

Education

| Education |

U.S. Fourth-Graders Hit High Scores In International Math and Science Test

By JUNE KRONHOLZ

Staff Reporter of THE WALL STREET JOURNAL

WASHINGTON — All the talk about tougher public-school standards just may be paying off.

In a Rose Garden ceremony, President Clinton announced that U.S. fourth-graders scored above average in math, and close to the top in science, in the Third International Math and Science Study.

U.S. math scores were the same as those for Canada and Australia, significantly behind those of Singapore, South Korea and Japan, but well ahead of England's and Scotland's. Only South Korea and Japan scored ahead of U.S. fourth-graders in science.

Eighth graders, who took the TIMSS test at the same time but whose results were released months ago, scored well below the international average in math and slightly above in science, leading to much national hand-wringing about declining competitiveness. Test results for 12th graders, which are expected to be as doleful as those for eighth-graders, won't be released until next year.

Mr. Clinton immediately tried to share the credit for the fourth-grade results, appropriating the announcement from the Department of Education and recalling his work as governor to establish national education goals.

But while U.S. fourth-graders fall below Mr. Clinton's often-stated goal of being first in the world, educators say that a half-decade of toughening math standards on the national, state and district levels may be paying off. Although there is no baseline test to measure the TIMSS results against, they appear to reflect curriculum changes first proposed by the National Council of Teachers of Mathematics in 1989 and adopted over the years by most of the states.

"It's difficult to say the standards caused the results," said Gail Burrill, president of the council, "but also very clear that these children were educated in

a standards-based climate."

The math teachers' standards don't tell schools what to teach, but rather give them a broad outline. By third grade, for example, a child should be able to use addition, subtraction and multiplication to reason through and solve a word problem.

All but six states have adopted those broad standards and sent them to the school districts to write curricula, train teachers and develop tests and learning materials. The result has been growing agreement, from district to district and among the states, about what should be taught when, and how. Publishers also have begun writing textbooks to support the math standards.

But while toughened standards may be an important element in lifting student achievement, they aren't the only one, and the eighth-grade results show that clearly. Teaching older children needs more advanced training than teaching the youngest, and there's a shortage of qualified math and science teachers. About 1 in 4 math teachers doesn't even have a minor in the subject, for example.

Also, countries like Japan and Germany have a set of incentives — pass a test before going on to the next grade, or earning a diploma, or getting a job — that the states are only beginning to grapple with.

Moreover, science standards were drafted only in 1995, the same year the TIMSS test was given, and so didn't have any impact on the scores. But U.S. fourth-graders scored well because they start studying science at an earlier age and spend more time at it — an average of 3.1 hours a week — than children in most other countries.

That lesson hasn't been lost on math teachers, said the math council's Ms. Burrill. The council now is urging that algebra and geometry, long considered high-school subjects, be taught beginning with geometric shapes and simple fractions in first grade.

Chicago Schools Set Standard In Insisting Students Perform

AI

By DIRK JOHNSON

CHICAGO, June 5 — Students who skip classes or slough off homework often seem to smirk at their exasperated teachers, as if to say, What can you do to me?

The Chicago public school system has an answer that is getting the attention of students in a big way: flunk you.

About one-quarter of the eighth graders in the Chicago system were told this week that they would not be allowed to graduate from elementary school on time because they had failed to master the required material. They must attend classes during the summer and then pass a standardized test, or repeat the eighth grade. Among ninth graders, a similar requirement will fall on a staggering 48 percent.

The Chicago system, pilloried a decade ago as the worst in the nation, has become perhaps the boldest experimenter of a toughened, back-to-basics approach.

"Everybody is passing tougher standards, but Chicago is actually holding students to them," said Kathy Christie, a spokeswoman for the Education Commission of the States. "They're a little ahead of the game. We're going to be seeing a lot of this around the country in the next year or two."

Judging the Chicago schools to be in desperate straits, the Illinois Legislature in 1995 gave broad powers over the system to Mayor Richard M. Daley. The Mayor chose one of his top aides, Paul Vallas, to head the schools, naming him chief executive officer, a title intended to connote the transformation of a leaden bureaucracy into a nimble, results-oriented business.

Now in his second year leading the nation's third-largest school system, Mr. Vallas has put students and administrators alike on notice that they are expected to do better. More than 100 schools have been put on academic probation, with demands to improve test scores or bear consequences. More than a dozen principals have been removed from schools where students were performing poorly.

And students have learned that the schools were not bluffing when they announced the end of "social promotions," the custom of promoting students even when they fail to do the work, solely to keep them with their peer group. Last year, when about 25 percent of eighth graders were required to attend summer school, they were nonetheless allowed to participate in the June graduation ceremonies. This year, the ceremonies will exclude failing students.

The policy against social promotions stands in contrast to the approach in New York City, for instance, where students are automatically promoted from eighth grade to ninth once they have reached the age of 16, even if they have failed most of their subjects. The New York policy, however, is currently being reviewed by Schools Chancellor Rudy Crew, his aides say.

Here in Chicago, Mr. Vallas deplores social promotions as "educational malpractice," arguing that schools set up youths for bitter failure by promoting those who lack the proper skills. "How

Continued on Page A29

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many of these young people became dropouts?" he said. "How many became members of street gangs, or public aid recipients?"

"What's wrong with having children spend another year or two in elementary school? What's wrong with taking five or six years to get through high school, if that's what it takes to get them prepared? Why force all kids through school on the same schedule?"

To graduate from the eighth grade, Chicago students need to attain a new minimum score of 7.0, the standard for a beginning seventh grader, on the Iowa Test of Basic Skills. Students required to attend summer school take the Iowa Test again. If they fail, they repeat the eighth grade.

Of the 7,400 eighth graders required to take summer classes last year, about 1,600 needed to repeat the grade. Since the number of eighth graders going to school this summer will be about the same as last summer, and since the minimum test score is higher now than it was then, Mr. Vallas expects that 2,000 to 2,500

eighth graders will need to repeat.

Judging from the scores on standardized tests administered to all eighth graders, the approach seems to be working. Of the 473 elementary schools, 393 had better math scores this year than last year, and 271 had better reading scores. Improvement in scores was also recorded at the vast majority of schools that had been placed on probation a year earlier. Still, only about a third of Chicago students test at the national average or above.

Enrollment in summer school will swell this year because the requirement is being imposed on failing ninth graders for the first time. School officials say that the summer's costs will amount to \$40 million but that there will be no need for an increase in their annual budget, of roughly \$3 billion, since they have carefully pared other expenses.

Teachers say they strongly support the changes.

"One of the most difficult things for a teacher is to motivate students to take the material seriously," said Matt Gandal, assistant director for education at the American Federation of Teachers. "Students are pretty smart at knowing what they have to work hard at, and what they don't. The very real possibility that a student might be held back, that gives the teachers much more leverage in the classroom."

When failing eighth graders were told earlier this week that they would not be allowed to participate in graduation ceremonies — a consequence they had been warned about since the start of the school year — many broke down in tears and bitterness.

"I wanted to walk across that graduation stage, have everybody look at me," said William Beaver, a lanky 13-year-old South Sider whose test scores had fallen short. "I was pretty upset, but not as bad as some of them. Some of the kids were crying, even throwing desks around."

To help failing students cope with the bad news, counselors and teachers at Von Humboldt Elementary School formed "mini-crisis teams" that soothed and encouraged them, said the principal, Christ Kalamatas.

"We assured them, 'You're going to make it,'" said Mr. Kalamatas, whose students, on the near Northwest Side, are black and Hispanic, virtually all of them living in poverty. "'Just do your best.'"

The New York Times

FRIDAY, JUNE 6, 1997

WHITewater FILES

SPLIT U.S. LAWYERS

Issue Is Protection of Notes
From Mrs. Clinton's Talks

Al By STEPHEN LABATON

WASHINGTON, June 5 — After heavy lobbying from both the White House and the Whitewater independent counsel, the Justice Department is deeply divided over whether to back the President or the prosecutor in the Supreme Court case involving Government lawyers' notes of conversations with Hillary Rodham Clinton, officials at the Justice Department said today.

Lawyers in the department's civil division are arguing that the Justice Department should protect the notes from scrutiny, taking the White House side that such notes are protected by attorney-client privilege. Criminal prosecutors contend that the Justice Department should back the independent counsel against President Clinton.

The department's ultimate position is significant for two reasons. Lawyers involved in the case say the Supreme Court would be more likely to hear Mr. Clinton's appeal of the grand jury order to produce the White House lawyers' notes if the department recommended review by the Court.

In addition, the outcome of the case could have a significant effect on how the Justice Department performs its central functions: making criminal cases, representing the United States as either plaintiff or defendant in thousands of civil lawsuits, and providing legal advice to the White House and scores of Fed-

Continued on Page A26

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eral agencies.

Those three missions have come into sharp conflict because of the questions posed by the case, and have led to deep divisions among the department's lawyers over how to proceed. Criminal prosecutors at the department have come to see the issue along the lines of the Whitewater independent counsel. Those prosecutors declare that a broad privilege could permit Government officials to use Government lawyers to shield conduct that is under criminal investigation.

Other Justice Department lawyers, whose jobs are to defend the United States in court or provide legal advice to the agencies, support the White House. Those lawyers contend that a precedent for turning over the notes would make it harder

for Government lawyers to provide confidential legal advice to their clients.

The case arrived at the Supreme Court last month after the White House refused to comply with a grand jury subpoena seeking notes of conversations about Whitewater matters between White House lawyers and Mrs. Clinton. The grand jury action was upheld by a Federal appeals court two months ago.

One set of notes was taken at a July 11, 1995, meeting at which the lawyers and Mrs. Clinton discussed the circumstances surrounding the death of the White House deputy counsel, Vincent W. Foster Jr. A second set was taken during breaks from Mrs. Clinton's appearance before a grand jury last year. The grand jury has been examining the mysterious emergence of copies of billing records from Mrs. Clinton's former law firm in the residence of the White House more than a year after they were subpoenaed by Whitewater prosecutors.

In recent weeks, White House lawyers and Whitewater prosecutors have met with Justice Department officials to seek their support.

Officials say the civil division of the Justice Department has endorsed the White House's position. They said lawyers were concerned that the precedent laid down by the Federal appeals court could be used to erode the lawyer-client privilege in civil cases in which the division's lawyers are representing either the plaintiff or defendant. There is also concern that the appeals court ruling striking down the use of the privilege would make it harder for Justice Department lawyers to provide candid legal advice to the White House and other Federal agencies.

At the same time, lawyers in the criminal division have argued against the lawyer-client privilege asserted by the White House. Those prosecutors fear that any broad privilege would make it more difficult to conduct investigations and bring cases, particularly public corruption cases involving Government officials. They are also concerned that a ruling upholding a lawyer-client privilege in such investigations could restrict the current obligation of all Justice Department lawyers to report any information they learn of possible criminal activity.

The department has until June 11 to decide what position it will take in the case, and in recent days, department lawyers have been circulating drafts of a possible brief.

Lawyers involved in the case said the significant numbers of high-level vacancies at the Justice Department had added an unusual strain to mak-

ing a decision. The Deputy Attorney General, the Solicitor General and the heads of the criminal division and the Office of Legal Counsel are all officials who have not been confirmed by the Senate.

The case has prompted several top officials with old ties to the White House to step aside. The Acting Solicitor General, Walter E. Dellinger, and the acting head of the Office of Legal Counsel, Beth Nolan, have recused themselves because they were once White House lawyers.

The decision of what position to take falls to Mr. Dellinger's deputy, Seth Waxman, who is also the Acting Deputy Attorney General and is under consideration by the White House for a nomination to a top-level position at the Justice Department.

Lawyers working for the White House and the independent counsel's office said in recent interviews that Mr. Waxman was in an unenviable position. To the extent he supports the White House, he could alienate Senate Republicans who would be voting on his nomination. Conversely, to take a position in favor of the independent counsel would hardly endear him to the White House as it considers whether to forward his name to the Senate.

Justice Department officials said they expected Attorney General Janet Reno, who generally does not play a significant role in most Supreme Court appeals, to take part in the department's decision.

At her weekly news briefing this morning, Ms. Reno declined to say what the department might do.

"If we speak," she said, "we will speak in court."

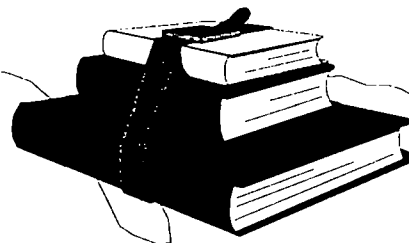
The New York Times
FRIDAY, JUNE 6, 1997

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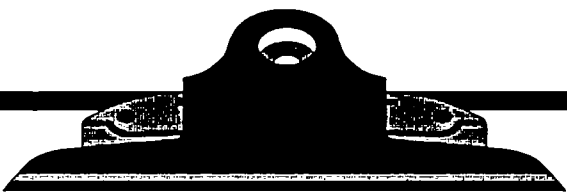
GARIN-HART-YANG RESEARCH

National Education Survey



**1,002 registered voters
January 21-24, 1997**

Volunteered Priorities For The President/Congress



Education	21%
Crime/violence	14%
Welfare reform	12%
Balance the budget	12%
Health care	11%
Social Security	10%

** Most likely to volunteer education: college-educated women (33%), children in household (27%), under age 50 (27%), professionals/managers (27%).*

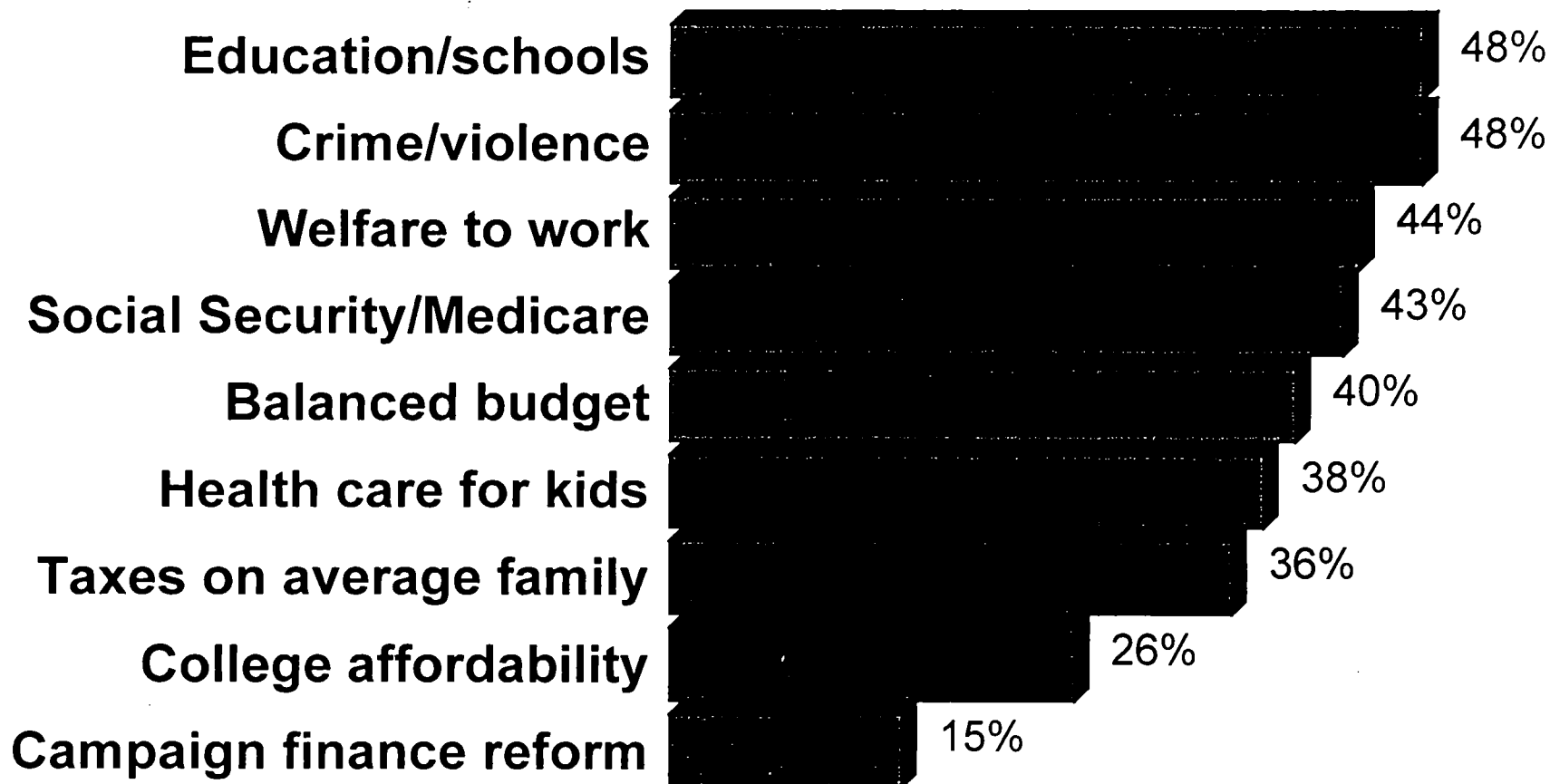


National Education Survey
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Ratings Of Goals

President Clinton Might Address

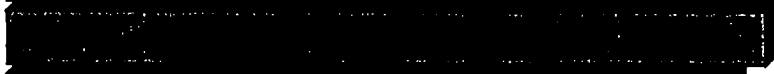
(% saying each is extremely important)

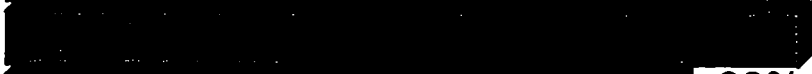


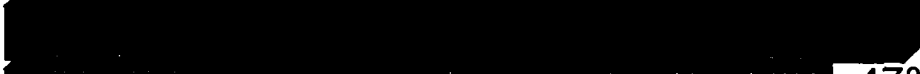
Rating Of Education As A Presidential Priority

(% saying extremely important)

All voters  48%

Party ID: Democrats  56%
Independents  44%
Republicans  42%

Ideology: Left  60%
Center  46%
Right  39%

Region: Northeast  49%
Midwest  44%
South  52%
West  47%

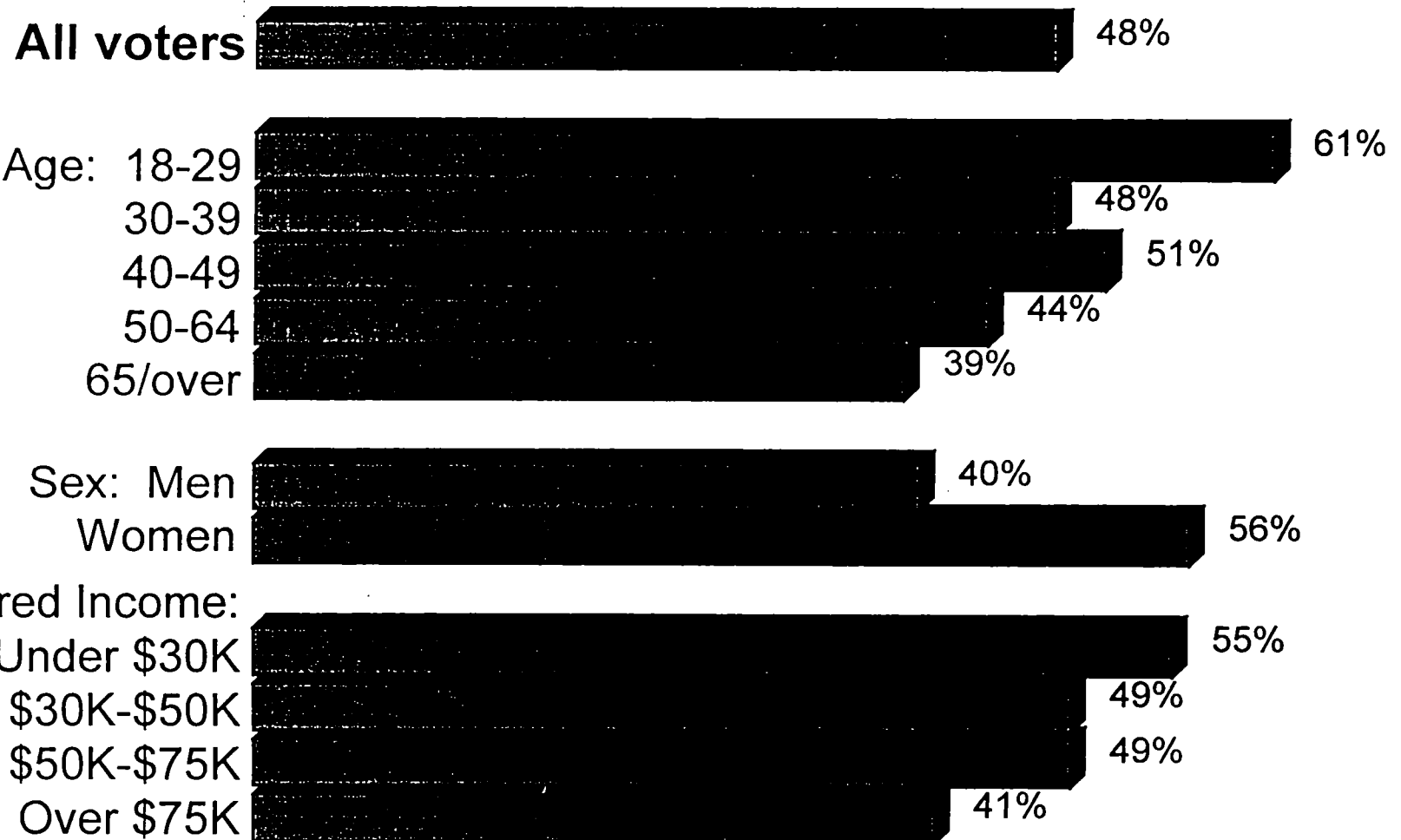


National Education Survey
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Q.5

Rating Of Education As A Presidential Priority

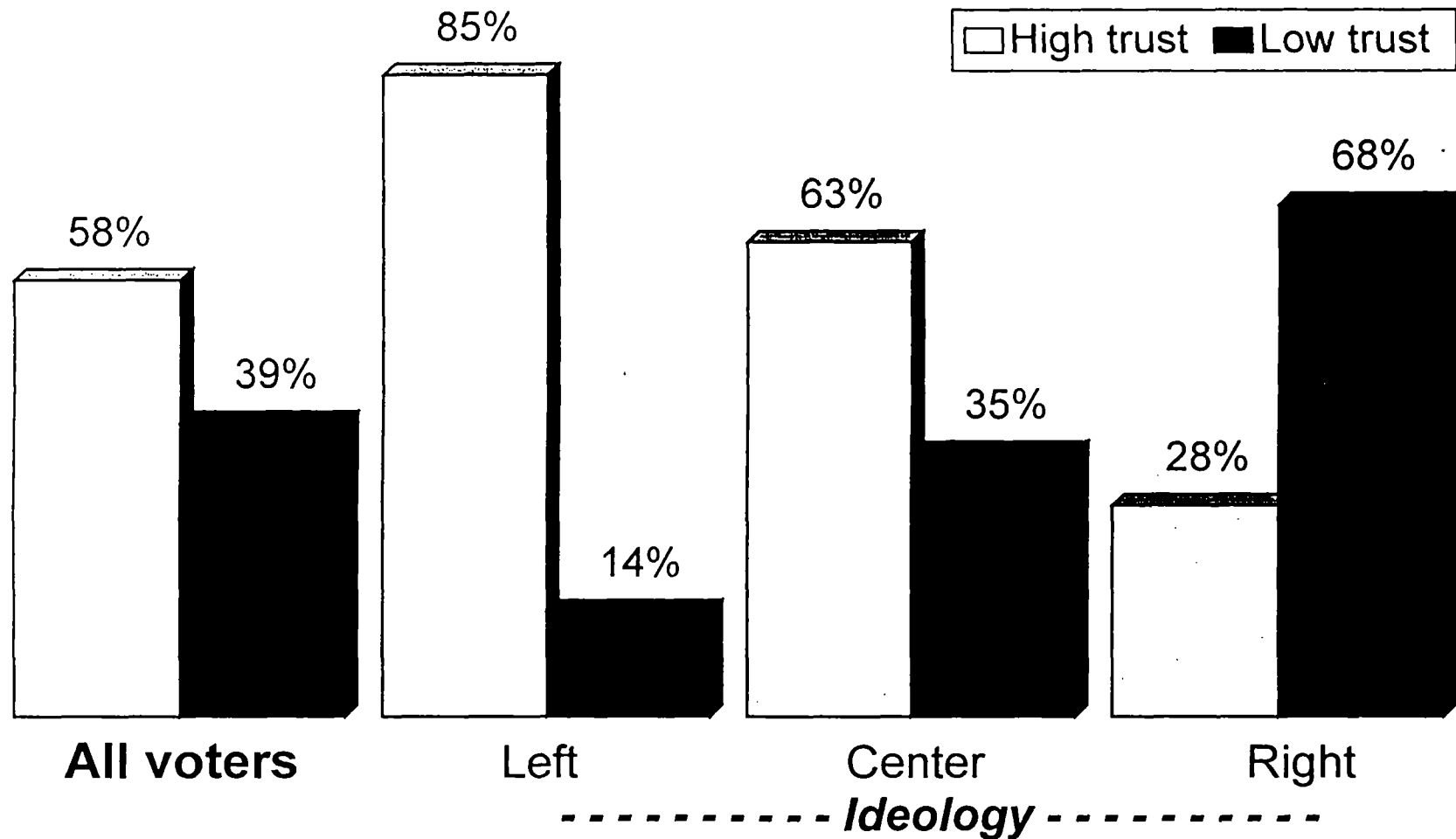
(% saying extremely important)



National Education Survey
GARIN-HART-YANG RESEARCH

Q.5

Trust In President Clinton To Have The Right Policies On Education



* Ratings for Congressional Republicans on education: 41% high trust, 56% low trust.

