

NLWJC - KAGAN

EMAILS RECEIVED

ARMS - BOX 090 - FOLDER -001

[02/19/1999]

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Email to Elena Kagan from Laura Emmett. Subject: WAVES Confirmation (2 pages)	02/19/1999	P6/b(6), b(7)(C), b(7)(E), b(7)(F)

COLLECTION:

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

FOLDER TITLE:

[02/19/1999]

2009-1006-F

jm65

RESTRICTION CODES

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

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

- 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]

- 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]

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.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 08:35:11.00

SUBJECT: G-8 Paper

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

READ:UNKNOWN

TEXT:

FYI

----- Forwarded by Laura Emmett/WHO/EOP on 02/19/99 08:34
AM -----

Tanya E. Martin

02/18/99 07:13:52 PM

Record Type: Record

To: Laura Emmett/WHO/EOP

cc:

Subject: G-8 Paper

Education has called to see if Elena has any edits. NSC told ED that they needed paper back by tomorrow morning (Fri) at the latest. I've told them that Elena does want to read it before they send it in.

The lead on this issue at ED, Kent Pekel, may call you if he gets any more calls from Steinberg's office asking for the G-8 paper.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elizabeth R. Newman (CN=Elizabeth R. Newman/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:19-FEB-1999 08:46:41.00

SUBJECT: guidance

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:

medicare - cbo/breaux

police brutality

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elizabeth R. Newman (CN=Elizabeth R. Newman/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:19-FEB-1999 08:59:44.00

SUBJECT: more guidance

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:

medicare, education funding and ideas (these may be covered in potus guidance - pls let me know ater reviewing articles in clips)

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 09:24:34.00

SUBJECT:

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

READ:UNKNOWN

TEXT:

I have polic brutality Q&A's for you to review- press office wants them before the gaggle -laura

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Sarah A. Bianchi (CN=Sarah A. Bianchi/O=OVP [UNKNOWN])

CREATION DATE/TIME:19-FEB-1999 09:54:47.00

SUBJECT: health guidance request

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

READ:UNKNOWN

TEXT:

Q: Do you agree with CBO's positive review of the potential of a premium support model?

A: We have consistently indicated our openness to considering a premium support model as one way to strengthen and modernize the Medicare program. However, we have also said, as does CBO, that the details of such a program are essential to determining whether this is a positive way to reform Medicare. The President and the Administration look forward to receiving more information on the specifics of this approach as the Commission proceeds.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 10:19:34.00

SUBJECT: Equal Pay Data Collection

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

FYI -- We're having a meeting today to simply hear what some of the options would be for equal pay data collection. Please come if you have a chance. By the way, Josh Gotbaum may stop by so that he can get some additional background for his meeting with the women's groups on Monday.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 10:54:00.00

SUBJECT: draft template

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:

----- Forwarded by Charles R. Marr/OPD/EOP on 02/19/99
10:53 AM -----

Charles R. Marr
02/19/99 10:52:14 AM
Record Type: Record

To: See the distribution list at the bottom of this message
cc: Jennifer M. Palmieri/WHO/EOP
Subject: draft template

Here is a draft template for state-by-state. Pls focus closely on wording of class size. I am still waiting for a workable table on school construction from Ed. Pls send comments ASAP. Thanks.

Message Sent

To: _____
Tanya E. Martin/OPD/EOP
Karin Kullman/OPD/EOP
Jake Siewert/OPD/EOP
Jonathan Orszag/OPD/EOP
Linda Ricci/OMB/EOP
Christopher Ferris/OMB/EOP
Sandra Yamin/OMB/EOP
Kristi_Kimball @ ed.gov @ inet

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D78]MAIL49018045B.036 to ASCII,
The following is a HEX DUMP:

FF57504337150000010A020100000002050000007F2D000000020000056018ECF4510743DF91143
2028DB6DCEA64EB8404B0B5829C17C34546157B48995EECDD212DBC21EA603ED546056E61C7303
3EB467E25883B2DBF2D7CABA60F7B437C8CECE805AA1BC02F6E58D15CCB1797ECA2E58B4A084FF
362624398DE379063C2E7B6919911344646B0BCC72FD7E2D55A46CA66D139842B7CA30FC075F43

President Clinton and Vice President Gore

Investing in Smaller Classes and Modern Schools in

February 19, 1999

President Clinton is urging Congress to pass his education agenda to reduce class size to a national average of 18, modernize 6,000 schools nationwide, strengthen accountability and make the needed investments to bring our schools into the 21st century.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; this helps students to learn more and get a stronger foundation in the basic skills. In his 1998 State of the Union address, President Clinton proposed to help local school schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President's signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire about 30,000 teachers. The result:

- In July, will receive \$ million to hire new teachers for the upcoming school year.

Now Congress must provide the next installment of \$1.4 billion to help hire 38,000 teachers in the second year:

- Under President's Clinton's proposal, would receive \$ million in fiscal year 2000.

New Classrooms and Modernized Schools

President Clinton's balanced budget proposes Federal tax credits to pay interest on nearly \$25 billion in bonds to build and renovate public schools. It is imperative that the Congress act on the Administration proposal to help schools provide well-equipped classrooms to accommodate smaller class sizes. Under President Clinton's proposal:

- Federal tax credits would be provided to pay the interest on of School Modernization Bonds to build and renovate schools in
- Additional Federal tax credits would be provided to pay the interest on of Qualified Zone Academy Bonds, which help support innovative public-school and business partnerships.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works and not what doesn't. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states turn around their lowest-performing schools; parents get annual report cards on school performance; and

schools institute effective discipline policies.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: William H. White Jr. (CN=William H. White Jr./OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:19-FEB-1999 12:02:22.00

SUBJECT: Dem Govs Ed-Flex Letter to Hill

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Attached is a draft letter on Ed-Flex that the Democratic Governor want to send to the Hill today. Please let me know if this is okay, or do we want to insist that the Governor wait until later next week to send.

E-Mail Message from Jeff Viohl, DGA Chair Gov O'Bannon's staff:

"Here's the draft. Feel free to call. Please don't start a lobby campaign against this. Support for the bill is done with an understanding that Wyden et. al. need to work out some additional language with Kennedy (to the extent real issues or problems need to be addressed)."

February 19, 1999

The Honorable Tom Daschle
Senate Democratic Leader
509 Hart Senate Office Building
Washington, D.C. 20510-4103

Dear Senator Daschle:

We are writing to express our strong support for S. 280, the Education Flexibility Partnership Act of 1999. As Democratic Governors, our top priority is to create first-rate education systems in our states that give every child the opportunity to gain the quality education and

skills he or she needs to succeed in the ever-changing workforce.

This bipartisan legislation would expand the current federal Ed-Flex demonstration program so that all states meeting federal school improvement requirements might have an opportunity to grant local educational agencies more flexibility to administer federal funds. The Ed-Flex authority would allow states to waive a range of federal education program rules for local educational agencies so long as comparable state flexibility is provided and schools are held accountable for making educational improvements. Most importantly, S. 280 maintains the careful balance needed between flexibility and accountability

As you know, the Congress enacted the Ed-Flex demonstration program in 1994 in order to test the idea of giving states the authority to waive federal statutory and regulatory requirements, along with state requirements, which impede the development and implementation of education reforms. Ed-Flex has been a highly successful program thus far in the twelve Ed-Flex demonstration states, which have used this initiative to more closely align state and federal education improvement efforts. Furthermore, Ed-Flex has been an integral part of the Department of Education's overall effort to promote high standards, accountability for results, and flexibility at both the federal and state levels. Secretary Riley has noted, "Ed-Flex can help participating states and local school districts use federal funds in ways that provide maximum support for effective school reform based on challenging academic standards for all students." Expanding Ed-Flex to all qualifying states will provide the necessary coordination between state and federal statutory and regulatory requirements that will further state efforts to implement comprehensive education reform and ultimately result in improved student achievement, an objective we all share.

Democratic Governors strongly support this effort to vest state officials with more control over the coordination of federal and state regulatory and statutory authority in exchange for requiring more local school accountability. We firmly believe that public education can be strengthened by increasing accountability for results, while providing greater flexibility to empower local educators to find the best way to help all students reach high academic standards.

Although we strongly support swift enactment of S. 280, we recognize that this is just a first step toward strengthening our state education reform efforts. Building modern, safe and well-equipped schools, hiring well-qualified teachers, and allocating the necessary resources for education programs are areas that will need to be addressed further if we hope to create a world-class education system. We look forward to working with you to build a stronger education partnership between the federal government and states.

S. 280 is common-sense legislation that we believe deserves immediate consideration. We hope, therefore, that you will join in supporting its prompt enactment.

Sincerely,

CC: Senate Democratic Caucus Members

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 12:02:54.00

SUBJECT: AmeriCorps Visibility Conference Call

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

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

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

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

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

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

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

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

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

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

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

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

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

CC: TWest (TWest @ cns.gov @ inet [UNKNOWN])
READ:UNKNOWN

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

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

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

TEXT:

We will be having our bi-weekly AmeriCorps Visibility Conference call this coming Monday, February 22nd at 4:00pm, 757-2100 code 4129.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 12:47:53.00

SUBJECT: weekly item

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Paul asked us to submit something for the weekly. Here a weekly item on the child safety seat announcements. ===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D30]MAIL466003450.036 to ASCII,
The following is a HEX DUMP:

FF5750430A040000010A02010000000205000000C90900000002000049F5763F7DCA1366B7EFF6
786A592AFEF56FD339E1D70AC4063ABC1713045C96F3BAD5F5F88A4FF02E276B09E525CC0983E2
85CCD14039B3CBFEFE14B43571FE4B1B7D4878A0FA5C5A574B9C2D102DBFC70DDA8D4046E5CAF5
4BAC2DD9E479D48F7301219C3D5B4E60AD9E3C417898BB7431B5CED5C57F3997904CC7DC068D55

Automated Records Management System
Hex-Dump Conversion

The National Highway Traffic Safety Administration (NHTSA) has the final rule ready for you to announce -- a new universal method for installing child safety seats in cars and light trucks. This rule will require each new child seat to have three attachments -- one on top and two at the base, and by 2002, will require all new cars and light trucks to be equipped with standard anchors in the back seat designed specifically to link to the child seat attachments. NHTSA estimates that currently about 80 percent of child seats are improperly connected putting children at risk. This rule is expected to prevent as many as fifty child deaths and 18,000 injuries each year. You announced the proposed rule in your radio address on February 15, 1997. There has been a good deal of press reports anticipating the new rule, including articles in the Washington Post and on AP. You are tentatively scheduled to announce this new rule in your radio address on February 27, 1999.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 13:06:34.00

SUBJECT: template for state-by-state

TO: Kristi_Kimball (Kristi_Kimball @ ed.gov @ inet [UNKNOWN])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Sandra Yamin (CN=Sandra Yamin/OU=OMB/O=EOP @ EOP [OMB])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

CC: Melissa G. Green.(CN=Melissa G. Green/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

CC: Lorrie McHugh (CN=Lorrie McHugh/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

Here is draft/close to final on the template -- pls give comments/signoff ASAP. Thanks.

