahead of schedule.

This report is a part of the national literacy public awareness campaign that I have been directing for the past two years. The focus of the current campaign message is the importance of literacy to good policy, and we have prepared materials for use by literacy advocates in making the case for strengthened literacy support among policymakers.

I believe you will be interested and concerned as you read the very brief introduction (which is written in lay terms) and peruse the national map and chart of state literacy rates for adults at the lowest level of literacy skills. I also believe that, while I have noted below several action steps for your consideration as you move toward the State of the Union, you will draw some conclusions of your own as to how the low literacy levels of Americans age 16 and older impact other policy areas important to your Administration. This is my hope.

It is clear that you believe literacy skills are essential for all Americans. I saw your commitment first-hand when I was Executive Director of the Arkansas Governor's Commission on Adult Literacy. Now, with Welfare-to-Work, your Commission's dialogue on race, America Reads, Hope Scholarships, and the technology education and training program you announced only days ago, to name only a few, I think you will agree that the success of each of your initiatives rests in no small measure on the literacy skills of those you seek to help.

Possible policy outcomes as a result of the report

1. Increase funding for Adult Education and Literacy programs. Increase the amount of federal funds to state adult education and literacy programs to at least \$500 million--up from the current \$345 million. Your own budget recommendation this year was \$382 million. (Division of Adult Education and Literacy, Office of Vocational and Adult Education, US Department of Education.) Both public adult education and volunteer-based literacy programs are eligible for

these funds and need a major infusion of support to meet demands for service. This modest increase would be historic and significant. It would show a real commitment to lifelong learning.

Further, a directive from you to federal agencies for increased collaboration and planning with literacy policy specialists would be a bold signal as to the importance you place on this fundamental need for all agencies to pay attention to how literacy affects the lives of their constituents. Already we work with health insurance-medical professionals and welfare-to-work (HHS), job training (Labor), corrections and parole literacy programs (Justice), public housing (HUD), America Reads (Education), National Skills Standards, and Small Business Administration and a host of other agencies we have made inroads with. But nothing requires them to think and plan with literacy in mind. It would be interesting to consider the possibility of asking agencies to come up with a "literacy impact statement" similar to an environmental impact statement.

2. Hope Scholarships. Consider allowing use of the scholarship by adult learners without high school credentials who wish to matriculate at community colleges. Adults could take basic skills courses for credit and continue into higher education track course work and increased employability. Many adult students with literacy needs would be better served by community colleges because of employment schedules and availability of public transportation. Further, the increased self-esteem that results from attending classes on a college campus is a major boost to adult learners and would serve as an orientation to campus and academic life. Some states currently fund public adult education through the community college system.

3. Welfare-to-Work. You already have stated that you want your program to build long-term self-sufficiency. If workers do not have basic education/literacy skills, this goal is not likely to prove possible. Welfare-to-Work clients want to get decent jobs and to know that any and all education or training programs or job experience will help them reach this goal. They must build resumes that employers will reward.

Additionally, the large percentage of women on welfare who are also mothers with children on welfare need special encouragement. Most are already working but are stuck in dead-end jobs without hope of climbing the internal job ladder. Only increased education will qualify them for better jobs.

Since education services have been largely written out of the welfare reform legislation, including the new \$3 billion welfare-to-work program, the 50 percent of welfare recipients without a high school degree could benefit from on-the-job educational training. (Welfare recipients read, on average, at the sixth grade level.)

3. Race and Literacy. The attached summary pages from the National Adult Literacy Survey of 1993 show the discrepancies in literacy skills among ethnic populations. Any policies designed to provide a level playing field for all must begin with a universal solid grounding in literacy. Your race commission would do well to consider literacy as a critical area for reform

and equal access, no matter what the age of an individual. Further, there need to be special inducements for high-school dropouts to get back on an educational track as soon as possible.

4. **Learning Disabilities (LD).** Since one significant cause of literacy problems is considered to be LD, you might want to suggest the possibility of early LD screening for all children. The latest research on reading disabilities has shown that early intervention with appropriate instruction is the best hope for many children who are now falling further and further behind -- and who almost certainly make up a significant proportion of youth and adults with low literacy.

Additional ideas for a policy announcement include:

- Appointing a "blue ribbon" panel, possibly chaired by Paul Simon, to report back to you by International Literacy Day, September 8, 1998 with a set of recommendations for what the nation must do to give Americans with low levels of literacy and education a chance to find opportunity in the economy and society of today and the future. Our Board is appointed by the President and confirmed by the Senate. With Paul Simon's confirmation in July, the Board consists of all Clinton nominees, so it could serve as a ready-made panel, or another group could be named.
- Announce a legislative initiative for the next fiscal year. It could be a special section and appropriation to the Adult Education Act that would provide funding for specific populations and areas of need, such as English as a Second Language (ESL) and welfare-to-work. In the case of ESL, the information we have collected about waiting lists exposes a national shame - - several months to several *years* in major urban areas -- and could justify, and generate support for, an effort like this. The recent National Center for Education Statistics (NCES) report on dropouts also demonstrates the need of immigrants for alternative education services. You could announce that there will be a follow-up to the 1992 National Adult Literacy Survey report that would provide a picture of literacy in the nation by 2002. Preliminary planning for such a survey has been initiated by NCES, but a Presidential announcement could make sure it actually happen.

Thank you, Mr. President, for your commitment to literacy for all. This report, grave as it is, demands that literacy be made a national priority. You always told me to keep you posted and never to let you miss an opportunity for service. Here it is.

Yours sincerely, and with gratitude in advance for what you will do,



Carolyn Staley
Deputy Director

Average Years of Schooling, by Age

Age	Average Years of Schooling*
16 to 18 years**	10.8
19 to 24 years**	12.5
25 to 39 years	12.9
40 to 54 years	13.1
55 to 64 years	11.8
65 years and older	10.7

*in this country.

**Many adults in these age groups are still in school.

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

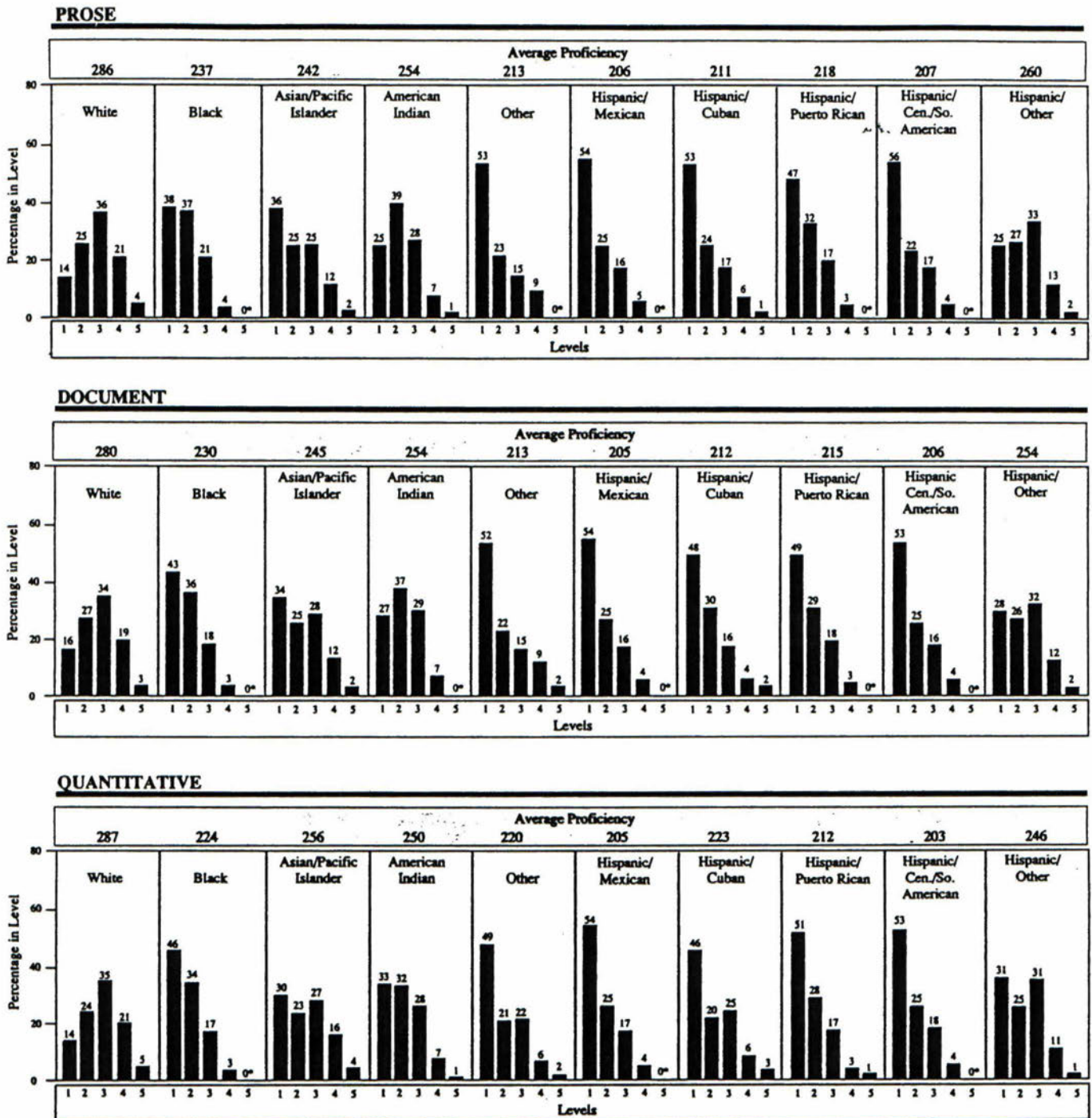
Results by Race/Ethnicity

Because such a large number of adults participated in this survey, it is possible to report performance results for many more racial/ethnic groups than has been possible in the past.

The average prose literacy of White adults is 26 to 80 points higher than that of any of the other nine racial/ethnic groups reported here (FIGURE 1.6). Similar patterns are evident on the document and quantitative scales. On the document scale, the average scores of White adults are between 26 and 75 points higher than those of other groups, while on quantitative scale they are from 31 to 84 points higher.

With the exception of Hispanic/Other adults, the average proficiencies of the Hispanic subpopulations are not significantly different from one another. On average, Mexican and Central/South American adults were outperformed by Black adults. In contrast, Hispanic/Other adults outperformed Black adults on the prose and document scales by more than 20 points. (On the quantitative scale, the difference is not significant.) Their performance was, on average, similar to that of Asian/Pacific Islander adults and American Indian/Alaskan Native adults.

Literacy Levels and Average Literacy Proficiencies, by Race/Ethnicity



*Percentages below .5 are rounded to 0.

Level 1 (0 to 225) Level 2 (226 to 275) Level 3 (276 to 325) Level 4 (326 to 375) Level 5 (376 to 500)

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

When one compares the average proficiency results for White and Black adults and for White and Asian/Pacific Islander adults, one sees very different patterns across the three literacy scales. While the proficiency gap between White and Black adults *increases* across the prose, document, and quantitative scales (from 49 to 63 points), the gap between White and Asian/Pacific Islander adults *decreases* (from 44 to 31 points). On the prose scale, the average proficiencies of White and Black adults differ by 49 points, compared with a difference of 44 points between White and Asian/Pacific Islander adults. On the document scale, the proficiency gap between White and Black adults is 50 points, whereas between White and Asian/Pacific Islander adults it is 35 points. On the quantitative scale, the average proficiency of White adults is 63 points higher than that of Black adults, but only 31 points higher than that of Asian/Pacific Islander adults.

The differences in average performance between Black and Asian/Pacific Islander respondents are even more striking. The two groups performed similarly on the prose and document scales, but Asian/Pacific Islander adults outperformed Black adults by 32 points on the quantitative scale. Such differences in the patterns of performance reflect the different backgrounds and experiences of these adults. If performance were reported on a single literacy scale, such important variations across the scales would be masked.

The racial/ethnic differences in performance reflect the influence of many variables. Data on some of these variables were collected as part of the National Adult Literacy Survey, including information on educational attainment, age, and country of birth.

Educational Attainment and Racial/Ethnic Differences

Given the strength of the relationship between adults' level of education and their literacy performance, it was hypothesized that proficiency differences among the various racial/ethnic groups might be related to varying educational attainments. The average years of schooling in this country reported by respondents in different racial/ethnic groups are presented in Table 1.5. Because the numbers of adults in each of the Hispanic subpopulations are relatively small, analyses of the nine levels of educational attainment within each group result in unreliable estimates. Therefore, the five Hispanic subpopulations are combined for these analyses.

Hispanic adults reported having had the fewest years of schooling of all the groups — just over 10 years, on average. The average years of education attained by Black adults and respondents of American Indian/Alaskan Native origin are similar: 11.6 and 11.7 years, respectively. Thus, these groups had

Average Years of Schooling, by Race/Ethnicity

Race/Ethnicity	Average Years of Schooling*
White	12.8
Black	11.6
Asian or Pacific Islander	13.0
American Indian or Alaskan Native	11.7
Hispanic groups	10.2

*in this country.

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

completed more years of school than Hispanic adults, on average, but at least a year less than either White or Asian/Pacific Islander adults.

While these differences in years of education may help explain some of the gaps in performance among the various racial/ethnic groups, they do not explain all of the disparities that are found. Another way to examine the relationship between years of schooling and racial/ethnic differences is to compare proficiencies across levels of educational attainment (FIGURE 1.7).

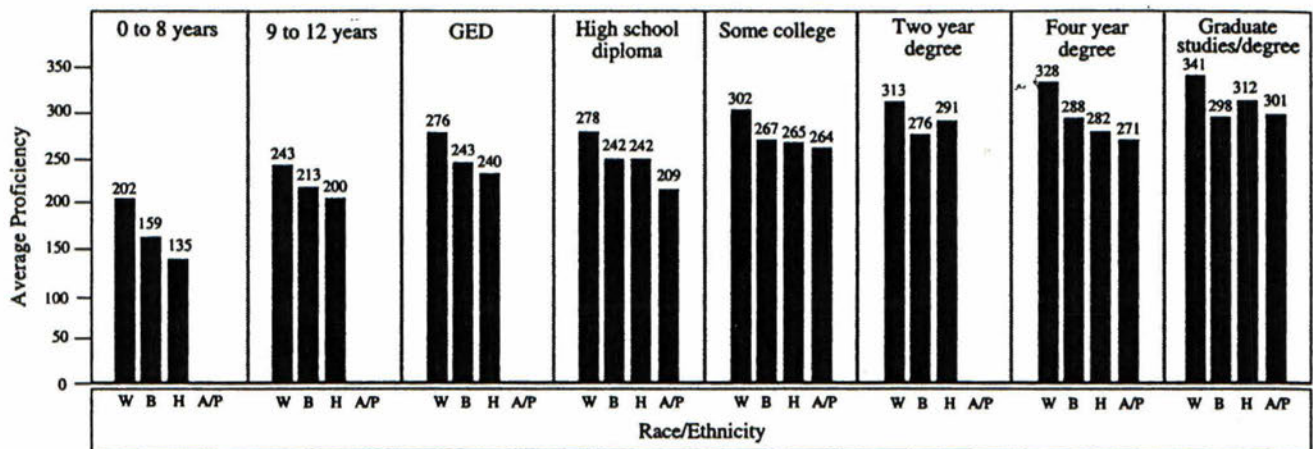
For the most part, differences in average proficiencies among minority subgroups are reduced when comparisons are made only among individuals with the same levels of education. Even when one controls for level of education, however, large differences in average performance continue to be observed (TABLE 1.6).

The average differences in prose, document, and quantitative proficiencies between White and Black adults are 49, 50, and 63 points, respectively. When level of education is taken into account, the average proficiency differences across the nine levels of education decrease to 36, 37, and 48 points, respectively. The remaining disparities in performance between White and Black adults may be the result of numerous factors. One plausible explanation is the variation in the quality of education available to these two populations. Differences in socioeconomic status are also likely to be a factor.

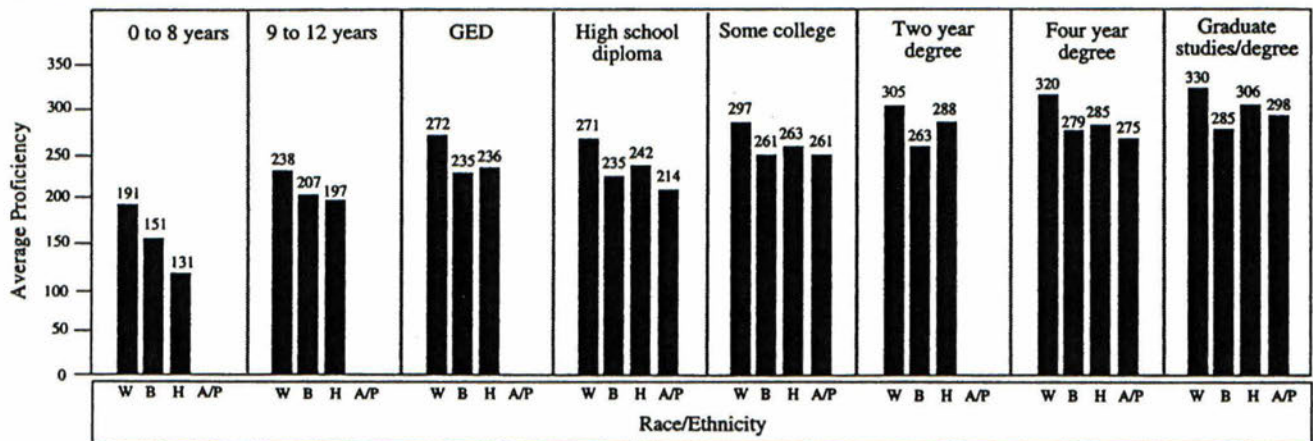
When comparing the differences between White and Hispanic adults, the effects of controlling for education are even greater than for White and Black adults. This reflects the larger difference between these two groups in years of

Average Literacy Proficiencies, by Highest Level of Education Completed and Race/Ethnicity

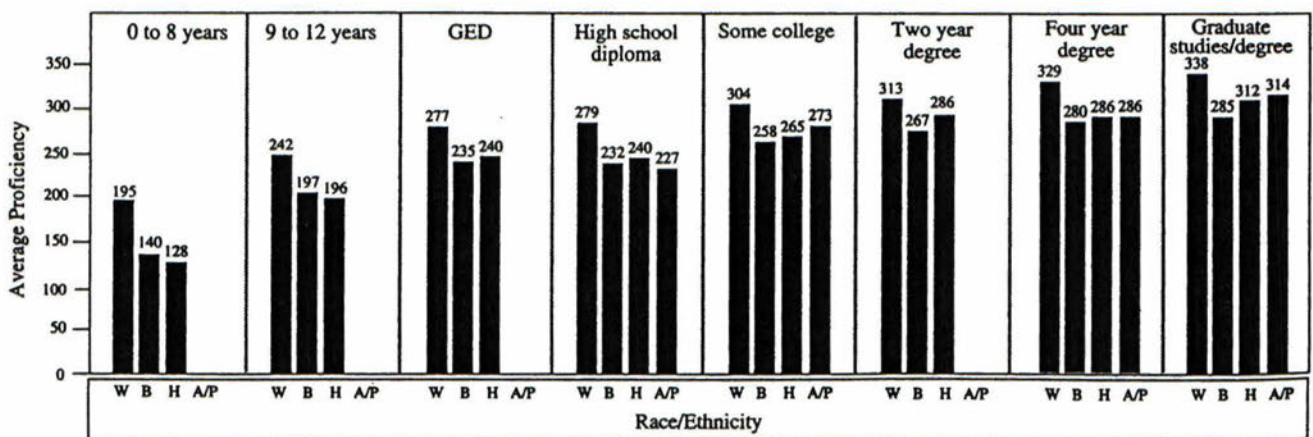
PROSE



DOCUMENT



QUANTITATIVE



Note: The numbers of Asian/Pacific Islander adults who had completed 0 to 8 years or 9 to 12 years of education, a GED, or a two year degree are too small to provide reliable proficiency estimates.

W: White B: Black H: Hispanic groups A/P: Asian/Pacific Islander

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Differences in Average Literacy Proficiencies Between Various Racial/Ethnic Groups, Overall and by Level of Education

Differences Between:	Overall Difference	Average Difference by Level of Education*
White and Black Adults		
Prose	49	36
Document	50	37
Quantitative	63	48
White and Hispanic Adults		
Prose	71	40
Document	67	35
Quantitative	75	41
White and Asian/Pacific Islander Adults		
Prose	44	54
Document	35	45
Quantitative	31	40

*The "average difference" column reflects the weighted average of the proficiency differences between each pair of groups across the levels of education. For the White-Black and White-Hispanic comparisons, the average is based on all nine levels of education. For the White-Asian/Pacific Islander comparisons, the average is based on the four levels of education for which there are reliable estimates.

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

schooling, as reported in Table 1.5. The average difference across the three scales is reduced by almost 50 percent when level of education is taken into consideration. Overall, the average differences in prose, document, and quantitative proficiencies between White and Hispanic adults are 71, 67, and 75 points, respectively. When one takes levels of education into account, however, these differences decline to 40, 35, and 41 points across the three literacy scales.

In contrast, given the similarity in the number of years of schooling completed by White and Asian/Pacific Islander adults, the differences in average performance do not change significantly when level of education is taken into account. That is, whereas the average differences in prose, document, and quantitative performance between White adults and respondents of Asian/Pacific Islander origin are 44, 35, and 31 points, respectively, the average differences are 54, 45, and 40 points on the three scales when one compares performance while controlling for level of education.

Age and Racial/Ethnic Differences

While there continue to be disparities in educational attainment among individuals with different racial/ethnic characteristics, levels of education have risen for all individuals throughout the last century. Therefore, it seems important to explore racial/ethnic group differences in various age cohorts. One might expect that the differences in average years of education among the racial/ethnic groups would be smaller for younger adults, and that the differences in average proficiencies would therefore be higher for older adults.

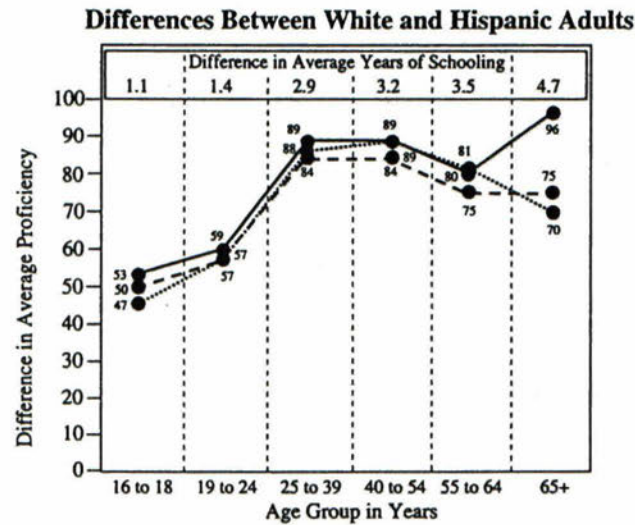
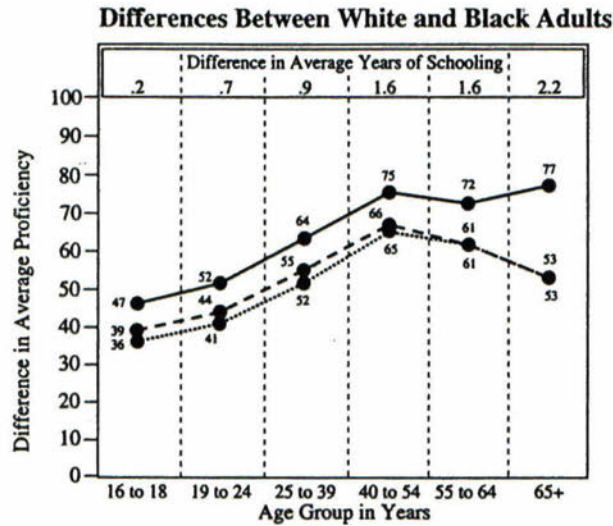
Figure 1.8 shows the differences in average literacy proficiencies and in average years of schooling between White adults and those in the other minority groups by age. The differences in average years of schooling between White and Black adults and between White and Hispanic adults increase across the age groups, and so it is not surprising to see that these are mirrored by rising disparities in literacy performance. For example, across the scales, the average proficiency difference between Black and White adults in the 16 to 18 age group is 36 to 47 points. The accompanying difference in years of schooling is .2 years. In contrast, in the 40 to 54 age group, the average performance gap between White and Black adults is much larger, ranging from 65 to 75 points. The corresponding difference in average years of education is 1.6 years.