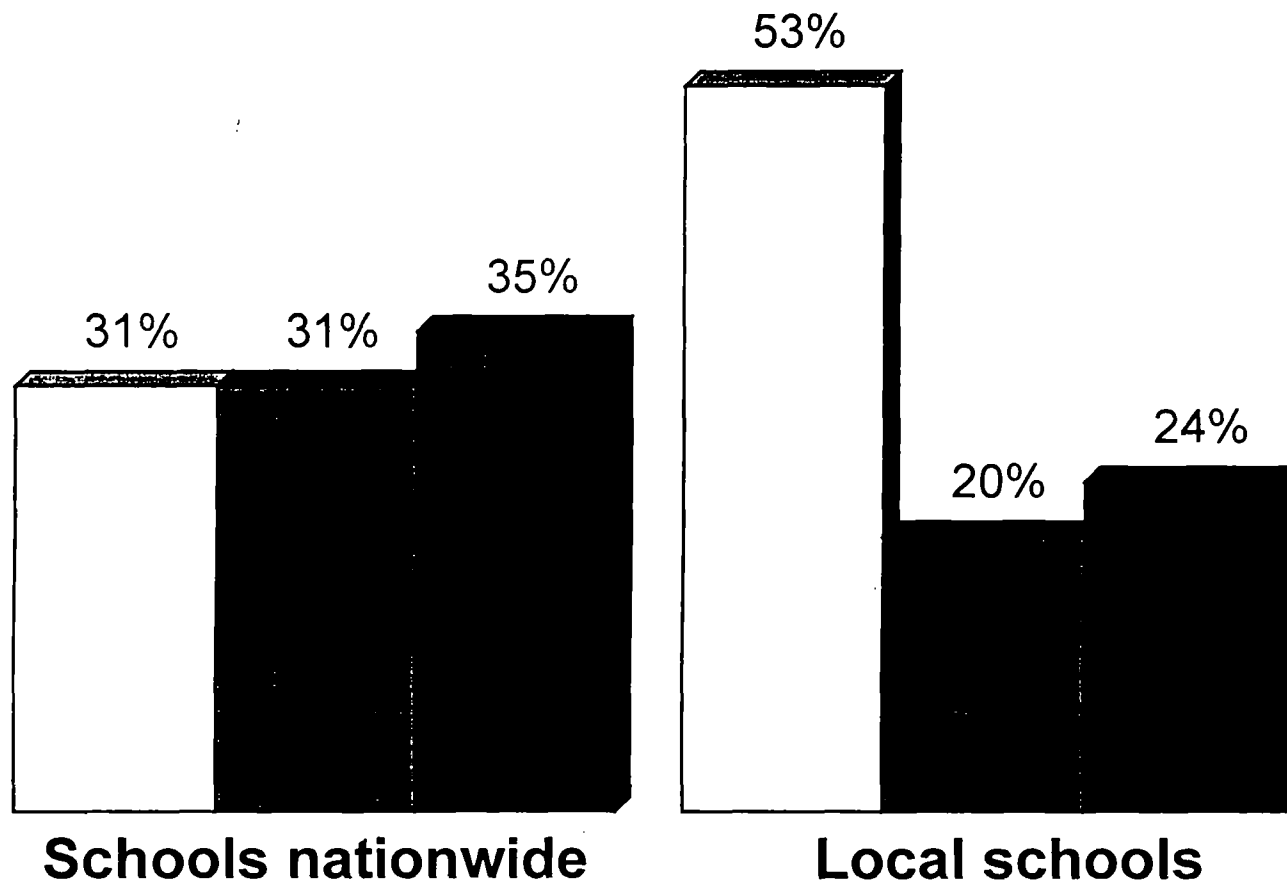


National Education Survey
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Q.8a

Ratings Of U.S. Public Schools

□ Excellent/good ■ Just fair ■ Not so good/poor



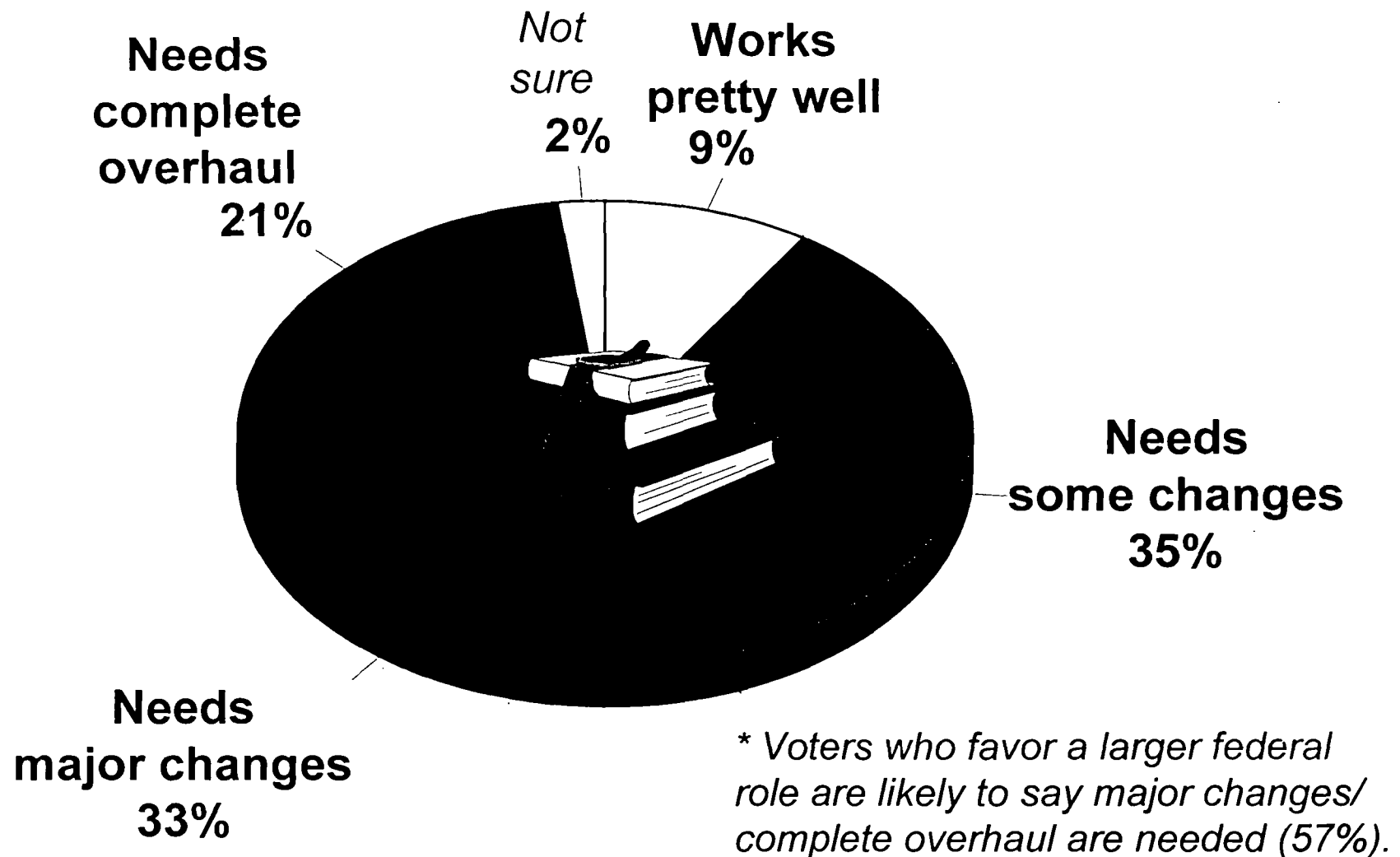
** 60% of public school parents give local schools high ratings; large city residents are most dissatisfied (43% negative ratings).*



National Education Survey
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Q.9a-d

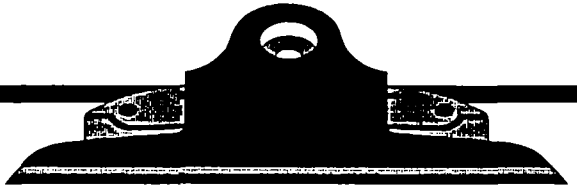
How Well Does The U.S. Public Education System Work?



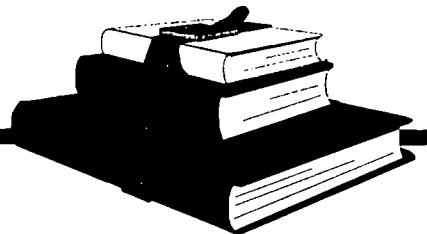
National Education Survey
GARIN-HART-YANG RESEARCH

Q.6

Volunteered Education Goals For The President/Congress



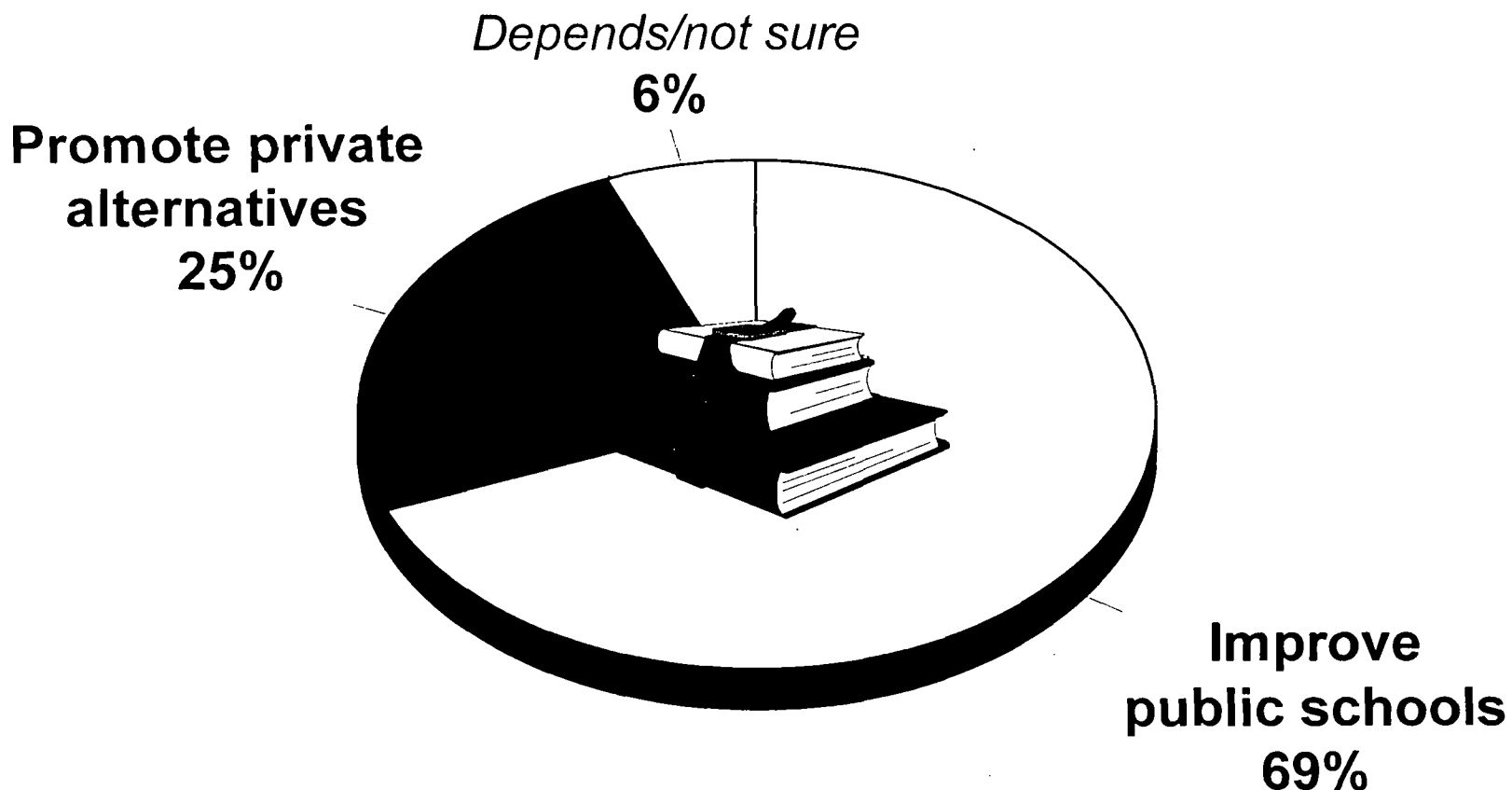
Increased funding	16%
Raise standards	11%
Get back to basics	9%
Equal education for all	8%
More qualified teachers	8%



National Education Survey
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Q.7

Preferred Approach To Meet U.S. Education Needs



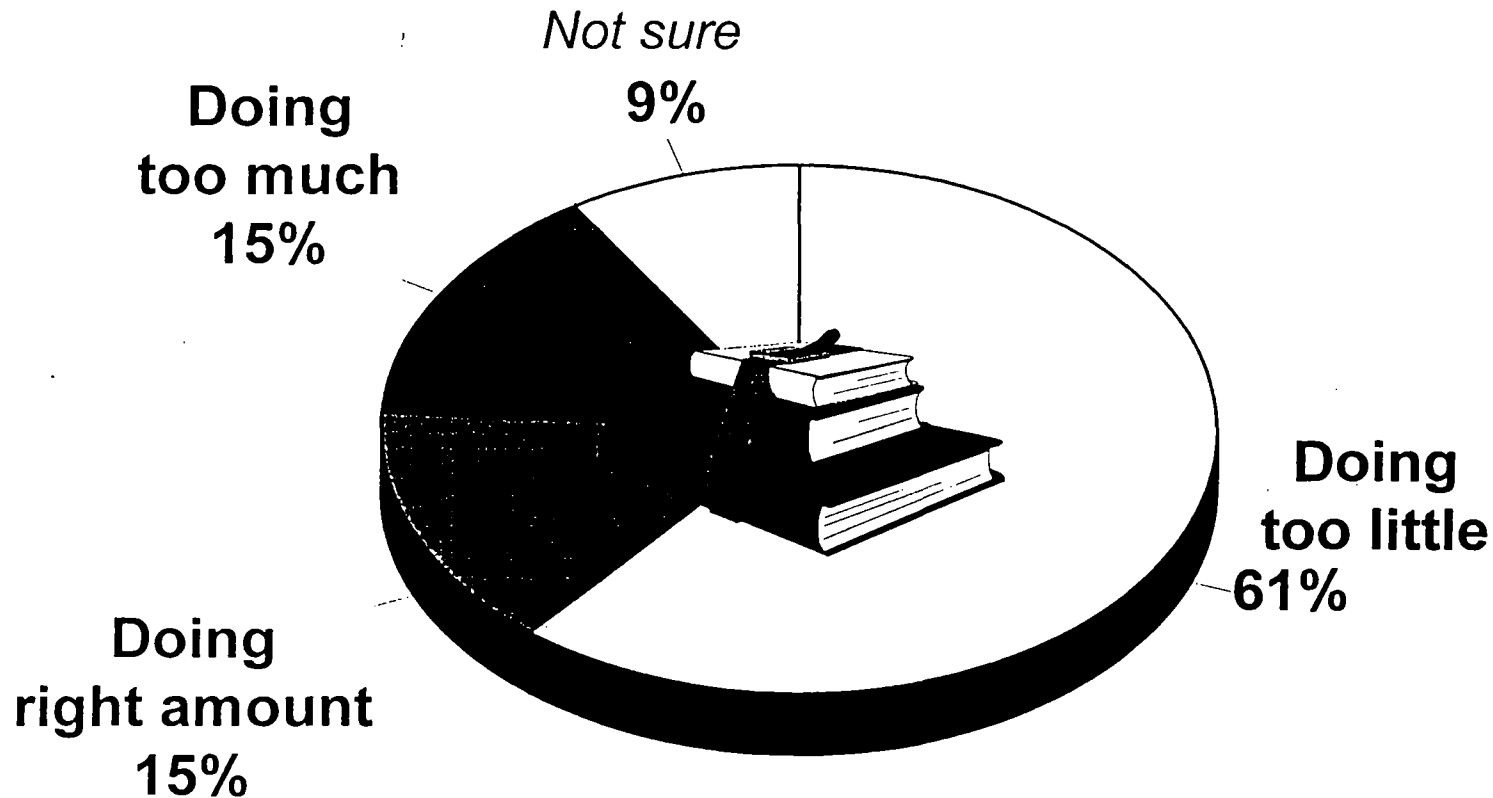
** Private school parents emphasize affordable alternatives by 53% to 47%; those who want big changes prefer public solutions by 65% to 30%.*



National Education Survey
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Q.10

Federal Government Involvement In Education

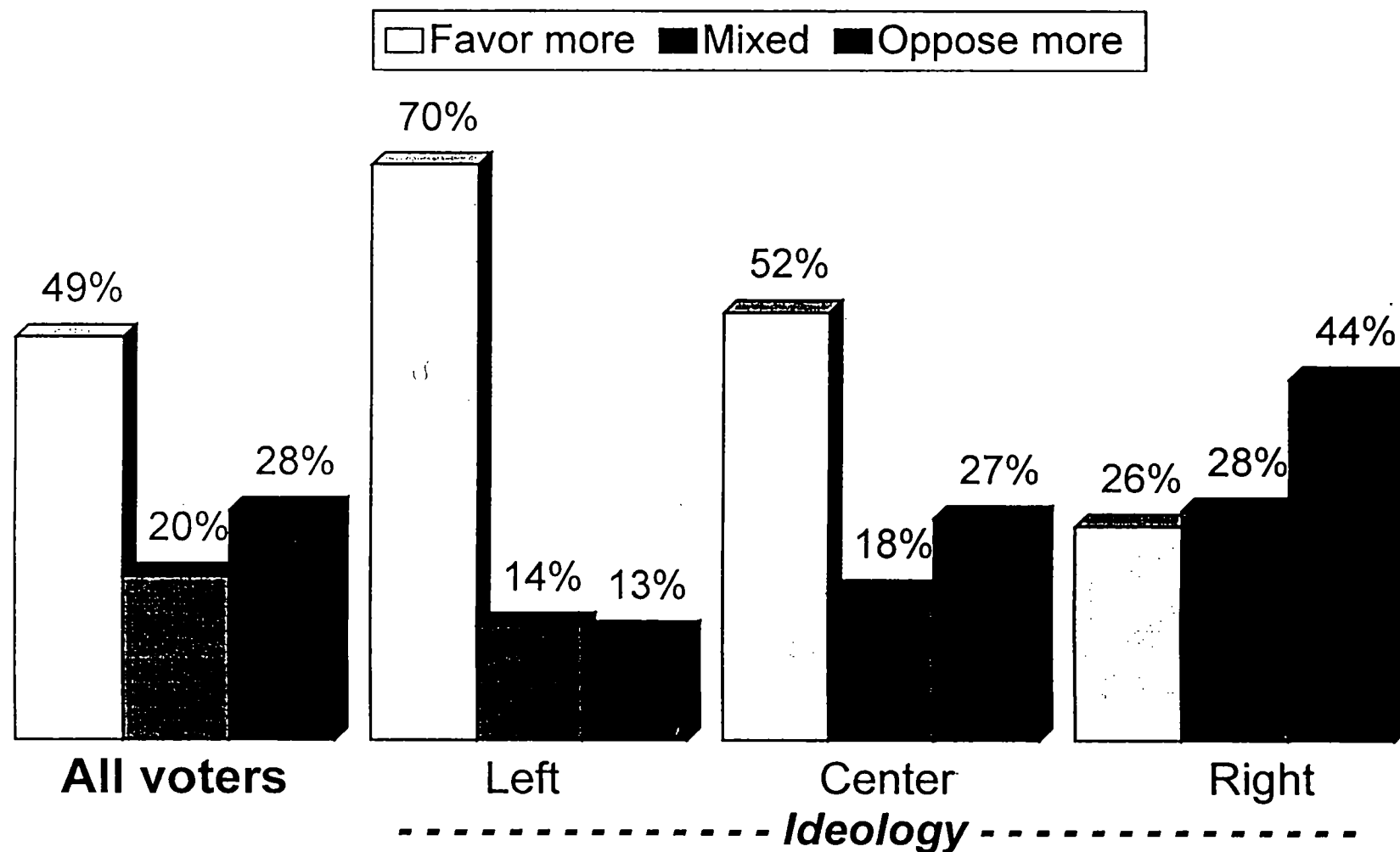


** But by 47% to 44%, voters say they are concerned that federal government will get too involved.*

National Education Survey
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Q.11a

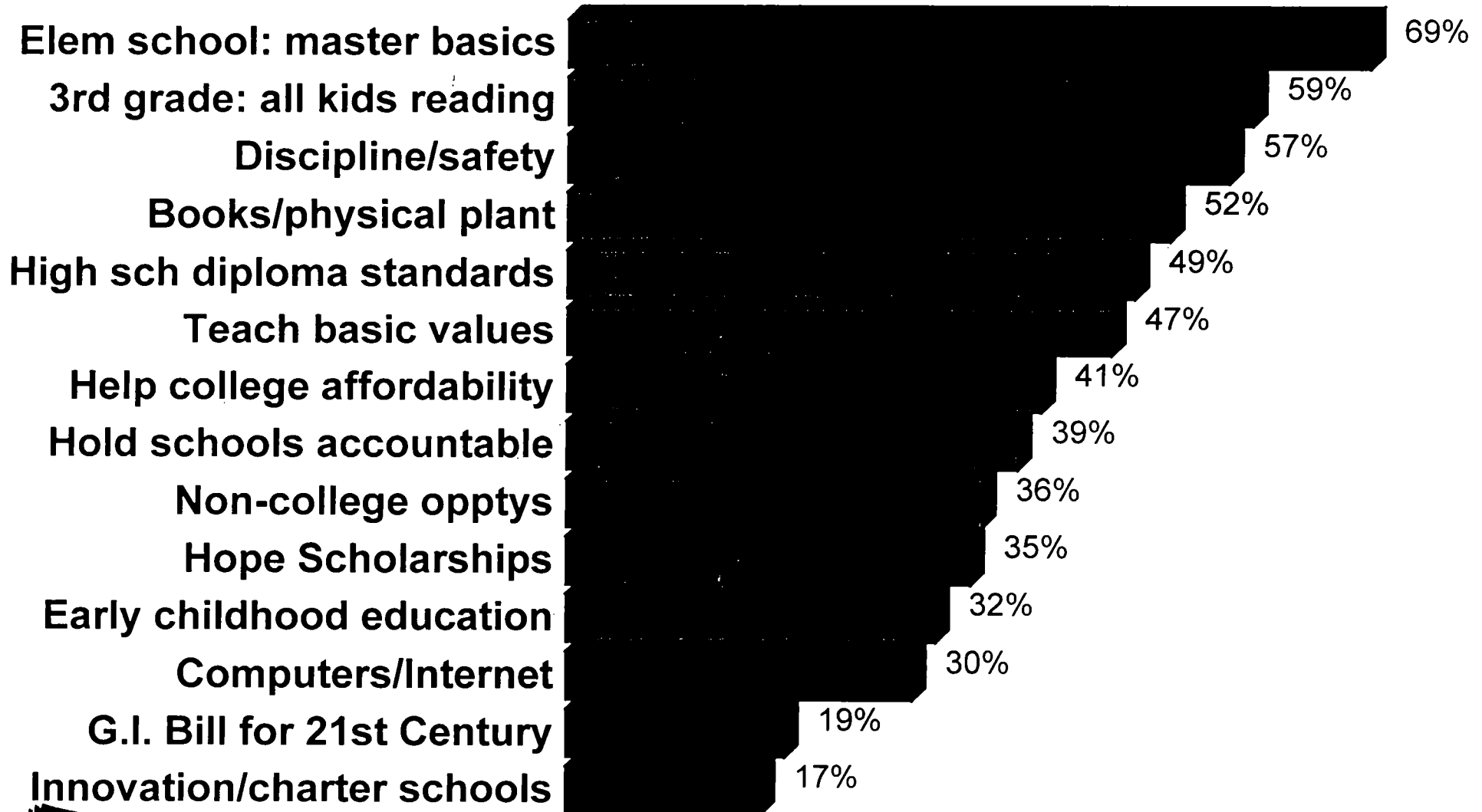
Attitude Toward Federal Role In Education



National Education Survey
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Voters Rank Education Goals

(% saying each is extremely important)



National Education Survey

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Q.13

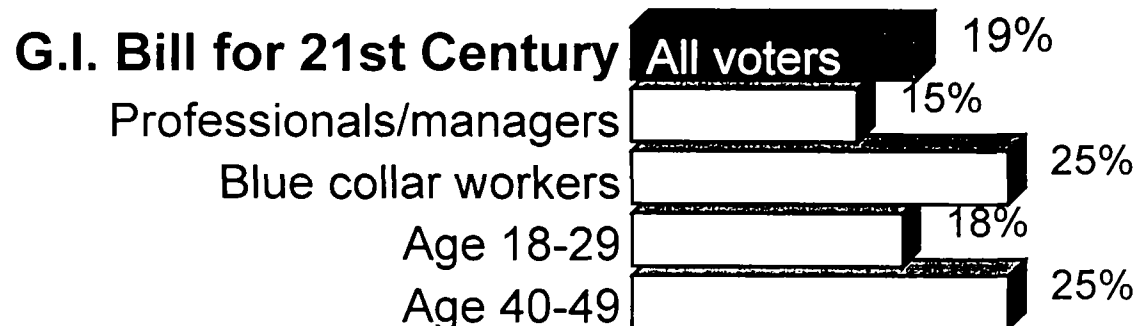
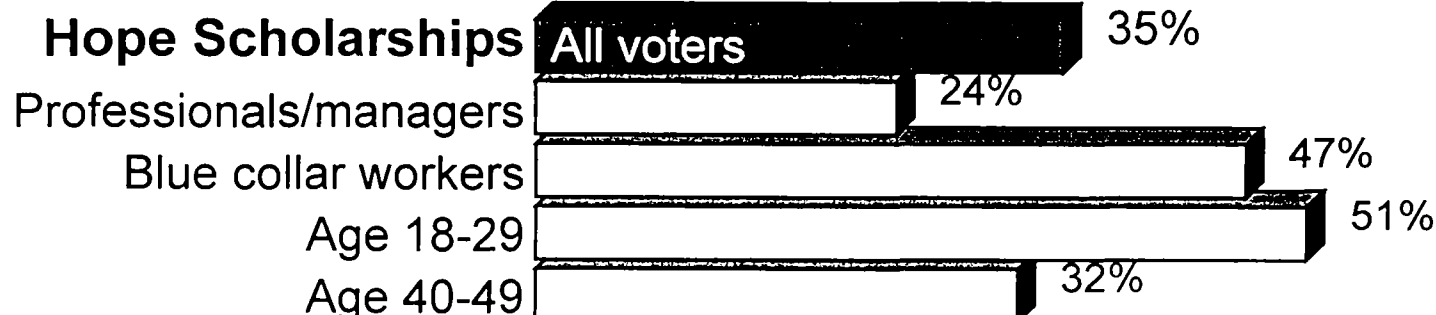
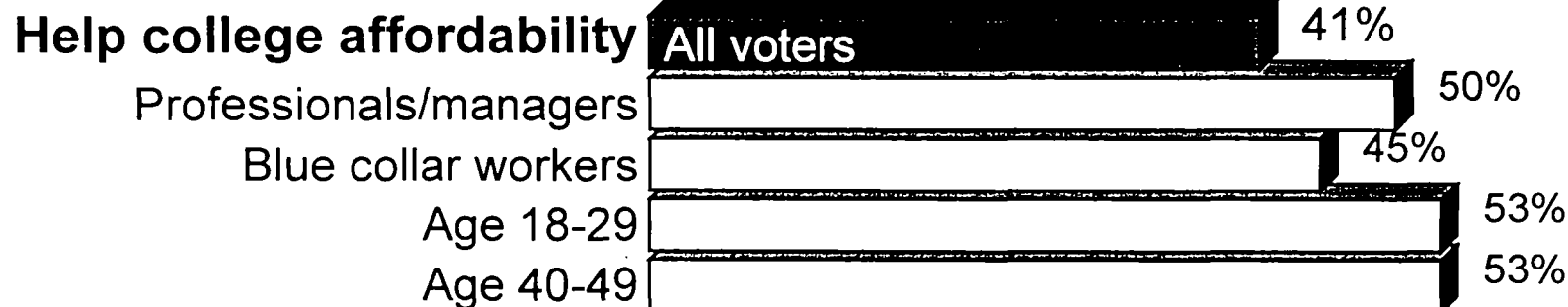
PERCEPTIONS OF HOW IMPORTANT RESPONDENT CONSIDERS

