

See on back
Joe C/ce Ben Tolson
used reply
BC

Copied
Lockhart
B. Johnson
Podesta
Burkhardt
for reply

URBAN MASS MEDIA GROUP



Pete Rhodes, III
C.E.O.

1004 Marquette Ave. Suite 202
Minneapolis, Minnesota
55403-2457

office: 612-341-2447
fax: 612-341-3912
email: pr@blackmusicamerica.com

THE PRESIDENT HAS SEEN 6-15-00

Dear Mr. President, As you know
The need for minorities involved
with the internet is vital.
My company is a leader in Black
Music online, would you consider
an online chat this fall to draw
attention to its use? Referred by Iretta Levee

PHOTOCOPY
WJC HANDWRITING

HR 3208

The Daniel Keysar Memorial
and Children's Consumer Product
Safety Act of 1999



A nonprofit organization for the
protection of young children from
dangerous juvenile products

Linda Ginzel

Ely Keysar

Boaz Keysar

Co-founders

(773) 296-9658 Phone/Fax

Email@KidsInDanger.org

www.KidsInDanger.org

P. O. Box 146608, Chicago, IL 60614-6608

THE PRESIDENT HAS SEEN
6-15-99

*Boaz
need to
be as
supportive
as possible
BY*

*copied
Reed
Podesta*

*"need to be as
supportive as
possible"*

December 2, 2000
Salvation Army
Mahwah



*Scheduling
See on line at
Click this link*

(201) 265-1700
8:00 TO 4:30
FAX: (201) 265-6555

RICHARD K. DRESSEL
BUSINESS MANAGER *RC*

INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS
LOCAL UNION NO. 164

HUDSON AND BERGEN COUNTIES
THE PRESIDENT HAS SEEN

65 WEST CENTURY ROAD
PARAMUS, N.J. 07652

6-15-00

*copied
Scheduling
Padesta*

PHOTOCOPY
WJC HANDWRITING

THE PRESIDENT HAS SEEN

6-22-00



Ricchetti

June 8, 2000

*copied
Ricchetti
Podesta*

Mr. Joe Andrew
Chairman
Democratic National Committee
430 South Capitol Street, SE
Washington, DC 20003

Dear Joe:

On behalf of Vice President Al Gore, we are pleased to recommend the following leaders to serve as officials of the Democratic National Convention and members of the Convention's standing committees. They are as follows:

Convention Co-Chairs

Senator Dianne Feinstein (CA)
Senator Barbara Boxer (CA)

Honorary Chair

Governor Gray Davis (CA)

Permanent Co-Chairs

Senator Tom Daschle (SD)
Rep. Richard Gephardt (MO)
Governor Paul Patton (KY)

Vice Chairs

Governor John Kitzhaber (OR)
Lt. Governor Cruz Bustamante (CA)
Mayor Wellington Webb (CO)
Senator Barbara Mikulski (MD)
Speaker Pro-Tempore Lois DeBerry (TN)
Rep. Debbie Stabenow (MI)

Chief Executive Officer

Lydia Camarillo (TX)

Secretary

Kathleen M. Vick (LA)

National Headquarters
2410 Charlotte Avenue
Nashville, TN 37203

www.algore2000.com

Phone 615 340-2000
TTY 615 340-3260
Fax 615 340-3295

PHOTOCOPY
WJC HANDWRITING

Page Three

Full Platform Committee Meeting:

July 28th and 29th

(Columbus, Ohio)

At-Large Committee members:

To be identified by June 12th

DRAFTING COMMITTEE

Chair

Governor Jim Hunt (NC)

Vice Chair

Lt. Governor Kathleen Kennedy Townsend
(MD)

At-Large Members

Senator Chuck Shumer

Gerry Shea (AFL-CIO)

Randi Weingarten (AFL-CIO)

Mary Elizabeth Teasley (NEA)

Bill Galston (DLC)

Governor Howard Dean (VT)

Laura Andrea Tyson (CA)

Tina Podlowski (WA)

Henry Ciscernos (CA)

Sen. Evan Bayh (IN)

Mayor Michael Coleman (OH)

Rep. Karen Thurman (FL)

Rep. Eddie Bernice Johnson (TX)

Vacant position (Female slot)

Drafting Committee meeting:

July 7th or 8th in Raleigh/Durham

RULES COMMITTEE

Co-Chairs

Governor Gary Locke (WA)

Senator Mary Landrieu (LA)

Vice Chairs

Mayor Susan Bass Levin (NJ)

Governor Roy Barnes (GA)

Rep. Stephanie Tubbs Jones (OH)

Linda Chavez Thompson (AFL-CIO)

Mayor Willie Herenton (TN)

Page Two

Parliamentarians

Rep. John Tanner (TN)
Rep. Steny Hoyer (MD)
Patty Judge (IA)
Helen MacFadden (SC)
Thurbert Baker, (GA)

Sergeant-At Arms

Vacant Female slot

Assistant Sergeant at Arms

Billy Shaheen, (NH)

Doorkeeper

Rep. Tammy Baldwin (WI)

Official Timekeeper

Steve Elmendorf

Credentials Committee

Co-Chairs

Mayor Ron Gonzales (CA)
Governor Jeanne Shaheen (NH)

Vice Chairs

Senator Blanche Lincoln (AR)
Bob Chase, President, NEA
Mayor John Street (PA)
Rep. Shelly Berkley (NV)
Governor Ben Cayetano (HI)

Meeting dates:

August 13 or 14th, Los Angeles

At-Large Committee members:

To be identified by June 12th

Platform Committee

Co-Chairs

Senator Richard Durbin (IL)
Mayor Sharon Sayles Belton (MN)

Vice Chairs

AG Bob Butterworth, (FL)
Senator Patty Murray (WA)
Senator Jack Reid (RI)
Governor Pedro Rosello (PR)
Del. Eleanor Holmes Norton (DC)

Page Four

Full Rules Committee meeting:
At-Large Committee members:

August 13th or 14th in Los Angeles
To be identified by June 12th

MEDIA STRATEGY: PROPOSED ROLL-OUT

- Announce Platform Committee Chairs, Vice Chairs, and members of the drafting committee on Friday, June 9th. In addition to national press release, regional and specialty press needed.
- Announce convention officers on Wednesday, June 14th.
- Announce remaining Rules and Credential Committee leaders on Monday, June 26th.

If you have any questions, please call us at (615)340-3200.

Sincerely,



Tony Coelho
General Chairman


Donna Brazile
Campaign Manager

Attachment: Call Sheet

THE PRESIDENT HAS BEEN
IN THE HOUSE 7-19-00
WASHINGTON
NASH
to the White House
July 17, 2000
Podesta

Mr President -

I saw Strobe ~~Bob~~
the weekend and he
told me that Bob Nash
had mentioned that
Deveh's name came
before him for VN
Public Delegate but that
it was the first he had
heard about it. Strobe
felt that Nash was waiting
for direction from you
on this.

copied
Nash
Podesta

Bob

7-6-00
THE WHITE HOUSE
WASHINGTON

7/6

Sandy

Re: Columbia

Speaker Harbort says
DoD can send
Branches now
get replacement
or produce - says
Sen. Stevens told
him that - can we?

copied
Berger
NSC WW Desk
Padesta

IBC

7-6-00
THE WHITE HOUSE
WASHINGTON

7/6

TO

where are we
w/ FDA on
RU 486 - Restrictions?
it's taken way
too long —

copied

BC

Padesta

7-6-00
THE WHITE HOUSE
WASHINGTON

7/6

Joe L

Harry Thompson
has asked me 3 times
to give Geraldine
an interview - for Today
show or News - says
we can't + of course
we do - Can we do it?

Copied
Lockhart
Podesta

TBC

7-6-00
THE WHITE HOUSE
WASHINGTON

JP/Maria 7/6

Wells on Latham
says we're considering
ex. order on Minority
Business.
Are we? What's status?

TR

Copied
Podesta
Echaneste

7/18/00

THE PRESIDENT HAS SEEN
7-19-00
THE WHITE HOUSE
WASHINGTON

Mr. President -

Attached ~~is~~ ^{is} a
collection of letters
from students to
Diane Blair. Missy
thought you might
want to read them
before the memorial
next Tuesday.

I also received from
her a lot of other
material you might
want -

Interviews
other letters
newspaper articles
etc -

I will express it in
a bundle today & get it
it to you. Use it if
you want - don't if
you don't. The first
body. Her speechwriter
& your speechwriters
also have copies of
all of this.

WJ

Letters from Students

~~Sabbie~~
3049 N Oakland
77703

Dear Diane,

Some very memorable days
of my life were as a "non-
traditional" student on the UofA
Campus. You are a part of
those recollections and without
a doubt you were the most
interesting and stimulating
professor I had. I loved your
class and believe that
teaching is the greatest role
of faculty members.



As I have just lost Wayne
to your same battle I truly
know some of Challenges
you face today and pray
that you find sunshine
and comfort from the love
generated by your family
and friends. I pray God's
blessings on you all.

Heartline

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JDN 443 M

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www.hallmark.com

Luan Sabbe

Professor Blair,

4-9-00

It has suddenly become imperative that I write to let you know how much I treasure the time spent in your classroom. "Arkansas Politics" & "Politics in Literature" were two of my favorite courses at the University. I attended them somewhat regularly - which was quite unusual for me as an upperclassman. This space is much too short for me to tell you why I enjoyed those hours so much. But the combination of your personal experiences & knowledge, coupled with the ability to examine your



subject from a removed place made the
study of Arkansas politics entertaining.
All that aside - Hell woman - you were
fun to listen to! You've been in the trenches
& we got a little of that on us! I use
your book list from Politics & Literature
to this day. Thank you, thank you.
My husband & I are thinking of your
family & praying for you.

Kristin Pawuk Holmes
B.A. '96, J.D. '99

Pat Harris
427 S. Catalina Av.
Redondo Beach, Ca. 90277

Dear Diane,

Over the years, I always assumed that our paths would cross again and I would be able to hug you and tell you how much you meant to a very reserved, insecure student from many years ago. Although I spoke with you a couple of years ago concerning an interview with Susan McDougal, I deeply regret that I let the opportunity go by without at least acknowledging the large role you played in my life.

I came to the University of Arkansas in 1976 from the small town of Clarksville. Both my older brother and sister had been valedictorians, but I was content to ignore that burden by spending my time focusing on baseball and chasing young girls, neither of which I did with more than a small modicum of success. My first year at Fayetteville, I was in a very large American National Government class you taught which I enjoyed immensely. Having come from a small town where I had performed only marginally well, I was somewhat intimidated by all the students from larger cities and was sure that I would be fortunate to pass. The first grade I ever received was from you and it was a 98%. More importantly, you had written a couple of very positive notes in the margin that gave me a tremendous confidence boost. It was the first inkling I had that I could compete.

Later that semester, I worked up enough nerve to come talk with you. Not only were you extremely encouraging, we talked at length about one of my favorite subjects, Arkansas politics - I could have listened to you for hours. Before that, I had always viewed education as a means to reach an end, necessary to have for a job resume. You made me realize just how enjoyable learning could be.

Naturally, I was thrilled when I found out two years later that you would be teaching a class titled Arkansas Politics. It was the first time you had taught the class, and I can remember how excited you were about it as well. Quite simply, in all my years of high school, college and law school, that class was far and away the most enjoyable of my life.

Although I had done well in my first two years in college, I was still unsure of my academic abilities - I certainly did not consider myself among the elite. You changed all that for me. At the end of the Arkansas Politics class, we had to write a lengthy paper on any subject of our choice. I chose to write on campaigning in low-profile elections (Secretary of State, Auditor etc.). After we turned our papers in, during one class session you announced that there was one paper so strong that you wanted it read to the class. I don't believe I was ever as stunned in my life as when you called me forward to read it. Twenty years later, it is still one of the highlights of my life.

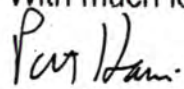
~~But you didn't stop there.~~ Over the course of the next year and one-half, you invited me to accompany you and a couple of other students to dinners with Bill Clinton and Steve Clark. You sponsored me for Phi Beta Kappa and pushed me to apply for a Rhodes Scholarship for which I was a state finalist. You sat on the committee for my honors paper and when I put forth a lackadaisical effort, you let me know that you expected better from me. Even eight years after I had left Fayetteville, you were willing to write me a recommendation when I was desperately trying to get off the wait-list at Stanford Law School.

I had grown up in an environment with very little in the way of positive encouragement. In four wonderful years, you helped change all that. In short, you gave me the confidence to believe in myself and to look beyond what I thought would be a fairly limited future. By the time I left college, I believed I could accomplish anything. I owe that belief to you.

Twenty years later, I still subscribe to the Arkansas Democrat-Gazette in order to keep up with Arkansas politics (and, of course, the Razorbacks.) I have always taken special note when I saw your name and was as thrilled for you in 1992 as I was for the Clintons. I hope the last few years and your friendship with the Clintons has given you opportunities beyond your wildest imagination. If anyone deserves it you do.

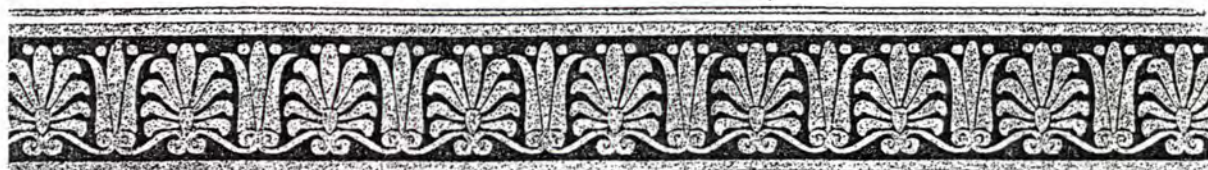
I will close by saying that I am sure you are hearing from a lot of old students whose lives you had a tremendous effect on. It is regrettable that it takes an illness to know just how appreciated you really are. But no matter how many lives you may have helped alter, I can assure you none more so than mine. You are one terrific woman and will always have a very special place in my heart. Thank you for everything you did for me.

With much love,



Pat Harris

P.S. I was 24 hours away from filing for Congress in my California district (a swing district currently represented by a Republican) when the former Congresswoman from the district, Jane Harman filed. Oh well, if she loses maybe I'll see in two years. I would love to have you run my campaign.



Dear Diane,

I am so very sorry to hear that you are not doing well.

You have always meant a lot to me - as a teacher, a role model, and as a friend. I will never forget how much just seeing you in class encouraged me. I will always admire you for your intelligence and accomplishments, but I will always love you for the kindness and inspiration you gave me.

Thank you so much for all you have taught me. If you feel like it, I would love to hear from you. My home number is 501-474-8467 and my work number is 501-785-8828 (if I am not at my desk, have them page me). Also, my e-mail addresses are angeladhm@abfs.com and redangel@ipa.net. My home address is:



347 West Plumwood Road
Van Buren, Arkansas 72956.

Please know that you are in my thoughts
and prayers. And please give my warmest
regards to your family.

Sincerely,

Angela June Olson

P.S. I know you always wanted me to
publish a professional, scholarly work; so
I have enclosed an article on trademark law
that I recently wrote for The Arkansas
Lawyer.

ARK MONROE III
11 RANCH VALLEY RD.
LITTLE ROCK, ARKANSAS 72207

4/6/00

Dear Diane,

Nancy and I have been thinking of you and wish we could do more for you at this time. You have done so much for our family and we want to do something in return. Starting with John, who is now an attorney and a Vice President of Bank of America in Little Rock, you took each of our children and gave them the greatest gift - the curiosity to learn. You made your subjects come alive and made Arkansas politics as interesting to them as it has been to all of us.

As I remember, Christyler could not arrange his schedule to have you as you were on sabbatical during the 1992 Presidential Campaign when he could have taken you. Instead of teaching him, you were electing

a President, and our Country is better for your efforts. Christopher is living in Houston with a start-up company and he and his wife are expecting their first child and our first grandchild.

Sarah truly benefitted from your teaching and your example. She is a second-year law student in Fayetteville and doing quite well. She is on law review and loves the law. She enjoys school and you made the University a wonderful place for her to grow and mature. You can tell we are not proud of her at all.

I think of all ^{the} races we have worked on together and your letting me lecture to your Arkansas Politics class. That was such a treat for me.

Diane, you have always been thinking of others and Nancy and I want you to know that all of us are praying and thinking of you.

