

NLWJC - KAGAN

EMAILS RECEIVED

ARMS - BOX 034 - FOLDER -001

[06/29/1998 - 06/30/1998]

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Mary L. Smith (CN=Mary L. Smith/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:29-JUN-1998 13:12:31.00

SUBJECT: Executive Order on Native American education

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

READ:UNKNOWN

CC: Michael Cohen (CN=Michael Cohen/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

Elena, could you please review this sometime this week? We would like to get this in the OMB review process. Thanks, Mary

----- Forwarded by Mary L. Smith/OPD/EOP on 06/29/98

01:13 PM -----

Mary L. Smith

06/22/98 04:09:35 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP

cc: Laura Emmett/WHO/EOP, Michael Cohen/OPD/EOP, Julie A. Fernandes/OPD/EOP

Subject: Executive Order on Native American education

Attached is a draft of the executive order on Native American education, along with a cover note to Jack Lew, to start the OMB vetting process on this order. Please review it. It would be helpful to send this to OMB as soon as possible because Mac Reed, who shepards the order through the process, will be out of the office for the first two weeks of July, and we would like to have the process completed by July 17. We hope to announce this order, along with some economic development policies being developed by Julie, on August 5 at the Native American Economic Development Conference.

===== ATTACHMENT 1 =====

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D85]MAIL468655979.126 to ASCII,

The following is a HEX DUMP:

FF575043C10C0000010A020100000002050000005C16000000020000C1FC6F7E8B5633724E4914
59DFE9C67E8A204681B4308A918D128CDDE598EC597C0177C9121A457DE8B513481D7C8B1A44FC
CE273DC3E5D9F3E43D5E85931538DEC6893F27E8202585F7B2E7A87B8EAD5EAE9D6FCA270BE2EF
D1D9E6A8E388DDE76F949CB01EDAD7E6D6C83A50F96566D7B0C7A0F8D6E430D872E16FE15EDD64
05BFEDF5D77DF0DE593E3C0F882ACA45B59EED3C51CC8E31E50580324583279F8893060DC0FC86
E29CE041EB3568A67A0609F3D5FC63DFAF9827A1D7B52402BA6532542B6C69F4D8190770359DA8
BA2A12F0AFEE1A5CEA731F41FC4207FBAE7ED700ACDF3A68B4E4BEA184EDB2E532F3664A9F9A5C

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June 23, 1998

MEMORANDUM FOR JACK LEW

THROUGH: MAC REED

FROM: BRUCE REED
 ELENA KAGAN

SUBJECT: EXECUTIVE ORDER ON NATIVE AMERICAN EDUCATION

This is a formal request that you process the attached executive order pursuant to Executive Order No. 11030, as amended. Please process this order by **Friday, July 17, 1998**.

This executive order is designed to improve the academic performance of American Indian and Alaska Native students in grades K-12. The order focuses special attention on the following five goals: (1) improving reading and mathematics; (2) increasing high school completion and post-secondary attendance rates; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; (4) creating strong, safe, and drug-free school environments conducive to learning; and (5) expanding the use of science and educational technology. This executive order was developed at the initiative of the National Congress of American Indians (NCAI), the National Indian Education Association (NIEA), the National Advisory Council on Indian Education (NACIE), and the Native American Rights Fund (NARF).

If you have any questions regarding this order, you can contact Mary Smith at 456-5571. Thank you for your assistance.

DRAFT June 22, 1998 4:30 PM

EXECUTIVE ORDER: AMERICAN INDIAN AND ALASKA NATIVE EDUCATION

Preamble:

The Federal Government is committed to improving the academic performance and reducing the dropout rate of American Indian and Alaska Native students. To help fulfill this commitment consistent with tribal traditions and cultures, this Executive Order focuses special attention on five goals: (1) improving reading and mathematics, the two gateway subjects for academic success; (2) increasing high school completion and post-secondary attendance rates; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; (4) creating strong, safe, and drug free school environments conducive to learning; and (5) expanding the use of science and educational technology.

Improving educational achievement and academic progress for American Indian and Alaska Native students is vital to the national goals of preparing every student for responsible citizenship, continued learning, and productive employment. On the 1994 National Assessment of Educational Progress (NAEP), over half of 4th grade American Indian and Alaska Native students scored below the basic level in reading proficiency and almost half scored below the basic level in math. According to the National Center for Education Statistics (NCES), American Indians and Alaska Natives have among the highest dropout rates and lowest college attendance rates of any group. Schools that serve American Indian and Alaska Native students often do not provide college preparatory classes in all subjects and fail to meet their unique educational needs.

The Federal Government has a special historic responsibility in the education of American Indian and Alaska Native students, which includes the following: (1) providing operational support to tribal and federal schools; (2) supplementing state and local support for public schools educating children on Indian trust-status lands through Federal Impact Aid program; (3) assisting tribal governments to develop their capacity to provide for the education of their members; and (4) assisting schools in addressing these students' unique educational and culturally-related academic needs so that they can achieve the same high education standards as all students.

