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WHITE HOUSE STAFFING MEMORANDUMDATE: 1/31/83

ACTION/CONCURRENCE/COMMENT DUE BY: _____

c.o.b. 2/1/83

SUBJECT: OPTIONS PAPER RE COMBINED FEDERAL CAMPAIGN

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input type="checkbox"/>	FULLER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MEESE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	GERGEN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BAKER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HARPER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEAVER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	JENKINS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
STOCKMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	MURPHY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CLARK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROLLINS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input type="checkbox"/> P	<input checked="" type="checkbox"/> SS	WILLIAMSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DOLE →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	VON DAMM	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DUBERSTEIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BRADY/SPEAKES	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FELDSTEIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FIELDING	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

Remarks:

Per Senior Staff discussion this morning, attached is an options paper on the Combined Federal Campaign. It will be discussed at the Cabinet Meeting on Wednesday. Could we please have your comments in advance. Thank you.

Richard G. Darman
Assistant to the President
(x2702)

Response:



United States
**Office of
Personnel Management**

Washington, D.C. 20415

January 21, 1983

In Reply Refer To:

Your Reference:

MEMORANDUM

To: The Honorable Craig L. Fuller
Assistant to the President
for Cabinet Affairs
The White House

From: Donald J. Devine
Director
Office of Personnel Management

Subject: OPTIONS FOR REFORM OF THE COMBINED FEDERAL CAMPAIGN (CFC)

I. ACTION FORCING EVENTS

- * The timely action cycle for the 1983 CFC began December 1, 1982. We are already two months behind
- * Employee pressure is building for nationwide boycotts next year if advocacy groups are included

II. BACKGROUND

- * Employee boycotts of the CFC were averted this year by strong efforts by responsible Union leaders and local Federal officials on the basis of Administration pledges to reform the next CFC; aversion will not be possible in the coming year
- * In the 1982 CFC, even with boycotts and employee resistance, overall employee participation declined slightly and contributions increased slightly
- * The overwhelming majority of employees give to health and welfare charities, while a small minority of employees give to advocacy groups
- * Many more advocacy groups seek admission to the 1983 CFC
- * Unions, Federal Executive Boards, and managers all strongly favor focusing the CFC on health and welfare charities, while "non-traditional" advocates favor no exclusions

III. OPTIONS

Option 1. Continue the Status Quo.

Description: Retain the Executive Order as is. Advocacy groups, as well as health and welfare agencies, may continue to solicit through the CFC.

- Advantages:
- * Avoids lawsuits over exclusion
 - * Gives appearance of freedom-of-choice
 - * Pleases advocacy and other non-traditional agencies
- Disadvantages:
- * Presidential pledge unfulfilled
 - * Many new advocacy groups will join: National Association for Advancement of White People has applied
 - * Unions and employees will boycott
 - * Federal managers will resist administering CFC
 - * Displeases health and welfare charities, United Ways, and Washington Post
 - * Fails to focus Government support on health and welfare needs and programs that lessen the the burdens of Government
 - * Raises charge that taxpayers pay for fundraising for advocacy groups.

Option 2. Limit Eligibility to Health and Welfare Charities

Description: Participation in the CFC would be limited to health and welfare charities.

- Advantages:
- * President fulfills pledge
 - * Boycotts averted
 - * Legally defensible
 - * CFC focuses on lessening burdens of Government, building safety net
 - * Unions will strongly support
 - * Local officials and Washington Post support
 - * Health and welfare agencies strongly support
 - * Government resources not used to fund advocacy groups
 - * Lawsuits by advocacy groups on "clean" legal issue of focus on health and welfare
- Disadvantages:
- * Advocacy groups will sue
 - * Appearance of less freedom-of-choice
 - * Some media will oppose

Option 3. Limit Full Eligibility to Health and Welfare Charities; Permit Write-in Gifts to Other Philanthropies.

Description: National eligibility in the CFC solicitation would be limited to health and welfare charities. Local donors would be permitted, however, to earmark gifts to any nonprofit human service agency (including organizations not participating in the CFC and therefore not listed in brochures) by a write-in mechanism on the donor card.

- Advantages:
- * President arguably fulfills pledge
 - * Employees have more freedom-of-choice
 - * Unions might not boycott
 - * Probably satisfies health and welfare agencies
- Disadvantages:
- * Advocacy groups will sue on stronger legal grounds than with Option 2, colorably claiming that they are admitted but with 2d class 1st Amendment rights
 - * Administratively burdensome
 - * Still displeases advocacy groups, with some support, for not being equally open to all
 - * Government resources still subsidize fundraising for advocacy groups

IV. RECOMMENDATION

The status quo is untenable and the President is on record saying so. Under either Option 2 or Option 3 the legal bullet must be bitten; Option 2 presents the cleaner legal position. Option 3 generates new legal exposure by "admitting" advocacy groups sub silentio while denying them the right to "speak" through CFC brochures. The key distinction between this half-step and Option 1 is that here advocacy groups are not allowed to "speak." Simple exclusion of non-health-and-welfare groups may be easier to defend than admission with unequal status. Option 3 also raises many questions of administration that might cost more than it will gain cosmetically. Accordingly, I recommend Option 2.

V. DECISION

(Draft Executive Orders for Options 2 and 3 are attached).

Option 1 _____

Option 2 _____

Option 3 _____

(OPTION 2)

Draft

Executive Order

CHARITABLE FUND-RAISING

By the authority vested in me as President by the Constitution of the United States of America, and in order to lessen the burdens of government and of local communities in meeting needs of human health and welfare, it is hereby ordered as follows:

Section 1. Executive Order 12353 is amended as follows:

(a) In Section 1 delete "such national" and "and such other national voluntary agencies as may be appropriate".

