

**NLWJC - KAGAN**

**EMAILS CREATED**

**ARMS - BOX 003 - FOLDER 001**

**[5/16/1997 - 5/21/1997]**

# Withdrawal/Redaction Sheet

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Elena Kagan to Ron Klain at 11:55:06.00. Subject: Re: Cookout (1 page)	05/19/1997	Personal Misfile
002. email	Elena Kagan to Ron Klain at 11:57:33.00. Subject: Re: Cookout (1 page)	05/19/1997	Personal Misfile
003. email	Phone No. (Partial) (1 page)	05/20/1997	P6/b(6)

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**COLLECTION:**

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

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**FOLDER TITLE:**

[5/16/1997 - 5/21/1997]

2009-1006-F  
ke767

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**RESTRICTION CODES**

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

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

CREATION DATE/TIME:16-MAY-1997 14:48:19.00

SUBJECT: Re: Distilled Spirits Council meeting

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

READ:UNKNOWN

TEXT:

Yes!!! (Sorry it took so long to get back to you.) Do you want to set it up, or should we?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 14:22:44.00

SUBJECT: two things

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

READ:UNKNOWN

TEXT:

1. The part of your weekly entry on the civil rights community (i.e., the issue of giving an english-only reading test) didn't make it into this week's memo. Whenever you think it makes sense (i.e., when there's some kind of hook, even if it's only a meeting), could you give me something on this again? -- I do think we should make the President aware of this issue.

2. CEA seems to be doing some kind of analysis on the likely effects of HOPE scholarships -- i.e., a why-the-critics-are-wrong study. I'm not sure who the staff member is. You should call Michelle Jolin, the Chief of Staff there, and get yourself plugged in (and then, of course, keep me and Bruce informed of CEA's progress).

Many thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 20:26:02.00

SUBJECT: Re: satcher

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

I think it's almost certain he will be our nominee, so there's no need to backpedal. We just don't want to make things official before we're fully prepared to answer questions about his writings and record.

Michael D. McCurry

05/15/97 09:37:36 PM

Record Type: Record

To: Sylvia M. Mathews/WHO/EOP

cc: Elena Kagan/OPD/EOP, Mary E. Glynn/WHO/EOP, Barry J. Toiv/WHO/EOP

Subject: Re: satcher

we have gotten nothing but green lights in suggesting that satcher is our nominee. we have confirmed on background to numerous news organizations. if there is a problem, we need to know right away since we are way out there.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 19:50:39.00

SUBJECT: same

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

READ:UNKNOWN

TEXT:

Think of that as a quick, off-the-top-of-your-head assignment.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 20:41:23.00

SUBJECT: Re: moe

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

TEXT:

sure thing. i had assumed bruce sent it to you when he sent it to me.  
what are you doing here??? go home.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 19:49:41.00

SUBJECT: race initiative

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

READ:UNKNOWN

TEXT:

Could you take a shot at giving me and bruce your best ideas on what policy pieces we should try to incorporate in the race initiative (you know, the 20% part)? Many thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 12:43:33.00

SUBJECT:

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

TEXT:

terry-- could you get me the final version of the morgan state speech? no  
rush. thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 13:42:15.00

SUBJECT: volunteer bill

TO: Ellen S. Seidman ( CN=Ellen S. Seidman/OU=OPD/O=EOP @ EOP [ OPD ] )  
READ:UNKNOWN

TEXT:

Is the sap I got friday from you? Call me -- I'd like to talk with you about whether we can go even further in explaining why our position here has no relevance to the products bill.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 19:41:37.00

SUBJECT: fyi

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

READ:UNKNOWN

TEXT:

Bill Corr called friday to tell me that hhs has agreed to provide a detailee to rep. waxman to review new tobacco documents. The detail should last about a week. Corr made clear that he was just notifying us -- not asking our permission.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 19:35:17.00

SUBJECT: crack sentences

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

READ:UNKNOWN

TEXT:

Have you looked at the doj memo on crack sentences? When you have, I'd like to talk with you about next steps. just tell me when.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 20:21:57.00

SUBJECT: Re: satcher

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

This is the memo sylvia got back from mike after she forwarded my memo saying that we should not yet announce his nomination (or our intent to nominate him). My memo said that some of his writings might be controversial, that we hadn't finished reviewing them yet, and that we weren't prepared to start answering questions. It seems to me that's still the right answer.

----- Forwarded by Elena Kagan/OPD/EOP on 05/18/97 08:22 PM -----

Michael D. McCurry  
05/15/97 09:37:36 PM  
Record Type: Record

To: Sylvia M. Mathews/WHO/EOP  
cc: Elena Kagan/OPD/EOP, Mary E. Glynn/WHO/EOP, Barry J. Toiv/WHO/EOP  
Subject: Re: satcher

we have gotten nothing but green lights in suggesting that satcher is our nominee. we have confirmed on background to numerous news organizations. if there is a problem, we need to know right away since we are way out there.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 13:58:19.00

SUBJECT: title ix

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

TEXT:

could we talk about title ix policy initiatives on Monday? I talked with greenberger et al on friday and would like to bring you up-to-date so we can proceed on this. (do you also want nicole working on this?)

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 11:38:32.00

SUBJECT: training

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

TEXT:

what does emily want us to do on the worker training document she gave us? what exactly is it anyway?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 14:08:14.00

SUBJECT: gao report

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

READ:UNKNOWN

TEXT:

could you get me a copy? thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 20:13:54.00

SUBJECT: Re: US State and Local Gateway

TO: Beverly.Godwin ( Beverly.Godwin @ npr.gsa.gov @ INET @ LNGTWY [ UNKNOWN ] )  
READ:UNKNOWN

TEXT:  
anytime. why don't you give me a call monday?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 19:19:20.00

SUBJECT: moe

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

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

TEXT:

Could one of you send me an email telling me (1) what the moe requirements for the contingency fund are and (2) how the nga wants to change them? I was trying to write an entry for the weekly on the governors' bifurcation letter and realized I didn't have this necessary information.. Thanks much.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 13:45:28.00

SUBJECT: flag desecration sap

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

READ:UNKNOWN

TEXT:

I think we should substitute "First Amendment" for "Bill of Rights" in both the second and third sentences in light of our support for the Victims Rights Amendment (which does amend the Bill of Rights).

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 19:15:58.00

SUBJECT: child care

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

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

TEXT:

At the residence meeting last week, the President talked about a proposal of some kind to give a deduction to businesses running child care centers at a loss. He said there's paper about this around somewhere. Could one of you find out what he's talking about and try to get all available information on the idea? Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:18-MAY-1997 11:44:08.00

SUBJECT: Re: suspension of deportation

TO: 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:  
let's be sure to talk Monday.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 12:11:17.00

SUBJECT: Re: drugs and driving

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

TEXT:

fyi

----- Forwarded by Elena Kagan/OPD/EOP on 05/19/97 12:16  
PM -----

Leanne A. Shimabukuro 05/19/97 12:08:56 PM

Record Type: Record

To: Elena Kagan/OPD/EOP, Jose Cerda III/OPD/EOP  
cc:  
Subject: Re: drugs and driving

I've put in a call to our contact at Transportation for this initiative.  
I will let you both know the status when I speak with him. Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 10:43:01.00

SUBJECT: Re: crack sentences

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

READ:UNKNOWN

TEXT:

then it will be a one-sided conversation.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 12:01:26.00

SUBJECT: domestic violence

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

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

TEXT:

Perhaps I'm wrong (we do seem to keep revisiting this question), but I thought we were waiting for Mary to come in and pick up the domestic violence project. I don't want to assign it unless for some reason we've decided not to follow that course.

# Withdrawal/Redaction Marker

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Elena Kagan to Ron Klain at 11:55:06.00. Subject: Re: Cookout (1 page)	05/19/1997	Personal Misfile

### COLLECTION:

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

### FOLDER TITLE:

[5/16/1997 - 5/21/1997]

2009-1006-F  
ke767

### RESTRICTION CODES

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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

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RR. Document will be reviewed upon request.

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

CREATION DATE/TIME:19-MAY-1997 10:45:50.00

SUBJECT: tobacco

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

READ:UNKNOWN

TEXT:

could you remember to send me over Chris's ideas on where to spend the money? thanks.

# Withdrawal/Redaction Marker

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. email	Elena Kagan to Ron Klain at 11:57:33.00. Subject: Re: Cookout (1 page)	05/19/1997	Personal Misfile

### COLLECTION:

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

### FOLDER TITLE:

[5/16/1997 - 5/21/1997]

2009-1006-F

ke767

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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 12:06:20.00

SUBJECT: immigration

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

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

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

TEXT:

I suspect Jose has already asked you, but could you get your hands on the immigration study in this weekend's papers and write up a short description (probably just for the weekly, unless you think that won't do it justice) for the President? Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 20:47:27.00

SUBJECT: Re: Please review briefing

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

READ:UNKNOWN

TEXT:

looks great.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 10:43:53.00

SUBJECT: Re: training

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

TEXT:  
call her (yes, bromberg). thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 13:42:48.00

SUBJECT: Re: Drug Policy Announcements for Wednesday

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

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

TEXT:

sounds right to me. we should talk some more about what ultimately should go into the drug testing report, but your description makes it clear that we should not issue it this week.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 12:04:20.00

SUBJECT: cea report

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

READ:UNKNOWN

TEXT:

could you send me a copy of whatever you have from cea on displacement?  
many thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 10:51:32.00

SUBJECT: Re: title ix

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

TEXT:

ok -- can we do around 5:30?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 11:39:20.00

SUBJECT: Re: 2 issues in the USA today article

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

TEXT:

we are getting answers on these questions. i'll let you know asap.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 10:44:17.00

SUBJECT: Re: title ix

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

TEXT:  
hmm... what did i ask?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 11:38:42.00

SUBJECT: Re: EEOC/Ellen Vargas wonders if someone from there should attend the FLSA meeti

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

READ:UNKNOWN

TEXT:

not necessary

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 12:09:25.00

SUBJECT: hhs

TO: Ellen S. Seidman ( CN=Ellen S. Seidman/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TEXT:

I agree with you re hhs. What's the timing on getting up the SAP? Have you spoken with Peter lately?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 20:47:10.00

SUBJECT: Minority Issues Meeting

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

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/19/97 08:50  
PM -----

June G. Turner

05/19/97 07:34:04 PM

Record Type: Record

To: See the distribution list at the bottom of this message  
cc:  
Subject: Minority Issues Meeting

The bi-weekly minority issues meeting will be held tomorrow (Tuesday, May 20) at 3:00 pm in Room 472 OEOB. The meeting will only last an hour (because someone else has the room at 4:00pm)

If you have any questions please give me a call at 6-1960. Thanks. If I left anyone off please let me know.

