

THE WHITE HOUSE

WASHINGTON

November 18, 1993

Rachelle Horowitz
Assistant to the President
for Political Affairs
American Federal of Teachers
555 New Jersey Avenue, N.W.
Washington, DC 20001

Dear Rachelle:

It was so good to visit with you, the teachers and other AFT staff in my office...what a real meeting to hear from the teachers themselves! I hope you will periodically help me and my staff to have such sessions on policy topics of mutual interest.

Happy Thanksgiving to all of you!

Sincerely,



Carol H. Rasco
Assistant to the President for
Domestic Policy

CHR:ram

cc: Joe Velasquez
Deputy Assistant to the President and
Deputy Director of Political Affairs
The White House
Old Executive Office Building
Washington, DC 20500

THE WHITE HOUSE

WASHINGTON

November 18, 1993

Helen Bernstein
United Teachers of Los Angeles
2511 West 3rd Street
Los Angeles, CA 90057

Dear Ms. Bernstein:

I am so grateful to you for taking the time to come and share your experiences with me in regard to welfare children and parents in school. A session like the one we had is so very valuable to me. I again extend the offer for you to send me information at any time on topics of interest and concern to you.

I look forward to receiving from you the information about the pre-K programs in your district. I very much like the concepts regarding the parents' obligation to work one day a week in the centers; as you stated so well, this is a benefit not only to the program and the children but the parents themselves. I also thank you for the memo from the teacher about Alberto...I will be thinking about all the Albertos as we continue to work on welfare reform. Please convey my thanks to Lillian for the time she spent in preparing the memo.

Helen Bernstein
November 18, 1993
Page 2

My very best wishes to you during this
season of Thanksgiving!

Sincerely,

A handwritten signature in cursive script that reads "Carol H. Rasco". The signature is written in dark ink and is positioned directly above the typed name.

Carol H. Rasco
Assistant to the President for
Domestic Policy

CHR:ram

THE WHITE HOUSE

WASHINGTON

November 18, 1993

Sandra Feldman
United Federation of Teachers
260 Park Avenue, South
New York, NY 10010

Dear Ms. Feldman:

I am so grateful to you for taking the time to come and share your experiences with me in regard to welfare children and parents in school. A session like the one we had is so very valuable to me. I again extend the offer for you to send me information at any time on topics of interest and concern to you.

I appreciated very much your succinct description of the welfare cycle...you gave me a great deal about which to think. Your emphasis on the needed job placement aspect of our welfare system was particularly helpful. I look forward to receiving from you material on the "family college" program. Finally, I'm glad you put on the table the fact that schools need to think about the fathers also.

My very best wishes to you during this season of Thanksgiving!

Sincerely,



Carol H. Rasco
Assistant to the President for
Domestic Policy

CHR:ram

THE WHITE HOUSE

WASHINGTON

November 18, 1993

Loretta Johnson
Federation of Maryland Teachers
5800 Metro Drive
Baltimore, MD 21215-3242

Dear Ms. Johnson:

I am so grateful to you for taking the time to come and share your experiences with me in regard to welfare children and parents in school. A session like the one we had is so very valuable to me. I again extend the offer for you to send me information at any time on topics of interest and concern to you.

You summarized so very well the issue of incentives...thank you! I appreciated also your comments on the movement from welfare through a paraprofessional training system that allow for further development by the individual.

My very best wishes to you during this season of Thanksgiving!

Sincerely,



Carol H. Rasco
Assistant to the President for
Domestic Policy

CHR:ram

THE WHITE HOUSE

WASHINGTON

November 18, 1993

Rethea Fordyce
Colorado Federation of Teachers
425 South Cherry Street, Suite 560
Denver, CO 80222-1232

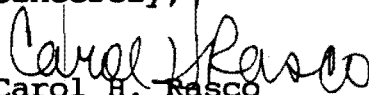
Dear Ms. Fordyce:

I am so grateful to you for taking the time to come and share your experiences with me in regard to welfare children and parents in school. A session like the one we had is so very valuable to me. I again extend the offer for you to send me information at any time on topics of interest and concern to you.

I have already called Secretary Cisneros to tell him about your comments on the housing approach to breaking the cycle of welfare and providing "family mentors" so to speak. I also want to look further into the matter of ten months of checks for the paraprofessionals counting as twelve months of income...can you send any further details on that problem?

My very best wishes to you during this season of Thanksgiving!

Sincerely,



Carol H. Rasco
Assistant to the President for
Domestic Policy

CHR:ram

EMail

draft to
teachers

N T

EXECUTIVE OFFICE OF THE PRESIDE

12-Nov-1993 08:35pm

TO: Rosalyn A. Miller
FROM: Carol H. Rasco
Economic and Domestic Policy

SUBJECT: follow up letter to teachers(3 pages of stuff)source in outbo

P6/b(6)

Letters to teachers/AFT leadership from Friday a.m.
Small WH stat.

Rachelle Horowitz (check with Joe in Political Affairs and make sure this is the right name for woman I met at last union meeting who then put this group together; you'll need to get her address from him) Once you confirm this name you will need to call AFT and get the addresses of the teachers who were here for the draft letters below this one.

