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**[01/30/1999 - 02/01/1999]**

# Withdrawal/Redaction Sheet

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Virginia Rustique to Elena Kagan at 11:24:17.00 re: Recommendation (1 page)	02/01/1999	Personal Misfile
002. email	Virginia Rustique to Elena Kagan at 12:19:53.00 re: Recommendation (1 page)	02/01/1999	Personal Misfile
003. email	Virginia Rustique to Elena Kagan at 12:20:09.00 re: Recommendation (1 page)	02/01/1999	Personal Misfile

**COLLECTION:**

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

**FOLDER TITLE:**

[01/30/1999-02/01/1999]

2009-1006-F

bm89

**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: Ann F. Lewis ( CN=Ann F. Lewis/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME:30-JAN-1999 09:59:29.00

SUBJECT: Privacy

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

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

TO: Gene B. Sperling ( CN=Gene B. Sperling/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:

I'm looking for the home for our proposed privacy legislation : DPC ? NEC  
? According to Thursday's Washington Post , some states have been selling  
drivers license photographs to a private company that wants to build a  
"national database of photos and personal information." Not surprising,  
there's a strong reaction underway in South Carolina . Can we /should we  
be looking at this --or is it already under consideration ?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jennifer M. Palmieri ( CN=Jennifer M. Palmieri/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME:30-JAN-1999 16:02:15.00

SUBJECT: Revised press plan

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

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

TO: Sarah E. Gegenheimer ( CN=Sarah E. Gegenheimer/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

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

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

TO: Jason H. Schechter ( CN=Jason H. Schechter/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

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

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

TO: CROWLEY\_P ( CROWLEY\_P @ A1@CD@LNGTWY [ UNKNOWN ] ) (NSC)  
READ:UNKNOWN

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

TO: WOZNIAK\_N ( WOZNIAK\_N @ A1@CD@LNGTWY [ UNKNOWN ] ) (NSC)  
READ:UNKNOWN

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

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

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

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

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

TO: Roger V. Salazar ( CN=Roger V. Salazar/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: David C. Leavy ( CN=David C. Leavy/OU=NSC/O=EOP @ EOP [ NSC ] )

READ:UNKNOWN

TO: Dorinda A. Salcido ( CN=Dorinda A. Salcido/OU=WHO/O=EOP @ EOP [ WHO ] )  
 READ:UNKNOWN

TO: Mark A. Kitchens ( CN=Mark A. Kitchens/OU=WHO/O=EOP @ EOP [ WHO ] )  
 READ:UNKNOWN

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

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

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

TO: Elizabeth R. Newman ( CN=Elizabeth R. Newman/OU=WHO/O=EOP @ EOP [ WHO ] )  
 READ:UNKNOWN

TO: Megan C. Moloney ( CN=Megan C. Moloney/OU=WHO/O=EOP @ EOP [ WHO ] )  
 READ:UNKNOWN

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

TO: Barry J. Toiv ( CN=Barry J. Toiv/OU=WHO/O=EOP @ EOP [ WHO ] )  
 READ:UNKNOWN

CC: Dominique L. Cano ( CN=Dominique L. Cano/OU=WHO/O=EOP @ EOP [ WHO ] )  
 READ:UNKNOWN

CC: Karen Tramontano ( CN=Karen Tramontano/OU=WHO/O=EOP @ EOP [ WHO ] )  
 READ:UNKNOWN

TEXT:

PRESS WEEK AHEAD JANUARY 23-FEBRUARY 1

Saturday, January 30

- Equal Pay Radio Address
- Herman on CNN, CBS Saturday on Equal Pay (T)
- AMT tax relief for AP (Siewert)
- VP/Blair interview with Richard Blystone of CNN (Lehane)
- VP/Blair interview with SkyTV (Lehane)
- Computer Tech Centers to LA Times (Khalil)

Sunday, January 31

- Lew interview with NY Times (Ricci)

Monday, February 1

- Rubin/Lew Op-Ed on Social Security in Washington Post (T)
- VP interview/profile in New York Times and USA Today (Lehane)
- Advance PATH (homeless funding) increase to TN papers for MEG TN event (Devlin)

- Lew on CNN am, CBS This Morning, FOX am

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:31-JAN-1999 13:54:13.00

SUBJECT: summary of House education hearing last week

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

TO: Barbara Chow ( CN=Barbara Chow/OU=OMB/O=EOP @ EOP [ OMB ] )  
READ:UNKNOWN

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

CC: Tanya E. Martin ( CN=Tanya E. Martin/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

CC: Jonathan H. Schnur ( CN=Jonathan H. Schnur/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TEXT:

Below is a summary of last week's education hearing in the House, prepared by someone on Scott Fleming's staff. A couple of things hit me from the summary:

1. The R's are clearly pushing Ed-Flex, and our best friends in the education community are giving them all the ammunition they need. Nancy Grasmick (the state superintendent in Maryland -- a big supporter of the Administration) and Gary Chico from Chicago were both supportive of as much flexibility as possible; Lisa Keegan from Arizona is a conservative Republican--her comments suggesting the federal gov't provides little money and lots of strings were less surprising--though not far in tone from Chico's.

2. It doesn't appear that our class size proposal fared all that well in the hearing--with Keegan implying that it wouldn't have that much of an immediate impact, and Chico basically saying we should just give the districts the \$ and let them figure out what to do with it.

All of this, together with the Senate debate on Ed-Flex and the strength of our accountability proposals suggests that we will need to come up with a serious flexibility proposal in ESEA. I'm going to try and get some ideas down in the next day or so.

TO: Scott Fleming and Tom Kelley

FROM: Heidi Bonner

DATE: January 28, 1999

RE: Today's Education and the Workforce Committee Hearing

This morning, Rep. Goodling held a hearing on implementing educational

reform at the state and local level. Witnesses were Lisa Graham Keegan, Arizona's state superintendent, Nancy Grasnick, Maryland's state superintendent, Gary Chico, president of the Chicago School Reform Board, David Eisner, vice president for corporate relations for America Online, and Pat Forgiione.

Members attending the hearing were Goodling, Kildee, Boehner, Hoekstra, Roemer, Scott, Barrett, Miller, Ballenger, Salmon, Wu, Castle, Hinojosa, Kucinich, Tancredo, Holt, Hilleary, Fletcher, Holt and Ehlers.

#### Testimony

In her statement, Keegan said that 7 percent of the funds she receives (the Federal ones) require 46 percent of the monitoring by her staff. She favors less regulation, which she believes would result in more money to kids and less for her office. She favors funds following individual children, whether they're in regular schools or charter schools. She's concerned about the huge disparity between children who are achieving and those who are not. She said that she worries because no one who supports Federal funding for school construction is dealing with the inequities that cause there to be crumbling schools in the first place. She sees fixing the schools as a superficial fix to a greater problem. She commented that they are interested in ed flex, but cannot participate because they don't qualify.

In her statement, Grasnick mostly talked in a superficial way about what MD has done as part of its sustained school reform effort. The bases of this effort are standards, accountability, assessment, achievement and public access to information about the schools. The reform movement emphasizes reconstitution of failing schools and rewards for schools that are succeeding. She sees her efforts as being quite successful. She said that MD is an ed flex state, and that they are very pleased with the flexibility it has allowed them. She commented that she supports a continued role for SEAs, and that the SEA works well with the LEAs in MD in a coordinated effort to enact reforms. She cautioned that Federal funds should not supplant state funds.

Mr. Chico talked about the reforms undertaken in the Chicago public schools over the past few years. They are holding teachers and principals accountable, ending social promotion, and eliminating waste, fraud and corruption. He emphasized that reform solutions must be tailored to each individual community, and that local school districts should be able to decide how to spend funds. He did say that they should be held accountable for results. He asked for support for their proposal to establish a national teaching academy, where aspiring teachers would be taught by master teachers. He also expressed support for increased funding for early childhood education. He cautioned that funds should not be cut off for failing schools. He spoke in favor of the Administration's after-school initiative. After-school and summer programs have been an integral part of the reforms in Chicago. He supported expanding Title I, but with the most flexibility possible. He asked for less red tape and more money to the classroom.

He asked that the Feds simplify existing regulations and eliminate the state role entirely within the biggest school districts. He closed by saying the Federal government should have as much of a role in how its funds are used locally for education as a mortgage banker has over the way its loans are used.

Pat gave a rundown of recent NAEP and TIMSS statistics, as well as stats on dropouts and student aspirations. I have copies of the testimony if

you're interested, and it's also on the NCES website.

David Eisner said that AOL is interested in three things in education: ensuring that graduates have met tough standards, teachers are fully prepared to teach technology, and that no child is left behind. He cited the high need for technology employees ( ) he said only 38 percent of those who apply have the technology skills needed. Their concern is that schools produce "lifelong adaptive learners", critical, creative thinkers who can adapt to the changing field. They're concerned that there is a large gap in computer ownership between high and low-income people. Children from poor families don't have as much access to technology, and their teachers aren't trained as well as teachers in wealthier communities.

#### Questions

Goodling's questions centered on school choice, ed flex and teachers' roles in school reform. He asked Keegan about her state's school choice program, Grasnick about how ed flex works in MD and Chico about how they got teachers on board for the school reforms.

Kildee asked the panel if ed flex is expanded, how should it be structured so as to ensure accountability? Chico talked about the importance of ensuring accountability by measuring attendance and graduation rates as well as student performance. He also took a shot at the class size initiative, talking about how we shouldn't reduce class size for the sake of reducing class size. Schools should decide what they need to do to improve achievement themselves. Grasnick said every school should adopt a prescriptive plan, but that it should be tailored to their own needs. Keegan talked about the importance of strengthening curricula. Kildee also asked how we ensure that poor kids get what they need under ed flex, and Chico basically said most of their kids are poor and they get what they need.

Tancredo talked about the importance of school choice, then asked a question about what should be included in a school report card and whether there is a Federal role there. Panelists said Federal role should be research-focused.

Roemer asked Chico why they support charter schools. Chico said they're not concerned about the competition ( ) said their mission was the best interest of the child, and if a child can get what he needs at a charter school better than at their schools, that's fine. He said that they can learn from the charter schools. Roemer also asked if we should punish failure. Chico said no; rather, we should figure out what's going wrong and redistribute resources to address the problem. Roemer expressed support for the national teaching academy concept.