Invited Attendees:

- Sylvia Mathews
- Cheryl Mills
- Minyon Moore
- Maria Echaveste
- Robert Johnson
- Doris Matsui
- Carolyn Curiel
- Terry Edmonds
- Ann Walker
- Jose Cerda
- Anna Gomez
- Goody Marshall
- Susan Liss
- Ellen Lovell
- Andrew Mayock
- Bob Nash (out of office on Tuesday)
- Elena Kagan
- Dawn Chirwa
- John Podesta
- Rahm Emaneul
- Alphonse Maldon
- Kathleen Wallman
- Janet Murguia
- Tracey Thornton
- Richard Socarides
- Richard Hayes

## Message Sent

To:

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Andrew J. Mayock/WHO/EOP  
Elena Kagan/OPD/EOP  
Dawn M. Chirwa/WHO/EOP  
John Podesta/WHO/EOP  
Rahm I. Emanuel/WHO/EOP  
Sara M. Latham/WHO/EOP  
Michelle Crisci/WHO/EOP  
Alphonse J. Maldon/WHO/EOP  
Kathleen M. Wallman/WHO/EOP  
Janet Murguia/WHO/EOP  
Tracey E. Thornton/WHO/EOP  
Laura K. Demeo/WHO/EOP  
Richard Socarides/WHO/EOP  
Richard L. Hayes/WHO/EOP  
Maria Echaveste/WHO/EOP  
Marjorie Tarmey/WHO/EOP  
Cheryl D. Mills/WHO/EOP  
Minyon Moore/WHO/EOP  
Robert B. Johnson/WHO/EOP  
Doris O. Matsui/WHO/EOP  
Carolyn Curiel/WHO/EOP  
James T. Edmonds/WHO/EOP  
Ann F. Walker/WHO/EOP  
Jose Cerda III/OPD/EOP  
Anna M. Gomez/OPD/EOP  
Ellen M. Lovell/WHO/EOP  
Susan M. Liss/OVP @ OVP  
Thurgood Marshall Jr./OVP @ OVP  
Angelique Pirozzi/WHO/EOP  
Trooper Sanders/OVP @ OVP  
Kim B. Widdess/WHO/EOP  
Odetta S. Walker/WHO/EOP  
Virginia N. Rustique/WHO/EOP

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 15:23:01.00

SUBJECT: Re: DOJ Letter Citing Constitutional Issue

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

READ:UNKNOWN

TEXT:

what is it?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 13:20:37.00

SUBJECT: Re: hhs

TO: Ellen S. Seidman ( CN=Ellen S. Seidman/OU=OPD/O=EOP @ EOP [ OPD ] )

READ:UNKNOWN

TEXT:

WHAT issue?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 12:02:44.00

SUBJECT: drugs and driving

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

TEXT:

Could one of you poke around and figure out where we are on our ostensible 4-state pilot program? We shouldn't let this one slip through the cracks. Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 10:41:20.00

SUBJECT: Reconciliation Meeting - Rescheduled

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

READ:UNKNOWN

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/19/97 10:46 AM -----

June G. Turner

05/19/97 09:04:40 AM

Record Type: Record

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

cc:

Subject: Reconciliation Meeting - Rescheduled

There will be a reconciliation meeting today at 4:00 pm in Room 476. I apologize for the short notice.

And fyi - Sylvia is the proud Aunt of "Jody" O'Keefe.

Attendees:

Betty Currie  
Don Baer  
Dawn Chirwa  
Maria Echaveste  
Rahm Emanuel  
Richard Hayes  
Elena Kagan  
Jose Cerda  
Ann Lewis  
Cheryl Mills  
Bob Nash  
Janet Murguia  
John Podesta  
Bruce Reed  
Richard Socarides  
Tracey Thornton  
Minyon Moore  
Andrew Mayock  
Rob Weiner  
Robert Johnson  
John Hilley  
Lynn Cutler  
Doris Matsui  
Doug Sosnik  
Carolyn Curiel  
James Edmonds  
Ann Walker  
Michael Waldman

Frank Raines  
Beverly Barnes  
Susan Liss  
Ellen Lovell  
Kitty Higgins  
Flo McAfee  
Mary Ellen Glynn  
Stephanie Streett  
Michael Diech  
Rose Ochi (Justice)  
Isabel Pinzler (Justice)

## Message Sent

To:

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Betty W. Currie/WHO/EOP  
Donald A. Baer/WHO/EOP  
Kevin S. Moran/WHO/EOP  
Dawn M. Chirwa/WHO/EOP  
Maria Echaveste/WHO/EOP  
Marjorie Tarmey/WHO/EOP  
Rahm I. Emanuel/WHO/EOP  
Michelle Crisci/WHO/EOP  
Richard L. Hayes/WHO/EOP  
Elena Kagan/OPD/EOP  
Laura Emmett/WHO/EOP  
Ann F. Lewis/WHO/EOP  
Cheryl D. Mills/WHO/EOP  
Bob J. Nash/WHO/EOP  
Laura K. Demeo/WHO/EOP  
Janet Murguia/WHO/EOP  
John Podesta/WHO/EOP  
Sara M. Latham/WHO/EOP  
Bruce N. Reed/OPD/EOP  
Cathy R. Mays/OPD/EOP  
Richard Socarides/WHO/EOP  
Tracey E. Thornton/WHO/EOP  
Minyon Moore/WHO/EOP  
Robert N. Weiner/WHO/EOP  
Robert B. Johnson/WHO/EOP  
Andrew J. Mayock/WHO/EOP  
John L. Hilley/WHO/EOP  
Doris O. Matsui/WHO/EOP  
Elisa Millsap/WHO/EOP  
Douglas B. Sosnik/WHO/EOP  
John O. Sutton/WHO/EOP  
Carolyn Curiel/WHO/EOP  
James T. Edmonds/WHO/EOP  
Patricia E. Romani/OMB/EOP  
Ann F. Walker/WHO/EOP  
Michael Waldman/WHO/EOP  
Franklin D. Raines/OMB/EOP  
Rebecca R. Culberson/OMB/EOP  
Ora Theard/WHO/EOP  
Katharine Button/WHO/EOP  
Beverly J. Barnes/WHO/EOP  
Susan M. Liss/OVP @ OVP  
Ellen M. Lovell/WHO/EOP  
Virginia N. Rustique/WHO/EOP  
Elizabeth M. Toohy/WHO/EOP  
Brian A. Reich/WHO/EOP  
Floydetta McAfee/WHO/EOP

Alison E. Bracewell/WHO/EOP  
Mary Morrison/WHO/EOP  
Mary E. Glynn/WHO/EOP  
Trooper Sanders/OVP @ OVP  
Kim B. Widdess/WHO/EOP  
Angelique Pirozzi/WHO/EOP  
Jose Cerda III/OPD/EOP  
Lynn G. Cutler/WHO/EOP  
Suzanne Dale/WHO/EOP

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 12:27:31.00

SUBJECT: Re: fyi Education

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

TEXT:  
you're absolutely right. thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 11:23:16.00

SUBJECT: more scientific etics questions

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

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

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

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

TEXT:

In line with our discussion this morning, we should also think about whether further action on human research is warranted. Sen. Glenn has a bill applying the protections now used in federally funded or regulated research to ALL research. Elizabeth thinks this might be a good time to send that bill around for agency comment. And a recent NYT article on the subject suggested that some changes in requirements for institutional review boards might be in order. (Apparently Shays just conducted a hearing on this issue and expressed some amazement about how easy it is for a researcher to shop for an IRB that will support her experiment.) NBAC is supposed to issue some recommendations on this issue in late summer or early fall, so we should think carefully about whether we want to do something before then. But we should at least start thinking about this issue and whether some action is warranted.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-MAY-1997 12:28:34.00

SUBJECT: Re: training

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

TEXT:

not at all. i thought she would be contacting you. we're just being  
hyper-cooperative now. thanks.

# Withdrawal/Redaction Marker

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. email	Phone No. (Partial) (1 page)	05/20/1997	P6/b(6)

### COLLECTION:

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

### FOLDER TITLE:

[5/16/1997 - 5/21/1997]

2009-1006-F

ke767

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

CREATION DATE/TIME:20-MAY-1997 12:13:33.00

SUBJECT: mtg on child care conf

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

READ:UNKNOWN

TEXT:

let's set this up.

----- Forwarded by Elena Kagan/OPD/EOP on 05/20/97 12:16 PM -----

Nicole R. Rabner

05/20/97 12:09:28 PM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc: Jennifer L. Klein/OPD/EOP, Laura Emmett/WHO/EOP

Subject: mtg on child care conf

Elena, you had asked me to forward to you a list of the administration people to include in the next meeting on child care -- this one, as we discussed, would focus specifically on the Conference. If possible, it would be great to have this later this week, but I'll follow up with Laura about times. Thanks.

