

NLWJC - KAGAN

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[05/07/1998 - 05/08/1998]

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Cathy Mays to Elena Kagan, et al. Subject: Kennedy Center (2 pages)	05/07/1998	Personal Misfile

COLLECTION:

Clinton Presidential Records
Automated Records Management System (Email)
WHO ([Kagan])
OA/Box Number: 500000

FOLDER TITLE:

[5/7/1998 - 5/8/1998]

2009-1006-F

ke743

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Donna L. Geisbert (CN=Donna L. Geisbert/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 7-MAY-1998 08:13:11.00

SUBJECT: REMINDER -- Weekly Tobacco Strategy Meeting

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

TO: MARR_C (MARR_C @ A1 @ CD @ VAXGTWY [UNKNOWN]) (OPD)
READ:UNKNOWN

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

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

TO: Sherman G. Boone (CN=Sherman G. Boone/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

TO: Toby Donenfeld (CN=Toby Donenfeld/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Jeanne Lambrew (CN=Jeanne Lambrew/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: David W. Beier (CN=David W. Beier/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: DAILARD_C (DAILARD_C @ A1 @ CD @ VAXGTWY [UNKNOWN]) (OPD)
READ:UNKNOWN

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

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

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

TO: Jerold R. Mande (CN=Jerold R. Mande/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

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

READ:UNKNOWN

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

CC: MURRAY_MM (MURRAY_MM @ A1 @ CD @ VAXGTWY [UNKNOWN]) (WHO)
READ:UNKNOWN

CC: Satish Narayanan (CN=Satish Narayanan/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

CC: Dan J. Taylor (CN=Dan J. Taylor/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

CC: haverkamp_jennifer (haverkamp_jennifer @ ustr.gov @ INET @ VAXGTWY [UNKNOWN])
READ:UNKNOWN

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

CC: Jill M. Pizzuto (CN=Jill M. Pizzuto/OU=OMB/O=EOP @ EOP [OMB])
READ:UNKNOWN

TEXT:

The Weekly Tobacco Strategy Meeting is scheduled for today, May 7, 2:45pm
in Room 211, OEOB.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jonathan H. Schnur (CN=Jonathan H. Schnur/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 7-MAY-1998 17:51:00.00

SUBJECT: next draft of press paper

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

TEXT:

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D50]MAIL48761762F.126 to ASCII,
The following is a HEX DUMP:

FF5750433A050000010A020100000002050000000F2D0000000200001883E45D92D77863B7B9E8
63177B581FD774D774510D123F281196928C68D9A42E071A4129B379B3F35C5A92AD0605A632FE

***A NATIONAL EFFORT TO REDUCE CLASS SIZE:
SMALLER CLASSES WITH WELL-PREPARED TEACHERS***

May 8, 1998

The President spoke to the Delaware legislature to promote his comprehensive education agenda, announce that he is transmitting legislation to Congress today that would reduce class size to a national average of 18 in grades 1-3, and highlight two new reports released today by the Education Department. The reports show that smaller classes do lead to improved student achievement and that all states have now adopted legislation requiring students to be expelled if they bring a firearm to school.

REDUCING CLASS SIZE IN GRADES 1-3 TO NATIONWIDE AVERAGE OF 18. President Clinton transmitted legislation today to help local schools provide smaller classes with well-prepared teachers in the early grades. The initiative would provide \$12.4 billion over 7 years to help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade. The initiative will reduce class size in grades 1-3 to a nationwide average of 18 by providing funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds to boost teacher quality through teacher training, recruitment, and testing, and new teachers will be required to pass state competency tests.

NEW REPORT SHOWS THAT SMALL CLASSES MAKE A DIFFERENCE. The President announced a new Education Department report showing that reducing class size, especially in the early grades, leads to improved student achievement. According to the report -- which analyzed the data and findings from the most carefully designed research studies on class size -- the research shows that:

Smaller class size increases student achievement. The report found that reducing class size from substantially above 20 students per class to below 20 students leads to gains in student achievement with the performance of the average student moving from the 50th percentile to somewhere above the 60th percentile. Students from smaller classes in initiatives from Burke County North Carolina, Wisconsin, Indiana, and Tennessee outperformed their peers in larger classes. Follow-up studies showed that students from smaller classes in Tennessee's STAR Project *continued* to outperform their peers in all academic subjects even after returning to larger classes in the 4th grade. An analysis of data on 10,000 4th graders in 203 school districts, and 10,000 8th graders in 182 school districts, across the United States shows that students in smaller classes performed better in 4th grade and 8th grade than comparable students in larger classes.

Smaller classes reduce discipline problems and increase instruction time for teachers. In

Burke County, North Carolina, the percentage of classroom time devoted to instruction increased from 80 percent to 86 percent, while the time devoted to non-instructional activities such as discipline decreased from 20 percent to 14 percent when class size was reduced. Students from Tennessee's STAR program were still working harder and causing fewer discipline problems than students from larger classes even after the STAR students returned to the larger classroom in the 4th grade.

Smaller classes with well-prepared teachers make a difference. Smaller classes will boost student achievement the most when teachers are prepared to teach well in these classes, and efforts to reduce class size clearly increase the demand for qualified teachers. A review of more than 100 research studies indicated that positive effects of smaller classes were more likely if teachers change their instructional methods and classroom procedures in the smaller classes. Class size reduction efforts resulting in student achievement gains in Wisconsin and North Carolina included a strong focus on professional development for teachers.

Smaller classes make the greatest impact in the early grades, and for disadvantaged and minority students. The clearest evidence of positive effects of smaller classes on student performance are in the primary grades, particularly kindergarten through third grade. Research on class size reduction efforts in Tennessee, Indiana, Wisconsin, and North Carolina show clear academic gains for students in smaller classes through the third grade, while studies questioning the impact of class size have often focused on class size variation across all grade levels. The national study of 10,000 4th graders and 10,000 8th graders found the greatest impact of smaller classes on inner-city youth.

ENFORCING ZERO TOLERANCE FOR GUNS IN SCHOOLS Another report being issued by the Department of Education today on the Gun-Free Schools Act indicates that all states have now passed legislation providing for students who bring firearms to school to be expelled for at least one year. Although most schools do not report serious crimes to law enforcement --and less than 1 of students report bringing a gun to school --this new report shows that more than 6,000 students were disciplined for bringing a firearm (i.e., handguns, rifles, bombs, etc.) to their schools during the 1996-1997 school year. Most of these cases involved handguns that were brought to high schools.

***NEW LEGISLATION TO HELP STATES AND COMMUNITIES REDUCE CLASS SIZE
SMALLER CLASSES WITH BETTER TEACHERS***

The President transmitted legislation to Congress today to help communities and school districts reduce class size to a national average of 18 in grades one to three. This initiative will lead to smaller classes with well-prepared teachers so that students can master the basics and learn to read well. President Clinton's initiative will:

Help Hire an Additional 100,000 Teachers to Reduce Class Size. States will allocate funding under this initiative to school districts to pay salaries and benefits for additional teachers to reduce class size in the early grades. Up to 90% of the funds allocated to school districts would be used for hiring teachers.

Make Sure These Teachers Are Prepared to Teach Well. States would be required to implement competency testing for new teacher, with each state selecting the tests it determines is most appropriate for this purpose. Participating states and school districts would also be required to ensure that individuals hired to fill these new positions be either fully certified, or making satisfactory progress toward full certification.

At least 10% of the funds in this initiative allocated to school districts would be used to promote high quality teaching by (1) training teachers in proven practices for teaching reading and in effective practices in small classes; (2) providing mentors or other support for newly hired teachers; and (3) providing incentives to recruit qualified teachers to high poverty schools. States could use a portion of their funds to toughen teacher certification requirements, as well as develop more rigorous assessments of subject matter expertise and professional knowledge that new teachers would need to pass before getting a license.

Hold Schools Accountable for Results and Help Every Child to Read Well and Independently By the End of the Third Grade. School districts receiving these funds would be required to show that each school is making measurable progress in improving reading achievement within 3 years, or take necessary corrective actions --such as providing additional teacher training, revising the curriculum, or implementing proven practices for teaching reading. School districts could lose funding if there is no subsequent improvement in reading achievement in those schools. School districts would also be required to publish an annual school report card, providing parents and taxpayers with clear information on student achievement, class size, and teacher qualifications.

Target Funding to Areas of Greatest Need. The President's initiative would distribute funds to states on the basis of the Title I formula. Within the state, each high-poverty school district would receive the same share of these funds as it received under Title I, and the remaining funds would be distributed within the state based on class size.

Matching funds would be required from participating school districts, on a sliding scale ranging from 0-50 , with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or it could extend its efforts to other grades.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 7-MAY-1998 15:38:59.00

SUBJECT: FYI: Organics and Erskine

TO: Mary L. Smith (CN=Mary L. Smith/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: 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:

I talked to Jason Goldberg about an hour ago, he said if Erskine had any problems with the outcome he'd call in ten minutes. So I guess its fine.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Lisa M. Jones (CN=Lisa M. Jones/OU=OMB/O=EOP [OMB])

CREATION DATE/TIME: 7-MAY-1998 16:32:57.00

SUBJECT: Heads-up on EPA's Proposed Rule on the Identification of Lead Standard

TO: Linda Lance (CN=Linda Lance/OU=CEQ/O=EOP@EOP [CEQ])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Gene B. Sperling (CN=Gene B. Sperling/OU=OPD/O=EOP@EOP [OPD])

READ:UNKNOWN

TO: Sylvia M. Mathews (CN=Sylvia M. Mathews/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: Ron Klain (CN=Ron Klain/O=OVP@OVP [UNKNOWN])

READ:UNKNOWN

TO: Rahm I. Emanuel (CN=Rahm I. Emanuel/OU=WHO/O=EOP@EOP [WHO])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ: UNKNOWN

TEXT:

Memo signed on Thursday, May 7th.

MEMORANDUM FOR ERSKINE BOWLES

THROUGH: Franklin D. Raines

FROM: Donald R. Arbuckle

SUBJECT: Heads-up on EPA's proposed rule on the Identification of
Lead Standard

We expect to complete our review this Friday of EPA's proposed standards that identify hazardous levels of lead-based paint, lead-contaminated dust, and lead-contaminated soil for residential housing. EPA estimates costs associated with this rule of more than \$50 billion over the next 50 years. These costs represent the lead hazard testing and abatement likely to occur in response to the new proposed standard. EPA estimates the benefits to range from approximately \$40 billion by one model to \$160 billion by another model. The benefits are largely from the avoidance of IQ loss due to lead exposure.

In the course of our review, EPA agreed to expand their discussion of key elements of the proposal, such as the effect of different levels of soil standards, in order to set out alternative options for public comment. EPA has also agreed to conduct further analysis of these alternatives before submitting a final rule in order to provide a more complete picture of their preferred option and the identified alternatives.

Environmental and child safety groups support a more stringent set of hazard standards than that proposed by EPA. In contrast, associations of real estate agents and multi-family dwelling owners support less stringent options. On balance, we believe the rule fairly describes EPA's preferred standards while also preserving the option to go with alternative standards if compelled by public comment or further analysis.