To achieve its purposes, this order calls for a comprehensive and coordinated strategy across all related agencies at the federal level; collaboration with tribal, state, and local governments at the regional level; and the identification and demonstration of effective practices in school at the local level.

Order:

The United States has a unique legal relationship with Indian tribal governments as set forth in the Constitution of the United States, treaties, statutes, executive orders, and court decisions. Since the formation of the Union, the United States has recognized Indian tribes as domestic

dependent nations under its protection. In treaties, our Nation has guaranteed the right of Indian tribes to self-government. As domestic dependent nations, Indian tribes exercise inherent sovereign powers over their members and territory. The United States continues to work with Indian tribes on a government-to-government basis to address issues concerning Indian tribal self-government, trust resources, and Indian tribal treaty and other rights.

Therefore, by the authority vested in me as President by the Constitution and laws of the United States of America, in affirmation of the unique political and legal relationship of the Federal Government with tribal governments, and in recognition of the unique educational and culturally-related academic needs of American Indian and Alaska Native students, it is hereby ordered as follows:

Section 1. Federal Strategy. In order to meet the five goals of this order, a comprehensive federal response is needed to address the fragmentation of government services available to American Indian and Alaska Native students and the complexity of intergovernmental relationships in the education of those students. The purpose of the federal activities described herein is to build toward the development of a long term, comprehensive federal Indian education policy that will accomplish the following goals of this order: (1) improve reading and mathematics; (2) increase high school completion and post-secondary attendance rates; (3) reduce the influence of long-standing factors that impede educational performance; (4) create strong, safe, and drug-free school environments conducive to learning; and (5) expand the use of science and educational technology.

Subsection A. Interagency Task Force. There shall be established an Interagency Task Force to oversee the planning and implementation of this executive order. The Task Force shall confer with the National Advisory Council on Indian Education (NACIE) in carrying out the activities of this order. The Task Force, in conjunction with the NACIE, shall consult with representatives of American Indian and Alaska Native tribes and organizations, including the National Indian Education Association (NIEA) and the National Congress of American Indians (NCAI), to provide advice on the implementation of activities of the Executive order.

Subsection B. Composition of the Interagency Task Force. The membership of this Task Force shall include, but not be limited to, representatives of the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, Interior, Labor, Transportation, and Treasury, as well as the Environmental Protection Agency, the Corporation for National Service, and the National Science Foundation. Within 30 days, each participating department and agency shall appoint a senior official who will be responsible for management or program administration to serve as a member of the Task Force. The official shall report directly to the agency head or designee on agency activity under this order. To the extent permitted by law and regulation, each agency shall provide appropriate information in readily available formats as requested by the Task Force. The Assistant Secretary of Elementary and Secondary Education of the Department of Education and the Assistant Secretary of Indian Affairs of the Department of the Interior shall co-chair the Task

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Force.

Upon invitation of the Secretaries of Education and of the Interior, other agencies may participate in the activities of the Task Force.

Subsection C. Interagency Plan. The Task Force shall, within 90 days, develop a federal interagency plan with recommendations for immediate consideration in the fiscal year 2000 budget request, including the identification of initiatives, strategies, spending goals and ideas for future coordinated interagency action supportive of the goals of this order.

Subsection D. Agency Participation. To the extent consistent with law, each participating agency shall adopt and implement strategies to maximize the availability of the agency's education-related programs, activities, resources, information and technical assistance to American Indian and Alaska Native students. In keeping with the spirit of the 1994 Executive Memorandum and the 1998 Executive Order on federal agency consultation with tribal governments (E.O. 13084), each participating agency of the Task Force shall consult with tribal governments on their education-related needs; research needs and priorities; and how the agency can better accomplish the goals of this order. Within six months, each participating agency shall report to the Task Force regarding the strategies developed to ensure participation and consultation.

Subsection E. Interagency Resource Guide. The Task Force shall identify, within relevant federal agencies, all education-related programs that support the goals of this order. Within twelve months of this order, the Task Force, in conjunction with the Department of Education, shall develop, publish, and widely distribute a guide that contains these resources.

Subsection F. Research. The Secretary of Education, through the Office of Educational Research and Improvement and the Office of Indian Education, in accordance with the Department of Education Organization Act (20 U.S.C. 2423c), and in consultation with NACIE and the member agencies of the Task Force, shall develop and implement a comprehensive research agenda that supports the goals of this order. The agenda shall support the efforts of schools, tribal communities, states, and families to promote high achievement, problem-solving abilities, and motivation among American Indian and Alaska Native students. Such an agenda shall include plans for ensuring: (1) reliable, consistent, complete, and accurate information on the academic status and progress of American Indian and Alaska Native students; (2) data collection and analysis that is representative of regional, cultural, and linguistic diversity among American Indian and Alaska Natives; (3) reporting that is in a variety of formats and in a language that is appropriate to a variety of American Indian and non-Indian audiences, including practitioners, policy makers, data users, and the general public; (4) a comprehensive and ongoing evaluation of the impact on academic achievement and retention of research-based educational practices and school-wide reform programs, including those emphasizing the role of the native language and culture in curriculum and instruction; (5) that high priority needs identified through the above mechanisms be addressed through coordinated interagency support of research and demonstration efforts in schools serving American Indian and Alaska Native students; and (6) appropriate time lines and strategies

for the implementation of plans. Within twelve months, the Secretary of Education shall report to the Interagency Task Force the development of a comprehensive research agenda including implementation time lines and strategies adopted.