(b) In Section 2 insert "(a)" after the Section number and add the following new subsections:

"(b) In establishing those criteria, the Director shall be guided by the following principles and policies:

"(1) The objectives of the Combined Federal Campaign are to lessen the burdens of government and of local communities in meeting needs of human health and welfare; to provide a convenient channel through which Federal public servants may contribute to these efforts; to minimize or eliminate disruption of the Federal workplace and costs to Federal taxpayers that such fund-raising may entail; and to avoid the reality and appearance of the use of Federal resources in aid of fund-raising for political activity or advocacy of public policy, lobbying or philanthropy of any kind that does not directly serve needs of human health and welfare.

"(2) To meet these objectives, eligibility for participation in the Combined Federal Campaign shall be limited to voluntary, charitable, health and welfare agencies that provide or substantially support direct health and welfare services to individuals or their families. Such direct health and welfare services must be available to Federal employees in the local campaign solicitation area, unless they are rendered to needy persons overseas. Such services must benefit human beings, whether children, youth, adults, the aged, the ill and infirm, or the mentally or physically handicapped. Such services must consist of care, research or education in the fields of human health or social adjustment and rehabilitation; relief of victims of natural disasters and other emergencies; or assistance to those who are impoverished and in need.

"(3) Agencies that seek to influence the outcomes of elections or the determination of public policy through political activity or advocacy, lobbying, or litigation on behalf of parties other than themselves shall not be deemed charitable health and welfare agencies and shall not be eligible to participate in the Combined Federal Campaign.

"(4) International organizations that provide health and welfare services overseas, and that meet the eligibility criteria except for the local services criterion, shall be eligible to participate in each local solicitation area of the Combined Federal Campaign.

"(5) Local voluntary, charitable, health and welfare agencies that are not affiliated with a national agency or federation but that satisfy the eligibility criteria set forth in this Order and by the Director, shall be permitted to participate in the Combined Federal Campaign in the local solicitation areas in which they provide or substantially support direct health and welfare services."

Section 2. All rules, regulations, and directives continued or issued under Executive Order No. 12353 shall continue in full force and effect until revoked or modified under the provisions of this Order.

(OPTION 3)

Draft

Executive Order

CHARITABLE FUND-RAISING

By the authority vested in me as President by the Constitution of the United States of America, and in order to lessen the burdens of government and of local communities in meeting needs of human health and welfare, it is hereby ordered as follows:

Section 1. Executive Order 12353 is amended as follows:

(a) In Section 1 delete "such national" and "and such other national voluntary agencies as may be appropriate".

(b) In Section 2 insert "(a)" after the Section number and add the following new subsections:

"(b) In establishing those criteria, the Director shall be guided by the following principles and policies:

"(1) Eligibility for participation in the Combined Federal Campaign shall be limited to voluntary, charitable agencies whose principal purpose is to provide or substantially support direct health and welfare services to individuals and families; provided, however, that, subject to such regulations as the Director may prescribe, Federal employees and members of the uniformed services shall be permitted to designate gifts to voluntary human-service agencies not participating in the Combined Federal Campaign.

"(2) Where required by this Order, direct health and welfare services must be available to Federal employees in the local campaign solicitation area, unless they are rendered to needy persons overseas. Such services must benefit human beings, whether children, youth, adults, the aged, the ill and infirm, or the mentally or physically handicapped. Such services must consist of care, research or education in the fields of human health or social adjustment and rehabilitation; relief of victims of natural disasters and other emergencies; or assistance to those who are impoverished and in need.

"(3) International organizations that provide health and welfare services overseas, and that meet the eligibility criteria except for the local services criterion, shall be eligible to participate in each local solicitation area of the Combined Federal Campaign."

(c) In Section 6, in the first sentence thereof, delete "such" and the period, and add "including voluntary human-service agencies not participating in the Combined Federal Campaign."

Section 2. All rules, regulations, and directives continued or issued under Executive Order No. 12353 shall continue in full force and effect until revoked or modified under the provisions of this Order.

OPM

THE WHITE HOUSE

WASHINGTON

February 1, 1983

MEMORANDUM FOR RED CAVANEY

FROM MORTON C. BLACKWELL *MB*
SUBJECT: Combined Federal Campaign Options

I strongly endorse Option 2.

There is little advantage to Option 3, and it should be dropped from consideration.

There are some advantages to Option 1, but they are not persuasive. Those advantages, from the standpoint of conservative groups are;

1. It fails to solve a touchy problem for organized labor.
2. It lessens the strength of the argument that we are on a vendetta against liberal advocacy groups.
3. It allows contributions to go to some conservative advocacy groups. The sums have been very small, however.

The strongest arguments for Option 2, are these:

1. It avoids the issue of funding more controversial groups such as the National Association for the Advancement of White People, which has applied.
2. It takes the heat out of the threatened union boycott, which would surely reduce the funds going to legitimate charities.
3. It will surely reduce the Federal role in getting funds to liberal advocacy groups. This reform has been of the highest priority to conservative groups, in their eyes almost a litmus test for the Reagan Administration. The argument that liberal advocacy groups would "get in the back door" by making arrangements with local United Way groups is valid only to a point: undoubtedly that indirect process would reduce the flow of Federally-generated funds to such groups.

THE WHITE HOUSE

WASHINGTON

February 1, 1983

MEMORANDUM FOR RICK NEAL

FROM: MORTON C. BLACKWELL

SUBJECT: Transfer of Indian Portfolio

We are today transferring to you our entire files with respect to Indian organizations.

Dealing with the Indian people has been a fascinating experience for me. I was not expert in this area but in two years have had more than 100 meetings with Indian leaders. We have had a number of achievements, most notable of which is the issuance of the President's Indian Policy Statement.

We have been singularly unsuccessful in convincing the Scheduling Office to agree to Presidential meetings with Indian leaders. There has been only one such meeting, in early January, with outgoing Navajo Chairman Peter MacDonald. That was not a meeting of substance. He presented to the President a Navajo rug in the design of the American flag.

I am giving you also our schedule proposals and a folder of reports on my individual meetings regarding Indian issues. I hope you have better success in the area of schedule proposals than we did.

I have long felt that our proposed Presidential event on Indian economic development was a necessary element of our relations with the Indian leaders. At a time when press distortions of Secretary Watt's remarks regarding reservations are causing us problems in Indian country, this Indian economic development conference looms even more important. If there is anything I can do to help further this concept or assist you in any other way, please let me know.