Please let me know if you have any questions.

cc: Maria Echaveste
Rahm Emanuel
Larry Stein
Ron Klain
Thurgood Marshall, Jr.
Ann Lewis
Sally Katzen
Sylvia Mathews
John Podesta
Bruce Reed
Gene Sperling
Elena Kagan
Barry Toiv
Michael Waldman
Janet Yellen
Mickey Ibarra

Katie McGinty
Linda Lance
T.J. Glauthier

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 7-MAY-1998 11:50:35.00

SUBJECT: Organic memo w/more Sally changes

TO: Mary L. Smith (CN=Mary L. Smith/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:

Sally called back with some more changes -- they are in bold.===== AT

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D57]MAIL40567462C.126 to ASCII,

The following is a HEX DUMP:

FF57504370040000010A0201000000020500000062210000000200000C761CDE5AD5DE8019B1720
221087C5E3C3B17FED377D9052281E4BCD4BABEBBE4360DA4859DD7C3E17E6D88F5EA2F1C13C6D

DRAFT (11:37 am)

Sally called with further additions, all her additions are in bold.

May 6, 1998

MEMORANDUM FOR THE CHIEF OF STAFF

FROM: ELENA KAGAN
SALLY KATZEN

SUBJECT: USDA's Proposed Organic Rule

In 1990, Congress passed the Organic Food Production Act which required the Department of Agriculture (USDA) to establish a **government certification program** and national standard defining the use of the term "organic" for use on food products. The legislation was strongly supported by the organic industry which sought to involve the federal government in creating a unified organic standard, rather than the myriad of private and state-endorsed definitions.

In December 1997, USDA published a proposed regulation to establish a national organic standard. **It has been the USDA position that the standard is a marketing description of what is and is not organic. The Secretary has emphasized that the organic designation is not intended to convey information about the safety, nutritional value, or environmental benefits of organic products and practices. On the other hand, the Administration has long promoted food safety and some agencies have strong concerns that an organic label will inevitably be construed as an indication of the improved safety of the product.**

Since the publication of the proposed rule, it has been the subject of extensive criticism. **USDA has received almost 200,000 comments regarding the proposed rule, the most ever received for a USDA rulemaking.** The primary complaint has been that the proposed rule does not explicitly prohibit the use of genetically modified organisms, irradiation, and biosolids (sludge) in food that could be labeled "organic." In the preamble to its proposal, USDA had requested comments as to whether foods using any of these techniques could be considered as organic. **It requested comments on these products and practices because of possible safety benefits and consistency with Administration policy, not because they were thought to be within the definition of organic, which they are not.** The rule has also been the subject of unfavorable editorials in many newspapers including the New York Times, the Washington Post, the Chicago Tribune, and the Los Angeles Times. (Sample "Organic Hash From the USDA Kitchen"). Finally, 47 members of the House and 30 Senators have signed letters to Secretary Glickman expressing concern about the proposed rule.

Current Status

Secretary Glickman plans to issue a press release this Friday, May 7th, (attached),

indicating that USDA will repropose the rule and “make fundamental changes in the new proposed rule on organic standards.” Specifically, the statement would indicate that biotechnology, irradiation, and biosolids are “being taken off the table and will not be included in our new proposal.” Articles in the last week in USA TODAY, and the Washington Post have indicated that USDA is preparing such a statement.

Representatives of OMB and NEC have been concerned about USDA’s plan to issue a statement taking these techniques “off the table.” These agencies argue that consumers will likely view a product labeled as organic as safe, despite the fact that there is not evidence to demonstrate that organic food is any safer than non-organic food, or that genetically modified, irradiated, or food grown using sludge is unsafe. **To the extent that consumers read an organic label as demonstrating safety, they may be misled.** OMB points out that organic material might be even worse in terms of some microbiological hazards. Organic foods **fertilized with manure** have been and may in the future be linked to illnesses such as occurred in the Odwalla juice outbreak. OMB notes the danger of contradiction in Administration policy in areas such as **genetically modified products** and biosolids (sludge) in which the Administration is on record supporting the safety of the practice. OMB and NEC suggested that USDA consider modifying the organic label to include a provision stating something along the lines of “organic food may be no more or less safe than non-organic food” or that USDA continue its comment review process and not prematurely prohibit using the term organic for food using any of the three disputed techniques.

USDA felt strongly that the label should not be modified and that a statement announcing a reproposal needs to be made promptly. USDA states that the organic label is not intended to signify the overall safety of the food, only the methods by which the food was produced, and that it will not advertise the label as having anything to do with safety. USDA notes that the disputed techniques are clearly not in keeping with the public’s expectation of what constitutes organic. The Food and Drug Administration has expressed **general** support for USDA’s position.

Recommendation

We recognize the need for USDA to clarify its position on organics, and recommend that Secretary Glickman issue a statement indicating that biotechnology, irradiation, and sludge will not be part of the revised proposal. We suggest USDA not include the phrase “taken off the table,” however, which may imply they could never be considered. **In its place we suggest the phrase “we will be clear that the term ‘organic’ is not intended to encompass these products and practices.”** In addition, after discussions with OMB, OSTP, NEC, FDA and USDA we have agreed upon two additional measures that could ameliorate some concerns over safety. These include (1) having USDA and FDA conduct a survey on consumer attitudes towards organic food to determine whether consumers purchase organic products on the basis of unproven safety claims, and (2) having USDA insert in the preamble of its new rule language indicating that the National Organic Standard Board should report regularly to the Secretary on possible uses of new technologies and whether they might meet an organic standard.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 7-MAY-1998 18:56:27.00

SUBJECT: POTUS SCHEDULE

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

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

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

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

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

TO: Neera Tanden (CN=Neera Tanden/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: Cathy R. Mays (CN=Cathy R. Mays/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: Michelle Crisci (CN=Michelle Crisci/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Allison Balderston (CN=Allison Balderston/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: Cynthia Dailard (CN=Cynthia Dailard/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

TO: Sarah A. Bianchi (CN=Sarah A. Bianchi/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: Diana Fortuna (CN=Diana Fortuna/OU=OPD/O=EOP @ EOP [OPD])
 READ:UNKNOWN

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

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

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

TO: WEINSTEIN_P (WEINSTEIN_P @ A1 @ CD @ VAXGTWY [UNKNOWN]) (OPD)
 READ:UNKNOWN

TEXT:

Fri 5/8 Speech to Delaware State Legislature
 Tape Radio Address (Mother's Day)

Mon	5/11	POTUS OFF
Tue	5/12	International Crime Speech (Rosegarden)
	5/13-5/18	POTUS TRAVEL
Tue	5/19	POTUS Statement on Tobacco (Rest of the day he is off.)
Wed	5/20	Tobacco Event
Thur	5/21	NATO Event
Fri	5/22	US Naval Academy Commencement Tape Radio Address tbd

Mon	5/25	Memorial Day Events
Tue	5/26	POTUS Off
Wed	5/27	Welfare to Work Anniversary Event
Thur	5/28	OPEN FOR MESSAGE EVENT
Fri	5/29	OPEN FOR MESSAGE EVENT Tape Radio Address tbd

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 7-MAY-1998 16:34:31.00

SUBJECT: The President's Trip to VA/MA

TO: Amy W. Tobe (CN=Amy W. Tobe/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

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

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

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TO: Joshua Silverman (CN=Joshua Silverman/OU=WHO/O=EOP @ EOP [WHO])

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

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

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

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

READ:UNKNOWN

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

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

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TO: Megan C. Moloney (CN=Megan C. Moloney/OU=WHO/O=EOP @ EOP [WHO])
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TO: Sara M. Latham (CN=Sara M. Latham/OU=WHO/O=EOP @ EOP [WHO])
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TO: Kirk T. Hanlin (CN=Kirk T. Hanlin/OU=WHO/O=EOP @ EOP [WHO])
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TO: Cynthia M. Jasso-Rotunno (CN=Cynthia M. Jasso-Rotunno/OU=WHO/O=EOP @ EOP [WHO])
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TO: Phu D. Huynh (CN=Phu D. Huynh/OU=WHO/O=EOP @ EOP [WHO])
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TO: Maria Echaveste (CN=Maria Echaveste/OU=WHO/O=EOP @ EOP [WHO])
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TO: Carolyn E. Cleveland (CN=Carolyn E. Cleveland/OU=WHO/O=EOP @ EOP [WHO])
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TO: Jose Cerda III (CN=Jose Cerda III/OU=OPD/O=EOP @ EOP [OPD])
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TO: Emily Bromberg (CN=Emily Bromberg/OU=WHO/O=EOP @ EOP [WHO])
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TO: David S. Beaubaire (CN=David S. Beaubaire/OU=WHO/O=EOP @ EOP [WHO])
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TO: Nicholas R. Baldick (CN=Nicholas R. Baldick/OU=WHO/O=EOP @ EOP [WHO])
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TO: Brenda M. Anders (CN=Brenda M. Anders/OU=WHO/O=EOP @ EOP [WHO])
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TO: Phillip Caplan (CN=Phillip Caplan/OU=WHO/O=EOP @ EOP [WHO])

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TO: Jonathan Orszag (CN=Jonathan Orszag/OU=OPD/O=EOP @ EOP [OPD])
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TO: Marjorie Tarmey (CN=Marjorie Tarmey/OU=WHO/O=EOP @ EOP [WHO])
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TO: Stephanie S. Streett (CN=Stephanie S. Streett/OU=WHO/O=EOP @ EOP [WHO])
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TO: Darby E. Stott (CN=Darby E. Stott/OU=WHO/O=EOP @ EOP [WHO])
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TO: Craig T. Smith (CN=Craig T. Smith/OU=WHO/O=EOP @ EOP [WHO])
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TO: Jake Siewert (CN=Jake Siewert/OU=OPD/O=EOP @ EOP [OPD])
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TO: Dan K. Rosenthal (CN=Dan K. Rosenthal/OU=WHO/O=EOP @ EOP [WHO])
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TO: Sarah J. Reber (CN=Sarah J. Reber/OU=CEA/O=EOP @ EOP [CEA])
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TO: Simeona F. Pasquil (CN=Simeona F. Pasquil/OU=WHO/O=EOP @ EOP [WHO])
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TO: Elizabeth R. Newman (CN=Elizabeth R. Newman/OU=WHO/O=EOP @ EOP [WHO])
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TO: Kevin S. Moran (CN=Kevin S. Moran/OU=WHO/O=EOP @ EOP [WHO])
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TO: Linda L. Moore (CN=Linda L. Moore/OU=WHO/O=EOP @ EOP [WHO])
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TO: Anne E. McGuire (CN=Anne E. McGuire/OU=WHO/O=EOP @ EOP [WHO])
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TO: Sylvia M. Mathews (CN=Sylvia M. Mathews/OU=WHO/O=EOP @ EOP [WHO])

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TO: Bruce R. Lindsey (CN=Bruce R. Lindsey/OU=WHO/O=EOP @ EOP [WHO])
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TO: Christopher J. Lavery (CN=Christopher J. Lavery/OU=WHO/O=EOP @ EOP [WHO])
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TO: Karin Kullman (CN=Karin Kullman/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Russell W. Horwitz (CN=Russell W. Horwitz/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

TO: Shelley N. Fidler (CN=Shelley N. Fidler/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

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

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

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

TO: Daniel K. Chang (CN=Daniel K. Chang/OU=CEA/O=EOP @ EOP [CEA])
READ:UNKNOWN

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

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

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

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

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

TEXT:

On Saturday, May 9, 1998, the President will travel to Newport News, Virginia, to address the Senate Democratic Issues Conference. He will then travel to Boston, Massachusetts, to attend a DNC dinner, before returning to the White House late that night. Deadlines for the President's trip book are as follows:

MA Background Memos:

DUE FRI., MAY 8, AT NOON

- Political Memo

NOTE: THE PRESIDENT WILL NOT

- CEQ Hot Issues
- Cabinet Affairs Hot Issues
- Economic One-Pager
- Accomplishments

REQUIRE VIRGINIA BACKGROUND

VA & MA Event Memos:

DUE FRI., MAY 8, AT 3:00 P.M.

