

NLWJC - KAGAN

EMAILS RECEIVED

ARMS - BOX 032 - FOLDER -004

[06/12/1998]

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Julie A. Fernandes (CN=Julie A. Fernandes/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:12-JUN-1998 11:40:17.00

SUBJECT: H2A

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Elena,

John Fraser (from DOL) tells me that Sen. Coverdell has put a hold on the President's nomination for Asst. Secretary for ETA at Labor and is demanding a meeting with Secretary Herman on what can be done to reform the H2A program. Coverdell's interest likely stems from the recent issue involving vidalia onion growers in Georgia (INS raided; LOTS of illegal workers found; INS agreed to let them stay and finish the picking; growers claim they have to use illegals b/c they can't find U.S. workers and the H2A program is so slow and bad. According to the Labor Dpt., the company had rejected use of the H2A program b/c Labor had insisted that they pay the intrastate average wage of .80 per bag, rather than the interstate average of .70 - .75 cents per bag).

Kitty Higgins from Labor wants us to move quickly to determine what kind of reform package we can commit to, in the hopes that it will be enough to lift the hold on their nominee.

I am putting together a short document that will more simply explain the Labor proposal. You should have that by Monday am.

Julie

Q. How is the early warning guide different from the annual report on school safety that you've already announced?

A. The early warning guide will be specifically tailored to help school officials and teachers identify the signs of troubled youth and provide recommendations on how to intervene before violence occurs. It will contain well-established research about the various signals troubled youth send before they engage in violent or aggressive behavior. The Attorney General and the Secretary will consult with a wide variety of experts on the guide, with the National Association of School Psychologists actively involved in the process.

The annual report on school safety is a much broader document than the early warning guide. The report will be released at the beginning of every school year for principals, parents, and local officials to address their school crime problems. The annual report on school safety will include: an analysis of all existing national school crime data and an overview of state and local crime reporting; examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime, including a local safety checklist; and a description of resources available to schools and communities to help create safe, disciplined, and drug-free schools.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Paul J. Weinstein Jr. (CN=Paul J. Weinstein Jr./OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:12-JUN-1998 14:43:36.00

SUBJECT: IDA Memo: For Comments and Recommendation

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

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Pretty much the same as before. Please give me your signoff asap. Thanks.

----- Forwarded by Paul J. Weinstein Jr./OPD/EOP on

06/12/98 02:43 PM -----

Jonathan Orszag
06/11/98 09:22:00 PM

Record Type: Record

To: Paul J. Weinstein Jr.

cc:

Subject: IDA Memo: For Comments and Recommendation

Message Creation Date was at 11-JUN-1998 21:22:00

Attached is a draft of a decision memo on Individual Development Accounts. If you could have your bosses look at this and provide comments/recommendation by COB Friday, we would appreciate it. We would like to put this in this weekend because the bill it discusses is marked up next Wednesday. If you have any questions, call me (65367).

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

TEXT:

The following attachments were included with this message:

TYPE : FILE
NAME : idapotus.604

===== END ATTACHMENT 1 =====

===== ATTACHMENT 2 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D19]MAIL40924656V.126 to ASCII,
The following is a HEX DUMP:

DRAFT: 1:00 PM

June 11, 1998

MEMORANDUM FOR THE PRESIDENT

FROM: GENE SPERLING
BRUCE REED

SUBJECT: Individual Development Accounts

Next Wednesday, the Senate Labor committee will mark-up the Human Services reauthorization bill. Besides Head Start and LIHEAP reauthorization, the Committee is planning to include a demonstration of Individual Development Accounts. Given your record, we believe that you should get out in front on this issue and we should either endorse the proposal (with some modifications) or propose our own IDA demonstration.

For many years, you have strongly supported Individual Development Accounts (IDAs) as a means to build assets among lower-income Americans, help move people from welfare to work, expand homeownership opportunity, increase access to post-secondary education, and help people start their own businesses. Indeed, nearly six years ago -- in September 1992 -- you announced your support for IDAs, saying that they "would encourage poor Americans to set money aside in special savings accounts that they can use for a home, their education, their training or starting a small business." To that end, your 1994 Welfare Reform proposal included an IDA proposal and the 1996 Welfare Reform law allowed States to use welfare funds to establish IDAs.

However, the Federal government has yet to provide direct funding to create IDAs. This memo lays out three potential options for the Administration: (1) endorse the Coats-Harkin IDA demonstration bill; (2) put forward our own Coats-Harkin-like IDA proposal with a higher price tag; or (3) propose a narrower IDA demonstration for just homeownership.

Coats-Harkin IDA Demonstration Bill:

Senator Coats and Senator Harkin are the lead sponsors of a bill which would establish a four-year, \$100 million IDA demonstration program under which State and local agencies and/or non-profits would be funded to operate IDA programs providing a match of not less than 1:1 and not more than 8:1 for each dollar of earned income deposited in the account. Withdrawals would be permitted for only three purposes: (1) purchase of a first home, (2) post-secondary educational expenses, or (3) starting a new business. Under the Coats-Harkin bill, preference in the application process would be given to entities that are able to attract pledges of substantial non-Federal, especially private sector, funding to serve as a match for the Federal dollars. Participation would be open to households that are either eligible for welfare (TANF) or have an income level below the EITC phase-out point and a net worth below \$10,000. In order to determine whether this IDA demonstration works, the Coats-Harkin bill would require that there be a rigorous evaluation of the

program.

You should know that the Coats-Harkin bill has the support of a bipartisan group of Senators, including Abraham, Lugar, Collins, Moseley-Braun and Wellstone. On the House side, the lead sponsors of the companion bill are Tony Hall and Kasich. While there are no real substantive problems with the bill, there need to be some clarifications and technical corrections.

Options:

The following options would be coupled with two other measures to promote IDAs in the private sector and at the state and local level: first, we would ask the banking regulators to clarify that banks and thrifts can receive Community Reinvestment Act credit for IDA programs; and second, **a letter would be sent from HUD clarifying that HOME and CDBG funds can be used to establish IDA programs.** In addition, because of the need for an offset to pay for any of the following options, we are investigating whether we could place the IDA program within the Treasury Department instead of at HHS (as the Coats-Harkin bill does) and direct the Community Development Financial Institutions (CDFI) fund to set-aside funds from its existing budget request for FY99 to pay for its operations.

Option 1: Endorse Coats-Harkin bill

Pros:

- Could help approximately 50,000 lower-income Americans build assets, which is an important means to get out of the cycle of dependency.
- While the national homeownership rate is nearly 66 percent, the rate among lower-income and disadvantaged Americans is below 50 percent. IDAs would help expand homeownership opportunities to this group of people. IDAs would also help increase access to college and help low-income families start their own businesses.
- Provides another tool to move people from welfare to work.
- Enactment of Federal IDA legislation would complete the community empowerment agenda you laid out in your 1992 campaign.
- Would dovetail well with other housing proposals: Low-Income Housing Tax Credit expansion will help develop more rental housing units; Welfare-to-Work Housing Vouchers will help move welfare recipients into privately owned rental housing; and IDAs will help these families save to become homeowners.
- Of all the options being considered, must likely to be enacted this year.

Cons:

- The Coats-Harkin bill comes with a price tag of \$25 million per year. One option to pay for

our endorsement could be to place its operation within the CDFI Fund and direct the Fund to set-aside \$25 million within its FY99 budget request.

- Endorsing Coats-Harkin means you will have to share credit for enacting IDAs.
- This initiative would help only a small percentage of low-income persons who need help accumulating wealth.
- An IDA demonstration may be vulnerable to fraud, especially allowing withdrawals for small business activities.
- Some believe that Republicans would expand IDA bill to include K-12 private school education, reopening the same issues raised by Coverdell amendment, but in a less favorable context (IDAs help lower-income Americans, while IRAs disproportionately benefit those with higher incomes).

Option 2: Put Forward Our Own IDA Demonstration with a Higher Price Tag

Another option would be to put forward our own IDA demonstration proposal (with a higher price tag), while acknowledging the proposal from Senators Coats and Harkin. OMB believes that the largest our own IDA demonstration program could be -- within your FY99 budget -- is \$30 million per year (or \$150 million over five years). This option would allow us to make the small substantive and technical changes to the Coats-Harkin proposal without having to negotiate with their staffs.

Pros:

- Same as option 1, but you would have ownership of the proposal.

Cons:

- Same as option 1, but the price tag for this option would be higher and would require a larger offset.
- Could upset Harkin and Coats that we are proposing a similar IDA demonstration without endorsing their proposal.

Option 3: Propose More Narrow IDA Demonstration for Only Homeownership

Another alternative would be to propose a narrow IDA demonstration which would be focused solely on homeownership -- the only qualified withdrawal would be for the purchase of a first home.

Pros:

- Focuses message on homeownership and focus attention on the importance of saving for homeownership.
- Allays concerns of education community that IDAs would be used as vehicle for Coverdell.
- Costs less than other two options.

Cons:

- Some may question why we did not propose allowing post-secondary education as a qualified withdrawal from IDAs, given your strong record on expanding access to college. We would get the same criticism for not allowing withdrawals for starting a new small business.

Recommendations:

OMB, White House Legislative Affairs, Treasury, Labor, HUD, DPC, CEA, SBA, and HHS recommend that you support the Coats-Harkin bill with some modifications.

Education does not support an IDA demonstration that allows withdrawals for post-secondary education because they are very concerned that the Republicans would try to open up IDAs to K-12 private school education. Senator Harkin has indicated that he will drop support for the IDA demonstration if the Republicans try to propose a Coverdell-like amendment. You should know that if you decide to support Coats-Harkin, we will try to obtain a similar pledge from Senator Coats. We believe that this strategy would be successful because, with Coats leaving the Senate this year, he is more interested in passing the IDA bill than in scoring political points.