THE WHITE HOUSE

WASHINGTON

February 1, 1983

MEMORANDUM FOR RED CAVANEY

FROM: *MB* MORTON C. BLACKWELL *MB*
SUBJECT: *L* Vietnam Veterans Memorial Site. Action

Steve Shipley, Executive Assistant to Secretary Watt at Interior, called at 1:30 to say he has mailed to the Fine Arts Commission a letter laying before them three options for placement of the statue and the flag at the Memorial.

I will obtain a copy of this letter for distribution at the President's meeting Friday with veterans organization leaders.

THE WHITE HOUSE

WASHINGTON
February 2, 1983

MEMORANDUM FOR RED CAVANEY

FROM: MORTON C. BLACKWELL *MCB/cs*

SUBJECT: Adult Literacy Advance; Child Care and Adopt a School Staffing Memorandum

I. With respect to the draft paper on Adult Literacy Advance:

A. Under "political impact" we should explicitly refer to inner city minorities as those who suffer the most from illiteracy. The failure of the liberal education establishment has made many adults, through illiteracy, dependent and helpless. A realistic educational literacy program not only offers these people hope but gives them power over their own lives.

Blacks know they are the victims of inadequate education. We should not mince words about telling them the educational literacy program will benefit them. We should get black leaders to make this point at media events connected with the Administration's program to combat additional illiteracy.

One who would make a good point man is Bill Keyes at the Education Department. Another articulate spokesman who would be in favor of such a program is Dr. Walter Williams, who teaches economics at George Mason University.

B. The draft paper says that "prerequisites for voting normally include passing a certain grade school level". This is not true. All literacy tests were outlawed by the Voting Rights Act.

C. The recommendation that college students could provide literacy tutoring to adults, funded in part by the Department of Education's work-study programs is excellent.

D. The paper should be amended to include specific endorsements of phonics instruction. This is the only way proven effective to teach adults how to read. We should say so. We should not make unspecific allusions to a variety of methods of literacy instruction. The liberal education establishment is militantly opposed to the President and will do everything it can to defeat him.

If we frame the issue by promoting phonics reading instruction, we will give leverage to many phonics disciples who are fighting it out across the country with the education establishment's "look - say" zealots. The President should say, in effect: "The only thing that works is phonics. If we are serious about combatting adult illiteracy, we will use phonics. Otherwise, it will be our fault if we fail."

II. With respect to the paper on child care:

A. There needs to be a stronger emphasis on the importance of preserving family relationships. It is axiomatic that an important basis for a stable adulthood is a steady relationship in the first five years of life with a loving mother. We must make it clear that the President does not want to do anything to encourage mothers to deprive their children of personal maternal care.

Unfortunately, the fiscal policies of many previous administrations created a situation in which today many mothers are forced to work for pay to make ends meet. Many, of course, would rather stay at home to raise their children. The least we can do to help these women is to make their sacrifices painless as possible for them and the children whom they dearly love.

B. The recommendation that able bodied welfare recipients provide low cost child care for other welfare recipients and for low income working people is probably a bad idea. We open ourselves up to criticism from womens groups, child development professionals, and pro-family organizations that somehow the Administration thinks children are worth the attention only of unskilled, uneducated, and personally incompetent care givers who are themselves unable to cope with the world. The obvious response from a parent would be "My child deserves better." While it is true that many welfare recipients might be will qualified to provide care services, the image is potentially disastrous.

A much better idea is to expand the college student program discussed under the adult literacy program. That would send out the message: "American children deserve the best." The public presumption is that college students are "the best". At least the image of concern from the Administration would be better if we emphasized college students here rather than welfare recipients.

C. This paper primarily addresses preschool care. After school care is just as great a problem. One suggestion we might make is for local communities help in this regard by having the local school board allow children to be registered in the school closest to the parent's place of work rather than the school closest to their place of residence. Unless school age children can get child care close to the location of the parent's employment, a child care program will help solve a working mother's problems in this regard only briefly.

Private sector agencies should seek to cooperate with schools to establish private sector after school care in the building of the school property after hours. There are turf wars on this issue between day care professionals and education professionals, and the children are the victims. The President could point the finger at these turf wars and say, in effect, "We are doing what we can to help. If the local community cannot work it out, look for culprits locally."

III. With respect to the Adopt A School draft paper:

A. In the first recommendation, we should change the first sentence to read: About once a month the President and/or the Secretary of Education would visit an adopt a school program."

B. The President could mention the adopt a school program in one of his Saturday broadcasts or at a press conference.

C. The President should encourage clubs like the Young Presidents Organization, the local Chamber of Commerce, etc. to feature the adopt a school concept on the agenda of their meetings. This will greatly increase interest from local businessmen.

D. The adopt a school idea is excellent. Note might be made that it was one of the recommendations of the President's Advisory Panel on Financing of Elementary and Secondary Education.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 1/28/83 ACTION/CONCURRENCE/COMMENT DUE BY: c.o.b. 2/2/83

SUBJECT: DRAFT DECISION MEMORANDUM RE: ADULT LITERACY ADVANCE; CHILD CARE
AND ADOPT A SCHOOL

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input type="checkbox"/>	FULLER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MEESE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	GERGEN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BAKER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HARPER	<input type="checkbox"/>	<input type="checkbox"/>
DEAVER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	JENKINS	<input type="checkbox"/>	<input type="checkbox"/>
STOCKMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	MURPHY	<input type="checkbox"/>	<input type="checkbox"/>
CLARK	<input type="checkbox"/>	<input type="checkbox"/>	ROLLINS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input type="checkbox"/> P	<input checked="" type="checkbox"/> SS	WILLIAMSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DOLE →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	VON DAMM	<input type="checkbox"/>	<input type="checkbox"/>
DUBERSTEIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BRADY/SPEAKES	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FELDSTEIN	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input type="checkbox"/>
FIELDING	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>CASTINE</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Remarks:

May we have your comments on the attached draft decision memorandum, which was prepared by the Office of Policy Development, by close of business February 2. Thank you.

