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THE WHITE HOUSE

WASHINGTON

OFFICE OF SPEECHWRITING

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TO: Barry Triv

FROM: Terry Edmonds

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NUMBER OF PAGES (INCLUDING COVER SHEET): 2

COMMENTS: We're including this in President's
McClellan arrival remarks.

Thanks.

Terry

*** WARNING ***

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PRESIDENT WILLIAM JEFFERSON CLINTON
SACRAMENTO ARRIVAL
McCLELLAN AIR FORCE BASE
APRIL 7, 1995

- [Acknowledgements: Congressman Fazio for that gracious introduction. I'm also glad to be here with Congressman Matsui, Lieutenant Governor Davis, County Supervisor, Dickinson, and Mayor Serna.]
- It's good to be back in California and back in Sacramento. And after two years of earthquakes, floods, and mudslides, I'm glad I'm not here to deal with another natural disaster. In fact, the only disaster you've been involved with lately is UCLA's total destruction of the Arkansas Razorbacks last weekend.
- It's a real honor to see so many of you who are working hard to protect America's national security. The service and technical expertise of the civilians and airmen-and-women on bases such as McClellan have built the world's premier airforce, and I salute you for your service to your country.
- *insert →* In the aftermath of winning the cold war, America is *this bill will ensure* *Keeping it's* *modern* *forces.* *Partly* *State eff.* *in 2000* *new* ~~redesigning its military to keep our fighting forces ready,~~ *as we redesign our military* *we are at leading* modern and strong. That has meant the closing of a number of bases here and across the country. Things look good for McClellan right now, and we're all grateful for that.
- Now, I don't make the decision as to which bases are closed, but, as part of our efforts at reinventing government, I have developed a five-part plan to make sure base closings do not close down opportunity for the people and communities who have come to depend on these facilities for their livelihood. The centerpiece of that plan is our determination to create new private sector jobs by encouraging businesses to move in when we move out.
- We're seeing the success of that approach right here in Sacramento with the redevelopment of the former Sacramento Army Depot by Packard Bell. The world's third largest computer manufacturer has moved on to large portions of the closed base and plans to employ more than 3,000 production workers. That's a success story that we hope to repeat all across this country.
- I'm especially happy to see so many students and teachers here. You are the reason I came to California -- to meet with the people on the front lines of your struggle to improve education in this state.
- This is especially important here in California, where you face some tough challenges in education. I saw the report this week showing that California schools are not doing as

well as they should on standardized tests. And I understand that while you have some of the finest institutions of higher learning in this area, including Sacramento State and the University of California at Davis, fees have gone up tremendously in recent years.

- We're trying to make it possible for more people to go to college with our new direct student loan program which simplifies the application process, reduces fees, offers better repayment options, and saves taxpayers millions of dollars in the process. In the 1995-96 school year, more than 200 California schools and more than 1.6 million of your students will benefit from this program.
- We've made education and training the centerpiece of what I call the New Covenant, a partnership between Americans and their government that offers more opportunity in return for more responsibility.
- We know that in the new global economy, the countries that do the best job of developing the full capacities of all of their children and adults will be the most successful in the 21st century. Higher education levels are essential if we are going to raise the incomes of working Americans -- if we're going to grow the middle class and shrink the under class.
- That's why I have worked so hard to expand Head Start...set world class standards for our schools...give parents and teachers more resources to meet those standards...establish a School-to-Work program to prepare young people who don't go on to college to get higher paying jobs.
- Now, many in Congress think there's no difference between education and other spending. They would reduce funding for Head Start...for Goals 2000...for our national service program, AmeriCorps, which is expanding opportunity for almost 4,000 Californians...for our efforts to create safe and drug-free schools...even for school lunches. This is wrong.
- California's economy is surging ahead again. In the past two years, we have lowered the national deficit by more than \$600 billion, created more than 6.1 million new jobs, and shrunk the size of government by more than 100,000 people. At the same time, the unemployment rate in this state has dropped from 9.4 percent to 7.3 percent...68,000 new jobs have been created, after a loss of 63,200 jobs during the previous four years...new business incorporations have increased by 13 percent...more than 2 million working families will receive a tax cut because of the expansion of our tax cut for the working poor, the Earned Income Tax Credit...and almost 179,000 small businesses are receiving a tax cut.

- But we can't stop now. We must continue to develop the high tech, high wage jobs that will make California a key player in the global economy. And we must continue to invest in the education and training of our people. After all, the fight for education is the fight for the American dream. Thank you.

APRIL 7, 1995

- And ^{AmeriCorps} is ^{int} government as usual. Everybody
 has to compete to ~~participate~~ ^{participate} that's what the Youth
 Services Corps did - and that's what
 these young people did. ^{to help out} Not only are these
 young citizens serving
 their Com., they are
 doing greater work
 than they are in their
 own communities.

COMMENTS FOR INCLUSION IN PRESIDENT'S ARRIVAL REMARKS AT
MCCLELLAN AIR FORCE BASE

Defense I am happy that Congress acted in a timely fashion to pass the ~~DoD~~ supplemental appropriations bill, which is absolutely critical to maintaining the readiness of our Armed Forces. *military* ~~Their~~ readiness is a constant priority of my Administration.

I would like to have seen debt relief for Jordan made part of the ~~DoD~~ supplemental. As every Administration since the creation of the State of Israel has agreed, peace in the Middle East is a vital national security interest of the United States. This debt relief is part of our ongoing efforts to work toward peace in the region. Finally, I am disappointed that some in Congress chose to raise the issue of our efforts to help Mexico with its financial crisis in the context the supplemental. The people of California are keenly aware of how much it is in our national interest to have a stable Mexico.

PRESIDENT WILLIAM JEFFERSON CLINTON
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McCLELLAN AIR FORCE BASE
APRIL 7, 1995

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THE WHITE HOUSE

WASHINGTON

OFFICE OF SPEECHWRITING

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TO:

Rick Allen

FROM:

Terry Edmond

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RECEIVER PHONE:

NUMBER OF PAGES (INCLUDING COVER SHEET):

COMMENTS:

*Here's the final version.
Thanks for your help!*

Terry

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WASHINGTON

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Please review & call me ASAP.

456-2499

Frank

Terry

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Getting Things Done.
AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

PRESIDENT WILLIAM JEFFERSON CLINTON
REMARKS AT THE SOUTH DALLAS FAIR PARK AMERICORPS SITE
APRIL 7, 1995

- While Congress debates what to cut -- whether its in this year's budget or next -- we must make sure that partisan politics doesn't cloud the fundamental question: does it work?
- National Service works. Right now, it works for over a million Americans serving their communities and our country, whether they are school children in Learn & Serve America, or seniors in the Senior Corps, or the 20,000 members of AmeriCorps, represented by the Texans with us today.
- Their work complements and amplifies our American instinct of neighborliness and caring. Texas is the Lone Star State -- but not the lonely citizen's home. Texans, and all Americans, have always pitched in when they can, through their churches and neighborhood organizations. We celebrate those efforts -- and we'll welcome them to this very block tomorrow, when the folks gathered here will join with neighbors from all over Dallas, working side by side.
- The beauty of AmeriCorps is that AmeriCorps Members make sure the work goes on every day -- that the houses get built by Habitat for Humanity; that the school children get the reading and math help they need to succeed, thanks to our UT Austin program; that neighbors get the help to rebuild, as they are today thanks to the Dallas Youth Service Corps and the other young people here.
- And AmeriCorps reflects our most basic values -- not as Democrats or Republicans, but as Americans. We talk a lot about responsibility, and citizenship, and rebuilding communities. AmeriCorps Members don't just talk about those values -- they deliver on them every day.
- AmeriCorps is set up smart. It doesn't tell the federal government to take over or to take a hike. It's based on competition, whether it's programs or participants. AmeriCorps makes the states real players, making the tough choices and getting the back-up they need. AmeriCorps doesn't reinvent the wheel -- that's why it works through proven organizations like the Youth Service Corps and the Greater Dallas Community of Churches.
- AmeriCorps is for hard working families. They need the help AmeriCorps Members provide to communities -- and they need the help affording college that AmeriCorps Member earn -- not that they're given, but that they earn -- through their service.
- But most of all, AmeriCorps works. It's been proven by an independent evaluator -- headed by a noted Republican, by the way. And AmeriCorps' successes are visible all over our country -- and they're very clear here on this street today.
- So I urge all Members of Congress, now that they're taking a Recess from talking, to come and see what AmeriCorps is doing -- to come and see service in action. While you're home, do what I'm doing today -- come and see for yourself.
- And I urge all Americans to do what has always been such a source of national strength -- to serve the country we love, and to support the service of others, especially these extraordinary young AmeriCorps Members.

*AmeriCorps
helps
hard working
families.
Their com +
their help.
It's help
that's
earned,
not given.*

THE WHITE HOUSE

WASHINGTON

OFFICE OF SPEECHWRITING

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FROM:

Terry Edmonds

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67929

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NUMBER OF PAGES (INCLUDING COVER SHEET):

COMMENTS:

*Thanks for looking this over.
Please get back to me ASAP - today.*

Terry

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Sac. Annual

Deris
Matsui → 62930
Fazio → 66218
FAX

POTUS

THE WHITE HOUSE

WASHINGTON

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PHONE: (202) 456-2777

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FROM: _____

Terry Edmonds

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61605

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COMMENTS: _____

Please review + get back to

me ASAP today.