- _____ Endorse Coats-Harkin Bill (RECOMMENDED)
- _____ Put Forward Your Own, Bigger IDA Demonstration Proposal
- _____ Propose Narrow IDA Demonstration Program Targeted To Homeownership
- _____ Discuss Further

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Ronald E. Jones (CN=Ronald E. Jones/OU=OMB/O=EOP [OMB])

CREATION DATE/TIME:12-JUN-1998 11:43:23.00

SUBJECT: House-passed Bankruptcy Bill

TO: Mark A. Weatherly (CN=Mark A. Weatherly/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Mark D. Menchik (CN=Mark D. Menchik/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Toni S. Hustead (CN=Toni S. Hustead/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Joshua H. Raymond (CN=Joshua H. Raymond/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Melinda D. Haskins (CN=Melinda D. Haskins/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: John S. Radzikowski (CN=John S. Radzikowski/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Pamula L. Simms (CN=Pamula L. Simms/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Thomas P. Stack (CN=Thomas P. Stack/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Courtney B. Timberlake (CN=Courtney B. Timberlake/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: David J. Haun (CN=David J. Haun/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Emil E. Parker (CN=Emil E. Parker/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

TO: Janet Himler (CN=Janet Himler/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Christopher D. Carroll (CN=Christopher D. Carroll/OU=CEA/O=EOP@EOP [CEA])
READ:UNKNOWN

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

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

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

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

TO: Edward A. Brigham (CN=Edward A. Brigham/OU=OMB/O=EOP@EOP [OMB])

READ:UNKNOWN

TO: Janet E. Irwin (CN=Janet E. Irwin/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Gary L. Bennethum (CN=Gary L. Bennethum/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Larry R. Matlack (CN=Larry R. Matlack/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Edwin Lau (CN=Edwin Lau/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Francis S. Redburn (CN=Francis S. Redburn/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Ellen J. Balis (CN=Ellen J. Balis/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Wayne Upshaw (CN=Wayne Upshaw/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Alice Veenstra (CN=Alice Veenstra/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Kate P. Donovan (CN=Kate P. Donovan/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

TO: Joseph J. Minarik (CN=Joseph J. Minarik/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Nicole R. Rabner (CN=Nicole R. Rabner/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN

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

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

TO: Rebecca M. Blank (CN=Rebecca M. Blank/OU=CEA/O=EOP@EOP [CEA])
READ:UNKNOWN

TO: Roger S. Ballentine (CN=Roger S. Ballentine/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN

TEXT:

The House-passed text HR 3150 is available on the GPO website at
(http://www.access.gpo.gov/su_docs/aces/aaces002.html).

I have also printed a copy and created a Wordperfect version. If you would like a printed copy (it's 201 pages) or a WordPerfect file, let me know.

June 12, 1998

MEMORANDUM TO THE PRESIDENT

FROM: Bruce Reed, Charles F.C. Ruff

SUBJECT: Hyde Amendment Application to Medicare and Abortion Coverage Requirements for Catholic Provider Sponsored Organizations

As you know, some women of child-bearing age qualify for Medicare because they receive Social Security Disability Insurance (SSDI). Senator Nickles has asked HHS whether the Hyde Amendment's restrictions on government funding of abortion apply to the Medicare program. He also has asked whether health plans that refuse, on religious grounds, to provide abortion services can still become Provider Sponsored Organizations (PSOs).

We believe that we must respond quickly to Senator Nickles to have any chance of avoiding another legislative confrontation over abortion policy. This memo provides background information and policy options for your consideration.

Background

Earlier this year, the Catholic Health Association (CHA) contacted HHS and the White House about a ruling by a HCFA regional office that a Catholic-run PSO could participate in Medicare only if it agreed to cover qualified abortions for women with disabilities. The CHA vehemently objected to this ruling and asked if we could intervene administratively. At the same time, the CHA contacted Senator Nickles' office. The CHA discussed with Nickles both whether the Hyde Amendment applies to Medicare and whether Catholic PSOs can decline to provide all abortions (even those permitted under Hyde). The Senator, clearly sensing another abortion wedge issue, wrote to Donna Shalala to obtain the Department's formal position on both of these issues.

Medicare and Abortion coverage. Five million non-elderly disabled Americans -- including two million women -- receive Medicare coverage by virtue of their SSDI eligibility. The Medicare program currently covers about 500 abortions each year, while denying claims in another 100-200 cases. These figures are consistent with those from the Reagan and Bush Administrations.

In 1991, HCFA issued a reimbursement directive stating that Medicare would cover abortion

services only in cases where the life of the mother was endangered. (Prior to this time, there was no clear guidance on the subject.) This directive, which comported with the then-existing Hyde Amendment, is actually more restrictive than the current Hyde amendment, because it fails to cover abortions arising from rape and incest. The directive, however, has not been modified, and remains the only policy guidance on abortion coverage under the Medicare program.

Although we believe that most Medicare carrier medical directors have largely complied with this directive, some may have covered other kinds of abortions -- e.g., abortions arising from rape or incest, abortions involving deformed fetuses, or other medically necessary abortions. In particular, carriers may have decided to cover some very difficult cases involving the one-third of women on Medicare disability who have some serious mental impairment (about 700,000 women). Such individual coverage decisions may help explain why no one on the pro-choice side of the abortion debate has ever complained about our coverage policy.

Legislative and Political Environment. The Nickles' letter has started yet another controversial abortion debate. The CHA is working with Senator Nickles and others on drafting legislation to make clear that Hyde applies to Medicare, as well as to exempt organizations with ethical or religious scruples from any abortion coverage requirements. (CHA and Nickles have gotten the impression from HHS that Hyde does not apply to Medicare and that the religious convictions of Catholic PSOs cannot be fully accommodated.) Absent administrative action, there is no doubt that we will see this issue raised on some appropriations bill. At the same time, the womens' groups have been tipped off to this issue and are urging the Administration to adopt a generous Medicare abortion coverage policy.

Options to Respond to the CHA and Senator Nickles. All of your advisors (HHS, OMB, and DPC) agree that we should offer the CHA a new administrative option that allows Catholic health plans to participate in Medicare without covering any abortions, so long as they accept a slightly reduced capitated payment. We do not know whether CHA will accept this offer, but think it may do so, particularly if the offer is combined with CHA's preferred outcome on the Hyde issue.

The outstanding question is whether Hyde applies to Medicare. Since the "life of the mother" interpretation contained in the most recent guidance is more restrictive than the current Hyde amendment, we all agree that the guidance should be modified to cover at least abortions arising from rape and incest. We have not reached consensus, however, on whether we should also cover any other abortions (*i.e.*, any abortions that Hyde generally bars from federal funding). We see two viable options:

Option 1: Rule that the current Hyde Amendment (allowing funding where the life of the

woman is in danger or in cases of rape and incest) applies to Medicare. Under this option; we would take the position that since some Hyde-covered appropriated funds are deposited into the Medicare Trust Fund, all Medicare expenditures must abide by the Hyde restrictions. We then would update our Medicare coverage policy to reflect the current, comparatively expansive Hyde Amendment. This position is supported by OMB and DPC.

Pros:

- This option is most likely to avoid a legislative showdown on abortion funding issue we are unlikely to win.
- This option is consistent with our current position on Medicaid funding.
- This option increases our ability to reach an agreement with the CHA on the PSO abortion coverage issue.

Cons:

- This option may reduce the number of abortions covered (assuming some carriers are simply ignoring the current reimbursement directive, but will have to comply with an updated directive) and expose us to criticism about non-coverage of extremely sympathetic cases involving vulnerable and disabled women.
- This option will anger womens' groups, which would prefer us to provide Medicare coverage of the widest possible range of abortions, even if doing so would provoke the Republicans to enact contrary legislation.

Option 2: Rule that Medicare can cover abortions necessary to protect the health of the woman (in addition to abortions allowed by Hyde) by segregating appropriated funds from non-appropriated funds (payroll tax, premiums, etc.) in the Medicare Trust Fund and using the non-appropriated (and hence unrestricted) funds to pay for the health-related abortions. ,

Pros:

- This option will ensure that all abortions necessary to protect a woman's health are covered, and thereby avoid criticism arising from non-coverage

of highly sympathetic cases involving vulnerable and disabled women.

- This option will assuage the womens' groups by providing for Medicare coverage of a larger class of abortions.

Cons:

- This option will virtually guarantee a legislative battle with Senator Nickles and his allies on the appropriateness of using public funds to pay for abortions. (This fight is not worthwhile unless we are willing to engage in a veto strategy.)
- This option might well undermine our ability to reach agreement with the CHA on the PSO abortion coverage issue.

At this time, HHS opposes both of these options. HHS supports covering abortions necessary to protect health (as in option 2), but wants to do so without separating appropriated from unappropriated monies in the Medicare Trust Fund. HHS argues that no such segregation is needed to escape restrictions on appropriated funds when these funds have been commingled with non-appropriated monies.

White House Counsel, OMB and Justice believe the HHS approach raises serious legal questions. OMB takes the position that HHS must segregate funds in the Trust Fund in order to expend any non-appropriated funds in ways not allowed by Hyde. White House Counsel and the Justice Department believe that HHS needs to defer to OMB's direction. Therefore, we believe it would be inappropriate to forward the HHS option. We believe you should be aware, however, that the Secretary opposes both of the options we are providing.