Richard G. Darman
Assistant to the President
(x2702)

Response:

Adult Literacy Advance

Issue

Should the advance of teenage and adult literacy receive direct support from this Administration by private sector initiatives, and from college-level work-study programs?

Background

Literacy competency refers to the ability of an individual to use reading skills in everyday life situations -- reading and comprehending written applications, directions, labels, and work-oriented information. Today, 1 in 5 adults, and 47 percent of all Black teenagers are unable to read, write, or compute well enough to function in U.S. society.

Literacy incompetency imposes substantial costs on taxpayers. Welfare roles are swelled by people who could find jobs if only they could read and compute basic math problems. In addition, researchers find direct correlations between the inability to read well and juvenile delinquency, adult crimes, and the school dropout problem.

The Adult Basic Education program, ABE, the major federally-funded program providing basic literacy skills to adults 16 years and over, generally teaches groups of students, last year serving 2 million. Scarce resources usually prevent ABE teachers from providing the one-on-one instruction required by those who read at grade levels 0 to 5. Many private volunteer organizations are designed to serve these individuals; last year they taught about 50,000 - 60,000. In addition, private corporations and the military provide training specific to their workforce requirements.

Many adults live with a literacy deficiency with no visible handicap. Presuming these individuals know of available means for gaining literacy, their status presents no particular reason for governmental intervention. And economic theory tells us in the case that the reading and writing requirements for maintaining a job in an industry rise, the worker will seek remedial help, whereas business firms will provide remediation when higher firm-specific literacy skills are required.

The bulk of serious social spillovers due to literacy incompetency stem from the somewhat involuntary situation of young adults falling into this category. Many suffer the burdens of inadequate parental training and deficient schooling. States and localities would internalize the primary benefits from reductions in crime resulting from enhanced literacy among young adults and all levels of government would benefit from the associated reductions in welfare benefits.

Note that Mrs. Barbara Bush has selected the fight against illiteracy as her special project.

Political Impact - *The ones who suffer the most from illiteracy are the inner-city minorities. The failed policies of the liberal education establishment*

The direct political impact from advanced adult literacy remains unclear. Many adults who fall into this category do vote, and in the South they vote as Republicans. (Prerequisites for voting normally include passing a certain grade school level.) *not so! all. outlined by Voting Right Act,*

However, in conjunction with related policies such as a flexible minimum wage for teenagers, significant indirect benefits from advanced young adult literacy could result. That is, to the extent that these policies succeed in reducing the high level of this Country's teenage unemployment -- particularly Black teenage unemployment -- this Administration would reap significant political benefits.

Recommendations:

That this Administration advance teenage and adult literacy in the following ways:

- good*
o Encourage college students to provide literacy tutoring to individuals identified by community organizations. College students would be paid for their services as part of the Department of Education work-study programs, recently converted from outright grants and loans.
- See over*
o Celebrate International Literacy Day, September 8, with the President at the White House, by inviting administrators of at least a half dozen literacy organizations and a few of their "success stories," adults who've learned to read and compute with the help of these volunteer community groups.
- o The President should encourage state and local governments to increase their initiatives to advance adult literacy.
- o Encourage the Secretary of Education's Conference on Excellence in Education to hold a separate session highlighting various methods of literacy service delivery. For example, the National Assault on Illiteracy Program (AOIP), a national community-based program to advance the literacy of young Black adults, could report on its ACTION-funded program to develop literature for teaching 18 to 20-year-old Blacks. Also, the Literary Management Training Project could describe its ACTION-funded training package demonstrating how to start community-based, literacy training groups. In addition, corporate and military initiatives that aid adult literacy should be stressed, in particular to determine those program elements that are convertible to the private sector.

have made them, through illiteracy, dependent and helpless. "We offer you hope by giving you power over your own life -" Blacks know they're the victims - Don't mince words about telling them this is for them. Get Black leaders to say so at the media events connected with this project - get Bill Keyes at Ed. Dept. to be point man for E.D. on it, for example.

→ Phonics instruction is the only way ^{proven effective} to effectively teach adults how to read. Say so. Don't indulge in vague allusions to "various methods of literacy instruction" - if The education establishment hates the President - will let this initiative founder on the shoals of "methods insufficiency etc." while returning the blame for continued illiteracy to the President. The President should say "The only thing that works is phonics. If you're serious, you'll use phonics. Otherwise you're not serious + it's your fault, not mine, when you fail." Frame the issue that way. It may give leverage to the phonics disciples scattered around the country so that they'll be allowed to take a leadership role in local communities.

CHILD CARE

Issue

Should child care receive direct support from this Administration by private sector initiatives, and from workfare and work-study programs?

Background

Private sector child care constitutes the kind of child care consonant with this Administration's philosophy. It ranges from "family day care," provided in private homes to small groups of children, to child care provided outside the home to large groups of children by community groups and for-profit organizations to employer-provided child care at the workplace. Private sector child care excludes direct government support and subsidies for the specific purpose of child care.

While there are no Federal child care regulations, unnecessary state and local regulations and restrictions on day care make it difficult for neighborhood groups and private organizations to provide child care. For example, in some localities, health codes and fire and safety codes disagree about day care facility requirements.

In the 1981 Budget Reconciliation Act, Title 20 of the Social Security Act, the major Federal day care program, was cut 20 percent, and folded into the Social Services Block Grant. States now may decide whether to run or fund a day care program, and the appropriate funding level. Rather than reduce or eliminate child care programs, states may staff them with individuals in workfare and work-study programs. Since states no longer are required to report their spending patterns to the Federal government, we don't know how child care has fared under the Block Grant program.

Federal laws provide tax breaks for child care. The Economic Recovery Tax Act of 1981 increases tax credits to working parents, and provides that employer contributions for child care are not taxable to employees. Federal laws also provide financial support for child care under a number of Federal programs. The largest Federal expenditure on child care is the tax credit.