Joan Lombardi, HHS

[003]

Carolyn Becraft, DoD

Linda Smith, DoD

Faith Wohl, GSA

Melissa Skolfield, HHS

Mary Bourdette, HHS

Melanne Verveer

Katy at ext. 67264

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 20-MAY-1997 12:28:43.00

SUBJECT: Q&A on Second Hand Smoke and Heart Disease Finding

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

TEXT:

fyi

----- Forwarded by Elena Kagan/OPD/EOP on 05/20/97 12:32  
PM -----

Elizabeth Drye

05/20/97 12:22:41 PM

Record Type: Record

To: Barry J. Toiv/WHO/EOP, Mary E. Glynn/WHO/EOP, Joshua Silverman/WHO/EOP  
cc: Elena Kagan/OPD/EOP  
Subject: Q&A on Second Hand Smoke and Heart Disease Finding

NYT and WP report today on a Harvard research finding that regular exposure to second hand smoke almost doubles one's risk of heart disease. OSHA proposed regulating second hand smoke in workplaces in 1994, closed the comment period in February, 1996, and is currently reviewing comments. Below are Qs&As on the study and OSHA's rule drafted in consultation w/OSHA and HHS.

Q. What will the Administration do to respond to these findings?

A. Second hand smoke is an important area of concern, and we're disturbed by this particular finding. The Department of Health and Human Services is reviewing the finding.

Q. When will OSHA issue its rule on workplace smoking and what is taking so long?

A. OSHA is currently reviewing the 115, 000 comments it received on the proposed rule and will move the rule forward as expeditiously as possible. OSHA typically receives only several dozen to several hundred comments on its rules -- and is taking the time necessary to carefully review the very large volume of comments on the second hand smoke regulation.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 20-MAY-1997 12:12:32.00

SUBJECT: Re: How did your talk go?

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

READ: UNKNOWN

TEXT:

I had a good time, although it felt very short. And they did ask me a couple of great questions.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 20-MAY-1997 16:05:23.00

SUBJECT: Budget Roll Out

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

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/20/97 04:04  
PM -----

Michelle Crisci

05/20/97 03:16:51 PM  
Record Type: Record

To: See the distribution list at the bottom of this message  
cc:  
Subject: Budget Roll Out

There will be a budget roll-out meeting tomorrow, Wednesday, May 21, from  
2:00 to 3:00 PM in OEOB Room 180.

Message Sent

To: \_\_\_\_\_  
Melissa Green/OPD/EOP  
Victoria Radd/WHO/EOP  
Elizabeth R. Newman/WHO/EOP  
Rebecca R. Culberson/OMB/EOP  
Kathryn O. Higgins/WHO/EOP  
Anne E. McGuire/WHO/EOP  
Russell W. Horwitz/OPD/EOP  
Jake Siewert/OPD/EOP  
Peter R. Orszag/OPD/EOP  
Charles R. Marr/OPD/EOP  
Ann F. Lewis/WHO/EOP  
Kevin S. Moran/WHO/EOP  
Alison E. Bracewell/WHO/EOP  
Virginia M. Terzano/OVP @ OVP  
Christopher C. Jennings/OPD/EOP  
Elena Kagan/OPD/EOP  
Laura Emmett/WHO/EOP  
Kenneth S. Apfel/OMB/EOP  
Julia R. Green/WHO/EOP  
Cheryl M. Carter/WHO/EOP  
Beverly J. Barnes/WHO/EOP  
Stacey L. Rubin/WHO/EOP  
Craig T. Smith/WHO/EOP  
Karen E. Skelton/WHO/EOP  
Jonathan A. Kaplan/OPD/EOP  
Eli G. Attie/WHO/EOP  
Brian J. Johnson/CEQ/EOP  
Beth A. Viola/CEQ/EOP  
Robert M. Shireman/OPD/EOP  
Barry J. Toiv/WHO/EOP

Lori L. Anderson/WHO/EOP  
Michael Cohen/OPD/EOP  
Lawrence J. Haas/OMB/EOP  
Susan A. Brophy/WHO/EOP  
Cynthia A. Rice/OPD/EOP  
Robert B. Johnson/WHO/EOP  
Sarah A. Bianchi/OMB/EOP  
WHITE\_W @ A1 @ CD @ LNGTWY  
Michele Jolin/CEA/EOP  
Emily Bromberg/WHO/EOP  
Linda L. Moore/WHO/EOP  
MCHUGH\_L @ A1 @ CD @ LNGTWY  
ECHAVESTE\_M @ A1 @ CD @ LNGTWY

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:20-MAY-1997 16:05:01.00

SUBJECT: Re: PLEASE RESPOND TODAY -- HHS giving Wash. Post. draft cloning report

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

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

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

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

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

TEXT:

ditto Bruce--whoever heard of an agency responding so quickly to anything?



# WELFARE TO WORK

May 20, 1997

## The Welfare to Work Partnership

Today President Clinton announced that over 100 companies have accepted his State of the Union challenge to forge "a new national effort to marshal America's businesses, large and small, to create jobs so that people can move from welfare to work." CEOs and senior executives from the companies joined the President to launch the Welfare to Work Partnership, a private, non-profit organization which will lead the national business effort to hire people from the welfare rolls. The Partnership pledged to enlist 1,000 companies within the next six months and named United Airlines Corporation CEO Gerald Greenwald its Chairman of the Board.

The Welfare to Work Partnership is an independent, nonpartisan, national effort of the American business community to help move those on public assistance into jobs in the private sector. The Partnership will provide information, technical assistance, and support for all interested companies. The Partnership was formed in response to the President's challenge in his 1997 State of the Union speech, and the CEOs from the five companies the President noted in that speech -- Sprint, Monsanto, UPS, Burger King, and United Airlines -- form the Partnership's Board of Directors. Since signing the welfare law last August, the President has launched an aggressive campaign to challenge both the public and private sector to help welfare reform succeed. The President signaled his commitment to work with the corporate community by holding a White House meeting with 14 company CEOs in January 1997. After that meeting five companies made a commitment to lead a national welfare to work effort.

## The President's Welfare to Work Transportation Initiative

Citing transportation as one of the biggest barriers in moving from welfare to work, President Clinton today announced grants to 24 states to develop strategies to solve this problem. The President urged Congress to enact his \$600 million welfare to work transportation initiative, part of his NEXTEA transportation proposal.

Two-thirds of new jobs are in the suburbs, but three of four welfare recipients live in rural areas or central cities. Only six percent of welfare recipients own cars, and public transit often provides inadequate connections to job and training centers. To combat this problem, the President today urged Congress to adopt the six-year, \$600 million grant program in his NEXTEA transportation bill that would support flexible, innovative transportation systems in rural, urban, and suburban areas to get people where the jobs are. Today, the President also announced grants to 24 states and the Virgin Islands to develop welfare to work transportation plans. The grants are being awarded by the Department of Transportation's Federal Transit Administration and the Federal Highway Administration in cooperation with the National Governors' Association.

## A Balanced Budget that Helps Move People from Welfare to Work

The President praised the new budget agreement which includes two critical welfare to work initiatives. The first is a \$3 billion Welfare to Work fund for cities and states to create job opportunities for welfare recipients. This proposal, a centerpiece of the President's second-term agenda, will help move one million adults from welfare to work. The budget agreement also

includes the President's proposed enhanced tax credit which would give companies that hire long-term welfare recipients a 50 tax credit on the first \$10,000 of wages paid over two years.

### Vice Presidential Initiatives

To ensure that former welfare recipients succeed in the workplace, Vice President Gore today announced a new campaign, beginning with a conference on May 29th, to help those leaving welfare retain jobs.

In addition to this new campaign, the Vice President is overseeing the federal government's hiring initiative. The President has committed the federal government, the nation's largest employer, to do its part to hire people from the welfare rolls. On April 10th the President held the first full Cabinet meeting of his second term in which federal agencies pledged to directly hire at least 10,000 welfare recipients over the next four years.

### Today's Program

The President was joined today by the Vice President, Mr. Greenwald, Partnership President Eli J. Segal, Delaware Governor Tom Carper, Wisconsin Governor Tommy Thompson, and small business owner George R. Stinson of Racine, Wisconsin, whose company workforce is more than half former welfare recipients.

**Welfare to Work**  
**May 20, 1997**  
**Q&A**

**Company Hiring**

Question: How many companies have committed to hire welfare recipients?

Answer: Today, over 100 companies committed to hire people from the welfare rolls -- and the Partnership's new Chairman, Gerald Greenwald today pledged to sign up 1,000 companies within six months.

Question: How many employees have they promised to hire?

Answer: Companies weren't asked to make specific commitments, but many have anyway. For example, United Airlines has pledged to hire 2,000 people on welfare by the end of the year 2000. Cessna currently employs 150 welfare recipients and plans to hire 50 more.

Question: Will these companies displace other workers in order to hire welfare recipients?

Answer: No. An explicit part of the commitment each company has made is to hire and retain former welfare recipients without displacing other workers.

Question: Will the companies pay health benefits?

Answer: We expect companies to treat former welfare recipients like any other workers, which includes providing health benefits if they are provided to other workers.

**Welfare to Work Partnership**

Question: What is the Welfare to Work Partnership?

Answer: **The Partnership is a national, independent, nonpartisan effort of the business community to help move people on public assistance to jobs in the private sector. The Partnership will concentrate on energizing the business community to hire and retain welfare recipients without displacement of existing workers.**

**The Partnership provides information, technical assistance and support for businesses of all sizes, from all industries and from all areas of the country.**

**Question:** What are the goals of the Partnership?

**Answer:** In the first year, the Partnership plans to build an expanding network of companies committed to hiring and retaining persons on public assistance. In addition to mobilizing companies, the Partnership will publish and broadly disseminate a best practices manual of private sector initiatives and promising public-private alliances at the state and local levels. It expects to develop a comprehensive, customer-friendly database of organizations which provide job training and readiness, child care and related services.

**Question:** Who are the five founding corporations?

**Answer:** The founding companies of the Partnership are United Airlines, Burger King, Monsanto Company, Sprint Corporation, and United Parcel Services of America. United Airlines CEO Gerald Greenwald is the chairman of the board.

**Question:** Who can participate in the Partnership?

**Answer:** Membership is open to all businesses, large or small, who are committed to either hiring and retaining those on public assistance without displacing existing workers.

