

NLWJC - KAGAN

EMAILS RECEIVED

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[03/10/1999 - 03/11/1999]

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Email to Elena Kagan from Amy Weiss. Subject: Dinner (1 page)	03/10/1999	Personal Misfile

COLLECTION:

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

FOLDER TITLE:

[03/10/1999 - 03/11/1999]

2009-1006-F

im68

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]

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.

- 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: "Christopher F. Edley, Jr." ("Christopher F. Edley, Jr." [UNKNOWN])

CREATION DATE/TIME:10-MAR-1999 07:47:00.00

SUBJECT:

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

This is perhaps a bit Quixotic, but I implore you to read the material below on teacher testing. It is a wonderful illustration of the implementation politics surrounding testing.

>Date: Mon, 8 Mar 1999 16:30:23 -0500

>Subject: the teacher test (fwd)

>Sender: orfielga@HUGSE1.HARVARD.EDU

>From: orfielga@HUGSE1.HARVARD.EDU

>To: edley@law.harvard.edu

>Reply-To: orfielga@HUGSE1.HARVARD.EDU

>

>--- Begin Forwarded Message ---

>Date: Mon, 08 Mar 1999 15:27:21 -0500 (EST)

>

>Message sent Bcc to Teacher Test list.

>

>----- Forwarded message -----

>Date: Mon, 08 Mar 1999 13:34:48 -0500

>From: Paul Karoff

>

>Clark,

> I found this information extraordinary, even though I thought there was

>nothing else about the Mass. Teacher Test that could surprise me. It

>explains why 69 has proven to be the most frequently-occurring failing

>score among our students. I read the email just before heading to a

>meeting

>this morning on a different topic with Rep. Hal Lane, House chair of the

>legislature's Education Committee. He was quite interested and asked me to

>share the letter with him, which I did.

>

>-Paul Karoff

>Lesley College

>

>

>At 09:58 AM 3/8/99 -0500, you wrote:

>>Message sent Bcc to Teacher Test list

>>

>>This message was sent to Walt Haney a week or so ago. I have removed the
>>person's name, but I am in contact with her. She is willing to talk to
>>the press if needed.

>>

>> Dear Professor Walter Haney:

>>

>> Recently, a copy of the Boston Globe article, "Teacher Test
Called

>>Unfair and Unreliable," was sent to me by a family member living in
>>Pittsfield, MA. After reading the article, I knew that my discussions
>>with the Office of Testing and the Office of the Commissioner of
Education

>>would interest you and your study.

>> As a frame of reference, I am a certified elementary
teacher in

>>the state of New Jersey. I teach K - 8 computers and I am my school's
>>Technology Coordinator. I graduated from XXXXXX University in 1994 with
>>degrees in Political Science and Communications. For three years, I
>>worked in research management. During the last year and a half I
returned

>>to school in the evenings to complete XXXX University's Post-
>>Baccalaureate program in Elementary Education. In February of 1997, I
took

>>the three main sections of the National Teacher's exam and received
scores

>>that passed in every state that required one or more of these tests.

>>(General Knowledge - 673, Communication Skills - 673, Professional

>>Knowledge - 674) Last May I completed the certification program with a
>>4.0 average.

>>

>> Last October 3rd, I took the Massachusetts Teacher Test
in the

>>hopes of moving back to the area in which I was raised. On the
elementary

>>test I scored an 80. In the reading subtest, I scored and 89 and in the
>>writing subtest I scored a 69. To say I was surprised would be mild. I
>>contacted an aunt in Pittsfield, who has some connections in education,
>>and asked if she knew anyone I could call to question these results.

>>Unfortunately, my scores were not the most shocking part of the last few
>>months. My aunt gave me the number for David Driscoll. The
conversations

>>with his staff and the staff at the testing office left me speechless.

>>

>> On 11/23/98, I spoke with David Driscoll's office and was told
>>they have no information or input regarding the tests. Dr. Driscoll's
>>secretary transferred me to a woman in the Office of Teacher Testing
>>regarding the results of my scores. After explaining the situation, I
was

>>told that "Although the score on the writing test are not consistent with
>>your other scores from this or other tests, there are three possible
>>reasons for the grade of 69."

>>

>> First, I was asked if I had written an introductory,
middle and

>>concluding paragraph. I explained that I had written 4 paragraphs, one
>>which was an introductory and one which was a conclusion. I was then
told

>495-9139 (assistant, Suenita Lawrence)

>496-6367 Civil Rights Project Office

>

>

>

>

>

>

Professor Christopher Edley, Jr.

Harvard Law School,

Cambridge MA 02138

(617)-495-4614; (f) 496-5156

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Kate P. Donovan (CN=Kate P. Donovan/OU=OMB/O=EOP [OMB])

CREATION DATE/TIME:10-MAR-1999 09:10:53.00

SUBJECT: REVISED HSE FLOOR SAP: ED-FLEX

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Charles Konigsberg (CN=Charles Konigsberg/OU=OMB/O=EOP@EOP [OMB])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

ACCORDING TO BRODERICK JOHNSON, THE SENTENCE THAT HAS BEEN ADDED TO THE HOUSE FLOOR SAP FOR ED-FLEX (AT END OF SAP) HAS BEEN APPROVED BY BRUCE REED , MIKE COHEN, AND SCOTT FLEMING. PLEASE LET ME KNOW IMMEDIATELY IF YOU HAVE ANY CONCERNS - I NEED TO SEND THE SAP WITHIN THE HOUR - FLOOR ACTION AT 10AM. THANK YOU.

H.R. 800 - Education Flexibility Partnership Act of 1999
(Rep.Castle (R) DE and 65 cosponsors)

The Administration supports House passage of H.R. 800, which would expand the Ed-Flex demonstration authority to permit all States that meet the eligibility criteria to waive certain statutory and regulatory requirements of Federal education programs. The Administration has long supported the concept of expanding ed-flex demonstration authority in a manner that will promote high standards and accountability for results, coupled with increased flexibility for States and local school districts to achieve those results.

The Administration is pleased with the amendments made by the House Committee on Education and the Workforce to sunset the bill upon reauthorization of the Elementary and Secondary Education Act of 1965 (to ensure consistency between that statute and Ed-Flex), terminate local waivers if achievement levels decline, and require public notice and comment before waivers are requested and granted.

The Administration strongly supports an amendment that is expected to be offered to H.R. 800 that would implement the President's proposal for a long-term extension of the one-year authority to help school districts reduce class size in the early grades, which the Congress approved last year on a bipartisan basis. In order to hire qualified teachers, arrange for additional classrooms, and take other steps that are necessary to reduce class size, school districts need to know, as soon as possible, that the Congress intends to support this initiative for more than one year.

The Administration also supports amendments designed to further strengthen accountability for results in the Ed-Flex program, and to ensure that Federal education dollars continue to reach the students they were designed to serve.

* * * * *

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 10:56:18.00

SUBJECT: LRM CJB20 - - EDUCATION Draft Bill on Public Choice and Innovation (Magnet

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Shelly A. McAllister (CN=Shelly A. McAllister/OU=OMB/O=EOP@EOP [OMB])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Nancy J. Duykers (CN=Nancy J. Duykers/OU=OMB/O=EOP@EOP [OMB])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

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

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

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

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

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

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

TEXT:

To follow is ED's draft language on equity provisions of the ESEA
Reauthoziation. Please provide comments by:
12:00 noon, Monday, March 15, 1999

Note: If you are unable to access these files, please let me know. This
material is not being faxed to you.

[click here for draft bill text:](#)

[click here for draft sectional analysis text:](#)

----- Forwarded by Constance J. Bowers/OMB/EOP on
03/10/99 10:38 AM -----

LRM ID: CJB20
EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001

Wednesday, March 10, 1999

LEGISLATIVE REFERRAL MEMORANDUM

TO: Legislative Liaison Officer - See Distribution below

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

OMB CONTACT: Constance J. Bowers

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

SUBJECT: EDUCATION Draft Bill on Public Choice and Innovation
(Magnet Schools, Charter Schools, and Choice Schools provisions) parts of

the Elementary and Secondary Education Act Reauthorization (Parts of Title V, ESEA)

DEADLINE: 12:00 noon Monday, March 15, 1999
In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President. Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.

COMMENTS: Because of the magnitude of ED's draft bill to reauthorize the Elementary and Secondary Education Act, circulation and interagency review will be handled in separate pieces.

DISTRIBUTION LIST

AGENCIES:

61-JUSTICE - Dennis Burke - (202) 514-2141

EOP:

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Lynn G. Cutler
Janet Murguia
Daniel J. Chenok
Daniel I. Werfel
Robert G. Damus
Rosalyn J. Rettman
Peter Rundlet
Pamula L. Simms
Howard Dendurent
Shelly A. McAllister
Jeffrey L. Farrow
Janet R. Forsgren
James J. Jukes

LRM ID: CJB20 SUBJECT: EDUCATION Draft Bill on Public Choice and Innovation (Magnet Schools, Charter Schools, and Choice Schools provisions) parts of the Elementary and Secondary Education Act Reauthorization (Parts of Title V, ESEA)

RESPONSE TO
LEGISLATIVE REFERRAL
MEMORANDUM

If your response to this request for views is short (e.g., concur/no comment), we prefer that you respond by e-mail or by faxing us this response sheet. If the response is short and you prefer to call, please call the branch-wide line shown below (NOT the analyst's line) to leave a message with a legislative assistant.

You may also respond by:

(1) calling the analyst/attorney's direct line (you will be connected to voice mail if the analyst does not answer); or
(2) sending us a memo or letter
Please include the LRM number shown above, and the subject shown below.

TO: Constance J. Bowers Phone: 395-3803 Fax: 395-6148
Office of Management and Budget
Branch-Wide Line (to reach legislative assistant): 395-7362

FROM: _____ (Date)
_____ (Name)
_____ (Agency)
_____ (Telephone)

The following is the response of our agency to your request for views on the above-captioned subject:

- _____ Concur
- _____ No Objection
- _____ No Comment
- _____ See proposed edits on pages _____
- _____ Other: _____

_____ FAX RETURN of _____ pages, attached to this response sheet=====

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

TEXT:
Unable to convert ARMS_EXT:[ATTACH.D34]MAIL48188247Q.036 to ASCII,
The following is a HEX DUMP:

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FF575043CA1D0000010A000000000000FBFF0500320078010000060008000000042000000070028
0000004A0000000200AC000000720000000C005A0000001E01000018007C007800000054696D65
73204E657720526F6D616E20202854542900436F7572696572204E657720202854542900000000
00000000000000000000000000000000000000000000000000000000000000000000000000
8E001C36511103100000000000000000000000000000000000000000000000000000000000
00000000000000000000000000000000000000000000000000000000000000000000000000
5807000000041140C900448F5111031000000000000000000000000000000000000000000000
```

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Draft 3/9/99

TITLE V B PROMOTING EQUITY, EXCELLENCE, AND PUBLIC SCHOOL
CHOICE

Section-by-Section Analysis

Among other things, new title V of [NAME OF BILL] would: (1) improve the Magnet Schools Assistance program by adding emphasis on projects that consider the diversity of the student populations and that have the capacity to continue after the Federal grant has run out; (2) move Charter Schools, from Part C of Title X of the ESEA, to Part B of Title V of the ESEA; (3) add a new initiative, Public Choice School, that would provide a flexible authority to support State and local educational agencies in experimenting with different kinds of public elementary and secondary schools, such as worksite and College-based schools; (4) reauthorize the Woman=s Educational Equity program, but move it to Part [-] of the Title V of the ESEA; and (5) repeal the Assistance to Address School Dropout Problems program, currently in Part C of Title V of the ESEA. Each of the new title V programs would be reauthorized for five years. **[THERE ARE LIKELY TO BE OTHER PROGRAMS REAUTHORIZED, LIKE FIE, THAT WILL GO INTO THIS TITLE.]**

Magnet School Assistance:

Section 501. Section 501 of the bill, ARenaming the Title,@ would change the name of title V of the ESEA to APromoting Equity, Excellence, and Public School Choice@.

Section 502. Section 502 of the bill would amend Part A , the AMagnet School Assistance Program,@ of Title V of the ESEA. Section 502 (a) of the bill would make editorial changes to, and update, section 5101 of the ESEA, the findings for the Magnet School Assistance Program.

Section 502(b) of the bill would amend section 5102(3) of the ESEA, AStatement of Purpose,@ to clarify that the purpose of providing financial assistance to develop and design innovative educational methods and practices is to promote diversity and increase choices in public elementary and secondary schools and educational programs.

Section 502(c) of the bill would amend section 5106(b)(1)(D) of the ESEA, AInformation and Assurances@ (a part of the application requirements), to eliminate reference to the Goals 2000: Educate America Act and to correct a section number.

Section 502(d) of the bill would amend section 5107 of the ESEA, APriority,@ to eliminate the current priorities for greatest need and new, or significantly revised, projects. These priorities are not well defined and have not helped to determine which grant applications are most deserving. Section 502(d) would also add a new priority for projects that propose activities, which may include professional development, that will build local capacity to operate the magnet program once Federal assistance has ended.

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Section 502(e) of the bill would amend section 5108(a) of the ESEA, "Uses of Funds," to: (1) revise paragraph (3) to allow for the payment, or subsidization of the compensation, of elementary and secondary school teachers who are certified or licensed by the State, and instructional staff who have expertise and professional skills necessary for the conduct of programs in magnet schools or a baccalaureate degree, an equivalent degree, or who demonstrate knowledge, experience, or skills in the relevant field of expertise; and (2) allow grantees to use funds for activities, including professional development, that will build the applicant's capacity to operate the magnet program once Federal assistance has ended.

Section 502(f) of the bill would repeal section 5111 of the ESEA, "Innovative Programs." This program is limited by the requirements of Part A; its activities are subsumed under the new Public School Choice program.

Section 502(g) of the bill would redesignate current section 5112 of the ESEA, "Evaluation, Technical Assistance, and Dissemination," as section 5111, and incorporate its requirements into a new section, "National Activities," that would authorize the Secretary to reserve not more than five percent (rather than two percent) of appropriated funds in any fiscal year to evaluate the program, as well as provide technical assistance to applicants and grantees and collect and disseminate information on successful magnet school programs. Section 502(g) of the bill would also require each evaluation, in addition to current items, to address the extent to which magnet school programs continue once grant assistance under this part ends.

Section 502(h) of the bill would amend section 5113(a) of the ESEA, "Authorization," to authorize such sums as may be necessary for fiscal year 2001 and for each of the four succeeding fiscal years to be appropriated to carry out the part. Section 501(h) of the bill would also redesignate section 5113 as section 5112.

Assistance to Address School Dropout Problems: [FINAL SPECIFICATIONS FOR SECTION 503(a) HAVE NOT BEEN RECEIVED; REPEAL IS ANTICIPATED.]

Woman's Educational Equity Act of 1994: [FINAL SPECIFICATIONS FOR SECTION 503(b) HAVE NOT BEEN RECEIVED; REAUTHORIZATION AND MINOR UPDATING OF THE PROGRAM IS ANTICIPATED.]

Redesignation of the Public Charter Schools Program:

Section 503(c) of the bill would redesignate the Public Charter Schools Program, which is currently Part C of Title X of the ESEA, as Part B of title V of the ESEA. Section 502(c) would also make necessary conforming changes to carry out the redesignation.

Public School Choice Program:

Section 504 of the bill would amend title V of the ESEA to add a new Part C, A Public School Choice Program, that would authorize a flexible, competitive grant program to help State and local agencies provide innovative, high-quality public school choice programs.

New section 5301 of the ESEA would set forth the findings of the new part and state that its purpose is to identify and support innovative approaches to high-quality public school choice by providing financial assistance for the demonstration, development, implementation, evaluation of, and dissemination of information about public school choice projects that stimulate educational innovation for all public schools and contribute to standards-based school reform efforts.

New section 5302(a) of the ESEA would authorize the Secretary, from funds appropriated under section 5305(a) and not reserved under section 5305(b), to make grants to State and local educational agencies to support programs that promote innovative approaches to high-quality public school choice. New section 5301(b) of the ESEA would prohibit grants under this part from exceeding three years.

New section 5303(a) of the ESEA would authorize funds under the part to be used to demonstrate, develop, implement, evaluate, and disseminate information on innovative approaches to broaden public school choice. Examples of such approaches at the school, district, and State levels would be: (1) inter-district approaches to public school choice, including approaches that increase equal access to high-quality educational programs and diversity in schools; (2) public elementary and secondary programs that involve partnerships with institutions of higher education and that are located on the campuses of those institutions; (3) programs that allow students in public secondary schools to enroll in postsecondary courses and to receive both secondary and postsecondary academic credit; (4) worksite satellite schools, in which State or local educational agencies form partnerships with public or private employers, to create public schools at parents' place of employment; and (5) approaches to school desegregation that provide students and parents choice through strategies other than magnet schools.

New section 5303(b) of the ESEA would require that funds under this part: (1) supplement, and not supplant, non-federal funds expended for existing programs; (2) not be used for transportation; and (3) not be used to fund projects that are specifically authorized under Parts A and B of this title.

New section 5304(a) of the ESEA would require a State or local educational agency desiring to receive a grant under this part to submit an application to the Secretary, in such form and containing such information, as the Secretary may require. Each application would be required to include: (1) a description of the program for which funds are sought and the goals for such program; (2) a description of how the program funded under this part will be coordinated with, and will complement and enhance, programs under other related Federal and non-federal projects; (3) if the program includes partners, the name of each partner and a description of its responsibilities; (4) a description of the policies and procedures the applicant will use to ensure its

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accountability for results, including its goals and performance indicators, and that the program is open and accessible to, and will promote high-academic standards for, all students. The Secretary would be authorized to give special consideration to applications demonstrating that the applicant will carry out its project in partnership with one or more public and private agencies, organizations, and institutions, including institutions of higher education and public and private employers.

New section 5305(a) of the ESEA would authorize such sums as may be necessary for each of the fiscal years 2001 through 2001 to be appropriated to carry out the part. Section 5305(b) of the ESEA would, from amounts appropriated for any fiscal year, authorize the Secretary to reserve not more than five percent to carry out evaluations, provide technical assistance, and disseminate information. Section 5305(c) would authorize the Secretary to use funds reserved under subsection (b) to carry out one or more evaluations of programs assisted under this part. Those evaluations would, at a minimum, address: (1) how and the extent to which the programs supported with funds under the part promote educational equity and excellence; and (2) the extent to which public schools of choice supported with funds under the part are held accountable to the public, effective in improving public education, and open and accessible to all students.

###

Draft 3/9/99

**TITLE V B PROMOTING EQUITY, EXCELLENCE, AND PUBLIC SCHOOL CHOICE
RENAMING THE TITLE**

SEC. 501. The heading for Title V of the ESEA is amended to read as follows:

ATITLE V -- PUBLIC SCHOOL CHOICE AND INNOVATION@.

**[THE NUMBER AND ORDER OF PROGRAMS UNDER THIS TITLE HAS NOT YET
BEEN DETERMINED]**

AMENDMENTS TO THE MAGNET SCHOOLS ASSISTANCE PROGRAM

SEC. 502. (a) FINDINGS. Section 5101 of the ESEA is amended to read as follows:

AFINDINGS

ASEC. 5101. The Congress finds as follows:

A(1) Magnet schools are a significant part of our Nation's effort to achieve voluntary desegregation in our Nation's schools.

A(2) It is in the national interest to desegregate and diversify those schools in our Nation that are racially, economically, linguistically, or ethnically segregated. Such segregation exists between minority and non-minority students as well as among students of different minority groups.

A(3) Desegregation can help increase rates of high school graduation and college attendance, and can promote better occupational prospects for students who have attended integrated schools.

A(4) Desegregation can provide students with valuable experience that prepares them to function in a diverse society and can help break down longstanding patterns of racial isolation in adult social relationships.

A(5) Despite ongoing desegregation efforts in the Nation --

A(A) almost one-third of our elementary and secondary schools continue to be schools with 50 percent or more minority students;

A(B) more than two-thirds of minority students attend schools with 50 percent or more minority students, and almost half of minority students attend schools with 75 percent or more minority students;

A(C) almost one-third of non-minority students attend schools with less than 10 percent minority students;

A(D) almost one-quarter of Black students attend schools with 90 percent or more Black students; and

A(E) almost one-third of Hispanic students attend schools with 75 percent or more Hispanic students.

A(6) Local educational agencies= use of magnet schools has increased dramatically since the of enactment of the Magnet Schools Assistance program, thus increasing public school options for the approximately two million students nationwide now attending such schools, of which more than 65 percent of the students are minority.

A(7) Magnet schools offer a wide range of distinctive programs that have served as models for school improvement efforts.

A(8) In administering the Magnet Schools Assistance program, the Federal Government has learned that--

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A(A) where magnet programs are implemented for only a portion of a school's student body, special efforts must be made to discourage the isolation of--

- A(i) magnet school students from other students in the school; and
- A(ii) students by racial characteristics;

A(B) local educational agencies can maximize their effectiveness in achieving the purposes of the Magnet Schools Assistance program if they have more flexibility in the administration of the program in order to serve students attending a school who are not enrolled in the magnet program;

A(C) local educational agencies must be creative in designing magnet schools for students at all academic levels, so that those school do not serve only the highest-achieving students;

A(D) consistent with desegregation guidelines, local educational agencies must seek to enable participation in magnet school programs by students who reside in the neighborhoods where the programs operate;

A(E) in order to ensure that magnet schools are sustained after Federal funding ends, the Federal Government must assist school districts to improve their capacity to continue operating magnet schools at a high level of performance; and

A(F) magnet schools and interdistrict magnet programs have provided poor and minority students opportunities to succeed academically and continue with college or productive employment.

A(9) It is in the best interest of the Federal Government to--

A(A) continue Federal support of school districts implementing court-ordered desegregation plans and school districts seeking to foster meaningful interaction among students of different racial and ethnic backgrounds, beginning at the earliest stage of their education;

A(B) help ensure that all students have equitable access to high-quality education that will prepare them to function well in a culturally diverse, technologically oriented, and highly competitive global community; and

A(C) help maximize the ability of local educational agencies to plan, develop, implement and continue effective and innovative magnet schools that contribute to State and local systemic reform. @.

(b) PURPOSE. Section 5102(3) of the ESEA is amended to read as follows:

A(3) the development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and educational programs; and @.

(c) APPLICATION REQUIREMENTS. Section 5106(b)(1)(D) of the ESEA is amended by--

(1) striking out Aunder this Act, the Goals 2000: Educate America Act, @ and inserting in lieu thereof Aunder this Act, @; and

(2) striking out Asection 14306 @ and inserting in lieu thereof Asection 14307 @.

(d) PRIORITY. Section 5107 of the ESEA is amendedC

(1) by striking out paragraphs (1) and (5);

(2) by redesignating paragraphs (2), (3), and (4) as paragraphs (1), (2), and (3), respectively; and

(3) by adding a new paragraph (4) to read as follows:

A(4) propose activities, which may include professional development, that will build local

capacity to operate the magnet program once Federal assistance has ended. @.

(e) USES OF FUNDS. Section 5108(a) of the ESEA is amended C

(1) by amending paragraph (3) to read as follows:

"(3) for the payment , or subsidization of the compensation, of--

"(A) elementary and secondary school teachers who are certified or licensed by the State; and

"(B) instructional staff who have--

"(i) expertise and professional skills necessary for the conduct of programs in magnet schools; or

"(ii) a baccalaureate degree, an equivalent degree, or who demonstrate knowledge, experience, or skills in the relevant field of expertise;";

(2) in paragraph (4), by striking out the period and inserting in lieu thereof a semicolon and Aand @; and

(3) by adding a new paragraph (5) to read as follows:

A(5) for activities, which may include professional development, that will build the applicant=s capacity to operate the magnet program once Federal assistance has ended. @ .

(f) REPEAL. Section 5111 of the ESEA is repealed.

(g) EVALUATION, TECHNICAL ASSISTANCE, AND DISSEMINATION. Section 5112 of the ESEA is C

(1) redesignated as section 5111; and

(2) amended, as redesignated, to read as follows:

EVALUATION, TECHNICAL ASSISTANCE, AND DISSEMINATION

ASEC. 5111. The Secretary may reserve not more than five percent of the funds appropriated under section 5112(a) for any fiscal year C

A(1) for evaluations of magnet school programs assisted under this part, which, at a minimum, shall address C

A(A) how, and the extent to which, magnet school programs lead to high educational quality and improvement;

A(B) the extent to which magnet school programs enhance student access to high-quality education;

A(C) the extent to which magnet school programs lead to the elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students;

A(D) the extent to which magnet school programs differ from other school programs in terms of organizational characteristics and resource allocations; and

A(E) the extent to which magnet school programs continue once grant assistance under this part ends;

A(2) to provide technical assistance to applicants and grantees; and

A(3) to collect and disseminate information on successful magnet school programs. @.

(h) AUTHORIZATION OF APPROPRIATIONS.--(1) Section 5113(a) of the ESEA is amended to read as follows C

A(a) AUTHORIZATION.--(1) For the purpose of carrying out this part, there are authorized to be appropriated such sums as may be necessary for fiscal year 2001 and for each of the four succeeding fiscal years. @.

(2) Section 5113 of the ESEA, as amended by paragraph (1), is redesignated as section 5112.

REPEAL AND REDESIGNATIONS

[CROSS REFERENCES DUE TO CHANGES WILL HAVE TO BE ADDED LATER]

SEC. 503 (a) REPEAL. Part C of Title V of the ESEA is repealed.

(b) REDESIGNATION OF THE WOMAN=S EDUCATIONAL EQUITY PROGRAM.

(1) Part B of Title V of the ESEA is redesignated as Part D.

(2) Sections 5201 through 5208 of the ESEA are redesignated as sections 5401 through 5408, respectively.

(3) Section 5408, so redesignated, is amended to read as follows:

AAUTHORIZATION OF APPROPRIATIONS

ASEC. 5408. For the purpose of carrying out this part, there are authorized to be appropriated such sums as may be necessary for fiscal year 2001 and for each of the four succeeding fiscal years, of which not less than two-thirds of the amount appropriated under this section for each fiscal year shall be available to carry out the activities described in section 5403(b)(1).@. [WEA UNFINISHED, UPDATES AND MINOR PROGRAM CHANGES ARE ANTICIPATED.]

(c) REDESIGNATION OF THE PUBLIC CHARTER SCHOOLS PROGRAM.

(1) Part C of Title X of the ESEA is redesignated as Part B of title V of the ESEA.

(2) The heading for Part C of Title X of the ESEA is amended to read as follows:

APART B -- PUBLIC CHARTER SCHOOLS@.

(2) Sections 10301 through 10311 of the ESEA are redesignated as sections 5201 through 5211 of title V of the ESEA, respectively.

PUBLIC SCHOOL CHOICE PROGRAM

SEC. 504 Title V of the ESEA is further amended by adding a new Part C to read as follows:

APART C-- PUBLIC SCHOOL CHOICE PROGRAM

AFINDINGS; PURPOSE

ASEC. 5301. (a) FINDINGS. The Congress finds that--

A(1) a wide variety of educational opportunities and options in public school system is needed to help all children achieve to high standards;

A(2) high-quality public school choice programs that are genuinely open and accessible to all students (including poor, minority, limited English proficient, and disabled students) broaden educational opportunities and promote excellence in education;

A(3) current research shows that--

A(A) students learn in different ways, benefiting from different teaching methods and instructional settings; and

A(B) family involvement in a child=s education (such as helping choose what courses to take) is a key factor supporting student achievement;

A(4) public school systems have begun to develop a variety of innovative programs that offer expanded choices to parents and students; and

A(5) the Federal Government should support and expand on these efforts to give students and parents the high-quality public school choices they seek, to help eliminate barriers to effective public school choice, and to disseminate the lessons learned from high-quality choice programs so that all public schools can benefit from these efforts.

A(b) PURPOSE. It is the purpose of this part to identify and support innovative approaches to high-quality public school choice by providing financial assistance for the demonstration, development, implementation, evaluation of, and dissemination of information about, public school

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choice projects that stimulate educational innovation for all public schools and contribute to standards-based school reform efforts.

AGRANTS

ASEC. 5302. (a) IN GENERAL. From funds appropriated under section 5305(a) and not reserved under section 5305(b), the Secretary shall make grants to State and local educational agencies to support programs that promote innovative approaches to high-quality public school choice.

A(b) DURATION. Grants under this part shall not exceed three years.

AUSES OF FUNDS

ASEC. 5303. (a) USES OF FUNDS. (1) Funds under this part may be used to demonstrate, develop, implement, evaluate, and disseminate information on innovative approaches to broaden public school choice, including the design and development of new public school choice options, the development of new strategies for overcoming barriers to effective public school choice, and the design and development of public school choice systems that promote high standards for all students and the continuous improvement of all public schools.

A(2) Examples of such approaches at the school, district, and State levels areC

A(A) inter-district approaches to public school choice, including approaches that increase equal access to high-quality educational programs and diversity in schools;

A(B) public elementary and secondary programs that involve partnerships with institutions of higher education and that are located on the campuses of those institutions; and

A(C) programs that allow students in public secondary schools to enroll in postsecondary courses and to receive both secondary and postsecondary academic credit;

A(D) worksite satellite schools, in which State or local educational agencies form partnerships with public or private employers, to create public schools at parents' place of employment; and

A(E) approaches to school desegregation that provide students and parents choice through strategies other than magnet schools.

A(b) LIMITATIONS. Funds under this part shall--

A(1) supplement, and not supplant, non-federal funds expended for existing programs;

A(2) not be used for transportation; and

A(3) not be used to fund projects that are specifically authorized under Parts A and B of this title.

AGRANT APPLICATION; PREFERENCES

"SEC. 5304. (a) APPLICATION REQUIRED. A State or local educational agency desiring to receive a grant under this part shall submit an application to the Secretary, in such form and containing such information, as the Secretary may require.

"(b) APPLICATION CONTENTS. Each application shall includeC

"(1) a description of the program for which funds are sought and the goals for such program;

"(2) a description of how the program funded under this part will be coordinated with, and will complement and enhance, programs under other related Federal and non-federal projects;

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"(3) if the program includes partners, the name of each partner and a description of its responsibilities;

A(4) a description of the policies and procedures the applicant will use to ensure--

A(A) its accountability for results, including its goals and performance indicators;

and

A(B) that the program is open and accessible to, and will promote high-academic standards for, all students.

A(c) SPECIAL CONSIDERATION. The Secretary is authorized to give special consideration to applications demonstrating that the applicant will carry out its project in partnership with one or more public and private agencies, organizations, and institutions, including institutions of higher education and public and private employers.

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 5305. (a) AUTHORIZATION OF APPROPRIATION. For the purpose of carrying out this part, there are authorized to be appropriated such sums as may be necessary for each of the fiscal years 2001 through 2005.

"(b) RESERVATION FOR EVALUATION, TECHNICAL ASSISTANCE, AND DISSEMINATION. From the amount appropriated under subsection (a) for any fiscal year, the Secretary may reserve not more than five percent to carry out evaluations under subsection (c), to provide technical assistance, and to disseminate information.

A(c) EVALUATIONS. The Secretary may use funds reserved under subsection (b) to carry out one or more evaluations of programs assisted under this part, which shall, at a minimum, addressC

A(1) how and the extent to which the programs supported with funds under this part promote educational equity and excellence; and

A(2) the extent to which public schools of choice supported with funds under this part areC

A(A) held accountable to the public;

A(B) effective in improving public education; and

A(C) open and accessible to all students.@.

###

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Ellen M. Lovell (CN=Ellen M. Lovell/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:10-MAR-1999 12:28:47.00

SUBJECT: White House Millennium Council Higher Education Conference - March 11, 199

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