You are truly the best. Please let Jim tell us what we can do. Sincerely,
Ash

-Steve Harrelson- 4/10/00

Dear Mrs. Blair:

I was so sorry to hear about your state of health. I wanted to take this opportunity to tell you that you were the best professor I had, bar none. As a matter of fact, I still have on my wall (framed) a letter you sent me on Christmas of 1993 after I made a 4.0. The letter says:

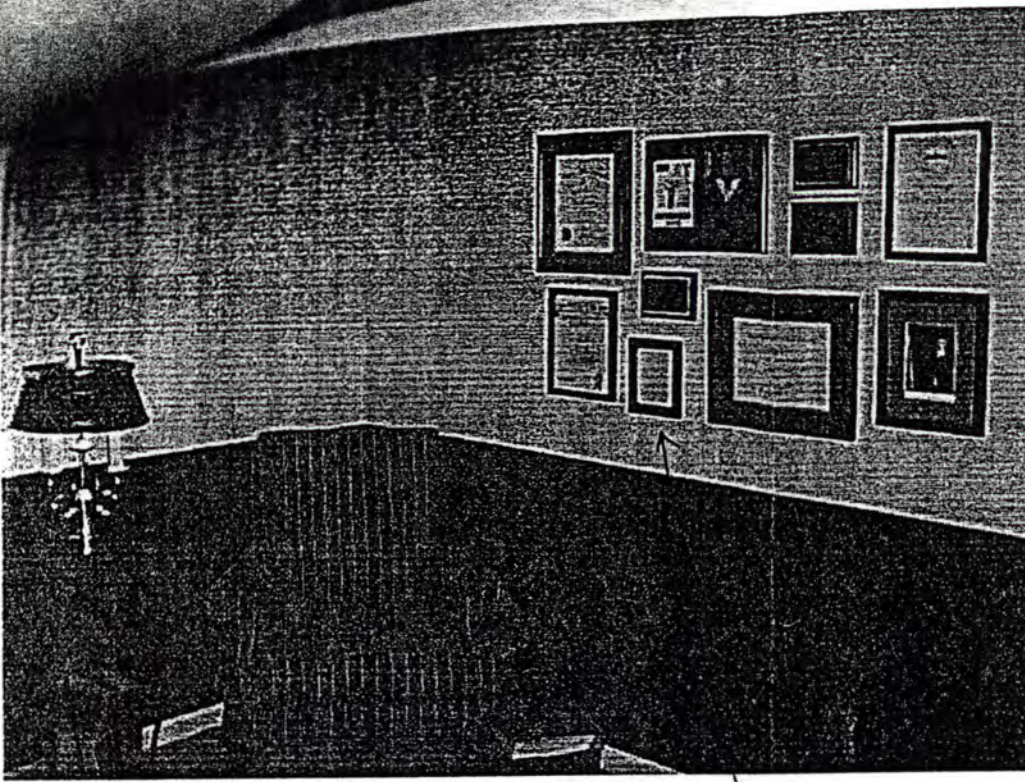
"Dear Steve:

You made the highest grade in the class (99, A+) on final exam, leading to an A in the course. Congratulations and Merry Christmas, Diane Blair "

OVER →

You were the main inspiration for me to follow my late grandfather's footsteps (Boyd Tackett) and enter the political field. A year and a half after I ~~sent~~ received that letter from Arkansas Politics, I became the student body president at the UofA. I am now currently serving as Vic Snyder's campaign manager (thanks for the contribution) and will begin practicing law with Nate Coulter in the Fall. Thank you for being my inspiration.

Steve Harnelson



the "Diane Blair" letter
from Arkansas Politics.

March 16, 2016

Dear Diane -

Barbara and I would love to know how
we are thinking about you. I didn't believe
I ever told you how much you inspired
me when I took your American Nat.
Hist. class in the fall of my junior year
in 1971. I had been a history major,
but your stories of Washington and
working for Senator Spongberg made me
realize that was what I wanted to
do. I changed my major to political
science and went to work for Senator
John McClellan when I graduated from
college. I went on to work for several
House members and am now in state
government. I just want to say
thank you and I appreciate your
opening my eyes to opportunities.

Love,
Barbara Anne Henry

Barbara Anne Henry
16 Thurgood
Leticia Keil, AR
72227

needed to pursue my dreams that
was such a gift.

Please let your family know that if
there is anything we can do for you
or for them during this time that
all they have to do is ask. There
is nothing too great that we would
be willing to do.

With love and all of
the greatest respect -

Regina

Regina N. Rately
10095 Curre Place
Fairfax, VA
22030

Maize.

I wanted to write to let you know
that I was thinking of you and your
family. While I know it is a
difficult period, I hope that the
thoughts and prayers of those who care for
all of you are comforting.

I also wanted you to know what a
supporting role you have played in my
life over these years. Maize, you don't
know how much you have given as a
role model and mentor. I have learned
from you in so many ways. You have
certainly given me and all of those
who have been fortunate enough to
learn from you so much. You pushed
us to think for ourselves and you
never hesitated to let us know that
questioning the status quo was a good
thing. You inspired me, helped, with
thoughts and gave me the guidance I

Carol Bush
2625 Belstar Ferry Road
Johnson, TX 37087



Sometimes you need to hear
you're being thought of,
that someone knows
what you've been
going through...

That's why this card
brings special thoughts
and wishes
from someone who cares
very much for you.

Dear : you are a true inspiration to me, as
well as the multitude of friends and students
who learn by observing your courage, candor,
and most importantly, your ability to relate to
people from all walks of life. I put your
advice and counsel, there were many times I could
have shot myself in the foot due to youthful naivete,
your guidance and wisdom, but more of all your kindness,
means so much to me. My thoughts and prayers are with you.
Love, Carol Bush

From: "Louritha Green" <lgreen@law.tulane.edu>
To: "Diane Blair" <dblair@ArkansasUSA.com>
Subject: Re: good and bad news
Date: Sun, 7 May 2000 02:28:00 -0500
X-Mailer: Microsoft Outlook Express 4.72.3110.1

hi there, dr. blair,
how are you?

it's good to hear from you. i know you didn't want me to write until after finals, but i only have one left now, so i thought i could sneak a letter in.

congratulations on the honorary doctorate! you shouldn't be amazed at all. so many of us know the effect you've had on our lives, it's time everyone else gets to see it too. i also wanted to let you know that you are very special to me, too. i remember when i met you and how kind you were to me when not many others in my life knew how to be. i was scared and didn't know how to handle my anger at life and school. no matter what, were (and still are) positive about the future--providing the occasional kick in the pants to a hard-headed lass who just didn't get it sometimes :-). i appreciate everything you've done for me; you are one of the people who is responsible for me being alive at all. it is so terrible that you have suffered through so much. it is also very inspiring that you fight on.

i'm starting to bawl now. i want you to take care of yourself and know that i think of you everyday with a full heart.

i love you.
lou

X-Originating-IP: [128.206.209.193]
From: "Kevin Anderson" <kevinanderson85@hotmail.com>
To: dblair@ArkansasUSA.com
Subject: I Love You
Date: Mon, 10 Apr 2000 10:30:42 CDT

Dear Diane:

I just saw a story in the Democrat Gazette stating that you are living with Cancer. Words cannot fully describe my devastation. You have been one of my biggest boosters in life and I want you to know that anything I can do for you I will. I want you to know that your advice, friendship, and love have sustained me in ways that you can never know. I almost left the UA early during that first fall semester in 1990 but, your enthusiasm and willingness to take a chance changed my mind. It was one of the best decisions I ever made. I probably could imagine my life without having met you but, I never will. My prayers are with you and your family. Please let me know if I can do anything for you. I love you.

Kevin

Get Your Private, Free Email at <http://www.hotmail.com>

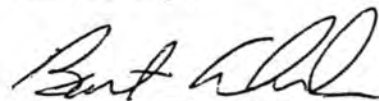
Ms Diane Blair
1011 Tangle Briar Ln
Fayetteville, AR 72701

Dear Diane:

I know you do not remember me, but I was one of your students many years ago. I have been out of the state for several years and have only recently returned. I wanted to return to NW Arkansas and raise my family. I was shocked to read in the paper today that you are ill. I wanted to send you a quick note and tell you although our paths crossed only briefly, you had a profound impact on my life. In your class one day you had Robert "Say" McIntosh. My view of him had been one of a joke. After listening to him speak I understood the method to his madness!! You inspired in me the desire to continue public service. I worked on President Clintons campaign in 96. I was living in LA at the time & my wife and I worked both in front of grocery stores to get people registered to vote. Lately my political activity has been set aside, to raise two kids and run a business. One day I will return to that arena.

Diane, of all my class at the U of A I remember yours with the fondest of memories. I could walk to that room today. Please know that you have done this state and its people a great service. I personally could not let this day go by without saying "Thank You". You & your family will be in my prayers.

Sincerely,



Bart W. Edwards
607 Shady Acres Ln
Prairie Grove, AR

4019 Look Out
Byetteville, Ar 72704

—

DIAM.

4-10-00

I just spoke to Linda at the Political Science office & wanted to let you know my prayers are with you & your family at this difficult time. It is beyond me to know what to say or how to say it, except to let you know how important you have been to my direction in life.

After graduating with a political science degree, I received a law degree also from the U of A. I now own Land Trust Title & Closing. You will never know how much I appreciated the time & consideration you took with me during undergrad. Some of my friends were not so lucky to have an advisor who actually cared about what classes they took & how many. I always took your advice to heart & knew you had my best interests in mind.

Thanks again for making me what I am today. Please know I will continue to pray for Gods healing and for your strength.

Love,

Andra Schaefer Bailey

Dear Diane,

Betsy told us about your serious health problems and my heart goes out to you in love and friendship.

When I started back to school as a 33 year-old adult, I was very apprehensive that I could make it. Good fortune was in my favor when I took a government class with you as my professor.

You not only taught me so much but inspired me to have confidence in my ability. (I set the curve on the exams - what a thrill for me)

Please know you have always been at the top of my list of "most admired women" and, you set the curve on excellence!

Thank you for being
a bright light on my path.

Sincerely,

Harlene (Keith) Bass

(a neighbor and friend of
Betsy's - and student
of yours a former
plus a good Democrat!)

April 10, 2000

Dear Mrs. Blair,

There was an article in this morning's Springfield News-Leader reporting the President's and his family's visit to you over the weekend. It mentioned, to my great chagrin, that you are coping with a very serious illness. I am deeply saddened by this.

I want to re-iterate at this time the great pleasure I had in 1995 when I sat in your class on State and Local Government. I was considered a "Senior Citizen" at the time (still am!) and had some trepidation about sitting with students who were of the age of my grandchildren. You warmly welcomed me and for that I am very grateful. It was a fine experience and I still have my notes. I especially remember the friendliness

and enthusiasm that you brought to each class and your smile. Considering the number of times you taught this class, it was remarkable!

I later took Arkansas Politics and we used your book. I still have it and have used it even though I have lived in Missouri almost 3 years.

You greeted me several times when our paths crossed at the Northwest Symphony Orchestra concerts. I deeply appreciate those instances!

I pray that you can be healed of this seeming serious physical problem. These conditions have been conquered and it is your God-given right to expect the same!

Very sincerely,
Ralph Hines

Missouri 6571

May 2, 2000

Dear Mrs. Blair,

I would like to first offer to you my encouragement as you battle your illness. My prayer for you is that you will experience the kind of Strength, Hope, and Grace that only comes from God through His Son, Jesus Christ.

If I may, I would also like to express to you a long-overdue thank you. I had the privilege of sitting in your *American National Government* class at the University of Arkansas in the fall of 1975. The section that I was in met on Tuesday and Thursday afternoons in Memorial Hall. Even though I did not exactly distinguish myself academically, I have cherished and will always cherish the experience of being in your class. Please forgive me if I sound patronizing, but you made the ideas and concepts that we studied in class come alive. I could write several paragraphs, each documenting something that you said that I still remember and have still found to be relevant nearly twenty-five years later. I guess what I am trying to say is that even though you had no way of knowing, you made a difference in my life. Again, Thank You.

If there is anything that I can do for you, please let me know.

Always your student,

Phil Jones

Diane,

Thank you for being an inspiration in my life! You made me realize I could begin a teaching career at the University in my 40's (of course you began at an earlier age) and I could strive to be as interesting and effective a teacher as you (of course, you were always much better!).

You're in my thoughts and prayers.

W.

Hope you
feel better soon.

Nanda Belzung



Ed Crane
1603 Trailridge Drive
Arlington, Texas 76012
817-860-3943

April 17, 2000

Mrs. Jim Blair
1011 Tangle Briar Lane
Fayetteville, AR 72701

Dear Diane:

Upon hearing that you had retired from the University, and that you were experiencing some extremely challenging health problems, I wanted to wait no longer to convey to you how much you added to my college experience. There is no doubt in my mind that you were the best instructor I had during my four years in Fayetteville.

I attended one of your political science courses in the early 70s. It may have been 1974 because at your recommendation I got involved in the primary election campaign that Senator Fulbright lost to Dale Bumpers. You made involvement seem easy and something that everyone should do, so I was only too glad to help do a few things around the Little Rock office during a break in classes. (I was also involved in Bill Clinton's congressional race against Hammerschmidt which I believe was the same year.) In retrospect, it was not a good year for our candidates.

Aside from your personal involvement in campaigns and the political process which helped you paint a vivid picture for me as a student, was your speaking style. I recall your enthusiasm and knack for storytelling like the time you were returning graded tests to some of us only to qualify that those whose papers weren't being returned may have been victims of your children's air sickness on a plane trip from Little Rock. As a history major, I can guarantee that none of the professors I endured during my four years were ever so candid . . . or interesting.

While my twenty-plus years of fund-raising for not-for-profit organizations has limited my ability to outwardly participate in political campaigns, I have been able to continue to support select candidates I admire, like Ann Richards, Bill Clinton and now Hillary Clinton, with financial support. I would like to think that if you were teaching today these are the types of candidates you would be talking about, and that one or more of your students would get involved in the political process as you encouraged me to do more than two decades ago.

Teaching is a gift. Thank you for sharing your gift with me and others.

Sincerely,

A handwritten signature in black ink, appearing to be 'Ed Crane', with a long horizontal flourish extending to the right.

WADE PLUNKETT
2908 QUE STREET, N.W.
WASHINGTON, DC 20007

April 24, 2000

Ms. Diane Blair
1011 Tanglebriar Lane
Fayetteville, AR 72701

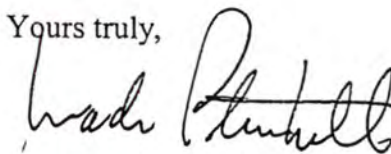
Dear Diane—

I was saddened when reading a recent news account of the Clinton's trip to Fayetteville to learn that you had recently resigned from the University due to personal health issues. I just wanted to drop you a note from a still-adoring former student, and pass along my best wishes for your complete recovery.

I will never forget you telling me "enough already" and having to pry one of your exams out of my hands because I was having such fun with it. You and your classes were an inspiration to me in so many ways. And although I was not a political science major, that was certainly where my passion was. After I finished law school and a one-year clerkship with Judge Smith in Little Rock, I headed straight to Washington and in some ways have been living a "political science" life ever since. With the arrival of the Clinton's I have had the opportunity to complete two temporary assignments with Presidential Personnel in the White House, which was thrilling.

It would be an understatement to say you had a positive impact on my life and my career. I thank you for being there when you were and inspiring me the way you did. If I can ever help with anything, or if you have time to allow me to say hello the next time you are in Washington, I would be honored. My thoughts and prayers are with you.

Yours truly,

A handwritten signature in black ink, appearing to read "Wade Plunkett", with a stylized, cursive script.

Wade Plunkett

Diane!

I was saddened to hear of your health problems. I wanted to write you a note to tell you that I was thinking of you.

If only you knew how often I think of you and all the wonderful things you taught me, both in and out of class. I can still picture myself in your class and remember many of the great discussions we had (if only I looked that young again).

You inspired me and made me think. I have tried hard to do well, and have screwed up from time to time, but

Randy White
6305 26th St. N.
Arlington, Va. 22207

Filled with warmest thoughts of you,

This greeting comes to say,

"Hope comfort, cheer, and added strength

Are yours with each new day."

much of my success is due to you. I appreciate the attention you gave to me. I only wish every college student in America could have had the luxury of having you teach them. This would be a better more caring country, if they would have
All my love, Randy White

Dear Dr. Blair,

April 12, 2000

I was very sorry to hear how sick you are. I wish - well, I really enjoyed your American Government Honors course. I remember in particular how you came in with a Nixon mask on to tell us about Watergate - and your stories of wanting to be politically active + ending up organizing huge party functions! You taught us that individuals can strongly influence how our country is run.

Thank you. Heartfelt best wishes,
Genevieve L. Cour

March 20, 2000

Dear Mrs. Blair,

Decidedly lacking any eloquence whatsoever it is somewhat daunting for me to write to you, someone I've admired so profoundly for a good many years. Thus, I hope you will overlook any absence of eloquence and, instead, accept the heartfelt sentiment herein.

I would expect that our acquaintance is likely not at all vivid for you as I was one of thousands of students taught by you at The University of Arkansas. My contacts with you since that time have

been far too few and there is little to distinguish me from many other students who admired you.

But let me just say that the time I was privileged to have in your class and the time I had to keenly observe you on the campus through the years remain profoundly vivid and unforgettable. Indeed, as much as you taught me of Arkansas Politics you taught me even more, to borrow a phrase from former Governor Cuomo, through the simple eloquence of your example.

An easy thing for me to do would be to fill many pages with my thoughts of you and your deep influence upon me but I would

only belabor the point in what
you must surely recognize as
my Scott County rough around
the edges fashion.

In short, I will simply say
that I love you and that
I thank God for the gift of you.
You and Jim are very much
in my thoughts and prayers.