Thanks!

Terry

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inform workers of opportunities available to them -- training programs; job guidance and counseling; and other assistance needed as they consider new employment after base closure.

4) Transition Coordinators at major bases slated for closure. The Administration established for the first time a single federal coordinator to be a champion for each community so that all the resources and opportunities that can help in redevelopment can be made available as quickly as possible.

5) Larger Economic Adjustment Planning Grants to base closure communities. The Administration is providing an average grant of a million dollars to each community affected by a major base closing to plan for the reuse of facilities -- \$3.5 million for the most hard-hit communities.

In summary, compared to the past, we are responding more quickly, cutting red tape more aggressively, and mobilizing resources more assertively to help these communities, so that when they lose their bases they do not lose their future. As the 1995 BRAC round proceeds toward presidential action in July, the Administration is reviewing implementation of the Five-Part Plan to identify additional areas for improvement.

Staff Contact: David Lane, NEC (456-6630)
Last Update: March 12, 1995

David
Lane

Phil Caplan 4/5/95
6-2572
Room 160

Today's LA Time
front page CA
section

FDR - signing of legislation

Social Security

California

died 50 years ago -

schools - bad in

Education system

standardized test

John

Write w/ some distress test score Tom Epstein / John Emerson
in schools announced this week - 66257

X

Robert Gordon

Room 444 - Pager

AmeriCorps

Computer Log on

John Emerson

6-5100

Sacramento

Bob Boorstin - foreign policy info
happy we're not closing

Dr. Almonds

6-2777

largest employer in Sac.

dozens of bullet - base closing

Lt. Gov. Gray Davis

crowd of workers

3rd visit

Roger Dickinson County

the first 49ers

Assumed Services Day

UCLA

Cong. Vic Fazio - will enter

Sacramento State

Jae Lerma - mayor

UC - Davis

Cong. Bob Matsui

Community College

Education - civilian workers/teachers +

students - couple hund. HS students -

pure message - big media market -

ag - swing. Was in Sac. 2 mos ago to

inspect flood damage - pouring back

Sharon Alexander 6-2572 - floods - FEMA -

Joe Sestak
69191

BULLETS FOR PRESIDENT'S ARRIVAL AT MCCLELLAN AFB

Your Chief of Staff often says that the Air Force is a mosaic of people with a variety of skills, functions, and capabilities. Some of them wear badges as missilers and aviators; others as medical or security personnel; some wear no badges, while others are civilians or reservists or in the our National Guard. The point is that every group is crucial in this great Air Force team of ours.

After DESERT STORM, there were often parades and praise for those who deployed and those who flew the planes. But as General Hap Arnold once said, "Air power is not made up of airplanes alone. Air power is a composite of aircrews, **maintainers**, **suppliers**, and industry." This legendary aviator recognized the crucial importance of the civilians and airmen-and-women on bases such as McClellan -- those who keep the airplanes flying and maintain them with the latest in upgrades and modernizations. Our A-10s, F-111s, F-15s, and KC-135s flew in DESERT STORM with near impunity because of the support work of this base -- and continue to do so today over Bosnia, northern Iraq and in the northern Persian Gulf. It is your service and technical expertise which have built the world's premier air force.

\$12.4 million with an immediate return on investment. The net present value of the costs and savings over 20 years is a savings of \$179.9 million.

Impacts: Assuming no economic recovery, this recommendation could result in a maximum potential reduction of 168 jobs (104 direct jobs and 64 indirect jobs) over the 1996-to-2001 period in the Tooele County, Utah economic area, which is 1.3 percent of the economic area's employment. The cumulative economic impact of all BRAC 95 recommendations and all prior-round BRAC actions in the economic area over the 1994-to-2001 period could result in a maximum potential decrease equal to 36.6 percent of employment in the economic area. Environmental impact from this action is minimal and ongoing restoration of the UTTR will continue.

Air Logistics Centers

Recommendation: Realign the Air Logistics Centers (ALC) at Hill AFB, Utah; Kelly AFB, Texas; McClellan AFB, California; Robins AFB, Georgia; and Tinker AFB, Oklahoma. Consolidate the followings workloads at the designated receiver locations:

<u>Commodity/Workload</u>	<u>Receiving Locations</u>
Composites and plastics	SM-ALC, McClellan AFB
Hydraulics	SM-ALC, McClellan AFB
Tubing manufacturing	WR-ALC, Robins AFB
Airborne electronic automatic equipment software	WR-ALC, Robins AFB, OC-ALC, Tinker AFB, OO-ALC, Hill AFB
Sheet metal repair and manufacturing	OO-ALC, Hill AFB, WR-ALC, Robins AFB
Machining manufacturing	OC-ALC, Tinker AFB, WR-ALC, Robins AFB
Foundry operations	SA-ALC, Kelly AFB, OO-ALC, Hill AFB
Instruments/displays	SM-ALC, McClellan AFB (some unique work remains at OO-ALC, Hill AFB and WR-ALC, Robins AFB)
Airborne electronics	WR-ALC, Robins AFB, OC-ALC, Tinker AFB, OO-ALC, Hill AFB
Electronic manufacturing (printed wire boards)	WR-ALC, Robins AFB

(See bottom of page 5-127)

Electrical/mechanical support equipment	SM-ALC, McClellan AFB
Injection molding	SM-ALC, McClellan AFB
Industrial plant equipment software	SA-ALC, Kelly AFB
Plating	OC-ALC, Tinker AFB, OO- ALC, Hill AFB, SA-ALC, Kelly AFB, WR-ALC, Robins AFB

Move the required equipment and any required personnel to the receiving location. These actions will create or strengthen Technical Repair Centers at the receiving locations in the respective commodities. Minimal workload in each of the commodities may continue to be performed at the other ALCs as required.

Justification: Reductions in force structure have resulted in excess depot maintenance capacity across Air Force depots. The recommended realignments will consolidate production lines and move workload to a minimum number of locations, allowing the reduction of personnel, infrastructure, and other costs. The net effect of the realignments is to transfer approximately 3.5 million direct labor hours and to eliminate 37 product lines across the five depots. These actions will allow the Air Force to demolish or mothball facilities, or to make them available for use by other agencies. These consolidations will reduce excess capacity, enhance efficiencies, and produce substantial cost savings without the extraordinary one-time costs associated with closing a single depot.

This action is part of a broader Air Force effort to downsize, reduce depot capacity and infrastructure, and achieve cost savings in a financially prudent manner consistent with mission requirements. Programmed work reductions, downsizing through contracting or transfer to other Service depots, and the consolidation of workloads recommended above result in the reduction of real property infrastructure equal to 1.5 depots, and a reduction in manhour capacity equivalent to about two depots. The proposed moves also make available over 25 million cubic feet of space to the Defense Logistics Agency for storage and other purposes, plus space to accept part of the Defense Nuclear Agency and other displaced Air Force missions. This approach enhances the cost effectiveness of the overall Department of Defense's closure and realignment recommendations. The downsizing of all depots is consistent with DoD efforts to reduce excess maintenance capacity, reduce cost, improve efficiency of depot management, and increase contractor support for DoD requirements.

Return on Investment: The total estimated one-time cost to implement this recommendation is \$183 million. The net of all costs and savings during the implementation period is a savings of \$138.7 million. Annual recurring savings after implementation are \$89 million with a return on investment expected in two years. The net present value of the costs and savings over 20 years is a savings of \$991.2 million.

TINKER

Impacts: Assuming no economic recovery, this recommendation could result in a maximum potential reduction of 3,040 jobs (1,180 direct jobs and 1,860 indirect jobs) over the 1996-to-2001 period in the Oklahoma City, Oklahoma Metropolitan Statistical Area, which is 0.5 percent of the economic area's employment. The cumulative economic impact of all BRAC 95 recommendations and all prior-round BRAC actions in the economic area over the 1994-to-2001 period could result in a maximum potential decrease equal to 0.3 percent of employment in the economic area. Environmental impact from this action is minimal and ongoing restoration of Tinker AFB will continue.

ROBINS

Impacts: Assuming no economic recovery, this recommendation could result in a maximum potential reduction of 1,168 jobs (534 direct jobs and 634 indirect jobs) over the 1996-to-2001 period in the Macon, Georgia Metropolitan Statistical Area, which is 0.7 percent of the economic area's employment. The cumulative economic impact of all BRAC 95 recommendations and all prior-round BRAC actions in the economic area over the 1994-to-2001 period could result in a maximum potential decrease equal to 0.7 percent of employment in the economic area. Environmental impact from this action is minimal and ongoing restoration of Robins AFB will continue.

KELLY

Impacts: Assuming no economic recovery, this recommendation could result in a maximum potential reduction of 1,446 jobs (555 direct jobs and 891 indirect jobs) over the 1996-to-2001 period in the San Antonio, Texas Metropolitan Statistical Area, which is 0.2 percent of the economic area's employment. The cumulative economic impact of all BRAC 95 recommendations, including the relocation of some Air Force activities into the San Antonio area, and all prior-round BRAC actions in the economic area over the 1994-to-2001 period could result in a maximum potential decrease equal to 0.9 percent of employment in the economic area. Environmental impact from this action is minimal and ongoing restoration will continue.