Subsection G. Comprehensive Federal Indian Education Policy. The Task Force shall, within two years, develop a comprehensive federal Indian education policy to support the accomplishment of the goals of this order. The policy shall consider ideas within the Comprehensive Federal Indian Educational Policy Statement proposal developed by NIEA and NCAI and be designed to: (1) improve federal interagency cooperation; (2) ensure access to information on federal programs and resources; (3) encourage intergovernmental collaboration; and (4) assist tribal governments in meeting the unique educational needs of their children, including the need to preserve, revitalize, and use native languages and cultural traditions. The Task Force shall develop recommendations to implement the policy including budget requests and ideas for future coordinated interagency action. As appropriate, participating agencies of the Task Force may develop memoranda of agreement with one another to enable and enhance the ability of tribes and schools to provide and coordinate the delivery of federal, tribal, state, and local resources and services to meet the social, educational, and health-related needs of American Indian and Alaska Native students.

Section 2. Regional Partnership Forums. In conjunction with the Interagency Task Force, the Department of Education and the Department of the Interior shall convene, within eighteen months, a series of regional forums of federal, tribal, and state government interagency representatives to identify promising practices and approaches on how to share information, provide assistance to schools, develop partnerships, and coordinate intergovernmental strategies supportive of accomplishing the goals of this order. A report on each forum shall be submitted to the Task Force, which shall include any recommendations related to intergovernmental relations supportive of accomplishing the goals of this order.

Section 3. School Pilot Sites. The Department of Education and the Department of the Interior shall identify up to eight Bureau of Indian Affairs-funded schools and public schools with significant concentrations of American Indian and Alaska Native students, which shall receive comprehensive technical assistance in support of the goals of this order. A special team of technical assistance providers, including federal staff, shall be convened to provide assistance to these schools. Special attention shall be given to accomplishing Comprehensive School Reform Demonstration Programs where applicable and comprehensive service delivery that connects and utilizes diverse federal agency resources. The team shall disseminate the effective and promising practices of the school pilot sites to other local education agencies educating American Indian and Alaska Native students. The team shall report to the Task Force on the accomplishments and recommendations for improvement of its technical support to local education agencies.

Section 4. Administrative Support. The Department of Education shall provide appropriate administrative services and staff support for the Task Force. With the consent of the Department of Education, other agencies participating in the Initiative shall provide

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administrative support to the Task Force consistent with statutory authority and shall make use of section 112 of title 3, United States Code, to detail agency employees to the extent permitted by law. The Task Force shall report annually the accomplishments of this order to the Director of the Office of Management and Budget (OMB).

Section 5. General Provisions. This order is intended only to improve the internal management of the Executive Branch and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person. This Executive Order is not intended to preclude, supersede or replace or otherwise dilute any other Executive Order related to American Indian and Alaska Native education.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:29-JUN-1998 16:20:40.00

SUBJECT: POTUS PBS event

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,

Beverly Barnes and the PIR folks are putting together a set of q&a for the President's PBS roundtable to be taped on July 8th. They are trying to finalize them by the end of the day on Wed. I will send you a draft of those questions that deal with policy as soon as I have them. Thanks.

Julie

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Kevin S. Moran (CN=Kevin S. Moran/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:29-JUN-1998 17:33:11.00

SUBJECT: Message Scheduling Meeting

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

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

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

TO: Lawrence J. Stein (CN=Lawrence J. Stein/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Thurgood Marshall Jr (CN=Thurgood Marshall Jr/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

TO: Lori L. Anderson (CN=Lori L. Anderson/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

READ:UNKNOWN

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

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

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

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

TO: Carole A. Parmelee (CN=Carole A. Parmelee/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Kris M Balderston (CN=Kris M Balderston/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Christopher J. Lavery (CN=Christopher J. Lavery/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

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

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

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

TO: Ann F. Lewis (CN=Ann F. Lewis/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TEXT:

Please come to a message event planning meeting tomorrow (6/30) at 11 am
in Erskine's office. k

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:29-JUN-1998 15:24:32.00

SUBJECT: Estimated total increase in cost/pack

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

READ:UNKNOWN

TEXT:

----- Forwarded by Bruce N. Reed/OPD/EOP on 06/29/98
03:23 PM -----

JOSHUA

GOTBAUM

06/26/98 02:29:32 PM

Record Type: Non-Record

To: Bruce N. Reed/OPD/EOP

cc: Cynthia A. Rice/OPD/EOP, Richard J. Turman/OMB/EOP

Subject: Estimated total increase in cost/pack

The figures below deal with the "peaks and valleys" problem with the lookback by using the 3-year average whose mid-point is the 10th year.

