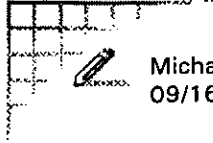


**NLWJC - Kagan**

**DPC - Box 050 - Folder-007**

**Race-Race Initiative Policy:  
Education**



Michael Cohen  
09/16/98 04:25:04 PM

Record Type: Record

To: Elena Kagan/OPD/EOP  
cc: Laura Emmett/WHO/EOP  
Subject: Edley memo

Overall this looks better than the earlier version, which was pretty decent itself. Here are some points you should keep in mind:

The 3 pillars he proposes are ok--it reflects the input Bruce and I gave him.

#### **Close the gap in opportunity and achievement**

With respect to the Education Bill of Rights, I don't think it has the right elements.

- Suggested additions: smaller classes, safe schools, after-school programs (and extra help for kids who need it), choice among good public schools, and 21st century technology.
- Suggested deletions: (1) English acquisition and Post-secondary attainment, because these are both achievement outcomes. They don't belong in a "bill of rights", they are instead statements of the kind of achievement we want. A "bill of rights" ought to be about the learning opportunities that must be available on a universal basis, not about the particular results we want to achieve for kids.
- Need clarification: what does parenting and early childhood mean? I assume access to preschool programs, but I'm not sure what Chris means by parenting.

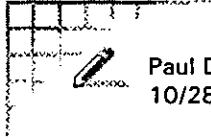
This section also needs to contain a discussion about achievement--both about what we want kids to achieve (standards, postsecondary education) and what it means to "close the gap" with respect to achievement. Closing the gap *should* mean that the education outcomes we value--math achievement, college attendance, English language proficiency--should not be predicted on the basis of racial or ethnic background. While there will always be variation in performance levels and in postsecondary educational attainment, this variation will not be dependent on race. If this isn't stated clearly, it will be (mis)interpreted as meaning that everybody should achieve at the same levels, a proposition that lacks credibility.

#### **Accountability and Responsibility**

This is basically good, though there are two points lurking in the section on *governance and leadership to keep in mind*:

- To the extent that school finance equity is still on Chris' agenda (even though its no longer in the memo)--part of the governance changes that could be considered in an effort to achieve equity is complete state governance and financing of K-12 education, along with the elimination of local school boards. This would make it a lot easier to equalize finance, and probably a lot easier to make other needed improvements in the schools. It would also set off a firestorm. I wish I had a better idea of whether Chris intended to push in this direction, because it would be useful to have guidance from POTUS if he does.
- There is also a federal role issue here--one that is included in the discussion questions list. This book could be a place to make the case--to be followed up in our policy proposals--that the continuing issues of race together with the growing importance of education to all means that the federal government ,must play a larger role in education in the next century than it has in

the past. This could become an opportunity to make the case for national standards, for some uniformity in learning opportunities, and for the federal government to pick up a larger share of the cost for K-12 than we do now. It could also provide an opportunity if he wanted, to distinguish between what must be done nationally (e.g., national standards for teachers and students) and what must be done federally (e.g., pay for building schools, smaller classes, more equitable distribution of funds, etc.) There has not been a really good, thoughtful national discussion of these issues. The President could probably frame them very well, and I would be ok if POTUS "athorizes some rethinking of the long-term federal role..."



Paul D. Glastris  
10/28/98 03:53:11 PM

Record Type: Record

To: Elena Kagan/OPD/EOP, Laura Emmett/WHO/EOP

cc:

Subject: at Bruce's suggestion...

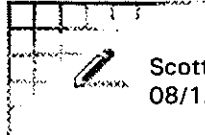
Elena,

Bruce Reed suggested that I get your thoughts regarding the idea I've been promoting about Army-style prep schools to encourage diversity at elite colleges (see below). If you have a few minutes to talk, I'd be grateful. Thanks.

**-How to keep elite colleges diverse, the Army way:** The Clinton administration will continue to support the right of colleges and universities to take race into account for admissions purposes. And rightly so, because it's clear from studies--including the new book by Derek Bok and William Bowen--that diversity works. The problem is that courts and ballot measures have chipped away at the legal basis of race-conscious admissions policies, and will probably continue to do so. What's needed is a second front for affirmative action--a way of creating a supply of minority students whose test scores and academic performance are high enough that they can be admitted to elite schools without racial preferences. Such a system already exist in the U.S. military. The Army, for instance, has a larger proportion of blacks in its upper ranks than almost any other large institution in America. It's secret: The U.S. Military Academic Preparatory School (USMAPS) in New Jersey. Every year, USMAPS accepts hundreds of promising but academically ill-prepared minority high school graduates. These cadets go through a grueling 10-month course of training in reading, math, military discipline, and good study habits. Cadets who make it through go on to West Point, their SAT scores having risen 110 points higher than when they entered USMAPS. Just as important, USMAPS cadets graduate from West Point at the same or higher rate than their West Point classmates who didn't go through USMAPS (by contrast, blacks at elite civilian colleges graduate at substantially lower rates than whites). **Action:** The POTUS should empanel a commission of military generals and elite college presidents to explore the possibility of adapting the USMAPS model to civilian higher education.

Race in PD - Education

Bruce  
FYI



Scott R. Palmer  
08/12/98 04:22:09 PM

Record Type: Record

To: See the distribution list at the bottom of this message  
cc: Elena Kagan/OPD/EOP, Bruce N. Reed/OPD/EOP, Maria Echaveste/WHO/EOP, edley @  
law.harvard.gov @ inet  
Subject: Re: Education Meeting for Race Book

Attached is an initial Thinking Paper for the Education Working Group meeting tomorrow at 10:30. The paper lays out the four discussion questions that Mike described. Please let me know if you have any questions or concerns.



EDUC.WP

Message Sent To:

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Michael Cohen/OPD/EOP  
Michele Cavataio/PIR/EOP  
Barry White/OMB/EOP  
Wayne Upshaw/OMB/EOP  
Robert M. Shireman/OPD/EOP  
Cecilia E. Rouse/OPD/EOP  
Tanya E. Martin/OPD/EOP  
Nicole R. Rabner/WHO/EOP  
Jonathan H. Schnur/OPD/EOP

## Education Working Group: Thinking Paper

Realizing the President's vision of One America will require a long-term effort to achieve the following goals in several critical areas, including education, economic development, and criminal justice:

- Overcome racial disparities;
- Eliminate racial discrimination;
- Improve race relations and promote the value of our diversity.