In conjunction with the Ford Foundation and the Rockefeller Foundation, the Women's Bureau, Department of Labor, currently is funding four demonstration projects to induce employers to provide day care services for working women by various means. Final reports are due by October 1983. The types of services include day care vouchers, educating the employer about tax incentives, employer-provided on-site day care, etc.

Always bring this up in the context of: "Everyone knows the most important basis for a stable adulthood is a long-term relationship in the first 5 years of life with a single, constant, loving mother. We wouldn't want to do a thing to encourage mothers to

deprive their children of themselves. But the careless
fiscal policies of my predecessors have created a
situation today in which many, ~~more~~ mothers are forced
to work for pay - even though they'd rather stay home.
The least we can do to help these women is to
make their sacrifice as painless as possible for them and
their precious children"

Political Impact

Whenever women are polled about their most important concerns, child care invariably ranks near the top of the list. More and more, however, child care is recognized as a family issue: day care problems constitute a significant factor for the work force. A more efficient private child care system would generate a more efficient labor force.

The changed perception that this Administration strongly supports the growth of private sector child care would earn it important positive political benefits.

Recommendations - Administration will directly support child care:

1. The President should visit exemplary private sector-sponsored child care centers on his various trips.
2. Identify unnecessary state and local child care restrictions and encourage these governments to relax these restrictions. The goal here: to enable community and private groups to more feasibly provide child care.
 - a. The Fifty States Project should identify these barriers to private child care in conjunction with the National Association for Child Care Management, the Heritage Foundation, the American Enterprise Institute, the National Center for Neighborhood Enterprise, and religious organizations.
 - b. The Private Sector Initiatives Office should sponsor a conference to encourage these governments to relax these barriers.
3. Induce employers to provide child care services. For example, the Private Sector Initiatives Office should promote the findings of the four Women's Bureau Demonstration Projects on alternative ways to provide child care services for working women, e.g., by way of day care vouchers, educating the employer about tax incentives, employer-provided on-site day care, etc.
4. Encourage workfare programs and work-study programs whereby welfare recipients and college students provide child care.
 - See over* → a. Able-bodied welfare recipients to provide low-cost child care for other workfare recipients, and for low-income working people.
 - b. College students, whose previous grants and loans are now being converted to work-study programs, to provide child care on college campuses or in neighboring communities.

- Liability: Women's groups, child development professionals, etc. may respond: "Ha! So that's what the Administration thinks children are worth - the attention of unskilled, uneducated, presumably incompetent caregivers who are themselves unable to cope in the world."

Average folks might agree because of the assumption that welfare recipients are inferior people - and "my kid ~~isn't~~ deserves better."

A much better idea is the college student idea. Because that sends out the message: "America's children deserve the best" + the public presumption is that college students are "the best." Stress the college student idea.

→ All This mainly addresses pre-school care. After-school care is just as great a problem. What the local community can do to help in this regard might be to ask its local school board to allow children to be registered in ^{the} school closest to their parents' place of employment, rather than closest to their place of residence. Unless school-age kids can get to the corporate location, it will solve a working woman's problem only briefly.

And private sector agencies should seek to cooperate with schools to establish private-sector after school care in the building of the school, after hours. (There are turf wars between day care professionals + education professionals - + kids are the victims. The President could point the finger to these turf wars + say - ~~the~~ we're doing what we can to help, if your local community can't work it out, look for culprits locally.")

ADOPT-A-SCHOOL

Issue

Should the Adopt-a-School program be broadened as a private sector initiative? If so, how?

Introduction

The Adopt-a-School concept literally enables an organization, typically a private business, to "adopt" a school. The adoption normally begins with one representative from the organization sitting down with the school principal and listening to each other's concerns about education. Then, they decide what they can do for each other.

In practice, the types of adoptions across the country cover a very broad range, from providing money to academic tutoring to courses that would not exist without the corporate "parent" to vocational classes aimed at students' general employment or specifically by a corporate adopter. A number of companies choose to adopt secondary schools -- at least partly out of concern for long-term manpower programs.

Anyone can "adopt" a school or part of one: corporations, community organizations, neighborhood groups, religious organizations, and individuals. Examples:

- o Now in its third year in Los Angeles, the Adopt-a-School program is in 117 public schools. The goal is to provide each of the 600 schools in Los Angeles with its own corporate parent by the end of the decade.
- o In Washington, D.C., the Prometheans Inc., a group of World War II veterans, sponsor both an annual Career Awareness Fair in the schools and a program to help organizations Adopt-a-School.
- o The Volunteer Center of Memphis began with an Adopt-a-School program and now plans to expand into a broader-based program addressing a greater variety of regional needs, including elderly and youth programs.
- o First Federal savings and Loan Association of Chicago has been setting up an English language lab in Sullivan High School, where students speak 43 different languages. It has already hired three students who speak Russian, French, and Spanish to work as tellers and interpreters.

- o Francis Ford Coppola adopted Bancroft Junior High's drama club in Los Angeles.
- o Also in Los Angeles, Richmond Brothers Hardware and Lumber Company adopted Sierra Park Elementary School, the same elementary school the owners attended.

While the Adopt-a-School program occurs in a number of cities across the nation, there is no national link between these schools. The grass roots across the nation has learned about Adopt-a-School mainly by a few conferences sponsored by successful program leaders.

Casual empiricism indicates positive student benefits from Adopt-a-School.

- o Students appear to respond to the program with higher academic achievement levels.
- o Also, a number of corporate adopters across the country hire graduating seniors for entry-level jobs as tellers, machine operators, and computer operators.
- o Similarly, employees report positive benefits, both from serving as volunteer teachers, tutors and coaches, and from the additional resources flowing to their home communities.

Adopt-a-School constitutes the flagship of a great number and variety of business and community involvements with America's public school system.

Political Impact

Adopt-a-School represents one of the best examples of private charity offsetting reduced public financing. Highlighting this example would both broaden its growth and demonstrate the positive worth of this Administration's faith in the availability of private charity. Adopt-a-School is a simple concept to sell.