Dear Rachelle:

It was so good to visit with you, the teachers and other AFT staff in my office...what a real meeting to hear from the teachers themselves! I hope you will periodically help me and my staff to have such sessions on policy topics of mutual interest.

Happy Thanksgiving to all of you!

Sincerely,

CHR
cc: Joe Velasquez
(MORE DRAFTS BELOW)

FORM DRAFT to TEACHERS

Dear :

I am so grateful to you for taking the time to come and share your experiences with me in regard to welfare children and parents in school. A session like the one we had is so very valuable to me. I again extend the offer for you to send me information at any time on topics of interest and concern to you.

INSERT (see below)

My very best wishes to you during this season of Thanksgiving!

Sincerely,

CHR

Helen Bernstein
Los Angeles

I look forward to receiving from you the information about the pre-K programs in your district. I very much like the concepts regarding the parents' obligation to work one day a week in the centers; as you stated so well, this is a benefit not only to the program and the children but the parents themselves. I also thank you for the memo from the teacher about Alberto....I will be thinking about all the Albertos as we continue to work on welfare reform. Please convey my thanks to Lillian for the time she spend in preparing the memo.

Feldman
Sandy Feldman
New York City

I appreciated very much your succinct description of the welfare cycle...you gave me a great deal about which to think. Your emphasis on the needed job placement aspect of our welfare system was particularly helpful. I look forward to receiving from you material on the "family college" program. Finally, I'm glad you put on the table the fact that schools need to think about the fathers also.

Lorretta Johnson
Baltimore

You summarized so very well the issue of incentives...thank you!
I appreciated also your comments on the movement from welfare

through a paraprofessional training system that allow for further development by the individual.

Rethea Fordyce
Denver

I have already called Secretary Cisneros to tell him about your comments on the housing approach to breaking the cycle of welfare and providing "family mentors" so to speak. I also want to look further into the matter of ten months of checks for the paraprofessionals counting as twelve months of income...can you send any further details on that problem?



AMERICAN
FEDERATION OF
TEACHERS
A.F.T.

555 NEW JERSEY AVENUE, NW
WASHINGTON, D.C. 20001
202-879-4400

ALBERT SHANKER
PRESIDENT

EDWARD J. McELROY
SECRETARY-TREASURER

COPE DEPARTMENT

FAX COVER SHEET

DATE: 11-16-93

TO: Carol Raper

COMPANY: The White House

FAX NUMBER: 456-2878

FROM: Mary Ellen Tile

AMERICAN FEDERATION OF TEACHERS
COPE DEPARTMENT

FAX # 202/393-6375

NUMBER OF PAGES TO FAX INCLUDING THE COVER PAGE 2

COMMENTS: _____

PLEASE CALL 202/879-4436 IF YOU HAVE ANY PROBLEMS WITH THIS FAX.



AMERICAN
FEDERATION OF
TEACHERS
A.F.T.C.I.O.

555 NEW JERSEY AVENUE, NW
WASHINGTON, DC 20001
202.879-4400

ALBERT SHANKER
PRESIDENT

EDWARD J. McFROY
SECRETARY TREASURER

MEMORANDUM

TO: Carol Rafco
FROM: Mary Ellen File
DATE: 11/16/93
RE: Addresses

Here are the addresses of the teachers that were at the White House on Friday, November 12, 1993 as requested yesterday by Roselyn.

Rathea Fordyce
Colorado Federation of Teachers
425 South Cherry Street, Suite 560
Denver, CO 80222-1232

Loretta Johnson
Federation of Maryland Teachers
5800 Metro Drive
Baltimore, MD 21215-3242

Sandra Feldman
United Federation of Teachers
260 Park Avenue, South
New York, NY 10010

Helen Bernstein
United Teachers of Los Angeles
2511 West 3rd Street
Los Angeles, CA 90057

Let me know if you need further information.

THE WHITE HOUSE
WASHINGTON

Rethaw

- Denver \rightarrow paraprof work 10 mos.
but check is multiplied
 $\times 12$ so it disallows
for food stamps even

- Out of housing projects \rightarrow a big
help (Denver bought surplus
HUD housing [indiv. houses])

- What do we do w/ welfare
kids to train them
prior to sch. completion
to break the cycle?

THE WHITE HOUSE
WASHINGTON

Sandy

Teen parent - when child reaches school age & she has to go to work / training / etc she has another baby. Lack of child care.

^{children} Children as a whole come very ill-prepared. Well. recs shld be required to take parenting ed. as well as pre-job prep. (alarm clock, how to dress) - mentors!

- Case manager - ^{navigators} ~~bureaucracy~~ needed in ^{the school}
- Need job placement system as part of the overall welfare system.

* - NY has a "family college" way care, college ed., Parenting

- Fathers

Helen

- Pre-K prog. & Reg. accep.
prop > in some schools
→ Parent must work 1 day
a wk - includes parenting
skills

- Unfunded mandates - ~~come~~ come
fr. ed.