Wes

THE PRESIDENT HAS SEEN

6-9-00

6-9-00



ABOARD AIR FORCE ONE

NA / Betty / Cleveland
need to start planning now
~~for speech book~~
for speech book

- Hyde Park ASG
- Chamberlain

We should probably
wrap up much earlier
this year - try to do before
Christmas -

for

copied
Hennrich
Curie
Loy
Coleman
Speech Book File
Podesta

6-9

C. Cleveland on top of
speeches.

12



ABOARD AIR FORCE ONE

6/21/00

JP/Maria/Ricchetti

Before I go, preferably
in Sept. I'd like to have a
big party for all present & former
WFF staffers, Cabinet, other ~~staff~~
admin. personnel on the South Lawn.
What do you think?

BR

THE PRESIDENT HAS SEEN

6-21-00

Copied
Podesta
Echaveste
Ricchetti
Streett
Henreich

THE PRESIDENT HAS SEEN 7-6-00



NORTH SHORE
LONG ISLAND JEWISH
HEALTH SYSTEM



C. Jennings - Pls call him -

ROD J. ZUCKERBERG

CHAIRMAN, BOARD OF TRUSTEES

wants to discuss health policy

(516) 465-2570 • Fax: (516) 465-2597 • N.Y.: (212) 902-8820

BC

*Copied
Jennings
Padesta*

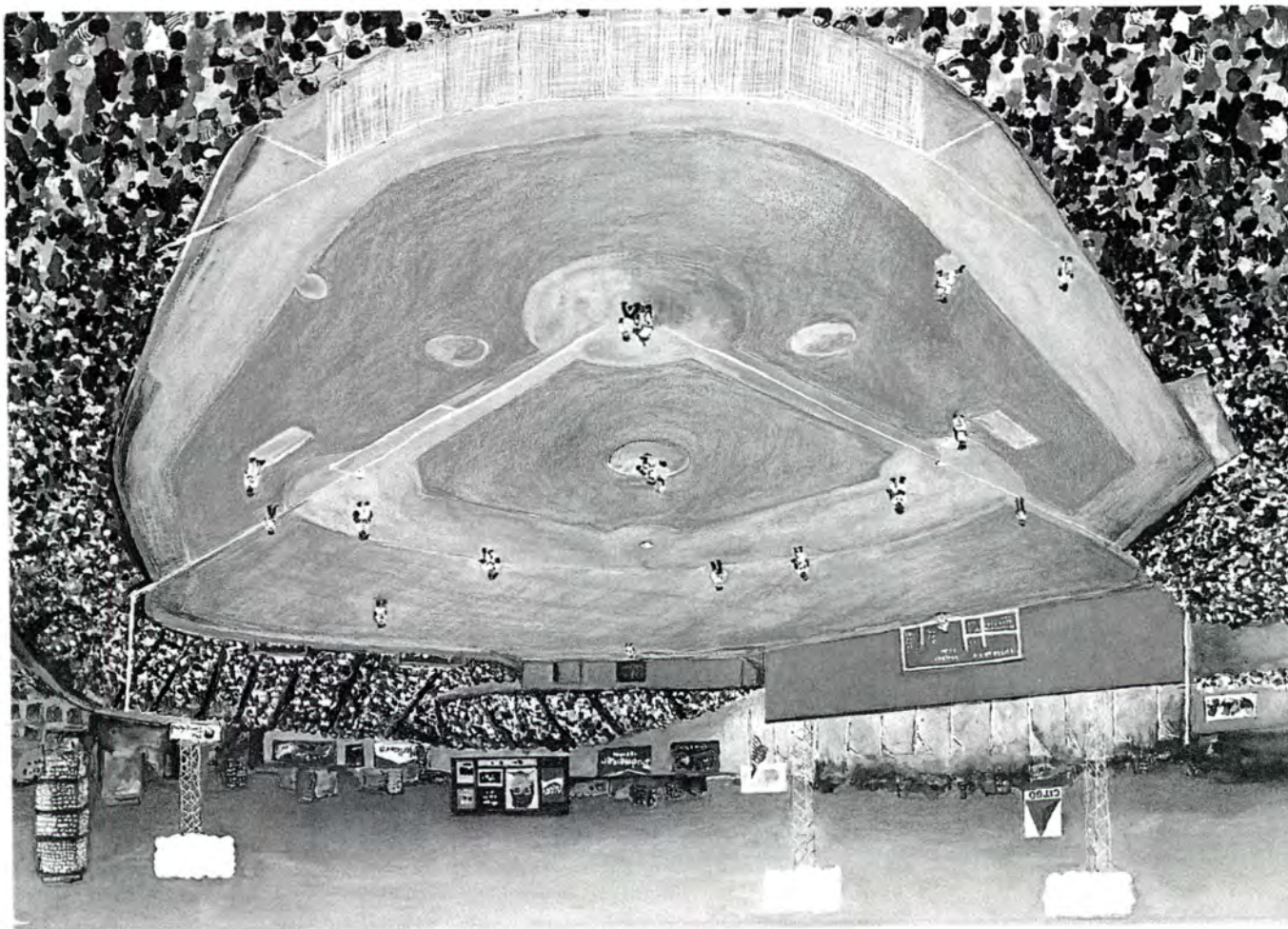
PHOTOCOPY
WJC HANDWRITING

Sir 6 June ^{6.20.00}✓
Dear Mr. President,

Thank you for all
you did for Gerry
and me on your visit
to Portugal. We are both
grateful, first and
foremost, for your sending
us here and for all your
time and attention on the
trip.

It has been a privilege
to serve in your Administration
both here and in Washington.
You have made us both very
proud and have set an
incredibly high standard,
domestically and internationally,
for your successors to follow.

Thank you again for all
you have done for all of us.
Sincerely, Susan & Gerry

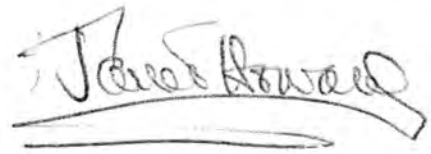


Fenway Park

*Home of the Boston Red Sox.
From a watercolor painting by
Connecticut artist, Naomi Levine Klotz.*

PHOTOCOPY
WJC HANDWRITING

Mr. President



The Current U.S. Tax Treaty with Japan Is Unsatisfactory.

Background:

The U.S.-Japan Income Tax Treaty has been in force without amendment since 1971 and is antiquated compared to current U.S. Treaties. The Treaty was negotiated in the 1960s when Japan considered itself a developing country needing trade protection. Clearly such protectionist tax policy is no longer appropriate.

The U.S. Government has negotiated or updated more than 28 tax treaties and protocols with trading partners in the past eight years. Japan is a notable exception to this group, which includes France, Germany, Canada, the U.K. and Italy. The United States does less trade with each of these countries than with Japan.

Currently the U.S. and Japan have not commenced a formal renegotiation of the Treaty, although informal dialogue is occurring between the tax officials of MoF and Treasury. Secretary Summers has raised the issue several times with Minister Miyazawa – getting an approving nod, but no action. Recent meetings at the working level seem to have produced “new momentum,” according to Stu Eizenstat. There is no reason that a Japanese commitment to begin renegotiation of the tax treaty cannot be a “deliverable” for you at the upcoming bilateral.

American Interest:

Support for renegotiating the Tax Treaty has been expressed by every major American company that is doing business in Japan. There is bi-partisan support for renegotiation in the Congress. That has been expressed by letters from a majority of the members of the Ways and Means Committee and Senate Finance Committee to Secretary Summers.

The U.S.-Japan Business Council will meet in Tokyo July 9-11 and will exert its influence to persuade the GOJ to begin negotiations. U. S. companies are working with their Japanese counterparts to bring pressure on the GOJ. It is a major effort, reflecting the level of support that American (and Japanese) business feels.

Japanese Interest:

A recent survey by the Keidanren indicates that 60% of Japanese corporations doing business in the United States have concerns about tax issues and would like to see renegotiation as a part of a broad review of U.S.- Japan tax questions. (That probably came as a surprise to the MoF officials.)

MoF has expressed concerns that a change in the withholding structure would cause a revenue loss of more than \$1Billion in a time of tight budgets. Withholding rates changes could be phased in over time and revenues from investments that could be enhanced by the changes would likely offset the losses

Substantive Reasons for A New Treaty:

The relatively high withholding tax rate discourages private corporate investment into both countries.

1. The high Japanese corporate rate plus the 10% withholding tax is like a tariff which causes a barrier to new U.S. investment in Japan.
2. This barrier unfavorably affects the trade deficit with Japan.
3. The level of investment into Japan directly impacts Japan's financial health.
4. The Competent Authority mechanism for resolving disputes between the two governments is not working well and should be modified to allow arbitration or mediation.
5. Portions of the high withholding taxes in Japan are taken as credits for U.S. tax purposes, reducing revenues of the U.S. Treasury.

Conclusion:

Of the several items that will be on the agenda in Tokyo, a commitment to renegotiate the U.S.-Japan Tax Treaty is likely to be least politically difficult issue for the GOJ to deliver. It is a procedural issue, not substantive. It has broad support in the Japanese business community. There is essentially no constituent opposition to it. The Japanese Prime Minister can deliver.

Call 973-2680 That Howard By may can do
BC

THE PHOTOCOPY HAS BEEN
6-22-00

PHOTOCOPY
WJC HANDWRITING

MESS MANAGEMENT SPECIALIST MASTER CHIEF
ALEXIUS C. LAYUG
UNITED STATES NAVY

My name is Alex Layug. I am 38 years old and a naturalized United States citizen. I was born and raised in the Philippines, with four sisters and three brothers in the family. I started cooking in my childhood and love to entertain. I grew up in a culture with high standards of hospitality, which led me to the service field. I am a college graduate with a Bachelor of Business, major in Accounting. I joined the United States Navy in 1983, and subsequently assigned to the selected field of food service. I have been on special assignment since 1994 at The White House Mess, my duties to include Food security, and personal services as a stand by valet. I also organize the residence or lodging accommodations for The First Family. I also serve as accountant to The Presidential Food Services of The White House, West Wing Executive Dining Room and am responsible for the account receivables and payables. I ensure that all financial statements are prepared in a timely manner.

I also am acting controller of all finance and administrative management needs, including monthly profit and loss statements. I am also very astute at maintaining a high level standard of cleaning as I have a seasoned background in sanitation standards. I am always looking for improvements to enhance my continuous services to The President and The First Family. My appearance and clothing are typically conservative but I dress for the occasion. I am very knowledgeable about domestic and international travel and am available to do so at any time. Privacy and loyalty are priorities to this profession.

As a third person to a valet position, I would like to provide a quality management and high quality of service to a potential high profile, sophisticated and unique superiors.

For President ^{Bill} & Mrs. Clinton - 5-6-00

I hope this tiny replica of the
Rose Center for Earth and Space
will encourage you to accept my
invitation for a tour.

One day the Clinton Presidential
Library will also be cast in glass
and celebrated as one of this
country's most important destinations!

Warmly

Polshek and Partners Architects LLP

5.24.00

7-6-00

Early Evening Briefing

Wednesday, July 5, 2000

Fundraising Letters

- Lazio released a fundraising ad saying that Hillary Clinton and her husband "embarrassed our country and disgraced their powerful posts." It also said, "Clinton covets power and control and thinks she should be dictating how other people run their lives." [WCBS, Marcia Kramer, 5:25 pm; NY1, Dominic Carter, 7:33 pm; CNN, *Inside Politics*, Frank Buckley, 5:10 pm]
- Marcia Kramer said, "Rick Lazio is a gentle sort of guy who gets his digs in at Hillary Clinton in the mildest of ways." [WCBS]
- The letter adds that "no other Senate hopeful enjoys a liberal national press that hangs on her every word and treats her never ending soap opera of scandals as irrelevant and yesterday's news." [WCBS]
- visited a day care in upstate Plattsburg today [WCBS, NY1, CNN]
- Clinton was off the campaign trail today preparing for an upstate swing. Her spokesman responded saying that it was his hope that New Yorkers will reject what he calls, "Lazio's campaign of personal insult" and instead focus on the candidate's campaign of issues and real ideas. [WCBS, CNN]
- The Clinton campaign's own fundraising letter derives Lazio's candidacy as the work of "Republican Party king makers." [WCBS, NY1]
- Clinton spokeswoman Karen Dunn said, "New Yorkers will reject Rick Lazio's campaign of personal insults in favor of Hillary's campaign of issue differences and real ideas." [NY1]
- Lazio's spokesman Dan McLagan called the Clinton response "completely ridiculous. The first lady is running all negative, all the time. The Clintons ran six negative campaign ads in a row while the Congressman has only run positive television ads." [NY1]

NARAL's Ad

- The National Abortion and Reproductive Rights Action League (NARAL) unveiled a new anti-Lazio commercial aimed at suburban women who favor abortion rights. [WCBS, Marcia Kramer, 5:25 pm; WNBC, Jay DeDapper, 6:06 pm, 5th Story; WABC, Dave Evans, 6:08 pm, 5th Story; NY1, Davidson Goldin, 7:35pm; CNN, *Inside Politics*, Frank Buckley, 5:10 pm]
- Evans said that the abortion could become a large factor in the Senate race. He said that specifically partial birth abortions are controversial with Clinton supporting their legality and Lazio opposing them. [WABC, CNN]
- NARAL's \$50,000 buy will run 256 times on cable TV stations in Westchester and Long Island over the next two weeks. [WCBS, NY1]
- The ad questions Lazio's stance on abortion. Lazio is pro-choice, but agrees with Senator Moynihan that partial birth abortions should be banned. [WNBC, WABC]

- NARAL said, "That is absolutely incorrect. That is mud in the face of Senator Moynihan. There is a vast gulf of distinction between the two candidates." Evan's said Lazio's position is similar to most Americans. [WABC]
- The commercial said, "Now Rick Lazio says he can't promise New Yorkers he oppose anti-choice judges. So how would Rick Lazio vote on Supreme Court nominations? It's a simple question. New Yorkers deserve an answer." [WCBS; WNBC, WABC, NY1]
- The ad is timed to follow last week's court decision prohibiting states to outlaw late term abortions. Clinton praised that 4-5 ruling, Lazio opposed it. [NY1]
- Lazio said, "I just don't think there should be any political litmus test. It use to be the pro-choice position that we stood against litmus tests. I think we ought to look for the best, most highly qualified person." [WNBC, WABC, CNN]
- Lazio also said, "I think my position is the mainstream position. I'm pro-choice and my record reflects that." [WABC, NY1, CNN]
- Lazio said, "What they're trying to do is define me as anti-choice because I support the ban on partial birth abortions. They're opposed to the ban. Mrs. Clinton is opposed to the ban. That's, I think, an extreme position." [NY1, CNN]
- Spokesman Dan McLagan responded that for Hillary Clinton to unleash her left-wing attack machine this early in the race shows that she is clearly nervous. The real question is how Clinton will vote on the ban on partial birth abortions. [WCBS]
- Late this afternoon, the Clinton campaign said the first lady could support a ban on late-term abortions if exceptions were broadened to include not only the life of the mother, but the mother's health as well. [CNN]
- DeDapper discussed groups aligned with the candidates, not bound by campaign finance limits, who are airing ads. An ad last fall criticized Mrs. Clinton's trip to the Middle East. The candidates have also run their own ads with their own money. The Clinton campaign has run five different spots in the last three weeks to attack Lazio on five different issues. [WNBC]
 - The Ed Koch ad attacks Lazio on him opposing licensing and registering handguns. DeDapper said this is true, but he did back the ban on assault weapons and voted for the "Omnibus Crime Act." These are two pieces of legislation generally disliked by the gun lobby.
 - Koch then said, "He's not really pro-choice because he won't support funding abortions for poor women." DeDapper said Lazio says he is pro-choice, but he has voted for numerous restrictions on access to abortion including the use of Medicare funds to pay for the procedure. [WNBC, WABC, NY1]
 - Koch finally said, "He's not really for the Patient's Bill of Rights because he voted against the right to sue your HMO. DeDapper says that the Democrats and Republicans have different versions of the bill and the difference is how difficult it is to sue the HMO. The Republicans make it very hard to pursue the lawsuit and even harder to win.
 - Lazio has been criticized that his ad does not represent his environmental record properly. However, it is more of a biographical campaign ad and does not make any claims. [WNBC]

CNN, Inside Politics, had a discussion between Margaret Carlson of Time magazine and Rich Lowery of the National Review about the New York Senate race. They discussed how negative the campaign has already become. They discussed the abortion issue and Clinton's new stance on partial birth abortions. They also discussed that Lazio still does not have substance, but is beginning to come out on some issues.

NY1, Inside City Hall, had a discussion between Congressman Bill Perkins and Assemblyman John Ravitz about the New York Senate race. They discussed Lazio fighting for the people of New York while Clinton has just come into the state. They discussed the candidate's television ads.