- Senate Democratic Issues Conference (VA)
- DNC Dinner (MA)

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

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Richard Socarides (CN=Richard Socarides/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME: 7-MAY-1998 15:48:54.00

SUBJECT: Briefing on Race Advisory Board Meeting: Race Crime and the Administration

TO: Toby Donenfeld (CN=Toby Donenfeld/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Maurice Daniel (CN=Maurice Daniel/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Monica M. Dixon (CN=Monica M. Dixon/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

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

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

TO: William H. White Jr. (CN=William H. White Jr./OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

TO: Jena V. Roscoe (CN=Jena V. Roscoe/OU=WHO/O=EOP @ EOP [WHO])
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TO: Peter O'Keefe (CN=Peter O'Keefe/OU=WHO/O=EOP @ EOP [WHO])
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TO: Victoria A. Lynch (CN=Victoria A. Lynch/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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TO: Michael D. McCurry (CN=Michael D. McCurry/OU=WHO/O=EOP @ EOP [WHO])
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TO: Bob J. Nash (CN=Bob J. Nash/OU=WHO/O=EOP @ EOP [WHO])
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TO: Minyon Moore (CN=Minyon Moore/OU=WHO/O=EOP @ EOP [WHO])
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TO: Tracey E. Thornton (CN=Tracey E. Thornton/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

TO: Julie A. Fernandes (CN=Julie A. Fernandes/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: Cheryl D. Mills (CN=Cheryl D. Mills/OU=WHO/O=EOP @ EOP [WHO])
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TO: Douglas J. Band (CN=Douglas J. Band/OU=WHO/O=EOP @ EOP [WHO])
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TO: Chandler G. Spaulding (CN=Chandler G. Spaulding/OU=WHO/O=EOP @ EOP [WHO])
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TO: Stacie Spector (CN=Stacie Spector/OU=WHO/O=EOP @ EOP [WHO])
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TO: Jon P. Jennings (CN=Jon P. Jennings/OU=WHO/O=EOP @ EOP [WHO])
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TO: Thomas D. Janenda (CN=Thomas D. Janenda/OU=WHO/O=EOP @ EOP [WHO])
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TO: Rahm I. Emanuel (CN=Rahm I. Emanuel/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

TO: Peter Rundlet (CN=Peter Rundlet/OU=WHO/O=EOP @ EOP [WHO])

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

TO: Lawrence J. Haas (CN=Lawrence J. Haas/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Patricia M. Ewing (CN=Patricia M. Ewing/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Ron Klain (CN=Ron Klain/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Phillip Caplan (CN=Phillip Caplan/OU=WHO/O=EOP @ EOP [WHO])
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TO: Barbara D. Woolley (CN=Barbara D. Woolley/OU=WHO/O=EOP @ EOP [WHO])
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TO: Daniel Wexler (CN=Daniel Wexler/OU=WHO/O=EOP @ EOP [WHO])
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TO: Christine A. Stanek (CN=Christine A. Stanek/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Maritza Rivera (CN=Maritza Rivera/OU=WHO/O=EOP @ EOP [WHO])
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TO: Deborah B. Mohile (CN=Deborah B. Mohile/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Tania I. Lopez (CN=Tania I. Lopez/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Audrey T. Haynes (CN=Audrey T. Haynes/OU=WHO/O=EOP @ EOP [WHO])
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TO: Doris O. Matsui (CN=Doris O. Matsui/OU=WHO/O=EOP @ EOP [WHO])
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TO: Miriam H. Vogel (CN=Miriam H. Vogel/OU=WHO/O=EOP @ EOP [WHO])
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TO: Maria Echaveste (CN=Maria Echaveste/OU=WHO/O=EOP @ EOP [WHO])
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TO: Estela Mendoza (CN=Estela Mendoza/OU=WHO/O=EOP @ EOP [WHO])
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TO: Amy W. Tobe (CN=Amy W. Tobe/OU=WHO/O=EOP @ EOP [WHO])
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TO: Barry J. Toiv (CN=Barry J. Toiv/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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TO: Karen E. Skelton (CN=Karen E. Skelton/OU=WHO/O=EOP @ EOP [WHO])
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TO: Craig T. Smith (CN=Craig T. Smith/OU=WHO/O=EOP @ EOP [WHO])
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TO: Dario J. Gomez (CN=Dario J. Gomez/OU=WHO/O=EOP @ EOP [WHO])
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TO: Emory L. Mayfield (CN=Emory L. Mayfield/OU=WHO/O=EOP @ EOP [WHO])
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TO: Suzanne Dale (CN=Suzanne Dale/OU=WHO/O=EOP @ EOP [WHO])
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TO: Lynn G. Cutler (CN=Lynn G. Cutler/OU=WHO/O=EOP @ EOP [WHO])
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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

TO: Roberta W. Greene (CN=Roberta W. Greene/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Robert N. Weiner (CN=Robert N. Weiner/OU=WHO/O=EOP @ EOP [WHO])
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TO: Ann F. Walker (CN=Ann F. Walker/OU=WHO/O=EOP @ EOP [WHO])
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TO: Ann F. Lewis (CN=Ann F. Lewis/OU=WHO/O=EOP @ EOP [WHO])
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TO: Thurgood Marshall Jr (CN=Thurgood Marshall Jr/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Michelle Crisci (CN=Michelle Crisci/OU=WHO/O=EOP @ EOP [WHO])
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TO: Beverly J. Barnes (CN=Beverly J. Barnes/OU=WHO/O=EOP @ EOP [WHO])
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TO: Paul E. Begala (CN=Paul E. Begala/OU=WHO/O=EOP @ EOP [WHO])
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TO: Douglas B. Sosnik (CN=Douglas B. Sosnik/OU=WHO/O=EOP @ EOP [WHO])
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TO: Andrew J. Mayock (CN=Andrew J. Mayock/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

We will hold a briefing for WH staff on the upcoming Race Advisory Board Meeting to be held in Washington, DC on May 19th. The topic is Race, Crime and the Administration of Justice.

The briefing will be tomorrow, Friday, May 8th at 11:30 in room 180 OEOb.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 7-MAY-1998 10:33:52.00

SUBJECT: POTUS Qs & As for Mayors Event TODAY

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

These are the Qs&As for POTUS in his session with the Mayors today.=====

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

TEXT:

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F10FB722230792B2C0F78AA2098472FE1511FF4E887F5A35246236308996F5F952D4197FD8AE68

Q's and A's for Meeting with Mayors

Q. What is the likelihood that Congress will pass your education agenda this year?

A. They should pass all of it. We have laid out a comprehensive agenda to strengthen American public education, and we are working hard to secure its enactment. We need to invest in school modernization, smaller classes, better-prepared teachers, higher standards, greater accountability and other measures to improve public schools.

Some key elements of my agenda are slowly working their way through the Congress in a bipartisan fashion--the way we ought to work on education. Earlier this week the Senate passed its version of my G.I. Bill for America's Workforce, that will overhaul our job training programs. I hope that bill will come to my desk by July 1. My America Reads proposal has been passed by the House and is awaiting consideration in the Senate. The House has also passed a bipartisan charter schools bill--I hope the Senate will take that up soon as well. And the House has just passed my High Hopes proposal as part of the Higher Education Act, which will help colleges form partnerships with middle schools, to help provide low income students with mentors other support to spark their interest in college, and help them prepare to attend. So, we are making progress in some areas.

However, on a number of critical education issues--school modernization, smaller classes, reforming urban public schools -- the Congress is either doing nothing or the wrong thing. Instead of taking the steps to strengthen our public schools, both the House and Senate have recently passed bills that would drain resources from our public schools. The Senate rejected proposals that would have instead helped strengthen public schools.

But the session is not over, and there is still a chance for the Congress to do the right things. I'll continue to fight for smaller classes, modern school buildings, after school programs, technology for our schools and other initiatives. I'll need your help to convince members of Congress that they should support these initiatives.

Q. Many mayors believe that the federal government can best support urban education reform by providing block grants directly to local communities. This approach would provide local communities with the flexibility they need, instead of requiring them to follow Washington's dictates. Would you support local block grants?

A. I am in favor of giving local communities maximum possible flexibility in using federal education funds, though I have serious reservations about most of the block grant proposals I have seen. Federal education programs must have clear purposes, they must target the funds to the communities that need it the most, and there must be accountability for results, and any block grant proposal should meet these same tests.

Over the past 5 years, Secretary Riley has overhauled every one of the federal programs for elementary and secondary education, making them more flexible, less bureaucratic, and more clearly focused on getting results. He has eliminated two-thirds of the regulations covering elementary and secondary education programs, and launched two major new programs--Goals 2000 and School-to-Work programs, without issuing a single new regulation. We fought to get authority from Congress to waive federal requirements where they interfered with local education reforms, and Secretary Riley has approved more than 200 waivers so far.

According to a recent GAO study, federal education funds are eight times more likely than state funds to target disadvantaged students. Certain block grant proposals--which provide funds to states--would most likely result in less targeting of federal funds and would therefore be detrimental to many cities.

Third, federal education programs serve important national purposes, such as providing disadvantaged students with extra help to learn the basics, helping schools incorporate technology into classrooms, helping communities raise academic standards, or supporting the growth of charter schools. These purposes won't be met if we fold all of these programs into block grants. And federal funding for education will decline. In 1981, 42 education programs were block granted into one program. Today, that block grant received half of the funding it did then.

Q. Many urban school systems are putting in place the right reform strategies, but lack the resources necessary to fully or effectively carry them out. How do your initiatives target funds to the communities with the greatest needs?

A. I agree that additional funds can make a difference if they are help support real reforms based on higher standards, increased accountability, and more choice, and I am glad that a growing number of cities are moving in this direction. Most of my new initiatives specifically target funding to high poverty urban, and rural, school districts, including the Education Opportunity Zone proposal, our 21st Century After-School Learning programs, the High Hopes initiative that builds college-school partnerships to help low income students make their way to college. My proposal to reduce class size in the early grades would ensure that low income communities get their fair share of the funds (the same proportion as they receive under Title 1), and my school modernization proposal calls for half of the bonding authority to go to the poorest urban districts.

Q: Are we finally going to reform our job training system this year?

Background. In May 1997, the House passed a bill that incorporates these principles and on Tuesday the Senate passed their version of this bill with overwhelming bipartisan support. The Administration supports passage of the Senate bill, however, we strongly oppose an amendment (offered by Sen. Ashcroft) prohibiting the use of funds available

under the Act to carry out activities authorized under the School-to-Work Opportunities Act.

In addition, you should know that the Mayors had been concerned about a provision in the original version of the Senate bill that would give Governors more control over training funds to cities with populations between 200,000 and 500,000. Their concerns have been addressed with an amendment (offered by Senator Lautenberg) that would permit the Secretary of Labor to continue funding those affected cities which are meeting performance standards if the Governor elects to discontinue the training funds.

A: I am pleased that on Tuesday the Senate passed their version of my G.I. Bill for America's Workers with a strong bipartisan vote (91-7). I am pushing to get this bill to my desk by July 1 in order to make available \$250 million for the Youth Opportunity Areas initiative which would greatly benefit America's cities. I want to thank you for your support for this critical program to create jobs and opportunity for out-of-school youth.