Across the age groups, there are even larger differences in average literacy proficiencies and years of schooling between White adults and respondents of Hispanic origin. Among 16- to 18-year-olds, the difference in average years of schooling between these two groups is 1.1 years, and the proficiency differences range from 47 to 53 points across the scales. Among 40- to 54-year-olds, on the other hand, the difference in average years of schooling is 3.2 years, and the proficiency gap is between 84 and 89 points on each scale.

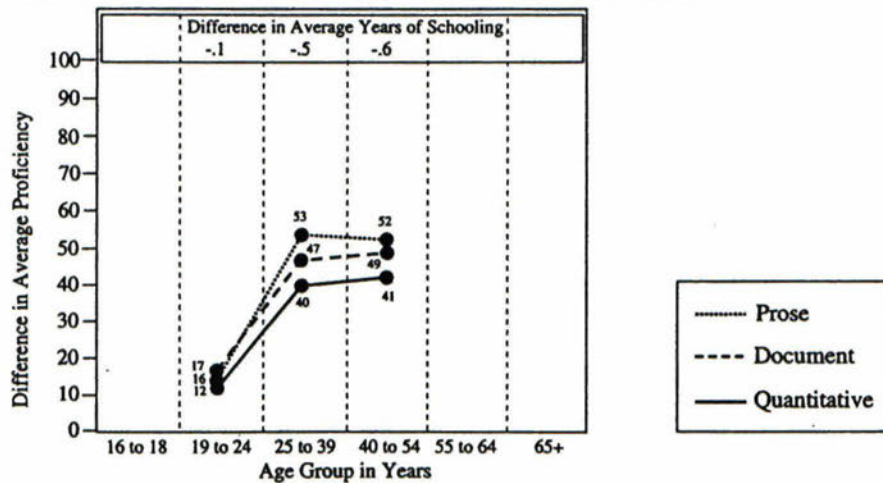
For White adults and those of Asian/Pacific Islander origin, a different pattern is evident. The numbers of Asian/Pacific Islander adults in the 16 to 18, 55 to 64, and 65 and older age groups are too small to provide reliable proficiency estimates. In the age categories for which data are available, however, White adults outperformed Asian/Pacific Islander adults, but there are no significant differences between the two groups in average years of schooling. It is noteworthy that the performance gap between White and Asian/Pacific Islander adults is relatively small in the 19 to 24 age group.

In making the comparisons between White adults and those of either Hispanic or Asian/Pacific Islander origin, it is important to remember that first language spoken and country of birth may contribute substantially to the proficiency differences that are observed.

Differences Between Adults in Various Racial/Ethnic Groups in Average Literacy Proficiencies and Average Years of Schooling, by Age



Differences Between White and Asian/Pacific Islander Adults*



*The number of adults of Asian/Pacific Islander origin who were in the 16 to 18, 55 to 64, and 65 and older age groups were too small to provide reliable proficiency estimates.

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Alice T. ...

NATIONAL CENTER FOR EDUCATION STATISTICS

ADULT LITERACY in America

A First Look at the Results of the
National Adult Literacy Survey



1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
State	Rate	State	Rate	State	Rate	State	Rate	State	Rate	State	Rate
Alabama	12.5	Alabama	13.2	Alabama	14.1	Alabama	15.0	Alabama	16.0	Alabama	17.0
Alaska	13.0	Alaska	13.5	Alaska	14.0	Alaska	14.5	Alaska	15.0	Alaska	15.5
Arizona	13.5	Arizona	14.0	Arizona	14.5	Arizona	15.0	Arizona	15.5	Arizona	16.0
Arkansas	14.0	Arkansas	14.5	Arkansas	15.0	Arkansas	15.5	Arkansas	16.0	Arkansas	16.5
California	14.5	California	15.0	California	15.5	California	16.0	California	16.5	California	17.0
Colorado	15.0	Colorado	15.5	Colorado	16.0	Colorado	16.5	Colorado	17.0	Colorado	17.5
Connecticut	15.5	Connecticut	16.0	Connecticut	16.5	Connecticut	17.0	Connecticut	17.5	Connecticut	18.0
Delaware	16.0	Delaware	16.5	Delaware	17.0	Delaware	17.5	Delaware	18.0	Delaware	18.5
District of Columbia	16.5	District of Columbia	17.0	District of Columbia	17.5	District of Columbia	18.0	District of Columbia	18.5	District of Columbia	19.0
Florida	17.0	Florida	17.5	Florida	18.0	Florida	18.5	Florida	19.0	Florida	19.5
Georgia	17.5	Georgia	18.0	Georgia	18.5	Georgia	19.0	Georgia	19.5	Georgia	20.0
Hawaii	18.0	Hawaii	18.5	Hawaii	19.0	Hawaii	19.5	Hawaii	20.0	Hawaii	20.5
Idaho	18.5	Idaho	19.0	Idaho	19.5	Idaho	20.0	Idaho	20.5	Idaho	21.0
Illinois	19.0	Illinois	19.5	Illinois	20.0	Illinois	20.5	Illinois	21.0	Illinois	21.5
Indiana	19.5	Indiana	20.0	Indiana	20.5	Indiana	21.0	Indiana	21.5	Indiana	22.0
Iowa	20.0	Iowa	20.5	Iowa	21.0	Iowa	21.5	Iowa	22.0	Iowa	22.5
Kansas	20.5	Kansas	21.0	Kansas	21.5	Kansas	22.0	Kansas	22.5	Kansas	23.0
Kentucky	21.0	Kentucky	21.5	Kentucky	22.0	Kentucky	22.5	Kentucky	23.0	Kentucky	23.5
Louisiana	21.5	Louisiana	22.0	Louisiana	22.5	Louisiana	23.0	Louisiana	23.5	Louisiana	24.0
Maine	22.0	Maine	22.5	Maine	23.0	Maine	23.5	Maine	24.0	Maine	24.5
Maryland	22.5	Maryland	23.0	Maryland	23.5	Maryland	24.0	Maryland	24.5	Maryland	25.0
Massachusetts	23.0	Massachusetts	23.5	Massachusetts	24.0	Massachusetts	24.5	Massachusetts	25.0	Massachusetts	25.5
Michigan	23.5	Michigan	24.0	Michigan	24.5	Michigan	25.0	Michigan	25.5	Michigan	26.0
Minnesota	24.0	Minnesota	24.5	Minnesota	25.0	Minnesota	25.5	Minnesota	26.0	Minnesota	26.5
Mississippi	24.5	Mississippi	25.0	Mississippi	25.5	Mississippi	26.0	Mississippi	26.5	Mississippi	27.0
Missouri	25.0	Missouri	25.5	Missouri	26.0	Missouri	26.5	Missouri	27.0	Missouri	27.5
Montana	25.5	Montana	26.0	Montana	26.5	Montana	27.0	Montana	27.5	Montana	28.0
Nebraska	26.0	Nebraska	26.5	Nebraska	27.0	Nebraska	27.5	Nebraska	28.0	Nebraska	28.5
Nevada	26.5	Nevada	27.0	Nevada	27.5	Nevada	28.0	Nevada	28.5	Nevada	29.0
New Hampshire	27.0	New Hampshire	27.5	New Hampshire	28.0	New Hampshire	28.5	New Hampshire	29.0	New Hampshire	29.5
New Jersey	27.5	New Jersey	28.0	New Jersey	28.5	New Jersey	29.0	New Jersey	29.5	New Jersey	30.0
New Mexico	28.0	New Mexico	28.5	New Mexico	29.0	New Mexico	29.5	New Mexico	30.0	New Mexico	30.5
New York	28.5	New York	29.0	New York	29.5	New York	30.0	New York	30.5	New York	31.0
North Carolina	29.0	North Carolina	29.5	North Carolina	30.0	North Carolina	30.5	North Carolina	31.0	North Carolina	31.5
North Dakota	29.5	North Dakota	30.0	North Dakota	30.5	North Dakota	31.0	North Dakota	31.5	North Dakota	32.0
Ohio	30.0	Ohio	30.5	Ohio	31.0	Ohio	31.5	Ohio	32.0	Ohio	32.5
Oklahoma	30.5	Oklahoma	31.0	Oklahoma	31.5	Oklahoma	32.0	Oklahoma	32.5	Oklahoma	33.0
Oregon	31.0	Oregon	31.5	Oregon	32.0	Oregon	32.5	Oregon	33.0	Oregon	33.5
Pennsylvania	31.5	Pennsylvania	32.0	Pennsylvania	32.5	Pennsylvania	33.0	Pennsylvania	33.5	Pennsylvania	34.0
Rhode Island	32.0	Rhode Island	32.5	Rhode Island	33.0	Rhode Island	33.5	Rhode Island	34.0	Rhode Island	34.5
South Carolina	32.5	South Carolina	33.0	South Carolina	33.5	South Carolina	34.0	South Carolina	34.5	South Carolina	35.0
South Dakota	33.0	South Dakota	33.5	South Dakota	34.0	South Dakota	34.5	South Dakota	35.0	South Dakota	35.5
Tennessee	33.5	Tennessee	34.0	Tennessee	34.5	Tennessee	35.0	Tennessee	35.5	Tennessee	36.0
Texas	34.0	Texas	34.5	Texas	35.0	Texas	35.5	Texas	36.0	Texas	36.5
Utah	34.5	Utah	35.0	Utah	35.5	Utah	36.0	Utah	36.5	Utah	37.0
Vermont	35.0	Vermont	35.5	Vermont	36.0	Vermont	36.5	Vermont	37.0	Vermont	37.5
Virginia	35.5	Virginia	36.0	Virginia	36.5	Virginia	37.0	Virginia	37.5	Virginia	38.0
Washington	36.0	Washington	36.5	Washington	37.0	Washington	37.5	Washington	38.0	Washington	38.5
West Virginia	36.5	West Virginia	37.0	West Virginia	37.5	West Virginia	38.0	West Virginia	38.5	West Virginia	39.0
Wisconsin	37.0	Wisconsin	37.5	Wisconsin	38.0	Wisconsin	38.5	Wisconsin	39.0	Wisconsin	39.5
Wyoming	37.5	Wyoming	38.0	Wyoming	38.5	Wyoming	39.0	Wyoming	39.5	Wyoming	40.0
Unweighted Average	20.0	Unweighted Average	20.5	Unweighted Average	21.0	Unweighted Average	21.5	Unweighted Average	22.0	Unweighted Average	22.5

REPORTING THE RESULTS

STATE OFFICE

Prepared by Educational Testing Service
under Contract with the
National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education

1-16-98

We will send copy of
ltr & original book to
Beed after you have
seen -

We will send original
ltr to Burkhardt w/copy
of cover & TOC.

Ok - but not sure a written
reply is necessary for what
PONS meant Phil

1-16-98



NATIONAL INSTITUTE FOR LITERACY

~~REPLY~~

January 14, 1998

President Bill Clinton
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

PR
Needs to reply
PR

DAN BURKHARDT:

please coordiante the
reply.

Dear Mr. President:

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This report is a part of the national literacy public awareness campaign that I have been directing for the past two years. The focus of the current campaign message is the importance of literacy to good policy, and we have prepared materials for use by literacy advocates in making the case for strengthened literacy support among policymakers.

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Further, a directive from you to federal agencies for increased collaboration and planning with literacy policy specialists would be a bold signal as to the importance you place on this fundamental need for all agencies to pay attention to how literacy affects the lives of their constituents. Already we work with health insurance-medical professionals and welfare-to-work (HHS), job training (Labor), corrections and parole literacy programs (Justice), public housing (HUD), America Reads (Education), National Skills Standards, and Small Business Administration and a host of other agencies we have made inroads with. But nothing requires them to think and plan with literacy in mind. It would be interesting to consider the possibility of asking agencies to come up with a "literacy impact statement" similar to an environmental impact statement.

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Additionally, the large percentage of women on welfare who are also mothers with children on welfare need special encouragement. Most are already working but are stuck in dead-end jobs without hope of climbing the internal job ladder. Only increased education will qualify them for better jobs.

Since education services have been largely written out of the welfare reform legislation, including the new \$3 billion welfare-to-work program, the 50 percent of welfare recipients without a high school degree could benefit from on-the-job educational training. (Welfare recipients read, on average, at the sixth grade level.)

3. Race and Literacy. The attached summary pages from the National Adult Literacy Survey of 1993 show the discrepancies in literacy skills among ethnic populations. Any policies designed to provide a level playing field for all must begin with a universal solid grounding in literacy. Your race commission would do well to consider literacy as a critical area for reform

and equal access, no matter what the age of an individual. Further, there need to be special inducements for high-school dropouts to get back on an educational track as soon as possible.

4. **Learning Disabilities (LD).** Since one significant cause of literacy problems is considered to be LD, you might want to suggest the possibility of early LD screening for all children. The latest research on reading disabilities has shown that early intervention with appropriate instruction is the best hope for many children who are now falling further and further behind -- and who almost certainly make up a significant proportion of youth and adults with low literacy.

Additional ideas for a policy announcement include:

- Appointing a "blue ribbon" panel, possibly chaired by Paul Simon, to report back to you by International Literacy Day, September 8, 1998 with a set of recommendations for what the nation must do to give Americans with low levels of literacy and education a chance to find opportunity in the economy and society of today and the future. Our Board is appointed by the President and confirmed by the Senate. With Paul Simon's confirmation in July, the Board consists of all Clinton nominees, so it could serve as a ready-made panel, or another group could be named.
- Announce a legislative initiative for the next fiscal year. It could be a special section and appropriation to the Adult Education Act that would provide funding for specific populations and areas of need, such as English as a Second Language (ESL) and welfare-to-work. In the case of ESL, the information we have collected about waiting lists exposes a national shame - several months to several *years* in major urban areas -- and could justify, and generate support for, an effort like this. The recent National Center for Education Statistics (NCES) report on dropouts also demonstrates the need of immigrants for alternative education services. You could announce that there will be a follow-up to the 1992 National Adult Literacy Survey report that would provide a picture of literacy in the nation by 2002. Preliminary planning for such a survey has been initiated by NCES, but a Presidential announcement could make sure it actually happen.

Thank you, Mr. President, for your commitment to literacy for all. This report, grave as it is, demands that literacy be made a national priority. You always told me to keep you posted and never to let you miss an opportunity for service. Here it is.

Yours sincerely, and with gratitude in advance for what you will do,



Carolyn Staley
Deputy Director

Average Years of Schooling, by Age

Age	Average Years of Schooling*
16 to 18 years**	10.8
19 to 24 years**	12.5
25 to 39 years	12.9
40 to 54 years	13.1
55 to 64 years	11.8
65 years and older	10.7

*in this country.

**Many adults in these age groups are still in school.

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Results by Race/Ethnicity

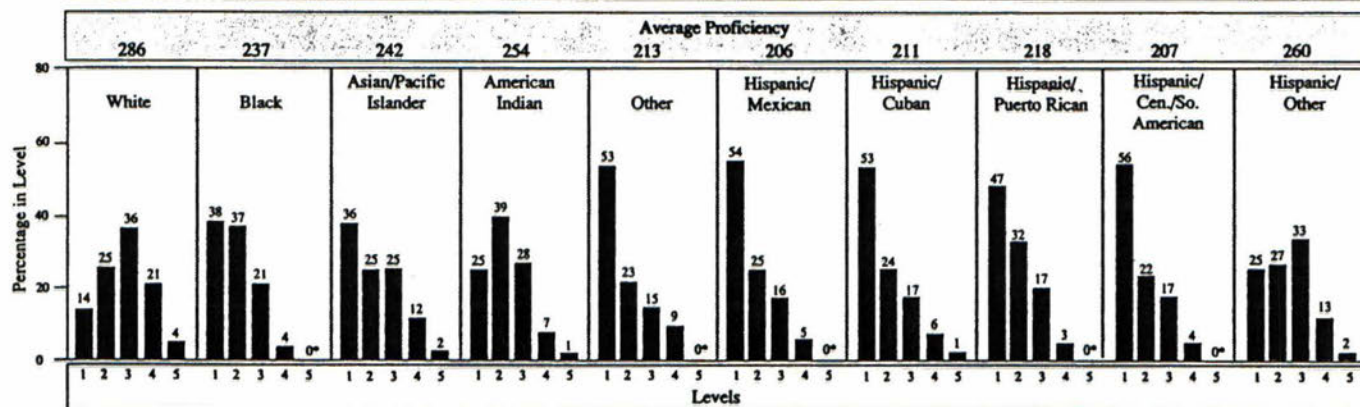
Because such a large number of adults participated in this survey, it is possible to report performance results for many more racial/ethnic groups than has been possible in the past.

The average prose literacy of White adults is 26 to 80 points higher than that of any of the other nine racial/ethnic groups reported here (FIGURE 1.6). Similar patterns are evident on the document and quantitative scales. On the document scale, the average scores of White adults are between 26 and 75 points higher than those of other groups, while on quantitative scale they are from 31 to 84 points higher.

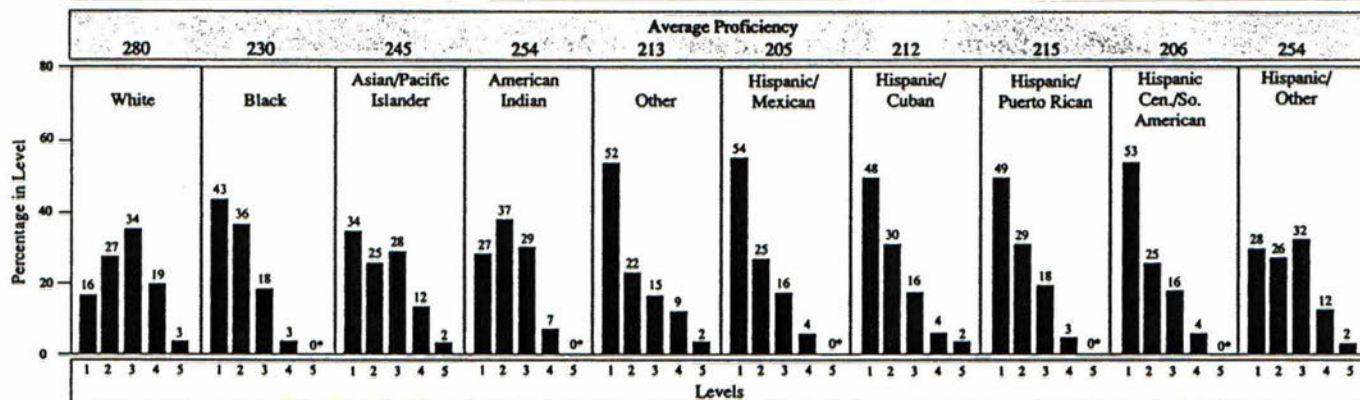
With the exception of Hispanic/Other adults, the average proficiencies of the Hispanic subpopulations are not significantly different from one another. On average, Mexican and Central/South American adults were outperformed by Black adults. In contrast, Hispanic/Other adults outperformed Black adults on the prose and document scales by more than 20 points. (On the quantitative scale, the difference is not significant.) Their performance was, on average, similar to that of Asian/Pacific Islander adults and American Indian/Alaskan Native adults.

Literacy Levels and Average Literacy Proficiencies, by Race/Ethnicity

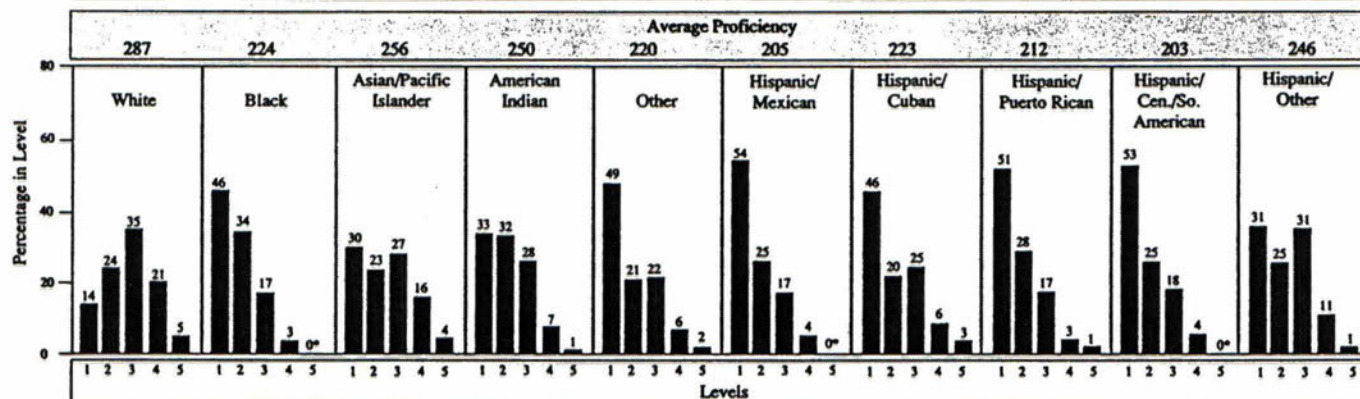
PROSE



DOCUMENT



QUANTITATIVE



*Percentages below .5 are rounded to 0.

Level 1 (0 to 225) Level 2 (226 to 275) Level 3 (276 to 325) Level 4 (326 to 375) Level 5 (376 to 500)

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

When one compares the average proficiency results for White and Black adults and for White and Asian/Pacific Islander adults, one sees very different patterns across the three literacy scales. While the proficiency gap between White and Black adults *increases* across the prose, document, and quantitative scales (from 49 to 63 points), the gap between White and Asian/Pacific Islander adults *decreases* (from 44 to 31 points). On the prose scale, the average proficiencies of White and Black adults differ by 49 points, compared with a difference of 44 points between White and Asian/Pacific Islander adults. On the document scale, the proficiency gap between White and Black adults is 50 points, whereas between White and Asian/Pacific Islander adults it is 35 points. On the quantitative scale, the average proficiency of White adults is 63 points higher than that of Black adults, but only 31 points higher than that of Asian/Pacific Islander adults.

The differences in average performance between Black and Asian/Pacific Islander respondents are even more striking. The two groups performed similarly on the prose and document scales, but Asian/Pacific Islander adults outperformed Black adults by 32 points on the quantitative scale. Such differences in the patterns of performance reflect the different backgrounds and experiences of these adults. If performance were reported on a single literacy scale, such important variations across the scales would be masked.

The racial/ethnic differences in performance reflect the influence of many variables. Data on some of these variables were collected as part of the National Adult Literacy Survey, including information on educational attainment, age, and country of birth.

Educational Attainment and Racial/Ethnic Differences

Given the strength of the relationship between adults' level of education and their literacy performance, it was hypothesized that proficiency differences among the various racial/ethnic groups might be related to varying educational attainments. The average years of schooling in this country reported by respondents in different racial/ethnic groups are presented in Table 1.5. Because the numbers of adults in each of the Hispanic subpopulations are relatively small, analyses of the nine levels of educational attainment within each group result in unreliable estimates. Therefore, the five Hispanic subpopulations are combined for these analyses.