As noted, DPC and OMB support Option 1, because (1) it is most consistent with this Administration's prior practice on government funding of abortions and (2) it stands the best chance of avoiding a high-profile legislative battle on both the Hyde and PSO issues that we are unlikely to win. Counsel's Office takes no position as between the two legal options presented above.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Cathy R. Mays (CN=Cathy R. Mays/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:12-JUN-1998 09:54:42.00

SUBJECT: Public Health Spending Meeting

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

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

TO: Joshua Gotbaum (CN=Joshua Gotbaum/OU=OMB/O=EOP @ EOP [OMB])
READ:UNKNOWN

CC: Donna L. Geisbert (CN=Donna L. Geisbert/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

CC: Janet L. Graves (CN=Janet L. Graves/OU=OMB/O=EOP @ EOP [OMB])
READ:UNKNOWN

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

TEXT:

Bruce will be having a meeting today at 2:00 p.m. (his office) to discuss tobacco -- public health spending.

Agency folks invited are: Rich Tarplin, John Callahan, and Neal Wolin (and maybe someone else from Treasury).

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Cathy R. Mays (CN=Cathy R. Mays/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:12-JUN-1998 11:36:32.00

SUBJECT: Tobacco Meeting

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

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

TO: Joshua Gotbaum (CN=Joshua Gotbaum/OU=OMB/O=EOP @ EOP [OMB])
READ:UNKNOWN

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

CC: Donna L. Geisbert (CN=Donna L. Geisbert/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

CC: Janet L. Graves (CN=Janet L. Graves/OU=OMB/O=EOP @ EOP [OMB])
READ:UNKNOWN

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

TEXT:

The Amendments meeting scheduled for today at 1:00 p.m. is CHANGED to 4:30 p.m. today (Bruce's office).

----- Forwarded by Cathy R. Mays/OPD/EOP on 06/12/98
10:04 AM -----

Cathy R. Mays

06/11/98 06:20:30 PM

Record Type: Record

To: Cynthia A. Rice/OPD/EOP, Cynthia Dailard/OPD/EOP, Joshua
Gotbaum/OMB/EOP
cc: Laura Emmett/WHO/EOP, Donna L. Geisbert/OPD/EOP
Subject: Tobacco Meeting

As requested, we will have the amendments meeting in Bruce's office tomorrow, Friday, June 12, at 1:00 p.m. Let me know if this time doesn't work for you. Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Joseph C. Fanaroff (CN=Joseph C. Fanaroff/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:12-JUN-1998 13:58:27.00

SUBJECT: DAILY TALKING POINTS: THE CLINTON/GORE ADMINISTRATION: PROTECTING OUR OCEA

TO: Kathy Weatherly at gore-dc (Kathy Weatherly at gore-dc @ ccm ail [UNKNOWN])
READ:UNKNOWN

TO: Amy McKay at gore-dc (Amy McKay at gore-dc @ CCMAIL [UNKNOWN])
READ:UNKNOWN

TO: Rhonda Melton at gore-dc (Rhonda Melton at gore-dc @ CCMAIL [UNKNOWN])
READ:UNKNOWN

TO: Bill Mason at gore-dc (Bill Mason at gore-dc @ ccm ail [UNKNOWN])
READ:UNKNOWN

TO: Elizabeth Katze at gore-dc (Elizabeth Katze at gore-dc @ ccm ail [UNKNOWN])
READ:UNKNOWN

TO: Andy Dryden at gore-dc (Andy Dryden at gore-dc @ ccm ail [UNKNOWN])
READ:UNKNOWN

TO: Andy Dryden at gore-dc (Andy Dryden at gore-dc @ CCMAIL [UNKNOWN])
READ:UNKNOWN

TO: Clark Ogilvie at gore-dc (Clark Ogilvie at gore-dc @ CCMAIL [UNKNOWN])
READ:UNKNOWN

TO: David Ligon at gore-dc (David Ligon at gore-dc @ ccm ail [UNKNOWN])
READ:UNKNOWN

TO: Nancy Hoit at NPR (Nancy Hoit at NPR @ CCMAIL [UNKNOWN])
READ:UNKNOWN

TO: Alberta A. Winkler (CN=Alberta A. Winkler/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Beth A. Viola (CN=Beth A. Viola/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: Paul A. Tuchmann (CN=Paul A. Tuchmann/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Kimberly H Tilley (CN=Kimberly H Tilley/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Virginia M. Terzano (CN=Virginia M. Terzano/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Rachael E. Sullivan (CN=Rachael E. Sullivan/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Jonathan Spalter (CN=Jonathan Spalter/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Kevin D. Scott (CN=Kevin D. Scott/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

TO: Trooper Sanders (CN=Trooper Sanders/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Thomas M. Rosshirt (CN=Thomas M. Rosshirt/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Irwin P. Raij (CN=Irwin P. Raij/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: William H. Pickle (CN=William H. Pickle/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Wendy C. New (CN=Wendy C. New/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Satish Narayanan (CN=Satish Narayanan/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Heather M. Marabeti (CN=Heather M. Marabeti/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Lisa M. Mallory (CN=Lisa M. Mallory/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Christopher S. Lehane (CN=Christopher S. Lehane/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Jim Kohlenberger (CN=Jim Kohlenberger/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Aram H. Kailian (CN=Aram H. Kailian/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Ansley Jones (CN=Ansley Jones/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Joanne M. Hilty (CN=Joanne M. Hilty/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Gordon Heddell (CN=Gordon Heddell/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Kimberly M. Harold (CN=Kimberly M. Harold/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Lawrence J. Haas (CN=Lawrence J. Haas/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Sue R. Greenberg (CN=Sue R. Greenberg/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Lucia F. Gilliland (CN=Lucia F. Gilliland/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Michael B. Feldman (CN=Michael B. Feldman/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Lydia R. Ewing (CN=Lydia R. Ewing/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

TO: Andrew S. Dryden (CN=Andrew S. Dryden/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Monica M. Dixon (CN=Monica M. Dixon/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Jennifer N. Devlin (CN=Jennifer N. Devlin/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Michael A. Deavers (CN=Michael A. Deavers/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Maurice Daniel (CN=Maurice Daniel/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Audrey Choi (CN=Audrey Choi/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Kay Casstevens (CN=Kay Casstevens/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Miguel M. Bustos (CN=Miguel M. Bustos/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Charles W. Burson (CN=Charles W. Burson/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Lee Ann Brackett (CN=Lee Ann Brackett/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Anthony R. Bernal (CN=Anthony R. Bernal/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Matthew L. Bennett (CN=Matthew L. Bennett/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Bobbie J. Bauman (CN=Bobbie J. Bauman/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Doug Babcock (CN=Doug Babcock/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Eric R. Anderson (CN=Eric R. Anderson/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Steven W. Adamske (CN=Steven W. Adamske/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Robert E. Whiteman (CN=Robert E. Whiteman/OU=OA/O=EOP @ EOP [OA])
READ:UNKNOWN

TO: William C. Haymes (CN=William C. Haymes/OU=OA/O=EOP @ EOP [OA])
READ:UNKNOWN

TO: Leland L. Scott Jr. (CN=Leland L. Scott Jr./OU=OA/O=EOP @ EOP [OA])
READ:UNKNOWN

TO: Judith A. Winston (CN=Judith A. Winston/OU=PIR/O=EOP @ EOP [PIR])



READ:UNKNOWN

TO: Michael Wenger (CN=Michael Wenger/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Maria E. Soto (CN=Maria E. Soto/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Katherine D. Sheckells (CN=Katherine D. Sheckells/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Scott R. Palmer (CN=Scott R. Palmer/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Jacinta Ma (CN=Jacinta Ma/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Lin Liu (CN=Lin Liu/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Diana Kappner (CN=Diana Kappner/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Wanda Habash (CN=Wanda Habash/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Claire Gonzales (CN=Claire Gonzales/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Danielle B. Glosser (CN=Danielle B. Glosser/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Cedra D. Eaton (CN=Cedra D. Eaton/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: David K. Chai (CN=David K. Chai/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Elizabeth A. Castle (CN=Elizabeth A. Castle/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Alexander L. Boyle (CN=Alexander L. Boyle/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Patrick Aylward (CN=Patrick Aylward/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Elizabeth R. Asher (CN=Elizabeth R. Asher/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: William G. Wells (CN=William G. Wells/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Victor J. Villhard (CN=Victor J. Villhard/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Sandra J. Toomey (CN=Sandra J. Toomey/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: David Y. Stevens (CN=David Y. Stevens/OU=OSTP/O=EOP @ EOP [OSTP])

READ:UNKNOWN

TO: Frances Sharples (CN=Frances Sharples/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Steven M. Rinaldi (CN=Steven M. Rinaldi/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Trent L. Prezler (CN=Trent L. Prezler/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Lori A. Perine (CN=Lori A. Perine/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Tracy S. Olmstead (CN=Tracy S. Olmstead/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Stephen G. Moran (CN=Stephen G. Moran/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Deborah J. McGovern (CN=Deborah J. McGovern/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Jerold R. Mande (CN=Jerold R. Mande/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Martha A. Livingston (CN=Martha A. Livingston/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Neal Lane (CN=Neal Lane/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Kelly Kirkpatrick (CN=Kelly Kirkpatrick/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Henry C. Kelly (CN=Henry C. Kelly/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Brian G. Kahin (CN=Brian G. Kahin/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Alice C. Hogan (CN=Alice C. Hogan/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Mark D. Hodge (CN=Mark D. Hodge/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Gerald J. Hane (CN=Gerald J. Hane/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Daniel L. Goroff (CN=Daniel L. Goroff/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Clifford J. Gabriel (CN=Clifford J. Gabriel/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Betty J. Fountain (CN=Betty J. Fountain/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Ruth A. Fisher (CN=Ruth A. Fisher/OU=OSTP/O=EOP @ EOP [OSTP])

