

NLWJC - KAGAN

EMAILS RECEIVED

ARMS - BOX 051 - FOLDER -001

[05/13/1999-05/14/1999]

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Neera Tanden (CN=Neera Tanden/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:13-MAY-1999 21:03:00.00

SUBJECT: ratings on concerts -- a thought

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:

I'm not advocating, I just came upon this:

"Would Ratings Work?: The head of the organization representing the nation's

leading concert promoters said Monday that proposed mandatory ratings systems

for music performances--akin to movie ratings--would be "unworkable" and "unenforceable." "I'm not opposed to anything that would help people decide to

go to concerts if it's something that reassures parents and it's workable," says

Cynthia Wallace, director of the North American Concert Promoters Assn. "I just

can't imagine how it would be enforced. . . . Suppose controversial singer Marilyn Manson says, 'Yeah, I'll do a PG show,' and it turns out to be R, what

are the sanctions?" Ideas for various concert rating systems are being raised by

several state legislators around the nation. Under fire from parents groups and

legislators in the late '80s, the music industry voluntarily adopted a program

affixing warning stickers to recordings with explicit lyrics, though no laws

were enacted restricting sales of such material." [Los Angeles Times, 12/2/97]

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: MAWALDMAN@aol.com@INET@LNGTWY (MAWALDMAN@aol.com@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:14-MAY-1999 00:06:07.00

SUBJECT: POSSIBLE DEPARTURE STATEMENT ON GUNS

TO: Loretta M. Ucelli@eop (Loretta M. Ucelli@eop [WHO])
READ:UNKNOWN

TO: Lawrence J. Stein@eop (Lawrence J. Stein@eop [WHO])
READ:UNKNOWN

TO: Dawn L. Smalls@eop (Dawn L. Smalls@eop [WHO])
READ:UNKNOWN

TO: Steve Ricchetti@eop (Steve Ricchetti@eop [WHO])
READ:UNKNOWN

TO: Joseph P. Lockhart@eop (Joseph P. Lockhart@eop [WHO])
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TO: Elena Kagan@eop (Elena Kagan@eop [OPD])
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TO: Jordan Tamagni@eop (Jordan Tamagni@eop [WHO])
READ:UNKNOWN

TO: Douglas B. Sosnik@eop (Douglas B. Sosnik@eop [WHO])
READ:UNKNOWN

TO: Jeffrey A. Shesol@eop (Jeffrey A. Shesol@eop [WHO])
READ:UNKNOWN

TO: Bruce N. Reed@EOP (Bruce N. Reed@EOP [OPD])
READ:UNKNOWN

TO: Sara M. Latham@eop (Sara M. Latham@eop [WHO])
READ:UNKNOWN

TO: Joshua S. Gottheimer@eop (Joshua S. Gottheimer@eop [WHO])
READ:UNKNOWN

TO: Jose Cerda III@eop (Jose Cerda III@eop [OPD])
READ:UNKNOWN

TEXT:

Draft 5/13/99 11:15am

Waldman/Shesol/Reed/Kagan

PRESIDENT WILLIAM J. CLINTON
REMARKS ON SENATE GUN LEGISLATION
THE WHITE HOUSE

May 14, 1999

It is now clear that the tragedy in Littleton has helped create a broad, common sense consensus that we must act to keep guns out of the hands of criminals and away from our children. The question is whether the Congress will write that national vision into law (□) or seek to block it. Thus far, the answer given by the Senate is not promising.

I am pleased that on Wednesday, a bipartisan majority in the Senate backed two important measures I introduced [two] weeks ago. First, they agreed to ban the import of high capacity ammunition clips that are used to evade the 1994 ban on assault weapons. Second, they agreed to ban juvenile possession of semi-automatic assault rifles and large capacity magazines -- weapons designed only for mayhem. There is no good reason for a child to own an AK-47. And there is no good reason for anyone to use a 15 round ammo clip.

I applaud the Senate for taking these two steps. However, on Wednesday, a narrow Republican majority squandered an important opportunity to close the gun-show loophole through which tens of thousands of guns are sold each year without background checks. Yesterday, I called on the Senate to reconsider this vote. It makes absolutely no sense to let criminals continue to use legitimate gun shows as a convenience store for their weapons.

Today, the Senate will vote again on a measure purporting to address this issue. But the Senate Republican is riddled with high caliber loopholes. It won't stop criminals from buying guns at gun shows. And at the same time, it will let them buy guns at their local pawn shop. That's worse than current law. I simply cannot believe that the Senate is going to make the same mistake twice. So, once again, I call on the Senate to reject this phony proposal and to pass real legislation that prevents criminals from buying guns at gun shows.

This should be a moment for national unity. I was very pleased today to receive a letter from the major gun manufacturers supporting our efforts to pass a real, enforceable, mandatory background checks at gun shows. They recognize that law abiding citizens don't need a gun show loophole; only criminals do.

For six years, America has made strong and steady progress in the fight against crime. We have done so by elevating results over ideology. Today, we have a chance to put aside the partisanship, political divisions, and raw special interest power that has dominated the debate on guns for

so
long. For the sake of our children, I hope the Senate changes its mind
and
takes strong action to keep guns out of the wrong hands.===== ATTACHM
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
id <01JB5ZSM3TCG004RQY@PMDF.EOP.GOV>; Thu, 13 May 1999 23:17:49 EST
Received: from storm.eop.gov by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
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id sKDYa13995; Thu, 13 May 1999 23:16:20 -0400 (EDT)
X-Mailer: AOL 4.0 for Windows 95 sub 13
===== END ATTACHMENT 1 =====

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: MAWALDMAN@aol.com@INET@LNGTWY (MAWALDMAN@aol.com@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:14-MAY-1999 00:06:11.00

SUBJECT: POSSIBLE DEPARTURE STATEMENT ON GUNS

TO: Loretta M. Ucelli@eop (Loretta M. Ucelli@eop [WHO])
READ:UNKNOWN

TO: Lawrence J. Stein@eop (Lawrence J. Stein@eop [WHO])
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TO: Dawn L. Smalls@eop (Dawn L. Smalls@eop [WHO])
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TO: Joshua S. Gottheimer@eop (Joshua S. Gottheimer@eop [WHO])
READ:UNKNOWN

TO: Jose Cerda III@eop (Jose Cerda III@eop [OPD])
READ:UNKNOWN

TEXT:

Draft 5/13/99 11:15am
Waldman/Shesol/Reed/Kagan

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REMARKS ON SENATE GUN LEGISLATION
THE WHITE HOUSE

May 14, 1999

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Today, the Senate will vote again on a measure purporting to address this issue. But the Senate Republican is riddled with high caliber loopholes. It won't stop criminals from buying guns at gun shows. And at the same time, it will let them buy guns at their local pawn shop. That's worse than current law. I simply cannot believe that the Senate is going to make the same mistake twice. So, once again, I call on the Senate to reject this phony proposal and to pass real legislation that prevents criminals from buying guns at gun shows.

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===== END ATTACHMENT 1 =====

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CREATOR: MAWALDMAN@aol.com@INET@LNGTWY (MAWALDMAN@aol.com@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:14-MAY-1999 00:06:36.00

SUBJECT: POSSIBLE DEPARTURE STATEMENT ON GUNS

TO: Loretta M. Ucelli@eop (Loretta M. Ucelli@eop [WHO])
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===== END ATTACHMENT 1 =====

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Constance J. Bowers (CN=Constance J. Bowers/OU=OMB/O=EOP [OMB])

CREATION DATE/TIME:14-MAY-1999 09:09:21.00

SUBJECT: LRM CJB70 - - EDUCATION Fact Sheet on EDUCATION Draft Bill on Elementary a

TO: David J. Rivait (CN=David J. Rivait/OU=ONDCP/O=EOP [ONDCP])
READ:UNKNOWN

TO: Lisa J. Bruce (CN=Lisa J. Bruce/OU=ONDCP/O=EOP [ONDCP])
READ:UNKNOWN

TO: tom.herlihy@ost.dot.gov@inet (tom.herlihy@ost.dot.gov@inet [UNKNOWN])
READ:UNKNOWN

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

TO: Pamula L. Simms (CN=Pamula L. Simms/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

TO: Robert G. Damus (CN=Robert G. Damus/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

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

TO: Jonathan H. Schnur (CN=Jonathan H. Schnur/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: Leslie S. Mustain (CN=Leslie S. Mustain/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

TO: swallace (swallace @ os.dhhs.gov @inet [UNKNOWN])
READ:UNKNOWN

TO: ocl (ocl @ ios.doi.gov @ inet [UNKNOWN])
READ:UNKNOWN

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

TO: Janet R. Forsgren (CN=Janet R. Forsgren/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Howard Dendurent (CN=Howard Dendurent/OU=OMB/O=EOP@EOP [OMB])

READ:UNKNOWN

TO: Daniel I. Werfel (CN=Daniel I. Werfel/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

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

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

TO: Wei-Min C. Wang (CN=Wei-Min C. Wang/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

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

TO: lrm@os.dhhs.gov (lrm@os.dhhs.gov @ inet [UNKNOWN])
READ:UNKNOWN

TO: dodlrs (dodlrs @ osdgc.osd.mil @ inet [UNKNOWN])
READ:UNKNOWN

TO: justice.lrm (justice.lrm @ usdoj.gov @ inet [UNKNOWN]) (OA)
READ:UNKNOWN

TEXT:

Please provide comments on the attached Fact Sheet by 2:00 p.m.
Friday, May 14th. Since this bill will be transmitted shortly, this
deadline is firm.

This material will also be placed on the following website shortly:

<http://tabula.ost.dot.gov/ed>

Use the following identifying information:

username: LRM
password: text

- ESEA Fact Sheet.doc

----- Forwarded by Constance J. Bowers/OMB/EOP on
05/13/99 10:22 PM -----

LRM ID: CJB70
EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001

Thursday, May 13, 1999

LEGISLATIVE REFERRAL MEMORANDUM

TO: Legislative Liaison Officer - See Distribution
below

FROM: Janet R. Forsgren (for) Assistant Director for
Legislative Reference

OMB CONTACT: Constance J. Bowers

PHONE: (202)395-3803 FAX: (202)395-6148

SUBJECT: EDUCATION Fact Sheet on EDUCATION Draft Bill on
Elementary and Secondary Education Act Reauthorization

DEADLINE: 2:00 p.m. Friday, May 14, 1999

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President. Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.

COMMENTS: This draft Fact Sheet will accompany the transmittal of the ESEA draft bill. Since the bill will be transmitted shortly, this deadline is firm. This material will be placed on the following web site shortly.

<http://tabula.ost.dot.gov/ed>

Use the following identifying information:

username: LRM

password: text

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Educational Excellence for All Children Act of 1999

FACT SHEET

The President today sent to the Congress the “Educational Excellence for All Children Act of 1999,” his proposal to reauthorize the Elementary and Secondary Education Act of 1965 (ESEA). This legislation reaffirms the critical role of the Federal Government in working with schools, school districts, and States to promote educational excellence for all children. Every child, every parent, every grandparent, and every taxpayer deserves high quality public schools in their communities.

More specifically, the proposal would build on the 1994 ESEA reauthorization, which established as a core principle the idea that disadvantaged children should achieve to the same challenging academic standards as their more fortunate peers, by helping States, communities, school districts, and teachers get high standards into the classroom.

Background

In 1994, Congress and the Clinton Administration began the transformation of the Federal role in education by passing the Improving America’s Schools Act, which reauthorized the ESEA, and the Goals 2000: Educate America Act, which supported State and local school reform efforts based on challenging academic standards and assessments linked to those standards. Prior to 1994, our education system had for too long condoned low expectations and low standards for poor children, and Federal programs often reflected those expectations. The 1994 laws established the clear expectation that all children—including disadvantaged and minority children—can and should reach high standards.

The two laws were built on the principle that students and schools rise to the expectations and standards we set for them. Therefore, Federal resources were focused on helping States to develop and implement challenging State standards for all children and to use those standards to improve learning through a coherent and aligned system of curricula and assessments.