This new G.I. Bill would also fundamentally reform our employment and training system by empowering Americans to gain new skills with a simple skill grant. In addition it would consolidate the tangle of training programs; create a network of One-Stop Career Centers; increase accountability to ensure results; and empower people to gain the skills that are in greatest market demand.

And, the new G.I. Bill would provide mayors with more local control. The bill would allow States and communities to tailor programs to locally determined needs and it ensures that business, labor, and community organizations are full partners in system design and quality assurance.

Q. The Junior ROTC program has been a great benefit to our efforts to improve education in Chicago. One of the best things the federal government can do is to expand this program, so that more units can be established and more students can participate. What can you do to help expand J-ROTC?

Background: Mayor Daley made the above point in his opening remarks to the Mayors yesterday, and we anticipate he will raise it today. While the J-ROTC program has expanded significantly over the past 6 years, DOD currently has no plans to ask for further expansion in the number of ROTC units.

A. The Junior ROTC program fulfills an important role in teaching citizenship, leadership, teamwork and self-discipline to students in high schools nationwide. Since 1992, the Junior ROTC program has grown from 1,600 to over 2,500 units. This expansion has resulted in an increase in student participation from 200,000 students in 1992 to 380,000 student in 1997. The funding for the program increased from \$80 million in 1991 to

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\$164 million in 1997. In my FY 1999 budget request, I have asked for \$167 million to support the J-ROTC program.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Cathy Mays to Elena Kagan, et al. Subject: Kennedy Center (2 pages)	05/07/1998	Personal Misfile

COLLECTION:

Clinton Presidential Records
Automated Records Management System (Email)
WHO ([Kagan])
OA/Box Number: 500000

FOLDER TITLE:

[5/7/1998 - 5/8/1998]

2009-1006-F
ke743

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jonathan H. Schnur (CN=Jonathan H. Schnur/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 7-MAY-1998 17:12:20.00

SUBJECT: here is the draft press paper...

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

TEXT:

A NATIONAL EFFORT TO REDUCE CLASS SIZE:
SMALLER CLASSES WITH WELL-PREPARED TEACHERS

May 8, 1998

The President spoke to the Delaware legislature to promote his comprehensive education agenda, announce that he is transmitting legislation to Congress today that would reduce class size to a national average of 18 in grades 1-3, and highlight a new report released today by the Education Department showing that smaller classes do lead to improved student achievement.

REDUCING CLASS SIZE IN GRADES 1-3 TO NATIONWIDE AVERAGE OF 18. President Clinton transmitted legislation today to help local schools provide smaller classes with well-prepared teachers in the early grades. The initiative would provide \$12.4 billion over 7 years to help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade. The initiative will reduce class size in grades 1-3 to a nationwide average of 18 by providing funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds to boost teacher quality through teacher training, recruitment, and testing, and new teachers will be required to pass state competency tests.

NEW REPORT SHOWS THAT SMALL CLASSES MAKE A DIFFERENCE. The President announced a new Education Department report showing that reducing class size, especially in the early grades, leads to improved student achievement. According to the report -- which analyzed the data and findings from the most carefully designed research studies on class size -- the research shows that:

Smaller class size increases student achievement. The report found that reducing class size from substantially above 20 students per class to below 20 students leads to gains in student achievement with the performance of the average student moving from the 50th percentile to somewhere above the 60th percentile. Students from smaller classes in initiatives from Burke County North Carolina, Wisconsin, Indiana, and Tennessee outperformed their peers in larger classes. Follow-up studies showed that students from smaller classes in Tennessee's STAR Project continued to outperform their peer in all academic subjects even after returning to larger classes in the 4th grade. An analysis of data on 10,000 4th graders in 203 school districts, and 10,000 8th graders in 182 school districts,

across the United States shows that students in smaller classes performed better in 4th grade and 8th grade than comparable students in larger classes.

Smaller classes reduce discipline problems and increase instruction time for teachers. In Burke County, North Carolina, the percentage of classroom time devoted to instruction increased from 80 percent to 86 percent, while the time devoted to non-instructional activities such as discipline decreased from 20 percent to 14 percent when class size was reduced. Students from Tennessee's STAR program were still working harder and causing fewer discipline problems than students from larger classes even after the STAR students returned to the larger classroom in the 4th grade.

Smaller classes with well-prepared teachers make a difference.

Smaller classes will boost student achievement the most when teachers are prepared to teach well in these classes, and efforts to reduce class size clearly increase the demand for qualified teachers. A review of more than 100 research studies indicated that positive effects of smaller classes were more likely if teachers change their instructional methods and classroom procedures in the smaller classes. Class size reduction efforts resulting in student achievement gains in Wisconsin and North Carolina included a strong focus on professional development for teachers.

Smaller classes make the greatest impact in the early grades, and for disadvantaged and minority students. The clearest evidence of positive effects of smaller classes on student performance are in the primary grades, particularly kindergarten through third grade. Research on class size reduction efforts in Tennessee, Indiana, Wisconsin, and North Carolina show clear academic gains for students in smaller classes through the third grade, while studies questioning the impact of class size have often focused on class size variation across all grade levels. The national study of 10,000 4th graders and 10,000 8th graders found the greatest impact of smaller classes on inner-city youth.

ENFORCING ZERO TOLERANCE FOR GUNS IN SCHOOLS --Another report on the Gun-Free Schools Act being issued by the Department of Education today indicates that all states have now passed legislation providing for students who bring firearms to school to be expelled for at least one year. Although most schools do not report serious crimes to law enforcement --and less than 1% of students report bringing a gun to school --this new report shows that more than 6,000 students were disciplined for bringing a firearm (i.e., handguns, rifles, bombs, etc.) to their schools during the 1996-1997 school year. Most of these cases involved handguns that were brought to high schools.

NEW LEGISLATION TO HELP STATES AND COMMUNITIES MEET THE CHALLENGE.

President Clinton is transmitting legislation to help states and communities reduce class size in the early grades and help every child read well and independently by the end of the third grade. His class size initiative also focuses on teacher quality and accountability for results.

Small Classes With Well-Prepared Teachers. To master the basics and learn to read well, students need teachers who are prepared to teach well in smaller classes. President Clinton's class size reduction initiative will help do this in grades 1-3 by:

Requiring State Teacher Competency Testing for New Teachers: States would be required to implement competency testing for new teachers. Each state would select the tests it determines is most appropriate for this purpose. Most states have such tests. Participating states and school districts would also be required to ensure that individuals hired to fill these new positions be either fully certified, or making satisfactory progress toward full certification. School districts could use funds to provide teachers with the additional training needed to meet certification requirements.

Providing Funds for Teacher Training and Testing: At least 10% of the funds in this initiative would be used to promote high quality teaching by (1) training teachers in proven practices for teaching reading and in effective practices in small classes; (2) providing mentors or other support for newly hired teachers; (3) providing incentives to recruit qualified teachers to high poverty schools; and (4) testing new teachers before they are hired and developing rigorous tests for beginning teachers.

Encouraging States to Adopt Rigorous Professional Tests and Upgrade Teacher Certification Requirements. Teachers should be able to demonstrate that they know the subject to be taught and have the necessary knowledge and skills to help their students reach challenging state academic standards. States would be permitted to use a portion of their funds to toughen teacher certification requirements and to require new teachers to demonstrate competence. For example, states could use these funds to develop rigorous tests of subject matter expertise and professional knowledge that prospective teachers would be required to pass before they start teaching.

Holding Schools Accountable for Results -- Helping Every Child to Read Well and Independently By the End of the Third Grade. School districts receiving these funds would be required to show that each school is making measurable progress in improving reading achievement within 3 years, or take necessary corrective actions --such as providing additional teacher training, revising the curriculum, or implementing proven practices for teaching reading. School districts could lose funding if there is no subsequent improvement in reading achievement in those schools. School districts would also be required to publish an annual school report card, providing parents and taxpayers with clear information on student achievement, class size, and teacher qualifications.

Targeting Funding to Areas of Greatest Need: The President's initiative would distribute funds to states on the basis of the Title 1 formula. Within the state, each high-poverty school district would receive the same share of these funds as it received under Title 1, and the remaining funds would be distributed within the state based on class size. Matching funds would be required from participating school districts, on a sliding scale ranging from 0-50%, with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or it could extend its efforts to other grades.

Providing Facilities for Additional Classrooms. In order to help school systems meet the need for additional classroom space, the President is (1) proposing a \$10 billion school modernization initiative over 10 years, that will provide incentives for communities to invest in local school facilities by leveraging \$22 billion in bonds during 1999-2000; (2) ensuring that changes to facilities in order to accommodate class size reductions is an allowable use of school modernization funds; (3) allowing

for phased-in implementation of class size initiative to enhance state/local planning.

Building on Successful Reforms in Arkansas. As part of his comprehensive education reforms while Governor of Arkansas, Bill Clinton reduced class size in Arkansas to 20 in kindergarten and 23 in grades 1 through 3. His 1983 education reform plan also included a statewide intensive training program for elementary teachers and principals to improve teaching of reading, as well as basic skills testing for new teachers and basic skills and subject matter testing for experienced teachers.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 8-MAY-1998 17:28:53.00

SUBJECT:

TO: ELENA (Pager) #KAGAN (ELENA (Pager) #KAGAN [UNKNOWN])
READ:UNKNOWN

TEXT:

FYI- 5:30 Medicare Mtg. was cancelled so you are done for the day

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Christopher C. Jennings (CN=Christopher C. Jennings/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 8-MAY-1998 09:10:35.00

SUBJECT: weekly inserts

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

READ:UNKNOWN

TEXT:

I took a crack at doing an update on the PSO abortion issue. Thought you might want to get something in on this.

cj ===== ATTACHMENT 1 =====

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D94]MAIL40043572U.126 to ASCII,
The following is a HEX DUMP:

FF57504306050000010A020100000002050000005211000000020000767D4B0B5948D4C4E86906
7867D67FCAD7A3404AC02D35638CCBE77B6F17DD0B26A3D123C073A7DB6B748503F606A2BFCFB3

Medicare and Abortion Coverage. Recently, a provider sponsored organization (PSO), which is a member of the Catholic Health Association (CHA), was informed by a Health Care Financing Administration (HCFA) regional office that it could not participate in Medicare unless it agreed to provide abortion services for Medicare beneficiaries. Although a little known fact, Medicare does provide reimbursement for those limited occasions when a disabled Medicare beneficiary is pregnant and seeks an abortion. The CHA requested that we attempt to find an exception for PSOs that object to providing the service on religious/moral grounds. Senator Nickles is also placing great pressure on HHS to develop a formal position. Already he is reportedly drafting legislation that would apply the Hyde Amendment to Medicare if we conclude that Hyde does not have the statutory reach to apply to Medicare. (HHS initial review has concluded that Hyde does not apply, but we are having White House lawyers review this analysis.) Even if Hyde does not apply, we do believe we may have found a way to respond to CHA's request. Specifically, PSOs that have "conscience clause" policies could be exempt from providing abortion services; beneficiaries in these plans could go to a physician that billed Medicare directly for the service. Unfortunately, Senator Nickles is not likely to accept this option, even if CHA does. He clearly sees this as an extremely attractive election year issue. Ironically, however, since the Hyde amendment has a rape or incest exception, our approach -- which would not require that these PSOs reimburse for any abortion -- is more responsive to and consistent with the CHA position. We have a working group from DPC, Council's office, OMB, and HHS reviewing legal, policy and strategic options. We plan on sending you an options memo on this issue shortly.