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

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D40]MAIL44282345Q.036 to ASCII, The following is a HEX DUMP:

FF575043BF150000010A02010000000205000000FE300000000200006F0ABDE82452E46978927A
6F343872AFDE20F906D880ED1486D263A706CF1F3698A600A784D4500A67DA7466C18A8A671442
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35A26A6407757CAD6E40573A90B3AA974F488F9ED9DCDB0594B1DF1EA6A7D7CE584FECEB9AA0D83
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D77815CE95F2F91FCBD3D340490FFB79FEE030E4514A555893C957D66A12D9F44405137325E6DC

President Clinton and Vice President Gore
Investing in Smaller Classes and Modern Schools in
Embargoed for Release February 20, 1999 (10:06 a.m.)

President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, modernizing 6,000 schools nationwide, strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local school schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund 38,000 teachers in the second year:

Under President's Clinton's proposal, would receive funds in fiscal year 2000 to support a total of new teachers.

New Classrooms and Modernized Schools

A third of all schools across the country, with 14 million students, have one or more buildings that need extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate computers and growing enrollment. To meet this urgent need, President Clinton in his balanced balanced proposes Federal tax credits to pay interest on nearly \$25 billion in bonds to build and renovate public schools 6,000 schools throughout the country. Two types of bonds are being proposed: 1) \$22.4 billion in School Modernization Bonds to build and renovate public schools. Half of the bonds (\$11 billion) would be allocated to the 100-125 school districts with the largest number of low-income children. The other half of the bonds (\$11 billion) would be allocated to States according to the proportion of low-income children, not counting the children in the school districts described above; and 2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in empowerment zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

would receive tax credits to support \$ million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works and not what doesn't. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states turn around their lowest-performing schools; parents get annual report cards on school performance; and

schools institute effective discipline policies.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 13:07:07.00

SUBJECT: Monday Team Leaders Meeting

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

There will be no Team Leaders Meeting on Monday, February 22. Team Leaders will meet on Tuesday, February 23, at 9:15 a.m.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 13:18:56.00

SUBJECT:

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

READ:UNKNOWN

TEXT:

Do you want to review revised radio address paper again or should I send to press office? -Laura

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 13:51:25.00

SUBJECT:

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

READ:UNKNOWN

TEXT:

Please call Chuck Marr re: state by state paper 65364

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 14:27:01.00

SUBJECT: USAID Support for International AIDS

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: Sandra Thurman (CN=Sandra Thurman/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

TEXT:

As we have discussed, the FY2000 budget request for our international AIDS efforts is problematic. The Child Survival and Disease Fund, from which USAID supports its AIDS programs, went down substantially because it did not include \$10 million insupplemental funding allocated to an AIDS orphan initiative (announced by the President on 12/1/98).

USAID - Child Survival	FY99	FY00
Child Survival and Disease Fund (base)	\$545	\$555
Emerg. supplemental child survival funding		
(\$10 of the \$50 allocated to AIDS orphans)	\$50	\$0
Total	\$595	\$555

USAID determines its allocations for AIDS funding, and is telling appropriators that its FY00 AIDS budget will be \$127 million (up from \$125 in FY99). The community has already written us about this, arguing that it's not "up \$2" but "down 8."

USAID - AIDS	FY99	FY00
AIDS budget (base)	\$125	\$127
Emerg. supplemental child survival funding allocated to AIDS orphans	\$10	\$0
Total	\$135	\$127

Rep. Pelosi's office, which requested that \$10 of the \$50 million emergency supplemental funding go for AIDS orphans, is concerned that we (1) don't just push for AIDS money at the expense of other diseases, and (2) don't aggravate the Republican appropriators who got the \$50 million (esp. Rep. Callahan) by asking for only AIDS money and not more child survival money overall.

OMB feels that USAID has been trimmed pretty tightly over the last five years and would be challenged to come up with an additional \$10 to \$15 million without cutting into some other worthwhile program. We share that concern. During Sandy's recent trip to Africa, USAID folks on the ground expressed a lot of concern that we not just take money from their left hand and put it into their right.

What we do want is for us to support efforts to increase the child survival funding in the Congressional review process. USAID can probably help by coming up with some of the money on its own, but we'll need to assist by identifying potential offsets outside of child survival (and perhaps outside of USAID).

At a minimum, we think that the AIDS budget needs to go up to \$135 million, which is the FY99 base of \$125 plus the \$10 emergency orphan funding.

Any help you can render would be greatly appreciated.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 14:29:22.00

SUBJECT: gun tracing

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

So -- Joe is okay with leaking the report Saturday for Sunday and is okay with giving it to the NYT. I presume Treasury would then release the report Sunday afternoon so we can put people on the news Sunday night.

Can Neschis go ahead and pitch Holder or Johnson for Sunday night networks? Or do we need to wait until Sunday? thanks, everyone.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 14:38:50.00

SUBJECT: Re: NGA Talking Points- final version

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

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:

FYI, on the welfare reform Q&A, Bill White just called to say he is going to reverse the order and put Background for each issue before the Q and A. I told him I thought that was fine.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Clara J. Shin (CN=Clara J. Shin/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:19-FEB-1999 14:40:17.00

SUBJECT: race report: compact language

TO: Shirley S. Sagawa (CN=Shirley S. Sagawa/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: mike_cohen (mike_cohen @ ed.gov @ inet [UNKNOWN])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

CC: MaryEllen C. McGuire (CN=MaryEllen C. McGuire/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: felicia.wong (felicia.wong @ npr.gov [UNKNOWN])

READ:UNKNOWN

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

READ:UNKNOWN

CC: Marjorie Tarmey (CN=Marjorie Tarmey/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

Please find attached a revised version of the education Compact section of the President's Race Report. Changes were made to reflect the concern that the Compact proposal was inconsistent with our ESEA reauthorization proposal. Please forward comments to me by Tuesday, February 23. Thank you.

- edcompact2-19.wpd===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D58]MAIL40928445W.036 to ASCII,
The following is a HEX DUMP:

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*CENTERPIECE OF THE FEDERAL WORKPLAN:
THE COMPACT FOR EQUAL OPPORTUNITY IN EDUCATION*

For more than three decades, the Elementary and Secondary Education Act has been the foundation of our nation's support for millions of students and their schools. In my January, 1999 State of the Union address, I proposed that we fundamentally redirect that effort to put far greater emphasis on spurring concrete improvement in results, while creating far stronger systems of accountability, not just to federal taxpayers, but to communities and families. I also proposed targeted federal resources to help turn around failing schools, to reward progress in raising achievement levels, to put high quality teachers in high poverty schools, to end so-called social promotion, and to expand after-school and other academic support programs. And I proposed that we build in accountability at all levels to focus not only on improving education overall, but also on narrowing the gaps between poor and rich, rural and urban, minority and white.

This is a good start. Now we must build on it to provide the world-class education and schools our nation and all our children need to continue to prosper into the 21st century. While these reforms are motivated by several concerns beyond racial justice, I believe they contain the right ingredients to form the centerpiece of our education workplan for building One America. I know that this important shift in policy will not occur overnight or without extended debate, but I believe that in the end there will be a consensus that our nation's ideals and prosperity require a new determination to make quality education for all a reality, not just a slogan.

I believe we can and must build upon these broad-based reforms. We must make targeted efforts in those communities where racial disparities in achievement and resources present an especially tragic and worrisome picture that simply isn't the America we want. Federal leadership can be a catalyst, but our efforts will fizzle without broad-based community involvement. Local control is essential. We need to enlist the participation of willing jurisdictions and private sector partners in a *Compact for Equal Opportunity in Education*. Quote simply, [all of us?] need to join in a new covenant to benefit America's children, with the goal of eliminating racial disparities in K-12 achievement. Just as our Welfare-to-Work Partnership has helped move tens of thousands of families off of welfare and into good jobs, the Compact can be a coalition to bring determination, creativity and resources to bear on this central obstacle to securing the opportunity all our children deserve.

Let me give you an idea of how this new partnership might work.

- School systems would commit to measure and close the racial disparities in achievement, and adopt measurable goals and a strategy for achieving them. Corporations and other community actors would commit to specific forms of support for the strategy.

- The strategy would have a timetable, and a report-card style system of public

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accountability. [These report cards will help ensure that our policies focus not just on the administering and maintenance of schools and programs, but also on ensuring that those schools and programs achieve the results that they are supposed to.] There should be carrots and sticks so that everyone involved, from students to school boards, has all the right incentives to succeed.

The federal government should support the Compact by offering the broadest possible flexibility in its grant programs, based on the accountability for results and on the judgment of expert panels that the strategy proposed by a school district (or state) has the ingredients most likely to yield success, including support for quality teaching, high expectations, and quick-response takeovers of failing schools.