As part of the President's workplan to achieve these goals, we must construct an agenda of short- and long-term policy actions to be implemented by the federal government, state, local, and tribal governments, the private sector, the non-profit sector, and others. In terms of education, while we must promote action in both K-12 and higher education, given the growing importance of lifelong learning in the 21st century, we should think of education as a continuous pipeline from birth through college and beyond.

To develop a workplan to achieve the above goals in education, we must develop answers to the following questions (NOTE: None of the answers that follow the questions listed below are meant to be complete; rather, they are initial ideas.):

**I. What are the key challenges (i.e., disparities, discrimination, race relations) of race in education? (NOTE: We need to think here of what concrete goals we must accomplish in the next X years.)**

1. Racial disparities in early childhood development (including prenatal care, family learning, child care, pre-kindergarten).
2. Racial disparities in access to educational resources (including funding, high quality teachers, academic materials, challenging curricula, modern technology, contemporary facilities, college participation).
3. Increasing number and diversity of LEP students.
4. Racial disparities/discrimination in educational expectations (including access to high standards, beliefs about individual capacity, beliefs about whose world is whose, beliefs about the "coolness" of educational success, and understanding of opportunities).
5. Racial disparities in educational achievement (including test scores, high school graduation rates, college graduation rates).
6. State of segregation in education (including segregation among schools, segregation within diverse schools due to tracking and self-segregation, lack of diversity in higher education).
7. Vestiges of discrimination in access to K-12/higher education.

**II. What are the hard questions that we must answer to address those challenges?**

1. What is the appropriate role of the federal government in K-12 education?
2. What is the proper role of public versus private versus parochial schools? OR What is the proper role of vouchers?
3. How do we best educate LEP students? OR What is the proper role of bilingual education? How do we best accommodate language diversity?

4. What is the value of diversity in K-12/higher education?
5. What is the proper role of affirmative action in higher education? OR Under what circumstances are race-based actions required or permitted?

**III. What has the Administration accomplished/proposed thus far to address those challenges?**

1. Administration Accomplishments: AmeriCorps; America Reads; Technology Literacy Challenge Fund; increased support for Head Start; support for Charter Schools; Goals 2000 and promotion of high standards; promotion of partnerships between schools and families; Safe and Drug Free Schools Act and Safe Schools Act; support for bilingual education; increased support for Title I; increased loans, grants (e.g., Pell Grants), and work study to make college more affordable and to make two years of college universal; School to Work.
2. Prior Administration Proposals:
3. Recent Administration Proposals: Recruiting New Teachers; Small Class Sizes in Early Grades; Modern School Buildings; Education Opportunity Zones; Hispanic Action Plan; High Hopes; increased support for students loans, grants, and work study; support for affirmative action, increased support for after-school programs.

**IV. What are some bold ideas (new or reformulated) to address those challenges? ( NOTE: These bold ideas should include federal and non-federal actions, short- and long-term actions, etc.)**

- Advisory Board's Likely Recommendations: Strengthen teacher preparation and equity; promote school construction; enhance early childhood learning; promote high expectations; promote movement from K-12 to higher education; promote the benefits of diversity in K-12 and higher education.
1. Improve Teacher Education:
  2. Set Opportunity to Learn Standards:
  3. Equalize School Funding:
  4. Promote School Construction:
  5. Support Test Preparation Programs:



"Christopher Edley, Jr." <edley @ law.harvard.edu >  
07/14/98 07:28:18 AM

Record Type: Record

To: Elena Kagan/OPD/EOP  
cc: Maria Echaveste/WHO/EOP, Marjorie Tarmey/WHO/EOP  
Subject: Vice President's NAACP speech

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Below, and attached, are text of memo I gave, at request of VP's staff, to Maria yesterday concerning a proposed education insert for the VP's NAACP address on Thursday. The problem is that the speech is a rather content-free, and this is a proposed solution, complementing the usual laundry list of accomplishments and such. It suggests four "principles" in an effort to me modestly visionary.

1. Standards/excellence, VNT (yes, I choked)
2. Opportunity to learn - but note how mild, watered down, non-federal and bully-pulitish
3. Cut attainment gap in half -- modeled after the health disparities initiative, but state-focused and hortatory
4. Integration, based on POTUS sentiments on the subject, voiced most recently at the PBS roundtable.

The question is whether it is possible to clear something along these lines for the Vice President to use, even though we haven't consulted governors and the Organization of American States.

I sent this to Mike Cohen yesterday because Maria was going to call him, but you ought to have it because now she says she may call you, sometime this morning.

Eli Attie is working on the speech.

Ciao.

PS: Thanks for your counsel yesterday.

-----  
7/13/98

To: Maria Echaveste  
From: Christopher Edley, Jr.



Re: Vice President's Gore's NAACP Speech - Clearance of Education Issues

Attached is a series paragraphs containing some education ideas I would like the Vice President to consider for his NAACP speech on Thursday. I know time is short. The question is, can something like this get clearance? The VP's office is interested, but we have not shared it with the Vice President yet. Everyone's concern is that the policy process just moves too slowly to get this done. Is that true?

I apologize for my tardiness. I should have proposed this weeks ago. I was wasting my time on other matters.

Cc:

Mike Cohen, DPC  
Eli Attie, OVP

[insert follows . . .]

I believe we can do better. I believe we can hold ourselves to a higher standard. I believe that if we give them the opportunity, every child in America can learn. And I believe it's time to stop pointing fingers and start joining hands to fix our schools -- because we don't have a child to waste.

Today, I want to suggest four clear principles to guide us, four core values to guide us as we move forward in the struggle: excellence, opportunity, achievement, and integration.

First, we will not get excellence from our children until we demand it - demand it from students, parents, teachers and administrators. - from everyone. That is why President Clinton has called for voluntary national tests in the basics: 4th grade reading, and 8th grade math. excellence from all requires accountability for all. When it comes to education, the era of excuses must be over.

Second, I believe that every state and school district should define a basic level of opportunity for our children -- including the right resources and the right climate for learning -- and then measure whether classrooms and schools are meeting that goal. if kids don't get a chance to take algebra, or learn English; should we be surprised by low sat scores or high drop out rates? every child deserves a basic opportunity to learn, and the NAACP can play a role in holding local schools and officials accountable.