Recommendations:

The Adopt-a-School program should receive direct support from the President's Private Sector Initiatives Office;

and/or Sec. of Ed. *

- o About once a month, the President would visit an Adopt-a-School program. The Office of Private Sector Initiatives would identify: successful Adopt-a-School programs; the variety of Adopt-a-School efforts practiced across the Country; and the variety of adopters across the Country, from individuals to neighborhood organizations to corporations.

- o Cabinet members similarly should be encouraged to visit Adopt-a-School programs on their travels.
- o The Private Sector Initiatives Office should see that Adopt-a-School is highlighted by the Secretary of Education's March 1983 Conference on Excellence in Education in Washington, D.C. The idea here is to explain the Adopt-a-School concept, and how a community organization and a school can initiate an Adopt-a-School program, and to demonstrate the variety of Adopt-a-School efforts practiced across the Country.

- President could mention in one of his Saturday broadcasts or at a press conference.
- This was recommended by the Advisory Panel on Financing Ed. - Sec 2d.
- Encourage groups like NPO, Chamber, etc, to feature Adopt-a-School on the agendas of their meetings, so as to interest other businessmen.

THE WHITE HOUSE

WASHINGTON
February 2, 1983

MEMORANDUM FOR RED CAVANEY

FROM: MORTON C. BLACKWELL *MCB/cs*

SUBJECT: Adult Literacy Advance; Child Care and Adopt a School Staffing Memorandum

I. With respect to the draft paper on Adult Literacy Advance:

A. Under "political impact" we should explicitly refer to inner city minorities as those who suffer the most from illiteracy. The failure of the liberal education establishment has made many adults, through illiteracy, dependent and helpless. A realistic educational literacy program not only offers these people hope but gives them power over their own lives.

Blacks know they are the victims of inadequate education. We should not mince words about telling them the educational literacy program will benefit them. We should get black leaders to make this point at media events connected with the Administration's program to combat additional illiteracy.

One who would make a good point man is Bill Keyes at the Education Department. Another articulate spokesman who would be in favor of such a program is Dr. Walter Williams, who teaches economics at George Mason University.

B. The draft paper says that "prerequisites for voting normally include passing a certain grade school level". This is not true. All literacy tests were outlawed by the Voting Rights Act.

C. The recommendation that college students could provide literacy tutoring to adults, funded in part by the Department of Education's work-study programs is excellent.

D. The paper should be amended to include specific endorsements of phonics instruction. This is the only way proven effective to teach adults how to read. We should say so. We should not make unspecific allusions to a variety of methods of literacy instruction. The liberal education establishment is militantly opposed to the President and will do everything it can to defeat him.

If we frame the issue by promoting phonics reading instruction, we will give leverage to many phonics disciples who are fighting it out across the country with the education establishment's "look - say" zealots. The President should say, in effect: "The only thing that works is phonics. If we are serious about combatting adult illiteracy, we will use phonics. Otherwise, it will be our fault if we fail."

II. With respect to the paper on child care:

A. There needs to be a stronger emphasis on the importance of preserving family relationships. It is axiomatic that an important basis for a stable adulthood is a steady relationship in the first five years of life with a loving mother. We must make it clear that the President does not want to do anything to encourage mothers to deprive their children of personal maternal care.

Unfortunately, the fiscal policies of many previous administrations created a situation in which today many mothers are forced to work for pay to make ends meet. Many, of course, would rather stay at home to raise their children. The least we can do to help these women is to make their sacrifices painless as possible for them and the children whom they dearly love.

B. The recommendation that able bodied welfare recipients provide low cost child care for other welfare recipients and for low income working people is probably a bad idea. We open ourselves up to criticism from womens groups, child development professionals, and pro-family organizations that somehow the Administration thinks children are worth the attention only of unskilled, uneducated, and personally incompetent care givers who are themselves unable to cope with the world. The obvious response from a parent would be "My child deserves better." While it is true that many welfare recipients might be will qualified to provide care services, the image is potentially disastrous.

A much better idea is to expand the college student program discussed under the adult literacy program. That would send out the message: "American children deserve the best." The public presumption is that college students are "the best". At least the image of concern from the Administration would be better if we emphasized college students here rather than welfare recipients.

C. This paper primarily addresses preschool care. After school care is just as great a problem. One suggestion we might make is for local communities help in this regard by having the local school board allow children to be registered in the school closest to the parent's place of work rather than the school closest to their place of residence. Unless school age children can get child care close to the location of the parent's employment, a child care program will help solve a working mother's problems in this regard only briefly.

Private sector agencies should seek to cooperate with schools to establish private sector after school care in the building of the school property after hours. There are turf wars on this issue between day care professionals and education professionals, and the children are the victims. The President could point the finger at these turf wars and say, in effect, "We are doing what we can to help. If the local community cannot work it out, look for culprits locally."

III. With respect to the Adopt A School draft paper:

A. In the first recommendation, we should change the first sentence to read: About once a month the President and/or the Secretary of Education would visit an adopt a school program."

B. The President could mention the adopt a school program in one of his Saturday broadcasts or at a press conference.

C. The President should encourage clubs like the Young Presidents Organization, the local Chamber of Commerce, etc. to feature the adopt a school concept on the agenda of their meetings. This will greatly increase interest from local businessmen.

D. The adopt a school idea is excellent. Note might be made that it was one of the recommendations of the President's Advisory Panel on Financing of Elementary and Secondary Education.

THE WHITE HOUSE

WASHINGTON

February 4, 1983

MEMORANDUM FOR RED CAVANEY

FROM: MORTON C. BLACKWELL *MB*
SUBJECT: Schedule Proposal - Anti-Pornography

Of course I recommend acceptance.

I submitted schedule proposals for this meeting on October 12 and December 9, 1982.

We are already receiving increasing criticism from leaders of the politically potent anti-pornography coalition for our failure to schedule this meeting. At our first meeting with this coalition, in the Indian Treaty Room on July 27, 1982, most of the discussion with Administration leaders concentrated on preparation for a subsequent meeting with the President.

There have been numerous contacts between Justice Department officials and experts associated with the anti-pornography coalition. The time is ripe, if not overripe, for such a meeting.