Ultimately, my hope is that the federal government will be able to offer substantial new funds to Compact communities, tied to results, to further support ambitious gap-closing reforms.

We know that this results-based approach to education can work. We have seen states and school districts use this method to help all of their students achieve more. Let me give you an example. Dade County, Florida, which includes the city of Miami and is one of the most racially diverse school districts in America, had 45 critical, low-performing schools. But in two years, they raised their math and reading scores so much that all 45 were off the list. And they did this by focusing on results. Dade County officials and teachers refused to accept the proposition that because these students were poor or lived in tough neighborhoods, they could not learn.¹

We should all follow this results-oriented approach. I proposed it in response to a tragic irony that is at work in American education: too often, the children who need the most are least likely to get it. In part, this is because of long-standing inequities in educational funding formulas, especially the traditional reliance on local property taxes. Schools in a sea of poverty are too often overwhelmed, or nearly so, by the extraordinary challenges they face. Students who live in low-income neighborhoods often bring the many burdens of their lives and their communities to school with them. Simple calculations of expenditures-per-pupil don't capture the subtleties, including: homelessness, family crises, or hunger; crime in hallways, streets and homes; and the simple, grinding pressure of poverty that may make family support harder to come by. Add to those problems the aging inner-city school buildings, disparities in teacher training, high proportions of students with special language needs -- and you have a recipe for disaster.

Up until now, we have generally tackled this problem with piecemeal, fragmented

¹ From President's remarks to the Students, Teachers, Parents and the Community of Jackson Mann Elementary School, Brighton, Massachusetts, February 2, 1999.

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approaches, including efforts at the federal level. Over the decades, the intentions have been good, and the progress has sometimes been meaningful. Early in my Administration, we worked with the Congress to enact Goals 2000 and a major reform of the bedrock Federal grant program intended to help states and districts educate poor children, the so-called Title I program. Now funded at almost \$8 billion per year, the program is distributed by a formula related to the number of poor children, and the law now tells participating states that they must raise standards and use tests or some other assessment measures to hold themselves accountable for making progress in improving education outcomes for poor children. I believe that these reforms are moving us in the right direction. There are important signs of promise and progress. But the pace is too slow, and our ambitions must be still higher.

We have tolerated racial disparities and underachievement in education for too long. I share the burning impatience felt by many parents, civic leaders and educators who are fed up with the status quo and demanding more for our children. Together, we must forge a new federal-state partnership to break the cycle of disadvantage and eliminate gaps in student achievement. Still more piecemeal programs -- federal or state -- will not bring about the sweeping changes needed to close the substantial racial gaps in opportunity and achievement, making public schools work for all of the public.

Let me be clear: this is not Washington encroaching on local authority. In my years as a governor, working both within my state and on national policy, I came to fully appreciate that education is primarily a state and local responsibility. But I have also seen that sometimes a child's opportunity can be limited by the resources a local community can raise with a property tax, or the accident of whether the state is wealthy or poor, generous or stingy in aid to local schools. [And I have seen that] Federal education programs are often too confining, with their red tape and narrow categorical purposes. And across the board, I have seen education treated as an island, cutoff from the mainland of challenges in the surrounding community. We have worked hard in the last several years to tackle these problems, but I am determined to do more. Yes, education is primarily a state and local responsibility -- but to be successful, all citizens -- public and private -- must work together to support our children, their families and communities.

And as I have said many times, this is an issue too important to get ensnared in jurisdictional, administrative or partisan bickering. When it comes to the education of our children, politics must stop at the schoolhouse door.

TEXT BOX:

As part of the Compact, the federal government would provide new, greater flexibility but in return demand greater results, focused on closing the racial disparities. It springs from my belief that, given an equal chance, all our children can succeed. It is my hope that the flexibility built into this proposal will spur emulation, innovation and tailoring of approaches to fit local needs. For example, I expect *but would not require* that each Compact for Equal Opportunity in

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Education include such things as: (a) strategies focused on putting high-quality teachers in high-need schools, and plans to reduce disparities in other resources; (b) ways to engage families, businesses and other local institutions; (c) strategies for breaking through the red tape of various federal, state and local programs in education as well as related fields, and ways to build partnerships across jurisdictional lines of school districts and local government agencies; (d) creative responses to the needs of immigrant children with limited English skills; (e) ways to promote higher expectations for achievement and to take aggressive action when there is failure; (f) practical mechanisms to identify educationally bankrupt schools or even districts, triggering receivership; and (g) plans for accountability at all levels, so that performance is measured fairly and has consequences.

These are not mandates. I am proposing neither a formula nor a cookbook. Communities that are not interested in a new Compact to close achievement gaps can simply ignore this challenge, and learn from the bold efforts of others.

END TEXT BOX

As the Advisory Board on Race said in its final report to me, "To a great extent, we know what to do to promote educational equity and excellence; we just have to have the courage as a nation to do it. If we are successful here, fundamental change will follow." In the long-term, if we eliminate gaps in student achievement by race, we will ensure minority access to college and to a better future, and we will promote integration by making all public schools, and therefore the communities they serve, attractive to all Americans.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 14:58:11.00

SUBJECT: Weekly Report 2/19

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.D74]MAIL43111545K.036 to ASCII,
The following is a HEX DUMP:

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February 20, 1999

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Elena Kagan

SUBJECT: DPC Weekly Report

Health Care -- Children's Health Insurance Outreach Event: Next Tuesday, you and the First Lady are scheduled to participate in an event highlighting major new initiatives designed to help target and enroll the over 5 million children who are eligible for but not yet enrolled in CHIP or Medicaid. Although 47 States have taken advantage of the CHIP program and all 50 States have Medicaid programs for children, the success of our children's health initiative will depend on our ability to identify and enroll eligible children. At the event, you will unveil a new national toll-free number (1-877 KIDS NOW) for children's health outreach, a major media campaign (which includes the airing of PSAs on NBC, Univision -- the Hispanic television network, and Black Entertainment Television, as well as radio ads in 47 States), a series of private sector commitments (such as printing the new 1-800 number on Safeway grocery bags), and the next generation of efforts by your Federal Interagency Task Force on Children's Health Outreach. You will be joined at this event by the chair and vice chair of the NGA, Governors Carper and Leavitt, who will be in town for the National Governor's Association Conference.

Health Care -- Jeffords-Kennedy Disability Update: One issue that is gaining a great deal of bipartisan support, particularly in the Senate, is the Jeffords-Kennedy-Roth-Moynihan Work Incentives Improvement Act. The Senate has already held hearings on this legislation and is planning a March 4 markup. It is apparent that there are many Republicans and Democrats who are interested in this legislation in the House, although they are still discussing who should be the lead sponsors. Because of the interest in and bipartisan support for this legislation, we are looking for an opportunity for you to publicly urge the Congress to move to pass this legislation early this year.

Health Care -- Patients Bill of Rights Update: Senator Kennedy, Senator Daschle, and Congressman Dingell have requested that we assist them in encouraging consumer and provider groups to make an orchestrated effort to push the Congress to take strong and early action on the Patients Bill of Rights. In response, we will be meeting with a broad array of these organizations early next week to organize them around the concept of a enforceable bill, and to also help define the difference between a strong and an unacceptably weak bill.

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Health Care -- Stem Cell: . Next Tuesday, at her Appropriations Committee hearing, Secretary Shalala is expected to be questioned about the Department's statutory interpretation the Congressional ban on human embryo research does not apply to stem cell research, since the cells cannot be considered embryos as they do not have the capacity to develop into a human being. This hearing follows a letter signed by 70 members of Congress that raising serious objections to this interpretation and suggesting that it not only serves to thwart the law, but could well encourage researchers to engineer lethal defects into embryos in order to use the tissue for research purposes. Separately, NBAC staff have requested guidance from the Department OGC on the application of her interpretation to somatic cell nuclear transfer (cloning). The disease and patient advocacy community is strongly supportive of our interpretation. However, it is clear that we need to better emphasize our commitment to implement safeguards that ensure that the cells obtained for this research have no direct link to human embryos. There is bipartisan support for this position, but Mr. Porter and Senator Spector have indicated their desire to develop legislation that codifies how we are going to implement these safeguards. We do not plan on signaling our openness to any such compromise language for next week's hearing, but we are drafting legislation to be available should the need arrive.

Crime -- Gun Tracing: On Sunday, the Treasury Department will release its second report on the Youth Crime Gun Interdiction Initiative (YCGII) now underway in 27 cities, as well as announce the inclusion of 10 more cities. Through YCGII, ATF is working with other federal, state, and local law enforcement agencies to systematically gather and analyze evidence from recovered crime guns to investigate and make cases against illegal gun traffickers. The new report contains data on crime guns from each participating YCGII cities and includes the key findings:

Confirms that kids and guns is a serious problem in all 27 cities. Crime guns recovered from juveniles account for 11.3 percent of the crime guns submitted to ATF and were recovered more frequently from 16 and 17 year-olds than persons over age 26. Crime guns recovered from youth ages 18 to 24 years-old constituted about a third (32.4 percent) of all trace requests -- the most of any age grouping in the adult and juvenile categories;

Handguns prevalent amongst youth and across all age groups. About 8 out of 10 crime guns traced were handguns, with most crime guns concentrated among relatively few makes and calibers -- particularly amongst juveniles and youth;

Many crime guns used by kids moved rapidly from legal sale to illegal market. Between 25 to 36 percent of firearms recovered from juveniles, and 32 to 49 percent of guns recovered from youths were guns bought legally less than three years before recovery. This indicates that a significant portion of legally purchased guns are quickly diverted to kids and youths through illegal trafficking.

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ATF doubled the number of trace requests handled from YCGII cities. The number of YCGII trace requests handled by ATF doubled from the previous report, from 37,000 to over 75,000 traces.