Top Five Stories at 6:00 pm

WCBS

NYPD's handling of the Central Park attacks
Man died in firework accident
OpSail
President Clinton causing traffic gridlock
Security guard arrested

WNBC

NYPD's handling of the Central Park attacks
Eve Brown disappeared
OpSail
New Jersey State Police Chief replaced
NARAL ad

WABC

NYPD's handling of the Central Park attacks
OpSail
Orangetown burglaries
Law on Dorm Sprinklers
NARAL ad

CAMPAIGN NEWS

HIL, ABORTION RIGHTS ALLIES BLAST RICK OVER HIGH COURT

- Hillary Rodham Clinton's pro-choice ally, the National Abortion and Reproductive Action League (NARAL) piled on Rick Lazio yesterday with an ad attacking him for refusing to guarantee he would reject Supreme Court nominees who oppose abortion rights. [Daily News, "Hil, Abortion Rights Allies Blast Rick Over High Court," Goldschlag, p.23, 7/6/00; New York Post, "Rick Fund-Raising Letter Labels Hill a 'Disgrace'," Birnbaum and Hardt, p.18, 7/6/00; Newsday, "Lazio Letters Harsh on Hillary," Riley, A22, 7/6/00]
- "Hillary Clinton has already said unequivocally that she would oppose a Supreme Court nominee who opposed Roe vs. Wade and would vote to overturn it. We need Mr. Lazio to do the same," said Kelli Conlin, executive director of the NARAL's New York chapter. [DN, ND]
- NARAL, which has pledged \$500,000 to an anti-Lazio campaign, said it was spending \$50,000 to run the 30-second ad over the next two weeks, mostly in Westchester and Long Island. [DN, ND]
- The ad buy is aimed squarely at pro-choice moderate suburban women to sow doubts about Lazio. NARAL bought time on cable systems during local breaks for the female-aimed Lifetime, and Home and Garden networks, among others.
- Lazio, asked about abortion and the Supreme Court while campaigning upstate in Plattsburgh, twice steered the subject to NARAL and Clinton's opposition to a "ban on partial- birth abortion," which he called a "horrific procedure." [DN]
- Clinton spokeswoman Karen Dunn said Clinton supports a ban with exceptions when the procedure is needed to protect the "health" of a pregnant woman. Lazio has voted for bills with a more narrowly defined "life of the mother" exception. [DN]
- Pressed a third time about the Supreme Court, Lazio said, "I just don't think there ought to be any litmus tests. It used to be the pro-choice position that you stood against litmus tests. I think we ought to look for the best, most highly qualified person." [DN, NYP, ND]

TAKING ON LAZIO OVER ABORTION

- The New York affiliate of the National Abortion and Reproductive Rights Action League said yesterday that it would broadcast a 30-second advertisement that is intended to cast doubts about the abortion record of Representative Rick A. Lazio, the Republican candidate for Senate. The group said it would spend \$50,000, a relatively modest amount, buying time on cable stations with sizable audiences of women.
- *Script* - "I have one question for Rick Lazio," Ross DeMarco, a member of NARAL, says. "How would he vote in the United States Senate when it comes to the Supreme Court and abortion? Like most New Yorkers, I believe it's a woman's right to decide. One Supreme Court decision could rob us of this choice."

Now Rick Lazio is saying he can't promise New Yorkers he'd oppose anti-choice judges. So how would Rick Lazio vote on Supreme Court nominations? It's a simple question. New Yorkers deserve an answer."

- *Accuracy* - Lazio generally supports abortion rights, but he opposes the use of government money to pay for abortions, and he has also voted to ban the procedure that abortion critics refer to as "partial birth" abortion. As the advertisement states, Mr. Lazio has declined to pledge to vote against Supreme Court nominees opposed to abortion rights. In recent days, though, he has emphasized that he would consider abortion views in deciding whether to confirm them. "I just don't think there ought to be any litmus test," he said on the campaign trail yesterday. Mrs. Clinton has said she would not vote for a nominee opposed to abortion.
- The advertisement is clearly directed at suburban women, a constituency that strongly favors abortion rights, and one that Mrs. Clinton has had a difficult time wooing. The Clinton campaign and its allies have repeatedly sought to depict Mr. Lazio as too conservative for New York. But because Mr. Lazio generally supports abortion rights, the abortion rights group is forced to make a more nuanced attack to draw a distinction between the two candidates, focusing on his position on judicial nominees, rather than on abortion itself. The commercial thus seeks to link Mr. Lazio to the possibility of a more conservative Supreme Court that would be hostile to abortion. The question is whether this strategy will galvanize suburban women, given that they have lived for so long under the landmark 1973 *Roe v. Wade* decision. Mr. Lazio has also tried to turn the abortion issue against Mrs. Clinton by asserting that her opposition to banning "partial birth" abortion is extreme and does not jibe with the views of most New Yorkers and even some prominent Democrats, including Senator Daniel Patrick Moynihan, who is retiring.
- "The fact is the difference between N.A.R.A.L. and myself is that I support the ban on partial-birth abortion," Mr. Lazio said yesterday. "They are strongly opposed to the ban. And that defines the difference between Hillary Clinton, N.A.R.A.L. and me. I think my position is a mainstream position." [*New York Times*, Levy, A5, 7/6/00]

AD WATCH: A CHOICE ATTACK

- A 30-something woman in a suburban living room setting demands to know how Rick Lazio would vote on a Supreme Court nominee who opposes abortion rights. Another image shows a newspaper headline calling Lazio "a master of ambiguity" on the issue. "It's a simple question. New Yorkers deserve an answer," the woman says.
- *Analysis* - Hillary Rodham Clinton's supporters — and that includes the National Abortion and Reproductive Rights Action League, which sponsored this ad — want to stoke doubts among pro-choice suburban female voters about Lazio's claims to share their views. While other Clinton attacks cite Lazio's opposition to Medicaid-funded abortions, this ad suggests abortion access for well-off women would be in jeopardy if the Supreme Court reversed *Roe vs. Wade*.

- *RESPONSE:* Lazio said "the difference between NARAL and myself is I support the ban on partial-birth abortion. They are strongly opposed to the ban. That defines the difference between Hillary and myself." [Daily News, p.23, 7/6/00]

LAZIO'S ABORTION STANCE TARGETED

- The National Abortion and Reproductive Rights action League of New York yesterday released a new television ad on the New York Senate race. The ad, the organization's first of the campaign, will air primarily on cable television in Nassau, Suffolk, and Westchester counties.
- *Message* – On-Camera and in voiceover, Ross DeMarco, a pro-choice Brooklynite, says, 'I have one question for Rick Lazio. How would he vote in the United States Senate when it comes to the Supreme Court and abortion? Like most New Yorkers, I believe it's a woman's right to decide. "One Supreme Court decision could rob us of this choice. Now Rick Lazio is saying he can't promise New Yorkers he'd oppose anti-choice judges. So how would Rick Lazio vote on Supreme Court nominations? It's a simple question. New Yorkers deserve an answer."
- *Accuracy* – Hillary Rodham Clinton has promised to vote against any nominee who would not support Roe v. Wade, the decision that established a constitutional right to abortion. Lazio says he supports abortion rights and Roe v. Wade, but has refused to promise to apply such a "litmus test" to Supreme Court nominees. The ad is generally accurate, but may mislead voters by failing to tell them that Lazio says he is "pro-choice." It also creates the impression – by using the word "ambiguity" and calling it a "simple question" – that Lazio is being evasive. This may be unfair; some critics of litmus tests say they risk politicizing the court and oversimplifying a selection process that should be based on legal skills, not a nominee's position on hot-button issues.
- *Analysis* – This ad is a direct appeal to suburban women, a key-voting group that has hesitated to embrace Clinton. With only a 6-3 or 5-4 majority supporting Roe, the ad's sponsors hope to raise doubts about Lazio's reliability on what may be the most important issue to such voters. [Newsday, Riley, A22, 7/6/00]

ADWATCH

- *Script* – Woman: "I have one question for Rick Lazio. How would he vote in the United States Senate when it comes to the Supreme Court and abortion? Like most New Yorkers, I believe it's a woman's right to decide. "One Supreme Court decision could rob us of this choice. Now Rick Lazio is saying he can't promise New Yorkers he'd oppose anti-choice judges. So how would Rick Lazio vote on Supreme Court nominations? It's a simple question. New Yorkers deserve an answer."
- *Accuracy* – While Lazio says he is pro-choice and has cast ballots supporting abortion, he has voted against allowing Medicaid being used for the procedure. He also supports a total ban of the so-called partial-birth abortion procedure. Lazio has also said he wouldn't rule out voting for a Supreme Court nominee who favored making abortion illegal.

- *Analysis* – The National Abortion and Reproductive Rights Action League has essentially created a thinly veiled campaign ad for Hillary Rodham Clinton by attacking Lazio on an issue where pundits believe he is vulnerable. The limited buy of airtime on cable TV is targeted at suburban women who will be watching the Lifetime Network and the Discovery Channel. While abortion is a hot-button issue, it seems unlikely that a photo of Supreme Court nominee Robert Bork will bring out the same emotions in viewers as it did 13 years ago.
- *Response* – “This is all a smoke screen. Everybody knows Rick Lazio is a mainstream pro-choicer. The Clinton campaign is terrified...because they hate the idea of talking about the real difference in this campaign on the abortion issue – which is partial-birth abortions,” said Lazio media strategist Mike Murphy. [New York Post, Hardt, p.19, 7/6/00]

LAZIO FUND-RAISING LETTER SAYS THE CLINTONS ‘EMBARRASSED’ THE COUNTRY

- In the strongest sign that he intends to raise character and integrity as an issue in the Senate race, Representative Rick A. Lazio says in a new fund-raising letter that Hillary Rodham Clinton and President Clinton “have embarrassed our country and disgraced their powerful posts.” [Washington Post, “Lazio Fund-Raising Letter Says The Clintons ‘Embarrassed’ The Country,” Archibold, B5, 7/6/00; Washington Times, “Inside Politics – Lazio’s Letter,” Pierce, Internet, 7/6/00; Daily News, “Lazio’s Poison Pen Letter,” Siegel, p23, 7/6/00; New York Post, “Rick Fund-Raising Letter Labels Hill a ‘Disgrace’,” Birnbaum and Hardt, p.18, 7/6/00; Newsday, “Lazio Letters Harsh on Hillary,” Riley, A22, 7/6/00]
- The letter, which went out this week and is signed by Mr. Lazio, the Republican nominee, does not specify what he believes Mrs. Clinton, the Democratic nominee, or the president have done. [WP]
- In a news briefing held on a bus that was carrying reporters traveling with him on his cross-state campaign tour this week, Mr. Lazio would not elaborate. He said many such letters pass across his desk and he needed to review this one before elaborating on it. [WP]
- Yesterday’s controversy was not the first time Lazio’s words and actions have appeared to collide. In Schenectady on Monday, he said he would not go “down in the mud” with Clinton. Minutes later, he said, “If this election is based on character, honesty and integrity, I think we will win this election handily.” [DN]
- “Frankly, these letters are written, you know, not by me,” Lazio said. “What matters is...how you are conducting yourself when you are speaking and what your commercials are conveying.” [DN, NYP]
- “I just think that both Mrs. Clinton and the president have got pretty significant liabilities that are well known to the public,” Lazio told reporters. [ND]
- Mrs. Clinton, it says, “covets power and control and thinks she should be dictating how other people run their lives. No other Senate hopeful enjoys a liberal national press that hangs on her every word and treats her never-ending soap opera of scandals as ‘irrelevant’ and ‘yesterday’s news.’ ” [WP, WT, NYP, ND]
- Mr. Lazio also describes himself as a conservative and Mrs. Clinton as a liberal, although both campaigns have tried to claim the political center. [WP, ND]

- Mrs. Clinton, through a spokesman, called the letter a "personal insult." But Mr. Lazio defended the letter, saying he needed to strike back after Mrs. Clinton began broadcasting a series of negative television advertisements a couple of weeks ago. And he continued to tell supporters at public rallies that he would wage a positive campaign. [WP]
- Asked to reconcile the letter with his promise to stay positive, Mr. Lazio drew a distinction between television advertising and letters to supporters. The letter, he said, "is not part of a mass communication. I just think it's a totally different situation," Mr. Lazio said. "Our campaign is not focused on the negative; their campaign is completely focused on the negative. It's not what you send to some House donor list that matters," Mr. Lazio said. [WP, ND]
- "I just think it's incredibly unfair to try to characterize the message of a campaign based on a phrase in a solicitation letter," said the Long Island congressman. [NYP]
- "It's a fact that there are no unanswered questions about Barbara Bush, no independent counsel reports on Rosalynn Carter and no Lincoln Bedroom being treated like a Motel 6 under previous administrations," said Lazio spokesman Dan McLagan. "It's not the focus of the campaign, but those are the simple facts." [ND]
- Howard Wolfson, a spokesman for Mrs. Clinton, said, "We are confident that New Yorkers will reject Rick Lazio's campaign of personal insults in favor of Hillary's campaign of issue-related differences and real ideas." [WP, DN, NYP, ND]
- Wolfson also noted that Lazio's rhetoric in the letter was significantly stronger than in a similar mailing to New York state residents. "Why is Rick Lazio saying one thing out-of-state and another thing to New Yorkers?" Wolfson asked. [NYP]
- Wolfson took issue with Mr. Lazio's drawing a distinction between what is said on the campaign trail and what is said in fund-raising letters. "It's time for him to take responsibility for his campaign of personal attacks and insults," Mr. Wolfson said. [WP]
- The first lady has issued her own direct-mail appeal, declaring that Mr. Lazio's candidacy is the product of "Republican Party kingmakers" and outlining their differences on issues. "I support licensing and registration of handguns. He doesn't," she wrote. "He has voted against the right to choose for low-income women, even in cases of rape and incest. I would never vote that way," she said, referring to her position that abortions should be taxpayer-financed. [WT]
- Fund-raising letters, whether released through a candidate's office or by a third party, often employ stronger language than a candidate uses in campaign appearances or advertisements. [WP]
- Despite repeatedly saying his campaign was not heavily scripted like Clinton's, there was new evidence yesterday his aides are engaged in the kind of stage management that is prevalent in modern politics. [DN]
- As Lazio met with a farm family in the town of Burke, which borders Canada, they were interrupted by a local GOP leader. "They have asked us to sit down at the bales for a second," the Republican said. At that point, Lazio and the farmers

moved over to bales of hay, prearranged in a semicircle, providing a better backdrop for a camera crew shooting footage for a TV ad. [DN]

- Former presidential candidate Steve Forbes sent out a fund-raising letter to his supporters, saying Clinton "engages in a predictable pattern of shameless hypocrisy, perpetual pandering and cruel scapegoating against her opponent." [NYP, ND]

CLINTON SEES RELATIVES OF JAILED IRANIAN JEWS

- President Clinton met yesterday with relatives of three of the 10 Iranian Jews just sentenced to long prison terms for spying for Israel, and he told them the United States will do all it can to seek their release.
- Clinton, his wife, Hillary Rodham Clinton, and top U.S. officials spoke for an hour with some of the American relatives of three of those who were sentenced over the weekend, National Security Council spokesman P.J. Crowley said.
- The United States and many other nations have called on the Iranian government to overturn the sentences. Jewish groups have said that the convicted Jews were innocent victims of fabricated charges. [Reuters, A2, 7/6/00]

LAZIO SOUNDS OFF OVER DAY CARE LAW

- A New York day care law partially inspired by a local family provided U.S. Senate campaign fodder Wednesday for GOP candidate Rick Lazio, who accused Hillary Rodham Clinton of refusing to support similar protections nationwide.
- Lazio, a four-term Long Island congressman, said Clinton should have done more to help the parents of Jeremy Fiedelholz advocate for a federal law that would hold day care providers accountable for any harm done to children while under their watch.
- Campaign aides for the Democratic First Lady said Clinton supports such legislation but could not immediately say why she had not advocated for it earlier.
- Two 3-month-old babies -- Jeremy Fiedelholz of Florida and Julia Haas of Albany -- died in 1997 after being left unattended in their respective day care centers. They inspired the 1998 Jeremy and Julia's Law, which allows care providers to be charged with a felony when youngsters under their watch are harmed. New York was the first state to enact such a measure.
- Jeremy's father, Mark, has since toiled for a federal law but has failed to get support from the Clinton administration. Lazio, who introduced legislation last year to create a national Jeremy and Julia's Law, took up the matter Wednesday after reading to youngsters in Plattsburgh. "Despite heartfelt appeals for help ... we are working on Jeremy and Julia's Law with absolutely no help whatsoever from Mrs. Clinton," Lazio said in a statement. "Hillary Clinton often talks a good game, but when it came to stepping up and helping New York families get this legal protection, Mrs. Clinton stayed on the sidelines."
- The bill has been stalled in the GOP-controlled U.S. House since February 1999.
- Clinton spokeswoman Karen Dunn pointed out the First Lady's long track record on background checks for child care workers and noted that cracking down on criminal and negligent caretakers would remain a top priority if she is elected.

"As a 30-year advocate for children, nothing is more important to Hillary than their health, safety and well-being," Dunn said.