Hispanic adults reported having had the fewest years of schooling of all the groups — just over 10 years, on average. The average years of education attained by Black adults and respondents of American Indian/Alaskan Native origin are similar: 11.6 and 11.7 years, respectively. Thus, these groups had

Average Years of Schooling, by Race/Ethnicity

Race/Ethnicity	Average Years of Schooling*
White	12.8
Black	11.6
Asian or Pacific Islander	13.0
American Indian or Alaskan Native	11.7
Hispanic groups	10.2

*in this country.

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

completed more years of school than Hispanic adults, on average, but at least a year less than either White or Asian/Pacific Islander adults.

While these differences in years of education may help explain some of the gaps in performance among the various racial/ethnic groups, they do not explain all of the disparities that are found. Another way to examine the relationship between years of schooling and racial/ethnic differences is to compare proficiencies across levels of educational attainment (FIGURE 1.7).

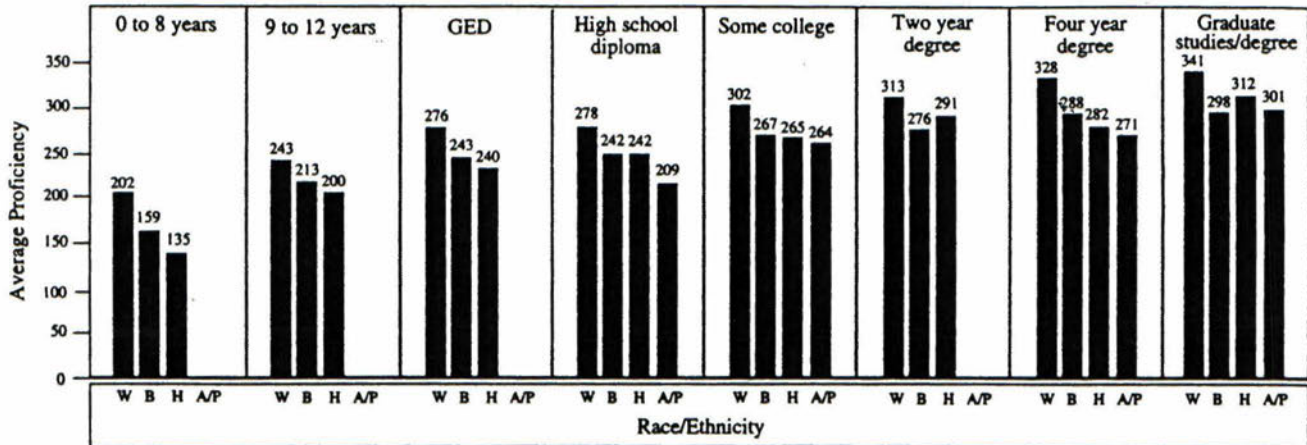
For the most part, differences in average proficiencies among minority subgroups are reduced when comparisons are made only among individuals with the same levels of education. Even when one controls for level of education, however, large differences in average performance continue to be observed (TABLE 1.6).

The average differences in prose, document, and quantitative proficiencies between White and Black adults are 49, 50, and 63 points, respectively. When level of education is taken into account, the average proficiency differences across the nine levels of education decrease to 36, 37, and 48 points, respectively. The remaining disparities in performance between White and Black adults may be the result of numerous factors. One plausible explanation is the variation in the quality of education available to these two populations. Differences in socioeconomic status are also likely to be a factor.

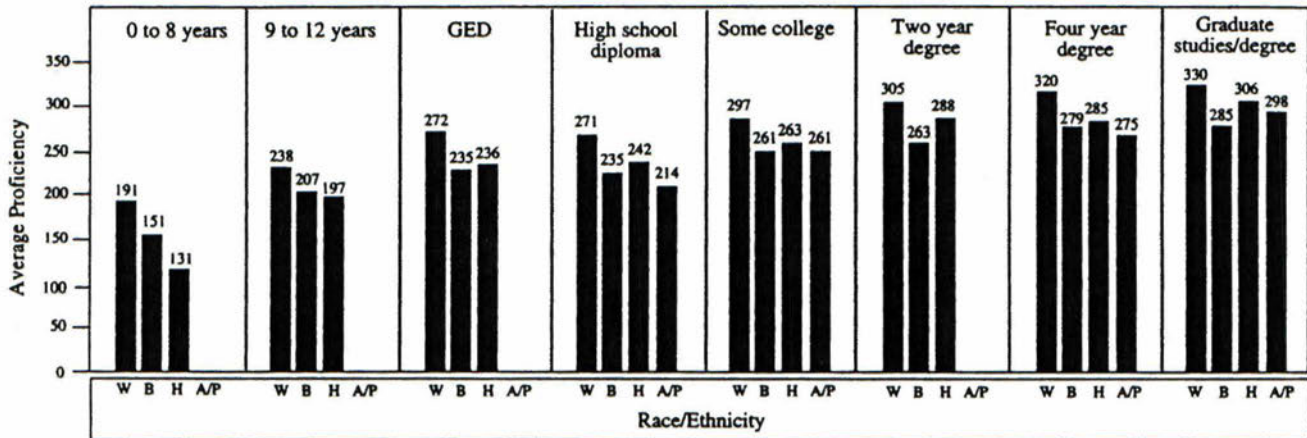
When comparing the differences between White and Hispanic adults, the effects of controlling for education are even greater than for White and Black adults. This reflects the larger difference between these two groups in years of

Average Literacy Proficiencies, by Highest Level of Education Completed and Race/Ethnicity

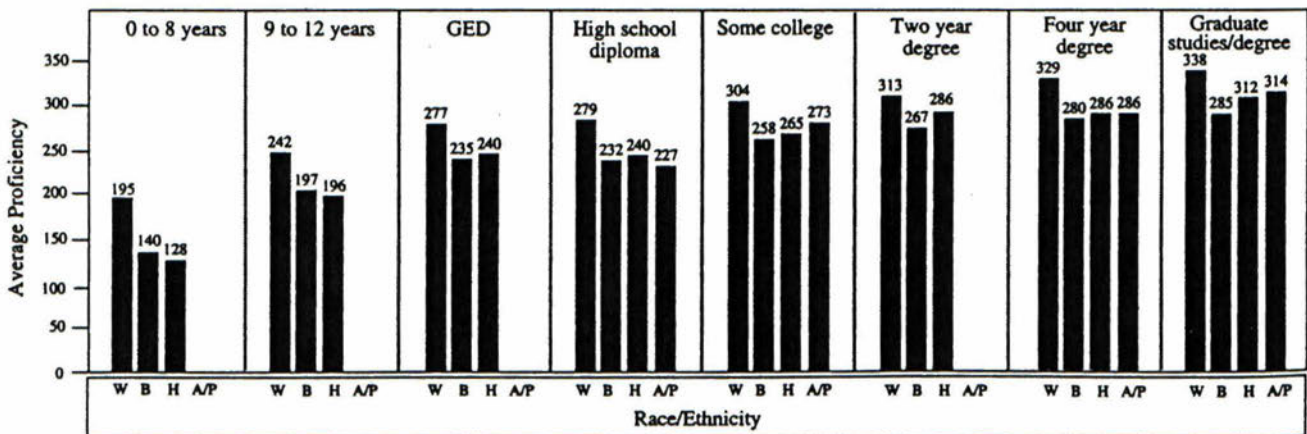
PROSE



DOCUMENT



QUANTITATIVE



Note: The numbers of Asian/Pacific Islander adults who had completed 0 to 8 years or 9 to 12 years of education, a GED, or a two year degree are too small to provide reliable proficiency estimates.

W: White B: Black H: Hispanic groups A/P: Asian/Pacific Islander

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Differences in Average Literacy Proficiencies Between Various Racial/Ethnic Groups, Overall and by Level of Education

Differences Between:	Overall Difference	Average Difference by Level of Education*
White and Black Adults		
Prose	49	36
Document	50	37
Quantitative	63	48
White and Hispanic Adults		
Prose	71	40
Document	67	35
Quantitative	75	41
White and Asian/Pacific Islander Adults		
Prose	44	54
Document	35	45
Quantitative	31	40

*The "average difference" column reflects the weighted average of the proficiency differences between each pair of groups across the levels of education. For the White-Black and White-Hispanic comparisons, the average is based on all nine levels of education. For the White-Asian/Pacific Islander comparisons, the average is based on the four levels of education for which there are reliable estimates.

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

schooling, as reported in Table 1.5. The average difference across the three scales is reduced by almost 50 percent when level of education is taken into consideration. Overall, the average differences in prose, document, and quantitative proficiencies between White and Hispanic adults are 71, 67, and 75 points, respectively. When one takes levels of education into account, however, these differences decline to 40, 35, and 41 points across the three literacy scales.

In contrast, given the similarity in the number of years of schooling completed by White and Asian/Pacific Islander adults, the differences in average performance do not change significantly when level of education is taken into account. That is, whereas the average differences in prose, document, and quantitative performance between White adults and respondents of Asian/Pacific Islander origin are 44, 35, and 31 points, respectively, the average differences are 54, 45, and 40 points on the three scales when one compares performance while controlling for level of education.

Age and Racial/Ethnic Differences

While there continue to be disparities in educational attainment among individuals with different racial/ethnic characteristics, levels of education have risen for all individuals throughout the last century. Therefore, it seems important to explore racial/ethnic group differences in various age cohorts. One might expect that the differences in average years of education among the racial/ethnic groups would be smaller for younger adults, and that the differences in average proficiencies would therefore be higher for older adults.

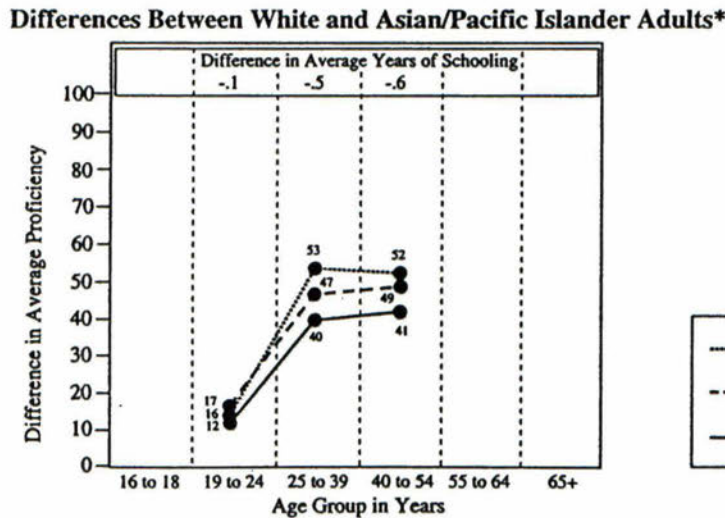
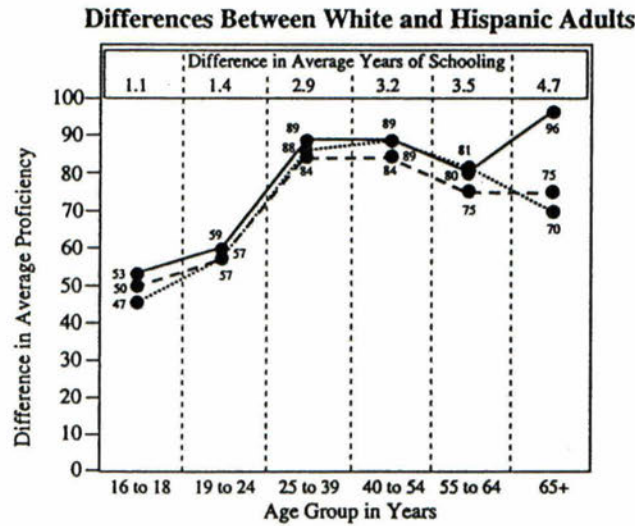
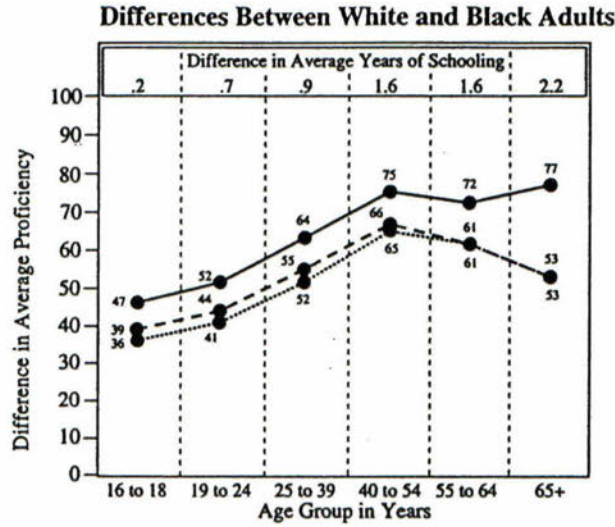
Figure 1.8 shows the differences in average literacy proficiencies and in average years of schooling between White adults and those in the other minority groups by age. The differences in average years of schooling between White and Black adults and between White and Hispanic adults increase across the age groups, and so it is not surprising to see that these are mirrored by rising disparities in literacy performance. For example, across the scales, the average proficiency difference between Black and White adults in the 16 to 18 age group is 36 to 47 points. The accompanying difference in years of schooling is .2 years. In contrast, in the 40 to 54 age group, the average performance gap between White and Black adults is much larger, ranging from 65 to 75 points. The corresponding difference in average years of education is 1.6 years.

Across the age groups, there are even larger differences in average literacy proficiencies and years of schooling between White adults and respondents of Hispanic origin. Among 16- to 18-year-olds, the difference in average years of schooling between these two groups is 1.1 years, and the proficiency differences range from 47 to 53 points across the scales. Among 40- to 54-year-olds, on the other hand, the difference in average years of schooling is 3.2 years, and the proficiency gap is between 84 and 89 points on each scale.

For White adults and those of Asian/Pacific Islander origin, a different pattern is evident. The numbers of Asian/Pacific Islander adults in the 16 to 18, 55 to 64, and 65 and older age groups are too small to provide reliable proficiency estimates. In the age categories for which data are available, however, White adults outperformed Asian/Pacific Islander adults, but there are no significant differences between the two groups in average years of schooling. It is noteworthy that the performance gap between White and Asian/Pacific Islander adults is relatively small in the 19 to 24 age group.

In making the comparisons between White adults and those of either Hispanic or Asian/Pacific Islander origin, it is important to remember that first language spoken and country of birth may contribute substantially to the proficiency differences that are observed.

Differences Between Adults in Various Racial/Ethnic Groups in Average Literacy Proficiencies and Average Years of Schooling, by Age

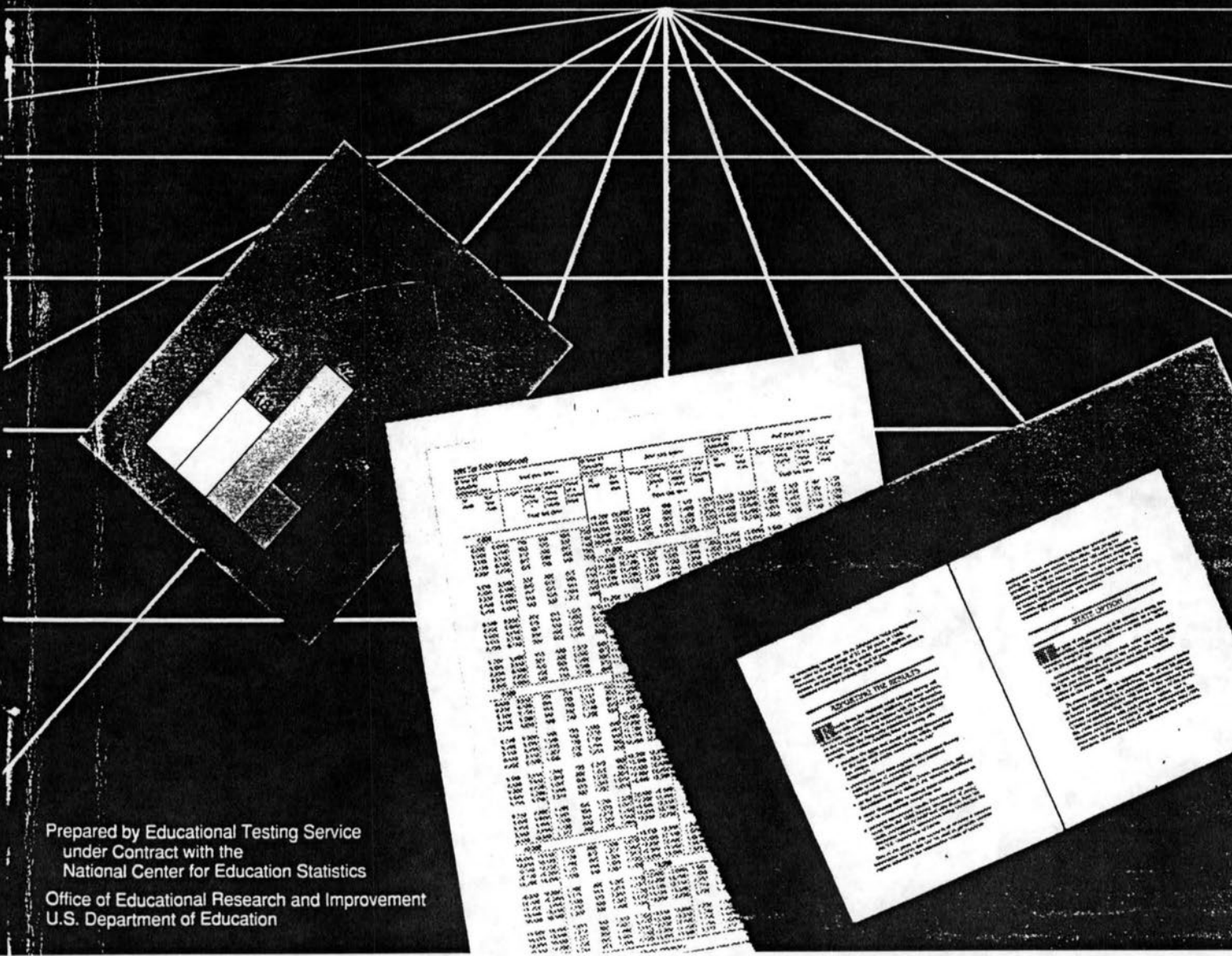


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NATIONAL CENTER FOR EDUCATION STATISTICS

ADULT LITERACY in America

A First Look at the Results of the
National Adult Literacy Survey



Prepared by Educational Testing Service
under Contract with the
National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education

THE PRESIDENT HAS BEEN
1-16-98



NATIONAL INSTITUTE FOR LITERACY

RR

January 14, 1998

President Bill Clinton
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Mr. President:

*RR
Needs to reply
RR*

M. Cohen

DAN BURKHARDT:

please coordiante the
reply.



I am very pleased to be able to place this copy of our soon-to-be-published report, "*The State of Literacy in America*" in your hands. This is the only copy that exists, and it was created especially so that I might give it to you ahead of schedule.

This report is a part of the national literacy public awareness campaign that I have been directing for the past two years. The focus of the current campaign message is the importance of literacy to good policy, and we have prepared materials for use by literacy advocates in making the case for strengthened literacy support among policymakers.

I believe you will be interested and concerned as you read the very brief introduction (which is written in lay terms) and peruse the national map and chart of state literacy rates for adults at the lowest level of literacy skills. I also believe that, while I have noted below several action steps for your consideration as you move toward the State of the Union, you will draw some conclusions of your own as to how the low literacy levels of Americans age 16 and older impact other policy areas important to your Administration. This is my hope.

It is clear that you believe literacy skills are essential for all Americans. I saw your commitment first-hand when I was Executive Director of the Arkansas Governor's Commission on Adult Literacy. Now, with Welfare-to-Work, your Commission's dialogue on race, America Reads, Hope Scholarships, and the technology education and training program you announced only days ago, to name only a few, I think you will agree that the success of each of your initiatives rests in no small measure on the literacy skills of those you seek to help.

Possible policy outcomes as a result of the report

1. **Increase funding for Adult Education and Literacy programs.** Increase the amount of federal funds to state adult education and literacy programs to at least \$500 million--up from the current \$345 million. Your own budget recommendation this year was \$382 million. (Division of Adult Education and Literacy, Office of Vocational and Adult Education, US Department of Education.) Both public adult education and volunteer-based literacy programs are eligible for

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Additionally, the large percentage of women on welfare who are also mothers with children on welfare need special encouragement. Most are already working but are stuck in dead-end jobs without hope of climbing the internal job ladder. Only increased education will qualify them for better jobs.

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1-16-98



NATIONAL INSTITUTE FOR LITERACY

~~PHOTO~~

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PHOTO
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BY

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NATIONAL INSTITUTE FOR LITERACY

Review

January 14, 1998

✓
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*Press
Needs to notify
PR*

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3. Race and Literacy. The attached summary pages from the National Adult Literacy Survey of 1993 show the discrepancies in literacy skills among ethnic populations. Any policies designed to provide a level playing field for all must begin with a universal solid grounding in literacy. Your race commission would do well to consider literacy as a critical area for reform

and equal access, no matter what the age of an individual. Further, there need to be special inducements for high-school dropouts to get back on an educational track as soon as possible.

4. **Learning Disabilities (LD).** Since one significant cause of literacy problems is considered to be LD, you might want to suggest the possibility of early LD screening for all children. The latest research on reading disabilities has shown that early intervention with appropriate instruction is the best hope for many children who are now falling further and further behind -- and who almost certainly make up a significant proportion of youth and adults with low literacy.

Additional ideas for a policy announcement include:

- Appointing a "blue ribbon" panel, possibly chaired by Paul Simon, to report back to you by International Literacy Day, September 8, 1998 with a set of recommendations for what the nation must do to give Americans with low levels of literacy and education a chance to find opportunity in the economy and society of today and the future. Our Board is appointed by the President and confirmed by the Senate. With Paul Simon's confirmation in July, the Board consists of all Clinton nominees, so it could serve as a ready-made panel, or another group could be named.
- Announce a legislative initiative for the next fiscal year. It could be a special section and appropriation to the Adult Education Act that would provide funding for specific populations and areas of need, such as English as a Second Language (ESL) and welfare-to-work. In the case of ESL, the information we have collected about waiting lists exposes a national shame - several months to several *years* in major urban areas -- and could justify, and generate support for, an effort like this. The recent National Center for Education Statistics (NCES) report on dropouts also demonstrates the need of immigrants for alternative education services. You could announce that there will be a follow-up to the 1992 National Adult Literacy Survey report that would provide a picture of literacy in the nation by 2002. Preliminary planning for such a survey has been initiated by NCES, but a Presidential announcement could make sure it actually happen.

Thank you, Mr. President, for your commitment to literacy for all. This report, grave as it is, demands that literacy be made a national priority. You always told me to keep you posted and never to let you miss an opportunity for service. Here it is.

Yours sincerely, and with gratitude in advance for what you will do,



Carolyn Staley
Deputy Director

Average Years of Schooling, by Age

Age	Average Years of Schooling*
16 to 18 years**	10.8
19 to 24 years**	12.5
25 to 39 years	12.9
40 to 54 years	13.1
55 to 64 years	11.8
65 years and older	10.7

*in this country.