SELECTED GOALS FOR THE PRESIDENT TO WORK ON

	<u>Extremely Important</u> %	<u>Very Important</u> %	<u>Somewhat Important</u> %	<u>Less Important</u> %	<u>Not Sure</u> %
Making sure that all students have mastered the basics of reading, writing, and math by the time they complete elementary school	69	26	2	2	1
Having an all-out commitment to literacy programs to ensure that all children are able to read by the third grade	59	33	4	3	1
Increasing the level of discipline and safety in the schools, with tough measures to keep guns and drugs out and to remove disruptive students to alternative schools	57	30	8	3	2
Making sure that all schools have up-to-date textbooks and that school buildings are safe and in reasonable repair	52	37	8	2	1
Establishing meaningful standards for student achievement and performance, and making sure that students reach them before being awarded a high school diploma	49	39	8	4	-
Getting schools more involved in emphasizing basic values, such as personal responsibility, respect, and good citizenship	47	34	10	7	2
Providing tax credits and deductions to help ensure that all qualified students are able to afford a college education	41	38	16	4	1
Establishing meaningful standards for student achievement and performance, and holding the education system accountable for achieving those standards	39	41	14	4	2
Increasing opportunities for non-college-bound students, by expanding apprenticeships and school-to-work programs	36	42	17	4	1
Providing "Hope Scholarships" that makes two years of community college available to every student who works hard and achieves good grades	35	36	18	9	2
Making a greater commitment to early childhood education, by expanding the availability of pre-kindergarten and Head Start programs	32	35	20	12	1
Making sure that every school has computers and is wired for the Internet by the year 2000, so that students can benefit from the new information superhighway	30	34	21	12	3
Passing a new "G.I. Bill" for the 21 st century that gives people lifetime access to training and skill development throughout their working careers	19	31	30	17	3
Instilling a spirit of reform and innovation in the public schools, with programs like charter schools to provide new alternatives and greater choice	17	27	33	17	6

Reactions To Post-Secondary Initiatives

(% saying each is extremely important)



National Education Survey
GARIN-HART-YANG RESEARCH

Q.13

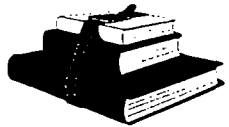
National Education Standards



84% of voters favor establishing meaningful national standards for what students should be expected to learn in skills such as reading and math.



Only 26% think we already have meaningful national standards.



By 67% to 22%, voters believe it is a good idea for the federal government to be involved in promoting national standards.



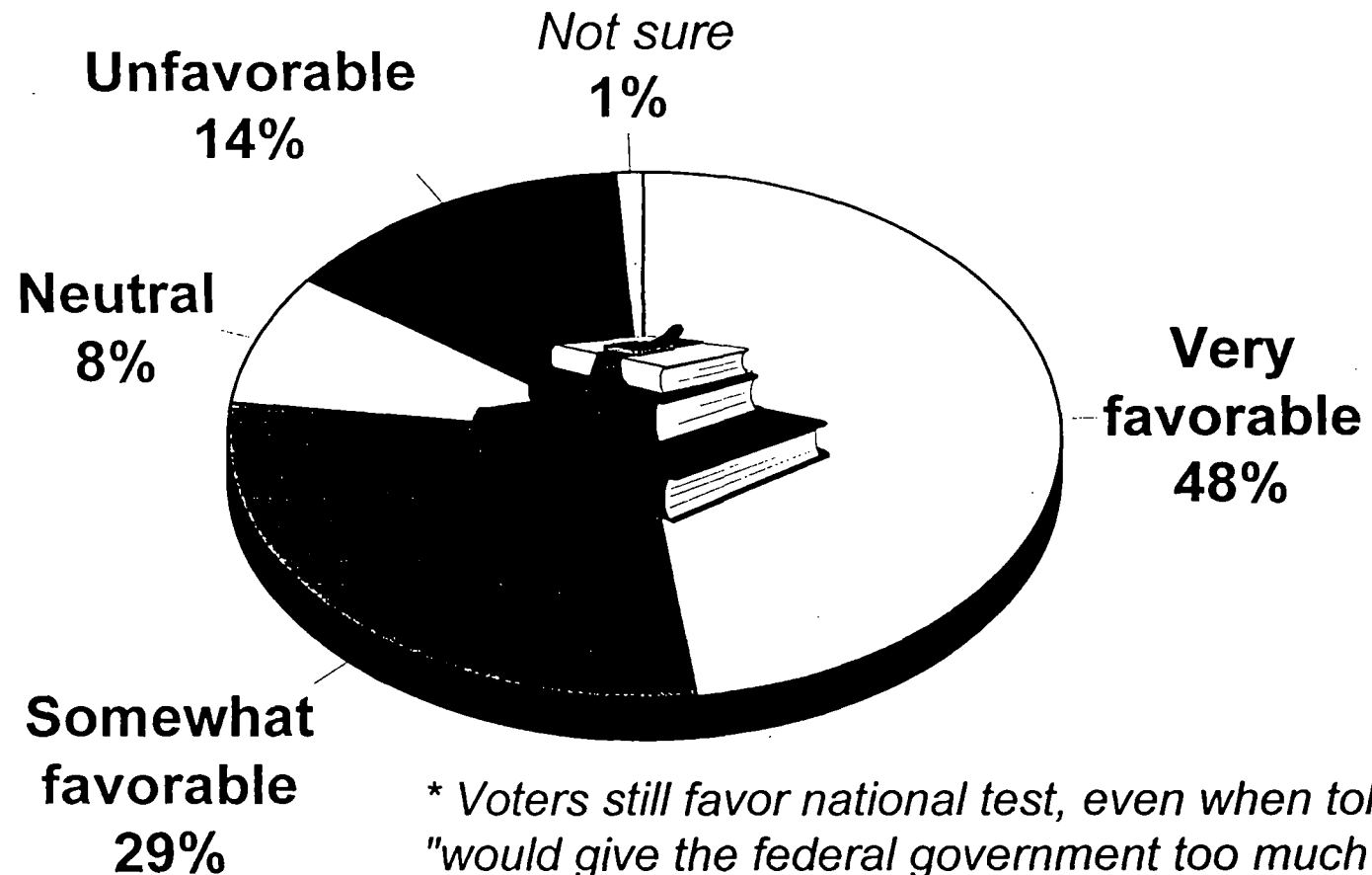
58% still favor federal involvement, even when told it "would mean too much interference with state and local control."



National Education Survey
GARIN-HART-YANG RESEARCH

Q.14a,b;15a,b

Support For National Reading/Math Tests



** Voters still favor national test, even when told it "would give the federal government too much power to create a national curriculum and a one-size-fits-all approach to education."*

National Education Survey
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Q.16a

Support For National Reading/Math Test

■ Favor after counter-argument □ Favor at outset

All voters 55% 77%

Democrats 66% 84%

Independents 53% 78%

Republicans 43% 67%

Age 18-29 63% 83%

30-39 65% 76%

40-49 57% 74%

50-64 51% 77%

65/over 39% 75%



National Education Survey
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Q.16a,17c

National Reading/Math Test



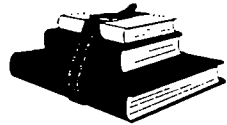
Best reason for test:

"In a country where many people often move from state to state, we need a common national standard of what students should be achieving."



Most valuable uses for test:

"Help identify low-performing schools that need to be improved" and "make sure students have mastered the basics before being promoted to the next level."



Least convincing reason for test:

"A national test would give local communities a tool for knowing how well their schools are performing compared to schools all over the country."



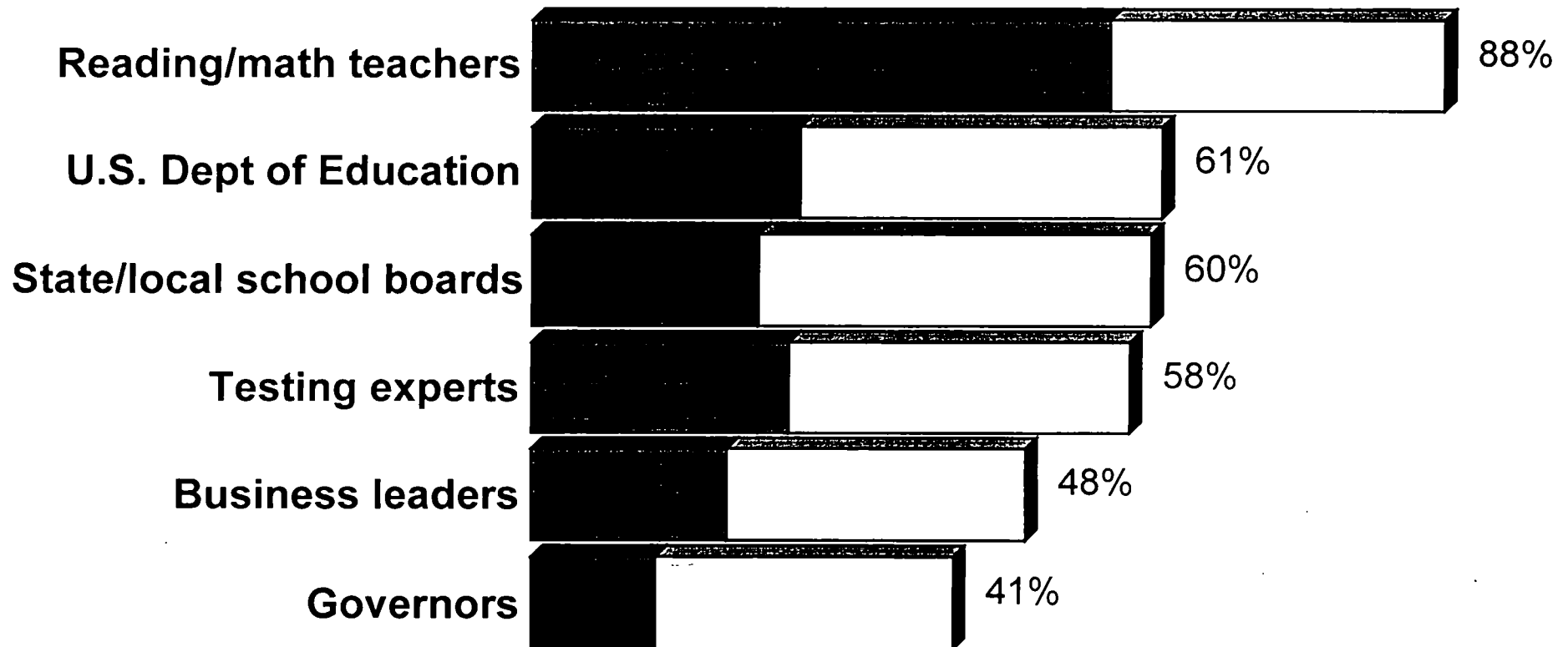
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Q.16c,17b

Most Trusted Entities For Developing National Test

(% expressing confidence in each to develop/approve a national test)

■ Great deal of confidence □ Quite a bit of confidence



National Education Survey
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Q.17a

Riley State of
Education 2/10/97

4TH STORY of Level 1 printed in FULL format.

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March 12, 1997 11:24 Eastern Time

SECTION: NATIONAL DESK

LENGTH: 2903 words

HEADLINE: Remarks by Hillary Clinton and Secretary Riley on Education Part 1 of 7)

CONTACT: White House Press Office, 202-456-2100

DATELINE: WASHINGTON, March 12

BODY:

Following is a transcript of remarks by Hil lary Clinton and Education Secretary Richard Riley in a roundtable discussion on education (Part 1 of 7):

The Map Room

4:25 P.M. EST

MRS. CLINTON: Thank you all very much. Some of you --I guess none of you, maybe -- were at the last of these briefings that we did on microcredit about, I guess a little over a month ago. And I found it very helpful, and the reporters who were part of it also told me then and later that they found it helpful, too. So it's something that we want to continue doing on issues that are of importance, and ones in which I'm involved in some way or another.

And today we're going to talk about education, which those of you who cover the President regularly know is one of his primary concerns for this second term. But it's really a concern that goes back to his time as governor. And I know Ron -- I don't think anybody else ever covered the President when he was g overnor -- knows it's been something that I've been involved in and worked on even back then, with Dick Riley, when he was a governor in South Carolina.

And what I'd hoped we'd do is to have a chance to talk with you. We've got Mike Smith, from the Department; Mike Cohen from the White House staff -- because sometimes those of you who cover the White House generally don't get a chance to really talk with the people who are helping to not only make the policy, but answer the questions about it. Because this is going to be a major effort and it's a very challenging one to try to follow up on the President's call for action for American education. And there are a number of issues, and we can talk about any of those. And as I'm sure Martha told you, we can talk about other things as well. But I hope that we will be able to talk to a great extent about any questions or concerns you've got about what the President's proposing, how people are responding to it, what it means, will it work, what the point of it all is.

And I wanted to start by saying that we see this whole education agenda as a continuum of actions and concerns that the President's policy is attempting to address. It really starts with the very beginning of a child's life, which is

U.S. Newswire, March 12, 1997

why you've heard the President -- and those of you might have covered me -- talking a lot in the last several months about the first three years of life and the importance of preparing a child to be able to compete academically.

And we're going to be having a conference on early childhood development and learning to look at what the new research on the brain tells us about our youngest children in about a month or so from now -- the date will be announced, I hope, on Wednesday, so we can get it locked down. But it's going to be a look at what the latest neuroscientific research has really opened up to us as a better understanding of what happens to a brain in those first days, weeks, months of life -- and then what does that mean for parents.

You know, some people are already concerned that they haven't done enough to raise their children's serotonin level or to create a lot of synapses in the brain. And this is not supposed to be a discussion about research that makes parents feel inadequate but, instead, to make it clear that good parenting without knowing about serotonin levels has always done what works. If you read to your child, if you talk with your child, if you -- now we know -- play music for your child, you are doing what is necessary to feed that child's brain.

It used to be, perhaps, a little softer. And for those of us who have talked about early childhood for more than 25 years, I sometimes felt that I didn't get maybe a lot of people's awareness raised as high as I would like, because the people who worry about these issues are very often the ones that don't need to worry about them. And for many other people whom we would like to help with their parenting, this information never gets to them. So talking about the brain, we think, gives us a tremendous opportunity to reach people who have not been reached before and to, perhaps, put into scientific terms what most of us have tried to do just because we thought it would be a nice thing to do and might help our children.

Then we're going to talk about what all sectors of society can do to enhance early development and support families. It won't be any surprise to you that I think it takes a village. And I think that when we talk about what we should do to help parents -- particularly young parents, single parents, parents in stressful situations -- to get the support, the example that they may need to find the time to read 20 minutes to their child, that there's a role for a lot of people to play in putting into effect this new research which is very exciting.

But that's how we really think of where we begin with the call for action, because if we do a better job in helping parents talk with, relate to, stimulate their children positively, then everything else that we're going to be doing will have a much better chance of succeeding. We're going to be focusing on the pre-school years. We're going to be trying to determine how we can do a better job of reaching child care providers, Head Start programs, others who care for children with this information, as well; and to try to help them, too, understand what their opportunities are when they do care for children.

And then we see all the way through this call to action what happens once a child enters school, how to keep the partnership with the family going, and then what does a school have to do and how do we begin to define what it is that we expect from our education system.

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If you have followed education -- I know there are some in here today who are very involved in reporting on education -- you know that there has been a movement for a number of years to try to set rigorous national standards, which is what the President has called for. And you'll hear in a minute that that has been proceeding, that practically all the states are in the process of setting standards. And that is exactly what the President foresees.

But in order to help bring some focus to the setting of national standards, the President has called for national tests in 4th grade reading and 8th grade math, to make sure our children are able to master the basics. And this is what he has been talking about in legislatures, like Maryland and Michigan, and it really fits in with America Reads, it fits in with the technology initiative, it fits in with teacher training -- all of which are part of this overall call for action.

I'd like to ask the Secretary to speak because, as I said, I guess I first worked with then-Governor Riley, I don't remember, 15 years ago, a long time ago, when we were all working on education reform in our states, the southern states particularly where the need was so demonstrably great. And nobody has been at this longer, worked harder at or has actually more to show than this Secretary in terms of what has been done for the last four years.

SECRETARY RILEY: Thank you very much. And I appreciate the chance to be with you and Dr. Marshall Smith; my acting deputy, Mike Smith, is here also.

When I think back to 1983, when The Nation At Risk first came out, I was in the middle of school reform in South Carolina. The Education Improvement Act we called it, which was very controversial and it was said by the Rand Corporation to be the most comprehensive of any of the states --

it was in here, it was big. It involved a lot of controversial things like taxes or whatever. Our state was a very low support system for education. And we were in the middle of this important fight and I was going all out with it. The people were for it; the legislature wasn't. And the people and I were trying to get the legislature to support this major education reform.

And about that time The Nation At Risk came out. Ted Bell was here, as you recall. And I can't tell you how much it helped in South Carolina to have a national thrust of something that was important to the nation. It just caught on with our state reform. It gave us a tremendous impetus forward and it was right exciting to see that happen.

Then as we followed a lot of reform then in the '80s, a lot of governors were very much involved in a lot of ways -- a lot of them started out of the south. And then in, of course, '89, when we had all the governors come together -- Bill Clinton was one of the leaders with George Bush -- and came out for the goals and the standards discussions, which were serious. So we come on in to where we are then with Goals 2000 in 1994 and School-to-Work and a lot of the things that have happened.

When I first came here and the Department of Education was considered to be on the "hit list" -- somebody said the other day now we've gotten on the "hot list." So we've gone from the

"hit list" to the "hot list." But when we were looking at things in 1994, we were so excited to see the framework being made for national support of the states in terms of developing a national standards movement that was really meaningful. And now we see 48 states now that have content standards -- some are stronger than others, but see that kind of energy occurring. Getting standards down into the classroom is very difficult, and that's the process that is taking place now.

And then the testing that the President has proposed really puts a focus on it that we think is going to be extremely important. I've been all over the country, talked to parents and educators and whatever -- leaders -- and it is to me seen as a very important focus for us to -- in those two basic skills, 4th grade reading and 8th grade math, with algebra and some geometry.

I was just up in New York this morning, and to show you how that's moving, this was a look at Central Park East Secondary School, a little small high school that has a well-known reputation. But we're looking at the school-to-work kind of approach, preparing young people for careers and college -- all young people, to have them thinking college. This school, a very disadvantaged generally student body, and 97.5 percent of the students finish high school and they would be entitled to a HOPE Scholarship under the President's proposal. Ninety

percent go to college. Not too many years ago it was under 50 percent in that area.

So what we're doing is taking that school and four others in four other urban areas and showing what works and how it works well. And we've gotten some of the top educators in the country involved in that process -- we announced it this morning in New York -- really getting standards out there where they're meaningful to all students and all families and all parents. And it's not just something that we talk about in educational circles, to get the engaging work down in the classrooms where young people are learning in depth and what matters.

Now, if you look at what we then need in this country to do the job in education that the American people are absolutely into -- and I think all of you that have polls in your papers or networks or whatever know that -- is leadership. That's what we need. We need to reach parents. We need to reach students and teachers and others -- leaders, community leaders in this movement for high standards. And the things are in place. The states are getting the standards in there on down to the classroom. So leadership I think is what we need, and I am very honored to be a part of this team.

I would close my little remark by saying Richard Elmore -- who many of you perhaps know as a education

research person at Harvard, very well respected and written a number of books -- and he said the other day of a goals panel meeting that he traveled all around the country, been in a lot of major urban areas and in every urban area -- in every major urban area in this country, he said, you can find three of the very best schools in the world, and you can find three of the very worst. Now, that says to me that there is a best way of doing it, like Central Park East, and you can

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develop that kind of motivation, that kind of a spirit of the belief in education. That can be done and we're going to show it. And it's really from here on out, I think, it's very important just to stimulate parents and grandparents and others to believe in their children and believe in education and that's a big part of what we're doing.

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**RICHARD W. RILEY
U.S. SECRETARY OF EDUCATION**

**FOURTH ANNUAL STATE OF AMERICAN
EDUCATION ADDRESS**

PUTTING STANDARDS OF EXCELLENCE INTO ACTION

The Carter Center, Atlanta, Georgia

February 18, 1997

President and Mrs. Carter, Senator Cleland, Governor and Mrs. Miller, ladies and gentlemen: I am pleased to be here in Atlanta to give my fourth annual state of American education speech. I begin by extending my thanks to President Carter for his kindness in introducing me, and for his foresight in creating the U.S. Department of Education.

Many years ago, when President Carter created the Department there was some heated criticism. It was not needed, critics charged, and through the years they never gave up. And, yet today, can anyone really say that advancing education should not be our nation's number one priority?

I tell you, Mr. President, when I go into a Cabinet meeting, I take all the children and college students of America with me. There I see to it that they are represented, that their education is always an issue to be dealt with. Mr. President, on behalf of all these young people, I want to thank you for creating a seat in the President's Cabinet dedicated to advancing American education.

Four years ago, I began this tradition by giving my first speech at Georgetown University, President Clinton's alma mater. Each year since then, I have tried to capture some feature of American education that deserves our attention.

All of these speeches, and the one I intend to give today, are rooted in my belief that we need to stop dumbing down our children, and reach up and set higher expectations. We need to unleash all the brain power stored in the heads of America's young people, and make excellence happen. Our children are smarter than we think. We must give them more responsibility as young children and then expect more of them as they grow and develop.

If ever there was a time to push American education to a higher level, it is now. The sparks are all around us, and many of them have been created by President Clinton, and by so many of you here today and those of you joining us from around the country at the many downlink sites. Keep up your good work, you are making things happen.

Everywhere I go I feel it -- the excitement and the determination of the American people to expect more from our schools and more from their children. This preoccupation with education is as old as America itself. Even before they wrote the Constitution, our Founding Fathers set aside land for the common school. Now, at the edge of the 21st century, the high expectations of the American people can only be achieved if we strive for national standards of excellence, and commit ourselves to decisive reform on every front.

This is the purpose of my speech today: to suggest to you how we can put standards of excellence into action to improve American education. And to tell you that we must not drift nor lose time.

I have a very personal stake in this effort. Last year, when I gave this speech in Saint Louis, I had the pleasure of announcing the birth of my seventh grandchild -- Anna Maureen Riley. Well, my children seem to be on a regular schedule. Today, I announce the birth of my eighth grandchild, Maryann Gardiner Riley, just three weeks ago.

I have a lot invested in the education of Anna and Maryann and their six cousins. I intend to read wonderful children's books to both of them -- books like The Wednesday Surprise by Eve Bunting.

The Progress of the South in Setting High Expectations

As we move toward the 21st century, nothing should be more important to us as a nation than the actions we take now to help our young people prepare for the future. This is one of the principal reasons why I chose to come to Atlanta to give this speech.

Georgia is an example to the nation. From your emphasis on early childhood -- to tougher requirements for high school graduation -- to Hope Scholarships for college -- Georgia is a state on the move. I commend you, Governor Miller, for your leadership. Georgia has opened the doors of college to all of its citizens and given young people a reason to buckle down and get smart.

Listen to what a Georgia State freshman told NBC News just two weeks ago: "Without the Hope Scholarship, I wouldn't be going to college because my parents can't afford it."

And one high school freshman said: "I started thinking about the Hope Scholarship when I was in the 6th grade, and I started concentrating on my grades and how I wanted to keep them up."

These are powerful statements. They express hope and something more -- when we give young people something to respond to, they make the connection. They change their expectations and study habits in a fundamental way. This is exactly what President Clinton seeks to achieve in creating a national Hope Scholarship initiative.

Yet we are told by some Washington pundits that this is unwise -- too costly they say -- and not needed. A few even go on to suggest that too many Americans want to go to college. Well, I know this President. He isn't about to put a ceiling on the dream of any American who wants to work hard to get an education. Every American should have that chance.

Here in the South, we were once stuck in the rut of low expectations. Not any more. We have come a long way in the last 20 years. Many more children are in kindergarten and programs for four-year-olds. Almost 60 percent of high school graduates are now taking the tough academic courses that prepare them for college. This is a four-fold increase since the mid-80's.

College attendance in the South is close to reaching the national level -- another new milestone. And the Southeast, like much of the country, is responding to record breaking enrollments by hiring many more new teachers.

Much of the credit for this progress must go to educators like Mark Musick and the leadership of the Southern Regional Education Board for staying the course to raise standards.

The Changing Context of American Education

This is good progress but we cannot be satisfied. Knowledge is exploding all around us. We live in a new golden age of discovery. Astronomers probe the unfolding majesty of the universe, even as scientists race to map the genetic makeup of humanity. Yet we struggle to put the old industrial model of education behind us.