Genetic Discrimination Update. Senator Jeffords, Chairman of the Senate Labor and Human Resources Committee, has indicated his intention to produce a bipartisan bill -- likely with Senator Dodd -- that prohibits insurers from accessing and inappropriately utilizing genetic coding information. Since last year, you have been calling on the Congress pass legislation to bar both insurers and employers to use genetic information in a discriminatory fashion. The Senator's announcement was as surprising as it is welcome; we will be sending Administration witnesses to testify at the Labor Committee's hearing on this subject within the next two weeks. While it will take work, we believe this Committee activity has every real chance of making a significant contribution toward passing this bill either as a free standing measure, a part of a patients bill of rights bill, or as part of a broader medical records/privacy initiative. We will keep you apprised of developments.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 8-MAY-1998 13:10:13.00

SUBJECT: Weekly item on federal public benefit definition

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

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

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

TEXT:

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

TEXT:

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C8BEC340363BC135CD97299C28DE1E9585DD5F4332C84EDF9623D78713561F3B4B05A3311913C5

HHS Defines Programs Off Limits to Illegal Aliens -- In the next few weeks, HHS will publish a list of benefits that illegal immigrants may not receive. The welfare law states that illegal immigrants are not eligible for "federal public benefits," and HHS is now providing its interpretation of that term. HHS will state that illegal immigrants are not eligible for child care, low-income heating assistance, and Community Service block grant benefits, among others. However, HHS believes the law does allow illegal immigrants to remain eligible for services at community health clinics and for benefits under the Maternal and Child Health block grant and the Older Americans Act. Republicans such as Rep. Lamar Smith and Gov. Wilson of California will argue that HHS should have defined the term federal public benefit far more broadly to include these programs, but we are comfortable with HHS's legal rationale. HHS feels strongly that community health clinics, which are often the only providers of prenatal care in poor communities, should remain open to all.

The welfare law also requires that those programs classified as federal public benefits verify the immigration status of all applicants, including U.S. citizens. The INS will soon issue a regulation to implement this requirement, and we expect to hear complaints about the burden this will impose on those programs.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 8-MAY-1998 17:16:30.00

SUBJECT: pls call Sylvia. And I'm sorry, I forgot to tell her you called.

TO: ELENA (Pager) #KAGAN (ELENA (Pager) #KAGAN [UNKNOWN])

READ:UNKNOWN

TEXT:

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 8-MAY-1998 15:04:16.00

SUBJECT: Here's the info Rahm asked for

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:

Bruce -- this is the q&a I showed you.. did you find out anything more about what Rahm is thinking?

----- Forwarded by Cynthia A. Rice/OPD/EOP on 05/08/98
03:03 PM -----

Cynthia A. Rice
05/08/98 03:00:44 PM
Record Type: Record

To: Michelle Crisci/WHO/EOP
cc: Leanne A. Shimabukuro/OPD/EOP
Subject: Here's the info Rahm asked for

Leanne tracked it down

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D14]MAIL487204829.126 to ASCII,
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DFC6C813F439432B00EC18F3DD36474FC7E6E0ECE00FE0BA60BEE09F517437EA5BBB71BB1248CC

Q. What is the relationship between cigarette smoking and illicit drug use? Is tobacco a gateway drug?

A. A 1996 survey released by the Department of Health and Human Services found that teen smokers were significantly more likely to use drugs and drink heavily. The 1996 National Household Survey on Drug Abuse, released by HHS' Substance Abuse and Mental Health Services Administration, found that 12-17 year-olds who were current smokers were nine times as likely to use illicit drugs and 16 times as likely to drink heavily, as nonsmoking youths. An earlier National Household Survey (from 1994-1995) found that among 12-17 year-olds who had smoked marijuana in their lifetime, 74% had tried cigarettes before marijuana.

While we cannot definitively state that there is a direct cause and effect relationship between youth tobacco and drug use, this data suggests a correlation between the two.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 8-MAY-1998 18:17:26.00

SUBJECT: Most Recent Assisted Suicide Memo

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

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

TEXT:

Chuck Ruff and Karen Popp have copies of this and they will get comments
to us.===== ATTACHMENT 1 =====

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D56]MAIL43378582X.126 to ASCII,
The following is a HEX DUMP:

FF5750439F030000010A0201000000020500000025340000000200002BD94B9F04835E4C18B406
4EA16442082C6F9CE9CD42008E164C366EAA10703B81B034E5FCC82220354CAE828E17413A98FE

May 8, 1998

MEMORANDUM TO THE PRESIDENT

FROM: Bruce Reed
Chuck Ruff

SUBJECT: Assisted Suicide Legislation

The Justice Department has determined that the Drug Enforcement Administration (DEA) has no authority under the Controlled Substances Act (CSA) to take adverse action against physicians who assist patients in ending their lives by prescribing controlled substances pursuant to Oregon's "Death with Dignity Act." The Department conducted its legal analysis in response to letters sent by Senator Hatch and Congressman Hyde urging the Department, through DEA, to invoke the CSA against physicians who assist in patient suicide under the Oregon law.

The Justice Department has completed draft letters to Congressman Hyde and Senator Hatch explaining its legal conclusions. The letters will not be forwarded to Congress until we have developed a roll-out strategy, including a position on federal legislation prohibiting physician-assisted suicide.

As you will recall, the Catholic Health Association (CHA) has informed us that Hatch and Hyde are prepared to introduce legislation amending the CSA in the event the Attorney General concludes that the CSA does not authorize the DEA to pursue physicians who assist patients in committing suicide. They may even introduce this legislation before receiving the Department of Justice's opinion letter. In assessing the possible options for responding to Hatch's and Hyde's likely initiative, we held meetings within the White House and with the Departments of Justice and Health and Human Services (including the FDA).

Justice believes that the Administration should not support the Hatch/Hyde proposal. Justice is concerned with the resource drain on the DEA if that agency were tasked with enforcement duty. Justice also worries that this new task would damage DEA's relationship with the medical profession, on which it often relies in pursuing narcotics law violations. In addition, Justice thinks that DEA's approach to enforcing the narcotics laws is inconsistent with the kind of sensitivity that would be needed in pursuing doctors who are assisting terminally ill patients to commit suicide.

The Justice Department also cites principles of federalism in support of its position against a legislative change. The federal government has deferred to the states as the primary regulators of the medical profession. Especially on such a hotly contested issue as assisted suicide, Justice believes there is good reason to continue this tradition of deference to local

decision-making.

HHS/FDA concurs with Justice's position, stressing especially the historic deference given to states in regulating their medical professionals. HHS/FDA also worries that a new federal law authorizing the federal government to take adverse action against doctors who assist their patients to commit suicide would exacerbate the problem of physicians' under-prescribing pain medications for terminally ill patients.

Your longstanding opposition to the practice of assisted suicide is not necessarily inconsistent with the agencies' positions. You could believe the position that assisted suicide is wrong, but that it is not a matter that should be handled by federal narcotics agents. Or more broadly, you could believe that it is not a matter to be dealt with by the federal government at all, but instead left to state and local decisionmaking. Nor is last year's "Assisted Suicide Funding Restriction Act" inconsistent with a refusal to support a legislative change. The Funding Restriction Act bans the use of federal funds to pay for or promote assisted suicide. Nothing in the Act authorizes the federal government to take adverse action against a private physician for assisting in a suicide in a non-federal facility.

We detail below four options for responding to the expected Hyde/Hatch initiative. These options are: (1) support the Hyde/Hatch legislation; (2) oppose the Hyde/Hatch DEA approach, but suggest openness to alternatives and work with Hatch and Hyde to develop a better bill; (3) engage in a "Kick the Can" strategy, suggesting openness to alternatives, but attempting to ensure that no congressional action is taken; and (4) oppose the Hyde/Hatch legislation outright.

- 1. Endorse Hyde/Hatch Legislative Alternative.** After the Justice Department's legal interpretation is released, we could endorse the expected introduction of legislation authorizing the DEA to pursue criminal actions against physicians prescribing medications for assisted suicides.

Pros

- Appears consistent with your longstanding opposition to assisted suicide.
- Avoids inevitable conflict with the Congress, where the Hatch/Hyde legislation is likely to be popular.

Cons

- Conflicts with historic practice of allowing states to regulate the medical profession, and does so with regard to a hotly contested and emotional issue on which local decisionmaking may be particularly appropriate.

- Places authority to act against doctors in an agency ill-equipped to perform this function in a way that could interfere with its primary mission.
- Ignores danger, noted by many physicians' groups and even the Catholic Health Association, that a federal law of this kind will lead doctors to under-medicate terminally ill patients for fear of federal prosecution.

2. **Oppose DEA (likely Hatch/Hyde) approach, but suggest openness to alternatives.** Under this option, you would welcome the intent of the Republican DEA bill, based on your longstanding opposition to assisted suicide, but raise concerns about using federal drug agents and resources to address this issue. You would advise Republicans of ways to implement the intent of their legislation in a more workable fashion, perhaps suggesting alternative enforcement agencies (such as FDA) or enforcement mechanisms (such as reducing Federal support for Medicaid for states permitting assisted suicide). You would try seriously to find some common ground with the Republicans on developing a workable legislative alternative to DEA enforcement.

Pros

- Appears consistent with your longstanding opposition to assisted suicide and shows that you are seriously concerned about this issue.
- Takes an approach that recognizes the problems with using DEA resources and agents to address this issue.

Cons

- Assumes that we can develop a workable alternative approach, when we may not be able to do so. Direct regulation of doctors through HHS/FDA also raises serious issues, and enforcement mechanisms directed toward states, such as reduction of Medicaid dollars, would raise widespread protests of federal micro-management and intrusion.
- Raises expectations that a legislative solution can be achieved, when it may be virtually impossible to reach consensus.

3. **"Kick the Can" Strategy.** Under this option, you would also express openness to addressing this issue through federal legislation, but rather than trying to reach agreement, you would attempt to forestall legislative action. You would try to delay long enough to allow the medical groups, states, and others to communicate that federal approaches in this area are ill-advised. These objections could make Congress conclude that it does not

have time to draft thoughtful legislation this year.

Pros

- Allows you to reiterate your strong position against assisted suicide, while preventing problematic federal legislation.
- Provides sufficient time to air the many issues surrounding assisted suicide legislation, perhaps even educating physicians and the public about the problem of under-medicating terminally ill patients

Cons

- May make us look indecisive and weak.
- May be viewed with skepticism on the Hill and make us vulnerable to the charge that we are trying to have it both ways.

4. **Oppose Hatch/Hyde legislation outright.** Under this option, you would tell the Hill that, although you believe that assisted suicide is an abhorrent practice, you cannot support legislation that intrudes on state responsibility over this issue and diverts limited law enforcement resources for this purpose.

Pros

- Takes a strong position consistent with agency views on the undesirability of federal legislation in this area; respects federalism principles; protects law enforcement priorities; and prevents further under-medication of patients due to physicians' fear of criminal prosecution.

Cons

- Appears inconsistent with your longstanding opposition to assisted suicide.
- Risks major confrontation with the Congress, which almost certainly will pass federal legislation over your objection.