McCLELLAN and HILL

Impacts: The recommendations pertaining to consolidations of workloads at these two centers are not anticipated to result in employment losses or significant environmental impact.

mayor of Montgomery who died in 1940. Area 1,000 acres. Altitude 220 ft. Military 1,000. Payroll included in Maxwell 1988. Payroll included in Maxwell 1988. 104 officer, 220 enlisted, 152 transient. 483 transient (209 VOQ, 251 TLF).

McChord AFB, Wash. 98438-6000; 10 mi. S of Tacoma. Phone (208) 884-1910; DSN 984-1110. AMC base. Host unit is 62d Airlift Wing. Major tenants include: 446th Airlift Wing (AFRES Assoc.); Northwest Air Defense Sector; 354th Fighter Sqn.; A-10 Thunderbolt II. The 62d AW operates the C-141 StarLifter and is responsible for strategic airlift of personnel and cargo worldwide, on short notice, in support of national objectives. Base is adjacent to Fort Lewis, its primary customer. Base activated May 5, 1938; named for Col. William C. McChord, killed Aug. 18, 1937, while attempting a forced landing at Maldens, Va. Area 4,616 acres. Runway 10,100 ft. Altitude 323 ft. Military 4,661; civilians 1,708. Payroll \$200.2 million. Housing: 117 officer, 722 NCO, 744 transient. Dispensary, Madigan Army Medical Center is the newest regional DoD hospital, located 4 mi. SE, with 414 beds.

McClellan AFB, Calif. 95652-5000; 8 mi. NE of Sacramento. Phone (916) 643-2111; DSN 933-1110. AFMC base. Hq. Sacramento Air Logistics Center provides logistics management, procurement, maintenance, and distribution support for F/EF-111 and A-10, and, as a second source, for the F-15 and KC-135 weapon systems. The ALC is also program manager for the F-117A Stealth fighter and will be the support center for the F-22 (Advanced Tactical Fighter). Other responsibilities include more than 200 electronic systems and programs and eight space systems; technology centers for very-high-speed integrated circuits, fiber optics, and advanced composites. The ALC has unique capability for robotic non-destructive inspection using X-ray and neutron radiography on F-111-sized aircraft. Other major units include Defense Depot-McClellan; Defense Information Systems Organization-McClellan; 1849th Electronics Installation Sqn.; Technical Operations Division, Air Force Technical Applications Center; 4th Air Force (AFRES); US Coast Guard Air Station, Sacramento (DOT). Named for Maj. Ezekiah McClellan, pioneer in Arctic aeronautical experiments, killed in crash May 25, 1936. Area 3,763 acres. Runway 10,600 ft. Military 3,000; civilians 11,000. Payroll \$580 million. Housing: 100 officer, 664 enlisted, 19 transient. 652d Medical Gp. also controls 652d Medical Gp. Hospital located at Mather AFB.

McConnell AFB, Kan. 67221-5000; SE corner of Wichita. Phone (316) 652-6100; DSN 740-1110. AMC base. 22d Air Refueling Wing; 384th Bomb Gp.; 184th Bomb Gp. (ANG). Base activated June 5, 1951; named for Capt. Fred J. McConnell, WW II B-24 pilot who died in crash of a private plane Oct. 25, 1945, and for his brother, 2d Lt. Thomas L. McConnell, also a WW II B-24 pilot, killed July 10, 1943, during an attack on Bougainville. Area 3,113 acres. Runway 12,000 ft. Altitude 1,371 ft. Military 3,091; civilians 331. Payroll \$111 million. Housing: 123 officer, 364 NCO, 97 transient (45 VOQ, 31 VAQ, 21 TLF).

McGuire AFB, N. J. 08641-5000; 18 mi. SE of Trenton. Phone (609) 724-1100; DSN 740-1110. AMC base. 438th Airlift Wing; Hq. 21st Air Force; N. J. ANG; N. J. Civil Air Patrol; 108th Air Refueling Wing (ANG); 514th Airlift Wing (AFRES Assoc.); McGuire NCO Academy (AETC). Base adjoins Army's Fort Dix; formerly Fort Dix AAB. Activated as AFB 1948; named for Maj. Thomas B. McGuire, Jr., P-38 pilot, second leading US ace of WW II, recipient of Medal of Honor, killed in action Jan. 7, 1945, in the Philippines. Area 3,597 acres. Runways 7,124 ft. and 10,000 ft. Altitude 133 ft. Military 9,558 (incl. AFRES and ANG); civilians 1,657. Payroll \$202 million. Housing: 193 officer, 1,560 NCO, 962 transient (210 VOQ, 752 VAQ). 250-bed hospital at Fort Dix.

Minot AFB, N. D. 58705-5000; 13 mi. N of Minot. Phone (701) 723-1110; DSN 453-1110. ACC base. 5th Bomb Wing (B-52H); 908th Air Refueling Sqn./Air Mobility Command (KC-135R); 91st

Missile Wing, Minuteman III (T-38A); 54th Rescue Flight/23d Bomb Sqn. (F-15); 54th Rescue Flight/81st Operations Gp. (HH-1H). Base activated Jan. 1957; named after the city of Minot, whose citizens donated \$50,000 toward purchase of the land for the Air Force. Area 6,085 acres, plus additional 19,324 acres for missile sites. Runway 13,300 ft. Altitude 1,868 ft. Military 4,623; civilians 1,038. Payroll \$109 million (military only). Housing: 427 officer, 1,737 enlisted, 295 junior enlisted. 45-bed hospital.

Misawa AB, Japan. APO AP 96319-5000; within Misawa city limits. Phone (commercial, from CONUS) 011-81-176-53-5181. DSN 226-1110. PACAF base; joint service base. Host unit: 432d Fighter Wing, F-16C/D operations. Tenant units: 301st Intelligence Sqn.; Naval Air Facility; Naval Security Gp. Activity; US Army field station; Company "E," US Marine Support Battalion. Base occupied by US forces Sept. 1945. Area 3,865 acres. Runway 10,000 ft. Altitude 119 ft. Military 6,178 (total US forces); US civilians 122; local nationals 804. Payroll \$168 million. Housing: 336 officer, 1,835 enlisted, 20 temporary lodging units. Unaccompanied housing: 120 officer, 1,711 enlisted, 158 transient (96 VOQ, 82 VAQ). Unaccompanied Navy housing: 108 officer (transient), 855 enlisted (336 permanent party, 519 transient). 25-bed hospital.

Moody AFB, Ga. 31899-5000; 10 mi. NNE of Valdosta. Phone (912) 333-4211; DSN 480-1110. ACC base. 347th Fighter Wing, F-16C/D (LANTIRN-equipped) fighter operations, becoming composite wing; 71st Air Control Sqn.; 338th USAF Recruiting Sqn.; Det. 717, AFOSI; Field Training Det. 322. Base activated in June 1941; named for Maj. George P. Moody, killed May 5, 1941, while test-flying a Beech AT-10. Area 6,050 acres. Runway 8,000 ft. Altitude 233 ft. Military 4,000; civilians 700. Payroll \$81 million. Housing: 36 officer, 268 enlisted, 79 transient (34 VAQ, 33 VOQ, 12 TLF). 39 trailer spaces. 16-bed hospital.

Mountain Home AFB, Idaho 83848-5000; 10 mi. SW of Mountain Home. Phone (208) 828-2111; DSN 728-2111. ACC base. 366th Wing, USAF's first air intervention composite wing, with F-16C attack, F-16E interdiction, F-15C air-superiority, and KC-135R air refueling aircraft prepared to deploy rapidly worldwide and perform composite air intervention operations. Base activated in Aug. 1943. Area 9,112 acres. Runway 13,500 ft. Altitude 3,000 ft. Military 3,362; civilians 1,130. Payroll \$91 million. Housing: 246 officer, 1,271 enlisted, 263 transient (180 VAQ, 46 VOQ, 38 TLF). 20-bed hospital.

Nellis AFB, Nev. 89181-5000; 8 mi. NE of Las Vegas. Phone (702) 652-1110; DSN 682-1110. ACC base. USAF Weapons and Tactics Center, A-10, F-15, F-16E, F-16, and F-4G; 57th Fighter Wing; USAF Weapons School; USAF Combat Rescue School; USAF Air Demonstration Sqn. (Thunderbirds); 57th Operations Gp.; 414th Training Sqn. (Red Flag); 549th Joint Training Sqn. (Air Warrior); 67th Test Gp., including 422d Test and Evaluation Sqn.; 57th Logistics Gp.; 547th Adversary Threat Sqn.; 581st Fighter Sqn. (Wild Weasels); 66th Rescue Sqn. (HH-60); 554th Medical Gp.; 554th Support Gp.; 820th Civil Engineering Sqn. RED HORSE; 896th Aviation Depot Sqn. (AFMC). Base activated in July 1941 as AAF Flexible Gunnery School. Closed in 1947. Reopened in 1949 and named for 1st Lt. William H. Nellis, WW II P-47 fighter pilot, killed Dec. 27, 1944, in Europe. Range restricted area 3.5 million acres plus 12,000 sq. mi. of airspace. Runways 10,051 ft. and 10,119 ft. Altitude 1,868 ft. Military 7,200; civilians 2,000. Payroll NA. Housing: 107 officer, 1,275 enlisted, 100 trailer spaces, 737 transient (193 VOQ, 484 VAQ, 60 TLF). 129-bed joint Air Force/Veterans Administration hospital opens mid-1994.