READ:UNKNOWN

TO: Gerald L. Epstein (CN=Gerald L. Epstein/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: George G. Cravaritis (CN=George G. Cravaritis/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Donna I. Coleman (CN=Donna I. Coleman/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Rosina M. Bierbaum (CN=Rosina M. Bierbaum/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Deanna M. Behring (CN=Deanna M. Behring/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Samuel F. Baldwin (CN=Samuel F. Baldwin/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Susanne Bachtel (CN=Susanne Bachtel/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Lorena E. Ahumada (CN=Lorena E. Ahumada/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

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

TO: Jonathan T. Weber (CN=Jonathan T. Weber/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

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

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

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

TO: Cecilia E. Rouse (CN=Cecilia E. Rouse/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

TO: Richard W. Petty (CN=Richard W. Petty/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

TO: Emil E. Parker (CN=Emil E. Parker/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

TO: Geoffrey M. Odlum (CN=Geoffrey M. Odlum/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

TO: Penelope R. O'Brien (CN=Penelope R. O'Brien/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

TO: Elaine M. Mitsler (CN=Elaine M. Mitsler/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

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

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

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

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

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

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

TO: Russell W. Horwitz (CN=Russell W. Horwitz/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

TO: Melissa G. Green (CN=Melissa G. Green/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

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

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

TO: Pamela Cicetti (CN=Pamela Cicetti/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

TO: Gregory W. Chang (CN=Gregory W. Chang/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

TO: Sandra L. Bublick Max (CN=Sandra L. Bublick Max/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

TO: April B. Abdulmalik (CN=April B. Abdulmalik/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

TO: Valon J. Wadsworth (CN=Valon J. Wadsworth/OU=NSC/O=EOP @ EOP [NSC])
READ:UNKNOWN

TO: Steven J. Naplan (CN=Steven J. Naplan/OU=NSC/O=EOP @ EOP [NSC])
READ:UNKNOWN

TO: Wendy E. Gray (CN=Wendy E. Gray/OU=NSC/O=EOP @ EOP [NSC])
READ:UNKNOWN

TO: Antony J. Blinken (CN=Antony J. Blinken/OU=NSC/O=EOP @ EOP [NSC])
READ:UNKNOWN

TO: Wesley P. Warren (CN=Wesley P. Warren/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: Sally Ericsson (CN=Sally Ericsson/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: Nancy Marlow (CN=Nancy Marlow/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: Lisa Guide (CN=Lisa Guide/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: Keith E. Laughlin (CN=Keith E. Laughlin/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: Judy Jablow (CN=Judy Jablow/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: Ellen Athas (CN=Ellen Athas/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: Edward R. Clark (CN=Edward R. Clark/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: David B Sandalow (CN=David B Sandalow/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: Bradley M. Campbell (CN=Bradley M. Campbell/OU=CEQ/O=EOP @ EOP [CEQ])

READ:UNKNOWN

TO: Morley A. Winograd (CN=Morley A. Winograd/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Jonathan Weiss (CN=Jonathan Weiss/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Moe Vela (CN=Moe Vela/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Cindy Trutanic (CN=Cindy Trutanic/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: David R Thomas (CN=David R Thomas/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Dan J. Taylor (CN=Dan J. Taylor/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

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

TO: Callie Shell (CN=Callie Shell/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Jonathan H. Schnur (CN=Jonathan H. Schnur/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

TO: Jodi R. Sakol (CN=Jodi R. Sakol/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Clark E. Ray (CN=Clark E. Ray/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Elizabeth J. Potter (CN=Elizabeth J. Potter/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Mary M. Overbey (CN=Mary M. Overbey/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Nathan B. Naylor (CN=Nathan B. Naylor/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Jennifer R. Muller (CN=Jennifer R. Muller/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Aimee M. Malnati (CN=Aimee M. Malnati/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Susan M. Liss (CN=Susan M. Liss/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Steve L. Kwast (CN=Steve L. Kwast/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Ron Klain (CN=Ron Klain/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Vivian Jones (CN=Vivian Jones/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

TO: Scott R. Hynes (CN=Scott R. Hynes/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Paul Hegarty (CN=Paul Hegarty/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Wendy Hartman (CN=Wendy Hartman/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Bruce Harding (CN=Bruce Harding/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Mary C. Gumbleton (CN=Mary C. Gumbleton/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Ricardo M. Gonzales (CN=Ricardo M. Gonzales/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Vanessa M. Flindt (CN=Vanessa M. Flindt/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Patricia M. Ewing (CN=Patricia M. Ewing/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Philip G Dufour (CN=Philip G Dufour/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Toby Donenfeld (CN=Toby Donenfeld/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Gisela J. Diaz (CN=Gisela J. Diaz/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Todd H. Dennett (CN=Todd H. Dennett/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Marc R D'Anjou (CN=Marc R D'Anjou/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Paul J. Cusack (CN=Paul J. Cusack/O=OVP @ OVP [OVP])
READ:UNKNOWN

TO: Andrei H. Cherny (CN=Andrei H. Cherny/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Alejandro G. Cabrera (CN=Alejandro G. Cabrera/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Michael J. Burton (CN=Michael J. Burton/O=OVP @ OVP [OVP])
READ:UNKNOWN

TO: Lisa M. Brown (CN=Lisa M. Brown/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Matthew J. Bianco (CN=Matthew J. Bianco/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Lisa A. Berg (CN=Lisa A. Berg/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

TO: David W. Beier (CN=David W. Beier/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Gayle Bauer (CN=Gayle Bauer/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Eli G. Attie (CN=Eli G. Attie/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Bill F Althoff (CN=Bill F Althoff/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Chandler G. Spaulding (CN=Chandler G. Spaulding/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Thomas B. Samburg (CN=Thomas B. Samburg/OU=OA/O=EOP @ EOP [OA])
READ:UNKNOWN

TO: Kelly Skoloda (CN=Kelly Skoloda/OU=OA/O=EOP @ EOP [OA])
READ:UNKNOWN

TO: Mark H. Bartholomew (CN=Mark H. Bartholomew/OU=OA/O=EOP @ EOP [OA])
READ:UNKNOWN

TO: Robert Wexler (CN=Robert Wexler/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Michelle R. Waldron (CN=Michelle R. Waldron/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Michael J. Sorrell (CN=Michael J. Sorrell/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Lydia Sermons (CN=Lydia Sermons/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Evelina Mosby (CN=Evelina Mosby/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Ana Lopez (CN=Ana Lopez/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Allison J. King (CN=Allison J. King/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Audrey M. Hutchinson (CN=Audrey M. Hutchinson/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Linda C. Gray (CN=Linda C. Gray/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: John M. Goering (CN=John M. Goering/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Grace A. Garcia (CN=Grace A. Garcia/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Jennifer A. Dolan (CN=Jennifer A. Dolan/OU=PIR/O=EOP @ EOP [PIR])

READ:UNKNOWN

TO: Michele Cavataio (CN=Michele Cavataio/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: David Campt (CN=David Campt/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Marjorie A. Black (CN=Marjorie A. Black/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Randy D. Ayers (CN=Randy D. Ayers/OU=PIR/O=EOP @ EOP [PIR])
READ:UNKNOWN

TO: Allyson K. Woods (CN=Allyson K. Woods/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: JoAnn Ward (CN=JoAnn Ward/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Franklin F. Urteaga (CN=Franklin F. Urteaga/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Sheri A. Thornton (CN=Sheri A. Thornton/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Jeffrey M. Smith (CN=Jeffrey M. Smith/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Nora H. Sabelli (CN=Nora H. Sabelli/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Donald Pryor (CN=Donald Pryor/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Joan Porter (CN=Joan Porter/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Elaine R. Padovani (CN=Elaine R. Padovani/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Martin C. Offutt (CN=Martin C. Offutt/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Duncan T. Moore (CN=Duncan T. Moore/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Oliver G. McGee (CN=Oliver G. McGee/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Bruce W. MacDonald (CN=Bruce W. MacDonald/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Rachel E. Levinson (CN=Rachel E. Levinson/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Cecilia D. Lafoe (CN=Cecilia D. Lafoe/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Gerald P. Kiernan (CN=Gerald P. Kiernan/OU=OSTP/O=EOP @ EOP [OSTP])

READ:UNKNOWN

TO: Nirmala Kannankutty (CN=Nirmala Kannankutty/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Kerri A. Jones (CN=Kerri A. Jones/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Jefferson Hofgard (CN=Jefferson Hofgard/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Beverly K. Hartline (CN=Beverly K. Hartline/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Holly L. Gwin (CN=Holly L. Gwin/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Anthony J. Gibson (CN=Anthony J. Gibson/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Sybil Francis (CN=Sybil Francis/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Miriam A. Forman (CN=Miriam A. Forman/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Barbara A. Ferguson (CN=Barbara A. Ferguson/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Laura L. Efros (CN=Laura L. Efros/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Sandy L. Cole (CN=Sandy L. Cole/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Cynthia M. Chase (CN=Cynthia M. Chase/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Arthur Bienenstock (CN=Arthur Bienenstock/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Susan L. Bassow (CN=Susan L. Bassow/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Peter W. Backlund (CN=Peter W. Backlund/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Judith D. Auerbach (CN=Judith D. Auerbach/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

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

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

TO: Essence P. Washington (CN=Essence P. Washington/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

TO: Aaron J. Thoryk (CN=Aaron J. Thoryk/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

TO: Gene B. Sperling (CN=Gene B. Sperling/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

TO: Robert M. Shireman (CN=Robert M. Shireman/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

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

TO: David E. Pearah (CN=David E. Pearah/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

TO: Michael A. O'Mary (CN=Michael A. O'Mary/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

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

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

TO: Tanya E. Martin (CN=Tanya E. Martin/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

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

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

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

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

READ:UNKNOWN

TO: Sarah T. Holewinski (CN=Sarah T. Holewinski/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