Hoekstra asked Grasnick how AZ would benefit if they did qualify for ed flex. She said much greater flexibility, calibrated to the needs of the individual systems, less staff committed to the minutia of tracking regs, more energy going into serving kids. He also asked Chico why Chicago supports Federal involvement in school construction. Reply was that local economy cannot support the necessary investment ( ) neither can state. He believes that's true everywhere. Mr. Goodling used this opportunity to point out that if the Fed govt funding special ed at 40 percent, Chicago would have an additional \$76 million to spend on construction.

Scott asked Eisner whether it's more technology education that's needed, or better coverage of basic skills. Eisner said the core need is for kids

to have analytical skills. Scott asked what Federal funds should be focused on to ensure that it's covered. Keegan said there's nothing that wouldn't get done if Fed didn't fund it. She made a comment about Title I not getting results. Grasnick said they're grateful for Fed funds, but mentioned that they need more special ed funding.

Hilleary asked which program would benefit most if you had a waiver to eliminate Federal overlap (he didn't explain what he meant by Fed overlap, or justify that it exists). Chico said he wants money to go directly to LEA to bypass states. Grasnick disagreed, but Keegan said money should go directly from Feds to kids.

Miller said we've funded a lot of failure in the past because we didn't ask for accountability. He brought up the GAO report on ed flex that says that some states that have no goals for performance at all are getting waiver authority. He asked what the bargain for accountability should be. The panelists suggested independent review of state standards and assessments, and praised NAEP as an assessment tool.

Ehlers was concerned about our students' low math/science skills. He asked what we could do to bring up scores. Primary problems are bad textbooks and poor curricula. Grasnick also mentioned support for alternative certification programs. Pat said his results indicate problems are in content and out of field teaching.

Wu was also concerned about math. He cited something in Pat's testimony about the importance of math courses to predicting achievement. The panelists agreed there is a problem that schools are not requiring enough challenging math courses.

Castle wanted more specifics on why AZ isn't eligible for ed flex. Keegan said she wasn't sure but basically implied that it was some stupid ED rule. Castle said it's clear that ed flex is needed all over. He got Grasnick to say she couldn't think of anyone in her state who opposes ed flex, but she also said that states must have a well-defined accountability system.

Hinojosa talked for awhile, but I couldn't for the life of me figure what his point was, if he had one. Something about using stadiums for things other than sporting events.

Salmon asked Keegan if they know how their schools will be affected by class size money. Keegan said every third school will get one teacher. She said money is not always the reason why there's a teacher shortage but geography is also a problem, for example. She said locals should decide what they need. He also asked Pat a question about how data on dropouts is gathered and reported.

Holt asked whether Eisenhower funds should be able to be used for purposes other than professional development. Everyone said program is fine the way it is.

Fletcher talked about accountability a bit. He asked how we can ensure best practices are shared. Chico said ED does great job at this.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Linda Ricci ( CN=Linda Ricci/OU=OMB/O=EOP [ OMB ] )

CREATION DATE/TIME: 1-FEB-1999 00:00:51.00

SUBJECT: 2 pager: Framework for 2000 budget

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

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

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

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

TO: Neal Lane ( CN=Neal Lane/OU=OSTP/O=EOP@EOP [ OSTP ] )  
READ:UNKNOWN

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

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

TO: Lawrence J. Stein ( CN=Lawrence J. Stein/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN

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

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

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

TO: George T. Frampton ( CN=George T. Frampton/OU=CEQ/O=EOP@EOP [ CEQ ] )  
READ:UNKNOWN

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

TO: Christopher S. Lehane ( CN=Christopher S. Lehane/O=OVP@OVP [ UNKNOWN ] )  
READ:UNKNOWN

TEXT:

Here's some background from OMB on the framework for the Year 2000 Budget, which may be helpful in your briefings.

In addition, there are joint NEC/OMB documents that include the highlights of the budget. They will be distributed on Monday. ===== ATTACHMENT  
ATT CREATION TIME/DATE: 0 00:00:00.00



**Talking Points:**

**The Fundamentals of President Clinton's FY 2000 Budget:  
*Investing in the Future while Maintaining Fiscal Discipline***

**A Return to Fiscal Strength:**

- The 2000 budget anticipates the third consecutive budget surplus -- the first time we have seen back-to-back-to-back surpluses in half a century.
- Our remarkable fiscal and economic strength -- a balanced budget and unprecedented economic prosperity, including unemployment and inflation at a three decade low and homeownership at a record high -- is not an accident.
- The President began this virtuous cycle with his 1993 economic plan, founded on reducing the deficit, making strategic investments in the American people, and engaging in the international economy. In 1992, the budget deficit stood at a record \$290 billion. Now we have achieved balance and can anticipate surpluses for decades to come.

**Balancing Strategic Investments for the Future with Fiscal Discipline:**

- The President's 2000 budget adopts the same framework that has led to our fiscal and economic success. It advances strategic investments and maintains fiscal discipline.
- The 2000 budget, with its many important priorities and initiatives in education and training, research, the environment, health, childcare and other programs for families, economic development, law enforcement, foreign policy and defense -- is fully paid for. It complies with budget rules that have served as tools to help enforce fiscal discipline; it meets the discretionary caps on spending and the pay-as-you-go budget rules.
- Our challenge as we move forward to the next century is to maintain the same fiscal discipline that led to this budgetary and economic success, while continuing strategic investments in the American people that will strengthen our nation for the future, and benefit the next generation.
- As the President suggested in his State of the Union address two weeks ago, this is defining moment that will greatly determine the character of our country at the end of the *21st* century. We can build on this strong fiscal foundation, or we can sweep it away.

**Use the Surplus to Save Social Security First:**

- We must save Social Security First. The President has already committed 62 per cent of our projected budget surplus for the next 15 years -- enough to extend Social Security's solvency to 2055. He is calling for a bipartisan process for additional reforms to extend

solvency through 2075.

- After we achieve Social Security reform, the budget makes further commitments of the surplus for strategic investment priorities to strengthen the nation for the future.
- The President proposes to dedicate 15 percent of the surplus to the Medicare trust fund, whose financial security is threatened even sooner than Social Security. In 1997, the President and the Congress worked together to make Medicare financially sound through 2010. The President's 2000 budget would extend that lifetime ten years further, to 2020. The commitment of the surplus will help a bipartisan effort — including the current Medicare Commission — go even farther. The President wants to consider, as a part of this reform process, expanding Medicare coverage to include prescription drugs.
- The President also proposes using 12 percent of the surplus to finance his new Universal Savings Accounts — “USAs.” He believes that the USA is the right kind of tax cut -- fiscally responsible, targeted toward the future, and helping the many American families who have the most difficulty saving for their retirement. This proposal includes seed money for Federal contributions, plus additional funds for matching contributions for individual workers who invest their own funds. The matching contributions will provide a larger percentage inducement for low-wage workers.
- The budget proposes that the remaining 11 percent of the surplus be dedicated to other important priorities — including education, National security, and health care. The President's budget is a sound, disciplined way to provide the resources needed for these priorities.
- We must use this opportunity to fix Social Security and then proceed to address Medicare, USA accounts, and our pressing investment priorities.

**Rise to the Moment:**

- The 2000 budget is a model for the new era of surplus. It maintains fiscal discipline, strategic investment, and uses the surplus to save Social Security First. As the President said in the State of the Union, “With our budget surplus growing, our economy expanding, our confidence rising, now is the moment for this generation to meet our historic responsibility to the 21st Century. Let's get to work.”

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Rebecca L. Walldorff ( CN=Rebecca L. Walldorff/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME: 1-FEB-1999 08:27:15.00

SUBJECT: Legislative Rollout Scheduled for Tuesday

TO: Carolyn T. Wu ( CN=Carolyn T. Wu/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Karen Tramontano ( CN=Karen Tramontano/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Peter A. Weissman ( CN=Peter A. Weissman/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TO: Dominique L. Cano ( CN=Dominique L. Cano/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Cathy R. Mays ( CN=Cathy R. Mays/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TO: Thurgood Marshall Jr ( CN=Thurgood Marshall Jr/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Sylvia M. Mathews ( CN=Sylvia M. Mathews/OU=OMB/O=EOP @ EOP [ OMB ] )

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Charles R. Marr ( CN=Charles R. Marr/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TO: Ruby Shamir ( CN=Ruby Shamir/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Maya Seiden ( CN=Maya Seiden/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Jessica L. Gibson ( CN=Jessica L. Gibson/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Janet L. Graves ( CN=Janet L. Graves/OU=OMB/O=EOP @ EOP [ OMB ] )

READ:UNKNOWN

TEXT:

Hello everyone:

Steve would like to do another Legislative Rollout (called Tax/Budget before) at 1PM tomorrow (Tue Feb 2) for aprox one hour. Conflicts?

Please send me an email asap.

Thanks!

Rebecca

67288

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 1-FEB-1999 09:12:26.00

SUBJECT: VA Tobacco

TO: J. Eric Gould ( CN=J. Eric Gould/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

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

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

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

TEXT:

House Veterans' Affairs Committee wants Funds From Potential Tobacco Lawsuit to Benefit Veterans' Health Care --

WASHINGTON, Jan. 29 /PRNewswire/ -- The VA health care system should be among the recipients of any financial recovery from government litigation against tobacco companies, two senior lawmakers urged in a letter today to President Clinton.

In his State of the Union message, President Clinton announced plans to sue tobacco companies for costs incurred by federal health programs. Congressmen Bob Stump of Arizona and Lane Evans of Illinois, Chairman and Ranking Democratic member respectively, of the House Committee on Veterans' Affairs, noted the President's speech did not address the unmet health care needs of veterans. They urged use of funds recovered in litigation for expanding VA health care programs.

The Department of Veterans Affairs operates the largest federal health care system in the country. Stump and Evans pointed out that the VA currently spends \$3 billion of its approximately \$17 billion annual health care budget treating tobacco-related illnesses.