CC: Virginia L. Cearley (CN=Virginia L. Cearley/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

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

READ:UNKNOWN

CC: Josefina Velasco (CN=Josefina Velasco/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

Attached, please find information on the White House Millennium Council Higher Education Conference taking place in the Old Executive Office Building tomorrow, March 11 from 8:30am-4:30pm.

We will have 75 college presidents, provosts, and deans at this conference to discuss how to share their arts and humanities faculty with their surrounding communities. We have partnered with the University of Michigan on this millennium project which is entitled "Imagining America: Artists and Scholars in Public Life." The idea is to overcome traditional "town-gown" separations, and to promote the notion of faculty as community resources.

I have attached an agenda, participants list and 1 page outline of this project and conference. Please feel free to call me or Josefina Velasco on my staff at x57109 if you have any questions or would like additional information.

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D67]MAIL432674470.036 to ASCII,
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DRAFT
WHITE HOUSE MILLENNIUM COUNCIL HIGHER EDUCATION INITIATIVE
“Imagining America: Artists and Scholars in Public Life”
(1999-2004)

Program Description:

“Imagining America: Artists and Scholars in Public Life” is a millennium higher education initiative to support and celebrate the ways in which university artists and humanists do important civic work by placing arts and humanities faculty members in community settings where they work closely with citizens on arts projects and inquiries using the disciplines of the humanities.

Activities under this initiative have been organized into three program areas:

- project grants for university-public partnerships;
- programs involving the design and planning of places; and,
- major artist residencies aimed at making and producing new work about the shared world of the university and the region.

National conferences, grants and communications components will also be developed.

Partners:

The White House Millennium Council
The National Woodrow Wilson Fellowship Foundation
University of Michigan (and a consortium of colleges and universities, chaired by University of Michigan President Lee C. Bollinger)

Administration of the initiative will be housed at the University of Michigan and coordinated through the Office of the Vice President for Research.

Audience:

Public schools
Local governments
Public institutions (such as libraries and museums)
Cultural organizations

These may include the following participants: undergraduates, K-12 teachers and students, cultural leaders in communities and regions, and other citizens engaged by public art and public humanities programs.

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Initial Funding:

- Individual colleges and universities: University presidents are being asked to commit funds to support projects on each of their campuses. Thirty colleges and universities have already pledge support and resources for projects at their individual institutions.
- The Woodrow Wilson Fellowship Foundation has agreed to administer a competitive national grant program for partnerships between a university or a college-based artist or humanist and a co-investigator who will be a teacher, artist, or community leader.
- Other sources of funding will be sought to expand the number of projects that can be funded at a national level.

Imagining America Conference - Washington, DC

Thursday, March 11, 1999

8:00-3:30pm

Room 450, Old Executive Office Building

The purpose of the conference is to enlist the attending institutions in creating their own "Imagining America" millennium projects. Participants of the conference will include:

- University presidents
- Federal agencies
- Foundations
- Individual scholars and artists

Lee Bollinger, President of the University of Michigan, Robert Weisbuch, President of the Woodrow Wilson National Fellowship Foundation and Ellen McCulloch-Lovell, Director of the White House Millennium Council will co-chair the conference. For more information on the initiative and conference, the University of Michigan has set up the following webpage:

www.research.umich.edu/research/events/ImaginingAmerica.html

Background:

In 1997-98, The University of Michigan sponsored YoHA -- the Year of Humanities and Arts, a catalytic endeavor involving several experimental programs. One of the most successful pilot programs is called "The Arts of Citizenship." This program fulfills one of the fundamental goals of YoHA: to focus on the relationship between culture and place by bringing the University's many constituencies, including neighboring communities, into significant contact with one another. In April 1998, Mrs. Clinton gave a speech at the University of Michigan as the culminating event of YoHA. Ellen McCulloch-Lovell, Director of the White House Millennium Council, accompanied Mrs. Clinton on the occasion of this speech. Lee C. Bollinger, Nancy E. Cantor and Robert Weisbuch invited Mrs. McCulloch-Lovell to talk about how the spirit and goals of the YoHA Arts of Citizenship Program could be expanded into a national higher-education initiative linked to the White House Millennium Program. The culmination of this conversation and many that followed is the "Imagining America: Artists and Scholars in Public Life" Initiative.

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Imagining America: Artists and Scholars in Public Life

**March 11, 1999
Room 450, OEOB
Washington, DC**

AGENDA

8:00am Coffee and Continental Breakfast

8:30-9:45am Greetings and Welcoming Remarks by Co-Hosts:

President Lee C. Bollinger, University of Michigan
Ms. Ellen McCulloch Lovell, Director, White House Millennium Council
President Robert Weisbuch, National Woodrow Wilson Fellowship
Foundation

Speakers:

Chairman William Ferris, National Endowment for the Humanities
Chairman William Ivey, National Endowment for the Arts
Secretary Richard Riley, U.S. Department of Education

9:45-10:15am Break

A display of materials about community-campus partnerships in arts, humanities, and design will be on view

10:15-11:00am College and University Presidents' Panel

Presidents explore the role of the arts, the humanities and design in shaping "the engaged university"

moderator: President Lee C. Bollinger, University of Michigan

panelists:

President Richard Levin, Yale University
President Claire Gaudiani, Connecticut College
President David Ward, University of Madison-Wisconsin
President James Stukel, University of Illinois
Chancellor David Ward, University of Wisconsin-Madison
President Richard Levin, Yale University
President John DiBiaggio, Tufts University
President Alan Merten, George Mason University
President Walt Harrison, University of Hartford]

11:00-11:45am Questions and Answers

11:45-12:00pm Public Benefits of the Arts and Humanities: Expanding the Vision

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This session will explore the ways state humanities councils and state arts agencies, their grantees and partners, integrate scholars and scholarship, artists and the arts, into community life.

Gail Leftwich, Federation of State Humanities Councils
Jonathan Katz, National Assembly of State Arts Agencies

12:00-12:15pm

Questions and Answers

Gail Leftwich, Federation of State Humanities Councils
Jonathan Katz, National Assembly of State Arts Agencies

12:00-12:15pm

Questions and Answers

12:15-1:30pm

Lunch - Buffet (no formal program)

Indian Treaty Room (Room 474) Old Executive Office Building

1:30-2:15pm

Best Practices Panel and Discussion

Practitioners of campus-community cultural work share their views on what succeeds and why

Moderator: David Scobey, Arts of Citizenship Program, University of Michigan

Panelist:

Liz Lerman, Liz Lerman Dance Exchange, Takoma Park, Maryland

Dolores Hayden, Inner Cities and Outer Cities Project, Yale University

Robert Hass, River of Words, University of California at Berkeley

Baraka Sele, New Jersey Performing Arts Center

2:15-3:00pm

Questions and Answers

3:00-3:30pm

What's Next? Closing Remarks by Co-Hosts

Celebrating initial commitments, outlining the planning process, goals for year one

3:30-4:30pm

Associations/Foundation Huddle: Strategies for Program-Building

A brainstorming session with representatives of foundations and national association. Open to all conference participants

moderator: Julie Ellison, University of Michigan

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**“Imagining America: Artists and Scholars in Public Life”
Higher Education Conference
Participants List**

College/University

Brown University, Provost William Simmons
Columbia University, President George Rupp
Connecticut College, President Claire Gaudiani
Cornell University, Vice President Henrick Kullea
Duke University, Vice President John Burness
Emory University, Dr. Anthony Hirschel
George Mason University, President Alan Merten
Howard University, Mr. Lewis Long, Maybelle Bennett
Massachusetts Institute of Technology, Mr. Paul Parravano
Michigan State University, Mr. Kurt Dewhurst, Dean Wendy Wilkins, Coll. of Arts & Letters
Morehouse College, Dr. Uzee Brown
Northwestern University, Dean Eric Sundquist
Oberlin College, Mr. Daniel Gardner
Ohio State University, Dr. Christian Zacher
Rutgers University, President Francis Lawrence and Dean Barry Qualls
Tufts University, President John DiBiaggio
University of California at Los Angeles, Dean Daniel Neuman
University of Hartford, President Walter Harrison
University of Illinois, President James Stukel
University of Illinois at Chicago, Dean Wim Wiewel
University of Iowa, Vice President David Skorton
University of Michigan, Professor Julie Ellison and Professor Kristin Hass
University of Minnesota, Dr. Tom Trawb
University of Oklahoma, Dr. Kenneth Fuchs
University of Pennsylvania, Professor Wendy Steiner, Ira Harkavy
University of Wisconsin-Madison, Chacellor David Ward, Dr. Robert Skloot, Dr. Walter Secada
Yale University, President Richard Levin and Dean Robert Blocker

Foundations/Organizations/Federal Agencies

Assoc. of Collegiate Schools of Architecture, Dean Douglas Kelbaugh
Association of American Universities, President Nils Hasselmo
Association of Performing Arts Presenters, Ms. Susie Farr
Center for Folklife Programs and Cultural Studies, Dr. Richard Kurin
Consortium of Humanities Centers and Institutes, Dr. Kathleen Woodward
U.S Department of Education, Secretary Richard Riley, Dr. David Longanecker
Doris Duke Charitable Foundation, Ms. Olga Garay
Federation of State Humanities Councils, President Gail Leftwich and VP Esther Mackintosh
Greenfield Village/Henry Ford Museum, Mr. Steven Hamp

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International Council of Fine Arts Deans, Ms. Linda Moore
National Assembly of State Arts Agencies, Mr. Johnathan Katz
National Commission on Libraries and Information Sciences, Commissioner Joan Challinor
and Mr. Robert Willard
National Endowment for the Arts, Chairman William Ivey
National Humanities Alliance, Mr. John Hammer
National Museum of American History, Dr. Spencer Crew
Organization of American Historians, Dr. Armita Jones
University Musical Society, President Kenneth Fischer
W.K. Kellogg Foundation, Mr. John Burkhardt
Woodrow Wilson National Fellowship Foundation, President Robert Weisbuch

Individual Scholars/Artists

University of California at Berkeley, **Mr. Robert Hass**
Boston University, **Professor Robert Pinsky**
Cornell University, **Professor Hortense Spillers**
Harvard University, **Professor Henry Gates**
Howard University, **Dean Orlando Taylor**
Liz Lerman dance Exchange, **Ms. Liz Lerman**
New Jersey Performing Arts Center, Ms. Baraka Sele
Pratt Inst. Center for Comm. & Environmental Development, **Professor Ron Shiffman**
University of Michigan, **Professor David Scobey**
University of Pennsylvania, **Professor Anne Spirn**
Yale University, **Professor Dolores Hayden**

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Fred DuVal (CN=Fred DuVal/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:10-MAR-1999 12:35:09.00

SUBJECT:

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Iowa AG Tom Miller is calling to check on status of his idea to determine/negotiate the Medicaid share of the tobacco settlement. You guys were going to get DOJ to review this. Tom has pushed the idea with other AGs so when they come here on the 23- 25th of march it will come up.

Did you get a DOJ response? Thanks.

Speaking of the AGs, we will host a WH briefing on the afternoon of the 25th. I would REALLY like Bruce or Elena to do a piece on tobacco. The VP times are unsettled but the window is 2 to 4.

RECORD TYPE: PRESIDENTIAL. (NOTES MAIL)

CREATOR: Charles F. Ruff (CN=Charles F. Ruff/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:10-MAR-1999 13:44:52.00

SUBJECT: Friday

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

I spoke to Hugh Price, and he will do his best to get here (he is traveling at the moment). He suggests that we invite Mfume, Raul Yzaguirre, Karen Narazaki, and Ed Lewis. He also says that we should invite Jackson. Should Mignon issue the invitations?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 13:51:10.00

SUBJECT: OPM recommendations on comparable worth study

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:

Attached is OPM's analysis regarding implementing comparable worth for the federal government. They do not recommend it because they are currently in the process of revamping the federal compensation system and a comparable worth analysis would delay that process. Rather, they suggest a Presidential directive to OPM to consider pay equity issues in the design of the new compensation system.

----- Forwarded by Mary L. Smith/OPD/EOP on 03/10/99
01:46 PM -----

MASTRAND @ OPM.GOV
03/10/99 12:29:08 PM

Record Type: Record

To: Mary L. Smith/OPD/EOP

cc:

Subject: OPM recommendations on comparable worth study

- COMP_REC.WPD

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

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

TEXT:

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Feasibility of OPM Conducting a Comparable Worth Study for the Federal Government

1. What would conducting a comparable worth study entail?

Typical activities include: (1) collecting general information about wage gaps; (2) examining the compensation of job classes; (3) locating sex-bias within classification/compensation systems; and (4) determining the magnitude of sex-bias. Studies usually involve both a consulting firm and in-house staff.

2. Who would probably be involved in conducting the study?

- Steering Committee.
- In-house Federal employees (OPM, major agencies, etc.)
- Outside Consultants.

3. What is the possible maximum scope of the study?

As of September 1998, the 1.8 million nonpostal Executive Branch employees were paid under 129 different pay plans administered by 25 different agencies. (The 129 pay plans can be grouped into over 60 "pay systems.")

4. What policy issues would affect the cost?

- Deciding on a precise goal or goals for the study.
- Determining what pay systems will be included in the study.
- Deciding how jobs and/or job incumbents will be selected for study.
- Deciding what general type of job evaluation will be used, and within each category, what particular system seems most appropriate.
- Determining what analytic technique will be used to interpret the study results.

5. How long to we estimate it would take?

We estimate it would take between 18 months to 2 years to complete a study.

- State-conducted studies generally took 18 months or less to complete.
- Experts recommend that pay equity studies be conducted quickly, preferably less than 18 months.
- Longer studies can result in documentation for jobs analyzed early in the process becoming out of date before the study is completed.

6. Based on state government study costs, how much do we estimate a Federal government study cost

- Average Cost \$9,778,000 (range--\$3,640,000 to 17,714,000)
- Costs can vary substantially based on the scope and complexity of the study.

NOTES:

1. State study costs were aged to reflect 1999 dollars. The Consumer Price Index-All Urban Consumers (CPI-U) for January 1985 (105.5) and for January 1999 (164.3) were used to calculate a multiplier. This multiplier (1.5573459) was then used to adjust the cost of each study (using a January 1985 common date).
2. Federal Government cost projections (4) were estimated using the ratio between the number of employees for each individual state and the Federal Government (based on 1995 data). Average cost reflects the average of the four cost projections. Cost range reflects the lowest and the higher cost projections.

7. OPM recommendations

OPM does not recommend undertaking a comparable worth study in the Federal government at this time.

- Past studies on pay equity in the Federal government have found no clear evidence that any major systemic problems exist.
- OPM is in the process of conducting a total review and revamping of the current Federal compensation system to achieve a modernized performance-oriented system of total compensation. The target date for completion is the year 2002. It would not make sense to conduct a 2-year comparable worth study on a compensation system which will likely be completely changed by the time the study is completed.
- OPM's FY 2000 budget request does not include the approximately \$10 million dollars it would cost to undertake this study.

➤ OPM, instead, recommends that the President direct us to include a review of comparable worth, and an assurance of gender equity, in the design of the Federal government's new compensation system. (Specific language can be worked out if this proposal is accepted.)

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 14:05:28.00

SUBJECT:

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

READ:UNKNOWN

TEXT:

FYI- Ogden & Schultz confirmed- they will meet w/ you & Bruce at 3:00 to
211 OEOB

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 14:18:08.00

SUBJECT:

TO: BRUCE N. (Pager) #REED (BRUCE N. (Pager) #REED [UNKNOWN])

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

FYI- 2:00 Medicare Principals Mtg. is cancelled

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 14:46:18.00

SUBJECT: Helms v. Picard

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

READ:UNKNOWN

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

READ:UNKNOWN

CC: Ora Theard (CN=Ora Theard/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

Seth Waxman just called to fill me in on where he is on this Establishment Clause case that I sent you materials on a few days ago. He wants to decide whether to file a petition for cert nby early next week and would like our views. I will ask Ora to set up a meeting for the three of us.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 15:26:08.00

SUBJECT: Draft of Native American chapter for the race book

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

READ:UNKNOWN

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

READ:UNKNOWN

CC: 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:

Chris Edley asked if I could put together a section of the President's race book on Native Americans. Attached is: (1) a short section for the beginning of the book that sets forth a little background on tribal sovereignty and (2) a longer piece that sets forth three policy proposals.

The policy proposals are: (1) an educational mentoring program and record-keeping system for Native American children; (2) a community-based law enforcement initiative; and (3) a broad-based economic development initiative that focuses on creating an entrepreneurial culture, providing access to capital, encouraging homeownership, and investing in technology infrastructure.

I given the draft to Tanya, Jose, and NEC to review their various sections. I expect to fill in a few statistics and do some minor editing in the next day or so, but no major revisions. I was going to give a final to Edley on Friday unless you had a problem with it. Thanks,

Mary ===== ATTACHMENT 1 =====

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D39]MAIL41296747E.036 to ASCII, The following is a HEX DUMP:

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Draft 3-07-99

Part IV: The Opportunity We Deserve

6. Creating Opportunities for Native Americans

INTRODUCTION

In 1994, I held a historic meeting at the White House with American Indian and Alaska Native tribal leaders from the over 500 federally recognized tribes. I was the first sitting President to do so. I hope I will not be the last. Native Americans occupy a special place spiritually, culturally, and historically in America. These people harvested the earth, swam in the rivers, and enjoyed the bounty across this beautiful land we now call America. Our ancestors oppressed and brutalized these people, deprived them of their lands, and denied them opportunities. But they could not break their spirit. In 1998, I had the pleasure of hosting a White House conference on economic development in Indian country. There I met a young man named Dominic Ortiz from the Prairie Band Potawatomi Nation who attended one of the tribal colleges and has his own business selling American Indian jewelry. Dominic embodies the entrepreneurial spirit upon which this country was built. Just as Dominic created his own future, we must embark on a new era where Native Americans determine their own future through their own acts and decisions.

*

Before Europeans landed on America's shores, Indian nations were self-governing societies with remarkable scientific, artistic, and cultural achievements. American Indians and Alaska Natives are much more than colorful characters in our Nation's distant past, however. The 554 federally-recognized tribal governments are a permanent part of the political structure of our Nation. Since the founding of our nation, the United States has recognized many Indian tribes as "domestic dependent nations" with sovereign powers over their members and territory and has entered into numerous treaties with various tribes pledging protection and guaranteeing tribal self-government. This is why American Indians are not simply another minority or racial grouping.

In 1831, Chief Justice John Marshall stated that the "Federal Indian relationship is characterized by peculiar and cardinal distinctions that exist no where else."¹ Marshall was referring to the special trust relationship that has existed between the United States and Indian tribes since the birth of our nation. **It is manifested in treaties, agreements, court decisions, statutes, executive orders, and in the overall course of dealings between the federal and tribal governments. These Executive, Legislative, and Judicial actions charge the United States Government with legal and moral obligations of the highest responsibility and trust toward Indian Tribes. Under federal law, the United States has a legally enforceable fiduciary responsibility to protect tribal lands, assets, resources, treaty rights as well as a**

general obligation to fulfill the mandates of federal laws with respect to American Indians and Alaska Natives.

Regrettably, our nation has not always lived up to these legal and moral ideals. Between 1778 and 1871, when the last treaty was signed, Indian tribes ceded almost one billion acres of land to the United States. In return, Indians generally retained inalienable and tax-exempt lands for themselves, and the Federal government pledged to provide such public services as law enforcement, education, medical care, and technical and agricultural training. All too frequently, these solemn promises made to the tribes have been broken. Our failure to invest sufficient resources to meet these obligations has hindered the social and economic advancement of Native Americans and has produced economic conditions on many reservations more analogous to those of third-world nations than of communities in America's heartland.

We are living in a time of great prosperity and hope. Our economy is the strongest in a generation. For the first time in three decades, the budget is balanced. There are nearly 18 million new jobs, wages are rising at more than twice the rate of inflation, home ownership is at its highest rate in history, and unemployment is at its lowest in almost thirty years.ⁱⁱ

For many Native Americans, the picture is quite different. The stark beauty of the vast plains of the Pine Ridge Reservation in South Dakota contrasts with the harsh existence of the people who live there. There is no poorer place in America. Housing is scarce, overcrowded, and often lacking indoor plumbing, electricity, or telephones. There is no industry, no factories, and no technology. Two of every three adults living on the reservation are out of work.ⁱⁱⁱ The average life expectancy for the Oglala Sioux men who live there is 56.5 years, and for women, it is 66 years.^{iv} Similar conditions exist on reservations across our nation where the lack of paved roads, access to electrical power, telephone lines, and other physical infrastructure serve as major barriers to economic development.

We must bear in mind, however, that our nation often has pursued policies that have undermined the capacity of tribal governments to advance the social, economic, and institutional development of tribal communities. As well-intended as these policies may have been in the minds of those promoting them, efforts to coerce the assimilation of Native Americans served largely to weaken and destabilize the very institutions best-suited to serve the community -- tribal governments. The time has come to break decisively with the past and stop trying to impose conditions on tribes. As reflected in my executive order on tribal consultation, we must work with tribes on a government-to-government basis, recognizing their ability to steer their own course and set their own priorities.

Economic and business development is clearly a top priority in virtually every tribal community. Even though **economic conditions in Indian country have improved in recent years, American Indian and Alaska Native communities continue to lag behind the rest of the United States with respect to social, economic, and educational attainment levels. Income levels of American Indians and Alaska Natives are substantially below those of all**

other Americans, and about 34 percent continue to live below the poverty level. In comparison, the national poverty level is about 14 percent.^v Complicating factors such as geographical isolation, under developed infrastructures, and demographics, add to the challenges confronting tribes as they work toward a better standard of living and quality of life for tribal peoples.