And, never before have our nation's classrooms been so crowded. From Los Angeles to Gwinnett County here in Georgia to Fort Lauderdale, Florida -- the portable classroom is a common sight in school yards.

The entire context of American education is changing. We need teachers skilled in using computers as a powerful teaching tool, and many more teachers well-versed in teaching English as a second language. Our teachers need to teach to a higher level of achievement, and be prepared to teach all of America's children -- the gifted and talented, our many new immigrants, the college-bound achiever, and the disabled child who is learning so much more because he or she is now included.

We have much to do. Achievement scores are not moving up fast enough. Truancy and drop-out rates are still too high. The equity gap in school financing remains a nagging problem in too many states. The jewel of American education is our system of higher education -- yet, too many families struggle to pay tuition, and too many high school graduates are going to college but not graduating.

Education as a National Priority

Today, more than ever before, education is the engine that drives our economy. Education is now the great "fault line" that determines who is part of the American Dream. The earnings gap between the educated and the less educated is growing, and it will continue to grow unless we educate all of our young people to high standards. An average education just isn't good enough anymore.

Automobile plants seek new hires who have some college education. America's new entrepreneurs and small business owners are just about desperate to find employees who are motivated, creative and well-educated. The military recruits only high school graduates who score in the upper half of their class in verbal and math skills. And our great institutions of higher learning want freshmen who don't need remedial help.

And here I shall be as strong as I can be. There can be no equality in this nation without a renewed commitment to excellence. Educating every child to use his or her God-given talent is the pre-condition for full equality. One cannot happen without the other.

My friends, we have the attention of the American people. Our country is prosperous and at peace. We have the unique opportunity to do what is best for our children. This should be our great patriotic cause -- our national mission -- giving all of our children a world-class education by putting standards of excellence into action.

The President's Call to Action

This is why President Clinton, in his State of the Union speech, gave us a bold vision of what American education can become. From helping our children to master the basics -- to better teaching and modernizing our schools -- to helping families pay for college through increased Pell Grants and Hope Scholarships -- the President has made excellence in education our national mission.

The President's 10-point "Call to Action" is a bold approach that is national in scope -- yet local in action because that's the American way. This is leadership at its best. I am pleased that the Congress has joined President Clinton in a bipartisan commitment to make sure that politics stops "at the schoolhouse door." As I have said before, we don't educate our children as Democrats or Republicans. We educate them as Americans.

This is what the American people want and expect of us. I urge Congress to pass the President's education agenda and to recognize the important contributions that it can make this year to advancing American education.

This year, the Congress will have to re-authorize many major pieces of legislation: Voc-ed, Adult-ed, Voc-rehab -- and the IDEA bill that insures the education of 5.4 million disabled children. And I am pleased by the open dialogue I have had with the higher education community as we prepare to re-authorize the Higher Education Act.

But we have much more to do. We are rushing headlong toward the 21st century, yet too many of our young people are falling by the wayside. I want to be very clear. It's not enough to have high expectations or set challenging standards. We must put standards of excellence into action. This is my agenda.

Our young people must master the basics once and for all. Our schools need to rethink and shake-up our current approach to drug prevention. Fixing failing schools must become our first order of business, not our last. Our children need to be part of the Information Age sooner rather than later -- to get connected to the world of technology as it unfolds around them.

We must make sweeping changes in how we prepare America's teachers. Public schools and higher education must develop a fundamentally new relationship -- a new partnership to prepare young people for college-level work. And, we need a smart tax policy for the 21st century to support life-long learning for all Americans.

First: we must master the basics once and for all. Forty percent of our children are not reading as well as they should by the end of the third grade. And this nation is below the international average when it comes to 8th grade math.

That's just not good enough in my book. All of our research tells us that reading well by the 4th grade and having good math skills -- including algebra and some geometry -- by the 8th grade are critical turning points in the education of our young people.

This is why the President has called for challenging, voluntary national tests in fourth-grade reading and eighth-grade math. We have a President who has the courage to fight for our children's education, respecting the state and local role but challenging our schools and communities to get on with it.

Reading is reading. Math is math. For these basics, let's not cloud our children's future with silly arguments about federal government intrusion. These proposed tests are an opportunity not a requirement, a national challenge not a national curriculum.

The President and I are firmly opposed to any form of national curriculum. And we have done all we can to cut red tape and cut people loose. In the last four years, we have eliminated about half of all federal regulations for elementary and secondary education, while never losing sight of our constitutional obligations.

I encourage every state and school district to accept the challenge by the President to participate in these voluntary national tests. Yes, there may be a high failure rate in the beginning. But in time, we will have a high success rate as well -- if all Americans see themselves as part of the solution.

The President's effort to support the work of one million volunteer tutors through the *America Reads Challenge* is a clear message that the solutions must come from the American people. This is why I am pleased to announce that a broad spectrum of religious denominations here in Atlanta will spearhead a drive to support the President's reading challenge.

Led by the Georgia Baptist Literacy Mission, the Atlanta Board of Rabbis, the African Methodist Episcopal Church and the United Methodist Church, Atlanta's faith communities are going to make sure every child in Atlanta is reading a book. And, in the weeks ahead, I will work with religious leaders from across the country to rally tens of thousands of volunteers to this national effort.

If reading well is the first basic, we also know that math is the gateway to learning many more advanced skills. In the last decade, we have made substantial progress in improving math and science education.

But we need to notch up our standards even higher. Only 20 percent of our young people are taking algebra by the end of the 8th grade. In the rest of the advanced world, the vast majority -- if not all -- students have studied algebra by the end of the eighth grade. I believe our students should do the same.

Protecting Our Children from Drugs and Violence

The next point I want to emphasize and this is critical -- achievement can only occur if we have schools that are safe and drug-free. An unsafe school is a failing school. Children cannot learn if they are surrounded by drugs and violence. Today, we are confronted by the fact that eighth-grade drug use is up for the fifth year in a row.

Here I want to speak directly to baby-boomers who are now parents. Some of you have tried it all, and now you

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know better-- don't send your children a mixed message when it comes to drugs, alcohol and smoking.

A child in second or third grade is perfectly capable of getting the message that drugs, alcohol and smoking are bad for them. Children are starting to make bad choices by the fifth and sixth grade, and by middle school too many of our young people are taking risks and experimenting with drugs.

And to the children of America -- don't kill off your brain cells -- don't mess up your lives -- when there is so much hope and possibility around you.

To give our young people that hope, our schools must do a better job of making our classrooms drug-free. There is an enormous variation in the effectiveness of our drug prevention programs, and this concerns me for good reason. We have 10 years of rising enrollments ahead of us. We must place a much stronger focus on creating stable, comprehensive drug prevention programs with determined leadership.

We know a lot about what works when it comes to drug prevention, programs like Project Alert and Life Skills. We also know that these proven models are not being used as much as they should. Too often our schools -- with the best of intentions -- are flying by the seat of their pants when it comes to drug prevention. Using proven, tested, research-based drug prevention programs must become a top priority.

I ask every school board, superintendent, principal and PTA to mount a vigorous review this year of existing drug prevention programs to see if they can pass muster. General Barry McCaffrey is the President's effective leader in the fight against drugs -- he and I will work with you. For my part, I promise the same vigorous review of our federal Safe and Drug Free Schools Program.

As always, we remain faithful to the core idea that our schools are where we teach our young people basic American values. Our commitment to this core idea has taken many forms: protecting the religious liberty of students by issuing historic guidelines, supporting strong character education efforts, and placing a very strong emphasis on family involvement.

For too long, parents have been the missing link in our efforts to improve our schools. Experts talk to experts, and conference after conference is held about new models of education reform. I urge a different approach: Start with parents. The moral child and the achieving student are just about always connected to an involved parent.

Parents who set high expectations, even a parent with a limited formal education, is a powerful force for excellence. Ultimately, the character of American education is going to be defined by the character and commitment of involved parents and other caring adults.

First Order of Business: Fix Failing Schools

My next point is that we cannot and must not tolerate failing schools. To meet the new expectations of the American people, we must confront the all-too-common problem of schools that are low-achieving and even dangerous. In America today, there are schools that should not be called schools at all. These schools have done just about everything they could to kill the sense of wonder in their students. And then we wonder why truancy increases and young people drop out.

Our willingness to abide these schools goes to the heart of my concern about low expectations. Too often, we fall into the trap of thinking that the children who are stuck in failing schools are the problem. We accept the easy way out, the false assumption that they cannot learn because they are the wrong color, from the wrong side of the tracks, or because they speak the wrong language.

Yes, we all know from first-hand experience that there are good public schools, good parochial schools and private schools in every inner city in this country that are islands of excellence. Dick Elmore, a Harvard researcher in the

field of education, has often made this point to me -- in every city that he has visited, he has found three of the best schools in the country and three schools that are just about the sorriest.

I think Dick has it about right and that is what troubles me. We need to stop making excuses and get on with the business of fixing our schools. If a school is bad and can't be changed, reconstitute it or close it down. If a principal is slow to get the message, find strength in a new leader. If teachers are burned out, counsel them to improve or leave the profession. If laws need to be changed, get on with it.

This is not an impossible task. The efforts of Rick Mills and Rudy Crew in New York, Paul Vallas in Chicago, Gerry House in Memphis, Bill Rojas in San Francisco are all examples of putting aside the "business as usual" attitude.

Now, fundamental change is hard. Some of you may read the cartoon Dilbert -- Dilbert is sort of a befuddled technocrat of the 1990's. My wife Tunky and I were visiting the zoo one day when we saw a teenager with a Dilbert T-shirt that read: "Change is good -- you go first."

Well, those of us who believe in excellence for all children need to take the risk of going first. When people tell me that public schools can't excel, I tell them that they haven't worked hard enough to get the job done.

I also tell them not to be fooled by those who want to use public tax dollars for vouchers to help a few students get out of a troubled school. If a boat is sinking because of a hole, you fix the hole right away. You don't let it keep sinking and then throw out a lifeline so that a few can survive.

The strength of our diverse democracy is the direct result of our belief in a quality public education for all. This is why I will not yield to those who want to abandon public schools. We need to build up public education, not tear it down.

Do we need many more models of how we can fix troubled schools? Yes, of course we do and fortunately, help is readily available. Dedicated educators like James Comer, Henry Levin, E.D. Hirsch, Deborah Maier, Ted Sizer, Marc Tucker and Gene Bottoms are doing the hard work of creating new models of excellence. The models are each unique in their own way. But they all have one common denominator -- they all set high standards.

The New American Schools Development Corporation is another powerful example of how change can take place. It has developed seven different, well-conceived models of how to fix a failing school. Local parents and school leaders choose the right model that fits their community. That's public school choice at its best. A community may want to choose its own approach to fixing a failing school -- or choose any of these models of excellence -- or start a charter school.

But make the effort, that is the point. Superintendent Ben Canada here in Atlanta is making that effort right now. He is reconstituting low-achieving schools and starting them on the road to excellence -- the A.T. Walden Middle School is one of them.

And here I want to stress an important factor. There is federal funding available through our Title I program, Goals 2000, and our new Charter School program that can be used to fix a failing school or launch a new one. There are over 100 schools now working with Robert Slavin and the New American Schools Development Corporation that are using federal funds to achieve excellence. I urge school officials to follow the example of these schools. Don't use the lack of funding as an excuse to allow failure to continue.

Connecting to the Information Age

The next issue on my action agenda deals with a very important subject: technology in education. We simply can't leave any child behind in this Information Age. This spring the Federal Communications Commission (FCC) is

scheduled to pass the E-rate or education rate. Final approval by the FCC will cut access charges to the Internet in half for the vast majority of our schools. Use of the Internet for our poorest schools will be almost free. This is a very big decision for American education, and it needs to happen.

The Internet is the blackboard of the future and our young people get into it. Today, 65 percent of our schools are linked to the Internet, but only 14 percent of our classrooms are connected. This is why the E-rate is so important, and why it has the strong support of the President, Vice-President Gore and educators all across this country.

This proposal should not be held up by any unnecessary delays. Let's not put our children's future on hold. I urge the FCC, state regulators and telecommunications leaders to step up for our children and make the E-rate a reality this year.

A Teaching Force for the 21st Century

Now, I want to talk to you about teaching. I urge sustained attention to the task of preparing America's future teachers. Improving American education happens classroom by classroom. There is no other way to get it done. And as a nation, we have a great task in front of us. In the next 10 years, we need to recruit two million teachers to replace a generation of teachers who are about to retire, and to keep up with rising enrollments.

But we are not as prepared as we should be for this enormous undertaking and there are several reasons why. We do not, for example, do a very good job of recruiting people to this demanding profession, and we have really failed to do justice to the task of recruiting talented minority candidates and males.

Another reason: our colleges of education and departments of education are too often treated like forgotten stepchildren in our system of higher education. And when eager new teachers enter the classroom for the first time, we give them little, if any, help. As a result of this longstanding "sink or swim" approach, we are losing 30 percent of our new teachers in the first three years. In addition, 25 percent of our nation's current teachers are now teaching out of their field.

These are astonishing figures that will only grow as schools rely on hard-working substitute teachers to stem the tide of crowded classrooms. We will never have "A" students if we can only give ourselves a "C" as a nation when it comes to preparing tomorrow's teachers. We cannot lower our standards -- as we have in the past -- to meet the growing demand for new teachers.

Now is the time to get it right -- to step back and rethink how we recruit, prepare, and support America's teachers. This is why the recent report of the National Commission on Teaching and America's Future chaired by Governor Jim Hunt is a valuable road map to changing the status quo.

New teachers -- like new lawyers and new doctors -- should have to prove that they are qualified to meet high standards before getting a license. This would mean that prospective teachers are able to pass a rigorous, performance-based assessment of what they know and what they are able to do. And, once a new teacher is in a classroom he or she should be linked to master teachers during their first few years of teaching.

Those who prepare America's teachers must rise to the demand for better teaching, and expect to be held accountable for the success of their students in achieving certification. Stronger public accountability will help, both in identifying where strengths and weaknesses lie and where special attention needs to be focused.

I encourage college and university leaders to strengthen links between your schools of liberal arts and schools of education. See this as an important part of your mission. Greater attention needs to be paid to the content of what future teachers need to know in their subject area. Rigorous pre-med and pre-engineering science courses are the accepted norm. The same cannot be said for the courses being taken by students who look forward to careers in teaching.

Teaching is a demanding profession, and it will be even more demanding in the future. That is why the President and I strongly support the National Board for Professional Teaching Standards and its goal of certifying over 100,000 master teachers in the next decade. I challenge every school in the nation to have at least one board-certified teacher on your faculty.

We can't adopt a hit-or-miss approach to improving teacher quality. We have to keep at it year in and year out. This is why I will issue a biennial report on teacher quality beginning next year. Just as we expect a great deal from our students, we have an obligation to expect a great deal of ourselves in supporting America's teachers. David Haselkorn -- the head of Recruiting New Teachers, Inc. -- may have said it best: "Teaching is the profession that makes all other professions possible."

A New Partnership Between Public Schools and Higher Education

This leads me to my next proposal. For too long public education in America and higher education have gone their separate ways, each dedicated to its own vision of excellence and learning. This 19th-century model is outdated.

We need a new model appropriate for the 21st century, an ongoing dialogue at every level of education to raise expectations and achieve high standards.

Many young people, for example, are defining their expectations about whether to go to college as early as eighth grade. How do we capture the attention of a twelve- or thirteen-year-old and get them on the path that prepares them for college-level work? Surely this is a shared interest.

And, we must spread the word that there are many ways to achieve excellence: Advanced Placement, School-to-Work, International Baccalaureate, and Tech-Prep. Our colleges and universities should not always be in the remedial education business.

This is why I will hold a national forum this spring, bringing together the nation's best teachers, public education leaders, and members of the higher education community. This forum will explore how we can recruit the next generation of teachers, and how we can set new expectations for our students.

Making Expectations a Reality: Financing a College Education

Where do I think that all of this focus on standards and new expectations will lead our nation? It will lead more of our young people to aspire to learn more, and to carry their education further. That means access to college -- my final point -- whether it is a community college, a state college or a private institution of learning.

The President and I are deeply committed to ensuring access to higher education for every student who works hard to make the grade. This commitment has taken many forms: the creation of a streamlined direct lending program -- the biggest increase in Pell Grants since its inception, as well as Pell Grants for more students -- and a growing College Work-Study program with a new emphasis on community service.

This commitment is also why the President is following Georgia's lead in proposing his own Hope Scholarship program. Georgia's Hope Scholarship pays tuition and fees for qualified Georgia high school graduates who attend a college or university in the state. This is a big idea.

The result: 97 percent of the freshman class at the University of Georgia attend on a Hope Scholarship. All Americans -- whether they live in Atlanta, Houston or Seattle -- should have a similar chance to earn a college education.

Under the President's plan working and middle-income students of all ages can receive a tax credit of up to \$1,500 for the first two years of college. That amount covers tuition at the typical community college. This plan will go a long way to making the first two years of college universally available. Universal -- another big idea.

In addition, middle-income Americans have the option to deduct up to \$10,000 off of their income taxes for college tuition throughout their lifetime.

Now, some have said the President's plan is not needed. I disagree. When it comes to trying to afford the costs of college, many middle-income families are in practical terms, barely holding on -- and many do not even consider college an option.

Let me suggest why Hope is needed: For families with incomes of \$22,000 to \$67,000, the percentage of students who earn a bachelor's degree by age 24 has held steady at around 20 percent since 1980. But for families with incomes above \$67,000, the percentage of students who earn a bachelor's degree has shot up during that same period -- from less than 50 to about 80 percent.

That gap is unacceptable. Much of America's working and middle class has been shut out. We need to close that gap, and fundamentally change the expectations of many Americans who have never even considered college a possibility.

All Americans -- poor, working and middle income -- deserve the opportunity to go to college. Our economy will continue to prosper in this Information Age only if more Americans can afford to go to college, not fewer.

I point to history for an instructive lesson. For most of the Industrial Age, we used the tax code to encourage business to invest in plant and equipment. For the Information Age, we should provide tax incentives that encourage our people to invest in themselves by getting a college education.

The Hope Scholarship, the tuition tax deduction, and penalty-free IRA withdrawals --when considered as part of an overall student-aid plan -- represent smart tax policies for the 21st century.

Conclusion: A Nation on the Move

I end now where I began by asking you to recognize the new possibilities, the new excitement and the rising expectations of the American people. The American people are tuned into education. The sparks are all around us. And we have a President in the White House -- in Bill Clinton -- who cares deeply about education. If ever there was a time to come together for the good of our children it is now.

America is on the move, and every school, college and university can be a bastion of hope, creativity and learning. For education is much more than getting a degree or learning a new skill. There is joy to learning, and the freedom of the intellect that brings with it new discovery and new thinking.

Thomas Jefferson, America's first great educator, told us many years ago: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." Good citizenship, then, has its roots in education. And, as my late father often told me, there is no greater honor in America than that of being called a "good citizen."

We are, my friends, at the door to a new time. And, in this new era, we will not build with bricks and mortar. We will build with minds -- with the power of knowledge -- and with the talent of every well-educated American who is eager to participate in our free enterprise system and strengthen our democracy.

The year is 1997 -- the issue is education -- the question is: will we meet the challenge? I believe we can.

Thank you.

Education Policy

Report 8/96

A Democratic Sourcebook on

Education Policy



August 1996

United States Senate

WASHINGTON, D.C. 20510

August 1996

Dear Colleague:

Democrats have played a historic role in education. From the G.I. Bill and Pell Grants to Headstart and Title I, Democrats have fought hard and well to improve educational opportunities for all Americans.

Strong leadership in education is needed now more than ever. By this fall, K-12 enrollment will reach an all-time high—52 million students. College enrollment will also rise—to 16 million in 2002.

As enrollments soar, schools also face the challenge of educating more highly skilled workers to meet the demands of the modern economy. The Bureau of Labor Statistics estimates that 60 percent of all jobs created between 1992 and 2005 will require more than a high school education.

Americans have rightly focused their attention on education. A recent Gallup Poll for CNN and *USA Today* found that for the first time in history, voters rated education as their top priority, above crime, the economy, health care, and the deficit.

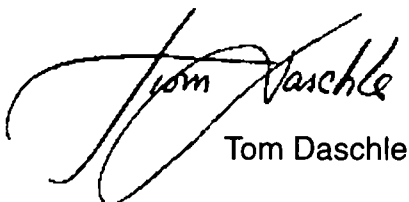
In the past Congress, Democrats in the House and Senate worked closely with President Clinton to pass key initiatives to improve the quality of elementary and secondary education and make college more affordable for working families.

These initiatives enjoyed strong bipartisan support at the time. But when Republicans gained control of Congress, they sought to repeal these successful innovations. They've tried to repeal Direct College Lending, Community Service, Goals 2000, and the *School-to-Work Act*. They've also proposed the largest education cuts in the Nation's history.

Democrats have fought these irresponsible attacks every step of the way—and we have consistently won. All of our education initiatives are still intact—the major cuts in education funding have been curbed.

The accompanying Sourcebook lays out this outstanding Democratic record on education, describes the major Federal education programs, and compiles the major education votes of the current Congress. We hope you will find this material helpful, and we look forward to working closely with you to build on these achievements.

Sincerely,



Tom Daschle



Edward M. Kennedy

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EDUCATION FUNDING IN THE UNITED STATES

FEDERAL SUPPORT FOR EDUCATION

The United States spends approximately \$500 billion a year on education at the elementary, secondary, and post-secondary levels. State, local, and private expenditures account for about 92 percent of spending on education. The mix between state and local funding varies by state, but nationally, states provide 43 percent of funding, and local governments provide 32 percent. Other entities, such as foundations and parents and students who pay fees, contribute 17 percent of the spending on education.

The Federal government helps one out of two students pay for college and four out of five disadvantaged elementary and secondary school students get extra help in math and reading.

The Federal government provides approximately eight percent of education funding. Although it is a small share of the overall investment in education, the Federal contribution helps about one out of two students pay for college and about four out of five disadvantaged elementary and secondary school students get extra help to improve their math and reading skills.

■ Federal Role In Higher Education

Federal student aid plays a crucial role in enabling students to go to college. Half of all college students receive Federal financial aid, and three-quarters of all student aid comes from the Federal government. Eighty percent of Federal student aid comes in the form of loans, and 20 percent is in grants. Federal student aid helps roughly seven million students attend college annually.

■ Federal Role In Elementary And Secondary Education

States provide 46 percent of funding for public schools, and local governments cover about 45 percent of school funding. Although the Federal contribution to elementary and secondary education is small—less than seven cents out of every school dollar—its impact on schools is large. Overall, elementary and secondary education programs serve 15,000 local school districts and almost 50 million students attending over 100,000 schools.

Some states depend heavily on Federal funds. Alabama, Arkansas, and Louisiana get more than 10 percent of their school funds from the Federal government. Mississippi depends on the Federal government for a full 21 percent of its education funds.

Nearly 300 school districts that teach children from military bases, Indian reservations, and low-rent housing projects get a quarter or more of their funding from the Federal government in the form of Impact Aid.

DEMOCRATIC PRIORITIES IN EDUCATION

With strong leadership from President Clinton, the 103rd Congress, with bipartisan support, passed a number of major initiatives that are strengthening the Nation's educational system for all students, from preschoolers to college students. In this Congress, Democrats have fought to preserve these priority programs and to protect education funding.

- *Head Start Reauthorization of 1994*
- *Goals 2000: Educate America Act*
- *Elementary and Secondary: Improving America's School Act*
- *School-to-Work Opportunities Act*
- *Student Loan Reform Act*
- *National Service Trust Act*

The major initiatives passed by the 103rd Congress reflect national priorities shared by most Americans, such as providing equity in education, encouraging the development of high standards for all students, preparing students for the information age, promoting order and discipline in the classroom, promoting community service, and making college affordable and accessible for all students.

■ Equity

Most school districts rely on local property tax revenues for a third of their funding. Property tax revenues vary widely from district to district. Inequality in education is exacerbated by the fact that underfunded districts often have to teach students who come to school with greater needs than students in wealthier districts. First graders in poor schools start school scoring 27 percent lower in reading and 32 percent lower in math than students in wealthy schools. Eighth graders in poor schools are 57 percent more likely to leave school by grade 10 than are students from wealthy schools.

Studies have shown that all children, regardless of income level, can meet high expectations with proper support. The Federal government plays an important role in helping students come to school ready to learn and in giving disadvantaged students the help they need to achieve to high levels.

Head Start Reauthorization of 1994: Head Start provides comprehensive early childhood development, educational, health, nutritional, social, and other services to primarily low-income preschool children and their families. Head Start makes preschool available to children who otherwise would not have the experience.

Elementary And Secondary Education Act: Title I: Title I enables schools to provide additional staff and resources for individualized instruction in reading and math, curriculum improvements, smaller classes, extra time to learn, technology resources, and assistance to train parents to help disadvantaged students learn to read, write, and do math.

■ High Standards

In 1989, the Nation's governors and business leaders met with then-President Bush in Charlottesville, Virginia, to develop national education goals around which states and districts could coordinate reform efforts.

President Clinton has expanded on the effort by encouraging all states to develop high standards for their students.

High standards—clear and challenging definitions of what students should know and be able to do—can promote improvement throughout public school systems. By defining concrete goals of schooling, states and districts can better identify what skills teachers need, what classroom tools to use, what information to test and how to test it, and how to best involve parents and community members.

Studies have shown that all children, regardless of income level, can meet high expectations with proper support.

Goals 2000: Educate America Act: Goals 2000 provides Federal support for local school reform based on high standards for student achievement. States have great flexibility under Goals 2000 to pursue reforms of their own design, and no regulations have been issued under the Act.

■ Preparing Students For The Information Age

The use of information technology in schools results in lower absenteeism, improved grades, and reduced dropout rates. Computers allow teachers to expect more from their students, spend more time with individual learners, and present more complex material.

Moreover, computers and high-speed communications are changing the way that work is organized. The emergence of a global marketplace has changed the environment in which American companies do business. Companies need more highly skilled workers to compete.

In 1990, illiteracy in the workplace was estimated to cost companies approximately \$40 billion annually in lost productivity. Eight out of 10 companies surveyed in 1993 said that low-quality education had competitive implications for their business. According to a 1993 employer survey, 37 percent of companies are encountering problems recruiting technical staff, and 30 percent report problems recruiting other skilled labor.

Substantial improvements in schools must be made to bring the promise of technology to all students. A study by the General Accounting Office shows that 10.3 million students in about 25 percent of schools do not have sufficient computers to meet their present instructional needs. According to the National Center for Education Statistics, Internet access is available to 50 percent of schools overall, but only to 31 percent of schools with large proportions of students from poor families, and only 39 percent of schools with fewer than 300 students.