----- Forwarded by Joshua Gotbaum/OMB/EOP on 06/26/98
02:15 PM -----

Comparing Total Additional Cost Per Pack in Hatch & McCain in 2008

	Hatch	McCain
From base payment	.69	1.10
From surcharge* .25		.19
total, per-pack	.94	1.29

* uses 3-year average for surcharge for both Hatch and McCain (sans Durbin).

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Kevin S. Moran (CN=Kevin S. Moran/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:29-JUN-1998 10:29:31.00

SUBJECT: VP Message Meeting

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

TO: Thurgood Marshall Jr (CN=Thurgood Marshall Jr/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

TO: Lori L. Anderson (CN=Lori L. Anderson/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

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

TO: Carole A. Parmelee (CN=Carole A. Parmelee/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Kris M Balderston (CN=Kris M Balderston/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Leslie Bernstein (CN=Leslie Bernstein/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TO: Christopher J. Lavery (CN=Christopher J. Lavery/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

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

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

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

TO: Ann F. Lewis (CN=Ann F. Lewis/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TEXT:

A meeting to discuss the VP's Message Schedule will be held today (6/29)
at 1:30 pm in Erskine's office.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:29-JUN-1998 13:44:23.00

SUBJECT: EEOC letter

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:

The following is the suggested language for the EEOC letter. As you will see, it is shorter and more concise than that presented as a draft from the agency. If this looks o.k. to you, we would like to get clearance from EEOC, read it to the Dems., and then decide how best to present it to the Republicans. We may want to have a WH person accompany Ellen in the negotiation with Frank. What do you think?

Dear xxx,

You have asked whether the Equal Employment Opportunity Commission (EEOC) intends to use Fiscal Year 1999 appropriated funds to operate employment tester programs. We understand this question occurs in the context of Speaker Gingrich's March 23, 1998 letter.

The FY99 budget request for the EEOC does not provide for the use of FY99 appropriated funds to operate employment tester programs.

Julie

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:29-JUN-1998 15:17:02.00

SUBJECT: DAILY TALKING POINTS -- PRESIDENT CLINTON:PROMOTING HUMAN RIGHTS IN CHINA

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: Marty J. Hoffmann (CN=Marty J. Hoffmann/OU=WHO/O=EOP @ EOP [WHO])
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: 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: 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: 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: 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: 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: 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: 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: 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: 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: 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: 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: 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: 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: 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: 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: 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])
READ:UNKNOWN

TO: Michael V. Terrell (CN=Michael V. Terrell/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

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

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

TO: Elliot J. Diringer (CN=Elliot J. Diringer/OU=CEQ/O=EOP @ EOP [CEQ])
READ:UNKNOWN

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

TO: Dinah Bear (CN=Dinah Bear/OU=CEQ/O=EOP @ EOP [CEQ])

**PRESIDENT CLINTON:
PROMOTING HUMAN RIGHTS IN CHINA**

Automated Records Management System
Hex-Dump Conversion

June 29, 1998

"We do not seek to impose our vision on others, but we are convinced that certain rights are universal -- not American rights or European rights or rights for developed nations, but the birthrights of people everywhere, now enshrined in the United Nations Declaration of Human Rights -- the right to be treated with dignity; the right to express one's opinions, to choose one's own leaders, to associate freely with others, and to worship, or not, freely, however one chooses."

President Bill Clinton
June 29, 1998

While in China, President Clinton has raised the issue of human rights in his meetings with Chinese officials, including President Jiang Zemin. The President will continue to work with the Chinese government to encourage recognition and protection of human rights.

WORKING TO PROMOTE AND PROTECT HUMAN RIGHTS. The President continues to engage in an open and candid dialogue with President Jiang Zemin and other senior Chinese leaders over the issue of human rights. Both the United States and China have affirmed their commitment to strengthening the protection of fundamental freedoms, and although differences remain, the President believes an honest and open dialogue is an important element for resolving these differences. The President is encouraged by the steps China is taking on human rights, including:

- Approval of International Human Rights Standards. The President welcomes China's announcement that it will sign the International Covenant on Civil and Political Rights in the fall of 1998, and has submitted the International Covenant on Economic, Social, and Cultural Rights to the National People's Congress for ratification;
- Encouraging Exchanges Between Religious Leaders. The U.S. and Chinese governments will encourage continued exchanges between religious leaders of both nations to deepen the understanding of the role religion plays in society and the importance of religious freedom;
- Maintaining a Dialogue at All Levels Of Government. Senior officials of the U.S. State Department and the Chinese Ministry of Foreign Affairs will resume a dialogue on human rights and expect to hold their next round of discussions this year. American and Chinese organizations involved with human rights issues will convene a forum for non-official discussions later this year.