**Question:** Why should businesses get involved with the Partnership or any other type of welfare reform effort?

**Answer:** Because it makes good business sense. Today many companies find it difficult to locate entry-level workers. By actively recruiting welfare recipients, companies will greatly enlarge their pool of potential entry-level workers, a pool of workers that companies have previously not actively recruited. In addition, companies will have the knowledge that they are actively participating in their communities to strengthen families and improve children's lives.

### Today's Speakers

**Question:** Why was Governor Thompson invited to speak?

**Answer:** We invited two governors to speak today -- Governor Tommy Thompson (R-Wisc.) and Governor Tom Carper (D-Del.). Both were intimately involved in developing the welfare reform proposals the President signed into law, and both have been welfare reform leaders in their own states -- so it seemed appropriate to have them here today. In addition, today the President announced transportation planning grants to 24 states, which were given in cooperation with the National Governors' Association.

Question: Tell me more about the small business owner speaking today.

Answer: George R. Stinson is the President and owner of General Converters and Assemblers, Inc. in Racine, Wisconsin. More than half his workforce is former welfare recipients. He is currently expanding his plant and plans to fill many of the 100 new positions with welfare recipients. An African American, Stinson says that one of his primary concerns as an employer is to hire and provide on-the-job training to persons without much job experience.

### Transportation Announcement

Question: Why is the President talking about new transportation funding now, after the budget has been agreed to?

Answer: With the budget agreement in place, the Congressional Committees are about to take up the ISTEA reauthorization -- so now is exactly the right time for the President to highlight the welfare to work provisions of the transportation bill he sent to the Hill earlier this spring. Also, many of the business leaders involved in the Welfare to Work Partnership have told us how important transportation will be to their ability to hire welfare recipients, so today's event seemed like a good time to discuss the President's welfare to work transportation proposal.

In general, the budget negotiations assume the reauthorization of ISTEA, although the level of transportation spending within the domestic discretionary category has been under some discussion recently. But the budget agreement certainly leaves room for the President's \$600 million welfare to work transportation proposal.

Question: What does the President's transportation proposal do?

Answer: The President's NEXTEA transportation bill:

- **Invests \$600 Million to Improve Access to Jobs and Training.** NEXTEA includes a six-year, \$600 million grant program to support innovative transportation initiatives, such as vanpools, to get people where the jobs are.
- **Increases Job Training Opportunities in Transportation Technology and Construction.** NEXTEA opens opportunities in transportation by increasing incentives for states and localities to provide job training in conjunction with federally-funded technology and construction projects and enabling them to offer hiring preferences favoring welfare recipients and residents of Empowerment Zones and Enterprise Communities.

Question: What can the \$600 million be used for?

Answer: States, local governments, and private, non-profit organizations could apply for grants to plan and implement new transportation services targeted at linking welfare recipients with jobs.

Question: Would the proposal allow welfare recipients to be hired at the expense of other workers?

Answer: No. What the President's bill does allow is what are called "local hiring preferences" allowing transportation contractors to provide a preference to equally qualified welfare recipients and residents of Enterprise Zones and Enterprise Communities who apply for construction and related jobs.

Question: The grants the President announced today seem pretty small. Do you expect them to accomplish anything?

Answer: These grants, provided by the Department of Transportation in cooperation with the National Governors' Association, will enable states and communities to develop strategies that support welfare to work efforts. They will bring state and local welfare, training, and transportation authorities together to address this problem in a strategic way. But these are just seed grants for developing plans -- that's why the President has proposed a comprehensive, \$600 million fund for welfare to work transportation services.

### **White House Hiring**

Question: More than a month ago, the White House pledged to hire welfare recipients? Have any been hired?

Answer: Yes, one former welfare recipient has already been hired, and the departments are reviewing resumes to fill the remaining positions.

### **Minimum Wage**

Question: Will the Administration's announcement last week that employers must pay welfare recipients the minimum wage make it harder for companies to hire welfare recipients?

Answer: No. Private companies have always had to pay the minimum wage and follow the Fair Labor Standards Act for those workers who are "employees" instead of "trainees." The confusion lay primarily in whether the law required government-sponsored workfare to pay the minimum wage. Our lawyers believe that most welfare recipients participating in the work activities such as workfare will legally count as "employees."

Question: Won't this end welfare reform as we know it by making work more expensive for states?

Answer: Not at all. With both TANF and food stamps counting toward the minimum wage, every state except Mississippi will be able to give welfare recipients workfare slots for 20 hours a week (the welfare law's current requirement) without raising their benefit levels. And of course states should be trying to place welfare recipients in private sector jobs where the minimum wage already applies -- that's why having so many companies commit today to hiring welfare recipients is so important.

Question: Will the Administration support changes to the welfare law so workfare programs don't have to pay the minimum wage?

Answer: We would oppose legislation that flatly exempts welfare recipients from the minimum wage law. The Administration believes that people who work should be paid at least the minimum wage.

Question: Would you oppose any legislation addressing this issue?

Answer: Not necessarily, but any legislation would have to be consistent with our support for the minimum wage. In determining how the minimum wage applies to workfare, the Administration has had to address a host of technical issues that Congress did not deal with in passing the welfare law. If Congress wants to address these issues, the Administration will consider the proposals carefully. But any legislation must reflect the Administration's position that people who work should be paid at least the minimum wage.

### **Welfare Privatization**

Question: I understand Erskine Bowles and other White House officials plan to meet with members of the Texas Congressional delegation this week. Is this the beginning of a negotiation over welfare privatization?

Answer: No, we are not taking part in any negotiation. The purpose of the meetings is simply to answer any questions the Congressional delegation may have regarding the response that the Administration provided to the state of Texas last week regarding what kinds of privatization is allowed under current law.

Question: Is the Administration going to approve Wisconsin's request to privatize welfare and food stamp offices in some parts of the state?

Answer: We have not yet responded to Wisconsin's request.

## **Vice Presidential Announcement**

Question: The Vice President announced he'll chair a conference on May 29th. What's the subject?

Answer: The conference will focus on job retention strategies and will include a panel of groups that have helped former welfare recipients become successful workers.

Question: What's the purpose of the conference?

Answer: The Vice President and his staff have been meeting with a wide range of civic organizations to discuss their role in welfare reform. Of course, many of these groups have been contributing to their communities for more than a century, so public service is nothing new to them.

Question: Is there any particular model the Vice President favors?

Answer: The panelists are from a variety of types of programs -- nonprofits, like the Strive program in New York which was recently featured on 60 Minutes; America Works, the successful, private sector job placement and retention company; and public sector, such as the Social Security Administration, which has a long record of successfully hiring welfare recipients. The Vice President is particularly intrigued by what State Comptroller John Sharp has done in Texas. The Texas Pathfinders project has paired welfare recipients with community mentors to help them make the transition to self-sufficiency.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:20-MAY-1997 16:56:34.00

SUBJECT: Re: LATE TERM - VETO STRATEGY

Ann and Elena--should we go forward with our plan to meet with some of our outside friend

GOOD NEWS TODAY ON LATE TERM. MY SUGGESTION IS TO PULL TOGETHER A MEETING WITH THE ADVOCAT

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

READ:UNKNOWN

TEXT:

I think it's a good idea to talk, though I suspect that our idea of strategy will not be their idea of strategy.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:20-MAY-1997 12:11:14.00

SUBJECT: Re: Senior Staff Coverage

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

TEXT:

I hope I won't be at work, but I'll be eminently reachable.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:21-MAY-1997 18:53:00.00

SUBJECT: Re: SSA/Nazis

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

TEXT:

please give them straight to brian coyne of the SSA. thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:21-MAY-1997 18:52:21.00

SUBJECT: Re: Letting states buy food stamps to give to legal immigrants

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

yes, please write that one up.. thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:21-MAY-1997 16:00:37.00

SUBJECT: Draft Q's and A's

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

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/21/97 04:00
PM -----

William R. Kincaid
05/21/97 03:36:11 PM
Record Type: Record

To: Elena Kagan/OPD/EOP
cc: Michael Cohen/OPD/EOP
Subject: Draft Q's and A's

Elena--

Attached are two documents containing the text of most of the education
Q's and A's that we would like to include in the President's briefing book
for tonight. I may be sending you a few more later this afternoon, and I
plan to put them in more of a logical order and consistent format. Please
let me know if these look ok.

Thanks.

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

TEXT:

Unable to convert ARMS\_EXT: [ATTACH.D41]MAIL49301314J.116 to ASCII,
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## IDEA and Discipline

**Q. I am concerned about keeping our schools safe and disciplined. I understand that the new special education law (IDEA) just passed by Congress still makes it difficult to discipline disruptive students who are disabled. How can the other students learn if teachers can't maintain order?**

**A.** First, let me point that the federal special education law, first passed in the 1970's, has been essential for providing education opportunities for children with disabilities. Before that law was passed, many children with disabilities were denied an education. Since the law was passed, educational opportunities for children with disabilities have increased dramatically, because the law guarantees an education to these children. This is a good thing, because the education of every child is important, because education is the way for for all of our people to become productive and independent citizens. I am proud to be able to sign, next month, the bill continuing this law in effect.

Second, I agree that it is very important for all children that classrooms be orderly places where children can learn and teachers can teach. While maintaining the responsibility to provide children with disabilities with a free and appropriate education, this new bill strengthens the ability of teachers and principals to deal with disruptive or dangerous students, including those with disabilities. It does this by:

- making it easier for principals to remove children with disabilities who bring a gun, weapon or drugs to school, or who pose a danger to themselves, their teachers or their classmates from the classroom, while continuing to provide them with an education in another setting.
- making it easier to address a child's behavior problems early on -- before they get out of hand -- by requiring that these be considered in the development of an Individual Education Plan, and by making the regular classroom teacher a part of the team that develops the plan.

Finding the right balance between the protection of individual rights and the needs of a larger group is often a difficult issue. I am pleased that the Congress, with an overwhelming bipartisan majority, has found a way to strike that balance.