As the new millennium dawns, there is reason to be hopeful, however. A small, but significant number of tribes have succeeded in reducing poverty and unemployment through the aggressive pursuit of new economic activities. Tribal gaming operations have produced the most dramatic success stories. What began with a handful of tribal bingo halls in the early 1980s has grown into an estimated \$6 billion a year for the one-third of the Nation's 554 tribes that operate some form of gaming.^{vi} The revenues from gaming have allowed some tribes to pursue aggressive economic development strategies such as starting new business enterprises, investing in infrastructure, and building concert halls, sports arenas, and golf courses. Gaming tribes are viewing the revenues from gaming as the key to improving the lives of each of its members as well as enriching the entire community.

As lucrative as it has been for some tribes, gaming is not a panacea for every tribe. Only ___ tribes have established gaming, and of those, only ___ tribes earn significant profits. Revenues from the development of natural resources such as timber, minerals, and oil and gas remain by far the largest source of income for tribal governments, and farming and ranching continues as a way of life for many reservations residents. On the other hand, the mere fact that numerous tribes have achieved a significant, sometimes dramatic, measure of success appears to have stimulated a growing sense of optimism throughout Indian Country.

Finally, while it is difficult for those in poor, minority communities to secure business loans or mortgages, in Indian Country, it is virtually impossible. Conventional approaches to resolving this situation are problematic on reservations and other Indian trust lands because of the peculiar legal status of such lands, particularly in the case of mortgages. Reservation land is owned by the federal government and held in trust on behalf of tribes. This trust status and legal protection is extremely important from the perspective of Indian landowners, but there are trade-offs. Banks are extremely reluctant to make loans without collateral or the ability to foreclose on a property in the event of a default. To extend the availability of loans for homes on Indian trust lands without breaching the trust doctrine, the Departments of Housing and Urban Development, Agriculture, and Veteran's Affairs have authority to issue government-insured loans. The process, however, is complex and time-consuming requiring coordination between at least two separate federal agencies.

I believe that every American should have the opportunity to own their own home. That is why as part of the first-ever White House Conference, Building Economic Self-Determination in Indian Communities," I announced that a One-Stop Mortgage Center Initiative to streamline lending procedures and coordinate federal agencies involved in providing mortgages on reservations.

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One of the keys to economic development is education. Education provides a solid foundation for succeeding later in life. It is critically important that American Indian and Alaska Native students receive the same educational opportunities that are available to other students as these children are the future for their tribes and their communities. The Native American population is young -- thirty-nine percent of the American Indian population was under 20 years old in 1990, compared with 29 percent of the Nation's total population.^{vii} We must ensure that these future generations, descendants of the great warriors such as Sitting Bull and Crazy Horse, are able to forge successful lives, whether on or off the reservation.

Elementary and secondary education is normally thought of as the domain of state governments, but, out of this trust responsibility, the United States is responsible for two school systems, one serving the children of military personnel and the other serving the children of tribal communities. Of the 185 BIA-funded elementary and secondary schools on reservations today, two-thirds of the buildings are over 30 years old, and more than a quarter are over 50 years old.^{viii}

I have made education one of the top priorities of my Administration. I have challenged the public schools of this country to hire better teachers, to become more accountable, to fund school construction to fix crumbling buildings, and to wire every classroom to the Internet. These same challenges are even more apparent for the BIA-funded schools. With buildings crumbling and decaying, it is nearly impossible to wire these classrooms to 21st century technology. It would be a grave injustice to fail these children to whom we have a special obligation to prepare for the future. For this reason, I have proposed substantial increases in funding for school construction and repair for these schools.

Although we must work to improve the BIA-funded schools, we must also work to ensure that the public school system serves American Indian children. Just as in the rest of the population, almost 90 percent of American Indian children attend state public schools, while only about 10 percent attend the BIA-funded schools.^{ix} These children face unique challenges. Over 50 percent of American Indian fourth-graders scored below the basic level in reading and mathematics.^x

We cannot concentrate only on improving elementary and secondary education for Native American students. We must make a college education a reality for each and every American Indian child. Less than two-thirds of Native Americans are high school graduates compared with 75 percent of the rest of the population, and less than 10 percent of Native Americans have bachelor's degrees compared with 20 percent of the total population.^{xi} I have fully supported this country's 31 **check** tribal colleges. These institutions, located directly in Indian communities, provide the chance for a college education to students who do not have the funds to attend more expensive private schools or the means to leave their families behind to attend schools that are hours away. The American Indian Higher Education Consortium reports that of

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the 42 percent of tribal college graduates who transfer to a mainstream institution, 90 percent obtain bachelor's degrees. Other studies show that only 30 percent of Native Americans who enter mainstream institutions as freshman graduate.^{xii}

Finally, the cultures of American Indian tribes is a rich part of the heritage of this country. The maintaining of Native languages and cultures is critical. Yet, there is an alarming decline in the use of Native languages indigenous to the United States. In 1969, there were 300 separate languages still being spoken. In 1996, that number had dropped to 206.^{xiii}

*

Competing images of reservations usually come to mind: either the dusty roads and ramshackle buildings which are home to the poverty- and disease-stricken people who live there or the vast beauty of blue-sky country juxtaposed with snow-capped mountains, grassy plains, or orange-hued canyons. Between these two extremes lies a more complicated reality. Just as the blight is being tempered with signs of a burgeoning economic renaissance, the natural beauty of many reservations camouflages an ever-worsening crime problem. Inner-city, minority communities have gotten most of the media attention for their gun violence and murder rates. While the population density fuels incidents of violence in inner cities, the very vastness and remoteness of many reservations also facilitates crimes.

Although violent crime has been declining nationally for several years, it has been on the rise in Indian country. Recently, the Department of Justice, in its first comprehensive analysis of Indians and crime, reported that American Indians are victims of violent crimes at more than twice the rate of the rest of the country.^{xiv} In contrast to the rest of the country, where nine out of every ten murders involve victims and offenders of the same race,^{xv} about seven in ten violent victimizations of American Indians involved an offender who was of a different race. Use of alcohol was a major factor in violent crimes involving American Indians. American Indian victims reported a drinking offender in 46 percent of all violent victimizations, such as rape, sexual assaults, robberies, and other assaults, about 70 percent of jailed American Indians convicted for violence reported that they had been drinking at the time of the offense.^{xvi}

Gangs are no longer only the province of inner cities. Youth gangs are becoming more prevalent in Indian country. While some of the conditions which lead to gangs elsewhere such as extreme and pervasive poverty, lack of role models, and limited opportunities probably overlap, we should explore why this disturbing condition is becoming more and more prevalent.

Indian communities often have other unique law enforcement problems. While soaring homicide rates have shortened life expectancy for black men in urban areas, the death toll on reservations often results from motor vehicle accidents and suicides. Suicide is the ninth leading cause of death of American Indians nationwide.^{xvii} Car crashes are the third leading cause of death on Indian reservations, and alcohol is often involved.^{xviii}

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Part of the problem is clearly a lack of police officers and other law enforcement resources. While there are 2.9 police officers per 1,000 citizens in non-Indian communities with populations of less than 10,000, there are only 1.3 officers per 1,000 citizens on Indian reservations.^{xix} There are only 1,600 BIA police and uniformed tribal officers patrolling 56 million acres of Indian lands in the lower 48 states, protecting more than 1.4 million residents. By contrast, 3,600 police officers protect the 540,000 residents of our Nation's capital on _____ acres.^{xx} In addition, departments often are so woefully under funded that patrol cars are most likely to be 10 years old, with the odometer showing more than the 60,000 miles that federal regulations say should be the maximum. Most Indian police are armed with old six-shot revolvers instead of the semiautomatic weapons that most other police departments have, and most officers do not have bullet-proof vests.

However, a large part of the problem is the geographic isolation and the vastness of the area to be covered. Many officers must drive hundreds and hundreds of miles to assist other officers. The Navajo Nation alone is 26,500 square miles. It is incomprehensible that a police officer must venture alone, out manned and outgunned, into an immense wilderness, not knowing whether this day of duty will be his last. Like many others in poor, minority communities, many American Indians have lost faith in the criminal justice system. There is a perception that the federal government has turned its back on helping to protect these communities.

In order to make Indian people feel safe in their homes and in their communities and to restore some trust and confidence in law enforcement, I have made law enforcement in Indian country a priority. Since 1995, the Justice Department's Office of Community Oriented Policing Services has awarded \$67,787,443 through 395 grants to 187 Indian tribes and Alaska Native villages. These grants have funded the salary and benefits for 906 police officers in Indian Country. In 1997, I directed the Attorney General and the Secretary of the Interior to collaborate on a plan for a new organizational structure for Indian law enforcement that streamlines budgeting and identifies manpower needs. In addition, I asked Congress for a significant increase in funding for law enforcement and public safety in Indian Country, including funds for new tribal police, detention facilities, juvenile justice programs, and tribal courts, as well as additional FBI agents and Bureau of Indian Affairs officers, so that we might dramatically improve public safety in Indian Country.

In this first year of the Interior and Justice Departments' joint law enforcement initiative, we will significantly increase federal law enforcement resources in Indian Country, through deployment of 30 additional FBI agents, 32 new BIA criminal investigators, and over 200 new BIA police officers, detention officers, and radio dispatchers. In addition, through the COPS program, we will give tribal government a flexible menu of options so that they can meet their areas of greatest need by hiring new, fully trained and equipped community police officers or by equipping and training the officers that they currently have. While significantly increasing the number of law enforcement officials in Indian Country, we will also make certain that our focus remains on saving tribal youth from becoming involved in the criminal justice system through

prevention programs, especially those that focus on alcohol and drugs.

In the balance of this chapter, I offer a work plan which focuses on three important issues for American Indians: education, economic development, and crime. I will first propose how the federal government can provide leadership on each of these issues and then will outline how the entire nation working together can make progress in each of these areas.

*

**Centerpieces of the Federal Work plan:
(1) Comprehensive Educational Mentoring and Record Tracking
for Native American Students**

For many years, the federal government has focused its efforts on Indian education primarily in the areas of funding and operating the 185? BIA schools and providing Impact Aid to school districts where a large portion of their tax based is comprised of trust land which is tax-exempt. We have made some progress. In keeping with the stated policy of tribal self-determination and self-governance, more than ___ of the BIA-funded schools are now owned or operated by Tribes. **Check** However, there is much work left to do.

Education has been one of the touchstones of my Administration. I have fought to improve the education of this Nation's children by improving their reading and math, lowering class size, recruiting outstanding new teachers, ending social promotion, and providing accountability for failing schools. In setting forth initiatives to accomplish each of these goals, I have sought to ensure that Native American students benefit from these reforms. I fought to help local school districts 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. Studies show that smaller classes help teachers provide more personal attention to students helping students learn more and build a stronger foundation in basic skills. In these studies, minority and disadvantaged students showed the largest achievement gains. To ensure that American Indian children in the BIA-funded schools were able to reap the benefit of smaller class sizes, there is a set-aside to target funds in order recruit, hire and train teachers in these schools.

Students cannot learn in buildings where there are crumbling walls, chipping paint, leaky roofs, and inadequate heating systems. School buildings represent the nation's most pressing infrastructure need.^{xxi} To address this critical need, I proposed federal tax credits as incentives to help states and school districts to build and renovate public schools, with one-half of the bonding authority allocated to the 100 school districts with the largest number of low-income children. This bonding authority is a powerful tool which permits the leveraging of local resources to build new schools and make much needed repairs to older schools. Traditionally, tribes have been denied this tool in order to repair and replace schools on the reservations. For

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the first time, I have proposed bonding authority for tribes with a mechanism to ensure principal repayment. This authority will empower the Tribes to make significant changes in their communities.

I also signed an executive order that is designed to improve the academic performance of American Indian and Alaska Native students in grades K-12. This executive order institutionalizes a process to ensure that there is strategic planning with respect to Native American students. As one of the first activities that grew out of the strategic planning process, I proposed to begin training and recruiting of 1000 new teachers for areas with high concentrations of American Indian and Alaska Native students. This initiative provides financial assistance to individual student, increases capacity building to create programs to train teachers, and allows for continuing education to ensure that the quality of teachers remains high.

While these proposals are a good start, we need to make sure that obtaining a college education becomes a reality for every American Indian student. Only two-thirds of Native American students successfully complete high school --far fewer than other students.^{xxii} My Comprehensive Educational Mentoring and Record Tracking for Native American Students seeks to make the dream of a college education a reality for these students:

- There is a unique problem for many Native American students in that they shuttle between the BIA-funded schools and public schools near the reservation. This transferring of schools interrupts the educational process and causes students to keep from advancing at the rate at which they should. Teachers also are not able to adequately assess a particular child's skill levels because part of his or her record is in one school and the rest of it is in one or, in some cases, several other schools. Currently, we do not keep statistics on this phenomenon. I propose that we keep statistics on the number of American Indians students who interrupt their education by transferring between BIA-funded and public school systems. We should also conduct research on the consequences of this activity. Finally, we should seek to construct a system where a complete record of a student's progress is kept in a single location.
- We need to ensure community involvement in the education of American Indian students. An important part of achieving the goal of a college education is ensuring that these students and receive mentoring or tutoring on a regular basis. These tutors could be either older students, senior citizens, or other adults in the community. These students should have mentors that help them as they advance from grade to grade and ensure that they are on track of entering college. This new mentoring program should cooperate with Americorps and the National Senior Service Corps.
- We should seek to preserve Native American culture and language. Just as the tribal colleges construct themselves to reflect tribal culture, a part of this proposal is to create groups of students who are assigned to a tribal elder to help support their educational activities. Without recognizing and preserving their culture, these students often are disenfranchised because they do not have any role models. These elders will serve this

function by providing guidance and a positive influence to students, as well as teach them about tribal history, language, arts, and culture, on their road to a college education.

By keeping tracking of these American Indian students and by providing a two-tier mentoring system, we can vastly improve the chances that these students will be better equipped to obtain a college degree.

(2) Model Community Initiative for Encouraging Economic Development

There is simply no excuse that many communities in Indian country face conditions often worse than many third-world countries. I propose a Model Community Initiative to Encourage Economic Development in Indian Country. The Federal Government's efforts should support and encourage efforts which help American Indians develop their economic infrastructure. This proposal should focus on the following:

- **Creating an Entrepreneurial Culture.** On the dawn of the 21st century, entrepreneurship and small businesses are playing a major role in the restructuring of the U.S. economy and in creating jobs. We must work with Indian country to find ways to capitalize on the strengths of small and medium-sized businesses in order to diversify their economies. We should provide the tools and work with Tribes to nurture home-grown firms, encourage innovation and risk-taking, and enhance investment in new businesses.
- **Providing Access to Capital.** Finding the start-up money for new businesses and new building is a daunting task. I am proud that the Community Development Financial Institutions (CDFI) Fund, which works alongside mainstream institutions in expanding access to capital in low-income communities, has begun several successful activities in Indian Country. For instance, the Fund has invested in First American Credit Union, which provides basic financial services to 15,000 Native Americans throughout Arizona and parts of New Mexico and Utah, helping leverage capital to support small agricultural and Native American craft businesses. The CDFI Fund is also in the process of conducting a study on lending and investment practices on Indian reservations and other land held in trust by the United States. This study will identify barriers to private financing on such lands and identify the impact of such barriers on access to capital and credit for Native American populations. As the result of this study, the Fund will develop an Action Plan to create new incentives for financing in Indian Country. In the meantime, I have made providing equity capital to new markets a priority with my "New Markets Initiative." This initiative will help Indian Country with initiatives such as tax credits, Small Business Investment Companies (SBICs), and BusinessLINC, which helps link larger businesses to smaller firms. Finally, with the Round II of the Empowerment Zones (EZs) and Enterprise Communities (ECs), Indian lands became eligible with the result that one reservation, Pine Ridge, was designated as an EZ and four were designated as Ecs. Under these programs, the federal government provides tax benefits for

businesses, flexible grants to carry out comprehensive revitalization strategies, and the ability to apply for waivers from federal programs enabling local communities to better address their particular needs.

- **Encourage Homeownership.** We must all work together to ensure that the dream of owning of home becomes a reality in Indian Country. HUD, in close cooperation with tribal leaders across the country, is working to create a national housing model called “Shared Visions” to build and renovate affordable housing on tribal lands and to help more Native Americans become homeowners. This model strives to increase the number of affordable, quality homes and to make it easier for Native Americans to obtain mortgages by encouraging private sector partnerships, streamlining federal regulations, and improving coordination among federal agencies and tribes. As part of the project, a nonprofit will be established to provide financial help, low-cost financing, down payment assistance, and homeownership counseling.
- **Invest in Technology Infrastructure.** Many places on reservations do not have telephones, computers, or Internet access. The Department of Commerce is working on a study that will identify the infrastructure technology needs in Indian country and will set forth proposals to address these needs. The federal government, along with Tribes, states, and the private sector, must work together to ensure that reservations are hooked up to information technology and that the infrastructure to support this technology are put in place.

By focusing federal resources on improving economic development in Indian Country through creating an entrepreneurial culture, providing access to capital, encouraging homeownership, and investing in technology infrastructure, we will help tribal governments bring growth and opportunities to Indian Country.

(3) Tribal-Based Law Enforcement Initiative

I have worked very hard to find new ways for the federal government to assist local communities in addressing their needs in a comprehensive and effective way. The importance of this effort is nowhere greater than in Indian Country, where the federal government plays a special role due to its trust responsibility to tribal governments. We need to develop federal-tribal-private partnerships that respect tribal sovereignty and preserve traditional Native American culture, while at the same time ensuring that much needed resources are used to improve the quality of life in Indian Country. Nowhere is this need greater than in the area of law enforcement and public safety. A safe community provides the base on which economic development can flourish for all Native Americans.

Community policing has been the cornerstone of my Administration’s law enforcement initiatives. This model provides a community-based approach to law enforcement, by providing flexibility in identifying problems, and creating a partnership between citizens and law

enforcement. This model fits well with Indian country with each community having unique but overlapping problems with other Indian communities.

A broader vision, however, is necessary to address the needs of tribal communities more comprehensively. I propose the Tribal-Based Law Enforcement Initiative that seeks to implement the idea that comprehensive strategies and coordinated funding are the most effective way for the federal government to assist communities in addressing local problems. There are three primary objectives: (1) to obtain intensive experience in diverse communities about the most effective ways to address their law enforcement problems; (2) to address community problems in a comprehensive way through effective planning and appropriate funding; and (3) to promote inter-tribal exchanges of ideas and experiences, as well to promote coordination among tribes for more efficient use of resources. This initiative should have the following components:

- Through the use of technical assistance, the federal government will work with tribes, on a government-to-government basis, to help them identify the unique law enforcement and public safety problems in their community. Tribes will assess their communities' need and priorities and develop appropriate strategies to address them. Through this process, the communities will develop a comprehensive plan to address law enforcement and public safety concerns.
- The communities will use these plans to apply for law enforcement funds in a new, coordinated process with one application rather than on a piecemeal basis. This will ensure that the communities can maximize the use of federal funding in a coordinated, problem-solving manner. The goal of this project will be to help Indian communities develop comprehensive strategies for improving public safety.