A presidential meeting with this coalition should be part of a broader briefing by the appropriate officials of Justice, Postal Service, Customs, and the F.B.I. Putting together such a meeting will be a complex job. It can be done and done well. The result would be a major political plus for the President. Not to have such a meeting soon would be politically unwise.

THE WHITE HOUSE

WASHINGTON

February 4, 1983

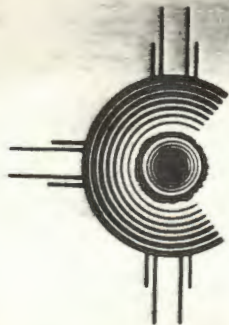
MEMORANDUM FOR RICK NEAL

FROM: MORTON C. BLACKWELL *MB*
SUBJECT: Wilfred Scott Piece on Indian Policy Statement

I just received this interesting letter and piece to be printed in Sunday's Denver Post.

It is basically supportive of the President's Indian Policy Statement. I urge you to contact Pete Segall and thank him for his constructive attitude.

cc - Red Cavaney
Steve Shipley
Ken Smith



Council of Energy Resource Tribes

1140 Connecticut Ave. N.W.
Suite 310 • Washington, D.C. 20036
202-887-9155

Executive Committee:

Peter MacDonald
Chairman
Navajo

Wilfred Scott
Vice-Chairman
Nez Perce

Leonard Atole
Secretary
Jicarilla Apache

Judy Knight
Treasurer
Ute Mountain

Leonard Burch
Executive Member
Southern Ute

Harry Early
Executive Member
Pueblo of Laguna

Austin Gillette
Executive Member
Fort Berthold

N. Follow
Executive Member
Peck

John Samuels
Executive Member
Spokane

Board Members:

Acoma Pueblo
Blackfeet
Cherokee
Cheyenne-Arapaho
Chippewa-Cree
Crow
Fort Belknap
Fort Hall
Hopi
Jemez Pueblo
Kalispel
Muckleshoot
Northern Cheyenne
Rosebud Sioux
Salish Kootenai
Santa Ana Pueblo
Seminole
Uintah-Ouray
Yakima
Zia Pueblo

Executive Director:
Ed Gabriel

February 3, 1983

Mr. Morton Blackwell
Special Assistant to the President
Office of Public Liaison
Room 134
Old Executive Office Building
17th Street, NW
Washington, DC 20036

Dear Morton:

The enclosed piece was authored by CERT Chairman (and Nez Perce Tribal Chairman) Wilfred Scott, and will run as the lead editorial in this Sunday's Denver Post.

It is a positive reflection upon the Administration's recently released Indian Policy Statement, and I thought it might be useful for you to have an advance copy.

Sincerely,

J. Peter Segall
Communications Coordinator

Enclosure

REAGAN'S INDIAN POLICY — A STEP FORWARD?

By Wilfred Scott*

Last week, Interior Secretary James Watt, had some unexpectedly harsh things to say about the quality of life in American Indian country. While I can't say I agreed with all he had to say, I am glad he said it.

That's because, standing alone, the "plight of the American Indian" just isn't "newsworthy" anymore, to the highly educated readers of this newspaper, or to the nearly one million reservation Indians who live it daily. If it takes the provocatively insensitive words of the one man in whose sensitivity we must lay our trust, to jar us all into one more look at the state of the American Indian in America today, then so be it.

A much less noticed event, this week, was the release by the White House of President Reagan's long-awaited Indian policy. What the State of the Union represents to all Americans, a President's Indian policy holds in significance to American Indians. It is the Chief Executive's own, personal interpretation of the so-called "Trust relationship" between the Federal Government and the Indian people (and of course it is his interpretation, not ours, which governs during the course of any particular Presidency). It is the pre-eminent play-call of the game, signalling what the main thrust of this Administration's dealings with Indians will be. (Truman's was "termination," the "mainstreaming" of Indians into white society; Nixon's was "self-determination" for the Indian people; Carter's was Carteresque, hard to pin any label on.)

The key to the Reagan Administration's policy is the concept of tribal self-government. It is past time, the Reagan policy says, to start strengthening the "government-to-government relationship" between the tribes and the Federal Government. "Instead of fostering and encouraging self-government," it continues, "federal policies have by and large inhibited the political and economic development of the tribes. Excessive regulation and self-perpetuating bureaucracy have stifled local decisionmaking, thwarted Indian control of Indian resources, and promoted dependency rather than self-sufficiency.

"This Administration intends to reverse this trend by removing the obstacles to self-government and by creating a more favorable environment for the development of healthy reservation economies. Tribal governments, the federal government, and the private sector will all have a role. This Administration will take a flexible approach which recognizes the diversity among tribes and the right of each tribe to set its own priorities and goals. Change will not happen overnight. Development will be charted by the tribes, not the federal government."

On the face of it, the Reagan Indian policy scores well. It pays homage to each of the three basic goals to which the future of Indian people is tied: tribal self-government, economic self-sufficiency, and social and cultural self-determination. Those are my words, and the Reagan document all but sings with them.

It speaks in some specifics, like moving Indian affairs from the White House Office of Public Liaison to the White House Office of Intergovernmental Relations; like creating a Presidential Advisory Commission on Indian Reservation Economies. Some specifics, yes, but they are far from a detailed and comprehensive program.

And it is clearly in line with the President's own, primarily economic agenda. The policy statement closes with the thought that "This nation's economic health — and that of the tribes — depends on adopting this Administration's full Economic Recovery Program." And again, just to be safe, the Executive Order creating the aforementioned Commission on Indian Reservation Economies instructs its members not to "focus ... on new Federal financial assistance ..." That's an Order.

The Reagan policy reminds us that the White House was our ally in two major victories we achieved last Congress. In one case, we won the right to enter into innovative, non-lease forms of agreement to develop our energy resources as active partners rather than mere silent lessors. In another, we achieved the right to issue tax-exempt bonds and to be treated in other respects under the Internal Revenue Code much the same way state, county and local governments are treated. We are grateful for these new tools — and we will quickly learn to use them properly, in order to survive long enough to comment on the next administration's Indian policy statement.

