

THE PRESIDENT HAS SEEN

10-12-00



Jock Gill <jgill@penfield-gill.com>
10/11/2000 11:47:12 AM

Record Type: Record

To: Nancy V. Hernreich/WHO/EOP, Betty W. Currie/WHO/EOP

cc:

Subject: Making a Real Difference in Palestine

*Sandy
Piracy
Gordon, Mike
Jock*

October 11, 2000

Via Email

Dear Mr. President:

There are between 90 and 100 Palestinian settlements which have NO electricity - completely off the grid. We can make an immediate difference in the quality of the lives of Palestinians living in these places in order to concretely demonstrate that the Peace Process pays real dividends -- not just 7 years of talk.

[For about \$10 million we could install Photovoltaic electrical systems, water purification, vaccine refrigerators, distance learning and telemedicine in ALL of these villages and settlements. We have already accomplish all but the telecoms in Al Kaabneh. So this is a proven concept and welcomed by the Palestinian leaders of Al Kaabneh.

Of course it will require some 'leverage' to get the permissions required to install wireless satellite high speed access to the internet and telephony services. So far we have not been able to do this for Al Kaabneh. In India, 10 days ago, we clearly demonstrated all of the technology for full connectivity via satellite. This is all OFF THE SHELF stuff.

Can we do it? Working together we can make it be.

Best regards,

Jock

Jock Gill, Director
Voice: (781) 396-0492
eFAX: (425) 795-5918
www.e-greenstar.com

*copied
Berg
Podesta*

PHOTOCOPY
WJC HANDWRITING



*Thank you
Mr. President
LBJ*



STATE REPRESENTATIVE
**LINDA
BEBKO-JONES**

1st District

House of Representatives
Commonwealth of Pennsylvania

— OFFICE INFORMATION ON REVERSE SIDE —

10-13-00

From Oral.

Send to RM >

Yes ☒

No ☐

cal

STATE REPRESENTATIVE

LINDA

BEBKO-JONES

Have A Problem
with State Government?

Please don't hesitate to
contact me
if I can be of service!

DISTRICT OFFICE:

460 East 26th Street
Erie, PA 16504
(814) 459-1949
Fax: (814) 871-4854

Office Hours:

Mon. thru Thurs.: 8:30 a.m. - 4:30 p.m.
Fri.: 8:30 a.m. - 1 p.m.

CAPITOL OFFICE:

House Box 202020
Harrisburg, PA 17120-2020
(717) 772-4035
Fax: (717) 783-7548

10-13-00

From Oral.

Send to RM >

Yes ☒

No ☐

CL

CLINTON LIBRARY PHOTOCOPY

① MUST BE CALM

② ≥ 0 Rj

agree to:
security
concrete steps

→ we have to
decide today —
each day we
delay puts us
back a date

→ 3 day lead

we want him
to think we
contributed to

KEY CHANGES NECESSARY IN THE POLICE REFORM LEGISLATION 10-12-00

Call Prime Minister Blair and emphasize that three key Patten recommendations should be fully implemented:

Name, badge and flag: Patten recommended that, to attract Catholics, the police force should have a neutral name and symbols, and the British flag should no longer fly over police buildings. The name change to the neutral "Police Service of Northern Ireland" should be made for all purposes -- not just some purposes as the current legislation proposes. The badge should be entirely free of any association with Great Britain or Ireland, and the British flag should not be forced to fly over police buildings.

Oversight Commissioner: Patten recommended that an Oversight Commissioner oversee the process of reform. A distinguished American, Thomas A. Constantine, former New York State Police Chief and former head of the U.S. Drug Enforcement Agency, was recently appointed. He should be free to comment on the adequacy of British decisions in implementing the Patten Report - not just oversee the changes made by the Government.

Accountability: Patten recommended a new Policing Board to hold the police accountable. Restrictions on the Board's power to initiate inquiries and investigate past complaints should be eliminated, as should the British Government's power to interfere in its work. Patten also recommended a Police Ombudsman to investigate complaints against the police and wrongdoing by the police. The Ombudsman should be able to investigate police policies and practices -- not just report on them.

RM



10-10-00

From the Oval -

Send to RM?

Yes ☒

No ☐

end

Oct. 4, 2000

September 28, 2000

Dear Mr. President,

10-2-00

Thank you so much for the great CD's, Opera's Golden Moments. You cannot imagine my delight and surprise to receive my favorite music! More importantly, it is such an honor to receive them from you.

I have to take this opportunity to tell you what an honor it is to work here. Everyday is special -- reading letters from people across America and around the world whose lives have been improved because of your leadership and the good work of your administration. On a personal note, your many kindnesses to me and my family -- especially your letters to my son, Alex have meant more than you can know. Alex has grown up with your presidency, and he has great admiration for all that you have done. You and Hillary have had a profound effect on so many lives. We are so very proud of you both. We need her in the Senate!!

May God bless, guide, and protect you, Hillary, and Chelsea.
With great respect, Debi Alexander

PHOTOCOPY
WJC HANDWRITING

President Bill Clinton

9/28

Nancy-

Thanks. I've been
writing "National
Children's Day" and
listening to the
CDs! ☺ Deli



Barbara Walters

9-30-00

NOT SEEN

PHOTOCOPY
WOO HANDWRITING

Dear Mr President - you
are meeting with my "ghost"
now!!

First of all, thank you for
your thoughtful birthday
letter. I was very kind.

Second - Are you sure
you don't want to run
again? You'd win! I'm sure of
it. Barbara

Oct. 3, 2000

September 27, 2000

MEMORANDUM FOR LISEL LOY

'00 SEP 28 AM 9:40

FROM: DAVID KALBAUGH 
Deputy Executive Clerk

SUBJECT: S.Res. 304, National Veterans Awareness Week (week
that includes 11/11)

We have received from the Senate S.Res. 304, stating that the week that includes veterans day be designated as "National Veterans Awareness Week" and states that the President "should issue a proclamation calling on the people of the United States to observe such week with appropriate educational activities.

The Clerk will retain the original resolution for the President's records, and will forward a copy to Delia Cohen for appropriate action.

OK
mm

S. Res. 304

In the Senate of the United States,

September 25 (legislative day, September 22), 2000.

Whereas tens of millions of Americans have served in the Armed Forces of the United States during the past century;

Whereas hundreds of thousands of Americans have given their lives while serving in the Armed Forces during the past century;

Whereas the contributions and sacrifices of the men and women who served in the Armed Forces have been vital in maintaining our freedoms and way of life;

Whereas the advent of the all-volunteer Armed Forces has resulted in a sharp decline in the number of individuals and families who have had any personal connection with the Armed Forces;

Whereas this reduction in familiarity with the Armed Forces has resulted in a marked decrease in the awareness by young people of the nature and importance of the accomplishments of those who have served in our Armed Forces, despite the current educational efforts of the Department of Veterans Affairs and the veterans service organizations; and

Whereas our system of civilian control of the Armed Forces makes it essential that the country's future leaders understand the history of military action and the contributions and sacrifices of those who conduct such actions: Now, therefore, be it

Resolved, That it is the sense of the Senate that—

(1) the Secretary of Education should work with the Secretary of Veterans Affairs, the Veterans Day National Committee, and the veterans service organizations to encourage, prepare, and disseminate educational materials and activities for elementary and secondary school students aimed at increasing awareness of the contributions of veterans to the prosperity and freedoms enjoyed by United States citizens;

(2) the week that includes Veterans Day be designated as "National Veterans Awareness Week" for the purpose of presenting such materials and activities; and

(3) the President should issue a proclamation calling on the people of the United States to observe such week with appropriate educational activities.

Attest:



A handwritten signature in black ink, reading "Gary A. Sines".

Secretary.

Oct. 19, 2000

WASHINGTON STATE PATROL

Excellence In Public Safety

TROOPER JOHN HAZUKA

FIELD OPERATIONS BUREAU



2502 - 112th Street East
Tacoma, WA 98445-5104
(253) 536-6210
(253) 536-4341 - FAX

Oct. 18, 2000

10-17-00

From Oval -

Send to RMS

Yes ☒

No ☐

cal



Picture on web
site w/ Clinton
w/ MURPHY
MICHAEL J. MURPHY BIO |
WASHINGTON STATE TREASURER
www.wa.gov/tre

(360) 902-9001
FAX (360) 902-9044
e-mail michaelj@tre.wa.gov



Legislative Building, 2nd Floor
Olympia, Washington 98504-0200



Universität
Gesamthochschule
Kassel

Prof. Dr. Claudia Finkbeiner

English Department (Dep. 08)
Teaching English as a
Foreign Language and
Foreign Language Research

Georg-Forster-Straße 3
D-34109 Kassel, Germany
Phone: +49 5 61 8 04-33 53/33 58
Fax: +49 5 61 8 04-37 21
E-Mail: cfink@hrz.uni-kassel.de
<http://www.uni-kassel.de/~cfink>



1509 Isaac Ct.
Maple Glen, PA 19002

October 11, 2000
'00 OCT 12 PM 5:36

Photo sent not

Dear President Clinton,
Happy Anniversary! And welcome, once
again, to Philadelphia.