Third, I believe that every state and school district should set a goal of cutting in half the achievement gap between the richest and the poorest students, and among different racial and ethnic groups, over the next decade. And fourth, at time when America is becoming more diverse, too many of our schools are becoming less diverse. I believe we must reverse this trend, and recommit ourselves to integration and diversity in our schools using voluntary tools such as public school choice, charter schools and magnet schools. the best education is one which prepares students for the diversity in America. we must break down the walls between us, to understand our neighbors, and since everyone can't be in the army, our best hope for doing that is through the experiences we

give our children in school.

These four principles are not some distant dream -- they are the foundation for the education battles we are fighting right now -- battles we must wage for our children's future.

Let's start by passing President Clinton's plan to hire 100,000 highly trained teachers to reduce class size in the early grades from an average of 22 to 18.

Then let's hire another 35,000 teachers in our poorest schools, and improve the quality of their teaching.

Let's pass Senator Carol Moseley-Braun's \$22 billion plan to rebuild and modernize our schools -- because we can't lift our children up in schools that are falling down.

Let's pass Congressman Chaka Fattah's High Hopes program -- to tell children as early as elementary school: if you work hard and stay in school, we'll give you mentoring, we'll give you tutoring, and we will guarantee you the help you need to pay for college.

And in this new economy and Information Age, let us close the digital divide that throws up new barriers to opportunity, and to the high-paying jobs of the future.

Think about it: if we put computers and the Internet in every classroom and school library in America, along with trained teachers, we'll never again have to worry that schools lack the latest textbooks, or good library collections. Every child in every community -- from the most remote rural district to the poorest inner city school -- will have access to the same vast universe of information.

And now we need the E-Rate -- so Internet connections will be greatly discounted for 30,000 schools, and almost free for the poorest schools.



- vp-naacp.doc



# ONE AMERICA IN THE 21<sup>ST</sup> CENTURY

The President's Initiative on Race

The New Executive Office Building  
Washington, DC 20503  
202/395-1010

## MEMORANDUM TO SYLVIA MATHEWS

FROM: Judith A. Winston *Am W for Judith Winston*  
Executive Director

SUBJECT: Draft Letter from John Hope Franklin to the President Regarding the  
December 17, 1997, Advisory Board Meeting

DATE: January 23, 1998

Attached is a draft copy of a letter from Dr. John Hope Franklin to the President providing feedback on behalf of the Advisory Board on the lessons learned at their December 17, 1997, meeting, which focused on issues of race in primary and secondary education. Dr. Franklin has approved the letter and we have sent a final copy to him for his signature, but I wanted to deliver this draft copy to you today in case the President would like to refer to the guidance in his State of the Union Address or related policy announcements.

The letter expresses the Advisory Board Members' concerns about continuing racial disparities in education and expresses support in broad terms for several upcoming policy announcements, including the Hispanic education proposal and, most notably, the college-school partnerships initiative. The letter also offers in broad terms some additional policy recommendations.

If you have any questions or concerns, please feel free to contact Audrey Hutchinson, Chief of Staff, Lin Liu, Deputy Director for Policy Planning and Research, or Scott Palmer, Policy Associate, of my staff. They can all be reached at (202) 395-1010.

Attachment

cc: Elena Kagan



# ONE AMERICA IN THE 21<sup>ST</sup> CENTURY

The President's Initiative on Race

DRAFT/1.23.98/10:00 a.m.

The New Executive Office Building  
Washington, DC 20503  
202/395-1010

January 23, 1998

President William J. Clinton  
The White House  
Washington, D.C. 20503

Dear Mr. President:

I am writing on behalf of your Advisory Board on Race to report on our December 17, 1997, meeting, which was held at Annandale High School in Fairfax County, Virginia, and which focused on issues of race in primary and secondary education. The meeting was designed both to follow up on your suggestion that we study Fairfax County as a microcosm of America's burgeoning diversity and to continue our focus on education as the key to creating One America. The meeting consisted mainly of two lively and fruitful discussions concerning racial disparities in educational opportunity and the challenges associated with increasing student diversity. We also discussed strategies that can overcome racial disparities and make diversity an asset in education. These discussions built on numerous articles and studies that Board members have reviewed in the last several months concerning issues of race in education.

While there is much more that your Advisory Board needs to know and discuss about issues of race in primary and secondary education, there are several areas upon which the Board would like to provide preliminary feedback to you at this time. According to Dr. Harold Hodgkinson, Director of the Center for Demographic Policy at the Institute for Educational Leadership, who presented at our December 17 meeting, the next thirty years will see a substantial increase in minority students in our schools ~~from 39 percent today to over 50 percent by 2025.~~ At the same time, the data indicate that racial disparities in education persist. For example, in terms of educational opportunity, ~~students of color are more likely than white students to be educated in schools with poor facilities, less challenging curricula, less qualified teachers, and fewer computers.~~ Furthermore, in terms of educational achievement, while ~~achievement scores have increased for all groups, black, Hispanic, and Native American students continue to perform below white students, and high school dropout rates for Hispanic and Native American youth remain unacceptably high.~~ Whether these racial disparities are due to higher poverty rates in minority communities or to more directly race-based causes such as low expectations for minority youth, it is clear that we cannot fully become One America unless we eliminate these inequities in education.

We know that you have made excellence in education a hallmark of your presidency and that you have successfully promoted many impressive policies to improve education for all Americans. In addition, several initiatives that you have recently proposed, including your Initiative to Attract and Prepare Tomorrow's Teachers, which would provide \$350 million to attract 35,000 new teachers to high-poverty schools, and your Economic Opportunity Zones Initiative, which would provide challenge grants to high poverty schools with comprehensive, effective reform programs, have the potential to address some central issues of racial disparities in education. Furthermore, several initiatives that we understand are presently in development, including a package of efforts aimed primarily at improving educational outcomes for Hispanic youth (including reducing Hispanic dropout rates) and a proposal to address the problem of crumbling school infrastructure, also have the potential to address key issues of race in primary and secondary education.

In addition to these initiatives, based on our readings and on conversations with education leaders with diverse perspectives on educational issues, we recommend that you examine closely and consider promoting some additional action in the following areas. Because we are not all education policy experts, we have chosen to make our recommendations in broad terms:

- Teacher equity and preparation: There seems to be substantial agreement that high-quality teachers are our most valuable educational resource. However, the data show that lesser-qualified teachers are overrepresented in high-poverty, high-minority communities. In addition, teachers are often ill-prepared to promote high expectations for students of all races, to create settings in which students of all races can learn effectively, and to teach in increasingly diverse environments. We recommend that you look at ways that the federal government can help bridge racial disparities in student access to quality teachers and support the professional development of teachers to serve minority students better.

