

**NLWJC - KAGAN**

**EMAILS RECEIVED**

**ARMS - BOX 011 - FOLDER -001**

**[05/21/1997]**

# Withdrawal/Redaction Sheet

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Laura Emmett to Elena Kagan re: Friday Mtg. [partial] (1 page)	05/21/1997	P6/b(6)

### COLLECTION:

Clinton Presidential Records  
Automated Records Management System [Email]  
OPD ([Kagan])  
OA/Box Number: 250000

### FOLDER TITLE:

[05/21/1997]

2009-1006-F

bm32

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Christa Robinson ( CN=Christa Robinson/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 12:24:56.00

SUBJECT: Press One Pager for EducationTown Hall

TO: Bruce N. Reed ( CN=Bruce N. Reed/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TEXT:

Please call me with any edits 6-5165. Thanks.

===== ATTACHMENT 1 =====

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

Unable to convert ARMS\_EXT:[ATTACH.D63]MAIL40490214J.116 to ASCII,  
The following is a HEX DUMP:

FF57504384040000010A02010000000205000000A6170000000200000D3FEB4D51FB2F85AA30FC6  
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4C71F8F4496287B10A6CEBF43A1D4C7AF65F45E8671F9D388E61D20B0122136C6BCCF683A03709  
85551922E51037D0FFA1C8178A16AEB3F8277B5CCB50F7E2CC8B260A833B6D79C81D45D1CC0434  
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F47AE62F090F181B76333BBA713C4935106E3585C0C9BF5A398B02FC4ED0CDBCA796D3E8B1FBCC  
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7E14FCB07771DF14D70B5F7FAC97A254800E8683EFECF91E701D8B1D70FE9EC64C60A75AF8A0C7  
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60D569896566CD541A94C9D5E250D7A28DB1A39063509A631A2085999571F67A6338D28BFBB12D  
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A1F602C5B8020009000000000000000000000000000000823010000000B0100007E020000005502000000  
4E0000008903000009250100000006000000D703000008770100000040000000DD030000083401  
000000140000001D040000080201000000F000000310400000805010000000800000040040000  
0055010000003C000000480400000098430061006E006E006F006E0020004C00420050002D0034  
00200020004C006F00630061006C00  
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0000000000B0100002800D61EC30F3908000011090000005A000B01008B143600540069006D0065  
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0000000000000000100020058020A000000E70101000200E80101004400E90102000200EA0109  
000200EB0109000200EC0101004900ED0101000200EE0102000200EF0101004500F00101000200  
5A5C58210000000098009800780098009000900008337C00780000020000F00100000301000400  
020000001B00F41A5C121A0900000000000000600018110000102400540069006D006500730020  
004E0065007700000052006F006D0061006E0000000000000009BCCD3050C0000010002000C00D3  
F20CF2456475636174696F6E80546F776E804D656574696E67D0041500000B000900019C05EC00  
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6574696E6780746F8050726F6D6F74658048697380506C616E80666F72804E6174696F6E616C80  
5374616E646172647380616E64805465737473F30EF3F30CF3D0041500000B000900014C099C04  
050001201500D0546F64617980507265736964656E7480436C696E746F6E8068656C6480616E80  
456475636174696F6E80546F776E804D656574696E6780617480526F6265727480432E80427972

**Education Town Meeting  
Clarksburg West Virginia**

**President Holds Town Meeting to Promote His Plan for National Standards and Tests**

Today President Clinton held an Education Town Meeting at Robert C. Byrd High School in Clarksburg West Virginia. West Virginia has been a leader in the use of technology in schools, in increasing math achievement of their students, and today has signed onto the President's national standards and testing proposal. The President met with 160 parents, students, teachers, business and community leaders and others interested in education, to discuss his plans for national standards and tests and how we can prepare young people for the future. Participants in the meeting were selected by Robert Skittle, Superintendent of the local Harrison County school system.

West Virginia has been a national leader in the use of technology in classrooms. The state's 11-to-1 student-computer ratio in elementary schools is one of the lowest in the nation. To date, 14,000 educators have been trained to use computers for basic skills instruction. Forty percent of West Virginia's schools are now connected to the Internet, and state officials plan to reach 85% in 1997.

**West Virginia has demonstrated substantial improvement in 4th grade and 8th grade math during the 1990s. Between 1992 and 1996, West Virginia's average 4th grade math score increased by 8 points, together with a 6 point increase for 8th grade math, on the National Assessment of Education Progress (NAEP), which tests a sample of students in each participating state. Among all of the states, West Virginia tied for the third highest improvement at both grade levels on NAEP.**

In his State of the Union Address, President Clinton called on every state to adopt high national standards and tests in 4th grade reading and 8th grade math, in order to make sure that every student masters these basic skills. The new tests will be based on the widely used National Assessment of Education Progress, and will measure individual student performance against widely accepted content standards used by NAEP. The tests will be available for use in the Spring of 1999.

**Growing Bipartisan Support for National Tests in 4th Grade Reading and 8th Grade Math: Leaders in West Virginia and Massachusetts pledge their support.**

President Clinton's call for national standards and tests in 4th grade reading and 8th grade math received additional bipartisan support today, as Governor Underwood and state education officials in West Virginia, and Governor Weld and state education officials in Massachusetts, announced plans to participate in the testing initiative. They join officials in Maryland, Michigan, North Carolina, California, and the Department of Defense schools, who have already endorsed this testing initiative in 1999.

**Growing Business Support.** Yesterday, James Orr, CEO of UNUM Insurance and Chairman of the Board of the National Alliance of Business, announced NAB's endorsement of the President's testing initiative. NAB represents small, medium and large size businesses. Following a survey of its members which revealed strong overall support for the President's testing initiative, NAB announced its full support for President Clinton's testing initiative, and promised to bring this message to other business organizations. NAB now joins the Business Roundtable and more than 240 high-tech CEO's who have already endorsed these tests. The strong support of the business community underscores the fact that in order for individuals to compete in a global economy and a geographically mobile society, our nation must set and our students must be challenging national standards.

**President Explains Standards**

Using an example of the kind of questions students will be expected to answer on the 4th grade reading test, President Clinton helped town meeting participants understand clearly the kinds of knowledge and skills students must master in order to meet national standards. The President called on 4th grade student Hannah Galey to read a passage from Charlotte's Web as he worked through the sample reading question for the audience.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jay K. Footlik ( CN=Jay K. Footlik/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME:21-MAY-1997 17:21:36.00

SUBJECT: SSA/Nazis

TO: Stephen C. Warnath ( CN=Stephen C. Warnath/OU=OPD/O=EOP @ EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TEXT:

(How's that for a catchy "subject?")

I have a couple additional names for our friends at SSA to call or meet with on the OSI/Nazi deportation issue.

1. Andy Baker  
American Jewish Committee  
202.785.4200
2. Union of American Hebrew Congregations (UAHC)  
Rabbi Saperstein  
Director, The Religious Action Center  
202.387.2800

I've spoken with many of the other organizations. Most of them asked if I had checked with the World Jewish Congress/World Jewish Restitution Organization and suggested I call them regarding this issue.

Please let me know if you need additional names.

Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Michael Cohen ( CN=Michael Cohen/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 12:55:52.00

SUBJECT: Press paper and California

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TO: Bruce N. Reed ( CN=Bruce N. Reed/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

CC: Christa Robinson ( CN=Christa Robinson/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TEXT:

Christa and I tried to figure out how to handle the issue of California's participation in the testing initiative. We need to not back away from our previous announcement, while not rekindling a battle in California, or between us and Pete Wilson. Here's the approach:

1. the one-pager Christa sent has a carefully worded statement about officials in WVA and MASS joining those in NC, Maryland, Michigan and California in endorsing the testing initiative. That is an accurate statement.
2. In his remarks, the President should omit mentioning California; if his remarks get picked up, that will most likely set things off in CA, especially if he departs from a carefully prepared text.
3. If the WH Press asks what happened to CA, we can point to the statement in the 1-pager.
4. I will prepare a Q&A for McCurry and Toiv that will basically (1) reiterate that Delaine Eastin endorsed the tests and pledged to work to get CA to participate; (2) acknowledge that they are having a dispute in CA about who has the authority to decide what tests are given; (3) that we are not part of their governance battle, but hope that they stop fighting soon and focusing on helping kids reach national and international standards in reading and math, and that our tests can help them do that.

What do you think?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: William R. Kincaid ( CN=William R. Kincaid/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 08:20:46.00

SUBJECT: Internet question

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TEXT:

One borderline education question that we think the President is fairly likely to get and which Mike and I do not have much on is: How will you protect children against indecency and other harmful aspects of the Internet? I believe the POTUS signed legislation on this and we are fighting a court challenge to the legislation. Do you know if we have a stock Q&A on this? Is there someone in the counsel's office we should talk to?

This was on the list of primarily non-education questions I e-mailed to you yesterday, but I wanted to draw special attention to it especially because one of the things we will be highlighting in West Virginia is all that they are doing on educational technology.

Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Diana Fortuna ( CN=Diana Fortuna/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 14:47:46.00

SUBJECT: Was there some conference call I missed on the FLSA guidance yesterday?

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

CC: Cynthia A. Rice ( CN=Cynthia A. Rice/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TEXT:

I am trying to coordinate this FLSA document, but have heard conflicting things about timing and release:

1. Emily said there was some conference call I missed where it was decided that it won't be released till next week, to accommodate Dem Govs.

2. However, Stacey Grundman of DOL says there was some conference call I missed yesterday with Kitty Higgins where it was decided to roll it out starting tonight. In fact, by accident I found out Stacey planned to send it to the Hill tonight, based on instructions in that call. Since I haven't yet seen the final version reflecting everyone's comments, this would be a problem.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jennifer L. Klein ( CN=Jennifer L. Klein/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 10:41:35.00

SUBJECT: Title IX

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TEXT:

Do you have an opinion about this?

----- Forwarded by Jennifer L. Klein/OPD/EOP on 05/21/97  
10:35 AM -----

Marjorie Tarmey  
05/20/97 06:56:28 PM

Record Type: Record

To: Jennifer L. Klein/OPD/EOP

cc:

Subject: Title IX

What do you think of including these folks in the discussions of the possible policy announcement? They know that we are having discussions and feel left out. If they only knew !!!

----- Forwarded by Marjorie Tarmey/WHO/EOP on 05/20/97  
06:52 PM -----

Robyn Leeds  
05/20/97 06:26:40 PM

Record Type: Record

To: Marjorie Tarmey/WHO/EOP

cc:

Subject: Title IX

Pat Reuss gave us the following names for the Title IX:

Ellie Smeal 703-522-2214

Martha Burk 797-0609

Patsy Mink 225-4906

RECORD TYPE: PRESIDENTIAL (EXTERNAL MAIL)

CREATOR: Alice E. Shuffield@EOP@LNGTWY@EOPMRX

CREATION DATE/TIME: 21-MAY-1997 23:17:00.00

SUBJECT: OMB Legislative Report -- May 21, 1997

TO: RAINES\_F ( RAINES\_F@A1@CD ) (OMB)  
READ: NOT READ

TO: ADAMS\_G ( ADAMS\_G@A1@CD ) (OMB)  
READ: NOT READ

TO: HAAS\_L ( HAAS\_L@A1@CD ) (OMB)  
READ: 22-MAY-1997 16:34:11.30

TO: SMITH\_CM ( SMITH\_CM@A1@CD ) (OMB)  
READ: NOT READ

TO: SCHWARTZ\_K ( SCHWARTZ\_K@A1@CD ) (OMB)  
READ: NOT READ

TO: FOLEY\_M ( FOLEY\_M@A1@CD ) (WHO)  
READ: 22-MAY-1997 11:19:49.44

TO: PETERSON\_RK ( PETERSON\_RK@A1@CD ) (OMB)  
READ: NOT READ

TO: PANERALI\_K ( PANERALI\_K@A1@CD ) (OPD)  
READ: NOT READ

TO: HOLSTEIN\_E ( HOLSTEIN\_E@A1@CD )  
READ: NOT READ

TO: GIBBONS\_M ( GIBBONS\_M@A1@CD ) (OMB)  
READ: NOT READ

TO: JONES\_RE ( JONES\_RE@A1@CD ) (OMB)  
READ: NOT READ

TO: BROWN\_JA ( BROWN\_JA@A1@CD ) (OMB)  
READ: NOT READ

TO: COOK\_MY ( COOK\_MY@A1@CD ) (OMB)  
READ: NOT READ

TO: WEINSTEIN\_D ( WEINSTEIN\_D@A1@CD )  
READ: NOT READ

TO: WEINSTEIN\_P ( WEINSTEIN\_P@A1@CD ) (OPD)  
READ: NOT READ

TO: PALMIERI\_J ( PALMIERI\_J@A1@CD ) (WHO)  
READ: 22-MAY-1997 09:51:00.09

TO: WHITE\_B ( WHITE\_B@A1@CD ) (OMB)  
READ: NOT READ

TO: MORAN\_K ( MORAN\_K@A1@CD ) (WHO)