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

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

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

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

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

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

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

TO: Sherman G. Boone (CN=Sherman G. Boone/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

TO: Natalie S. Wozniak (CN=Natalie S. Wozniak/OU=NSC/O=EOP @ EOP [NSC])
READ:UNKNOWN

TO: Jennifer C. Poole (CN=Jennifer C. Poole/OU=NSC/O=EOP @ EOP [NSC])
READ:UNKNOWN

TO: David T. Johnson (CN=David T. Johnson/OU=NSC/O=EOP @ EOP [NSC])
READ:UNKNOWN

TO: Matt Gobush (CN=Matt Gobush/OU=NSC/O=EOP @ EOP [NSC])
READ:UNKNOWN

TO: Dale W. Akers (CN=Dale W. Akers/OU=NSC/O=EOP @ EOP [NSC])
READ:UNKNOWN

TO: Shelley N. Fidler (CN=Shelley N. Fidler/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

TO: Robert S. Kapla (CN=Robert S. Kapla/OU=CEQ/O=EOP @ EOP [CEQ])

**THE CLINTON/GORE ADMINISTRATION:
PROTECTING OUR OCEANS FOR THE 21ST CENTURY**

June 12, 1998

"Hope, creativity, and imagination. These are the traits that enabled and inspired the very first explorers to take to the seas in search of more fertile shores. These are the traits that have allowed us to look at our inextricable tie to our environment and invent new ways to protect our natural wonders from harm. In the 21st Century, these are the traits that will allow us to preserve our living oceans as a sacred legacy for all generations to come."

President Bill Clinton
June 12, 1998

Today, President Clinton and Vice President Gore attend the National Ocean Conference in Monterey, California. In remarks to the Conference, **the President will launch a series of major initiatives to explore, protect and restore America's vital ocean resources.**

PROTECTING AN IRREPLACEABLE RESOURCE. Oceans sustain nearly half of all life on Earth and provide us with many vital resources, including food, energy, commerce, and medicine. As we move into the 21st Century, we will look increasingly toward the oceans to meet our everyday needs. **President Clinton and Vice President are committed to protecting our oceans, and have already launched initiatives from restoring our beaches, bays and coastal areas to leading international negotiations to protect migratory fish stocks in support of their environmental agenda.**

A PRESIDENTIAL PLAN TO PRESERVE OUR OCEANS FOR THE 21ST CENTURY. Today, the President will announce a series of measures to ensure that the ocean remains a vital and sustainable natural resource in the future:

- **Protecting Our Oceans From Offshore Oil Drilling.** The President is issuing a directive extending the moratorium on offshore leasing for an additional ten years, and permanently barring new leasing in national marine sanctuaries.
- **Sustaining Our Marine Resources.** The President is announcing measures to reduce overfishing and protect fish habitats: 1) Banning the sale and import of undersized Atlantic swordfish, and ensuring protection of essential fish habitats; A cooperative effort with private industry to develop new technologies that net only targeted species of fish; 2) Signing an Executive Order to protect and restore coral reefs; 3) Calling on Congress to pass his Clean Water Action Plan, which targets reductions in land-based pollution that threatens marine life.
- **Deepening Our Understanding Of The Seas.** The U.S. military will release previously classified data to help researchers track marine mammals, predict deadly storms, detect illegal fishing, and gain new insight into the complexities of global climate change. By 2002, the government will complete an advanced ocean monitoring system that will provide data for climate change research.
- **Ports for the 21st Century.** The President is proposing a new Harbor Services Fund to ensure that our ports and harbors remain competitive as international trade expands in the 21st Century.
- **Joining the Law Of The Sea Convention.** The President is calling on the U.S. Senate to ratify the Law of the Sea Convention, which extends the rule of law to the world's oceans.

BUILDING ON A SOLID RECORD OF SUCCESS. Today's announcements will provide new scientific insight into the oceans, promote the sustainable use of fisheries and other marine resources, open new opportunities for jobs and economic growth, preserve national security and freedom of the seas, and

help preserve our oceans for all time.

Automated Records Management System
Hex-Dump Conversion

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Rebecca M. Blank (CN=Rebecca M. Blank/OU=CEA/O=EOP [CEA])

CREATION DATE/TIME:12-JUN-1998 12:24:47.00

SUBJECT: Follow-up to today's meeting

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Sally Katzen (CN=Sally Katzen/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

CC: Andrea Kane (CN=Andrea Kane/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

CC: Katherine K. Wallman (CN=Katherine K. Wallman/OU=OMB/O=EOP @ EOP [OMB])

READ:UNKNOWN

CC: Cecilia E. Rouse (CN=Cecilia E. Rouse/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

TEXT:

I thought today's poverty measurement discussion was very good and useful.

Would it be useful to sketch out a good process by which we take up the next set of questions regarding poverty measurement before the next Principal's meeting? Even a short (20 minute) shared conversation about how to move forward might make it possible to give the Principals a set of concrete ideas about next steps.

Becky

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Andrea Kane (CN=Andrea Kane/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:12-JUN-1998 16:14:10.00

SUBJECT: Follow-up on poverty measure

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

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

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

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

TEXT:

One of the follow-up actions discussed after the meeting this morning was to have OMB lead a process of working with the agencies to get more/better information on program and budget implications of alternative measures. This will probably take several months. One of the other things we could do in the meantime is start talking to the various interest groups about their views on the NAS recommendation (this would open discussion on the general issue of revising the poverty measure without revealing where we may or may not be headed). I think NEC, OMB, CEA and us will work together first thing next week on other process issues, so any other thoughts from either of you would be welcome!

DRAFT LETTERS

June 15, 1998

Senators Lott and Daschle

I am writing to inform you of our strong opposition to further amendments to the McCain bill that undermine the structure or uses of the State Litigation Settlement Account that was included in the manager's amendment. We believe that additional changes to this carefully constructed agreement would harm the goal of passing historic comprehensive, bipartisan tobacco legislation.

This legislation would not have been possible without the leadership of the States. States have earned and deserve recognition of their efforts through protection against amendments that further reduce the amount that States receive in their Account. We also oppose additional amendments that alter the parameters for or uses of the restricted funds.

Holding the line on additional changes to the State Litigation Settlement Account is necessary to assure that the McCain bill represents a fair balance between flexibility and accountability, and protects the States from further funding reductions. As always, we look forward to working with you on this extremely important legislation.

[Jack]

June 15, 1998

Senator Kerry

You requested our position on Senator Gramm's amendment to the tobacco legislation that would delete any restrictions on funds in the State Litigation Settlement Account. We strongly oppose this amendment.

Our position on this amendment is consistent with our position on all amendments to the State Litigation Settlement Account. We oppose all additional amendments that alter the parameters for or uses of the restricted funds. We believe that additional changes to this carefully constructed agreement would harm the goal of passing historic comprehensive, bipartisan tobacco legislation.

We thank you for your continuing support for passing comprehensive, bipartisan tobacco legislation.

[Jack]

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Vicky_Stroud@ed.gov (Vicky Stroud) (Vicky_Stroud@ed.gov (Vicky Stroud) [

CREATION DATE/TIME:12-JUN-1998 00:48:27.00

SUBJECT: Re: Education Strategy Meeting

TO: Gene B. Sperling (CN=Gene B. Sperling/OU=OPD/O=EOP [OPD])
READ:UNKNOWN

TO: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])
READ:UNKNOWN

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

TO: Janet Murguia (CN=Janet Murguia/OU=WHO/O=EOP [WHO])
READ:UNKNOWN

TO: Barbara Chow (CN=Barbara Chow/OU=OMB/O=EOP [OMB])
READ:UNKNOWN

TO: Broderick Johnson (CN=Broderick Johnson/OU=WHO/O=EOP [WHO])
READ:UNKNOWN

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

CC: Peter A. Weissman (CN=Peter A. Weissman/OU=OPD/O=EOP [OPD])
READ:UNKNOWN

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

CC: Jessica L. Gibson (CN=Jessica L. Gibson/OU=WHO/O=EOP [WHO])
READ:UNKNOWN

CC: Sandra Yamin (CN=Sandra Yamin/OU=OMB/O=EOP [OMB])
READ:UNKNOWN

TEXT:
Ok

Reply Separator

Subject: Education Strategy Meeting
Author: Cathy_R_Mays@opd.eop.gov at Internet
Date: 6/11/98 1:54 PM

Today's Education Strategy Meeting is CANCELLED.

This email message and attachments have been scanned and found
to be free of all known viruses.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Constance J. Bowers (CN=Constance J. Bowers/OU=OMB/O=EOP [OMB])

CREATION DATE/TIME:12-JUN-1998 13:49:50.00

SUBJECT: ED Draft bill on Bilingual Education (LRM CJB228) -- Comments due 6/15

TO: Constance J. Bowers (CN=Constance J. Bowers/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Jennifer E. Brown (CN=Jennifer E. Brown/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Pamula L. Simms (CN=Pamula L. Simms/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Rosalyn J. Rettman (CN=Rosalyn J. Rettman/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Edward W. Correia (CN=Edward W. Correia/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN

TO: Daniel I. Werfel (CN=Daniel I. Werfel/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Leslie S. Mustain (CN=Leslie S. Mustain/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

TO: William P. Marshall (CN=William P. Marshall/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN

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

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

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

TO: Jonathan H. Schnur (CN=Jonathan H. Schnur/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

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

TO: Barbara Chow (CN=Barbara Chow/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: James C. Murr (CN=James C. Murr/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Janet R. Forsgren (CN=Janet R. Forsgren/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Shelly A. McAllister (CN=Shelly A. McAllister/OU=OMB/O=EOP@EOP [OMB])

READ:UNKNOWN

TO: Edward M. Rea (CN=Edward M. Rea/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Robert G. Damus (CN=Robert G. Damus/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Cecilia E. Rouse (CN=Cecilia E. Rouse/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

TO: Daniel J. Chenok (CN=Daniel J. Chenok/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Barry White (CN=Barry White/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

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

TO: Kate P. Donovan (CN=Kate P. Donovan/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: Karen E. Skelton (CN=Karen E. Skelton/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN

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

TO: Tanya E. Martin (CN=Tanya E. Martin/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

TO: Robert M. Shireman (CN=Robert M. Shireman/OU=OPD/O=EOP@EOP [OPD])
READ:UNKNOWN

TO: Sandra Yamin (CN=Sandra Yamin/OU=OMB/O=EOP@EOP [OMB])
READ:UNKNOWN

TO: US@2=TELEMAIL@5=JMD@7=Deborah@6=Clifton@mrx@lngtwy (1=US@2=TELEMAIL@5=JMD@7=Deb
READ:UNKNOWN

TEXT:

Comments are requested on ED draft bill ("English Language Acquisition and Learning Accountability Act of 1998") by 11:00 a.m., Monday, June 15, 1998 . A meeting to discuss comments on the bill will be held on Monday == separate notification with details from Mike Cohen will follow.