I realize that today will most likely be
the last time I will be able to volunteer
at an event while you are the sitting President.
It has been an honor to serve during
almost every visit you have made since 1993.
We've shared a couple of laughs and you were
a great comfort to me when I lost my Mother
in 1997. You are a remarkable, intelligent,
caring human being. One of my Mom's last
comments was "Pamela they will never
understand this brilliant young President."
Well, at least I appreciate what you have
done for our country and the entire world.
Enjoy your future and reflect proudly
on your past service.

P.S. I am a graduate student
in the Intl Peace & Conflict Resolution
program at Beaver College. Hope I
can make a difference someday!

With affection and
gratitude,
— Pam Martin

President Clinton

THE DEPUTY SECRETARY OF VETERANS AFFAIRS
WASHINGTON

Strom R
See me
re: file
TBC

September 28, 2000

William J. Clinton
President
The White House
Washington, D. C. 20050

10-5-00

Copied
Bicchetti
Rodesta

Dear Mr. President,

Seems a long time ago I first wrote to you. I came across the letter the other day as I was organizing some files. Boy, have there been changes. Never in my wildest dreams would I have anticipated writing you on this stationary.

Somewhere along the line I recall writing you to thank you for appointing me and promising to make you proud of your choice. While perhaps a bit self-serving, I want to share an email I received this week. This is the result of my making a presentation on leadership to our current class of up-coming middle managers, members of our Leadership VA program. Few things have made me feel I have fulfilled my promise to you as this did.

Now is a very peculiar time for political appointees, as you well know. In many ways, I feel I have just begun. The VA is a place which grows on you. The mission and the people who work here combine to make being a part of this organization extraordinarily meaningful. In so many ways I feel I have just begun to contribute. Having said that, and I know this violates the basic premise of military lore, I would like to volunteer.

I would like to volunteer to stay, to lead this organization through the variety of challenges we face over the next few years. Obviously this decision will rest with Mr. Gore, but I don't have the same relationship

PHOTO
WJC HANDWRITING

with him as you and I am a bit at a loss as to how to communicate with him. This presents me a small problem.

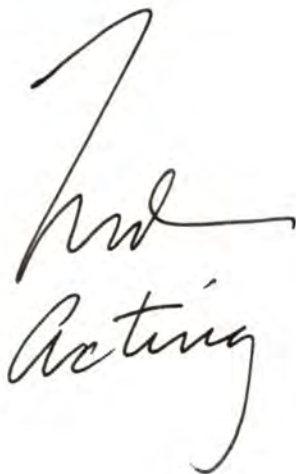
I have a good working relationship with many of Vice President Gore's senior staff, such as Charles Burson, David Brier, and Morley Winograd, as well as with Peter Knight. Diane and I have also supported the campaign with fairly significant contributions.

Now, having said all that, I ask your advice and counsel on two issues:

- Do you think it reasonable for me to entertain the idea of being the VA Secretary in a Gore Administration?
- If you feel it is reasonable for me to seek the position of Secretary, how should I proceed?

We had dinner last night with Cynthia Schneider. During the evenings conversation we all, that is Diane, Cynthia, and I, commiserated on how quickly the last eight years have passed. Our consensus was also that the Country will sorely miss you. It has been a rare privilege to serve with you. Thank you for the opportunity.

Enclosure



Andrew

Powell, Edward A

From: Mayer, Jim
Sent: Monday, September 25, 2000 5:31 PM
To: Powell, Edward A
Subject: RE: LVA's Appreciation to You

Ned:

Back attcha!

The connection you made with the class of 2000 was very special for me to see - twice - 5 months apart ... and under very different circumstances.

I know you reached them ... take a peek at this message sent by Dr. Kurt to his to LVA 2000 classmates ...



Ned Powell's
Request

-----Original Message-----

From: Powell, Edward A
Sent: Monday, September 25, 2000 5:21 PM
To: Mayer, Jim
Subject: RE: LVA's Appreciation to You

Jim, this means more to me than you may imagine. Thank you for the opportunity to address the group. My only hope is they are motivated to achieve their potential and to lead this organization to the future.

-----Original Message-----

From: Mayer, Jim
Sent: Monday, September 25, 2000 5:10 PM
To: Powell, Edward A
Subject: LVA's Appreciation to You

Dear Ned:

Thank you again for your terrific presentation of "What Are You Doin' Here?" to the Leadership VA class of 2000 on September 13 in Baltimore.

The 69 class members thoroughly enjoyed your talk. The class rated your presentation as a 4.72, on a scale of 1 to 5. Ned, that's a great rating!

Numbers aside, to me, it's the participants' narrative evaluation comments which tell the real story of how much they appreciated you. Here's the compliments, enjoy ... and as always, if you'd like, I'll later cull out and summarize any constructive comments ...

This was the first person in the three sessions to be so candid as to communicate the urgency.

Mr. Powell delivered his message in a way that has challenged my view of VA and government work.

Very motivating and inspiring. We need more leaders in Washington, DC like Ned!

Excellent example of leadership and vision - in a less constrained environment. Great presentation.

Appreciated the open and honest comments regarding the future of VA. Also the open dialogue.

Powerful message at Philadelphia and here in Baltimore. Honesty that is not always heard. Encouraging to hear

him speak.

Inspiring

His presentation was open and honest. Ideas/concepts were so intellectual. Relationship of info shared was a "real" idea.

Great presentation! Informative

Experienced presentation ... views of future of VA, take over DOD hospitals? - interesting

The Deputy Secretary was great in stimulating a intellectual framework for the future. Ned Powell was creative in his illustrations of change - he was candid, and challenge each of us to be a agent of change to better serve our Veterans and nation. New ideas or challenges were given as an opportunity - he was great!

Mr. Powell thanks for speaking of the positives for the future! It's comforting to know that senior leaders in VA feel compelled to maintain the services we provide to our veterans but, also, realize the fact that we MUST change!

Mr. Powell did an excellent job at making us think about our future, vision and plan. We need the kind of leadership he displays if we want to continue a future in "ONE VA".

Very good. He spoke to some very provocative issues and was inspiring.

Refreshing insight with some great recommendations for getting involved.

His talk was very effective. Difficult being "first to go" in the morning!

A true leader for VA. We are lucky

Great insight. Very inspiring

Challenging speech - real eye-opener - as an organization we better shape up or else ...

The first very honest presentation with the actual status of the VA. He is to be commended for this presentation.

This talk was much more positive. Specific examples and his willingness to be a catalyst for issues ... very positive.

If Ned had not been here - some leadership concepts, especially those that require political leadership, would not have been shared.

Very encouraging

Outstanding presentation - it was very clear that he cares and really wants VA to succeed.

I would like for Ned to be more visible to the field so everyone could be exposed to his ideas.

Appreciate the openness

Makes you think

Unusual candor (and wisdom) from a senior official.

Excellent, thought provoking presentation.

Speaker was very honest and direct w/his comments. It is good to see this kind of quality in our leadership. And it was wonderful that he made time for our class in his busy schedule. Very current information.

First rate

It is great to hear such progressive thoughts. My only hope is that Mr. Powell is still around after the election.

... very passionate, caring, sincere.

Very insightful

His comments were challenging, reassuring, encouraging. Definitely gave directions or helpful "hints" to do for the success of VA in the future of our role in it!

I enjoyed this candid and frank discussion.

Very direct - I like that

Powell, Edward A

From: Schlegelmilch, Kurt W
Sent: Monday, September 25, 2000 3:51 PM
To: LVA2000
Subject: Ned Powell's Request

Greetings Classmates! You may recall from Baltimore that Ned Powell was interested in hearing from a grass roots level what were the most important things to change in the VA system as we transition to a new President and Executive Branch. If you would like to briefly share your thoughts with me on this MS Exchange message, I will compile them and forward them along. My plan right now would be to wrap this up by Friday. Thanks.