To prepare students for the information age, communities and businesses must work with schools and vice versa. Schools will not succeed as long as they are isolated from the rest of the community.

Elementary And Secondary Education Act: Technology for Education: The *Technology for Education Act* established a Federal leadership office for technology in education. It also established competitive grants awarded to districts across the country to work with parents, local industry, libraries and other organizations to develop innovative approaches to bringing technology into the classroom.

School-to-Work Opportunities Act: The *School-to-Work Opportunities Act* established clear guidelines for integrating learning in school with learning on the job. It encourages high schools, vocational schools, and colleges to form partnerships to create locally designed programs for high school students, many of whom do not go on to college.

■ Promoting Order And Discipline In Classrooms

In 1994, Public Agenda, a public opinion research group, conducted a national survey and a series of focus groups to find out the American public's priorities in education. A large majority of Americans said school reform should focus on developing a safe, orderly school environment.

Schools need help to combat the growing violence in our society that is spilling over into the classroom. The National Center for Education Statistics recently found that more than half of sixth to 12th grade students say they have witnessed severe bullying, robberies, or physical assault at school. A recent Louis Harris poll found that fear of crime and violence leads many young people to miss school, get lower grades, and carry weapons. Students report that crime has a significant effect on their daily routines, curtailing their freedom of movement and encroaching on their schoolwork.

A study by the General Accounting Office shows that 10.3 million students in about 25 percent of schools do not have sufficient computers to meet their present instructional needs.

Safe and Drug-Free Schools: Safe and Drug-Free Schools, signed into law in October 1994 as part of the *Elementary and Secondary Educa-*

tion Act, is the only Federal program dedicated to providing funds to schools to combat alcohol and drug use and violent behavior. The funds, which are spent by local school districts, support activities such as comprehensive school safety strategies, conflict resolution and peer mediation, the installation of metal detectors, and the hiring of security guards.

■ Promoting Community Service

Community organizations play an important role in addressing the serious problems—such as homelessness, environmental needs, and crime fighting—facing this country. The Federal government can help facilitate citizens' involvement in their community.

For every dollar invested in national service programs, \$1.54 to \$3.90 is returned to the American economy.

Promoting community service makes good economic sense. For every dollar invested in national service programs, \$1.54 to \$3.90 is returned to the American economy. Research shows that students involved in service-learning projects are more interested in school than students who are not. In schools with service-learning projects, attendance has improved and discipline problems have decreased.

National Service Trust Act: Volunteers work with local organizations and local governments to deal with challenges ranging from literacy to environmental preservation.

■ Improving Access To Higher Education

Since the early 1970s, eligible college students have obtained government-subsidized loans from local banks through the Guaranteed Student Loan program, a complex system of 7,000 lenders, 41 guaranty agencies, and 25 secondary markets, employing more than 5,000 people.

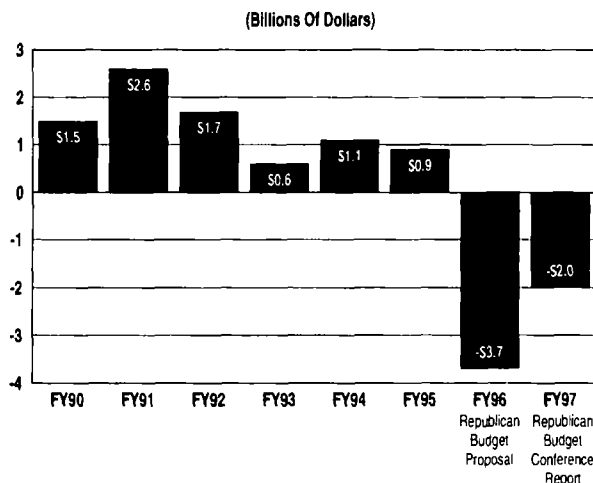
Without allocating more money to student loans, the Federal government can improve the lives of students by offering them a simpler, more efficient loan program.

Student Loan Reform Act: The *Student Loan Reform Act* increased access to higher education for thousands of students by establishing a direct student loan program that saves the taxpayers \$4.3 billion and returns \$2 billion in savings to students through reduced loan fees. Direct Student Loans allow college students to bypass lenders in the guaranteed loan program and borrow money for college directly from the Federal government through their campus student aid office.

THE REPUBLICAN RECORD IN EDUCATION

1997: Breaking Faith With Students In America AGAIN

Education Appropriations Increases From FY90 to FY96 and Republican FY97 Budget Resolution

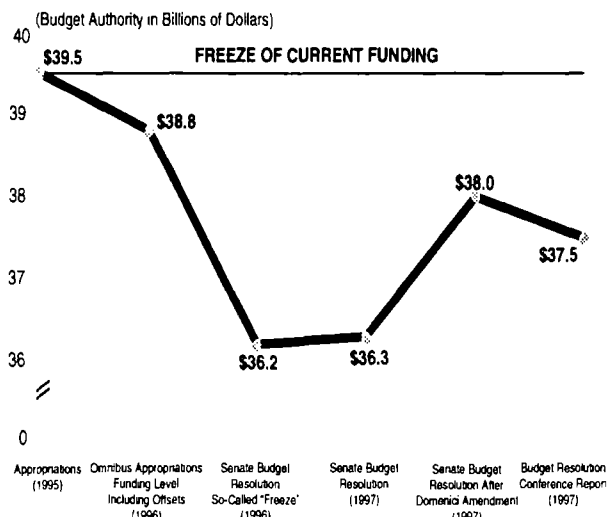


In the 104th Congress, the Republican majority has turned its back on decades of bipartisan support for education and repeatedly proposed devastating cuts in education funding.

Republicans in Congress propose to cut education by \$2 billion in 1997. By 2002, they will slash vital education programs by \$25 billion, or 20 percent, in real terms.

In a series of funding measures advanced by the majority—from their 1996 Seven-Year Budget Plan, to a series of 1996 appropriations bills, to the 1997 Six-Year Budget Plan, and the 1997 education appropriations bills—Republicans have proposed the largest education cuts in the Nation's history.

1997 Education Funding in Republican Budget Compared to True Freeze



In 1995, Republicans in Congress proposed a budget that financed tax breaks for the wealthy with the largest education cuts in the Nation's history. Their budget would have cut education funding by one-third in real terms over the seven-year budget period. Fortunately, Congress rejected those cuts, because the American people rejected them. In the final analysis, due to public pressure and the insistence of Congressional Democrats and the President, the final bill funded education programs for 1996 at just below their 1995 levels.

Scarcely three weeks later, Republicans released their budget for 1997, which again proposes drastic cuts in education.

Republicans in Congress propose to cut education by \$2 billion in 1997. By 2002, they will slash vital education programs by \$25 billion, or 20 percent, in real terms.

Republicans have consistently targeted Goals 2000, Safe and Drug-Free Schools, community service programs, Perkins Loans, State Student Incentive Grants, and Direct Lending for severe cuts or elimination.

ACADEMIC ACHIEVEMENT OF PUBLIC SCHOOL STUDENTS IS RISING

There is a perception among critics of the public school system that public schools are failing and are worse than they were a decade or two ago. There is solid evidence to the contrary.

■ Students Are Taking More Courses In The Basics

In the early 1980s, only 13 percent of high school graduates had taken four years of English and at least three years of math, science, and social studies. By 1990, the National Center for Education Statistics found that 40 percent of high school graduates had taken at least those basic courses.

There also has been a dramatic increase in students taking tough courses, such as trigonometry, calculus, and physics. The number of students taking advanced placement tests has quintupled since 1978.

■ Math And Reading Scores Are Rising

Math and science scores on the National Assessment of Educational Progress are up since 1982—for 9-, 13-, and 17-year-olds. In a 1992 international study of reading skills, American students finished second among 31 Nations.

■ SAT Scores Are Rising And More Students Are Taking The SATs

In 1983, SAT scores had been dropping for a decade. In the 1990s, they are rising. The national average score for the class of 1995 was 910, the

highest since 1974. The average is up 14 points since 1990. These increases are happening as more students each year take the SAT, which should cause the average score to go down.

■ More Students Are Finishing High School And Going To College

The high school dropout rate has decreased from 17 percent in 1967 to 11 percent in 1993. Almost 90 percent of students are graduating from high school. Between 1980 and 1993, the proportion of high school graduates going to college increased from 49 percent to 62 percent.

THIS IS NO TIME TO CUT ELEMENTARY AND SECONDARY EDUCATION FUNDING

■ Student Enrollments Are Soaring

By fall of 1996, 52 million students will be enrolled in public and private elementary and secondary schools—surpassing the previous enrollment record of 51 million set in 1971. Student enrollment will increase by seven percent over the six-year budget period to 54 million.

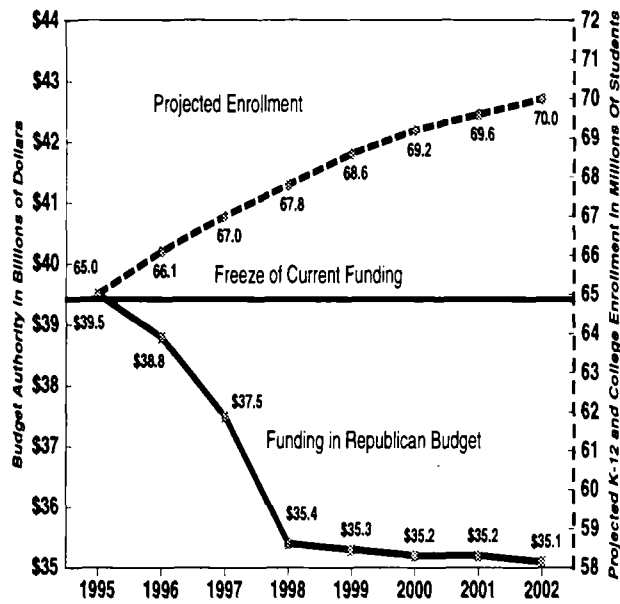
By fall of 1996, 52 million students will be enrolled in public and private elementary and secondary schools—surpassing the previous enrollment record of 51 million set in 1971.

■ The Public Education System Is Working—But More Needs To Be Done

Despite the increases in average achievement levels, large variations in achievement among students persist. Students from low-income families and African American and Hispanic students still tend to do worse in school and leave school earlier than their wealthier and white counterparts.

A report released in June 1996 found that U.S. fourth graders outperformed students from all other Nations except Finland and Sweden in reading literacy. However, within the United States, students whose families are poor do not read as well as

The Republican Education Budget: Falling Behind



students whose families are better off, and students whose parents have not finished high school do not read as well as those with at least one college-educated parent.

In addition, to be successful in the 21st century, workers need communication and problem-solving skills, a grasp of basic scientific and mathematical concepts, familiarity with computers, and the ability to work as part of a team.

THIS IS NO TIME TO CUT HIGHER EDUCATION FUNDING

■ College Enrollment Is Rising

College enrollment will rise by 11 percent to 15.7 million in 2002. This comes after an 18 percent increase in college enrollment between 1985 and 1995.

■ College Costs Are Also Rising

College tuition has risen in private colleges and universities and in state institutions as state appropriations have eroded. From 1985 to 1994, the average cost of attending college rose by 39 percent after adjusting for inflation. During the same period, the median family income increased by only one percent.

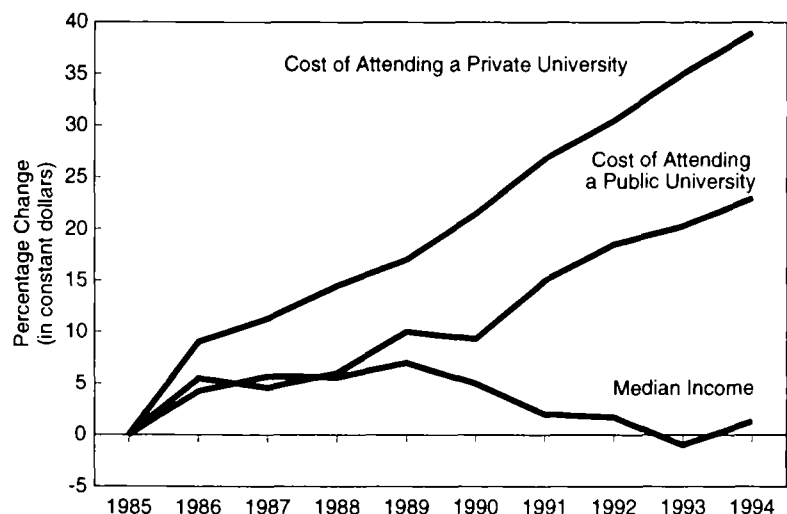
■ The Balance Of Federal Student Aid Has Shifted From Grants To Loans

In 1975, 80 percent of Federal student aid came in the form of grants, and 20 percent in the form of loans. Now the situation is reversed.

■ The Educational Loan Debt Of College Students Has Skyrocketed

Between 1990 and 1994, student loan debt grew by an average of 22 percent annually, from \$8,777 in 1990 to \$12,520 in 1994. It is estimated that the average student loan debt will reach \$21,000 by 1998.

The Cost of College



Since 1988, borrowing in the Federal student loan program increased by more than 100 percent while starting salaries for college graduates failed to increase at all. In the 1990s, students have borrowed more in student loans than in the three preceding decades combined.

The Education Resources Institute of Massachusetts recently published "Graduating Into Debt," showing an extraordinary 74 percent increase in

College enrollment will rise by 11 percent to 15.7 million in 2002. This comes after an 18 percent increase in college enrollment between 1985 and 1995.

borrowing among graduate and professional students between 1993 and 1995.

■ The Value Of Federal Student Aid Has Declined

The purchasing power of the maximum Pell Grant has decreased by 22 percent, from \$3,000 in 1979 to \$2,364 in 1992 (in 1992 dollars). In 1979, the maximum Pell Grant provided 77 percent of the cost of attendance at a public college and 43 percent of the cost of attendance at a private college. In 1993, the maximum Pell Grant provided only 35 percent of the cost of attendance at a public college and 13 percent of the cost of attendance at a private college.

EDUCATION IS A GOOD INVESTMENT FOR INDIVIDUALS AND THE NATION

Quality education is necessary not only for the future of our children and our families, but for the future of America. A better educated citizenry and workforce are essential to compete in the global economy and to maintain a strong democracy.

■ Investing In Education Is Good Policy And Good Economics

Every dollar invested in college grants under the *G.I. Bill* produced \$8 in economic return. The additional taxes paid by *G.I. Bill* graduates during their working lives more than paid for the cost of the program.

The American Council on Education found that an undergraduate education has a 12 percent rate of return to society.

■ High Skills Are The Key To Higher Wages

In a 1995 employer survey, 57 percent of firms reported that the skills required in new jobs were increasing. According to the U.S. Bureau of Labor Statistics, 60 percent of all jobs created between 1992 and 2005 will require education beyond high school.

A college graduate earns almost twice what a high school graduate earns in a year and close to three times what a high school dropout earns. A person with a professional degree earns almost four times what a high school graduate earns.

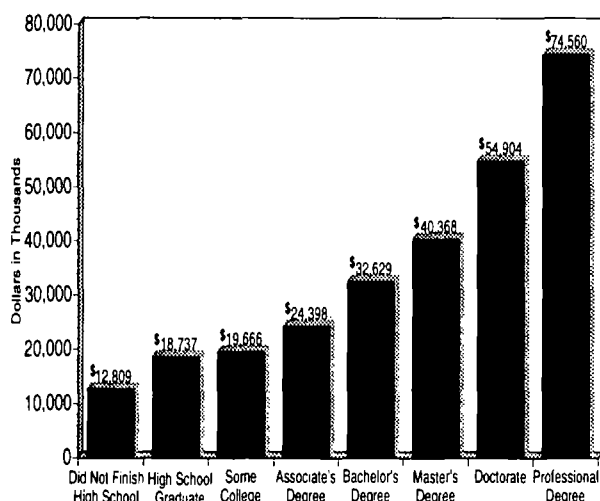
In 1992, the average high school graduate earned \$6,000 more than a high school dropout, and the average college graduate earned \$14,000 more a year than someone with a high school diploma.

A college graduate earns almost twice what a high school graduate earns in a year and close to three times what a high school dropout earns.

■ The Benefits Of Education Have Increased Over The Last 20 Years

Between 1969 and 1989, married couples between the ages of 25 and 54 in which the head of the household is college-educated experienced a 22 percent increase in real median income. But for couples in the same age group whose head of household did not have a college education, the real median income increased only one percent over the same period.

**HIGHER WAGES FOR HIGHER SKILLS:
Average Annual Earnings
by Level of Education**



Source: U.S. Bureau of the Census (1994) based on 1992 incomes.

Economist Paul Krugman writes, *"We are living through one of those difficult periods in which technological progress, instead of producing broadly shared economic gains, steadily widens the gap between those who have the right skills and those who do not."*

POLLING DATA: OVERWHELMING SUPPORT FOR EDUCATION

In January 1996, a CNN/USA Today/Gallup poll found that education is the top priority among voters, ranking above crime, the economy, health care, and the deficit for the first time in history. Sixty-seven percent of people polled said that the candidates' stands on public education would affect who they would vote for. (CNN/USA Today/Gallup, January, 1996)

A January 10, 1996 poll by the *Washington Post*/ABC showed that 82 percent of Americans oppose cutting education to balance the budget. (*Washington Post*, January, 1996)

A recent poll found that education is the top priority among voters, ranking above crime, the economy, health care, and the deficit for the first time in history.

In 1995, when asked about Federal education programs, 75 percent of Americans said that aid to education should be expanded. (Gallup, 1995)

When asked about proposed spending cuts to balance the Federal budget, the public strongly opposes cuts in education and youth programs. For example, 76 percent disapprove of reducing Federal funding for low-income schools districts. (*Times Mirror*, 1994)

Even the members of the public who favor a balanced budget amendment oppose cutting education spending. When the 81 percent of the public that supports a balanced budget amendment were asked if they would favor such an amendment if "balancing the Federal budget required cuts in spending on education," 59 percent would oppose it. (CBS/NY Times, 1994)

In 1994, Public Agenda conducted a national survey and a series of focus groups to find out the American public's priorities in education. A large majority of Americans said school reform should focus on developing a safe, orderly environment and effective teaching of the basics. ("First Things First," Public Agenda, 1994)

- ◆ 72 percent said drugs and violence are a serious problem in the schools in their area.
- ◆ 88 percent said that good work habits such as being on time and being dependable and disciplined are a prerequisite for learning.

The American public will be more supportive of education initiatives that reflect these priorities.

HOT ISSUES IN EDUCATION

ABOLISHING THE U.S. DEPARTMENT OF EDUCATION

The U.S. Department of Education currently administers about \$33 billion, or two percent, of all Federal spending. Its elementary and secondary education programs serve 15,000 local school districts and almost 50 million students attending over 100,000 schools. Federal student financial aid programs help about seven million students attend college annually.

■ Republican Agenda

Republicans argue that Federal education funding contributes to "big government" and encourages education bureaucracy instead of educational quality. "Why should the Federal government continue to pump money into a bloated, failing school system?" they ask. As expenditures on education have increased over time, they assert incorrectly that student achievement has fallen. More specifically, they charge that Federal programs in education have had no impact on student achievement.

Some Republicans have pushed for the elimination of the U.S. Department of Education as a symbol of doing away with the "Federal" role. They do not suggest, however, that they will do away with the vast majority of programs or the \$30 billion in college student aid (including loans) administered by the Department—they would simply transfer the authority to other agencies.

■ Education Is A National Priority

Although states and local communities have primary responsibility for educating American students, education is a national priority. A recent poll shows that 80 percent of Americans support the continued existence of the Department of Education. By retaining the Department, we emphasize that quality education for all students is a national concern.

■ The Department Of Education Is Far From A Bloated Bureaucracy

More than 98 percent of Federal education funds are spent by states and local communities, and roughly 76 percent of Federal education funds are spent on instruction-related costs such as teacher salaries, computers, and instructional materials.

More than 98 percent of Federal education funds are spent by states and local communities.

The department and its programs are administratively lean. As of March 1995, the Department had fewer than 5,000 full-time employees, down from 7,700 in 1979, making it the smallest cabinet agency. This has made the department the most efficient of the 14 cabinet agencies, with only one employee for every \$6 million in budget authority. It will be further reduced to fewer than 4,750 employees by 1999.

■ Abolishing The Department Of Education Would Not Save Any Money

A 1995 General Accounting Office study found that the proposed merger of the Department of Labor, Education, and the Equal Employment Opportunity Commission would save less than one half of one percent of the agencies' combined budgets over five years. Much of that savings would come from the elimination or consolidation of programs and services, not from the merger of the agencies.

■ The Argument That We Are Spending More While Students Achieve Less Is Incorrect

Student achievement, by a variety of measures, has increased. Math and reading scores are up. More high school graduates are taking the SAT, and scores have increased by 8 percentage points over the last 10 years. The high school dropout rate has decreased from 17 percent in 1967 to 11 percent in 1993. Almost 90 percent of students graduate from high school. Between 1980 and 1993, the proportion of high school graduates going to college increased from 49 percent to 62 percent.

■ Federal Programs Are Effective

College aid has strongly increased the likelihood that low-income students will acquire additional education. The Direct Lending program has been praised by college presidents and students alike for its speed, efficiency, and lack of bureaucracy. With the help of Head Start, pre-primary enrollment has doubled over the last 25 years, giving children a better chance to enter school ready to learn. Children that participate in Head Start are more likely to graduate from high school, earn more, and commit fewer juvenile crimes. High school graduates who complete a coherent sequence of vocational courses are more likely than general education graduates to find training-related jobs, earn more in these jobs, and are less likely to be unemployed over time.

In Newport News, Virginia, the Reading Recovery program run with Title I funds at the Magruder Primary School has increased the percentage of second-grade students reading at or above grade level from less than 1 percent to 80 percent in just three years.

Federal programs have made the difference between academic success and failure for large numbers of students. One Boston student started as a below-average elementary student. After completing the Title I program, he went on to become his high school's class president and is currently enrolled at M.I.T.

One New York City student was put in a special reading program funded by Title I because he scored far below his first-grade classmates. By the end of his first-grade year, he was reading at a second-grade level. By the fourth grade, he was reading in the 96th percentile of his class. This student, identified as "at risk" in the first few weeks of first grade, is now a high-achieving fifth grader.

In Newport News, Virginia, the Reading Recovery program run with Title I funds at the Magruder Primary School has increased the percentage of second-grade students reading at or above grade level from less than one percent to 80 percent in just three years.

DIRECT LENDING

Since the early 1970s, college students have obtained government-subsidized loans from local banks through the Guaranteed Student Loan program, a system of 7,000 lenders, 41 guaranty agencies, and 25 secondary markets.

The Student Loan Reform Act of 1993 created an alternative program, direct lending, which permits college students to bypass lenders in the guaranteed loan program and borrow money for college directly from the Federal government through their campus student aid office.

Under current law, direct lending is being phased in as follows: five percent of loan volume in year one, 40 percent in year two, 50 percent in years three and four, and 60 percent in year five. These volume levels are "targets" and may be exceeded if more schools want to join direct lending.

Direct lending also created flexible repayment terms for student borrowers. Students may pay their loans back as a percentage of income. When graduates are starting a family, working in their first job, or starting a business, they can choose to make smaller payments.

In 1996, 1,750 colleges and universities serving 2.8 million students chose to offer direct student loans.

■ Republican Agenda

Direct lending was enacted in 1993 as part of the *Omnibus Budget Reconciliation Act*. Republicans have targeted direct lending as a Clinton initiative that should be dismantled. They paint direct lending as just another inefficient, Democratic big government program. They argue that the private sector—represented by the guaranteed student loan program—offers a more efficient loan program than the Federal government.

In the 1996 budget battle, Republicans tried to eliminate direct lending altogether, and then settled on a 10 percent cap of loan volume. Their budget bill was vetoed, so direct lending survives—and the battle continues.

The 1997 Budget Resolution instructed Congress to cap direct lending, but the cap level was not specified.

■ Colleges Should Be Able To Choose Their Student Loan Program

Colleges should be able to choose the student loan program that provides the best service and lowest costs to their students. That means no cap on direct lending.

■ Direct Lending Helps Students

At direct lending schools, loan money gets to students more promptly. One student called it "the best thing since microwaveable brownies." The application process is simpler because students do not submit a separate loan application to a bank.

In 1993, when the University of Colorado at Boulder was still using guaranteed student loans, only 3,000 checks were available to students by the first day of class. Last fall, under the direct lending program 6,585 checks were ready for students to pick up to buy needed books and supplies.

In 1993, when the University of Colorado at Boulder was still using guaranteed student loans, only 3,000 checks were available to students by the first day of class. Last fall, under the direct lending program 6,585 checks were ready for students to pick up to buy needed books and supplies.

Students lose flexible repayment terms if direct lending is capped or eliminated.

■ Direct Lending Helps Colleges And Universities

Last year, a General Accounting Office survey of direct lending colleges and universities showed that they were pleased with the administration of the program, the speed of loan delivery, and efforts to simplify the process for students and parents. Also in 1995, a survey by *Education Daily* found that more than 90 percent of participating colleges and universities rated the direct lending system as "excellent."

■ A Cap On Direct Lending Is A Cap On Competition

Capping or eliminating direct lending denies colleges the right to choose the loan program that provides the best service and the lowest costs to their students, undercuts free competition, and substitutes a statutory monopoly for market forces. Competition with direct lending has already brought lower fees and interest rates to all students. In just two years, students have saved well over \$1 billion in fees alone.

Nearly 500 colleges, some in direct lending and others in the guaranteed student loan program, made this point in a letter to then-Majority Leader Dole: *"Capping or otherwise limiting the direct loan program would undermine the market-based incentives that have so dramatically improved the guaranteed student loan system. The student loan system needs more competition, not less."*

■ Capping Direct Lending Saves No Money

In a letter to Senator Ashcroft dated May 3, 1996, the Congressional Budget Office confirms that capping or eliminating direct lending does not save the taxpayers' money. *"In general, converting a direct loan program into a loan guarantee program would not have any budgetary impact,"* the letter states.

■ Direct Lending Improves Accountability and Oversight In Federal Loans

In its first year, direct lending received a "clean" audit—the first in the history of Federal student loans. Centralized loan information, standardized forms, and the reduction in program complexity leads to fewer opportunities for error and abuse. In addition, schools in the direct loan program have a lower default rate than those in the guarantee program.