RAISING HUMAN RIGHTS WITH PRESIDENT JIANG. On Saturday, June 27, President Clinton and President Jiang held bilateral summit meetings and an unprecedented press conference telecast live to approximately 600 million viewers throughout China. The public and private discussions between the two leaders were particularly open and frank. During his remarks, President Clinton:

- Encouraged Greater Freedoms for China. President Clinton forcefully made his case to President Jiang and to the Chinese people that a nation's success in the next century depends in large part on individual rights, including freedom of speech, association, and religion.
- Encouraged an Open Dialogue With The Dalai Lama. The President encouraged President Jiang to open a dialogue with the Dalai Lama and protect Tibet's unique culture and religious identity.
- Voiced Concern Over The Tiananmen Square Crackdown and the Detention of Dissidents. The President expressed America's sense that the Chinese use of force in Beijing nine years ago was wrong. The President also voiced his concern over recent reports of dissidents being detained and harassed and made clear that freedom of expression is in China's best interest in a world where political and economic security is increasingly driven by creativity and ideas.

SHAPING A MORE PROSPEROUS AND PEACEFUL FUTURE. The more we share our ideas with the world, the more the world comes to share America's ideals. By continuing to work with China in areas of agreement, and dealing directly with our differences, we help ensure Chinese inclusion in the community of nations.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Kevin S. Moran (CN=Kevin S. Moran/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:29-JUN-1998 11:43:04.00

SUBJECT: Daily reports -- Do you know where they are going today?

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

TO: Rachel A. Redington (CN=Rachel A. Redington/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Lori L. Anderson (CN=Lori L. Anderson/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

TO: Charles F. Ruff (CN=Charles F. Ruff/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

TO: Michael D. Malone (CN=Michael D. Malone/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Christopher J. Lavery (CN=Christopher J. Lavery/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Kris M Balderston (CN=Kris M Balderston/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

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

READ:UNKNOWN

TO: Ann F. Lewis (CN=Ann F. Lewis/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Carole A. Parmelee (CN=Carole A. Parmelee/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Jeffrey A. Forbes (CN=Jeffrey A. Forbes/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

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

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

TO: Andrew J. Mayock (CN=Andrew J. Mayock/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: KERRICK_D (KERRICK_D @ A1 @ CD @ VAXGTWY [UNKNOWN]) (NSC)
READ:UNKNOWN

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

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

TO: Cheryl D. Mills (CN=Cheryl D. Mills/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Betty W. Currie (CN=Betty W. Currie/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

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

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

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

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

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

TO: Thurgood Marshall Jr (CN=Thurgood Marshall Jr/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

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

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

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

TO: Dawn L. Smalls (CN=Dawn L. Smalls/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: Tracey E. Thornton (CN=Tracey E. Thornton/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Lawrence J. Stein (CN=Lawrence J. Stein/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Paul E. Begala (CN=Paul E. Begala/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TO: Rahm I. Emanuel (CN=Rahm I. Emanuel/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

TEXT:

Did you know that if you get your bullets to me, today, by 3:00 pm, they will be included in the President's Daily Report that is being sent to Shanghai?

Just so you know:

Shanghai is a world-famous metropolis and the largest city in China. It is situated on the coast of the East China Sea and on the Changjiang River, the third longest river in the world. Its total area is 6,184 sq. km of which 340 sq. km constitute the city proper. Its total population is 12.05 million, of which 6.4 million live in the urban area. Shanghai has developed into an important base in China's industry, foreign trade, science and technology, as well as a centre of culture and education in the country.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Kevin S. Moran (CN=Kevin S. Moran/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:29-JUN-1998 09:19:00.00

SUBJECT: DEPUTIES MEETING

TO: Lori L. Anderson (CN=Lori L. Anderson/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

TO: Charles F. Ruff (CN=Charles F. Ruff/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

TO: Michael D. Malone (CN=Michael D. Malone/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Christopher J. Lavery (CN=Christopher J. Lavery/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Kris M Balderston (CN=Kris M Balderston/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

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

TO: Ann F. Lewis (CN=Ann F. Lewis/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Jonathan H. Adashek (CN=Jonathan H. Adashek/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TO: Carole A. Parmelee (CN=Carole A. Parmelee/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Jeffrey A. Forbes (CN=Jeffrey A. Forbes/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

TO: Peter A. Weissman (CN=Peter A. Weissman/OU=OPD/O=EOP @ EOP [OPD])
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TO: Gene B. Sperling (CN=Gene B. Sperling/OU=OPD/O=EOP @ EOP [OPD])
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TO: Cathy R. Mays (CN=Cathy R. Mays/OU=OPD/O=EOP @ EOP [OPD])
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TO: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