``Mr. President,`` they wrote, ``there is a very high level of concern among veterans and veterans' advocates regarding the adequacy of VA health care funding for the future. Funding constraints are forcing VA to shrink health care staffs, close clinical programs, and abandon plans both for renovating old, substandard facilities and for meeting long-term care needs of our aging veteran population.``

``With growing health care needs associated with aging,`` Stump and Evans wrote, ``veterans are increasingly turning to VA for care of chronic health problems, many involving pulmonary illnesses.``

In 1996, according to Stump and Evans, 24,588 veterans were diagnosed and hospitalized with lung cancer. Their average age was 66.8 years. That same year, 26,000 veterans averaging 68 years of age received VA hospital care for chronic bronchitis. Another 9,278 veterans averaging 66 years of age were treated for emphysema. VA patients with any of these three diseases consumed more than 315,000 days of hospital care during fiscal year 1996.

SOURCE: House Veterans' Affairs Committee

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- att1.htm

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

TEXT:

<!DOCTYPE HTML PUBLIC "-//W3C//DTD W3 HTML//EN">

<HTML>

<HEAD>

<META content=text/html; charset=iso-8859-1 http-equiv=Content-Type>

<META content="MSHTML 4.72.3110.7" name=GENERATOR>

</HEAD>

<BODY bgColor=#ffffff>

<DIV><I>SOURCE: House Veterans' Affairs Committee</I>

<H2>House Committee Wants Funds From Potential Tobacco Lawsuit to Benefit

Veterans' Health Care</H2><!--prnews|917653080--><!-- TextStart -->

<P>WASHINGTON, Jan. 29 /PRNewswire/ -- The VA health care system should be among

the recipients of any financial recovery from government litigation against tobacco companies, two senior lawmakers urged in a letter today to President Clinton.

<P>In his State of the Union message, President Clinton announced plans to sue

tobacco companies for costs incurred by federal health programs. Congressmen Bob

Stump of Arizona and Lane Evans of Illinois, Chairman and Ranking Democratic member respectively, of the House Committee on Veterans' Affairs, noted the President's speech did not address the unmet health care needs of veterans. The

Y urged use of funds recovered in litigation for expanding VA health care programs.

<P>The Department of Veterans Affairs operates the largest federal health care

system in the country. Stump and Evans pointed out that the VA currently spends

\$3 billion of its approximately \$17 billion annual health care budget treating

tobacco-related illnesses.

<P>`Mr. President,' they wrote, `there is a very high level of concern among

veterans and veterans' advocates regarding the adequacy of VA health care funding for the future. Funding constraints are forcing VA to shrink health care

staffs, close clinical programs, and abandon plans both for renovating old, substandard facilities and for meeting long-term care needs of our aging veteran

population.'

<P>`With growing health care needs associated with aging,' Stump and Evans wrote, `veterans are increasingly turning to VA for care of chronic health problems, many involving pulmonary illnesses.'

ATT CREATION TIME/DATE: 0 00:00:00.00 TEXT:  
*SOURCE: House Veterans' Affairs Committee*

## **House Committee Wants Funds From Potential Tobacco Lawsuit to Benefit Veterans' Health Care**

WASHINGTON, Jan. 29 /PRNewswire/ -- The VA health care system should be among the recipients of any financial recovery from government litigation against tobacco companies, two senior lawmakers urged in a letter today to President Clinton.

In his State of the Union message, President Clinton announced plans to sue tobacco companies for costs incurred by federal health programs. Congressmen Bob Stump of Arizona and Lane Evans of Illinois, Chairman and Ranking Democratic member respectively, of the House Committee on Veterans' Affairs, noted the President's speech did not address the unmet health care needs of veterans. They urged use of funds recovered in litigation for expanding VA health care programs.

The Department of Veterans Affairs operates the largest federal health care system in the country. Stump and Evans pointed out that the VA currently spends \$3 billion of its approximately \$17 billion annual health care budget treating tobacco-related illnesses.

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"With growing health care needs associated with aging," Stump and Evans wrote, "veterans are increasingly turning to VA for care of chronic health problems, many involving pulmonary illnesses."

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*SOURCE: House Veterans' Affairs Committee*

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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 1-FEB-1999 09:14:32.00

SUBJECT: draft of tues boston ed speech

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

READ:UNKNOWN

TEXT:

----- Forwarded by Bruce N. Reed/OPD/EOP on 02/01/99  
09:15 AM -----

Joshua S. Gottheimer

02/01/99 08:35:16 AM

Record Type: Non-Record

To: See the distribution list at the bottom of this message

cc:

Subject: draft of tues boston ed speech

----- Forwarded by Joshua S. Gottheimer/WHO/EOP on  
02/01/99 08:34 AM -----

Glastris @ aol.com

02/01/99 04:29:56 AM

Record Type: Record

To: Joshua S. Gottheimer/WHO/EOP, MAWALDMAN @ aol.com

cc:

Subject: draft of tues boston ed speech

Draft 2/1/99 4:30 a.m.

Paul Glastris

WILLIAM J. CLINTON

REMARKS AT JACKSON MANN ELEMENTARY SCHOOL

BOSTON, MASSACHUSETTS

Tuesday, February 2, 1999

. I have often said that every problem in education in America has been solved somewhere in America. The challenge is to spread proven solutions to other public schools. In my State of the Union address last month, I set out an ambitious plan to do just that. It is a plan that calls for more investment in our public schools, but also for changing the way we invest-to stop rewarding what doesn't work and to start investing more in what does

works.

What works is precisely what you are doing in this state, in this city, and in this school. Better-trained teachers. Reasonable discipline codes. Issuing report cards on all schools and turning around those that fail. Setting high academic standards for students and ending social promotion, but also giving students the support they need to meet those standards-with after school and early childhood learning programs, with reading tutors, with better trained teachers, and with outreach programs to get parents more involved. The rising test scores here at Jackson Mann elementary school show that you are on the right track. Now, we must make sure that all of our schools are on that right track.

. I believe that in the 21st Century that we as a nation must say: No child in America should be passed from grade to grade without having mastered the material. No child in America should be taught by an unprepared teacher. No child in America should be trapped in a failing school. There is no higher priority for our nation than making certain all our children receive the world's best education. For as I have said many times before, the information age is really the education age.

I believe the federal government has a responsibility to help in this great endeavor. That is why, over the last six years, we have made education a new and urgent priority for our national government. We have balanced the budget-moving from a deficit of \$290 billion when I took office to a surplus of \$70 billion last year. But as we shrank government and balanced the budget, we nearly doubled our investment in education and training.

We have helped every state adopt tougher academic standards. We've helped hundreds of school districts crack down on drugs, gangs, and violence, and the percentage of students who report being threatened or injured at school nationwide is down. We've cut regulations in our elementary and secondary education programs by two-thirds, and granted dozens of waivers so that states and school districts can have the flexibility to try new approaches. We've begun to organize an army of tutors to help elementary school children learn to read and middle school and high school students to prepare for college-and I know that some of our America Reads tutors are doing a great job right here at Jackson Mann. We've dramatically increased our investment in early childhood learning through the Head Start program.

All these efforts and others are beginning to pay off. SAT scores are up. Math scores have risen in nearly all grades nationwide. But you know and I

know that we still have a long way to go. Reading scores have hardly budged.

And while our 4th graders outperform their peers in other developed countries in math and science, our 8th graders are around average, and our 12th graders rank near the bottom. Clearly, we must do better

I believe the time to try is now, with our nation strong, our economy prosperous, our budget in surplus, and our people confident. Yesterday, I released our new balanced budget for the year 2000. It is a budget that is both prudent and progressive. It preserves the fiscal soundness that has been

key to our prosperity. Yet it also calls for vital new investments in education--to build or fix 5000 schools; to hire 100,000 new, well-trained teachers over the next seven years to bring down class sizes; to connect every classroom and library to the Internet; and to help all schools put in place the kind of educational changes that work so well here at Jackson Mann.

Every five years, the federal government revisits the terms on which it invests \$15 billion in our nation's schools. 1999 is such a year. This gives us a golden opportunity, and a solemn responsibility, not only to invest more in our schools, but to change the way we invest. In my State of the Union address, I announced that later this year, I will send to Congress a plan that, for the first time, holds states and school districts accountable for progress and rewards them for results. My Education Accountability Act will require every state and school district receiving federal help to take the following five steps.

First, all schools must end social promotion. When we allow our children to pass from grade to grade without mastering the material, we doom them to fall further and further behind. Every year, hundreds of thousands of students graduate high school with such poor academic skills that they cannot balance a checkbook or draft a letter explaining a mistake in a credit card bill. Social promotion short-changes not just low-achieving students but all students, because it sends a message that results and effort don't matter; that learning brings the same reward as not learning; that there is no reason to pay attention when the teacher says "listen up". If we want classrooms in which all children work harder and aim higher, we must end social promotion.

But we must end social promotion the right way. It is not fair to label students as failures when the schools are failing them. The goal of ending social promotion must be to boost more students up, not hold more students back. Under my plan, states and school districts will have to show how they will provide the help students need to meet higher standards. That means catching children's academic weaknesses in the early grades, before they fall too far behind. It means offering smaller classes and better-trained teachers, and my new balanced budget contains substantial new resources to recruit and train teachers and bring class sizes down. It means purchasing new instructional materials that are proven to work, and there is new money in

my

balanced budget for that. It means offering after school and summer school classes to students who need help passing end-of-the-year performance exams.

My balanced budget triples funding for after school and summer school. It means acting on the belief that every child can learn, and no child should fall through the cracks.

Second, all states and school districts must identify their worst-performing schools and take responsibility for turning them around-as you have begun doing here in Boston. That means auditing each school for educational weaknesses and providing resources that might help, such as reading tutors, training for teachers, or an outreach coordinator to get parents more involved. If that doesn't work, a new principal must be brought in, with road-tested curricula and better-trained teachers. My balanced budget contains a new \$200 million pool of flexible Title One funds that school districts can use for all these purposes and more. If none of that works, then the school must be shut down--and perhaps reopened as a charter school.

My new balanced budget continues our commitment to help more communities launch charter schools. It is simply wrong to consign children year after year to schools that fail to help them learn their way out of poverty.

Third, all states and school districts must take responsible for the quality of their teachers, as the state of Massachusetts has done and Jackson Mann has done with its teacher development efforts. The great majority of our teachers do a fine job. But in too many schools, teachers don't have college majors --or even minors -- in the subjects they teach. New teachers should be required to pass performance exams, and all teachers should know the subjects they're teaching.