Newark AFB, Ohio 43057-5990; 1 mi. SW of Newark. Phone (614) 522-2171; DSN 346-7000. AFMC base. Aerospace Guidance and Metrology Center repairs inertial guidance and navigation systems for most Air Force missiles and aircraft as well as a variety of inertial systems for other branches of the armed forces. Also manages the Air Force's worldwide measurement and calibration program, providing the link between the National Institutes of Science and Technology and the Air Force's 130 precision measurement equipment laboratories at bases around the world.

Four tenant units. Activated as an Air Force station Nov. 7, 1982. Area 10-20 acres. No runway. Military 80; civilians 1,500. Payroll \$80 million. Base is scheduled for closure, date to be determined.

Offutt AFB, Neb. 68113-5000; 8 mi. S of Omaha. Phone (402) 294-1110; DSN 271-1110. ACC base. Hq. US Strategic Command. 55th Wing: Strategic Joint Intelligence Center; Hq. Strategic Communications-Computer Center; Air Force Global Weather Central; 8th Space Operations Sqn. (AFSPC); National Emergency Airborne Command Post (NEACP); Air Combat Command Heartland of America Band. Base activated 1898 as Army's Fort Crook; landing field named for 1st Lt. Jarvis J. Offutt, WW I pilot who died Aug. 13, 1918, from injuries received at Valheureux, France. Area 4,080 acres (incl. housing area and off-base sites). Runway 11,700 ft. Altitude 1,048 ft. Military 10,100; civilians 2,200. Payroll \$475 million. Housing: 613 officer, 2,137 enlisted, 80 VAQ, 171 VOQ, 60 TLF, 60-bed hospital.

Osan AB, Republic of Korea. APO AP 96278-5000; 38 mi. S of Seoul. Phone (commercial, from CONUS) 011-82-333-661-1110; DSN 784-4110. PACAF base. Hq. 7th Air Force. Host unit: 51st Fighter Wing, F-16C/D, C-12F, and OA-10A operations. Tenant units: 303d Intelligence Sqn.; 611th Airlift Support Sqn.; 554th Civil Engineering Sqn. RED HORSE (PACAF). Originally designated K-55; runway opened Dec. 1952. Renamed Osan AB in 1956 for nearby town that was the scene of first fighting between US and North Korean forces in July 1950. Area 1,674 acres. Runway 9,000 ft. Altitude 38 ft. Military 5,766; US civilians 208; local nationals 778. Payroll NA. Housing: 153 officer, 59 enlisted, 16 TLF. Unaccompanied housing: 355 officer, 5,656 enlisted, 70 VOQ, 400 VAQ, 30-bed hospital.

Patrick AFB, Fla. 32925-5000; 2 mi. S of Cocoa Beach. Phone (407) 494-1110; DSN 854-1110. AFSPC base. Operated by the 45th Space Wing in support of DoD, NASA, and other agency missile and space programs. Major tenants: Defense Equal Opportunity Management Institute; Air Force Technical Applications Center; 41st Rescue Sqn.; 71st Rescue Sqn.; 301st Rescue Sqn. (ANG); 741st Consolidated Aircraft Maintenance Sqn.; and the Joint Task Force for Joint STARS at Melbourne Regional Airport, Fla. Besides most responsibilities for Patrick AFB and Cape Canaveral AFS, 45th Space Wing also oversees operations at tracking stations on Antigua and Ascension Islands. Patrick has supported more than 3,000 space launches from Cape Canaveral since 1950. Base activated 1940. Named for Maj. Gen. Mason M. Patrick, Chief of AEF's Air Service in WW I and Chief of the Air Service/Air Corps, 1921-27. Area 2,341 acres. Runway 9,000 ft. Altitude 9 ft. Military 2,700; civilians 1,800. Payroll \$155 million (military, Civil Service). Housing: 136 officer, 1,230 NCO, 15-bed hospital.

Peterson AFB, Colo. 80914-5000; at eastern edge of Colorado Springs. Phone (719) 556-7321; DSN 834-7011. AFSPC base. Hq. Air Force Space Command. Host unit: 21st Space Wing (AFSPC). Provides support to Hq. North American Aerospace Defense Command; Hq. US Space Command; Hq. Army Space Command; 302d Airlift Wing (AFRES). Edward J. Peterson Air & Space Museum. Base activated 1942; named for 1st Lt. Edward J. Peterson, killed Aug. 8, 1942, in aircraft crash at the base. Area 1,277 acres. Runway length NA. Altitude 6,200 ft. Military active-duty 3,100; reservists 1,350; civilians 1,700. Payroll \$208 million. Housing: 107 officer, 384 NCO, 217 transient (75 VOQ, 102 VAQ, 40 TLF). Clinic.

Plattsburgh AFB, N. Y. 12803-5000; adjacent to Plattsburgh. Phone (518) 565-5000; DSN 689-6000. AMC base. 380th Air Refueling Wing, tanker operations with KC-135; Det. 203, OLA 373d Field Training Sqn. One of the oldest active military installations in the US, established 1812; AFB since 1955. Area 4,879 acres. Runway 11,758 ft. Altitude 235 ft. Military 2,218; civilians 782. Pay-



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MAYOR

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March 9, 1995

To: David Lane, Council of Economic Advisors

From: Michael Picker

re: Sacramento Army Depot

Background:

The 485 acre Sacramento Army Depot at its peak employed around 3,500 civilian and military workers. Scheduled for closure in 1997 as part of the 1991 BRAC round, it was turned over to the City of Sacramento two years early. It represents a successful closure, is the only military facility removed from the Federal Superfund list in totality, and is a spectacular example of successful redevelopment to boot.

The City of Sacramento has sublet large portions of the closed base to the world's third largest computer manufacturer, Packard Bell. The company will occupy some facilities, but is also hoping to move many of its suppliers to a campus on the converted base. (There are some military units remaining on the base, as well as properties conveyed to public benefits).

Concept: "Turning the Corner"

The California economy has had an especially hard time recovering from the recession, in part because of military cutbacks. But the Sacramento region, with hard work and successes like the lightning-fast Army Depot conversion and siting of Packard Bell, now leads the state in job growth.

Even before the base was turned over (again, 2 years early) Packard Bell was at work producing and shipping finished computers to retail outlets. The company had projected some 3,000 jobs at the new facility. But because of efficiencies, high productivity of local workers and the utility of the new plant, Packard Bell now expects to employ as many as 4,000 workers, perhaps by the end of the year. The new plant is so efficient that many of these jobs will be in-house workers who will outproduce workers at a subcontractor currently operating in Taiwan.

Activity:

The President will visit the plant on the (morning) (afternoon) of April 7th. The company will underline the reasons for their greater-than-expected expansion plans. The President will be accompanied on the tour with local business leaders and elected officials (Mayor's Council of Economic Development Advisors) who helped develop a regional strategy that resulted in the Army Depot success.

Draft 4/5/95

**PRESIDENT WILLIAM JEFFERSON CLINTON
REMARKS AT THE AMERICAN SOCIETY OF NEWSPAPER EDITORS
DALLAS, TEXAS
APRIL 7, 1995**

[Acknowledgements to come.]

I appreciate your having me here today. It means that in the last few hours, you have heard from a sitting President and three people [Kemp, Alexander, Weld on a morning panel] who are, have been or might be Presidential candidates. Now you know what it feels like to live in Iowa.

As I am sure you know, we are about to mark the end of the first 100 days of the Republican Congress. [If you didn't know that, remember you heard it here first.] So much of the coverage of the last few months has been of the disagreements between Democrats and Republicans. And, of course, we have our differences. But put aside all the rhetoric, and it is clear that there is much more that unites us than divides us. In the end, our debate is about how to move forward as a nation into the 21st Century; how to find the right role for our government in these times of change, and how to keep the American Dream alive for all our people.

I ran for President because I believed that the end of the Cold War and the dawn of the Information Age gave us opportunities to live out unprecedented dreams. But I also believed we weren't meeting profound challenges caused by those changes. Opportunities that were once so clear were rapidly slipping over the horizon.

For the 12 years before I became President, Republicans and Democrats used each other as excuses for inaction. They reveled in partisan gridlock while they quadrupled the national debt. The middle class worked harder for less. Our families were breaking down. We were coming apart when we needed to be pulling together.

Our mission was to make sure the middle class was not forgotten, that poor people have a chance to work their way into the middle class, that entrepreneurs have every opportunity to be wildly successful. All Americans must take more responsibility to build up their own lives and our country. But our job is to make sure all the people who work hard, play by the rules and raise their children can reap the rewards. That is the American Dream.

This debate we are having is about how our national government can best help do that. Unfortunately, the debate is too often framed in terms that carry us backwards to the same old dead-end. We hear the old Democratic view that defends government at every turn, and the Republican view that attacks government at every turn; one view that says spend more on everything, and another that says spend less on everything.

Both views defy our common experience. We have to reduce government to meet new challenges. And we must invest in our

people. But one side of the equation without the other will not do the job. I have worked to get past the old false choice between tax-and-spend on the one hand and trickle-down economics on the other. Everything I have done as President has been about building a limited, but effective government to strengthen an invest-and-grow economy. To do that, we have to meet four goals:

First, we have to create economic opportunity to renew the American Dream for those people who take responsibility. Second, we have to strengthen our sense of security, here at home and abroad. Third, we have to reform our government, to make it smaller and less bureaucratic, to cut yesterday's government so we can solve the problems of today and tomorrow. And fourth -- and most important in the face of the new global economy -- we have to give our people the tools to make the most of their own lives. We have to make sure that throughout this country, people have a lifetime of education and training that will mean the opportunity to compete and win in the global economy.