The 1994 laws complemented and accelerated reforms already underway in many States and school districts, while providing a catalyst for change in States that had not yet begun setting high academic standards. In fact, in a recent study by the General Accounting Office, many States reported that Goals 2000 has been a significant factor in promoting their education reform efforts. Similarly, according to the National Assessment of Title I, about half of poor school districts across the Nation report that Title I is “driving standards-based reform in the district as a whole.” With 48 States, Puerto Rico, and the District of Columbia having completed the development of State content standards for all children, it is clear that higher standards are taking hold nationwide.

More importantly, there is strong evidence that where States have implemented standards-based reform over a period of time—together with accountability mechanisms linked to those standards—students have benefited. For example, North Carolina and Texas made greater gains in math and reading on the National Assessment of Educational Progress (NAEP) than any other

State between 1992 and 1996. Texas also showed significant progress in closing the achievement gap between minority and white students. A recent study by RAND researchers concluded that the most plausible explanation for these gains is the effort by both States to align their systems of standards, curriculum, and assessments, and to hold schools accountable for the improvement of all students.

In developing its 1999 ESEA reauthorization proposal, the Administration drew on the experience of implementing the 1994 Act, efforts to measure program performance under the Government Performance and Results Act, and a review of Congressionally mandated evaluations of Title I and other programs. These efforts also were informed and enriched by conversations with hundreds of teachers, principals, parents, community activists, and State and local officials nationwide. Four themes emerged again and again during this process, and these same themes are found throughout the Educational Excellence for All Children Act of 1999: (1) a firm commitment to high standards in every classroom, (2) improving teacher and principal quality to ensure quality instruction for all children, (3) strengthening accountability for results coupled with flexibility, and, (4) ensuring safe, healthy, disciplined, and drug-free school environments where all children feel connected, motivated, and challenged to learn and where parents are welcomed and involved.

High Standards in Every Classroom

The next step in education improvement is to take the high standards set at the Statehouse and move them to schools and classrooms. The Educational Excellence for All Children Act of 1999 renews the Federal commitment to high standards for all children and promotes this next stage of standards-based reform by helping States, districts, schools, and teachers use challenging State standards to guide classroom instruction and student assessment. The bill also supports high standards by helping children to read well and by providing extra resources to help all students succeed. The proposal would:

- Raise student performance by increasing academic standards. The proposal would support implementation of challenging standards and aligned assessments in every State. Title I of the ESEA would continue to focus on high expectations for all children, retaining the current statutory requirement that States establish content standards, student performance standards, and assessments aligned with the standards by the 2000-01 school year. Title II includes a specific authorization to help States and school districts align instruction, curriculum, assessments, and professional development to challenging academic standards.
- Implement continuous improvement and accountability based on challenging standards. States will hold all school districts accountable, and school districts will hold schools accountable, for continuous and substantial gains in overall student performance and in the performance of the lowest-performing students.
- Provide teachers with up-to-date training and support through a new Teaching to High Standards initiative. States have made great strides in developing standards, but only 36 percent of teachers report that they feel very well prepared to teach to high standards. The

Teaching to High Standards initiative would help schools and school districts give teachers the tools and training they need to help students reach high standards.

- Put useful technology into schools and classrooms to help teachers teach to high standards. The Technology for Education initiative would help teachers, particularly in high-poverty districts, use technology to better teach students to challenging State standards, for instance by using distance learning to get challenging subject matter into all classrooms.
- Strengthen the teaching of reading and reduce class size. The bill would continue the Class-Size Reduction initiative, which seeks to reduce class size in the first through third grades to a nationwide average of 18 students, to ensure that all students receive the individual attention they need to read well and independently by the end of the third grade. It would continue the Reading Excellence Act, which focuses on professional development, extended learning time, and family literacy. Improvements in the Even Start family literacy program would increase the intensity and quality of family literacy services, while a new initiative in Title II would provide professional development for early childhood educators.
- Emphasize math and science education by earmarking the first \$300 million of the Teaching to High Standards grants under Title II for professional development in those subjects. In particular, these funds would help States and school districts take full advantage of new research and curricular materials aimed at improving the teaching and learning of mathematics. The bill also would reauthorize the Eisenhower National Clearinghouse for Mathematics and Science Education and the Eisenhower Regional Mathematics and Science Education Consortia.
- Improve foreign language instruction by setting a national goal that 25 percent of all public elementary schools offer high-quality, standards-based foreign language programs by the year 2005, rising to 50 percent by 2010. The bill would help States and districts meet this goal by supporting the development of foreign language standards and assessments, expanding the pool of elementary school foreign language teachers through improved recruitment and professional development efforts, and encouraging the use of educational technology in foreign language instruction.
- Focus on promoting equity, excellence, and public school choice options for all students. Recognizing that no one school or program can meet the unique needs of every student, public school choice provides students with the flexibility to choose among public schools and programs that differ with respect to educational settings, pedagogy, and academic emphasis. Title V will support programs that can enhance options for students and parents, including the Magnet Schools Program, the Public Charter Schools Program, and a new authority that will fund innovative options for public school choice.

Strengthen Teacher and Principal Quality

Qualified teachers are critical to improving student achievement, yet too many teachers are not provided with on-going high-quality professional development to help them improve and build

on their teaching skills. In addition, many teachers leave the profession in their first three years, and far too many teachers are teaching in a field in which they were not trained. In Title I schools, an increasing number of unqualified teacher aides are providing direct instruction without supervision by a certified teacher. To address these problems and help ensure that every child in America has a talented and dedicated teacher who is prepared to help all children reach high standards, the President's bill would:

- Help teachers teach to high standards. The Title II Teaching to High Standards initiative would support State and local efforts to: (1) help teachers and principals align curricula and assessments with challenging State and local content standards; (2) provide teachers with sustained and intensive high-quality professional development in core academic content areas; (3) support new teachers during their first three years in the classroom; and, (4) help ensure that all teachers are proficient in content knowledge and teaching skills. This new initiative takes the place of and incorporates the most successful elements of three current State grant programs: Goals 2000, Eisenhower Professional Development, and Title VI Innovative Education Program Strategies.
- Expand recruitment and retention efforts to help meet the need for 2.2 million new teachers over the next decade. The Teaching to High Standards initiative would support State and local efforts to recruit and retain high-quality teachers in high-need areas. These efforts would include, for example, the creation of a national job bank and encouraging portability of licensure and other teaching credentials. The Teaching to High Standards initiative also would include a priority for school districts that support teachers in their first three years of teaching, a period when many good teachers leave the classroom. The Transition to Teaching initiative would expand the existing Troops to Teachers program to help non-military (as well as military) mid-career professionals become teachers, particularly in high-poverty school districts and high-need subject areas.
- Require certification for new teachers in Title I schools. Our proposal would require all new teachers in programs supported with Title I funds to be fully certified in the subject they teach. Two years after enactment of the bill, paraprofessionals with less than two years of college would be limited to non-instructional duties, while those with two or more years of college could provide instructional support and tutoring only under the supervision of a certified teacher. A new set-aside for professional development in Title I would help create a career-long professional learning environment for teachers in Title I schools.
- Strengthen the State teacher certification process. States would be required to ensure that, within four years, at least 95 percent of their teachers are either (1) fully certified, (2) working toward full certification through an alternative route, or (3) fully certified in another State and working toward meeting any State-specific requirements. States will also be required to ensure that at least 95 percent of secondary school teachers have academic training or demonstrated competence in the subject area in which they teach.
- Help future teachers use advanced technology to improve classroom instruction. The Technology Literacy Challenge Fund would support sustained and intensive high quality

professional development in school districts to increase teacher capacity to create improved learning environments through the integration of technology into instruction. The Preparing Tomorrow's Teachers to Use Technology initiative would support consortia of public and private entities to train new teachers to use technology to prepare students to achieve to challenging State and local standards.

- Train early childhood educators to prepare disadvantaged students for school. This Title II proposal would provide grants to partnerships of professional development providers, community-based early childhood programs, and school districts to provide high-quality professional development to early childhood providers. The emphasis would be on research-based approaches to professional development in language acquisition, literacy, and reading development.
- Train classroom teachers to teach students with limited English proficiency (LEP). Because LEP students are found in more and more classrooms, the reauthorized Title VII Bilingual Education program would support teacher education programs that develop the ability of regular classroom teachers to teach LEP students.

Strengthen Accountability for Student Performance

The 1994 laws provided States and districts with increased flexibility to coordinate, modify, and combine program funding and activities in exchange for greater accountability for improved educational achievement. States, districts, and schools have begun to take advantage of this increased flexibility, but too often without the necessary implementation of effective accountability mechanisms. Early research suggests, however, that it is precisely those States with the most comprehensive and effective accountability systems that are making the most progress in increasing expectations and standards for students and schools and improving student achievement.

The President's reauthorization proposal would retain the ESEA flexibility provisions included in the 1994 law, including the expansion of schoolwide programs, consolidation of administrative funds, and waiver procedures for regulatory and statutory provisions that stand in the way of innovative reform efforts. The bill also would retain and update the provisions of the Education Flexibility Act of 1999, which expanded eligibility for ED-Flex authority to all States.

To help ensure that this enhanced flexibility leads to improved student achievement, the President is proposing several new accountability measures:

- Strengthen accountability for districts and schools. Our proposal would encourage States to develop one rigorous accountability system for all schools, including Title I schools, that requires them to make annual, substantial gains in student performance until every student is mastering challenging standards. States will be provided with flexibility by being able to use either a model outlined in the statute or an alternative that is at least as rigorous and effective. States without a single statewide accountability system would be required to develop one for its Title I schools.

- Increase accountability to parents and the public through school report cards. States and school districts receiving ESEA funds would be required to produce and distribute annual report cards for each school, school district, and State. The report cards would include information on student achievement, teacher qualifications, class size, school safety, attendance, and graduation rates. Where appropriate, student achievement data would be broken out by demographic groups to identify any gaps between disadvantaged students and their peers.
- End the traditional practices of social promotion and retention, after a four-year transition period during which States would put in place educational practices targeting students who need additional help to meet State promotion standards. Such practices include early identification and intervention strategies, smaller classes with well-prepared teachers, high-quality professional development, greater family involvement, and extended learning time. Following the transition period, States and districts would require students to meet academic performance standards before being promoted at key transition points (e.g., fourth and eighth grade) or graduating from high school. State policies would use multiple measures, including an assessment valid for these purposes, to determine if a student has met the standards.
- Turn around low-performing schools. School districts would be required to identify publicly the lowest-performing schools that have not improved over two years and to implement interventions and provide technical assistance in these schools. Initial interventions could include implementing extended learning opportunities, proven school reform models, and extensive teacher training. If there is no satisfactory improvement in student performance within three years, districts would be required to take corrective actions, such as reconstituting the school by making wholesale staff changes or closing the school down entirely and reopening it with new staff or as a charter school. States would be required to reserve 2.5 percent of their Title I LEA Grant funds (increasing to 3.5 percent in fiscal year 2003) to support interventions in failing schools, and would provide 70 percent of these funds to school districts to help them turn around low-performing schools.

Support Safe, Healthy, Disciplined, and Drug-Free Learning Environments

A critical prerequisite for achieving quality and excellence in education is a safe, healthy, disciplined, and drug-free learning environment that provides ample opportunities for each student to make connections with caring adults that support learning and personal development. Notwithstanding the recent tragedy at Columbine High School in Littleton, survey data show that schools continue to be safe places in America's communities. However, similar survey data show that drug and alcohol use remain disturbingly high in middle and high school, discipline appears to be a growing problem, and more and more children are leading lifestyles involving little or no physical exercise.

Parents play a critical role in creating and maintaining a healthy learning environment, and the Educational Excellence for all Children Act of 1999 would retain and strengthen the emphasis on parent involvement first established by the 1994 Act.