Fourth, all parents should be provided with report cards on their children's school, as the Boston schools now do. Picking a school is perhaps the most important choice a parent can make for a child. But in too many communities, it's easier to get information on the quality of the local restaurants than on the quality of the local schools. That must change.

Fifth, to assure that our classrooms are truly places of learning, and to respond to what teachers have been asking us to do for years, all states and school districts must both adopt and implement sensible discipline policies--like the kind you have in Boston schools[ck].

We know these five steps are the right steps, because they are working here.

They are working in Chicago. They are working in North Carolina. They can work all across America, and we must make that happen, for the sake of our nation and our children. The federal government must not try to micro-manage our public schools. Accountability and flexibility can and must work hand in

hand. But we can work in partnership with states and school districts, to invest more in our public schools, and to make common sense solutions common practice in all our public schools

Thank you and God bless you.

Message Sent

To:

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Michael Waldman/WHO/EOP  
Bruce N. Reed/OPD/EOP  
Cathy R. Mays/OPD/EOP  
Michael Cohen/OPD/EOP  
Tanya E. Martin/OPD/EOP  
Karin Kullman/WHO/EOP  
Michael Waldman/WHO/EOP

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Dan Marcus ( CN=Dan Marcus/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME: 1-FEB-1999 10:29:17.00

SUBJECT: Grijalva cert petition

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

TO: Devorah R. Adler ( CN=Devorah R. Adler/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

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

TEXT:

I read the latest draft of the SG's cert petition over the weekend. It looks OK to me; I don't see that the approach taken -- vacate the injunction as moot and remand to consider new statutory/regulatory scheme -- creates any significant policy problem for us. Happy to discuss.

# Withdrawal/Redaction Marker

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Virginia Rustique to Elena Kagan at 11:24:17.00 re: Recommendation (1 page)	02/01/1999	Personal Misfile

### COLLECTION:

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

### FOLDER TITLE:

[01/30/1999-02/01/1999]

2009-1006-F  
bm89

### 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]

# Withdrawal/Redaction Marker

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. email	Virginia Rustique to Elena Kagan at 12:19:53.00 re: Recommendation (1 page)	02/01/1999	Personal Misfile

### COLLECTION:

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

### FOLDER TITLE:

[01/30/1999-02/01/1999]

2009-1006-F  
bm89

### 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  
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P5 Release would disclose confidential advice between the President  
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P6 Release would constitute a clearly unwarranted invasion of  
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C. Closed in accordance with restrictions contained in donor's deed  
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2201(3).

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b(3) Release would violate a Federal statute [(b)(3) of the FOIA]  
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information [(b)(4) of the FOIA]  
b(6) Release would constitute a clearly unwarranted invasion of  
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b(8) Release would disclose information concerning the regulation of  
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b(9) Release would disclose geological or geophysical information  
concerning wells [(b)(9) of the FOIA]

# Withdrawal/Redaction Marker

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. email	Virginia Rustique to Elena Kagan at 12:20:09.00 re: Recommendation (1 page)	02/01/1999	Personal Misfile

### COLLECTION:

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

### FOLDER TITLE:

[01/30/1999-02/01/1999]

2009-1006-F  
bm89

### 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]
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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Sean P. Maloney ( CN=Sean P. Maloney/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME: 1-FEB-1999 12:21:06.00

SUBJECT: The President's Trip to MA

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

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

TO: Lowell A. Weiss ( CN=Lowell A. Weiss/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Wesley P. Warren ( CN=Wesley P. Warren/OU=CEQ/O=EOP @ EOP [ CEQ ] )  
READ:UNKNOWN

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

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

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

TO: George T. Frampton ( CN=George T. Frampton/OU=CEQ/O=EOP @ EOP [ CEQ ] )  
READ:UNKNOWN

TO: Dominique L. Cano ( CN=Dominique L. Cano/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

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

TO: Malcolm R. Lee ( CN=Malcolm R. Lee/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TO: Lawrence J. Stein ( CN=Lawrence J. Stein/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Robert S. Kapla ( CN=Robert S. Kapla/OU=CEQ/O=EOP @ EOP [ CEQ ] )  
READ:UNKNOWN

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

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

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

TO: Paul J. Weinstein Jr. ( CN=Paul J. Weinstein Jr./OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TO: Christopher Wayne ( CN=Christopher Wayne/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Beth A. Viola ( CN=Beth A. Viola/OU=CEQ/O=EOP @ EOP [ CEQ ] )

READ:UNKNOWN

TO: Michael V. Terrell ( CN=Michael V. Terrell/OU=CEQ/O=EOP @ EOP [ CEQ ] )

READ:UNKNOWN

TO: Jordan Tamagni ( CN=Jordan Tamagni/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Aviva Steinberg ( CN=Aviva Steinberg/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Jake Siewert ( CN=Jake Siewert/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TO: Dan K. Rosenthal ( CN=Dan K. Rosenthal/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Jennifer M. Palmieri ( CN=Jennifer M. Palmieri/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Mary Morrison ( CN=Mary Morrison/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Minyon Moore ( CN=Minyon Moore/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Megan C. Moloney ( CN=Megan C. Moloney/OU=WHO/O=EOP @ EOP [ WHO ] )

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

READ:UNKNOWN

TO: Bruce R. Lindsey ( CN=Bruce R. Lindsey/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

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

READ:UNKNOWN

TO: Karin Kullman ( CN=Karin Kullman/OU=WHO/O=EOP @ EOP [ UNKNOWN ] )

READ:UNKNOWN

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

READ:UNKNOWN

TO: Phu D. Huynh ( CN=Phu D. Huynh/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Laura A. Graham ( CN=Laura A. Graham/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Anne M. Edwards ( CN=Anne M. Edwards/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Brenda B. Costello ( CN=Brenda B. Costello/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TO: Carolyn E. Cleveland ( CN=Carolyn E. Cleveland/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

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

TO: Kris M Balderston ( CN=Kris M Balderston/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

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

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

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

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

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

TO: Catherine R. Pacific ( CN=Catherine R. Pacific/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

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

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

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

TO: Paul E. Begala ( CN=Paul E. Begala/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Maria E. Soto ( CN=Maria E. Soto/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

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

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

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

TO: Cecily C. Williams ( CN=Cecily C. Williams/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Dorian V. Weaver ( CN=Dorian V. Weaver/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

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

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

READ:UNKNOWN

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

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

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

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

TO: Elizabeth R. Newman ( CN=Elizabeth R. Newman/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

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

TO: Linda L. Moore ( CN=Linda L. Moore/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Anne E. McGuire ( CN=Anne E. McGuire/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: Ann F. Lewis ( CN=Ann F. Lewis/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: Kirk T. Hanlin ( CN=Kirk T. Hanlin/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Cynthia M. Jasso-Rotunno ( CN=Cynthia M. Jasso-Rotunno/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Nancy V. Hernreich ( CN=Nancy V. Hernreich/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Paul K. Engskov ( CN=Paul K. Engskov/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

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

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

TO: Jose Cerda III ( CN=Jose Cerda III/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TO: Barbara A. Barclay ( CN=Barbara A. Barclay/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TO: Brenda M. Anders ( CN=Brenda M. Anders/OU=WHO/O=EOP @ EOP [ WHO ] )

READ:UNKNOWN

TEXT:

Tomorrow, the President will travel to Boston, Massachusetts, to attend a DNC luncheon/reception and an education event. He will then proceed to New York City for a DNC dinner before returning to the White House. Deadlines for the President's trip book are as follows:

MA & NY Background Memos: DUE TODAY AT 5:00 P.M.

- Political Memos
- CEQ Hot Issues
- Cabinet Affairs Hot Issues
- Accomplishments

MA & NY Event Memos: DUE TODAY AT 6:00 P.M.

- DNC Luncheon/Reception (MA)
- Education Event
- DNC Dinner (NY)

Please call or e-mail me if you have any questions. Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Karin Kullman ( CN=Karin Kullman/OU=WHO/O=EOP [ UNKNOWN ] )

CREATION DATE/TIME: 1-FEB-1999 12:35:14.00

SUBJECT: Tomorrow's Event

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

TEXT:

We now have 8 people confirmed on the speaking program for tomorrow's education event in Boston:

Principal of Jackson/Mann (just to welcome)  
Mayor Menino  
Rep. Capuano (school is in his district)  
Sen. Kerry  
Sen. Kennedy  
Gov. Celluci  
Sec. Riley  
POTUS

Scheduling has brought up concerns about the length of the program, and also the possibility of eliminating the real person on the program. We could try to have the principal talk about changes they have made, and talk about their support for POTUS initiatives, OR I can go back and fight very hard to keep both the principal and real person on the program. How do you feel about this?



## **PRESIDENT CLINTON'S PLAN FOR TURNING AROUND LOW PERFORMING SCHOOLS**

In his State of the Union Address, President Clinton called on all states and school districts to identify and turn around their worst-performing schools -- or shut them down. In a visit to the Jackson/Mann Elementary School in Boston, President Clinton announced a \$200 million initiative in his FY 2000 budget that will require states and school districts to take corrective actions to improve low performing schools, and give them the resources to get the job done.

**\$200 Million to Turn Around Low Performing Schools.** The President's FY2000 budget includes a \$200 million in new funds for the Title 1 program, to be set aside for intervening in low performing schools. The President's proposal will require states and school districts to identify the schools with the lowest achievement levels and the least improvement, and take corrective action to turn them around. These corrective actions, based on a careful assessment of each school's needs, would include steps such as intensive teacher training, support to improve school discipline, and the implementation of proven approaches to school reform. If these actions do not result in improved student achievement within two years, the President's proposal would require states and school districts to take additional corrective actions, such as permitting students to attend other public schools; reconstituting the school, by fairly evaluating the staff and making staff changes as appropriate; or closing the school and reopening it as a charter school or with an entirely new staff. The funds provided in the President's budget will be used to support these interventions.