Kurt

The Deputy Secretary of
Veterans Affairs
Washington, D.C. 20420

Official Business

X-RAVED

William J. Clinton
President
The White House
Washington, D. C. 20050

Attention: Ms Betty Currie

call
456-7820
Betty Currie

THE PRESIDENT HAS SEEN

10-8-00

Tams
I should be running
this together
anyhow
6 minutes ago
no response
Terry:

THE GOLF CHANNEL

September 25th, 2000

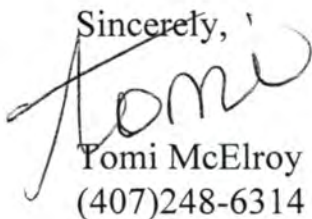
Hello! It's Tomi from The Golf Channel. Thank you very much for interviewing with us! It was a pleasure meeting you and hearing the great stories you had to tell!!

Enclosed please find two shirts... one for yourself and one for President Clinton... we would greatly appreciate his time! Hopefully we could join you both on the golf course and video tape a couple holes and do a 5 minute interview! We do not have any Democratic representation... President Ford has agreed to do an interview, so that's two Republicans! (Ford and Bush)

The show has been pushed back to air in January... therefore we have a much more open window for interviews. Hopefully we can do something in October or November with President Clinton... and anything you can do to help in this matter would be extremely appreciated.

Also, I have enclosed some of those "Golf Channel" tees I was telling you about... they are not for sharing... they should help *your* game. ☺
Again, many thanks for your time and help.

Sincerely,


Tomi McElroy
(407)248-6314

Never
Saw T-Shirts
or Tees

PHOTOCOPY
MJC HANDWRITING

copied
Seward
Street
Podesta

Strategy Group
INTERNATIONAL

10-7-00

Merulith

Pls look into →

Boz

copied
Coke
Podesta

Strategy Group
INTERNATIONAL

Joe Velasquez
President

1710 N Street, NW
Washington, DC 20036
Phone: 202-331-8460
Fax: 202-331-8490
E-mail: joevelasquez@strategygroup.net



SUMMARY OF PARDON APPLICATION OF FERNANDO FUENTES COBA

Vivian Mannerud's father Fernando Fuentes Coba was convicted in 1982 of improperly transporting to Cuba four Pepsi-Cola dispensing machines, communications equipment, a typewriter, a photocopier, scuba equipment, a small airplane part, a few automobile parts, food, perfume, and U.S. coins.

After all appeals failed, and fearing death in a Florida prison, Fernando believed he had to leave his country and family to save his life. Fernando wishes to return to his home to spend time with his family – without serving time in prison. For the following reasons, Fernando requests a presidential pardon of the offenses for which he was convicted.

- Fernando is 72 years old and needs immediate medical care. Among other things, he has suffered numerous health problems over the years, including coronary heart disease, two abdominal aortic aneurysms, emphysema, and diabetes. His family has the financial means to absorb the enormous expense of medical treatment in the United States.
- The alleged shipping activities did not pose a threat to the United States or its citizens. Nor did these activities provide Cuba with a significant amount of hard currency that the Castro Government could use against U.S. interests.
- The historical factors that led to his indictment are no longer present. Fernando was indicted as part of the U.S. Government's response to the Mariel Boatlift. In fact, the indictment initially alleged that Fernando profited from the Boatlift. Although the Government dismissed this count, it proceeded with the charges that Fernando improperly shipped certain goods to Cuba. The alleged shipping activities occurred in 1979, prior to the Mariel Boatlift, the event that triggered the indictment.
- The Government selectively prosecuted Fernando. All of the other defendants charged in the indictment fled the country to avoid prosecution. The Government did not try the defendants in absentia or prosecute them when they returned to the United States.
- At all times, Fernando cooperated with Government officials during their investigation against him. In addition, he cooperated with the U.S. Attorney's office – after his conviction – on the Arocena case (United States v. Arocena, No. 83-1016-Cr (S.D. Fla.)).
- Fernando already has been punished for the alleged de minimis activities. The Government blocked his accounts, closed his business, and indicted him during a time when an extremely hostile environment existed in Miami. During this period, a bomb was placed in his office, seriously jeopardizing his life and the lives of his employees. He still fears retaliation in the United States as a result of his conviction. He also regrets what this has done to his family.
- The case against Fernando was weak. The Government's lead witness Jenaro Perez committed perjury during trial. He also admitted that he (not Fernando) shipped the communications equipment to Cuba. Perez, moreover, could not recall whether Fernando ever shipped office equipment and scuba equipment to Cuba. In addition, other witnesses contracted Perez's testimony that Fernando loaded the other items onto charter flights to Cuba.



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

10-9-00

THE DEPUTY DIRECTOR

July 28, 2000

MEMORANDUM FOR THE PRESIDENT

FROM: Sylvia Mathews and Adrienne Erbach
SUBJECT: Diane Blair Center for the Study of Southern Politics and Society
CC: Nancy Hernreich and Lisa Kountoupes

JA
Did we get this?
Can we? (It's important
to me - Bob
Copied
COS

The purpose of this memo is to let you know what actions have occurred in the efforts to provide funding for the Diane Blair Center.

On July 14th, we met with University of Arkansas Dean Randall Woods, a representative of Senator Lincoln's staff, and Lisa Kountoupes. We expressed our support for the project, and discussed strategies for trying to get it funded. Representative Dickey was identified as the best candidate for ensuring that an earmark for the Center is included in the Labor/HHS appropriations bill because he is the only member of the Arkansas delegation that sits on the appropriations committee. In discussions with the University of Arkansas officials, Mr. Dickey agreed to try to get a \$5 million earmark into the Labor/HHS conference bill. However, a few days later, we called Mr. Dickey, and he said that he was not planning on using his member earmark (there were other Arkansas projects that he had committed to) and asked for an offset. After consulting with Representative Obey's staff, we decided not to provide an offset and pursue this through the Democratic Labor/HHS appropriation committee leadership.

Representative Berry went to Mr. Obey and ask him to put the Center on Mr. Obey's list of items that need to be included in the Labor/HHS appropriations bill before it can be completed. Mr. Berry asked that an earmark be included in the bill for the Center. We have received feedback from the Hill that \$5 million may be too large of an amount of money for such an earmark. The normal range for this type of earmark is \$2 to \$3 million. The University of Arkansas officials believe that \$3 million would be adequate funding to establish the Center. We believe Mr. Obey will try to obtain \$3 million for the Center.

Mr. Berry is also trying to get Senator Tim Hutchison to approach Senator Spector to ask him to support an earmark for the Center.

Jack Lew spoke with Senator Harkin today. Senator Harkin has agreed to make every effort to add the \$3 million earmark to the bill and we think he can. Also, Senator Lincoln's staff has talked to Senator Harkin's staff about the project. If you need to make a call to Representative Obey or Senator Harkin, we will let you know.

PHOTOCOPY
WJC HANDWRITING



Globetrotters®
Engineering Corporation

Niranjan S. Shah, P.E.
Chairman

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Chicago, Illinois 60606 U.S.A.

Telephone: 312/922-5168

Fax: 312/922-3006

Email: niranjan.shah@gec-group.com

Chicago, IL
Gary, IN
Washington, DC

SMITA N. SHAH, P.E.
 President

Education & Training

- MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Master of Science Degree – 1996
- NORTHWESTERN UNIVERSITY
Bachelor of Science Degree – 1994
- HARVARD UNIVERSITY- 1990, Summer
- CAMBRIDGE UNIVERSITY- 1989, Summer
Studied English Literature and Writing
- WHITE HOUSE, OFFICE OF THE CHIEF OF STAFF- 1994, Summer
Internship. Assisted during the transition of Chief of Staff between Mack McLarty and Leon Panetta. Work ranged from reception to scheduling to research.

Boards and Commissions

- ILLINOIS ARTS COUNCIL: 1998 - 2002
Appointed by Governor Edgar to Council.
- CHICAGO SISTER CITIES INTERNATIONAL COMMITTEE: 1998 - present
Serve to encourage economic and cultural exchange between Chicago and International Cities. Wrote and presented proposal for New Delhi- Chicago, committee in formation.
- GOVERNOR'S COMMISSION ON WOMEN
Balancing Work and Family Workgroup, 1997 - 1998.
- GOVERNOR'S ASIAN ADVISORY COUNCIL: 1998 - present, for Governor Ryan, IL
- WHITE HOUSE MILLENIUM COUNCIL TO SAVE AMERICA'S TREASURES
- ASIAN ADVISORY COUNCIL, CONGRESSMAN BOBBY RUSH: 1998 - present.