Sectional	Speaker	Bill Text
Analysis	Letter	Click:
Click:	Click:	

Total Pages: _____

OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001

Friday, June 12, 1998

LEGISLATIVE REFERRAL MEMORANDUM

TO: Legislative Liaison Officer - See Distribution below

FROM: Janet R. Forsgren (for) Assistant Director for Legislative Reference

OMB CONTACT: Constance J. Bowers
PHONE: (202)395-3803 FAX: (202)395-6148

SUBJECT: EDUCATION Draft Bill on English Language Acquisition and Learning Accountability Act of 1998

DEADLINE: 11:00 Monday, June 15, 1998

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President. Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.

COMMENTS: This draft bill will be discussed at a meeting to be scheduled for Monday, June 15th (specific notification from Mike Cohen to follow). Therefore, please provide any comments by this deadline so that they may be discussed at the meeting.

DISTRIBUTION LIST

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61-JUSTICE - L. Anthony Sutin - (202) 514-2141

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Rosalyn J. Rettman
Edward M. Rea
Pamula L. Simms

Shelly A. McAllister
Jennifer E. Brown
Janet R. Forsgren
LRM ID: CJB228 SUBJECT: EDUCATION Draft Bill on English Language
Acquisition and Learning Accountability Act of 1998

RESPONSE TO
LEGISLATIVE REFERRAL
MEMORANDUM

If your response to this request for views is short (e.g., concur/no comment), we prefer that you respond by e-mail or by faxing us this response sheet. If the response is short and you prefer to call, please call the branch-wide line shown below (NOT the analyst's line) to leave a message with a legislative assistant.

You may also respond by:

- (1) calling the analyst/attorney's direct line (you will be connected to voice mail if the analyst does not answer); or
- (2) sending us a memo or letter

Please include the LRM number shown above, and the subject shown below.

TO: Constance J. Bowers Phone: 395-3803 Fax: 395-6148
Office of Management and Budget
Branch-Wide Line (to reach legislative assistant): 395-7362

FROM: _____ (Date)
 _____ (Name)
 _____ (Agency)
 _____ (Telephone)

The following is the response of our agency to your request for views on the above-captioned subject:

- _____ Concur
- _____ No Objection
- _____ No Comment
- _____ See proposed edits on pages _____
- _____ Other: _____

_____ FAX RETURN of _____ pages, attached to this response sheet=====

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
Unable to convert ARMS_EXT: [ATTACH.D88]MAIL45700656B.126 to ASCII,
The following is a HEX DUMP:

FF575043BA040000010A02010000000205000000BB3E000000020000ABBA4FACBAC1BA03250CA2
CD2775781FB001579BE4547D856A530E6D6CFF1DD06D3668351952D00E497246851DFFCCA831E0
B1E5B09264333F573C4343BF42FC7EEC241FD3EC4410EEB69CDF181E94D762AD67E4379909F9BD

DRAFT 6/12/98

BILINGUAL EDUCATION ACT AMENDMENTS OF 1998

Section-by-section

Section 2. Section 2 of the bill would amend Title VII (the Bilingual Education Act, hereinafter referred to as "the Act") of the Elementary and Secondary Education Act of 1965 by amending: (1) the title heading to read "LANGUAGE ENHANCEMENT AND LANGUAGE ACQUISITION PROGRAMS"; (2) the heading for Part A to read "PART A - ENGLISH LANGUAGE ACQUISITION AND ACADEMIC LEARNING"; and (3) section 7101 of the Act to change the short title of title VII from the "Bilingual Education Act" to the "English Language Acquisition and Academic Learning Act".

Section 3. Section 3(1) of the bill would amend section 7116 of the Act: (1) to require, in subsection (g)(1)(A) of the Act, that the description of the need for the program in the application contain, among other things, the number and English proficiency levels of children and youth of limited English proficiency in the school or school district to be served and the characteristics of such children and youth, such as language spoken, dropout rates, proficiency in English (based on student assessment data) and the native language. Section 3(1) would also require applications to contain a description of: (1) how the applicant will identify and place students with limited English proficiency in a program; (2) how the applicant will determine, consistent with section 7123, whether such students are making progress towards the goal of transferring into regular English language classrooms within three years; (3) how the applicant will determine when such students are ready to transfer into regular English language classrooms successfully; and (4) the assessments the applicant will use in making such identifications and determinations.

Section 3(2) of the bill would amend section 7116(h) of the Act to redesignate current paragraphs (1) through (6) as paragraphs (3) through (8), respectively, and add new paragraphs (1) and (2) requiring that an applicant's program have a goal of preparing participating students with limited English proficiency to transfer into regular English language classrooms successfully within three years, and that the applicant's program conduct an annual assessment of the English proficiency of the students with limited English proficiency participating in the program.

Section 3(3) of the bill would amend section 7116(i) of the Act by eliminating the priority in paragraph (1) and the limitations on funding "special alternative instructional programs" in paragraphs (2) and (3) of the subsection, and by adding a new priority for applications that demonstrate that the applicant has in place an accountability system that is designed to measure if students with limited English proficiency are successfully transferring into regular English language classrooms.

Section 4. Section 4(1) of the bill would amend section 7123(a) of the Act to change the required evaluation from biennial to annual.

Section 4(2) of the bill would amend section 7123(b) of the Act to include program accountability as one of the uses of the evaluation and to add, as other uses: (1) determining how to help participating students with limited English proficiency succeed in reaching the goal of transferring into regular English language classrooms within three years; and (2) determining whether participating students with limited English proficiency need programmatic changes or additional services (such as tutoring, summer school, or after-school services) to make a successful transition to regular English language classrooms within three years.

Section 4(3) of the bill would amend section 7123(c) of the Act to add, as new evaluation components: (1) data and information on program participants, including an assessment of the English proficiency of the students with limited English proficiency participating in the program, and the number and percentage of students with limited English proficiency participating in the program who have met State or local requirements for transferring successfully into a regular English language classrooms and have exited, or are ready to exit, the program; and (2) data and information that indicate whether students with limited English proficiency participating in the program are making progress towards the goal of **transferring successfully into a regular English language classroom** within three years. Section 4(3) would also make editorial changes to the currently required evaluation components.

Section 4(4) of the bill would add new subsections (d) and (e) to the section. New subsection (d) would require a recipient, in gathering the data required for the evaluation under this section, to conduct an assessment of the educational status of each student with limited English proficiency who participates in its program. This assessment would be based on the student's English proficiency and overall academic development. New subsection (e) would require each recipient to make its evaluation under this section readily available to the public and the Secretary to send to the President and the appropriate committees of the Congress a biennial report summarizing the data and information in the evaluations required under this section.

Section 5. Section 5 of the bill would redesignate section 7124 as section 7126, and add new sections 7124, entitled "INCENTIVES FOR OUTSTANDING PROGRESS FOR COMPREHENSIVE SCHOOL AND SYSTEMWIDE GRANTS", and 7125, entitled "CORRECTIVE ACTION PLANS FOR COMPREHENSIVE SCHOOL AND SYSTEMWIDE GRANTS".

New section 7124(a) provides that, **notwithstanding section 7114(b)(1)(B) and section 7115(b)(1)(B)**, if the Secretary determines that a recipient's **program under sections 7114 or 7115 has shown outstanding progress in transferring students with limited English proficiency into regular English language classrooms successfully**, the Secretary would be required to extend the recipient's funding for such program for two years. The recipient would be required to use a portion of such extended funding to disseminate information and provide technical assistance related to its program.

New section 7125(a) would require the Secretary, in consultation with experts recognized in the field, to establish performance indicators to determine if programs under sections 7114 (comprehensive school grants) and 7115 (systemwide grants) of the Act are making adequate progress toward meeting the goal of preparing students with limited English proficiency to transfer into regular English language classrooms successfully within three years.

New section 7125(b) would require the Secretary, before making a continuation award for the fourth year of program services, to determine if a program under sections 7114 and 7115 was making adequate progress. Such determination would be based on the indicators developed under subsection (a) and the data and information collected under the evaluation under section 7123 and such other data and information as the Secretary may require.