- Lazio also hit Clinton in a fund-raising letter given to reporters Wednesday, saying she "covets power and control and thinks she should be dictating how other people run their lives. ... Hillary Clinton and her husband have embarrassed our country and disgraced their powerful posts." Clinton, too, has issued a new fund-raising letter that calls Lazio the pick of "Republican Party kingmakers."
- Clinton got a boost Wednesday with a \$50,000 ad paid by the New York chapter of the National Abortion and Reproductive Rights Action League. The ad criticizes Lazio for refusing to clarify whether he would vote against Supreme Court nominees who support abortion rights. The ad is the first step in a \$500,000 NARAL campaign against Lazio, said Erica Pelletreau, the group's legislative director. Lazio generally supports abortion rights but voted to ban late-term abortions. Clinton also supports a ban, except when the mother's life or health is in danger. [Times Union, Jakes, Internet, 7/6/00]

A SCHOOL OF THOUGHT FOR HILLARY

- Rick Lazio is running as New York's hometown boy, but his local school district hasn't provided quite the cheering section he might have hoped for. When Bay Shore High School asked Hillary Clinton to address students on opening day last September, Republican's went into a tizzy. Lazio skipped her visit and drove his daughters to elementary school instead.
- Last month, Bay Shore High School's student paper ran an opinion piece by the daughter of prominent local Democrats, arguing that "good old Rick is anti-freedom."
- The editor, Emma Katz, is the daughter of Susan Barbash, a prominent organizer of school-community improvement efforts. Barbash gave \$1,000 to Clinton last year. Katz's grandmother is a Lazio backer.
- Katz detailed Lazio's low rating from the American Civil Liberties Union. School Board members met to belabor the matter, and a "counterpoint" piece praising Lazio's record was printed in the next addition.
- Publicly, Lazio's campaign laughs off the article. "The campaign enthusiastically supports young people getting involved in the process and expressing their view on the issues – that's what America's all about," said spokesman Dan McLagan.
- Friends of the congressman say this year's events were galling because Lazio had just delivered \$700,000 in appropriations to the district in the weeks before Clinton's visit.
- District defenders say Lazio made himself look small when he absented himself from the ranks of Republican official on hand to greet the first lady that day. Lazio's wife went elsewhere twice this year for high profile events and Lazio delivered his kickoff speech and high school commencement address at his alma mater, West Islip High School. [Newsday, Moore, A26, 7/6/00]

FIRST LADY IN CHIEF

- Hillary Clinton's July 4 participation in the OpSail 2000 celebration drew complaints last week from the opposition that she had used her first lady status to strong-arm the military into a stars-and-stripes campaign photo-op.
- Some political observers already were wondering why she gave the commencement address at the U.S. Merchant Marine Academy.
- The Kings Point academy actually invited her husband, the president, as it does every year, the academy spokesman said. In September the White House made it known that it would appreciate if they invited the first lady, so they did.
- This is standard practice for the academy, which often takes a signal from the president on the top VIP to invite each year.
- Clinton didn't accept until a week before the commencement – this surprised the school and some cadets were agitated over it. [Newsday, A26, 7/6/00]

EDITORIALS

CLINTON'S ARROGANT PLOY

- In a New York Post editorial, the paper said, "President Clinton has summoned Israeli Prime Minister Ehud Barak and PLO leader Yasser Arafat to Camp David next week for a summit that, he says, is meant to 'seize the moment' in order to 'start drawing the contours of the long-awaited peace.'"
- Translated from diplo-speak, this is what the president said: "I have six months left in office. There will be Mideast 'peace' before I leave. My wife's political future could depend on it - and never mind Israeli security concerns."
- Arafat understands full well that Bill Clinton wants a permanent agreement between Israel and the PLO in place before the November elections: Clinton wants to deliver a political gift to both Al Gore and Hillary Clinton.
- The Post said, "Barak - who was swept into office with the backing of Team Clinton, including the odious James Carville - wants desperately to help the president deliver those gifts to Gore and Mrs. Clinton." [New York Post, Editorial, p.30, 7/6/00]

OP-ED

THE BUZZ: HIL & GORE'S LIKABILITY BLUES

- For all their public protestations of undying affection, Hillary Clinton and Al Gore privately eye one another like George W. Bush and John McCain — warily.
- Gore, for example, worries that a Sen. Hillary would be a threat to a President Al's ability to set and dominate the national agenda. And Hillary is known to fret that Gore's unpopularity could be a drag on her New York Senate candidacy. In some ways, though — and not all of them happy — Gore and Clinton may be inextricably linked.
- One of Hillary's key political counselors was musing the other day about polls showing that large majorities of New Yorkers say she cares about people like themselves. That's usually a reliable barometer of support on Election Day — yet Hillary remains dead even with Rick Lazio. How come? "It looks like she's got a

Gore problem," this Hillary aide concluded glumly. Meaning? "Meaning people don't like her." [Daily News, DeFrank, p.23, 7/6/00]

GOSSIP: CINDY ADAMS

- Adams said, "Broadcasting executive William O'Shaughnessy invites me to his Rick Lazio do at Le Cirque with: 'You'll never get to know Lazio at large fundraisers. This special reception in a private venue provides a relaxed atmosphere. You can get to know The Candidate. Exchange views. Because you're a great student of politics, I'm especially anxious for him to hear *your* thoughts. It's 6 o'clock to 7:30.'"
- "I arrive 6:50. Lazio had already split. So much for special reception, private venue, relaxed atmosphere and exchanging views. Looks like The Candidate may have to march on to whatever glory awaits without hearing my thoughts - and, believe me, I now got a real big load of them." [New York Post, Adams, 7/6/00]

Late Evening Briefing

Wednesday, July 5, 2000

Fundraising Letters

- Republican Rick Lazio says in a fundraising letter that the Clintons have "embarrassed our country and disgraced their powerful posts." He also says Clinton has been let off the hook by what he calls a "liberal national press" which have "treated her scandals as irrelevant."
- Clinton fired back in a fundraising letter of her own saying Lazio's candidacy is the work of "Republican Party kingmakers." [WB-11, Anchor, 10:22 pm, 12th Story]

Political Ads

- The National Abortion and Reproductive Rights Action League (NARAL) unveiled a new anti-Lazio commercial aimed at suburban women who favor abortion rights. The ad claims Lazio cannot be trusted to vote on nominees for the Supreme Court.
- Lazio said, "I just don't think there should be any political litmus test. It use to be the pro-choice position that we stood against litmus tests. I think we ought to look for the best, most highly qualified person."
- The ad by NARAL is only one of many issue ads paid for by groups supporting candidates. Last fall a Republican group aired ads criticizing Mrs. Clinton for embracing Yasir Arafat's wife. [WNBC, Anchor, 11:09 pm, 8th Story]

Upstate News Briefing

Wednesday, July 5, 2000

**[The transcript is taken from Closed Caption information
and may not be completely accurate]**

Albany - WNYT, 6:11 PM, NBC

- Hillary Rodham Clinton says her opponent's senate campaign is the product of "Republican Party kingmakers. " The first lady makes that charge against congressman Rick Lazio in an appeal to campaign contributors.
- Lazio's campaign is dismissing the first lady's letter as another example of what they call her "mudslinging distortions. " Lazio is also being targeted in a new radio ad campaign by a national abortion rights organization.
- Lazio was in Plattsburgh and Watertown today, part of a five-day bus tour across the state. Mrs. Clinton begins her own upstate bus tour tomorrow in Binghamton.

Albany - WRGB, 5:38 PM, CBS

- In round one today, Hillary Rodham Clinton said Rick Lazio's candidacy is the product of "Republican Party kingmakers. " she made the charge in a one page appeal to potential contributors.
- Lazio came out swinging, in his own fund-raising letter, saying Mrs. Clinton and her husband have "disgraced" their powerful posts by their conduct since Clinton was elected president in 1992.

Albany -WRGB, 11:16 PM, CBS

- First lady Hillary Clinton came out swinging with a letter to potential campaign contributors, in which she said republican Rick Lazio's candidacy is the work of party kingmakers.
- Lazio fired back, writing in a letter of his own that Mrs. Clinton and the President have embarrassed the country. Each candidate says the other's letter is distorting the facts.

Albany -WTEN, 11:04 PM, ABC

- The Senate race in New York is showing signs of going sharply negative. Congressman Rick Lazio has issued a letter attacking Mrs. Clinton and her husband... Saying they have embarrassed our country and disgraced their powerful posts.
- Meantime, some of the first lady's supporters are about to launch an offensive on the issue of abortion.

CLINTON-GORE ADMINISTRATION: MODERNIZING AMERICA'S SCHOOLS

June 16, 2000

To help communities nationwide modernize their schools, President Clinton has called on Congress to pass his school construction proposals: \$25 billion in School Modernization Bonds and \$6.5 billion in Urgent School Renovation Loans and Grants.

KEY ELEMENTS OF THE PRESIDENT'S PLAN. All students need a safe, healthy, and modern place to learn. To meet this national priority, President Clinton proposed:

- **\$25 BILLION IN SCHOOL MODERNIZATION BONDS.** President Clinton proposed \$25 billion in school construction bonds that would be interest-free for school districts and would help modernize 6,000 schools nationwide. In the U.S. House of Representatives, Reps. Charles Rangel and Nancy Johnson introduced bipartisan legislation based on the President's proposal with 185 co-sponsors. In the Senate, Sen. Charles Robb introduced a similar bill.
- **HOW SCHOOL MODERNIZATION BONDS WORK.** Bondholders would receive federal tax credits rather than interest payments from school districts, allowing districts to borrow interest-free for school construction. A similar mechanism has been used successfully for Qualified Zone Academy Bonds (QZABs). The \$25 billion would be allocated among states and school districts. Districts could use these 15-year bonds to modernize existing schools as well as build new ones. The President's proposal would cost \$2.4 billion over five years. The bill's innovative financing mechanism is a cost-effective approach to leveraging local construction that avoids a new bureaucracy.
- **\$6.5 BILLION IN LOANS AND GRANTS FOR URGENT REPAIRS.** President Clinton also proposed a \$1.3 billion initiative to make \$6.5 billion in grants and interest-free loans for emergency repairs at 5,000 schools. The initiative would help school districts repair roofs, heating and cooling systems, and electrical wiring. The assistance would be targeted to high-need districts, with the smaller amount of grant aid available for school districts unable to finance capital expenditures. Sen. Harkin and Rep. Clay have introduced urgent school repair legislation. In addition, the budget passed by the Senate Appropriations Committee includes \$1.3 billion for school construction as part of its education block grant; now, these funds need to be dedicated to construction and targeted to meet our schools' needs.

THERE IS AN URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION AND REPAIR. Communities across the country are struggling to address urgent safety and facility needs, rising student enrollments, and smaller class sizes.

- An estimated \$112 billion is needed to bring America's schools into good overall condition, according to General Accounting Office in 1995. One-third of American schools—teaching 14 million students—need extensive repair or building replacements. (*School Facilities: The Condition of America's Schools*, 1995)
- Including the costs of rising enrollments and technology infrastructure, over \$300 billion is needed, according to the National Education Association. (*Modernizing Our Schools: What Will It Cost?*, 2000)
- The average public school was built 42 years ago. About one-third of public schools were built before 1970 and haven't been renovated since at least 1980. (National Center for Education Statistics, *Condition of Education 2000*, p. 63).
- Public and elementary enrollment is expected to increase by another million students between 1999 and 2006, to a record 44.4 million elementary and secondary students. (*Condition of Education 2000*, p. 8)

CONGRESS' BUDGET PLAN IGNORES THE NEEDS OF AMERICAN SCHOOLS. In February, the Clinton-Gore Administration sent Congress a balanced and responsible budget that made investments in key education initiatives to raise standards, increase accountability, and invest in what works. This week, on June 14, the House of Representatives narrowly passed its budget on a partisan vote. This legislation is built on misguided priorities and insufficient resources.

- The House rejected the President's \$1.3 billion plan to help states and localities make emergency repairs to crumbling schools. It has also failed to act on his School Modernization Bonds proposal.
- Meanwhile, the House has passed tax cuts that would drain more than \$550 billion from the surplus. To pay for these tax cuts, the House budget would cut domestic priorities \$29 billion below the President's level, an average cut of 9 percent.
- The House bill also invests too little in other important education initiatives. It fails to strengthen accountability and turn around failing schools, reduce class size, provide funds for emergency repairs and renovating aging schools, sufficiently expand after-school opportunities, prepare more low-income students for college through GEAR UP, invest in improvements in teacher quality, and help bridge the digital divide.

NEW GRANTS INFORMATION RESOURCES AVAILABLE ON DEPARTMENT OF EDUCATION WEBSITE

In order to help current and prospective grantees, other education community members, elected officials and policymakers obtain useful information about U.S. Department of Education Competitive Grant Programs and Grantees, the following new resources have been made available on the Department's website (www.ed.gov):

STATE BY STATE LISTING OF COMPETITIVE GRANTS RECIPIENTS.

While it has been possible to obtain information on the amount of funding received by individual states under Department of Education formula grants programs, it has been much more difficult to receive state by state information for the Department's competitive grants programs. This document provides a state by state listing of grantees, including grant amounts, for major Department of Education FY2000 competitive grants programs for each state and eligible territory. In addition to showing the impact of the Department's competitive grants programs for individual states, these listings can also be useful in identifying sites for local events highlighting education and Department Initiatives. Programs highlighted in this document include:

- 21st Century Community Learning Centers
- Advanced Placement Incentive
- Bilingual Professional Development
- Class Size Reduction
- Community Technology Centers
- Comprehensive School Reform Demonstration
- English Literacy/Civics Education
- GEAR UP
- Learning Anytime Anywhere Partnerships
- Middle School Coordinators
- New American High Schools
- Preparing Tomorrow's Teachers to Use Technology
- Public Charter Schools
- Reading Excellence
- Safe Schools/Healthy Students
- Teacher Quality Enhancement
- Technology Innovation Challenge
- TRIO Programs

This document is updated regularly to reflect new grant announcements, and is available on-line at: www.ed.gov/inits/FY2000/grants/

FY2000 INITIATIVES AND FUNDING OPPORTUNITIES UPDATE

This document provides a brief explanation of major Department of Education programs holding new competitions in FY2000, including funding levels, application and expected announcement timelines and contact information. This document is updated regularly to reflect new grant announcements, and is available on-line at: www.ed.gov/inits/FY2000/summary.html

ADDITIONAL RESOURCES

In addition to these resources, more extensive information on Department of Education Grants Programs, including links to program websites, is available on the Department's Initiatives website at: <http://www.ed.gov/inits/FY2000/index.html>

CONDITION OF AMERICA'S PUBLIC SCHOOL FACILITIES: 1999

The report published by the National Center for Education Statistics (NCES) provides national data about the condition of public schools in 1999 based on a survey conducted using the NCES Fast Response Survey System (FRSS). The FRSS results based on a nationally representative sample indicate that even though most school facilities are in good condition, many are in less than adequate condition, and 3.5 million children attend schools where at least one building is non-operational or significantly substandard. The report provides information about the condition of school facilities, school plans for renovations, the age of public schools, and overcrowding. Key findings include the following:

- Three-quarters of schools reported needing to spend money on repairs, renovations, or modernizations to put the school's buildings or building features into good overall condition.
 - ◊ The total amount needed for this work was estimated to be \$127 billion.
 - ◊ Among the schools needing to spend money, the average dollar amount needed per school was about \$2.2 million.
- Twenty-four percent of schools reported that at least one type of building was in less than adequate condition. Approximately 11 million children were enrolled in about 19,000 schools reporting at least one type of onsite building in less than adequate condition.
- Fifty percent of schools reported that at least one of nine building features (roofs; framing, floors, and foundations; exterior walls, finishes, windows, and doors; interior finishes and trim; plumbing; heating, ventilation and air conditioning; electric power; electrical lighting; and life safety features) at the school was in less than adequate condition. Schools in central cities and schools with the highest concentration of poverty were most likely to report at least one building feature as less than adequate.
- Twenty percent of schools rated the condition of their life safety features (e.g., fire alarms and sprinkler systems) as less than adequate.
- Ventilation was the environmental condition most likely to be reported unsatisfactory. One-fourth of schools reported needing air-conditioning. Schools in rural areas and small towns were more likely than schools in large towns and urban fringe areas to report that at least one of their environmental conditions was unsatisfactory.
- Over half of the schools reporting less than adequate conditions of at least one building feature had no plans for improvement.
- The most accurate indication of a school's age is not the actual age of the building, but the functional age, which takes into account the history of its maintenance and renovations. The functional age is defined as the age of the school based on the year of the most recent renovation or the year of construction of the main instructional buildings if no renovation has occurred. The average age of public schools in 1999 was 40 years, based on years since original construction. The average functional age of schools was 16 years. Schools that were relatively old in terms of functional age were more likely than newer schools to report inadequate or unsatisfactory conditions.
- About a quarter, 17,400 schools, were overcrowded (enrollment more than 5 percent above their capacity). Large schools were more likely than other schools to be seriously overcrowded, and small schools were most likely to be seriously underenrolled. Schools with a high minority enrollment (more than 50 percent) were most likely to be seriously overcrowded. Schools that were classified as overcrowded were more likely than other schools to report that at least one type of onsite building was in less than adequate condition. 36 percent of schools reported using portable classrooms, and 20 percent reported using temporary buildings. Most reported using portable and temporary instructional space as a result of overcrowding.