The Departments of Justice and Health and Human Services support Option 4 and strongly oppose Option 1. Of the middle options, they would prefer Option 3 to Option 2. Chuck agrees with the agencies: he believes both that the DEA should not regulate medical practice and that federal legislation in this area conflicts with federalism principles. Bruce

agrees that federal legislation in this area makes little sense, but believes that the “Kick the Can” strategy may be the best way to prevent it; he therefore recommends Option 3.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Mindy E. Myers (CN=Mindy E. Myers/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME: 8-MAY-1998 10:59:03.00

SUBJECT: Dem Caucus Child Care

TO: Jennifer L. Klein (CN=Jennifer L. Klein/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

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

TEXT:

Just to recap on the Dem. Caucus child care meetings scheduled for next week--

There is a Dem. Caucus staff level child care meeting set for 2:00 pm on Tuesday (5/12) in 1416 LHOB.

There is a Dem. Caucus child care meeting with Members tentatively set for 10:30 am on Thursday (5/14). If the morning does not work for the Members, they may try for 2pm on Thursday. I'll let you know as soon as they let me know.

Thanks-
Mindy

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 8-MAY-1998 15:11:09.00

SUBJECT: Your review needed ASAP: Wellstone amendment to let college count as work

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

TEXT:

Wellstone will offer an amendment to the higher ed bill next week to let college count as a work activity for up to 24 months. It also increases the amount of time that vocational education can count as work from 12 months to 24 months. I was writing up a paragraph opposing Wellstone when I realized perhaps you would want to put this in the weekly, given the President's ongoing interest/concern about stories that college students on welfare are having to drop out of school.

Below is (1) a draft item for the weekly, in case you want to use it; (2) a draft paragraph opposing Wellstone to put into our SAP; and (3) a description of the amendment.

Possible Weekly Addendum

Wellstone Pushes to Permit College Attendance to Count as Work Under Welfare Law -- Next week, Senator Wellstone plans to offer an amendment to the Higher Education reauthorization bill that would (1) permit college attendance to count toward the welfare law's participation rates for up to two years; (2) increase the amount of time that vocational education can count as work from one year to two years; and (3) increase the overall cap on these activities by not making teen parents subject to the cap.

We plan to oppose these changes because they would weaken the welfare law's work requirements. To date, we have opposed all proposals to weaken these requirements. We believe that the considerable flexibility that the welfare law gives states is adequate to allow them to consider the individual circumstances of TANF recipients. Even when the work requirements are fully phased in, only 50% of the caseload must be working. Since states may count caseload reductions toward the work requirements, the dramatic drops of the past few years will make this goal far easier to meet. States can also help college students to combine work with welfare. We have urged colleges to use the work-study program as one means to that end.

Draft SAP language:

The Administration opposes the Wellstone amendment to weaken the welfare law's work requirements by allowing more education and training activities to count toward the work participation rates than under current law. These work requirements were the product of bipartisan agreement,

and it is not appropriate to weaken them. The welfare law gives states considerable flexibility to consider the individual circumstances of TANF recipients.

Description of Wellstone Amendment:

Wellstone amendment:

Increases amount of time that voc ed can count as a work activity from 12 months to 24 months.

Make post-secondary education a permissible work activity just as voc ed is (for up to 24 months); currently, it never counts as work.

Permanently pulls teen parents out of the cap. This would increase the effective size of the cap by 4% beginning in the year 2000, when it would grow from 8% of the caseload to 14%.

Last summer's change to voc ed cap (this is just as a reminder)

Raised cap on voc ed from 20% to 30% (we opposed this, although not vocally)

Clarified that the base to which cap applies is those working, not the entire caseload; advocates wanted it be the entire caseload (we supported)

Pulled teen parents (about 4% of caseload) out of the cap for the first two years of TANF (not an irrational change, since teen parents were eating up most of the cap in the first two years, when the cap was smallest)

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 8-MAY-1998 12:09:03.00

SUBJECT: Complete Weekly 5/8

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

READ:UNKNOWN

TEXT:

paul made a couple grammatical edits
Nothing from education, policy planning, or Julie- they don't have anything.

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

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D80]MAIL40640182D.126 to ASCII,
The following is a HEX DUMP:

FF57504310100000010A020100000002050000004E47000000020000A2CCC69C25CBBCE8370AEF
C3B0E32DD7CAD536E583CCA06E7EF1007B2B685B29DEBD62F47061CB7E53B58205C62FA0560C34

May 8, 1998

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Elena Kagan

RE: DPC Weekly Report

Tobacco -- Legislative Update: Although Senator Lott vacillated somewhat in the press this week, it appears he still intends to bring the McCain bill to the Senate floor on May 18th. We hope to begin talks shortly to develop an agreed upon manager's amendment as well as an amendment strategy for the floor. We have spent this week in internal meetings preparing for these negotiations in order to nail down our position and strategy on issues related to price, lookback penalties, smuggling, an antitrust exemption, preemption of local suits, environmental tobacco smoke, attorneys fees, and international tobacco control.

The Commerce Committee released their report this week, along with a revised bill that incorporated several of our proposed technical corrections. In response to their request for assistance in restructuring the bill so that it could operate effectively whether or not the industry consents, we met with Senator McCain's staff and provided them with **proposed revisions that separated out all the provisions requiring the consent of participating manufacturers -- as well as the benefits they are seeking, such as the liability cap -- into a single stand-alone title.** The other titles would apply to all manufacturers, whether they consent or not, and include advertising restrictions originally included in the FDA rule but not the broader ones that raise constitutional difficulties (those would be put in the separate title). McCain's staff appeared receptive to these changes, and they are considering including them in a manager's amendment.

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Child Care -- Democratic Working Group: House Democrats have formed a Child Care Working Group led by Congressman Fazio and have begun work on a child care bill that they plan to introduce in the next several weeks. We are meeting with the Members and staff next week to review their bill, but we expect it to include most of the elements of your proposal (including subsidies for families, tax credits for families and businesses, quality improvements, and after-school programs) as well as a tax credit to help parents who stay at home. We will continue to work with them and use the introduction of the bill to generate new momentum for child care legislation; however, it seems likely that the group intends to craft a comprehensive and expensive proposal that will give them an opportunity to champion child care throughout the Fall rather than a bill that has a chance of passage during this legislative session.

Child Care -- Kids Count: We participated in a panel discussion and release of the Annie E. Casey Foundation's *KIDS COUNT* Databook, annual publication tracking the status of children in the United States. This year, the report highlights the need for safe and affordable child care, particularly for the 10 million children who grow up in low-income working families, and concludes that ensuring adequate child care is crucial to the success of welfare reform.

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Crime -- Uniform Crime Report: Next weekend (May 15-17), the FBI will release its preliminary estimate of the number of crimes reported to law enforcement in 1997. These figures indicate that crime is down 4% from the previous year -- and down for the 6th year in a row. A significant decline in the number of murders and robberies (9% each) helped fuel an overall drop of 5% in violent crime; property crime fell 4%. All regions of the country and cities of all sizes reported declines in the number of serious crimes.

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- 2) Compliance up: 55 states and territories reported data during the 1996-97 school year. Only American Samoa did not report.
- 3) States with most expulsions: by number, were Ohio (937), California (723), and Texas (532); and by rate, Ohio (.449 per 1,000), Missouri (.310 per 1,000) and New Mexico (.195 per 1,000).
- 4) School level: 58% of expulsions were high school students, 34% were in junior high, and 9% were in elementary school.
- 5) Type of firearm: where firearm type was identified, 58% involved handguns, 7% involved rifles and the remaining 35% involved some other type of firearm (bombs, grenades, starter pistols, rockets).

Drugs -- Republican Plan: Following up on last week's "deployment ceremony," the Speaker's Task Force for A Drug-Free America declared this week "Drug-Free Schools and Campuses Week" and highlighted the following items: (1) a House-passed resolution expressing the sense of the House that Americans must remain committed to combat the sale and use of illegal drugs to children; (2) the drug-free student loans provision included in the Higher Education bill; and (3) legislation introduced by Representative Mica that authorizes a demonstration program for the voluntary drug testing of teens applying for driver's licenses, and an incentive grant program to combat drugged driving. As you know, in October of 1996 you signed a directive on this issue, and former Transportation Secretary Pena and Director McCaffrey jointly recommended the creation of a demonstration program for pre-licensure drug testing; however, in the FY 1998 transportation appropriations, Republican appropriators barred DOT from using its funds such an initiative. Since then, we have been working to identify alternative funding within the Justice Department for demonstrations in Arizona and Florida.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 8-MAY-1998 11:30:11.00

SUBJECT: Fight Crime, Invest in Kids

TO: Cynthia A. Rice (CN=Cynthia A. Rice/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:

Sandy Newman, the ED of this organization is a good friend --- he wants to help us on tobacco .expecially regarding the "increased crime--black market" republican push back -- he has 250 law enforcement officials --- from police chiefs to states' attorneys in his organization -- i know yo have a meeting --or cynthia has set up a meeting w/ treas. today at 4:30 --- sandy thinks that he can issue a strong report that will commend the Administration for our strong fight against crime -- but he also thinks that if we can target more funds for child care that crime will actually decrease -- so, i hope he can be helpful --- just wanted you to have this on your radar screen and also wanted to validate sandy --- he does very good work. thanks

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Peter Rundlet (CN=Peter Rundlet/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME: 8-MAY-1998 13:36:41.00

SUBJECT: NOTE RE: Benchmarking Meeting

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

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

TO: Richard.Hayes (Richard.Hayes @ SBA.GOV @ inet [UNKNOWN])
READ:UNKNOWN

TO: Susan M. Liss (CN=Susan M. Liss/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

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

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

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

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

TO: Edward W. Correia (CN=Edward W. Correia/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

CC: Aimee M. Malnati (CN=Aimee M. Malnati/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

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

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

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

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

READ:UNKNOWN

TEXT:

Reminder: this meeting is at 2:00 today! Thank you.

I just wanted to let you know that it is important that you come to this meeting on time. If you cannot make the meeting, please let me know ASAP. A reporter from Harper's Bazaar will be present at the meeting because she is doing a profile on Sylvia. A firm understanding will be in place that the substance of the meeting is off the record.

----- Forwarded by Peter Rundlet/WHO/EOP on 05/06/98
05:35 PM -----

June G. Turner

05/05/98 12:06:53 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: Shannon Mason/OPD/EOP, Aimee M. Malnati/OVP @ OVP
Subject: Benchmarking Meeting

Sylvia Mathews will host a Benchmarking meeting on Friday, May 8 at 2pm in the Roosevelt Room.

Attendees:

Sylvia Mathews
Sally Katzen
Rob Weiner
Dawn Chirwa
Peter Rundlet
Eddie Correia
Tracey Thornton
Susan Liss
Nancy McFadden (DOT)
Mark Gross (Justice)
Fran Allegra (Justice)
Richard Hayes (SBA)

Message Sent

To: _____
Sally Katzen/OPD/EOP
Robert N. Weiner/WHO/EOP
Dawn M. Chirwa/WHO/EOP
Peter Rundlet/WHO/EOP
Tracey E. Thornton/WHO/EOP
Susan M. Liss/OVP @ OVP
Edward W. Correia/WHO/EOP
Richard.Hayes @ SBA.GOV @ inet

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 8-MAY-1998 11:57:50.00

SUBJECT: Proposed Hitt Letter

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

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

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

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

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

CC: Daniel W. Burkhardt (CN=Daniel W. Burkhardt/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

Below is a draft letter to Dr. Hitt, Chair of the President's Advisory Council on HIV/AIDS, in response to a letter expressing concern about needle exchange and the Administration's commitment to HIV prevention.