The following provisions would support State and local efforts to create safe, healthy, disciplined, and drug-free learning environments in all of our schools:

- Help support and expand the connections between adults and students that are necessary for effective learning and healthy personal development through a Secondary School Reform initiative. This new initiative would provide resources to help transform 5,000 high schools into places where students receive individual attention, are motivated to learn, are provided with challenging courses, and are encouraged to develop and pursue long-term higher education and career goals. Participating schools would serve as models to guide reform in all secondary schools.
- Require every school district and school to have a sound discipline policy. Our proposal will require States to hold school districts and schools accountable for having discipline policies that focus on prevention, are consistent and fair, and are developed with the participation of the school community.
- Emphasize parent involvement policies at the school and district levels and continue implementation of parent-school compacts.
- Improve the Parent Information and Resource Centers by focusing on high-poverty communities, encouraging the use of research-based models for increasing parent involvement, and emphasizing early literacy development.
- Expanding access to information through technology by supporting community technology centers that make online education and training resources available to parents and other community members in high-poverty areas.
- Strengthen the Safe and Drug-Free Schools and Communities Act by concentrating funds on districts which have significant need for drug- and violence-prevention and which are developing and implementing research-based prevention programs of proven effectiveness.
- Create a new School Emergency Response to Violence program (Project SERV) that would provide rapid assistance to school districts that have experienced violence or other trauma that disrupts the learning environment.
- Modify the Gun-Free Schools Act to require an assessment of any student who brings a gun to school to determine if the student poses an imminent threat of harm and, in the case of students who are suspended or expelled from school, provide for appropriate supervision, counseling, and educational services.
- Promote physical fitness and lifelong healthy habits through demonstration projects. Exemplary physical education programs can promote life-long healthy habits, provide

opportunities for students to connect to school, and become an important component of after-school programs.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:14-MAY-1999 09:31:10.00

SUBJECT: Re: Medicare

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:

In yesterday's message meeting the group started to talk about event options for the beginning of June. One thing the group mentioned was the possibility of doing the Medicare event. Below Chris indicates that we would not be ready by then with the President's plan, but that we might be able to do a drug benefit event. Is this something you would like to do if we can get it on the schedule?

----- Forwarded by Karin Kullman/OPD/EOP on 05/14/99
09:29 AM -----

Christopher C. Jennings
05/13/99 06:38:05 PM
Record Type: Record

To: Karin Kullman/OPD/EOP@EOP
cc: jeanne lambrew/opd/eop@eop, devorah r. adler/opd/eop@eop
Subject: Re: Medicare

The President's plan probably will not be available in early June. We are still pulling together pieces.

I did hear, however, that the House Dem Caucus is quite interested in doing a prescription drug event during the Memorial Day recess. Frank Pallone advised us about this yesterday.

Although we will not have a plan by then, we could perhaps have an event where we could document the need for such coverage. To do this right, however, we need to quickly review available report options to see if we have a vehicle to help highlight this issue.

Let's talk...

cj

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:14-MAY-1999 09:34:57.00

SUBJECT: Crime Strategy Meeting

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

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

TO: Charles A. Blanchard (CN=Charles A. Blanchard/OU=ONDCP/O=EOP@EOP [ONDCP])
READ:UNKNOWN

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

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

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

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

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

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

CC: Essence P. Washington (CN=Essence P. Washington/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

CC: Sherron Duncan (CN=Sherron Duncan/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TEXT:

We will NOT be having a Crime Strategy Meeting on Monday, May 17.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:14-MAY-1999 09:37:35.00

SUBJECT: Next Week's DPC Team Leaders Meeting

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

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

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

TO: Thomas L. Freedman (CN=Thomas L. Freedman/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

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

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

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

CC: Teresa M. Jones (CN=Teresa M. Jones/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

CC: Essence P. Washington (CN=Essence P. Washington/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

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

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

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

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

TEXT:

We will NOT have a Team Leaders Meeting on Monday, May 17. Next week's Team Leaders meeting will be on Tuesday, May 18, at 9:30 a.m. in Bruce's office.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:14-MAY-1999 09:38:52.00

SUBJECT: DPC Staff Meeting

TO: Skye S. Philbrick (CN=Skye S. Philbrick/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: Sandra Thurman (CN=Sandra Thurman/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

TO: Todd A. Summers (CN=Todd A. Summers/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: Jonathan H. Schnur (CN=Jonathan H. Schnur/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

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

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

TO: Karin Kullman (CN=Karin Kullman/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: Thomas L. Freedman (CN=Thomas L. Freedman/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

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

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

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

TO: Essence P. Washington (CN=Essence P. Washington/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

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

TO: Mary L. Smith (CN=Mary L. Smith/OU=OPD/O=EOP@EOP [OPD])

READ:UNKNOWN

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

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

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

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

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

TO: Teresa M. Jones (CN=Teresa M. Jones/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

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

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

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

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

TEXT:

We will NOT have a DPC Staff Meeting on Tuesday, May 18.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Irene Bueno (CN=Irene Bueno/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:14-MAY-1999 10:30:48.00

SUBJECT: INS Restructuring Briefing

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

READ:UNKNOWN

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

READ:UNKNOWN

Irene Bueno (CN=Irene Bueno/OU=OPD/O=EOP [OPD])

READ:UNKNOWN

TEXT:

Doris Meissiner would like to brief senior White House staff and Labor and State Dept. staff on the INS restructuring proposal next Friday, 5/21 preferably at 1:30 pm but is open to other times on that date. The contact person is Meissiner's office is Cathy St. Denis 514-8195.

Other invitees I would recommend are the following or their designate:

- Janet Murguia
- Maria Echavetse
- Michael Deich
- Barbara Chow
- Eric Schwartz
- Micky Ibarra
- Mary Beth Cahill
- Representative from Dept. of Labor and State - I am not sure who but can find out.

Please advise. Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jeffrey A. Shesol (CN=Jeffrey A. Shesol/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 10:48:10.00

SUBJECT: are we likely...

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

to comment specifically either way on what happens to this Schumer bill on Internet sales?

And any new thoughts on the Hatch vote, which just happened?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: MaryEllen C. McGuire (CN=MaryEllen C. McGuire/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 12:04:07.00

SUBJECT: AmeriCorps Call

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

TO: Thomas L. Freedman (CN=Thomas L. Freedman/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

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

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

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

TO: JGompert@cns.gov (JGompert@cns.gov @ inet [UNKNOWN])
READ:UNKNOWN

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

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

TO: Anne E. McGuire (CN=Anne E. McGuire/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: Shirley S. Sagawa (CN=Shirley S. Sagawa/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN

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

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

TEXT:

Our bi-weekly AmeriCorps Conference Call will be held this coming Monday, May 17th at 4:00pm. Please call 757-2100 code 4129.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jeffrey A. Shesol (CN=Jeffrey A. Shesol/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 12:33:54.00

SUBJECT: draft radio address 5/14 12:30pm -- please comment to Jeff Shesol ASAP 6-2

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

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

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

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

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

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

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

TO: Thomas L. Freedman (CN=Thomas L. Freedman/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

TO: Elena Kagan (CN=Elena Kagan/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:

Draft 05/14/99 12:30am
Jeff Shesol

PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON VIOLENCE AND
THE ENTERTAINMENT INDUSTRY
SEATTLE, WASHINGTON
May 14, 1999

Good morning. In the past few weeks, our nation has been united in grief with the people of Littleton. Today, I want to talk to you about the ways we must unite in action to keep our children safe.

Since that terrible day, people across America have searched their souls and searched for solutions to prevent this kind of tragedy from happening again. And last week, at our White House strategy session on children and violence, representatives of every sector of society agreed on one fundamental fact: making progress requires taking responsibility.

That responsibility begins at home. Parents have a duty to guide children as they grow, staying engaged, staying involved in their lives. The most important influence on a child is a parent.

Here in Washington, we have a responsibility to keep guns out of the hands of criminals and children. There is a broad national consensus on that point -- everywhere, it seems, except the U.S. Senate. Last week, the Senate twice passed a phony proposal instead of a real law that would close the deadly gun show loophole, through which tens of thousands of guns are sold each year without background checks. Even worse, the Senate bill is riddled with new loopholes -- permitting convicted felons to get guns at pawn shops, no questions asked; and making it harder, not easier, for law enforcement to trace guns used in crimes.

If the Senate says it wants to fix the problem, it should fix the problem. At the very least it should not make the problem worse. The American people deserve -- and have demanded -- better. They know that law-abiding citizens don't need loopholes in our gun laws. Only criminals do. I strongly hope that in the coming weeks, the Senate will step up to its responsibility and do the right thing by our children.

I have also said that the entertainment industry must do its part. In 1993, shortly after I became President, I traveled to Hollywood and spoke to members of the community about their responsibility. I said: "You have the capacity to do good -- to help change the way we behave, the way we think of ourselves. . . Examine what together you might do to help us rebuild the frayed bonds of community, to give children nonviolent ways to resolve their frustrations."

Today, the entertainment industry is helping parents limit children's exposure to violence -- working with the administration on a voluntary ratings system for television and parental screening for the Internet. But there is still too much violence on our nation's screens, large and small. There are too many creators and purveyors of violence who say there is nothing they can do about it. And there are too many

vulnerable children who are steeped in this culture of violence -- becoming desensitized to it and, as studies show, more capable of committing it themselves. By age 18, the typical American will see 40,000 dramatized murders. All in the name of entertainment.

Those who say they can do nothing about this are wrong. By changing the way it does business, the entertainment industry can make a big difference. Today, I am issuing a challenge to the entire entertainment industry -- to stop showing guns in any ads and previews children might see. Second, I challenge theater owners across America to enforce more strictly the age requirements on the movies they show. No theater owner should turn the other way as a child walks unchaperoned into an R-rated movie. [And third, I am asking the Department of Justice and the Federal Trade Commission to study the extent to which the video game, television, music and movie industries market violence to children -- and whether those industries are abiding by their own voluntary systems of self-regulation.] Our administration is fighting to do everything we can to protect our children. The entertainment industry should do the same.

Across America, people are coming together and saying, yes, we can change this culture of violence. I believe that we will -- and that we can build, in its place, a culture of values which we would be proud to pass on to future generations. Thank you.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Thomas L. Freedman (CN=Thomas L. Freedman/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:14-MAY-1999 12:56:05.00

SUBJECT: Passing along Leiberman office request .

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

TO: Neera Tanden (CN=Neera Tanden/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:

FYI. Leiberman's press guy called to ask that the Senator get some recognition for the work he's done on entertainment and violence.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: "Cohen, Mike" <Mike_Cohen@ed.gov> ("Cohen, Mike" <Mike_Cohen@ed.gov> [UNK

CREATION DATE/TIME:14-MAY-1999 13:18:22.00

SUBJECT: New Social promotion idea

TO: "Johnson, Judith" <Judith_Johnson@ed.gov> ("Johnson, Judith" <Judith_Johnson@ed
READ:UNKNOWN

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

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

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

TO: "O'Leary, Ann" <Ann_O'Leary@ed.gov> ("O'Leary, Ann" <Ann_O'Leary@ed.gov> [UNKN
READ:UNKNOWN

TO: "Smith, Mike" <Mike_Smith@ed.gov> ("Smith, Mike" <Mike_Smith@ed.gov> [UNKNOWN
READ:UNKNOWN

TEXT:

I have a new idea for how we might bridge the remaining gap with the civil rights groups, while retaining our language requiring state policies to require kids to meet standards before being promoted. In our conversation, Bill and Jenell were convinced that our language would require retention of kids who didn't meet the standards, even after receiving all of the "continuing comprehensive interventions" that we now require. Bill in particular has consistently been concerned that we are leaving no choice but retention for kids who are still not making it after all this help.

What if we added something to our proposal, requiring local districts to have a procedure for determining the appropriate placement and instructional program that is reasonably calculated to best help the student meet standards and progress through school, for a student who does not meet promotion standards, even after receiving all of the comprehensive interventions we already require. This "last chance" approach would leave districts a range of options, from retention to promotion to anything in between, depending upon what it thinks will work best for the kid. I think this might satisfy Bill.