READ:NOT READ

TO: WALKER\_C ( WALKER\_C@A1@CD ) (WHO)  
READ:NOT READ

TO: WALKER\_A ( WALKER\_A@A1@CD ) (WHO)  
READ:NOT READ

TO: GREEN\_M ( GREEN\_M@A1@CD ) (OMB)  
READ:NOT READ

TO: SILVERMAN\_S ( SILVERMAN\_S@A1@CD ) (WHO)  
READ:NOT READ

TO: REED\_B ( REED\_B@A1@CD ) (OPD)  
READ:NOT READ

TO: ANGELL\_J ( ANGELL\_J@A1@CD )  
READ:NOT READ

TO: DONNELLY\_RE ( DONNELLY\_RE@A1@CD ) (WHO)  
READ:NOT READ

TO: SCHAEFER\_V ( SCHAEFER\_V@A1@CD ) (OMB)  
READ:NOT READ

TO: MCKIERNAN\_K ( MCKIERNAN\_K@A1@CD )  
READ:NOT READ

TO: SCHWARTZ\_N ( SCHWARTZ\_N@A1@CD ) (OMB)  
READ:NOT READ

TO: SPERLING\_G ( SPERLING\_G@A1@CD ) (OPD)  
READ:NOT READ

TO: LEVIN\_P ( LEVIN\_P@A1@CD )  
READ:NOT READ

TO: ABERNATHY\_P ( ABERNATHY\_P@A1@CD ) (OPD)  
READ:NOT READ

TO: OLIVER\_A ( OLIVER\_A@A1@CD ) (OMB)  
READ:NOT READ

TO: WARREN\_M ( WARREN\_M@A1@CD )  
READ:NOT READ

TO: ABRAMSON\_K ( ABRAMSON\_K@A1@CD )  
READ:NOT READ

TO: DENTON\_M ( DENTON\_M@A1@CD ) (CEQ)  
READ:NOT READ

TO: WARREN\_W ( WARREN\_W@A1@CD ) (CEQ)  
READ:NOT READ

TO: GOLDBERG\_JS ( GOLDBERG\_JS@A1@CD ) (WHO)  
READ:NOT READ

TO: WILLIAMS\_MA ( WILLIAMS\_MA@A1@CD ) (WHO)

READ:NOT READ

TO: HOGAN\_L ( HOGAN\_L@A1@CD ) (OPD)  
READ:NOT READ

TO: SMITH\_BD ( SMITH\_BD@A1@CD ) (OMB)  
READ:NOT READ

TO: SMITH\_P ( SMITH\_P@A1@CD ) (OMB)  
READ:NOT READ

TO: Jacob J. Lew ( Jacob J. Lew@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: John A. Koskinen ( John A. Koskinen@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Charles E. Kieffer ( Charles E. Kieffer@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Rebecca R. Culberson ( Rebecca R. Culberson@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Robert G. Damus ( Robert G. Damus@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Barry B. Anderson ( Barry B. Anderson@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: T J. Glauthier ( T J. Glauthier@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Joshua Gotbaum ( Joshua Gotbaum@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Kenneth S. Apfel ( Kenneth S. Apfel@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Nancy A. Min ( Nancy A. Min@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Sally Katzen ( Sally Katzen@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Joseph J. Minarik ( Joseph J. Minarik@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: William A. Halter ( William A. Halter@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Jill M. Blickstein ( Jill M. Blickstein@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Sarah A. Bianchi ( Sarah A. Bianchi@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Janet L. Graves ( Janet L. Graves@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Alan B. Rhinesmith ( Alan B. Rhinesmith@EOP@LNGTWY@EOPMRX )

READ:NOT READ

TO: Kathleen Peroff ( Kathleen Peroff@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Ronald M. Cogswell ( Ronald M. Cogswell@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Barry T. Clendenin ( Barry T. Clendenin@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Robert B. Rideout ( Robert B. Rideout@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Philip A. DuSault ( Philip A. DuSault@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Richard P. Emery Jr. ( Richard P. Emery Jr.@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Robert E. Barker ( Robert E. Barker@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Susanne D. Lind ( Susanne D. Lind@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Ellen J. Balis ( Ellen J. Balis@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Alicia K. Kolaian ( Alicia K. Kolaian@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Bruce D. Long ( Bruce D. Long@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Lisa M. Kountoupes ( Lisa M. Kountoupes@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Charles Konigsberg ( Charles Konigsberg@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Bruce W. McConnell ( Bruce W. McConnell@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Bernard H. Martin ( Bernard H. Martin@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Michael A. Fitzpatrick ( Michael A. Fitzpatrick@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Daniel M. Tangherlini ( Daniel M. Tangherlini@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Elisa Millsap ( Elisa Millsap@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: Ann M. Cattalini ( Ann M. Cattalini@EOP@LNGTWY@EOPMRX )  
READ:NOT READ

TO: James C. Murr ( James C. Murr@EOP@LNGTWY@EOPMRX )

READ:NOT READ

TO: James J. Jukes ( James J. Jukes@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Janet R. Forsgren ( Janet R. Forsgren@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Steven J. Kelman ( Steven J. Kelman@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Ingrid M. Schroeder ( Ingrid M. Schroeder@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Jeffrey A. Weinberg ( Jeffrey A. Weinberg@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Constance J. Bowers ( Constance J. Bowers@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Anna M. Briatico ( Anna M. Briatico@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Robert J. Pellicci ( Robert J. Pellicci@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Alison C. Perkins ( Alison C. Perkins@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: E. Holly Fitter ( E. Holly Fitter@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Annette E. Rooney ( Annette E. Rooney@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Stacey L. Rubin ( Stacey L. Rubin@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Philip R. Dame ( Philip R. Dame@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Phebe N. Vickers ( Phebe N. Vickers@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Barbara Chow ( Barbara Chow@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Todd Stern ( Todd Stern@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: Sylvia M. Mathews ( Sylvia M. Mathews@EOP@LNGETWY@EOPMRX )  
READ:NOT READ

TO: John Podesta ( John Podesta@EOP@LNGETWY@EOPMRX )  
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TO: Nancy L. Brandel ( Nancy L. Brandel@EOP@LNGETWY@EOPMRX )  
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TO: Elizabeth M. Toohey ( Elizabeth M. Toohey@EOP@LNGETWY@EOPMRX )

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TO: Douglas B. Sosnik ( Douglas B. Sosnik@EOP@LN GTWY@EOPMRX )  
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TO: Karen L. Hancox ( Karen L. Hancox@EOP@LN GTWY@EOPMRX )  
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TO: Shelley N. Fidler ( Shelley N. Fidler@EOP@LN GTWY@EOPMRX )  
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TO: Janet Himler ( Janet Himler@EOP@LN GTWY@EOPMRX )  
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TO: Daniel C. Tate ( Daniel C. Tate@EOP@LN GTWY@EOPMRX )  
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TO: Phillip Caplan ( Phillip Caplan@EOP@LN GTWY@EOPMRX )  
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TO: Anita Chellaraj ( Anita Chellaraj@EOP@LN GTWY@EOPMRX )  
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TO: Nicholas B. Kirkhorn ( Nicholas B. Kirkhorn@EOP@LN GTWY@EOPMRX )  
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TO: Lucia A. Wyman ( Lucia A. Wyman@EOP@LN GTWY@EOPMRX )  
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TO: Alphonse J. Maldon ( Alphonse J. Maldon@EOP@LN GTWY@EOPMRX )  
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TO: Robert J. Nassif ( Robert J. Nassif@EOP@LN GTWY@EOPMRX )  
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TO: Melinda D. Haskins ( Melinda D. Haskins@EOP@LN GTWY@EOPMRX )  
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TO: Robert S. Fairweather ( Robert S. Fairweather@EOP@LN GTWY@EOPMRX )  
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TO: Janet E. Irwin ( Janet E. Irwin@EOP@LN GTWY@EOPMRX )  
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TO: James B. Kazel ( James B. Kazel@EOP@LN GTWY@EOPMRX )  
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TO: John A. Gribben ( John A. Gribben@EOP@LN GTWY@EOPMRX )  
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TO: April K. Mellody ( April K. Mellody@EOP@LN GTWY@EOPMRX )  
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TO: Mary E. Glynn ( Mary E. Glynn@EOP@LN GTWY@EOPMRX )  
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TO: Mark A. Weatherly ( Mark A. Weatherly@EOP@LN GTWY@EOPMRX )  
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TO: Ananias Blocker III ( Ananias Blocker III@EOP@LN GTWY@EOPMRX )

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TO: Richard A. Mertens ( Richard A. Mertens@EOP@LN GTWY@EOPMRX )  
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TO: Ben A. Freeland ( Ben A. Freeland@EOP@LN GTWY@EOPMRX )  
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TO: Peter G. Jacoby ( Peter G. Jacoby@EOP@LN GTWY@EOPMRX )  
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TO: Kate P. Donovan ( Kate P. Donovan@EOP@LN GTWY@EOPMRX )  
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TO: Angus S. King ( Angus S. King@EOP@LN GTWY@EOPMRX )  
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TO: Justine F. Rodriguez ( Justine F. Rodriguez@EOP@LN GTWY@EOPMRX )  
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TO: Julie E. Mason ( Julie E. Mason@EOP@LN GTWY@EOPMRX )  
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TO: Mary Jo Siclari ( Mary Jo Siclari@EOP@LN GTWY@EOPMRX )  
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TO: Barry J. Toiv ( Barry J. Toiv@EOP@LN GTWY@EOPMRX )  
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TO: Toni S. Hustead ( Toni S. Hustead@EOP@LN GTWY@EOPMRX )  
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TO: Christopher R. Ulrich ( Christopher R. Ulrich@OVP@LN GTWY@EOPMRX )  
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TO: Roger L. McClung ( Roger L. McClung@EOP@LN GTWY@EOPMRX )  
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TO: Elena Kagan ( Elena Kagan@EOP@LN GTWY@EOPMRX )  
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TO: David H. Morrison ( David H. Morrison@EOP@LN GTWY@EOPMRX )

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TO: Rodney G. Bent ( Rodney G. Bent@EOP@LNGTWY@EOPMRX )  
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TO: Bruce K. Sasser ( Bruce K. Sasser@EOP@LNGTWY@EOPMRX )  
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TO: Jack D. Fellows ( Jack D. Fellows@EOP@LNGTWY@EOPMRX )  
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TO: Gary L. Bennethum ( Gary L. Bennethum@EOP@LNGTWY@EOPMRX )  
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TO: Keith J. Fontenot ( Keith J. Fontenot@EOP@LNGTWY@EOPMRX )  
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TO: Louisa Koch ( Louisa Koch@EOP@LNGTWY@EOPMRX )  
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TO: David E. Tornquist ( David E. Tornquist@EOP@LNGTWY@EOPMRX )  
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TO: Harry G. Meyers ( Harry G. Meyers@EOP@LNGTWY@EOPMRX )  
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TO: Edward A. Brigham ( Edward A. Brigham@EOP@LNGTWY@EOPMRX )  
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TO: Edward M. Rea ( Edward M. Rea@EOP@LNGTWY@EOPMRX )  
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TO: Alice E. Shuffield ( Alice E. Shuffield@EOP@LNGTWY@EOPMRX )  
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TO: Jill M. Pizzuto ( Jill M. Pizzuto@EOP@LNGTWY@EOPMRX )  
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TO: Patricia E. Romani ( Patricia E. Romani@EOP@LNGTWY@EOPMRX )  
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TO: Melissa Green ( Melissa Green@EOP@LNGTWY@EOPMRX )

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TO: Michael W. Williams ( Michael W. Williams@EOP@LN GTWY@EOPMRX )  
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TO: Anne H. Lewis ( Anne H. Lewis@EOP@LN GTWY@EOPMRX )  
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TO: Peter R. Orszag ( Peter R. Orszag@EOP@LN GTWY@EOPMRX )  
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TO: Jake Siewert ( Jake Siewert@EOP@LN GTWY@EOPMRX )  
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TO: Charles R. Marr ( Charles R. Marr@EOP@LN GTWY@EOPMRX )  
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TO: Kathryn B. Stack ( Kathryn B. Stack@EOP@LN GTWY@EOPMRX )  
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TO: Rhodia D. Ewell ( Rhodia D. Ewell@EOP@LN GTWY@EOPMRX )  
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TO: Ricardo M. Gonzales ( Ricardo M. Gonzales@EOP@LN GTWY@EOPMRX )  
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TO: Alecia Ward ( Alecia Ward@EOP@LN GTWY@EOPMRX )  
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TO: Laura S. Marcus ( Laura S. Marcus@EOP@LN GTWY@EOPMRX )  
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TO: Eric R. Anderson ( Eric R. Anderson@OVP@LN GTWY@EOPMRX )  
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TO: Mathew C. Blum ( Mathew C. Blum@EOP@LN GTWY@EOPMRX )  
READ:NOT READ

TO: Steven L. Schooner ( Steven L. Schooner@EOP@LN GTWY@EOPMRX )  
READ:NOT READ

TEXT:

Message Creation Date was at 21-MAY-1997 23:15:00

TO: DIRECTOR FRANK RAINES  
DEPUTY DIRECTOR JACK LEW  
DEPUTY DIRECTOR JOHN KOSKINEN

FROM: OMB LEGISLATIVE AFFAIRS

DATE: MAY 21, 1997

SUBJECT: LEGISLATIVE REPORT

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The Bosnia/Disaster Supplemental Conferees met again today. They did not reach full agreement, and expect to continue their work on Thursday. Conferees did not resolve major issues such as the automatic continuing resolution, census sampling, or RS2477 (wilderness right-of-way). In addition, the DC section remains open, and there are discussions of adopting numerous micro-management

provisions.