New section 7125(c) would require a recipient, if the Secretary determines that a program requesting a forth-year continuation award under section 7114 and 7115 is not making adequate progress toward the goal of successfully transferring participating students with limited English proficiency to a regular English language classroom within three years, to promptly develop and submit to the Secretary a corrective action plan for its program. If the Secretary approves the plan, the recipient would be required to report to the Secretary within one year on the success of its activities under the plan in enabling such students to successfully transfer to regular English language classrooms successfully within three years. The Secretary would approve a corrective action plan only if he or she determines that it holds reasonable promise of enabling students with limited English proficiency participating in the program to transfer to regular English language classrooms successfully within three years. However, if the Secretary determined that a recipient's plan does not hold reasonable promise of success, the Secretary would be required to take such other action as he or she determines to be appropriate, including a denial of a continuation award. In addition, if the Secretary, after receiving the recipient's report on the success of its corrective actions, determines that the recipient's program is not making adequate progress, the Secretary is required to deny the recipient a continuation award.

Section 6. Section 6 of the bill would amend Subpart 2 of Part A of the Act to change the subpart title to "RESEARCH, EVALUATION, DISSEMINATION, AND DEMONSTRATIONS" and to add a new section 7137 demonstration authority.

New section 7137(a) would authorize the Secretary to make grants to support programs that demonstrate innovative, research-based methods for enabling children and youth (through age 21) with limited English proficiency to reach English proficiency within three years.

Subsection (b) would require each program carried out under subsection (a) to track, using effective assessment and data-collection practices, students' English-language acquisition and academic development during the three-year period described in subsection (a).

Subsection (c) would require the Secretary, in awarding grants for programs under

subsection (a), to seek to fund a range of approaches that cover the educational continuum, beginning with preschool and continuing through programs that serve out-of-school youth through age 21. The Secretary would be required to give priority to applicants that propose to implement these programs in coordination with programs carried out under Part A of Title I of this Act. The Secretary would also be authorized to give priority to programs that seek to transfer students' reading skills from their native language to English, that employ educational technologies in innovative ways, that demonstrate innovative methods for including students with limited English proficiency in assessments given to other children, that serve older children and youth who are not literate in their own language, that provide literacy services for parents of children with limited English proficiency, or that serve children from a variety of language backgrounds.

Section 7. Section 7 of the bill would amend Subpart 3 of Part A of the Act, relating to professional development programs, to add at the end thereof a new section 7151 that would give a priority to applications that propose to link individuals who are pursuing a course of study to prepare them to serve limited English proficient students with teachers who are successful and experienced in serving these students, so that those aspiring to become bilingual or English-as-a-second-language teachers may learn from their more experienced counterparts.

Section 8. Section 8 of the bill would amend section ---- to authorize that such sums as may be necessary be appropriated for fiscal years ----- through ---- in order to carry out the Act.

Section 9. Section 9(a) of the bill would amend section 1502(a)(1) of the Elementary and Secondary Education Act of 1965 (the ESEA), relating to demonstration programs, to add a new subparagraph (G) that would include as a project strategy programs that provide sustained and intensive professional development to teachers and teacher aides who educate children with limited English proficiency and are employed in local educational agencies that enroll high concentrations of those children.

Section 9(b) of the bill would amend section 1501(b) of the ESEA, relating to studies and data collection, to add a new paragraph (3) that would require the Secretary to prepare a report, in consultation with independent researchers and practitioners, on practices that can enable programs funded under this title to meet, more effectively, the needs of children with limited English proficiency. The Secretary is required to submit this report to the President and the Congress by November 1, 1999.

Section 9(c) of the bill would amend section 1119(b)(1) of the ESEA, relating to professional development, to add a new subparagraph (F) to require that professional development activities include strategies for teaching limited English proficient children, if any, who participate in the programs operated by the local educational agency under this part.

Section 10. Section 10 of the bill would provide that the provisions of the bill to take effect on the date of enactment of this Act. It would also provide that the provisions in sections

3 through 5 of the bill apply only to grants made under Part A of the Act after the effective date of this Act.

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DRAFT
6/12/98

Honorable Newt Gingrich
Speaker of the House of Representatives
Washington, DC 20515

Dear Mr. Speaker:

Enclosed for consideration of the Congress is the "Bilingual Education Act Amendments of 1998," a proposal to amend the Bilingual Education Act to focus it more effectively on the goals of teaching English to limited English proficient students and assisting those students in meeting high academic standards. The proposal would also increase the accountability of school districts receiving grants under the Act to help ensure that projects are effective in enabling limited English proficient students to transfer successfully to regular classrooms within three years. Also enclosed is a section-by-section analysis summarizing the contents of the bill. I am sending an identical letter to the President of the Senate.

Mr. Speaker, in the 1995-1996 school year, State educational agencies reported more than 3 million limited English proficient students enrolled in school districts in the 50 States and the District of Columbia. The Federal Government has an important role in working with school districts to help them improve the quality of instruction for such students. Likewise, the Federal Government plays an extremely important role in working with institutions of higher education to train the teaching personnel that schools desperately need to serve limited English proficient students. The purpose of the "Bilingual Education Act Amendments of 1998" is to improve the Federal-local partnership that has existed for nearly 30 years to address the national goal of preparing recent immigrant and other limited English proficient students to reach the same high academic standards as all other students.

For the first time, our proposal would establish a goal for every federally funded project of preparing limited English proficient students to enter regular English language classrooms within three years. While many projects currently embrace this goal, our amendments would require all projects to do so. Further, the proposal would require that local educational agencies receiving Federal grants demonstrate that they are making adequate progress in preparing students to transfer to regular English language classrooms within three years. Grantees currently eligible for five years of funding would no longer receive fourth-and fifth-year awards unless they can show adequate progress towards meeting this goal. The Department would reward highly successful projects with a two-year extension. We would require less successful projects to submit a corrective action plan in order to receive a fourth-year continuation grant. One year later, these projects would end if they could not show evidence of significant improvement. The proposal would also require projects to conduct annual assessments of the educational status of individual students. Based on the results of those assessments, the school would determine if programmatic changes or extra support services for the individual student are needed.

In order to ensure the quality of projects funded under the Federal bilingual education program, our proposal would require local projects to complete an annual evaluation of their effectiveness, instead of an evaluation every two years. An annual evaluation would allow the Department to detect problems earlier and assist school districts in resolving those problems, thus helping to ensure positive outcomes for participating students.

Our bill would also remove the current provision limiting funding for projects that make no use of the native language. While I believe that programs using the native language of the students are often most effective in teaching these students English and ensuring they do not fall behind in other academic areas, the choice of instructional method is best left to the schools and teachers that have direct knowledge of the students to be served.

The proposal would create a funding priority for local educational agencies that have implemented accountability systems to ensure that children are successfully transferring to regular English classrooms. The proposal also includes a funding priority for professional development projects that link individuals who are preparing to become teachers of limited English proficient students with experienced teachers of these students. This priority should strengthen the Department's efforts to support the preparation of well-qualified bilingual education and English as a second language teachers. As a final change to the Bilingual Education Act, the bill would create a new demonstration authority to test innovative, research-based approaches for preparing limited English proficient children to enter regular English language classrooms within three years.

In addition to the amendments to the Bilingual Education Act, our proposal includes minor changes to the Title I, Education for the Disadvantaged program to make it more effective in meeting the needs of limited English proficient children. These changes are particularly relevant because some thirty percent of Title I students are limited English proficient.

Mr. Speaker, I urge the Congress to take prompt and favorable action on this proposal. It would significantly strengthen the partnership we have developed over the years with local schools, State educational agencies, and institutions of higher education to improve the quality of services for this important and growing student population.

The Office of Management and Budget advises that there is no objection to the submission of this proposal to the Congress and that its adoption would be in accord with the program of the President.

Yours sincerely,

Richard W. Riley

Enclosures

A BILL

To enhance the effectiveness and accountability of programs under Title VII of the Elementary and Secondary Education Act of 1965, and for other purposes.

Be it enacted by the Senate and the House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Bilingual Education Act Amendments of 1998".

TITLE AND SHORT NAME CHANGES

SEC 2. Title VII of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7401 et seq.; hereinafter referred to as "the Act") is amended--

(1) in the title heading--

(A) by striking out "BILINGUAL EDUCATION,"; and

(B) by striking out the comma before "AND";

(2) by amending the heading for Part A to read as follows: "PART A - ENGLISH LANGUAGE ACQUISITION AND ACADEMIC LEARNING"; and

(3) in section 7101 of the Act, by striking out "Bilingual Education Act" and inserting in lieu thereof "English Language Acquisition and Academic Learning Act" .

PROGRAM GOAL AND APPLICATION REQUIREMENTS

SEC. 3. Section 7116 of the Act is amended--

(1) in subsection (g)(1)--

(A) in subparagraph (A)--

(i) by striking out "data on the number" and inserting in lieu thereof "the number and English proficiency levels"; and

(ii) by inserting "(based on student assessment data)" after "proficiency in English";

(B) by redesignating subparagraphs (C) through (F) as subparagraphs (D) through (G), respectively; and

(C) by adding a new subparagraph (C) to read as follows:

"(C) A description of--

"(i) how the applicant will identify and place students with limited English proficiency in a program;

"(ii) how the applicant will determine, consistent with section 7123, whether such students are making progress towards the goal of transferring into regular English language classrooms within three years;

"(iii) how the applicant will determine when such students are ready to transfer into regular English language classrooms successfully; and

"(iv) the assessments the applicant will use in making such identifications and determinations.";

(2) in subsection (h)--

(A) by redesignating paragraphs (1) through (6) as paragraphs (3) through (8), respectively; and

(B) by adding a new paragraphs (1) and (2) to read as follows:

"(1) the applicant's program has a goal of preparing participating students with limited English proficiency to transfer into regular English language classrooms successfully within three years;

"(2) the applicant's program will conduct an annual assessment of the English proficiency of the students with limited English proficiency participating in the program;" and

(3) in subsection (i)--

(A) by striking out paragraphs (1), (2), and (3);

(B) by adding a new paragraph (1) to read as follows:

"(1) The Secretary shall give priority to applications that demonstrate that the applicant has in place an accountability system that is designed to measure if students with limited English proficiency are successfully transferring into regular English language

classrooms."; and

(C) by redesignating paragraphs (4) and (5) as paragraphs (2) and (3), respectively.