While this may create a giant loophole (though it shouldn't if we write it so it is clear it is a last resort), its not without precedent. I've been reviewing descriptions of state and local social promotion policies that Judith Johnson's staff has assembled, and have found that a number of state/local policies have explicit escape hatches, permitting schools to decide to promote kids even if they haven't met the standards. For example:

California permits a student's teacher to recommend against retaining a student, with a written determination that specifies the reasons that retention is not appropriate and with recommendations for appropriate interventions.

Delaware requires kids who don't meet standards to attend summer school--and then requires an individual improvement plan for a kid who still doesn't meet standards after summer school.

Louisiana allows for a variety of options (retention, remediation, alternative placement, or anything else that will work) for kids who don't meet proficiency levels.

North Carolina permits an appeals committee of teachers, principals, and parents to waive the retention if the teacher or parent provides documentation (e.g., examples of student work) that the kid is on grade level.

What do you think?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jeffrey A. Shesol (CN=Jeffrey A. Shesol/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 14:18:20.00

SUBJECT: new operative paragraph

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

READ:UNKNOWN

TEXT:

Those who say they can do nothing about this are wrong. By changing the way they do business. . . by making programs, CDs, and video games as if their own children were watching. . . members of the entertainment community can make a big difference. Today, I am issuing a challenge to the entire entertainment industry -- to stop showing guns in any ads and previews children might see. Second, I challenge theater owners across America to enforce more strictly the age requirements on the movies they show. No theater owner should turn the other way as a child walks unchaperoned into an R-rated movie. And third, I challenge the movie industry to re-evaluate its ratings system -- specifically, the PG-13 rating, to determine whether it is allowing gratuitous violence in movies viewed by children. Our administration is fighting to do everything we can to protect our children. The entertainment industry should do the same.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jeffrey A. Shesol (CN=Jeffrey A. Shesol/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 14:20:24.00

SUBJECT: I forgot...

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

TO: Thomas L. Freedman (CN=Thomas L. Freedman/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

TEXT:
to add a specific mention of carding kids. Back in a minute.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jeffrey A. Shesol (CN=Jeffrey A. Shesol/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 14:22:52.00

SUBJECT: operative paragraph redux

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

READ:UNKNOWN

CC: Thomas L. Freedman (CN=Thomas L. Freedman/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Those who say they can do nothing about this are wrong. By changing the way they do business. . . by making programs, CDs, and video games as if their own children were watching. . . members of the entertainment community can make a big difference. Today, I am issuing a challenge to the entire entertainment industry -- to stop showing guns in any ads and previews children might see. Second, I challenge theater owners across America to enforce more strictly the age requirements on the movies they show. Theater owners should check IDs, not turn the other way as a child walks unchaperoned into an R-rated movie. And third, I challenge the movie industry to re-evaluate its ratings system -- specifically, the PG-13 rating, to determine whether it is allowing gratuitous violence in movies viewed by children. Our administration is fighting to do everything we can to protect our children. The entertainment industry should do the same.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jeffrey A. Shesol (CN=Jeffrey A. Shesol/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 14:57:50.00

SUBJECT: final draft -- radio address

TO: Thomas L. Freedman (CN=Thomas L. Freedman/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

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

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

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

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

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

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

TEXT:

Final 05/14/99 2:30pm
Jeff Shesol

PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON VIOLENCE AND
THE ENTERTAINMENT INDUSTRY
SEATTLE, WASHINGTON
May 15, 1999

Good morning. In the past few weeks, ever since that terrible day in Littleton, people across America have searched their souls and searched for solutions to prevent this kind of tragedy from happening again. Last Monday, at our White House strategy session on children and violence, representatives of every sector of society agreed on one fundamental fact: making progress requires taking responsibility.

That responsibility begins at home. Parents have a duty to guide children as they grow, staying engaged, staying involved in their lives. The most important influence on a child is a parent.

Here in Washington, we have a responsibility to keep guns out of the hands of criminals and children. There is a broad national consensus on that point -- everywhere, it seems, except the U.S. Senate. Last week, the Senate twice passed a phony proposal instead of a real law that would

close the deadly gun-show loophole, through which tens of thousands of guns are sold each year without background checks. Even worse, the Senate bill is riddled with new loopholes -- permitting convicted felons to get guns at pawn shops, no questions asked; and making it harder, not easier, for law enforcement to trace guns used in crimes.

If the Senate says it wants to fix the problem, it should fix the problem. It should not make the problem worse. The American people deserve -- and have demanded -- better. They know that law-abiding citizens don't need loopholes in our gun laws. Only criminals do. I strongly hope that in the coming weeks, the Senate will step up to its responsibility and do the right thing by our children.

I have always said that the entertainment industry must also do its part. In 1993, shortly after I became President, I traveled to Hollywood and spoke to members of the community about their responsibility. I said: "You have the capacity to do good -- to help change the way we behave, the way we think of ourselves. . . . Examine what together you might do to help us rebuild the frayed bonds of community, to give children nonviolent ways to resolve their frustrations."8

Today, the entertainment industry is helping parents limit children's exposure to violence -- working with the administration on a voluntary ratings system for television and parental screening for the Internet. But there is still too much violence on our nation's screens, large and small. There are too many creators and purveyors of violence who say there is nothing they can do about it. And there are too many vulnerable children who are steeped in this culture of violence -- becoming desensitized to it and, as studies show, more capable of committing it themselves. By age 18, the typical American will see 40,000 dramatized murders. All in the name of entertainment.

Those who say they can do nothing about this are wrong. By changing the way they do business. . . by making movies, music, TV programs and video games as if their own children were watching. . . members of the entertainment industry can make a big difference. And today, I want to issue three specific challenges to the entertainment industry. First, the whole industry should stop showing guns in any ads or previews children might see. Second, I challenge theater owners across America to enforce more strictly the age requirements on the movies they show. Theater owners should check IDs, not turn the other way as a child walks unchaperoned into an R-rated movie. And third, I challenge the movie industry to re-evaluate its entire ratings system -- especially the PG-13 rating, to determine whether it is allowing gratuitous violence in movies viewed by children. Our administration is fighting to do all we can to protect our children. The entertainment industry should do everything in its power, too.

Across America, people are coming together and saying, yes, we can change this culture of violence. I believe that we can -- and that we will -- build in its place a culture of values which we will be proud to pass on to future generations. Thank you.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:14-MAY-1999 15:38:14.00

SUBJECT: California making progress to statewide child support system

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:

----- Forwarded by Cynthia A. Rice/OPD/EOP on 05/14/99
 03:39 PM -----

Andrea Kane
 05/14/99 03:22:20 PM
 Record Type: Record

To: J. Eric Gould/OPD/EOP, Cynthia A. Rice/OPD/EOP, Eugenia
 Chough/OPD/EOP, Michele Ahern/OMB/EOP
 cc:
 Subject: CA child support

In case you haven't seen this yet (it's in today's HHS clips)

Copyright 1999 Times Mirror Company
 Los Angeles Times May 14, 1999, Friday

SENATE MOVES TO END D.A.S' ROLE IN CHILD SUPPORT BYLINE: GREG KRIKORIAN
 and NICHOLAS RICCARDI, TIMES STAFF WRITERS

In a stunning bipartisan rebuke, the state Senate on Thursday overwhelmingly approved a bill to strip California's district attorneys of their responsibility for collecting child support.

The bill by President Pro Tem John Burton and Sen. Adam Schiff (D-Burbank) to create a new statewide network of child support offices passed 29 to 1 after an emotional speech on the Senate floor in which Burton accused district attorneys of scuttling past reforms.

Calling the current system "a disgrace," Burton argued that if lawmakers treated district attorneys as if they were "a county coroner, tax collector or a county dogcatcher, we would take their responsibilities away from them in a heartbeat."

"As crazy as it sounds," Burton said later, "right now district attorneys are getting extra money for not accomplishing what they're supposed to in collecting child support."

Though it may have the toughest laws in the nation, California is

considered to have one of the worst child support systems, with as much as \$ 8 billion owed to single-parent families. And with 3 million children, most of them on welfare, relying on the program, it affects more children than any state program but public schools.

Critics say a key problem is that district attorneys collect child support at the county level, creating a fragmented network in which it can take months to get money from a debtor parent in one county to a family in another.

But prosecutors, who argue that collections are steadily improving and that they should keep the mammoth program--and the millions of dollars in federal grants that come with it--vowed to fight on to retain jurisdiction.

"It is important to bear in mind that the process is not over," said Larry Brown, executive director of the California District Attorneys Assn.

A spokesman for Los Angeles County Dist. Atty. Gil Garcetti, whose office runs the state's largest and, by most standards, worst child support program, said Garcetti believes prosecutors "can do this job better than anyone else."

Jim Provenza, a lobbyist for the district attorney, added, "But if the state wants to set up a separate county agency, Garcetti will not stand in the way."

As a parallel Assembly bill steamed toward a floor vote, the district attorneys association this week took what it acknowledged was an unprecedented step and hired former Assemblyman Phil Isenberg as lobbyist. Isenberg, who will be paid \$ 8,000 a month plus expenses, is close to Gov. Gray Davis, who has not taken a formal position on the child support bills.

Davis' office did not return a call for comment Thursday, but Democratic leaders say they believe the governor recognizes the problems in the system. Yet some advocates remain wary of the district attorneys' political clout.

"The real work is just beginning," said Leora Gershenson of the National Center for Youth Law. "The closer we get, the harder the fight is going to be."

But Schiff, the coauthor of the Senate bill, said he believes momentum is on the side of reform.

"I don't underestimate the influence the D.A.s have with the Legislature, but by the same token, I don't underestimate the profound dissatisfaction of the public," Schiff said. "I frankly think those voices are a whole lot louder than the district attorneys, and those are the voices I am listening to and the ones, I believe, the governor will listen to."

Added Nora O'Brien of the Assn. of Children for the Enforcement of Support: "There's more families owed support than there are D.A.s."

Low Rate of Collections

The influential California District Attorneys Assn. for years has killed efforts to remove child support from prosecutors' offices. But

after a Times report last year showed how Los Angeles' program was both the state's largest and its worst, failing to collect money nine times out of 10 and annually billing thousands of men erroneously, legislators pledged wide reform.

Those efforts have leapt onto the fast track in Sacramento, as lawmakers have tried to outmaneuver district attorneys and restructure the program to lay the foundation for the state's third stab at building a statewide child support computer.

Two previous efforts to build the federally mandated system failed, with some critics blaming prosecutors for refusing to unify behind a single design. Federal penalties that began accruing this year could reach \$ 4.7 billion, and legislators argue that building a unified computer first requires an overhaul of the state's fragmented child support network.

Burton has been pushing hard for his bill, killing an alternative proposal to keep the program with district attorneys and moving his proposal to the floor Thursday morning with surprising speed.

An Assembly bill by Assemblywoman Sheila Kuehl (D-Santa Monica) that would also strip child support from prosecutors cleared its final committee Wednesday and backers are optimistic that it will pass the lower house next week.

"The bad news for the district attorneys of California is that there is absolutely no support for them keeping the program, except from themselves," Kuehl said.

She added that she believed prosecutors are trying to make an unworkable system work. "It's not just a critique of Gil" Garcetti, she said.

Assembly Speaker Antonio Villaraigosa (D-Los Angeles), who is supporting Kuehl's bill, said Thursday that he believes the differences between the Assembly and Senate bills can be ironed out.

Both bills call for the creation of a state department to oversee child support, and for offices to be established in each county, though it has not been finalized whether those offices would be run by the state or the counties. District attorneys would still prosecute debtor parents who fail to pay support--now a last-ditch collection strategy.

A blizzard of other child support measures, which would do everything from creating a way to appeal a child support billing to making it easier for erroneously billed parents to clear their cases, are also moving through the Legislature. But the restructuring bills have generated the most attention.