- The project will have an evaluation component and tribes will be encouraged to set performance goals for reducing crime.
- This project should be expanded at successive phases to tie into other agencies besides the Department of Justice. Particularly in Indian communities, a large portion of the crime problems are tied to alcohol and substance abuse. In order to address these problems in a comprehensive way, law enforcement should work in tandem with other federal programs to solve the underlying cause of many of the incidents of crime.

This initiative will empower communities to solve their law enforcement problems at a local level and in a comprehensive manner, and rebuild a sense of confidence in law enforcement in Indian country.

*

A WORKPLAN FOR THE NATION

There are many opportunities to improve the lives of Native Americans in the areas of

education, economic development, and law enforcement if we all work together to build One America. The Nation's efforts should focus on the following goals:

- Eliminate disparities for American Indians in the public school system;
- Seek to preserve the culture of American Indians and Alaska Natives;
- Promote cooperation between the federal government, States, local governments, and the private sector to invest in economic development in Indian country;
- Invest in infrastructure in Indian country, both in technology and through transportation systems; and
- Build cooperation to ensure public safety in Indian communities and provide positive influences for Indian youth to stay out of crime.

*

Eliminate disparities for American Indians in the public school system

American Indian students attend schools operated by state, federal, and tribal governments. As stated earlier, about 90 percent of American Indian students attend state public schools. Because of this, there is a great opportunity for the states, localities, and tribal governments to work together to ensure that Native American students have equal access to high quality curricula, teachers, classrooms, and materials.

In overcoming the gaps in educational opportunities, several unique factors affecting American Indian students, such as high student mobility rates, high drop out rates, and high teacher turnover rates should be taken into account. Studies have shown that changing schools even once during a school year can have a negative impact on student achievement.^{xxiii} Furthermore, schools are often ill-prepared to meet the needs of transfer students because of slow or inadequate student record transfer. These separate educational systems must improve the transfer of records and the sharing of information by developing common databases and utilizing technology. There are also opportunities for intergovernmental regulation of student transfers and the development of memoranda of understanding about common educational issues and concerns.

As noted earlier, most schools are funded largely on local property taxes. Because of a shrinking tax base, many minority communities are able to generate fewer and fewer resources to fund their schools. This problem becomes exacerbated for local public school districts where a large portion of the district is comprised of Indian reservation land that is held in trust by the federal government and cannot be taxed by state or local governments. The Impact Aid program seeks to remedy this problem by providing federal funding to redress the negative impact of the loss of a taxable base. My Administration has fully supported the Impact Aid program, and we

should continue to do so in order to ensure that public schools serving Native American students stand on an equal footing with other public schools.

While there are unique issues affecting American Indian and Alaska Native students, the goals I laid out earlier apply equally to these students. Let me be clear: we must support Native American families and early learning opportunities; overcome gaps in K-12 educational opportunity; provide for high-quality teachers; ensure access to challenging courses; repair and replace old and dilapidated schools; provide technology and training; end social promotion; and hold all of our students to high expectations. If we do all this, we will have made tremendous strides in ending the disparities that plague too many of this Nation's Native American students.

Seek to preserve the culture of American Indians and Alaska Natives

American Indian children often do not come to school ready to learn. They have often had to face serious health and safety issues. Often they do not have access to early childhood education programs, which are linguistically, culturally, and developmentally appropriate. The Bureau of Indian Affairs funds over 20 **check** Family and Child Education (FACE) projects, which serves over 1,500 families. The FACE program provides early childhood opportunities for Indian children by targeting preschool children ages 0-5 and their parents. All schools systems must focus on early childhood and pre-school programs so that Indian children are given greater assistance that meets their unique educational needs. These programs should promote school readiness, enhance native language development, and increase the potential for learning among young American Indian and Alaska Native children.

Promoting cooperation between the federal government, States, local governments, and the private sector to invest in economic development in Indian country

We must encourage more cooperation between state, local, and tribal governments. Because of the sovereign status of tribes, states cannot directly tax tribal governments. Along with this lack of ability to directly tax tribes, there is a misperception that Tribes do not contribute to the local economy and that revenues flow from states to tribes, but not in the other direction. One study shows that residents of Indian reservations (approximately 1.24 million persons in over 330,000 households) make approximately \$3.1 billion in annual personal consumption expenditures off the reservation in the local, state, and national economies of which reservations are a part. State governments in proximity to reservations expend approximately \$226 million annually on behalf of reservation residents, while the residents, tribal governments, and businesses on reservations generate \$246 million in annual state tax revenue.^{xxiv} From these statistics, it is clear that state and local governments should work in partnerships in tribes to develop economic strategies for entire regions.

Invest in infrastructure in Indian country, both in technology and through transportation systems

Because of their often remote locations, American Indian and Alaska Native communities stand to benefit greatly from the Information Age, yet are in grave danger of being left behind. A recent Department of Commerce study on Internet and computer usage in American shows that, although many more Americans now own computers, minority and low-income households are still far less likely than white and more affluent households to have personal computers or access to the Internet. Even more disturbing, this study reveals that this “digital divide” between households of different races and income levels is growing.^{xxv} States, local governments, tribes, the federal government, and the private sector must all work together to ensure that Indian youth have the access to the Information Age in their classrooms and that Indian communities have access for economic development. [talk about transportation]

Build cooperation to ensure public safety in Indian communities and provide positive influences for Indian youth to stay out of crime

Tribal communities are among the youngest population groups in America, and many tribal youth are at risk. The development of youth gangs has been a disturbing trend in Indian Country, and many tribal youth lack for role models and opportunities. It is thus critically important that we develop strategies for creating a more stable environment for tribal youth in both the short and long term.

Through the Department of Justice’s “Volunteers for Tribal Youth (VTY)” Program, we will build a federal-tribal partnership project designed to help American Indian tribes enhance or create sustainable community-based volunteer programs aimed at creating positive opportunities for youth and reducing youth and/or gang violence. The Department, working in partnership with 18 federal and national non-profit organizations, will work with tribal communities to identify opportunities for volunteers, including elders, to serve as mentors, tutors, and positive adult role-models for American Indian youth. To that end, this program intends to provide tribal communities with the financial resources, training, technical assistance, organizational guidance, networking assistance, and other resources necessary to create and sustain community-based volunteer programs.

* * *

Conclusion

Tribal communities stand at the threshold of a new era, one filled with the promise of greater prosperity and a higher quality of life. These are crucial years for the future of American Indians and Alaska Natives. This nation must commit itself to supporting tribal and individual efforts to build the foundation for the success of American Indians and Alaska Natives in the coming millenium.

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-
- i.
 - ii. From 1999 State of the Union, stock language he always uses
 - iii. Washington Post, December 16, 1997.
 - iv. Jon Jeter, Washington Post, December 16, 1997. Statistics from Harvard School of Public Health, epidemiological study.
 - v. Census data or CPS data.
 - vi. William Claiborne, Washington Post, August 14, 1998.
 - vii. Census 1990
 - viii. BIA
 - ix. Where get this?
 - x. 1994 National Assessment of Education Progress (NAEP).
 - xi. 1990 Census.
 - xii. USA Today, April 13, 1998.
 - xiii. 1969 Senate Committee
 - xiv. "American Indians and Crime," Department of Justice (February 1999).
 - xv. CEA report
 - xvi. "American Indians and Crime," Department of Justice (February 1999).
 - xvii. Washington Post, December 16, 1997.
 - xviii. Washington Post, December 16, 1997.
 - xix. FBI's Uniform Crime Report.
 - xx. Washington Post, February 15, 1999.
 - xxi. American Society of Civil Engineers (1998).
 - xxii. 1990 Census.

xxiii. Any cite for this?

xxiv. Prepared statement of Robert F. Robinson, President of the Center for Applied Research, Inc., submitted to the U.S. Senate Committee on Indian Affairs, Economic Development Hearing, April , 1998.

xxv. Department of Commerce, 1998.

Draft 3/09/99

Part I - The America We See (American Indian insert)

Before Europeans arrived on this Nation's shores, American Indians built great civilizations with remarkable scientific, artistic, and cultural achievements. From aspirin, cocoa, and quinine to architecture and government planning, the Indian nations and tribes have made important contributions to our nation. Our Founding Fathers visited the Iroquois confederacy to examine its system of separation of powers in developing our own system of checks and balances.

Although I was aware that my home State of Arkansas was home to a significant but very small population of American Indians, I did not know much about tribal governments before my first Presidential campaign in 1992. The opportunity to visit some of the reservations and discuss issues with tribal leaders prompted me to learn more about the government-to-government relationship that exists between the U.S. government and Indian tribal governments, to seek a better understanding about social and economic conditions in Indian communities, and to explore opportunities to enhance the standard of living for America's tribal peoples. It is this government-to-government relationship and the sovereignty of tribes which distinguishes Native Americans tribes as political groups and not simply racial or ethnic classifications.

I began to understand the importance of tribal self-determination to positive social and economic growth and to formulate the policies that I believed would provide the greatest support for tribal objectives. I believed that federal agencies should consult with tribes prior to taking actions that affect tribal interests. I also felt strongly that the right of Native Americans to the free exercise of religion must be secured. On April 29, 1994, I became the first President since James Monroe, the fifth U.S. President, to invite the leaders of every tribe to a meeting at the White House. That afternoon, I signed two Executive memoranda: one to facilitate the process through which tribal members may gain access to eagle feathers for religious purposes and the other directing federal agencies to consult with tribes prior to taking actions that affect tribal rights and interests. In May 1998, I signed an executive order which strengthens the federal government's commitment to consulting with tribes.

The special political relationship between tribal governments and the United States arises from Article I, Section 8 of the Constitution where the Framers of the Constitution crafted a legal and political niche within which the internal autonomy and political authority of tribes would continue to be recognized. In interpreting Article I, Section 8 of the Constitution, Chief Justice Marshall noted that "the relationship of tribes to the United States is unlike that of any other two people in existence marked by cardinal and peculiar distinctions." Marshall characterized tribes as domestic dependent nations, at once possessing attributes of sovereignty and yet dependent upon the protection of the United States. Justice Marshall also recognized that there is a federal Indian trust responsibility under which the United States has assumed certain legal and moral obligations in relation to American Indian and Alaska Native tribes.

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Treaties were used extensively by the European states as a means fostering peace, formalizing diplomatic relations, and conducting transactions with the Tribes from first contact. The Tribal Nations of the New World were a formidable political and military force, and treaties of peace and friendship were powerful tools for fostering trade and commerce. The newly formed U.S. continued to negotiate treaties with the Indian nations until 1871 when Congress ended treaty making with Indian tribes. Sadly, we know that our nation has not always honored our commitments to Native Americans. From 1887 to 1934, Indian tribes lost almost 100 million acres of reservation lands.

Though deeply rooted in the Constitution, the right of tribal self-government has frequently been challenged throughout our nation's history. From the earliest days of the republic, there have been two competing views about Indian policy. At one extreme is the view that tribal existence is inconsistent with fundamental American values. Proponents of this view believe that Indian people should be assimilated into the larger society as quickly and thoroughly as possible. At the other extreme is the view that tribal existence can be maintained only in isolation from the larger society. What proponents of either view fail to recognize is that tribal government is wholly compatible with, and is indeed a part of, our Constitutional framework.

The existence of tribal governments is particularly suitable to the political structure and underlying principles and values of our nation, balancing the distribution of governmental power among separate sovereigns forming a single union. Such structure readily accommodates inclusion of tribal governments both philosophically and practically. While distinctly different from states in many respects, tribal governments possess the kinds of powers typically associated with state governments. Such powers include the authority to make and enforce civil and criminal laws; to levy taxes; to establish membership criteria; and to license and regulate activities. Although tribes possess both the right and the power to regulate activities in their territories independently from surrounding state governments, they frequently collaborate and cooperate with states, on a government-to-government basis, through compacts or other agreements.

Although tribal governmental authorities have been recognized within federal jurisprudence since the establishment of our nation, it has only been in recent years that tribal governments have been provided mechanisms through which to exercise greater autonomy and authority over the delivery of federal Indian programs and resources. In 1994, I signed into law the Tribal Self-Governance Act. Under Self-Governance, tribal governments have unprecedented authority over the design, allocation, and expenditure of resources as well as the management of natural resources. Through this law, my Administration has continued the process of transferring tribal government service delivery from the Bureau of Indian Affairs to tribal governments

Tribal government has come of age in the last quarter of the twentieth century. Nearly wiped out first by the assimilation policies in the 1880's, then by the policy of terminating the political status of tribes in the 1950's through 1973, tribal government has made a spectacular

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come back, continuously growing in capacity, sophistication, and strength. As a new millennium dawns, we must resolve to break decisively with old attitudes and ideas that divide Americans and hinder our ability to achieve social justice and equality of opportunity for every American. America must rid itself of the notion that Indian tribes are tragically, but inevitably, destined to vanish from the face of the Earth in the wake of the manifest destiny of our nation. When the framers of our Constitution incorporated Indian nations into the political and legal framework of this country, they forever joined the destiny of the tribal nations with that of this great nation. The time now has come for our nation to embrace the principle that American Indian and Alaska Native tribal governments are a permanent and integral part of the social, political, and economic fabric of the United States.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 16:13:18.00

SUBJECT: NEA Reception

TO: Carolyn T. Wu (CN=Carolyn T. Wu/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: Jonathan H. Schnur (CN=Jonathan H. Schnur/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

The National Education Association's Board of Directors and State Affiliate Presidents will be meeting in DC April 30 - May 2. They have written to POTUS requesting a White House Reception for 250 people on Friday, April 30 or Saturday, May 1.

How do people feel about this request? Do we want to submit a scheduling proposal for a POTUS reception?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 16:50:46.00

SUBJECT:

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

READ:UNKNOWN

TEXT:

Please call Tanya & Jon re: ed-flex vote 65228

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 16:58:45.00

SUBJECT:

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

READ:UNKNOWN

TEXT:

Please stop by 216 to talk to Chris & Sarah before the 5:15 mtg. if you can

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Email to Elena Kagan from Amy Weiss. Subject: Dinner (1 page)	03/10/1999	Personal Misfile

COLLECTION:

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

FOLDER TITLE:

[03/10/1999 - 03/11/1999]

2009-1006-F

jm68

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 18:06:32.00

SUBJECT: nice job

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

READ:UNKNOWN

TEXT:

You ran a good meeting and said exactly what needed to be said at the end.
Thank you.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:10-MAR-1999 18:34:39.00

SUBJECT: Mtg w/ Loretta Ucelli

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Loretta, the new Director of the Communications Office, would like to meet with you in order to go over some needs you might have to help enhance policy/message amplification. She is very interested in working closely with you during the final years of the Administration, and promoting our goals and accomplishments.

Please let me know what time over the next day or two would be convenient for you.

Thanks!

RECORD TYPE: PRESIDENTIAL (EXTERNAL MAIL)

CREATOR: Jason H. Schechter@EOP@LNWTWY@EOPMRX

CREATION DATE/TIME:10-MAR-1999 18:47:00.00

SUBJECT: Statement by the President: Ed-Flex

TO: 1=US (1=US@2=WESTERN UNION@5=ATT.COM@*ELN\62955)
READ:NOT READ

TO: BARBUSCHAK_K (BARBUSCHAK_K@A1@CD) (OA)
READ:NOT READ

TO: INFOMGT (INFOMGT@A1@CD) (SYS)
READ:NOT READ

TO: JOHNSON_WC (JOHNSON_WC@A1@CD) (OA)
READ:NOT READ

TO: SULLIVAN_M (SULLIVAN_M@A1@CD) (WHO)
READ:NOT READ

TO: SUNTUM_M (SUNTUM_M@A1@CD) (WHO)
READ:NOT READ

TO: WOZNIAK_N (WOZNIAK_N@A1@CD) (NSC)
READ:NOT READ

TO: GRAY_W (GRAY_W@A1@CD) (NSC)
READ:11-MAR-1999 08:30:54.82

TO: NAPLAN_S (NAPLAN_S@A1@CD) (NSC)
READ:NOT READ

TO: WEINER_R (WEINER_R@A1@CD) (DON)
READ:NOT READ

TO: GRIBBEN_J (GRIBBEN_J@A1@CD) (WHO)
READ:NOT READ

TO: RILEY_R (RILEY_R@A1@CD) (OA)
READ:NOT READ

TO: tnewell (tnewell@ostp.eop.gov@INET)
READ:NOT READ

TO: HEMMIG_M (HEMMIG_M@A1@CD) (WHO)
READ:NOT READ

TO: RUNDLET_P (RUNDLET_P@A1@CD) (WHO)
READ:NOT READ

TO: BUDIG_N (BUDIG_N@A1@CD) (NSC)
READ:NOT READ

TO: meglynn (meglynn@usia.gov@INET)
READ:NOT READ

TO: Christine A. Stanek (Christine A. Stanek@EOP@LNWTWY@EOPMRX)

READ:NOT READ

TO: Lori E. Abrams (Lori E. Abrams@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Anne M. Edwards (Anne M. Edwards@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: David E. Kalbaugh (David E. Kalbaugh@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Julie E. Mason (Julie E. Mason@EOP@LNGTWY@EOPMRX)
READ:NOT READ

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

TO: Cheryl D. Mills (Cheryl D. Mills@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: G. Timothy Saunders (G. Timothy Saunders@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Laura D. Schwartz (Laura D. Schwartz@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Douglas B. Sosnik (Douglas B. Sosnik@EOP@LNGTWY@EOPMRX)
READ:NOT READ

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

TO: Barry J. Toiv (Barry J. Toiv@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Michael Waldman (Michael Waldman@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Dorian V. Weaver (Dorian V. Weaver@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Catherine T. Kitchen (Catherine T. Kitchen@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Brenda M. Anders (Brenda M. Anders@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Richard Socarides (Richard Socarides@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Dag Vega (Dag Vega@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Barbara D. Woolley (Barbara D. Woolley@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Cynthia M. Jasso-Rotunno (Cynthia M. Jasso-Rotunno@EOP@LNGTWY@EOPMR)
READ:NOT READ

TO: Sara M. Latham (Sara M. Latham@EOP@LNGTWY@EOPMRX)

READ:NOT READ

TO: Andrew J. Mayock (Andrew J. Mayock@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Beverly J. Barnes (Beverly J. Barnes@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Megan C. Moloney (Megan C. Moloney@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Laura S. Marcus (Laura S. Marcus@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Virginia N. Rustique (Virginia N. Rustique@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Thomas D. Janenda (Thomas D. Janenda@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Brian D. Smith (Brian D. Smith@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Leanne A. Shimabukuro (Leanne A. Shimabukuro@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Kim B. Widdess (Kim B. Widdess@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: 62955104 (62955104@eln.attmail.com@inet@LNGTWY@EOPM
READ:NOT READ

TO: backup (backup@wilson.ai.mit.edu@inet@LNGTWY@EOPM
READ:NOT READ

TO: newsdesk (newsdesk@usnewswire.com@inet@LNGTWY@EOPMR
READ:NOT READ

TO: usia01 (usia01@access.digex.com@inet@LNGTWY@EOPMR
READ:NOT READ

TO: usnwire (usnwire@access.digex.com@inet@LNGTWY@EOPM
READ:NOT READ

TO: Elizabeth R. Newman (Elizabeth R. Newman@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Jordan Tamagni (Jordan Tamagni@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Kevin S. Moran (Kevin S. Moran@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Ashley L. Raines (Ashley L. Raines@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Peter A. Weissman (Peter A. Weissman@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Douglas J. Band (Douglas J. Band@EOP@LNGTWY@EOPMRX)

READ:NOT READ

TO: Edwin R. Thomas III
READ:NOT READ

(Edwin R. Thomas III@EOP@LNGTWY@EOPMRX)

TO: Sherman A. Williams
READ:NOT READ

(Sherman A. Williams@EOP@LNGTWY@EOPMRX)

TO: William W. McCathran
READ:NOT READ

(William W. McCathran@EOP@LNGTWY@EOPMRX)

TO: Julia M. Payne
READ:NOT READ

(Julia M. Payne@EOP@LNGTWY@EOPMRX)

TO: Robin J. Bachman
READ:NOT READ

(Robin J. Bachman@EOP@LNGTWY@EOPMRX)

TO: Ruby Shamir
READ:NOT READ

(Ruby Shamir@EOP@LNGTWY@EOPMRX)

TO: Nicole R. Rabner
READ:NOT READ

(Nicole R. Rabner@EOP@LNGTWY@EOPMRX)

TO: June Shih
READ:NOT READ

(June Shih@EOP@LNGTWY@EOPMRX)

TO: Brooks E. Scoville
READ:NOT READ

(Brooks E. Scoville@EOP@LNGTWY@EOPMRX)

TO: Neera Tanden
READ:NOT READ

(Neera Tanden@EOP@LNGTWY@EOPMRX)

TO: Sarah S. Knight
READ:NOT READ

(Sarah S. Knight@EOP@LNGTWY@EOPMRX)

TO: Tracy F. Sisser
READ:NOT READ

(Tracy F. Sisser@EOP@LNGTWY@EOPMRX)

TO: Woyneab M. Wondwossen
READ:NOT READ

(Woyneab M. Wondwossen@EOP@LNGTWY@EOPMRX)

TO: Jeannetta P. Allen
READ:NOT READ

(Jeannetta P. Allen@EOP@LNGTWY@EOPMRX)

TO: Judithanne V. Scourfield
READ:NOT READ

(Judithanne V. Scourfield@EOP@LNGTWY@EOPMR)

TO: Patrick E. Briggs
READ:NOT READ

(Patrick E. Briggs@EOP@LNGTWY@EOPMRX)

TO: Debra S. Wood
READ:NOT READ

(Debra S. Wood@EOP@LNGTWY@EOPMRX)

TO: Daniel W. Burkhardt
READ:NOT READ

(Daniel W. Burkhardt@EOP@LNGTWY@EOPMRX)

TO: Maureen A. Hudson
READ:NOT READ

(Maureen A. Hudson@EOP@LNGTWY@EOPMRX)

TO: Lana Dickey

(Lana Dickey@EOP@LNGTWY@EOPMRX)

READ:NOT READ

TO: Carmen B. Fowler (Carmen B. Fowler@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Lynn G. Cutler (Lynn G. Cutler@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Julianne B. Corbett (Julianne B. Corbett@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Walker F. Bass (Walker F. Bass@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Virginia Apuzzo (Virginia Apuzzo@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Michael V. Terrell (Michael V. Terrell@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Elliot J. Diringer (Elliot J. Diringer@EOP@LNWTWY@EOPMRX)
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TO: Nanda Chitre (Nanda Chitre@EOP@LNWTWY@EOPMRX)