Since this articulates our response to a very sensitive issue, I would appreciate it if you would review the letter and reply to me with any comments by the end of today (Friday).

Dear Dr. Hitt:

Thank you for your letter regarding needle exchange programs and prevention in the fight to end the AIDS epidemic.

I am taking the concerns you have raised very seriously. We all know that the rising incidence of HIV infection among those who use injected drugs, and among their partners and children, is a major factor in the continued growth of this epidemic. Therefore, I will continue to support retention of the HHS Secretary's authority to decide whether to allow local communities to use federal funds for needle exchange programs.

Recently, the Secretary released a report indicating that needle exchange programs can help reduce HIV transmissions without encouraging the use of illegal drugs. This scientific analysis should be of great use to those local and state officials that are considering the implementation of needle exchange as part of their comprehensive HIV prevention strategies.

However, we are not at this time allowing for Federal funds to be used for such programs. That decision was made because we believe that Congress would not support such a move. More must be done to help the general public and

those
in Congress understand the role of needle exchange programs in our efforts
to fight both HIV and illegal drug use.

In the interim, the Office of National AIDS Policy, the Office of Drug
Control Policy,
and the Department of Health and Human Services will work together to
improve our efforts to stop the spread of HIV among injection drug users,
their
partners, and their children.

I appreciate the passion that you and other members of the
Presidential Advisory Council on HIV/AIDS bring to the debate. Be
assured that my commitment to ending this epidemic -- and to
responding to the needs of those already living with HIV and AIDS --
remains firm. We must all work together to stop this deadly disease,
and I will take all measures within my authority to achieve that end.

Thank you again for sharing your concerns, and for your commitment to
bringing an end to this terrible epidemic.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 8-MAY-1998 13:21:38.00

SUBJECT: Revised Weekly w/ one more WR item

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:

Unable to convert ARMS_EXT:[ATTACH.D79]MAIL414192821.126 to ASCII,
The following is a HEX DUMP:

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95171B25A6214EDFE ECB558140EAF4DD0B11E3CE5B2618D16D7C323A9C51F4DA1183EF65298797

May 8, 1998

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FROM: Bruce Reed
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Welfare -- HHS Defines Programs Off Limits to Illegal Aliens: In the next few weeks, HHS will publish a list of benefits that illegal immigrants may not receive. The welfare law states that illegal immigrants are not eligible for "federal public benefits," and HHS is now providing its interpretation of that term. HHS will state that illegal immigrants are not eligible for child care, low-income heating assistance, and Community Service block grant benefits, among others. However, HHS believes the law does allow illegal immigrants to remain eligible for services at community health clinics and for benefits under the Maternal and Child Health block grant and the Older Americans Act. Republicans such as Rep. Lamar Smith and Gov. Wilson of California will argue that HHS should have defined the term federal public benefit far more broadly to include these programs, but we are comfortable with HHS's legal rationale. HHS feels strongly that community health clinics, which are often the only providers of prenatal care in poor communities, should remain open to all.

The welfare law also requires that those programs classified as federal public benefits verify the immigration status of all applicants, including U.S. citizens. The INS will soon issue a regulation to implement this requirement, and we expect to hear complaints about the burden this will impose on those programs.

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- 2) Compliance up: 55 states and territories reported data during the 1996-97 school year. Only American Samoa did not report.
- 3) States with most expulsions: by number, were Ohio (937), California (723), and Texas (532); and by rate, Ohio (.449 per 1,000), Missouri (.310 per 1,000) and New Mexico (.195 per 1,000).
- 4) School level: 58% of expulsions were high school students, 34% were in junior high, and 9% were in elementary school.
- 5) Type of firearm: where firearm type was identified, 58% involved handguns, 7% involved rifles and the remaining 35% involved some other type of firearm (bombs, grenades, starter pistols, rockets).

Drugs -- Republican Plan: Following up on last week's "deployment ceremony," the Speaker's Task Force for A Drug-Free America declared this week "Drug-Free Schools and Campuses Week" and highlighted the following items: (1) a House-passed resolution expressing

the sense of the House that Americans must remain committed to combat the sale and use of illegal drugs to children; (2) the drug-free student loans provision included in the Higher Education bill; and (3) legislation introduced by Representative Mica that authorizes a demonstration program for the voluntary drug testing of teens applying for driver's licenses, and an incentive grant program to combat drugged driving. As you know, in October of 1996 you signed a directive on this issue, and former Transportation Secretary Pena and Director McCaffrey jointly recommended the creation of a demonstration program for pre-licensure drug testing; however, in the FY 1998 transportation appropriations, Republican appropriators barred DOT from using its funds such an initiative. Since then, we have been working to identify alternative funding within the Justice Department for demonstrations in Arizona and Florida.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Andrea Kane (CN=Andrea Kane/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 8-MAY-1998 11:14:02.00

SUBJECT: WtW Formula Grant Update

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

TO: Diana Fortuna (CN=Diana Fortuna/OU=OPD/O=EOP [OPD])
READ:UNKNOWN

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

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

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

CC: Sanders D. Korenman (CN=Sanders D. Korenman/OU=CEA/O=EOP @ EOP [CEA])
READ:UNKNOWN

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

CC: Maria J. Hanratty (CN=Maria J. Hanratty/OU=CEA/O=EOP @ EOP [CEA])
READ:UNKNOWN

CC: Maureen H. Walsh (CN=Maureen H. Walsh/OU=OMB/O=EOP @ EOP [OMB])
READ:UNKNOWN

TEXT:

Attached is latest status of states and tribes applying for Welfare-to-Work formula grants. It looks like Ohio's decision to turn down the grant does not reflect a trend. Since then, at least 7 more states have submitted plans. A total of 30 states have applied, 17 have been approved, 6 have indicated they don't plan to apply, and 18 have not yet applied.

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D8]MAIL40388772H.126 to ASCII,
The following is a HEX DUMP:

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50490D7C4FD41979EA657F678066E0B82CD562201E6A8C176B65FF96E5F294012AD25DF569BCF5

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Suzanne Dale (CN=Suzanne Dale/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME: 8-MAY-1998 08:30:59.00

SUBJECT: Delaware Briefing Memos

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

READ:UNKNOWN

TO: Elena Kagan (CN=Elena Kagan/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

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

CC: Emory L. Mayfield (CN=Emory L. Mayfield/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: Mickey Ibarra (CN=Mickey Ibarra/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

Here is the final Delaware Legislature POTUS briefing memo w/attachments as submitted to Staff Secretary last night:

Bruce and Elena -- I hope you received the hard copies I put on Laura and Cathy's chairs. Mike -- your copy of POTUS' briefing book (including this paper) is in the box outside of the Staff Secretary's office if you want to have someone pick it up.===== ATTACHMENT 1 =====

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D17]MAIL40696472V.126 to ASCII, The following is a HEX DUMP:

FF575043AA060000010A020100000002050000009135000000020000009A53B4FEFE3C727813EDC 38C8C53CF805BF57832D83690E24E48E2D12F44815E453CD6042514CBD360765A57132B45E3F6E

BIOGRAPHIES OF LEADING ELECTED OFFICIALS

Hon. Tom Carper Governor of Delaware

Born in Beckley, West Virginia, Carper grew up in Danville, Virginia. He attended Ohio State University, graduating in 1968 with a bachelor's degree in economics. He completed five years of service as a Naval flight officer, serving in Southeast Asia during the Vietnam War. In 1973, following his active military service, Carper moved to Delaware to earn an MBA at the University of Delaware. He worked in Delaware's economic development office from 1975 to 1976, and then was elected State Treasurer at age 29 -- serving three consecutive terms.

Carper was elected in 1982 to the U.S. House of Representatives where he served five terms.

Carper was then elected governor in 1992. As Governor, he has focused on job creation; overhauling both the state's education and welfare systems; strengthening families and reducing teenage pregnancy; and improving the state's credit rating while lowering taxes and preventing crime. In July of 1997, Carper was tapped as vice-chair of the National Governors' Association. When he assumes the NGA chairmanship next year, he will become the first Delaware governor ever to hold the top post in that organization. He is also the only governor on the nation's nine-member Amtrak Board of Directors.

Hon. Ruth Ann Minner Lieutenant Governor of Delaware

In 1974, Ruth Ann became a rising star in the Democratic Party when she was the first woman elected to the House of Representatives from her Milford district. Rep. Minner spent four terms on the Bond Bill Committee, mastering the art of responsible capital spending. In 1982, she was elected to the state Senate where she eventually served three terms.

Lt. Governor Minner was born and raised on a farm and left high school at age 16 to help out. She married her first husband, Frank Ingram, a year later. Widowed at age 32 when Frank died of a heart attack, she was suddenly a single parent with no education and three sons to raise. While working to support her family, she earned her general equivalency degree from Delaware Technical and Community College and took University of Delaware parallel program courses in education. She married Roger Minner in 1969 and together they built the family business. Roger succumbed to cancer in 1992.

She was honored as Mother of the Year in 1993 and Woman of the Year in 1985. In 1995, she was inducted into the Delaware Women's Hall of Fame. Ruth Ann still lives on a farm near Milford where she enjoys gardening, fishing and spending time with her family, especially her seven grandchildren.

Hon. Terry R. Spence
Speaker of the Delaware House of Representatives

He attended Goldey Beacom College where he received an A.S. and Wilmington College, where he received a B.S. The Speaker served in the Delaware Air National Guard, is retired from the DuPont Company and worked for the Brooks Courier.

First elected to the House in 1980, Spence has been the Speaker of the House for nine years, where he has served on the Administration, Desegregation, Ethics, and Legislative Council Committees.

Spence and his wife, Nancy, have four children.

Hon. Tom Sharp
Senate Pro Tempore

Sharp served in the Army National Guard for eight years and worked as a sheet metal apprentice for four years at tech school.

He has served over 20 years in the Senate, and for all but a few years, was the Senate Majority Leader. Currently, Sharp works for the Newcastle County Vocational School District as the Supervisor of Building and Grounds.

He attended Henry C. Conrad High School where he met his wife, Judy; they wed after high school. Sharp has been married for 38 years and they have three children and two grandchildren who are twins.

EDUCATION REFORM IN DELAWARE

With bipartisan leadership and strong support from the business community, Delaware has undertaken a broad array of education reforms quite consistent with your education agenda. Delaware is moving ahead with efforts to set standards for students, teachers, and schools. The state is also supporting teachers who seek and gain certification from the National Board for Professional Teaching Standards, and Governor Carper has proposed an accountability plan including curbs against social promotion.

Student Academic Standards and Assessments. This week, the state is administering its first-ever statewide assessment of how students are doing according to Delaware's new academic standards, with testing in math and language arts (reading, and writing) for grades three, five, eight, and ten. Next year, similar tests will be given in science and social studies. There was extremely broad public involvement in the development of these standards, with State Board approval in 1995 coming after a three-year process of development and public review led by commissions representing school districts, business and institutions of higher education.

According to Delaware, the standards 'promote methods that require students to participate in learning activities that are relevant to them and that address real-world problems and issues...rather than encourage instructional methods that allow students to passively receive information from the teacher.' The assessments include multiple choice, as well as questions involving short answers and essays. Delaware's standards were rated favorably by the American Federation of Teachers and the Council for Basic Education and received mixed reviews from Fordham Foundation (Checker Finn's group). Each of these groups has rated standards from states across the nation.