**An approach that works.** Experience demonstrates that when these interventions are carefully implemented, are accompanied by the resources to support change, and are part of a broader state and district strategy to raise academic standards, upgrade curriculum, strengthen teaching, keep school safe and disciplined and implement proven practices, schools improve and student achievement increases. For example, in the Fall of 1995 Florida identified 45 critically low performing schools in Dade County. The Miami-Dade School District responded with Operation Safety Net which requires schools to implement a school wide reading program, and provides them staff assistance, improved technology and other resources. These schools are given 3 years in which to make adequate progress or be subject to further action. After 3 years, Dade County removed each of the 45 schools from the state's list of low-performing schools. New York City has created the Chancellor's district, to provide low-performing schools with special intervention to redesign the school, set instructional priorities, identify staff training needs and take other steps improve student performance. In 1966, the Chancellor's District identified and took over 10 of the city's lowest performing schools, and by 1998 half had made enough improvement to be removed from the Chancellor's direct control. In one successful school, P.S.154 in Harlem, staff redesigned the school, chose a concentrated reading program, organized an education plan around it, and trained all teachers to implement the plan. In the first year, the number of third-grader students meeting state standards increased 20 percent, and student reading scores on a statewide assessment have improved significantly. In 1992, Houston identified 68 low performing schools, and as a result of the school district's intervention all of those schools have increased achievement and are no longer considered low performing.

**Making Common Sense Common Practice -- Now.** Holding every school accountable for results, providing extra help to schools that need it, and closing down those that don't improve, is a common sense approach to strengthening public education. President Clinton's proposal will dramatically speed up the pace at which states and school districts begin to turn around low performing schools. In March 1996, President Clinton challenged every state and school district to take responsibility for intervening in low performing schools. According to a recent Education Week study, nineteen states currently have policies and strategies in place to help improve low-performing schools. More than half of these schools are in urban areas, and a growing number of urban school systems, including New York City, San Francisco, Dade County, Philadelphia and Chicago are taking similar steps, including the implementation of comprehensive school improvement plans, after-school academic help to students, and intensive teacher training. The Boston Public Schools have begun to implement an accountability plan that requires every school to implement a school improvement plan, and that targets help and intervention to the lowest performing schools. Under current Title 1 requirements, states and school districts participating in Title 1 must begin to take corrective actions for low performing schools by school year 2003-2004. The President's proposal will accelerate these efforts, and will ensuring that every state and every school district with the lowest performing schools will start immediately to turn those schools around.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Paul D. Glastris ( CN=Paul D. Glastris/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME: 1-FEB-1999 15:14:14.00

SUBJECT: latest version of tues speech

TO: Tanya E. Martin ( CN=Tanya E. Martin/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

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

TO: Cathy R. Mays ( CN=Cathy R. Mays/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

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: Joshua S. Gottheimer ( CN=Joshua S. Gottheimer/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

CC: Michael Waldman ( CN=Michael Waldman/OU=WHO/O=EOP @ EOP [ WHO ] )  
READ:UNKNOWN

TEXT:

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 1-FEB-1999 15:49:06.00

SUBJECT: Social Security and the House Dem Retreat

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

READ:UNKNOWN

TEXT:

FYI- Dario Gomez who works for Chuck Brain called & said that they would love to have you come and run an outbreak session. he says in addition to Gene sperling & the leg. affairs folks, that Chris Jennings is attending as well. I told Dario I would let him know what you decide.

----- Forwarded by Laura Emmett/WHO/EOP on 02/01/99 02:34 PM -----

Melissa G. Green

01/26/99 08:03:34 PM

Record Type: Record

To: Elena Kagan/OPD/EOP, Laura Emmett/WHO/EOP

CC:

Subject: Social Security and the House Dem Retreat

looks cool that you got invited. go for it

----- Forwarded by Melissa G. Green/OPD/EOP on 01/26/99 08:04 PM -----

Charles M. Brain

01/26/99 07:20:29 PM

Record Type: Record

To: Gene B. Sperling/OPD/EOP, Lawrence J. Stein/WHO/EOP, Thurgood Marshall Jr/WHO/EOP

cc: See the distribution list at the bottom of this message

Subject: Social Security and the House Dem Retreat

This is an attempt to begin to reach some closure on the Issues Retreat coming up at Wintergreen on Monday Feb 8th.

A panel discussion entitled "Understanding the Numbers and Discussing the politics of Saving Social Security" is scheduled from 8:30 to 10:00. This will be attended by all members (approx. 130). The Caucus has invited Sec Rubin to appear on this panel. My understanding is that the Sec. is considering this request. Goode: What is Rubin's status? I have not determined who else will appear on this panel. I will do so and let everyone know. Larry, Gene: If Rubin does not attend, who do we want to suggest?

After this session five breakout sessions will be conducted from 10:00 to 11:00. Possible Admin participants at these sessions include:

Sperling  
Apfel  
Summers  
Stein  
Lew  
Rubin.

It is my understanding that Apfel has already accepted. Larry and Gene: Does this look right to you? Gene: Do you want to attend? Given the 3 hour drive, it probably involves going down on Sunday. I'll talk to Linda Roberston about Summers. Larry: Do you want to talk to Jack?

The Caucus is looking for us to start finalizing things; they're willing to allow us to bring the folks we want at the sessions.

The Caucus will pay for food and lodging for any participants. However, they will not finance travel other than the buses going down on Sunday (late morning) and returning Tuesday noon, after the President's address. The Vice President addresses the caucus at dinner on Sunday night at 8:00.

Message Copied

To:

---

Melissa G. Green/OPD/EOP  
Jonathan A. Kaplan/OPD/EOP  
Jessica L. Gibson/WHO/EOP  
Mindy E. Myers/WHO/EOP  
Janet Murguia/WHO/EOP  
Dario J. Gomez/WHO/EOP  
Kris M Balderston/WHO/EOP

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Karin Kullman ( CN=Karin Kullman/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME: 1-FEB-1999 15:53:56.00

SUBJECT: school board event briefing

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

READ:UNKNOWN

TEXT:

----- Forwarded by Karin Kullman/OPD/EOP on 02/01/99  
02:56 PM -----

Laura Emmett

01/29/99 06:54:07 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc: Karin Kullman/WHO/EOP, Michael Cohen/OPD/EOP

Subject: school board event briefing

Message Sent

To:

- 
- Barry J. Toiv/WHO/EOP
  - Joseph P. Lockhart/WHO/EOP
  - Amy Weiss/WHO/EOP
  - Jennifer M. Palmieri/WHO/EOP
  - Nanda Chitre/WHO/EOP
  - Elizabeth R. Newman/WHO/EOP
  - Beverly J. Barnes/WHO/EOP
  - Ruby Shamir/WHO/EOP
  - Linda Ricci/OMB/EOP
  - Lawrence J. Haas/OVP @ OVP
  - Joseph C. Fanaroff/WHO/EOP
  - Kevin S. Moran/WHO/EOP
  - Dag Vega/WHO/EOP
  - Julia M. Payne/WHO/EOP
  - Jason H. Schechter/WHO/EOP
  - Sarah E. Gegenheimer/WHO/EOP
  - Julie B. Goldberg/WHO/EOP
  - Melissa G. Green/OPD/EOP
  - Roger V. Salazar/WHO/EOP
  - Jake Siewert/OPD/EOP
  - Chandler G. Spaulding/WHO/EOP
  - Heather M. Riley/WHO/EOP
  - Megan C. Moloney/WHO/EOP
  - Julianne B. Corbett/WHO/EOP
  - Victoria L. Valentine/WHO/EOP

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



January 29, 1999

**ADDRESS TO THE NATIONAL SCHOOL BOARDS ASSOCIATION**

**DATE:** February 1, 1999  
**LOCATION:** Grand Hyatt Hotel  
**BRIEFING TIME:** 4:00pm - 4:20pm  
**EVENT TIME:** 4:30pm - 5:30pm  
**FROM:** Bruce Reed, Ben Johnson

**I. PURPOSE**

To build support for your education initiatives and budget, and to thank the National School Boards Association for its efforts in fostering excellence in public elementary and secondary education.

**II. BACKGROUND**

You will address approximately 800 participants in the National School Boards Association's Annual Federal Relations Network Conference. The audience will include NSBA leaders and approximately 700 local school board members from every congressional district in the nation. The theme for the conference is "The Federal Role: Collaboration for Student Achievement." The Federal Relations Network Conference began on Sunday, January 31, and will end on Tuesday, February 2 with participants spending the day on Capitol Hill meeting their representatives and senators.

NSBA has provided strong support for your education initiatives, and has worked closely with the Administration to secure their enactment. The participants in this conference will be especially interested in education appropriations and the upcoming ESEA reauthorization. They will be generally supportive of your accountability proposals, though concerned that they be given adequate flexibility to implement them. They are staunchly opposed to the voucher proposals the Republicans are expected to offer.

**III. PARTICIPANTS**

Briefing Participants:

Bruce Reed  
Mike Cohen  
Ben Johnson

Doug Sosnik  
Paul Begala  
Joe Lockhart  
Paul Glastris

Program Participant:

Barbara Wheeler, President, National School Boards Association

Stage Participants (seated only):

Senator Edward Kennedy  
Senator John Kerry  
Senator Gordon Smith  
National School Boards Association Board of Directors (20)

**IV. PRESS PLAN**

Open Press.

**V. SEQUENCE OF EVENTS**

- You will be announced onto the stage.
- Barbara Wheeler, President, National School Boards Association, will make remarks and introduce you.
- You will make remarks, pose for a photograph with the stage participants, work a ropeline, and depart.

**VI. REMARKS**

Remarks Provided by Speechwriting.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Paul D. Glastris ( CN=Paul D. Glastris/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME: 1-FEB-1999 15:59:21.00

SUBJECT: actual latest version of tues ed speech

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

TO: Tanya E. Martin ( CN=Tanya E. Martin/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

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

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

TO: Cathy R. Mays ( CN=Cathy R. Mays/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

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:

Draft 2/1/99 3:30 p.m.  
Paul Glastris

WILLIAM J. CLINTON  
REMARKS AT JACKSON MANN ELEMENTARY SCHOOL  
BOSTON, MASSACHUSETTS  
Tuesday, February 2, 1999

In my State of the Union address last month, I had the honor of reporting to the American people that our nation is stronger, healthier, and more prosperous than ever before. But I also said that we have an historic responsibility to use the prosperity we have created to meet the challenges of the 21st Century. There is no greater challenge than the need to give all our children first-class educations, and in my address I set out an ambitious plan to do just that. It is a plan that calls for more investment in our public schools, but also for changing the way we invest--to stop rewarding what doesn't work and to start investing more in what does work.