Public and Community Service

- NATURAL TIES: 1999 - present
As a Board Member, we work to encourage the inclusion of those labeled disabled throughout the country.
- TODAY'S CHICAGO WOMAN FOUNDATION: 2000 - present
- FEDERATION OF INDIAN ASSOCIATIONS: 1996 - present
- NETWORK OF INDIAN PROFESSIONALS
Former Board Member of this young Professional organization of young Indian Americans throughout the Country.
- CARE AND SHARE, USA, INTL.
- WHITE HOUSE ADVANCE TEAM: 1993 - present
Mostly site, and occasionally press, advance for the President for various trips in Chicago, as well as in Hyderabad, India in March 2000.

Handwritten note:
 To Anneta in off the
 sub - house having the
 her family would be
 happy to see a young
 person in -
 [Signature]

PHOTOGRAPH
 WJC HANDWRITING

Handwritten note:
 copied
 Nash
 Podesta



Awards and Recognition

- **CITY OF CHICAGO:** Certificate in Recognition of Community Service, August 2000
- **FEDERATION OF INDIAN ASSOCIATIONS:** Community Leadership Award, 1999
- **UNITED WAY:** Community Service Award, 1998
- **RAJIV GANDHI YOUTH AWARD:** Indian Community, Chitrahah, 1998

Work Experience

1998 – Present PRESIDENT AND FOUNDER, SPAAN TECHNOLOGY, INC.

Directs the operations and development of the firm through identifying opportunities for infrastructure development of information technology and program management, and providing the day to day management oversight and overall project and program leadership of the firm. This includes corporate development, contracting functions, and QA/QC Program for technical performance.

**1997 – 1999 CONSULTING STRUCTURAL ENGINEER
GLOBETROTTERS ENGINEERING CORPORATION**

Responsible for Contract Negotiation and Project Development for 80MW power project in Bangalore, India. Structural Engineer for Wyndham hotel concrete design. Worked on the Design and Analysis of structural steel framing and concrete framing and plates for Lakefront Millenium Park

**1997 STRUCTURAL ENGINEER
SKIDMORE, OWINGS AND MERRILL**

Designed and analyzed 20,000 sq.ft. Art Hall in Seoul, Korea in one month, including seismic and wind analyses and acoustic design. Coordinated design for Korean World Trade Center superstructure.

Professional Affiliations

- Society of Women Engineers
- National Association of Women Business Owners
- American Society of Civil Engineers

Asian Advisory
Comm. to the
President



PHOTOCOPY
WJC HANDWRITING

✓

10-9-00

FROM
John

10-12-00

HARVARD UNIVERSITY

PRESIDENTIAL SEARCH COMMITTEE
LOEB HOUSE

ROBERT G. STONE, JR. CHAIRMAN
D. RONALD DANIEL, THOMAS E. EVERHART, SHARON ELLIOTT GAGNON
HANNA H. GRAY, CONRAD K. HARPER, JAMES R. HOUGHTON
RICHARD E. OLDENBURG, HERBERT S. WINOKUR, JR.

September 2000

Dear Mr. President,

Recently, Neil Rudenstine announced that he intends to conclude his tenure as Harvard's 26th president at the end of the 2000-01 academic year, following a decade of service. President Rudenstine has led Harvard with a singular combination of wisdom, imagination, and humanity, and identifying a worthy successor will be a challenging task.

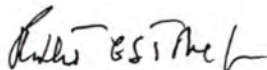
On behalf of the search committee charged with that important responsibility, I am writing to ask your help. We would value your observations and ideas about Harvard's strengths and weaknesses, as well as the major opportunities and challenges the university will face in the years ahead. We would also be grateful for your thoughts on the personal and professional qualities it will be most important to seek in Harvard's new president, as well as your observations on any individuals you believe are deserving of serious consideration. We will, of course, be seeking a person of high intellectual distinction, with proven qualities of leadership, a devotion to excellence in education and research, a capacity to guide a complex institution through a time of significant change, and a dedication to the ideals and values vital to a community of learning.

Under Harvard's charter, it is the responsibility of the Harvard Corporation to elect a new president, with the counsel and consent of the University's Board of Overseers. As in the search that culminated in the selection of President Rudenstine, the search committee comprises the six members of the Corporation other than the President himself, together with three Overseers. We aim to reach out broadly—both within and beyond the Harvard community—to solicit both general advice and specific nominations.

I hope that you will take the time to share your thoughts with us. Please address your replies to me, care of the Harvard Presidential Search Committee, Loeb House, 17 Quincy Street, Cambridge, MA 02138, or by fax to 617-496-2087. The committee will hold your replies in strict confidence.

Many thanks for your time and advice, at so important a moment for Harvard.

Sincerely,



Robert G. Stone, Jr.
Senior Fellow, Harvard Corporation
Chair, Presidential Search Committee

The President
The White House
1600 Pennsylvania Ave., NW
Washington, DC 20500

OCT 2 - 2000

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I doubt that
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but thought
you might want
to see this
in case you had
any interest -

HARVARD UNIVERSITY
PRESIDENTIAL SEARCH COMMITTEE
LOEB HOUSE
17 QUINCY STREET
CAMBRIDGE, MASSACHUSETTS 02138



President William J. Clinton
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500

OCT - 2 2000

20300X0003



F A X

TO: NANCY HERNREICH
(fax) 202-456-1210

FROM: MIKE GAINES

DATE: October 13, 2000

Nancy,

I really need your **help!!!!**

Thanks,

Mike

URGENT-URGENT-URGENT

THE PRESIDENT HAS SEEN
10-13-00

Mike Gaines
5702 Mohican Place
Bethesda, Maryland 20816

October 13, 2000

JTP
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The President
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500-2000

Dear Mr. President:

I have learned today that Senate confirmation of my reappointment to the U.S. Parole Commission may be in serious jeopardy.

All five slots on the Commission are up for confirmation, and in the on-going negotiations it is doubtful that all of us will make it. As I understand, Senior Counsel for Nominations Mark Childress is in the pivotal role in prioritizing the five of us.

Would you please tell Mark that, "Mike Gaines is a high priority."

As always, thanks for your help.

Sincerely,

Mike

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Padesta

Thanks

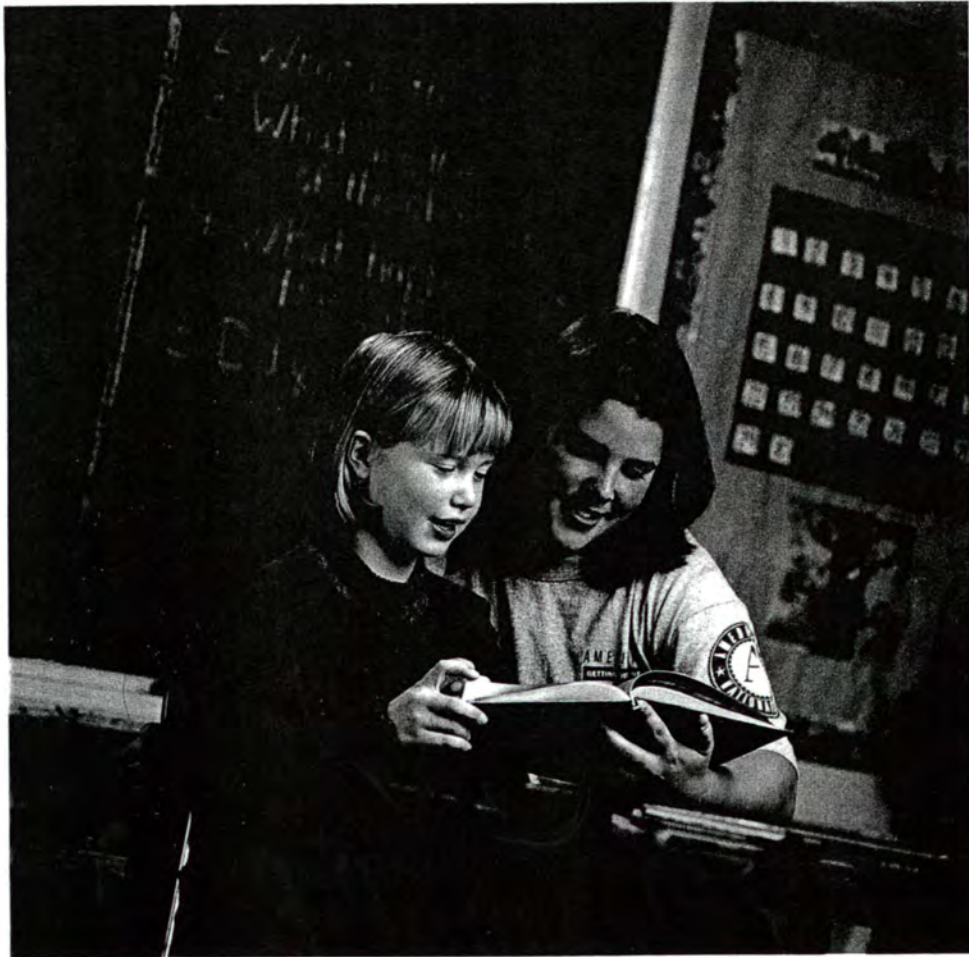
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10-12-00