On the Senate floor, Burton called the district attorneys' performance in collecting child support "embarrassing and a disgrace," claiming that "they get money for not accomplishing anything."

He was joined by a parade of lawmakers from both parties who heaped criticism on the state's child support program. Although prosecutors have been lobbying aggressively to kill the bill, no speaker defended their performance.

Some even specified their complaints. "Los Angeles County is the biggest disaster," state Sen. Cathie Wright (R-Simi Valley) said.

Ten senators either abstained or skipped the vote, and the only "no" vote was cast by Sen. William Morrow (R-Oceanside), who said he feared the bill could worsen the child support problem by creating a new bureaucracy.

Soon after becoming one of eight Republicans to vote for the bill, GOP floor leader Sen. Ross Johnson (R-Irvine) said that child support is a bipartisan issue.

"I support the district attorneys in a great many areas, but I think there's a sense of frustration," Johnson said. "It's not a Democratic or Republican issue."

Times staff writer Carl Ingram in Sacramento contributed to this story.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Broderick Johnson (CN=Broderick Johnson/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 16:07:19.00

SUBJECT: Black Press and Social Promotion

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

I talked to Beverly Barnes regarding outreach to black commentators (e.g. Clarence Page, William Raspberry) so that we can give them our side of the social promotion story and try to generate pro-Administration commentaries ASAP. Beverly suggested the possibility of gathering some of them for an informal briefing next Tues or Wed. She also suggested a regional group of reporters as perhaps the most reachable group. She will get in touch with me on Monday morning with a suggested plan and target list. Thanks Beverly.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Neera Tanden (CN=Neera Tanden/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME: 14-MAY-1999 17:00:52.00

SUBJECT:

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

READ: UNKNOWN

TEXT:

There have been numerous studies and surveys showing parents¹, desires for a content-based ratings system. Such a system would give parents the opportunity to know whether or not to view a movie or television program according to their own values and their own assessment of their kids needs. In fact, a 1996 National PTA survey showed that 80% of parents prefer a ratings system that identifies program content rather than the age group it is intended for. Eighty percent of the parents surveyed also want separate ratings for sex, violence, and language content, not a single summary rating for a show or movie.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:14-MAY-1999 17:06:21.00

SUBJECT: Complete Weekly Report 5/14

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

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

TEXT:
WPC-
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MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
hp x (#` hp x (# Elena Kagan
hp x (#` hp x (#
SUBJECT: DPC Weekly Report

Crime Juvenile Crime/Guns: As part of its consideration of juvenile crime
legislation, the Senate voted on a number gunrelated amendments:

hp x (#` hp x (#(1) Gun shows: The Senate narrowly passed two amendm
ling with gun shows this week. After voting to table the Lautenberg amendment
to require background checks at all gun shows (5147), the Senate passed a Craig
amendment establishing a system of voluntary background checks for unlicensed
sellers at gun shows. After considerable criticism, Republicans tried to stren
ghen their gun shows amendment the next day by making background checks manda
tory for some gun sales at gun shows. However, the Republicans' revised amendme
nt would remains problematic. Here is why:

hp x (#` hp x (#(a) It continue to exempt some gun sellers or a new
"special licensees" created by the amendment from mandatory background checks

(b) It would roll back current law to exempt pawnshops from conducting backgrou
nd checks on redeemed firearms. It is worth noting that person who redeem fire

arms at pawnshops are more than 3 times as likely to be a prohibited purchaser under law.

(c) It would undermine federal law enforcement by not requiring a new class of persons allowed to conduct background checks or "special registrants" to assist law enforcement in tracing firearms, and by not allowing federal law enforcement to require gun show sellers to certify that they are in compliance with state and local gun laws.

(d) It would weaken the Brady Law by requiring background checks at gun shows to take place within a 24-hour period (not a business day). Under the Brady Law, the FBI has up to 3 business days if necessary to clarify arrest records, and it requires additional time in about 20 to 30 percent of the background checks. Thus, a background check conducted Saturday morning at a gun show would have to be completed by Sunday morning, even though the state court officer where many criminal records are kept would be closed.

hp x (#` hp x (#Despite these problems, the Republican gun shows fix a 4847 vote (with 4 Democrats not voting). This amendment also included \$50 million for enhanced federal firearms prosecutions, increased penalties for criminals who use firearms, a watered down version of juvenile Brady, and an expansion of the Youth Crime Gun Interdiction Initiative.

(2) Assault weapons: The Senate passed versions of two proposals included in the Administration's gun legislation. The Senate passed an Ashcroft amendment to bar juvenile possession of assault rifles and large capacity ammunition clips. Unlike the Administration's proposal, however, the Ashcroft ban contains numerous exemptions that track those for handguns in the Youth Handgun Safety Act (e.g., hunting, ranching, etc.), and it only bans possession through age 18. The Administration's bill would have banned assault weapons and clips in every instance and for all persons under the age of 21. The Senate also passed the Feinstein amendment to bar the importation of all large capacity ammunition magazines.

(3) Internet sales: The Senate voted down a Schumer amendment to require background checks for firearms sold on the Internet.

Body Text 2` hp x (#` hp x (#Although the Senate is expected to resume consideration of the juvenile crime bill and other gun amendments next week, the bill may be taken off the floor if Republicans and Democrats do not reach any agreement on how to limit the number of outstanding amendments.

"Body Text 2"

Crime 1998 FBI Crime Data: On Sunday, the FBI will release the preliminary 1998 Uniform Crime Report, which shows that overall crime fell by 7 percent from 1997. Between 1997 and 1998, both violent and property crime decreased by 7 percent. Violent crime: murder dropped by 8 percent, rape and assault fell by 5 percent each, and robbery fell by 11 percent. Property crime: larceny theft fell 6 percent, burglary and arson down 7 percent each, and motor vehicle theft declined by 10 percent. Crime decreased in all regions, with the West reporting the largest drops in violent crime (9 percent) and the Midwest reporting the smallest decreases (4 percent). Serious crime fell in cities of all sizes, with large cities (populations from 250,000-999,999) and suburban cities (50,000 to 99,999) reporting the largest decreases (8 percent each) and smaller cities with populations of less than 10,000 reporting the smallest decreases (4 percent).

□□

Style0 XX2PQ □□ XP\ P6Q □Tobacco Recoupment: □ As you know, we faced a difficult battle on tobacco recoupment during the conference on the supplemental spending bill. Regardless of our clear opposition to this proposal negotiators accepted a provision in the Senate bill to let states keep all tobacco settlement

funds without any commitment to spend funds to reduce youth smoking. Despite our requests, none of our allies offered a simple alternative along the lines of a proposal we were discussing with Democratic governors ensuring each state has a basic antiyouth smoking program by requiring each state to spend funds equal to a certain percent of their yearly settlement payments on such programs. Senator Specter offered an all or nothing motion to drop the Senate provision altogether, which failed. Later, Representative Obey offered a complicated amendment requiring that 40 percent of the settlement be spent on health care and tobacco prevention, which also failed. We do, however, believe that the major public health groups know how hard we fought to get this provision out. If we are unsuccessful in removing this provision from the final bill, we believe that in any bill signing statement you may want to either 1) voice your continued opposition to this provision and pledge to keep working for federal legislation that ensures every state funds a program to prevent youth smoking; or 2) focus attention on the states, urging them to use their new flexibility to ensure a new generation does not take up smoking, perhaps vowing to seek legislation in the future if states fail to act. XP\ P6Q We may also want to take the opportunity to urge Congress to appropriate \$20 million in your FY 2000 budget for a federal tobacco lawsuit. XP\ P6Q

Style0000Tobacco International: Secretary Shalala is participating in a meeting of the World Health Assembly in Geneva next week, pledging U.S. support for the World Health Organizations plans to develop a framework convention on tobacco control. This convention would establish a multilateral framework to reduce tobacco use worldwide. The framework is expected to take several years to develop and ratify and may be followed by negotiated protocols which would address specific obligations. The State Department has authorized HHS to lead the negotiating team for the framework convention which would include representatives from the State Department and other interested agencies. We will operate an interagency process to coordinate these efforts. You may recall that during last years consideration of the McCain legislation, some members of Congress wanted to include provisions which would have imposed U.S. laws overseas, which the State Department and USTR strongly opposed and which was removed from the bill at our urging.

XP\ P6Q Health Care Fraud and Abuse Update in Florida: On Monday, Senator Graham and Florida State Attorney General Bob Butterworth will join representatives of HHS and DOJ to announce \$2 million for a new multiagency enforcement facility in the state of Florida. The facility will be used to house multidisciplinary case teams to jointly review the reams of records necessary to identify and root out fraud, waste, and abuse in the Medicare program. Notably, for the first time ever, the actuaries have reported a decrease in Medicare spending as a result of our aggressive fraud and abuse prevention activities. Not only have enforcement activities achieved awards and settlements for the program, but our practices are apparently affecting provider behavior in the long run. Since 1993, the Administrations multidisciplinary efforts have saved taxpayers more than \$38 billion, with health care fraud convictions increasing by more than 240 percent, and clearly demonstrates that collaboration between law enforcement officials and health care providers is essential to effective fraud fighting efforts.

Health Care Innovative Nutrition/Lifestyles Demonstration Approved: We have informed Dean Ornish that the Health Care Financing Administration, pending final and expected OMB clearance, will be setting up a Medicare demonstration for his nutrition/lifestyle program. It will be designed exclusively for beneficiaries who have heart disease, which government researchers and the advocates of this program believe would best measure the cost effectiveness of this program. The only remaining issue is determining appropriate reimbursement rates for the program. However, this is not expected to be a major hurdle and the demo should be up and running by late summer.

□Health Care Closing Loopholes in the KennedyKassenbaum Health Insurance Portability and Accountability Act (HIPAA): □We continue to receive reports that individuals moving from the group to the individual insurance market who are eligible for the HIPAA protections are subject to significant increases in premiums sometimes up to 400 percent of the standard rate. Although this is currently permissible under the statute, it clearly causes significant access problems and certainly undermines the spirit of the law. In order to address this issue, we have been working with HHS, DOL, and Treasury to develop a legislative proposal to limit the premium rates charged to HIPAA eligibles to 150 percent of the standard rate of insurance. Although the insurance industry would no doubt oppose this measure, charging that it will lead to significant premium increases, our actuaries estimate that the increase in premiums will be no more than three to five percent. This legislation would also include provisions to ensure that workers losing their insurance are informed of their rights under HIPAA in enough time to insure that they have the opportunity to enroll in insurance before they lose their eligibility for the HIPAA protections. We are also contemplating administrative actions designed to improve consumers understanding of their rights under HIPAA and how best to access insurance. We have been informed that GAO is likely to be releasing a report on HIPAA implementation and enforcement issues in early June, which validates the need for additional efforts to educate beneficiaries about their rights under HIPAA. If you are interested in pursuing these options, which are expected to have strong consumer support, fill a clear hole in the HIPAA legislation, and receive widespread attention, we may want to contemplate holding an event on this legislation in early June.

□Health Care Market Oriented Approaches to Medicare are being Rejected by Insurers and Providers:□ In 1997, the Administration successfully secured demonstration authority to test market oriented approaches to purchase health care in the Medicare program. Specifically, we were given the authority to engage in competitive bidding for managed care, durable medical equipment, and other limited services provided by the program. Having received this authority, we worked with HHS to set up demonstrations in Florida, Arizona, and Kansas. Ironically, the same industry representatives and members of Congress who frequently critique the program as being inefficient strongly oppose this demonstration authority. In every case, providers have balked and done everything possible to stop these demonstrations, either by lobbying Congress to urge HCFA to delay or withdraw their plans, or through appealing to the courts to block our efforts. Health policy analysts have largely validated our efforts. On Friday, the Wall Street Journal quoted Ira Loss, a leading equities researcher, as saying that Medicare providers are interested in the free market only if it means that the government is getting away from bothering them. But when it comes to the government actually forcing them to compete for business, they are unhappy about it. This development points to the challenge we will have to enacting more nationally oriented competitive purchasing mechanisms as we unveil our Medicare reform proposal.