On the latter point of the professional development of teachers, the Board was particularly impressed with the comments and work of Dr. James Comer, Professor of Child Psychiatry at Yale University, who participated in our December 17 meeting. It is our understanding that Dr. Comer has developed and implemented educational programs that have overcome racial disparities in student achievement by training teachers to understand and promote child development on all levels -- social-interactive, psycho-emotional, moral, linguistic, and intellectual-cognitive. ~~According to Dr. Comer, colleges and universities do not presently train teachers in child development to any significant degree, and such training is critical to the success of minority students, particularly those in high-poverty schools.~~ We urge you to examine this issue further. Perhaps child development can be promoted through your Initiative to Attract and Prepare Tomorrow's Teachers, by rewarding schools that teach child development in preparing teachers to serve in high-poverty, high-minority communities.

- Pipeline programs: One of the problems that we discussed at length at both our November 19 and December 17 meetings was the problem of limited expectations of and for minority students and the extent to which this problem negatively affects the achievement of minority students and their participation in higher education. It is our understanding that programs that expose students at an early age to future educational opportunities and that provide mentoring, tutoring, and other support for students who aspire to take advantage of those future opportunities have shown positive results in improving educational outcomes for minority youth. We understand that you are presently considering a proposal to expand existing pipeline programs, such as the TRIO programs, and to promote new programs, such as college-school partnerships, to increase expectations, improve achievement, and increase college access for minority students. We want to offer our support for such a proposal.
- Teaching racial understanding: As we saw firsthand during our visit to Annandale High School, many of our schools are rapidly becoming more racially diverse. This diversity can be a great asset in teaching students how to get along with people different than themselves and about how our cultural diversity enriches America. We have had the opportunity to learn about many programs, several of which the Initiative has featured as promising practices, that are working in our schools to teach children the tolerance and understanding necessary for them to function as good citizens in our multicultural, democratic society. Many of these programs, such as The Teaching Tolerance Project and Facing History and Ourselves, offer educational resources and guides designed to promote racial understanding and unity. Other programs are bringing together students from racially isolated schools to work together, often in community service activities, and thereby bridge racial divides. These efforts, which focus on youth and education, go to the very heart of your vision of One America. We must think of creative ways that the federal government can further support primary and secondary schools in their efforts to implement such programs and to promote understanding through diversity.
- Public school choice: At our December 17 meeting, we gave attention to the propriety of supporting charter schools and using vouchers as strategies for overcoming racial disparities in primary and secondary education. While many of us have substantial concerns about using public school money to fund private schools, there seemed to be some consensus among Board members and panel participants on the efficacy of exploring public school choice as one strategy for increasing educational opportunity and overcoming racial disparities in education. I know that you are a strong proponent of public school choice. We wish only to offer our support for your continuing efforts in this regard.

Finally, I am pleased to report that we were joined at our December 17 meeting by Secretary of Education Richard Riley who announced one small but important new effort

Page 4 - President William J. Clinton

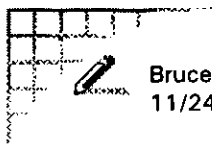
designed to help bridge racial divides in education. Secretary Riley announced a partnership between the Department of Education and the President's Initiative on Race to produce, as part of the promising practices effort, several case studies of educational programs that are promoting high expectations and positive outcomes for students of all races and can perhaps be replicated and strengthened across our nation. We also released at the December 17 meeting the first such case study -- a study of Bailey's Elementary School in Fairfax County, Virginia, which is a remarkably diverse magnet school that is overcoming past fears of racial diversity and making diversity an asset in education. A copy of the case study is attached for your information.

Thank you for your consideration. I expect that the Board will address again in subsequent meetings issues of race in primary and secondary education, and I look forward to reporting to you on our further findings and recommendations. I would, of course, be pleased to discuss any of the above thoughts with you. My best wishes.

Yours truly,

John Hope Franklin  
Chair

Race initiative policy - education



Bruce N. Reed  
11/24/97 06:58:36 PM

Record Type: Record

To: Sylvia M. Mathews/WHO/EOP

cc:

Subject: Town hall announcement

We've been working hard to get consensus on a policy announcement for the week of the town hall. As you could tell from the meeting in Gene's office, it won't be easy getting early sign off from OMB for anything specific. The best policy to announce would have been the mentoring initiative, but Gene wants more time to line up support. Our second choice, education opportunity zones, costs too much (\$300 million) to speed through the budget process.

Our latest idea on how to get past these hurdles is that the President could do a directive to Riley to develop a plan over the next 45 days on both these ideas -- how to reward urban and rural high-poverty areas for sweeping school reform, and how to build on America Reads with college-sponsored mentoring. That's not the same as having a specific proposal with budget numbers, but it would still have some news value. Moreover, with Thernstrom certain to press her case against affirmative action in the town hall, we think at least some hint toward the mentoring initiative becomes all the more important.

I'll be out the next couple of days, but Elena and Mike will keep working on this. (Gene was out today, so we haven't had a chance to raise it again with him.) Elena is also finishing up a schedule of announcements for the next 3 months.



October 7, 1997

MEMORANDUM FOR ELENA KAGAN

From: Mike Cohen  
Bill Kincaid

Subject: Strategy for Maintaining and Expanding Diversity in Higher Education

Over the past 24 hours we have consulted with Department of Education and NEC staff, and have reached out to the higher education community, to determine what additional steps (beyond the proposed mentoring and partnerships initiative) the Administration should take to maintain and expand diversity in the nation's postsecondary institutions. In the course of these consultations we have identified additional persons with whom further discussions would be valuable, and who could help us further shape and refine this strategy. For now, here is our thinking:

**I. Make the case for diversity.**

- Particularly in the context of higher education, the President should speak even more frequently and with greater focus than he does now on the importance of diversity. We should consider devoting a town hall to this topic. Pushing this message will greatly help higher education institutions sustain their individual efforts.
- ✓ ( Ask the Department of Education to assemble data to more convincingly make the case for the educational value of diversity. The higher ed community remains firmly committed to the importance of diversity, but they could use help bolstering gut instincts with research.
- ✓ ( ACE is organizing an effort to get the entire higher education community to sign on to a joint statement on the importance of diversity. A Presidential announcement of such a statement could make a strong event.