Treasury is in the process of adding new ATF agents in the participating 27 cities, and your FY 2000 budget includes additional funds to do the same in the new 10 cities being selected by ATF. These include: New Orleans, LA; Oakland, CA; San Francisco, CA; Dallas, TX; Tampa, FL; Charlotte-Mecklenberg, NC; Louisville, KY; Portland, OR; Omaha, NE; and Denver, CO. On a related note, you should know that some of the cities filing lawsuits against gun manufacturers and dealers have depended on ATF's crime gun tracing data as evidence of illegal gun trafficking in their communities.

Welfare Reform -- NGA Resolution: The Governors have an extensive resolution related to the implementation of welfare reform and although welfare is not one of the planned topics of discussion during Monday's roundtable, you may be asked about this issue by individual governors. The NGA resolution calls for greater flexibility on a number of issues in the pending welfare regulations. It also calls upon Congress and the Administration to uphold the commitment in the 1996 welfare reform law for five years of full block grant funding.

The Governors are seeking several major changes in the pending TANF regulations including: allowing greater flexibility for programs funded with state Maintenance of Effort funds; narrowing the definition of assistance under TANF so that supports for working families won't be subject to the federal time limit, work requirements, or reporting requirements; providing states maximum flexibility to continue their welfare reform waivers; streamlining data reporting; and allowing more flexibility in the definition of administrative costs. We are still reviewing HHS's proposed changes, we believe we will be able to address many of the governors' priority concerns. We will provide you with a more detailed analysis of these issues once we have had additional conversations with Secretary Shalala.

We believe we should work with the governors to preserve full funding for the TANF block grant. While some in Congress have indicated that the \$3 billion in unobligated TANF funds may be a good way to pay for other priorities, we disagree. Since the TANF block grant is fixed, we believe it is prudent for states to reserve some funds should economic conditions change. In addition, states may need to invest more as work requirements increase and as more and more of those remaining on the rolls are the 'hardest to employ'. We also understand that different states are in different situations -- nearly half the states have obligated all of their FY 1998 funds.

Welfare Reform -- Urban Caseload Trends: On Thursday, The Brookings Institution released a study on welfare caseload trends in the 30 largest cities which shows that welfare caseloads are declining rapidly in America's cities, though the rate of decline in some places

lags behind the statewide decline and hence some cities are becoming home to an increasing share of welfare caseloads. Specifically, welfare rolls in the 30 largest cities declined by 35 percent between 1994 and 1998, while caseloads declined 44 percent in their respective states. The share of state caseloads in these 30 cities grew from 45 to 53 percent, but there is considerable variation: while nearly half the states saw an increasing concentration of welfare recipients, nearly one-third experienced no change in concentration, and one-quarter actually saw a decreasing concentration. Not surprisingly, there is a close correlation between slower rates of caseload decline, increasing concentrations of welfare caseloads and high levels of poverty -- in the 14 cities with increasing concentrations of welfare caseloads, 15 percent of the population, on average, lives in high poverty neighborhoods, which is nearly triple the rate of high poverty neighborhoods in the cities with a declining share of the welfare caseload.

Caseloads with the fastest caseload decline (over 50 percent) include Milwaukee, Jacksonville, Denver, and Portland while cities with the slowest caseload decline (between 18 and 26 percent) include Los Angeles, El Paso, Philadelphia, and New York. The Brookings report recommends additional welfare to work funding for the cities and highlights our Welfare-to-Work program as an important source of these funds. The Welfare-to-Work formula funds are distributed to states and communities based on their number of welfare recipients and residents in poverty.

Children and Families -- Foster Care: Rep. Ben Cardin (D-MD), the ranking Democratic on the House Ways and Means Subcommittee on Human Resources, introduced legislation recently to provide additional support to the nearly 20,000 young people who each year "emancipate" from foster care at age 18. As you know, your FY 2000 budget provides nearly \$300 million over five years in enhanced support for these young people. The Cardin legislation differs somewhat from our proposal and will likely cost more, but our goals are similar and we will work closely with Cardin over the coming months. The ranking member of the Subcommittee, Rep. Nancy Johnson (R-CT), shares an interest in this issue and plan to hold a hearing on March 9, at which the Administration will testify.

Livability -- Better America Bonds: We have begun outreach efforts to the bond community regarding your administration's Better America Bonds (BABs) proposal. Last week, EPA Administrator Carol Browner met with Bond Marketing Association -- as well as several individual firms including Lehman Brothers, Goldman Sachs, Bear Stearns, and Paine Webber -- to discuss BABs. While the groups expressed interest in the BABs proposal, they did express concern that both the School Construction bond proposal and BABs indicated that the Administration was abandoning the existing private activity bond structure. The Administrator stated that is not the Administration's intention. We plan to follow up with these groups to secure their support for BABs and reiterate that your administration supports private activity bonds as indicated by your agreement last year to

increase the bond cap and your signing of a 1993 law to make the Mortgage Revenue Bond program permanent.

Consumer Protection -- Child Seat Belt Announcement: The National Highway Traffic Safety Administration (NHTSA) has the final rule ready for you to announce -- a new universal method for installing child safety seats in cars and light trucks. This rule will require each new child seat to have three attachments -- one on top and two at the base, and by 2002, will require all new cars and light trucks to be equipped with standard anchors in the back seat designed specifically to link to the child seat attachments. NHTSA estimates that currently about 80 percent of child seats are improperly connected putting children at risk. This rule is expected to prevent as many as fifty child deaths and 18,000 injuries each year. You announced the proposed rule in your radio address on February 15, 1997. There has been a good deal of press reports anticipating the new rule, including articles in the Washington Post and on AP. You are tentatively scheduled to announce this new rule in your radio address on February 27, 1999.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 15:49:04.00

SUBJECT: Final state-by-state

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

----- Forwarded by Karin Kullman/OPD/EOP on 02/19/99
02:52 PM -----

Charles R. Marr
02/19/99 03:46:55 PM
Record Type: Record

To: Lorrie McHugh/WHO/EOP
cc: See the distribution list at the bottom of this message
Subject: Final state-by-state

Message Copied

To: _____
Tanya E. Martin/OPD/EOP
Karin Kullman/OPD/EOP
Christopher Ferris/OMB/EOP
Linda Ricci/OMB/EOP
Melissa G. Green/OPD/EOP
Kristi_Kimball @ ed.gov @ inet
Daniel_Bernal @ ed.gov @ inet
Broderick Johnson/WHO/EOP
Jake Siewert/OPD/EOP

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

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45E4C7DAFF9F7D92B7AF3DEF01AE7889B5267BE38031B1F531F1BFB8165F73F514153816DD55EA

President Clinton and Vice President Gore

Investing in

Smaller Classes and Modern Schools

A State-by-State Analysis

February 20, 1999

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Alabama

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Alabama would receive \$22 million in fiscal year 2000 to support a total of 589 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Alabama would receive tax credits to support \$373 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Alaska

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Alaska would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Alaska would receive tax credits to support \$46 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Arizona

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Arizona would receive \$21 million in fiscal year 2000 to support a total of 582 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Arizona would receive tax credits to support \$321 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

Trex-Dump Conversion

President Clinton and Vice President Gore
Investing in Smaller Classes and Modern Schools in Arkansas

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Arkansas would receive \$13 million in fiscal year 2000 to support a total of 361 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Arkansas would receive tax credits to support \$191 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in California

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, California would receive \$158 million in fiscal year 2000 to support a total of 4,386 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

California would receive tax credits to support \$3,029 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Colorado

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Colorado would receive \$15 million in fiscal year 2000 to support a total of 418 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Colorado would receive tax credits to support \$203 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Connecticut

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In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Connecticut would receive \$13 million in fiscal year 2000 to support a total of 356 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Connecticut would receive tax credits to support \$196 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Delaware

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Delaware would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Delaware would receive tax credits to support \$47 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore
Investing in Smaller Classes and Modern Schools in District of Columbia

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, District of Columbia would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

District of Columbia would receive tax credits to support \$114 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute

effective discipline policies.

Automated Records Management System
Hex-Dump Conversion

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Florida

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Florida would receive \$63 million in fiscal year 2000 to support a total of 1,749 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Florida would receive tax credits to support \$1,338 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Georgia

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Georgia would receive \$36 million in fiscal year 2000 to support a total of 1,007 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Georgia would receive tax credits to support \$606 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore
Investing in Smaller Classes and Modern Schools in Hawaii

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Hawaii would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Hawaii would receive tax credits to support \$50 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Idaho

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Idaho would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Idaho would receive tax credits to support \$56 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Illinois

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Illinois would receive \$56 million in fiscal year 2000 to support a total of 1,522 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Illinois would receive tax credits to support \$1,125 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore
Investing in Smaller Classes and Modern Schools in Indiana

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Indiana would receive \$23 million in fiscal year 2000 to support a total of 640 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Indiana would receive tax credits to support \$327 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Iowa

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Iowa would receive \$11 million in fiscal year 2000 to support a total of 309 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Iowa would receive tax credits to support \$135 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Kansas

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Kansas would receive \$11 million in fiscal year 2000 to support a total of 301 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Kansas would receive tax credits to support \$154 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Kentucky

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Kentucky would receive \$22 million in fiscal year 2000 to support a total of 594 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Kentucky would receive tax credits to support \$345 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Louisiana

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Louisiana would receive \$33 million in fiscal year 2000 to support a total of 884 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Louisiana would receive tax credits to support \$597 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Maine

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Maine would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Maine would receive tax credits to support \$77 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Maryland

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Maryland would receive \$20 million in fiscal year 2000 to support a total of 544 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Maryland would receive tax credits to support \$352 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Massachusetts

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Massachusetts would receive \$26 million in fiscal year 2000 to support a total of 698 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Massachusetts would receive tax credits to support \$402 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

Hex-Dump Conversion

President Clinton and Vice President Gore
Investing in Smaller Classes and Modern Schools in Michigan

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Michigan would receive \$56 million in fiscal year 2000 to support a total of 1,516 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Michigan would receive tax credits to support \$1001 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Minnesota

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Minnesota would receive \$19 million in fiscal year 2000 to support a total of 519 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Minnesota would receive tax credits to support \$266 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Mississippi