This is what I mean by the New Covenant: Government's job is to work in partnership with our citizens to create more opportunity, and the responsibility of our citizens is to make the most of it. That combination has always kept the American Dream alive in times of great change, and I believe it will do it again.

I believe it, because we have seen it work in the last two years. These ideas have changed the direction of our economy. We cut the deficit by more than \$600 billion. We cut 300 programs from government. We cut taxes for 15 million working families with children, because people who take the responsibility to work and raise their families should never live in poverty. We increased trade opportunities more than at any time in a generation. Today, we have over six million new jobs and the lowest combined rates of unemployment and inflation in 25 years.

Republicans say they want to cut more. In fact, I've already done a lot of the work for them. My new budget reduces the deficit by another \$81 billion. It consolidates 400 more programs. And I am open to more. But just as I will not spend blindly, I will not cut blindly. Not for cuts aimed at the education and training of our children and middle class Americans. The fight for education is the fight for the American Dream.

We know that from our own lives. For me, education has been nothing less than the difference between the possible and the impossible. I was the first person in my family to finish college, thanks to money my parents couldn't really afford and to scholarships, loans and a half-dozen jobs. I literally would not be standing here today if not for the opportunity of education. And I'm willing to bet that many of you wouldn't be here either if someone -- a parent, a grandparent, a teacher -- hadn't given you a similar chance. We have all thrived in the light of our

parents' sacrifice. For our children, we can do no less. But to do no less, we must, in the global economy, do more.

Despite all the good news, Americans are still deeply uncertain about the future. From the time many of us were born at the end of World War II until the late 70s, the incomes of the American people grew -- and they grew together. Since then, all that has changed: Half of the American people now live on the same or lower earnings than 15 years ago, while others at the top have seen their incomes grow.

Why is that? The technology revolution and the new global economy have divided opportunity at home and around the world. The American middle class is literally splitting apart. And the fault line is education: Those who have it are succeeding; those who don't are falling behind.

Education is the middle class safety net. For us to grow together again, not apart, we must equip our citizens to face the new economy with confidence. And education is as essential to the readiness of the American people in our global economic competition, as a strong arsenal was to our national security during the Cold War. We met the challenge of that era, and we must meet the challenge of this one.

I have done my level best to see to it that our people share in this heritage of democracy. As Governor of Arkansas, I fought special interests to improve our schools and give our people a running start on the next century. I worked with other governors of both parties and with the Bush administration, to write the first national education standards.

Education and training are the embodiment of what I mean by the New Covenant: We can't just take the old throw-money-at-the-problem approach. Everything we do must be guided by the twin principles of opportunity and responsibility.

That responsibility belongs to us all. Most of the greatness of the American idea is beyond the reach of government. It is about what our businesses do to help train our workers, about what our workers do to take responsibility for their own skills and what our families and communities do to help our children.

But government has a responsibility -- as a partner. In 1994, the experts said that we did more for education than had been done in 30 years in Washington. We expanded Head Start. We passed Goals 2000, writing the national education goals into law, but giving local schools more flexibility to use federal money to achieve excellence. We increased apprenticeships for young people who don't go on to college. We expanded the availability of college loans to the middle class, at lower costs and better repayment terms. We established our national service program, Americorps.

We have 20,000 Americans working to serve their country and earning money to go to college. [Right here in Dallas, xxxx.]

I am proud to say that every piece of education legislation we passed had the support of both parties. Education has never been a partisan issue, and we dare not let it become one.

Yet in cut after cut on education, I have to disagree with some Republicans. They want to cut Goals 2000, depriving 4,000 schools of money to train teachers and lift standards. I want to strengthen it. They want to cut Head Start. I want to expand it. They want to gut school lunches. I want our children thinking about algebra -- not about where their next meal is coming from. They want to destroy our Safe and Drug-Free Schools program. I want our children to be in a state of mind to learn, not in a state of fear. They want to make middle class families pay more for college loans. I want even more schools to participate in our direct lending reforms. They want to shut down Americorps. I want to encourage more Americans to take responsibility for their country and their lives. On all of this, we just disagree.

Some Republicans want to do this to pay for their tax cuts for the wealthy. We must cut more. But government is not an all-or-nothing proposition. We are cutting spending. We are scaling back government where it is intrusive so that the cleansing light of opportunity shines through. But there is a wrong way and a right way to cut. Cuts that undercut education and training, that sacrifice our future for the sake of a few dollars now, are wrong. We would be depriving our children of what our parents, and their parents, so proudly and selflessly gave to us. It would be a betrayal of our heritage.

I ask you to remember that as we mark the 50th anniversary of the death of Franklin D. Roosevelt in just five days. Many of you probably recall how the world seemed to come to a stop that day. It is striking to look at old news clips, many from papers represented here, and see how, with the last breath of a great man, our hope turned to fear.

But in his genius, FDR had planted the seeds that would grow into new opportunity for Americans coming home from war to take responsibility for building good lives. I am referring, of course, to the G.I. Bill, passed at his insistence. That grand vision brought to us new opportunity for education, new hope for the American Dream, and a renewed faith in the idea of progress.

We must renew that faith again. I am looking for a future for America like the one most of us in this room have known. We can give it to our children, but only if we are tough enough and wise enough and compassionate enough to do what we know in our hearts is right. Together, I believe we will. Thank you and God bless you.

Wilkie draft of 10/2/93 12 p.m.

The President of the United States
Arrival at McClellan AFB
Sacramento, CA
October 1, 1993

It's a real honor to see so many of you and salute the hard working people who protect America's national security.

In the midst of all the changes we see taking place across around the globe, we share a common responsibility: to make Americans feel more secure in the world today.

For California, that means making people feel more secure about their lives, more secure about their health care, and more secure about their place in today's economy.

Let me just say that it's great to be back in Sacramento for the first time as President. And it's great to be back in sunny California for the sixth time this year.

I'm proud to come back today to give you a progress report on some of the things we were able to do for California just this past week.

Just this Wednesday, the Vice President and I announced that the United States would remove export controls on 70 percent of the computers and super computers made in America. This will increase our exports by tens of billions of dollars; and as more people overseas buy more of the things we make, more Americans will have more work. That's good news for California.

In California, where half a million people work in the electronics industry, this announcement frees up: \$30 billion in computer exports; \$5 billion in supercomputer exports; and another \$2 billion in telecommunications equipment. For a state where one in ten jobs depends on exports, that's mighty good news..

On Wednesday, we also announced a five point plan to help American shipbuilders meet the challenge of global competition. There are 124,000 Americans employed in shipbuilding, many of them here in California, at places like NASSCO in San Diego, and smaller shipyards throughout the state. We just announced a plan to help them fight and win against the competition abroad.

On Wednesday, we told trading partners who put our shipbuilders at a disadvantage that we're going to level the playing field! We're going to end the unnecessary regulations that prevent them from competing abroad. We're going to accelerate the development of American technology to make them more competitive around the world. And we're going to actively promote sales of their products around the world.

We had a big day last Wednesday, but that's not all we did.

We also announced an unprecedented reasearch partnership among the Big Three automakers, our national defense labs, and other federal research facilities, to triple the fuel efficiency of American made automobiles by the end of the decade. We're going to solve tomorrow's problems by putting Americans to work today.

That's what we've got to do with all the brainpower and muscle we have available now that the cold war is over. We've got to make sure the Californians who helped America win the cold war aren't left out in the cold.

Here at McClellan...

PRESIDENT WILLIAM JEFFERSON CLINTON
SACRAMENTO ARRIVAL
McCLELLAN AIR FORCE BASE
APRIL 7, 1995

- Good afternoon, everyone. Let me first thank Congressman Fazio for that gracious introduction. I'm also glad to be here with Congressman Matsui, Lieutenant Governor Gray, County Supervisor, Roger Dickinson, and Mayor Serna.
- It's a real honor to see so many of you and to salute the hard working men and women who protect America's national security. *it's what you do here is critically important that inspires me*
- It's good to be back in California and back in Sacramento. And I'm glad I'm not here to deal with a disaster. In fact, the only disaster you've been involved with lately is UCLA's total destruction of the Arkansas Razorbacks last weekend. Of course, I was pulling for Arkansas, but if we had to lose, I'm glad it was to UCLA. First it was the Forty-Niners, now it's the Bruins. Both of these championship teams embody the spirit of California. You know what it means to get up after being knocked down. You are adventurous and creative. You pull together when times are tough. And you don't know the meaning of the word "quit." All Americans can draw strength from your winning spirit.
- I'm also happy to see so many students and teachers here. You are the reason I came to California -- to meet with the people on the front lines of your struggle to improve education in this state. And to share with you my vision for a real partnership to achieve our goals. There is no more important work before us. Because I believe education is the middle class social safety net for the 21st century. And we should not even be thinking about cutting our investment in education and training to give tax relief to people who don't need it.
- This is especially important here in California, where you face some tough challenges in education. I saw the report this week showing that California schools are not doing as well as they should on standardized tests. And I understand that while you have some of the finest institutions of higher learning in this area, including Sacramento State and the University of California at Davis, fees have gone up tremendously in recent years.
- My Administration is trying to fix those things. We've made education and training the centerpiece of what I call the New Covenant, a partnership between Americans and their government that offers more opportunity in return for more responsibility.
- During the last two years, we have lowered the deficit by

more than \$600 billion...created 6.1 million new jobs...shrunk the size of government by more than 100,000 people -- creating the lowest workforce since the Kennedy Administration. And we did all this without cutting education.