**II. Identify and highlight effective outreach and recruitment efforts.**

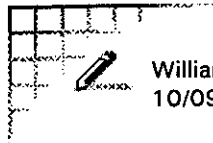
- ✓ ( Clearly there are some good examples of outreach and recruitment efforts that are working in specific circumstances. We should identify and highlight these examples in speeches and other forums.
- The Department of Education should be tasked with working with the higher education community to determine what publications, guidebooks, or meetings (beyond already-scheduled higher education group meetings) could be helpful in this regard.

- The President could invite college presidents, deans and others to the White House to discuss successful initiatives.

### **III. Keep the focus off admissions policies per se.**

- Many postsecondary institutions (other than those in the 5th Circuit, or in California, which face different constraints) are quietly reviewing their affirmative action policies to ensure that they pass muster under Bakke. Our sense is that they can best accomplish this without high profile attention at the Federal level.

Race Initiative Policy -  
Education



William R. Kincaid  
10/09/97 09:43:16 AM

Record Type: Record

To: Elena Kagan/OPD/EOP  
cc: Michael Cohen/OPD/EOP  
Subject: More ideas for memo

This a.m. spoke with Marty Michaelson at Hogan & Hartson; represents ACE and other higher ed orgs, plus individual higher ed institutions (including lots of big-name schools like Harvard). He had a couple of suggestions on possible things that could be helpful re: supporting diversity that were consistent with what Mike and I sent you but might add some more texture to your memo, if it hasn't gone yet. I'm off to charters/reading mark-up, but here are a couple of quick notes on his ideas:

1. Launch a low-key, non-big deal basis -- a small scale ED project to summarize for POTUS the social science research that exists on ed value of diversity. Thinks never has been done in the govt. In their Piscataway brief, they took a run at that (I'll give you a copy). ] ✓

Impt. To encourage ed community to strengthen research, let people know what's going on, coord with what's going on in private sector -- sign of POTUS/exec branch interest, recognizing limits.

2. A visit, or meeting of POTUS with leaders from higher ed universe (not big, not necc. Associations) maybe a dozen, thoughtful folks, possibly including several foundation leaders (mellon/Bowen), to discuss the state of play on preservation of diversity in higher ed, maybe preceded by a briefing paper -- higher ed community could help. Communicating to community that POTUS is concerned -- putting out encouragement to higher ed leadership at a difficult time for them. ]

Thinks it would be good to do this pre-Piscataway decision (expected in Spring).

Also, he noted this stat: between 2000-2010 -- 5 million more 18-24 year-olds -- 2.1 million will be Hispanic or black -- well over 40%. 1.4 M Hispanic, rest black. Highly disproportionately low-income /or poorly ed. Real issue is what to do about that pop.

-- Bill

## Education/Race Initiative

### New Initiatives for FY 1999 Budget

1. Preparing and Recruiting Teachers for High Poverty Urban and Rural Communities--Title V already transmitted to Congress
2. Urban Initiative for standards-based reform (in ED budget request at \$320 million for FY99)
3. University/School Partnerships focused on mentoring middle school students (in ED budget request at approx. \$200 million for FY99; supported by NEC and DPC)
4. School Construction???

### Minority Enrollment Issues

1. Legal efforts re: 209 and Hopwood (summarized memo from Leslie Thornton to Elena)
2. Mentoring partnerships described above
3. ED work with higher education community to identify effective practices regarding recruitment and admissions -- plan to be developed

### Other Issues

1. Hispanic Initiative led by NEC
2. Native American Education Initiative--to be developed, possibly through DPC Working Group on Native American Issues

### Bully Pulpit

1. Racial Isolation among and Within Schools
  - ED report on best practices for helping kids learn to get along across racial lines *w/in schools*
  - ED may have some grant \$ to support some model projects
2. School Finance Equity
  - POTUS speech -- states and districts need to do more to provide all kids with resources they need
3. Possible WH conference on public education (with mayors)

### Civil Rights Enforcement

- Fight for FY98 budget request

**Race and Urban Education Issues  
Preliminary Description of Issues**

**WORK ALREADY UNDERWAY**

**1. Raising Standards**

Urban Testing Initiative which signed-up 15 urban school systems to participate in national tests and form network with ED and NSF to share information about promising practices and resources to prepare students to meet the standards.

Urban systemic reform building on ED's 1996 proposed urban initiative (ACE) which focused on accountability, choice and excellence through an urban grants program.

Reconstitution of failing schools focused effort that would stimulate and support efforts to turn around failing schools

**2. Improving Teaching**

Teacher Recruitment and Preparation initiative proposed under Title V of HEA

**3. Providing Safe Places Before and After School**

Community Schools Program in ED's FY 1998 budget

After School Programs in proposed amendment to Juvenile Justice bill

**4. School Construction**

Action needed depends upon outcome of budget reconciliation

**5. Expanding Access to Higher Education**

Addressed in decision memo in response to Chaka Fattah proposal

**6. Hispanic Education Initiative**

NEC leading effort on this

**7. HBCU's**

**POTENTIAL AREAS OF NEW WORK**

**1. Using existing resources and programs (Title 1, Safe and Drug Free Schools, Technology Literacy Challenge, e-rate, Goals 2000, School-to-Work, Voc. Ed.) to more effectively support the improvement of urban education, by:**

greater targeting of resources to urban areas through appropriations requests, formula changes, or regulatory changes.

increased flexibility in the use of formula funds to support local improvement strategies.

better information on effective practices for addressing urban issues with federal program funds.

targeted technical assistance to help small number of districts use program funds and R&D to strengthen reforms, with a special emphasis on reading and math standards.

accessing resources in EZ's/EC's to support education improvement

targeting funds for National Board for Professional Teaching Standards to provide support to urban (and rural) teachers preparing for board certification and/or incentives for board-certified teachers to teach in high poverty urban (and rural) schools ]

**2. Racially Identifiable Schools**

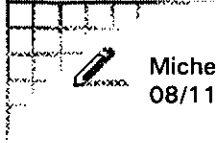
**3. Civil Rights Enforcement and Education Reform: Working through potential conflicts**

School Takeovers and Voting Rights Act  
High Stakes Testing and Title VI  
Teacher Testing and Title VII

**4. School Finance Equity**

possible bully pulpit -- highlight problem, challenge states to do better

**5. Tribal Schools**



Michele Cavataio  
08/11/97 02:30:34 PM

Record Type: Record

To: Elena Kagan/OPD/EOP, Sanders D. Korenman/CEA/EOP  
cc: Audrey M. Hutchinson/PIR/EOP, Robert Wexler/PIR/EOP  
Subject: Collecting the Facts on Race

Elena and Sandy,

We have been discussing the need to move ahead rapidly on collecting data for the Race Initiative. We have set up a meeting with Judy Winston for Wednesday and hope that some work can be done between now and then.