This report can be found at <http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000032>

**U.S. DEPARTMENT OF EDUCATION FY2000 INITIATIVES
AND FUNDING OPPORTUNITIES UPDATE**

June 2000

GRANTS AWARDED

21st Century Community Learning Centers—\$453.4 million in FY2000; \$1 billion requested for FY2001 (a \$546.6 million increase)

Provides three-year grants to school-community partnerships to keep inner-city and rural public schools open after school, weekends and summers as safe havens for enhanced learning. This year, a new competition was held to award \$186 million to 310 new grantees to fund 1,500 schools and community centers. These grants are for three years. Applications were received from 2,252 communities, requesting a total of \$1.3 billion. Over 1,000 high-quality applications, requesting over \$600 million, were not funded. The 21st Century Community Learning Centers program now supports 903 grants in local school districts around the country serving more than 3,600 centers spanning every state, the District of Columbia, Puerto Rico, the Virgin Islands, and the Federated States of Micronesia. The President's FY2001 request will support approximately 1,360 new awards to help districts create or expand some 6,400 school-based centers. Including continuation grants for centers funded in the 1999 and 2000 competitions, the program would support 10,000 centers and provide extended learning opportunities for 2.5 million children. For more information, contact Amanda Clyburn at (202) 260-3804 or e-mail 21stCCLC@ed.gov, or visit the Web site at <http://www.ed.gov/21stcclc/>.

Safe Schools/Healthy Students Initiative—\$82 million in FY2001; \$122 million requested for FY2001 (a \$40 million increase)

This collaboration among the U.S. Departments of Education, Justice, and Health and Human Services supports urban, rural, suburban and tribal school district efforts to link prevention activities and community-based services, as well as to provide community-wide approaches to violence prevention and healthy child development. The Safe Schools/Healthy Students Initiative provides three-year grants to help communities design and implement comprehensive educational, mental health, social service, law enforcement and juvenile justice services for youth. This year, \$41 million in new grants was awarded to 23 school districts, and 54 districts received continuation grants. The President's FY2001 request would fund new projects in 40 communities while providing continued support for 1999 and 2000 grantees. For more information, contact Bryan Williams or Karen Dorsey at (202) 260-3954, e-mail safeschl@ed.gov, or visit the Web site at <http://www.ed.gov/offices/OESE/SDFS>.

Community Technology Centers—\$32.5 million in FY2000; \$100 million requested for FY2001 (a \$67.5 million increase)

Expands access to information technology and learning services through the creation of computer learning facilities in low-income communities. The technology at these centers is used for pre-school preparation, workforce development, after-school enrichment, and adult and continuing education. Grants are for three years. This year, \$21 million grants were awarded to 93 new grantees, and 40 grantees received continuation funding. The President's FY2001 request would support 280 new grants to fund up to 1,000 centers. For more information, contact Norma Fleischman at (202) 205-5563 or Mary LeGwin at (202) 260-2499 or visit <http://www.ed.gov/offices/OVAE/CTC>.

Public Charter Schools—\$145 million in FY2000; \$175 million requested for FY2001 (a \$30 million increase)

These funds help charter schools meet start-up costs associated with creating their new public schools, such as developing curriculum, purchasing equipment, or providing professional development for teachers. Provides funds to states, which then award sub-grants to charter school developers, and to eligible schools in states that do not apply. A school can receive start-up grant funds for up to three years. States can also distribute up to 10 percent of their total grant via "dissemination grants" to successful charter schools with at least three years of experience. Charter schools can use dissemination grants to assist other groups opening new schools or to help existing schools implement practices the charter school has demonstrated to be successful. This year, a new competition awarded \$16 million to 4 new state grantees and 37 individual charter schools. In addition, approximately 30 states and 30 schools will receive continuation funding in FY2000. Currently, 33 states, DC and Puerto Rico receive State grants, and 70 schools in 4 other states receive grants directly. The President's FY2001 request would support an estimated 700 new charter schools and 1,000 existing charter schools. For more information, contact the grant competition coordinator, Donna Hoblit, at (202) 205-9178 or visit the Web site at <http://www.uscharterschools.org>

Preparing Tomorrow's Teachers to Use Technology (PT3)—\$75 million in FY2000; \$150 million request for FY2001 (\$75 million increase)

A national teacher preparation reform initiative to ensure that all future teachers are technology-proficient educators who are well prepared to teach 21st Century students. This year, a new competition awarded \$45 million for the following new FY2000 115 Implementation grants averaging \$320,000 a year for three years that support colleges, schools, and state agencies that are implementing program innovations to prepare technology-proficient educators; and 12 Catalyst grants averaging \$570,000 a year for three years to support national, regional, or state consortia with the expertise to stimulate large-scale teacher preparation improvements. These grants are in addition to the continuation awards to the FY1999 grants. The President's FY2001 request would support 175 new Capacity Building awards and 120 new Implementation and Catalyst Grants and provide continuation funding for approximately 167 Implementation and Catalyst Grants. For a complete list of the grants or for more information on this program and the fiscal year 2000 grant competition, visit the PT3 Web site at: <http://www.ed.gov/teachtech/>, call (202) 502-7788, or send an e-mail to teacher_technology@ed.gov.

College Assistance Migrant Program (CAMP) and High School Equivalency Program (HEP)—\$22 million combined in FY2000; \$30 million combined request in FY2001 (an \$8 million increase)

The College Assistance Migrant Program assists migrant and seasonal farm workers to complete the first academic year of college and succeed in postsecondary education. The High School Equivalency Program is designed to assist migrant and seasonal farm workers and their children to obtain a secondary school diploma or a GED certificate and to continue their postsecondary education or to enter career positions. Eligible applicants are institutions of higher education (IHEs) or nonprofit organizations working with IHEs. This year, a new competition for \$6 million awarded grants to 15 new HEP grantees, and a new competition for \$3 million awarded grants to 8 new CAMP grantees. In addition, 23 HEP grantees and 12 CAMP grantees received continuation grants. For more information, please contact Mary Suazo at (202) 260-1396 or by e-mail mary_suazo@ed.gov or visit the Office of Migrant Education (OME) Web site at <http://www.ed.gov/offices/OESE/MEP>.

Technology Literacy Challenge Fund—\$425 million in FY2000; \$450 million requested for FY2001 (a \$25 million increase)

Provides funds to states, which award 95 percent as sub-grants to districts to help carry out state and local education technology plans. This year \$425 million was awarded to 50 states, DC, Puerto Rico and the territories that in turn hold competitions to select approximately 3,200 school districts to receive funds. Funds are used to achieve goals in four areas: teacher training, modern computers, connecting every classroom to the information superhighway and incorporating effective and engaging software and on-line resources into the curriculum. States and districts have substantial discretion over the use of funds to meet the needs identified in their technology plans. Awards within states range from several thousand to several million dollars in size. Many have focused substantial effort on professional development. States and districts are encouraged to coordinate the use of Technology Literacy Challenge Fund grants with other funding sources. For more information, contact Charles Lovett at (202) 401-0039 or your State coordinator, listed at <http://ed.gov/Technology/strenghtcts.html>, or visit the Web site at <http://www.ed.gov/Technology/TLCF/>.

Advanced Placement Incentive Program—\$15 million in FY2000; \$20 million requested for FY2001 (a \$5 million increase)

One year grants enabling states to reimburse part or all of the cost of test fees for eligible low-income individuals. In addition, a State in which no eligible low-income individual is required to pay more than a nominal fee to take tests in core subjects may use grant funds for activities directly related to increasing enrollment and participation in and availability of advanced placement courses in schools serving high-poverty areas. This year, a new competition for \$15 million awarded grants to 44 states. The President's FY2001 request would support state efforts to bring challenging courses to high schools serving low-income students and would pay test fees for low-income students taking approximately 75,000 Advanced placement tests. For more information contact Frank B. Robinson, Jr. at (202) 260-2669 or visit our Web site at <http://www.ed.gov/offices/OESE/>

Bilingual Professional Development—\$71.5 million in FY2000; \$100 million request for FY2001 (a \$28.5 million increase)

Three competitive grant programs to meet the need for fully certified bilingual and ESL teachers and provide all teachers with training to teach limited English proficient students. Teachers and Personnel Grants support inservice and preservice training for teachers preparing to serve limited English proficient students. Career Ladder grants support training for non-certified school staff, especially paraprofessionals, preparing for careers as bilingual teachers. Training for all Teachers grants support ongoing improvement of professional development for regular classroom teachers and improvement of teacher curricula to ensure all teachers are prepared to effectively serve limited English proficient students. Teacher and Professional Development and Career Ladder grants are for five-year grants, and Training for all Teachers grants are for three years. This year, \$25 million was awarded to 33 new Teachers and Personnel grantees, 20 new Career Ladder grantees and 34 new Training for All Teachers grantees. 128 Teachers and Personnel Grantees, 68 Career Ladder grantees and 33 Training for All Teacher grantees will receive continuation funding in FY2000. For more information, contact Cindy Ryan at (202) 205-8842, or visit the Web site at <http://www.ed.gov/offices/OBEMLA/fy2000.html>.

GRANTS TO BE AWARDED

Class-Size Reduction—\$1.3 billion in FY2000; \$1.75 billion requested for FY2001 (a \$450 million increase)

Helps school districts hire 100,000 teachers over 7 years to reduce class sizes in grades K-3 to a nationwide average of 18. Districts may also spend a percentage of funds on professional development activities for new and current teachers. This year \$1.3 billion will fund 50 states and territories. For FY2000, states receive the same share of the funds as they received in FY1999. State funding will be distributed to school districts based 80 percent on poverty and 20 percent on school enrollment. School districts will apply to states for funds as part of their ESEA Title VI applications. State and school districts will receive funds in July. The President's FY2001 request would combine with district matching funds to pay for hiring about 49,000 teachers. More detailed information is available on the program Web site at <http://www.ed.gov/offices/OESE/ClassSize>; additional information about class-size reduction programs around the country are available from WestEd at <http://www.WestEd.org/policy>, or you may contact Christine Miller, at 202-260-8766, or e-mail class_size@ed.gov.

Teacher Quality Enhancement Grants—\$98 million in FY2000; \$98 million request in FY2001

Funds State, Partnership, and Teacher Recruitment projects that support systemic change in state teacher licensure policies and practices; projects to promote comprehensive and lasting change in teacher preparation programs; and the recruitment and preparation of excellent teachers for America's classrooms. Partnership grants are available for up to five years and State and

Teacher Recruitment grants for three years. This year a new competition for \$14.3 million will fund approximately new 6-7 State awards and 5-6 Partnership awards. In addition, 24 State grantees, 28 Teacher Recruitment grantees and 25 Partnership grantees who received awards in the FY1999 competition will receive continuation grants in FY2000. In the 1999 competition, the program received applications from 41 states, 220 Partnerships and 103 Teacher Recruitment applicants. While the FY2000 applications are still in process, the program to date has received 101 applications for 6-7 available Partnership awards. Applications for FY2000 were distributed in April, with partnership pre-applications due in May and full applications due in mid-August; state applications were due June 12. State award announcements are expected in August and Partnership awards in September. For more information, contact Brenda Shade at (202) 502-7878, e-mail teacherquality@ed.gov, or visit the Web site at <http://www.ed.gov/offices/OPE/heatqp/>.

GEAR UP—\$200 million in FY2000; \$325 million request for FY2001 (a \$125 million increase)

A long-range early college preparation and awareness program that gives low-income students and their families pathways to college by partnering middle and high schools with colleges and community organizations or through State-administered programs. In FY1999, over 670 applications were received representing over 4,500 local partnerships and an estimated 1 out of 5 colleges. These are five-year grants, and 185 FY1999 grantees are expected to receive continuation funding in FY2000. This year a new competition for \$47 million will fund approximately 6 State grants and 74 partnership grants. Programs will serve over 450,000 low-income students in 43 states and territories. Applications for the 2000 competition were available in March and are due June 26, 2000. Announcement of new FY2000 awards is expected in September. The President's FY2001 budget request would leverage the resources of more than 2,400 community organizations and businesses as partners to provide services to 1.4 million low-income students. For more information, contact Ray Ramirez or David Condon at (202) 502-7676, e-mail Gearup@ed.gov, or visit the Web site at <http://www.ed.gov/gearup>.

Reading Excellence—\$260 million in FY 2000; \$286 million requested for FY 2001 (a \$26 million increase)

Helps children learn to read independently by the end of the third grade through reading instruction based on scientific research, professional development, family literacy, and extended learning activities. These are competitive discretionary grants to states. States that receive grants must conduct sub-grant competitions to eligible high-poverty districts. In 1999, 17 states received three-year awards. This year a new competition for \$241 million will fund approximately 14 new State grantees for three years. Announcement of new FY2000 awards is expected in July. The President's FY2001 request would support grants to an additional 27 states and raise the estimated number of children served to approximately 3 million. For more information contact Nancy Rhett at (202) 401-1679, or e-mail Reading_Excellence@ed.gov. Also, visit the Department's Web site at <http://www.ed.gov/offices/OESE/REA/>.

Smaller Learning Communities Initiative—New Program—\$45 million in FY2000; \$120 million requested for FY2001 (a \$75 million increase)

The FY2000 appropriation includes \$45 million for the Smaller Learning Communities Initiative authorized under section 10105 of the Elementary and Secondary Education Act. These funds will be used for competitive grants to local educational agencies to plan, develop, and implement smaller learning communities for students in large high schools. Strategies may include such activities as creating schools within schools and career academies, restructuring the school day, developing teacher advisory systems, and implementing other innovations designed to create a more personalized high school experience for students, improve student achievement, and reduce violence. This year new funds will support approximately 300 grantees. Announcement of new FY2000 awards is expected in September. The President's FY2001 request would support the restructuring of approximately 700 schools. For more information, contact Todd May at (202) 260-0960 or Kathy Silva at (202) 260-2598.

Safe and Drug Free Schools—Middle School Coordinators—\$50 million in FY 2000; \$50 million requested for FY2001

Enables middle schools to hire alcohol, drug and violence prevention coordinators. The role of the coordinators is to identify the most promising strategies and programs for preventing alcohol and drug use, to create a safe environment for learning and to work with school officials to implement those strategies and programs. Grants may be for up to three years. Last year, \$35 million funded 97 grantees. This year, a new competition for \$45 million will fund approximately 145 new grantees. Announcement of new awards is expected in July. The President's FY2001 request would bring the total number of coordinators hired under this program to more than 800 assisting more than 1,300 schools. Information regarding this program can be obtained by calling Dierdra Hilliard at (202)260-2643 or visit the SDFS Web site at <http://www.ed.gov/offices/OESE/SDFS>.

Safe and Drug-Free Schools: Elementary School Counseling and Demonstration—New Program—\$20 million in FY2000; \$20 million request for FY2001

Will provide \$20 million to establish or expand counseling programs in elementary schools. Grants will be given to applicants that demonstrate the greatest need for counseling services in the schools served, propose the most innovative and promising approaches, and show the greatest potential for replication and dissemination. The grants may be for up to three years and may not exceed \$400,000 per year. This year \$20 million will support approximately 60 grantees. Announcement of awards is expected in August. For more information, contact Loretta Riggins at (202) 260-2661, Loretta_Riggins@ed.gov or visit the Safe and Drug-Free Schools Web site at <http://www.ed.gov/offices/OESE/SDFS>.

Safe and Drug-Free Schools—Alternative Strategies—New Program—\$10 million in FY 2000; \$10 million request for FY2001

Will help school districts identify effective procedures, policies, and programs that serve to discipline students without suspending or expelling them. The program will also require school districts to develop and implement strategies for continuing to provide educational services to those students who are eventually suspended or expelled. This year, \$10 million will support approximately 20 grantees. Announcement of awards is expected in July. For more information regarding this program contact Ann Weinheimer at (202)708-5939, Ann_Weinheimer@ed.gov or visit the SDFS Web site at <http://www.ed.gov/offices/OESE/SDFS>.

Comprehensive School Reform Demonstration—\$170 million in FY2000; \$190 million requested for FY2001 (a \$20 million increase)

Helps raise student achievement by assisting public schools across the country to implement effective, comprehensive school reforms that are based on reliable research and effective practices, and include an emphasis on basic academics and parental involvement. The Comprehensive School Reform Demonstration provides funding to states, which in turn make competitive discretionary grants to local school districts on behalf of individual schools that are ready to adopt comprehensive reforms. More than 1,750 schools have already received funding to participate in the program, which provides grants of at least \$50,000 that are renewable for up to three years. This year, in addition to continued funding for these schools, new State grant competitions will fund approximately 1,000 new schools. Schools should contact their state educational agencies for information about application timelines/deadlines and application materials. For more information, call (202) 205-4292, e-mail compreform@ed.gov, or visit the Web site at <http://www.ed.gov/offices/OESE/compreform>.

American Indian Teacher Corps Professional Development Grants—New Program—\$10 million in FY2000; \$10 million request for FY2001

The American Indian Teacher Corps initiative combines several program elements in a manner that will effectively train 1,000 new teachers to work in schools with high concentrations of Indian students. The program supports partnerships of institutions of higher education with local educational agencies, state educational agencies or Indian tribes, to provide programs for pre-service training and induction of teachers. The pre-service training component may provide tuition and living expenses for students seeking bachelor's degrees in education or retraining current teachers in new certification areas in which a teacher shortage exists. This year the \$10 million will target an initial cohort of 500 new teachers through awards to approximately 25 grantees. Announcement of awards is expected in June. For more information regarding this program, contact Cathie Martin at (202) 260-1683, or e-mail Cathie_Martin@ed.gov.