■ Capping Direct Lending Will Wreak Havoc In Colleges Across The Country

Capping loan volume at 20 percent would shut 1.6 million students in 1,100 schools out of the program. The Department of Education would have to decide how to ration direct lending. They would have to eliminate colleges with less than 100 percent participation, limit the program to first-year participants, or force colleges to operate dual programs. In any case, many students would be forced back into the old system.

Colleges across the country invested heavily in changing operating procedures, hardware and software, and explanatory materials for students when they first chose direct lending. Capping or eliminating direct lending will impose unnecessary conversion costs for participating colleges and universities.

COLLEGE FINANCIAL AID FOR LEGAL IMMIGRANTS

Currently, *legal* immigrants, most of whom will one day become citizens, are eligible to receive federal financial aid for college expenses. There are more than 500,000 legal resident aliens in American colleges and universities. About 390,000 legal immigrants received Pell grant aid in 1992-93, totaling \$662 million. This was about 10 percent of all students receiving Pell grants.

■ Rationale For "Deeming"

Members of Congress who want to limit immigration are seeking to reduce the amount of aid that legal immigrants receive from a variety of so-called "welfare" programs. They include student aid among them. They argue that legal immigrants have sponsors who have promised to keep the immigrant from becoming a public charge and that sponsors, rather than taxpayers, should pay for welfare benefits to immigrants.

Deeming requires that the income and resources of the sponsor of a *legal* immigrant be "deemed" to be the income of the immigrant applying for Federal student aid, including Pell grants and student loans.

Student aid is not welfare. Half of the college students in this country rely on Federal grants or loans to help pay for college, and many families could not finance a college education without Federal assistance.

The deeming provision assumes that every dollar of the sponsor's income and resources are the immigrant's own assets, available to pay for college. By contrast, the Federal financial aid formula that applies to other students recognizes that even a student's own parents have other financial responsibilities and requires only a portion of parental income be used to determine the student's financial need. This means the resources of an immigrant student will be artificially inflated, and most legal immigrants will not qualify for Pell grants or student loans.

Republicans have also proposed to make any immigrant who receives Federal aid, including student aid, for 12 months or more deportable.

■ Student Aid Is Not Welfare

Half of the college students in this country rely on Federal grants or loans to help pay for college, and many families could not finance a college education without Federal assistance. Nearly 80 percent of student aid takes the form of student loans that must be repaid. It would be absurd to suggest that the seven million students who receive Federal aid to pay for college are "public charges."

Student aid more than pays for itself over time. A college graduate earns almost twice what a high school graduate earns and close to three times what a high school dropout earns—and pays taxes accordingly. For every dollar the government invested in education under the *G.I. Bill*, the Nation received \$8 in benefits.

Deeming will not create more aid for other students. Student loans are an entitlement. Students who meet specified need criteria qualify for loans and ultimately pay them back. Pell grants are a quasi-entitlement. Although funds are annually appropriated, they are made available based on eligibility criteria to all students who qualify. The maximum loan amount is decided by Congress each year, and it does not change based on the number of students who qualify.

PUBLIC EDUCATION FOR ILLEGAL IMMIGRANT CHILDREN

The Federal government is responsible for regulating immigration in the United States. Public exasperation over illegal immigration has increased in recent years, and the public and politicians have begun to question whether illegal immigrants and their children should have access to government services, including public education.

In 1982, in *Plyler v. Doe*, the U.S. Supreme Court held that the state of Texas violated the Equal Protection Clause of the Fourteenth Amendment by denying to undocumented children the same free public education it provided to other children residing in the state. Public schools cannot now close their doors to undocumented children.

Although estimates are imprecise, roughly 745,000 undocumented alien children are enrolled in public schools nationwide. Most are in seven states, which are estimated to account for roughly 86 percent of the undocumented immigrant population: California, New York, Texas, Florida, Illinois, New Jersey, and Arizona. In contrast, 29 states were estimated to have fewer than 10,000 undocumented immigrants.

In 1994, voters in California passed Proposition 187 which denies government services to illegal immigrants. The public education component of Prop. 187 is being challenged in court, and California schools are still required to educate undocumented children.

Proponents of exclusion say that the education of undocumented children is an unfunded mandate. They have painted the issue as a "states' rights" issue. They argue that states should be allowed to decide for themselves whether or not they want to educate illegal immigrant children.

States could either exclude from the public schools children who are unable to document that they are lawfully present, or admit such students on a tuition basis, which in many cases would be the functional equivalent of exclusion.

The job magnet, not education, drives illegal immigration. Expelling illegal immigrant children from school would do nothing to control illegal immigration.

■ Expelling Illegal Immigrant Children Will Not Control Illegal Immigration

The job magnet, not education, drives illegal immigration. A 1976 Report by the Domestic Council Committee on illegal immigration concluded that jobs are the main reason why illegal immigrants come to the United States. Fewer than two percent of illegal immigrants come to this country in order to put their children in public schools.

Eighty percent of children who are undocumented live in families where at least one member of the family is legal and one is not. Since some members of the family are legal, they are not likely to leave the country if their children are denied access to education.

■ Expelling Illegal Immigrant Children Would Be Costly For The Nation

Excluding undocumented children from school will not save the taxpayers money—it will simply shift costs from schools to jails and other public services. It will also hurt the Nation long-term in lost economic productivity and revenues.

Children who leave school become a burden on society. Dropouts are three times more likely to be unemployed than high school graduates. Nearly half of the heads of households on welfare and half of the prison population did not finish high school.

Police officers across the country oppose excluding illegal immigrant children from school because it will increase crime. The Fraternal Order of Police, the International Union of Police Associations, and the National Association of Police Organizations have all stated that "the costs of education pale in comparison to the cost of public safety in the neighborhoods where these kids are forced to live."

Barring students from school could have dire public health effects. Schools provide cost-effective services such as health screening and vaccinations. Without these, undocumented children may become a health threat or burden in their communities.

Expelling undocumented children will not take a burden off schools. Teachers and principals will have to determine the immigration status of millions of students, a task requiring enormous expertise and experience. Immigration should be controlled by immigration officers at the borders, not by teachers in the classroom.

Many undocumented children later become legal residents. A 1982 study found that 55 percent of legal immigrants were illegal at one point. It makes no sense to deny education to a 5-year-old who may become legal as an 8-year-old and be eligible but unprepared to go to school.

SCHOOL CHOICE

"Choice" is a term used to talk about a variety of approaches to reforming elementary and secondary education: open enrollment, charter schools, private school vouchers, and private management of public schools.

Open enrollment and charter schools are forms of public school choice, usually supported by Democrats. Vouchers are considered private school choice. Contrary to common perception, private management of public schools is not a form of school choice.

Open Enrollment allows parents to send their children to the school they choose within their public school district, rather than being limited to the school in their immediate attendance area.

Charter Schools are public schools that are granted a charter to operate free of most state and local regulations. Charter schools usually exist in districts with open enrollment.

Private School Vouchers allow the use of public funds to subsidize private school tuition.

Private Management Of Public Schools is the contracting out of the day-to-day operations of a public school district to a private, for-profit company.

CHARTER SCHOOLS

Charter schools are publicly funded schools that are granted a charter to operate independently from district and state governance. The "charter" is a contract in which the school establishes goals for student performance, a system of decision making, and procedures for recruiting students. In exchange, the school is released from most district and state regulations.

Charter schools are part of the public school choice movement. Open enrollment gives students the opportunity to choose what school to attend within the public school system. Charter schools broaden the spectrum of choices available to students by allowing for differences among public schools.

About 250 charters have been issued in the 24 states that allow them. In 1995, more than 25 states considered charter school legislation. Also, the Federal government has awarded \$24 million to charter school programs across the country.

Democrats see charter schools as an opportunity to stimulate innovation within the public school system.

Charter schools bring choice to public education. Charter schools can give teachers, administrators, and community members a chance to innovate and can spur systemwide improvement.

Charter schools, however, are experimental. Their impact on students and the public school system is still unknown.

Because public funds go to charter schools, public accountability is an important component of a successful charter school program. Some basic district and state oversight is necessary to protect charter school students and their parents.

PRIVATE SCHOOL VOUCHERS

Private school vouchers allow the use of public funds to subsidize a student's education at a private school. Voucher proposals usually specify the size of the voucher (for example: \$3,000 for each student each year or the state average per-pupil expenditure, etc.), who is eligible (public school students, current private school students, low-income students), and which schools may redeem vouchers (nonsectarian or religious, new schools or existing schools, etc.).

A few school districts—such as Milwaukee, San Antonio, and Puerto Rico—have voucher programs. Voucher proposals have been considered and defeated in 16 states.

There is no Federal voucher program, although Republicans have tried to get one passed. In 1995, the Senate defeated a proposal that would have allowed private school vouchers of \$1,500-\$3,000 for low-income District of Columbia public school students.

In July 1996, Dole proposed a \$2.5 billion "Opportunity Scholarship" plan. That would pay \$500 toward \$1,000 vouchers for elementary school students and \$750 toward \$1,500 vouchers for high school students. States would have to match the Federal voucher.

Proponents of vouchers say that public schools are in shambles, unsafe, and lacking in values. They want to give parents a "way out" of the public schools.

They also assert that subjecting public schools to free market influences will improve education for everyone. Good schools will attract large numbers of students and will expand to meet the demand. Mediocre schools will be forced to improve to compete for students, and bad schools will be forced to close down.

Some people also like vouchers because they can be used to subsidize religious schools.

■ Federal Resources Should Not Be Diverted From Public Schools

Public school choice, such as open enrollment and charter schools within public school systems, works well. These proposals harness the positive forces of the free market without leaving some students to suffer.

But using public dollars to fund vouchers for private schools is a very different proposition. Vouchers create an escape hatch for a few students and direct public funds and attention away from the critical task of improving schools for all students.

At a time when education programs are already suffering from a disproportionate share of the federal budget cuts, Federal resources should not be diverted to nonpublic schools. It is incongruous that Republicans in Congress would plan to cut funding for public education by 20 percent—\$25 billion in real terms—over the next six years, while supporting the diversion of scarce Federal dollars to private schools.

■ The Competition Model is Misplaced In Public Education

The competition framework is inappropriate for education because healthy competition can only take place when everybody plays by the same rules. Public schools must serve all children; private schools don't have to.

Private schools serve a handpicked group of students who are much more likely to have college-educated parents and to be from high-income families than their public-school counterparts. Public schools, on the other hand, must teach students who are malnourished, speak little or no English, and come from homes with no books, magazines, or newspapers.

The competition framework is inappropriate for education because healthy competition can only take place when everybody plays by the same rules. Public schools must serve all children; private schools don't have to.

In healthy markets, customers get to choose. In the private school market, the schools decide whether to accept a child or not. Thus, choice is given to schools, not parents. Note that the better the school, the more parents and students the school gets to turn away.

Finally, some issues are national priorities that require public effort and commitment to benefit the entire population, not just a few. These include the military, which provides for the national defense; electricity and phone service, which today are available to virtually all rural homes; and the postal service, which delivers mail to all homes in the United States. In each of these examples, the market, acting alone, would not serve all Americans. Public commitment and an effective government role are necessary.

Education for all children is another such need. The economy, the civility of society, and democracy all depend on an educated citizenry.

■ Vouchers And The Courts

Courts have held that providing vouchers to religious schools violates the First Amendment Establishment clause by providing a Federal subsidy for sectarian schools.

No Federal or state court has ever upheld using vouchers for private religious schools. In fact, in August of 1995, the Wisconsin Supreme Court issued an injunction against the expansion of Milwaukee's School Choice Program to include religious schools. In addition, the Supreme Court has consistently struck down programs that constitute public subsidies to religious schools.

■ Vouchers Have Not Had A Significant Impact On Student Achievement

There is no evidence that students using vouchers for private schools show academic improvement. In Milwaukee, which has had a voucher program for five years, test scores of voucher students did not rise.

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"Political enthusiasm and rhetorical claims about the virtues of school choice have far outpaced concrete evidence of merit," says Harvard University researcher Richard Elmore. "Thousands of children have participated in Milwaukee's public-private voucher experiment over the past three years, yet we see no discernible gains in learning."

PRIVATE MANAGEMENT OF PUBLIC SCHOOLS

Private management of public schools arises when school districts contract out the management and operations of their school system to a private, for-profit company. In the past, school districts typically contracted with private companies only for noninstructional services, such as student transportation, building maintenance, and food provision. Recent contracts have been much more comprehensive, including hiring and training teachers, developing curricula, and managing day-to-day school operations.

Education Alternatives, Inc. (EAI) is the most prominent company contracting with school districts. The first major contracts for overall management of school districts were in Baltimore, Md.; Hartford, Conn.; and Dade County, Fla.

Proponents of private management claim that contracting out the day-to-day operations of public schools to a private sector company will help financially strapped and failing districts improve. They argue that private, for-profit companies will run schools better and cheaper than bloated government bureaucracies could.

■ Three Major Experiments In Private Management Have Failed

Schools do not run like private companies in the marketplace. The market place is driven by profit, a quantifiable bottom line. Schools are charged with the more subtle qualitative task of making sure that all children are learning and thriving.

Public schools need management that is accountable to the public, not just shareholders. Running a school district and helping all children learn well is difficult. We must explore options for reforming schools that focus on improving teaching and learning for all children, not on profit-making.

The "silver bullet" solution of private management has not succeeded. The three major experiments in private management of public schools have failed.

In June of 1995, the Dade County Public Schools dropped its contract with EAI to run its South Pointe Elementary School because the school's test scores had not improved more than any other schools' test scores in the district.

In December of 1995, the Baltimore School Board terminated two years early its five-year privatization contract with EAI. The Board noted that test scores had not improved and that EAI had refused to accept a \$7 million cut in the school budget to help meet a citywide shortfall—something superintendents across the country face year after year.

In January of 1996, the Hartford Public Schools also pulled the plug on their EAI experiment.

Public schools need management that is accountable to the public, not just shareholders. Running a school district and helping all children learn well is difficult. We must explore options for reforming schools that focus on improving teaching and learning for all children, not on profit-making.

SPECIAL EDUCATION

The *Individuals with Disabilities Education Act* (IDEA) is the Federal law that governs special education. The law requires states to provide a "free and appropriate" education to all students with disabilities in the "least restrictive environment." Least restrictive environment means that disabled students must be taught with their nondisabled peers to the maximum extent possible.

IDEA guides states and schools to individualize instruction to students with disabilities and establishes due process protections for parents of students with disabilities who are not satisfied with their children's education.

Finally, IDEA allocates money to states to provide special education and related services. Although the goal of IDEA is to pay schools for 40 percent of the cost of special education, the Federal government currently covers roughly seven percent of the cost.

■ The Current Debate In IDEA

Disabilities cross party lines, and IDEA has enjoyed strong bipartisan support since its enactment in 1975. The current reauthorization process has also occurred on a bipartisan basis. But some say that the balance has tipped in favor of disabled children and against nondisabled children—too much paperwork, too many entitlements that drain funds from regular education, not enough Federal support, too much litigation and attorney's fees. Thus, while most people recognize the achievements of IDEA, others want changes that would gut the essential protections in the law.

Some people would like to give schools free rein to suspend and expel students with disabilities. Some would like to eliminate or drastically reduce the awarding of attorney's fees to parents who prevail in due process hearings. Some would like to put a cap on the amount of money schools must pay for related services for students with disabilities, such as physical therapy.

■ IDEA Has Been Enormously Successful

In 1975, 4 million handicapped children did not receive the help they needed to be successful in school. Few disabled preschoolers received services, and 1 million children with disabilities were excluded from public school. Now, IDEA serves 5.4 million children with disabilities from birth through age 21. Every state in the Nation offers public education and early intervention services to children with disabilities.

Fewer than 6,000 children with disabilities are living in institutional settings away from their families today, compared to 95,000 children in 1969. This transformation represents a major accomplishment in keeping families together, and it also reflects a significant reduction in the cost to taxpayers of paying for institutional care, which averages \$50,000 a year for each child.

■ On Discipline

Everyone supports pursuing policies that ensure that our schools are safe and conducive to learning. This is particularly true for parents who have children with disabilities, because their children are often easily distracted and susceptible to teasing and bullying.

But we also must ensure that discipline is not used as an excuse to exclude, segregate, or deny services to children with disabilities because of the failure to design appropriate behavioral management plans, or the failure to provide appropriate support services and staff training.

Before IDEA, the educational needs of 82 percent of children with emotional disabilities were unmet. We must never go back to those days. The goal of public education is to give every child the opportunity to learn. We must be committed to every child—even the ones who aren't so easy.

■ On Attorney's Fees

IDEA relies in part on parents to ensure that children receive the services to which they are entitled.

Attorney's fees make it possible for all parents to bring pressure to bear on schools to meet their children's needs and increase the likelihood that school officials will truly focus on

the needs of their children and work things out. A constitutional right to a free and appropriate public education is a hollow promise at best if it denies attorney's fees to uphold that mandate.

Education must be a collaborative effort among students, parents, and schools. Procedural safeguards help ensure a parent's right to stay involved. Parents must be allowed to maintain an effective voice in the education and treatment of their children with disabilities.

■ On Related Services

IDEA requires an individualized education plan for every child with a disability. Some children need special services—such as speech therapy, transportation assistance, or physical therapy—in order to benefit from school. Related services are essential to ensuring that all children with disabilities get a free and appropriate education.

If we don't commit to the hard—and sometimes expensive—task of educating children with disabilities we risk returning to the days when children lived in institutional settings, at the cost of \$50,000 per child each year. While we need to help schools get reimbursement for services that

other agencies are required to provide, we must not allow children to lose services they need.

Fewer than 6,000 children with disabilities are living in institutional settings away from their families today, compared to 95,000 children in 1969. This transformation represents a major accomplishment in keeping families together, and it also reflects a significant reduction in the cost to taxpayers of paying for institutional care, which averages \$50,000 a year for each child.

PRESIDENT CLINTON'S EDUCATION PROPOSALS

PRESIDENT CLINTON'S SCHOOL CONSTRUCTION INITIATIVE

In July, 1996, President Clinton proposed a School Construction Initiative that would help local communities deal with a serious, festering problem in American education today—the dilapidated classrooms and facilities that plague so many schools.

The School Construction Initiative would provide a Federal subsidy for the interest on tax-exempt bonds for new school construction or renovation. The Federal government would reimburse communities for up to 50 percent of the interest on the bond, which is typically about six percent.

States will be given pools of funds to disburse by a formula to districts that need to build or refurbish schools. The Nation's 125 neediest school districts would apply directly to the Department of Education for their grants. Subsidies would be awarded according to several criteria, including need and evidence that the funding would support construction or renovation that would otherwise not happen.

Too many of the Nation's schools are in physical decay. According to two recent GAO reports, 14 million children in a third of the nation's schools are learning in schools that need extensive repair or replacement. Half the schools have at least one unsatisfactory environmental condition, such as poor air quality. The repair bill alone is now estimated at \$112 billion.

Many schools also lack the infrastructure to make use of educational technology. Almost half of the schools report inadequate electrical wiring for computers.

As schools struggle to deal with these conditions, they also face rising enrollments that will reach an all-time high next year and continue to rise. By fall

of 1996, 52 million students will be enrolled in elementary and secondary schools—surpassing the previous record of 51 million in 1971. Enrollment will increase to 54 million by 2002.

The President's initiative will subsidize projects that fix or upgrade school buildings, increase physical safety of the school, increase access for people with

disabilities, improve energy efficiency, address environmental hazards in a school, provide basic infrastructure to support educational technology, and construct new schools to meet growing enrollments.

The Clinton plan would cost \$5 billion over four years and would be paid for by the auctioning of television spectrum channels.

This initiative creates partnerships between school districts and state and Federal governments to rebuild schools without interfering with local control. Currently, the Nation spends \$10 billion a year on school construction. The Clinton investment will leverage another \$5 billion a year, or \$20 billion.

PRESIDENT CLINTON'S HOPE SCHOLARSHIP PLAN

In June, 1996, President Clinton announced the Hope Scholarship Plan to make at least two years of college affordable for every American. It guarantees free tuition for large numbers of students attending the Nation's community colleges and subsidizes tuition for students at four-year colleges.

The plan—modeled on the Georgia HOPE program—provides students \$1,500 in tuition assistance for their first year of full-time college, through Pell grants or a refundable tax credit or both. Students who earn at least a "B" average in the first year and stay off drugs get another \$1,500 in tuition assistance for their second year. The scholarship is \$750 a year for part-time study, until the student has completed two full years of college.

According to two recent GAO reports, 14 million children in a third of the Nation's schools are learning in schools that need extensive repair or replacement.

The \$1,500 credit is \$300 above the national average community college tuition and would make tuition free for 67 percent of all community college students. Community colleges enroll 48 percent of all undergraduates and over half of all minority students. The credit can also be applied to the first two years of tuition at four-year colleges.

The Hope Scholarship dovetails with an earlier Democratic proposal for a \$10,000 tax deduction for education and training. For the first two years of college, students will be able to choose between the tax deduction of \$10,000 a year per family or the \$1,500 tax credit. For the last two years of college and graduate school and professional school, the tax deduction remains available to all families with incomes below \$100,000 or to individuals with incomes below \$70,000.

According to the Bureau of Labor Statistics, 60 percent of all jobs created between now and the year 2005 will require education beyond high school.

The Hope Scholarship program and the Tuition Tax Deduction, together, are estimated to cost \$43 billion over six years and would be paid for through savings in the President's balanced budget proposal, by closing a tax loophole for multinational corporations, by charging an international departure fee, and by auctioning radio spectrum channels.

The Hope Scholarships invest in the future of America by investing in education and training for all citizens. The President's proposal recognizes what business leaders have been telling

us for years, that high skills are the key to high wages for American workers in the global economy. According to the Bureau of Labor Statistics, 60 percent of all jobs created between now and the year 2005 will require education beyond high school.

FACT SHEETS ON MAJOR FEDERAL PROGRAMS

HEAD START FACT SHEET

■ What Is Head Start?

Head Start is a comprehensive preschool program for low-income children, ages 3 through 5 years old, that helps them become prepared for school and stay healthy by providing immunizations, health check-ups, and nutritious meals. It also helps parents become active participants in their children's learning. Eligibility for Head Start is defined by family income at or below the Federal poverty line, roughly \$14,000 a year.

Head Start served more than 740,000 children in 1994. Enrollment in the program increased 37 percent from 1990 to 1994. The program has served 14.5 million children since it began in 1965.

Prevention programs like Head Start are cost effective and successful. For the price of a single space in a juvenile detention facility, we can provide a full-day, full year Head Start experience for five young people. Children that participate in Head Start are more likely to graduate from high school, earn more, and commit fewer juvenile crimes.

***For the price of a single space
in a juvenile detention facility,
we can provide a full-day, full-
year Head Start experience for
five young people.***

If we are serious about reducing juvenile crime and welfare dependency and promoting family values and school readiness, Head Start must continue to be a centerpiece of our community-based response. Head Start strengthens families, builds communities, and gives children an opportunity to come to school ready to learn.

Funding

FY '95	\$3.53 billion
FY '96	\$3.57 billion
President's FY '97 Request	\$3.98 billion

GOALS 2000: EDUCATE AMERICA ACT FACT SHEET

■ What Is Goals 2000?

The *Goals 2000: Educate America Act* provides funding to help states and local communities improve their schools and help all students reach high standards of achievement. Forty-eight states received Goals 2000 funds in the first year (New Hampshire and Virginia chose not to apply for Goals 2000 funds). Forty states have received second-year funds, and most other states are expected to apply for second year money soon.

Goals 2000 provides states with "no-strings-attached" financial support for local education reform. Not one Federal regulation has been or will be issued for Goals 2000. Ninety percent of the Goals 2000 money that states receive must be dispensed at the local level.

Business leaders recognize the importance of Goals 2000. The Business Roundtable wrote, "[We] believe that continued support for Goals 2000 is important despite the current focus within Congress on balancing the budget. Education is an area within the Federal budget where strategic investments must continue in order to assure that our children become productive workers and active members of society."

In a September 26, 1995 article in the *Washington Post*, Joseph T. Gorman, President of TRW, Inc., was quoted saying, "If we lose this, it would set back state education reform efforts by years. The value of Goals 2000 is that it's designed to spur systematic, break-the-mold reform and hold schools accountable to clear standards."

Goals 2000 provides states with "no-strings-attached" financial support for local education reform. Not one Federal regulation has been or will be issued for Goals 2000.

Local leaders also support Goals 2000. Springfield, Massachusetts uses Goals 2000 money to support a three-year program to recertify teachers in the district. Goals 2000 supports Vermont's Green Mountain Challenge to develop world-class aca-

ademic standards and assessments and an education system that provides every student an opportunity to meet the standards.

Under ED-Flex, a special provision under Goals 2000, a state can waive Federal education regulations and statutory requirements that impede state and local efforts to improve teaching and learning. In July, 1996, Colorado became the 8th ED-Flex state behind Maryland, Oregon, Kansas, Massachusetts, Ohio, Texas, and Vermont.

Funding

FY '95	\$372 million
FY '96	\$350 million
President's FY '97 Request	\$491 million

TITLE I: EDUCATION FOR THE DISADVANTAGED FACT SHEET

■ What Is Title I?

Title I enables schools to provide additional staff and resources for individualized instruction in reading and math, curriculum improvements, smaller classes, extra time to learn, technology resources, and assistance to train parents to help disadvantaged students learn to read, write, and do math.

With the help of Title I, the achievement gap between black and white nine-year olds has narrowed over the past two decades by 18 percent in math and 25 percent in reading.

But more needs to be done. For example, first graders in poor schools start school scoring

27 percent lower than other children in reading and 32 percent lower in math. In addition, eighth graders in poor schools are 57 percent more likely to leave school by grade 10 than are students in other schools.

With the help of Title I, the achievement gap between black and white nine-year-olds has narrowed over the past two decades by 18 percent in math and 25 percent in reading.

In Sanchez Elementary School in Austin, Texas, Title I supports a Reading Recovery program that provides intense reading instruction for 30 minutes a day to second graders. In addition, the school, during

its intersession breaks, offers 150 especially needy children extra opportunities to master basic and advanced skills in academics, learn acceptable school behavior, and improve vocabulary. The extra time in school translates into 15 additional school days.