## Goals 2000 and School-to-Work Controversies

**Q. Aren't these tests just another version of your Goals 2000 program, in which the federal government promotes outcomes-based education, politically-correct history, and a federal takeover of our schools?**

**A.** No. Goals 2000 provides federal support for state and local efforts to raise academic standards in the basic skills and core academic subjects, and for local, bottom up efforts

to improve teaching and learning. There are no federal standards or curriculum, and no requirement for outcomes based education or any other particular approach.

With regard to a "federal takeover" of local schools, that simply isn't accurate. Goals 2000 supports local control, not federal control. You don't have to take my word for this. Harrison County and some 40 other school systems in West Virginia have received Goals 2000 funds. You should ask teachers, principals, school board members or parents in those communities if Secretary Riley and the U.S. Department of Education, have come in and set their curriculum or otherwise tried to tell them what to do.

The national tests we are discussing today are focused on basic reading and math skills that all students should master. They are not part of Goals 2000 in any way, and you don't have to give the tests in order to keep receiving Goals 2000 funds. However, I believe every states should participate in Goals 2000 and in these tests. They are both ways of helping our students reach for the highest possible standards.

**Q. The School-to-Work program has been somewhat controversial in West Virginia. Is it true that School-to-Work tracks kids into inferior programs of study with low academic standards and requires them to make job decisions in elementary and middle schools?**

A. No. The School-to-Work Program is designed to give students the academic and on-the-job-training to prepare them for high skill jobs and further education. School-to-Work does not in any way track students into certain career paths, nor limit their options. It gives students and parents information and opportunities to explore a wide range of career options, and it helps make sure that students learn basic and advanced academic skills that will prepare them either for work or for college.

#### **Testing and Standards Issues**

**Q. Do you believe students should be required to pass these tests in order to be promoted to the next grade level?**

I believe that if we set standards for students, they should be required to meet the standards in order to be promoted from elementary to middle school, from middle school to high school, and before graduating from high school. When I was Governor, we required students to pass an 8th grade test before moving into high school. While some students had difficulty passing the test the first time, almost everyone did ultimately. We gave extra help to students who needed it, including summer school. And over time, the percentage of students who passed the test on the first time increased, as students, teachers and parents came to understand how well the did mattered.

I believe every state should require students to meet standards before they move on. Every state gives their own tests, in addition to these national tests. Each state will need

to decide what the best combination of tests would be.

**Q. You say these are "national, not federal" standards and tests. What exactly does that mean, especially since the U.S. Department of Education is going to develop them?**

**A.** It means that while the federal government will fund the development of the tests, it is not in charge of what the tests measure, when they are administered, or how they are used in schools and communities around the country.

The tests will be based on the existing National Assessment of Education Progress, which is already used in more than 40 states. The content for these tests -- the reading and math skills they measure -- have already been determined by outside groups of teachers, curriculum specialists and others, and by agreement of state education officials. These content frameworks for reading and math are widely accepted and are based on widespread input, and strong state involvement. They truly are national standards, built from the bottom up. And they are challenging for our youngsters. The new tests I have proposed will measure the same math and reading skills that NAEP already measures.

The federal government will pay for the development of these tests, just as it helps pay for other research and development in education and other policy areas, and just as it has paid for the National Assessment of Education Progress for almost 30 years. Providing good information and good tools to improve our schools has long been part of the federal government's role in education, and should remain so.

### Vouchers

**Q: I think voucher programs provide an opportunity to some parents they otherwise would not have -- to send their child to a private or parochial school. What is your position on school vouchers?**

**A:** I believe there are better ways to provide greater school choice to students and their families. One very good way is to have every state pass a charter school law that allows parents and teachers to start new public charter schools that stay open only as long they do a good job. In fact, I have proposed nearly doubling the charter school start-up program (to \$100 million next year) to help start 3,000 charter schools over the next several years.

While I support public school choice, I oppose federally funded tuition vouchers for private elementary and secondary schools. I also oppose state funded and locally funded vouchers, which take money away from public schools.

### **Budget-Related Questions**

**Q: Why doesn't the budget plan include help for school construction?**

**A:** This is a critical need, and I have proposed a plan for jump-starting State and local school construction and renovation efforts. Unfortunately, there was considerable resistance in the budget negotiations to including it in the agreement. I am disappointed that it could not be included.

- We should remember that if we failed to reach agreement on a balanced budget plan, that would have made local school construction efforts more difficult, by raising interest rates.
- On balance, the agreement was a tremendous success on education overall.
- Within the context of the agreement, I will continue to look for opportunities to address this problem.

**Q: Won't Your HOPE Scholarship plan cause college tuitions to go up even more than they already have been?**

**A:** Actually, Federal aid does not seem to have much of an effect on tuition costs. When Federal college aid was rising in the 1970s, real college tuitions remained fairly steady. But when real Federal aid dropped slightly during the 1980s, that is when tuitions rose most sharply. One study suggests that is partly because colleges are trying to provide aid to the lowest-income students, and to do that they increase tuition for everyone else. By restoring the Federal government's commitment to financial aid -- for both low-income and middle-income families -- we are helping to reduce one of the pressures that increases tuition and fees.

**Q: Will the IRS be looking at my grades to see if I'm eligible for the HOPE Scholarship??**

[NOTE: On Sunday, Frank Raines told CNN that “we think that having the IRS trying to enforce grades may be going a little too far, and we’re going to try to find a way to simplify the program.”]

**A:** The IRS would not be looking at student transcripts. But I do want to make sure that we are not only helping people pay for college, but also that they have an incentive to work hard once they are there. A new study from Georgia State University suggests that the grade requirement in Georgia’s HOPE Scholarship plan has helped some of the borderline students, those who started out very close to the B average, to perform better in college.

**I have gotten some feedback about the grade requirement in my HOPE Scholarship plan, and Secretary Riley and Secretary Rubin will be working closely with Congress to make sure that we encourage students to work hard, but that we do it in a simple way, without imposing any undue burdens on taxpayers or colleges.**

**Q: DOES THE BUDGET AGREEMENT CUT STUDENT LOANS?**

**A::** No, it will not affect student loan borrowers in any way. There are some savings to taxpayers that we can achieve by making government more efficient and reducing subsidies to middlemen -- something that I proposed in my Budget in January -- and the negotiators agreed to some of those changes to help bring the deficit down by \$1.7 billion. But the agreement makes it clear that there can be no cuts in benefits or availability of loans. (And colleges may continue to choose to participate in the Direct Loan program or the guarantee system).

**Q: WITH THE TAX CUTS, WILL THERE BE ANY MONEY LEFT FOR EDUCATION PROGRAMS?**

**A:** The budget agreement includes *the largest increase in our investment in education in 30 years, and the largest single boost in college aid since the G.I. Bill.* It includes:

- **Roughly \$35 billion in tax cuts for higher education**, consistent with the HOPE Scholarship and \$10,000 tax deduction.
- **Pell Grant Expansion.** Includes the largest increase in two decades -- a funding boost of 25%. The maximum award will reach \$3,000, an increase of \$300. In the 1998 budget alone, an additional 348,000 students will receive grants: 130,000 young people from moderate-income families, and 218,000 low income students over the age of 24.

- **Technology Literacy.** Double funding to help ensure that computers are in every classroom, every classroom is connected to the Internet, all teachers are trained, and that high quality software and on-line resources are available to help schools integrate technology into the curriculum so that students can become technologically literate.
- **Head Start.** Continued expansion toward my goal of 1 million kids in 2002.
- **America Reads.** A child literacy initiative consistent with the America Reads Challenge, to mobilize volunteers to help every child learn to read well and independently by the end of third grade.
- **Job Corps and other Job Training.** A 12% increase for job training programs, including continued expansion of Job Corps

**Q: WHY HAVE COLLEGE TUITIONS BEEN GOING UP?**

A: Between the 1990-91 academic year and the 1995-96 academic year, overall price inflation was only 17 percent, but the average tuition and fees at public colleges increased by 31 percent and at private colleges increased by 33 percent. Some of the increase is the result of research and staffing costs that increased faster than inflation. At the public colleges, funding from State legislatures did not grow as fast as costs did. And at private colleges, while tuition went up, so did financial aid that the college was providing (in other words, not everyone was actually paying the full tuition and fees).

**Q: WHAT IS THE READING PROGRAM THAT WAS INCLUDED IN THE BUDGET DEAL?**

A: The agreement includes my plan to help make sure that every child learns to read well and independently by the end of third grade. Secretary Riley and Harris Wofford, the CEO of the Corporation for National and Community Service, will be working with Congress on some of the details. What I have proposed includes:

- **America's Reading Corps:** 25,000 reading specialists and 11,000 AmeriCorps members serving as recruiters and coordinators, to enlist an army of one million volunteer tutors.
- **Parents as First Teachers:** Grants to foster effective programs that help parents help their children to become successful readers (e.g. HIPPIE).

- **Head Start expansion.**

**Q: DOES TUTORING MAKE A DIFFERENCE? AREN'T TEACHERS MOST IMPORTANT.**

A: Even the best teachers will tell you that some children need extra help outside the classroom hours in order to catch up. And the research shows that tutoring programs that provide consistent help, with trained tutors, can make a big difference. For example:

--In Simpson County, Kentucky, 25 AmeriCorps members helped second graders jump 3 reading levels in one year

--At Hands on Atlanta, in the first three years of AmeriCorps involvement, the schools have seen an 11 percent increase in performance on national standardized tests in reading and in math, and 25 percent fewer discipline problems.

--At Reading One-to-One in Texas, with just a semester of tutoring, children improve one full reading level.

**Q: How will these tests affect students who participate in home schooling?**

A: In a legal sense, it will not affect those students at all. No student in a home school will be required to take these tests, though they will be able to if they want to. Every parent will have access to the tests on the Internet each year, so if they want to see for themselves how well their students are measuring up against these standards, they can find out.