It is expected that the House Republicans will offer a "compromise" on the census sampling issue on Thursday morning. If progress is not made on the supplemental, they may move a smaller supplemental providing partial funding for Bosnia, various disaster accounts, and VA compensation and pension.

CONGRESS TODAY (5/21):

#### SENATE

The Senate continued consideration of S.Con.Res. 27, the Budget Resolution and took the following action:

- o Adopted (98-2) the Domenici amendment to clarify the use of funds for health coverage for eligible children.
- o Adopted (UC) Kerrey Amendment to express the sense of the Senate on the need for long-term entitlement reforms
- o Adopted (UC) Brownback/Kohl Amendment to express the sense of the Senate on enforcement of the bipartisan budget amendment
- o Tabled (55-45) the Kennedy/Hatch amendment to increase the excise taxes on tobacco products for the purpose of providing affordable health coverage for low- and moderate-income uninsured children and for additional deficit reduction.
- o Adopted (UC) Gramm amendment to express the Sense of the Senate on national disaster relief.
- o Tabled (68-31) Gramm amendment to hold non-defense discretionary spending for FY98 through FY2002 to the same levels proposed in the President's FY97 budget request.
- o Adopted (98-0) Mack Amendment to express the sense of the Senate that the federal commitment to biomedical research should be doubled over the next five years.

The Senate expects to complete action on the Resolution late on Thursday.

#### HOUSE

Passed the following bills (5) under suspension of the rule:

- (Voice vote) H.R. 1377 - Savings are Vital to Everyone's Retirement Act of 1997  
[SAP sent, 5/21: The goal is laudable, but the Administration believes the bill is unnecessary. ]
- (390-35) H.R. 911 - Volunteer Protection Act  
[SAP sent, 5/21: Administration supports the intent, but has concerns]
- (Voice vote) H.Con.Res. 63 - Reaffirming the Commitment of the United States to the Principles of the Marshall Plan  
[No SAP]
- (Voice vote) H.R. 1306 - Riegle-Neal Clarification Act of 1997  
[No SAP]
- (Voice vote) H.Res. 121 - Expressing the Sense of the House of the Representatives Regarding the March 30, 1997, Terrorist grenade Attack in Cambodia  
[No SAP]

Passed (262-166) H.R. 408 - International Dolphin Conservation Program Act  
[SAP sent, 5/20: Administration strongly supports; Letter from the Vice President sent to Rep. Gilchrest, 5/20]

Late last night/this morning, the House passed H.Con.Res. 87, the Budget Resolution by a vote of 333 to 99. Votes on the 5 substitute amendments in order follow:

Congressional Black Caucus (Waters/Thompson) substitute: 72-358  
Doolittle substitute: 119-313

Brown's investment substitute: 91-339

Kennedy substitute: 123-306

Shuster substitute: 214-216; 5 Members did not vote; 48 Democrats opposed

CONGRESS TOMORROW (5/22)

#### SENATE

Convene at 9:30 am to resume consideration of S.Con.Res. 27, the Budget Resolution. The Senate will begin with the Mosely-Braun Amendment to provide \$5 billion for school repair, renovation, modernization, and construction priorities, offset by closing tax loopholes. Over twenty-five amendments are still pending, and 13 hours of debate are remaining, but the Senate does aim to complete their consideration of the resolution on Thursday. (Please contact our office at 5-4790 if you need a list of the pending amendments.)

The Senate also plans to confirm three US District Court Judges for California, Florida, and Iowa.

#### HOUSE

Convene at 10:00 am to consider H.R. 956 - Drug-Free Community Act, under suspension of the rule.

[No SAP -- support informally]

Consider H.R. 155, Providing for expedited procedure for disposition of a concurrent resolution on the Budget Resolution or on H.R. 1469, the Supplemental Conference Report.

The House will then consider the following Conference Reports when they are ready for action:

Consider H.Con.Res.84 - Budget Resolution Conference Report (Subject to a Rule)

Consider H.R. 1469 - FY 97 Supplemental Appropriations Act Conference Report (Subject to a Rule)

[Raines Letter sent, 5/19: The President will veto the bill over the automatic CR and the Secretary of Interior will recommend veto over RS2477.]

#### CONGRESS -- LONG-TERM SCHEDULE

#### SENATE

The Senate will be in session through Friday, May 23rd, to consider the following items:

Implementing legislation for the Chemical Weapons Convention (possible on Thursday -- 4 hour time limit on debate)

Conference Report on the Supplemental Appropriations Bill (possible on Friday)

[Raines letter sent, 5/19: The President will veto the bill over the automatic CR and the Secretary of Interior will recommend veto over RS2477]

Conference Report on the Budget Resolution

S. 4 - Comp Time Legislation (continue debate, may file cloture)

#### HOUSE

Friday, May 23

The Majority Whip still says the House will be out of session.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Stuart M. Schear ( CN=Stuart M. Schear/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME: 21-MAY-1997 19:07:15.00

SUBJECT: WEEKEND TV UPDATE

TO: TARMEY\_M ( TARMEY\_M @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (WHO)  
READ: UNKNOWN

TO: SMITH\_B2 ( SMITH\_B2 @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (WHO)  
READ: UNKNOWN

TO: Thomas D. Janenda ( CN=Thomas D. Janenda/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ: UNKNOWN

TO: Charles F. Ruff ( CN=Charles F. Ruff/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ: UNKNOWN

TO: Jessica B. Vogelsson ( CN=Jessica B. Vogelsson/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ: UNKNOWN

TO: Jonathan Murchinson ( CN=Jonathan Murchinson/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ: UNKNOWN

TO: Joseph P. Lockhart ( CN=Joseph P. Lockhart/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ: UNKNOWN

TO: Craig T. Smith ( CN=Craig T. Smith/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ: UNKNOWN

TO: Odetta S. Walker ( CN=Odetta S. Walker/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ: UNKNOWN

TO: Kathleen M. Wallman ( CN=Kathleen M. Wallman/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Todd Stern ( CN=Todd Stern/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Beverly J. Barnes ( CN=Beverly J. Barnes/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ: UNKNOWN

TO: Sara M. Latham ( CN=Sara M. Latham/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ: UNKNOWN

TO: GREEN\_MG ( GREEN\_MG @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (OPD)  
READ: UNKNOWN

TO: MCHUGH\_L ( MCHUGH\_L @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (WHO)  
READ: UNKNOWN

TO: KAGAN\_E ( KAGAN\_E @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (OPD)  
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TO: JENNINGS\_C ( JENNINGS\_C @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (WHO)  
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TO: BURKE\_D ( BURKE\_D @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (OPD)

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TO: GOLDBERG\_JS ( GOLDBERG\_JS @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (WHO)  
READ:UNKNOWN

TO: Julia M. Payne ( CN=Julia M. Payne/O=OVP @ OVP [ UNKNOWN ] )  
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TO: Ron Klain ( CN=Ron Klain/O=OVP @ OVP [ UNKNOWN ] )  
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TO: Sally J. Aman ( CN=Sally J. Aman/O=OVP @ OVP [ UNKNOWN ] )  
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TO: Peter G. Umhofer ( CN=Peter G. Umhofer/OU=CEQ/O=EOP @ EOP [ CEQ ] )  
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TO: Barry J. Toiv ( CN=Barry J. Toiv/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: John O. Sutton ( CN=John O. Sutton/OU=WHO/O=EOP @ EOP [ UNKNOWN ] )  
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TO: Douglas B. Sosnik ( CN=Douglas B. Sosnik/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Laura D. Schwartz ( CN=Laura D. Schwartz/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Steven J. Ronnel ( CN=Steven J. Ronnel/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Victoria Radd ( CN=Victoria Radd/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: John Podesta ( CN=John Podesta/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Kathryn O. Higgins ( CN=Kathryn O. Higgins/OU=WHO/O=EOP @ EOP [ WHO ] )

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TO: Lawrence J. Haas ( CN=Lawrence J. Haas/OU=OMB/O=EOP @ EOP [ OMB ] )  
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TO: Rahm I. Emanuel ( CN=Rahm I. Emanuel/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Michelle Crisci ( CN=Michelle Crisci/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Marsha E. Berry ( CN=Marsha E. Berry/OU=WHO/O=EOP @ EOP [ UNKNOWN ] )  
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TO: Donald A. Baer ( CN=Donald A. Baer/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Lori L. Anderson ( CN=Lori L. Anderson/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: ECHAVESTE\_M ( ECHAVESTE\_M @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (WHO)  
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TO: FALK\_D ( FALK\_D @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (WHO)  
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TO: Ora Theard ( CN=Ora Theard/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Evan Ryan ( CN=Evan Ryan/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Roger V. Salazar ( CN=Roger V. Salazar/O=OVP @ OVP [ UNKNOWN ] )  
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TO: Megan C. Moloney ( CN=Megan C. Moloney/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Christopher J. Lavery ( CN=Christopher J. Lavery/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Cynthia M. Jasso-Rotunno ( CN=Cynthia M. Jasso-Rotunno/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Ann F. Lewis ( CN=Ann F. Lewis/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Brenda M. Anders ( CN=Brenda M. Anders/OU=WHO/O=EOP @ EOP [ WHO ] )

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TO: JOHNSON\_DT ( JOHNSON\_DT @ A1 @ CD @ LNGTWY [ UNKNOWN ] ) (NSC)

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TO: Virginia M. Terzano ( CN=Virginia M. Terzano/O=OVP @ OVP [ UNKNOWN ] )

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TO: Heidi Kukis ( CN=Heidi Kukis/O=OVP @ OVP [ UNKNOWN ] )

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TO: Joseph W. Cerrell ( CN=Joseph W. Cerrell/O=OVP @ OVP [ UNKNOWN ] )

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TO: Dag Vega ( CN=Dag Vega/OU=WHO/O=EOP @ EOP [ WHO ] )

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TO: June G. Turner ( CN=June G. Turner/OU=WHO/O=EOP @ EOP [ WHO ] )

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TO: Terri J. Tingen ( CN=Terri J. Tingen/OU=WHO/O=EOP @ EOP [ WHO ] )

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TO: Wendy Smith ( CN=Wendy Smith/OU=WHO/O=EOP @ EOP [ WHO ] )

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TO: Gordon Li ( CN=Gordon Li/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Adam W. Goldberg ( CN=Adam W. Goldberg/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Jeremy M. Gaines ( CN=Jeremy M. Gaines/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Paul K. Engskov ( CN=Paul K. Engskov/OU=WHO/O=EOP @ EOP [ WHO ] )  
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TO: Sandra L. Bublick Max ( CN=Sandra L. Bublick Max/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TO: David S. Beaubaire ( CN=David S. Beaubaire/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Eli G. Attie ( CN=Eli G. Attie/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Michael D. McCurry ( CN=Michael D. McCurry/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TEXT:

===== ATTACHMENT 1 =====  
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MAY 21, 1997

MEMORANDUM TO MIKE MCCURRY, ANN LEWIS & DON BAER  
FROM STUART SCHEAR  
SUBJECT WEEKEND TV UPDATE

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FRIDAY MAY 23

WASHINGTON WEEK IN REVIEW

Topic TBD  
Guest TBD

SATURDAY MAY 24

EVANS & NOVAK (CNN)

Topic TBD  
Guest TBD

INSIDE POLITICS WEEKEND (CNN)

Topic TBD  
Guest TBD

SUNDAY MAY 25

FOX NEWS SUNDAY (FOX)

Topic Air Force, QDR & other issues  
Guest Sen. McCain & Sen Lieberman

Topic Air Force & Sexual Issues  
Guest TBD

Roundtable Juan Williams, Jane Mayer and Brit Hume

FACE THE NATION (CBS)

Topic China/MFN  
Guest Pat Buchanan  
Guest Request for Clinton Administration Official

MEET (NBC)

Topic            Air Force & Sexual Behavior  
Guest            Request for USAF COS Fogelman  
Guest            Sen. Snowe & Sen. Inhofe

Topic            Accuracy in Reporting  
Guest            Request for Jane Mayer & Gary Aldrich

Roundtable      TBD

THIS WEEK (ABC)

Topic            Air Force and Sexual Behavior  
Guest            Request for USAF COS Fogelman  
Guest            Members of Congress TBD

Roundtable      Cokie, Sam, Will, Stephanopoulos & Kristol

LATE EDITION (CNN)

Topic            Budget  
Guest            Rep. Gephardt

Topic            US Air Force & Sex-related issues  
Guest            TBD

Roundtable      Tony Blankley, Steve Roberts & TBD

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Diana Fortuna ( CN=Diana Fortuna/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 17:01:27.00

SUBJECT: Letting states buy food stamps to give to legal immigrants

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TO: Bruce N. Reed ( CN=Bruce N. Reed/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

CC: Cynthia A. Rice ( CN=Cynthia A. Rice/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TEXT:

You will recall that USDA told Washington state that current law doesn't permit them to buy food stamps from us and give them to legal immigrants, and we developed a legislative proposal. Washington lobbied their delegation, and it now looks like Congress has agreed to this as part of the supplemental, except for electronic benefits transfer states. Maryland will not be happy because they are an EBT state. We supported it with or without EBT.