**Many adults in these age groups are still in school.

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

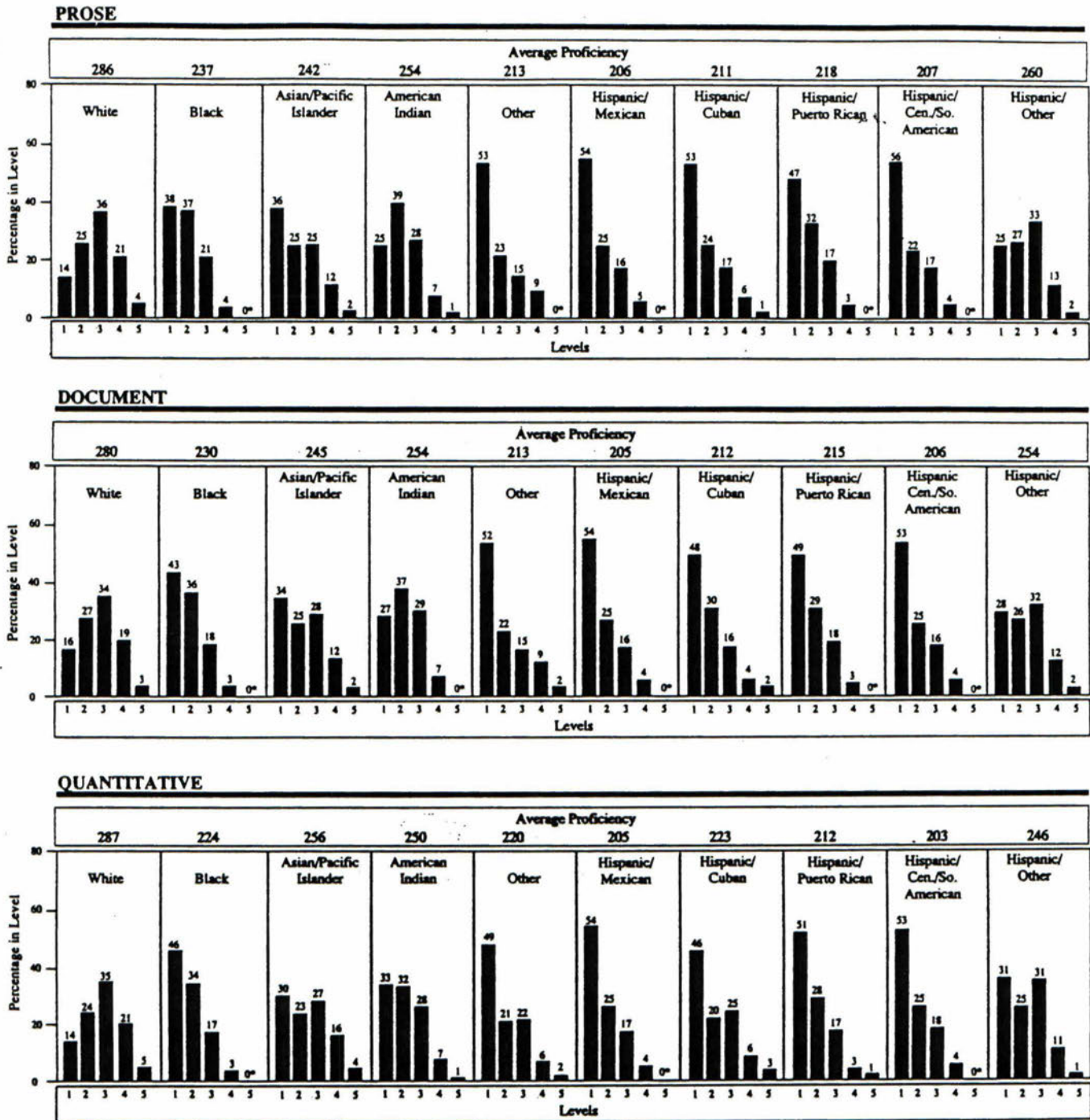
Results by Race/Ethnicity

Because such a large number of adults participated in this survey, it is possible to report performance results for many more racial/ethnic groups than has been possible in the past.

The average prose literacy of White adults is 26 to 80 points higher than that of any of the other nine racial/ethnic groups reported here (FIGURE 1.6). Similar patterns are evident on the document and quantitative scales. On the document scale, the average scores of White adults are between 26 and 75 points higher than those of other groups, while on quantitative scale they are from 31 to 84 points higher.

With the exception of Hispanic/Other adults, the average proficiencies of the Hispanic subpopulations are not significantly different from one another. On average, Mexican and Central/South American adults were outperformed by Black adults. In contrast, Hispanic/Other adults outperformed Black adults on the prose and document scales by more than 20 points. (On the quantitative scale, the difference is not significant.) Their performance was, on average, similar to that of Asian/Pacific Islander adults and American Indian/Alaskan Native adults.

Literacy Levels and Average Literacy Proficiencies, by Race/Ethnicity



*Percentages below .5 are rounded to 0.

Level 1 (0 to 225) Level 2 (226 to 275) Level 3 (276 to 325) Level 4 (326 to 375) Level 5 (376 to 500)

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

When one compares the average proficiency results for White and Black adults and for White and Asian/Pacific Islander adults, one sees very different patterns across the three literacy scales. While the proficiency gap between White and Black adults *increases* across the prose, document, and quantitative scales (from 49 to 63 points), the gap between White and Asian/Pacific Islander adults *decreases* (from 44 to 31 points). On the prose scale, the average proficiencies of White and Black adults differ by 49 points, compared with a difference of 44 points between White and Asian/Pacific Islander adults. On the document scale, the proficiency gap between White and Black adults is 50 points, whereas between White and Asian/Pacific Islander adults it is 35 points. On the quantitative scale, the average proficiency of White adults is 63 points higher than that of Black adults, but only 31 points higher than that of Asian/Pacific Islander adults.

The differences in average performance between Black and Asian/Pacific Islander respondents are even more striking. The two groups performed similarly on the prose and document scales, but Asian/Pacific Islander adults outperformed Black adults by 32 points on the quantitative scale. Such differences in the patterns of performance reflect the different backgrounds and experiences of these adults. If performance were reported on a single literacy scale, such important variations across the scales would be masked.

The racial/ethnic differences in performance reflect the influence of many variables. Data on some of these variables were collected as part of the National Adult Literacy Survey, including information on educational attainment, age, and country of birth.

Educational Attainment and Racial/Ethnic Differences

Given the strength of the relationship between adults' level of education and their literacy performance, it was hypothesized that proficiency differences among the various racial/ethnic groups might be related to varying educational attainments. The average years of schooling in this country reported by respondents in different racial/ethnic groups are presented in Table 1.5. Because the numbers of adults in each of the Hispanic subpopulations are relatively small, analyses of the nine levels of educational attainment within each group result in unreliable estimates. Therefore, the five Hispanic subpopulations are combined for these analyses.

Hispanic adults reported having had the fewest years of schooling of all the groups — just over 10 years, on average. The average years of education attained by Black adults and respondents of American Indian/Alaskan Native origin are similar: 11.6 and 11.7 years, respectively. Thus, these groups had

Average Years of Schooling, by Race/Ethnicity

Race/Ethnicity	Average Years of Schooling*
White	12.8
Black	11.6
Asian or Pacific Islander	13.0
American Indian or Alaskan Native	11.7
Hispanic groups	10.2

*in this country.

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

completed more years of school than Hispanic adults, on average, but at least a year less than either White or Asian/Pacific Islander adults.

While these differences in years of education may help explain some of the gaps in performance among the various racial/ethnic groups, they do not explain all of the disparities that are found. Another way to examine the relationship between years of schooling and racial/ethnic differences is to compare proficiencies across levels of educational attainment (FIGURE 1.7).

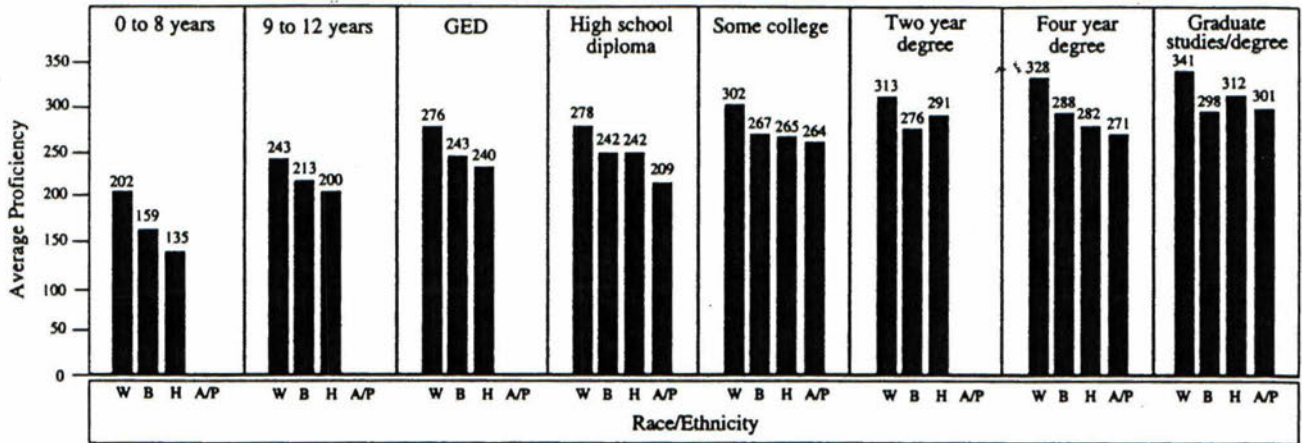
For the most part, differences in average proficiencies among minority subgroups are reduced when comparisons are made only among individuals with the same levels of education. Even when one controls for level of education, however, large differences in average performance continue to be observed (TABLE 1.6).

The average differences in prose, document, and quantitative proficiencies between White and Black adults are 49, 50, and 63 points, respectively. When level of education is taken into account, the average proficiency differences across the nine levels of education decrease to 36, 37, and 48 points, respectively. The remaining disparities in performance between White and Black adults may be the result of numerous factors. One plausible explanation is the variation in the quality of education available to these two populations. Differences in socioeconomic status are also likely to be a factor.

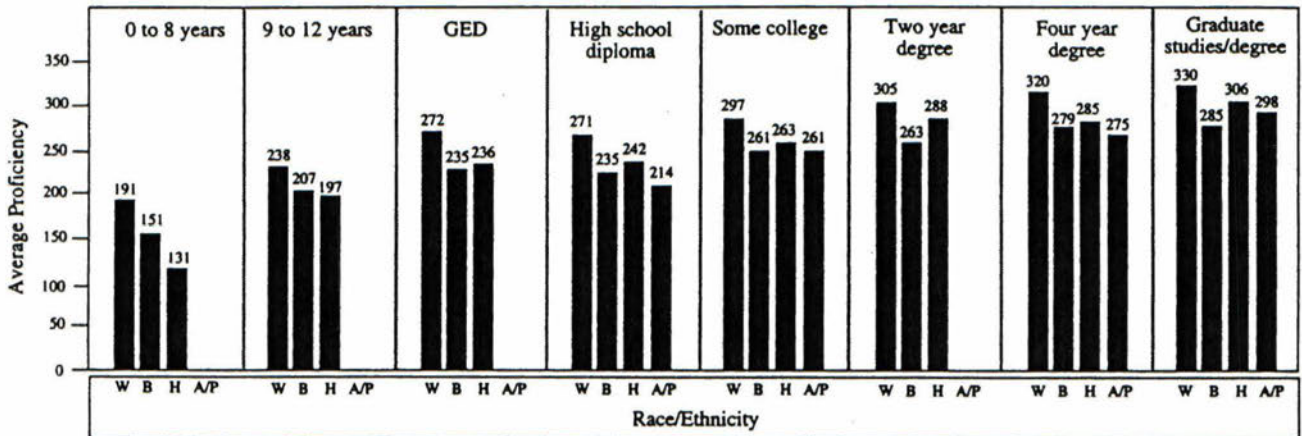
When comparing the differences between White and Hispanic adults, the effects of controlling for education are even greater than for White and Black adults. This reflects the larger difference between these two groups in years of

Average Literacy Proficiencies, by Highest Level of Education Completed and Race/Ethnicity

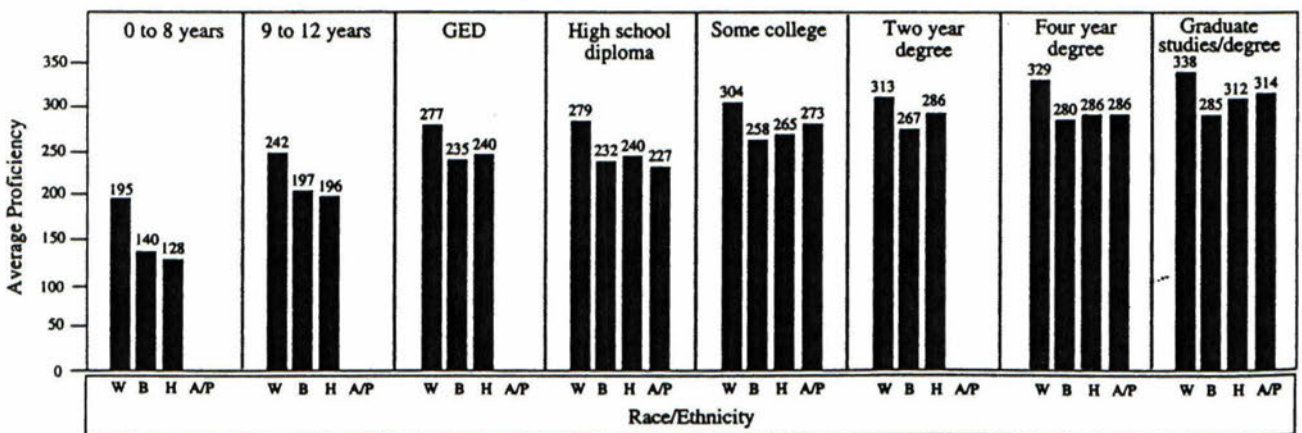
PROSE



DOCUMENT



QUANTITATIVE



Note: The numbers of Asian/Pacific Islander adults who had completed 0 to 8 years or 9 to 12 years of education, a GED, or a two year degree are too small to provide reliable proficiency estimates.

W: White B: Black H: Hispanic groups A/P: Asian/Pacific Islander

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Differences in Average Literacy Proficiencies Between Various Racial/Ethnic Groups, Overall and by Level of Education

Differences Between:	Overall Difference	Average Difference by Level of Education*
White and Black Adults		
Prose	49	36
Document	50	37
Quantitative	63	48
White and Hispanic Adults		
Prose	71	40
Document	67	35
Quantitative	75	41
White and Asian/Pacific Islander Adults		
Prose	44	54
Document	35	45
Quantitative	31	40

*The "average difference" column reflects the weighted average of the proficiency differences between each pair of groups across the levels of education. For the White-Black and White-Hispanic comparisons, the average is based on all nine levels of education. For the White-Asian/Pacific Islander comparisons, the average is based on the four levels of education for which there are reliable estimates.

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

schooling, as reported in Table 1.5. The average difference across the three scales is reduced by almost 50 percent when level of education is taken into consideration. Overall, the average differences in prose, document, and quantitative proficiencies between White and Hispanic adults are 71, 67, and 75 points, respectively. When one takes levels of education into account, however, these differences decline to 40, 35, and 41 points across the three literacy scales.

In contrast, given the similarity in the number of years of schooling completed by White and Asian/Pacific Islander adults, the differences in average performance do not change significantly when level of education is taken into account. That is, whereas the average differences in prose, document, and quantitative performance between White adults and respondents of Asian/Pacific Islander origin are 44, 35, and 31 points, respectively, the average differences are 54, 45, and 40 points on the three scales when one compares performance while controlling for level of education.

Age and Racial/Ethnic Differences

While there continue to be disparities in educational attainment among individuals with different racial/ethnic characteristics, levels of education have risen for all individuals throughout the last century. Therefore, it seems important to explore racial/ethnic group differences in various age cohorts. One might expect that the differences in average years of education among the racial/ethnic groups would be smaller for younger adults, and that the differences in average proficiencies would therefore be higher for older adults.

Figure 1.8 shows the differences in average literacy proficiencies and in average years of schooling between White adults and those in the other minority groups by age. The differences in average years of schooling between White and Black adults and between White and Hispanic adults increase across the age groups, and so it is not surprising to see that these are mirrored by rising disparities in literacy performance. For example, across the scales, the average proficiency difference between Black and White adults in the 16 to 18 age group is 36 to 47 points. The accompanying difference in years of schooling is .2 years. In contrast, in the 40 to 54 age group, the average performance gap between White and Black adults is much larger, ranging from 65 to 75 points. The corresponding difference in average years of education is 1.6 years.

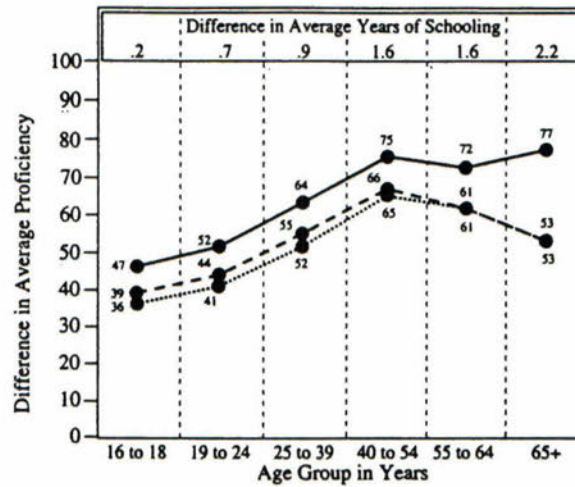
Across the age groups, there are even larger differences in average literacy proficiencies and years of schooling between White adults and respondents of Hispanic origin. Among 16- to 18-year-olds, the difference in average years of schooling between these two groups is 1.1 years, and the proficiency differences range from 47 to 53 points across the scales. Among 40- to 54-year-olds, on the other hand, the difference in average years of schooling is 3.2 years, and the proficiency gap is between 84 and 89 points on each scale.

For White adults and those of Asian/Pacific Islander origin, a different pattern is evident. The numbers of Asian/Pacific Islander adults in the 16 to 18, 55 to 64, and 65 and older age groups are too small to provide reliable proficiency estimates. In the age categories for which data are available, however, White adults outperformed Asian/Pacific Islander adults, but there are no significant differences between the two groups in average years of schooling. It is noteworthy that the performance gap between White and Asian/Pacific Islander adults is relatively small in the 19 to 24 age group.

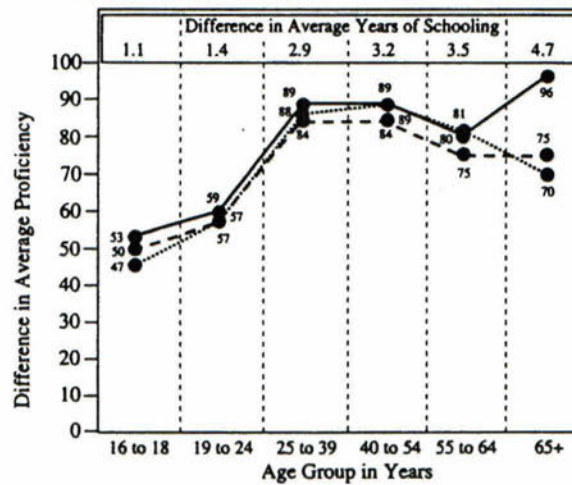
In making the comparisons between White adults and those of either Hispanic or Asian/Pacific Islander origin, it is important to remember that first language spoken and country of birth may contribute substantially to the proficiency differences that are observed.

Differences Between Adults in Various Racial/Ethnic Groups in Average Literacy Proficiencies and Average Years of Schooling, by Age

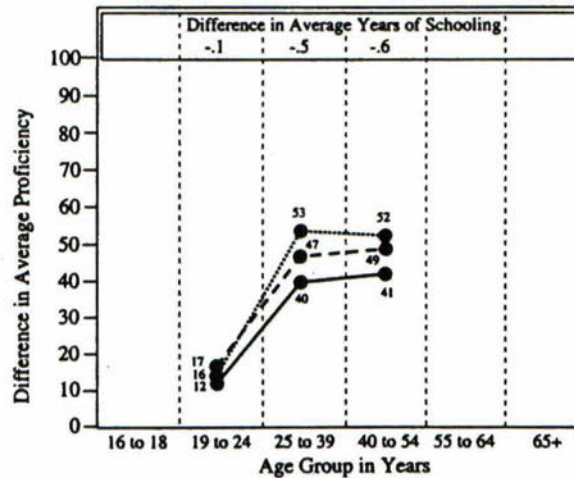
Differences Between White and Black Adults



Differences Between White and Hispanic Adults



Differences Between White and Asian/Pacific Islander Adults*



- - - - Prose
 - - - - Document
 — Quantitative

*The number of adults of Asian/Pacific Islander origin who were in the 16 to 18, 55 to 64, and 65 and older age groups were too small to provide reliable proficiency estimates.
 Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

NATIONAL CENTER FOR EDUCATION STATISTICS

ADULT LITERACY in America

A First Look at the Results of the
National Adult Literacy Survey

Prepared by Educational Testing Service
under Contract with the
National Center for Education Statistics

Office of Educational Research and Improvement
U.S. Department of Education

1-16-98



NATIONAL INSTITUTE FOR LITERACY

~~Review~~

January 14, 1998

President Bill Clinton
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Review
Need to reply
BY

DAN BURKHARDT:

Dear Mr. President:

please coordiante the
reply.

I am very pleased to be able to place this copy of our soon-to-be-publish
Literacy in America" in your hands. This is the only copy that exists, and it was created
especially so that I might give it to you ahead of schedule.

This report is a part of the national literacy public awareness campaign that I have been directing
for the past two years. The focus of the current campaign message is the importance of literacy
to good policy, and we have prepared materials for use by literacy advocates in making the case
for strengthened literacy support among policymakers.

1-16-98

1/16
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ion and Literacy programs. Increase the amount of
d literacy programs to at least \$500 million--up from the
recommendation this year was \$382 million. (Division
of Vocational and Adult Education, US Department of
and volunteer-based literacy programs are eligible for

THE WHITE HOUSE
WASHINGTON

Date 2/4

To: Judy Winstan

From: The Staff Secretary

Here is a copy of Gov. Winter's
Dec 30 letter to the President,
which probably crossed in the
mail with the Jan 12 response to
his Nov 26 letter. Can you
call him? Thanks, Phil

Bugenic

No response needed
to Gov. Winter's
Dec 30 letter.

Phil

Watkins Ludlam & Stennis, P.A.

Attorneys at Law

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Neville H. Boschert
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Cheryn L. Netz
Adrian L. Oakes
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L. Keith Parsons
Ben J. Piazza, Jr.
Pamela Prather
Keith R. Raulston
W. Whitaker Rayner
Thomas B. Shepherd III
John Hampton Stennis
Jay Stroble
Ernest G. Taylor, Jr.
Zachary Taylor III
Martha Ross Thomas
Jim B. Tohill
Randall B. Wall
Robert H. Weaver
Cory Todd Wilson
William F. Winter

December 30, 1997

633 North State Street (39202)
Post Office Box 427
Jackson, Mississippi 39205-0427

Telephone (601) 949-4900
Telecopy (601) 949-4804

H. Vaughan Watkins
(1884-1944)

Warren V. Ludlam, Jr.
Of Counsel

John B. Little, Jr.
Director of Administration

Writer's Direct No.

(601) 949-4800

The Honorable Bill Clinton
President of the United States
The White House
1600 Pennsylvania Avenue, NW
Washington, D.C. 20500-2000

Dear Mr. President:

As we begin the new year, I simply want to express my appreciation for your leadership of our country and for your long-standing friendship. I regret that Elise and I will not get to be at Hilton Head this time, but other plans have intervened.

I also want to take the opportunity to update you on my perspective of your Initiative on Race. Despite some skepticism from some quarters, I think that the Initiative is accomplishing what we hoped it would. That is to say it has put the subject of race relations in front of the American people in a way that is making them look at it in all of its complex dimensions.

It is hard to pick up a newspaper that you do not find some commentary on the Initiative. The fact that all of it is not positive is beside the point. At least, they are writing about it and causing people to think about it.