TO: KERRICK_D (KERRICK_D @ A1 @ CD @ VAXGTWY [UNKNOWN]) (NSC)
READ:UNKNOWN

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

TO: Edward F. Hughes (CN=Edward F. Hughes/OU=WHO/O=EOP @ EOP [WHO])
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TO: Cheryl D. Mills (CN=Cheryl D. Mills/OU=WHO/O=EOP @ EOP [WHO])
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TO: Betty W. Currie (CN=Betty W. Currie/OU=WHO/O=EOP @ EOP [WHO])
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TO: Scott R. Hynes (CN=Scott R. Hynes/O=OVP @ OVP [UNKNOWN])
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TO: Roberta W. Greene (CN=Roberta W. Greene/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Brooks E. Scoville (CN=Brooks E. Scoville/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TO: Virginia Apuzzo (CN=Virginia Apuzzo/OU=WHO/O=EOP @ EOP [WHO])
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TO: Maya Seiden (CN=Maya Seiden/OU=WHO/O=EOP @ EOP [WHO])
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TO: Thurgood Marshall Jr (CN=Thurgood Marshall Jr/OU=WHO/O=EOP @ EOP [WHO])
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TO: Jennifer M. Palmieri (CN=Jennifer M. Palmieri/OU=WHO/O=EOP @ EOP [WHO])
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TO: Carolyn E. Cleveland (CN=Carolyn E. Cleveland/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

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

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

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

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

TO: Dawn L. Smalls (CN=Dawn L. Smalls/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: Tracey E. Thornton (CN=Tracey E. Thornton/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Lawrence J. Stein (CN=Lawrence J. Stein/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: Rahm I. Emanuel (CN=Rahm I. Emanuel/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

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

TEXT:

The 9:15 Deputies Meeting is starting now in the Roosevelt Room. Kevin

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:29-JUN-1998 18:08:08.00

SUBJECT: WTW high performance bonus

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

READ:UNKNOWN

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

READ:UNKNOWN

CC: Diana Fortuna (CN=Diana Fortuna/OU=OPD/O=EOP [OPD])

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

The WTW law provides \$100 M to be awarded in FY 2000 for "successful performance" states and directs DOL, in consultation with HHS, NGA, and APWA, to develop a formula for measuring success within one year of enactment (by 8/5/98). While PRWORA simply said the HPB should recognize performance against the goals of the law, the BBA provided more guidance on what should be measured for the WTW bonus: 1) job placement, 2) duration of placement, 3) increase in earnings, 4) anything else Secretary deems appropriate. DOL has convened a work group over the past several months to develop a proposed formula and has shared some draft proposals. EOP staff is meeting tomorrow to make sure we're all on the same page about the recommendations, and on Thursday OMB is bringing HHS and DOL in for a joint meeting. DOL is supposed to be preparing a comparison of the TANF and proposed WTW bonus. In the meantime, we want to get your general reaction to a few issues before we go too much farther.

Background

TANF has 4 measures, with the following weights:

Job Entry Rate 40%

Success in the Work Force 25% (combination of retention and earnings gain)

Increase in Job Entry Rate 20%

Increase in Success in the Work Force 15%

NOTE: this is just the interim formula for FY 99 -- HHS will publish a rule for future years.

The proposed approach for WTW includes 4 measures:

1. Job Entry Rate (movement from not employed to any unsubsidized employment) 35%

2. "Substantial Job Entry Rate" (movement from not employed or "underemployed" to unsubsidized employment over 20 hours/week) 20%

3. Job Retention (over 6 months) 30%

4. Earnings Gain (over 6 months) 15%

NOTE: no improvement measures--in part because WTW bonuses are a one-time deal.

Issues

1. To what extent should TANF and WTW HPB be the same? The WTW statute generally follows the interim TANF measures, but should they be identical? What about measuring same basic accomplishments (i.e. job entry), but defining differently? I know Barry White is pushing hard to

make them as close as possible.

2. Weighting: the initial proposal from WTW work group is above. However, several states (incl CA and IL) have expressed interest in shifting weight toward retention and earnings gain (e.g. 15% job entry, 20% substantial job entry, 50% retention, 15% earnings gain). Their arguments include: job entry gets tougher as you get to harder cases and states that have been at this longer will be penalized, and WTW is about not just getting a job but keeping it and moving up. Counter arguments include: just getting a job for the hard-to-place is worth rewarding, and data for retention and earnings gain is less standard/more questionable. Apparently there have been strong and divergent views on this within the group. The latest thought is to publish several options in the federal register and get reactions. Do you have strong feelings on the general weights, or the idea of publishing options??

3. Data Source: for FY 99 TANF HPB, states have flexibility on data source (recognizing that not all can access UI wage records and there are limitations with them). DOL is uncomfortable with this approach, as are some of the workgroup members and there is more interest in either requiring a consistent data source (though none is readily apparent), or at least having states that use a similar data source compete against each other, so all those using UI would be in one pot, those using admin data another pot etc.

4. Distribution of funds: the WTW work group has not spent enough time grappling with how funds would be distributed among the high performing states, i.e. should there be a cap, what are the thresholds to qualify, how many winners etc. We only have seen a very rough proposal so far. There is some interest in publishing several options on these issues in the federal register as well.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Christa Robinson (CN=Christa Robinson/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:29-JUN-1998 16:13:32.00

SUBJECT: VP Calendar this week

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

TO: Jeanne Lambrew (CN=Jeanne Lambrew/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: Michael Cohen (CN=Michael Cohen/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: Mary L. Smith (CN=Mary L. Smith/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: Cynthia A. Rice (CN=Cynthia A. Rice/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

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

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

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

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

READ:UNKNOWN

TO: Diana Fortuna (CN=Diana Fortuna/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 H. Schnur (CN=Jonathan H. Schnur/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: Laura Emmett (CN=Laura Emmett/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

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

TO: WEINSTEIN_P (WEINSTEIN_P @ A1 @ CD @ VAXGTWY [UNKNOWN]) (OPD)
READ:UNKNOWN

TEXT:

POTUS SCHEDULE:

He is in China all week.