(Sounds like a weekly report item....)



**Congressional Black Caucus**  
**Administration's Juvenile Crime Legislation**

**Issue: Prevention Funding.** The CBC may criticize the Administration's Anti-Gang and Youth Violence Act as lacking in substantial prevention funding.

- Unlike the House-passed bill which has no earmarked prevention funding, we have targeted prevention funding in our legislation. Our bill contains \$75 million for a new At-Risk Children's Initiative. The funding can be used for anti-truancy, curfews programs, and other prevention and intervention initiatives.
- Our juvenile crime strategy also provides over \$60 million for afterschool programs (FY 1998 budget request) to keep schools open late, on the weekends and in the summer.

**Issue: Incarceration of juveniles with adults in the federal system.** The CBC is likely to criticize the Administration's bill for weakening the strictures on allowing juveniles to be housed with adults. Our legislation allows juveniles prosecuted as adults to be housed with adults after they reach the age of 16, at the discretion of the Bureau of Prisons.

- Under the Administration's bill, juveniles prosecuted as juveniles could not be housed with adults until they reach age 18, regardless of the offense. No juvenile under age 16 who has been charged or convicted as an adult could be housed with an adult.
- As juveniles have become increasingly violent, housing dangerous juveniles with other juveniles can endanger younger, and sometimes more vulnerable, delinquents. It is appropriate to give federal prison authorities the ability to be flexible depending upon the attributes of the individual defendant.

**Issue: Prosecution of more juveniles as adults.** The Administration's bill expands the circumstances in which federal prosecutors can transfer juveniles to adult criminal court.

- In most cases, juveniles charged as adults may petition the court to be tried as juveniles. The proposed change contained in our bill is designed to ensure that these decisions are made fairly and expeditiously, and that they appropriately reflect the dangers that some juveniles pose to their communities.

**Issue: More mandatory minimum sentences for juveniles.** The Administration's legislation increases mandatory minimum sentences from one year to three years for three narrowly targeted crimes: selling drugs to minors; using minors to distribute drugs; and trafficking drugs in or near a school or other protected location.

- Our bill permits judges sentencing youths ages 13 to 15 who are convicted in adult court and do not have previous serious violent felony or serious drug offense conviction to sentence them as juveniles-- avoiding mandatory minimum penalties entirely.

**Issue: Availability of public records.** Our bill clarifies current law by ensuring that victims of juvenile offenders have access to similar information as do other victims (e.g., victims would be able to find out about the status of the proceedings). Fingerprints and photos of delinquents who have committed the equivalent of an adult felony or a federal gun offense would be sent to the FBI and made available in the same manner as adult offenders.

- President Clinton has had a longstanding commitment to protect the rights of victims of crime. Our bill contains important protections for the rights of victims, including victims of crimes committed by juvenile offenders.
- The Administration believes these changes represent a fair balance between maintaining important protections for juveniles and expanding the information available to their victims.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Sarah A. Bianchi ( CN=Sarah A. Bianchi/OU=OMB/O=EOP [ OMB ] )

CREATION DATE/TIME:21-MAY-1997 22:33:48.00

SUBJECT: Health Q&As for POTUS travel today

TO: Christa Robinson ( CN=Christa Robinson/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TEXT:  
We also sent these to press office and staff secretary, per Christa's request.

===== ATTACHMENT 1 =====  
ATT CREATION TIME/DATE: 0 00:00:00.00

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**Q: WHY DID YOU OPPOSE THE HATCH-KENNEDY AMENDMENT TO EXPAND HEALTH CARE COVERAGE TO MORE CHILDREN?**

I do not oppose the tobacco tax to be used as a financing mechanism for more health coverage, nor do I oppose the goals of the Hatch-Kennedy legislation. In fact, I am committed to building on the \$16 billion we have achieved in the balanced budget agreement. I look forward to working with Senator Hatch, Senator Kennedy, and other members in this regard.

My primary concern with the budget amendment offered yesterday was that I feared that it would severely undermine the possibility of a balanced budget agreement, including the \$16 billion investment for children. My commitment to health care coverage is well known, and I will fight this year and beyond to expand health care coverage.

**Q: REP. GEPHARDT CRITICIZED THE BUDGET AGREEMENT BECAUSE AT THE SAME TIME YOU STRESS THE IMPORTANCE OF INVESTING IN CHILDREN'S COVERAGE YOU CUT MEDICAID SPENDING, WHICH HELPS HOSPITALS THAT SERVE UNINSURED CHILDREN. HOW DO YOU RESPOND TO THIS CRITICISM?**

**A:** Studies have shown strong evidence that our Medicaid disproportionate share spending is not being appropriately allocated to hospitals that serve a greater portion of low-income and uninsured populations (e.g. Urban Institute). It is for this reason that even the public hospitals have said that we can get more savings from DSH if we better target this funding to these types of hospitals. We are currently working with the public hospitals to push the Congress to do just that.

Moreover, since we are investing \$16 billion to cover millions of uninsured children, these hospitals will treat more children who have health care coverage, thereby reducing their need for DSH funding to help offset uncompensated care.

**Q: DOESN'T YOUR CHALLENGE TO DEVELOP AN AIDS VACCINE IN TEN YEARS RING HOLLOW SINCE YOU ARE NOT INVESTING ANY ADDITIONAL FUNDING IN THIS EFFORT?**

**A:** According to National Institutes of Health Director, Dr. Varmus, and Director of the Office of AIDS Research at NIH, Dr. Paul, challenging the scientific community greatly enhances the likelihood that we will develop an AIDS vaccine. Moreover, we have backed this challenge with a series of investments and initiatives to increase the likelihood that we will reach our goal. In the last two years, I have increased funding for the AIDS vaccine by 33 percent, and my FY 1998 budget increases spending for AIDS vaccine research by \$17 million.

Moreover, I have announced that there will be a new AIDS Vaccine Center at NIH. Our medical and scientific leaders believe that uniting scientists in immunology, virology, and vaccinology will create a highly collaborative effort to help develop an AIDS vaccine. I am also asking the leaders of the eight major industrialized nations meeting at the Denver summit in June to support a worldwide AIDS vaccine research initiative. To fully commit ourselves to developing an AIDS vaccine, we need to make sure that the best minds throughout the world are working together towards this goal.

**Q: FOLLOW: WHY ARE YOU ISSUING THIS CHALLENGE NOW? AND WHY ARE YOU FOCUSING ON AN AIDS VACCINE RATHER THAN OTHER DISEASES?**

**A:** In the last twelve months we have made tremendous progress in our understanding of the AIDS virus. The leaders at NIH have told me that we are moving forward on developing a vaccine for AIDS and that we have an opportunity now to focus our efforts on developing an AIDS vaccine. They believe that by issuing a challenge to the scientific community, bolstered by our new investments and initiatives, will greatly increase the likelihood that we will be able to develop a vaccine in the next decade.

Scientific leaders have also told me that we have made progress in our understanding of immunology. They believe that bringing together all of this new knowledge will not only increase the likelihood that we will develop an AIDS vaccine but also could provide a new paradigm for vaccines that will help develop effective vaccines for other diseases.

While developing an AIDS vaccine is an important priority, it in no way undermines our commitment to biomedical research in other areas. Since I took office, we have increased overall spending at the National Institutes of Health by 16 percent, including a 76 percent increase in breast cancer research. My FY 1998 budget allocates \$13.1 billion for NIH.

It is also important to note that this commitment in no way undermines our investments in AIDS treatment and prevention, both of which have consistently received increased funding since I have been in office. We recognize that millions of people around the world already have AIDS, and we must continue to develop treatments and provide them to as many people as possible, while at the same time stressing prevention. I will continue to bolster our efforts in those areas.

**Q: REPORTS HAVE SUGGESTED THAT THE ORIGINAL MEDICARE PREMIUM ESTIMATES WERE TOO LOW AND THE ACTUAL INCREASE WILL BE TWICE AS HIGH AS PREVIOUSLY PROJECTED (ABOUT A DOLLAR A MONTH). IS THIS TRUE?**

**A: While original preliminary CBO projections may have been slightly off, we still estimate that the Part B premium will be only about \$1 more in 1998 than under current law.** In subsequent years within the 5-year Budget Agreement, the annual increase should be no more than about \$2 more per month. As a result, by 2002, we project the premium being approximately \$8 more than it otherwise would have been without the home health reallocation.

**Regardless of the final projection, the Part B premium will be almost \$20 per month less than it would have been if it was set at the same 31.5 percent level that I vetoed.** The monthly premium under the 1997 Budget Agreement will be about \$69 in 2002. If the policy were a 31.5 percent premium instead of 25 percent, the premium would be about \$87. In 2002 alone, this would equate to about \$215 a year more for a single beneficiary, \$430 for a couple.

**Low-income beneficiary protections are expanded.** Unlike the 1995 Budget Agreement that I vetoed, which eroded current-law low-income protections, the 1997 Balanced Budget Agreement invests \$1.5 billion to expand premium assistance to low-income beneficiaries. We believe this commitment will help many of the estimated 2.5 million Medicare beneficiaries who have incomes between 125 and 150 percent of poverty-- just above the current eligibility level for Medicare premium protection.

**Savings from the new premium are offset by investments in beneficiary improvements.** The \$9 billion in savings that comes from gradually including home health in the 25 percent premium is virtually identical to the amount of money dedicated to the investment in new benefits. Specifically, the 1997 Balanced Budget Agreement invests \$3-4 billion in new preventive benefits (which will, for example, detect breast and colon cancer, and cover the management of diabetes), \$4 billion to limit excessive hospital outpatient coinsurance to beneficiaries, and \$1.5 billion in premium protections for low-income Medicare beneficiaries. (This contrasts with the vetoed 1995 balanced budget agreement, which reinvested virtually none of its much greater beneficiary savings for benefit enhancements.)

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Michael Cohen ( CN=Michael Cohen/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 14:06:25.00

SUBJECT: WVA q's and a's etc.

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TO: Bruce N. Reed ( CN=Bruce N. Reed/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TEXT:

Attached are the most critical q's and a's for POTUS for your review. I'm working on fixing the format, but since my printer is operating at the rate of a page every 5 minutes or so, I decided to send as is. Note that the most critical of this set are separated from the rest by a line.

As for the briefing this afternoon, here is my plan:

1. My job is to make sure that the President understands the charts on the tests, tht he will be talking about. His job in the town hall is to explain them to the audience, literally by walking through each one (except for the charlotte's web passage which a 4yr old will read) and reading the brief text on each. In the briefing I will tell POTUS that he will read each chart, and explain what each of them is. I will assume if he has questions he will ask them, but I won't go into detail unless asked.

2.My second job is to walk him through the most important questions. In my judgment, the most important is the one on IDEA and disruptive kids. It's likely to come up, and I don't think he is really comfortable with where we are. Second, I will mention two on Goals 2000 and STW; there is nothing complicated here, but these have been controversial in WVA and he might get a question on them. Third, I will highlight the testing questions. The only one I believe requires a comment from me is the one on making kids pass the tests before they get promoted. I want him to be very firm on the idea of making kids pass, but I dont' want him to imply that our tests are the best ones for that; some states have better ones for those purposes. Finally, I will point him to the budget related questions. (Now I know how to organize these materials)

Question for you two: I am manifested for AF1 tomorrow, and I am scheduled to be in the briefing just before departure. Naturally, I'm not on the helo.

If I have to choose, I should probably be at the briefing rather than on the trip. Or do you think I should send Bill to the briefing while I catch the plane. Or is he likely to bag the briefing all together. Or am I missing an obvious course of action here?===== ATTACHMENT 1 =====  
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**Q Aren't these tests just another version of your Goals 2000 program, in which the federal government promotes outcomes-based education, politically-correct history, and a federal takeover of our schools?**

No. Goals 2000 provides federal support for state and local efforts to raise academic standards in the basic skills and core academic subjects, and for local, bottom up efforts to improve teaching and learning. There are no federal standards or curriculum, and no requirement for outcomes based education or any other particular approach.