□□ XP\ P6Q

□□ XP\ P6Q □Children and Families Foster Care:□ On Thursday, Representatives Nancy Johnson (RCT) and Ben Cardin (DMD) introduced legislation to provide enhanced support to the approximately 20,000 young people who age out of the foster care system each year. Like your budget request, the Foster Care Independence Act of 1999 includes significant new investments to provide these young people with access to the health care, skills, and education they need to prepare for life on their own. You issued a statement lauding the bill as an important step forward. Rep. Tom Delay (RTX), a foster parent, has pledged to ensure speedy passage of the legislation, which is expected to clear the House Ways and Means Committee by the end of May. Senators Chafee and Rockefeller are expected to champion this issue in the Senate, and we remain optimistic that we will achieve bipartisan legislation for you to sign this year. XP\ P6Q

□□

□Immigration□ □New Regulations: □ Over the next few weeks, the Department of Justice (DOJ) is expected to promulgate three regulations concerning immigration issues. The Nicaraguan Adjustment and Central American Relief Act of 1997 (NACARA) provided Nicaraguan and Cubans with a right to become lawful permanent residents but did not provide similar benefits to Haitians and other Central Americans including Salvadorans and Guatemalans. In response to this inequity and at the strong urging of the Administration, Congress enacted the Haitian Refugee Immigration Fairness Act of 1998 (HRIFA) to allow certain nationals of Haiti to become lawful permanent residents. On May 11, DOJ issued an interim rule to establish procedures to implement HRIFA. On May 20, DOJ plans to issue the final rule implementing NACARA. This final rule sought to address the inequities created by NACARA for Salvadorans and Guatemalans but DOJ was legally unable to address fully the inequities in this regulation. Consistent with your statements during your recent trip to Central America, we are preparing legislation that would address these inequities. Lastly, DOJ plans to issue a proposed rule to clarify that immigrants who receive Medicaid, Children Health Insurance Program (CHIP), and a variety of other benefits will not face immigration penalties. The Vice President is interested in announcing this proposed regulation later this month.

Style0 XX2PQ □□ XP\ P6Q □Welfare Transportation Grants:□ Last week the Vice President released the first round of grants funded under your Access to Jobs initiative which was enacted as part of last years transportation bill. A total of \$71 million will go to 179 urban, suburban and rural communities in 42 states to help welfare recipients and other lowincome workers get to where the jobs are. The Indianapolis Public Transit agency received a \$500,00 grant on behalf of a consortium of transportation providers including the organization that employed Elaine Kinslow, the welfare to work success story you praised in last years State of the Union.

□Welfare Linking Welfare to Work and Census□ □2000: □ On Friday, the Department of Labor announced the availability of \$20 million in Welfare to Work funds for a competitive project to employ welfare recipients as Census 2000 enumerators and to connect these individuals with permanent jobs once the Census work ends. This collaborative effort between Labor and Commerce builds on the Census Bureau success in hiring over 4,700 welfare recipients. This initiative will provide approximately 10,000 welfare recipients with wellpaying, flexible temporary employment near their homes, while helping to improve the Census count in low-income neighborhoods. We plan to explore announcement opportunities when a grantee is selected this summer.

□Welfare Guide for Using TANF Funds: □ HHS has released a helpful guide Helping Families Achieve Self-Sufficiency: A Guide on Funding Services for Children and Families Through the TANF Program to illustrate how states may use TANF funds to support working families and address the needs of families with the greatest challenges. We believe that the flexibility provided in the TANF rule you announced on April 10th and the additional examples in this guidance will inspire states and communities to use TANF funds in creative and constructive ways to promote work and responsibility.

Style0□□

□Community Empowerment Low Income Housing Tax Credit (LIHTC): □279 Members of House of Representatives have now signed on as cosponsors of H.R. 175, the bill to expand the LIHTC. This legislation, which mirrors your proposal, has achieved wide bipartisan support. The companion bill in the Senate, introduced by Senators Mack and Graham, has 45 cosponsors. We expect both bills will have stronger bipartisan support, in terms of cosponsors, than any other tax issue. The Senate and House are expected to take up tax legislation in July. We are working to insure that this bill is included in any final package, including the possibility of getting the proposal included in the Chairmans mark in the Senate. The biggest roadblock remains Chairman Archer of the House Ways and Means Co

mmittee, who tried to sunset the LIHTC in 1995 and last year kept the LIHTC out
of the Ways and Means tax bill. However, his opposition may not be as great a
s in past years.===== END ATTACHMENT 1 =====

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Tanya E. Martin (CN=Tanya E. Martin/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:14-MAY-1999 17:07:07.00

SUBJECT: ED Revised Transmittal Message on ESEA

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

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

TEXT:

Attached is the draft transmittal letter for ESEA. I wanted to check in with you and see whether you are comfortable with highlighting the fact that we are phasing in equal treatment for Puerto Rico in the ESEA funding formulas. (ED does not want this in the letter, but Jeff Farrow (IGA) is pushing hard to include the language below).

"My proposal for reauthorizing Title I, for example, would require States to hold districts and schools accountable for student performance against State standards, including helping the lowest-performing students continually improve. The bill also would continue to target Federal elementary and secondary education resources on those students furthest from meeting State and local standards, with a particular emphasis on narrowing the gap in achievement between disadvantaged students and their more fortunate peers. In this regard, my proposal would also phase-in equal treatment of Puerto Rico in ESEA funding formulas, so that poor children in Puerto Rico are treated the same as those in the rest of the country for the purpose of formula allocations."

I am also giving OMB some comments on other portions of the letter e.g., the section on the need for safe, disciplined and drug-free schools focuses on the new high school reform initiative -- before a much shorter description of how we are strengthening the Safe and Drug-Free Schools program.

OMB needs comments back tonight.

----- Forwarded by Tanya E. Martin/OPD/EOP on 05/14/99
04:51 PM -----

Constance J. Bowers

05/14/99 09:42:54 AM
Record Type: Record

To: See the distribution list at the bottom of this message
cc: jack_kristy @ ed.gov @ inet, Bill_Cordes @ ed.gov
Subject: ED Revised Transmittal Message on ESEA

To follow is a revised version of the transmittal message. It has been shortened to conform to the general guidelines for such a document. Please provide any final comments on this document by 2:00 p.m., today, Friday, May 14th. Thanks.

Message Sent

To:

- Leslie S. Mustain/OMB/EOP
- Wei-Min C. Wang/OMB/EOP
- Wayne Upshaw/OMB/EOP
- Barry White/OMB/EOP
- Barbara Chow/OMB/EOP
- Jonathan H. Schnur/OPD/EOP
- Tanya E. Martin/OPD/EOP
- Bethany Little
- Broderick Johnson/WHO/EOP
- Jeffrey L. Farrow/WHO/EOP
- velma.taylor @ usdoj.gov@inet
- OPBRE E-Mail - EDITORS
- James J. Jukes/OMB/EOP
- Janet R. Forsgren/OMB/EOP
- tom.herlihy @ ost.dot.gov@inet

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

TEXT:

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72AF2BA06F8991D312F1B16177D84DCC47CDB3EB67469DABA0EA63429BF21B878E8076971F7169
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853D9EE482CD5030FFB7510EE3D9D32AEEA9D3388C29F0F6785BE68D412747EEECF91F85E49C34

TO THE CONGRESS OF THE UNITED STATES:

I am pleased to transmit today for your immediate consideration the “Educational Excellence for All Children Act of 1999,” the Administration’s proposal for reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) and other elementary and secondary education programs.

My proposal builds on the positive trends achieved under current law. The Improving America’s Schools Act of 1994, which reauthorized the ESEA five years ago, and the Goals 2000: Educate America Act gave States and school districts a framework for integrating Federal resources in support of State and local reforms based on high academic standards. In response, 48 States, the District of Columbia, and Puerto Rico have adopted State-level standards. Recent results of the National Assessment of Educational Progress (NAEP) show improved performance for the economically disadvantaged and other at-risk students who are the primary focus of ESEA programs. NAEP reading scores for nine-year olds in high-poverty schools have improved significantly since 1992, while mathematics achievement has also increased nationally. Students in high-poverty schools and the lowest-performing students—the specific target populations for the ESEA Title I program—have registered gains in both reading and math achievement.

I am encouraged by these positive trends, but educational results for many children remain far below what they should be. My proposal to reauthorize the ESEA is based on four crosscutting themes reflecting both lessons from research and the experience of implementing the 1994 Act.

First, we would continue to focus on high academic standards for all children. The underlying purpose of every program within the ESEA is to help all children reach challenging State and local academic standards. States have largely completed the first stage of standards-based reform by developing content standards for all children. My bill would support the next stage of reform by helping States, districts, schools, and teachers use these standards to guide classroom instruction and assessment.

My proposal for reauthorizing Title I, for example, would require States to hold districts and schools accountable for student performance against State standards, including helping the lowest-performing students continually improve. The bill also would continue to target Federal elementary and secondary education resources on those students furthest from meeting State and local standards, with a particular emphasis on narrowing the gap in achievement between disadvantaged students and their more fortunate peers. *In this regard, my proposal would also phase-in equal treatment of Puerto Rico in ESEA funding formulas, so that poor children in Puerto Rico are treated the same as those in the rest of the country for the purpose of formula allocations.*

Second, my proposal responds to research showing that while qualified teachers are critical to improving student achievement, far too many teachers are not prepared to teach to high

standards. Teacher quality is a particular problem in high-poverty schools, where it is often exacerbated by the use of paraprofessionals in instructional roles.

My bill addresses teacher quality by holding States accountable for stronger enforcement of their own certification and licensure requirements, while at the same time providing substantial support for State and local professional development efforts. The Teaching to High Standards initiative in Title II would help move challenging educational standards into every classroom by providing teachers with sustained and intensive high-quality professional development in core academic subjects, supporting new teachers during their first three years in the classroom, and ensuring that all teachers are proficient in relevant content knowledge and teaching skills.

The Technology for Education initiative under Title III would expand the availability of educational technology as a tool to help teachers implement high standards in the classroom, particularly in high-poverty schools. The bill also would extend, over the next seven years, the Class-Size Reduction initiative, which aims to reduce class sizes in the early grades by helping districts to hire and train 100,000 teachers. And the Title VII Bilingual Education proposal would help ensure that all teachers are well trained to teach limited English proficient students, who are found in more and more classrooms with each passing year.

Third, my bill would increase support for safe, healthy, disciplined, and drug-free learning environments for all students. The recent tragedy at Columbine High School in Littleton, Colorado, reminds us that we must be ever vigilant against the risks of violence and other dangerous behaviors in our schools. Our reauthorization bill includes several measures to help mitigate these risks.

My High School Reform initiative would support innovative reforms to improve student achievement in high schools, such as expanding the connections between adults and students that are necessary for effective learning and healthy personal development. Particularly in our large high schools, students too often feel nameless and faceless due to a lack of regular contact with a caring adult in the school. This new initiative would provide resources to help transform 5,000 high schools into places where students receive individual attention, are motivated to learn, are provided with challenging courses, and are encouraged to develop and pursue long-term educational and career goals.

We would strengthen the Safe and Drug-Free Schools and Communities Act by concentrating funds on districts with the greatest need for drug- and violence-prevention programs, and by emphasizing the use of research-based programs of proven effectiveness. A new School Emergency Response to Violence program would provide rapid assistance to school districts that have experienced violence or other trauma that disrupts the learning environment.

Fourth, in response to clear evidence that standards-based reforms work best when States have strong accountability systems in place, my proposal would encourage each State to establish a single, rigorous accountability system for all schools. The bill also would require States to end social promotion and traditional retention practices, to phase out the use of teachers with emergency certificates and the practice of assigning teachers “out-of-field,” and to implement sound discipline policies in every school. Finally, the bill would give parents an important new accountability tool by requiring State, district, and school-level report cards that will help them evaluate the quality of the schools their children attend.