I have often said that every problem in education in America has been solved somewhere in America. The trick is transferring proven solutions to other public schools. We know what works. What works is what you are doing in this state, in this city, and in this school. Better-trained teachers. Reasonable discipline codes. Issuing report cards on all schools and turning around those that fail. Setting high academic standards for students and ending social promotion, but also giving students the support they need to meet those standards--with after school and early childhood learning programs, with reading tutors, with better trained teachers, and with outreach programs to get parents more

involved. The rising test scores here at Jackson Mann elementary school show that you are on the right track.

We must make sure all schools are on that right track. These reform ideas are spreading. But they are spreading too slowly--especially in our inner cities, isolated rural areas, and on Indian reservations. That is where the need for improvement is greatest. That is where our largest federal investment in public schools, Title One, is targeted. We have made \$180 billion in Title One investments over the last 30 years. We have not gotten anywhere near \$180 billion worth of educational improvements. From now on we must say to states and school districts that receive this money: identify your worst-performing, least improving schools, and turn them around, or shut them down.

If we fail to do this, and do it quickly, we are going to lose another generation of children to low expectations, low educational achievement, and low chances to move ahead in life.

For as I have said many times before, the information age is really the education age. The education of our children must be a national priority. And we have changed the priorities of the national government. We have balanced the budget--moving from a deficit of \$290 billion when I took office to a surplus of \$70 billion last year. But as we shrank government and balanced the budget, we nearly doubled our investment in education and training.

This year we will have a great debate, perhaps a contentious debate, about the next steps to improve education in America. Here is what I believe. No child in America should be passed from grade to grade without having mastered the material. No child in America should be taught by an unprepared teacher. No child in America should be trapped in a failing school. Renewing our schools is in the national interest -- and this must be a national commitment.

We have worked hard in the last six years to provide states and school districts with more of the tools they need to improve their schools. We have helped every state adopt tougher academic standards. We've helped hundreds of school districts crack down on drugs, gangs, and violence, and the percentage of students who report being threatened or injured at school nationwide is down. We've cut regulations in our elementary and secondary education programs by two-thirds, and granted dozens of waivers so that states and school districts can have the flexibility to try new approaches. We've begun to organize an army of tutors to help elementary school children learn to read and middle school and high school students to prepare for college--and I know that some of our America Reads tutors are doing a great job right here at Jackson Mann. We've dramatically increased our investment in early childhood learning through the Head Start program.

All these efforts and others are beginning to pay off. SAT scores are up. Math scores have risen in nearly all grades nationwide--including in many of our big cities. But you know and I know that we still have a long way to go. Reading scores have hardly budged. And while our 4th graders outperform their peers in other developed countries in math and science, our 8th graders are around average, and our 12th graders rank near the bottom. Clearly, we must do better.

I believe the time to try is now, with our nation strong, our economy prosperous, our budget in surplus, and our people confident.

Yesterday, I released our new balanced budget for the year 2000. It is a budget that is both prudent and progressive. It preserves the fiscal soundness that has been key to our prosperity. Yet it also calls for vital new investments in education--to build or fix 5000 schools; to hire 100,000 new, well-trained teachers over the next seven years to bring down class sizes; to connect every classroom and library to the Internet; and to help all schools put in place the kind of educational changes that work so well here at Jackson Mann.

Every five years, the federal government revisits the terms on which it invests \$15 billion in our nation's schools. 1999 is such a year. This gives us a golden opportunity, and a solemn responsibility, not only to invest more in our schools, but to change the way we invest. In my State of the Union address, I announced that later this year, I will send to Congress a plan that, for the first time, holds states and school districts accountable for progress and rewards them for results.

My Education Accountability Act will require every state and school district receiving federal help to identify their worst-performing, least-improved schools and take responsibility for turning them around--as you have begun doing here in Boston. Let's remember: we talk about our nation's schools, but each school is different. Many suburban schools are doing quite well, and some urban ones are too. But on balance, the problems of public education in America are concentrated in schools in our more disadvantaged neighborhoods--the very schools where children need the boost from strong education the most. These schools are often out of sight but they can never be out of mind. We must insist that all schools regardless of where they are offer high quality education. We can't accept less for the children of the inner city than we expect as a matter of course for the children of the suburbs.

Under my plan, states and school districts must audit failing schools for educational weaknesses and provide resources that might help, such as reading tutors, training for teachers, or an outreach coordinator to get parents more involved. If these actions do not result in improved student achievement within two years, states and school districts must take stronger actions. That means permitting students to attend other public schools; reconstituting the school, by fairly evaluating the staff and making staff changes as appropriate; or closing the school and reopening it as a charter school or with an entirely new staff.

It would be wrong to require these changes and not offer extra resources to help get the job done. So today, I am pleased to announce that the balanced budget I submitted yesterday contains a new \$200 million pool of flexible Title One funds that school districts can use for all these purposes and more to turn around failing schools. And my new balanced budget continues our commitment to help more communities launch charter schools.

We know this approach can work. It is working in a number of urban school systems right now. Six years ago, Houston listed 68 of its schools as low performing. Today, after much intervention and hard work, the vast majority of those schools have improved to the point that they are now off the list. Dade County Florida took 45 critically low-performing schools and raised their math and reading scores. Now all 45 are off the list. Boston is now beginning to take these steps as well. Every community in America should do the same. It is simply wrong to consign children year after year to schools that fail to help them learn their way of poverty.

My Education Accountability Act calls for four other important steps. First, all schools must end social promotion--but end social promotion the right way. It is not fair to label students as failures when the schools are failing them. The goal of ending social promotion must be to boost more students up, not hold more students back. Under my plan, states and school districts will have to show how they will provide the help students need to meet higher standards. That means offering smaller classes and better-trained teachers, and my new balanced budget contains substantial new resources to recruit and train teachers and bring class sizes down. It means purchasing new instructional materials that are proven to work, and there is new money in my balanced budget for that. It means offering after school and summer school classes to students who need help passing end-of-the-year performance exams. My balanced budget triples funding for after school and summer school. It means acting on the belief that every child can learn, and no child should fall through the cracks.

Second, all states and school districts must take responsible for the quality of their teachers, as the state of Massachusetts has done and Jackson Mann has done with its teacher development efforts. The great majority of our teachers do a fine job. But in too many schools, teachers don't have college majors--or even minors -- in the subjects they teach. New teachers should be required to pass performance exams, and all teachers should know the subjects they're teaching.

Third, all parents should be provided with report cards on their children's school, as the Boston schools now do. Picking a school is perhaps the most important choice a parent can make for a child. But in too many communities, it's easier to get information on the quality of the local restaurants than on the quality of the local schools. That must change.

Fourth, to assure that our classrooms are truly places of learning, and to respond to what teachers have been asking us to do for years, all states and school districts must both adopt and implement sensible discipline policies--like the kind you have in Boston schools[ck].

These four steps, plus the fifth step of turning around or closing failing schools, can spark a revolution of rising expectations in our nation's schools. The federal government must not try to micro-manage our public schools. But we must work in partnership with states and school districts, to invest more in our public schools, but to invest in a way that states and school districts have shown works. In this day and age, when what you learn depends more than ever before on what you learn, it is simply wrong as a nation to sit back, do nothing, and let another generation of disadvantaged kids languish in failing schools. We must not be complacent. We must act, this year, for our children, and for the future of our beloved country.

Thank you and God bless you.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jeffrey L. Farrow ( CN=Jeffrey L. Farrow/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME: 1-FEB-1999 16:12:52.00

SUBJECT: Puerto Rico USA Accts

TO: Barbara Chow ( CN=Barbara Chow/OU=OMB/O=EOP @ EOP [ OMB ] )  
READ:UNKNOWN

TO: Sylvia M. Mathews ( CN=Sylvia M. Mathews/OU=OMB/O=EOP @ EOP [ OMB ] )  
READ:UNKNOWN

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

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

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

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

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

TO: Adrienne C. Erbach ( CN=Adrienne C. Erbach/OU=OMB/O=EOP @ EOP [ OMB ] )  
READ:UNKNOWN

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

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

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

TEXT:

Puerto Ricans would not be eligible for the Universal Savings Accounts tax credits (\$500 billion).

This was not noted on the list of the President's initiatives that raised territories issues that I circulated earlier since I had not known that the Federal contributions were being made by tax credits.



February 1, 1999

**EDUCATION EVENT IN BOSTON, MA**

**DATE:** February 2, 1999  
**LOCATION:** Jackson/Mann Elementary School  
Boston, MA  
**TIME:** 2:20pm - 3:25pm (remarks)  
3:30pm - 3:40pm (overflow room)  
**FROM:** Bruce Reed

**I. PURPOSE**

To announce a \$200 million initiative in your FY 2000 budget that will require states and school districts to take corrective actions to improve low performing schools, and give them the resources to get the job done.

**II. BACKGROUND**

You will be addressing an audience of approximately 200 parents, teachers, students, community leaders and educators from the Jackson/Mann Elementary School and Boston, MA community. The Jackson/Mann Elementary School serves students from K-5, and is attached to the Horace Mann School for the Deaf and Hard of Hearing, the oldest public day school for the deaf in the United States, and to the an Early Learning Center serving children from age 3 through grade 1. The school has a very diverse student and teacher population, and in general the student socioeconomic level is low.

Boston has been implementing a school accountability policy that holds schools accountable for improvement and requires each school to implement an improvement plan. Next year, Boston will begin taking corrective action in low performing schools in a fashion consistent with the policy you are announcing today. The Jackson/Mann Elementary School was identified by Superintendent Tom Payzant as a typical Boston school that is beginning to make atypical gains. The school has shown improvement in their Stanford-9 test scores over the last four years, and has implemented a comprehensive school plan focusing on literacy. The literacy program includes intensive help from trained reading teachers, an after-school program for 4th and 5th grade students assisted by America Reads tutors; and individual tutoring for 1st graders by volunteers involved in the Boston Partners in Education program. Later this month, Jackson/Mann will launch a second after school program, in conjunction with the Bell Foundation at

Harvard University, that will serve all grade levels . All teachers at the school are certified, with 75% of teachers having more than 5 years of experience teaching.

In your State of the Union Address, you called on all states and school districts to identify and turn around their worst-performing schools -- or shut them down. Today you will announce your \$200 million initiative in your FY 2000 budget that will require states and school districts to take corrective actions to improve low performing schools, and give them the resources to get the job done.