With regard to a "federal takeover" of local schools, that simply isn't accurate. Goals 2000 supports local control, not federal control. You don't have to take my word for this.

Harrison County and some 40 other school systems in West Virginia have received Goals 2000 funds. You should ask teachers, principals, school board members or parents in those communities if Secretary Riley and the U.S. Department of Education, have come in and set their curriculum or otherwise tried to tell them what to do.

The national tests we are discussing today are focused on basic reading and math skills that all students should master. They are not part of Goals 2000 in any way, and you don't have to give the tests in order to keep receiving Goals 2000 funds. However, I believe every states should participate in Goals 2000 and in these tests. They are both ways of helping our students reach for the highest possible standards.

**Q. You say these are "national, not federal" standards and tests. What exactly does that mean, especially since the U.S. Department of Education is going to develop them?**

It means that while the federal government will fund the development of the tests, it is not in charge of what the tests measure, when they are administered, or how they are used in schools and communities around the country.

The tests will be based on the existing National Assessment of Education Progress, which is already used in more than 40 states. The content for these tests -- the reading and math skills they measure -- have already been determined by outside groups of teachers, curriculum specialists and others, and by agreement of state education officials. These content frameworks for reading and math are widely accepted and are based on widespread input, and strong state involvement. They truly are national standards, built from the bottom up. And they are challenging for our youngsters. The new tests I have proposed will measure the same math and reading skills that NAEP already measures.

The federal government will pay for the development of these tests, just as it helps pay for other research and development in education and other policy areas, and just as it has paid for the National Assessment of Education Progress for almost 30 years. Providing good information and good tools to improve our schools has long been part of the federal

government's role in education, and should remain so.

**Q. I am concerned about keeping our schools safe and disciplined. I understand that the new special education law (IDEA) just passed by Congress still makes it difficult to discipline disruptive students who are disabled. How can the other students learn if teachers can't maintain order?**

First, let me point that the federal special education law, first passed in the 1970's, has been essential for providing education opportunities for children with disabilities. Before that law was passed, many children with disabilities were denied an education. Since the law was passed, educational opportunities for children with disabilities have increased dramatically, because the law guarantees an education to these children. This is a good thing, because the education of every child is important, because education is the way for for all of our people to become productive and independent citizens. I am proud to be able to sign, next month, the bill continuing this law in effect.

Second, I agree that it is very important for all children that classrooms be orderly places where children can learn and teachers can teach. While maintaining the responsibility to provide children with disabilities with a free and appropriate education, this new bill strengthens the ability of teachers and principals to deal with disruptive or dangerous students, including those with disabilities. It does this by:

- making it easier for principals to remove children with disabilities who bring a gun, weapon or drugs to school, or who pose a danger to themselves, their teachers or their classmates from the classroom, while continuing to provide them with an education in another setting.
- making it easier to address a child's behavior problems early on -- before they get out of hand -- by requiring that these be considered in the development of an Individual Education Plan, and by making the regular classroom teacher a part of the team that develops the plan.

Finding the right balance between the protection of individual rights and the needs of a larger group is often a difficult issue. I am pleased that the Congress, with an overwhelming bipartisan majority, has found a way to strike that balance.

**Q: WON'T YOUR HOPE SCHOLARSHIP PLAN JUST CAUSE TUITIONS TO GO UP EVEN MORE?**

A: Actually, Federal aid does not seem to have much of an effect on tuition costs. When Federal college aid was rising in the 1970s, real college tuitions remained fairly steady. But when real Federal aid dropped slightly during the 1980s, that is when tuitions rose most sharply. One study suggests that is partly because colleges are trying to provide aid to the lowest-income students, and to do that they increase tuition for everyone else. By

restoring the Federal government's commitment to financial aid -- for both low-income and middle-income families -- we are helping to reduce one of the pressures that increases tuition and fees.

**Q: WILL THE IRS BE LOOKING AT MY GRADES TO SEE IF I'M ELIGIBLE FOR THE HOPE SCHOLARSHIP?**

[NOTE: On Sunday, Frank Raines told CNN that "we think that having the IRS trying to enforce grades may be going a little too far, and we're going to try to find a way to simplify the program."]

**A:** The IRS would not be looking at student transcripts. But I do want to make sure that we are not only helping people pay for college, but also that they have an incentive to work hard once they are there. A new study from Georgia State University suggests that the grade requirement in Georgia's HOPE Scholarship plan has helped some of the borderline students, those who started out very close to the B average, to perform better in college.

**I have gotten some feedback about the grade requirement in my HOPE Scholarship plan, and Secretary Riley and Secretary Rubin will be working closely with Congress to make sure that we encourage students to work hard, but that we do it in a simple way, without imposing any undue burdens on taxpayers or colleges.**

**Q: DOES THE BUDGET AGREEMENT CUT STUDENT LOANS?**

**A:** No, it will not affect student loan borrowers in any way. There are some savings to taxpayers that we can achieve by making government more efficient and reducing subsidies to middlemen -- something that I proposed in my Budget in January -- and the negotiators agreed to some of those changes to help bring the deficit down by \$1.7 billion. But the agreement makes it clear that there can be no cuts in benefits or availability of loans. (And colleges may continue to choose to participate in the Direct Loan program or the guarantee system).

**Q: WHY DOESN'T THE BUDGET PLAN INCLUDE HELP FOR SCHOOL CONSTRUCTION?**

**A:** This is a critical need, and I have proposed a plan for jump-starting State and local school construction and renovation efforts. Unfortunately, there was considerable resistance in the budget negotiations to including it in the agreement. I am disappointed that it could not be included.

- We should remember that if we failed to reach agreement on a balanced budget plan, that would have made local school construction efforts more difficult, by raising interest rates.

- On balance, the agreement was a tremendous success on education overall.
- Within the context of the agreement, I will continue to look for opportunities to address this problem.

**[the q's above this line are the most important for the President to focus on]**

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**Q. Do you believe students should be required to pass these tests in order to be promoted to the next grade level?**

I believe that if we set standards for students, they should be required to meet the standards in order to be promoted from elementary to middle school, from middle school to high school, and before graduating from high school. When I was Governor, we required students to pass an 8th grade test before moving into high school. While some students had difficulty passing the test the first time, almost everyone did ultimately. We gave extra help to students who needed it, including summer school. And over time, the percentage of students who passed the test on the first time increased, as students, teachers and parents came to understand how well the did mattered.

I believe every state should require students to meet standards before they move on. Every state gives their own tests, in addition to these national tests. Each state will need to decide what the best combination of tests would be.

**Q. The School-to-Work program has been somewhat controversial in West Virginia. Is it true that School-to-Work tracks kids into inferior programs of study with low academic standards and requires them to make job decisions in elementary and middle schools?**

A. No. The School-to-Work Program is designed to give students the academic and on-the-job-training to prepare them for high skill jobs and further education. School-to-Work does not in any way track students into certain career paths, nor limit their options. It gives students and parents information and opportunities to explore a wide range of career options, and it helps make sure that students learn basic and advanced academic skills that will prepare them either for work or for college.

**Q: WITH THE TAX CUTS, WILL THERE BE ANY MONEY LEFT FOR EDUCATION PROGRAMS?**

A: The budget agreement includes *the largest increase in our investment in education in 30 years, and the largest single boost in college aid since the G.I. Bill.* It includes:

- **Roughly \$35 billion in tax cuts for higher education**, consistent with the HOPE Scholarship and \$10,000 tax deduction.

- **Pell Grant Expansion.** Includes the largest increase in two decades -- a funding boost of 25%. The maximum award will reach \$3,000, an increase of \$300. In the 1998 budget alone, an additional 348,000 students will receive grants: 130,000 young people from moderate-income families, and 218,000 low income students over the age of 24.
- **Technology Literacy.** Double funding to help ensure that computers are in every classroom, every classroom is connected to the Internet, all teachers are trained, and that high quality software and on-line resources are available to help schools integrate technology into the curriculum so that students can become technologically literate.
- **Head Start.** Continued expansion toward my goal of 1 million kids in 2002.
- **America Reads.** A child literacy initiative consistent with the America Reads Challenge, to mobilize volunteers to help every child learn to read well and independently by the end of third grade.
- **Job Corps and other Job Training.** A 12% increase for job training programs, including continued expansion of Job Corps

**Q: WHY HAVE COLLEGE TUITIONS BEEN GOING UP?**

A: Between the 1990-91 academic year and the 1995-96 academic year, overall price inflation was only 17 percent, but the average tuition and fees at public colleges increased by 31 percent and at private colleges increased by 33 percent. Some of the increase is the result of research and staffing costs that increased faster than inflation. At the public colleges, funding from State legislatures did not grow as fast as costs did. And at private colleges, while tuition went up, so did financial aid that the college was providing (in other words, not everyone was actually paying the full tuition and fees).

**Q: WHAT IS THE READING PROGRAM THAT WAS INCLUDED IN THE BUDGET DEAL?**

A: The agreement includes my plan to help make sure that every child learns to read well and independently by the end of third grade. Secretary Riley and Harris Wofford, the CEO of the Corporation for National and Community Service, will be working with Congress on some of the details. What I have proposed includes:

- **America's Reading Corps:** 25,000 reading specialists and 11,000 AmeriCorps members serving as recruiters and coordinators, to enlist an army of one million

volunteer tutors.

- **Parents as First Teachers:** Grants to foster effective programs that help parents help their children to become successful readers (e.g. HIPPY).
- **Head Start expansion.**

**Q: DOES TUTORING MAKE A DIFFERENCE? AREN'T TEACHERS MOST IMPORTANT.**

**A:** Even the best teachers will tell you that some children need extra help outside the classroom hours in order to catch up. And the research shows that tutoring programs that provide consistent help, with trained tutors, can make a big difference. For example:

--In Simpson County, Kentucky, 25 AmeriCorps members helped second graders jump 3 reading levels in one year

--At Hands on Atlanta, in the first three years of AmeriCorps involvement, the schools have seen an 11 percent increase in performance on national standardized tests in reading and in math, and 25 percent fewer discipline problems.

--At Reading One-to-One in Texas, with just a semester of tutoring, children improve one full reading level.

**Question:** How will these tests affect students who participate in home schooling?

**Answer:** In a legal sense, it will not affect those students at all. No student in a home school will be required to take these tests, though they will be able to if they want to. Every parent will have access to the tests on the Internet each year, so if they want to see for themselves how well their students are measuring up against these standards, they can find out.

**Question:** *Vouchers:* I think voucher programs provide an opportunity to some parents they otherwise would not have -- to send their child to a private or parochial school. What is your position on school vouchers?

**Answer:** I believe there are better ways to provide greater school choice to students and their families. One very good way is to have every state pass a charter school law that allows parents and teachers to start new public charter schools that stay open only as long they do a good job. In fact, I have proposed nearly doubling the charter school start-up program (to \$100 million next year) to help start 3,000 charter schools over the next several years.

While I support public school choice, I oppose federally funded tuition vouchers for private elementary and secondary schools. I also oppose state funded and locally funded vouchers, which take money away from public schools.

School vouchers would divert critical dollars from neighborhood public schools that are already short on resources in order to send a few selected students to private schools--schools that are not publicly accountable. In addition, controversy over voucher proposals may distract long-term attention from the hard work of reform needed to change failing schools into good schools and good schools into outstanding schools. Instead, we need to work together to ensure that every student, no matter where he or she lives, can attend a public school that is safe and academically challenging. For this to happen, we need to build strong partnerships among schools, families and communities that make education everybody's top priority.

**Q. One of your goals is to make sure every 12 year old can log on to the Internet. I don't want my 12 year old to see some of the pornography on the internet. What are you going to do about that?**

[awaiting Kincaid - Kagan response]

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jose Cerda III ( CN=Jose Cerda III/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 19:31:21.00

SUBJECT: Idea for Race Initiative

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TO: Bruce N. Reed ( CN=Bruce N. Reed/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

CC: Leanne A. Shimabukuro ( CN=Leanne A. Shimabukuro/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TEXT:  
BR/EK:

Delirious and tired from working late last night, Leanne and I had a great idea for some "20% policy" on race. How about the Omnibus Race Initiative and Technical Amendments Act? The bill would include three key components: (1) dramatically rolling back sentences on crack cocaine; (2) putting 100,000 cops and federal law enforcement officers in Indian Country; and (3) granting amnesty to several hundred thousand Central Americans facing deportation. While the Omnibus Initiative would have no real political support, the "elites" would love it -- and we'd be sure to get some great editorials on the East and West Coast. Perhaps we could get the VP to do an event...maybe in St. Louis?

See ya tomorrow, we're tired...  
JC3

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: William R. Kincaid ( CN=William R. Kincaid/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 16:31:43.00

SUBJECT: Re: Internet Q/A

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TEXT:

When I couldn't get Gips, I went to Kohlenberger. This was his response. It seems a little on the soft side. What do you think?