What is more encouraging, though, is the number of communities that are responding to this Initiative with initiatives of their own. But we are just beginning to scratch the surface in getting people to understand what the stakes are.

The Honorable Bill Clinton
December 30, 1997
Page 2

My point of view is that the Initiative must focus on public policies that address educational and economic inequity and at the same time engage the institutions of civil society, of business, of education and of religion to make racial reconciliation and understanding a significant priority. With your commitment and leadership I believe that we can go a long way in accomplishing that.

You may recall that I mentioned to you in Akron how appropriate it would be for you to hold a Town Hall meeting or deliver a major address on race in Oxford, Mississippi, where like Little Rock, a defiant Southern governor fought a last-ditch stand. There where the spirit of William Faulkner still lives, I believe you would find a setting where better than anywhere else in the country the message of One America could be most poignantly and effectively delivered.

Your Advisory Board is looking at a date the third week in March to go to Oxford. Let me urge you to include that time or an alternate one for your personal participation there. I am convinced that this could be an event that would evoke special interest across the country.

Let me thank you for affording me the privilege of being a part of your Administration.

Sincerely,



William F. Winter

WFW/sjt

ME

24907
HU 011

THE WHITE HOUSE
WASHINGTON

January 12, 1998

The Honorable William F. Winter
Watkins Ludlam & Stennis
Post Office Box 427
Jackson, Mississippi 39205-0427

Dear Bill:

Thank you for sharing your thoughts on the progress of the Initiative on Race. As you know, this effort is extremely important to me, and I deeply appreciate your hard work and active involvement in making the initiative such a success.

I believe you're right: because the issue of race is so difficult, some people will be skeptical. But I also believe that the effort must be made and that we are gaining real headway. Your work, along with the contributions of the other Advisory Board members, has already made a difference. I am continuing to seek ways to highlight our progress and look forward to any additional suggestions you may have on how I might accomplish this.

Again, thanks. Your and Elise's lifelong contribution to this effort is the kind of foundation we seek to emulate and build on in our efforts to create One America.

Sincerely,

Bill

980113

COPIES
FROM ADMIN

January 12, 1998

The Honorable William F. Winter
Watkins Ludlam & Stennis
Post Office Box 427
Jackson, Mississippi 39205-0427

Dear Bill:

Thank you for sharing your thoughts on the progress of the Initiative on Race. As you know, this effort is extremely important to me, and I deeply appreciate your hard work and active involvement in making the initiative such a success.

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Again, thanks. Your and Elise's lifelong contribution to this effort is the kind of foundation we seek to emulate and build on in our efforts to create One America.

Sincerely, **BILL**

BC/KMB/RSM/DWB/ech-efr-efr-ckb (Corres. #3795331)
(l.winter.w)

cc: Judith Winston, 3236 NEOB
cc: Sylvia Matthews, WW
cc: DWB/TDS, 94 OEOB

Xeroxed copy of personally signed original to NH through
Todd Stern

CLEAR THRU TODD STERN
PRESIDENT TO SIGN

980113

DRAFT OF BC LETTER

INITIALS: BC / kmb /

DOCUMENT TITLE: /slr/p/winter.w.1

DRAFT DATE / LETTER DATE: Jan 05 1998 /

CORRESPONDENCE #: 3795331

CLEAR WITH:

WHCC:

CC: Judith Winston, 323
NEOB

Sylvia Matthews, WW
Woyneq Wondurpa, 93

CORRESPONDENCE ADDRESSED TO:

Mr. William F. Winter
Watkins Ludlam & Stennis, P.A.
Post Office Box 427
633 North State Street
Jackson, Mississippi 39205-0427

APPROVAL/ENCLOSURES/SPECIAL INSTR.
Sylvia Matthews approved

DWB/TD
9

Dear Bill:

Thank you for sharing your impressions of the progress of the Initiative on Race. As you know, this ^{effort} is extremely important to me, and I deeply appreciate your hard work and active involvement in making ~~the effort~~ such a success. *our initiative*

I believe ^{you're} ~~that you are~~ right: because the issue is so difficult, some people will be skeptical. But I also believe that the effort must be made and that we are making real headway. Your work, ^{along} ~~together~~ with the contributions of the other Advisory Board members, has already made a difference. I am continuing to seek ways to highlight our progress. I look forward to receiving any additional suggestions from you on how I might accomplish this.

continuing work on this crucial issue. Your and Elise's lifelong contribution to the effort

Again, thank you for your ~~ongoing contribution to ensure that the initiative is successful. The lifetime of work by you and Elise on the issue of race~~ is the kind of foundation we seek to emulate and build on in our efforts to create One America.

EW

.....Constituent.Summary.View.....

Record: 1556934.A Revised: 13 Nov 97 Entered: 26 Jan 94
The Honorable William Winter .Contact.Aide.Type..Code.....Status

Dear Bill

4205 Crane Boulevard
Jackson, MS 39216

No business address

Birthdate: 02/21/1893

President's Birthday List
Friends of Bill

.History.Aide.DateIn/Out..Letter/Subject....
3348352 lac 27 Jan 97 /.archive/texts_ty
27 Jan 97
2689951 lac 05 Feb 96 /.archive/texts_ty
05 Feb 96
2035034 lac 26 Jan 95 /.archive/texts_ty
26 Jan 95
1284125 lac 27 Jan 94 /.archive/texts_ty
27 Jan 94

Group:

.....Constituent.Summary.View.....

Record: 3375846.A	Revised: 16 Jun 97	Entered: 24 Jan 96
The Honorable William F. Winter	.Contact.Aide.Type..Code.....Statu	
Dear Governor Winter	453881 CASE DC SPEECH IGA	OPEN

No home address

Chairman
Advisory Commission on
Intergovernmental Relations
800 K Street, N.W.
Suite 450 South Building
Washington, DC 20575

.History.Aide.DateIn/Out..Letter/Subject....
3544213 dia 04 Jun 97 /typ/slr/6.winter.
2735784 joj 26 Feb 96 /bc/schedule/reg.f
2663406 sva 24 Jan 96 /.archive/texts_bc
25 Jan 96

No additional information

No affiliations

Group:

[\[Text Version\]](#)



One America

The Advisory Board

The President's Initiative on Race

This Week: An Interview with Governor William Winter



John Hope
Franklin

Linda Chavez-
Thompson

Suzan D.
Johnson Cook

Thomas H.
Kean

Angela E.
Oh

Robert
Thomas

William
Winter

- About the Advisory Board -

The seven member Race Initiative Advisory Board was established to counsel the President on ways to improve the quality of American race relations. Currently, the Board is working with the President to:

- Promote national dialogue on race issues;
- Increase the nation's understanding of the history and future of race relations;
- Identify and create plans to calm racial tension and promote increased opportunity for all Americans; and
- Address crime and the administration of justice.

- Advisory Board Meetings -

Throughout the Initiative, Advisory Board members are reaching out to the nation to better engage the public in the President's efforts. As part of this outreach, the Advisory Board is holding a series of open meetings across the country to discuss their work and findings with the public. Visit this site for complete transcripts and materials from the [Advisory Board Meetings](#).

- Dialogue -

Share your thoughts and ideas with the Advisory Board and join the dialogue by e-mailing the Board at: OneAmerica@whitehouse.gov

[Back to One America](#)

January 2, 1998

Winter
is, P.A.

7

recent letter sharing your impressions of the progress of
you know, this is extremely important to me and I *very deeply*
I work and active involvement in making the effort, *a*
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*Winter 14
Paul
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AZUKA
prosted
Reuben
1/7
OK W/O
117*

the right: because the issue is so difficult, some people
do believe that the effort must be made and that we are
efforts, together with the contributions of the other
board members, have already made a difference.

am continuing
I ~~continue~~ to seek ways to highlight our important work. *real* I look forward to *accomplish*
receiving any additional suggestions from you on how I might ~~do~~ this. Again, I
thank you for your ongoing contribution toward ensuring that the Initiative is a *kind*
success. The lifetime of work by you and Elise on the issue of race is the ~~type~~ of
foundation we seek to emulate and build on in *creating* One America.

Sincerely, *our efforts to create*

Bill Clinton

11/26/97 16:13

8949 4972

WATKINS LUDLAM

001

WATKINS LUDLAM & STENNIS, P.A.
P.O. BOX 427
JACKSON, MISSISSIPPI 39205
601-949-4900

TELECOPIER TRANSMITTAL COVER SHEET

DATE: November 26, 1997

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(Department)

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This telecopy was requested to be sent by:

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Attorneys at Law

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NO



November 26, 1997

*coord with
Tina*

Writer's Direct No.

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The Honorable Bill Clinton
President of the United States
The White House
1600 Pennsylvania Avenue, NW
Washington, D.C. 20500-2000

Dear Mr. President:

I have hesitated to intrude on your time, but I would like to take this opportunity to give you my impressions of the work of the Initiative on Race.

First, let me say that I believe that the Initiative is beginning to accomplish what you had in mind when you established it last summer. In spite of some of the skeptics in the press and elsewhere, I am finding an incredible amount of agreement on the importance of what we are doing and a desire to be involved in it. It is simply the sheer magnitude of the problems that we are dealing with that causes some folks to be skeptical.

Be that as it may, I think that we have already accomplished one of our initial purposes, and that is to raise the subject of race to the level of genuine reflection, conversation and inquiry. Every newspaper columnist, skeptical or not, has been writing about the Initiative.

I am tremendously impressed by the very able and hard-working staff headed by Judith Winston. When we consider that they started from scratch in late summer, it blows my mind that they have been able to develop so many creative plans to make the Initiative a success. The Advisory Board is working harmoniously together.

After my brief experience on the Board, I am more convinced than ever that we are on the right track and that this is the most important endeavor that the people of this country can be involved in. I believe that the positive results that can flow from this Initiative can represent a historic and monumental achievement of your administration.

To that end I urge you to use your unique authority and influence to the maximum extent that you can to give emphasis to the purpose of the Initiative. It is acknowledged that you are the first President to

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WATKINS LUDLAM

003

The Honorable Bill Clinton
November 26, 1997
Page 2

make this a specific matter of national priority. More people are now beginning to understand how important this effort is. We must continue to emphasize it in every way possible.

I greatly appreciate the privilege which you have given me of being a part of this. I hope to see you in Akron next week.

Sincerely,



William F. Winter

WFW/sjt

Debra S. Wood

02/03/98 01:32:57 PM

Record Type: Record

To: Phillip Caplan/WHO/EOP

cc:

Subject: '98 newsletter

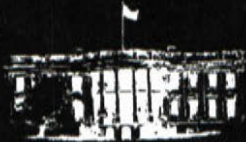
Phil,

Dana just dropped the newsletter off with Carol for your approval. You're the final person to approve it before it goes on to Room 1. However, a duplicate copy is with the PR office of the Secret Service. You might want to know that everything in there is language/photos all given to us by them. We did not use anything that wasn't cleared with them first.

Many thanks for approving this one for us. I hope you enjoy it...it's a fun read. If you have any questions, my number is x65131.

Debra Wood

Let me know if
you have any questions
Phil



White HOUSE



Welcome to the spring 1998 issue of Inside the White House, a newsletter designed to introduce you to some of the interesting people, places, and events in our nation's capital. This issue focuses on the brave men and women of the United States Secret Service.

If you and your family or classmates have ever been to the White House or seen a President of the United States in person or on television, you probably also saw several Secret Service agents. Many young people have written to me about these men and women. Some wonder what it would be like to guard the home of the President. Others ask why some agents wear suits and some wear uniforms. Many even want to grow up to be Secret Service agents. In the following pages, you'll learn about the history of this organization, and you'll also meet people who can answer your questions about the Secret Service, one of the oldest law enforcement organizations in our country.



I hope that you enjoy learning about the United States Secret Service. Mrs. Clinton and I are deeply grateful to these dedicated men and women who risk their lives each day to ensure our safety and the safety of everyone who visits the White House.

Bill Clinton

The United States Secret Service in History

DELETE
"TRASH"



As President, Bill Clinton deals with many major issues that affect all of us — crime, drugs, the environment — just to name a few. However, when our 16th President, Abraham Lincoln (1861-1865), was in office, times were very different. President Lincoln is well known for signing the Emancipation Proclamation, which freed the slaves. However, did you know that he also established the United States Secret Service?

When the United States Secret Service (USSS) was established, its main duty was to prevent the illegal production, or counterfeiting, of money. In the 1800s, America's monetary system was very disorganized. Bills and coins were issued by each state through individual banks, which generated many types of legal currency. With so many different kinds of bills in circulation, it was easy for people to counterfeit money. During President Lincoln's Administration, nearly half of the nation's money was counterfeit. At the advice of Secretary of the Treasury Hugh McCulloch, President Lincoln established a commission to stop this rapidly growing problem that was destroying the nation's economy, and on April 14, 1865, he created the United States Secret Service to carry out the commission's recommendations.

The Secret Service officially went to work on July 5, 1865. Its first chief was William Wood. Chief Wood, widely known for his heroism during the Civil War, was very successful in his first year, closing more than 200 counterfeiting plants. This success helped prove the value of the Secret Service, and in 1866, the National Headquarters was established in the Department of the Treasury building in Washington, D.C.

During the evening of the same day President Lincoln established the Secret Service, he was assassinated at Ford's Theatre in Washington, D.C., by John Wilkes Booth. The country mourned as news spread that the President had been shot. It was the first time in our nation's history that a President had been assassinated. As cries from citizens rang out, Congress began to think about adding Presidential protection to the list of duties performed by the Secret Service. However, it would take another 36 years and the assassination of two more Presidents — James A. Garfield (March 4, 1881-September 10, 1881) and William McKinley (1897-1901) — before the Congress added protection of the President to the list of duties performed by the Secret Service.

Since 1901, every President from Theodore Roosevelt has been protected by the Secret Service. In 1917, threats against the President became a felony (a serious crime in the eyes of the law), and Secret Service protection was broadened to include all members of the First Family. In

and his leadership during the Civil War



Photo courtesy of the Library of Congress

President Theodore Roosevelt's son Archie salutes as his brother Quentin stands at ease during a roll call of the White House Police. The White House Police eventually came to be known as the Uniformed Division of the Secret Service.

should shrink font on this a bit looks too much like text

1951, protection of the Vice President and the President-elect was added. After the tragic assassination of Presidential candidate Robert Kennedy in 1968, President Lyndon B. Johnson (1963-1969) authorized the Secret Service to protect all Presidential candidates.

Today's Secret Service is divided into two primary divisions — the Uniformed Division and the Special Agent Division. The primary role of the Uniformed Division is protection — protection of the President, the Vice President, and their immediate families. This branch also protects visiting foreign dignitaries, and the White House and its immediate surroundings. Originally named the White House Police, the Uniformed Division was established during President Warren G. Harding's Administration (1921-1923) by an Act of Congress on July 1, 1922.

The Special Agent Division is charged with two missions: protection and investigation. During the course of their careers, special agents carry out assignments in both of these areas. Some of the many investigative responsibilities of these men and women include counterfeiting, forgery, and financial crimes.



Photo courtesy of the Library of Congress

The Secret Service protects President Dwight D. Eisenhower (1953-1961) and his motorcade.

The United States Secret Service Today

Today's Secret Service is made up of approximately 4,600 employees. These men and women comprise the Special Agent Division and the Uniformed Division. They also provide technical support and clerical help. The Secret Service has offices throughout the United States, including Alaska, Hawaii, and Puerto Rico. It also has international liaison offices in Paris, London, Bonn, Rome, and Bangkok. Do you know if the Secret Service has a field office in your hometown?

Many citizens, young and old, write to the President to ask him questions about the Secret Service. Here are a few of the most frequently asked questions about this unique agency within our federal government.

Why do the agents look as if they're talking into their sleeves?

The Secret Service has its own unique communications system. To protect the President, all of the officers on duty must know where the President is at all times. Each agent has an earpiece that allows him or her to hear other Secret Service personnel and to receive directions from a special command center. Much like an air traffic controller who is helping pilots land airplanes, agents at the command center are able to alert agents to information they need. Connected to the special earpiece is a small microphone that rests just inside the agent's sleeve, allowing him or her to easily communicate, simply by speaking into the microphone next to the agent's wrist.

Why do some agents have dogs with them?

In the 1970s, the Secret Service created the K-9 division, which paired specially trained dogs with handlers, or K-9 Technicians. These special dogs have been trained to detect drugs, explosives, and firearms. Although German Shepherds were first used, the Secret Service now uses only Belgian Malinois dogs from Holland. Known for their adaptability to new climates and environments and their work drive, these dogs are exceptional members of the Secret Service. They generally work 7-11 years in the Secret Service and grow to an average 75 pounds. At night, after a busy day's work, they go home with their handlers, where they are a part of the family.



Why do some agents wear suits and others wear uniforms?

Special Agents, the ones you usually see with the President, do not wear uniforms. This helps the officers blend in with crowds so that they are not easily detectable. Those who are in the Uniformed Division wear uniforms because their jobs require them to be much like police officers. Many of these agents are posted at different areas around the White House, in front of embassies, and at the Vice President's residence.



The Bike Patrol helps keep the streets surrounding the White House secure.

I like to ride my bike a lot. I've seen officers outside the White House on bikes. What do they do?

The Bike Patrol plays a unique role within the Secret Service. The officers can easily chase a suspicious individual who is walking near the White House, and they can patrol the very large White House compound — which comprises not only the White House itself, but the areas immediately surrounding it — much faster than they can on foot.

I went on a White House tour with my class. We all had to go through metal detectors before we could go inside. Why?

Everyone who comes through the White House must pass through a metal detector, or magnetometer. This special metal detecting machine alerts the Secret Service to any potential weapons that are being brought into the complex. Going through a magnetometer not only protects the First Family and the White House, but it also protects tourists and other White House visitors from anyone who might be trying to cause harm.

Before entering the White House grounds, cars and packages must be inspected by K-9 teams such as Officer William Hernandez and his dog Rex.

Do Socks and Buddy have their own Secret Service agents?

While the Secret Service is responsible for protecting the White House and its inhabitants, Socks and Buddy do not have their own agents. In fact, Socks is delighted when he can slip into an open closet or onto a windowsill to take a quick nap, without an agent alerting Buddy to know where to find him!



Special Agent Lisa Risley

How can I become a Secret Service agent?

The Secret Service is always interested in qualified applicants. Requirements for each division within the agency vary. If you would like information on becoming an agent, you may write to the Secret Service at the following address:

United States Secret Service
Personnel Division
1800 G Street, N.W.
Washington, D.C. 20223

Meet Uniformed Officer Oliver Hemsley

If you and your friends or family have ever been to the White House, you probably saw many agents from the Uniformed Division. You might have even seen one agent who has worked at the White House since he was only 17 years old! Uniformed Officer Oliver Hemsley began his career at the White House as part of a "Stay in School Program" when he was in high school.

Officer Hemsley began as a White House Messenger, delivering important documents during the Nixon Administration, a job he held until President Reagan's Administration. Although he was not a part of the Secret Service at the time, Officer Hemsley was able to meet many Secret Service agents, which sparked an interest that turned into a career change in 1985, when he joined the Secret Service as a Patrol Duty Officer. His duties included making sure the Executive buildings were secure, monitoring visitors who came to the White House, and conducting tours of the White House for special visitors — a job he particularly enjoyed.

Today, Officer Hemsley is the Physical Fitness Coordinator for the Uniformed Division. His duties include overseeing the Secret Service gym, making sure that the equipment is working properly, designing physical fitness programs for officers, and administering fitness tests. Twice each year, Uniformed Officers must undergo physical fitness tests. They are

tested in five areas: push-ups, sit-ups, pull-ups, 1-1/2 mile run, and the sit-and-reach flexibility test. If an officer does not pass these strenuous tests, Officer Hemsley will design a training program to help the agent meet his or her goals.



In addition to the fitness test, all agents must take a technician's test once a year. This test is composed of various scenarios for which each agent must describe how he or she would handle a particular situation if it occurred.

we don't need this, done

Officer Hemsley is also part of the Presidential Advance Team. The Advance Team begins preparations for a Presidential visit 3-4 weeks prior to the President's arrival. Along with other representatives from the White House, the Advance Team secures all areas the President plans to visit, sets up metal detectors to screen visitors who will attend an event, plans travel routes for the Presidential motorcade, and transports necessary equipment and vehicles. The Advance Team then stays until the President completes his trip.

Officer Hemsley enjoys his job tremendously. Throughout his career in the Secret Service, he has traveled around the world and met many famous individuals, but he especially enjoys meeting and visiting with young people who come to see the White House. Who knows, maybe one day you will have a chance to meet Officer Hemsley at the White House!



Draft 2/4/98 12:30pm

PRESIDENT WILLIAM J. CLINTON
REMARKS ON "HIGH HOPES" PARTNERSHIPS
(With Insert on Iraq)
THE WHITE HOUSE
February 4, 1998

98 FEB 4 PM 12:30

Acknowledgments: VP Gore; Sec. Riley; Rep. Chaka Fattah; Gene Sperling [who has been working toward this day with deep, personal conviction for the past 5 years -- which, given Gene's hours, is like 10 years for the rest of us]; Harris Wofford; Linda Chavez-Thompson; introducer Fabiola Tafolla [tah-FOH-ya].

Before I begin, let me say a few words about the situation in Iraq. Later today, Secretary Albright will report to me about her intensive week of meetings with our friends in the Persian Gulf, Europe, and Russia. I'm encouraged by the strong consensus she found: that Iraq must fulfill all United Nations Security Council resolutions and that it must allow the international weapons inspectors full and unfettered access to all suspect sites. All of us would prefer to find a genuine diplomatic solution. The best way to stop Saddam from building nuclear, biological, or chemical weapons is to get the international inspectors back on the job with no restraints. But I will say again: One way or the other, we are determined to deny Iraq the capacity to develop weapons of mass destruction and the missiles to deliver them. That's the bottom line.

Last week, in my State of the Union Address, I spelled out my vision for strengthening the nation for the 21st century. I spoke about building an America where everybody has a chance to get ahead with hard work . . . where government provides opportunity . . . where citizens honor the responsibility to give something back to their communities. This is the America that the High Hopes initiative will help put within our reach.

Thanks to new \$1,500 HOPE Scholarships, Lifetime Learning Tax Credits, Education IRAs, education grants for serving with AmeriCorps, streamlined loans, and expanded Pell Grants, we have opened the doors to college wider than ever. Now we must make sure all students, especially those from our hardest-pressed families, have a guardian angel helping to guide them to those open doors.

When I was a boy, we didn't have a lot of money, but one thing we never ran out of in our house was high expectations. From the time I was ready to graduate from Ramble Elementary in Hot Springs, my mother, my teachers, and my pastor already had me thinking about going on to college when I got older. No one knew exactly how we were going to pay for it. But they went ahead and planted the idea in my mind -- and then they helped guide me toward the goal.

Rep. Fattah has a similar story. His grandmother, who set him early on a path to college, used to tell him and his five brothers, "Unless you're dead or dying, you are going to school." Apparently, the acorn doesn't fall far from the tree; I just found out that Rep. Fattah wouldn't let his son, Chip, come to this ceremony today -- because he didn't want him to miss class.

Many young students aren't as lucky. They grow up without realizing how important, and how possible, college really is. There might not be anyone at home to push them to take algebra and other classes important for college. They probably don't know how to secure scholarships, grants, and loans. There's no one pumping them up with hopes and dreams.

And that is why we must make mentorship a way of life. The High Hopes initiative will enlist colleges and community groups to form partnerships with thousands of middle schools and give more than a million students both the information and inspiration to seize the opportunity of college. My balanced budget for 1999 includes \$140 million to help these groups harness the power of citizen service and reach out to students no later than 7th grade and work with them all the way to high school graduation. Trained mentors and role models will help children pick challenging courses, tutor them when they need some extra help, take them on college visits and other academic field trips, and help them during the college application process. And with Rep. Fattah's leadership, we will make sure children and their parents receive a 21st Century Scholar certificate, telling them how much aid they will receive.