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TO: Amy Weiss (Amy Weiss@EOP@LNWTWY@EOPMRX)
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TO: Melissa M. Murray (Melissa M. Murray@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Lisa J. Levin (Lisa J. Levin@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Phillip Caplan (Phillip Caplan@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Katharine Button (Katharine Button@EOP@LNWTWY@EOPMRX)
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TO: Douglas R. Matties (Douglas R. Matties@EOP@LNWTWY@EOPMRX)
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TO: Eli G. Attie (Eli G. Attie@OVP@LNWTWY@EOPMRX)
READ:NOT READ

TO: wh-outbox-distr (wh-outbox-distr@pub.pub.whitehouse.gov@in
READ:NOT READ

TO: Sean P. Maloney (Sean P. Maloney@EOP@LNWTWY@EOPMRX)
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TO: Marsha Scott (Marsha Scott@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Jessica L. Gibson (Jessica L. Gibson@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Jodi R. Sakol (Jodi R. Sakol@OVP@LNWTWY@EOPMRX)

READ:NOT READ

TO: Linda Ricci (Linda Ricci@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Mark D. Neschis (Mark D. Neschis@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Jeffrey A. Shesol (Jeffrey A. Shesol@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Heather M. Riley (Heather M. Riley@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Jonathan E. Smith (Jonathan E. Smith@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: McGavock D. Reed (McGavock D. Reed@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Chandler G. Spaulding (Chandler G. Spaulding@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Janelle E. Erickson (Janelle E. Erickson@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Delia A. Cohen (Delia A. Cohen@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Maureen T. Shea (Maureen T. Shea@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Fred DuVal (Fred DuVal@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Pubs_Backup (Pubs_Backup@VAXGTWY@LN GTWY@EOPMRX)
READ:NOT READ

TO: William C. Haymes (William C. Haymes@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Jason H. Schechter (Jason H. Schechter@EOP@LN GTWY@EOPMRX)
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TO: cmbeach (cmbeach@email.msn.com@inet@LN GTWY@EOPMRX)
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TO: Sheyda Jahanbani (Sheyda Jahanbani@EOP@LN GTWY@EOPMRX)
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TO: Marty J. Hoffmann (Marty J. Hoffmann@EOP@LN GTWY@EOPMRX)
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TO: Dorinda A. Salcido (Dorinda A. Salcido@EOP@LN GTWY@EOPMRX)
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TO: dmilbank (dmilbank@tnr.com@LN GTWY@EOPMRX)
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TO: Julie B. Goldberg (Julie B. Goldberg@EOP@LN GTWY@EOPMRX)

READ:NOT READ

TO: Sarah E. Gegenheimer
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(kyle.mckinnon@kcrw.org@LNGTWY@EOPMRX)

TO: Thomas M. Rosshirt
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(Thomas M. Rosshirt@OVP@LNGTWY@EOPMRX)

TO: Minyon Moore
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(Minyon Moore@EOP@LNGTWY@EOPMRX)

TO: Charles M. Brain
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TO: Dario J. Gomez
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TO: Carolyn T. Wu
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TO: Gregory B. Craig
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TO: Edward F. Hughes
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TO: Rajiv Y. Mody
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(Rajiv Y. Mody@EOP@LNGTWY@EOPMRX)

TO: Robin Leeds
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(Robin Leeds@EOP@LNGTWY@EOPMRX)

TO: Deborah B. Mohile
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TO: Sondra L. Seba
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TO: Tania I. Lopez
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(Tania I. Lopez@EOP@LNGTWY@EOPMRX)

TO: Maritza Rivera
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TO: Ilia V. Velez
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TO: Victoria A. Lynch
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(Victoria A. Lynch@EOP@LNGTWY@EOPMRX)

TO: Jena V. Roscoe
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TO: Cheryl M. Carter
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TO: Jocelyn A. Bucaro

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TO: Kelley L. O'Dell (Kelley L. O'Dell@EOP@LNGTWY@EOPMRX)
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TO: Jonathan M. Young (Jonathan M. Young@EOP@LNGTWY@EOPMRX)
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TO: Jackson T. Dunn (Jackson T. Dunn@EOP@LNGTWY@EOPMRX)
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TO: Robert B. Johnson (Robert B. Johnson@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Jon P. Jennings (Jon P. Jennings@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Charles H. Cole (Charles H. Cole@EOP@LNGTWY@EOPMRX)
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TO: drosen (drosen@newsweek.com@LNGTWY@EOPMRX)
READ:NOT READ

TO: Jennifer Ferguson (Jennifer Ferguson@EOP@LNGTWY@EOPMRX)
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TO: Joshua S. Gottheimer (Joshua S. Gottheimer@EOP@LNGTWY@EOPMRX)
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TO: Carrie A. Street (Carrie A. Street@EOP@LNGTWY@EOPMRX)
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TO: mhall (mhall@usatoday.com@LNGTWY@EOPMRX)
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TO: spage (spage@usatoday.com@LNGTWY@EOPMRX)
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TO: bnichols (bnichols@usatoday.com@LNGTWY@EOPMRX)
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TO: Paul D. Glastris (Paul D. Glastris@EOP@LNGTWY@EOPMRX)
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TO: Maria E. Soto (Maria E. Soto@EOP@LNGTWY@EOPMRX)
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TO: Alejandro G. Cabrera (Alejandro G. Cabrera@OVP@LNGTWY@EOPMRX)
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TO: Christopher K. Scully (Christopher K. Scully@EOP@LNGTWY@EOPMRX)
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TO: JOHN.LONGBRAKE (JOHN.LONGBRAKE@MS01.DO.treas.sprint.com@L
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TO: kara.gerhardt (kara.gerhardt@ost.dot.gov@LNGTWY@EOPMRX)
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TO: Mindy E. Myers (Mindy E. Myers@EOP@LNGTWY@EOPMRX)

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TO: Larry.mcquillan
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(Larry.mcquillan@reuters.com@LNGETWY@EOPMRX

TO: Deborin
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(Deborin@aol.com@LNGETWY@EOPMRX)

TO: Jonathan A. Kaplan
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TO: Karen Tramontano
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TO: Skye S. Philbrick
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TO: Toby C. Graff
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(Toby C. Graff@EOP@LNGETWY@EOPMRX)

TO: Samuel O. Spencer
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(Samuel O. Spencer@EOP@LNGETWY@EOPMRX)

TO: Caroline R. Fredrickson
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(Caroline R. Fredrickson@EOP@LNGETWY@EOPMRX

TO: Matthew J. Bianco
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(Matthew J. Bianco@EOP@LNGETWY@EOPMRX)

TO: Nancy.mathis
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(Nancy.mathis@chron.com@LNGETWY@EOPMRX)

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TO: James.gerstenzang
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(James.gerstenzang@latimes.com@LNGETWY@EOPM

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(IGCP@usia.gov@LNGETWY@EOPMRX)

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TO: rsimoncol
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(rsimoncol@aol.com@LNGETWY@EOPMRX)

TO: Brian S. Mason
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(Brian S. Mason@EOP@LNGETWY@EOPMRX)

TO: Stacie Spector
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TO: Joseph C. Fanaroff
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(Joseph C. Fanaroff@EOP@LNGETWY@EOPMRX)

TO: Matthew W. Pitcher
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(Matthew W. Pitcher@EOP@LNGETWY@EOPMRX)

TO: David R. Goodfriend

(David R. Goodfriend@EOP@LNGETWY@EOPMRX)

READ:NOT READ

TO: photo

READ:NOT READ

(photo@upi.com@LN GTWY@EOPMRX)

TO: kenneth.prewitt

READ:NOT READ

(kenneth.prewitt@ccMail.census.gov@LN GTWY@

TO: Eli P. Joseph

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(Eli P. Joseph@EOP@LN GTWY@EOPMRX)

TO: Jeffrey M. Smith

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(Jeffrey M. Smith@EOP@LN GTWY@EOPMRX)

TO: David Y. Stevens

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TO: Neal Sharma

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TO: *@krwashington.com>@LN GTWY@EOPMRX

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TO: Jeffrey L. Farrow

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(marhast@aol.com@inet@LN GTWY@EOPMRX)

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TO: durph

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(durph@aol.com@inet@LN GTWY@EOPMRX)

TO: Linda L. Moore

READ:NOT READ

(Linda L. Moore@EOP@LN GTWY@EOPMRX)

TO: Orson C. Porter

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(Orson C. Porter@EOP@LN GTWY@EOPMRX)

TO: Bridget T. Leininger

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(Bridget T. Leininger@EOP@LN GTWY@EOPMRX)

TO: Craig Hughes

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(Craig Hughes@EOP@LN GTWY@EOPMRX)

TO: Simeona F. Pasquil

READ:NOT READ

(Simeona F. Pasquil@EOP@LN GTWY@EOPMRX)

TO: bob.davis

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(bob.davis@news.wsj.com@LN GTWY@EOPMRX)

TO: Victoria L. Valentine

(Victoria L. Valentine@EOP@LN GTWY@EOPMRX)

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TO: Elena Kagan (Elena Kagan@EOP@LNGETWY@EOPMRX)
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TO: jeanne.cummings (jeanne.cummings@news.wsj.com@LNGETWY@EOPMR)
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TO: patricia.peart (patricia.peart@MSNBC.COM@LNGETWY@EOPMRX)
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TO: Jordan D. Matyas (Jordan D. Matyas@OVP@LNGETWY@EOPMRX)
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TO: Lorrie McHugh (Lorrie McHugh@EOP@LNGETWY@EOPMRX)
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TO: Sean P. O'Shea (Sean P. O'Shea@EOP@LNGETWY@EOPMRX)
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TO: Abigail C. Smith (Abigail C. Smith@EOP@LNGETWY@EOPMRX)
READ:NOT READ

TO: Veronica DeLaGarza (Veronica DeLaGarza@EOP@LNGETWY@EOPMRX)
READ:NOT READ

TO: Richard L. Siewert (Richard L. Siewert@EOP@LNGETWY@EOPMRX)
READ:NOT READ

TO: Jade L Riley (Jade L Riley@EOP@LNGETWY@EOPMRX)
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TO: jorszag (jorszag@doc.gov@LNGETWY@EOPMRX)
READ:NOT READ

TEXT:

Message Creation Date was at 10-MAR-1999 18:44:00

THE WHITE HOUSE

Office of the Press Secretary
(Guatemala City, Guatemala)

For Immediate Release

March 10, 1999

STATEMENT OF THE PRESIDENT

I am pleased that the Senate leadership has finally agreed to allow an up-or-down vote on an amendment to hire 100,000 teachers to reduce class size in the early grades. Last year, with bipartisan support, Congress enacted a down payment on this class size initiative, and school districts across the country will soon receive funds to begin hiring teachers. It is now time for Congress to finish the job by making a long-term commitment to class size reduction. I call on every Senator to vote for the Murray-Kennedy amendment to bring every class in the early grades down to a national average of 18.

I will vigorously oppose any Republican amendments to undermine the bipartisan agreement we reached last year on class size by diverting those funds to other uses, including special education. While we should increase funding for

special education -- as we have done in past years and as my budget recommends continuing to do in the future -- we should not take this money from the recently enacted class size initiative. We should not pit our children against one another or change the rules now on our critical efforts to reduce class size. Smaller classes will help all students do better, and will reduce the need for special education services by helping teachers identify and assist as early as possible children who have learning problems. I call on every member of Congress to reject these efforts to tear down what we accomplished last year, and call on them instead to build on that significant bipartisan achievement.

30-30-30

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Kate P. Donovan (CN=Kate P. Donovan/OU=OMB/O=EOP [OMB])

CREATION DATE/TIME:10-MAR-1999 20:42:27.00

SUBJECT: Need Clearance: Draft Letter for Supplemental Mark-up

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

READ:UNKNOWN

TO: Miles M. Lackey (CN=Miles M. Lackey/OU=NSC/O=EOP@EOP [NSC])

READ:UNKNOWN

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

READ:UNKNOWN

TO: Michelle Peterson (CN=Michelle Peterson/OU=WHO/O=EOP@EOP [WHO])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: G. E. DeSeve (CN=G. E. DeSeve/OU=OMB/O=EOP@EOP [OMB])

READ:UNKNOWN

TO: Jeffrey M. Smith (CN=Jeffrey M. Smith/OU=OSTP/O=EOP@EOP [OSTP])

READ:UNKNOWN

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

READ:UNKNOWN

TO: Martha Foley (CN=Martha Foley/OU=WHO/O=EOP@EOP [WHO])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

CC: Mark J. Tavlarides (CN=Mark J. Tavlarides/OU=NSC/O=EOP@EOP [NSC])
READ:UNKNOWN

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

CC: Victoria A. Wachino (CN=Victoria A. Wachino/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

CC: Judy Jablow (CN=Judy Jablow/OU=CEQ/O=EOP@EOP [CEQ])
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CC: Lisa Zweig (CN=Lisa Zweig/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

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

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

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

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

CC: Robert L. Nabors (CN=Robert L. Nabors/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

CC: Charles R. Marr (CN=Charles R. Marr/OU=OPD/O=EOP@EOP [OPD])
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CC: Elizabeth Gore (CN=Elizabeth Gore/OU=OMB/O=EOP@EOP [OMB])
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CC: Shannon Mason (CN=Shannon Mason/OU=OPD/O=EOP@EOP [OPD])
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CC: Melissa G. Green (CN=Melissa G. Green/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

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

TEXT:

The House Appropriations Committee expects to mark up the supplemental bill tomorrow (Thursday, 3/11) at 1:00pm. Therefore, we need to release the letter tomorrow morning. Need WW decision on level of veto threat:

"Were the bill to be presented to the President with the offsets discussed above, the Secretary of the Treasury and the Secretary of State would recommend that he veto the bill." Please provide comments/clearance by 10am tomorrow. Thank you.

The Honorable C.W. Bill Young
Chairman
Committee on Appropriations
U.S. House of Representatives
Washington, D.C. 20515

Dear Mr. Chairman:

The purpose of this letter is to provide the Administration's views on the bill making emergency supplemental appropriations to assist in Central America's recovery from recent natural disasters, to provide urgent funding related to the situation in Jordan, and to provide vital loans and other assistance to our farmers and ranchers. The Administration appreciates the Committee's prompt action on the President's supplemental requests and looks forward to working with the Committee on a bi-partisan basis on this important legislation. However, we have significant concerns with the approach being taken in the Committee amendment. As the Committee develops its version of the bill, we ask that you consider the Administration's views.

Providing essential assistance to victims of natural disasters and assisting our farmers at home with vital financing clearly fall in the category of needs that are urgent, unanticipated, and essential -- that is, emergency requirements. Therefore, they clearly deserve to be funded quickly, fully, and without requiring offsets that could force unacceptable reductions in important programs. We support the Committee's action of providing defense-related emergency funding in response to Hurricane Mitch without offsets and believe that consistent treatment should be applied to non-defense related emergency requirements.

It is our understanding that the Committee may propose rescinding nearly \$1 billion from international affairs accounts, with the largest portion being a rescission of \$748 million in appropriations of callable capital from early U.S. payments to the Asian Development Bank (ASDB), the World Bank and the InterAmerican Development Bank. Such rescissions would be extremely ill-advised. Rescinding the callable capital funding would send the wrong signal to financial markets and could require the ASDB and other multilateral development banks (MDBs) to pay a premium on their borrowing, which would lead to the restriction of capital flows necessary to strengthen the global economy and expand U.S. exports. At a time when some Asian and other developing economies are beginning to recover, this step would be highly unproductive.

In addition, this rescission of callable capital would make additional appropriations of callable capital to the MDBs vulnerable to future rescissions as well and thereby call into question U.S. commitment to all multilateral development banks. This could have a detrimental effect on capital flows and economic growth globally, including in Asia, Africa, and Latin America. This unintended consequence would even more broadly delay economic recovery in markets vital to the United States.

The other possible rescissions in the international affairs area would undermine a host of important objectives in many programs. For example, the rescissions would cut support for U.S. exports, undermining

our efforts to penetrate foreign markets and provide jobs for American workers. At a time when the United States needs to promote its exports, this is a particular misguided step. The rescissions would also undercut free market reform and democracy promotion in the New Independent States and in Eastern Europe, areas where it is manifestly in America's interests to encourage reform. The rescission of development assistance would set back efforts in the poorest countries, including possibly in those hit hardest by Hurricane Mitch.

Other rescissions would undermine our efforts to provide peacekeeping operations in troubled areas of the world. The rescission of Global Environment Facility funding would be highly detrimental to the cause of improving global environmental protection. Still other cuts would reduce our contributions to international organizations, where America's reputation as a contributor in good standing is already tarnished. Rescissions also would be made against critical efforts to halt proliferation and to counter terrorism, areas where America cannot afford to be pulling back.

Taken together, these

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 09:33:38.00

SUBJECT:

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

READ:UNKNOWN

TEXT:

Reminder: IDEA conf. call @ 9:45 w/ Woosley in Chow's office- 260- Podesta will join as well

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 09:14:03.00

SUBJECT:

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

READ:UNKNOWN

TEXT:

Chuck Ruff wants to speak to you right away -62632

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 10:06:23.00

SUBJECT:

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

READ:UNKNOWN

TEXT:

FYI- Cynthia & Andrea are meeting in Bruce's office (not 211) re: TANF

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 10:09:23.00

SUBJECT:

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

READ:UNKNOWN

TEXT:

Please call Larry Stein 62230 re: ed-flex as soon as you can

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 10:14:47.00

SUBJECT: Raido Address Paper

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

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

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

TEXT:

FYI- Mark wants a draft by early this afternoon. Will a draft be ready?
Is it ok to give to him?

----- Forwarded by Laura Emmett/WHO/EOP on 03/11/99 09:34
AM -----

Mark D. Neschis
03/11/99 09:31:05 AM
Record Type: Record

To: Laura Emmett/WHO/EOP, Karin Kullman/OPD/EOP
cc: Jennifer M. Palmieri/WHO/EOP
Subject: Raido Address Paper

Is there anyway I can get an early draft of the Radio Address paper? I
want to get a head start on pitching this to networks.

thanks

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 10:26:36.00

SUBJECT: Radio Address Schedule

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

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

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

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

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

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

TEXT:

Here are the times for tomorrow's radio address briefing and taping:

8:45am	Briefing
9:00am	Oval Office Dining Room
9:00am	Radio Address Taping
9:25am	Oval Office

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 10:38:19.00

SUBJECT: Genetic Discrimination

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

READ:UNKNOWN

TO: Lisa M. Brown (CN=Lisa M. Brown/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Some comments on possible exemptions in the genetic discrimination order.

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D62]MAIL44437557U.036 to ASCII,
The following is a HEX DUMP:

FF575043D5070000010A02010000000205000000821100000002000006B7136C085234C040BEA1C
177D7E07F019312117108ADB2F33447C6E9E2E19CA8E27F9E897D0B216FDC6941836BBA1BB770B
9ACAA47DBF8CBCD13EC15675181523407068BC9C5269EA0313C02F2BE07B761CCC7F56B2401F0C
6A83DAF3A426C32220C3BAE138A13F4CC55C947DD21BB834BA35ED0431E7845AA69303670736B3

Automated Records Management System Hex-Dump Conversion

Here are some thoughts on the genetic discrimination issues that came up in yesterday's meeting. Family history really is different from genetic markers (at least the way it is used). Family history is used as a factor confirming the existence of **current** disease. For example, physicians use family history as one indicator that an individual now has heart disease. The CIA said it used family history as one indicator to suggest an applicant currently has mental illness. The principal concern about genetic markers has been that they indicate a possibility that disease will develop in the future.

I still think that it makes sense to prohibit direct use of family history to make hiring or assignment decisions. That is because, as I understand EEOC's interpretation, the ADA prohibits such decisions unless there is a direct and imminent threat to the employee. It will be rare when any condition reaches that threshold and even rarer when family history is the factor that pushes the evaluation over the threshold. The loss of that factor in the employer's decision is insignificant compared to the benefits in privacy and prevention of misuse.

On the other hand, it makes less sense to bar the use of family history as a factor indicating that further testing is needed. If employers, including federal agencies, are free to make medical evaluations of current physical condition, should we bar what is now one regular aspect of a conventional medical evaluation? Doing so could hamper evaluations and encourage physicians to do additional unnecessary testing.

I gave my views on formulating the exemption option so I won't repeat them here, except for one thought. If a narrow, agency-specific exemption finds its way into the order, the administration will probably have to explain it some day. At that point, the rationale will point toward a broader exemption. So, we will end up conceding the broad rationale but we will be stuck with (and have to defend) an illogical exemption. Consequently, the exemption option should be faced directly rather than serve as a (tempting) narrow fix.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 12:17:56.00

SUBJECT: YOUR IT!

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

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

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

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

TEXT:

I've got everyone else's stuff but yours --- I will be circulating to john later this afternoon -- can I expect to include yours?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 13:28:50.00

SUBJECT: AGENDA FOR 1:45 PM CONFERENCE CALL

TO: Philip J. Crowley (CN=Philip J. Crowley/OU=NSC/O=EOP @ EOP [NSC])
READ:UNKNOWN

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

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

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

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

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

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

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

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

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

TEXT:

Please find listed below agenda for 1:45 pm conference call to prep for the President's press availability. Call is 72100, code 7722.

AGENDA FOR PRE-BRIEF CONFERENCE CALL

- Antigua/Why did you come empty-handed?
- Supp questions
- Republican Budget, Lock Box
- Immigration
- Education

- China
- Kosovo

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Leanne A. Shimabukuro (CN=Leanne A. Shimabukuro/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:11-MAR-1999 15:53:21.00

SUBJECT: Revised Radio

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:

----- Forwarded by Leanne A. Shimabukuro/OPD/EOP on
03/11/99 03:54 PM -----

Jordan Tamagni

03/11/99 03:41:48 PM

Record Type: Record

To: Michael Waldman/WHO/EOP, Jose Cerda III/OPD/EOP, Leanne A. Shimabukuro/OPD/EOP

cc: Ann F. Lewis/WHO/EOP, Bruce N. Reed/OPD/EOP

Subject: Revised Radio

Draft 3/11/99 3:45pm

PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON POLICE MISCONDUCT
TEXARKANSAS, ARKANSAS
March 12, 1999