----- Forwarded by William R. Kincaid/OPD/EOP on 05/21/97 04:30 PM -----

Jim Kohlenberger @ OVP

05/21/97 04:05:18 PM

Record Type: Record

To: William R. Kincaid/OPD/EOP

cc:

Subject: Re: Internet Q/A

Bill,

I think you need an answer more on the lines of this:

While we are working to connect all of our classrooms to the Internet by the year 2000, we must also protect our children from inappropriate material on the Internet while preserving their freedom of expression. The Internet can be a great tool for learning. But this expanded ability to communicate also reaches to places we don't want our children to go. While the Justice Department is defending the Communications Decency Act which limits exposure of children to on-line "indecent" material, I also support industry efforts to develop and market technology, including Internet screening software, that will give parents and teachers the ultimate control over what material is available to children over the Internet.

To: Jim Kohlenberger/OVP, Dawn M. Chirwa/WHO/EOP @ EOP

cc:

From: William R. Kincaid/OPD/EOP @ EOP

Date: 05/21/97 01:48:37 PM

Subject: Internet Q/A

Below is a draft Q&A that we hope to share with the POTUS this afternoon. Please review and us know if you are comfortable with this.

Thanks

Question: Internet Access. With the emphasis on connecting classrooms to the Internet, how can our public school children be protected from the harmful aspects of the Internet?

Answer: I am committed to ensuring that our children do not get exposed to indecent material and will take all constitutional measures to make sure that they don't. I signed the Communications Decency Act and we are currently defending that law in court. If the Act is invalidated, I will carefully consider alternative routes to the same goal. We are also exploring a V-chip for the Internet that will help parents screen out this kind of material.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: William R. Kincaid ( CN=William R. Kincaid/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 07:56:04.00

SUBJECT: minority college admissions

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

CC: Michael Cohen ( CN=Michael Cohen/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TEXT:

Attached is a draft Q&A on the issue of declining admissions for the CBC meeting today. Mike C. and I talked about this last night but he has not had a chance to review this yet. I will fax you the underlying info from the Department. Please let me know if you have any questions.

Thanks.===== ATTACHMENT 1 =====  
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

Unable to convert ARMS\_EXT:[ATTACH.D14]MAIL49663804C.116 to ASCII,  
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## DECLINING MINORITY COLLEGE ADMISSIONS

Q: Recently the Washington Post reported that the number of black students admitted to UCLA law school had dropped by 80%, the lowest number offered admission since the early 1970's. UC Berkeley admitted just 14 black students out of a class of 792, down from 75 in 1996. And at the University of Texas, the Post reported, nearly 400 fewer blacks and Hispanics have been offered undergraduate admission, a 20% drop in one year. Meanwhile, white and Asian admissions are up in both states. In both states the sharp declines in minority admissions are attributed to roll-backs of Affirmative Action--in California, by the UC Board of Regents, and in Texas by the 5th Circuit's Hopwood decision.

Are you concerned about these reports of declining enrollments of minority students in postsecondary education?

A: These declines are disturbing and completely unacceptable. Educational opportunity is the touchstone of the American dream, yet figures like this raise a serious danger that minority students will perceive that the doors of college education are being closed to them. Moreover, as I said in my Affirmative Action speech at the National Archives, diversity in education helps prepare all our students to be productive citizens in the 21st century, so these developments should concern every American.

Q: What is your administration doing to address this problem?

A: The Administration is addressing this issue on several fronts:

- We are committed to continuing to intervene in litigation in support of appropriate affirmative action programs. The Department of Education is looking for an appropriate opportunity to challenge the Hopwood decision, and the Department of Justice has filed a brief on behalf of plaintiffs in the challenge to California's Proposition 209.
- The Office for Civil Rights at the Department of Education is conducting a review of the Texas higher education system to ensure that Texas has eliminated all remnants of its former de jure segregated system.
- The Department of Education is providing substantial leadership and research support on Affirmative Action. Secretary Riley and other leaders at the Education have written to college officials and sought opportunities to speak on diversity in the university setting and to offer assistance in promoting it. In addition, Education has also called on colleges and universities to develop more creative, race-neutral approaches to achieving diversity, such as more aggressive recruitment in secondary schools with high percentages of minority students and forming educational partnerships with such schools.
- Finally, through my 10-point Call to Action for American Education we are pursuing strategies (such as America Reads and our technology initiatives) to raise standards and improve educational opportunities available to all K-12 students, to prepare them for

college. We are also striving to ensure that a college education is within reach of every student willing to work for it, and to make sure students know that they can afford to attend. Central to this effort, our balanced budget agreement calls for the largest Pell grant increase (to \$3,000) in over twenty years. We also remain firmly committed to strong college work study and TRIO programs.



## **Education Town Meeting Clarksburg, West Virginia**

### **President Holds Town Meeting to Promote His Plan for National Standards and Tests**

Today President Clinton held an Education Town Meeting at Robert C. Byrd High School in Clarksburg, West Virginia. West Virginia has been a leader in the use of technology in schools, in increasing math achievement of their students, and today has signed onto the President's national standards and testing proposal. The President met with 160 parents, students, teachers, business and community leaders and others interested in education, to discuss his plans for national standards and tests and how we can prepare young people for the future. Participants in the meeting were selected by Robert Skittle, Superintendent of the local Harrison County school system.

West Virginia has been a national leader in the use of technology in classrooms. The state's 11-to-1 student-computer ratio in elementary schools is one of the lowest in the nation. To date, 14,000 educators have been trained to use computers for basic skills instruction. Forty percent of West Virginia's schools are now connected to the Internet, and state officials plan to reach 85% in 1997.

**West Virginia has demonstrated substantial improvement in 4th grade and 8th grade math during the 1990s. Between 1992 and 1996, West Virginia's average 4th grade math score increased by 8 points, together with a 6 point increase for 8th grade math, on the National Assessment of Education Progress (NAEP), which tests a sample of students in each participating state. Among all of the states, West Virginia tied for the third highest improvement at both grade levels on NAEP.**

In his State of the Union Address, President Clinton called on every state to adopt high national standards and tests in 4th grade reading and 8th grade math, in order to make sure that every student masters these basic skills. The new tests will be based on the widely used National Assessment of Education Progress, and will measure individual student performance against widely accepted content standards used by NAEP. The tests will be available for use in the Spring of 1999.

### **Growing Bipartisan Support for National Tests in 4th Grade Reading and 8th Grade Math: Leaders in West Virginia and Massachusetts pledge their support.**

President Clinton's call for national standards and tests in 4th grade reading and 8th grade math received additional bipartisan support today, as Governor Underwood and state education officials in West Virginia, and Governor Weld and state education officials in Massachusetts, announced plans to participate in the testing initiative. They join officials in Maryland, Michigan, North Carolina, California, and the Department of Defense schools, who have already endorsed this testing initiative in 1999.

**Growing Business Support.** Yesterday, James Orr, CEO of UNUM Insurance and Chairman of the Board of the National Alliance of Business, announced NAB's endorsement of the President's testing initiative. NAB represents small, medium and large size businesses. Following a survey of its members which revealed strong overall support for the President's testing initiative, NAB announced its full support for President Clinton's testing initiative, and promised to bring this message to other business organizations. NAB now joins the Business Roundtable and more than 240 high-tech CEO's who have already endorsed these tests. The strong support of the business community underscores the fact that in order for individuals to compete in a global economy and a geographically mobile society, our nation must set and our students must be challenging national standards.

**President Explains Standards**

Using an example of the kind of questions students will be expected to answer on the 4th grade reading test, President Clinton helped town meeting participants understand clearly the kinds of knowledge and skills students must master in order to meet national standards. The President called on 4th grade student Hannah Galey to read a passage from Charlotte's Web as he worked through the sample reading question for the audience.



### *Additional Questions on the Test*

*Q: Will children with disabilities and limited English proficiency be included in these tests?*

A: Yes. We want to make sure that students with disabilities and students with limited English will be able to take the test whenever possible. This means that we will provide the math test in Spanish. It also means that when the tests are administered, schools would provide accommodations that students need such as extended response time for students with disabilities or access to an English dictionary for the math test for students with limited English proficiency.

*Q: Why is the math test being given in English and Spanish but the reading test is only being given in English?*

A: Developing the ability to read in English is a basic skill that every child must have to succeed in American schools and society. However, there are many recent immigrants at the 8<sup>th</sup> grade level who may not speak English well but who can do advanced math and should be asked to show what math they know. We are providing a bilingual math test in Spanish and English because Spanish is the most common language other than English among students.

*Q: Will you allow kids to use calculators on the new tests? Shouldn't kids know their multiplication tables on their own and not rely on calculators?*

A: Kids should learn the basics. They should know how to add, subtract, multiply and divide without using a calculator. However, after a child has mastered the basics, calculators can be a useful tool for solving complicated math problems learning more difficult mathematics. After a child has mastered arithmetic, hopefully by the end of fourth or fifth grade, calculators can be useful for solving complicated math problems. As part of the test development process, an advisory committee of outstanding math teachers and other experts will be considering this issue.



## IDEA and Discipline

**Q. I am concerned about keeping our schools safe and disciplined. I understand that the new special education law (IDEA) just passed by Congress still makes it difficult to discipline disruptive students who are disabled. How can the other students learn if teachers can't maintain order?**

**A.** First, let me point that the federal special education law, first passed in the 1970's, has been essential for providing education opportunities for children with disabilities. Before that law was passed, many children with disabilities were denied an education. Since the law was passed, educational opportunities for children with disabilities have increased dramatically, because the law guarantees an education to these children. This is a good thing, because the education of every child is important, because education is the way for for all of our people to become productive and independent citizens. I am proud to be able to sign, next month, the bill continuing this law in effect.

Second, I agree that it is very important for all children that classrooms be orderly places where children can learn and teachers can teach. While maintaining the responsibility to provide children with disabilities with a free and appropriate education, this new bill strengthens the ability of teachers and principals to deal with disruptive or dangerous students, including those with disabilities. It does this by:

- making it easier for principals to remove children with disabilities who bring a gun, weapon or drugs to school, or who pose a danger to themselves, their teachers or their classmates from the classroom, while continuing to provide them with an education in another setting.
- making it easier to address a child's behavior problems early on -- before they get out of hand -- by requiring that these be considered in the development of an Individual Education Plan, and by making the regular classroom teacher a part of the team that develops the plan.

Finding the right balance between the protection of individual rights and the needs of a larger group is often a difficult issue. I am pleased that the Congress, with an overwhelming bipartisan majority, has found a way to strike that balance.

## Goals 2000 and School-to-Work Controversies

**Q. Aren't these tests just another version of your Goals 2000 program, in which the federal government promotes outcomes-based education, politically-correct history, and a federal takeover of our schools?**

**A.** No. Goals 2000 provides federal support for state and local efforts to raise academic standards in the basic skills and core academic subjects, and for local, bottom up efforts

to improve teaching and learning. There are no federal standards or curriculum, and no requirement for outcomes based education or any other particular approach.

With regard to a "federal takeover" of local schools, that simply isn't accurate. Goals 2000 supports local control, not federal control. You don't have to take my word for this.

Harrison County and some 40 other school systems in West Virginia have received Goals 2000 funds. You should ask teachers, principals, school board members or parents in those communities if Secretary Riley and the U.S. Department of Education, have come in and set their curriculum or otherwise tried to tell them what to do.

The national tests we are discussing today are focused on basic reading and math skills that all students should master. They are not part of Goals 2000 in any way, and you don't have to give the tests in order to keep receiving Goals 2000 funds. However, I believe every states should participate in Goals 2000 and in these tests. They are both ways of helping our students reach for the highest possible standards.

**Q. The School-to-Work program has been somewhat controversial in West Virginia. Is it true that School-to-Work tracks kids into inferior programs of study with low academic standards and requires them to make job decisions in elementary and middle schools?**

**A.** No. The School-to-Work Program is designed to give students the academic and on-the-job-training to prepare them for high skill jobs and further education. School-to-Work does not in any way track students into certain career paths, nor limit their options. It gives students and parents information and opportunities to explore a wide range of career options, and it helps make sure that students learn basic and advanced academic skills that will prepare them either for work or for college.

#### **Testing and Standards Issues**

**Q. Do you believe students should be required to pass these tests in order to be promoted to the next grade level?**

I believe that if we set standards for students, they should be required to meet the standards in order to be promoted from elementary to middle school, from middle school to high school, and before graduating from high school. When I was Governor, we required students to pass an 8th grade test before moving into high school. While some students had difficulty passing the test the first time, almost everyone did ultimately. We gave extra help to students who needed it, including summer school. And over time, the percentage of students who passed the test on the first time increased, as students, teachers and parents came to understand how well the did mattered.

I believe every state should require students to meet standards before they move on. Every state gives their own tests, in addition to these national tests. Each state will need

to decide what the best combination of tests would be.