- California is reaping the benefits of this economic recovery: unemployment rate has dropped from 9.4 percent to 7.3 percent...68,400 new jobs created, after a loss of 63,200 jobs during the previous four years...new business incorporations have increased by 13 percent...more than 2 million working families will receive a tax cut because of our expanded Earned Income Tax Credit...and almost 179,000 small businesses are receiving a tax cut.
- And we did something else, which is so important to the young people of this state -- we reformed the student loan program to expand educational opportunity for more than 1.6 million students and former students across California.
- Our investment in education and training doesn't stop there. We know that in the new global economy, the countries that do the best job of developing the full capacities of all of their children and adults will be the most successful in the 21st century. Higher education levels are essential if we are going to raise the incomes of working Americans -- if we're going to grow the middle class and shrink the under class.
- That's why I have worked so hard to expand Head Start...set world class standards for our schools...give parents and teachers more resources to meet those standards...establish a School-to-Work program to prepare young people who don't go on to college to get higher paying jobs.
- Now, many in Congress think there's no difference between education and other spending. They would reduce funding for Head Start...for Goals 2000...for our national service program, AmeriCorps, which is expanding opportunity for almost 4,000 Californians...for our efforts to create safe and drug-free schools...even for school lunches. This is wrong.
- Education is the embodiment of the New Covenant. It says to young people, we'll give you the opportunity to learn and develop the skills to compete and win in the new global economy, and you have to take the responsibility to make the most of your talents and the path we are clearing for you.
- California's economy is surging ahead again. But we cannot afford to stop now. We must keep up our forward march towards developing the high tech, high wage jobs that will make you a key player in the global economy. And we must continue to invest in the education and training of our

AMY HUGHES :

408-356-4980

THE WHITE HOUSE
WASHINGTON

SCHEDULE PROPOSAL

DATE: March 20, 1995

____ ACCEPT

____ REGRET

____ PENDING

TO:

Billy Webster
Director of Scheduling and Advance

FROM:

Laura Tyson, Assistant to the President for
Economic Policy *WLT*
Doug Sosnik, Assistant to the President for
Political Affairs
John Emerson, Deputy Assistant to the President,
Intergovernmental Affairs

REQUEST:

Tour the former Sacramento Army Depot and
review redevelopment efforts there

PURPOSE/BACKGROUND:

Scheduled for closure in 1997 as part of the 1991
base closure round, the 485 acre Sacramento
Army Depot was turned over to the City of
Sacramento 2 years early, on March 3, 1995.
Packard Bell, the world's third largest computer
manufacturer, has moved on to large portions of
the closed base, where it will employ 4,000
production workers. One-thousand of these
positions are being brought back from Taiwan, a
move that has not yet been announced.

This reuse success story is due in large part to
President Clinton's "5 Part Plan to Revitalize
Base Closure Communities" (announced July 2,
1993), including our initiatives to promote "Jobs-
Centered Property Disposal" (the land is being
conveyed at a discount for job creation), and
"Fast Track Cleanup" (the base will be the first
federal facility removed from the Superfund list).
This visit provides an opportunity for President
Clinton to call attention to the success of the 5-
Part Plan in advance of his July 1 action on the
current BRAC list. FYI: Nearby McClellan
AFB is not included on Secretary Perry's list of
recommended closures.

PREVIOUS PARTICIPATION:	NA
DATE AND TIME:	Friday, April 7
BRIEFING TIME:	15 minutes
DURATION:	One hour
LOCATION:	Packard Bell manufacturing facility on site of closed Sacramento Army Depot
PARTICIPANTS:	The President, Congressmen Matsui and Fazio, Mayor Joe Serna, community leaders, and Packard Bell officials
OUTLINE OF EVENTS:	To be developed
REMARKS REQUIRED:	Brief remarks
MEDIA COVERAGE:	Open Press
1st LADY'S ATTENDANCE:	No
VPOTUS ATTENDANCE:	No
RECOMMENDED BY:	Department of Defense, Congressman Matsui, Mayor Serna, and the NEC
CONTACT:	David Lane (6-5352).
ORIGIN OF PROPOSAL:	Congressman Matsui, Department of Defense
2nd LADY'S ATTENDANCE:	No

BASE CLOSURE AND REUSE FACT SHEET

March 27, 1995

BACKGROUND

The Department of Defense has over 400 major bases in the United States. Unless infrastructure is downsized along with force structure and budget, defense funds will be spent on buildings instead of our fighting forces. Base realignment and closure (BRAC) is painful, but necessary to keep our fighting forces ready, modern, and strong. Outside the U.S., we have reduced our presence dramatically, withdrawing from over half our facilities.

As a result of the three previous BRAC rounds, 70 major U.S. bases and several hundred smaller facilities are being closed. On February 27, Secretary Perry announced his 1995 BRAC recommendations, the final base closure round under current law. The 1995 DoD list recommends closing or realigning 146 military installations, and would close 33 major military installations.

The 1995 BRAC list is about 80% as large as the 1993 list, but it will generate savings more quickly than BRAC 1993. Once implemented, recurring savings from the 1995 round are expected to be \$1.8 billion per year. All four rounds together, when implemented, will save about \$6.0 billion per year.

POLICY RESPONSE TO ASSIST AFFECTED COMMUNITIES

Until 1993, base closings forced communities to cope with a jarring economic upheaval without adequate tools or resources. Cleanup of polluted bases proceeded slowly, and bureaucratic hurdles frustrated local officials when they sought help. In response to the 1993 BRAC round, the Clinton Administration developed a bold program to revitalize base closure communities.

On July 2, 1993, President Clinton announced his "Five-Part Plan to Revitalize Base Closure Communities." The President's program is a good example of reinventing government, based on a philosophy that local communities know best the direction economic redevelopment should take after a base closure, but often lack the tools to pursue their economic visions. President Clinton's program contains five initiatives to get the government to respond more rapidly and spend money more wisely:

- 1) **Jobs-Centered Property Disposal** that puts local economic redevelopment first. The Administration changed the way base property is disposed to emphasize uses most likely to create new jobs for the communities affected by base closings. Federal law has been changed to permit discounted land transfers -- economic development conveyances -- for viable job-creating activities.

2) **Fast-Track Cleanup** that removes needless delays while protecting human health and the environment. The Administration's approach promotes rapid reuse by sending joint cleanup teams into action at each site, quickly identifying clean parcels for early use, leasing some parcels where cleanup is underway, and hastening cleanup.

3) **Easy Access to Transition and Redevelopment Assistance** for workers and communities. The Administration providing easier access to other federal programs offering transition and redevelopment help for workers and communities. As part of this effort, Secretary Reich sent "job SWAT teams" onto bases slated for closure to inform workers of opportunities available to them -- training programs; job guidance and counseling; and other assistance needed as they consider new employment after base closure.

4) **Transition Coordinators** at major bases closing bases. The Administration established for the first time a single federal coordinator to be a champion for each community so that all the resources and opportunities that can help in redevelopment can be made available as quickly as possible.

5) **Larger Economic Adjustment Planning Grants** to base closure communities. The Administration is providing an average grant of a million dollars to each community affected by a major base closing to plan for the reuse of facilities -- \$3.5 million for the hardest hit communities.

In summary, compared to the past, the Administration is responding more quickly, cutting red tape more aggressively, and mobilizing resources more assertively to help these communities, so that when they lose their bases they do not lose their future. As the 1995 BRAC round proceeds toward presidential action in July, the Administration is reviewing implementation of the Five-Part Plan to identify additional areas for improvement.

BASE CLOSURE IN THE SOUTH
Employment Impacts by State -- 1995 BRAC Round

	<u>Military</u>	<u>Civilian</u>	<u>Major Proposed Closures</u>
Alabama			
	-5,877	+931	Fort McClellan
Arkansas			
	-40	-207	Fort Chaffee
Florida			
	+3,754	+679	no major closures proposed
Georgia			
	+791	-613	no major closures proposed
Kentucky			
	-1,401	-1,395	Naval Surface Warfare Ctr, Louisville
Louisiana			
	-39	-60	no major closures proposed

Employment Impacts by State -- 1995 BRAC Round (cont.)

	<u>Military</u>	<u>Civilian</u>	<u>Major Proposed Closures</u>
Mississippi			
	-1,519	-710	Naval Air Station, Meridian
North Carolina			
	+703	0	no major closures proposed
South Carolina			
	+4,569	31	no major closures proposed
Tennessee			
	+222	-996	Defense Distribution Depot, Memphis
Texas			
	-375	-6,606	Brooks AFB Reese AFB Red River Army Depot
Virginia			
	+4,354	-511	no major closures proposed
Total South			
	+5,142	-9,457	

Prepared by David Lane, NEC

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

06-Apr-1995 10:32am

TO: James T. Edmonds

FROM: David J. Lane
 National Economic Council

SUBJECT: BASE CLOSURE AND REUSE

BASE CLOSURE AND REUSE

The vision for the future is up to you (base closure communities). Our job is to give you the tools to build that future.