**Q. One of your goals is to make sure every 12 year old can log on to the Internet. I don't want my 12 year old to see some of the pornography on the internet. What are you going to do about that?**

Answer: I am committed to ensuring that our children do not get exposed to indecent material and will take all constitutional measures to make sure that they don't. I signed the Communications Decency Act and we are currently defending that law in court. If the Act is invalidated, I will carefully consider alternative routes to the same goal. We are also exploring a V-chip for the Internet that will help parents screen out this kind of material.

**WEST VIRGINIA STANDARDS TOWN HALL MEETING**  
**Thursday, May 22, 1997**

**DRAFT Q & A's for the President**

**National Standards/National Tests**

Question: **Standards:** Why is the development of national standards so important *now*?

Answer: Student achievement is not improving fast enough. Today's economy demands higher and higher levels of skill and education to succeed in all types of jobs and far too many children are not meeting the standards that will prepare them for tomorrow. High standards pull young people up and encourage them to work harder and create high expectations for themselves. They also provide a benchmark for parents and teachers for what children should know and whether they are learning it. Places that have set high standards have made progress in student achievement. I want that improvement for *all* our children.

Question: **Standards:** How are you going to ensure that all children can meet these high standards?

Answer: First, these tests, together with state and local tests, will help help teachers and parents know which children need help and what help they need.

Second, these tests are about lifting our students up, not putting them down. We must make sure that our students have safe and orderly classrooms, well prepared teachers, access to good textbooks, computers and other technology that will connect them to the information superhighway.

I'm doing my part to help by making sure that the federal government makes a substantial investment in education. And Secretary Riley and the Education Department will continue to provide information on the best practices in each area. But the primary responsibility lies here with those of you in this room -- parents, teachers and principals, school board members, others in the community and state and local officials. You have the responsibility to come together and provide our students with the preparation they need, for these standards and for the future.

Question: **National Test.** What are you doing to support participation of students with disabilities in the 4th and 8th grade assessments you are developing?

Answer: We must expect more of all our children, including those with disabilities. The Department of Education, which is working with education experts to help develop the tests, will make the 4th grade reading and 8th grade math tests available to states and schools in formats accessible to students with disabilities. In addition, schools will be able to get technical assistance and other support to help ensure that students with disabilities are appropriately included.

Question: Why 4<sup>th</sup> grade reading and 8<sup>th</sup> grade math?

Answer: Reading and math are two of the most basic skills. Children can't move ahead in school in any subject if they can't read English by the 4<sup>th</sup> grade. And 8<sup>th</sup> grade math is a pivotal point in terms of making sure that a student has mastered the mathematics she needs to move forward in high school and go to college or into the work place.

Children go to school for the first three years of grade school to learn how to read, so they can spend the rest of their years reading to learn. There is a strong link between low reading skills, falling behind in school, disruptive behavior, and dropping out. Yet, about 40% of our children are not learning how to read well and independently by the end of third grade, decreasing their chances of succeeding in school and in life. We need to change this.

8th grade math is also a critical turning point for students. At that point, students need to have mastered the basics of math -- including the foundations of algebra and geometry -- so they are prepared to go on and take the harder math and science courses they need for college preparation or jobs right out of high school. In our high technology, international economy, our students will need to know more mathematics than most of us adults learned. And, having good math skills is increasingly a prerequisite for getting a good job, students who don't take algebra and geometry are much less likely to go to college than students who do.

Unfortunately, right now, the United States is below the

international average in math at 8th grade. We can do better. Many more young people should be taking algebra by the end of the 8th grade so they can take more advanced course in high school. That is what most 13 year olds are doing around the world. Only 25% of our 8th graders have learned algebra -- as opposed to almost 100% of students in other industrialized nations. Having a national benchmark in math at 8th grade will show whether our students are where they should be.

Question: What about other national standards that have been developed in subjects like science and history? Do you support those? Why do you focus so much on reading and math?

Answer: There have been excellent voluntary national standards produced in several subjects, such as math, geography, and civics, that many states and districts are finding useful as they develop their own state and local standards. Other proposed standards, such as the controversial history standards, have not been as successful. At the national level we are focusing on reading and math because they are the first basics, and there is a grassroots, national consensus that every student needs to master these two core subjects.

Question: Isn't 4<sup>th</sup> grade too late for a reading test?

Answer: No. Children are expected to have made the transition from learning to read to reading to learn by the 4th grade. This is the critical turning point -- and the point we should measure to see that all our students are making it.

Of course, a short national test in reading does not replace what teachers and parents have always done -- paying attention to children's progress in learning to read all through the critical early childhood years.

Question: How will these tests differ from existing tests? What will they tell us that we don't already know?

Answer: These tests will provide information to parents and teachers about individual student scores and how close a child is to reaching high national standards. Currently, there is no way of knowing whether your child's progress or your child's school is measuring up to national and international standards. Now, each state sets its own

standards, and some are more difficult than others, so it is difficult for parents to tell how well their child is actually doing compared with tough, meaningful national and international benchmarks--the kind they will be judged against in the real world. These tests will give parents and teachers, wherever they live, an opportunity to know how their children are doing.

Question: Who decides what is on the tests?

Answer: The tests will be based on the widely accepted frameworks of the National Assessment of Educational Progress (NAEP). These frameworks are developed by nationally recognized teachers and other educators and community leaders, with input from thousands of interested parents, teachers and others interested in education.

At present 43 states -- including West Virginia -- participate in the NAEP and have agreed that the NAEP frameworks in reading and math are good standards for what students should know in these critical subjects.

Question: Will the federal government have my child's test score? Will it be private?

Answer: The federal government will not be collecting individual student scores. It will be up to states and communities to do that, if they choose to and they will have to keep individual student scores confidential.

Question: What will happen to students who fail the test?

Answer: We are developing these tests so that parents and teachers get accurate information about how students are doing in relation to challenging national and international standards. I believe we should give extra help--in class, special tutoring after school, summer school if necessary--to students who need it. It is up to states, community leaders, teachers and parents to determine how they will respond to such needs in their community.

Likewise, it will be up to each state and community how they want to use the test results -- and what sanctions they want to provide schools and students who aren't doing well. I have encouraged

states and school districts to make sure that students are ready to advance from school to school, and to hold teachers and schools accountable for student performance.

Question: Do you believe students should be required to pass these tests in order to be promoted to the next grade level?

Answer: I believe that if we set standards for students, they should be required to meet the standards in order to be promoted from elementary to middle school, from middle school to high school, and before graduating from high school. When I was Governor, we required students to pass an 8th grade test before moving into high school. While some students had difficulty passing the test the first time, almost everyone did ultimately. We gave extra help to students who needed it, including summer school. And over time, the percentage of students who passed the test on the first time increased, as students, teachers and parents came to understand how well the did mattered.

I believe every state should require students to meet standards before they move on. Every state gives their own tests, in addition to these national tests. Each state will need to decide what the best combination of tests would be.

Question: How much will it cost to give the tests?

Answer: The total cost of developing the new tests will be between \$10 - 12 million per year in 1997 and 1998. The cost of administering the new tests is estimated to be \$10 - \$12 per student, and I've proposed that the Department of Education reimburse these costs for the first year. This investment is more than worth it to make sure we are doing all we can to help students master the basics.

Question: How will you ensure that teachers are prepared to help students meet these high standards?

Answer: Making sure that our teachers are prepared to teach to these high standards is a shared responsibility, primarily among school systems, colleges and universities, states, and the teachers themselves.

We must do a better job of preparing teachers before they get to the classroom, and helping them in their first several years. And we have to help teachers keep learning while they are on the job.

We also need standards of excellence for teachers and we've got to reward excellence. That's why I support the National Board for Professional Teaching Standards, which has developed tough teacher standards. Today they are only about 500 nationally board certified teachers in the country, and none in West Virginia. I think we need at least one master teacher in every school. I hope West Virginia will take steps to do this and I have put money in my budget to help.

Question: How will these tests affect students who participate in home schooling?

Answer: In a legal sense, it will not affect those students at all. No student in a home school will be required to take these tests, though they will be able to if they want to. Every parent will have access to the tests on the Internet each year, so if they want to see for themselves how well their students are measuring up against these standards, they can find out.

## **Education--General**

Question: **Parental Responsibility:** What can you do to make sure parents understand what they need to do to make sure their children are ready to start school, and how they can help their children as they go through?

Answer: Over thirty years of research shows that family involvement in children's learning is critical to their child's success. There are lots of things parents can do to help their children start school ready to learn. I strongly urge parents to read to their children starting in their earliest years. Schools can provide a welcoming atmosphere for parents, while local employers can help by giving paid leave for employees to be involved in their children's schools, or provide other means for employees to attend parent-teacher conferences or volunteer as tutors or mentors. Some of the best employers do it.

Question: **Parental Responsibility:** What about parents who can't read and write, or have other limitations? How can they help their children get ready for and successfully proceed through school?

Answer: Every parent can help, from the first days of a child's life--by talking and singing to them, paying attention to them, and helping them learn their colors and shapes. All parents can help their kids in other ways by showing up at school events, asking kids if they need help and getting it for them, being active in school activities, and giving them a place to do homework and making sure they do it. Through programs like Adult Education and Even Start family literacy we support local initiatives that assist parents to gain the skills they need to help their children and build a better life for themselves and their families.

Question: **Business Community Partnerships:** More and more, we are finding the need for employees with higher levels of training than we are seeing coming into the workplace. How can employers like me help ensure that more highly qualified candidates will enter the workforce?

Answer: The business community knows as well as any how important high standards are in educating our youth. All over the country,

businesses have successfully forged partnerships with their local school communities to provide resources like apprenticeship and mentoring programs, after school programs, etc. Last month, over 200 high-tech industry leaders who hire graduates from across the country endorsed my standards and testing initiative because they know first hand how important it is to have highly skilled graduates entering their workforces. You can help by partnering with your local school community.

Question: **Teacher Salaries:** I'd like to become a teacher and I think I'd be a good one. But I can't afford it. Is there anything the government can do to make teacher salaries greater?