ANNUAL PROGRAM EVALUATIONS

SEC. 4. Section 7123 of the Act is amended--

(1) in subsection (a)--

(A) by inserting "annual" immediately before "evaluation"; and

(B) in paragraph (2), by striking out "and" at the end thereof;

(C) in paragraph (3), by striking out the period at the end thereof and inserting a semicolon and "and"; and

(D) by striking out "every two years" at the end thereof;

(2) in subsection (b)--

(A) in paragraph (1), by inserting "and accountability" after "improvement";

and

(B) at the end thereof, by adding new paragraphs (4) and (5) to read as

follows:

"(4) to determine how to help participating students with limited English proficiency succeed in reaching the goal of transferring into regular English language classrooms within three years; and

"(5) to determine if participating students with limited English proficiency need programmatic changes or additional services (such as tutoring, summer school, or after-school services) to reach the goal of a successful transition to regular English language classrooms within three years.";

(3) by amending subsection (c) to read as follows:

"(c) EVALUATION COMPONENTS--Evaluations shall include--

"(1) information on the extent to which students are achieving to State student

performance standards, if any;

"(2) data and information on program participants, including--

"(A) an assessment of the English proficiency of the students with limited English proficiency participating in the program;

"(B) the number and percentage of students with limited English proficiency participating in the program who have met State or local requirements for transferring successfully into a regular English language classrooms and have exited, or are ready to exit, the program; and

"(C) comparisons of children and youth, with and without, limited English proficiency with regard to school retention, academic achievement, and gains in English (and, where applicable, native language) proficiency;

"(3) program implementation indicators that provide information for informing and improving program management and effectiveness, including data on appropriateness of curriculum in relationship to grade and course requirements, appropriateness of program management, appropriateness of the program's staff professional development, and appropriateness of the language of instruction;

"(4) program context indicators that describe the relationship of the activities funded under the grant to the overall school program and other Federal, State, or local programs serving children and youth with limited English proficiency;

"(5) data and information that indicate whether students with limited English proficiency participating in the program are making progress towards the goal of transferring successfully into a regular English language classroom within three years; and

"(6) such other information as the Secretary may require."; and

(4) by adding new subsections (d) and (e) to read as follows:

"(d) METHODOLOGY.--In gathering the data and information required under subsection (c), a recipient shall conduct an assessment of the educational status of each student with limited English proficiency who participates in its program. Such assessment shall be based on the student's English proficiency and overall academic development.

"(e) REPORT.--(1) Each recipient shall make its evaluation under this section readily available to the public.

"(2) The Secretary shall send to the President and the appropriate committees of the

Congress a biennial report summarizing the data and information in the evaluations required under this section."

CORRECTIVE ACTION PLANS FOR COMPREHENSIVE SCHOOL AND SYSTEMWIDE GRANTS

SEC. 5. Subpart 1 of title VII of the Act is further amended--

(1) by redesignating section 7124 as section 7126; and

(2) by adding new sections 7124 and 7125 to read as follows:

"INCENTIVES FOR OUTSTANDING PROGRESS FOR COMPREHENSIVE SCHOOL AND SYSTEMWIDE GRANTS

"SEC. 7124. INCENTIVES--Notwithstanding section 7114(b)(1)(B) and section 7115(b)(1)(B), if the Secretary determines that a recipient's program under sections 7114 or 7115 has shown outstanding progress in transferring students with limited English proficiency into regular English language classrooms successfully, the Secretary shall, upon application and continued progress, extend the recipient's funding for such program for two years. The recipient shall use a portion of such extended funding to disseminate information and provide technical assistance related to its program.

"CORRECTIVE ACTION PLANS FOR COMPREHENSIVE SCHOOL AND SYSTEMWIDE GRANTS

"SEC. 7125. (a) INDICATORS OF ADEQUATE PROGRESS--In consultation with experts recognized in the field, the Secretary shall establish performance indicators to determine if programs under sections 7114 and 7115 are making adequate progress toward meeting the goal of preparing students with limited English proficiency to transfer into regular English language classrooms successfully within three years.

"(b) DETERMINATION OF ADEQUATE PROGRESS--(1) The Secretary, before making a continuation award for the fourth year of program services, shall determine if a program is making adequate progress.

"(2) The Secretary shall base the determination under paragraph (1) on the indicators described in subsection (a) and--

"(A) the data and information collected under section 7123; and

"(B) such other data and information as the Secretary may require.

"(c) CORRECTIVE ACTION PLANS.--(1)(A) If the Secretary determines that a program requesting a fourth-year continuation award under section 7114 or section 7115 is not making adequate progress toward the goal of successfully transferring participating students with limited English proficiency to a regular English language classroom within three years, the Secretary shall require the recipient to promptly develop and submit to the Secretary a corrective action plan for its program.

"(B) If the Secretary approves the plan, the recipient shall report to the Secretary within one year on the success of its activities under the plan in enabling such students to transfer successfully to regular English language classrooms successfully within three years.

"(2)(A) The Secretary shall approve a corrective action plan only if he or she determines that it holds reasonable promise of enabling students with limited English proficiency participating in the program to transfer to regular English language classrooms successfully within three years.

"(B) If the Secretary determines that a recipient's plan does not hold reasonable promise of success, the Secretary shall take such other action as he or she determines to be appropriate, including a denial of a continuation award.

"(3) If the Secretary, after receiving the recipient's report under paragraph (1)(B), determines that the recipient's program is not making adequate progress, the Secretary shall deny the recipient a continuation award."

DEMONSTRATIONS

SEC. 6. Subpart 2 of Part A of the Act is amended by--

(1) amending the subpart title to read "RESEARCH, EVALUATION, DISSEMINATION, AND DEMONSTRATIONS"; and

(2) adding at the end thereof the following new section 7137 to read as follows:

DEMONSTRATIONS

"SEC. 7137. (a) IN GENERAL.--The Secretary may make grants to support programs that demonstrate innovative, research-based methods for enabling children and youth (through age 21) with limited English proficiency to reach English proficiency within three years.

"(b) FOLLOW-UP.--Each program carried out under subsection (a) shall track, using effective assessment and data-collection practices, students' English-language acquisition and academic development during the three-year period described in subsection (a).

"(c) GRANT PREFERENCE AND PRIORITIES.--(1) In awarding grants for programs under subsection (a), the Secretary shall seek to fund a range of approaches that cover the educational continuum, beginning with preschool and continuing through programs that serve out-of-school youth through age 21.

"(2) The Secretary shall give priority to applicants that propose to implement these programs in coordination with programs carried out under part A of title I of this Act.

"(3) The Secretary may also give priority to programs that seek to transfer students' reading skills from the native language to English, that employ educational technologies in innovative ways, that demonstrate innovative methods for inclusion of students with limited English proficiency in assessments given to other children, that serve older children and youth who are not literate in their own language, that provide literacy services for parents of children with limited English proficiency, or that serve children from a variety of language backgrounds."

PROFESSIONAL DEVELOPMENT

SEC. 7. Subpart 3 of Part A of the Act is amended by adding at the end thereof the following new section:

"PRIORITY

"SEC. 7151. PRIORITY.--In making awards under this subpart, the Secretary may give priority to applications that propose to link individuals who are pursuing a course of study to prepare them to serve limited English proficient students with teachers who are successful and experienced in serving these students, so that those aspiring to become bilingual or English-as-a-second-language teachers may learn from their more experienced counterparts."

AUTHORIZATION OF APPROPRIATIONS

SEC. 8. **[Like Rigg's bill, we will treat this as a reauthorization of the program and put in such sums language for fiscal years ? through ?.]**

AMENDMENTS TO TITLE I OF THE ESEA

SEC. 9. (a) DEMONSTRATIONS. Section 1502(a)(1) of the Elementary and Secondary Education Act (20 U.S.C. 6310, et seq.) (the ESEA) is amended--

(1) in subparagraph (E), by striking out "and" at the end thereof;

(2) in subparagraph (F), by striking out the period at the end thereof and inserting in lieu thereof a semicolon and "and"; and

(3) by adding at the end thereof a new subparagraph (G), to read as follows:

"(G) programs that provide sustained and intensive professional development to teachers and teacher aides who educate children with limited English proficiency and are employed in local educational agencies that enroll high concentrations of those children."

(b) STUDIES AND DATA COLLECTION. Section 1501(b) of the ESEA is amended by adding at the end thereof a new paragraph (3) to read as follows:

"(3) The Secretary shall prepare a report, in consultation with independent researchers and practitioners, on practices that can enable programs funded under this title to meet, more effectively, the needs of children with limited English proficiency. The Secretary shall submit this report to the President and the Congress by November 1, 1999.

(c) PROFESSIONAL DEVELOPMENT. Section 1119(b)(1) of the ESEA is amended--

(1) in subparagraph (D), by striking out "and" at the end thereof;

(2) in subparagraph (E), by striking out the period at the end thereof and inserting in lieu thereof a semicolon and "and"; and

(3) by adding at the end thereof a new subparagraph (F) to read as follows:

"(F) include strategies for teaching limited English proficient children, if any, who participate in the programs operated by the local educational agency under this part."

EFFECTIVE DATE

SEC. 10. (a) EFFECTIVE DATE.--The provisions of this Act shall take effect on the date of enactment of this Act.

(b) APPLICATION OF CERTAIN REQUIREMENTS.-- Sections 3 through 5 of this Act shall apply only to grants made under Part A of the Act after the effective date of this Act.

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