Funding

FY '95	\$6.7 billion
FY '96	\$6.7 billion
President's FY '97 Request	\$7.2 billion

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT FACT SHEET

■ What Is Safe And Drug-Free Schools?

The National Center for Education Statistics recently found that more than half of sixth to 12th grade students say they have witnessed bullying, robberies, or physical assault at school.

A recent Louis Harris poll found that fear of crime and violence leads many young people to miss school, get lower grades, and carry weapons. Students reported that crime has a significant effect on their daily routines, curtailing their freedom of movement and encroaching on their schoolwork.

Safe and Drug-Free Schools is the only Federal program dedicated to providing funds to schools to combat alcohol and drug use and violent behavior.

Safe and Drug-Free Schools funds support activities such as comprehensive school safety strategies, conflict resolution and peer mediation, the installation of metal detectors, and the hiring of security guards.

The program allows Governors, states, and schools flexibility in developing programs based on their assessment of the problems they face and other resources available. The Act also provides funds for national programs to prevent the illegal use of drugs and to promote safety and discipline for students at all educational levels.

Safe and Drug-Free Schools funds support activities such as comprehensive school safety strategies, conflict resolution and peer mediation, the installation of metal detectors, and the hiring of security guards.

Nationwide, more than 14,000 school districts serving 39 million students get funds to combat drugs and violence in schools.

Drug use by students is on the rise and too many students are victims of crime in their schools. Yet Republicans have attempted again and again to slash funding that supports 97 percent of communities and makes it possible

for 39 million students to learn in safe and drug-free schools.

Funding

FY '95	\$466 million
FY '96	\$466 million
President's FY '97 Request	\$540 million

EDUCATIONAL TECHNOLOGY PROGRAMS FACT SHEET

■ What Are Educational Technology Programs?

The use of information technology in schools results in lower absenteeism, improved grades, and reduced dropout rates. Computers allow teachers to expect more from their students, spend more time with individual learners, and present more complex material.

However, substantial improvements in schools must be made to bring the promise of technology to all students. Otherwise, technology will become another way to separate schools into "haves" and "have nots." A study by the General Accounting Office shows that 10.3 million students in about 25 percent of schools do not have sufficient computers to meet their present instructional needs. According to the National Center for Education Statistics, Internet access is available to 50 percent of schools overall, but only to 31 percent of schools with large proportions of students from poor families, and only 39 percent of schools with fewer than 300 students.

Department of Education technology initiatives have funding totaling \$78.4 million in FY 1996.

The *Technology for Education Act* established a Federal leadership office for technology in education, run by the Secretary of Education. The Act also established competitive grants awarded to school districts to work with parents, local industries, libraries and other organizations to develop innovative approaches to bringing technology into the classroom.

Star Schools projects, begun in 1988, provide instruction through the use of distance learning

technologies, including satellite, cable, fiber, computer networks, and wireless transmission. They reach underserved populations and students in remote locations. One Star Schools project operates in five cities—Boston, Springfield, Hartford, Washington, and New York.

This project, called "Healthlinks," provides instruction on health issues to at-risk youth through satellites, computer networks, and video conferencing.

The Education Department also runs the *Ready-to-Learn Television program* that provides education instruction at the preschool level and a small demonstration project in mathematics, *Telecommunications in Mathematics program*.

■ Other Federal Educational Technology Initiatives

In addition to these Education Department initiatives, the *Telecommunications Act* requires telecommunications carriers to provide discount rates to schools and libraries and to assist schools in gaining access to the Internet and to advanced information services.

In February of 1996, the President proposed the creation of a \$2 billion, five-year, Technology Literacy Challenge program to bolster state, local, and private-sector efforts to provide all children with a greater opportunity to learn the skills they need to thrive in the Information Age.

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Funding

FY '95	\$55.6 million
FY '96	\$78.4 million
President's FY '97 Request	\$107 million

SCHOOL-TO-WORK OPPORTUNITIES ACT FACT SHEET

■ What Is School-to-Work?

American students are reaching higher standards than they were in the past. But only a small percentage of U.S. students are being challenged to take the most difficult classes and reach the highest academic standards. Three-quarters of all students do not complete a four-year college degree program. High school students who do not plan to attend college often take remedial or vocational courses rather than more difficult academic courses.

Since June 1995, more than 116,000 students, 42,000 employers, and almost 3,000 schools across the country have joined together to help ease the transition from school to work.

Lower expectations for students produce low achievement. In 1990, illiteracy in the workplace was estimated to cost companies approximately \$40 billion annually in lost productivity. Eight out of 10 companies surveyed in 1993 said that poor quality education had competitive implications for their business. According to a 1993 employer survey, 37 percent of companies are encountering problems recruiting technical staff, and 30 percent report problems recruiting other skilled labor.

The School-to-Work Opportunities Act provides students with opportunities to learn job and academic skills needed to compete in today's workforce. The Act supports partnerships between schools, employers, and community leaders to give young people the skills necessary for productive and satisfying adult lives in an increasingly competitive American economy. As of June 1995, more than 116,000 students, 42,000 employers, and almost 3,000 schools across the country have joined together to help ease the transition from school to work.

Partners work together to provide students with high-quality education that is directly relevant to the world of work. These initiatives enhance the school curriculum, through applied or project-based learning. They also involve learning in the workplace, through workplace mentoring, job shadowing, and apprenticeships. In addition, they connect schools with the workplace, by matching students with placement sites, providing

training for employers and mentors, and planning with industry to link training with employment needs.

School-to-Work offers seed money to states to start up a variety of initiatives, designed by local businesses and educators to best suit the needs of their communities. The Federal funds leverage substantial investments by partners on the state and local level.

Computers and high-speed communications are changing the way that work is organized. The emergence of a global marketplace has changed the environment in which American companies do business. Companies need more highly skilled workers to compete, and they are willing to pay for the increased qualifications of these workers.

Both students and employers benefit from School-to-Work partnerships. Students gain valuable technical skills, job experience and career counseling, and employers gain access to a highly trained and versatile workforce, certified and knowledgeable in all aspects of an industry.

In Milwaukee, Wisconsin, public schools, approximately 30,000 students in 44 schools benefit from their innovative School-to-Work initiative. Milwaukee uses part of its funding to run an extensive youth apprenticeship program, which places 1,000 students in structured work-based learning experiences at the facilities of participating employers each year.

The district also provides a number of classroom learning experiences that are related to the work world. For example, a local bank adopted one of the schools, and its employees worked with students in all grades to help them set up a bank for students within the school. Each grade level has a different

role in the project, from acting as bank tellers, to bookkeepers, to depositors.

Funding

FY '95	\$245 million
FY '96	\$350 million
President's FY '97 Request	\$400 million

LEARN AND SERVE AMERICA FACT SHEET

■ What Is Learn And Serve America?

Learn and Serve America is a Federal grant program administered by the Corporation for National Service that increases opportunities for school-aged youth and college students to learn and develop through service.

The K-12 component places academic learning in a real-life context by having students meet actual community needs while gaining mastery over important academic, employment, and social skills. Thus, the approach combines curriculum and service.

For example, in Springfield, Massachusetts, at the Putnam Vocational High School, students used a Learn and Serve grant to help them design and build a community and student health services center housed in their school. The work was valued at \$455,000 and was built for \$70,000.

The higher education component supports efforts to make service an integral part of the college experience. Grants help universities and nonprofit organizations involve a wide array of students and com-

munity organizations in working together to address needs in education, public safety, human services, and the environment.

For example, medical schools use Learn and Serve grants to staff community health centers with students meeting clinical rotation requirements. Technical colleges involve architecture students in renovating severely distressed public housing.

In 1995, Learn and Serve gave more than 750,000 students nationwide the opportunity to serve their community and learn academic, work, and social skills.

Service learning projects promote the concept of lifetime service, by incorporating a commitment to service in the earliest grades of school and continuing through a lifetime.

Research shows that students involved in community service-learning projects are more interested in school than students who are not. In schools with service-learning projects, attendance has improved and discipline problems have decreased.

In Springfield, Massachusetts, at the Putnam Vocational High School, students used a Learn and Serve grant to help them design and build a community and student health services center housed in their school. The work was valued at \$455,000 and was built for \$70,000.

Funding

FY '95	\$46 million
FY '96	\$43 million
President's FY '97 Request	\$53 million

AMERICORPS FACT SHEET

■ What Is AmeriCorps?

AmeriCorps is the national service program that provides thousands of Americans with education awards in exchange for a year of results-driven community service. AmeriCorps members help meet the nation's critical needs in the areas of education, social service, the environment, and public safety.

The AmeriCorps class of 1996, which began a year of service in September, 1995, has 25,000 members serving over 1,400 communities across America. In return for a year of full-time service, they earn an education award of \$4,725 to help pay for college or pay back student loans.

The New Hampshire Coalition Against Domestic and Sexual Violence sponsors 34 members in its AmeriCorps Victim Assistance Program who serve as advocates for victims of stalking, domestic violence, and sexual violence in 14 counties across the state. Members support victims through the court system, help obtain protective orders, and serve in rape crisis centers.

Working in close partnership with businesses and foundations, AmeriCorps combines private, public, and nonprofit sectors' resources with human capital in order to achieve goals set by local communities.

Most AmeriCorps members are sponsored by local and national charities, civic organizations, schools, religious, and community groups.

AmeriCorps*VISTA (Volunteers in Service to America) brings to AmeriCorps a 30-year tradition of service in struggling communities. AmeriCorps*NCCC (the National Civilian Community Corps) is a residential program based on downsized or closed military facilities whose members serve com-

munity needs and respond to natural disasters.

For every dollar invested in national service programs, \$1.54 to \$3.90 is returned to the American economy.

The New Hampshire Coalition Against Domestic and Sexual Violence sponsors 34 members in its AmeriCorps Victim Assistance Program who serve as advocates for victims of stalking, domestic violence, and sexual violence in 14 counties across the state. Members support victims through the court system, help obtain protective orders, and serve in rape crisis centers.

Funding

FY '95	\$416 million
FY '96	\$352 million
President's FY '97 Request	\$485 million

PELL GRANTS FACT SHEET

■ What Are Pell Grants?

The Federal Pell grant program provides need-based grants to low-income students to help make post-secondary education more affordable. In the 1995-96 school year, 6,900 institutions participated in the Federal Pell grant program, and almost four million students received Pell grants, with an average award of \$1,579.

Pell grants are available to full and part-time undergraduate students enrolled in a degree or certificate program at an eligible institution. Grants are awarded to students who demonstrate financial need, based on the cost of education and the ability of the student and family to pay this cost.

According to the U.S. Bureau of Labor Statistics, education requirements are increasing in the workplace, and 60 percent of all jobs created between 1992 and 2005 will require education beyond high school. However, the rising cost of college tuition is putting higher education out of reach for many Americans.

Pell grants play an important role in increasing access to higher education. One-fifth of all students pursuing post-secondary education receive Pell grants, and most Pell grant recipients would not be able to attend college without Pell grant assistance.

Many studies have found that student aid in the form of direct grant assistance improves access to post-secondary education, and this effect is strongest for lower-income students. Two recent General Accounting Office reports found that grant money also has a strong impact on student drop-out rates, especially for low-income and minority students. For African-American and Hispanic students, on average, increasing their grant

aid by \$1,000 decreases the probability of dropping out by seven or eight percent.

In the 1992-93 school year, 67 percent of all Pell grant recipients had annual incomes of \$15,000 or less, and 93 percent of recipients earned less than \$30,000 per year.

One-fifth of all students pursuing post-secondary education receive Pell grants, and most Pell grant recipients would not be able to attend college without Pell grant assistance.

Funding

FY '95:	\$5.756 billion*
Maximum grant	\$2,340
FY '96:	\$5.747 billion*
Maximum grant	\$2,470
President's FY '97 Request:	\$6.425 billion*
Maximum grant	\$2,700

(* Appropriation plus carry-over funds used to support maximum grant)

CAMPUS-BASED STUDENT AID FACT SHEET

■ What Is Campus-Based Student Aid?

The Federal campus-based student aid programs provide grants, loans, and work-study to increase access to higher education for students with financial need. Federal funds are provided to post-secondary institutions that then allocate the awards to eligible students.

The Federal **College Work Study** program provides paid work experiences to undergraduate students, often in areas related to their field of study. In FY 1995, more than 700,000 needy students earned money to pay for college by working part-time through the Work Study program. The President's FY 1997 funding request would make Work Study opportunities available to 73,000 additional students in 1997 and would expand the program to one million students by the year 2000.

The Federal **Perkins Loan** program provides long-term, fixed, low-interest loans to financially needy students who are struggling to pay for college. The majority of loan funds go to students with family

incomes of \$24,000 or less. In the 1995-96 school year more than 744,000 needy students received Perkins loans. The Federal investment in Perkins loans leverages matching capital contributions from institutions, who must provide at least 25 percent of the funding for Perkins loans.

According to the Institute for Higher Education Policy, students who receive a grant in combination with a loan have a higher chance of staying in school than students who receive only grant or loan aid.

Federal Supplemental Educational Opportunity Grants (SEOG) provide an additional source of grant aid for Pell grant recipients. The SEOG program awards up to \$4,000 to supplement Pell grants for exceptionally needy students. In FY 1995, almost one million needy students were assisted through SEOG.

SEOG recipients use these grants in combination with other forms of grant, loan, and work study aid to pay for college. According to the Institute for Higher Education Policy, students who receive a grant in combination with a loan have a higher chance of staying in school than students who receive only grant or loan aid.

Funding

FY '95	\$1.36 billion
FY '96	\$1.29 billion
President's FY '97 Request	\$1.42 billion

EDUCATION VOTING RECORDS IN THE 104TH CONGRESS

SENATE EDUCATION VOTES IN THE 104TH CONGRESS

FY 1996 Budget Resolution: Harkin-Hollings Education Amendment (May 22, 1995)

The Harkin-Hollings amendment would have restored \$40 billion to education programs over seven years by reducing the level of tax cuts.

Motion to waive the point of order was rejected:	47-51
Republicans:	2-51
Democrats:	45-0

FY 1995 Rescissions Conference Report (May 25, 1995)

The Senate rescinded FY '95 education funding by \$500 million.

Senate bill was agreed to:	61-38
Republicans:	53-1
Democrats:	8-37

Senate 1996 Budget Resolution: Kennedy Edu- cation Amendment (May 25, 1995)

The Kennedy amendment would have restored \$28 billion in education funding over seven years by closing corporate tax loopholes.

Motion to table agreed to:	54-45
Republicans:	52-2
Democrats:	2-43

Senate 1996 Budget Resolution: Kennedy Pell Grant Amendment (May 25, 1995)

The Kennedy amendment would have added \$8.8 billion dollars to Function 500, specifically to increase funding for the Pell grant program.

Motion was tabled:	54-45
Republicans:	53-1
Democrats:	1-44

Senate 1996 Budget Resolution: Snowe-Simon Education Amendment (May 25, 1995)

The Budget Resolution would have required the Senate Labor Committee to cut student aid by \$13 billion. The Snowe-Simon amendment added back \$9.4 billion. The savings were found by closing tax loopholes for foreign corporations.

Amendment was agreed to:	67-32
Republicans:	23-31
Democrats:	44-1

Telecommunications Act: McCain Amendment (June 8, 1995)

The McCain amendment would have eliminated provisions providing affordable, universal access to telecommunications services for schools and libraries.

Motion was tabled:	58-36
Republicans:	14-35
Democrats:	44-1

1996 Budget Resolution Conference Report (June 29, 1995)

The Senate passed the *Conference Report on the Concurrent Budget Resolution*, which included the largest education cuts in the Nation's history.

Conference Report was adopted:	54-46
Republicans:	54-0
Democrats:	0-46

Budget Reconciliation Act of 1995: Kennedy Amendment (October 26, 1995)

The Kennedy amendment would have restored \$7.8 billion to student loan programs over seven years and allowed colleges to choose the loan program that best serves their students.

Amendment was tabled:	51-48
Republicans:	51-2
Democrats:	0-46

**Budget Reconciliation Act of 1995:
Kassebaum Amendment (October 26, 1995)**

The Kassebaum amendment contained the same provisions as the Kennedy amendment except that it did not permit colleges and universities freedom of choice in their loan programs.

Amendment passed:	99-0
Republicans:	53-0
Democrats:	46-0

**FY 1996 Continuing Resolution: Kennedy
Amendment (January 26, 1996)**

The Kennedy-Simon-Snowe-Jeffords amendment would have restored \$3.1 billion to education programs for fiscal year 1996.

Motion to waive a point of order was rejected:	51-40
Republicans:	6-40
Democrats:	45-0

**FY 1996 Continuing Resolution: Specter-
Harkin Amendment (March 12, 1996)**

The amendment to the continuing resolution added back \$2.7 billion to education programs to restore education funding to just short of FY '95 levels.

Amendment passed:	84-16
Republicans:	37-16
Democrats:	47-0

**1997 Budget Resolution: Kerry-Murray
Amendment (May 22, 1996)**

The Kerry-Murray amendment would have restored \$56 billion to education and training over six years, raising spending to the levels provided under the President's budget.

Amendment was tabled:	52-48
Republicans:	49-4
Democrats:	3-44

**1997 Budget Resolution: Wellstone
Amendment (May 22, 1996)**

Sense of the Senate that any funds available for tax cuts beyond the amount necessary to pay for the \$500 per child tax credit be used to finance a tax deduction for higher education tuition, or student loan interest payments, or deficit reduction.

Amendment was tabled:	56-44
Republicans:	53-0
Democrats:	3-44

**1997 Budget Resolution: Domenici Second-
Degree Amendment to Harkin-Specter
Amendment (May 23, 1996)**

Added \$5 billion in budget authority and \$4 billion in outlays to non-defense discretionary programs in FY 1997. \$1.7 billion is allocated to function 500.

Amendment passed:	76-24
Republicans:	30-23
Democrats:	46-1

HOUSE EDUCATION VOTES IN THE 104TH CONGRESS

1995 House Rescissions Act (March 16, 1995)

The House rescinded FY 1995 education funding by \$1.7 billion.

Act was passed:	227-200
Republicans:	221-6
Democrats:	6-193

1996 House Budget Resolution (May 18, 1995)

This resolution cut resources for education funding by more than \$40 billion over seven years and proposed the elimination of the U.S. Department of Education.

Resolution was passed:	238-193
Republicans:	230-1
Democrats:	8-191

1996 House Appropriations Bill for the Departments of Labor, Health and Human Services, and Education (May 18, 1995)

This bill cut discretionary education funding by \$4.4 billion below FY 1995 levels.

Bill was passed:	219-208
Republicans:	213-18
Democrats:	6-189

FY 1996 House Budget Reconciliation Bill (October 26, 1995)

This bill cut Federal funding for education by more than \$36 billion over seven years, reduced funding for student loans, and cut health, nutrition, and other programs for children.

Bill was passed:	227-203
Republicans:	223-10
Democrats:	4-192

FY 1996 Continuing Appropriations Resolution: Bonior Motion to Recommit (January 25, 1996)

This motion would have sent the bill back to the Appropriations Committee with instructions to restore \$3.1 billion for education programs.

Motion failed:	193-222
Republicans:	4-222
Democrats:	188-0

FY 1996 Omnibus Appropriations Conference Report: Obey Motion to Recommit (March 21, 1996)

This motion would have restored \$3 billion to education funding in FY 1996 by instructing House conferees to accept the Senate-passed levels for education.

Motion was rejected:	192-230
Republicans:	2-230
Democrats:	189-0

1997 House Budget Resolution: Sabo Amendment (May 16, 1996)

This amendment would have restored \$60.3 billion in funding to elementary, secondary, and higher education and training over the next six years.

Amendment was rejected:	117-304
Republicans:	1-225
Democrats:	116-78

1997 Budget Resolution Conference Report (June 12, 1996)

This measure cut education funding by 20 percent—\$25 billion in real terms—over the next six years.

Resolution was passed:	216-211
Republicans:	212-19
Democrats:	4-191

\$1,500 HOPE SCHOLARSHIP COLLEGE TAX CREDIT

Overview. Currently, millions of Americans have access to college through Pell Grants and the federal student loan program, including the President's Direct Student Loan program, but the average student with loans now graduates \$10,000 in debt and many more may not go on to college because they are reluctant to borrow so much money. The annual cost of a public college increased from 9% of the typical family's income in 1979 to 14% in 1994. [Education Department, 1996] *President Clinton's HOPE Scholarship Plan makes it clear that two years of college should be as universal as high school, and builds on his comprehensive program to guarantee that a college education is both accessible and affordable to all Americans at any time in their life.*

- **Guaranteed Average Tuition For Two Years of Community College:** The HOPE Scholarship Plan will ensure that students can get up to a \$1,500 refundable tax credit, a Pell Grant, or a combination for tuition in their first year after high school, and another \$1,500 in their second year if they work hard, stay off drugs, and earn at least a "B" average. This \$1,500 credit is \$300 above the national average community college tuition and would make tuition free for 67% of all community college students. It would enable states that set tuition within \$300 of the national average *to make community college tuition free for every student.* The credit would be indexed to inflation each year to protect its value.
- **\$1,500 For The First Two Years At Any College For Students Who Earn At Least a B Average:** While the HOPE Scholarship tax credit is priced to pay for the full cost of two years of community college tuition for students who earn at least a "B" average in their freshman year, the \$1,500 credit can be applied to tuition at any college, from a two-year public community college to a four-year private college. This \$1500 tax credit will be a substantial downpayment for parents sending their children to colleges with higher tuition.
- **\$750 for Half-Time Students:** The HOPE Scholarship Tax Cut is designed to assist parents and current workers who want to further their education. Those who can only go to school half-time because of their job or parenting obligations, are eligible for a \$750 refundable credit per year until they have completed two full years of college. The "B" average requirement also applies to half-time students.
- **Includes 1-Year Certificate Programs:** Students at training and technical programs eligible for Pell Grants under Title IV of the HEA are also eligible HOPE Scholarships.
- **Interaction with the \$10,000 Education Tax Deduction:** Students would receive either the HOPE scholarship or the \$10,000 tax deduction in any year. Eligible students in their first two years or their parents can choose between either the Hope Scholarship or the deduction. The deduction is up to \$10,000 a year per family. The credit is \$1,500 per student.
- **Costs:** The HOPE Scholarship Plan is fully paid for within the President's balanced budget plan. The President's initial proposal for a \$10,000 deduction cost \$35 billion over six years. The new proposal, with the \$1,500 tax credit, costs \$42.9 billion over 6 years. To offset this increase, the Administration proposes to reduce sales source rule benefits, apply an international departure fee, and auction radio DARS spectrum.

In addition, the \$10,000 deduction is also more targeted by conforming the income limits to match the income limits for the proposed expanded IRAs. The deduction had been phased out for joint filers with income between \$100,000 and \$120,000, and for single filers with income between \$70,000 and \$90,000. It will now be phased out for joint filers with income between \$80,000 and \$100,000, and for single filers with incomes between \$50,000 and \$70,000. These income limits would apply to the \$1,500 tax credit as well as the \$10,000 deduction.

- **"B" Average:** To remain eligible for the credit, students must earn at least a "B" average or a 2.75 grade point average in their first year of college or post-secondary school. Based on the National Post-Secondary Student Aid study, more than half of students earn a 2.75 average or better.
- **Students Must Stay Drug-Free:** A student is ineligible if, in accordance with the Drug-Free Post-Secondary Education Act of 1990, he or she has been convicted of committing certain felony offenses involving marijuana, controlled substances, or dangerous drugs.
- **Administration:** Administrative issues such as the timing and delivery of the tax credit will require consultation with colleges to ensure that the plan provides maximum flexibility and efficiency rather than top-down administration. The Treasury Department and Department of Education will work with Members of Congress, Governors, and college presidents and financial aid administrators to design the most flexible and efficient system, and to ensure against excessive and abusive tuition increases.
- **Challenge to States.** The President is challenging states to build on the HOPE Scholarship Plan by following Georgia's lead and making scholarships available for four years of college for students who maintain a "B" average. The President is also challenging the 17 States that set tuition above \$1,500 to reduce costs so that with the HOPE Scholarship tax cut, community college will be free for every student.

\$10,000 EDUCATION DEDUCTION

As part of his proposed Middle Class Bill of Right, in 1994, President Clinton proposed a \$10,000 tax deduction for education and training tuition at any time in one's life. This deduction would significantly reform the tax code to provide incentives not just to invest in physical capital but also to invest in education and skills.

- **Breadth of Application:** The \$10,000 Education Deduction would be for tuition at any education or training program that is at least half-time or related to a worker's career.
- **Supplements HOPE Scholarship Tax Cut:** In any year, students in the 13th and 14th grades could receive either the HOPE Scholarship or the \$10,000 tax deduction. Eligible students in their first two years or their parents can choose between either the HOPE Scholarship or the deduction. Students that relied on the \$1,500 tax credit in the first two years of college would still be eligible for the \$10,000 deduction in the remaining years of college or graduate school or for qualified lifelong learning. Students not eligible for the tax credit would still be eligible for the \$10,000 deduction. The deduction is up to \$10,000 a year per family. The credit is \$1,500 per student.
- **Income Limits:** For joint filers, the deduction would be phased out at incomes between \$80,000 and \$100,000. For single filers, the deduction would be phased out between \$50,000 and \$70,000.
- **Unlimited Number of Years:** While the HOPE Scholarship is for the first two years of college, the \$10,000 tax deduction is available any year a family had education expenses. For example, a family of four with an income of \$40,000 and five years of annual tuition expenses totaling \$10,000 would receive a \$7,500 tax cut over that five-year period.

Family Earning \$40,000 1 college freshman and 1 college senior	Family Earning \$40,000 1 parent in training and 1 college junior	Family Earning \$40,000 Annual tuition expenses of \$10,000 over 5 years
\$2,250 TAX CUT	\$900 TAX CUT	\$7,500 TAX CUT
(\$1,500 HOPE Scholarship tax cut and tuition tax deduction assuming \$5,000 in tuition)	(tuition deduction for \$2,000 in training tuition and \$4,000 college tuition)	(\$1,500 per year)

The Clinton Administration's Support of Community Colleges

The Administration has been a strong and consistent supporter of the community college sector of higher education. It recognizes that access to postsecondary education and the ability to participate in postsecondary education for a lifetime is pivotal to realizing the American dream in the 21st century. Enrolling more than 6 million students annually, this country's community college system has been the central force in reaching out to adult learners.