**\$200 Million to Turn Around Low Performing Schools.** Your FY 2000 budget includes a \$200 million in new funds for the Title 1 program, to be set aside for intervening in low performing schools. Your proposal will require states and school districts to identify the schools with the lowest achievement levels and the least improvement, and take corrective action to turn them around. These corrective actions, based on a careful assessment of each school's needs, would include steps such as intensive teacher training, support to improve school discipline, and the implementation of proven approaches to school reform. If these actions do not result in improved student achievement within two years, your proposal would require states and school districts to take additional corrective actions, such as permitting students to attend other public schools; reconstituting the school, by fairly evaluating the staff and making staff changes as appropriate; or closing the school and reopening it as a charter school or with an entirely new staff. The funds provided in your budget will be used to support these interventions.

**An approach that works.** Experience demonstrates that when these interventions are carefully implemented, are accompanied by the resources to support change, and are part of a broader state and district strategy to raise academic standards, upgrade curriculum, strengthen teaching, keep school safe and disciplined and implement proven practices, schools improve and student achievement increases. For example, in the Fall of 1995 Florida identified 45 critically low performing schools in Dade County. The Miami-Dade School District responded with Operation Safety Net which requires schools to implement a school wide reading program, and provides them staff assistance, improved technology and other resources. These schools are given 3 years in which to make adequate progress or be subject to further action. After 3 years, Dade County removed each of the 45 schools from the state's list of low-performing schools. New York City has created the Chancellor's district, to provide low-performing schools with special intervention to redesign the school, set instructional priorities, identify staff training needs and take other steps improve student performance. In 1966, the Chancellor's District identified and took over 10 of the city's lowest performing schools, and by 1998 half had made enough improvement to be removed from the Chancellor's direct control. In one successful school, P.S.154 in Harlem, staff redesigned the school, chose a concentrated reading program, organized an education plan around it, and trained all teachers to implement the plan. In the first year, the number of third-grader students meeting state standards increased 20 percent, and student reading scores on a statewide assessment have improved significantly. In 1992, Houston identified 68 low performing schools,

and as a result of the school district's intervention all of those schools have increased achievement and are no longer considered low performing.

**Making Common Sense Common Practice -- Now.** Holding every school accountable for results, providing extra help to schools that need it, and closing down those that don't improve, is a common sense approach to strengthening public education. Your proposal will dramatically speed up the pace at which states and school districts begin to turn around low performing schools. In March 1996, you challenged every state and school district to take responsibility for intervening in low performing schools. According to a recent Education Week study, nineteen states currently have policies and strategies in place to help improve low-performing schools. More than half of these schools are in urban areas, and a growing number of urban school systems, including New York City, San Francisco, Dade County, Philadelphia and Chicago are taking similar steps, including the implementation of comprehensive school improvement plans, after-school academic help to students, and intensive teacher training. The Boston Public Schools have begun to implement an accountability plan that requires every school to implement a school improvement plan, and that targets help and intervention to the lowest performing schools. Under current Title 1 requirements, states and school districts participating in Title 1 must begin to take corrective actions for low performing schools by school year 2003-2004. Your proposal will accelerate these efforts, and will ensuring that every state and every school district with the lowest performing schools will start immediately to turn those schools around.

### III. PARTICIPANTS

Briefing Participants:

Doug Sosnik  
Bruce Reed

Event Participants:

Secretary Richard Riley  
Governor Paul Celucci (R-MA)  
Senator Edward Kennedy (D-MA)  
Senator John Kerry (D-MA)  
Mayor Tom Menino (D-MA)  
Dr. Joanne Collins-Russell, Principal, Jackson/Mann Elementary School  
Gail Zimmerman, Teacher, Jackson/Mann Elementary School

Audience Participants:

Congressman Joseph Moakley (D-MA)  
Superintendent Tom Payzant, Boston Public Schools  
Also in attendance will be 8 America Reads tutors from Boston University, and 10 students involved in the City Year program.

### IV. PRESS PLAN

Open Press.

## **V. SEQUENCE OF EVENTS**

- You are announced on-stage, accompanied by Dr. Joanne Collins Russell and Gail Zimmerman.
- Dr. Joanne Collins-Russell, Principal, Jackson/Mann Elementary School, makes welcoming remarks and introduces Mayor Tom Menino.
- Mayor Tom Menino makes remarks and introduces Governor Paul Cellucci.
- Governor Paul Cellucci makes remarks and introduces Senator John Kerry.
- Senator John Kerry makes remarks and introduces Senator Edward Kennedy.
- Senator Edward Kennedy makes remarks and introduces Secretary Richard Riley.
- Secretary Richard Riley makes remarks and introduces Gail Zimmerman, teacher, Jackson/Mann Elementary School.
- Gail Zimmerman makes remarks and introduces you.
- You make remarks, work a ropeline, and depart the auditorium.
- You then greet a group of 50 after-school students in an overflow classroom.
- Upon departure, you will greet the Jackson/Mann School Choir.

## **VI. REMARKS**

Remarks Provided by Speechwriting.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 1-FEB-1999 17:12:55.00

SUBJECT: Edits to Cover Letter for Drug Strategy

TO: Sarah A. Bianchi ( CN=Sarah A. Bianchi/O=OVP @ OVP [ UNKNOWN ] )  
READ:UNKNOWN

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

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

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

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

TEXT:  
David:

Per your voice mail to me, I'd recommend the following changes to ONDCP's letter:

1. paragraph 5 (2nd bullet on addicts), 2nd sentence: Drop everything after "treatment gap." We don't need to mention methadone in the President's letter, and Chris Jennings has to make a judgment on whether or not parity is mentioned in the strategy at all.
2. paragraph 6 (3rd bullet on crime and drugs): Replace entire paragraph with the following:

Numerous studies confirm that the vast majority of prisoners report drug use and that many prisoners commit their crimes to buy drugs or while high. To help break this iron link between crime and drugs, we must promote Zero Tolerance Drug Supervision that works to keep offenders drug- and crime-free. We can do this by helping states and localities implement tough new systems to drug test, treat, and punish prisoners, parolees, and probationers.

3. paragraph 9, 3rd sentence: I'd add Bob Rubin to the list of cabinet members mentioned. Treasury gets miffed when they don't get included in our crime/drug rhetoric.

Jose'

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Todd A. Summers ( CN=Todd A. Summers/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME: 1-FEB-1999 17:45:59.00

SUBJECT: ONAP Press Release on FY2000

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

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

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

TEXT:

Unable to convert ARMS\_EXT:[ATTACH.D67]MAIL415841432.036 to ASCII,  
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## White House AIDS Czar Applauds FY2000 Budget Increases

*Washington, DC* - Sandra Thurman, Director of the White House Office of National AIDS Policy, applauded the Administration's leadership on HIV/AIDS as reflected in its Fiscal Year 2000 budget proposal to Congress. "Once again, President Clinton and Vice President Gore have demonstrated their commitment to ending this epidemic. There are substantial increases in AIDS-specific programs--over \$162 million--as well as several special initiatives that will be critical to addressing the ongoing needs of those living with HIV/AIDS," said Thurman. "These include support for the Jeffords-Kennedy Work Incentives Improvement Act, Patients' Bill of Rights, increased Medicaid coverage for immigrants, and support for long-term care. As there are more and more Americans living with HIV and AIDS, it is vital that our response include those programs that benefit the broader disability community including people with HIV/AIDS."

"Most importantly, this Administration will continue its efforts to address HIV/AIDS in racial and ethnic minorities. Secretary Shalala's budget at HHS continues emergency funding for these efforts, announced by the President and the Secretary this past October," said Thurman.

Included in the budget proposal released today are the following:

- **\$100 million increase in the Ryan White CARE Act**, which supports states and cities in caring for those living with HIV and AIDS;
- **\$35 million increase in the AIDS Drug Assistance Program** to assist in providing life-saving treatments to people with HIV/AIDS who cannot otherwise afford them;
- **\$36 million increase in early intervention** programs of Ryan White (Title III), with most of the new funding going to serve racial and ethnic minorities in furtherance of the Administration's efforts to address the racial disparity in HIV/AIDS;
- **\$15 million increase in AIDS housing** at HUD, to increase housing support to states and urban areas most heavily impacted by AIDS through the Housing Opportunities for Persons With AIDS (HOPWA) program;

[CONTINUED]

- **\$10 million increase in HIV prevention** and education at the CDC to initiate a "Know Your HIV Status" campaign targeting minority populations and youth; and
- **\$35 million increase in AIDS research** at the National Institutes of Health to enhance efforts to find a vaccine, a cure, and better treatments.

The President's budget proposal also includes new initiatives that will provide substantial benefit to people living with HIV/AIDS, including:

- **Demonstration Program to Expand Disability Coverage**, allowing States to offer health coverage to individuals who meet an expanded definition of disability set by the States. This expanded definition--an important component of the Jeffords-Kennedy Work Incentives Improvement Act--will include persons who have a medical conditions, such as HIV or diabetes, that will become disabling but for the provision of Medicaid-covered services;
- **Flexibility to Cover People With Disabilities**: building on a provision of the 1997 Balanced Budget Act (BBA), this proposal will give States broad flexibility to set higher income and resource standards in Medicaid to encourage people with disabilities to return to work. In addition, Medicaid will allow States that adopt the more generous income and resource standards to cover individuals who no longer meet SSI and Social Security Disabled Insurance (SSDI) disability criteria because of medical improvement. States offering new options would receive grants to develop support systems that help people with disabilities--including those disabled by HIV/AIDS-- who return to work;
- **Tax Credit for Long-Term Care**: will help people with chronic illness or the families with whom they live. People with significant long-term care needs or their care givers would receive a \$1,000 tax credit beginning in 2000. Approximately two million people would benefit, at a cost of \$5.5 billion
- **Restored Medicaid Eligibility for Legal Immigrants** to three vulnerable groups of legal immigrants: children; pregnant women; and disabled immigrants whose eligibility for SSI would also be restored. As the President has pledged, and has achieved for other groups so affected, this would reverse an inequity enacted in welfare reform. Over 50% of adults and 90% of children living with HIV/AIDS depend on Medicaid, making this restoration critically important to addressing the needs of legal immigrants living with HIV/AIDS.
- **A Strong and Enforcable Patients' Bill of Rights** remains a top Administration priority, though it is not specifically included in the FY2000 budget proposal. For those persons living with HIV/AIDS who must interact regularly with the health care system, the key provisions of the Bill of Rights--access to specialists, coverage of emergency room services, continuity of care, internal and independent external appeals, and patient protections--are absolutely critical.