Good morning. I am joined here at the White House today by Attorney General Reno and representatives from the law enforcement and civil rights groups to talk about what we must do to make our streets safer than ever by strengthening the bond of trust between police officers and the communities they serve.

For too long, violent crime seemed destined to rise in America. Six years ago, I took office determined to change that. Working in partnership with state and local law enforcement, we put in place a comprehensive crime fighting strategy -- with more police, more prosecutors, better prevention, and fewer illegal guns. Today, we know our strategy is working beyond our expectations. Nationwide, crime is down to its lowest levels in decades. In communities across America, families feel safe again.

We know that community policing has been at the heart of our success. By involving police in the lives of the people on their beats -- and involving residents in law enforcement decisions that affect their lives -- community policing has created a bond of respect and trust, strong enough to turn back the rising tide of crime.

Unfortunately, this bond has begun to fray in some communities

where residents complain that the cost of falling crime rates is rising police misconduct and abuse. And several recent incidents of such misconduct -- from excessive use of force to the demeaning and often dangerous practice of racial profiling -- have made us all acutely aware that we must take action now.

We know that the vast majority of our nation's police officers do things by the book -- they put on their badges every day and put their lives on the line for our safety. And we know that the vast majority -- fully 99% -- of people who have face-to-face encounters with the police believe they were treated fairly. But even one incident of police misconduct -- especially when it is racially motivated -- is one too many.

That is why as part of my balanced budget for 2000, I have proposed a \$1.3 billion dollar 21st Century Policing initiative. This new initiative will help us put up to 50,000 more community police on our streets and give them the high-tech tools they need to do their jobs. Just as important, it includes new funding to prevent police misconduct and engage the entire community in our fight against crime.

It includes \$20 million in new funding for police integrity and ethics training ... another \$20 million increase in funding to help police officers to raise their level of education -- and raise their level of understanding of the people they serve. It will help establish more citizen police academies that inform residents about police procedures and teach them ways to make their communities safer. It will help communities build more diverse police forces by increasing funds for minority recruiting.

And make no mistake. When police officers do break the law, my new initiative will also help bring them to justice. We will not let a few bad cops undermine the progress that thousands of police officers have worked so hard to achieve.

These steps will help us strengthen the bond of trust between police officers and the communities they serve. So I call on Congress to pass my 21st Century Policing Initiative -- and make sure that our criminal justice system serves all Americans.

And I ask Attorney General Reno to continue this dialogue we have begun here today, by convening a series of meetings and discussions with law enforcement and community leaders, to see what else we can do -- working together -- to build stronger police forces, stronger communities, and a stronger nation in the 21st Century.

Thanks for listening.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 16:10:35.00

SUBJECT: Revised 4:15pm

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

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

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

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

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

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

TEXT:

Revised Draft 3/11/99 4:15pm
Tamagni

PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON POLICE MISCONDUCT
THE WHITE HOUSE
March 12, 1999

Good morning. I am joined here at the White House today by Attorney General Reno and representatives from law enforcement and civil rights groups to talk about what we must do to strengthen the bond of trust between police officers and the communities they serve -- and make our streets safer than ever.

For too long, violent crime seemed destined to rise in America. Six years ago, I took office determined to change that. Working in partnership with state and local law enforcement, we put in place a comprehensive crime fighting strategy -- with more police, more prosecutors, better prevention, and fewer illegal guns. Today, we know our strategy is working beyond our expectations. Nationwide, crime is down to its lowest levels in decades. In communities across America, families feel safe again.

Community policing has been at the heart of our success. By involving police in the lives of the people on their beats -- and involving residents in law enforcement decisions that affect their lives -- community policing has created a bond of respect and trust, strong enough to turn back the rising tide of crime.

Unfortunately, this bond has begun to fray in some communities where residents complain that the cost of falling crime rates is rising police misconduct and abuse. And several recent incidents of such misconduct -- from excessive use of force to the demeaning and often

dangerous practice of racial profiling -- have made us all acutely aware that we must take action now.

We know that the vast majority of our nation's police officers do things by the book -- they put on their badges every day and put their lives on the line for our safety. And we know that the vast majority -- fully 99% -- of people who have face-to-face encounters with the police believe they were treated fairly. But even one incident of police misconduct -- especially when it is racially motivated -- is one too many.

That is why as part of my balanced budget for 2000, I have proposed a \$1.3 billion dollar 21st Century Policing initiative. This new initiative will help us put up to 50,000 more community police on our streets and give them the high-tech tools they need to do their jobs. Just as important, it includes new funding to prevent police misconduct and to engage the entire community in our fight against crime.

My 21st Century Policing initiative includes \$40 million in new funding to improve police training, and to help police officers raise their level of education -- and their level of understanding. It will help establish more citizen police academies that inform residents about police procedures and teach them new ways to make their neighborhoods safer. By increasing funds for minority recruiting, it will help build diversity on our nation's police forces and build up the bond of trust where it is most needed.

And make no mistake. When police officers do break the law, my new initiative will also help bring them to justice. We will not let a few bad cops undermine the progress that thousands of police officers have worked so hard to achieve.

These steps will help strengthen our police forces and keep our people safe. So I call on the Congress to pass my 21st Century Policing Initiative as one of its first orders of business.

I am pleased that we have begun this dialogue here today -- but we all know that there is much more to be done. Today, I am asking Attorney General Reno to convene a series of meetings with law enforcement and community leaders to see what else we can do to ensure that our criminal justice system serves all Americans. Together, we will build safer communities and a stronger nation in the 21st Century.

Thanks for listening.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 15:43:48.00

SUBJECT: Weekly Strategy Meeting

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

CC: Rhonda Melton (CN=Rhonda Melton/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

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

READ:UNKNOWN

CC: Gina C. Mooers (CN=Gina C. Mooers/OU=OMB/O=EOP @ EOP [OMB])

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

There will be a Health Care Strategy Meeting today at 4:00 in Bruce's office.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 15:50:43.00

SUBJECT: Police Brutality address

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

fyi -- this has an interesting angle

----- Forwarded by Minyon Moore/WHO/EOP on 03/11/99 03:46
PM -----

Orson C. Porter

03/11/99 02:58:38 PM

Record Type: . Record

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

cc: Maria Echaveste/WHO/EOP

Subject: Police Brutality address

This past Tuesday, Chicago Police officer James. H. Camp was shot and killed during a routine stolen-car check. The officer was killed with his own gun during a struggle after he approached a suspicious car in front of a South Side elementary school. He was the second Chicago Police Officer to be killed in the line of duty this year, and the third since August 1998. Police believe the alleged shooter was looking to sell the stolen tires to buy drugs. You may want to consider mentioning this tragic event in the radio address and offer our condolence to all officers slain in the line of duty. This may offset any ill feelings on both sides of the issue.

Message Sent

To: _____

Minyon Moore/WHO/EOP

Charles F. Ruff/WHO/EOP

Bruce N. Reed/OPD/EOP

Robert B. Johnson/WHO/EOP

Ann F. Lewis/WHO/EOP

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Sondra L. Seba (CN=Sondra L. Seba/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:11-MAR-1999 17:02:10.00

SUBJECT: Luncheon Invitation for Monday, March 15, 1999

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Marsha E. Berry (CN=Marsha E. Berry/OU=WHO/O=EOP [WHO])

READ:UNKNOWN

TO: Michelle Jolin@2023956958 (Michelle Jolin@2023956958 @ Fax [UNKNOWN])

READ:UNKNOWN

TO: Joan Wainwright@4109653903 (Joan Wainwright@4109653903 @ Fax [UNKNOWN])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Melanne Verveer@2024566244 (Melanne Verveer@2024566244 @ Fax [UNKNOWN])

READ:UNKNOWN

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

CC: Melissa M. Murray (CN=Melissa M. Murray/OU=WHO/O=EOP [WHO])
READ:UNKNOWN

CC: Virginia L. Cearley (CN=Virginia L. Cearley/OU=WHO/O=EOP [WHO])
READ:UNKNOWN

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

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

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

CC: Katharine Button (CN=Katharine Button/OU=WHO/O=EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

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

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

CC: Victoria A. Wachino (CN=Victoria A. Wachino/OU=OMB/O=EOP @ EOP [OMB])
READ:UNKNOWN

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

CC: Melissa W. Preston (CN=Melissa W. Preston/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

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

CC: Antoinette D. Marchette (CN=Antoinette D. Marchette/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Kelley L. O'Dell (CN=Kelley L. O'Dell/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

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

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

TEXT:

On behalf of the Press Office, OPL and the Women's Office, we would like to invite you to stop by and meet the Editors-in-Chief and Senior Writers of 17 top national women's magazines at a luncheon on Monday, March 15, anytime between 11:30 AM to 12:15 PM in the Indian Treaty Room. Please e-mail Sondra Seba in the Women's Office or call her at 6-7310 if you think you may be able to drop by or if you have any questions about the event.

FYI--after the luncheon they will move to the West Wing to participate in a roundtable discussion entitled "Economic and Retirement Security: What Every Woman Should Know" with the First Lady and other Administration officials. The roundtable will focus on Social Security and Medicare reform--issues of importance to women of all generations.

We hope to see you at the luncheon on Monday!

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 18:14:32.00

SUBJECT: Re: Radio Address Briefing Memo

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

FYI-

Jose and Leanne- if you can get it to us by COB, then Elena has time to review it tomorrow morning. Thanks.

----- Forwarded by Laura Emmett/WHO/EOP on 03/11/99 06:13 PM -----

Megan C. Moloney

03/11/99 06:12:10 PM

Record Type: Record

To: Laura Emmett/WHO/EOP

cc: Jason H. Schechter/WHO/EOP

Subject: Re: Radio Address Briefing Memo

If we can get the final press paper tomorrow morning, that would be great! I think we would need it no later than 11:00.... so that we can get it put out both here and on the road in Arkansas.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 18:23:24.00

SUBJECT: Final Radio Address Guest List

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Attached is the final guest list for tomorrow morning's radio address.=====

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D98]MAIL464376670.036 to ASCII,

The following is a HEX DUMP:

FF5750435A040000010A02010000000205000000E8090000000200001EECD5FC7EA82CA200EE3D
8782D7BDFFCB9FEA5491B36C337A0614966C672CAAEC2692FE818170E207E324DAF22F85C90F80

Automated Records Management System
Hex-Dump Conversion

RADIO ADDRESS TAPING INVITEES

Friday, March 12, 1999

(Police Misconduct)

Law Enforcement (6):

Bob Scully, National Association of Police Officers

Arthur Reddy, International Union of Police Associations

Dan Rosenblatt, International Association of Chiefs of Police

Chief Wesley Mitchell, National Organization of Black Law Enforcement Executives

Chief John Farrell, Prince Georges County, International Association of Chiefs of Police, Police
Executive Research Forum

Mark Spurrier, Major Cities Chiefs, Mid-Atlantic Community Policing Institute

Civil Rights Advocates (6):

Hugh Price, National Urban League

Kwesi Mfume, NAACP

Raul Yzaguirre, National Council of La Raza

Karen Narasaki, National Asian Pacific American Legal Consortium

Wade Henderson, Leadership Conference

Yvonne Scruggs, National Black Leadership Forum

Department of Justice (3):

Eric Holder

Ray Fisher

Bill Lann Lee

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 18:40:22.00

SUBJECT: Radio Address Briefing Memo

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

final briefing memo submitted by press office.

----- Forwarded by Karin Kullman/OPD/EOP on 03/11/99

05:44 PM -----

Megan C. Moloney

03/11/99 06:07:07 PM

Record Type: Record

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

cc:

Subject: Radio Address Briefing Memo

March 11, 1999

TAPED RADIO ADDRESS

DATE: March 12, 1999
LOCATION: Oval Office
TIME: 9:00 AM
FROM: Megan Moloney

I. PURPOSE

You will discuss the constructive steps the Administration has taken and will take to root out police misconduct and strengthen the bond between police officers and the communities they serve.

II. BACKGROUND

With this radio address you will bring together a group of civil rights

advocates, police chiefs and rank-and-file law enforcement organizations to ask these leaders to work with you to make sure that the criminal justice system serves the needs of all Americans, and to make the system both fairer and more effective.

You will also discuss new provisions to be included in your 21st Century Crime Bill that will help accomplish this, such as more and better police training, more education for police, improved efforts to recruit minorities, and a long-term commitment to strengthen community policing efforts across the country.

Finally, you will direct the Attorney General to convene a series of meetings of representatives of the interested groups to examine ways of addressing the problem and recommend further actions that the Administration can take.

III. PARTICIPANTS

Briefing	Dining Room	8:45 - 9:00 AM
The President		
Ann Lewis		
Loretta Ucelli		
Bruce Reed		
Elena Kagan		
Charles Ruff		
Minyon Moore		
Ben Johnson		
Jose Cerda		
Jordan Tamagni		

Taping	Oval Office	9:00 - 9:25 AM
The President		
Megan Moloney		
Mary Morrison		
White House Communications Agency (WHCA) staff		
White House Television		
White House Photographer		
Approx. 15 guests (see attached for list)		

IV. PRESS PLAN

The ABC, AP, C-SPAN, CBS/NBC/ Mutual/Westwood One, NPR, UPI, USA, American Urban Radio Network, Standard News and Armed Forces Radio networks will carry the address in its entirety broadcasting to their collective thousands of stations worldwide on Saturday at 10:06 AM ET.

NOTE: The address this week will also be carried by KFTS-AM (940) in Texarkana, since that is where you will be during the broadcast.

V. SEQUENCE OF EVENTS

Briefing
Radio Address
Greet guests

VI. REMARKS

To be provided by the Office of Speechwriting

Message Sent

To:

- Brenda M. Anders/WHO/EOP
- Beverly J. Barnes/WHO/EOP
- Mark J. Bernstein/WHO/EOP
- Patrick E. Briggs/WHO/EOP
- Nanda Chitre/WHO/EOP
- Julianne B. Corbett/WHO/EOP
- Philip J. Crowley/NSC/EOP
- Anne M. Edwards/WHO/EOP
- Sarah E. Gegenheimer/WHO/EOP
- Sharon K. Gill/WHO/EOP
- Julie B. Goldberg/WHO/EOP
- Michael A. Hammer/NSC/EOP
- Susan L. Hazard/WHO/EOP
- Sheyda Jahanbani/NSC/EOP
- Mark A. Kitchens/WHO/EOP
- David C. Leavy/NSC/EOP
- Susanna B. McGuire/WHO/EOP
- Lorrie McHugh/WHO/EOP
- Megan C. Moloney/WHO/EOP
- Mark D. Neschis/WHO/EOP
- Elizabeth R. Newman/WHO/EOP
- Jennifer M. Palmieri/WHO/EOP
- Julia M. Payne/WHO/EOP
- Heather M. Riley/WHO/EOP
- Dorinda A. Salcido/WHO/EOP
- Jason H. Schechter/WHO/EOP
- Richard L. Siewert/WHO/EOP
- James M. Teague/WHO/EOP
- Barry J. Toiv/WHO/EOP
- Victoria L. Valentine/WHO/EOP
- Dag Vega/WHO/EOP
- Amy Weiss/WHO/EOP
- Natalie S. Wozniak/NSC/EOP
- Ralph Alswang/WHO/EOP
- Sharon Farmer/WHO/EOP
- Tracy Pakulniewicz/WHO/EOP
- Robert B. Johnson/WHO/EOP
- Minyon Moore/WHO/EOP
- Charles F. Ruff/WHO/EOP
- Elena Kagan/OPD/EOP
- Cathy R. Mays/OPD/EOP
- Ruby Shamir/WHO/EOP
- Ann F. Lewis/WHO/EOP
- Karin Kullman/OPD/EOP
- Laura Emmett/WHO/EOP
- Jose Cerda III/OPD/EOP

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

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D61]MAIL47319667Z.036 to ASCII,
The following is a HEX DUMP:

FF575043D2040000010A020100000002050000002316000000020000F935E2E3E481BFCE2D263E
25573C077C567356E07DF0FE4C4B8B9BE50B4715214DF60A05841D0B73C3BF225D8D9DE781BB86
D6BD7D839A3C729C4F9066FA880A4CA41CC80DA214A86FD248AFA15493DBD703E34AAE59AF46AA
D18324A9188F9388F8B4815B0F0A7F0D1A1A2BBBA5504A0CE2ECD5144C00C323076CAF22AFA04C
8B42FFB3D6DABE3D677121405FE3103502C1EB7DB4EA9D8DBFC88A105D35D64BF36163680DE50D
ECE255E3DC15EA2EC1E7E60D6823A320F92C96B0E82F9743352F7C09A102BFA5F442A08012E3EC

Automated Records Management System
Hex-Dump Conversion

March 11, 1999

TAPED RADIO ADDRESS

DATE: March 12, 1999
LOCATION: Oval Office
TIME: 9:00 AM
FROM: Megan Moloney

I. PURPOSE

You will discuss the constructive steps the Administration has taken and will take to root out police misconduct and strengthen the bond between police officers and the communities they serve.

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You will also discuss new provisions to be included in your 21st Century Crime Bill that will help accomplish this, such as more and better police training, more education for police, improved efforts to recruit minorities, and a long-term commitment to strengthen community policing efforts across the country.

Finally, you will direct the Attorney General to convene a series of meetings of representatives of the interested groups to examine ways of addressing the problem and recommend further actions that the Administration can take.

III. PARTICIPANTS

Automated Records Management System
Hex-Dump Conversion

Briefing Dining Room 8:45 - 9:00 AM
The President
Ann Lewis
Loretta Ucelli
Bruce Reed
Elena Kagan
Charles Ruff
Minyon Moore
Ben Johnson
Jose Cerda
Jordan Tamagni

Taping Oval Office 9:00 - 9:25 AM
The President
Megan Moloney
Mary Morrison
White House Communications Agency (WHCA) staff
White House Television
White House Photographer
Approx. 15 guests (see attached for list)

IV. PRESS PLAN

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NOTE: The address this week will also be carried by KFTS-AM (940) in Texarkana, since that is where you will be during the broadcast.

V. SEQUENCE OF EVENTS

Briefing
Radio Address
Greet guests

VI. REMARKS

To be provided by the Office of Speechwriting

RECORD TYPE: PRESIDENTIAL (EXTERNAL MAIL)

CREATOR: Dag Vega@EOP@LNGTWY@EOPMRX

CREATION DATE/TIME:11-MAR-1999 19:04:00.00

SUBJECT: Statement by the President: Ed-Flex

TO: 1=US (1=US@2=WESTERN UNION@5=ATT.COM@*ELN\62955
READ:NOT READ

TO: BARBUSCHAK_K (BARBUSCHAK_K@A1@CD) (OA)
READ:NOT READ

TO: INFOMGT (INFOMGT@A1@CD) (SYS)
READ:NOT READ

TO: JOHNSON_WC (JOHNSON_WC@A1@CD) (OA)
READ:NOT READ

TO: SULLIVAN_M (SULLIVAN_M@A1@CD) (WHO)
READ:NOT READ

TO: SUNTUM_M (SUNTUM_M@A1@CD) (WHO)
READ:NOT READ

TO: WOZNIAK_N (WOZNIAK_N@A1@CD) (NSC)
READ:13-APR-1999 13:51:29.35

TO: GRAY_W (GRAY_W@A1@CD) (NSC)
READ:NOT READ

TO: NAPLAN_S (NAPLAN_S@A1@CD) (NSC)
READ:NOT READ

TO: WEINER_R (WEINER_R@A1@CD) (DON)
READ:NOT READ

TO: GRIBBEN_J (GRIBBEN_J@A1@CD) (WHO)
READ:NOT READ

TO: RILEY_R (RILEY_R@A1@CD) (OA)
READ:NOT READ

TO: tnewell (tnewell@ostp.eop.gov@INET)
READ:NOT READ

TO: HEMMIG_M (HEMMIG_M@A1@CD) (WHO)
READ:NOT READ

TO: RUNDLET_P (RUNDLET_P@A1@CD) (WHO)
READ:NOT READ

TO: BUDIG_N (BUDIG_N@A1@CD) (NSC)
READ:NOT READ

TO: meglynn (meglynn@usia.gov@INET)
READ:NOT READ

TO: Christine A. Stanek (Christine A. Stanek@EOP@LNGTWY@EOPMRX)

READ:NOT READ

TO: Lori E. Abrams (Lori E. Abrams@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Anne M. Edwards (Anne M. Edwards@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: David E. Kalbaugh (David E. Kalbaugh@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Julie E. Mason (Julie E. Mason@EOP@LNKTWY@EOPMRX)
READ:NOT READ

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

TO: Cheryl D. Mills (Cheryl D. Mills@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: G. Timothy Saunders (G. Timothy Saunders@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Laura D. Schwartz (Laura D. Schwartz@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Douglas B. Sosnik (Douglas B. Sosnik@EOP@LNKTWY@EOPMRX)
READ:NOT READ

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

TO: Barry J. Toiv (Barry J. Toiv@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Michael Waldman (Michael Waldman@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Dorian V. Weaver (Dorian V. Weaver@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Catherine T. Kitchen (Catherine T. Kitchen@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Brenda M. Anders (Brenda M. Anders@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Richard Socarides (Richard Socarides@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Dag Vega (Dag Vega@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Barbara D. Woolley (Barbara D. Woolley@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Cynthia M. Jasso-Rotunno (Cynthia M. Jasso-Rotunno@EOP@LNKTWY@EOPMR
READ:NOT READ

TO: Sara M. Latham (Sara M. Latham@EOP@LNKTWY@EOPMRX)

READ:NOT READ

TO: Andrew J. Mayock
READ:NOT READ

(Andrew J. Mayock@EOP@LNKTWY@EOPMRX)

TO: Beverly J. Barnes
READ:NOT READ

(Beverly J. Barnes@EOP@LNKTWY@EOPMRX)

TO: Megan C. Moloney
READ:NOT READ

(Megan C. Moloney@EOP@LNKTWY@EOPMRX)

TO: Laura S. Marcus
READ:NOT READ

(Laura S. Marcus@EOP@LNKTWY@EOPMRX)

TO: Virginia N. Rustique
READ:NOT READ

(Virginia N. Rustique@EOP@LNKTWY@EOPMRX)

TO: Thomas D. Janenda
READ:NOT READ

(Thomas D. Janenda@EOP@LNKTWY@EOPMRX)

TO: Brian D. Smith
READ:NOT READ

(Brian D. Smith@EOP@LNKTWY@EOPMRX)

TO: Leanne A. Shimabukuro
READ:NOT READ

(Leanne A. Shimabukuro@EOP@LNKTWY@EOPMRX)

TO: Kim B. Widdess
READ:NOT READ

(Kim B. Widdess@EOP@LNKTWY@EOPMRX)

TO: 62955104
READ:NOT READ

(62955104@eln.attmail.com@inet@LNKTWY@EOPM

TO: backup
READ:NOT READ

(backup@wilson.ai.mit.edu@inet@LNKTWY@EOPM

TO: newsdesk
READ:NOT READ

(newsdesk@usnewswire.com@inet@LNKTWY@EOPMR

TO: usia01
READ:NOT READ

(usia01@access.digex.com@inet@LNKTWY@EOPMR

TO: usnwire
READ:NOT READ

(usnwire@access.digex.com@inet@LNKTWY@EOPM

TO: Elizabeth R. Newman
READ:NOT READ

(Elizabeth R. Newman@EOP@LNKTWY@EOPMRX)

TO: Jordan Tamagni
READ:NOT READ

(Jordan Tamagni@EOP@LNKTWY@EOPMRX)

TO: Kevin S. Moran
READ:NOT READ

(Kevin S. Moran@EOP@LNKTWY@EOPMRX)

TO: Ashley L. Raines
READ:NOT READ

(Ashley L. Raines@EOP@LNKTWY@EOPMRX)

TO: Peter A. Weissman
READ:NOT READ

(Peter A. Weissman@EOP@LNKTWY@EOPMRX)

TO: Douglas J. Band

(Douglas J. Band@EOP@LNKTWY@EOPMRX)

READ:NOT READ

TO: Edwin R. Thomas III (Edwin R. Thomas III@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Sherman A. Williams (Sherman A. Williams@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: William W. McCathran (William W. McCathran@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Julia M. Payne (Julia M. Payne@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Robin J. Bachman (Robin J. Bachman@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Ruby Shamir (Ruby Shamir@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Nicole R. Rabner (Nicole R. Rabner@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: June Shih (June Shih@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Brooks E. Scoville (Brooks E. Scoville@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Neera Tanden (Neera Tanden@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Sarah S. Knight (Sarah S. Knight@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Tracy F. Sisser (Tracy F. Sisser@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Woyneab M. Wondwossen (Woyneab M. Wondwossen@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Jeannetta P. Allen (Jeannetta P. Allen@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Judithanne V. Scourfield (Judithanne V. Scourfield@EOP@LNKTWY@EOPMR)
READ:NOT READ

TO: Patrick E. Briggs (Patrick E. Briggs@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Debra S. Wood (Debra S. Wood@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Daniel W. Burkhardt (Daniel W. Burkhardt@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Maureen A. Hudson (Maureen A. Hudson@EOP@LNKTWY@EOPMRX)
READ:NOT READ

TO: Lana Dickey (Lana Dickey@EOP@LNKTWY@EOPMRX)

READ:NOT READ

TO: Carmen B. Fowler
READ:NOT READ

(Carmen B. Fowler@EOP@LNKTWY@EOPMRX)

TO: Lynn G. Cutler
READ:NOT READ

(Lynn G. Cutler@EOP@LNKTWY@EOPMRX)

TO: Julianne B. Corbett
READ:NOT READ

(Julianne B. Corbett@EOP@LNKTWY@EOPMRX)

TO: Walker F. Bass
READ:NOT READ

(Walker F. Bass@EOP@LNKTWY@EOPMRX)

TO: Virginia Apuzzo
READ:NOT READ

(Virginia Apuzzo@EOP@LNKTWY@EOPMRX)

TO: Michael V. Terrell
READ:NOT READ

(Michael V. Terrell@EOP@LNKTWY@EOPMRX)

TO: Elliot J. Diringer