Learning Anytime Anywhere Partnerships—\$23.3 million in FY2000; \$30 million request for FY2001 (a \$7.7 million increase)

Supports postsecondary partnerships among colleges, businesses, and other organizations to promote technology-mediated distance education that is not limited by time or place. LAAP hopes to improve access to quality lifelong learning, and to promote coordination and resource sharing among distance education providers. This year a new competition for \$4.3 million will fund approximately 12-14 new partnership grants, and \$10.6 million will fund continuation grants for 29 FY1999 grantees. Announcement of awards is expected in July. For more information, contact Brian Lekander at (202) 502-7519, Karen Levitan at (202) 502-7520, or Joan Krejci at (202) 502-7518, or e-mail LAAP@ed.gov, or visit the Web site at <http://www.ed.gov/offices/OPE/FIPSE/LAAP>.

New American High Schools (NAHS)—\$4 million in FY2000; \$4.5 million requested for FY2001 (a \$0.5 million increase)

Showcases and supports outstanding high schools that have committed to extensive reform efforts, raised academic standards for all students, and achieved excellent results. Since the initiative's inception in 1996, the Department of Education has recognized 42 diverse American high schools as New American High School showcase sites. The 1999 NAHS competition, co-sponsored by the Department of Education and the National Association of Secondary School Principals, featured 39 applicants representing more than twenty states. On November 19, 1999, in a ceremony at the White House, Secretary Riley announced the thirteen schools selected as the 1999 New American High School showcase sites. This May, ten Blue Ribbon high schools were named as the first set of Year 2000 New American High Schools. Also this year, the New American High Schools Program will identify and support up to 80 more showcase sites. For more information call Gail Schwartz at (202) 205-5445, or visit the Web site at <http://www.ed.gov/offices/OVAE/nahs>.

More information on these initiatives is available on the U.S. Department of Education Web site at

<http://www.ed.gov/ints/FY2000/index.html>

Or Call 1-800-USA-LEARN



Building Better Schools for America:

The President's School Modernization Proposal

"Today, the sun is shining on America, and the roofs that need most fixing in America are the roofs of our nation's schools. Anyone who visits schools regularly as I have will not be surprised to learn that a third of all our schools need extensive repairs or replacement. We can't expect our students to meet high academic standards if their schools don't even meet high building standards. Our New Year's resolution is to reach across party lines to help our children reach for the sky."

President Clinton, January 5, 2000

CLINTON-GORE ADMINISTRATION: MODERNIZING AMERICA'S SCHOOLS

June 16, 2000

To help communities nationwide modernize their schools, President Clinton has called on Congress to pass his school construction proposals: \$25 billion in School Modernization Bonds and \$6.5 billion in Urgent School Renovation Loans and Grants.

KEY ELEMENTS OF THE PRESIDENT'S PLAN. All students need a safe, healthy, and modern place to learn. To meet this national priority, President Clinton proposed:

- **\$25 BILLION IN SCHOOL MODERNIZATION BONDS.** President Clinton proposed \$25 billion in school construction bonds that would be interest-free for school districts and would help modernize 6,000 schools nationwide. In the U.S. House of Representatives, Reps. Charles Rangel and Nancy Johnson introduced bipartisan legislation based on the President's proposal with 185 co-sponsors. In the Senate, Sen. Charles Robb introduced a similar bill.
- **HOW SCHOOL MODERNIZATION BONDS WORK.** Bondholders would receive federal tax credits rather than interest payments from school districts, allowing districts to borrow interest-free for school construction. A similar mechanism has been used successfully for Qualified Zone Academy Bonds (QZABs). The \$25 billion would be allocated among states and school districts. Districts could use these 15-year bonds to modernize existing schools as well as build new ones. The President's proposal would cost \$2.4 billion over five years. The bill's innovative financing mechanism is a cost-effective approach to leveraging local construction that avoids a new bureaucracy.
- **\$6.5 BILLION IN LOANS AND GRANTS FOR URGENT REPAIRS.** President Clinton also proposed a \$1.3 billion initiative to make \$6.5 billion in grants and interest-free loans for emergency repairs at 5,000 schools. The initiative would help school districts repair roofs, heating and cooling systems, and electrical wiring. The assistance would be targeted to high-need districts, with the smaller amount of grant aid available for school districts unable to finance capital expenditures. Sen. Harkin and Rep. Clay have introduced urgent school repair legislation. In addition, the budget passed by the Senate Appropriations Committee includes \$1.3 billion for school construction as part of its education block grant; now, these funds need to be dedicated to construction and targeted to meet our schools' needs.

THERE IS AN URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION AND REPAIR. Communities across the country are struggling to address urgent safety and facility needs, rising student enrollments, and smaller class sizes.

- An estimated \$112 billion is needed to bring America's schools into good overall condition, according to General Accounting Office in 1995. One-third of American schools—teaching 14 million students—need extensive repair or building replacements. (*School Facilities: The Condition of America's Schools*, 1995)
- Including the costs of rising enrollments and technology infrastructure, over \$300 billion is needed, according to the National Education Association. (*Modernizing Our Schools: What Will It Cost?*, 2000)
- The average public school was built 42 years ago. About one-third of public schools were built before 1970 and haven't been renovated since at least 1980. (National Center for Education Statistics, *Condition of Education 2000*, p. 63).
- Public and elementary enrollment is expected to increase by another million students between 1999 and 2006, to a record 44.4 million elementary and secondary students. (*Condition of Education 2000*, p. 8)

CONGRESS' BUDGET PLAN IGNORES THE NEEDS OF AMERICAN SCHOOLS. In February, the Clinton-Gore Administration sent Congress a balanced and responsible budget that made investments in key education initiatives to raise standards, increase accountability, and invest in what works. This week, on June 14, the House of Representatives narrowly passed its budget on a partisan vote. This legislation is built on misguided priorities and insufficient resources.

- The House rejected the President's \$1.3 billion plan to help states and localities make emergency repairs to crumbling schools. It has also failed to act on his School Modernization Bonds proposal.
- Meanwhile, the House has passed tax cuts that would drain more than \$550 billion from the surplus. To pay for these tax cuts, the House budget would cut domestic priorities \$29 billion below the President's level, an average cut of 9 percent.
- The House bill also invests too little in other important education initiatives. It fails to strengthen accountability and turn around failing schools, reduce class size, provide funds for emergency repairs and renovating aging schools, sufficiently expand after-school opportunities, prepare more low-income students for college through GEAR UP, invest in improvements in teacher quality, and help bridge the digital divide.

THE URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION AND MODERNIZATION

Communities across the country are struggling to address critical needs to renovate existing schools and build new ones. School construction and modernization are necessary to address urgent safety and facility needs, to accommodate rising student enrollments, to help reduce class sizes, to make sure schools are accessible to all students, and to modernize buildings so they are well-equipped for the 21st century.

DELAYED REPAIRS CATCH UP WITH AMERICA'S SCHOOLS

In 1995, the GAO released a report that documented the condition of America's schools. The cost to bring the nation's schools into overall good condition was estimated at \$112 billion.

Repairs and Renovations:

- 40 percent of America's schools reported needing \$36 billion to repair or replace building features such as a roof or plumbing.
- Two-thirds of America's schools reported needing \$11 billion over a three-year period for repairs and renovations dealing with accessibility and health and safety problems such as the removal of asbestos, lead in water or paint, materials in underground storage tanks, and radon.
- 50 percent of America's schools reported unsatisfactory environmental conditions such as poor ventilation, heating or lighting problems, or poor physical security. [School Facilities: Condition of America's Schools, GAO Report HEHS-95-61, February, 1995]
- The demand for Internet services in our schools is at an all-time high. However, according to the National Center for Education Statistics (February 2000), only 39% of classrooms in our poorest schools (compared to 74% of low-poverty schools) have Internet access.

Replacement or Extensive Repairs:

- One third of America's schools needed extensive repair and building replacements at a cost of \$65 billion. These schools throughout the nation housed about 14 million students. [School Facilities: Conditions of America's Schools, GAO Report HEHS-95-61, February, 1995]
- In addition, the National Center for Education Statistics reported in 1999 that America's schools are wearing out. The average public school in America is 42 years old, and school buildings begin rapid deterioration after 40 years. [How Old Are America's Schools?, National Center for Education Statistics, January, 1999.]

ENROLLMENTS ARE RISING

In August of 1999, the Department of Education released a Back to School Special Report on the Baby Boom Echo entitled *No End in Sight*. Its findings included:

- **A record 53.2 million children are enrolled in public and private elementary and secondary schools today.** This number will reach 54.2 million by 2009.
- **Unlike at the end of the "baby boom" of the 1950s and 1960s, when the number of births dropped, in the early 1970s, the number of births is not projected to fall off,** but to increase slowly for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate that the number of births will continue to rise thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

INADEQUATE SCHOOL FACILITIES UNDERMINE STUDENT LEARNING

A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school.

- Studies of schools in the District of Columbia, rural and urban Virginia, and North Dakota found higher test scores in schools in better condition. Students in poor school buildings scored five to 11 percent lower on standardized tests. One study found that poorer achievement was associated with specific building features such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments (See Edwards, 1992; Cash 1993; Hines 1996; and Earthman, 1996).
- Heating and air conditioning systems, facilities like science laboratories and equipment, and color and interior painting appear to be very important to student achievement. Proper building maintenance is also related to better attitudes and fewer disciplinary problems (McGuffey, 1982).
- Research also indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988).
- A Carnegie Foundation (1988) report on urban schools concluded, "the tacit message of the physical indignities in many urban schools is not lost on students. It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Poplin and Weeres (1992) reported that, based on an intensive study of teachers, administrators, and students in four schools, "the depressed physical environment of many schools. . . is believed to reflect society's lack of priority for these children and their education."
- Where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility (Corcoran et al., 1988).
- A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques (Rivera-Batiz and Marti, 1995).

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A Bipartisan Agreement to Repair, Modernize, and Build Schools Tax Credit Bonds for Better Classrooms

"A modern, well-equipped learning environment is essential for student achievement. With schools falling apart and students falling behind, it's clear that we must make this investment today if we are to turn our schools around."
Representative Nancy Johnson, March 22, 2000

"If we are to continue to prosper economically and as a democracy, America must have an education policy that includes all of our kids. . . With nine out of ten American families sending children to public schools, the focus should be on improving facilities and smaller class sizes for every child."
Representative Charles Rangel, March 22, 2000

Bipartisan Compromise Based on President's Proposal

President Clinton has proposed school modernization bonds for three years in a row. On March 21, 2000, Representatives Nancy Johnson and Charles Rangel announced a bipartisan compromise between their respective school modernization bills (H.R. 1660 and H.R. 1760). On March 28, 2000, they introduced H.R. 4094 *America's Better Classrooms Act* which included 115 Democrat and Republican co-sponsors. The very next day, President Clinton committed to signing this legislation if passed by Congress.

This new legislation would provide federal tax credits to pay the interest on \$24.8 billion of school modernization bonds. Repairing and reconstructing our nation's public schools is critical to insure that students are taught in safe, healthy, and modern learning environments. In 1995, the GAO released a report which identified a cost of \$112 billion to bring our Nation's schools into good, overall condition. In communities throughout the country, children are being asked to learn in schools that are overcrowded, run-down, obsolete, and hazardous to their health. States and school districts could use these 15-year bonds to repair and modernize existing schools as well as build new ones.

Of the \$24.8 billion, \$400 million will be provided for use by the Bureau of Indian Affairs schools, \$2.4 billion would be provided for an expansion of the existing Qualified Zone Academy Bonds program, and the remaining \$22 billion would be distributed as follows:

- 60% (\$13.2 billion) would be allocated to states based on enrollment and
- 40% (\$8.8 billion) would be allocated directly to the 125 school districts with the largest number of low-income children.

The Joint Committee on Taxation estimated this proposal would cost \$1.76 billion over five years. The bill's innovative financing mechanism is a cost-effective approach that would leverage nearly \$25 billion in school repairs and new construction, while avoiding the creation of new federal programs or bureaucracy.

States and School Districts Could Receive Much Needed Financing Assistance

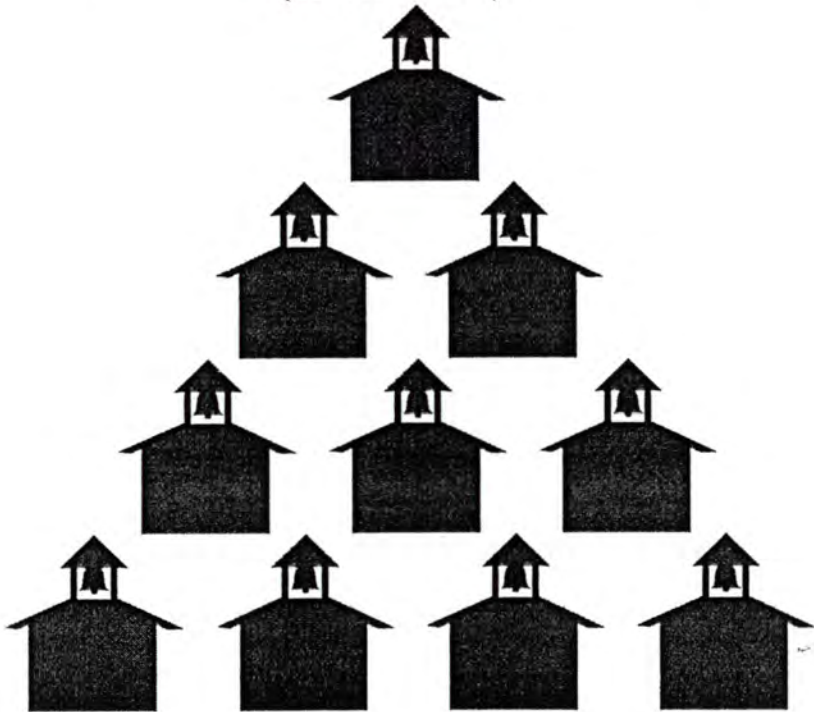
Under this plan, the savings to states and local school districts would be substantial, as the interest paid on a 15-year bond can be as much as half of the total repayment amount. Although states will be required to submit a plan which reflects how the bonding authority will be allocated, all decisions regarding which schools to build or repair would be left to states and local school districts. The federal role is limited to allocating the bonds among states and the 125 school districts and providing tax-credits in lieu of interest payments to bond holders.

Rebuilding America's Schools

Johnson-Rangel Plan: **House Ways and Means Plan:**

(H.R. 4094)

(Based on H.R. 7)



6,000 Schools Built and Modernized
(\$24.8 billion in School Modernization Bonds)

Only 644 Schools Built and Modernized
(Expanded benefits for tax-exempt bonds used for
school construction)

NOTE: Based on a 10-year period. One schoolhouse represents 644 build or modernized schools.

SOURCE: U.S. Department of Treasury and U.S. Department of Education, March 2000

School Modernization Bonds

H.R. 4094, the Johnson-Rangel compromise, helps communities leverage more dollars for school construction or renovation by:

1. Providing federal income tax credits to bondholders in lieu of interest payments made by communities; and
2. Ensuring that communities use any earnings on temporary investment of unexpended bond proceeds for school construction or renovation.

H.R. 7, the House Ways and Means proposal, expands two exceptions to the general tax rule that arbitrage earnings on the proceeds of tax-exempt bonds be rebated to the federal government. (Arbitrage is the practice of delaying construction and investing the funds raised from bonds to earn more interest than they are paying on the bond.)

1. Extending the period during which arbitrage earnings may be retained (and used for school construction purposes) from two years to four years for school construction bonds; and
2. Expanding the additional amount of school construction bonds on which small issuers may retain arbitrage (used for any governmental purpose) from \$5 million to \$10 million.

The benefits of the proposal depend upon stretching out the time between the issuance of school bond and the use of the proceeds for construction or renovation.

The amount of additional funds for school modernization made available by the two proposals was calculated in a two-step process. First, since both proposals would assist communities in the issuance of school bonds, the value to the community of each proposal was calculated per \$1000 bond.¹ Because the two proposals would deliver their respective benefits over different periods of time, the benefit figures were then discounted to present value.² The benefit figures per \$1000 bond calculated in this manner are \$624.77 for H.R. 4094, the Johnson-Rangel compromise, \$8.62 for H.R. 7, the Ways and Means proposal, to extend the period of the current general exemption from arbitrage rebate for construction bonds, and \$13.93 for their proposal to expand the small-issuer exemption from the arbitrage rebate requirement in the tax code.

Second, the two proposals would also apply to different potential volumes of school bonds. Therefore, the benefit numbers per \$1000 bond were then multiplied by the estimated maximum number of bonds to which the proposals could be applicable, with no increase in debt service costs to local communities over 1998 levels.³ The resulting numbers for the H.R. 7 provisions were then combined. The total benefit numbers calculated in this manner are \$15.5 billion for H.R. 4094, the Johnson-Rangel compromise, and \$1.7 billion for H.R. 7.

¹ The debt-service reductions on a \$1000 15-year 5-percent tax-credit bond from the no-interest aspect of H.R. 4094, the Johnson-Rangel compromise, were calculated by subtracting level annual payments of \$42.96 into a sinking fund earning 6 percent from level annual payments of \$65.05 on a \$1000 30-year 5-percent tax-exempt bond. The present value of the savings is \$555.13. The temporary-investment earnings on unexpended bond proceeds were calculated at an assumed rate of 5 percent on an average construction fund balance over three years of \$500 per \$1000 bond. The present value of these earnings is \$69.94. The additional arbitrage income from the Ways and Means proposal has been calculated on an assumed 1-percentage-point spread between the earnings rate and the interest rate on the bonds on an average construction fund balance over four years (three with respect to small-issuer bonds) of \$500 per \$1000 bond.