One of the goals of the Administration has been to increase this sector's ability to reach larger numbers of students. Toward this end, a number of federal programs and services have been proposed and have become reality since 1994 to help make lifelong learning possible for all Americans. These include the following:

- o **The William D. Ford Direct Loan** program provides a streamlined lending program that simplifies the student financial aid process. It provides student and parent borrowers with greater flexibility in obtaining and repaying loans and reduces taxpayer costs for the management of the system.
- o **The School to Work Opportunities** initiative provides short term start up to communities to overcome the barriers traditionally separating education and job training, academic and vocational learning, and work bound and college-track students. This is of particular assistance to those students who do not immediately go on to a four year college. Working together since 1994, the Departments of Education and Labor have provided approximately \$500 million dollars for 27 state implementation grants, to date, and an additional number of urban/rural, local partnership, and developmental grants nationwide.
- o **The One-Stop Career Centers** program provides short-term "seed money" to states for the planning and implementation of systems that will establish one-stop access for American workers and employers on information about jobs, skill requirements, job search assistance, available training and related services, and access to appropriate training institutions. To facilitate the centers' startup, the Administration has provided over \$40 million dollars for implementation grants and another \$5 million for planning grants.
- o **The TRIO programs** fund postsecondary outreach and student support services designed to assist disadvantaged students, particularly first generation college goers and low income individuals, with entering into and succeeding in college. These programs-- Upward Bound, Student Support Services, Talent Search, Educational Opportunity Centers, McNair Achievement-- provide services including counseling, remediation, cultural and academic enrichment, and tutorial activities. Under this administration, the funding for these programs has increased to approximately \$400 million annually for needy students.

- o The National Science Foundation's initiative to strengthen science education in community colleges has grown from approximately \$7 million per year to \$35 million since 1992. Approximately \$22 million of this comes from the Advanced Technological Education (ATE) program directed primarily at improving technical education in two year colleges. The remaining \$13 million is allocated to either (1) direct grants to community colleges, (2) collaborative efforts with other higher education institutions, (3) support of curriculum materials and teacher activities that benefit students and faculty, and (4) workshops, conferences, studies and other special activities that focus on mathematics, engineering, technology and computer science.
- o In April of this year, Secretary of Labor Reich announced a DOL partnership with community colleges to create "Internet Access Zones" at every community college in the country. These links would allow everyone in the U.S. access to the American Job Bank, a listing of over 400,000 available jobs. These Internet access zones are scheduled to be in place by April, 1997.
- o Funding and support from USIA has allowed the Community College Consortium for International Development to establish the "Center for Vocational Education", a project which provides low cost, relevant training for foreign nationals. Additionally, the USIA and USED encourages community colleges and their faculties to participate in the Fulbright Programs which administers a number of residency, seminars abroad and exchange programs.

JW:6.6.96

PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE

August 27, 1996

"AMERICA READS" CHALLENGE: TO MAKE SURE THAT EVERY CHILD IS LITERATE BY THE END OF THE 3RD GRADE. *Parental Responsibility and Community Responsibility will be the Backbone of this Effort.* Only with a strong, nationwide effort by all Americans – parents, community groups, religious organizations, teachers, principals, and private sector leadership, will America be able to mobilize the national effort necessary to make sure that all children are reading independently by the end of the 3rd grade. To help catalyze these efforts, and help community leaders, parents, and educators across the country, the President is proposing the \$2.75 billion "America Reads" Challenge.

Four Main Components of President Clinton's "America Reads" Challenge:

- I. **Parents As First Teachers Challenge Grants.** The President proposes a *Parents as First Teachers Challenge Grant Fund* that invests in success by supporting effective, proven efforts that provide assistance to parents who want to help their children become successful readers by the end of 3rd grade. \$300 million in grants will be available over 5 years to national and regional groups as well as local communities and organizations. (\$300 million FY98 - FY2002).
- II. **America's Reading Corps: Individualized After-School and Summer Tutoring for More Than 3 Million Children in Grades K-3 Who Want and Need It.** The President's proposal provides \$2.450 billion to support tutoring efforts. \$1.45 billion in net new investments over 5 years, in addition to \$1 billion already specified in President Clinton's balanced budget for National Service participants will be directed specifically to this reading challenge.
 - **30,000 Reading Specialists and Volunteer Coordinators** would be funded to help Communities provide extra reading help before and after school and during the summers for the 20,000 schools with the greatest need – reaching more than 3 million children.
 - **National Goal To Mobilize 1 Million Tutors.** Study after study shows that individualized tutoring can work to raise reading level -- particularly when combined with effective in-school teaching and family involvement. Only if all sectors of our national community rise to the challenge will we be able to mobilize the 1 million tutors needed to provide individual attention to all young children who need reading assistance. With the help of 30,000 coordinators and reading specialists, along with college work study students and RSVP Senior Volunteers, the President hopes to move the nation towards this goals.
 - **Building on the Success of Thousands of Community Programs and National Service.** This initiative builds on the success of community tutoring programs and National Service programs like AmeriCorps and RSVP Senior volunteers in developing and coordinating effective tutoring program. 11,000 AmeriCorps members will work in local communities as tutor coordinators to assist communities in their locally-designed reading efforts.
- III. **Providing 1 Million 3 and 4 year-olds with a Head Start.** President Clinton's balanced budget includes a major expansion of Head Start so that it can reach 1 million pre-school children in 2002.
- IV. **Challenge to Private Sector.** This national effort will only be successful if those in the private and non-profit sector return to the President's "America Reads" challenge. This new "America Reads" initiative builds on Clinton Administration efforts to work with the Private Sector in helping our children learn how to read, such as the "Partnership for Family Involvement."

RENEW OUR SCHOOLS AND OPEN WIDE THE DOORS OF COLLEGE

To Compete and Win in the New Economy

"America Reads" Challenge: To Make Sure that Every Child is Literate by the End of the 3rd Grade

The President is asking all Americans to be part of a national, bipartisan effort to make sure that every child can read independently and well by the end of third grade. Parents, community groups, religious organizations, teachers, principals, and the private sector form the backbone of this effort, to mobilize parents and volunteer tutors. To catalyze these efforts and help community leaders, parents and educators the country, the President is proposing the \$2.75 billion "America Reads" Challenge. Four Main Components of President Clinton's "America Reads" Challenge:

- Parents As First Teachers Challenge Grants -- The President proposes a Parents as First Teachers Challenge Grant Fund that invests in success by supporting effective, proven efforts that provide assistance to parents who want to help their children become successful readers by the end of the 3rd grade. \$300 million in grants will be available over 5 years to national and regional groups as well as local communities and organizations.
- America's Reading Corps: Individualized After-School and Summer Tutoring for More Than 3 Million Children in Grades K-3 Who Want and Need It -- The President's proposal provides \$2.450 billion to support tutoring efforts. \$1.45 billion in new investments over 5 years, in addition to \$1 billion already specified in President Clinton's balanced budget for National Service participants, will be directed specifically to this reading challenge.
- 30,000 Reading Specialists and Volunteer Coordinators -- would be funded to help Communities provide extra reading help before and after school and during the summers for the 20,000 schools with the greatest need -- reaching more than 3 million children.
- National Goal to Mobilize 1 Million Tutors -- In order to provide individualized tutoring to all young children who need reading assistance, the President is challenging schools, libraries, civic groups, religious institutions, other community and national organizations, the media, universities, business leaders, college work study students, millions of our nation's senior citizens, and the entire nation, to mobilize 1 million volunteers for this effort. This builds on the success of existing community tutoring programs as well as National Service programs like AmeriCorps and RSVP Senior Volunteers. 11,000 AmeriCorps members will support locally-designed reading efforts.
- Providing 1 Million 3 and 4 year olds with a Head Start -- President Clinton's balanced budget includes a major expansion of Head Start so that it can reach 1 million preschool children in 2002
- Challenge to Private Sector -- This new "America Reads" initiative builds on Clinton Administration efforts to work with the private sector in helping our

children learn how to read, such as the "Partnership for Family Involvement in Education" and "Read*Write*Now."

Public School Choice

President Clinton believes that information, competition, and choice among public schools should be the rule, not the exception. Parents who are dissatisfied with their child's or a school's performance should have the opportunity to choose a public school that will do better. The President has challenged every State to give all parents the right to choose which public school their children will attend.

Charter Schools

The President is calling on all 50 states to enact charter school laws within 12 months. Twenty-five states currently have laws providing for the creation of charter schools -- public schools, created and managed by parents, teachers and administrators. They are held accountable for their results through a performance-based contract with a local school board, state, or other public institution.

The President will also be asking for a substantial increase in federal funding for his charter schools program, up to \$40 million annually, to help local efforts to start nearly 3,000 new charter schools over the next five years. At least three states -- Massachusetts, Michigan, and Minnesota -- have used funds from Goals 2000 to launch new charter schools.

Dramatically Expand Access To College

President Clinton is deeply committed to ensuring that all deserving students can afford to go to college, and to helping American families invest in their children's and their nation's future. That is why he will continue to block attempts to cap the Direct Lending Student Loan program, which makes college more accessible by allowing students to repay loans as a percentage of their income and by cutting out the middle man and eliminating red tape. That is also why he will block attempts to cut Pell Grant Scholarships and instead wants to increase their number and the maximum award.

He will also fight to protect the National Service program, AmeriCorps. This year, 25,000 young people can earn college money by serving their local communities.

Now, President Clinton calls for the enactment of three key initiatives to increase access to and the affordability of college education. Each of these proposals rewards responsible students and hard-working families.

- Merit Scholarships -- The President calls for the creation of the largest-ever merit-based scholarship program, rewarding the top 5% of graduates in every high school -- over 125,000 students annually -- with \$1,000 grants toward the cost of college. The scholarships, rewarding excellence and achievement, will be awarded to the top five percent of graduating students in every secondary school in the United States.

- Expansion Of Work Study -- The President proposed a dramatic expansion of the College Work Study program, from 700,000 students to over one million over the next five years. This nearly 50 percent increase will significantly expand a program that reaffirms the American ethic, rewarding hard work and helping ensure that all who want a higher education are able to afford it.
- Scholarship Increases (Pell Grants) for Lower-Income Students -- The President has also proposed that his balanced budget plan increases Pell Grants each year. Indeed, the maximum Pell Grant award will increase by 33% from fiscal 1995 to fiscal 2000. The proposed fiscal 1997 increase in the maximum award would be the largest since the implementation of the program in the 1970s.

America's Technology Literacy Challenge

Nothing is more critical to preparing our public schools for the 21st century than ensuring they have the modern technology to prepare students for the information age. The President challenges the nation to work together in a major new national effort to connect every classroom in America to the information highway and help every student become technologically literate for the 21st century. Specifically the President has four goals: (1) Provide access to modern computers for all teachers and students; (2) Connect every school in America to the Information Superhighway; (3) Develop effective software in all subject areas, and (4) Give every teacher the development they need to help students use and learn through technology.

To reach these goals the President has announced he will lead a national effort that will include the following initiatives:

- The President and Vice President will lead an effort to wire all of the nation's classrooms and libraries for computer access to the Internet by the year 2000.
- The President is calling for the creation of an Technology Literacy Challenge Fund -- a private/public partnership to help ensure that every student has adequate access to a cutting-edge computers and every teacher has the skills and software to make the best possible use of available technology.
- Challenge to educational software and entertainment leaders to produce better educational software to make learning more exciting and interesting.

School Construction Initiative

As America moves into the 21st century, our schools should too. If our schools are in no shape for future, our students won't be either. The President has proposed a school construction initiative that includes the following:

- Up to 50% Interest Subsidy for New School construction and Renovation -- The initiative will reduce interest costs on new school construction and renovation projects by up to 50%, with a sliding subsidy scale depending on need.
- \$20 billion in School Construction Spurred by \$5 billion in Federal Jump-Start Funding over 4 Years -- The interest reduction is equivalent to subsidizing \$1 out of every \$4 in construction and renovation spending. \$5 billion in Federal

funding over 4 years -- with most of the money administered by the States -- would support \$20 billion in construction and renovation. One of the key criteria in distributing funds to projects will be the extent to which the spending is incremental -- above what would have occurred without this initiative.

- Goal of 25% Increase in School Construction Over 4 Years -- National spending on school construction and renovation is currently about \$10 billion a year or \$40 billion over 4 years. By focusing on incremental or net additional construction projects, this initiative aims to ensure that at least half of the \$20 billion supported subsidies would not have otherwise occurred. This would increase school construction by at least \$10 billion to a total of \$50 billion over 4 years -- increasing school construction 25%.
- One-Time Construction Initiative Fully Paid for by One-Time Spectrum Auction -- A one-time auction of portions of the spectrum between channels 60-69 will fully fund this jump-start proposal.
- State and Local Government Maintain Responsibility and Control -- States would administer the bulk of the subsidies, while the largest school districts would apply directly to the U.S. Department Education. State participation would be voluntary.

EDUCATION

"People who work hard still need support to get ahead in the new economy. They need education and training for a lifetime. . . More and more Americans are finding that the education of their childhood simply doesn't last a lifetime."

President Bill Clinton
January 23, 1996

The Clinton Administration has made an unprecedented commitment to provide Americans with the educational opportunities they need to improve their skills and maximize their potential. President Clinton has fought hard to help equip students with the education, training and know-how necessary to keep America competitive.

The President has compiled an impressive record of achievement in improving the nation's education system with a series of new reform proposals. While bringing the deficit down by historic amounts and proposing a balanced budget within seven years, President Clinton has still made investing in education a top priority. Between 1992 and 1996, the dollar amount of aid to college and post-secondary students -- including loans, grants and work-study -- increased from \$22.5 billion to \$38.3 billion. In addition, the President's FY 1997 balanced budget included a 24% increase in major education and training programs over 1993 levels.

A RECORD OF ACCOMPLISHMENT:

- **National Service:** President Clinton created the AmeriCorps program -- signed into law in September 1993 -- to enable young people to earn money for college by serving their communities and their country. In the past two years, 45,000 volunteers have worked in schools, hospitals, neighborhoods and parks.
- **Head Start:** President Clinton has made expanding and improving pre-schooling a priority for helping families give their children a good start on the right course. The President has increased Head Start funding to provide early education to tens of thousands of additional children in need and is committed to funding 1 million Head Start opportunities for preschool children by 2002. Based on recommendations by the Head Start Advisory Commission, Head Start was reauthorized in 1994 with major quality improvements.
- **Direct Lending for College:** President Clinton reformed the student loan program, making college more affordable this year for 2.8 million students in the Direct Lending program who will have access to flexible repayment options, including pay-as-you-earn plans. Over 1,750 schools, representing 50% of the total amount of loans, are expected to participate in the Direct Lending program this year.

- **GOALS 2000: Raising Education Standards:** In 1994, President Clinton signed into law the Goals 2000 Act which supports the development of standards of excellence for students and encourages grassroots reforms to improve our schools. More than 45 states and thousands of schools participate in Goals 2000 and have developed their own strategic plans for educational improvement based on raising academic standards, improving teaching, increasing parental involvement and expanding the use of technology in the classroom.
- **Improving America's Schools Act:** By enacting the Improving America's Schools Act, President Clinton has given schools greater flexibility to use federal aid and develop effective teaching innovations to help students achieve their full potential. This law focuses on improvements in teaching the basics in more than 50,000 schools and has a direct impact on 7 million children.
- **School-to-Work Opportunities Act:** Signed by President Clinton in May 1994, this Act broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.
- **Pell Grants:** President Clinton has consistently supported increases in the minimum Pell Grant, which provides aid to help low income families pay for college. Under President Clinton, the Pell Grant has grown from \$2,300 to \$2,470. The President has also proposed an increase to \$2,700 in 1997, during which the program will provide grants to 3.8 million students.
- **Access to Advanced Telecommunications:** President Clinton enacted the Telecommunications Act of 1996 to help ensure that schools, libraries, hospitals and clinics will have affordable access to advanced telecommunications services. The Telecommunications Act can help connect each child in every classroom throughout America to the Information Superhighway -- opening up worlds of knowledge and opportunities to all students.
- **Technology Learning Challenge:** President Clinton proposed this program to challenge communities to form local partnerships between schools and private businesses to develop creative new ways to use technology for learning. Federal funds leverage local resources -- each federal dollar is matched by more than three dollars of local and private funds.
- **Religious Freedom:** President Clinton helped end 30 years of uncertainty over school prayer and the religious rights of students by directing Attorney General Reno and Secretary of Education Riley to prepare guidelines outlining the many religious rights of students in our nation's public schools. According to the National Association of Schools Boards, the result has been a marked decline in uncertainty over religious expression in our public schools.

- **Character Education:** President Clinton has been and remains a vigorous proponent of teaching basic American values and citizenship in our nation's public schools. The President has hosted two White House Conferences on Character Education and has encouraged the development of character education through the Improving America's Schools Act.
- **School Uniforms:** President Clinton has encouraged schools to consider school uniform policies to help reduce violence while promoting discipline and respect.
- **Keeping Children Safe in School:** In response to the growing problem of violence in and around our nation's public schools, President Clinton enacted the Gun-Free Schools Act, which requires the immediate expulsion for one year of any student who brings a gun to school. The President also provided funding for enhanced school security, drug prevention programs and training teachers to deal with violence through the Safe and Drug-Free Schools Act.

THE CHALLENGES AHEAD:

President Clinton remains committed to improving education and has vowed to continue helping Americans invest in their children's future. The President has made the following proposals:

- **Technological Literacy for the 21st Century:** President Clinton proposed the creation of a \$2 billion, five-year Technology Literacy Challenge to get connections to the Information Superhighway, computers, well-trained teachers and challenging educational software into every classroom. The Challenge will stimulate state, local and private sector efforts to provide all children with greater opportunity to learn the skills they need to thrive in the next century. The Technology Literacy Challenge will ensure that local innovation keeps U.S. schools on the leading edge of learning technologies.
- **Higher Education Standards for Students and Teachers:** In order to ensure America's competitive strength, President Clinton wants to see both public school students and teachers challenged by meaningful, rigorous standards and rewarded when they perform.
- **Public School Choice:** President Clinton believes that information, competition and choice among public schools should be the rule, not the exception. Any parent who is dissatisfied with either their child's performance or the school's performance should have the opportunity to choose a public school that will do better.
- **Charter Schools:** To ensure that parents have the opportunity to choose a school for their children, the President called on all 50 states to enact charter school laws. Twenty-one states currently have laws providing for the creation of charter schools -- public schools, created and managed by parents, teachers and administrators. Charter schools have greater flexibility, but are held accountable for their results through a performance-based contract with a local school board, state or other public institution.

- **Parental Involvement:** President Clinton believes strongly that parents are and should continue to be their children's first and most important teachers. Parents must take an active role in their children's education. The President has also challenged businesses and schools to be supportive and family-friendly.
- **National Service Scholarships:** President Clinton has challenged every high school student in the country to make a commitment to community service. To support this commitment, the President is asking all high schools to make service part of their basic ethic and to raise \$500 to reward a high school student who has done significant work to help his or her community. The federal government will then match the \$500 to help that student go on to college.
- **Merit Scholarships:** The President called for the creation of the largest-ever merit-based scholarship program, rewarding the top 5% of high school graduates in every school with \$1,000 grants toward the cost of college. If this proposal is enacted this year, 128,500 graduating high school seniors will receive a scholarship to help finance their college education.
- **Expand and Transform Work Study:** The President proposed a dramatic expansion of the College Work Study program. Increasing the number of students involved in work study from 700,000 to over 1 million students over the next five years will significantly expand a program that reaffirms the American ethic, rewards hard work and helps ensure that all who want a higher education are able to afford it. The President has challenged colleges to use additional work study funds to promote public service by putting students to work in the community.
- **Tuition Tax Deduction:** The President has called for a tax deduction of up to \$10,000 per year for the cost of college tuition and training. Families could deduct up to \$10,000 in tuition and fees for post-secondary education. Over 17 million students and over 14 million families stand to benefit from this proposal for tax relief to working families.
- **Employer-Paid Educational Assistance:** To increase educational opportunity and provide incentives for companies to invest in their employees, the President has proposed permanently extending the "Section 127" exclusion for employer-provided educational assistance. The section, which expired in 1994, allowed employees to exclude employer-provided educational assistance from their taxable income. In addition, the President has proposed allowing small businesses a 10% tax credit for amounts paid for employee education and training under a Section 127 program.

EXPANDING EDUCATION OPPORTUNITIES FOR AMERICANS

Compare The Public Record: President Clinton vs. Senator Dole

-- PROVIDING AN EDUCATION VISION FOR THE 21ST CENTURY --

President Clinton... YES

President Clinton has proposed \$110 billion in tax cuts targeted at education and families including:

- America's Hope Scholarship Tax Cut -- a \$1,500 refundable tax credit for the first two years at any college. To receive \$1,500 the second year, students must earn at least a B average and remain drug free. This credit would make tuition free for 67% of all community college students. This includes a \$750 tax credit for half-time students.
- The \$10,000 Education Tax Deduction -- President Clinton's balanced budget contains a tax deduction of up to \$10,000 per year for the cost of college tuition and training throughout one's life. These two initiatives would benefit 18 million students. [America's HOPE Scholarships, White House, 6/4/96; Treasury Dept., Office of Tax Analysis, 6/96]

Senator Dole... NO

Senator Dole's risky economic scheme would require 40% cuts in a broad range of domestic programs -- including education. The Concord Coalition wrote, "Dole proposes funding [domestic programs] at a level of \$186 billion -- a 41% cut." A 40% cut in education would mean:

- 200,000 children could be denied Head Start pre-school opportunities.
- 5,800 local school districts could be denied Safe & Drug Free Schools services.
- 9,700 young people could be denied AmeriCorps National Service opportunities.
- 1.45 million students could be denied Pell Grant scholarships. [BusinessWeek, 8/19/96; Concord Coalition, "Supply Side Tax Cut," 8/14/96; Cuts Based On FY'97 Budget]

-- EXPANDING STUDENT LOAN OPPORTUNITIES FOR AMERICANS --

President Clinton... YES

President Clinton's 1993 economic plan created the Direct Student Loan program under the Student Loan Reform Act which made college more affordable for more than 5 million students while saving taxpayers billions of dollars. The Direct Lending program made it easier for millions of students to borrow for college and offered students better repayment terms. In 1995 President Clinton vetoed the extreme Dole/Gingrich budget which would have cut student loans by \$10 billion and effectively eliminated the Direct Student Loan program. [Veto Message on H.R. 2491, 12/6/95; Direct Loans Fact Sheet, Dept. Of Education; 1993 CQ Almanac, p. 126]

Senator Dole... NO

On June 29, 1995, Dole voted for the Republican Budget Resolution (H Con Res 67), which would have cut student loans by \$10 billion over 7 years. In 1993, Dole voted against the Student Loan Reform Act, which, as part of President Clinton's economic plan, created the Direct Student Loan program. The program allows students to apply directly to the federal government for loans through their schools, cutting out the role of banks and guarantee agencies. [1993 CQ Almanac, p. 126-7; p. 32-S, Vote # 247; 1995 CQ Almanac, Senate Vote # 296, 6/29/95; Senate Labor & Human Resources Committee Chairwoman Kassebaum release, 9/20/95]

-- INCREASING PELL GRANTS --

President Clinton... YES

President Clinton has consistently supported increases in the maximum Pell Grant, which help low-income families pay for college. Under President Clinton, the Pell Grant has grown from \$2,300 to \$2,470. President Clinton's balanced budget includes a major expansion of the Pell Grant program -- increasing the maximum grant by 33% between 1995 and 2002. [Dept. of Education Student Loans Overview; FY '97 Budget & Supplement]

Senator Dole... NO

In May 1995, Dole voted for the Senate Budget Resolution which would have frozen Pell Grant funding, resulting in a 20% real cut in funding by 2002 (adjusted for inflation) and a 17% reduction in the maximum Pell Grant from \$2,470 in 1996 to \$2,055 by 2002. The GOP Pell Grant freeze would help 2.7 million fewer students over 6 years compared to the President's FY '97 balanced budget. [CQ, 5/27/95, p. 1542; Vote # 232, 5/25/95; Center on Budget & Policy Priorities, 5/10/95; Senate Budget Ctee Report, 5/15/95; Dept. Of Education, 5/95; OMB, 5/96]

-- EXPANDING HEAD START OPPORTUNITIES FOR CHILDREN --

President Clinton... YES

As part of President Clinton's 1993 economic plan, Head Start funding has increased by 29% since 1993, providing Head Start opportunities for 36,000 more children. The President's FY 97 balanced budget proposes a \$2.1 billion funding increase to fund one million Head Start opportunities for preschool children by 2002, including an additional 50,000 Head Start opportunities in FY 97. [FY97 Budget Report; HHS Press Release, 4/30/96; 6/11/96; HHS Fact Sheet, HHS Administration for Children and Families, 1/96]

Senator Dole... NO

Dole voted against President Clinton's 1993 economic plan which expanded Head Start by 29%. In May 1995, Dole voted for the Senate Budget Resolution (H Con Res 67) which contained a freeze in Head Start funding, which would have denied 150,000 children Head Start opportunities in 2002. In 1964, Dole voted against President Johnson's Economic Opportunity Act of 1964, which contained funding for the Head Start program under Title II, the Urban and Rural Community Action Programs. In 1965, Dole voted against amendments to the Economic Opportunity Act, which explicitly authorized funds for Project Head Start. [1964 CQ Almanac, p. 646, vote #82, 8/8/64 (passed 226-185); 1965 CQ Almanac, p. 410, vote #95, 7/22/65; CQ, Vote #232, 5/25/95]

-- CREATING THE AMERICORPS NATIONAL SERVICE PROGRAM --

President Clinton... YES

On September 21, 1993, President Clinton signed the National & Community Services Act to create the National Service Program, which includes AmeriCorps. AmeriCorps members address community needs in the areas of education, public safety, human services, and the environment. [FY '97 Budget; Remarks on signing National & Community Services Trust Act of 1993, 9/21/93]

Senator Dole... NO

In 1993, Dole voted against the creation of the National Service Program after leading a GOP filibuster against the bill. Dole called the AmeriCorps bill a "willy-nilly mortgaging of our future." In December, 1995, Dole voted to eliminate all funding for National Service. [1993 CQ Almanac, p. 403; p. 33-S, Vote # 249; p. 29-S, Vote # 224; NY Times, 7/27/93; CQ, 12/16/95, Vote # 606, 12/14/95; Veto of HR 2099, 12/18/95; Statement of Admin. Policy on HR 2099, 12/14/95]