READ:NOT READ

(Elliot J. Diringer@EOP@LNKTWY@EOPMRX)

TO: Nanda Chitre
READ:NOT READ

(Nanda Chitre@EOP@LNKTWY@EOPMRX)

TO: Amy Weiss
READ:NOT READ

(Amy Weiss@EOP@LNKTWY@EOPMRX)

TO: Melissa M. Murray
READ:NOT READ

(Melissa M. Murray@EOP@LNKTWY@EOPMRX)

TO: Lisa J. Levin
READ:NOT READ

(Lisa J. Levin@EOP@LNKTWY@EOPMRX)

TO: Phillip Caplan
READ:NOT READ

(Phillip Caplan@EOP@LNKTWY@EOPMRX)

TO: Katharine Button
READ:NOT READ

(Katharine Button@EOP@LNKTWY@EOPMRX)

TO: Douglas R. Matties
READ:NOT READ

(Douglas R. Matties@EOP@LNKTWY@EOPMRX)

TO: Eli G. Attie
READ:NOT READ

(Eli G. Attie@OVP@LNKTWY@EOPMRX)

TO: wh-outbox-distr
READ:NOT READ

(wh-outbox-distr@pub.pub.whitehouse.gov@in)

TO: Sean P. Maloney
READ:NOT READ

(Sean P. Maloney@EOP@LNKTWY@EOPMRX)

TO: Marsha Scott
READ:NOT READ

(Marsha Scott@EOP@LNKTWY@EOPMRX)

TO: Jessica L. Gibson
READ:NOT READ

(Jessica L. Gibson@EOP@LNKTWY@EOPMRX)

TO: Jodi R. Sakol

(Jodi R. Sakol@OVP@LNKTWY@EOPMRX)

READ:NOT READ

TO: Linda Ricci
READ:NOT READ

(Linda Ricci@EOP@LN GTWY@EOPMRX)

TO: Mark D. Neschis
READ:NOT READ

(Mark D. Neschis@EOP@LN GTWY@EOPMRX)

TO: Jeffrey A. Shesol
READ:NOT READ

(Jeffrey A. Shesol@EOP@LN GTWY@EOPMRX)

TO: Heather M. Riley
READ:NOT READ

(Heather M. Riley@EOP@LN GTWY@EOPMRX)

TO: Jonathan E. Smith
READ:NOT READ

(Jonathan E. Smith@EOP@LN GTWY@EOPMRX)

TO: McGavock D. Reed
READ:NOT READ

(McGavock D. Reed@EOP@LN GTWY@EOPMRX)

TO: Chandler G. Spaulding
READ:NOT READ

(Chandler G. Spaulding@EOP@LN GTWY@EOPMRX)

TO: Janelle E. Erickson
READ:NOT READ

(Janelle E. Erickson@EOP@LN GTWY@EOPMRX)

TO: Delia A. Cohen
READ:NOT READ

(Delia A. Cohen@EOP@LN GTWY@EOPMRX)

TO: Maureen T. Shea
READ:NOT READ

(Maureen T. Shea@EOP@LN GTWY@EOPMRX)

TO: Fred DuVal
READ:NOT READ

(Fred DuVal@EOP@LN GTWY@EOPMRX)

TO: Pubs_Backup
READ:NOT READ

(Pubs_Backup@VAXGTWY@LN GTWY@EOPMRX)

TO: William C. Haymes
READ:NOT READ

(William C. Haymes@EOP@LN GTWY@EOPMRX)

TO: Jason H. Schechter
READ:NOT READ

(Jason H. Schechter@EOP@LN GTWY@EOPMRX)

TO: cmbeach
READ:NOT READ

(cmbeach@email.msn.com@inet@LN GTWY@EOPMRX)

TO: Sheyda Jahanbani
READ:NOT READ

(Sheyda Jahanbani@EOP@LN GTWY@EOPMRX)

TO: Marty J. Hoffmann
READ:NOT READ

(Marty J. Hoffmann@EOP@LN GTWY@EOPMRX)

TO: Dorinda A. Salcido
READ:NOT READ

(Dorinda A. Salcido@EOP@LN GTWY@EOPMRX)

TO: dmilbank
READ:NOT READ

(dmilbank@tnr.com@inet@LN GTWY@EOPMRX)

TO: Julie B. Goldberg

(Julie B. Goldberg@EOP@LN GTWY@EOPMRX)

READ:NOT READ

TO: Sarah E. Gegenheimer
READ:NOT READ

(Sarah E. Gegenheimer@EOP@LNGTWY@EOPMRX)

TO: kyle.mckinnon
READ:NOT READ

(kyle.mckinnon@kcrw.org@inet@LNGTWY@EOPMRX)

TO: Thomas M. Rosshirt
READ:NOT READ

(Thomas M. Rosshirt@OVP@LNGTWY@EOPMRX)

TO: Minyon Moore
READ:NOT READ

(Minyon Moore@EOP@LNGTWY@EOPMRX)

TO: Charles M. Brain
READ:NOT READ

(Charles M. Brain@EOP@LNGTWY@EOPMRX)

TO: Dario J. Gomez
READ:NOT READ

(Dario J. Gomez@EOP@LNGTWY@EOPMRX)

TO: Carolyn T. Wu
READ:NOT READ

(Carolyn T. Wu@EOP@LNGTWY@EOPMRX)

TO: Gregory B. Craig
READ:NOT READ

(Gregory B. Craig@EOP@LNGTWY@EOPMRX)

TO: Edward F. Hughes
READ:NOT READ

(Edward F. Hughes@EOP@LNGTWY@EOPMRX)

TO: Rajiv Y. Mody
READ:NOT READ

(Rajiv Y. Mody@EOP@LNGTWY@EOPMRX)

TO: Robin Leeds
READ:NOT READ

(Robin Leeds@EOP@LNGTWY@EOPMRX)

TO: Deborah B. Mohile
READ:NOT READ

(Deborah B. Mohile@EOP@LNGTWY@EOPMRX)

TO: Sondra L. Seba
READ:NOT READ

(Sondra L. Seba@EOP@LNGTWY@EOPMRX)

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TEXT:

Message Creation Date was at 11-MAR-1999 19:02:00

THE WHITE HOUSE

Office of the Press Secretary
(Antigua, Guatemala)

For Immediate
Release
March 11, 1999

STATEMENT BY THE PRESIDENT

I have long supported the Ed-Flex concept, and I was pleased when the Congressional leadership decided to take up this bill as one of its first matters of business. Today, however, the Senate used this bill to undermine one of our most important educational achievements -- an initiative to hire 100,000 well-prepared teachers to reduce class size in the early grades to a national average of 18. The Senate not only voted down an amendment to ensure long-term funding for this initiative, but passed an amendment that would allow local school districts to completely opt out of class size reduction. I will work hard for the elimination of this amendment in Conference. We should be working together to make continued progress on obvious national needs such as r

educing class size -- not attempting to tear down the bipartisan work we did last year to address this problem.

30-30-30

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 19:53:32.00

SUBJECT: Tobacco recoupment language with IDEA

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

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

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

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

TEXT:

Here's the Chafee language with tobacco prevention at 20% and IDEA at 37%
(see bottom of page 2).

With state tobacco settlement funds at about \$8 billion a year, this would
add \$3 billion a year in federal funds to IDEA. According to figures
Tanya got from OMB, an additional \$11 billion would need to be added to
reach a federal share of 40 percent.

Current spending: federal govt pays \$4.3 billion or 11% of about \$39
billion in cost.

With this amendment: federal govt pays \$7.3 billion or 19% of about \$39
billion in cost. ===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

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Modified version of Chafee recoupment bill with funds for IDEA

A BILL

To amend title XIX of the Social Security Act to permit the Secretary of Health and Human Services to waive recoupment under the Medicaid program of certain funds received by a State from manufacturers of tobacco products if a State uses a portion of such funds for tobacco use prevention and reduction programs.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

Section 1. Short Title.

This Act may be cited as the “_____ Act of 1999”.

Section 2. Findings.

Congress makes the following findings:

(1) Tobacco products are the foremost preventable health problem facing America today. More than 400,000 individuals die each year as a result of tobacco induced illnesses and conditions.

(2) Virtually all new users of tobacco products are under legal age. Every day, 3,000 young people become regular smokers. Of these children, 1,000 will die prematurely from a tobacco-related disease.

(3) Tobacco products are inherently dangerous and cause cancer, heart disease, and other serious adverse health effects.

(4) Medicaid is a joint Federal-State partnership program designed to provide health care to citizens with low-income.

(5) On average, the Federal Government pays 57 percent of the costs of the Medicaid program, and no State must pay for more than 50 percent of the cost of the program in that State.

(6) The comprehensive settlement of November 1998 between manufacturers of tobacco products (as defined in section 5702(d) of the Internal Revenue Code of 1986) and States, and the individual State settlements reached with such

manufacturers, include claims arising out of the Medicaid program.

(7) It is in the interest of the public health to target a portion of the funds received by States as a result of such settlements towards combating the problem of youth smoking.

Sec. 3 WAIVER OF RECOUPMENT UNDER THE MEDICAID PROGRAM OF
TOBACCO-RELATED FUNDS

(A) IN GENERAL-Section 1903 (d)(3) of the Social Security Act (42 U.S.C. 1396b (d)(3)) is amended-

(1) by inserting "(A)" before "The"; and

(2) by adding at the end of the following:

"(B) The Secretary shall waive the applicability of subparagraph (A) and paragraph (2)(B) with respect to amounts recovered or paid to a State as part of the comprehensive settlement of November 1998 between manufacturers of tobacco products (as defined in section 5702(d) of the Internal Revenue Code of 1986) and States, or as part of any individual State settlement or judgement reached in litigation initiated or pursued by a State against one or more such manufacturers, if, with respect to a fiscal year, the Governor or Chief Executive Officer of the State-

"(I) certifies that at least 20 percent of such amounts received during the fiscal year will be expended on activities to reduce tobacco use described in subparagraph (C); and

"(AA) includes as part of such certification a written description of how such amounts will be expended; and

"(BB) supplements and does not supplant the level of funds expended by the State in 1998 for similar activities in the State, as defined in subparagraph (E);

and

"(ii) certifies that at least 37 percent of such amounts received during the fiscal year will be expended on activities required by the Individuals with Disabilities Act (20

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U.S.C. 1411 et. seq.).

“(C) For purposes of subparagraph (B)(I), activities to reduce tobacco use consist of tobacco use prevention and reduction programs, including-

“(I) counter-marketing and counter-advertising;

“(ii) school and community-based education and prevention programs;

“(iii) smoking cessation programs (including training for health care professionals and providers on how to conduct such programs);

“(iv) enforcement of laws relating to tobacco products; and

“(v) evaluation and surveillance of the effectiveness of such programs and activities.

“(D) Nothing in subparagraph (B) shall be construed as limiting the authority of the Secretary under this title to-

“(I) require reports and conduct investigations to ensure that a State is complying with a certification submitted under that subparagraph and clause (iii) of that subparagraph; or

“(ii) limit or deny Federal payments under this section to a State that has failed to so comply.

“(E) Funds described in subparagraph (B)(i) shall be used to supplement not supplant other Federal, State, or local funds provided for any of the purposes described in subparagraph (C) and shall not be used as State matching funds. To receive funds under subsection (B)(i) States must demonstrate a maintenance of effort. This maintenance of effort is defined as the sum of --

(i) an amount equal to 100 percent of Federal fiscal year 1998 State spending on the programs under subparagraph (C) and

(ii) an amount equal to the product of the amount described in paragraph (1) and

(AA) for 1999, the lower of -

(I) general inflation as measured by the consumer price index for the previous year; or

(II) the annual change in the Federal appropriation for the program in the

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previous fiscal year; and

(BB) for subsequent fiscal years, the lower of -

(I) the cumulative general inflation as measured by the consumer price index for the period between 1998 and the previous year; or

(ii) the cumulative change in the Federal appropriation for the program for the period between fiscal year 1998 and the previous fiscal year.

The maintenance-of-effort requirement in paragraph (i), and the adjustments in paragraph (ii), apply to each program identified in paragraph (i) on an individual basis.”

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:11-MAR-1999 23:48:01.00

SUBJECT: Draft Paper & Miscellany

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

READ:UNKNOWN

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

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

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

READ:UNKNOWN

TEXT:

BR/EK:

Attached please find a draft 2-pager on the announcement and some q&a for review.

Also, here are a couple of points to contemplate in the morning.

1. On the RCPIs. Technically, we have 30 RCPIs, but 5 are in some sort of probationary status and may not get funding next year if they don't improve their performance. Based on that, do want to say 25 or 30 in our paper and speech. I don't think DOJ feels strongly, but we should be consistent.

2. On civil rights enforcement. Ricki and DOJ thought it was important to add language on how DOJ has prosecuted some 300 cops to date. I told her that I don't agree, but that Chuck and others may feel differently in the morning. I imagine this may come up in the brief. Below is some language she suggested.

"Since 1993, the Justice Department has criminally prosecuted more than 300 law enforcement officers who have engaged in misconduct -- resulting in over 200 convictions. In addition, using the authority given to them under the 1994 Crime Act, the Department has begun investigating the patterns and practices of a handful of law enforcement agencies across the country, which may lead to changes in the way police departments operate -- so the problems of the past are not the problems of the future."

3. On the CBC. BR: I connected w/Broderick as you suggested about a

meeting next week, and he informed me that: (1) several members had already been invited and were attending the radio address; and (2) the proposed meeting may be taking place tomorrow after the radio address. Broderick may have it wrong, but you may want to confirm at senior staff.

4. On press. I'm a bit concerned about what my have been communicated to the groups about press. I told my guys we weren't expecting them to go out to the stakeout, and that we didn't want any of the guests scooping the President on this important topic. However, Hugh Price's office called me about arranging for camera coverage, organizing a stakeout, and generally maximizing press coverage. I told them that we could not break the radio address embargo, so meeting participants would probably need to settle for embargoed statements until tomorrow -- but that Hugh and Chuck should have had a conversation about this...go figure? Also, Nechis has been eager to get our paper and pitch this to the nets. Do we want someone like Eric on camera? Or do we want the President's words to speak for themselves? And, are we pitching meeting participants for the shows?

5. Boston factoid. BR: I sent you and Jordan an article that, I believe, pretty much confirms that complains are down in Boston. I couldn't get actual numbers though.

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

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Strengthening Police Integrity
March 13, 1999

In his radio address to the nation, the President will take several steps to help strengthen the integrity and ethics of police forces across the country. He will propose that the 21st Century Policing Initiative he will soon send to Congress include: (1) a \$42 million increase in funding for state and local police training, education, and recruitment; and (2) \$5 million in new funds to establish citizen police academies that engage community residents in the fight against crime. The President also will call on the Attorney General to convene a series of meetings with community and law enforcement leaders to further discuss and make joint recommendations on these issues.

Investing in Better Policing

\$20 million to expand police integrity and ethics training. While most police officers are extensively screened and trained before their first day on the job, police today face more difficult and demanding situations than ever before. To help ensure that they are well-trained and prepared to meet these challenges, the Justice Department's Office of Community Oriented Policing (COPS) has established 25 Regional Community Policing Institutes (RCPIs) throughout the country. To date, the RCPIs have trained more than 10,000 law enforcement officials and community members in a variety of disciplines, and two of the RCPIs specialize in the area of police integrity and ethics. To expand the availability of this crucial training, the President's 21st Century Policing Initiative will propose a \$20 million increase in funding to make police integrity training available at all 25 RCPIs.

\$20 million to promote the best educated police force possible. Like all Americans, police officers deserve access to the best education possible to meet the complex demands of their job. That is why the President's 21st Century Policing Initiative will include \$20 million in new funds to help make college scholarships available to our police officers. The President's crime bill will also reauthorize the Police Corps, which offers young people college scholarships in return for their service as law enforcement officers. Since its creation in the 1994 Crime Act, the Police Corps has provided \$90 million in college scholarships to police recruits in 23 states.

\$2 million for improved minority recruitment. As we work to better educate and train our police, we must also do more to make sure police departments reflect the diversity of the communities they represent. Last year, the COPS Office awarded \$1 million to community organizations to develop targeted police recruitment efforts, including the establishment of police magnet high school programs and partnerships with local colleges. The President's 21st Century Policing Initiative will propose doubling the funds available for such innovative outreach and recruitment initiatives.

Engaging the Community

\$5 million to establish citizen police academies. Some police departments have established citizen police academies to train neighborhood residents on police procedures, and to improve understanding of how police make important decisions (i.e., when and what level of force to use when apprehending a suspect). But citizen academies can do much more. They can also help police learn about the concerns of citizens, and they can be used to train residents in collaborative problem-solving -- making them full partners in community policing and crime prevention efforts. The President's crime bill will propose \$5 million to establish more citizen police academies around the country.

Enforcing the Law

Prosecuting serious misconduct and abuse. Although the vast majority of police officers enforce our laws in a way that is both vigorous and fair, those who break the law must be brought to justice. We cannot allow a few corrupt or abusive police officers to undermine the progress that hundreds of thousands of police officers have worked so hard to achieve. That is why, at any given time, the Justice Department is investigating hundreds of allegations of criminal misconduct and abuse by police. To ensure that federal prosecutors have the resources they need to enforce our laws in these cases, the President's FY 2000 budget includes an increase of over \$1 million for this purpose.

Continuing the Community Policing Revolution

The President's 21st Century Policing Initiative. To make our communities safer and stronger, we must extend our commitment to community policing into the 21st Century. The President's 21st Century Policing Initiative will do that by: helping communities hire up to 50,000 more community police officers; giving law enforcement access to the latest crime-fighting technologies; and engaging the entire community -- from prosecutors, to school officials, to leaders from the faith community -- in the fight against crime.

Finishing the job of putting 100,000 more community police on the street. To date, the President's COPS program has helped cities to hire or redeploy more than 92,000 officers, and increased the number of law enforcement agencies engaged in community policing from hundreds to over 11,000 today. Through COPS, community policing has spread throughout the country and helped drive down the crime rates for all of our people.

Forming New Partnerships

Working together to find new solutions. The President will ask the Attorney General to sponsor a series of meetings and discussions with law enforcement and community leaders to consider additional joint recommendations and further steps that can be taken to strengthen police integrity -- and to make sure the criminal justice system serves the needs of all Americans.

**Police Integrity Radio Address
Questions and Answers
March 13, 1999**

Q: What more can you tell us about the policies you are announcing today?

A: The policies announced today will be contained in the President's 21st Century Policing Initiative, which will soon be sent to the Congress as part of a larger crime bill. They are:

(1) Integrity and ethics training. Currently, the COPS Office provides about \$40 million to assist in the training of state and local law enforcement, including \$24 million for some 25 Regional Community Policing Institutes (RCPIs). The President's crime bill will provide an increase of \$20 million to so that all of our RCPIs will be able to provide police integrity and ethics training. Currently, only two of the centers specialize in this crucial training.

(2) Education assistance for police. The President's crime bill will authorize a new \$20 million scholarship program for current state and local police officers. This will provide needed assistance to officers already on the force, who are seeking to advance their education and skills. It also builds on the Police Corps program, which offers college scholarships in exchange for service in law enforcement -- and which will also be extended in the President's bill.

(3) Improved minority recruitment. The President's bill will provide a \$1 million increase for targeted police recruitment and outreach efforts. Last year, we provided \$1 million for innovative recruitment strategies to community organizations in New York, Los Angeles, and Memphis. The grant to New York, for example, involves a partnership between East Brooklyn Congregations and CUNY/John Jay College where they are developing a police magnet high school for youth, as well as evening programs for adults in the largely Hispanic and African American neighborhoods of East Brooklyn, New York.

(4) More citizen police academies. The President's crime bill will also propose \$5 million to establish more citizen police academies around the country. In addition to instructing residents on important police procedures, these academies can also help to teach residents problem-solving skills that will help them address their local crime problems. The citizen academies are part of an overall effort within the President's new policing initiative to engage all sectors of the community to come together to fight crime.

All of the policies announced today are fully funded in our FY 2000 budget.

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Q: New York City has hired thousands of officers with COPS funds. As a result, they've put more police on their streets who in turn have engaged in more aggressive policing tactics. In view of the Diallo shooting, how can you say that your COPS initiative is part of the solution to police brutality and misconduct?

A: Many cities have hired hundreds of law enforcement officers through COPS and have not had similar problems. For instance, large cities such as San Diego and Boston have significantly increased the size of their police forces through COPS without increasing the number of citizen complaints of police misconduct. In fact, citizen satisfaction with the police has increased in these and other cities.

Another good example is in nearby Prince George's County. In P.G. county, they have increased their police force, substantially increased traffic and investigative stops, while at the same time dramatically decreasing citizen complaints: excessive force complaints are down by half, and officer/citizen contacts that result in citizen injury are down by 70 percent compared to 1995.

Q: The President announced that the Attorney General would be convening a series of meetings with law enforcement and community leaders. Who will be involved in these meetings and what do you expect will come out of these meetings?

A: The meetings will bring together police chiefs, representatives of rank and file police officers, and experts on police practices, along with civil rights and other community leaders who know the concerns of the community regarding police misconduct. The purpose would be to discuss the best practices for preventing misconduct and excessive use of force, develop recommendations for additional actions, and build greater trust between the police and the communities they serve.

Q: The tragic shooting death of Amadou Diallo by members of the New York Police Department has focused the Nation's attention on the problem of police brutality. Is the federal government investigating that matter?

A: The FBI, the U.S. Attorney for the Southern District of New York and the Justice Department's Civil Rights Division have been working closely and actively with the Bronx District Attorney's Office on the investigation. They are not just monitoring this case while the DA handles the investigation -- Mary Jo White, the U.S. Attorney, is personally involved in supervising the federal role in the investigation.

Q: Is the Justice Department investigating the entire New York Police Department?

A: After the incident involving the beating of Abner Louima, the U.S. Attorney for the

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Eastern District of New York, Zachary Carter, began a preliminary inquiry to determine whether the Justice Department should invoke its pattern or practice authority against the New York Police Department. This inquiry is ongoing. The Department is now coordinating its efforts with the Civil Rights Division, and the United States Attorneys Offices for the Southern and Eastern Districts of New York, to examine other aspects of the New York Police Department in light of the issues raised by the Diallo shooting.

Q: What is the Justice Department's pattern or practice authority?

A: Under the President's 1994 Crime Act, the Justice Department has the authority to file civil suits against police departments that engage in a pattern of police misconduct. Using that authority, the Department is currently investigating a handful of law enforcement agencies across the country. Those investigations may result in court orders or settlements requiring police departments to change the way they operate — so the problems of the past are not the problems of the future.

Q: Is that what the Justice Department is doing with the New Jersey State Police?

A: Yes. The Justice Department is actively reviewing the New Jersey State Police to determine whether state troopers have engaged in a pattern of practice of discriminatory traffic stops.

Q: What can the Justice Department do against individual police officers who engage in misconduct?

A: The Justice Department has the authority under criminal law to prosecute law enforcement officers who engage in misconduct, including the use of excessive force. At any given time, the Justice Department is investigating several hundred allegations of criminal police misconduct around the country. Since 1993, the Justice Department has criminally prosecuted more than 300 law enforcement officers who have engaged in police misconduct — resulting in over 200 convictions.