RADIO ADDRESS on food safety to be taped Thursday night.

VP SCHEDULE:

Mon 6/29: Tours Florida damaged by wildfires.

Tue 6/30: Attends an environmental event and announces the
creation of the
Research Centers on Children's Environmental Health.

Wed 7/1: Attends a Social Security forum in Providence, RI.

Thur 7/2: REGO event (plain language initiative).
Dedication ceremony at the FDR Memorial (unveiling of new
statue
of FDR in a wheelchair).

Fri 7/3: Delivers a speech to the NEA.

Welfare-to-Work Formula Grant Status

5 States announced 1/29/98:	IL, LA, MI, NE, NV	\$122 M	
2 States announced 2/19:	MA, SC	\$33 M	
3 States announced 3/2:	KA, HI, MN	\$26 M	
2 States announced 3/30:	MO, TN	\$41 M	
1 State announced 4/10?:	KY	\$18 M	
3 States announced 4/28-4/29	AR, AL, DE	\$25 M	
1 State announced 5/1	GA	\$28 M	
2 States announced week of 6/8	OK, MT	\$15 M	
3 States announced week of 6/15	IN, NC, WI	\$53 M	
2 States announced 6/26	TX, RI	\$80 M	
2 States announced 6/29	VT, WA	\$25 m	
TOTAL TO DATE: 26 states (48% of states)		\$466M	(42% of \$)

States with pending plans:

Ready to be announced
CO

\$9.9 M

To be announced week of 7/6:

OR

\$8.6 M

AK

\$ 2.9 M

CT

\$12.0 M

NH

\$ 2.8 M

IA (maybe VP 7/9)

\$ 8.3 M

To be announced week of 7/13:

MD

\$14.9 M

Under Review:

CA

\$190.4M

FL

\$50.8 M

WV

\$7 M

PR

\$34.6 M

DC

\$ 4.6 M

PA

\$44.3 M

VA

\$16.5 M

TOTAL PENDING: 14 states (26% of states)

\$408 M

(37% of \$)

8 Plans anticipated by or soon after 6/30: AZ, Guam, ME, NJ, NM, NY, ND, VI

6 States indicate they don't plan to apply (11%):

ID, UT, OH, SD, WY, MS

\$71 M (6% of \$)

As of 6/30/98

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TRIBAL PLANS

26 approved 3/19

\$5.8 M

33 approved 4/1

\$4.4 M

13 approved 5/1

\$1.0 M

TOTAL TO DATE: 72

\$11.2M

As of 6/30/98

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Melissa N. Benton (CN=Melissa N. Benton/OU=OMB/O=EOP [OMB])

CREATION DATE/TIME:30-JUN-1998 14:38:17.00

SUBJECT: EDUCATION Draft Bill on Bilingual Education Act Amendments of 1998

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

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

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

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

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

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

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

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

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

TO: Sandra Yamin (CN=Sandra Yamin/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: Justin D. Sullivan (CN=Justin D. Sullivan/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: Edward W. Correia (CN=Edward W. Correia/OU=WHO/O=EOP@EOP [WHO])

READ:UNKNOWN

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

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

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

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

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

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

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

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

TEXT:
Total Pages: _____

LRM ID: MNB196
EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001

Tuesday, June 30, 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 Bilingual Education Act
Amendments of 1998

DEADLINE: Noon Tuesday, July 7, 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:

DISTRIBUTION LIST

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Daniel J. Chenok
Kate P. Donovan
Edward M. Rea
Janet R. Forsgren

LRM ID: MNB196 SUBJECT: EDUCATION Draft Bill on Bilingual Education Act Amendments 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

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

TEXT:

Unable to convert ARMS_EXT: [ATTACH.D46]MAIL45074608A.126 to ASCII,
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```

DRAFT
6/29/98

Automated Records Management System
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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 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.

In the 1995-1996 school year, State educational agencies reported more than three 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 local educational agencies receiving Federal grants to demonstrate that they are making adequate progress in preparing students to transfer to regular English language classrooms. Grantees currently eligible for five years of funding would no longer routinely receive fourth- and fifth-year awards. Instead, decisions on continued funding would be based on the recipient's first two annual evaluations, as well as any available data relating to the third year of operation. Further, the Department would reward projects that demonstrate outstanding progress in preparing students to enter regular English language classrooms with an extension of up to four years, including funds to disseminate information and provide technical assistance related to the project's effective techniques.