I reviewed the draft outline that Sandy prepared using Chris Edley's framework. I think that it is a good start, but it needs more detail. We would like for you all to identify one person with expertise to be our main contact for each of the broad categories we are researching. Jose Cerda had mentioned that the DPC had identified some staff members to serve in this capacity. The categories where we need a contact are:

1. health
2. education
3. housing
4. crime & the criminal justice system
5. economic status / labor markets
6. political participation
7. public attitudes about race relations

Under each of these categories, it would be helpful to identify the following information:

1. key indicators of progress
2. trends in disparities among races
  - where have positive changes occurred (especially those where government intervention has made a difference)
  - where are disparities growing
3. costs of discrimination
4. data sources, upcoming studies, other resources of information

We would expect the contacts to work closely with the federal agencies to gather this information.

Is it possible that you could bring to the Wednesday meeting the key contacts for each of the 7 areas and have each of them bring a list of the key data elements they would expect to collect?

Please feel free to call (5-1013) or email me if you have any questions or concerns.

Thanks very much.

Race initiative policy -  
education

## NAACP Speech Education Portion

**1. Disturbing gap in achievement and attainment between low income and more advantaged, between black and white [fill in data on trends in student achievement and postsecondary enrollment and completion]**

**2. One important reason is attitude -- belief that learning is dependent on background and IQ rather than effort and hard work.** This has led to a tyranny of low expectations; many well intentioned people, out of compassion, have held lower expectations for students from disadvantaged and minority backgrounds and, as a result, have sold their future's down the river.

**3. That's why Riley and I have worked so hard to raise academic standards; to give every student the benefit of high expectations and a challenging curriculum.** We fought to pass Goals 2000 and overhaul Title 1 so that every child, from the poorest inner city school to the most isolated rural school to the richest suburban school would be taught to the same expectations.

**4. That is why we are fighting right now for national standards in reading and math, and tests to measure progress.** These standards make clear to students, parents and teachers what every child is expected to learn; make it possible for schools, parents and communities to focus on preparing students to meet the standards, and the tests make it possible to tell if we are making progress. In too many states and too many schools the tests they use and the grades they give paint an inaccurate picture of student achievement, giving parents and students alike a false sense of achievement and denying them the help they need to succeed in the future.

**5. Make no mistake, standards and tests are essential, but alone they are insufficient.** As a nation we must give students and schools the tools they need to reach these standards. And we must do this for all children, leaving no one behind. Education is a state and local responsibility, and that is where the primary responsibility for equal educational opportunity rests. But education is a national priority, and we all must do our part -- parents, community groups, state and local governments and the federal government.

**6. Here is what my Administration has done:**

-- Help local communities renovate and repair schools that need it, and build new ones where needed, because students can't learn in buildings that are falling down, in disrepair, or seriously overcrowded -- will keep working to get Congress to pass a School Construction Initiative, even though R's balked in budget agreement



-- Make sure every student in poor urban and isolated rural school has access to the same information that students in the wealthiest suburban communities have -- e-rate

-- Provide the extra help so that every 8 yr old can read independently and well -- America Reads

-- Work to keep students and schools safe, disciplined and free of drugs --

[need strong value statement about kids needing to go to school where they won't be in fear of their lives, of daily routines such as walking to school or going to bathroom, or of falling behind in learning because kids are disruptive. Much of the responsibility here falls with parents, who must teach kids right from wrong, and schools, which must have and enforce discipline policies] POTUS could talk about Administration efforts re: weapons in school, truancy, uniforms.

**7. We must do more, especially for urban and poor rural communities where the barriers to achievement are the greatest. As a first step, I am announcing today a new initiative to help recruit and prepare a diverse group of teachers to teach in urban and rural communities. This initiative includes scholarship incentives for people who will commit to teach for at least three years in high poverty communities, with a special emphasis on recruiting minorities into teaching, and on nontraditional teaching candidates such as teachers aides and other paraprofessionals, and mid-career professionals who want to shift into teaching. It also includes funds to strengthen the teacher preparation programs, so that those who go into teaching will be better prepared to teach students served by urban and poor rural schools.**

**8. Over the coming months, my Administration will develop additional initiatives to strengthen education in urban areas, addressing issues such as....**

**9. Others must do their part as well, if we are to provide the benefits of a world class education to all of our students. ....**

Draft  
6/30

## Race and Urban Education Issues

### 1. Using existing resources and programs (Title 1, Safe and Drug Free Schools, Technology Literacy Challenge, e-rate, Goals 2000, School-to-Work, Voc. Ed.) to more effectively support the improvement of urban education, by:

greater targeting of resources to urban areas through appropriations requests, formula changes, or regulatory changes.

increased flexibility in the use of formula funds to support local improvement strategies.

better information on effective practices for addressing urban issues with federal program funds.

targeted technical assistance to help small number of districts use program funds and R&D to strengthen reforms, with a special emphasis on reading and math standards.

### 2. Raising Standards

Urban Testing Initiative which is identifying approximately 12 urban school systems that would sign up for national tests and form network with ED and NSF to share information about promising practices and resources to prepare students to meet the standards.