The Educational Excellence for All Children Act of 1999 provides a solid foundation—based on high standards for all students, high-quality professional development for teachers, safe and disciplined learning environments, and accountability to parents and taxpayers—for raising student achievement and narrowing the achievement gap between disadvantaged students and their more advantaged peers. More importantly, it will help prepare all of our children, and thus the Nation, for the challenges of the 21st century. I urge the Congress to take prompt and favorable action on this proposal.

WILLIAM J. CLINTON

THE WHITE HOUSE
May 19, 1999

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jeffrey A. Shesol (CN=Jeffrey A. Shesol/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 17:07:12.00

SUBJECT: Disney

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

TO: Thomas L. Freedman (CN=Thomas L. Freedman/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

TO: Jose Cerda III (CN=Jose Cerda III/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:

MAY 14, 16:01 EDT

Disney Pulls Video Games From Park

ANAHEIM, Calif. (AP) □* Disneyland is pulling the plug on 30 violent video arcade games in the amusement park and two Disney-owned hotels in response to the school massacre in Colorado.

All of the games were to be unplugged by Friday and then removed by a vendor, the park said. Disneyland did not provide a list of titles.

The new policy distinguishes between games in which humans are targets and those that are simple accuracy contests.

``We just don't think there's any place for violent video games at Disneyland,'' park spokesman Ray Gomez said. ``This has probably been under consideration for a while, but the events in April brought it to the forefront of our thinking.''

On April 20, two teen-agers at Columbine High in Littleton, Colo., shot and killed 12 fellow students and a teacher before committing suicide.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Edward W. Correia (CN=Edward W. Correia/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 17:49:40.00

SUBJECT: RLPA

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

READ:UNKNOWN

TEXT:

Were you able to set up a meeting with members of the religious coalition?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Neera Tanden (CN=Neera Tanden/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 17:55:26.00

SUBJECT: clarification

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

READ:UNKNOWN

TEXT:

I think you know this, but to clarify -- The PTA study was about ratings in general, not just movies. They were asking about tv as well in regards to the content issue, so I don't want to cast the survey as totally about movies. We could just be vague on this point.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Constance J. Bowers (CN=Constance J. Bowers/OU=OMB/O=EOP [OMB])

CREATION DATE/TIME:14-MAY-1999 18:44:42.00

SUBJECT: Friday p.m. version of ESEA revised transmittal Letter

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

READ:UNKNOWN

TEXT:

TO THE CONGRESS OF THE UNITED STATES:

I am pleased to transmit today for your immediate consideration the [& Educational Excellence for All Children Act of 1999, [8 the Administration [, s proposal for reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) and other elementary and secondary education programs.

My proposal builds on the positive trends achieved under current law. The Improving America=s Schools Act of 1994, which reauthorized the ESEA five years ago, and the Goals 2000: Educate America Act gave States and school districts a framework for integrating Federal resources in support of State and local reforms based on high academic standards. In response, 48 States, the District of Columbia, and Puerto Rico have adopted State-level standards. Recent results of the National Assessment of Educational Progress (NAEP) show improved performance for the economically disadvantaged and other at-risk students who are the primary focus of ESEA programs. NAEP reading scores for nine-year olds in high-poverty schools have improved significantly since 1992, while mathematics achievement has also increased nationally. Students in high-poverty schools and the lowest-performing students [*the specific target populations for the ESEA Title I program [*have registered gains in both reading and math achievement.

I am encouraged by these positive trends, but educational results for many children remain far below what they should be. My proposal to reauthorize the ESEA is based on four crosscutting themes reflecting both lessons from research and the experience of implementing the 1994 Act.

First, we would continue to focus on high academic standards for all children. The underlying purpose of every program within the ESEA is to help all children reach challenging State and local academic standards. States have largely completed the first stage of standards-based reform by developing content standards for all children. My bill would support the next stage of reform by helping States, districts, schools, and teachers use these standards to guide classroom instruction and assessment.

My proposal for reauthorizing Title I, for example, would require States to hold districts and schools accountable for student performance against State standards, including helping the lowest-performing students continually improve. The bill also would continue to target Federal elementary and secondary education resources on those students furthest from meeting State and local standards, with a particular emphasis on narrowing the gap in achievement between disadvantaged students and their more fortunate peers. In this regard, my proposal would also phase-in equal treatment of Puerto Rico in ESEA funding formulas, so that poor children in Puerto Rico are treated the same as those in the rest of the country for the purpose of formula allocations.

Second, my proposal responds to research showing that while qualified teachers are critical to improving student achievement, far too many teachers are not prepared to teach to high standards. Teacher quality is a particular problem in high-poverty schools, and the problem is often exacerbated by the use of paraprofessionals in instructional roles.

My bill addresses teacher quality by holding States accountable for stronger enforcement of their own certification and licensure requirements, while at the same time providing substantial support for State and local professional development efforts. The Teaching to High Standards initiative in Title II would help move challenging educational standards into every classroom by providing teachers with sustained and intensive high-quality professional development in core academic subjects, supporting new teachers during their first three years in the classroom, and ensuring that all teachers are proficient in relevant content knowledge and teaching skills.

The Technology for Education initiative under Title III would expand the availability of educational technology as a tool to help teachers implement high standards in the classroom, particularly in high-poverty schools. The bill also would extend, over the next seven years, the Class-Size Reduction initiative, which aims to reduce class sizes in the early grades by helping districts to hire and train 100,000 teachers. And the Title VII Bilingual Education proposal would help ensure that all teachers are well trained to teach limited English proficient students, who are found in more and more classrooms with each passing year.

Third, my bill would increase support for safe, healthy, disciplined, and drug-free learning environments for all students. The recent tragedy at Columbine High School in Littleton, Colorado, reminds us that we must be ever vigilant against the risks of violence and other dangerous behaviors in our schools. Our reauthorization bill includes several measures to help mitigate these risks.

We would strengthen the Safe and Drug-Free Schools and Communities Act by concentrating funds on districts with the greatest need for drug- and violence-prevention programs, and by emphasizing the use of research-based programs of proven effectiveness. Moreover, this proposal would require schools to refer students who bring weapons to schools to a mental health professional for assessment and require counseling for those who pose an imminent threat to themselves or others, allow funding for programs that educate students about the risks associated with guns, expand character education programs, and promote alternative schools and second chance programs. A new School Emergency Response to Violence program would provide rapid assistance to school districts that have experienced violence or other trauma that disrupts the learning environment.

My High School Reform initiative would support innovative reforms to improve student achievement in high schools, such as expanding the connections between adults and students that are necessary for effective learning and healthy personal development. This new initiative would provide resources to help transform 5,000 high schools into places where students receive individual attention, are motivated to learn, are provided with challenging courses, and are encouraged to develop and pursue long-term educational and career goals.

Fourth, in response to clear evidence that standards-based reforms work best when States have strong accountability systems in place, my proposal

would encourage each State to establish a single, rigorous accountability system for all schools. The bill also would require States to end social promotion and traditional retention practices, to phase out the use of teachers with emergency certificates and the practice of assigning teachers out-of-field, and to implement sound discipline policies in every school. Finally, the bill would give parents an important new accountability tool by requiring State, district, and school-level report cards that will help them evaluate the quality of the schools their children attend.

The Educational Excellence for All Children Act of 1999 provides a solid foundation based on high standards for all students, high-quality professional development for teachers, safe and disciplined learning environments, and accountability to parents and taxpayers for raising student achievement and narrowing the achievement gap between disadvantaged students and their more advantaged peers. More importantly, it will help prepare all of our children, and thus the Nation, for the challenges of the 21st century. I urge the Congress to take prompt and favorable action on this proposal.

THE WHITE HOUSE.

Educational Excellence for All Children Act of 1999

FACT SHEET

The President today sent to the Congress the “Educational Excellence for All Children Act of 1999,” his proposal to reauthorize the Elementary and Secondary Education Act of 1965 (ESEA). This legislation reaffirms the critical role of the Federal Government in working with schools, school districts, and States to promote educational excellence for all children. Every child, parent, grandparent, and taxpayer deserves high quality public schools in their communities.

More specifically, the proposal would build on the 1994 ESEA reauthorization, which established the core principle that disadvantaged children should achieve to the same challenging academic standards as their more fortunate peers, by helping States, communities, school districts, and teachers [get high standards into the classroom] *replace with a less colloquial phrase.*

Background

In 1994, the Clinton Administration and Congress began the transformation of the Federal role in education by passing the Improving America’s Schools Act, which reauthorized the ESEA, and the Goals 2000: Educate America Act, which supported State and local school reform efforts based on challenging academic standards and assessments linked to those standards. Prior to 1994, our education system had for too long condoned low expectations and low standards for disadvantaged children, and Federal programs often reflected those expectations. The 1994 laws established the clear expectation that all children can and should reach high standards.

The two laws were built on the principle that students and schools rise to the expectations and standards we set for them. Therefore, Federal resources were focused on helping States to develop and implement challenging State standards for all children and to use those standards to improve learning through a coherent and aligned system of curricula and assessments.

The 1994 laws complemented and accelerated reforms already underway in many States and school districts, while providing a catalyst for change in States that had not yet begun setting high academic standards. In fact, in a recent study by the General Accounting Office, many States reported that Goals 2000 has been a significant factor in promoting their education reform efforts. Similarly, according to the National Assessment of Title I, about half of poor school districts across the Nation report that Title I is “driving standards-based reform in the district as a whole.” With 48 States, Puerto Rico, and the District of Columbia having completed the development of State content standards for all children, it is clear that higher standards are taking hold nationwide.

More importantly, there is strong evidence that where States have implemented standards-based reform over a period of time—together with accountability mechanisms linked to those standards—students have benefited. For example, North Carolina and Texas made greater gains in math and reading on the National Assessment of Educational Progress (NAEP) than any other

State between 1992 and 1996. Texas also showed significant progress in closing the achievement gap between minority and white students. A recent study by RAND researchers concluded that the most plausible explanation for these gains is the effort by both States to align their systems of standards, curriculum, and assessments, and to hold schools accountable for the improvement of all students.

In developing its 1999 ESEA reauthorization proposal, the Administration drew on the experience of implementing the 1994 Act, efforts to measure program performance under the Government Performance and Results Act, and a review of Congressionally mandated evaluations of Title I and other programs. These efforts also were informed and enriched by conversations with hundreds of teachers, principals, parents, community activists, and State and local officials nationwide. Four themes emerged again and again during this process, and these same themes are found throughout the Educational Excellence for All Children Act of 1999: (1) a firm commitment to high standards in every classroom, (2) improving teacher and principal quality to ensure quality instruction for all children, (3) strengthening accountability for results coupled with flexibility, and, (4) ensuring safe, healthy, disciplined, and drug-free school environments where all children feel connected, motivated, and challenged to learn and where parents are welcomed and involved. To ensure that States adopt policies and practices that promote high quality education for all children, ESEA requires States receiving grants under the Act to adopt policies and programs incorporating these important themes.

High Standards in Every Classroom

The next step in education improvement is to take the high standards set at the Statehouse and move them to schools and classrooms. The Educational Excellence for All Children Act of 1999 renews the Federal commitment to high standards for all children and promotes this next stage of standards-based reform by helping States, districts, schools, and teachers use challenging State standards to guide classroom instruction and student assessment. The bill also supports high standards by helping children to read well and by providing extra resources to help all students succeed. The proposal would:

- Raise student performance by increasing academic standards. The proposal would support implementation of challenging standards and aligned assessments in every State. Title I of the ESEA would continue to focus on high expectations for all children, retaining the current statutory requirement that States establish content standards, student performance standards, and assessments aligned with the standards by the 2000-01 school year. Title II includes a specific authorization to help States and school districts align instruction, curriculum, assessments, and professional development to challenging academic standards.
- Implement continuous improvement and accountability based on challenging standards. States will hold all school districts accountable, and school districts will hold schools accountable, for continuous and substantial gains in overall student performance and in the performance of the lowest-performing students.
- Provide teachers with up-to-date training and support through a new Teaching to High Standards initiative. States have made great strides in developing standards, but only

36 percent of teachers report that they feel very well prepared to teach to high standards. The Title II Teaching to High Standards initiative would help schools and school districts give teachers the tools and training they need to help students reach high standards.