Answer: You set the salary for teachers here in West Virginia, just as states and local school districts do across America. In this state you have made substantial progress on teachers' salaries during the 1990s. Through income-contingent student loans, I have worked to make it easier for college graduates to enter teaching or pursue other service-related professions where starting salaries are relatively low.

Question: **Safe Schools:** There are stories all the time about people walking into schools and shooting kids, fights, drugs, etc. What is the government doing to stop it?

Answer: I have challenged all schools to put in place high standards of discipline and behavior along with tough measures to keep guns and drugs out of schools. Last year I protected the Safe and Drug-Free Schools and Communities program that supports school security, and drug and violence prevention programs in 97 percent of our country's school districts. I also support school uniforms as one way to deter school violence, and have encouraged communities to enforce truancy laws.

Question: The School-to-Work program has been somewhat controversial in West Virginia. Is it true that School-to-Work tracks kids into inferior programs of study with low academic standards and

requires them to make job decisions in elementary and middle schools?

Answer: No. The School-to-Work Program is designed to give students the academic and on-the-job-training to prepare them for high skill jobs and further education. School-to-Work does not in any way track students into certain career paths, nor limit their options. It gives students and parents information and opportunities to explore a wide range of career options, and it helps make sure that students learn basic and advanced academic skills that will prepare them either for work or for college.

**Local Questions/Issues:** (The following questions were derived from a set submitted by Bob Kittle, Harrison County School Superintendent, who gathered a group of teachers, students and business and community leaders to draw up questions they believed the community would like the President to address).

Question: **Internet Access.** With the emphasis on connecting classrooms to the Internet, how can our public school children be protected from the harmful aspects of the Internet?

Answer: I am committed to ensuring that our children do not get exposed to indecent material and will take all constitutional measures to make sure that they don't. I signed the Communications Decency Act and we are currently defending that law in court. If the Act is invalidated, I will carefully consider alternative routes to the same goal. We are also exploring a V-chip for the Internet that will help parents screen out this kind of material.

Question: **E-rate.** E-rate funds for communications and Internet connection schools and libraries are being made on a first-come, first serve basis. Will the funds be available again and how will you ensure equity in distribution of funds?

Answer: Over the next several months, the Federal Communication Commission will work with the Department of Education and the education community to develop an easy application process for schools and libraries to follow. I have asked Secretary Riley and FCC Chairman Reed Hundt to work with local educators, communities and parents on how to help them understand the E-rate and upgrade their schools to take advantage of it. The level of the discount will be higher for the schools in disadvantaged neighborhoods and in rural schools with higher costs of connecting to the Internet.

Question: **Partnerships.** What can local school systems do to help implement the goals set by the education summits and your national initiatives?

Answer: There are lots of things that local schools can do:

- Use the national tests and set high standards.

- Help prepare teachers to become national board-certified and reward them when they do.
- Develop and enforce fair standards of conduct for all students.
- Get the whole community involved in helping young children learn to read. Pediatricians should prescribe reading to parents of infants and preschoolers. College students and others should volunteer to tutor.
- Keep working, as you are in West Virginia, to make sure every 12 year old can log onto the Internet.
- Start early in letting students and families know that they will need at least 2 years of postsecondary education.

Question: **Technology.** What can the business community do to help the educational community to stay up to date with the major technological advances that are occurring today?

Answer: The business community has been one of the biggest supporters of our education technology initiative and West Virginia is a national leader in the use of technology in the classrooms. Some 85% of West Virginia's schools will be connected to the Internet by the end of this year and 14,000 educators have been trained to use computers for basic skills instruction. I applaud Bell Atlantic-West Virginia for its commitment to wiring schools, IBM for its support of technology innovation, and Ashland Oil and others for their work on behalf of education reform here in the state.

Question: **School to Work.** How do I open my business up to the school to work program?

Answer: Business supports school-to-work partnerships because they represent an investment in people which yields access to highly trained, versatile workers who are certified and knowledgeable in all aspects of an industry. I would urge any employer interested in getting more involved to talk with their local school system and community colleges about how to participate.

]

Question: **After-School Programs:** Both of my parents work. Will there be any money to have after-school programs at schools like mine?

Answer: My budget includes a new initiative to provide safe havens and to extend learning opportunities for children and their families at schools across the country. The initiative will help after-school, summer and weekend programs get started as Community Learning Centers and foster community involvement.

Question: How can we become a nation of readers?

Answer: My America Reads Challenge is pursuing several essential strategies to help our children learn to read: creating more learning opportunities to supplement classroom reading instruction; encouraging parent involvement to help children develop readiness skills for reading beginning at birth, as well as involvement throughout the school years; and bringing best teaching practices into classrooms.

The America Reads Challenge legislative proposal specifically would build on groundwork laid by classroom teachers, librarians, and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring. The proposal encourages family and community involvement in the education of America's children by linking AmeriCorps members, trained and qualified reading professionals, and volunteer tutors to community and school-based literacy efforts.

America Reads also calls for the expansion of Head Start to reach one million 3- and 4-year-olds; the strengthening and expansion of Title I and Even Start Programs to enhance teaching and learning during the school day, as well as family literacy efforts; and finally, challenging the private sector and community groups to work with schools and libraries.

Right now, each of us can do our part and get involved in the America Reads Challenge.

1) Instill a love of reading in your child. Parents are their child's first teachers and learning begins at home. By reading aloud to their children regularly and using TV wisely, parents can empower their children with the lifelong habit of reading and learning.

2) Call a local school or literacy program and volunteer as a reading tutor. Many community and civic groups already sponsor tutoring programs and always welcome volunteers.

3) Call 1-800-USA-LEARN and ask to get involved in READ\*WRITE\*NOW, a summer reading component of the America Reads Challenge.

4) Call the college or university nearest you, or your alma mater, to see if it has joined the America Reads Challenge. The best office to begin with may be the Financial Aid Offices.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:21-MAY-1997 11:20:57.00

SUBJECT: Re: Title IX

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

TEXT:

I think we should touch base and see what ideas they have.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 21-MAY-1997 18:51:45.00

SUBJECT: Re: Friday Mtg.

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

TEXT:  
that's ok. set up something on a day when i'm clear.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:21-MAY-1997 16:01:05.00

SUBJECT: WVA q's and a's etc.

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

READ:UNKNOWN

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/21/97 04:00  
PM -----

Michael Cohen

05/21/97 02:01:09 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP

cc:

Subject: WVA q's and a's etc.

Attached are the most critical q's and a's for POTUS for your review. I'm working on fixing the format, but since my printer is operating at the rate of a page every 5 minutes or so, I decided to send as is. Note that the most critical of this set are separated from the rest by a line.

As for the briefing this afternoon, here is my plan:

1. My job is to make sure that the President understands the charts on the tests, tht he will be talking about. His job in the town hall is to explain them to the audience, literally by walking through each one (except for the charlotte's web passage which a 4yr old will read) and reading the brief text on each. In the briefing I will tell POTUS that he will read each chart, and explain what each of them is. I will assume if he has questions he will ask them, but I won't go into detail unless asked.

2. My second job is to walk him through the most important questions. In my judgment, the most important is the one on IDEA and disruptive kids. It's likely to come up, and I don't think he is really comfortable with where we are. Second, I will mention two on Goals 2000 and STW; there is nothing complicated here, but these have been controversial in WVA and he might get a question on them. Third, I will highlight the testing questions. The only one I believe requires a comment from me is the one on making kids pass the tests before they get promoted. I want him to be very firm on the idea of making kids pass, but I dont' want him to imply that our tests are the best ones for that; some states have better ones for those purposes. Finally, I will point him to the budget related questions. (Now I know how to organize these materials)

Question for you two: I am manifested for AF1 tomorrow, and I am scheduled to be in the briefing just before departure. Naturally, I'm not on the helo.

If I have to choose, I should probably be at the briefing rather than on



**Q Aren't these tests just another version of your Goals 2000 program, in which the federal government promotes outcomes-based education, politically-correct history, and a federal takeover of our schools?**

No. Goals 2000 provides federal support for state and local efforts to raise academic standards in the basic skills and core academic subjects, and for local, bottom up efforts to improve teaching and learning. There are no federal standards or curriculum, and no requirement for outcomes based education or any other particular approach.

With regard to a "federal takeover" of local schools, that simply isn't accurate. Goals 2000 supports local control, not federal control. You don't have to take my word for this. Harrison County and some 40 other school systems in West Virginia have received Goals 2000 funds. You should ask teachers, principals, school board members or parents in those communities if Secretary Riley and the U.S. Department of Education, have come in and set their curriculum or otherwise tried to tell them what to do.

The national tests we are discussing today are focused on basic reading and math skills that all students should master. They are not part of Goals 2000 in any way, and you don't have to give the tests in order to keep receiving Goals 2000 funds. However, I believe every states should participate in Goals 2000 and in these tests. They are both ways of helping our students reach for the highest possible standards.

**Q. You say these are "national, not federal" standards and tests. What exactly does that mean, especially since the U.S. Department of Education is going to develop them?**

It means that while the federal government will fund the development of the tests, it is not in charge of what the tests measure, when they are administered, or how they are used in schools and communities around the country.

The tests will be based on the existing National Assessment of Education Progress, which is already used in more than 40 states. The content for these tests -- the reading and math skills they measure -- have already been determined by outside groups of teachers, curriculum specialists and others, and by agreement of state education officials. These content frameworks for reading and math are widely accepted and are based on widespread input, and strong state involvement. They truly are national standards, built from the bottom up. And they are challenging for our youngsters. The new tests I have proposed will measure the same math and reading skills that NAEP already measures.

The federal government will pay for the development of these tests, just as it helps pay for other research and development in education and other policy areas, and just as it has paid for the National Assessment of Education Progress for almost 30 years. Providing good information and good tools to improve our schools has long been part of the federal

government's role in education, and should remain so.