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Mississippi would receive \$21 million in fiscal year 2000 to support a total of 577 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Mississippi would receive tax credits to support \$327 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education; President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

Hex-Dump Conversion

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Missouri

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Missouri would receive \$24 million in fiscal year 2000 to support a total of 649 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Missouri would receive tax credits to support \$387 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

Hex-Dump Conversion

President Clinton and Vice President Gore
Investing in Smaller Classes and Modern Schools in Montana

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Montana would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Montana would receive tax credits to support \$63 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

Hex-Dump Conversion

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Nebraska

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Nebraska would receive \$7 million in fiscal year 2000 to support a total of 188 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Nebraska would receive tax credits to support \$83 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Nevada

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Nevada would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Nevada would receive tax credits to support \$90 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

Hex-Dump Conversion

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in New Hampshire

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, New Hampshire would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

New Hampshire would receive tax credits to support \$45 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

Text-Dump Conversion

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in New Jersey

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, New Jersey would receive \$32 million in fiscal year 2000 to support a total of 865 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

New Jersey would receive tax credits to support \$527 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

Hex-Dump Conversion

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in New Mexico

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, New Mexico would receive \$11 million in fiscal year 2000 to support a total of 314 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

New Mexico would receive tax credits to support \$185 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore
Investing in Smaller Classes and Modern Schools in New York

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, New York would receive \$127 million in fiscal year 2000 to support a total of 3,497 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

New York would receive tax credits to support \$2751 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in North Carolina

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, North Carolina would receive \$29 million in fiscal year 2000 to support a total of 790 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

North Carolina would receive tax credits to support \$390 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

Hex-Dump Conversion

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in North Dakota

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, North Dakota would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

North Dakota would receive tax credits to support \$47 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Ohio

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Ohio would receive \$52 million in fiscal year 2000 to support a total of 1,401 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Ohio would receive tax credits to support \$949 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Oklahoma

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Oklahoma would receive \$16 million in fiscal year 2000 to support a total of 431 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Oklahoma would receive tax credits to support \$270 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

TEx-Dump Conversion

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Oregon

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Oregon would receive \$13 million in fiscal year 2000 to support a total of 363 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Oregon would receive tax credits to support \$191 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Pennsylvania

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Pennsylvania would receive \$57 million in fiscal year 2000 to support a total of 1,545 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Pennsylvania would receive tax credits to support \$1008 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Puerto Rico

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Puerto Rico would receive \$45 million in fiscal year 2000 to support a total of 1,161 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Puerto Rico would receive tax credits to support \$637 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Automated Records Management System

Hex-Dump Conversion

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Rhode Island

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Rhode Island would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Rhode Island would receive tax credits to support \$81 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in South Carolina

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, South Carolina would receive \$17 million in fiscal year 2000 to support a total of 468 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

South Carolina would receive tax credits to support \$262 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in South Dakota

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, South Dakota would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

South Dakota would receive tax credits to support \$48 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Tennessee

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Tennessee would receive \$23 million in fiscal year 2000 to support a total of 628 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Tennessee would receive tax credits to support \$397 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Texas

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Texas would receive \$114 million in fiscal year 2000 to support a total of 3,112 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Texas would receive tax credits to support \$2150 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Utah

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Utah would receive \$9 million in fiscal year 2000 to support a total of 245 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Utah would receive tax credits to support \$85 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Vermont

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Vermont would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Vermont would receive tax credits to support \$44 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

*Automated Records Management System
Hex-Dump Conversion*

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Virginia

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Virginia would receive \$24 million in fiscal year 2000 to support a total of 663 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Virginia would receive tax credits to support \$317 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Washington

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Washington would receive \$23 million in fiscal year 2000 to support a total of 617 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Washington would receive tax credits to support \$285 million in school modernization.

Ensuring Accountability

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President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in West Virginia

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, West Virginia would receive \$13 million in fiscal year 2000 to support a total of 340 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

West Virginia would receive tax credits to support \$178 million in school modernization.

Ensuring Accountability

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President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Wisconsin

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Wisconsin would receive \$23 million in fiscal year 2000 to support a total of 639 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Wisconsin would receive tax credits to support \$419 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

President Clinton and Vice President Gore Investing in Smaller Classes and Modern Schools in Wyoming

****Embargoed for Release February 20, 1999 (10:06 a.m.)****

In his weekly radio address, President Clinton is urging Congress to pass his education agenda which includes reducing class size in the early grades to a national average of 18, building and modernizing up to 6,000 schools nationwide, and strengthening accountability.

Reduced Class Size in the Early Grades

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; as a result students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the President signed into law the first installment of his seven year, \$12.4 billion proposal to hire 100,000 new teachers. For the first year, \$1.2 billion was provided to help local communities hire 30,000 teachers. Now Congress must provide the next installment of \$1.4 billion to fund a total of 38,000 teachers:

Under President's Clinton's proposal, Wyoming would receive \$7 million in fiscal year 2000 to support a total of 178 teachers.

New Classrooms and Modern Schools

One third of all schools are in need of extensive repair, according to the General Accounting Office. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton in his balanced budget proposes Federal tax credits in lieu of interest on nearly \$25 billion in bonds to build and modernize up to 6,000 public schools. Two types of bonds are being proposed: (1) \$22 billion in School Modernization Bonds to help states and local districts build and modernize public schools with half of the bonds (\$11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half of the bonds (\$11 billion) allocated to states. An additional \$400 million of bonds would be available for schools on Indian reservations; and (2) \$2.4 billion in Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. Under President Clinton's proposal:

Wyoming would receive tax credits to support \$43 million in school modernization.

Ensuring Accountability

In his State of the Union Address, President Clinton announced a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. While insisting that states and local governments retain primary responsibility for education, President Clinton called on Congress to make sure federal dollars support what works. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results. Specifically, the President announced that he will send to Congress legislation to reauthorize the Elementary and Secondary Education Act to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states and districts turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 16:23:16.00

SUBJECT: Revised Davis-Bacon Memo

TO: Daniel_Bernal (Daniel_Bernal @ ed.gov @ inet [UNKNOWN])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Sandra Yamin (CN=Sandra Yamin/OU=OMB/O=EOP @ EOP [OMB])

READ:UNKNOWN

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

READ:UNKNOWN

TO: kcurran (kcurran @ fenix2.dol-esa.gov @ inet [UNKNOWN])

READ:UNKNOWN

TO: Susan_Frost (Susan_Frost @ ed.gov @ inet [UNKNOWN])

READ:UNKNOWN

TO: Jonathan H. Schnur (CN=Jonathan H. Schnur/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: Barbara Chow (CN=Barbara Chow/OU=OMB/O=EOP @ EOP [OMB])

READ:UNKNOWN

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

READ:UNKNOWN

CC: Melissa G. Green (CN=Melissa G. Green/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Attached is a revised Davis-Bacon memo.

Could you please forward any additional comments and agencies positions by noon Tuesday. Thanks.

Bruce -- can you forward a copy to Don and Jon please.

Thanks all.

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

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D29]MAIL46912645R.036 to ASCII,
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February 19, 1999

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Text-Dump Conversion

MEMORANDUM FOR

FROM:

RE: Davis-Bacon and School Construction

The President's FY2000 budget again includes a significant school construction proposal -- Federal tax credits to pay interest on nearly \$25 billion in bonds. Last year, our proposal and the legislative versions introduced in Congress were silent on Davis-Bacon. Our publicly stated position has been that Davis-Bacon would not apply.

Organized labor, especially the Building Trades, have urged the Administration to reconsider our position and the President has agreed to take another look at the issue. The NEC has convened an inter-agency working group (including DPC, OMB, Treasury, Education, DOL) to examine the key policy questions. Specifically, the working group has focused on whether adding a Davis-Bacon requirement to the President's school construction proposal:

- I) Is administratively feasible?
- II) Is good labor policy?
- III) Is good tax policy?
- IV) And, how it would affect prospects of enacting the President's school construction proposal.

Following a discussion of these key policy questions, the memo discusses the pros and cons of four options:

- 1) Decide that Davis-Bacon does not apply.
- 2) Remain silent on Davis-Bacon until it becomes critical during consideration of a bill.
- 3) Affirmatively add Davis-Bacon to the proposal now.
- 4) Change the proposal to include an outlay component and thereby add Davis-Bacon.

A legislative history is attached as an appendix to the memo.

I. Administrative Feasibility

Legitimate concerns had been raised about enmeshing the IRS in the administration of a labor program. There is consensus within the working group that Davis-Bacon could be applied in such a way that the IRS would not have to play an enforcement role.

A Davis-Bacon requirement could instead be built into the process whereby states and school

districts submit school construction plans to the Department of Education for review and approval. It could work as follows:

- The Department of Education would issue guidelines that would include payment of Davis-Bacon prevailing wages as one of the required plan components.
- States and eligible school districts would submit the proposed plans to Education.
- Education would review the plans for completeness and compliance with construction plan guidelines, and approves compliant plans.
- States and school districts would issue bonds.
- States and school districts would insert the Davis-Bacon prevailing wage clause into their construction contracts.
- The Department of Labor would investigate any complaint filed regarding the wage rate paid on the contract. Treasury would have no role. If DOL found a violation, it would require the contractor to pay back wages; and may also request the school board to withhold payment until the contractor has paid the back wages. DOL would not reach back to the bond.

(Note: the Federal tax credit interest payments to investors would in no way be conditioned on compliance with Davis-Bacon).