**Q. You say these are "national, not federal" standards and tests. What exactly does that mean, especially since the U.S. Department of Education is going to develop them?**

**A.** It means that while the federal government will fund the development of the tests, it is not in charge of what the tests measure, when they are administered, or how they are used in schools and communities around the country.

The tests will be based on the existing National Assessment of Education Progress, which is already used in more than 40 states. The content for these tests -- the reading and math skills they measure -- have already been determined by outside groups of teachers, curriculum specialists and others, and by agreement of state education officials. These content frameworks for reading and math are widely accepted and are based on widespread input, and strong state involvement. They truly are national standards, built from the bottom up. And they are challenging for our youngsters. The new tests I have proposed will measure the same math and reading skills that NAEP already measures.

The federal government will pay for the development of these tests, just as it helps pay for other research and development in education and other policy areas, and just as it has paid for the National Assessment of Education Progress for almost 30 years. Providing good information and good tools to improve our schools has long been part of the federal government's role in education, and should remain so.

### Vouchers

**Q: I think voucher programs provide an opportunity to some parents they otherwise would not have -- to send their child to a private or parochial school. What is your position on school vouchers?**

**A:** I believe there are better ways to provide greater school choice to students and their families. One very good way is to have every state pass a charter school law that allows parents and teachers to start new public charter schools that stay open only as long they do a good job. In fact, I have proposed nearly doubling the charter school start-up program (to \$100 million next year) to help start 3,000 charter schools over the next several years.

While I support public school choice, I oppose federally funded tuition vouchers for private elementary and secondary schools. I also oppose state funded and locally funded vouchers, which take money away from public schools.

### **Budget-Related Questions**

**Q: Why doesn't the budget plan include help for school construction?**

**A:** This is a critical need, and I have proposed a plan for jump-starting State and local school construction and renovation efforts. Unfortunately, there was considerable resistance in the budget negotiations to including it in the agreement. I am disappointed that it could not be included.

- We should remember that if we failed to reach agreement on a balanced budget plan, that would have made local school construction efforts more difficult, by raising interest rates.
- On balance, the agreement was a tremendous success on education overall.
- Within the context of the agreement, I will continue to look for opportunities to address this problem.

**Q: Won't Your HOPE Scholarship plan cause college tuitions to go up even more than they already have been?**

**A:** Actually, Federal aid does not seem to have much of an effect on tuition costs. When Federal college aid was rising in the 1970s, real college tuitions remained fairly steady. But when real Federal aid dropped slightly during the 1980s, that is when tuitions rose most sharply. One study suggests that is partly because colleges are trying to provide aid to the lowest-income students, and to do that they increase tuition for everyone else. By restoring the Federal government's commitment to financial aid -- for both low-income and middle-income families -- we are helping to reduce one of the pressures that increases tuition and fees.

**Q: Will the IRS be looking at my grades to see if I'm eligible for the HOPE Scholarship??**

[NOTE: On Sunday, Frank Raines told CNN that “we think that having the IRS trying to enforce grades may be going a little too far, and we’re going to try to find a way to simplify the program.”]

**A:** The IRS would not be looking at student transcripts. But I do want to make sure that we are not only helping people pay for college, but also that they have an incentive to work hard once they are there. A new study from Georgia State University suggests that the grade requirement in Georgia’s HOPE Scholarship plan has helped some of the borderline students, those who started out very close to the B average, to perform better in college.

**I have gotten some feedback about the grade requirement in my HOPE Scholarship plan, and Secretary Riley and Secretary Rubin will be working closely with Congress to make sure that we encourage students to work hard, but that we do it in a simple way, without imposing any undue burdens on taxpayers or colleges.**

**Q: DOES THE BUDGET AGREEMENT CUT STUDENT LOANS?**

**A::** No, it will not affect student loan borrowers in any way. There are some savings to taxpayers that we can achieve by making government more efficient and reducing subsidies to middlemen -- something that I proposed in my Budget in January -- and the negotiators agreed to some of those changes to help bring the deficit down by \$1.7 billion. But the agreement makes it clear that there can be no cuts in benefits or availability of loans. (And colleges may continue to choose to participate in the Direct Loan program or the guarantee system).

**Q: WITH THE TAX CUTS, WILL THERE BE ANY MONEY LEFT FOR EDUCATION PROGRAMS?**

**A:** The budget agreement includes *the largest increase in our investment in education in 30 years, and the largest single boost in college aid since the G.I. Bill.* It includes:

- **Roughly \$35 billion in tax cuts for higher education**, consistent with the HOPE Scholarship and \$10,000 tax deduction.
- **Pell Grant Expansion.** Includes the largest increase in two decades -- a funding boost of 25%. The maximum award will reach \$3,000, an increase of \$300. In the 1998 budget alone, an additional 348,000 students will receive grants: 130,000 young people from moderate-income families, and 218,000 low income students over the age of 24.

- **Technology Literacy.** Double funding to help ensure that computers are in every classroom, every classroom is connected to the Internet, all teachers are trained, and that high quality software and on-line resources are available to help schools integrate technology into the curriculum so that students can become technologically literate.
- **Head Start.** Continued expansion toward my goal of 1 million kids in 2002.
- **America Reads.** A child literacy initiative consistent with the America Reads Challenge, to mobilize volunteers to help every child learn to read well and independently by the end of third grade.
- **Job Corps and other Job Training.** A 12% increase for job training programs, including continued expansion of Job Corps

**Q: WHY HAVE COLLEGE TUITIONS BEEN GOING UP?**

A: Between the 1990-91 academic year and the 1995-96 academic year, overall price inflation was only 17 percent, but the average tuition and fees at public colleges increased by 31 percent and at private colleges increased by 33 percent. Some of the increase is the result of research and staffing costs that increased faster than inflation. At the public colleges, funding from State legislatures did not grow as fast as costs did. And at private colleges, while tuition went up, so did financial aid that the college was providing (in other words, not everyone was actually paying the full tuition and fees).

**Q: WHAT IS THE READING PROGRAM THAT WAS INCLUDED IN THE BUDGET DEAL?**

A: The agreement includes my plan to help make sure that every child learns to read well and independently by the end of third grade. Secretary Riley and Harris Wofford, the CEO of the Corporation for National and Community Service, will be working with Congress on some of the details. What I have proposed includes:

- **America's Reading Corps:** 25,000 reading specialists and 11,000 AmeriCorps members serving as recruiters and coordinators, to enlist an army of one million volunteer tutors.
- **Parents as First Teachers:** Grants to foster effective programs that help parents help their children to become successful readers (e.g. HIPPIY).

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**A:** Even the best teachers will tell you that some children need extra help outside the classroom hours in order to catch up. And the research shows that tutoring programs that provide consistent help, with trained tutors, can make a big difference. For example:

--In Simpson County, Kentucky, 25 AmeriCorps members helped second graders jump 3 reading levels in one year

--At Hands on Atlanta, in the first three years of AmeriCorps involvement, the schools have seen an 11 percent increase in performance on national standardized tests in reading and in math, and 25 percent fewer discipline problems.

--At Reading One-to-One in Texas, with just a semester of tutoring, children improve one full reading level.

**Q:** How will these tests affect students who participate in home schooling?

**A:** In a legal sense, it will not affect those students at all. No student in a home school will be required to take these tests, though they will be able to if they want to. Every parent will have access to the tests on the Internet each year, so if they want to see for themselves how well their students are measuring up against these standards, they can find out.

**Q. One of your goals is to make sure every 12 year old can log on to the Internet. I don't want my 12 year old to see some of the pornography on the internet. What are you going to do about that?**

**Answer:** I am committed to ensuring that our children do not get exposed to indecent material and will take all constitutional measures to make sure that they don't. I signed the Communications Decency Act and we are currently defending that law in court. If the Act is invalidated, I will carefully consider alternative routes to the same goal. We are also exploring a V-chip for the Internet that will help parents screen out this kind of material.

**WEST VIRGINIA STANDARDS TOWN HALL MEETING**  
**Thursday, May 22, 1997**

**DRAFT Q & A's for the President**

**National Standards/National Tests**

Question: **Standards:** Why is the development of national standards so important *now*?

Answer: Student achievement is not improving fast enough. Today's economy demands higher and higher levels of skill and education to succeed in all types of jobs and far too many children are not meeting the standards that will prepare them for tomorrow. High standards pull young people up and encourage them to work harder and create high expectations for themselves. They also provide a benchmark for parents and teachers for what children should know and whether they are learning it. Places that have set high standards have made progress in student achievement. I want that improvement for *all* our children.

Question: **Standards:** How are you going to ensure that all children can meet these high standards?

Answer: First, these tests, together with state and local tests, will help help teachers and parents know which children need help and what help they need.

Second, these tests are about lifting our students up, not putting them down. We must make sure that our students have safe and orderly classrooms, well prepared teachers, access to good textbooks, computers and other technology that will connect them to the information superhighway.

I'm doing my part to help by making sure that the federal government makes a substantial investment in education. And Secretary Riley and the Education Department will continue to provide information on the best practices in each area. But the primary responsibility lies here with those of you in this room -- parents, teachers and principals, school board members, others in the community and state and local officials. You have the responsibility to come together and provide our students with the preparation they need, for these standards and for the future.

Question: **National Test.** What are you doing to support participation of students with disabilities in the 4th and 8th grade assessments you are developing?

Answer: We must expect more of all our children, including those with disabilities. The Department of Education, which is working with education experts to help develop the tests, will make the 4th grade reading and 8th grade math tests available to states and schools in formats accessible to students with disabilities. In addition, schools will be able to get technical assistance and other support to help ensure that students with disabilities are appropriately included.

Question: Why 4<sup>th</sup> grade reading and 8<sup>th</sup> grade math?

Answer: Reading and math are two of the most basic skills. Children can't move ahead in school in any subject if they can't read English by the 4<sup>th</sup> grade. And 8<sup>th</sup> grade math is a pivotal point in terms of making sure that a student has mastered the mathematics she needs to move forward in high school and go to college or into the work place.

Children go to school for the first three years of grade school to learn how to read, so they can spend the rest of their years reading to learn. There is a strong link between low reading skills, falling behind in school, disruptive behavior, and dropping out. Yet, about 40% of our children are not learning how to read well and independently by the end of third grade, decreasing their chances of succeeding in school and in life. We need to change this.

8th grade math is also a critical turning point for students. At that point, students need to have mastered the basics of math -- including the foundations of algebra and geometry -- so they are prepared to go on and take the harder math and science courses they need for college preparation or jobs right out of high school. In our high technology, international economy, our students will need to know more mathematics than most of us adults learned. And, having good math skills is increasingly a prerequisite for getting a good job, students who don't take algebra and geometry are much less likely to go to college than students who do.

Unfortunately, right now, the United States is below the international average in math at 8th grade. We can do better. Many more young people should be taking algebra by the end of the 8th grade so they can take more advanced course in high school. That is what most 13 year olds are doing around the world.

Only 25% of our 8th graders have learned algebra -- as opposed to almost 100% of students in other industrialized nations. Having a national benchmark in math at 8th grade will show whether our students are where they should be.

Question: What about other national standards that have been developed in subjects like science and history? Do you support those? Why do you focus so much on reading and math?

Answer: There have been excellent voluntary national standards produced in several subjects, such as math, geography, and civics, that many states and districts are finding useful as they develop their own state and local standards. Other proposed standards, such as the controversial history standards, have not been as successful. At the national level we are focusing on reading and math because they are the first basics, and there is a grassroots, national consensus that every student needs to master these two core subjects.

Question: Isn't 4<sup>th</sup> grade too late for a reading test?

Answer: No. Children are expected to have made the transition from learning to read to reading to learn by the 4th grade. This is the critical turning point -- and the point we should measure to see that all our students are making it.

Of course, a short national test in reading does not replace what teachers and parents have always done -- paying attention to children's progress in learning to read all through the critical early childhood years.

Question: How will these tests differ from existing tests? What will they tell us that we don't already know?

Answer: These tests will provide information to parents and teachers about individual student scores and how close a child is to reaching high national standards. Currently, there is no way of knowing whether your child's progress or your child's school is measuring

up to national and international standards. Now, each state sets its own standards, and some are more difficult than others, so it is difficult for parents to tell how well their child is actually doing compared with tough, meaningful national and international benchmarks--the kind they will be judged against in the real world. These tests will give parents and teachers, wherever they live, an opportunity to know how their children are doing.

Question: Who decides what is on the tests?

Answer: The tests will be based on the widely accepted frameworks of the National Assessment of Educational Progress (NAEP). These frameworks are developed by nationally recognized teachers and other educators and community leaders, with input from thousands of interested parents, teachers and others interested in education.

At present 43 states -- including West Virginia -- participate in the NAEP and have agreed that the NAEP frameworks in reading and math are good standards for what students should know in these critical subjects.

Question: Will the federal government have my child's test score? Will it be private?

Answer: The federal government will not be collecting individual student scores. It will be up to states and communities to do that, if they choose to and they will have to keep individual student scores confidential.