Teacher And Administrator Standards and Assessments. In January 1998, the State Board of Education approved standards for what Delaware teachers and administrators ought to know and be able to do in their subject area and related to student learning styles, instructional practices, and assessment strategies. Delaware is considering the use of these standards as a basis for teacher certification, performance appraisal, and possibly even recertification.

All Delaware teachers are currently required to take and pass a basic teacher competency test by the end of their first year of teaching, and Governor Carper has proposed requiring teachers to pass this test before getting a license to begin teaching. Carper is also proposing that Delaware develop higher-level performance-based assessments for teachers that could become the basis for gaining licensure and certification.

Meanwhile, the state is helping teachers gain certification from the National Board for Professional Teaching Standards, with ten Delaware teachers already board-certified. The legislature appropriated funds to cover the assessment fees for another 15 teachers seeking Board certification, and Delaware teachers who gain board certification will receive an additional \$1500

in pay per year.

Ending Social Promotion and Accountability. Governor Carper has proposed to the legislature a plan for greater accountability for Delaware students and schools. The plan would curb social promotion, requiring children to read at or near grade level before leaving third and fifth grades, and perform at or near grade level in both reading and math before leaving the 8th grade. The plan would also take actions to turn around consistently low-performing schools and school districts, including accreditation and cash bonuses for schools that show real improvements over two years and calling for school district interventions in lower-performing schools.

The legislature is currently considering the plan and it is supported by the PTA, the business community, and the NAACP. But many of the state's education organizations -- including the state organizations representing superintendents, local school boards, and teachers -- have offered alternative accountability plans and are negotiating changes in the Governor's plan. While these groups are not opposing the concepts of social promotion and accountability, they have concerns about certain details. For example, the Delaware superintendents' association is wary of any state involvement at all in school accountability, and the Delaware education association is working to include measures for school performance beyond just student test scores. The Governor's office is hopeful that agreement can be reached on most of these issues.

Reducing Class Size. Carper is negotiating with legislative leaders over a plan to reduce class size from kindergarten through the third grade. Carper's \$7.5 million plan would cap class size in these grades to 22, and Senator Thomas Sharp, President Pro Tem of the Delaware Senate, is pushing for additional funding to reduce class size even further. There seems to be extremely broad support in the Delaware legislature for these efforts to reduce class size in the early grades.

Educational Technology. Delaware has been moving forward with efforts on educational technology and next year plans to become the first state in the nation to wire every public school classroom with fiber optic cable. With strong support from the private sector, Delaware is also providing technology training for teachers and high-quality software.

Charter Schools, Public School Choice, and School Report Cards. Bipartisan support for public school choice and charter schools have produced laws and authorization for charter schools, intra-district, and inter-district public school choice in the state. 9,000 (out of 110,000) students are in public schools chosen by them and their families. Six charter schools have opened in the state including the state's first charter school -- the Charter School of Wilmington. Visited by Mrs. Clinton in 1996, this school was opened with very active support from the corporate community and focuses on math, science, and technology. The student population mirrors the diversity of the state, and the school had the highest writing scores in the state in 1997. The State Department of Education also publishes "consumer guides" to every public school in the state, including test scores, student-teacher ratios, drop-out rates, and other data.

SUMMARY OF CLASS SIZE LEGISLATION

To master the basics and learn to read well, students need teachers who are prepared to teach well in smaller classes. Your class size reduction initiative will help do this in grades 1-3 by:

Requiring State Teacher Competency Testing for New Teachers: States would be required to implement competency testing for new teachers. Each state would select the tests it determines is most appropriate for this purpose. Most states have such tests. Participating school districts would be required to hire teachers who are fully certified or working towards full certification. School districts could use funds to provide teachers with the additional training needed to meet certification requirements.

Providing Funds for Teacher Training and Testing: At least 10% of the funds in this initiative would be used to promote high quality teaching by (1) training teachers in proven practices for teaching reading and in effective practices in small classes; (2) providing mentors or other support for newly hired teachers; (3) providing incentives to recruit qualified teachers to high poverty schools; and (4) testing new teachers before they are hired and developing rigorous tests for beginning teachers.

Encouraging States to Adopt Rigorous Professional Tests and Upgrade Teacher Certification Requirements: Teachers should be able to demonstrate that they know the subject to be taught and have the necessary knowledge and skills to help their students reach challenging state academic standards. States would be encouraged to use a portion of their funds to toughen teacher certification requirements and to require new teachers to demonstrate competence. For example, states could use these funds to develop rigorous tests of subject matter expertise and professional knowledge that prospective teachers would be required to pass before they start teaching.

Holding Schools Accountable for Results --Helping Every Child to Read Well and Independently By the End of the Third Grade: School districts receiving these funds would be required to show that each school is making measurable progress in improving reading achievement within 3 years, or take necessary corrective actions --such as providing additional teacher training, revising the curriculum, or implementing proven practices for teaching reading. School districts could lose funding if there is no subsequent improvement in reading achievement in those schools. School districts would also be required to publish an annual school report card with clear information on student achievement, class size, and teacher qualifications.

Targeting Funding to Areas of Greatest Need: The Administration's initiative would distribute funds to states on the basis of the Title 1 formula. Within the state, each high-poverty school district would receive the same share of these funds as it received under Title 1, and the remaining funds would be distributed within the state based on class size. Matching funds would be required from participating school districts, on a sliding scale ranging from 0-50 , with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or it could extend its efforts to other grades.

Providing Facilities for Additional Classrooms: In order to help school systems meet the need for additional classroom space, you are (1) proposing a \$10 billion school modernization initiative over 10 years, that will provide incentives for communities to invest in local school facilities by leveraging \$22 billion in bonds during 1999-2000; (2) ensuring that changes to facilities in order to accommodate class size reductions is an allowable use of school modernization funds; (3) allowing for phased-in implementation of class size initiative to enhance state/local planning.

Building on Successful Reforms in Arkansas: As part of his comprehensive education reforms while Governor of Arkansas, you reduced class size in Arkansas to 20 in kindergarten and 23 in grades 1 through 3. Your 1983 education reform plan also included a statewide intensive training program for elementary teachers and principals to improve teaching of reading, as well as basic skills testing for new teachers and basic skills and subject matter testing for experienced teachers.

May 7, 1998

REMARKS TO THE DELAWARE STATE LEGISLATURE

DATE: May 8, 1998
TIME: 12:30 - 2:10 p.m.
LOCATION: Legislative Hall, Senate Chambers
FROM: Mickey Ibarra
Bruce Reed
Fred DuVal

I. PURPOSE

To highlight your administration's education agenda in a speech to a joint session of the Delaware State Legislature. You will announce the transmission of your class size legislation, and discuss two Department of Education reports: one that demonstrates reduced class size leads to improved student achievement, and a second on your policy for enforcing zero tolerance for guns in school.

II. BACKGROUND

You will announce the transmission of your class-size legislation to Congress. The initiative will provide \$12.4 billion over seven years to ensure that every child receives personal attention, receives a solid foundation for further learning, and learns to read independently and well by the end of third grade. The initiative will also reduce class size in grades 1-3 to a nationwide average of 18 students by providing funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds to boost teacher quality through teacher training, recruitment, and testing, and new teachers will be required to pass state competency tests.

Additionally, you will announce the findings of a new Education Department report showing that reducing class size - especially in the early grades - leads to improved student achievement. According to the report's analysis of research data and trends:

Reducing class size to below 20 students leads to higher student achievement. The report shows that students in smaller classes would on average move from the 50th percentile to above the 60th percentile and they would outperform their peers in larger classes. A national analysis of data on 4th graders in 203 school districts, and 8th graders in 182 school districts shows that lower student/teacher ratios increases math achievement. In addition, follow-up studies show that students from smaller classes in Tennessee continued to outperform their peers in

all academic subjects even after returning to larger classes in the 4th grade.
REMARKS TO THE DELAWARE STATE LEGISLATURE
PAGE TWO

Smaller classes make it easier for teachers to focus more on instruction and less on discipline. In Burke County, North Carolina's class size reduction effort, the percentage of classroom time devoted to instruction increased from 80 percent to 86 percent, while the time devoted to discipline and other non-instructional activities decreased.

A focus on teacher quality and training makes a difference. Smaller classes will only boost student achievement if teachers are prepared to teach well in these classes. A review of more than 100 research studies cautioned that positive effects of smaller classes were less likely if teachers did not change their instructional methods and classroom procedures in the smaller classes.

The benefits of smaller classes are clearest through the third grade. The clearest evidence of positive effects of smaller classes on student performance are in the primary grades, particularly kindergarten through third grade. Research on class size reduction efforts in Tennessee, Indiana, Wisconsin, and North Carolina show clear academic gains for students in smaller classes through the third grade.

You will also be announcing the findings of a new Department of Education report on the Gun-Free Schools Act. This report indicates that all states have now passed legislation providing that students who bring firearms to school will be expelled for at least one year. Although most schools do not report serious crimes to law enforcement - and less than 1% of students report bringing a gun to school - this new report shows that more than 6,000 students were disciplined for bringing a firearm (i.e., handguns, rifles, bombs, etc.) to their schools during the 1996-1997 school year. Most of these cases involved handguns that were brought to high schools.

Governor Tom Carper (D-DE), who will be introducing you to the State Legislature, will become the Chair of the National Governors' Association in August, 1998. The Governor is considered a leader among the governors in welfare reform and has recently concluded his service on the AMTRAK Board, on which he played a pivotal role in successful labor negotiations.

You will be the first U.S. President to address the Delaware Legislature. The State Senate is comprised of 13 Democrats and 8 Republicans. The Delaware State House consists of 27 Republicans and 14 Democrats. Two state legislators said they will not be attending your speech for political reasons. Governor Carper's office assured us, however, that this is not a serious issue.

REMARKS TO DELAWARE STATE LEGISLATURE
PAGE THREE

Delaware was the first state to ratify the Constitution, the second smallest U.S. state in area, and fifth smallest in population. The job market has increased rapidly in Delaware since the 1980's when Governor Pete du Pont (R) liberalized Delaware's banking laws to encourage out-of-state banks to locate their operations in Delaware.

III. PARTICIPANTS

The President
Governor Tom Carper (D)
Lieutenant Governor Ruth Ann Minner (D)
Senate Pro Tempore Tom Sharp (D)
House Speaker Terry Spence (R)
41 State Representatives
21 State Senators

IV. PRESS PLAN

Open press

V. SEQUENCE OF EVENTS

- **YOU** arrive and are greeted by Senate Pro Tempore Tom Sharp (D) and House Speaker Terry Spence (R)
- **YOU** proceed to Governor Tom Carper's ceremonial office for photo opportunity
- **YOU** proceed to Senate chamber with Senate Pro Tempore Sharp and House Speaker Spence
- **YOU** are announced by the Sergeant of Arms onto the Senate Floor and proceed up to dais
- Senate Pro Tempore Sharp delivers remarks and then **YOU**, House Speaker Terry Spence and Senate Pro Tempore Tom Sharp proceed to your seats
- Lieutenant Governor Ruth Ann Minner delivers remarks and introduces Governor Carper

- Governor Carper delivers remarks and introduces **YOU**

REMARKS TO DELAWARE STATE LEGISLATURE
PAGE FOUR

- **YOU** deliver remarks
- **YOU** depart

VI. REMARKS

To be provided by Speech Writing

VII. ATTACHMENTS

Education in Delaware Fact Sheet

Summary of Class Size Legislation

Biographies of Governor Tom Carper, Lieutenant Governor Ruth Ann Minner, House Speaker Terry Spence and Senate Pro Tempore Tom Sharp