What President Reagan's policy statement suffers from is a legacy of Chief Executives before him telling all Americans to focus not on what they say, but what they do. If we look up from the page — at reservation unemployment rates averaging 50 percent and higher; at an Indian Health Service budget that's been cut drastically in less than three years; at an Indian housing program that was "zeroed out" in the first round of Administration budget recommendations and

barely rescued from oblivion — then it is difficult to focus back on words which read: "In support of our policy, we shall continue to fulfill the federal trust responsibility for the physical and financial resources we hold in trust for the tribes and their members." It calls for a leap of faith to translate the words, "Necessary funds will continue to be made available," into terms most reservation Indians will understand unless we qualify them with the explanation: (Indian humor).

What is missing from this policy calling for a new era of tribal self-government, is a realistic blueprint for action that spells out, so every Indian man, woman and child can understand, just how an Oval Office commitment to the federal-tribal trust responsibility will apply in Indian housing, health care, education and economic development. We are as culpable as any interest-group of using words to display our intentions when deeds are called for — but when we are the victims of that mistake, the damage is much more devastating, we assure you.

This Administration's agenda does, in fact, have many elements in common with our own. The President's goal is elimination of "stifling bureaucracy," of counterproductive and burdensome regulations wherever they may lie; our goal is to free the institution of tribal self-government, once and for all, from a tangled web of restrictions which handicap us needlessly. The President's goal is a revitalized private-sector that will "supply side" the country's economy back to health; ours is to attract private-sector investment to our reservations, not just to exploit what natural resources we own, but to capitalize on our extensive human resources as well, and help us build employment-generating, self-sustaining reservation economies. The President's goal is to save the taxpayers' money by handing out federal assistance only when "necessary"; our goal is to see the day when we shall truly be free from dependence on Washington for our basic needs of life.

Well, if our goals are so similar, how do we attain them together?

We attain them by dispensing with the "isms" for awhile, and facing the hard facts of Indian life.

Our problem isn't "socialism" — nor is it colonialism, capitalism, imperialism, liberalism, conservatism or any other ideologically grounded mask for what's really wrong.

Our problem is lack of jobs. Realize that when seven out of every ten adult male reservation Indians are unemployed, it's because there are no jobs to be had, not because they don't want to work.

Our problem is lack of adequate homes, health care, education and economic-development opportunities, pure and simple. And no policy replete with buzz words and symbolic grand gestures will outlast the tenure of its framers until it proposes a plan of action to deal with these problems. Pure and simple.

Let's put our indiscreet remarks, buzz words, ideological slurs and media hype behind us, at least for the duration of this Administration, and get down to the real business at hand. Let's work together to translate this very workable policy into a plan of action that works.

-
- * Wilfred Scott is Chairman of the Nez Perce Tribe of Idaho, and Chairman of the Board of the Council of Energy Resource Tribes (CERT), a coalition of 37 Indian tribes owning substantial energy resources.

THE WHITE HOUSE

WASHINGTON

February 7, 1983

Resumer

Miss Patricia S. Keyes
U. S. Department of Transportation
601 East 12th Street, Room 634
KansasCity, Missouri 64106

Dear Pat:

Thanks for your letter of February 4.

Since the President has shifted responsibility for liaison with the Indian people to the Office of Intergovernmental Affairs, I have forwarded your letter to Special Assistant to the President Rick Neal in that office.

Best wishes.

Sincerely,

Morton C. Blackwell

Morton C. Blackwell
Special Assistant to the President
for Public Liaison

cc - Rick Neal



**U.S. Department of
Transportation**

Office of the Secretary
of Transportation

Regional Representative
of the Secretary

601 East 12th Street
Room 634
Kansas City, Missouri 64106

February 4, 1983

Mr. Morton C. Blackwell
The White House
Washington, D.C. 20500

Dear Morton:

I am asking for your support in obtaining an appointment from President Reagan to serve on the Presidential Commission on Indian Reservation Economies. Attached are professional, political, and Indian background resumes and credentials which document my qualifications to serve the President on this Commission. I have had 30 years experience and associations with various Indian tribes (see resume).

My first dedication and loyalty is to the President and this Administration. The Indians, though traditionally skeptical after 200 years of marginally productive programs, are hopeful that this Administration will fulfill the intent expressed by the President in the Policy Statement. The Indian Policy Statement that the President recently issued addresses the needs, feelings, and frustrations of the reservation Indian tribes.

I was in Washington attending tribal meetings and at the White House briefing announcement regarding the Indian Policy and the Executive Order for this Commission. I am enthused and excited about the Policy Statement. There is a great potential in this effort for positive and constructive accomplishments. I would like to contribute my experience and knowledge in an effort to help implement this policy.

I am qualified to serve on this Commission and will appreciate very much your support in obtaining this appointment.

Sincerely,

Patricia S. Keyes

Patricia S. Keyes

*Morton - I'm still excited about this & think
it has great potential. I would appreciate your support
on this request. Thanks, Pat*

THE WHITE HOUSE

WASHINGTON

February 7, 1983

Miss Patricia S. Keyes
U. S. Department of Transportation
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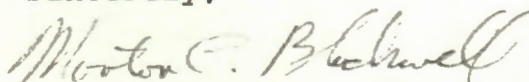
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Morton C. Blackwell
Special Assistant to the President
for Public Liaison

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February 7, 1983

MEMORANDUM FOR DON HODEL

FROM: MORTON C. BLACKWELL *MB*
SUBJECT: Petroleum PAC Contribution Record

Here is a study which I supervised of all the major corporate and association PACs' activity in 1980. This study was published by Paul Weyrich's Free Congress Foundation.

Please note that the checked PACs on pages 76 and 77 were the very best. They were the ones organized by the Independent Petroleum people. The opponents to deregulation such as Panhandle Eastern and Texas Gas Transmission, listed on pages 68 and 69, were much less useful to candidates of the Reagan winning coalition.