I am proud that more than 300 college presidents and more than 50 major education, religious, civil rights, and service groups have embraced this initiative. I would like to ask the leaders of these groups and the college presidents here today to stand. We are also grateful for the outpouring of bipartisan support from Capitol Hill.

I would also like to thank Linda Chavez-Thompson and the rest of the members of my Race Advisory Board for their help with this initiative. They have found that early mentoring and tutoring has made a remarkable difference in the lives of minority students. They believe, as I do, that High Hopes partnerships will help close our nation's opportunity gap and help us build one America.

And High Hopes partnerships are just one of the ways we are working to raise expectations and lift the sights of our students. Because we know that high-school drop-out rates are too high, especially among Hispanic students, the Vice President just announced a \$600 million effort to focus more classroom attention on those who are most at risk. We are expanding Head Start to a million children . . . enlisting thousands of college students to make sure all our 8-year-olds can read . . . working to add 100,000 qualified teachers to reduce class sizes in the early grades . . . challenging all our states to adopt high academic standards to ensure that all children master the basics.

In every community in America, there are children of great ability who just need a little spark to go on to great things. A child in rural Tennessee who, with a helping hand and higher education, will go on to a career in medical research. A child in Southwest Washington who, with the guidance of a caring college student, will go on to become a college president. A first-generation American in Texas that might go on to become the President of the United States. We must have high hopes for all our children. There are no limits on what they can achieve. A great nation that aspires to even greater things in the new century cannot afford to leave a single child behind. Thank you and God bless you.

###

Tim -

let me know
what you think
of this. (By ROB)
Thanks (Hil)

THE WHITE HOUSE

WASHINGTON

January 30, 1998

The Honorable William E. Kennard
Chairman
Federal Communications Commission
1919 M Street, N.W.
Washington, D.C. 20554

Dear Chairman Kennard:

In my State of the Union Address I called upon the Federal Communications Commission (FCC) to act to require media outlets to provide candidates with free and discounted airtime for campaign advertising. Free and discounted time will reduce the need for more campaign money, and will allow candidates to spend less time fundraising and more time addressing the concerns of our country.

Spending on congressional campaigns has risen six-fold in the last two decades, more than three times the rate of inflation, and spending on television is the primary reason. In 1970 expenditures on television advertising in congressional campaigns totaled \$50 million. In 1996 that number had risen to \$400 million. The evidence at the beginning of this election year is that the cost of media spending by candidates for public office will continue to spiral upward. We must address the reason for the explosion in campaign costs.

The dawning of the digital age of broadcasting makes it imperative that we update broadcasters' public interest obligation. Broadcasters have been loaned an additional channel worth billions of dollars for free. The FCC must ensure that broadcasters, given the opportunity to benefit from their use of a valuable public resource, use this public resource to strengthen our democracy.

Free and discounted television time can make our most powerfully effective medium a powerful force for expanding democracy in the information age. I call upon the Commission to develop policies, as soon as possible, which ensure that broadcasters provide free and discounted airtime for candidates to educate voters.

Sincerely,

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Returning Clinton's Embrace

MR. PRESIDENT

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And now it was our turn to feel his pain.

Start using
your award points
right away.



"Before the speech, I asked my mother, who is 84 and lives in rural Alabama, what she thought of Clinton, and she said she supports him," Lewis explained later. "She said, 'You all should leave the president alone and let him do his job.' She thinks those who are doing the criticizing ought to look in their own closets." Lewis's mother is not alone.

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According to a Washington Post poll taken Wednesday through yesterday, more than 85 percent of African Americans, compared with 63 percent of whites, continue to approve of Clinton and think he has the honesty and integrity to do the job.

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Even more striking, 68 percent of blacks say they "strongly approve" of Clinton's performance, compared with only 38 percent of whites. And 74 percent of African Americans say the alleged Clinton sex scandal is much ado about nothing. Only 58 percent of whites feel that way.

This outpouring of black support for Clinton comes in part because he, unlike so many presidents in the past, actively reaches out to African Americans.

It was a nice touch, for instance, for him to invite the Rev. Jesse L. Jackson to the White House, where the two men prayed and watched the Super Bowl together. And many applauded the uncommon

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Returning Clinton's Embrace

By Courtland Milloy

Sunday, February 1, 1998; Page B01

Print Edition
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After the State of the Union address last week, several members of the Congressional Black Caucus rushed to hug President Clinton -- apparently unfettered by the sex scandal that has engulfed him.

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As some other lawmakers were fleeing the Capitol chambers, Rep. John Lewis (D-Ga.) could be seen on television embracing the president, his richly expressive face pressed tightly against Clinton's shoulder. It was the personification of a unique emotional quid pro quo that many African Americans have with this man.

And now it was our turn to feel his pain.

Start using your award points right away.



"Before the speech, I asked my mother, who is 84 and lives in rural Alabama, what she thought of Clinton, and she said she supports him," Lewis explained later. "She said, 'You all should leave the president alone and let him do his job.' She thinks those who are doing the criticizing ought to look in their own closets." Lewis's mother is not alone.

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It was a nice touch, for instance, for him to invite the Rev. Jesse L. Jackson to the White House, where the two men prayed and watched the Super Bowl together. And many applauded the uncommon

sensitivity that Clinton showed during the State of the Union speech, when he singled out Army Sgt. Michael Tolbert, an African American, for heroism in Bosnia -- and did not use a black woman as his example for welfare reform.

Yet a survey of African Americans taken last year by the Joint Center for Political and Economic Studies suggests that at the root of this support is something of a phenomenon -- reflecting, perhaps, a fundamental difference in the way many blacks and whites see the world.

"Blacks tend to view the economy, especially issues around jobs and unemployment, as a top priority, while whites surveyed do not see that as the most important issue facing the country today," said Ron Lester, a Democratic pollster who analyzed the Joint Center findings. "Blacks are more concerned about racism, poverty, crime and drugs than whites, who seem to be more interested in 'moral decline,' taxes and the national debt. Blacks see Clinton addressing their issues. And they really like his style because he seems to recognize that African Americans, because of a unique history and culture, are not just white people painted black."

According to the Joint Center survey, black people give Clinton an unprecedented 90 percent approval rating -- making him the most beloved public figure in black America. (Jesse Jackson got a 86.6 percent approval rating; Colin Powell, 69.7 percent; Al Gore, 67.8; and Louis Farrakhan, 40.1).

We like Clinton, the polls say, because black unemployment has been cut in half during his term in office. We appreciate the fact that he did not wait for a race riot to recognize that racism is still a problem in America. When Clinton goes to black churches, he sings gospel songs without using a hymnal. We notice that he actually knows the words, and we like what we see.

"Black people see the contrast between Clinton and [House Speaker] Newt Gingrich, who opposed health care [and was against] expanded child immunization and better school lunch programs," Lester said. "And they saw Clinton stop Gingrich in his tracks. To us, he is our last line of defense."

None of this is to suggest that blacks turn a blind eye to wrongdoing. Quite the contrary. What seems to distinguish many blacks and whites is the degree to which some wrongs appear worse than others.

"If you want to talk about morality and sin, and what is the greater sin, most black people agree with Dr. Martin Luther King Jr. -- having so many poor people in this land of plenty is immoral," Lewis said. "Having 40 million people without health insurance is a sin. Sending

children to bed hungry and to school hungry, that's not right. When you have a media that pays no attention to the plight of people in Appalachia, to the desperate straits of Native Americans on those reservations, to the poverty-stricken in southwest Georgia and in the Mississippi Delta, but goes overboard with rumor, allegation and sleaze, it makes people sick to their stomach."

For many African Americans, public officials -- especially white ones -- are not looked to for moral leadership. They are expected to help find ways to bring more of us into the mainstream of American life. Period. Clinton is head and shoulders above the rest on this score.

Moral guidance, many blacks believe, comes from having a right relationship with God. Once established, it becomes possible to see Clinton, as Lewis's mother does, for who he is -- a good, but imperfect man, in need of redemption, like everybody else.

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MEMORANDUM FOR THE PRESIDENT

FROM: JANET YELLEN *Janet Yellen*

SUBJECT: Consumer Price Index (CPI)

This memorandum responds to the questions you asked about my January 20 memorandum on the CPI (attached). It also responds to a letter that Erskine had forwarded to me from Senator Moynihan, in which the Senator noted that you had agreed that we needed to get a proper cost-of-living measure and that ongoing improvements in the CPI may make it easier to switch to the type of measure supported by Senator Moynihan.

As mentioned in my previous memo, the BLS will be implementing a variety of improvements in the CPI throughout 1998 and 1999. For example, starting with the CPI that will be released on February 24, the index will incorporate a new market basket (based on purchases between 1993 and 1995, rather than between 1982 and 1984), and a new system for measuring computer prices.

With respect to the two questions you had about my earlier memo:

- We expect that planned improvements in the CPI will reduce its annual rate of increase by 0.41 percentage point per year. That additional 0.41 percentage point reduction in the CPI has already been incorporated into our economic assumptions underlying the budget. However, because of these BLS changes, we are projecting a budget surplus in 2002 that is \$14.6 billion higher than would otherwise have been the case.
- The Social Security Trustees' assumptions have incorporated some, but not all, of the improvements in the CPI. In particular, their COLA projections do not yet reflect our estimated 0.33 percentage point per year of reductions that have occurred or are planned. A 0.33 percentage point reduction would reduce the 75-year actuarial imbalance in the Social Security system by approximately 0.5 percent of payroll (out of a current gap of 2.23 percent), and extend the life of the Trust Fund by about 5 years (from 2029 to perhaps 2033 or 2034).

With respect to Senator Moynihan's note:

- The Boskin Commission's central estimate for the overall bias in the CPI was 1.1 percentage point per year. We estimate that the changes implemented since 1995, as well

as those planned for 1998 and 1999, would reduce the Boskin estimate by about 0.33 percentage point per year -- reducing his estimate of the bias to about 0.8 percentage point per year. The BLS has indicated some willingness to publish a new index that would correct for upper-level substitution. Using such a new index for cost-of-living adjustments, which would require legislation, would further narrow the gap between the official cost-of-living adjustment and Professor Boskin's desired index, to approximately 0.65 percentage point per year.

- That remaining gap -- of 0.65 percentage points per year -- largely reflects the difficulty of accurately measuring quality improvements, and is unlikely to be bridged in a manner that is supported by the BLS. It is the component of the Boskin report that attracted the most criticism within the broader economics community, because its size and perhaps even existence is extremely hard to quantify. Indeed, in testimony before the Senate Budget Committee yesterday, Chairman Greenspan stated, in response to a question, that he now considers it a "lesser priority" to enact legislation to alter the current CPI-based COLA adjustments "largely because BLS has done such a good job recently." He said: "I must say--they have done really an excellent job over the last couple of years."

Thus, my conclusion is that while the improvements in the CPI and the possible new index are narrowing the gap between the BLS and Professor Boskin, going all the way to what Professor Boskin and Senator Moynihan advocate remains highly controversial. In particular, the new index being considered by the BLS does not make it any easier to reach consensus on the most controversial aspect of the Boskin report: the so-called quality and new products biases. Given this situation, Professor Boskin and Senator Moynihan will likely still argue that a significant upward bias exists in the CPI or any putative new BLS index, and the BLS will continue to object strongly to that conclusion. The larger economics community continues to debate the issue, and has not reached any definitive conclusions.

EXECUTIVE OFFICE OF THE PRESIDENT
COUNCIL OF ECONOMIC ADVISERS
WASHINGTON, D.C. 20500



THE CHAIRMAN

January 21, 1998

Handwritten: R/R
S/S
P/S

Handwritten: copy
Yellen
CCE

MEMORANDUM FOR THE PRESIDENT

FROM: JANET L. YELLEN *Janet L. Yellen*

SUBJECT: BLS Methodological Improvements

As shown in the attached table, the BLS has made methodological improvements that we estimate to have lowered the annual increase in the CPI by 0.28 percentage point since 1995. More improvements are in train through 1999, and we estimate that these will lower the CPI by a further 0.41 percentage point. In sum, BLS actions since 1995 have or are expected to lower the increase in the CPI by 0.69 percentage point by 1999. Of this total, 0.36 percentage point had been anticipated by the Boskin Commission and by those responsible for the long-run Social Security projection. The Boskin Commission would probably lower their estimate of the CPI bias by 0.33 percentage point. Similarly the Social Security projection of the CPI might also be lowered by this same 0.33 percentage point--give or take a bit reflecting disagreement on how to score these effects.

The BLS has requested further budget authority to fund programs that would increase the agency's ability to measure substitution and quality changes, as detailed on the last page of the table. The upper-level substitution effects (about 0.15 percentage point per year) would be incorporated in a separate annual index. (The BLS already produces measures of upper-level substitution bias; these new programs would produce a more accurate estimate.) However, new legislation would be required for this--or the existing-- index to be used in the Social Security indexation formula.

Attachment

Handwritten notes:
How many yr.
would this add to
the life of the fund?
What will this do to
projected budget
numbers?

Table 1: Recent and Prospective Methodological Changes to the CPI

Change	Date	Effect on CPI	Reduces Boskin est.	Reduces SS proj.	Description
Generic prescription drugs	1/95	-.01	yes	yes	Generic drugs had been considered different drugs than the proprietary brands that they replaced. With this change, generic drugs are now considered perfect substitutes.
Food-at-home seasoning	1/95	-.04	no	no	Fixed the so-called "formula bias" in the food category where it caused the most problems. Already accounted for in Boskin & SS estimates.
Owners' equivalent rent formula	1/95	-.10	no	no	The BLS follows the rent of renters who live in neighborhoods that are primarily occupied by homeowners. After it was discovered that the old formula for aggregating these rents was biased upwards, the aggregation formula was revised to eliminate this bias. Already accounted for in Boskin & SS estimates.
Rent composite estimator	1/95	+.03	no	no	Rents had been measured at both 1- and 6-month intervals, and both changes were used in estimating the CPI. But after it was discovered that the 1-month changes were biased towards showing no change, only the 6-month changes were used. Already accounted for in Boskin & SS estimates.
General Seasoning	6/96	-.10	no	no	Fixed the so-called "Formula bias" in the non-food categories. Estimated to have lowered the CPI by 0.1 percentage point. Already accounted for in Boskin & SS estimates.

Change	Date	Effect on CPI	Effect on Boskin est.	Reduces SS proj.	Description
Hospital Services Index	1/97	-.06	yes	yes	In contrast to previous procedures which measured the list price of medical inputs (such as an hour of physician's time), the BLS changed to a system of measuring transaction prices on patients bills. Because transaction prices have not been increasing as fast as list prices, we estimate that this aspect of the new procedures will lower the increase of the CPI by 0.06 percentage point per year. However, even larger effects are possible if the items on billing records turn out to be outputs rather than inputs--thereby allowing productivity growth to reduce medical price inflation. In addition, the BLS has now grouped inpatient and outpatient surgery into the same category. At present, the agency is aggregating these with fixed weights, but if the agency ever decides that (much cheaper) outpatient surgery is a substitute for inpatient surgery, the effect on hospital inflation would be raised considerably.
Personal computer hedonics	1/98	-.06	yes	yes	The BLS will switch to measuring computer prices by the price of intrinsic characteristics (like speed and memory) rather than by following price declines among selected models.
Updated market basket	1/98	-.15	no	no	Update the market basket from 1982-84 to 1993-95. Already accounted for in Boskin & SS estimates.

Change	Date	Effect on CPI	Reduces Boskin est.	Reduces SS proj.	Description
Geometric means	1/99	-.15	yes	yes	BLS will announce in February 1998 which of the 214 categories (such as apples, or "prescription drugs") will be aggregated using the current system of arithmetic weighting (which assumes the consumer always buys, say, 3 Delicious and 2 Macintosh apples) or geometric weighting (which assumes that the consumer buys more Delicious apples when they become cheaper). Geometric aggregation is clearly appropriate for apples, but probably not for prescription drugs. If geometric aggregation were to be used for every category, it would lower the CPI by 0.25 percentage point per year, but the BLS is likely to consider it appropriate for only about half the categories.
Rotation by item	1/99	-.05	yes	yes	The "Point-of-purchase survey" (POPS) selects which within-category items (such as which apple variety) consumers purchase and where they buy them. Currently, the (POPS) is done once every five years on a regional basis--so that one-fifth of the regions are updated every year. The BLS will switch to national updating by item--a change that will allow more frequent item selection in the categories with the most new-product introductions, such as consumer electronics.
Total of past & announced		-.69	-.33	-.33	

Change	Date	Effect on CPI	Reduces Boskin est.	Reduces SS proj.	Description
Proposed:					
Data collection for hedonics	1/99	?	?	?	Would fund the collection of data to support hedonic quality adjustment.
Consumer expenditure survey expansion	1/00	?	?	?	Would increase the sample size for the Consumer Expenditure Survey, Although not strictly required, this would facilitate 1) a shorter lag for incorporating new market baskets, and 2) superlative indexes.
Accelerated update system	1/01	?	?	?	Would reduce the lag in incorporating new market baskets. (For example the 1993-95 basket is not being implemented until 1998. With a larger CE sample, only a 2-year CE sample would be required this shortening the lag required for a new market basket.
Superlative Indexes	1/02	-.15	see comment	see comment	BLS would issue a second superlative index in October for the annual average of the previous year. Would not lower the published CPI, but, with new legislation, could be incorporated into government programs.

THE WHITE HOUSE
WASHINGTON

February 2, 1998

MR. PRESIDENT:

Erskine wanted you to see the
attached memo this evening.

Sylvia will discuss it with you
on the plane in the morning.

Phil Caplan

THE PRESIDENT HAS SEEN
2-4-98

Caplan
Spelling
Matthews
Cos

THE WHITE HOUSE
WASHINGTON

2-4-98

February 2, 1998

MEMORANDUM FOR THE PRESIDENT

FROM: GENE SPERLING

RE: PROPOSALS TO SUNSET THE TAX CODE

Tomorrow Frank Raines and Bob Rubin are testifying on the Hill on your balanced budget. We expect that they will be asked for an Administration position on Republican proposals to sunset the tax code. Your advisors are of the general view that we should take a strong stand against the sunset proposals. Your advisors believe that this recommended position should be weighed against a more measured position, especially because of an unclear political dynamic in the House. Specifically, Minority Leader Gephardt has signaled that many in his caucus could be supportive.

Content

There are companion "sunset the tax code" bills pending in the House and Senate. The House bill was introduced by Representatives Largent and Paxon, with 91 cosponsors. Two of these cosponsors are Democrats, Representatives Condit and Hall. The bill would:

- sunset the tax code on December 31, 2001.
- make an exception for both Social Security and Medicare.
- establish hortatory criteria for a replacement system including, low tax rates; tax relief for working Americans; protect rights of taxpayers and reduce abuses; eliminate bias against savings and investment; promote economic growth; and no marriage penalty.
- instruct Congress to approve a replacement tax system by July 4, 2001. The instruction would be non-binding.

Senator Hutchinson is the sponsor of the Senate bill, along with six Republican cosponsors (Domenici, Brownback, Nickles, Smith, Coverdell, and Abraham). The Senate bill duplicates the House in all respects, except for a very minor date difference. The Senate non-binding instruction for a replacement system is July 15, 2001.

Analysis

It is the strong view of your economic team that the proposal to sunset the tax code is extremely irresponsible and potentially harmful to the economy. Tax considerations are an integral part of critical decisions families and businesses make. The uncertainty the sunset proposal would create would damage the ability of families and businesses from making informed rational decisions. It could lead to misguided choices or paralysis.

For families, the decision of whether and when to buy a home is one of the biggest financial decisions they will ever make. How does a family make a decision on buying a home, if they do not know whether the mortgage interest deduction would remain on the books. The sunset proposal would put the tax status of people's pensions in question. Would businesses forge ahead with new investments, if the tax treatment were completely up in the air? The tax uncertainty would affect the pricing of all kinds of business transactions. This could lead to widespread hesitation among the business sector that would be economically inefficient and dampen growth.

Moreover, the timing of this proposal is ill-conceived. The United States, both the public and private sectors, is now on very solid financial footing at a critical time, when the world is looking to the United States for such strength. The proposal would put this integrity at risk at a critical time.

Options

Your economic team believes that either position we choose to articulate tomorrow would be prefaced by two points in response to a question:

- 1) Your principles on tax reform -- that any proposal must be fair to working people; maintain fiscal discipline; promote economic growth and job creation; and simplify the tax code.
- 2) Point out lack of replacement -- the sunset proposals do not tell the American people what the replacement system would look like. To date, no Republican proposal has met your test of fairness and fiscal discipline. In addition, the past proposals have not been consistent with Saving Social Security First. The proposals do not even meet the stated principles in the sunset bills, such as tax relief for working Americans.

Following these two points, Bob Rubin and Frank Raines would either A) take a strong stand against the proposal; or B) Take a measured stand against, by raising questions.

Option A: Take a Strong Stand Against

This option would strongly argue against the proposal and point out how economically damaging even seriously considering such an idea would be.

Pro:

- Potential to help cut the proposal off before it gains traction by highlighting for members, who have not considered it yet, how economically damaging it would be.
- Economically this is a pernicious idea.

- Drive home that this is not going to be a free vote, that it would have potentially damaging economic consequences.
- Many groups -- home builders and real estate groups -- would likely support.

Con:

- There are signs -- though unclear-- that the proposal could be supported by sufficient numbers of House Democrats, including Minority Leader Gephardt himself. The National Federation of Independent Businesses is mounting an aggressive campaign to push the idea, urging Members to sign a pledge.
- Could be seen as defending the status quo.
- Would make it harder to come back and moderate position if required later.

Option B: Take a Measured Stand Against and Raise Questions

Under this option, Bob Rubin and Frank Raines would, if asked, raise a series of questions, such as what do the proponents have in mind for a replacement? How would families and businesses respond? Could the proposal paralyze all kinds of economic actors? How would financial markets respond to consideration or passage of the proposal?

Pro:

- While raising questions, this would leave our options open moving forward, in case the proposal gains strong momentum.
- Would give us more flexibility to find out where Democrats are.

Con:

- A measured response could convey some hesitation and unintentionally give the proposal a shot of momentum.
- Failure to reject could give the idea undeserved credibility.

Recommendation

The consensus of the members of your economic and political team was that we should come out swinging. If your top economic people were not immediately perceived as being against this idea, it could give the idea credibility and traction. We could mount a strong political argument against it by portraying the idea as a threat, not only to the economy, but to the values of people's homes and pensions. To avoid sounding like we were defending the status quo, we would stress the need to see what a replacement would look like, while raising the specter of the most unpopular Republican proposals, such as a large and regressive national sales tax. While the consensus of your advisors is to strongly reject the proposal, this approach will lock us in and we wanted to make sure you thought this was a wise strategy.

↳ should be aggressively open to bipartisan tax reform



Option A
Recommended Strong Against

Option B
Measured Against

*↳ Make 3 arguments - uncertainty re:
future commitments by business
" " " individuals
fear of loss of present tax benefits*

↳ There 2 could affect behavior w/ economy

S·E·A·R·C·H

SERVICE OF THE EMERGENCY AID RESOURCE CENTER FOR THE HOMELESS

P.O. Box 7969 Houston, Texas 77270-7969
(713) 739-7752 • Fax: (713) 739-9201

Sandy Reese-Kessler, *Executive Director*
Celso Gonzalez-Falla, *President* • Shelly Cyprus, *President Emeritus* • Kay Schwartz, *Director Emeritus*

January 23, 1998

President Bill Clinton
1600 Pennsylvania Avenue
Washington D.C.