AmeriCorps Tutoring And Student Reading Achievements

Preliminary Findings

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Richetti
Podesta



Abt Associates Inc.
Cambridge, MA

PHOTOCOPY
WJC HANDWRITING

AmeriCorps Tutoring and Student Reading Achievement--Preliminary Findings

The Corporation for National Service (the Corporation) is a public corporation established by the National Service Trust Act of 1993. The Corporation's mission is to provide opportunities for Americans of all ages and backgrounds to engage in service that addresses the nation's educational, public safety, environmental, and other human needs to achieve direct and demonstrable results and to encourage all Americans to engage in such service. Funding is provided through three major programmatic streams: AmeriCorps; Learn and Serve America; and the National Senior Service Corps. Examples of service projects include:

- tutoring disadvantaged students;
- organizing neighborhood crime watches;
- converting vacant lots into neighborhood parks;
- leading community health awareness campaigns; and
- operating food banks.

AmeriCorps is composed of three programs, State/National; National Civilian Community Corps (NCCC) and Volunteers in Service to America (VISTA). The focus of this report is on the AmeriCorps*State/National program, which currently enrolls 35,000 members nationwide in 961 programs. State/National programs are operated through State Commissions and National service organizations. They support a national network of community-based programs providing opportunities for participants, referred to as "members," to engage in community service. In exchange for a year of full-time service, AmeriCorps members each receive a stipend and earn an education award that may be used to pay for higher education or to help pay back existing student loans. Members serving part-time receive pro-rated stipends and educational awards.

Education-related activities have been a priority for the Corporation since its inception. Indeed, education programs comprise the largest single area of service (of the four issue areas of need) as well as a significant portion of the Corporation's funding. Most recently, the Corporation has directed substantial resources toward the national issue of children's reading performance. This focus supports an important national mandate, as articulated in the America Reads initiative: *to help ensure that every child can read well and independently by the end of the third grade*. Toward this end, the Corporation has encouraged its programs to provide literacy services to young readers. Members offer these services through a variety of strategies, including tutoring, mentoring, volunteering as classroom assistants, and other literacy-related activities (e.g., conducting trips to the library or organizing book distributions). Such literacy activities represent a major investment of Corporation resources.

Prepared for:
Corporation for National Service
Office of Evaluation
1201 New York Avenue, NW
Washington, DC 20525

by:
Abt Associates Inc.
55 Wheeler Street
Cambridge, MA 02138

Contract No. 97-743-1004
Task Order 04

October 2000

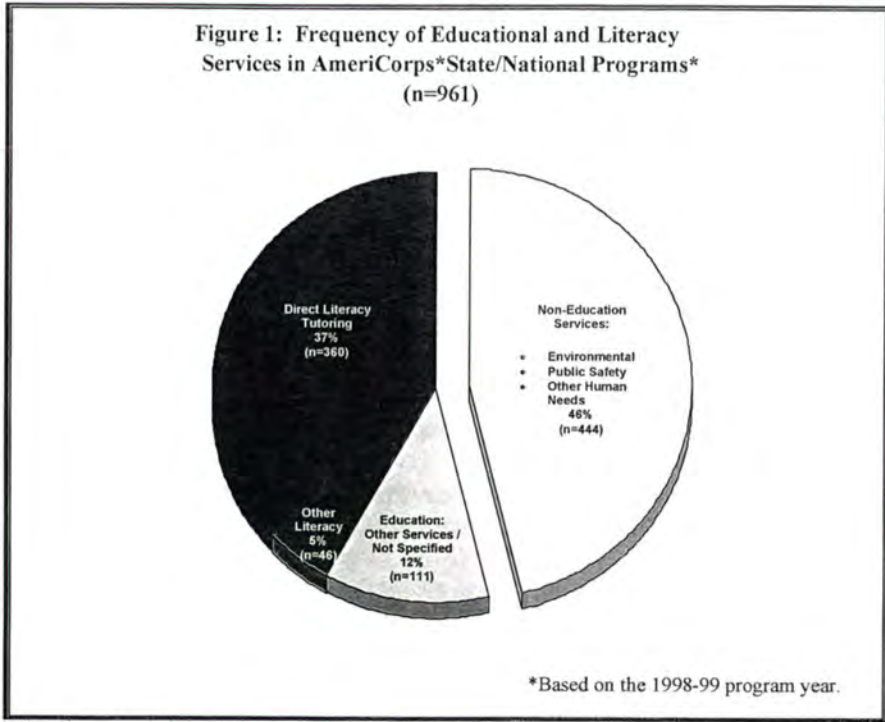
Overview of the Studies

To inform staff, programs, Congress and other stakeholders about its literacy activities, the Corporation contracted with Abt Associates Inc. to conduct two related studies of AmeriCorps' literacy and tutoring programs. This report summarizes the findings of both studies, conducted between spring 1998 and summer 2000. The first of these, a *Descriptive Study* of AmeriCorps Literacy Programs: State and National, had several goals: 1) to describe the programmatic structures and activities of AmeriCorps*State/National programs engaged in literacy development and reading tutoring; 2) to identify programs using effective instructional models likely to improve children's reading abilities; and 3) to describe the target populations receiving services. The second study, the *Reading Outcomes Study*, was designed to investigate in greater detail the subset of programs included in the *Descriptive Study* which provide direct reading instruction in the form of tutoring to students in grades one, two and three. The *Reading Outcomes Study* was designed to determine the effects of the AmeriCorps tutoring programs on the reading performance of students in these early grades.

The *Descriptive Study* was completed in November 1999; the results of the *Reading Outcomes Study* are still preliminary at this time. To provide the fullest possible picture of what has been learned to date, the results of both studies are summarized here. The results of the *Descriptive Study* are based on information collected during the 1998-99 school year, while the preliminary results of the *Reading Outcomes Study* are based on information collected during the 1999-00 year.

Key Findings: Descriptive Study of AmeriCorps Literacy Programs

Slightly more than half of the AmeriCorps*State/National programs provide educational services in their communities (See Figure 1). In spring 1999, directors of these programs completed a survey providing information about: 1) the sponsoring agencies supporting the programs; 2) the AmeriCorps*State/National programs conducting educational and literacy activities; 3) the population receiving services; and 4) the structures and operations of their programs' literacy component. Completed surveys were received from 481 program directors resulting in a 93 percent response rate. In this section we highlight findings for the 406 educational programs reporting that they were engaged in literacy activities.



Sponsoring Agencies

- The majority of agencies sponsoring AmeriCorps State*/National literacy programs (83 percent) have been operating for five or more years.
- Most often, the sponsoring agencies were community-based organizations (61 percent) or secondarily, educational institutions (29 percent).
- The sponsoring agencies reported education as a primary focus of their mission and are experienced providers of educational services, particularly to children. The majority had provided literacy services to their communities prior to the 1998-99 program year.

Resources

Funding

- Two-thirds of the literacy programs received funding from at least one other Corporation source (e.g., America Reads, AmeriCorps Education Award, AmeriCorps Vista) in addition to their AmeriCorps*State/National grants.

- Some programs (17 percent) used members and volunteers who were funded through the Federal Work Study Program.

Literacy providers

- Literacy services offered by programs were substantial: nationwide, over 10,000 members and 40,000 volunteers (recruited by members) provide literacy services.
- The literacy programs typically had fewer than 20 members providing services; only nine percent had 50 or more members conducting literacy activities.
- The majority of members (93 percent) and volunteers (80 percent) were high school graduates. Three-quarters of the members and half of the volunteers had participated in some postsecondary education.