II. Would it be Good Labor Policy?

Labor policy arguments in favor of adding a Davis-Bacon requirement to our school construction proposal include:

- A basic underlying purpose of the Davis-Bacon Act is to prevent construction workers' wages from being undercut as a result of aggressive bidding on government construction contracts. The government's large purchasing power combined with the public sector's emphasis upon awarding contracts to the lowest bidder can easily create an environment that encourages contractors to cut costs by paying less than the locally prevailing wage rate.
- Even where no Federal money is directly involved to finance construction (e.g., HUD and FHA loan guarantee programs) it has been recognized that the application of Davis-Bacon labor standards is appropriate. These HUD and FHA programs recognize that the construction in question would not take place without the Federal support. The Federal government has a responsibility to ensure that its use of taxpayers' resources to support large construction programs does not serve to undercut locally prevailing wages.
- The application of the Davis-Bacon Act can help ensure quality construction. While the payment of locally prevailing wages does not guarantee that the most skilled and qualified craftsmen will be employed on construction projects, contractors that bid based on paying less than the prevailing local wage rate may find it difficult to hire and retain qualified employees which in turn may lead to inferior construction.
- The Davis-Bacon Act simply requires that contractors and subcontractors pay their

employees the wage rates and fringe benefits prevailing in the locality where the construction work is performed. The Davis-Bacon Act does not impose federal standards inconsistent with the local labor market.

A counter-argument would be that:

- Traditionally, school construction is funded by some combination of State funding and local bond initiatives. The Davis-Bacon Act has not applied to these locally-financed school construction projects and the current tax incentive program should not be the catalyst to change that dynamic.
- The Administration has been successful in protecting Davis-Bacon in connection with Federal outlays. Our position on Davis-Bacon could be weakened if we propose adding it to our school construction bill and then sign a version without Davis-Bacon.

III. Would it be Good Tax Policy?

Proponents of adding Davis-Bacon to our school construction proposal have made the following tax policy arguments:

- The tax code includes instances where favorable tax consequences of bond financing have been conditioned. For example, the interest from state and local bonds is exempt from Federal taxation, if, among other conditions, the bonds are used for a government purpose. When marketing these bonds, state and local governments describe how proceeds will be used and include covenants on the necessary actions that will be taken to preserve the tax exemption.
- The tax code includes "multiple objective" tax benefits. For example, there is a tax credit for wages paid to a member or an Indian tribe. The credit, however, is not available if the employee is performing certain gaming activities.

The Treasury Department has raised a range of tax policy arguments against adding a Davis-Bacon requirement:

- Currently there is no reference to the Davis-Bacon Act anywhere in the Internal Revenue Code. Conditioning SMBs on compliance with the Act would establish the dangerous precedent of using a tax code incentive to implement social policies unrelated to the benefit that is the object of the tax incentive.
- It would invite attempts to impose compliance with Davis-Bacon on the whole range of construction projects financed with tax-exempt bonds, low-income housing credits, historic rehabilitation credits, and other tax code provisions.
- If the tax code is used to apply Davis-Bacon, efforts to apply Buy America rules, restrict abortion, meet energy efficiency targets, and obtain other unrelated objectives would surely follow. It would not be long before insertion of such extraneous requirements into the Internal Revenue Code would require enforcement by the IRS, imposing upon it an impossible administrative task entirely foreign to its tax collecting mission and its efforts to

be more taxpayer friendly.

- Proponents cite complex requirements associated with other tax incentives as precedent. Such requirements are in the tax code to identify clearly the kind of activity for which the tax benefit is intended and the class of taxpayers eligible to claim the benefit.
- The tradition of tax-exempt State and local financing has always been regarded jealously as a prerogative of State and local governments, free from totally unrelated conditions imposed by the Federal government. Conditioning SMBs, that differ from tax-exempt bonds essentially in terms of the depth of the interest subsidy, on compliance with the Act would be considered by State and local governments as an intrusion on their autonomy.

IV. Impact on Prospects for Enacting School Construction Proposal

Legislative Arguments in Favor of Adding Davis-Bacon:

- The moderate Republicans most likely to support the President's school construction proposal tend to be pro-Davis-Bacon. Adding Davis-Bacon could provide another reason for these moderates to support the President's proposal.
- Enactment of school construction will come down to the endgame. If there is a tax bill, which is an open question, success will hinge on the President rallying people behind school construction and insisting that Republicans include it, and not on whether Davis-Bacon is in or out.
- Adding Davis-Bacon would energize the building trades to become strong advocates for the school construction proposal.

Legislative Arguments Against Adding Davis-Bacon:

- Given that the Republicans are ready to propose their own method of financing school construction, however insignificant, it would be dangerous for Democrats to lose their focus by opening a debate on competing proposals among themselves.
- Expanding Davis-Bacon into this new arena would only strengthen the resolve of the opposition and provide them with a ready-made excuse to kill the President's bill and to pass an alternative of lesser magnitude or of no magnitude.
- It is possible that if Davis-Bacon were added, some of the groups could be forced to support an alternative proposal put forth by the Republicans. For instance, NSBA is on record as opposing a "federal mandate" that overrides state and local prevailing wage laws. As mentioned above, the School Board constituency is one of the strongest in support of the President's proposal.
- Injecting the expansion of Davis-Bacon into this debate could split the coalition of education groups, community-based organizations and architects that has been working together over the last two years to build public support for the President's proposal. This would make it

more difficult for Democrats who would have to choose between two opposing sides – voting for the expansion of Davis-Bacon, particularly in a tax bill, and for more federal control over education decisions than the constituency can support, or voting for the President’s current proposal that can potentially garner bipartisan support.

- While the House voted to protect Davis-Bacon in the FY1998 DC Appropriations bill by a vote of 234-188, further analysis shows that a majority of the members of the Ways and Means Committee voted against maintaining Davis-Bacon. So although an expansion of Davis-Bacon may have more success on the House floor, it is unlikely that it would ever be passed out of committee in the first place. Moreover, the previous Davis-Bacon votes have focused on its repeal or its application to spending proposals. The accuracy of those vote counts in predicting the outcome on an expansion of Davis-Bacon to a tax proposal is questionable. Thus, the whole school construction bill could be stalled without gaining any ground on Davis-Bacon.
- The President has made flexibility and accountability major themes in his State of the Union education message. In the President’s speech to the National School Boards Association on the day he released his budget, he made it clear that he did not want to micromanage schools and school districts, but rather he wanted to invest in what works and stop investing in what does not. Allowing school construction to be used as a vehicle for expanding Davis-Bacon into the tax arena would raise the issue of increased federal intervention and control not only in the school construction debate but also in the debate over results and accountability for all of the President’s education agenda.

Options:

1) Decide that Davis-Bacon does not apply.

We would convey to the Hill and to Labor that we are sticking to our existing position that Davis-Bacon does not apply to our school construction tax credit proposal.

Pros:

- Keeps focus on our underlying school construction proposal and keeps our coalition of education supporters together (e.g. school boards).
- Avoids setting tax policy precedent as described above.
- Takes pressure off of our allies on the Hill.

Cons:

- Misses an opportunity to advance a deeply held goal -- decent wages for construction (and all) workers.
- Rejects a key Labor priority and to this extent could diminish support for the underlying bill from at least part of this constituency.

2) Remain silent on Davis-Bacon until it becomes critical during consideration of a bill.

This option would have us continue our posture of “we’re taking another look” until we would it became critical later in the year when a bill is actually being considered.

Pros:

- Keeps our options open and avoids offending a key constituency before we know how this will play out.
- Avoids (at least temporarily) setting tax policy precedent as described above.

Cons:

- Staying in limbo could hamper our ability to push the school construction proposal as aggressively as we otherwise would.
- It is unclear how sustainable this is. Hill may soon press us more flatly -- what is your position?

3) Affirmatively add Davis Bacon to proposal now.

Pros:

- Would advance a deeply held goal -- decent wages for workers.
- Would add an enthusiastic supporter -- building trades.

Cons:

- Sets a major tax precedent with potentially serious ramifications.
- Jeopardizes the prospects of the underlying proposal -- risks turning battle over school construction into a fight over Davis-Bacon, dividing the education coalition that is now strongly behind our proposal, and handing Republicans an excuse to be against our proposal and to coalesce around the Archer arbitrage..

4) Change proposal to include an outlay component and thereby add Davis-Bacon. We would apply Davis-Bacon indirectly by creating an internal component of the program that results in outlays, thus making Davis-Bacon apply to construction financed by bonds without an explicit Davis-Bacon provision.

As part of the school modernization legislation, include a legislative amendment to the Elementary and Secondary Education Act of 1965 as amended (ESEA) which would create a mandatory, capped grant program. The ESEA contains a labor standards provision (20 U.S.C. 1232b) that applies Davis-Bacon to all construction and minor remodeling projects assisted under any applicable program under the Act.

Proposed Mandatory, Capped Grant Program (Outlay).

- < Create a new grant program, administered by the Secretary of Education under the ESEA, that provides resources to states and eligible school districts for administrative expenses related to the bond. Examples of administrative expenses include developing the construction plan, monitoring and overseeing the construction project, and annual reporting to the Secretary on progress and modifications made regarding the construction plan. The grant provision would be drafted such that the bond program could only be implemented to the extent the grant program is implemented.
- < Award \$250,000 to states and \$100,000 to each eligible school district annually. The amount of the grant could also be sized by the school age population within the state or eligible school district.
- < The bond funds would be subject to Davis-Bacon indirectly due to the link with the grant program. The bonds could not be issued absent the grant. It is unclear whether some entities would not take advantage of the bond due to Davis-Bacon application. OMB estimates the cost of this proposal to be \$25.5 million.

Pros:

- Applies Davis-Bacon while avoiding tax policy precedent.
- Provides seed money to encourage states and localities to seek bond authority.

Cons:

- Adds a new and very late layer of complexity at a time when we need to make our proposal as understandable as possible.
- Would likely be transparent to Congressional members and interested organizations that oppose application of Davis-Bacon to school construction bonds.
- Would require joint referral of the bond initiative to the tax and education committees in the House.

Appendix -- Legislative History

FY1998

In the FY1998 budget, the President requested \$5 billion over 5 years in mandatory spending that would have leveraged up to \$20 billion in bonds over a four year period. The Administration made it clear that Davis-Bacon would apply to this initiative since it was a federal spending proposal.