98 FEB 4 AM 10:17

Dear Mr. President:

A dinner honoring your good friends Arthur and Joyce Schecter will take place on April 23, 1998. Benefiting SEARCH, a non-profit agency serving the homeless in Houston, Texas, this dinner is to also increase the awareness of a very pertinent issue.

It would be a great honor to the Schecters and to SEARCH if you would participate in making a video message greeting the Schecters and briefly commenting on the needs of the homeless to be shown the night of the dinner.

We have provided a sample speech for your perusal. This short speech honors the Schecters' commitment to their community and their dedication to helping others both with their time and financial resources. It also addresses the homeless issue that exists nationally and your solution to helping address this problem.

SEARCH's mission is to respond to the homeless by providing opportunities to change their lives and enhance their dignity and self-worth. SEARCH was founded in 1989 by a coalition of ecumenical congregations representing diverse ethnic, social and spiritual backgrounds. SEARCH has become a leading service provider in our community, serving more than 4000 men, women and children each month. SEARCH also has the only licensed child care facility in the Houston/Harris County area exclusively serving homeless children.

Your participation in our dinner/fundraising efforts through this video will help to raise the level of consciousness of citizens everywhere to this very serious issue. We are honored to have you consider making this video. We will help in any way needed to make this become a reality.

Attached is information about SEARCH. We look forward to receiving your response. Please call Elizabeth Moore, Events Coordinator at (713) 739-7752 if you have any questions.

Sincerely,

Sandy Reese-Kessler
Sandy Reese Kessler
Executive Director

214198
Send to Scheduling?
Yes
No

video request

C.



**Video Text for the President
SEARCH dinner, Houston
April 23, 1998**

Good evening. I am delighted to send greetings to all of the Houstonians who are gathered to celebrate the work of SEARCH. And to everyone at SEARCH, congratulations on your ninth birthday.

If there's one thing that our country has learned about homelessness in the past few years, it's that homeless people need more than shelter. They frequently need training in job skills, medical and mental care, spiritual guidance, career counseling, and solid encouragement. These are all things that most of us take for granted, but that productive citizens cannot do without.

Feeding and housing homeless Americans is vital work, but these tasks cannot solve the problem they treat if they are not connected to transforming experiences that will get people back on their feet and point them towards self-sufficiency.

That's why the work that SEARCH does is so important. It gives its clients the services that restore dignity and stability to their lives. This stability gives clients the freedom to benefit from the training the agency also provides.

Because of its breadth, SEARCH covers many parts of what I call the continuum of care. All of the needs of the homeless complement each other, because it's difficult to make progress if you lack even one of life's necessities. As you know, I have asked Congress for an increase of \$327 million in federal aid to homelessness. I want to help SEARCH move the homeless from the streets to self-sufficiency.

It is comforting to know that your government funding, now and in the future, is buttressed by great community support. That's why I join you in applauding the three founding

institutions of the medical support programs at SEARCH: Baylor College of Medicine, Harris County Hospital District, and the Methodist Hospital.

I would also like to honor my friends Arthur and Joyce Schechter. SEARCH is very fortunate to have supporters like the Schechters, who have demonstrated their generosity through their contributions of time, talent, and treasure. I was proud to appoint Arthur Ambassador to the Bahamas. He and Joyce are great Americans who have devoted themselves to causes they believe in.

In the end, no one could express the value of SEARCH better than one of your clients, Andre Jack, who said, "Thank you for bringing me back from the dead...and rekindling the fire of hope, love, and self-esteem that was buried deep within me. I was given another chance to dream."

Hillary joins me in sending best wishes to Arthur and Joyce and all of you for giving people like Andre another chance to dream.

rescue

journal

Responding to
the needs of
the homeless
by providing
opportunities
for them to
change their
lives and
enhance their
dignity and
self-worth.



SEARCH

SEARCH
2505 Fannin
Houston, Texas 77002
(713) 739-7752
(713) 739-9201 fax

SEARCH outstanding award winners

Could we ask for anything more? SEARCH has the most loyal supporters and volunteers in the city! Here are a few highlights:

Shelly Cyprus, President Emeritus and SEARCH Founder, was awarded the Anti-Defamation League's Ben And Julie Rogers Ecumenism Award for leading an interfaith effort to establish SEARCH as a lifeline for the homeless.

Charla Wilson, SEARCH Board Member and Volunteer was awarded the Houston Mayor's Award for Outstanding Volunteer Service. Her efforts to raise funding and awareness for SEARCH set the standard for excellence for volunteers in the city.

Olive Bricker, SEARCH Volunteer was awarded Channel 11's Jefferson Award for Outstanding Volunteer Service. Her dedication to the children at the House of Tiny Treasures is unsurpassed.

Thanks to the nomination made by long-time and dearly loved volunteer, **Ethel Dumbauld**, SEARCH was awarded the Freedoms Foundation Award for Outstanding Social Service Agency.

ADMINISTRATION

Sandy Reese-Kessler, Executive Director
Karen Absher, Associate Executive Director

DIRECTORS

Jeffrey Garrett, Business Enterprises
Meredith Philipp, Communications & Volunteers
Thao Ngo, Development
Jennifer Stephenson, Finance

PROGRAM DIRECTORS

Thelisa Palmer, Emergency/Homeless Prevention Services
Cathy Crouch, Employment Education Center
Wendy Wright, Housing

PROGRAM MANAGERS

Sandy Thompson, House of Tiny Treasures
Kristin Anderson, Medical Support
Martha Brown, On-Site Housing
Stuart Bailey, Mobile Outreach

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Kay Schwartz, Director Emeritus

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new business enterprises employ houston's homeless

In its ongoing efforts to meet the needs of Houston's homeless, SEARCH has announced the creation of the Business Development Center. The new business development program will establish contractual work relationships between SEARCH and the Houston business community. Utilizing SEARCH clients, new business enterprises are being evaluated in the areas of piece part assembly, catering, administrative/clerical, and building maintenance. The first business enterprise is scheduled to launch in the summer/fall of 1998.

Sandy Reese-Kessler, Executive Director, said, "This venture has been in the planning stages for nearly two years. We are very excited about expanding our efforts to rebuild people and rebuild lives through these ambitious business opportunities."

SEARCH has hired Jeffrey Garrett as Director of Business Development. As a business

marketing professional, Mr. Garrett comes to SEARCH with 18 years experience in both corporate and non-profit business development. A native of Texas, Mr. Garrett has spent the past 9 years in Washington D.C. During this period he worked with Bell Atlantic, Sheraton Hotels, and two human rights non-profit organizations. Prior to leaving Texas, Mr. Garrett worked in marketing for Southwestern Bell for 8 years in Houston and Dallas. Garrett said, "I am very impressed with the professional and comprehensive services that SEARCH provides our homeless citizens. I am eager to help create new employment opportunities for our clients and to help SEARCH expand its services and outreach."

Watch for updates of this very exciting new program that will help employ our clients, assist them in becoming independent and provide SEARCH with additional sources of funding for clients and programs.

holiday gift ideas

House Pins and House Frames are SEARCH's signature items. They are the perfect holiday gifts to show your loved ones how much you care.

For more information contact Jeffrey Garrett at (713) 739-7752 ext. 160.

House Pins	\$ 12.00
House Frames (<i>Black picture frames with inlaid, handcrafted artwork depicting colorful houses:</i> <i>Home is Where the Heart Is</i>	
8"x9" House Frame.....	\$ 55.00
SEARCH...no further than your own back yard	
6"x6" House Frame.....	\$ 30.00
<i>May your home be filled with tiny treasures</i>	
6"x6" House Frame.....	\$ 30.00

a holiday message

from Sandy Reese-Kessler, Executive Director

margaret is a client from SEARCH's Employment Education Program. I spoke with her a little over a year ago about the upcoming holiday season, and her fears that her four year old son Marcus would again be disappointed. She talked about her determination for Marcus to have a "real" Christmas next year. A Christmas provided by her.

"I only want to give him the things every mother wants her child to have. I don't want him to have too many gifts; his top two choices would be great. And I want to be able to buy them for him. A lot of people think if you are homeless, you are dumb and lazy too. I don't really think I am dumb, and I don't know if this is even possible or not, but my dream is to work in a nice office, and help people get their jobs done better.

"I know no one will hire me this year because I look terrible. When you live on the streets, you look a lot older than you really are. I mean I don't have any nice work clothes. I can type pretty well, but I don't even know how to turn on a computer. I promised Marcus that by next year, I would buy his top two picks!"

The holiday season has the highest level of depression and suicide for the homeless. Factors that contribute to seasonal depression include a lack of food, inadequate or non-existent housing, broken or strained familial ties, and the inability to provide gifts for children and other loved ones.

Last year, donations at SEARCH declined by \$20,000 from the previous holiday season. Since donations are traditionally highest during the holiday months, the shortfall forced SEARCH to significantly decrease the number of clients we were able to serve. We need YOU to help make this holiday season our best yet. It is only

through your donations that families like Margaret's are able to provide even the most basic holiday memories for their children. It is because of your dedication and continued support that the holidays are bearable for SEARCH's clients. Because of you, they get choices.

"You are not going to believe this, I thought it would take such a long time to get a job. I thought I would have to take whatever came along. Can you believe that I actually got two offers? I can't! I never dreamed I'd actually have a choice of places to go to work." —Margaret K., SEARCH Client, June 1997

Marcus will get his top two choices of gifts this Christmas because over 120 individuals and their families found job opportunities through SEARCH programs this year. The invaluable resources SEARCH provides will create some of the happiest holiday memories for our clients.

Thank you for your belief in SEARCH, and what we are providing to our fellow homeless citizens. I hope you and yours have a safe, happy, and healthy holiday season and a new year full of hope and goodwill.

In an ongoing effort to support SEARCH and its House of Tiny Treasures, Keller Williams Realty hosted a first annual golf tournament on November 3, 1997 at Country Place Golf Club in Pearland, Texas. Proceeds from the tournament will add to Keller Williams steady flow of dollars and support to meet the needs of homeless children. Peggy Tuthill and Gisela Bankston present a check in the amount of \$ 11,397 to Sandy Thompson, Director of The House of Tiny Treasures.



Texas State Comptroller, John Sharp was given a tour of the SEARCH facilities by Sandy Reese Kessler, Executive Director of SEARCH. He was impressed with the wide scope of services SEARCH provides to Houston's homeless population.



SEARCH has opened the doors to an on-site food pantry

COUNCIL OF CONGREGATIONS

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 Bethany United Methodist Church
 Chapelwood United Methodist Church
 Christ Church Cathedral
 Christ the King Lutheran Church
 Church of the Epiphany
 Congregation Beth Israel
 Congregation Beth Yeshurun
 Congregation Emanu El
 Emerson Unitarian Church
 First Christian Church
 First Methodist Church
 First Presbyterian Church
 First Unitarian Universalist Church
 ISKON of Houston
 The Lord of the Streets Mission
 Palmer Memorial Episcopal Church
 Riverside United Methodist Church
 South Main Baptist Church
 St. Dunstan's Episcopal Church
 St. James Episcopal Church
 St. Luke's United Methodist Church
 St. Matthew Lutheran Church
 St. Paul's United Methodist Church
 Trinity Episcopal Church
 Wheeler Avenue Baptist Church

Did you know SEARCH has a food pantry available for clients in the housing programs, educational programs, and Mobile Outreach? It's true. Establishing a pantry has proven to be a big help, especially for clients entering the housing programs and clients waiting to receive food stamps. Purchasing groceries to fill empty cabinets in a new home is nearly impossible, so the SEARCH pantry supplements food to help get them started. SEARCH clients are calling the pantry "a true lifesaver."

Don Hall, Scattered-Site Housing Case Manager, and Richard Kozlowski, On-Site Housing Resident Manager, maintain the food pantry, with the help of Executive Chef Chris Olson, and numerous volunteers. They are currently distributing approximately 80 bags of groceries each month, totaling approximately 1,000 bags this year. The End Hunger Network, The Houston Food Bank, and other organizations and communities of faith, including SEARCH's Volunteer Appreciation Dinner, have hosted food drives on SEARCH's behalf, greatly contributing to the success of SEARCH's pantry.

Red Barrel Stores, provided by the End Hunger Network to benefit SEARCH, are located at Randall's on San Felipe at Sage, and Rice Epicurean on Fountainview, just south of San Felipe. These stores have done a tremendous job of keeping the barrels stocked with groceries, as well as keeping the red barrels clean and presentable. Should you be in either store, please contribute and tell the managers what an excellent job they are doing to assist SEARCH clients.

SEARCH's food pantry has been in existence for many years, but due to a cut in funding two years ago, staff was forced to become extremely resourceful to continue to fill the pantry. Don and Richard have spent many hours ensuring that the pantry remains full.

SEARCH's current needs for the pantry include: toilet paper, canned meats and proteins, cleaning supplies, sugar, salt, pepper, condiments, coffee, tea, canned fruit, dried fruit, pasta, cereal, feminine needs, diapers and Kleenex. If you would like to make donations, please contact Don Hall at (713) 739-7752, ext. 139. Any help is greatly appreciated.

capital campaign, phase II

As of the grand opening of SEARCH's Herzstein Building in December 1995, three of the four floors of the facility have been completed. SEARCH kept the remaining second floor vacant until its appropriate use could be determined. SEARCH has since outgrown the current space to adequately meet programming needs, and is pleased to announce the start of the Capital Campaign, Phase II to expand the Employment Education Center and to create a Business Enterprise Wing, a dental clinic, and an optometry clinic.

Many naming opportunities are available at the SEARCH building ranging from \$1500 to underwrite the cost of an On-Site Housing apartment, \$200,000 for a wing of the facility such as the Employment Education Center Wing, Business Development Wing, or Medical Wing.

Some of the naming opportunities include:

Individual Service Centers (each)	\$ 20,000
Employment Education Center Wing. . .	\$ 200,000
GED Lab	\$ 50,000
Homeless Literacy Program	\$ 30,000
Employment Readiness Classroom . . .	\$ 30,000
Business Skills & Computer	
Training Center	\$ 50,000
Business Enterprise Wing	\$ 200,000
Medical Wing.	\$ 200,000
3 Dental Operatories (each)	\$ 40,000
Waiting Room	\$ 20,000
Optometry Clinic	\$ 75,000
Children's Room	\$ 25,000

in-kind wish list

programmatic/operational:

- Office furnishings (desks, chairs, shelves)
- Office cubicles
- Photocopier (large capacity with sorter)
- Photo copy services (color, black & white)
- Printing services (brochures, newsletters)
- Postage
- Telephone system with voice mail
- Office supplies
- Fax machines
- Portable phones
- Filing cabinets
- Storage cabinets with locks
- Computers 486 +
- Networking services
- Modem phone lines
- Keyboards/Monitors
- Computer support (hardware & software)
- Laser/ink jet printers
- Staff training (computer software & hardware usage, personnel issues, team building)
- Independent audit services
- Kitchen equipment (walk-in freezer, shelves, catering supplies)
- Catering Van
- Mobile Outreach Van
- Autoclave
- Home furnishings** (beds, sofas, tables, chairs)
- One of our clients' greatest needs are for gently used home furnishings that provide them with the basics to set up their new home.*

facilities

- Lawn care equipment (mower, weed eater, edger)
- Truck
- Trailer bed
- Vehicle maintenance/gas
- Security cameras and consultation
- Metal storage shed
- Garden hoses, rakes, brooms and other gardening equipment
- Heavy equipment maintenance (elevator, building engineering)
- Waste disposal service
- Vacuum cleaners
- Floor stripper/waxer
- Cleaning supplies
- Building materials

If you have information about any items on the SEARCH Wish List, or if you would like to make a donation, please contact John Jacobs at (713) 739-7752.



Houstonians are the most philanthropic people on earth. Enron employees proved this at SEARCH on September 19, 1997. The outstanding efforts of the Enron volunteers through the United Way's Day of Caring provided a beautiful rest area for our residential clients, a community garden whose produce will be used to feed the homeless, a freshly painted Resource Center that looks clean and

pleasant for our clients, painted hallways and offices that look professional and tidy, an orderly house and beautiful manicured yard that any child would love at the House of Tiny Treasures, a very organized SEARCH warehouse, and fifteen new book-cases. Enron also hosted client students from SEARCH's Employment Education Center to receive one-on-one attention from Enron's finance department, public relations department, computer training lab, and executive secretaries. The Marriott partnered with Enron to provide cooking classes for On-Site Housing Residents. Over 350 volunteers spent a total of 1200 volunteer hours to assist SEARCH. Enron's dedication to SEARCH is the largest United Way Day of Caring ever!

SEARCH volunteers, Sandy Harris and Diane Dante presented a check from the National Council of Jewish Women to Thao Ngo, SEARCH Director of Development. The monies were used to support the children at the House of Tiny Treasures during the summer months when funding is low.



SEARCH held a memorial service for benefactors Albert and Ethel Herzstein on May 29, 1997. Ed Wolfe, SEARCH Board Member, and Shelly Cyprus, SEARCH President Emeritus unveil the plaque honoring Albert and Ethel Herzstein at a special dedication attended by Mike Hajtman, Herzstein Foundation President, and members of the Board of Trustees.

Marriott chefs, in partnership with Enron's Day of Caring, teach SEARCH On-Site residents how to prepare nutritious and delicious meals using staples from the food pantry.

Far Right: South Main Baptist Church volunteers used their mission outreach day to combine good food and service for clients at SEARCH. Volunteers served over 250 fantastic hamburger lunches with all of the trimmings.



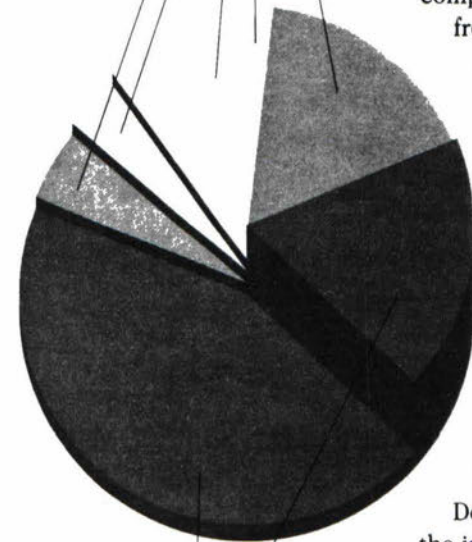
highlights from fiscal year 1996-1997

BUDGET REVENUE

Fiscal Year 1997-1998

\$3.8 million

Fundraisers . . . 17%
 Congregations . . . 2%
 Foundations . . . 10%
 Corporations . . . 4%
 Individuals . . . 5%
 Judicatories . . . 0%



Government . . . 44%
 Private Grants . . 18%

Shell Oil volunteers make a difference using their expertise and goodwill to make a better environment for SEARCH staff and students. They scrubbed, primed, and painted the SEARCH facilities equipment room and gave it a much needed face lift.



employment education center (EEC)

- 176 individuals enrolled in the Computer Lab to improve remedial skills and/or for GED preparation
- 95 individuals participated in job training activities during 1996-1997
 - 77% of job training students who either completed job training or withdrew from the program obtained employment with an average hourly rate of \$7.15
 - SEARCH has continued the development of a research-based substance abuse treatment program, which remains a major obstacle to client success, in conjunction with the Change Assessment Research Program of the Department of Psychology at the University of Houston. EEC has hired a Licensed Chemical Dependency Counselor to assist in the implementation of this substance abuse program.
- Community Voice Mail came to the EEC this year, providing voice mail to those who have completed training and are seeking employment. This allows employers to be able to schedule interviews with those clients who do not have home phones. Jennifer Mintz, EEC Case Manager, was invited to serve on the Advisory Board of Houston Community Voice Mail due to the success of this program with the EEC clients.

house of tiny treasures (HTT)

- HTT served 82 children during the past year
- The average length of stay in the program is eighteen months.
- 95% of parents have either reentered the workforce, or currently participate in SEARCH job training programs (including GED preparation) or higher education programs; 5% of parents are health impaired and unable to work
- 35% of families are in SEARCH's Scattered-Site

- Housing program, the remaining 65% find shelter through collaborative agencies
- 18% of the children currently enrolled are affected by HIV (primary caregiver is infected)
- All children received a complete dental screening and check-up, as well as all immunizations for school
- All children receive psychological evaluations and counseling through the Child Development Center.
- Seven children received complete speech and language evaluations after a "delay" was identified

SEARCH children's services

- SEARCH programs served over 400 children in the last year: 82 were served through HTT and the remaining through the Resource Center and Scattered-Site Housing Program

medical support program

- The Medical Support Budget increased from \$165,000 to \$482,542 thanks to a generous grant from The Methodist Hospital
- 450 clients, residents, and students at SEARCH received vision screening and eye-glasses
- 26 clients received hearing screening, and seven assistive hearing devices were provided
- A one-chair dental operator was established on the first floor through the generosity of private contributions and The Methodist Hospital
- Baylor College of Medicine staffs a fully operational on-site medical clinic five days per week.
- New Providers to the program include:
 - Baylor College of Medicine Department of Psychiatry - established a residency rotation offering two half-days per week to augment services of Baylor's Department of Family and Community Medicine
 - Texas Children's Pediatric Associates - provides healthcare for the children and families of the House of Tiny Treasures
 - University of Texas School of Nursing - provides student nurses for vision screening and other special projects.

resource center/ mobile outreach unit

- 56,484 clients received services, 2,124 of these entered the SEARCH's Resource Center for

the first time

- Over 48,000 men, women and children were provided hot meals, hot showers, and had their laundry done
- 26,000 sack lunches were distributed
- Planned Parenthood, Social Security Administration and the Veterans Administration returned to the SEARCH facility as collaborating agencies to render services to SEARCH's homeless population
- Three town meetings were held to evaluate SEARCH's services and discuss client needs. Staff, board members, volunteers, community members, homeless clients, on-site residents, and students from the Employment Education Center participate in these meetings.
- Client breakfasts have been upgraded to include the following on a daily basis: coffee, sugar, donuts, fresh fruit, and a sandwich.
- Food costs for the hot lunch are \$0.60 per plate, factoring in all donated items

on-site housing (OSHP)

- OSHP operates with the assistance of grants from the department of Housing and Urban Development (HUD), Housing Opportunities for People with AIDS (HOPWA), and The Methodist Hospital.
- OSHP houses 40 residents on the 3rd and 4th floors. The program became fully operational in October, 1996.
- The SEARCH facility has been the transitional home to 58 people who have stayed an average of six to eight months.
- 90% of the OSHP clients are in job training, educational programs, and volunteering their time at SEARCH.
- Three 12 Step Groups for alcohol and chemical dependency, with the assistance of individual counseling as needed, have been incorporated into the OSHP program specifically.
- 90% of OSHP clients are referred through SEARCH's Mobile Outreach Unit and Resource Center, while the other 10% are referred from qualifying agencies.
- A Peer Executive Committee has been formed which consists of clients who assist staff with making changes or suggestions that will ensure the on-site housing community operates efficiently. The Peer Executive Committee, along with SEARCH staff, has compiled a resident handbook of rules and regulations that will govern the OSHP program.
- Graduations are now being held for residents

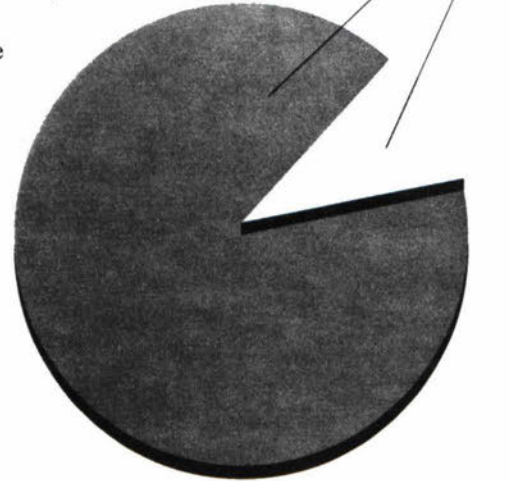
who have successfully transitioned out of the program into independent living.