² All present values were calculated using a tax-exempt rate of 5 percent.

³ Because H.R. 4094, the Johnson-Rangel compromise, is for \$24.8 billion of new tax-credit bonds, the present value per \$1000 was multiplied by 24.8 million. Because the Ways and Means proposal to liberalize the arbitrage rules for tax-exempt school bonds would theoretically apply to all new bonds, the present value of additional arbitrage earnings per \$1000 bond was multiplied by 10 years of issuance at an assumed annual rate equal to the 1998 actual rate of \$23.4 billion. For this purpose, it was assumed that half of the estimated 1998 volume of \$3.7 billion entitled to the expansion of the small-issuer exemption would take advantage of it, and the other half would utilize the proposed 2-year extension of the time period for retaining arbitrage earnings.

PROPOSED SCHOOL RENOVATION PROGRAM FOR URGENT PROJECTS

"We know we must connect all our classroom to the Internet. And we're getting there . . . But we cannot finish the job when a third of all our schools are in serious disrepair. Many of them have walls and wires so old they're too old for the Internet. So tonight I propose to help 5,000 schools a year make immediate and urgent repairs."

President Clinton, State of the Union Address, January 27, 2000

The President's Urgent School Renovation program would use \$1.3 billion and leverage \$6.5 billion to help local school districts renovate their buildings. A 1995 GAO report found about 28 million students attended 60% of the Nation's schools that reported having one or more building features, such as roofs, plumbing, and heating and cooling systems, needing to be extensively repaired, overhauled, or replaced. Forty-five percent of these schools had multiple features in need of repair.

- The President's program would leverage nearly \$6.7 billion of renovation projects (approximately 5,000 schools) in high-need school districts with little or no capacity to fund urgent repairs.
- The program would leverage \$34.5 billion over five years, enough to repair 25,000 of the Nation's 100,000 schools.

PROJECTS ELIGIBLE UNDER THE SCHOOL RENOVATION PROGRAM

The President's School Renovation program is part of a larger school modernization package. The School Renovation program is designed to assist local school districts with emergency renovation projects such as repairs to roofs, heating or cooling systems, plumbing or electrical systems. These repairs can help make schools safer and more energy efficient, as well as improve access to technology. The proposed School Modernization Bonds are intended to complement this new proposal and to support school districts with major renovation projects, such as adding a new wing or the construction of new school buildings.

THE SCHOOL RENOVATION PROGRAM BENEFITS: LOANS AND GRANTS

The School Renovation program would provide interest-free federal loans and grants to needy school districts to fund urgent renovations.

- The loan program would be targeted to those districts unable to finance the interest cost associated with facilities renovation.
- The smaller grant program would provide direct funding to the neediest school districts unable to finance the capital expenditures associated with school renovation.

TARGETS FUNDS TO THOSE MOST IN NEED

Of the \$1.3 billion under this School Renovation Program, funds will be distributed as follows:

- \$1.125 billion would be provided to fund a loan program to leverage approximately \$6.5 billion in 7-year no-interest loans.
- \$125 million in grants would be provided to other high-need school districts with little or no capacity to borrow money for emergency repairs.
- \$50 million would be provided to school districts that have 50 percent or more of their children in average daily attendance residing on Indian lands.

Rebuilding America's Schools

President Clinton's Plan:



6,000 Schools Built and Modernized
((\$24.8 billion in School Modernization Bonds)



25,000 Schools Repaired
(Over \$34 billion in loans and grants)

The Republican Alternative: (Based on the 1999 Conference Agreement)



644 Schools Built and Modernized
(Expanded benefits for tax-exempt bonds used for school construction)



No Schools Repaired

NOTE: Based on a 10-year period. One schoolhouse represents 1,000 build or modernized schools and one hammer represents 5,000 schools repaired.

SOURCE: U.S. Department of Treasury and U.S. Department of Education, January 2000

School Modernization Bonds

President Clinton's proposal helps communities leverage more dollars for school construction or renovation by:

1. Providing federal income tax credits to bondholders in lieu of interest payments made by communities; and
2. Ensuring that communities use any earnings on temporary investment of unexpended bond proceeds for school construction or renovation.

The Senate Republican proposal (S. 1134) expands support for school construction by:

1. Expanding the additional amount of school construction bonds on which small issuers may retain arbitrage (used for any governmental purpose) from \$5 million to \$10 million. (Arbitrage is the practice of delaying construction and investing the funds raised from bonds to earn more interest than they are paying on the bond);
2. Allowing private activity bonds to be issued to finance school construction in elementary and secondary public schools that are owned by the private sector; and
3. Allowing Federal Home Loan Banks (FHLB) to guarantee up to \$500 million per year in school construction bonds, subject to the enactment of subsequent legislation granting FHLB authority to enter into these guarantees.

The amount of additional funds for school modernization made available by the two proposals was calculated in a two-step process. First, since both proposals would assist communities in the issuance of school bonds, the value to the community of each proposal was calculated per \$1000 bond.¹ Because the two proposals would deliver their respective benefits over different periods of time, the benefit figures were then discounted to present value.² The benefit figures per \$1000 bond calculated in this manner are \$624.77 for the President's proposal and \$13.93 for the proposal to expand the small-issuer exemption from the arbitrage rebate requirement in the tax code. This calculation assumes no increase in debt service costs to local communities over 1998 levels. As a result, it does not take account of the additional cost or subsidy that might result from increased bond volume under either proposal. No subsidy value has been placed on the proposal for private activity bonds because these activities are already permissible with municipal tax-exempt bonds and this calculation assumes no increase in debt service costs. No subsidy value has been placed on the proposal for FHLB guarantees because of the absence of authorizing legislation.

Second, the two proposals would also apply to different potential volumes of school bonds. Therefore, the benefit numbers per \$1000 bond were then multiplied by the estimated maximum number of bonds to which the proposals could be applicable, with no increase in debt service costs to local communities over 1998 levels.³ The resulting numbers for the two Senate Republican proposals were then combined. The total benefit numbers calculated in this manner are \$15.5 billion for the President's proposal and \$515 million for that of the Republicans.

Loans and Grants for Urgent School Repair and Renovation

To address the urgent need for immediate school renovation in needy communities, President Clinton's proposal would provide roughly \$6.7 billion in loans and grants in FY 2001 (and \$33.5 billion over FY 2001-05). The loans and grants would finance the renovation of high-need schools, such as repairs to roofs, electrical wiring, heating and cooling systems, and plumbing. Specifically, President Clinton's proposal provides \$175 million in grants for the neediest school districts for emergency renovations and roughly \$6.5 billion in loans. The Office of Management and Budget estimates that the proposal would repair roughly 25,000 schools.

The Republicans have not proposed any similar initiative to address the nation's immediate school-repair needs.

¹ The debt-service reductions on a \$1000 15-year 5-percent tax-credit bond from the no-interest aspect of the President's proposal were calculated by subtracting level annual payments of \$42.96 into a sinking fund earning 6 percent from level annual payments of \$65.05 on a \$1000 30-year 5-percent tax-exempt bond. The present value of the savings is \$555.13. The temporary-investment earnings on unexpended bond proceeds were calculated at an assumed rate of 5 percent on an average construction fund balance over three years of \$500 per \$1000 bond. The present value of these earnings is \$69.94. The additional arbitrage income from the Republicans' proposal has been calculated on an assumed 1-percentage-point spread between the earnings rate and the interest rate on the bonds on an average construction fund balance over three years of \$500 per \$1000 bond.

² All present values were calculated using a tax-exempt rate of 5 percent.

³ Because the President's proposal is for \$24.8 billion of new tax-credit bonds, the present value per \$1000 was multiplied by 24.8 million. Because the Republicans' proposal to liberalize the arbitrage rules for tax-exempt school bonds would theoretically apply to all new bonds, the present value of additional arbitrage earnings per \$1000 bond was multiplied by 10 years of issuance at an assumed annual rate equal to the 1998 actual rate of \$3.7 billion entitled to the expansion of the small-issuer exemption.



FOR RELEASE
April 4, 2000

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**STATES DUE \$24.8 BILLION TO BUILD NEW AND REPAIR
CRUMBLING SCHOOLS**

The U.S. Department of Education today released state-by-state estimates of the amounts that would be authorized under H.R. 4094, a bipartisan bill introduced by U.S. Reps. Nancy Johnson, R-Conn., and Charles Rangel, D-N.Y. The legislation would allocate \$24.8 billion in bonds to help communities build and modernize up to 6,000 schools. President Clinton is committed to signing the legislation if passed by Congress.

"From the Bronx to Los Angeles, our nation's schools face serious overcrowding and are in disrepair," said U.S. Secretary of Education Richard W. Riley. "In the three years since the President asked the Congress to address this pressing need, conditions have only gotten worse. It is time for Congress to approve urgently needed school renovation. Schools districts -- whether they are rural, urban or suburban -- need the help."

A 1995 GAO report found that \$112 billion was needed to bring America's existing schools into acceptable condition. A recent GAO report found that despite increased school construction expenditures at the state and local levels, less than one-fifth of construction spending was used to renovate or repair existing schools.

Studies conducted in the 1990s suggest that inadequate building conditions -- such as crumbling plaster, poor ventilation, broken toilets and inadequate lighting -- affect student achievement as well as the health, safety and morale of students and staff.

H.R. 4094 authorizes states and school districts to use a new type of bond, a tax-credit

bond, for school construction, renovation and modernization projects. Through tax-credit bonds, the federal government pays the interest to the bondholder in the form of a tax credit, relieving the community of this expense. Because interest payments can equal up to 50 percent of the cost of issuing bonds for school construction, this results in a substantial savings to states and/or local communities.

The tax-credit bonds are modeled after the Qualified Zone Academy Bonds (QZABs) created by Congress in 1997. Currently, 21 states have issued (or are in the process of issuing) QZABs. However, these bonds can only be used for renovations and repairs, while H.R. 4094 permits tax-credit bonds to also be used for new construction.

"I have visited schools where roofs are leaking, teachers are trying to teach in converted janitors' closets, and faulty electrical systems that don't allow adequate lighting, let alone modern computers," Riley said. "This is unacceptable. Parents want their children to go to safe, healthy and modern schools."

Elementary and secondary enrollment, already at a record 53.2 million, is expected to reach 54.2 million by 2009. In addition to the existing schools in need of renovation and repairs, at least 2,400 new public schools will be needed by 2003 to accommodate rising enrollments and to relieve overcrowding. Furthermore, a 1999 report from the National Center for Education Statistics noted that the average public school in America is 42 years old.

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NOTE TO EDITORS: Following are state-by-state estimates. Large school district estimates are available at <http://www.ed.gov/inits/construction/state-by-state.pdf>.

School Construction Initiative

Distribution of \$24.8 Billion In Bonding Authority

Initial Estimates for H.R. 4094^{1,2}

State	Estimated Allocations (000s)		
Alabama	\$354,922	Washington	402,308
Alaska	53,398	West Virginia	123,951
Arizona	337,448	Wisconsin	491,648
Arkansas	183,516	Wyoming	38,712
California	3,109,598	American Samoa	15,178
Colorado	296,358	Guam	8,926
Connecticut	292,085	Northern Marianas	14,027
Delaware	49,070	Virgin Islands	13,132
D.C.	88,904	BIA	400,000
Florida	1,188,467	TOTAL	\$24,800,000
Georgia	654,051		
Hawaii	77,438		
Idaho	93,409		
Illinois	1,221,868		
Indiana	459,436		
Iowa	196,453		
Kansas	196,866		
Kentucky	295,249		
Louisiana	473,051		
Maine	84,355		
Maryland	395,270		
Massachusetts	467,254		
Michigan	1,006,867		
Minnesota	378,952		
Mississippi	237,537		
Missouri	452,673		
Montana	65,077		
Nebraska	131,275		
Nevada	92,951		
New Hampshire	80,802		
New Jersey	660,175		
New Mexico	157,627		
New York	2,476,435		
North Carolina	488,119		
North Dakota	46,596		
Ohio	1,019,626		
Oklahoma	277,839		
Oregon	235,626		
Pennsylvania	1,044,126		
Puerto Rico	378,751		
Rhode Island	90,648		
South Carolina	284,932		
South Dakota	56,180		
Tennessee	421,577		
Texas	1,998,390		
Utah	175,947		
Vermont	42,022		
Virginia	422,902		

Notes:

1 Based on best available data as of March 24, 2000.

2 Of the total \$24.8 billion in bonding authority proposed, \$2.4 billion would be in Qualified Zone Academy Bonds, distributed to states based on Title I Basic Grant shares, and the remaining \$22.4 billion in School Construction Bonds would be dispersed as follows:

- \$400 million would be set-aside for Bureau of Indian Affairs schools,
- \$8.8 billion would go to the 125 school districts with the largest number of children in poverty based on their Title I Basic Grant shares,
- the remaining \$13.2 billion would be distributed to States, including Puerto Rico, based on population ages 5-17 (outlying areas, however, receive funds in proportion to their share of the population in poverty).

CONDITION OF AMERICA'S PUBLIC SCHOOL FACILITIES: 1999

The report published by the National Center for Education Statistics (NCES) provides national data about the condition of public schools in 1999 based on a survey conducted using the NCES Fast Response Survey System (FRSS). The FRSS results based on a nationally representative sample indicate that even though most school facilities are in good condition, many are in less than adequate condition, and 3.5 million children attend schools where at least one building is non-operational or significantly substandard. The report provides information about the condition of school facilities, school plans for renovations, the age of public schools, and overcrowding. Key findings include the following:

- Three-quarters of schools reported needing to spend money on repairs, renovations, or modernizations to put the school's buildings or building features into good overall condition.
 - ◊ The total amount needed for this work was estimated to be \$127 billion.
 - ◊ Among the schools needing to spend money, the average dollar amount needed per school was about \$2.2 million.
- Twenty-four percent of schools reported that at least one type of building was in less than adequate condition. Approximately 11 million children were enrolled in about 19,000 schools reporting at least one type of onsite building in less than adequate condition.
- Fifty percent of schools reported that at least one of nine building features (roofs; framing, floors, and foundations; exterior walls, finishes, windows, and doors; interior finishes and trim; plumbing; heating, ventilation and air conditioning; electric power; electrical lighting; and life safety features) at the school was in less than adequate condition. Schools in central cities and schools with the highest concentration of poverty were most likely to report at least one building feature as less than adequate.
- Twenty percent of schools rated the condition of their life safety features (e.g., fire alarms and sprinkler systems) as less than adequate.
- Ventilation was the environmental condition most likely to be reported unsatisfactory. One-fourth of schools reported needing air-conditioning. Schools in rural areas and small towns were more likely than schools in large towns and urban fringe areas to report that at least one of their environmental conditions was unsatisfactory.
- Over half of the schools reporting less than adequate conditions of at least one building feature had no plans for improvement.
- The most accurate indication of a school's age is not the actual age of the building, but the functional age, which takes into account the history of its maintenance and renovations. The functional age is defined as the age of the school based on the year of the most recent renovation or the year of construction of the main instructional buildings if no renovation has occurred. The average age of public schools in 1999 was 40 years, based on years since original construction. The average functional age of schools was 16 years. Schools that were relatively old in terms of functional age were more likely than newer schools to report inadequate or unsatisfactory conditions.
- About a quarter, 17,400 schools, were overcrowded (enrollment more than 5 percent above their capacity). Large schools were more likely than other schools to be seriously overcrowded, and small schools were most likely to be seriously underenrolled. Schools with a high minority enrollment (more than 50 percent) were most likely to be seriously overcrowded. Schools that were classified as overcrowded were more likely than other schools to report that at least one type of onsite building was in less than adequate condition. 36 percent of schools reported using portable classrooms, and 20 percent reported using temporary buildings. Most reported using portable and temporary instructional space as a result of overcrowding.

This report can be found at <http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000032>

MEETING THE NEED: HOW TO GET AMERICA'S SCHOOLS IN GOOD CONDITION

Condition of America's Public School Facilities: 1999 Indicates Schools Need \$127 Billion for Repairs, Renovations, and Modernizations to Put Schools into Overall Good Condition

Of the Nation's 78,300 regular public schools, 50% of schools reported at least one of their building features was in less than adequate condition: about 39,150 schools.

PRESIDENT'S PROPOSAL

The President's School Construction proposal prepares to meet this need by building and modernizing 31,000 Schools.

\$24.8 billion in School Modernization Bonds Builds and Modernizes 6,000 schools

\$1.3 billion in School Renovation Loan and Grant Program leverages \$33.5 billion over five years and Builds and Modernizes 25,000 schools.

HOUSE LEADERSHIP'S PROPOSAL

The House Republican Ways and Means Plan (based on H.R. 7) prepares to meet this need by building and modernizing only 644 schools (expanded benefits for tax-exempt bonds used for school construction.)

SENATE LEADERSHIP'S PROPOSAL

The Senate Republican Alternative (based on S. 1134) prepares to meet this need by building and modernizing only 198 schools (expanded benefits for tax-exempt bonds used for school construction.)