Question: What will happen to students who fail the test?

Answer: We are developing these tests so that parents and teachers get accurate information about how students are doing in relation to challenging national and international standards. I believe we should give extra help--in class, special tutoring after school, summer school if necessary--to students who need it. It is up to states, community leaders, teachers and parents to determine how they will respond to such needs in their community.

Likewise, it will be up to each state and community how they want to use the test results -- and what sanctions they want to provide

schools and students who aren't doing well. I have encouraged states and school districts to make sure that students are ready to advance from school to school, and to hold teachers and schools accountable for student performance.

Question: Do you believe students should be required to pass these tests in order to be promoted to the next grade level?

Answer: I believe that if we set standards for students, they should be required to meet the standards in order to be promoted from elementary to middle school, from middle school to high school, and before graduating from high school. When I was Governor, we required students to pass an 8th grade test before moving into high school. While some students had difficulty passing the test the first time, almost everyone did ultimately. We gave extra help to students who needed it, including summer school. And over time, the percentage of students who passed the test on the first time increased, as students, teachers and parents came to understand how well the did mattered.

I believe every state should require students to meet standards before they move on. Every state gives their own tests, in addition to these national tests. Each state will need to decide what the best combination of tests would be.

Question: How much will it cost to give the tests?

Answer: The total cost of developing the new tests will be between \$10 - 12 million per year in 1997 and 1998. The cost of administering the new tests is estimated to be \$10 - \$12 per student, and I've proposed that the Department of Education reimburse these costs for the first year. This investment is more than worth it to make sure we are doing all we can to help students master the basics.

Question: How will you ensure that teachers are prepared to help students meet these high standards?

Answer: Making sure that our teachers are prepared to teach to these high standards is a shared responsibility, primarily among school systems, colleges and universities, states, and the teachers themselves.

We must do a better job of preparing teachers before they get to the classroom, and helping them in their first several years. And we have to help teachers keep learning while they are on the job.

We also need standards of excellence for teachers and we've got to reward excellence. That's why I support the National Board for Professional Teaching Standards, which has developed tough teacher standards. Today they are only about 500 nationally board certified teachers in the country, and none in West Virginia. I think we need at least one master teacher in every school. I hope West Virginia will take steps to do this and I have put money in my budget to help.

Question: How will these tests affect students who participate in home schooling?

Answer: In a legal sense, it will not affect those students at all. No student in a home school will be required to take these tests, though they will be able to if they want to. Every parent will have access to the tests on the Internet each year, so if they want to see for themselves how well their students are measuring up against these standards, they can find out.

## **Education--General**

Question: **Parental Responsibility:** What can you do to make sure parents understand what they need to do to make sure their children are ready to start school, and how they can help their children as they go through?

Answer: Over thirty years of research shows that family involvement in children's learning is critical to their child's success. There are lots of things parents can do to help their children start school ready to learn. I strongly urge parents to read to their children starting in their earliest years. Schools can provide a welcoming atmosphere for parents, while local employers can help by giving paid leave for employees to be involved in their children's schools, or provide other means for employees to attend parent-teacher conferences or volunteer as tutors or mentors. Some of the best employers do it.

Question: **Parental Responsibility:** What about parents who can't read and write, or have other limitations? How can they help their children get ready for and successfully proceed through school?

Answer: Every parent can help, from the first days of a child's life--by talking and singing to them, paying attention to them, and helping them learn their colors and shapes. All parents can help their kids in other ways by showing up at school events, asking kids if they need help and getting it for them, being active in school activities, and giving them a place to do homework and making sure they do it. Through programs like Adult Education and Even Start family literacy we support local initiatives that assist parents to gain the skills they need to help their children and build a better life for themselves and their families.

Question: **Business Community Partnerships:** More and more, we are finding the need for employees with higher levels of training than we are seeing coming into the workplace. How can employers like me help ensure that more highly qualified candidates will enter the workforce?

Answer: The business community knows as well as any how important high

standards are in educating our youth. All over the country, businesses have successfully forged partnerships with their local school communities to provide resources like apprenticeship and mentoring programs, after school programs, etc. Last month, over 200 high-tech industry leaders who hire graduates from across the country endorsed my standards and testing initiative because they know first hand how important it is to have highly skilled graduates entering their workforces. You can help by partnering with your local school community.

Question: **Teacher Salaries:** I'd like to become a teacher and I think I'd be a good one. But I can't afford it. Is there anything the government can do to make teacher salaries greater?

Answer You set the salary for teachers here in West Virginia, just as states and local school districts do across America. In this state you have made substantial progress on teachers' salaries during the 1990s. Through income-contingent student loans, I have worked to make it easier for college graduates to enter teaching or pursue other service-related professions where starting salaries are relatively low.

Question: **Safe Schools:** There are stories all the time about people walking into schools and shooting kids, fights, drugs, etc. What is the government doing to stop it?

Answer: I have challenged all schools to put in place high standards of discipline and behavior along with tough measures to keep guns and drugs out of schools. Last year I protected the Safe and Drug-Free Schools and Communities program that supports school security, and drug and violence prevention programs in 97 percent of our country's school districts. I also support school uniforms as one way to deter school violence, and have encouraged communities to enforce truancy laws.

Question: The School-to-Work program has been somewhat controversial in West Virginia. Is it true that School-to-Work tracks kids into

inferior programs of study with low academic standards and requires them to make job decisions in elementary and middle schools?

Answer: No. The School-to-Work Program is designed to give students the academic and on-the-job-training to prepare them for high skill jobs and further education. School-to-Work does not in any way track students into certain career paths, nor limit their options. It gives students and parents information and opportunities to explore a wide range of career options, and it helps make sure that students learn basic and advanced academic skills that will prepare them either for work or for college.

**Local Questions/Issues:** (The following questions were derived from a set submitted by Bob Kittle, Harrison County School Superintendent, who gathered a group of teachers, students and business and community leaders to draw up questions they believed the community would like the President to address).

Question: **Internet Access.** With the emphasis on connecting classrooms to the Internet, how can our public school children be protected from the harmful aspects of the Internet?

Answer: I am committed to ensuring that our children do not get exposed to indecent material and will take all constitutional measures to make sure that they don't. I signed the Communications Decency Act and we are currently defending that law in court. If the Act is invalidated, I will carefully consider alternative routes to the same goal. We are also exploring a V-chip for the Internet that will help parents screen out this kind of material.

Question: **E-rate.** E-rate funds for communications and Internet connection schools and libraries are being made on a first-come, first serve basis. Will the funds be available again and how will you ensure equity in distribution of funds?

Answer: Over the next several months, the Federal Communication Commission will work with the Department of Education and the education community to develop an easy application process for schools and libraries to follow. I have asked Secretary Riley and FCC Chairman Reed Hundt to work with local educators, communities and parents on how to help them understand the E-rate and upgrade their schools to take advantage of it. The level of the discount will be higher for the schools in disadvantaged neighborhoods and in rural schools with higher costs of connecting to the Internet.

Question: **Partnerships.** What can local school systems do to help implement the goals set by the education summits and your national initiatives?

Answer: There are lots of things that local schools can do:

- Use the national tests and set high standards.

- Help prepare teachers to become national board-certified and reward them when they do.
- Develop and enforce fair standards of conduct for all students.
- Get the whole community involved in helping young children learn to read. Pediatricians should prescribe reading to parents of infants and preschoolers. College students and others should volunteer to tutor.
- Keep working, as you are in West Virginia, to make sure every 12 year old can log onto the Internet.
- Start early in letting students and families know that they will need at least 2 years of postsecondary education.

Question: **Technology.** What can the business community do to help the educational community to stay up to date with the major technological advances that are occurring today?

Answer: The business community has been one of the biggest supporters of our education technology initiative and West Virginia is a national leader in the use of technology in the classrooms. Some 85% of West Virginia's schools will be connected to the Internet by the end of this year and 14,000 educators have been trained to use computers for basic skills instruction. I applaud Bell Atlantic-West Virginia for its commitment to wiring schools, IBM for its support of technology innovation, and Ashland Oil and others for their work on behalf of education reform here in the state.

Question: **School to Work.** How do I open my business up to the school to work program?

Answer: Business supports school-to-work partnerships because they represent an investment in people which yields access to highly trained, versatile workers who are certified and knowledgeable in all aspects of an industry. I would urge any employer interested in getting more involved to talk with their local school system and community colleges about how to participate.

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Question: **After-School Programs:** Both of my parents work. Will there be any money to have after-school programs at schools like mine?

Answer: My budget includes a new initiative to provide safe havens and to extend learning opportunities for children and their families at schools across the country. The initiative will help after-school, summer and weekend programs get started as Community Learning Centers and foster community involvement.

Question: How can we become a nation of readers?

Answer: My America Reads Challenge is pursuing several essential strategies to help our children learn to read: creating more learning opportunities to supplement classroom reading instruction; encouraging parent involvement to help children develop readiness skills for reading beginning at birth, as well as involvement throughout the school years; and bringing best teaching practices into classrooms.

The America Reads Challenge legislative proposal specifically would build on groundwork laid by classroom teachers, librarians, and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring. The proposal encourages family and community involvement in the education of America's children by linking AmeriCorps members, trained and qualified reading professionals, and volunteer tutors to community and school-based literacy efforts.

America Reads also calls for the expansion of Head Start to reach one million 3- and 4-year-olds; the strengthening and expansion of Title I and Even Start Programs to enhance teaching and learning during the school day, as well as family literacy efforts; and finally, challenging the private sector and community groups to work with

schools and libraries.

Right now, each of us can do our part and get involved in the America Reads Challenge.

1) Instill a love of reading in your child. Parents are their child's first teachers and learning begins at home. By reading aloud to their children regularly and using TV wisely, parents can empower their children with the lifelong habit of reading and learning.

2) Call a local school or literacy program and volunteer as a reading tutor. Many community and civic groups already sponsor tutoring programs and always welcome volunteers.

3) Call 1-800-USA-LEARN and ask to get involved in READ\*WRITE\*NOW, a summer reading component of the America Reads Challenge.

4) Call the college or university nearest you, or your alma mater, to see if it has joined the America Reads Challenge. The best

office

to begin with may be the Financial Aid Offices.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Diana Fortuna ( CN=Diana Fortuna/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME:21-MAY-1997 16:47:54.00

SUBJECT: FLSA timing

TO: Cynthia A. Rice ( CN=Cynthia A. Rice/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TO: Keith J. Fontenot ( CN=Keith J. Fontenot/OU=OMB/O=EOP @ EOP [ OMB ] )  
READ:UNKNOWN

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TEXT:

FYI Emily says the Dem Govs want a briefing on FLSA on Tuesday, so that is our deadline. Which should be doable.

# Withdrawal/Redaction Marker

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Laura Emmett to Elena Kagan re: Friday Mtg. [partial] (1 page)	05/21/1997	P6/b(6)

### COLLECTION:

Clinton Presidential Records  
Automated Records Management System [Email]  
OPD ([Kagan])  
OA/Box Number: 250000

### FOLDER TITLE:

[05/21/1997]

2009-1006-F  
bm32

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Laura Emmett ( CN=Laura Emmett/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME: 21-MAY-1997 16:35:34.00

SUBJECT: Re: Friday Mtg.

TO: Elena Kagan ( CN=Elena Kagan/OU=OPD/O=EOP @ EOP [ OPD ] )

READ: UNKNOWN

TEXT:

Do you have any interest in meeting with this guy?

P6(b)(6)

[001]

P6(b)(6)

----- Forwarded by Laura Emmett/WHO/EOP on 05/21/97 04:22

PM -----

Trooper Sanders @ OVP  
05/21/97 04:21:09 PM  
Record Type: Record

To: Laura Emmett/WHO/EOP  
cc:  
Subject: Re: Friday Mtg..

I'll e-mail Paul. I'd like to try and find a convenient time for Elena as well. No specific issue other than picking her brain on ideas for Mrs. Gore's policy work.

Laura Emmett @ EOP  
05/21/97 03:48 PM  
To: Trooper Sanders/OVP  
cc:  
Subject: Friday Mtg.

Elena cannot make it on Friday. She has a meeting with Sylvia.

Maybe you should try meeting with our Chief of Staff Paul Weinstein. What issues do you need to discuss?



## **Grandparent and Family Caregiver Support Act**

### **Talking Points**

- In welfare reform, we agreed to give states the discretion to identify their most vulnerable populations -- battered women, people with AIDS, those too disabled to work, grandparent caregivers -- and decide who would be exempt from time limits and work requirements.
- This is not something we think we can re-open, but we'd be glad to speak to you about it further.

### **Background**

The Grandparent and Family Caregiver Support Act would prohibit States from applying the work requirements and time limits in the welfare reform law to grandparents and other family members caring for children on public assistance. Currently, states can exempt up to 20% of the caseload from the time limits and must have 25 percent of the caseload working in 1997, 30% in 1998, 35% in 1999, 40% in 2000, 45% in 2001 and 50% in 2002.