The Administration's bill was introduced by Rep. Nita Lowey in the House and Senator Carol Moseley-Braun in the Senate. There was no action on the bill in either the authorizing or the appropriations committees. The Republican leadership actively kept potential Republican supporters off the bill and repeatedly argued that the federal government had no business getting involved in building schools at the local level. Several Republicans touted the Davis-Bacon requirement as proof of "federal intervention in local education decisions."

The education constituency was split on this issue. AFT, NEA, and urban school superintendents supported the bill, but the National School Boards Association (NSBA), one of the most vocal constituencies, could not support the President's proposal because of the federal Davis-Bacon requirement. This split weakened the support of other groups, such as the National PTA and rural and suburban superintendents.

Although school construction was one of the last items left on the table when the Balanced Budget Agreement was struck in the summer of 1997, the Republican leadership refused to move off their position that the federal government had no role in communities' decisions to build schools. The only provision they accepted was Rep. Rangel's Qualified Zone Academy Bonds (QZABs) for a total of \$800 million of new bonding authority (compared to the potential \$20 billion that would have been leveraged in the President's request). Davis-Bacon was not applied to the QZABs.

FY1999

The President once again made School Construction a major priority in his FY1999 budget, but this time the proposal provided a tax credit in lieu of interest and involved no direct federal spending. The initiative would have provided federal funding to pay the interest on \$22 billion in bonds. The Administration was silent on whether Davis-Bacon applied to this proposal in OMB's budget submission. In Qs and As, however, Administration officials twice confirmed that Davis-Bacon had not applied to provisions in the tax code to date and was not expected to apply in this case.

This allowed NSBA to become active in the Rebuild America's Schools coalition in support of the revised proposal. School board members became strong advocates at the State and local level for the proposed federal partnership arguing that the initiative would help leverage local and State dollars for construction but would leave decisions on where and how to build schools to local communities. Partly as a result of this more unified constituency support, Democrats were able to make a strong case for their school construction bill to the voters. This was reflected in the polling results and the Democrats' winning message on education.

Republicans continued to argue against this popular initiative, and in the process lost support for

their position. The House Ways and Means Committee refused to act on the President's proposal, although Chairman Archer included a much smaller arbitrage provision in the multi-billion dollar House tax bill that was never signed into law. Rep. Rangel succeeded in forcing two House floor votes on the issue – an amendment to instruct conferees to include school construction as an amendment to the Coverdell education savings account failed 192-222, and an amendment to substitute school construction for Coverdell failed 196-225. Eight Republicans were allowed to break ranks with the leadership on one or both of the votes (Leach, IA; Morella, MD; Forbes, NY; Gilman, NY; Weller, IL; Johnson, CT; LoBiono, NJ; and McHugh, NY).

Senator Moseley-Braun offered her school construction bill as a substitute to the Coverdell savings account on the Senate floor. A motion to table the amendments passed 56-42 with D'Amato and Specter voting against the motion and 4 Democrats voting in favor (Biden, DE; Byrd, WV; Lieberman, CT; and Torricelli, NJ).

Although support for school construction was building, in the end there was no significant tax bill that the Administration supported and could use to force an agreement on school construction. Republicans rejected Administration efforts to attach school construction to the tax extenders package.

FY2000

The President's FY2000 budget request for school construction expands the FY1999 tax bond proposal, this time paying the interest on \$24.8 billion in new bonds. Placeholder bills have been introduced by Senators Daschle, Lautenberg, and Robb and Rep. Rangel is preparing to introduce one in the House. The Senate bills have remained silent on Davis-Bacon. House Democrats are working through this issue now and are looking for any signals from us.

Unlike the last two years, the Republican leadership has come out publicly in support of school construction and is backing their own school construction proposals. Chairman Archer has introduced a \$1.4 billion arbitrage initiative similar to his proposal on the tax bill last year. While inadequate and flawed, the Archer proposal allows Republicans to argue that they are addressing school construction.

The Speaker has mentioned this initiative as a high priority. However, Democratic efforts to get bipartisan cosponsorship of the President's proposal have not been successful. It appears that the Republican leadership understands they must advance some kind of school construction bill this year – the question is whether our proposal will prevail.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Email to Elena Kagan from Laura Emmett. Subject: WAVES Confirmation (2 pages)	02/19/1999	P6/b(6), b(7)(C), b(7)(E), b(7)(F)

COLLECTION:

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

FOLDER TITLE:

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RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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- 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: Devorah R. Adler (CN=Devorah R. Adler/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:19-FEB-1999 17:22:33.00

SUBJECT: LAST MINUTE CHANGE WEEKLY

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

READ:UNKNOWN

TEXT:

Stem Cell. Next Tuesday, at her Appropriations Committee hearing, Secretary Shalala is expected to be questioned about the Department's statutory interpretation the Congressional ban on human embryo research does not apply to stem cell research, since the cells cannot be considered embryos as they do not have the capacity to develop into a human being. This hearing follows a letter signed by 70 members of Congress that raising serious objections to this interpretation and suggesting that it not only serves to thwart the law, but could well encourage researchers to engineer lethal defects into embryos in order to use the tissue for research purposes. The disease and patient advocacy community is strongly supportive of our interpretation. However, it is clear that we need to better emphasize our commitment to implement safeguards that ensure that the cells obtained for this research have no direct link to human embryos. There is bipartisan support for this position, but Mr. Porter and Senator Spector have indicated their desire to develop legislation that codifies how we are going to implement these safeguards. We do not plan on signaling our openness to any such compromise language for next week's hearing, but we are drafting legislation to be available should the need arrive.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-FEB-1999 17:25:30.00

SUBJECT: Revised Weekly 2/19

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

READ:UNKNOWN

TEXT:

Stem-Cell section revised===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D93]MAIL475717451.036 to ASCII,
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Automated Records Management System
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February 20, 1999

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Elena Kagan

SUBJECT: DPC Weekly Report

Health Care -- Children's Health Insurance Outreach Event: Next Tuesday, you and the First Lady are scheduled to participate in an event highlighting major new initiatives designed to help target and enroll the over 5 million children who are eligible for but not yet enrolled in CHIP or Medicaid. Although 47 States have taken advantage of the CHIP program and all 50 States have Medicaid programs for children, the success of our children's health initiative will be depends on our ability to identify and enroll eligible children. At the event, you will unveil a new national toll-free number (1-877 KIDS NOW) for children's health outreach, a major media campaign (which includes the airing of PSAs on NBC, Univision -- the Hispanic television network, and Black Entertainment Television, as well as radio ads in 47 States), a series of private sector commitments (such as printing the new 1-800 number on Safeway grocery bags), and the next generation of efforts by your Federal Interagency Task Force on Children's Health Outreach. You will be joined at this event by the chair and vice chair of the NGA, Governors Carper and Leavitt, who will be in town for the National Governor's Association Conference.

Health Care -- Jeffords-Kennedy Disability Update: One issue that is gaining a great deal of bipartisan support, particularly in the Senate, is the Jeffords-Kennedy-Roth-Moynihan Work Incentives Improvement Act. The Senate has already held hearings on this legislation and is planning a March 4 markup. It is apparent that there are many Republicans and Democrats who are interested in this legislation in the House, although they are still discussing who should be the lead sponsors. Because of the interest in and bipartisan support for this legislation, we are looking for an opportunity for you to publicly urge the Congress to move to pass this legislation early this year.

Health Care -- Patients Bill of Rights Update: Senator Kennedy, Senator Daschle, and Congressman Dingell have requested that we assist them in encouraging consumer and provider groups to make an orchestrated effort to push the Congress to take strong and early action on the Patients Bill of Rights. In response, we will be meeting with a broad array of these organizations early next week to organize them around the concept of a enforceable bill, and to also help define the difference between a strong and an unacceptably weak bill.

Health Care -- Stem Cell: Next Tuesday, at her Appropriations Committee hearing, Secretary Shalala is expected to be questioned about the Department's statutory interpretation the Congressional ban on human embryo research does not apply to stem cell research, since the cells cannot be considered embryos as they do not have the capacity to develop into a human being. This hearing follows a letter signed by 70 members of Congress that raising serious objections to this interpretation and suggesting that it not only serves to thwart the law, but could well encourage researchers to engineer lethal defects into embryos in order to use the tissue for research purposes. The disease and patient advocacy community is strongly supportive of our interpretation. However, it is clear that we need to better emphasize our commitment to implement safeguards that ensure that the cells obtained for this research have no direct link to human embryos. There is bipartisan support for this position, but Mr. Porter and Senator Spector have indicated their desire to develop legislation that codifies how we are going to implement these safeguards. We do not plan on signaling our openness to any such compromise language for next week's hearing, but we are drafting legislation to be available should the need arrive.

Crime -- Gun Tracing: On Sunday, the Treasury Department will release its second report on the Youth Crime Gun Interdiction Initiative (YCGII) now underway in 27 cities, as well as announce the inclusion of 10 more cities. Through YCGII, ATF is working with other federal, state, and local law enforcement agencies to systematically gather and analyze evidence from recovered crime guns to investigate and make cases against illegal gun traffickers. The new report contains data on crime guns from each participating YCGII cities and includes the key findings:

Confirms that kids and guns is a serious problem in all 27 cities. Crime guns recovered from juveniles account for 11.3 percent of the crime guns submitted to ATF and were recovered more frequently from 16 and 17 year-olds than persons over age 26. Crime guns recovered from youth ages 18 to 24 years-old constituted about a third (32.4 percent) of all trace requests -- the most of any age grouping in the adult and juvenile categories;

Handguns prevalent amongst youth and across all age groups. About 8 out of 10 crime guns traced were handguns, with most crime guns concentrated among relatively few makes and calibers -- particularly amongst juveniles and youth;

Many crime guns used by kids moved rapidly from legal sale to illegal market. Between 25 to 36 percent of firearms recovered from juveniles, and 32 to 49 percent of guns recovered from youths were guns bought legally less than three years before recovery. This indicates that a significant portion of legally purchased guns are quickly diverted to kids and youths through illegal trafficking.