Recipients of Literacy Services

- Approximately 260,000 individuals received the literacy services offered by AmeriCorps*State/National programs. Ninety-percent (235,000) of these recipients were children.
- AmeriCorps*State/National programs typically provided literacy services to large numbers of students: most programs (76 percent) provided services to over 100 students.
- Literacy services were provided to the full spectrum of learners, from infants/toddlers, to elementary and high school students, to families and other adult learners. However, across all programs nationwide, the majority of students receiving literacy services were concentrated in grades 1 through 6.
- Nationwide, two-thirds of the recipients of literacy services were African-American or Hispanic.

Literacy Program Structures

- The primary goals of virtually all of the literacy programs were to improve students' overall academic achievement, motivation for reading and reading comprehension skills. Slightly more than half of the programs (56 percent) reported that they also tried to increase parents' involvement in their children's reading.
- Almost all literacy programs provided some training to members and volunteers in literacy instruction and in working with children. Typically, about 16 hours of training were provided before and 20 hours were provided during the delivery of literacy services. Training was provided by a combination of staff from the sponsoring agency, the AmeriCorps program, the school district, and/or outside experts.
- Most programs provided literacy services in two broad areas: 1) direct reading instruction (e.g., tutoring in reading, classroom and homework assistance, and reading to children); and 2) support for instructional activities (e.g., developing and organizing instructional materials, recruiting volunteers).

- Three-quarters of the programs conducted formal evaluations to assess the effectiveness of their literacy activities.
- Literacy programs engaged in direct tutoring of reading are more likely to conduct formal evaluations than are programs with no tutoring component (78 percent vs. 50 percent).

Tutoring Activities

Tutoring activities are of particular interest since they are aimed directly at improving children's reading abilities and those activities were the central focus of the *Reading Outcomes Study*. As a foundation for the *Reading Outcomes Study*, the *Descriptive Study* collected detailed information about the nature and potential effectiveness of these activities. The findings summarized below are based on the responses of the 360 AmeriCorps*State/National programs providing direct tutoring in reading.

- Tutors engaged in a wide range of activities with their students; these activities encompassed the full range of reading subskills (e.g., reading aloud, reading comprehension, vocabulary development, reading fluency, decoding).
- Over half (55 percent) of the tutoring programs reported that tutors conducted decoding activities with students (i.e., activities that help beginning readers develop sound-symbol correspondences).
- Most of the tutoring programs incorporated some of the structural and instructional features perceived by educators and researchers as important for positive reading outcomes.ⁱ The features reported most frequently included:
 - coordination of tutoring activities with the classroom curriculum;
 - adequate intensity of tutoring activities—meeting at least twice weekly for at least 1.5 hours/week; and
 - provision of training to members and volunteer tutors before and during service delivery in two important content areas: 1) reading and tutoring children; and 2) child development.ⁱⁱ
- Almost half of the tutoring programs used well-known, widely-used instructional models (e.g., Reading Recovery, Reading One-to-One, Success for All).
- Programs sponsored by colleges and universities were slightly more likely to report use of effective tutoring practices, on average, than were programs under other sponsorship.
- Programs utilizing members supported by Federal Work Study (FWS) funds, on average, used more effective tutoring practices than did programs not using members supported by FWS.
- Programs receiving America Reads funds, on average, used more effective tutoring techniques than programs not receiving these funds.
- More fully implemented programs used more effective tutoring techniques than partially implemented programs.

The findings about tutoring activities described above suggested that the Corporation's efforts to encourage programs to develop and implement effective tutoring programs appeared to be meeting with some success. The use of effective tutoring practices appeared to be fairly widespread across programs, at a minimum to the extent that programs' intentions about effective tutoring activities were well aligned with what is known in the research. This is an important preliminary finding about the potential effects of these tutoring programs on children's reading abilities.

To determine the effect of these tutoring programs on students' reading performance, a second study, the *Reading Outcomes Study* was undertaken during the 1999-2000 academic year. The next section of this report describes the preliminary findings of that research.

Preliminary Findings: Effects of AmeriCorps Tutoring on Student Reading Performance

Study Design

Building upon the results of the *Descriptive Study*, the Corporation commissioned Abt Associates to conduct a *Reading Outcomes Study* using a pre- post design to estimate the effects of tutoring programs on children's reading performance. Student reading performance was assessed using a set of well-known standardized reading tests that are part of the Woodcock-Johnson Tests of Achievement.

In the absence of a national comparison group, the gains made by the tutored students were compared against the 'norming sample' of students for the Woodcock-Johnson--a nationally representative sample of children tested as part of the standardization of scores on the test. By comparing the performance of the study sample to the norming sample, we can determine the extent to which students receiving tutoring gained more or less than expected based on the normal development of reading skills during this time period.

Data were collected in late fall 1999 /early winter 2000 (pretest) and again in spring 2000 (posttest) on 869 first, second and third grade students who received tutoring from a nationally representative sample of 68 AmeriCorps tutoring programs operating in schools and after-school programs. This sample allowed us to generalize the findings to the entire population of AmeriCorps programs and tutored students (through the use of sampling weights at the program and student level). During 1999-00 program year, AmeriCorps members tutored more than 100,000 first, second and third grade students nationwide.

Students were tested individually using four reading subtests of the Woodcock-Johnson test battery. Difference scores (posttest score minus the pretest score) were computed for two key components of reading achievement: 1) *reading comprehension*, composed of two subtests, Passage Comprehension and Reading Vocabulary; and 2) *reading skills*, composed of two subtests, Word Attack and Letter-Word Identification. Taken together, these two

scores represent the building blocks needed to become competent readers; they measure critical skills involved in the mechanics of reading as well as comprehension of text.ⁱⁱⁱ

Changes in Student Reading Performance

The tutored students at all grade levels improved their reading performance from pretest to posttest *more than the gain expected for the typical child at their grade level*. Reading comprehension and reading skills started out below grade-level; by year-end, students closed the gap and were reading at or near the grade-level expectation.^{iv} As presented in Table 1, the reading gains range from 3.7 to 6.6 points, depending on the grade and reading score. All of the gains are statistically significant, most at the .01 or .001 level. Another way to interpret the size of these gains is in terms of their 'effect size.' These gains represent effect sizes ranging from .25 to .33. According to the convention in the field, this kind of effect size is small but educationally significant.^v

Figure 2 displays the average pre- to posttest gains relative to grade-level expectations for the three grades in the study. The gains are most pronounced for second graders who, on average, are performing at or slightly above expectations on both reading measures at posttest. Reading scores can also be characterized in terms of percentile ranks that represent each student's standing relative to the norming sample. Also included in Figure 2 are the percentile ranks for each grade and test. Note that on average, first grade students performed at the 38th percentile at pretest (in other words, 38 percent of the norming sample obtained lower scores), while they performed at the 45th percentile at posttest, on average.

Implications / Discussion

Students' gains from pretest to posttest in their reading performance are consistent across grade-levels and reading measures. The gains are statistically significant and of sufficient size to be considered by researchers and practitioners to be educationally meaningful. However, the absence of a randomly-selected control group means that we cannot attribute the gains made by tutored students to the AmeriCorps tutoring program with total confidence because we cannot establish conclusively that other, similar, non-tutored students would not have made similar gains.^{vi} Below we discuss other data that can help us to interpret the gains seen among AmeriCorps-tutored students, and as part of the analysis for the final report for the study we will continue to review additional data that can enhance our interpretation of the *Reading Outcomes Study*.