**Q. I am concerned about keeping our schools safe and disciplined. I understand that the new special education law (IDEA) just passed by Congress still makes it difficult to discipline disruptive students who are disabled. How can the other students learn if teachers can't maintain order?**

First, let me point that the federal special education law, first passed in the 1970's, has been essential for providing education opportunities for children with disabilities. Before that law was passed, many children with disabilities were denied an education. Since the law was passed, educational opportunities for children with disabilities have increased dramatically, because the law guarantees an education to these children. This is a good thing, because the education of every child is important, because education is the way for for all of our people to become productive and independent citizens. I am proud to be able to sign, next month, the bill continuing this law in effect.

Second, I agree that it is very important for all children that classrooms be orderly places where children can learn and teachers can teach. While maintaining the responsibility to provide children with disabilities with a free and appropriate education, this new bill strengthens the ability of teachers and principals to deal with disruptive or dangerous students, including those with disabilities. It does this by:

- making it easier for principals to remove children with disabilities who bring a gun, weapon or drugs to school, or who pose a danger to themselves, their teachers or their classmates from the classroom, while continuing to provide them with an education in another setting.
- making it easier to address a child's behavior problems early on -- before they get out of hand -- by requiring that these be considered in the development of an Individual Education Plan, and by making the regular classroom teacher a part of the team that develops the plan.

Finding the right balance between the protection of individual rights and the needs of a larger group is often a difficult issue. I am pleased that the Congress, with an overwhelming bipartisan majority, has found a way to strike that balance.

**Q: WON'T YOUR HOPE SCHOLARSHIP PLAN JUST CAUSE TUITIONS TO GO UP EVEN MORE?**

A: Actually, Federal aid does not seem to have much of an effect on tuition costs. When Federal college aid was rising in the 1970s, real college tuitions remained fairly steady. But when real Federal aid dropped slightly during the 1980s, that is when tuitions rose most sharply. One study suggests that is partly because colleges are trying to provide aid to the lowest-income students, and to do that they increase tuition for everyone else. By

restoring the Federal government's commitment to financial aid -- for both low-income and middle-income families -- we are helping to reduce one of the pressures that increases tuition and fees.

**Q: WILL THE IRS BE LOOKING AT MY GRADES TO SEE IF I'M ELIGIBLE FOR THE HOPE SCHOLARSHIP?**

[NOTE: On Sunday, Frank Raines told CNN that "we think that having the IRS trying to enforce grades may be going a little too far, and we're going to try to find a way to simplify the program."]

**A:** The IRS would not be looking at student transcripts. But I do want to make sure that we are not only helping people pay for college, but also that they have an incentive to work hard once they are there. A new study from Georgia State University suggests that the grade requirement in Georgia's HOPE Scholarship plan has helped some of the borderline students, those who started out very close to the B average, to perform better in college.

**I have gotten some feedback about the grade requirement in my HOPE Scholarship plan, and Secretary Riley and Secretary Rubin will be working closely with Congress to make sure that we encourage students to work hard, but that we do it in a simple way, without imposing any undue burdens on taxpayers or colleges.**

**Q: DOES THE BUDGET AGREEMENT CUT STUDENT LOANS?**

**A:** No, it will not affect student loan borrowers in any way. There are some savings to taxpayers that we can achieve by making government more efficient and reducing subsidies to middlemen -- something that I proposed in my Budget in January -- and the negotiators agreed to some of those changes to help bring the deficit down by \$1.7 billion. But the agreement makes it clear that there can be no cuts in benefits or availability of loans. (And colleges may continue to choose to participate in the Direct Loan program or the guarantee system).

**Q: WHY DOESN'T THE BUDGET PLAN INCLUDE HELP FOR SCHOOL CONSTRUCTION?**

**A:** This is a critical need, and I have proposed a plan for jump-starting State and local school construction and renovation efforts. Unfortunately, there was considerable resistance in the budget negotiations to including it in the agreement. I am disappointed that it could not be included.

- We should remember that if we failed to reach agreement on a balanced budget plan, that would have made local school construction efforts more difficult, by raising interest rates.

- On balance, the agreement was a tremendous success on education overall.
- Within the context of the agreement, I will continue to look for opportunities to address this problem.

**[the q's above this line are the most important for the President to focus on]**

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**Q. Do you believe students should be required to pass these tests in order to be promoted to the next grade level?**

I believe that if we set standards for students, they should be required to meet the standards in order to be promoted from elementary to middle school, from middle school to high school, and before graduating from high school. When I was Governor, we required students to pass an 8th grade test before moving into high school. While some students had difficulty passing the test the first time, almost everyone did ultimately. We gave extra help to students who needed it, including summer school. And over time, the percentage of students who passed the test on the first time increased, as students, teachers and parents came to understand how well the did mattered.

I believe every state should require students to meet standards before they move on. Every state gives their own tests, in addition to these national tests. Each state will need to decide what the best combination of tests would be.

**Q. The School-to-Work program has been somewhat controversial in West Virginia. Is it true that School-to-Work tracks kids into inferior programs of study with low academic standards and requires them to make job decisions in elementary and middle schools?**

A. No. The School-to-Work Program is designed to give students the academic and on-the-job-training to prepare them for high skill jobs and further education. School-to-Work does not in any way track students into certain career paths, nor limit their options. It gives students and parents information and opportunities to explore a wide range of career options, and it helps make sure that students learn basic and advanced academic skills that will prepare them either for work or for college.

**Q: WITH THE TAX CUTS, WILL THERE BE ANY MONEY LEFT FOR EDUCATION PROGRAMS?**

A: The budget agreement includes *the largest increase in our investment in education in 30 years, and the largest single boost in college aid since the G.I. Bill.* It includes:

- **Roughly \$35 billion in tax cuts for higher education**, consistent with the HOPE Scholarship and \$10,000 tax deduction.

- **Pell Grant Expansion.** Includes the largest increase in two decades -- a funding boost of 25%. The maximum award will reach \$3,000, an increase of \$300. In the 1998 budget alone, an additional 348,000 students will receive grants: 130,000 young people from moderate-income families, and 218,000 low income students over the age of 24.
- **Technology Literacy.** Double funding to help ensure that computers are in every classroom, every classroom is connected to the Internet, all teachers are trained, and that high quality software and on-line resources are available to help schools integrate technology into the curriculum so that students can become technologically literate.
- **Head Start.** Continued expansion toward my goal of 1 million kids in 2002.
- **America Reads.** A child literacy initiative consistent with the America Reads Challenge, to mobilize volunteers to help every child learn to read well and independently by the end of third grade.
- **Job Corps and other Job Training.** A 12% increase for job training programs, including continued expansion of Job Corps

**Q: WHY HAVE COLLEGE TUITIONS BEEN GOING UP?**

A: Between the 1990-91 academic year and the 1995-96 academic year, overall price inflation was only 17 percent, but the average tuition and fees at public colleges increased by 31 percent and at private colleges increased by 33 percent. Some of the increase is the result of research and staffing costs that increased faster than inflation. At the public colleges, funding from State legislatures did not grow as fast as costs did. And at private colleges, while tuition went up, so did financial aid that the college was providing (in other words, not everyone was actually paying the full tuition and fees).

**Q: WHAT IS THE READING PROGRAM THAT WAS INCLUDED IN THE BUDGET DEAL?**

A: The agreement includes my plan to help make sure that every child learns to read well and independently by the end of third grade. Secretary Riley and Harris Wofford, the CEO of the Corporation for National and Community Service, will be working with Congress on some of the details. What I have proposed includes:

- **America's Reading Corps:** 25,000 reading specialists and 11,000 AmeriCorps members serving as recruiters and coordinators, to enlist an army of one million

volunteer tutors.

- **Parents as First Teachers:** Grants to foster effective programs that help parents help their children to become successful readers (e.g. HIPPY).
- **Head Start expansion.**

**Q: DOES TUTORING MAKE A DIFFERENCE? AREN'T TEACHERS MOST IMPORTANT.**

A: Even the best teachers will tell you that some children need extra help outside the classroom hours in order to catch up. And the research shows that tutoring programs that provide consistent help, with trained tutors, can make a big difference. For example:

--In Simpson County, Kentucky, 25 AmeriCorps members helped second graders jump 3 reading levels in one year

--At Hands on Atlanta, in the first three years of AmeriCorps involvement, the schools have seen an 11 percent increase in performance on national standardized tests in reading and in math, and 25 percent fewer discipline problems.

--At Reading One-to-One in Texas, with just a semester of tutoring, children improve one full reading level.

Question: How will these tests affect students who participate in home schooling?

Answer: In a legal sense, it will not affect those students at all. No student in a home school will be required to take these tests, though they will be able to if they want to. Every parent will have access to the tests on the Internet each year, so if they want to see for themselves how well their students are measuring up against these standards, they can find out.

Question: **Vouchers:** I think voucher programs provide an opportunity to some parents they otherwise would not have -- to send their child to a private or parochial school. What is your position on school vouchers?

Answer: I believe there are better ways to provide greater school choice to students and their families. One very good way is to have every state pass a charter school law that allows parents and teachers to start new public charter schools that stay open only as long they do a good job. In fact, I have proposed nearly doubling the charter school start-up program (to \$100 million next year) to help start 3,000 charter schools over the next several years.

While I support public school choice, I oppose federally funded tuition vouchers for private elementary and secondary schools. I also oppose state funded and locally funded vouchers, which take money away from public schools.

School vouchers would divert critical dollars from neighborhood public schools that are already short on resources in order to send a few selected students to private schools--schools that are not publicly accountable. In addition, controversy over voucher proposals may distract long-term attention from the hard work of reform needed to change failing schools into good schools and good schools into outstanding schools. Instead, we need to work together to ensure that every student, no matter where he or she lives, can attend a public school that is safe and academically challenging. For this to happen, we need to build strong partnerships among schools, families and communities that make education everybody's top priority.

**Q. One of your goals is to make sure every 12 year old can log on to the Internet. I don't want my 12 year old to see some of the pornography on the internet. What are you going to do about that?**

[awaiting Kincaid - Kagan response]