President Clinton in Alameda, CA
August 13, 1993

BACKGROUND

The Department of Defense has over 400 major bases in the United States. Unless infrastructure is downsized along with force structure and budget, defense funds will be spent on buildings instead of our fighting forces. Base realignment and closure (BRAC) is painful, but necessary to keep our fighting forces ready, modern, and strong. Outside the U.S., we have reduced our presence dramatically, withdrawing from over half our facilities.

As a result of the three previous BRAC rounds, 70 major U.S. bases and several hundred smaller facilities are being closed. On February 27, Secretary Perry announced his 1995 BRAC recommendations, the final base closure round under current law. The 1995 DoD list recommends closing or realigning 146 military installations, and would close 33 major military installations.

The independent BRAC Commission, chaired by former Senator Alan Dixon, will now review these recommendations and hold public hearings before making its recommendations to the President by July 1. Both the President and Congress must either accept or reject the list in its entirety.

The 1995 BRAC list is about 80% as large as the 1993

list, but it will generate savings more quickly than BRAC 1993.. Once implemented, recurring savings from the 1995 round are expected to be \$1.8 billion per year. All four rounds together, when implemented, will save about \$6.0 billion per year.

POLICY RESPONSE TO ASSIST AFFECTED COMMUNITIES

The problem President Clinton faced:

- o When President Clinton came into office, he ordered a review of policies affecting economic redevelopment in base closure communities, in part due to his frustration with a base closing as Governor of Arkansas.

- o In the past, base closings forced communities to cope with a jarring economic upheaval without tools or resources. Many bases were heavily polluted, and cleanup seemed to take forever. Red tape and bureaucracy frustrated local officials when they sought help.

The Clinton Administration developed a bold program to revitalize base closure communities:

- o The federal government is working aggressively to help citizens, cities and regions previously dependent on military base activities prosper. President Clinton's approach is designed to help base closure communities use their valuable assets as engines of economic growth.
- o On July 2, 1993, President Clinton announced his "Five-Part Plan to Revitalize Base Closure Communities." The President's program is a good example of reinventing government, based on a philosophy that local communities know best the direction economic redevelopment should take after a base closure, but often lack the tools to pursue their economic visions. President Clinton's program contains five initiatives to get the government to respond more rapidly and spend money more wisely:

1) Jobs-Centered Property Disposal that puts local economic redevelopment first. The Administration changed the way base property is disposed to emphasize uses most likely to create new jobs for the communities affected by base closings. Federal law has been changed to permit discounted land transfers -- economic development conveyances -- for viable job-creating activities.

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

D. Benjamin
T. Edmonds
A. Stone

April 5, 1995

MEMORANDUM TO: BILL GALSTON
GENE SPERLING

CC: STEVE SILVERMAN
TOM EPSTEIN
GAYNOR MCCOWN

FROM:  LESLIE T. THORNTON

SUBJECT: CALIFORNIA LEARNING ASSESSMENT SYSTEM
1994 TEST SCORES

As you may know, the *Los Angeles Times* reported in two separate articles today (copies attached) that "[f]or the second straight year, California students have failed to measure up to demanding standards in reading, writing and mathematics." In anticipation of the President's upcoming speech to the National Education Association in Los Angeles, this memorandum provides some general background on the California Learning Assessment System (CLAS), as well as our preliminary thinking on the issues raised in the articles.

BACKGROUND

The CLAS is only two years old. *Tom Payzant, our Assistant Secretary for Elementary and Secondary Education, and a former San Diego school superintendent, chaired the policy committee in the state that put the system together.* It was designed to be a truly high quality assessment system that aligned tests with the California curriculum frameworks. Consistent with what we now know as Goals 2000, the system contemplated tougher assessments, higher standards, greater expectations. It was meant to exceed the requirements of typical, basic, standardized tests. For example, in the writing section, the CLAS requires students to produce writing samples, scored against a standard, rather than simply respond to provided text.

The point, according to Tom, is that the tests are tougher. Thus, we could expect in the first year or two that results would be lower than those on lower, less challenging, more traditional basic skills tests.

Tom also notes that in the first year the test was given, there were a number of logistical snafus and other problems with administering the assessments. Further, parents got a hold of test questions and some of the issues the students were asked to write about. The

"conservative right" was angered by and argued against what they believed was state control of students minds and state imposition of and interference in "family values." These groups put significant political pressure on the state to release the questions in advance. This resulted in a number of schools refusing to participate in the testing system. The state resolved the tensions in part by providing parents the option of refusal -- parents could keep their children from taking the tests. Tom believes that depending on who decided to opt out of taking the tests, some schools might have resultant skewed scores.

OVERALL THOUGHTS

Tom makes a number of points in response to the test results. First, there is little disagreement that these tests are simply harder. However, the answer to the low test scores is not to back away from the tests and lower the standards, but to better prepare the children for the assessments. The challenges provided by the scores create an "opportunity and a responsibility."

We might also look at the budget issue. While we probably don't want to shift blame entirely to the issue of funding, it is clear that resources which provide students access to the tools needed to reach world class standards, like technological advancements, are key. In this regard, California has gone, in the last several years, from being in the top ten in output per student to the bottom ten -- I believe California is 41st or 42nd -- and well below the national average in per pupil spending.

Lastly, as both articles point out, California has a high number of poor children and children who do not speak English. Schools, therefore, have been required to take on much more with much less (for obvious reasons, we would need to be careful about how we talked about this issue).

But, at the end of the day, the response should not be to step back, but to make education a priority, recognizing its inescapable connection to everything we want to accomplish, not just in California, but as a nation. California's attempts to reform its school systems and promote higher learning and teaching standards are critical to this priority (we might need to vet current local response to the issues raised in the *Los Angeles Times* articles before deciding to praise California's reform efforts. Also, as you know, some of Governor Wilson's other school reform initiatives are under fire).

Attachments

State Test Finds Students Lagging

■ **Education:** For second straight year, few meet standards for reading, writing and math. Schools superintendent Eastin says reform is vital.

By RICHARD LEE COLVIN, TIMES STAFF WRITER

For the second straight year, California students have failed to measure up to demanding standards in reading, writing and mathematics, according to the final results released Tuesday in the state's pioneering effort to boost public school performance.

Scores on the California Learning Assessment System (CLAS) tests show that only a tiny fraction of the state's fourth, eighth and 10th graders are advanced enough to meet the state's expectations for top students—the ability to write clearly and confidently, to grasp complexities when reading or to apply a sophisticated mathematical sensibility to real-world problems.

Moreover, a solid majority of students in all three grades failed to meet even minimally acceptable performance levels in all three subjects, with the showing in math by far the weakest of the three.

In response to the new scores—as well as soon-to-be released national data that is expected to contain similar findings—new state Superintendent of Public Instruction Delaine Eastin announced she will convene task forces to consider a wide variety of explanations for the low scores and recommend corrective actions within four months.

"The numbers are just abysmal," said Eastin, at a news conference at a Sacramento elementary school, where she was joined by representatives of major education, business and parent groups.

Although she cited a list of factors—such as overcrowded classes, large numbers of students who are poor or do not speak English, and a shortage of time and money for teacher training—she said California must reform its schools so that by the end of third grade, every student is able to read and achieve basic competency in math.

Gov. Pete Wilson also decried the results—calling them "absolutely

Please see CLAS, A7

LOS ANGELES TIMES WASHINGTON EDITION

CLAS: California Students

Continued from A1
unacceptable"—and using their release to argue for his education agenda, which would make it easier to fire incompetent teachers, free districts from the state's lengthy education code and establish uniform performance standards.

The 2-year-old CLAS system was designed to measure student achievement against objective standards, rather than comparing the performance of each school to a statewide average, as past exams had done.

Last year, results were deemed dismal across the state, especially in math, and some educators complained the new high standards were beyond the reach of most students.

This year's results were little better.

More than 40% of the 10th graders tested in math, for example, achieved only the lowest of six possible levels, meaning that they showed "little or no mathematical thinking and understanding of mathematical ideas." More than three-quarters of the students in all three grades scored at one of the three lowest levels, indicating less than basic understanding.

Reading was only slightly better, with more than 60% of the students in each grade failing to achieve at a level four or above—meaning those students were not even able to muster "a partial mastery of knowledge and skills fundamental for proficient work."

The scores in writing, which has been part of the state's assessment system since 1987, were slightly stronger; about 54% of the students in the eighth grade scored at the lowest three levels, 61% in the 10th grade and 68% in grade 4.

Asian American students performed substantially better than their counterparts in all three subjects and all three grades. Even so, only 30% of the Asian American 10th graders scored at a minimally acceptable or better level in math. Among white students, 20% were at that basic level or above; among

African Americans, only 3% ranked above the basic level, and among Latinos the figure was 5%.

The results were based on tests students took last spring. State testing officials warned that the scores cannot be compared to those from 1993, because of changes in the test questions and in scoring procedures aimed at ensuring greater accuracy in response to problems that bedeviled the system last year.

The tests themselves—hailed at their introduction two years ago for making California a national leader in improving student assessment—have generated almost as much controversy as the low scores.

Last year, the release of CLAS scores fueled distrust in some quarters when it became clear that technical errors had resulted in the release of inaccurate scores, or no scores at all, for about 250 schools.

And the tests already had become the target of conservative and religious parents and groups, who zeroed in on reading passages they said were too provocative and writing tasks they claimed violated students' privacy by probing their beliefs.