National Trends in Reading

The improvement in reading achievement demonstrated by students receiving tutoring has occurred at a time in which there has been increased national attention on reading instruction and reading performance in the primary grades. As one example, our sample contains 28 programs located in states that are implementing the federal Reading Excellence Act (REA) initiative to improve instructional practice in reading in the early grades. Furthermore, many states and school districts are also instituting research-based reforms to improve instructional

Table 1: Mean Scores on Three Reading Achievement Clusters, by Grade

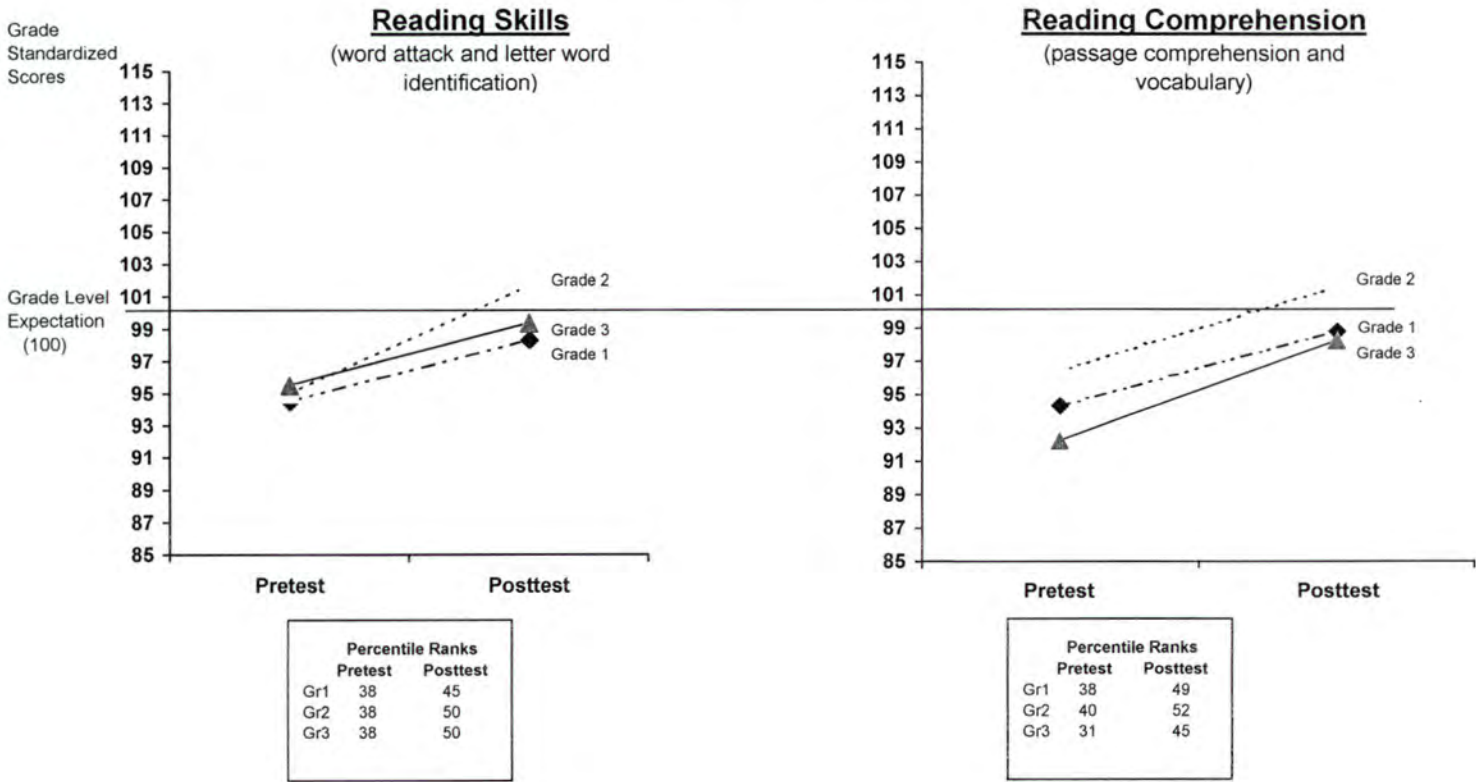
Reading Achievement Clusters	Grade 1 ^a			Grade 2			Grade 3		
	Pretest	Posttest	Gain	Pretest	Posttest	Gain	Pretest	Posttest	Gain
Broad Reading (letter/word identification and passage comprehension)	<i>N</i> =255			<i>N</i> =280			<i>N</i> =279		
Mean	94.4	97.5	3.1**	95.1	100.7	5.7***	93.3	98.2	4.9*
Std error	1.9	1.7	1.3	1.7	1.8	1.2	1.8	1.9	2.4
Reading Skills (word attack – letter/word identification)	<i>N</i> =283			<i>N</i> =283			<i>N</i> =278		
Mean	94.5	98.3	3.7***	95.0	101.7	6.6***	95.4	99.4	4.0**
Std error	1.8	1.3	1.2	1.4	2.4	1.8	1.6	2.4	1.5
Reading Comprehension (passage comprehension and reading vocabulary)	<i>N</i> =257			<i>N</i> =275			<i>N</i> =278		
Mean	94.1	98.8	4.8***	96.4	101.5	5.1*	92.7	98.2	5.5**
Std error	1.7	1.6	1.5	1.4	2.0	2.2	1.3	1.7	2.0

^a Mean pretest, posttest and gain scores are weighted to represent the national population of students participating in the AmeriCorps tutoring program during the 1999-2000 school year.

Note: Statistical significance is indicated using the asterisks:
 '**' = statistically significant at the .05 level ;
 '***' = statistically significant at the .01 level; and
 '****' = statistically significant at the .001 level. The tests of significance are one-tailed t-tests, meaning that we hypothesized that mean posttest scores would be higher than the mean pretest scores

Figure 2: Student Performance on the Woodcock-Johnson Reading Test

---◆---First ---Second ---▲---Third



practice and ultimately students' development of reading skill. Thus, improved reading performance may be attributable to other instructional reforms occurring in reading, and not only related to reading tutoring programs in which AmeriCorps member serve.

There is some evidence, however, that these broad reforms have yet to improve the reading performance of the nation's primary-grade students. The latest results from the National Assessment of Educational Progress indicate that reading performance for a nationally representative sample of nine-year olds (generally, third graders) has remained flat from 1992 through 1999 (NAEP Trends in Academic Progress, 1999). Given that there are no reading gains in the national population of nine-year olds, **and there are gains for AmeriCorps tutored students** (in all three grades), we can take this as some evidence to suggest that the tutoring program may be responsible for these reading gains.

Summary and Conclusion

Our *Descriptive Study* documents that AmeriCorps programs are conducting reading tutoring activities on a large scale, using methods and practices that should be effective in improving student reading performance. Moreover, in our *Reading Outcomes Study*, students in the AmeriCorps tutoring programs improved during the course of their participation in the program. At year-end, their performance in both reading comprehension and reading skills was close to the expectation for their grade level.

The evidence suggests that the students in the AmeriCorps tutoring programs improved their reading skills more than would be expected when compared with a nationally representative group of their peers. While this study cannot establish with certainty that this improvement in reading is attributable to participation in the program, it is our belief that AmeriCorps tutoring has had a positive effect, based on knowledge of the current national trends in children's reading performance.

End Notes

- i These features include: 1) coordinating with classroom instruction; 2) tutoring on more than two occasions during the week; 3) conducting formal evaluations; 4) convening for a total of at least 1.5 hours weekly; 5) providing pre- and in-service training; 6) use of 'brand-name materials'; 7) involving a reading specialist in planning literacy activities; and 8) using a stable one-to-one tutoring model.
- ii The survey collected information about types and amounts of training; however, we have no information about the quality of these trainings, a critical element of effective training.
- iii The test developers provide a third reading achievement cluster score, Broad Reading. This is score uses one subtest from each of the other two clusters (letter-word identification and passage comprehension) and is therefore redundant with respect to the other cluster scores. For this reason, although mean scores are shown in the results Table 1, we do not discuss them in this report.
- iv Grade-level expectations are based on the grade-standardized scores for the norming sample. These scores have a mean of 100 and a standard deviation of 15 at each grade-level. At any point in time then, by definition, the expected level of performance for the typical child (i.e., the norming sample) would be a score of 100. The Woodcock-Johnson tests allow for the conversion of raw scores to several types of scores. For this analysis, grade-standardized scores and percentile ranks were used.
- v We applied the definitions suggested by Cohen (1977), who proposed that differences of .20 to .50 of a standard deviation corresponds to a 'small' effect. For instance, a five point gain from pre to posttest computes to an effect size of .33 (the five point gain is divided by 15, the standard deviation of the distribution of grade-standardized test scores in the norming sample).
- vi A second source of caution is due to the fact that the sampled students were not a random sample, but rather, were referred for tutoring by school personnel (e.g., classroom teachers, reading specialists) based on their perceived need for services. This raises the possibility that the some part of students' gains may be the consequence of a statistical artifact referred to as 'statistical regression,' rather than a true improvement in reading ability. We have carefully examined our data for evidence of such statistical regression, however, and we believe the weight of the evidence suggests our findings are not an artifact of statistical regression, but instead, represent true improvement in reading ability made by students in the tutoring program.