- \* { Urban systemic reform building on ED's 1996 proposed urban initiative (ACE) which focused on accountability, choice and excellence through an urban grants program.  
Reconstitution of failing schools focused effort that would stimulate and support efforts to turn around failing schools

### 3. Improving Teaching

Teacher Recruitment and Preparation initiative proposed under Title V of HEA  
Incentives for National Board Certification to provide support to urban (and rural) teachers preparing for board certification and/or incentives for board-certified teachers to teach in high poverty urban (and rural) schools

Increasing Diversity in Teaching Force including any steps needed in addition to current Title V proposal

### 4. Providing Safe Places Before and After School

Community Schools Program in ED's FY 1998 budget

After School Programs in proposed amendment to Juvenile Justice bill

### 5. School Construction

Action needed depends upon outcome of budget reconciliation

### 6. Expanding Access to Higher Education

Addressed in decision memo in response to Chaka Fattah proposal

### 7. Hispanic Education Initiative

**8. Racial Isolation Among Schools**

**9. Civil Rights Enforcement and Education Reform: Appearance of Conflict**

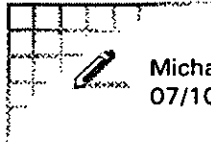
School Takeovers and Voting Rights Act

High Stakes Testing and Title VI

Teacher Testing and Title VII

**10. School Finance Equity**

Race initiative policy -  
education



Michael Cohen  
07/10/97 01:30:58 PM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc:

Subject: URban/race stuff



URBANE NAACP.WP

Attached is the revised outline of the urban education/race issues, and an outline I sent Terry Edmonds last night for the speech. Here is what you should know about each:

**1. NAACP:** The speech outline reflects our conversation as well as one I had right afterwards with Leslie Thornton (COS to Riley and race initiative contact at ED). She felt strongly that it was a mistake to talk about the national tests to this crowd, because they hate it. She thought it was ok to talk about standards, but not tests.

I strongly disagreed with that--he can't talk about standards without talking about tests, and he can't lead much of a national dialogue if he backs away from his highest priority because it is controversial. Leslie was concerned that we would be worse off with stories saying that POTUS got a hostile reception (or filled with quotes from people in the audience saying how much they dislike the testing idea) than we would with stories saying that POTUS downplayed his priority in order to cater to the audience.

In any event, we agreed on the rest of the speech -- talking about what we have done to create the conditions for preparing kids to meet the standards and do well on the test. And that we need to do more. We agreed on the basic points to be made as well -- issues like safety, our investments in technology, reading tutors, etc.

I framed the Title V announcement as the first step in the "we need to do more" section. However, as you can see, I'm not sure what to hint at as the other steps we expect to take. I'm still working on this, and talking to people at ED. Let me know your thoughts.

**2. On the overall framework for the urban/race working group:** I've made some slight modifications from the version you looked at Tues. evening, and I've started to identify where the leadership for each effort ought to be housed (I'll get you more detail on this shortly -- the general rules are (1) where there is an activity up and running, keep it going under current form [e.g., Shireman/NEC are taking the lead on the Hispanic education initiative. I don't see messing with that; (2) where there is new stuff to be done, I should be the presumptive lead/convener; and, (3) the issue on civil rights enforcement and ed reform -- title VII, Voting Rights, etc. -- needs to be figured out in light of how you approach the Administration of Justice issues)

The key issue to get this area moving is to figure out exactly what we are asking each group to produce, and what the timeline for producing it is. I'm trying to flesh that out a bit today, and will

send it to you later. I don't expect to nail this down very much, but I think before we meet with the working group, we need to be able to give them a better idea of what we want.

Hope this helps. Any thoughts?

✓ **3. Title V update:** (1) Education agreed, after some struggling and with support from OMB, that they would focus the teacher preparation component (the "lighthouse" institutions) entirely on urban and poor rural areas, rather simply making it a priority for the competition (awarding bonus points in effect).

(2) We all agreed, after much discussion, that it was ok for ED to keep this as two separate components -- one on lighthouse institutions, and one on providing scholarships for people who agree to serve in underserved areas. The best argument for doing this is that it works better for urban systems -- they can play in this competition if they have a good program for moving paraprofessionals into the classroom, for example, even if they don't have an institution of higher education that has a prayer of become a lighthouse teacher training institution. I made Terry Dozier confirm this with the Council of Greaty City Schools before signing off on it. I also made them promise that the press materials that are produced (they will send first draft today, we will naturally control final version), unlike the specifications we have seen, ~~we~~ not make a reasonable person wonder why we are trying to recruit teachers from low quality institutions. I think we can do this.

(3) their impact estimates (number of new teachers, etc.) are still a bit soft, and need to be reworked anyway in light of the urban focus. I'll get them soon. Because we have better focused the program, we can show that we are having a relatively greater impact.

(4) ED's budget proposal is at \$60 million for the first year, and increasing by \$10 million each year until it ramps up to \$100 in the 5th year. Kathy Stack thought this might be too high for OMB to swallow; I didn't think \$10 million per year should be a huge problem. Bruce thinks we are ok as long as we can talk about a \$250 million program, and I will keep talking to OMB today to work this out.

(5) We discussed, but didn't resolve, the issue of seeking endorsements ready to be announced when the President announces the proposal. We do not expect to get endorsements from the higher education community, since they want the money to be spread all over the country. e might be able to get K-12 endorsement, especially from the urban schools. No one has yet talked to NAACP or the civil rights groups. I need guidance on this-- it would be good to get endorsements, but if we seek them we run the risk of being drawn into negotiations at this late date, and of having the proposal leaked.

Any guidance?

Otherwise...everything is completly under control!

Race Initiative Policy -  
education

Draft 2  
7/9

## Race and Urban Education Issues

### WORK ALREADY UNDERWAY

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## 2. Racial Isolation Among Schools

not clear what to do on this

## 3. Civil Rights Enforcement and Education Reform: Working through potential conflicts

School Takeovers and Voting Rights Act  
High Stakes Testing and Title VI  
Teacher Testing and Title VII

## 4. School Finance Equity

possible bully pulpit -- highlight problem, challenge states to do better

Race initiative -  
policy - education

MIKE/EK -  
we shd talk about  
this at NAACP. -BR

# Rights Hero Presses Plan For School In Detroit

By HALIMAH ABDULLAH

More than 40 years after Rosa Parks refused to give up her seat to a white passenger on a bus, the opening salvo in what became the Montgomery, Ala., bus boycott, she is trying to set up one of the first charter schools in Detroit.

If her proposal for a school named for her and her husband, the Raymond and Rosa Parks Academy for Self Development, is approved by the Detroit Board of Education this summer, Mrs. Parks's school will join some 700 charter schools nationwide. Charter schools are run by many groups, including civil rights advocates, and by teachers who have left traditional public schools, and sometimes by private concerns. Proponents view charter schools, which are able to operate autonomously, as alternatives to traditional public schools and private and parochial schools.

The Detroit Board of Education has approved only two of the charter school proposals that have come before it since the state adopted charter school laws in 1993. Mrs. Parks's application is one of 12 such proposals. Mrs. Parks, who lives in Detroit, hopes to open the school in September.