- Put useful technology into schools and classrooms to help teachers teach to high standards. The Technology for Education initiative would help teachers, particularly in high-poverty districts, use technology to teach students to challenging State standards, for instance by using distance learning to get challenging subject matter into all classrooms.
- Strengthen the teaching of reading and reduce class size. The bill would continue the Class-Size Reduction initiative, which seeks to reduce class size in the first through third grades to a nationwide average of 18 students, to ensure that all students receive the individual attention they need to read well and independently by the end of the third grade. It would continue the Reading Excellence Act, which focuses on professional development, extended learning time, and family literacy. Improvements in the Even Start family literacy program would increase the intensity and quality of family literacy services, while a new initiative in Title II would provide professional development for early childhood educators.
- Emphasize math and science education by earmarking the first \$300 million of the Teaching to High Standards grants under Title II for professional development in those subjects. In particular, these funds would help States and school districts take full advantage of new research and curricular materials aimed at improving the teaching and learning of mathematics. The bill also would reauthorize the Eisenhower National Clearinghouse for Mathematics and Science Education and the Eisenhower Regional Mathematics and Science Education Consortia.
- Improve foreign language instruction by setting a national goal that 25 percent of all public elementary schools offer high-quality, standards-based foreign language programs by the year 2005, rising to 50 percent by 2010. The bill would help States and districts meet this goal by supporting the development of foreign language standards and assessments, expanding the pool of elementary school foreign language teachers through improved recruitment and professional development efforts, and encouraging the use of educational technology in foreign language instruction.
- Focus on promoting equity, excellence, and public school choice options for all students. Recognizing that no one school or program can meet the unique needs of every student, public school choice provides students with the flexibility to choose among public schools and programs that differ with respect to educational settings, pedagogy, and academic emphasis. Title V will support programs that can enhance options for students and parents, including the Magnet Schools Program, the Public Charter Schools Program, and a new authority that will fund innovative options for public school choice.
- Continue to target education resources on areas of need. The bill also would continue to target Federal elementary and secondary education resources on those students furthest from meeting State and local standards, with a particular emphasis on narrowing the gap in achievement between disadvantaged students and their more fortunate peers. In this regard,

the bill would also phase-in equal treatment of Puerto Rico in ESEA funding formulas, so that poor children in Puerto Rico are treated the same as those in the rest of the country for the purpose of formula allocations.

Strengthen Teacher and Principal Quality

Qualified teachers are critical to improving student achievement, yet too many teachers are not provided with on-going, high-quality professional development to help them improve and build on their teaching skills. In addition, many teachers leave the profession in their first three years, and far too many teachers are teaching in a field in which they were not trained. In Title I schools, an increasing number of unqualified teacher aides are providing direct instruction without supervision by a certified teacher. To address these problems and help ensure that every child in America has a talented and dedicated teacher who is prepared to help all children reach high standards, the President's bill would:

- Help teachers teach to high standards. The Title II Teaching to High Standards initiative would support State and local efforts to: (1) help teachers and principals align curricula and assessments with challenging State and local content standards; (2) provide teachers with sustained and intensive high-quality professional development in core academic content areas; (3) support new teachers during their first three years in the classroom; and, (4) help ensure that all teachers are proficient in content knowledge and teaching skills. This new initiative takes the place of, and incorporates the most successful elements of, three current State grant programs: Goals 2000, Eisenhower Professional Development, and ESEA Title VI Innovative Education Program Strategies.
- Expand recruitment and retention efforts to help meet the need for 2.2 million new teachers over the next decade. The Teaching to High Standards initiative would support State and local efforts to recruit and retain high-quality teachers in high-need areas. These efforts would include, for example, the creation of a national job bank and encouraging portability of licensure and other teaching credentials. The Teaching to High Standards initiative also would include a priority for school districts that support teachers in their first three years of teaching, a period when many good teachers leave the classroom. The Transition to Teaching initiative would expand the existing Troops to Teachers program to help non-military (as well as military) mid-career professionals become teachers, particularly in high-poverty school districts and high-need subject areas.
- Require certification for new teachers in Title I schools. Our proposal would require all new teachers in programs supported with Title I funds to be fully certified in the subject they teach. Two years after enactment of the bill, paraprofessionals with less than two years of college would be limited to non-instructional duties, while those with two or more years of college could provide instructional support and tutoring only under the supervision of a certified teacher. A new set-aside for professional development in Title I would help create a career-long professional learning environment for teachers in Title I schools.

- Strengthen the State teacher certification process. States would be required to ensure that, within four years, at least 95 percent of their teachers are either (1) fully certified, (2) working toward full certification through an alternative route, or (3) fully certified in another State and working toward meeting any State-specific requirements. States will also be required to ensure that at least 95 percent of secondary school teachers have academic training or demonstrated competence in the subject area in which they teach.
- Help future teachers use advanced technology to improve classroom instruction. The Technology Literacy Challenge Fund would support sustained and intensive high quality professional development in school districts to increase teacher capacity to create improved learning environments through the integration of technology into instruction. The Preparing Tomorrow's Teachers to Use Technology initiative would support consortia of public and private entities to train new teachers to use technology to prepare students to achieve to challenging State and local standards.
- Train early childhood educators to prepare disadvantaged students for school. This Title II proposal would provide grants to partnerships of professional development providers, community-based early childhood programs, and school districts to provide high-quality professional development to early childhood providers. The emphasis would be on research-based approaches to professional development in language acquisition, literacy, and reading development.
- Train classroom teachers to teach students with limited English proficiency (LEP). Because LEP students are found in more and more classrooms, the proposed amended Title VII Bilingual Education program would support teacher education programs that develop the ability of regular classroom teachers to teach LEP students.

Strengthen Accountability for Student Performance

The 1994 laws provided States and districts with increased flexibility to coordinate, modify, and combine program funding and activities in exchange for greater accountability for improved educational achievement. States, districts, and schools have begun to take advantage of this increased flexibility, but too often without the necessary implementation of effective accountability mechanisms. Early research suggests, however, that it is precisely those States with the most comprehensive and effective accountability systems that are making the most progress in increasing expectations and standards for students and schools and improving student achievement.

The President's reauthorization proposal would retain the ESEA flexibility provisions included in the 1994 law, including the expansion of schoolwide programs, consolidation of administrative funds, and waiver procedures for regulatory and statutory provisions that stand in the way of innovative reform efforts. The bill also would retain and update the provisions of the Education Flexibility Act of 1999, which expanded eligibility for ED-Flex authority to all States.

To help ensure that this enhanced flexibility leads to improved student achievement, the President is proposing several new accountability measures:

- Strengthen accountability for districts and schools. Our proposal would encourage States to develop one rigorous accountability system for all schools, including Title I schools, that requires them to make annual, substantial gains in student performance until every student is mastering challenging standards. States will be provided with flexibility by being able to use either a model outlined in the statute or an alternative that is at least as rigorous and effective. States without a single State-wide accountability system would be required to develop one for their Title I schools.
- Increase accountability to parents and the public through school report cards. States and school districts receiving ESEA funds would be required to produce and distribute annual report cards for each school, the school district, and the State. The report cards would include information on student achievement, teacher qualifications, class size, school safety, attendance, and graduation rates. Where appropriate, student achievement data would be broken out by demographic groups to identify any gaps between disadvantaged students and their peers.
- End the traditional practices of social promotion and retention, after a four-year transition period during which States would put into place educational practices targeting students who need additional help to meet State promotion standards. Such practices include early identification and intervention strategies, smaller classes with well-prepared teachers, high-quality professional development, greater family involvement, and extended learning time. Following the transition period, States and districts would require students to meet academic performance standards before being promoted at key transition points (e.g., fourth and eighth grade) or graduating from high school. State policies would use multiple measures, including an assessment valid for these purposes, to determine if a student has met the standards.
- Turn around low-performing schools. School districts would be required to identify publicly the lowest-performing schools that have not improved over two years and to implement interventions and provide technical assistance in these schools. Initial interventions could include implementing extended learning opportunities, proven school reform models, and extensive teacher training. If there is no satisfactory improvement in student performance within three years, districts would be required to take corrective actions, such as reconstituting the school by making wholesale staff changes or closing the school entirely and reopening it with new staff or as a charter school. States would be required to reserve 2.5 percent of their Title I LEA Grant funds (increasing to 3.5 percent in fiscal year 2003) to support interventions in failing schools, and would provide 70 percent of these funds to school districts to help them turn around low-performing schools.

Support Safe, Healthy, Disciplined, and Drug-Free Learning Environments

A critical prerequisite for achieving quality and excellence in education is a safe, healthy, disciplined, and drug-free learning environment that provides ample opportunities for each student to make connections with caring adults that support learning and personal development. Notwithstanding the recent tragedy at Columbine High School in Littleton, survey data show that schools continue to be safe places in America's communities. Similar survey data, however, show that drug and alcohol use remain disturbingly high in middle and high school, discipline appears to be a growing problem, and more and more children are leading lifestyles involving little or no physical exercise.

Parents play a critical role in creating and maintaining a healthy learning environment, and the Educational Excellence for all Children Act of 1999 would retain and strengthen the emphasis on parental involvement first established by the 1994 Act.

The following provisions would support State and local efforts to create safe, healthy, disciplined, and drug-free learning environments in all of our schools:

- Help support and expand the connections between adults and students that are necessary for effective learning and healthy personal development through a High School Reform initiative. This new initiative would provide resources to help transform 5,000 high schools into places where students receive individual attention, are motivated to learn, are provided with challenging courses, and are encouraged to develop and pursue long-term higher education and career goals. Participating schools would serve as models to guide reform in all secondary schools.
- Require every school district and school to have a sound discipline policy. Our proposal will require States to hold school districts and schools accountable for having discipline policies that focus on prevention, are consistent and fair, and are developed with the participation of the school community.
- Emphasize parent involvement policies at the school and district levels and continue implementation of parent-school compacts.
- Improve the Parent Information and Resource Centers by focusing on high-poverty communities, encouraging the use of research-based models for increasing parent involvement, and emphasizing early literacy development.
- Expanding access to information through technology by supporting community technology centers that make online education and training resources available to parents and other community members in high-poverty areas.
- Strengthen the Safe and Drug-Free Schools and Communities Act by concentrating funds on districts that have significant need for drug- and violence-prevention and that are developing and implementing research-based prevention programs of proven effectiveness.

- Create a new School Emergency Response to Violence program (Project SERV) that would provide rapid assistance to school districts that have experienced violence or other trauma that disrupts the learning environment.
- Modify the Gun-Free Schools Act to require an assessment of any student who brings a firearm to school to determine if the student poses an imminent threat of harm and, in the case of students who are suspended or expelled from school, provide for appropriate supervision, counseling, and educational services.
- Promote physical fitness and lifelong healthy habits through demonstration projects. Exemplary physical education programs can promote life-long healthy habits, provide opportunities for students to connect to school, and become an important component of after-school programs.

[**ADD A FINAL SUMMARY PARAGRAPH**]

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Janet Murguia (CN=Janet Murguia/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:14-MAY-1999 19:04:29.00

SUBJECT: Border Patrol/Rep. Reyes

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TEXT:

Congressman Reyes would like to meet with you next week to discuss the Border Patrol funding issue. As you may know, he and 59 other bipartisan Members and Senators signed a letter to the President this week expressing deep disappointment at the lack of compliance with the congressional mandate to increase the Border Patrol by 1,000 agents per year. He's already met with INS and Justice and now wants to meet with the relevant folks at the White House, he specifically mentioned OMB. What do you recommend? Please advise. (I will fax you a copy of the letter in case you haven't seen it).