*[CONTINUED]*

**BUDGET TABLE**

<b>ANALYSIS OF FY2000 BUDGET SELECTED AIDS PROGRAMS</b>	<b>1999 Enacted</b>	<b>2000 Proposed</b>	<b>\$ Change</b>	<b>% Change</b>
<b>HRSA - Ryan White (HHS)</b>				
Title I	505,200	521,200	+ 16,000	+ 3%
Title II (excluding ADAP)	277,000	287,000	+ 10,000	+ 4%
Title II (ADAP)	461,000	496,000	+ 35,000	+ 8%
Title III (Early Intervention)	94,300	130,300	+ 36,000	+ 38%
Title IV (Women, Children, Youth)	46,000	48,000	+ 2,000	+ 4%
Dental Services	7,800	8,000	+ 200	+ 3%
AIDS Education Training Centers	20,000	20,000	+ 0	+ 0%
<b>Subtotal</b>	<b>1,411,300</b>	<b>1,510,500</b>	<b>+ 99,200</b>	<b>+ 7%</b>
<b>Office of the Secretary (HHS)</b>				
Discretionary fund for minorities	50,000	50,000	+ 0	+ 0%
<b>Subtotal</b>	<b>50,000</b>	<b>50,000</b>	<b>+ 0</b>	<b>+ 0%</b>
<b>CDC (HHS)</b>				
HIV Prevention and Education *	657,000	667,000	+ 10,000	+ 2%
<b>Subtotal</b>	<b>657,000</b>	<b>667,000</b>	<b>+ 10,000</b>	<b>+ 2%</b>
<b>SAMHSA (HHS)</b>				
CSAT (HIV-specific)	76,441	79,539	+ 3,098	+ 4%
CSAP (HIV-specific)	16,402	15,992	(- 410)	- 2%
<b>Subtotal</b>	<b>92,843</b>	<b>95,531</b>	<b>+ 2,688</b>	<b>+ 3%</b>

Automated Records Management System  
Hex-Dump Conversion

<b>NIH (HHS)</b>				
AIDS Research	1,798,424	1,833,826	+ 35,402	+ 2%
<b>HUD</b>				
HOPWA	225,000	240,000	+ 15,000	+ 7%
<b>TOTAL</b>	<b>\$ 4,346,821</b>	<b>\$ 4,396,857</b>	<b>\$ 162,290</b>	<b>+ 4%</b>

Copies of the Fiscal Year 2000 Budget and supporting documents can be found on the web at:  
[http://www.access.gpo.gov/su\\_docs/budget/index.html](http://www.access.gpo.gov/su_docs/budget/index.html)

##30##

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 1-FEB-1999 17:56:44.00

SUBJECT: Great Debate, Take II

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

READ:UNKNOWN

TEXT:

Let me know what changes you'd like:

This year we will have a great debate in Congress about the next steps to improve education in America. There are some in Congress who believe the national government has no business investing more in public education. I believe they're wrong -- we should finish the job of hiring 100,000 teachers to reduce class size, and pass our tax credit to build or modernize 5,000 schools. But this debate is not just about money. Some of those same people argue that even though we spend \$15 billion a year on public education, the national government has no business holding the system accountable for results. That's wrong, too. I believe that as a nation, we should say once and for all that no child in America should be taught by an unprepared teacher. No child in America should be passed from grade to grade without having mastered the material. No child in America should be trapped in a failing school. The education of our children must be a national priority, and holding our schools accountable for results must be a national commitment.

From now on, we must say to states and school districts: Identify your worst-performing, least improving schools, and turn them around, or shut them down. Today I am pleased to announce that the balanced budget I submitted yesterday contains a new \$200 million pool of flexible Title I funds that states and schools districts can use to turn failing schools around. We must make sure all schools are on the right track. If we fail to do this, and do it quickly, we are going to lose another generation of children to low expectations, low educational achievement, and low prospects of moving ahead in life.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Paul D. Glastris ( CN=Paul D. Glastris/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME: 1-FEB-1999 18:43:19.00

SUBJECT: Re: Great Debate, Take II

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

thanks.

here's a formulation the POTUS just used in his speech before the school boardsassociation. it's quite good. worth using it here?

We also, again, will try to pass the provision of the budget that would use tax breaks to enable us to build or modernize 5,000 schools, and that is very important, indeed. (Applause.) Again, I heard the argument last year, well, this is really not something that the federal government ought to be doing. Well, the federal government puts a lot of money into state highways, and this is our road to the future. (Applause.)

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Todd A. Summers ( CN=Todd A. Summers/OU=OPD/O=EOP [ OPD ] )

CREATION DATE/TIME: 1-FEB-1999 19:18:30.00

SUBJECT: Re: WHAT'S THE STORY ON USAID funding for HIV/AIDS activities?

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

TEXT:

----- Forwarded by Todd A. Summers/OPD/EOP on 02/01/99  
07:17 PM -----

JOSHUA  
GOTBAUM  
02/01/99 06:36:07 PM

Record Type: Non-Record

To: Todd A. Summers/OPD/EOP  
cc:  
Subject: Re: WHAT'S THE STORY ON USAID funding for HIV/AIDS activities?

FYI. Love to Sandy.

----- Forwarded by Joshua Gotbaum/OMB/EOP on 02/01/99  
06:34 PM -----

Rodney G. Bent  
02/01/99 06:04:20 PM  
Record Type: Record

To: Joshua Gotbaum/OMB/EOP@EOP  
cc: Michael Casella/OMB/EOP@EOP, Theresa M. Stoll/OMB/EOP@EOP, Robert D. Kyle/OMB/EOP@EOP, Victoria A. Wachino/OMB/EOP@EOP  
Subject: Re: WHAT'S THE STORY ON USAID funding for HIV/AIDS activities?

Let me see if I can clear up some of the misunderstandings on this issue:

In FY 1999 Congress included in the child survival account the regular activity of \$545 million + \$105 million for UNICEF. This is the \$650 million referenced on page 977 of the budget appendix. The Administration requests funding for UNICEF in the International Operations and Programs account, not in the child survival account. On an apples to apples basis, the Administration is requesting \$555 million for child survival + \$101 in UNICEF, for a total of \$656 million, slightly above last year's regular appropriation.

In addition to the regular child survival appropriation discussed above, last year there was also an emergency (so designated to avoid budget caps) one time appropriation of \$50 million to the child survival account. Within this \$50 million, Congresswoman Pelosi wanted to use \$10 million to help children with AIDS. The confusion over the direction of AIDS spending comes when you include this funding, as the table below shows:

	FY 1998	FY 1999	FY 2000	
AIDS reg. prog.	\$121 million	\$125		\$128
Emergency	--		\$10	
--				

Not counting the emergency money, AID will spend \$3 million more on AIDS. Counting the emergency money, AID will spend \$7 million less.

A final point of confusion is that the AIDS level is set by AID, not by OMB. We've tried to allow AID a degree of program flexibility given numerous Congressional and Administration mandates to satisfy. The AIDS spending level is AID's number, not an OMB-dictated number. We can of course ask AID to spend more, but when you combine the various mandates we are levying on AID (Africa, Asian financial reform, population, environment, etc) Brian can in fairness complain about micromanagement.

Hope this explanation clears things up a bit. If not, give me a call.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Paul D. Glastris ( CN=Paul D. Glastris/OU=WHO/O=EOP [ WHO ] )

CREATION DATE/TIME: 1-FEB-1999 19:25:29.00

SUBJECT: Re: Great Debate, Take III

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

TEXT:

Elena,

Thanks for the grafs.

Here are a few modest changes. I wasn't sure if you and Bruce had wanted to cut out the graf from the earlier draft that talks about the \$118 billion invested in Title One (see below)--Bruce was very high on using that stat before. Please let me know. Below that graf, I've taken the liberty of decoupling the two GOP arguments and putting them in separate paragraphs. I think that makes it easier to follow the argument. It also works better in terms of the flow of the speech, with the don't-invest-more point setting up the section about how we HAVE invested more over the last six years.

Please send your thoughts back ASAP so I can get this in. Thanks again.

We must make sure all schools are on that right track. These reform ideas are spreading. But they are spreading too slowly--especially in our inner cities, isolated rural areas, and on Indian reservations. That is where the need for improvement is greatest. That is where our largest federal investment in public schools, Title One, is targeted. We have made \$118 billion in Title One investments over the last 30 years. We have not gotten anywhere near \$118 billion worth of educational improvements. I believe we can and must do better, by insisting that this money be invested only in ways that you, at the state and local level, have shown works to boost student achievement.

This year we will have a great debate in Congress about the next steps to improve education in America. There are some in Congress who argue that even though we spend \$15 billion a year on public education, the national government has no business holding the system accountable for results. I think that is wrong. I believe that as a nation, we should say once and for all that no child in America should be taught by an unprepared teacher. No child in America should be passed from grade to grade without having mastered the material. No child in America should be trapped in a failing school. The education of our children must be a national priority, and holding our schools accountable for results must be a national commitment.

From now on, we must say to states and school districts: Identify your worst-performing, least improving schools, and turn them around, or shut them down. Today I am pleased to announce that the balanced budget I submitted yesterday contains a new \$200 million pool of flexible Title I funds that states and schools districts can use to turn failing schools around. We must make sure all schools are on the right track. If we fail to do this, and do it quickly, we are going to lose another generation of

children to low expectations, low educational achievement, and low prospects of moving ahead in life.

Now some of the same people who are against making sure we invest only in what works also believe the national government has no business investing more in public education. I strongly disagree. We should finish the job of hiring 100,000 teachers to reduce class size, and pass our tax credit to build or modernize 5,000 schools. The education of our children must be a national priority. And we have changed the priorities of the national government. We have balanced the budget--moving from a deficit of \$290 billion when I took office to a surplus of \$70 billion last year. But as we shrank government and balanced the budget, we nearly doubled our investment in education and training.