Mrs. Parks already runs an after-school program, the Raymond and Rosa Parks Institute for Self Development, which teaches children "quiet strength" and self-paced study, said Elaine Eason-Steele, the program's co-director. The school would be modeled after the institute and would serve 250 students in kindergarten through the 12th grade.

"We noticed in the youth that we have worked with that there are some things that are missing," Ms. Eason-Steele said. "Sometimes the

Rosa Parks joins  
the growing  
charter school  
movement.

youth solve things in a hostile manner. We want to help them develop a sense of self-esteem and consider other options."

Mrs. Parks has created similar after-school programs elsewhere.

The number of charter schools is growing nationwide, said Joe Nathan, director of the Center for School Change at the University of Minnesota. Mr. Nathan estimated that more than 700 charter schools would be operating in the United States this fall.

"There is great suspicion that many private and parochial schools are elitist," Mr. Nathan said. "These activists have seen that charter schools help kids in more urban areas."

Legislatures in 27 states have provided for charter schools, which operate with public money but are not bound by the same rules and standards as traditional public schools.

Charter schools originated in St. Paul, Minn. In 1991, Milo Cutter and Terry Kraabel, both former public school teachers, started the Power League, an after-school program for 40 students who had been expelled from school. A year later, the Minnesota Legislature passed groundbreaking legislation that allowed the Power League program to grow into the City Academy, the nation's first charter school.

City Academy now has 90 students and nine staff members. Many of the graduates have gone on to college, and the school has a waiting list of 40 students.

In Houston, the Raul Yzaguirre School for Success attempts to raise the self-esteem of its students by involving the community in the school's programs. The school's mission reflects the philosophy of its founder, who is the president and chief executive officer of the National Council of La Raza, a nonprofit Hispanic-American organization. Parents are required to volunteer at the school as a condition of their child's acceptance.

"The dropout rate for Hispanic and African-American kids in our area is very high," said Adriana Tamez, the principal of the Yzaguirre school. "In order to help this problem, we feel we have to catch these kids at the middle-school level."

Mrs. Parks's school would have a similar mission. "We hope this works out," said Anna Amato, the Detroit consultant who is helping Mrs. Parks and others prepare their charter proposals, "because we want parents to know there are options out there that are not bound by where they live and how much money they make."

## Launching of Shuttle Is Scheduled for Tuesday

CAPE CANAVERAL, Fla., June 29 (AP) — NASA has scheduled a launching of the space shuttle Columbia for Tuesday, despite forecasts for thunderstorms.

John Guild, test director, said today that NASA managers would decide on Monday whether to proceed with the afternoon liftoff. NASA could delay the launching until evening, if necessary. Only slightly better weather is expected on Wednesday. The possibility of thunderstorms means that the chances of having acceptable conditions for a launching are about 10 percent.

Columbia contains the same laboratory experiments that were sent on an April mission that was aborted 12 days early because of a defective fuel cell.

## Louisiana Bill Supports Lawsuits Over Abortions

BATON ROUGE, La., June 29 (AP) — A bill that critics say will allow a woman who has an abortion to sue her doctor for the death of the fetus has been approved by Louisiana lawmakers.

The bill would allow women to sue doctors for ill effects from abortions 10 years after undergoing the procedure. It would not limit damages, nor would it mandate an assessment by a medical review board, which is required in malpractice law.

Women now have three years to file such lawsuits and may seek no more than \$500,000 in damages. Critics of the legislation said the fear of lawsuits would discourage doctors from offering abortions.

If Gov. Mike Foster, who opposes abortion, does not veto the bill, it will take effect on Aug. 15.

## Pilot and 6 Skydivers Are Injured in Crash

NASHVILLE, June 29 (Reuters) — Six skydivers and their pilot were injured and hospitalized on Saturday after their plane crashed on takeoff less than a mile from the Tullahoma Regional Airport.

One skydiver, Robert Stewart of Chattanooga, Tenn., said the plane's left engine shut down about 75 to 100 feet from the ground. The plane, a twin-engine Beechcraft Bonanza, cut a swath through a wooded area, officials said.

## Kentucky Ready to Hold First Execution in Years

LOUISVILLE, Ky., June 29 (Reuters) — Kentucky is set to carry out its first execution in 35 years this week, barring any stays by Federal courts.

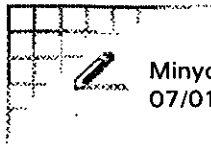
After the United States Court of Appeals for the Sixth Circuit rejected an appeal for a stay of execution by Kentucky's American Civil Liberties Union on Friday, the organization said today that it would appeal to the Court of Appeals or to the United States Supreme Court.

If the appeals fail, Harold McQueen would become the first person to be executed in Kentucky's electric chair. The execution would take place a few minutes past midnight on Tuesday at the Kentucky State Penitentiary in Eddyville, near Paducah.

The New York Times

MONDAY, JUNE 30, 1997





Minyon Moore  
07/01/97 12:33:44 PM

Record Type: Record

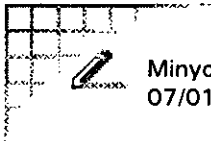
To: Ann F. Lewis/WHO/EOP, Elena Kagan/OPD/EOP, Sylvia M. Mathews/WHO/EOP, Robert B. Johnson/WHO/EOP

cc:

Subject: NAACP

oops. .. The issue that is being debated by the NAACP is not integration. It is whether or not busing should be used as a means for integration.

----- Forwarded by Minyon Moore/WHO/EOP on 07/01/97 12:30 PM -----



Minyon Moore  
07/01/97 12:29:51 PM

Record Type: Record

To: Jennifer M. Palmieri/WHO/EOP, Sylvia M. Mathews/WHO/EOP, Robert B. Johnson/WHO/EOP

cc: Ann F. Lewis/WHO/EOP, Elena Kagan/OPD/EOP

Subject: NAACP

Guess who called me today...yes that's right Kweisi Mfume. I informed him that we are working out some internal details and should have a definite decision on the President's participation sometime today or tomorrow. We walked through the conference schedule and themes. Thursday is education day for their conference. Sec. Riley has already confirmed for Thursday. I also have some additional details on where the debate on integration stands within the NAACP. It appears, based on my conversation with Kweisi, to have been blown way out of proportion by the New York Times. I will update you all in person. Let me know where we stand. Thanks

FYI: KWEISI WILL BE THE PRESIDENT'S GUEST TOMORROW AT THE ORIOLES GAME.