- A SEARCH Alumni Network has been developed to enable SEARCH to successfully follow clients who have graduated from the program.
- ## scattered-site housing

- SEARCH provides 92 apartments in convenient locations throughout the city for individuals and families
- 50% of job training clients are in these apartments
- In conjunction with the On-Site Housing program, clients are receiving additional substance abuse group counseling and life skills training classes.
- Funding by HUD was awarded to continue the transitional housing program through October, 1998.
- The Shelter Plus Care portion of the program was awarded funding through September, 1999.
- A full-time housing developer has been hired to provide additional support to the program.

BUDGET ALLOCATIONS Fiscal Year 1997-1998

Administration... 10%
Programs..... 90%



Rocket's guard, Roderick Rhodes, and Asia Simpson slam dunk for the children at the House of Tiny Treasures.

Les Alexander, owner of the Houston Rockets, along with Rockets' players Brent Price and Roderick Rhodes, presented a check in the amount of \$150,000 to Sandy Reese-Kessler, Executive Director of SEARCH, from the Houston Rockets' Clutch City Foundation. The money will be used to complete renovations of SEARCH's House of Tiny Treasures.



new, fun-filled events bring festivities, participation and awareness of SEARCH

run for shelter sprints a seventh year success

SEARCH's 7th Annual Run for Shelter 5K Fun Run and 1K Family Walk was held on Saturday, September 27, 1997 at Chuy's on Richmond. Leah Flemma, Event Chairman, and

Lou Getz, Event Co-Chairman, raised an amazing \$ 103,000, with more than 1100 runners, and 40 corporate running teams participating to help run for Houston's homeless. Runners enjoyed great food from Smoothie King, Mrs. Baird's, Bagel Manufacturer, Chuy's, Kroger, and Whole Foods.

Lanny Griffith of 107.5 "The Buzz" teamed with Elvis to provide eclectic entertainment and audience participation. The date for SEARCH's 1998 Run for Shelter is set for September 26, 1998. Mark your calendar to Run for Shelter!

Thank you to the following for making the 1997 Run For Shelter a success!

Corporate Teams

Anadarko	Texaco
City Public Service	Toshiba
Charlie Thomas Dealerships	VICO
Coastal Corporation	Weingarten Realty Investors
Compaq	

Major Sponsors

Continental Express	Foley's
Cooper Industries	Chuy's
Duddlesten Companies	Continental Airlines
Duke Energy	The Houston Chronicle
Foley's	Weingarten Realty Investors
Greenwood King Realty	Virginia Indonesia Company
Houston Chronicle	
Houston Industries	
Legal Media Systems, Inc.	
MCI Systemhouse	
NGC	
Quanex	
Stage Stores, Inc.	



Houston's running community supports SEARCH's 1997 Run for Shelter once again.

EVENT WINNERS

Men's - Overall

1st Place	Joe Flores	15:54
2nd Place	Bay Caesar Martinez	16:04
3rd Place	David Washburn	16:10

Women's - Overall

1st Place	Patty Valadka	17:17
2nd Place	Kathy Barton	18:53
3rd Place	Vicki Danielson	19:45

SEARCH dedicated the expansion of its House of Tiny Treasures on Sunday, January 26, 1997. The Connie Schwartz Reischer House of Tiny Treasures was renamed in memory of the daughter of Kay Schwartz, SEARCH's Director Emeritus. Kay described Connie as one who "participated in life to the fullest and leaves a legacy of love and concern that is appropriately memorialized by the loving care given in this house that will bear her name." The second house will allow for increased, critically needed infant and toddler care, as well as expanded services for additional children. Kay Schwartz, Erica Reischer, Connie's daughter, and Lori Holman, Connie's sister, were present at the dedication ribbon cutting ceremony.



run for a reason

Running in the Methodist Healthcare Houston Marathon? Run for a Reason... Run for SEARCH. As an official charity of the Methodist Healthcare Marathon, SEARCH seeks your participation to obtain pledges that will match your efforts in the marathon or the 5K race. The funds raised will be used by SEARCH to assist homeless men, women, and children reach independence and self-sufficiency. For more information about selecting SEARCH as your charity of choice, call the Development Department at (713) 739-7752.

first annual dinner—
a piece of the puzzle,
thursday, april 23, 1998

Dear Friends of SEARCH,

We are all thrilled to be a part of the first annual dinner "A Piece of the Puzzle" which will pay tribute to the three founding institutions of the medical support programs at SEARCH: Baylor College of Medicine, Harris County Hospital District and The Methodist Hospital.

The evening will take place at Tony's new ballroom and will feature a sumptuous dinner, entertainment by the Harbor Light Choir, and a very special surprise to highlight the evening.

We know you will want to be a part of this memorable event and we cordially extend an invitation for you to join us on April 23, 1998. If you need ticket and table sales information, please contact Elizabeth Moore, Special Events Coordinator at (713) 739-7752 ext. 163.

Your thoughtful support continues to inspire others to nurture worthy organizations such as SEARCH. We look forward to your participation.

Sincerely,

Saundria and Jerome Gray
Chairmen

Joyce and Arthur Schechter
Honorary Chairmen

third annual
pennies from heaven drive,
december 1997

During a two week period of the holiday season, youths from area private schools will collect pennies to benefit SEARCH's House of Tiny Treasures. In an effort to introduce philanthropy to young people, this drive raises awareness about other young people who need help. If your child's school is interested, please contact SEARCH at (713) 739-7752.

SEARCH turned eight years old on April 24, 1997. Staff members and volunteers celebrated SEARCH's accomplishments at a special celebration birthday party. Shelly Cyprus, President Emeritus, and staff members, Jennifer Mintz, Thao Ngo, and Chris Olson light candles in honor of eight years of providing opportunities for Houston's homeless.



change houston—
sponsored by enron, march 9-20, 1998

There are \$300 million in unused coins in Houston! From March 9-20, SEARCH will be coordinating an effort lead by Enron to recruit 100 businesses to involve their employees in a coin drive, collecting change left at home and in the office. This easy, innovative concept will provide employees an opportunity to learn about SEARCH and get involved in helping the homeless without putting additional burdens on their already taxed finances.

SEARCH wishes to thank the founding "Silver Dollar" sponsors of this event who are contributing \$5,000 seed money and taking part in the planning of this exciting event:
107.5 FM "The Buzz" KTBZ, Andersen Consulting, Arthur Andersen, Brinks Incorporated, Continental Express Airlines, Enron, Foley's, Keller Williams Realty, Kroger, Men's Wearhouse, Merrill Lynch, M.W. Kellogg, Oilfield Breakfast Forum, Shell Oil, Stage Stores, Inc., Texas Commerce Bank/Chase Bank, Vinson & Elkins, Virginia Indonesia Company, Weingarten Realty, Young Entrepreneurs Organization, NGC, Paine Webber, Channel 26, John L. Wortham and Sons.

For more information about how you can volunteer for or participate in any of the above events, please call the SEARCH development office at (713) 739-7752.

Please detach and mail this form to SEARCH, 2505 Fannin, Houston, Texas 77002, Attn: Elizabeth Moore, Events Coordinator

change houston interest form

If you are interested in Participating in Change Houston, please fill out this form and mail it in.

Name: _____

Address: _____

Phone #: _____ Fax #: _____

Company/Organization: _____ # of Employees: _____

Area of Interest: _____

- Please contact me with additional information
- Please mail additional information

lifelines *thank you to SEARCH's financial supporters January 1996-June 1997*

\$200,000 AND UP

City of Houston Department of Housing and Community Development
Harris County Housing and Community Development Agency
The Methodist Hospital Anonymous
Swalm Foundation
Texas Department of Housing and Community Affairs
U.S. Department of Housing and Urban Development

\$100,000-199,999

Houston Endowment Inc.
Houston Works/JTPA

\$ 50,000-\$99,999

The United Way of the Texas Gulf Coast

\$30,000-\$49,999

The Children's Fund, Inc.
Foley's
Make-It-Home
Rockwell Foundation
Weingarten Realty Investors

\$20,000-39,999

Harry and Isabel Cameron Foundation
Duke Energy
United Parcel Service
Virginia Indonesia Company

\$15,000-19,999

Chapelwood United Methodist Church
The Clayton Fund
NationsBank

\$10,000-14,999

Jonel and Robert Curl
Mr. and Mrs. Ross Doan
Lowe Foundation
Memorial Drive United Methodist Church
My Friends Foundation
Turner Charitable Foundation
David Weekley Family Foundation

\$5,000-9,999

Bank United
F. Fox Benton, Jr.
Shelly and Joel Cyprus
Deloitte & Touche, L.L.P.
Endowment Fund of the Jewish Community
Exxon Company, U.S.A.
Susman Godfrey, L.L.P.
The Houston Foundation
The Houston Read Commission
McCrea Foundation
Memorial Healthcare System
The Men's Wearhouse
Powell Foundation
Presidio International
Kay Schwartz
Shell Oil Company Foundation
South Main Baptist Church
Roberta Stanwood
The Strake Foundation
Tenneco Energy
Texas Commerce Bank
United Methodist Women of Chapelwood

\$1,000-4,999

Allied Reporters
American Association of Drilling Engineers
American General Corporation
Annunciation Greek Orthodox Church
Annunciation Greek Orthodox Ladies
Beth and Randy Armstrong
Arnold, White & Durkee Charitable Foundation
Bank One
Idalyn G. Cyprus and Mark E. Audas
Bering Memorial United Methodist Church
John R. Booth
Brestauer Charitable Trust
The Brodsky Foundation
Chuy's
Compaq Computer Corporation
Congregation EmanuEl
Cooper Industries Foundation
Gillian and Chris Corcoran
Durrett Motor Company
James R. Dougherty Jr. Foundation

Enlor and Robert Ellis
Enron
Episcopal Church Women of St. Martins
Sara and John Fenoglio
First United Methodist Church
Lillian and Alan Gaylor
Greater Houston Dental Society
Mary Jo and Onofre Gonzalez
Les Greenberg
Gerald D. Hines
Hewitt Associates Foundation
Holland & Davis, Inc.
Houston Bar Association
Houston Downtown Management Corporation
Houston Lighting & Power
Houston Livestock Show and Rodeo
Paula and James Hubbard
Roy M. Huffington
IBM Corporation
IIDA-Texas Chapter
Barbara and Ben Jordan
Doty and Lawrence Kagan
Jewish Federation of San Jose
Dr. and Mrs. Raymond Kaufman
Keller Williams Realty
Kroger Company
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Legal Media Systems
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Lillian Kaiser Lewis Foundation
Paula Manning
Carolyn and Paul Meyer
Diane Peterson and Larry Mathis
Mary Morrison
National Council of Jewish Women
Jane and Roger Osborne
Oilfield Breakfast Forum
Palmer Memorial Episcopal Church
D. Peterson and Associates
Audrey and William Pinkerton
The Presbytery of New Covenant
River Oaks Baptist School
Riverside United Methodist Church
Tonja and Joel Rodriguez
Jane and John Ruchalski
Kathleen Saunders

Schepps Charitable Fund, Inc.
The Shefa Fund
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Adolph Susholtz
Southdown, Inc.
St. John Vianney Federal Credit Union
St. Matthew Lutheran Church
St. Matthias Church
Terrace Chapel
Trinity Episcopal Church
University Area Rotary Club Foundation
John and Kathy Unger
Union Texas Petroleum
Unity Church of Christianity
Jodie R. Vaughn
Variety Club of Houston
Vinson & Elkins, L.L.P.
Rabbi Roy Walters
Narda and Brian Weierbach
Wheeler Avenue Baptist Church
Charla and George Wilson
Winstead, Sechrest & Minick
Women of St. Christopher Episcopal Church
Women's Energy Network Houston
Ronald B. Wright, M.D.
Lorraine and Ed Wulfe
M.B. & Edna Zale Foundation

\$500-999

Aid Association for Lutherans
Arthur Andersen
Barry D. Andersen
Edward Albee
Ernest Abbott
Lois and Raymond Alexanian
Bellaire Presbyterian Church
British Airways
Cheryl R. Baity
Maritza Barley
Mr. and Mrs. J. Morgan Biselop
Ronnie Boyd and Associates
Suzann and Travis Broesche
Central Congregational Church
Christ Church Cathedral
Christ the King Lutheran Church
Church Women United in Houston

Congregation Beth Yeshurun
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Greenwood-King Properties
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Susan Gallagher and William Durham
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Glen Husak
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Houston Chronicle
Houston Eye Care Associates
Judge Dwight Jefferson Campaign
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Thomas Kornegay
Florence and Walter Loeb
Helen and Jerrold Landon
Jack Lapin
Karla and William Lowerre
Luby's Cafeterias, Inc.
Boyd B. Moore
Joseph Meyer III
Natural Gas Clearinghouse Corporation
Dr. Harold Ofgang
Permits Plus
Pitney Bowes
Fairfax Crow Randall
Redstone Group Ltd.
Rich Investments
Royston, Rayzor, Vickery, & Williams

Barbara and Louis Sklar
E.S. Scholl
Emilie B. Slohm
Iris and Jerry Stankorb
Software Source
Spring Branch Memorial Family Outreach Center
St. Paul's United Methodist Church
The Samuels Foundation
Lewie L. Travis
Martha Claire Tompkins
Toshiba International Corporation
Harvill E. Weller Jr.
Patsy M. Williamson
The Wolff-Toomin Foundation
The Woodlands Community Presbyterian Church
Women's Fellowship First Congregational Church

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Career & Recovery Resources
Child Development Center
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Enron
Families Under Urban Social Attack
Foley's
Greenwood King Properties
Harris County Hospital District
The Houston Chronicle
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Social Security Administration
Stage Stores, Inc.
Veterans Administration
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SEARCH
2505 Fannin
Houston, Texas 77002
(713) 739-7752
(713) 739-9201 fax

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HOUSTON, TEXAS
PERMIT NO. 04535

Programs Include

Resource Center

- Full-service day shelter incorporating on-site services of over 33 other agencies
- Offers hot meals, showers, laundry facilities, a mailing address, and free telephone usage 7 days a week, 365 days a year
- Staffed Mobile Outreach Unit provides outreach to homeless persons on the street, in encampments, and elsewhere throughout Houston.

Offers food, blankets, minor medical care, personal hygiene items, clothing, case management, medical and dental referrals, substance abuse and mental health counseling, and HIV / AIDS education

Employment Education Center

- Offers literacy and remedial education, along with GED exam preparation
- Provides employment readiness, job training and placement assistance
- Six months in-house job training in:
 - a.- Clerical / computer / data entry
 - b.- Accounting / bookkeeping
 - c.- Facilities maintenance
 - d.- Culinary arts

Medical Support Program

- Provides medical, immunizations, dental, psychiatric, hearing, speech, and vision screenings/ care, and prosthetic devices
- Offers substance abuse and HIV / AIDS education and counseling

Scattered-Site Housing

- Assists individuals and families with affordable apartments of their own choosing throughout the community
- Subsidizes rent and utilities for up to two years for transitional housing and up to five years for permanent housing while participants attain education, job training, and employment



Clerical and accounting job training lab



Culinary arts jobs training



Medical support



On-Site Housing

- Offers supportive permanent and transitional disabled homeless individuals in a therapeutic environment
- Provides clients with adult living skills and freedom from the immediate burdens of homelessness

House of Tiny Treasures

- Only licensed child care facility in Houston/ Harris County exclusively serving homeless children
- Utilizes a developmentally appropriate preschool curriculum
- Offers health care, immunizations, meals, pick-up services, field trips, family case management, home visitation, and speech screening

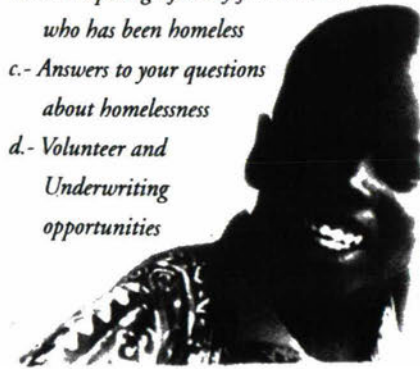
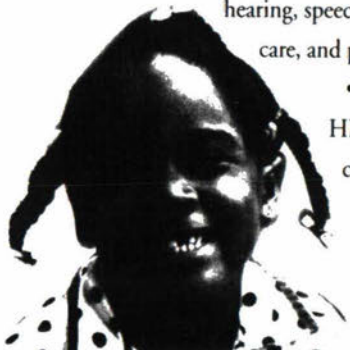
How Can I Help?

Be a part of the solution. Make a donation, take a tour, or volunteer your time

Contact SEARCH at (713)739-7752

SEARCH's Speakers Bureau is eager to share these exciting efforts with your company, organization, club, congregation or other group. A representative from the Bureau will come to your meeting and provide information.

- a.- An overview of homelessness and how SEARCH is working to end it (video available)
- b.- An inspiring life story from someone who has been homeless
- c.- Answers to your questions about homelessness
- d.- Volunteer and Underwriting opportunities



PP Programs Include

INCLUDE

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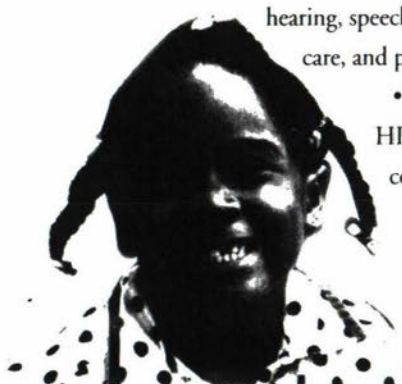
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Medical support



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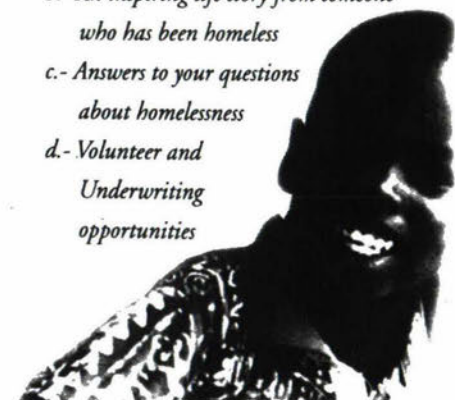
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- d.- Volunteer and Underwriting opportunities



S . E . A . R . C . H .



Message and Annual Report

Dear S.E.A.R.C.H. Supporters:

The homeless crisis in Houston, as in the nation, hasn't gone away. Even so, S.E.A.R.C.H. is making a difference in this community and gaining a reputation nationally as a service that understands this very complex issue and offers a continuum of care necessary for homeless individuals to become self-sufficient.

In reviewing our 1993-1994 service year, I am happy to say that we have maintained both the ideals and focus of our mission statement. The five separate programs instituted since our inception in 1989 are proving successful in helping homeless men, women, and children break the cycle of impoverishment and achieve self-sustaining lives. These programs include: the Resource Center, Employment/Education Center, Mobile Outreach, House of Tiny Treasures, and Transitional Housing.

In 1993 S.E.A.R.C.H. embarked on a \$3.5-million capital campaign to fund a new 52,000 square foot facility to accommodate expanded services. Upon completion of its renovation in 1995, the new facility (at 2505 Fannin) will enable us to double the number of homeless we serve. It also includes medical and dental clinics. Our Employment Program, funded by Houston Works, was restructured and now includes a stronger job placement pool in cooperation with a wide range of Houston's business community. Plans are underway for a vocational training center that will interface between job training and potential employers. For a full report on the highlights and achievements of this past year, please turn to the following page.

The continued success of our efforts is due in large measure to the involvement of members of S.E.A.R.C.H.'s Board of Directors, the Council of Congregations, our staff and especially our numerous volunteers which total over 400. Their leadership, combined with the support of government, foundations, corporations, churches and synagogues, and private individuals, is making it possible for S.E.A.R.C.H. to help thousands of people turn their lives around. And that's good for all of us.



Sincerely, Katerina Germanides
President, S.E.A.R.C.H. Board of Directors

Highlights

Acquired a 52,000 square foot building that will soon become S.E.A.R.C.H.'s new home. Located at 2505 Fannin (at McGowen), the new facility will allow us to double and/or triple the number of individuals served.

Transitional Housing Program

1. Secured cooperation and support from The Make It Home Agency; resulted in furnished housing for approximately 150 individuals and families.
2. Provided extensive counseling to the growing number of battered women who have elected to exit abusive marriages and seek refuge on the streets.
3. Saw approximately 25% of this program's clients graduate from Transitional Housing to permanent housing and are now self-supporting.
4. Provided dental, medical and vision services for approximately 50% of Transitional house clients via grant from Methodist Hospital.
5. Added additional case managers to provide intensive in-home counseling and adult living skills training.

Employment Education Center

1. Aggressively marketed Education/Employment program to appropriate agencies— resulted in approximately 20 referrals for enrollment weekly.
2. Provided in-house training for approximately 40 individuals targeting professions that include Finance, Clerical, Early Childhood Development, Building Maintenance, Peer Case Management and Heating/ Air Conditioning repair
3. Established innovative programs for both men and women in transition of ending homelessness. Topics covered included clinical in-house therapy, medical care, alcohol and substance abuse counseling and developing skills for adult daily life.
4. Identified and targeted Corporations to partner with S.E.A.R.C.H. in job placement opportunities.

The House of Tiny Treasures

1. Has maintained the maximum licensed capacity since opening in 1992 and expansion in 1993. Extensive waiting list of qualified children.
2. Secured an appropriate scholarship to provide speech therapy and language enrichment classes for pre-school aged children.
3. Added a case manager to the staff for the purpose of providing long-term family management and parent education on a weekly in-home basis.

4. Welcomed over 17...
- review the play/lea...
5. Researched and lo...
- enrolled at House...
6. "Graduated" first...
- performance of...
- average or above...

Resource Center

1. Provided services...
2. Served over 40,000...
3. Provided medical s...
- and children.
4. Provided Veteran's...
- American Veterans...
5. Assisted over 7,000...
- services.
6. Initiated first 12-S...
- day participate in g...
7. Added a Peer Case...
- successfully compl...
- Program.

Mobile Outreach

1. Established Shelter...
- disabled homeless...
2. Added a Licensed C...
3. Provided outreach s...
- as well as medical se...
4. Relocated over 300...
- to life and health th...

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Home Agency: result- individuals and families.

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4. Welcomed over 150 groups and organizations to tour the facility and review the play learn program.
5. Researched and located housing for 95% of families whose children are enrolled at House of Tiny Treasures.
6. "Graduated" first group of children from HTT—monitored first grade performance of each who are currently all model students performing average or above average classroom work.

Resource Center

1. Provided services for 40,500 individuals averaging 125-140 a day.
2. Served over 40,000 hot, nutritious lunches during the course of the year.
3. Provided medical services to approximately 3,000 homeless men, women and children.
4. Provided Veteran's assistance and counseling to approximately 900 American Veterans.
5. Assisted over 7,000 men and women in obtaining Gold cards for medical services.
6. Initiated first 12-Step group and saw approximately 20 individuals per day participate in group sessions.
7. Added a Peer Case Manager to staff—a former homeless client who has successfully completed S.E.A.R.C.H.'s Employment/Education Training Program.

Mobile Outreach

1. Established Shelter Plus Care funding for 32 scattered site apartments for disabled homeless, with assistance provided for up to 5 years.
2. Added a Licensed Chemical Dependency Counselor to staff.
3. Provided outreach services to 2,200 individuals including food and blankets, as well as medical services, temporary housing and Gold Card applications.
4. Relocated over 300 individuals from hazardous encampments susceptible to life and health threats in the downtown Houston area.