Abt Associates is an employee-owned research, policy analysis, business strategy, and technical services consulting firm with more than 1,000 employees. Founded in 1965, the firm is built on the belief that sound information and empirical analysis provides the best foundation for decision making. Abt Associates has six offices in the United States, as well as offices in Egypt and South Africa. Our staff provide research and evaluation services to a diverse group of clients, including U.S. government agencies, corporations, private foundations, foreign governments, and international organizations.



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& ECONOMIC COOPERATION

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S. DANIEL ABRAHAM
CHAIRMAN

WAYNE OWENS
PRESIDENT

THE PRESIDENT HAS SEEN

10-13-00

October 12, 2000

President William J. Clinton
The White House
Washington, DC 10500

Dear Mr. President:

We stand in full and total support of Prime Minister Barak and the Israeli efforts to control the deteriorating situation in Israel, the Palestinian Authority areas and the Territories, and want to express our total support for you and all that you are undertaking to accomplish.

With every good wish.

Dan

S. Daniel Abraham

Sincerely,

Wayne

Wayne Owens

Sara

Sara Ehrman

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WJC HANDWRITING



COLORADO COMMUNICATIONS, CORP.
2727 Bryant Street
Suite 100
Denver, Colorado 80211

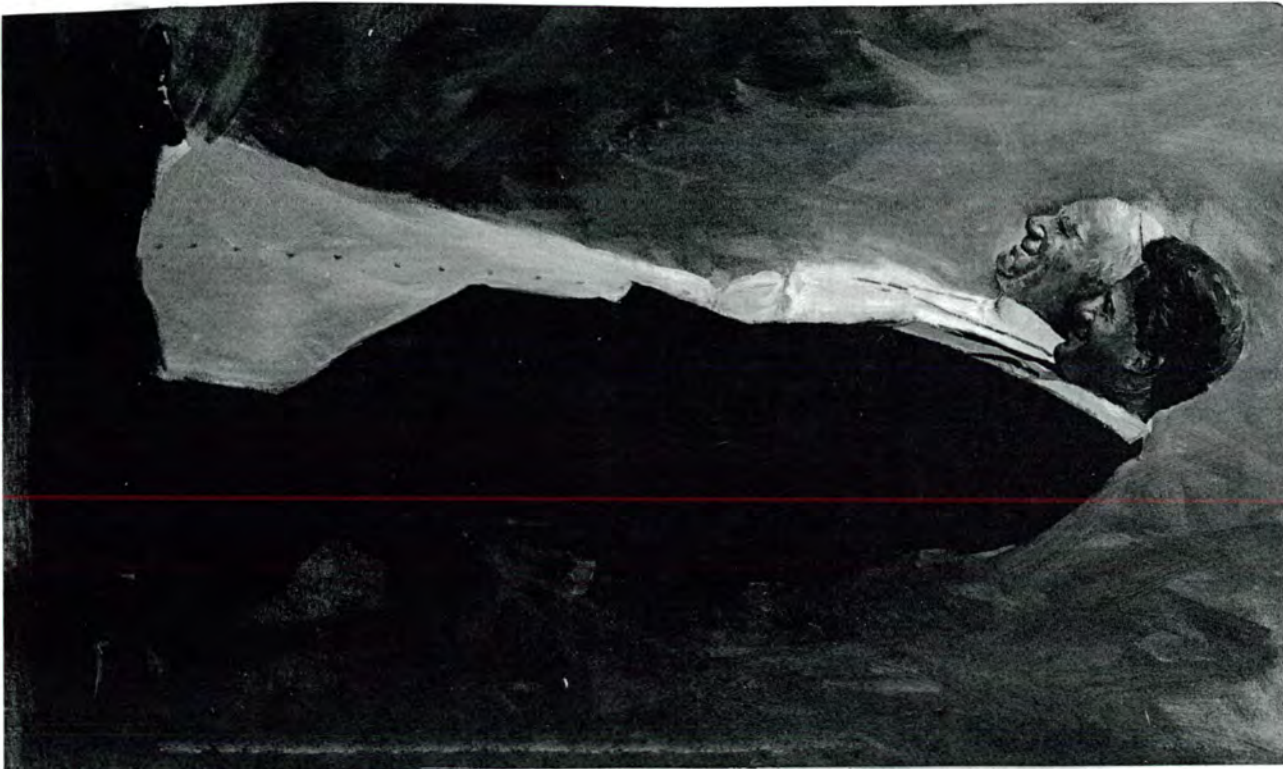
PRESIDENT CLINTON

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10-17-00



PHOTOCOPY
WJC HANDWRITING

A SPECIAL PRINTING
COMMISSIONED by
ZEE FERRUFFINO KBND
RADIO OWNER, OF
PRESIDENT CLINTON
WITH THE POPE.

ZEE FERRUFFINO
KBND RADIO
2626 W. 32ND AVE
DENVER, CO 80211



DEMOCRATIC NATIONAL COMMITTEE

May 13, 1999

Stephanie S. Streett
Assistant to the President
Director of Presidential Scheduling
The White House
Washington, DC 20500

Dear Ms. Streett:

Two years ago, Mr. Zee Ferrufino requested a meeting with President Clinton to present him with a painting that Mr. Ferrufino commissioned of artist Miguel Camarena. I enclose a copy of your letter of response, dated August 20, 1997.

Mr. Ferrufino is from my home state of Colorado, and he is a business leader in our community. I hope that you will give every consideration to granting Mr. Ferrufino's request to present the work of art.

I appreciate your time on this matter.

Sincerely,

Governor Roy Romer
General Chair

RR/mj

Mr. **Zee Ferrufino** - **New Address**

KBNO RADIO
2626 West 32nd Avenue
Denver, CO CO 80211
(303)433-6429

THE WHITE HOUSE
WASHINGTON

August 20, 1997

Mr. Zee Ferrufino
President
Colorado Communications Corp.
Suite 100
2727 Bryant Street
Denver, Colorado 80211

Dear Mr. Ferrufino:

I received your recent letter to President Clinton inviting him to meet with you and Miguel Camarena to receive Mr. Camarena's painting of the President and Pope John Paul II. The President has asked me to convey his appreciation for your thoughtful offer.

Your request is currently under consideration. I will contact you as soon as I have any further information regarding the status of your invitation.

Sincerely,



Stephanie S. Streett
Assistant to the President
Director of Presidential Scheduling

SSS/cvb

Mr. Zee Ferrufino - New Address

KBNO RADIO
2626 West 32nd Avenue
Denver, CO 80211
(303)433-6429

Greater Denver

Deborah Goeken, Metro Editor — 892-5201 • e-mail — metro@denver-rmn.com

Rocky Mountain News

Mon., June 30, 1997

Painter's work slated for Clinton

Radio station funds painting with pope

By Hector Gutierrez

Rocky Mountain News Staff Writer

A painting commissioned by Zenon "Zee" Ferrufino's Spanish radio KBNO AM-1220 will be a special gift to President Clinton, even though he couldn't accept it during the Denver Summit of the Eight earlier this month.

Mexico-born artist Miguel Angel Camarena created the work, which shows Clinton and Pope John Paul II strolling on the grounds of Regis University during the pope's World Youth Day visit in 1993.

But Clinton's schedule during the summit didn't permit him to attend a presentation, and the president didn't want to take the limelight from the foreign dignitaries by being the only leader to receive a painting, Ferrufino was told by White House aides and Democratic officials.



George Kochanec Jr./Rocky Mountain News

Artist Miguel Camarena, left, and Zenon Ferrufino, owner of KBNO radio, show a painting of President Clinton with the pope.

"This painting will be presented at the White House," Ferrufino said. "I didn't confirm anything, but we're in the process and it will be soon. It will be presented by myself and the artist."

"I believe this painting represents a historic moment in Denver and Colorado," said Ferrufino, who has met with Clinton before, and whose office is adorned with photographs of him standing with the chief executive. "I'm also a strong supporter of the president who I think is one of the best presidents this country has ever

had. And I'm also Catholic, and so this is a special painting for me."

The amount of the commission wasn't disclosed by Ferrufino and Camarena, but the work is a new twist for Camarena.

He lives in Denver but travels frequently to his native Chihuahua, Mexico. Many of his paintings reflect the daily lives of Mexico's northern Tarahumara Indians.

"We've been talking about it for a long time and I liked the idea of a politician with the church, faith and political stuff," Camarena, 33 said at his Santa Fe Drive studio.