As an additional accountability measure, if the Department determines that a project is not making adequate progress, we would require the recipient to submit a corrective action plan in order to receive a fourth-year continuation grant. One year later, these projects would end if

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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 individual students 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 would strengthen the Department's efforts to support the preparation of well-qualified bilingual education and English-as-a-second-language teachers. We also propose to strengthen the parental notification and choice provisions of the law. 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.

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

DRAFT 6/29/98

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" .

AUTHORIZATION OF APPROPRIATIONS

SEC. 3. Section 7103(a) of the Act is amended to read as follows:

"(a) IN GENERAL.--For the purpose of carrying out this part there are authorized to be appropriated such sums as may be necessary for fiscal years 1999 though ---- ." **[How many years?]**

PROGRAM GOAL AND APPLICATION REQUIREMENTS

SEC. 4. 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, including how the applicant will assess annually the English and native language proficiency of the students with limited English proficiency participating in the program;

"(ii) how the applicant will provide parents of students with limited English proficiency with the notifications and options required under section 7502(b);

"(iii) 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;

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

"(v) 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 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 and

native language 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. 5. Section 7123 of the Act is amended--

(1) in subsection (a)--

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

(B) 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) 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

(D) 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. 6. 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 up to four 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.--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. 7. 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 may 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, that expand parental choice, or that serve children from a variety of language backgrounds."

PROFESSIONAL DEVELOPMENT

SEC. 8. 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."

PARENTAL CHOICE

SEC. 9. Section 7502 of the Act is amended--

(1) by amending the section heading to read : "REGULATIONS, PARENTAL NOTIFICATION AND CHOICE"; and

(2) in subsection (b)--

(A) by amending the subsection heading to read : "PARENTAL NOTIFICATION AND CHOICE";

(B) in paragraph (1)(A), by inserting "and native language" after "level of English";

(C) by amending paragraph (2)(A) to read as follows:

"(2) OPTION TO DECLINE OR WITHDRAW.--(A) Such parents shall also be informed that they have the option of declining enrollment of their children and youth in such programs as well as withdrawing their children and youth from such programs.";

(D) by redesignating paragraphs (2), as so amended, (3) and (4) as paragraphs (3), (4), and (5), respectively;

(E) by adding a new paragraph (2) to read as follows:

"(2) CHOICE OF PROGRAMS.--Such parents shall be informed that, if their child or youth attends a school that provides more than one suitable program, they have the option of choosing the program in which to enroll their child or youth.".

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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DRAFT 6/29/98

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 of the bill would amend section 7103(a) of the Act to authorize the appropriation of such sums as may be necessary for fiscal years 1999 through ---- in order to carry out Part A.

Section 4. Section 4(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 4(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 provide parents of students with limited English proficiency with the notifications and options required under section 7502(b), as amended below; (3) how the applicant will determine, consistent with section 7123, whether students are making progress toward the goal of transferring into regular English classrooms within three years; (4) how the applicant will determine when such students are ready to transfer into regular English language classrooms successfully; and (5) the assessments the applicant will use in making such identifications and determinations.

Section 4(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 4(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 5. Section 5(1) of the bill would amend section 7123(a) of the Act to change the required evaluation from biennial to annual.

Section 5(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 5(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 classroom 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 toward the goal of transferring successfully into a regular English language classroom within three years. Section 5(3) would also make editorial changes to the currently required evaluation components.

Section 5(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 6. Section 6 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 up to four 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 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 fourth-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 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 7. Section 7 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 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, that expand parental choice, or that serve children from a variety of language backgrounds.

Section 8. Section 8 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 9. Section 7502 of the Act would be amended by changing the section heading to "REGULATIONS, PARENTAL NOTIFICATION AND CHOICE". Also, the subsection heading for subsection (b) of the section would be changed to "PARENTAL NOTIFICATION AND CHOICE". Subsection (b) would be further amended, in paragraph (1)(A), to require that parents be informed of a student's native, as well as English, language proficiency. Paragraph (2)(A) would be amended to require that parents be informed of their option to withdraw their children and youth from Part A programs, as well as to decline enrollment in such programs. Paragraphs (2), (3) and (4) of subsection (b) would be redesignated as paragraphs (3), (4), and (5), respectively, and a new paragraph (2) would be added to the subsection to require that parents be informed that, if their child or youth attends a school that provides more than one suitable program, they have the option of choosing the program in which to enroll their child or youth.

Section 10. Section 10 of the bill would provide that the bill to take effect on the date of enactment of this Act. It would also provide that 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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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:30-JUN-1998 17:57:07.00

SUBJECT: DC adoption

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

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

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

TEXT:

Richard Socarides told me that we may be facing a rider on the DC approps bill to ban gay adoption. Michael Deutsch thought we might need to weigh in with the key Dem appropriators, Boxer and Moran, to let them know we would strongly oppose this.

I recall having a long conversation about this issue with Melanne about a year ago, after some state (Mass? NJ?) did this. She talked to HRC and affirmed that the Clintons' view was that adoption should be a local decision, whatever is in the best interest of the child, etc.

Could you check with Richard and Michael and figure out what we can do to be helpful here? Thanks.