ATF doubled the number of trace requests handled from YCGII cities. The number of YCGII trace requests handled by ATF doubled from the previous report, from 37,000 to over 75,000 traces.

Treasury is in the process of adding new ATF agents in the participating 27 cities, and your FY 2000 budget includes additional funds to do the same in the new 10 cities being selected by ATF. These include: New Orleans, LA; Oakland, CA; San Francisco, CA; Dallas, TX; Tampa, FL; Charlotte-Mecklenberg, NC; Louisville, KY; Portland, OR; Omaha, NE; and Denver, CO. On a related note, you should know that some of the cities filing lawsuits against gun manufacturers and dealers have depended on ATF's crime gun tracing data as evidence of illegal gun trafficking in their communities.

Welfare Reform -- NGA Resolution: The Governors have an extensive resolution related to the implementation of welfare reform and although welfare is not one of the planned topics of discussion during Monday's roundtable, you may be asked about this issue by individual governors. The NGA resolution calls for greater flexibility on a number of issues in the pending welfare regulations. It also calls upon Congress and the Administration to uphold the commitment in the 1996 welfare reform law for five years of full block grant funding.

The Governors are seeking several major changes in the pending TANF regulations including: allowing greater flexibility for programs funded with state Maintenance of Effort funds; narrowing the definition of assistance under TANF so that supports for working families won't be subject to the federal time limit, work requirements, or reporting requirements; providing states maximum flexibility to continue their welfare reform waivers; streamlining data reporting; and allowing more flexibility in the definition of administrative costs. We are still reviewing HHS's proposed changes, we believe we will be able to address many of the governors' priority concerns. We will provide you with a more detailed analysis of these issues once we have had additional conversations with Secretary Shalala.

We believe we should work with the governors to preserve full funding for the TANF block grant. While some in Congress have indicated that the \$3 billion in unobligated TANF funds may be a good way to pay for other priorities, we disagree. Since the TANF block grant is fixed, we believe it is prudent for states to reserve some funds should economic conditions change. In addition, states may need to invest more as work requirements increase and as more and more of those remaining on the rolls are the 'hardest to employ'. We also understand that different states are in different situations -- nearly half the states have obligated all of their FY 1998 funds.

Welfare Reform -- Urban Caseload Trends: On Thursday, The Brookings Institution released a study on welfare caseload trends in the 30 largest cities which shows that welfare caseloads are declining rapidly in America's cities, though the rate of decline in some places lags behind the statewide decline and hence some cities are becoming home to an increasing share of welfare caseloads. Specifically, welfare rolls in the 30 largest cities declined by 35 percent between 1994 and 1998, while caseloads declined 44 percent in their respective

states. The share of state caseloads in these 30 cities grew from 45 to 53 percent, but there is considerable variation: while nearly half the states saw an increasing concentration of welfare recipients, nearly one-third experienced no change in concentration, and one-quarter actually saw a decreasing concentration. Not surprisingly, there is a close correlation between slower rates of caseload decline, increasing concentrations of welfare caseloads and high levels of poverty -- in the 14 cities with increasing concentrations of welfare caseloads, 15 percent of the population, on average, lives in high poverty neighborhoods, which is nearly triple the rate of high poverty neighborhoods in the cities with a declining share of the welfare caseload.

Caseloads with the fastest caseload decline (over 50 percent) include Milwaukee, Jacksonville, Denver, and Portland while cities with the slowest caseload decline (between 18 and 26 percent) include Los Angeles, El Paso, Philadelphia, and New York. The Brookings report recommends additional welfare to work funding for the cities and highlights our Welfare-to-Work program as an important source of these funds. The Welfare-to-Work formula funds are distributed to states and communities based on their number of welfare recipients and residents in poverty.

Children and Families -- Foster Care: Rep. Ben Cardin (D-MD), the ranking Democratic on the House Ways and Means Subcommittee on Human Resources, introduced legislation recently to provide additional support to the nearly 20,000 young people who each year "emancipate" from foster care at age 18. As you know, your FY 2000 budget provides nearly \$300 million over five years in enhanced support for these young people. The Cardin legislation differs somewhat from our proposal and will likely cost more, but our goals are similar and we will work closely with Cardin over the coming months. The ranking member of the Subcommittee, Rep. Nancy Johnson (R-CT), shares an interest in this issue and plan to hold a hearing on March 9, at which the Administration will testify.

Livability -- Better America Bonds: We have begun outreach efforts to the bond community regarding your administration's Better America Bonds (BABs) proposal. Last week, EPA Administrator Carol Browner met with Bond Marketing Association -- as well as several individual firms including Lehman Brothers, Goldman Sachs, Bear Stearns, and Paine Webber -- to discuss BABs. While the groups expressed interest in the BABs proposal, they did express concern that both the School Construction bond proposal and BABs indicated that the Administration was abandoning the existing private activity bond structure. The Administrator stated that is not the Administration's intention. We plan to follow up with these groups to secure their support for BABs and reiterate that your administration supports private activity bonds as indicated by your agreement last year to increase the bond cap and your signing of a 1993 law to make the Mortgage Revenue Bond program permanent.

Consumer Protection -- Child Seat Belt Announcement: The National Highway Traffic Safety Administration (NHTSA) has the final rule ready for you to announce -- a new universal method for installing child safety seats in cars and light trucks. This rule will require each new child seat to have three attachments -- one on top and two at the base, and by 2002, will require all new cars and light trucks to be equipped with standard anchors in the back seat designed specifically to link to the child seat attachments. NHTSA estimates that currently about 80 percent of child seats are improperly connected putting children at risk. This rule is expected to prevent as many as fifty child deaths and 18,000 injuries each year. You announced the proposed rule in your radio address on February 15, 1997. There has been a good deal of press reports anticipating the new rule, including articles in the Washington Post and on AP. You are tentatively scheduled to announce this new rule in your radio address on February 27, 1999.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Charles J. Payson (CN=Charles J. Payson/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:19-FEB-1999 18:59:25.00

SUBJECT: Scheduling Proposal Meeting Monday at 10 am

TO: Anne Whitworth (CN=Anne Whitworth/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TO: Glyn T. Davies (CN=Glyn T. Davies/OU=NSC/O=EOP @ EOP [NSC])

READ:UNKNOWN

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

READ:UNKNOWN

TO: Elizabeth A. Gregory (CN=Elizabeth A. Gregory/OU=OSTP/O=EOP @ EOP [OSTP])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Wendy Hartman (CN=Wendy Hartman/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

TO: Tracy Pakulniewicz (CN=Tracy Pakulniewicz/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

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

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

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

TO: Martha A. Livingston (CN=Martha A. Livingston/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

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

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

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

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

TO: Jonathan A. Kaplan (CN=Jonathan A. Kaplan/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: HILLIARD_B (HILLIARD_B @ A1 @ CD @ LNGTWY [UNKNOWN]) (NSC)
READ:UNKNOWN

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

TO: Michele Jolin (CN=Michele Jolin/OU=CEA/O=EOP @ EOP [CEA])
READ:UNKNOWN

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

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

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

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

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

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

READ:UNKNOWN

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

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

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

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

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

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

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

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

TO: Anthony R. Bernal (CN=Anthony R. Bernal/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

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

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

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

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

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

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

TO: Nicole L. Elkon (CN=Nicole L. Elkon/OU=NSC/O=EOP @ EOP [NSC])

READ:UNKNOWN

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

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

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

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

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

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

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

TO: Patrice L. Stanley (CN=Patrice L. Stanley/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: Mindy E. Myers (CN=Mindy E. Myers/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

TO: Patricia Solis-Doyle (CN=Patricia Solis-Doyle/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: MILLISON_C (MILLISON_C @ A1 @ CD @ LNGTWY [UNKNOWN]) (NSC)
READ:UNKNOWN

TO: Jeffrey M. Smith (CN=Jeffrey M. Smith/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

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

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

READ:UNKNOWN

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

TO: Susan L. Hazard (CN=Susan L. Hazard/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: KERRICK_D (KERRICK_D @ A1 @ CD @ LN GTWY [UNKNOWN]) (NSC)
READ:UNKNOWN

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

TO: Ansley Jones (CN=Ansley Jones/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

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

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

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

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

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

TO: Virginia N. Rustique (CN=Virginia N. Rustique/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: Eric P. Hothem (CN=Eric P. Hothem/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

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

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

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

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

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

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

TEXT:

This week's Scheduling Proposal Meeting will be held on

Monday at 10 am in the Roosevelt Room.

Please make sure that your office is represented.

See you then.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Devorah R. Adler (CN=Devorah R. Adler/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:19-FEB-1999 19:50:05.00

SUBJECT: new weekly insert

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Medicare Commission Update. On Thursday, Senator Breaux released a preliminary CBO analysis on the implications of the use of a premium support model for Medicare. It portrayed the concept in a fairly positive manner, citing that it could make the program more efficient and less dependant on government price controlling mechanisms. However, it also raised a number of issues that underscored that Medicare beneficiaries would face increased financial risk and there might be significant geographic variation in the impact of this new system. It also reinforced the point that more details would be necessary to be able to complete a comprehensive analysis of the impact of any such policy for the program. This information, and additional information that should be released by the Medicare actuary early next week, will be used when the Medicare Commissioners meet again next Tuesday and Wednesday. On Tuesday, there will be a Democrats only meeting in which many members are expected to again raise concerns about the general direction the Chairman is taking the Commission. More specifically, members will likely ask Senator Breaux to utilize a portion of the surplus to assure adequate financing for the program, to guarantee a defined benefit package, and to provide for an adequate prescription drug benefit for all beneficiaries. In the past, he has suggested that his proposal would include these provisions, and their absence is making Democrats increasingly sceptical that anything positive can emerge from the Commission. On Monday, we will meet with John Podesta and your senior health care advisors to discuss how the Administration should position itself in regards to the Commission and its currently scheduled March 1st final reporting date.