Legal battles over whether districts could be forced to administer the tests and mounting criticism of the state education department's response to the uproar led to the demise of the test, which many educators had embraced as an important tool for guiding the reform and improvement of school curriculum.

In September, Wilson vetoed a \$28-million bill that would have kept the testing program alive. Wilson's office is working with the Legislature on a bill to develop a new assessment system.

With the release of the final set of scores Tuesday, some educators and business leaders repeated their concerns that the loss of the CLAS test threatens gains California schools have made in making curriculum more challenging and more in line with job market demands.

"Its demise may send a chilling signal through the educational system nationally," said Eva Baker, a researcher who heads the Center for the Study of Evaluation at UCLA. CLAS had made the state a leader by requiring students to demonstrate their knowledge in essays, open-ended math problems and other so-called "authentic" activities, she said.

"What worries me is that the aftertaste will linger in the wrong way," Baker said. "There is no reason to believe that tests that ask people to write on complex issues need to raise the specter of invasion

of privacy."

But that approach, requiring students to write essays in all three subject areas, introduced a variety of problems. Their answers were costly to score, provoked controversy among parents, and led to a variety of technical missteps.

Last year, in an effort to save money, the state tried to project results for schools and districts by grading only some of the students' answers, resulting in the release of results later deemed unreliable.

In an effort to guard against that, every test was graded this year and state testing officials said they would not report scores for any schools or grades in which more than 25% of the students were not allowed by their parents to take the test. The state also did not report scores for small schools or schools, where the demographic makeup

WEDNESDAY, APRIL 5, 1995

Fail to Meet Test Standards

changed substantially from last year.

About 500 schools and dozens of districts, including five in Los Angeles County, did not receive any test results because of those procedures. Others, however, had a low participation rate and still received scores, once again raising questions about what the scores mean.

In West Covina, only 10% of the district's sophomores, 40% of the eighth graders and 45% of the fourth graders chose to take the test after the district gave parents the option of having their children

about the nature of the test.

Janet Salem, the assistant principal at Jordan High School, said she believed several portions of the CLAS tests were too subjective. "Some of the questions were personal," Salem said. "How do you correct the subjective components of the test?"

Absenteeism during the several days that the test was administered also might have skewed the results at Jordan, she said. "It's dependent on the whole group being present the whole three or four days."

Of Jordan's 10th graders, 99% scored at the lowest three levels in math, 84% at those levels in writing, and 88% in reading.

Countywide, Los Angeles lagged behind many in the state, with the usual range of high scores in affluent districts and dismal scores in districts with high numbers of poor children, such as Compton and Bassett Unified in La Puente.

One bright note was that seven districts in the county cracked the list of the top 20 in the state at the 10th grade level, led by the San Marino district, which posted California's highest scores. The rankings were based on the combined percentages of students scoring at the top three levels in all three subjects.

Gretchen Whitney High School in the ABC District, a highly selective school that admits students based on high test scores, was the top high school in the state, followed by California Academy in Long Beach and San Marino High School.

At the elementary and middle school levels, however, San Marino did not receive any scores because too many parents declined to have their children participate.

In Ventura County, school officials were pleased that fourth- and eighth-grade students scored above those statewide in all three subjects. But some educators were concerned about the results for 10th-graders, whose scores dipped below those across the state in

writing.

The high school students' mediocre results could have resulted from the large number of students who opted not to take the test, said Charles Weis, who heads the Ventura County office of education.

"On the surface, we can take some solace in the fact that we are doing better than the kids statewide," said Weis. "But I'm not sure what these scores really tell us."

Orange County students exceeded the statewide performance in every subject and grade. The county ranked second behind Marin County in fourth grade, third behind Nevada and Marin counties in 10th grade, and placed sixth in the eighth grade.

The strongest performance came on the 10th grade reading exam, where Orange County ranked best in the state.

"Overall, I'm elated that Orange County did so well compared to the statewide average, but I'm also disappointed that we didn't do better," said John F. Dean, superintendent of Orange County schools. "We'd like to be 100% in everything. We keep striving for this."

Individual county schools excelled. The brightest star was Roy Andersen Elementary in Newport, which posted the highest combination of reading, writing and math scores at the fourth-grade level.

Among school districts, the Laguna Beach Unified School District topped the fourth grade results. Superintendent Paul M. Possemato attributed the high scores to his district's emphasis on language skills.

"I'm a strong advocate for the CLAS-type testing," he said. "I believe that one has to have test programs that force the examination of, the measurement of, and the use of language and thinking in all subject areas."

Times staff writers Jodi Wilgoren and Beth Shuster and correspondent Kay Salliant contributed to this story.

exempted.

Still, the state reported scores for the district and each of its schools, which for the 10th grade pushed the working class community into the ranks of such perennially high-achieving districts as those serving San Marino, Beverly Hills and La Canada Flintridge.

Testing officials said the scores were released because the district must have failed to report to the state the number of parents who chose to have their children excluded.

But John F. Costello, West Covina's superintendent, said the state erred again. "What you've got is a continuation of the mishandling of this particular test," Costello said. "The first year you can always understand the mistake, but it's more difficult the second time."

Other educators were concerned

L.A. Times 5 May 1995 P.1

L.A. School Officials Vow Improvements

By BETH SHUSTER
TIMES STAFF WRITER

Most students in the Los Angeles Unified School District scored at the lowest levels in all subject areas in the latest batch of California Learning Assessment System (CLAS) tests, prompting officials to pledge widespread educational changes in city schools.

The 1994 scores, released Tuesday by the state Department of Education, show that the vast majority of the district's fourth-, eighth- and 10th-graders were well below basic competency standards set by the state in reading, writing and math.

The tests measured 92,000 Los Angeles Unified students against tough statewide performance standards, ranking each student at one of six levels.

School Supt. Sid Thompson said he will use the scores to bolster a new effort to improve and update teaching in the district, beginning in the primary grades.

"I want to talk to our teachers and administrators . . . we need to make fundamental changes," Thompson said. "I'm taking the test results seriously. We cannot accept this. . . . Our kids have got to get

Please see OFFICIALS, A7

OFFICIALS: School Improvements Vowed

Continued from A1
into the mainstream.

Among the Los Angeles Unified results were these:

- Only 17% of the district's fourth-graders scored in the top three levels in reading, compared to 22.8% statewide. In writing, 26% scored in the top levels, compared to 32% statewide.

- Among eighth-graders, only 24% scored in the top three levels in reading and 28% in writing, compared to 38.8% in reading and 46.3% in writing statewide.

- Only 25% of the 10th-graders scored in the top three levels in reading, compared to 34.6% statewide. In writing, 26% scored in that top tier, compared to 38.9% statewide.

- More than eight in 10 students at every grade level showed little understanding of math, scoring in the bottom three levels. Among fourth-graders, 85% scored at the bottom, compared to 72.2% of fourth-graders statewide. Ninety percent of the eighth-graders scored in the bottom tier, compared to 76.9% statewide. And 94% of the 10th-graders ranked at the bottom, compared to 85.7% statewide.

- The top-scoring Los Angeles Unified elementary school was Balboa Gifted High Ability Magnet School in Granada Hills; the top middle school was Palms, which has a magnet program for gifted students, and the top high school was the King Drew Medical Magnet.

- Thirty-eight district schools—including 11 elementary schools, one middle school, two

senior highs and 24 continuation campuses—received no scores because too few students took the tests.

School district officials attributed the low results primarily to the high number of students who do not speak English. About 56% of the district's fourth-graders do not speak English fluently, compared to 25% statewide; 38% of the eighth-graders speak limited English, compared to 19% statewide, as do 36% of the 10th-graders, compared to 19% statewide.

Nonetheless, several principals said that they

'I'm taking the test results seriously. We cannot accept this. . . Our kids have got to get into the mainstream.'

SCHOOL SUPT. SID THOMPSON

believe the tests were a valid measure of students' knowledge—and of the curriculum—and that they are sorry that the tests have been scrapped.

"It's a shame," said Hugh Gottfried, the principal at Palms Middle School, where 60% of the eighth-graders scored in the top three levels in reading and writing. "I think it's much improved over what we had previously. It's testing the kinds of things we believe kids should be learning in school."

Hancock Park Elementary Principal Penny Hooper, whose school was among the top

performers in math, said teachers have made math, science and technology their priorities.

"When the children have an ongoing, strong curriculum with hands-on experiences and critical-thinking skills, the CLAS test is something in which they can be successful," Hooper said.

But the low districtwide results show that even schools that typically perform well did not make it to the top levels of the CLAS test.

At the highly regarded Brentwood Science Magnet, 60% of the fourth-graders tested scored in the bottom three levels in math, indicating a lack of understanding of basic math concepts. At the Sherman Oaks Center for Enriched Studies, 85% of the 10th-graders scored in the lowest three levels in math.

District students fared better in reading and writing but, again, even schools that have traditionally posted high marks failed to do well.

Some parents, particularly in the South Bay and the west San Fernando Valley, took advantage of an opportunity to exempt their children from the exams, citing what they believed were intrusive questions.

At Wilmington Park Elementary, 37% of parents requested that their fourth-grade children be exempted. "We spent a lot of effort preparing our teachers . . . and we were all ready to go," Principal Nora Armenta said. "But the parents felt it wasn't a valid test for their children."

Times director of computer analysis Richard O'Reilly contributed to this report.