- Welfare hotels → 2 days before
checks hotels clear
& all on street - don't
come to school

- Parenting skills

Loretta (a paraplegic)

- The incentive ^{of welfare} to be poor

THE WHITE HOUSE

WASHINGTON

November 11, 1993

MEMORANDUM FOR CAROL RASCO

From: Joe Velasquez
Subject: Meeting with AFT Leaders

MEETING WITH AMERICAN FEDERATION OF TEACHERS STATE LEADERS

DATE: November 12, 1993
LOCATION: West Wing, Second Floor
TIME: 11:00 a.m. to 12:00 Noon
From: Joe Velasquez

I. PURPOSE

This meeting is to follow up on your October 15 welfare reform discussion with union leaders.

II. BACKGROUND

The AFT requested this meeting to allow representatives of their affiliates across the nation to discuss their experiences with kids on welfare. These representatives would like to discuss the Administration's welfare reform plans, and particularly specific examples of where they feel money is being wasted and abused.

III. PARTICIPANTS

The following state and city leaders of the American Federation of Teachers will attend this meeting:

- ② 1. Helen Bernstein, President, United Teachers of Los Angeles
- ① 2. Sandy Feldman, President, UFT (New York City)
- ③ 3. Rethea Fordyce, President, Denver Federation for Paraprofessionals
- ④ 4. Lorretta Johnson, President, Baltimore Teachers Union
5. Nat LaCour, President, United Teachers of New Orleans

AFT STAFF

6. Rachelle Horowitz, Assistant to the President for Political Affairs
7. Gregory Humphrey, Executive Assistant to the President and the Secretary-Treasurer
8. Bella Rosenberg, Assistant to the President
9. Eugenia Kemble, Assistant to the President for Educational Issues
10. Mary Cross, Associate Director, Department of Legislation

NOV 18 1993 10:45 FROM ADMIN. SERVICES BR. TO 2519891 P.01

November 10, 1993

To: Helen
From: Lillian
Re: Welfare

Here's a scenario of what might occur in a typical day in the life of a welfare child at Ninth Street School in Skid Row.

On a 50 degree morning, Alberto comes to school, hair tousled, face dirty and without a sweater. His shirt is missing three buttons; he's not wearing socks.

He stops by the Nurse's office and walks straight to the bathroom to wash up. The Nurse has disposable toothbrushes and toothpaste for students to use. She asks him if he wants to change his shirt, he says yes, and she points to a cardboard chest of drawers from which he picks out a long-sleeved shirt. She reminds him that he's going to the dentist at 4:00 p.m.

Alex then walks over to the outdoor dining area to eat his federally funded breakfast. It's a half of a bagel pizza with milk and orange juice.

In class, Alex' appearance is neat--hair combed, face clean, and shirt buttoned. He's well behaved in class, shows an interest in learning, but is performing three years below grade level. He's somewhat restless, and has difficulty concentrating for long periods of time. He thrives on any praise from the teacher or his peers. This is the 4th school he's been to since kindergarten. He was previously enrolled at 9th St. for about 4 months and then returned after a year.

Last month, Alex suffered an anxiety attack and the Nurse contacted his mother at her nearby worksite. She came over to the school and the Nurse drove both of them to a health clinic about one mile away. Alex' family relies upon local agencies that provide free health care. Although the clinic is only a mile from the school, it's 1 3/4 miles from Alex' hotel and the family has no transportation. The route to the clinic from the hotel is lined with vagrants, prostitutes, and drug dealers, as well as small businesses and liquor stores.

Alex' little brother, Sam, started kindergarten this fall. He started school two weeks late because he didn't have the required vaccinations.

Alex is making progress in school. This is difficult to observe since he is so far below grade level. He works hard but has little

time, space, or help at home. There are few reading materials in the hotel room.

Lunch is another federally funded freebie. Since almost 100% of the students at 9th Street receive free lunches, it's the six students who have to pay for reduced price lunches that feel embarrassed.

After lunch, the class goes to the library. There are many topics that interest him, especially baseball and volcanoes. He checks out one book a week to read in class; students are not allowed to take school library books home.

After school, Alex stays for the afterschool sports program. At 3:30 there is a loudspeaker announcement for all students going to the dentist to meet in the office. Alex joins a group of five other students. Dorothy has arranged for the students get "pay what you can" dental care with a local dentist. A local business person has donated 50 dental visits with the dentist providing free materials. None of the students' families have paid anything for dental services.

Alex gets driven home at 7:00. He eats a peanut butter sandwich for dinner. It's near the end of the month and the family is almost out of money. Several months ago, his family spent three days on the streets when the welfare check ran out. Alex stops by other rooms to pick up schoolmates so they could hang out together on the fire escape. Most of the children are forbidden to go outside because it's too dangerous. At about 9:30 he goes home and watches TV. The five members of his family share one hotel room with a hotplate, small refrigerator, and sink at one end to serve as a kitchen. The room is crowded and noisy. Alex gets to bed about 11:00. He's forgotten to do his homework.