

Withdrawal/Redaction Sheet

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001. card	Michael P. Rodriguez contact card (partial) (1 page)	n.d.	P6/b(6)
002. note	Note re: Connie Richards contact info (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7384

FOLDER TITLE:

[Association of Community College Trustees] [1]

2011-0255-S

rc171

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
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P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Gaynor - This
is the packet of
information that our
attendees will get
at Registration.

PHOTOCOPY
PRESERVATION

ASSOCIATION OF
COMMUNITY COLLEGE TRUSTEES

**PHOTOCOPY
PRESERVATION**



ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

1740 "N" STREET, NW
WASHINGTON, DC 20036

202/775-4667

Withdrawal/Redaction Marker

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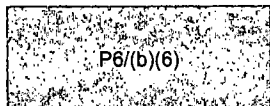
ALAMO COMMUNITY COLLEGE DISTRICT

PALO ALTO COLLEGE • ST. PHILIP'S COLLEGE • SAN ANTONIO COLLEGE

Michael P. Rodriguez

Assistant Secretary
Trustee, District 1

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[001]



Association of
Boards of Trustees of
Community Colleges of
STATE UNIVERSITY OF NEW YORK

Karen A. Cunningham
Executive Director

Telephone: 518-443-5136

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Office of Community Colleges, T-700 State University Plaza, Albany, NY 12246



**POLK
COMMUNITY
COLLEGE**

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President

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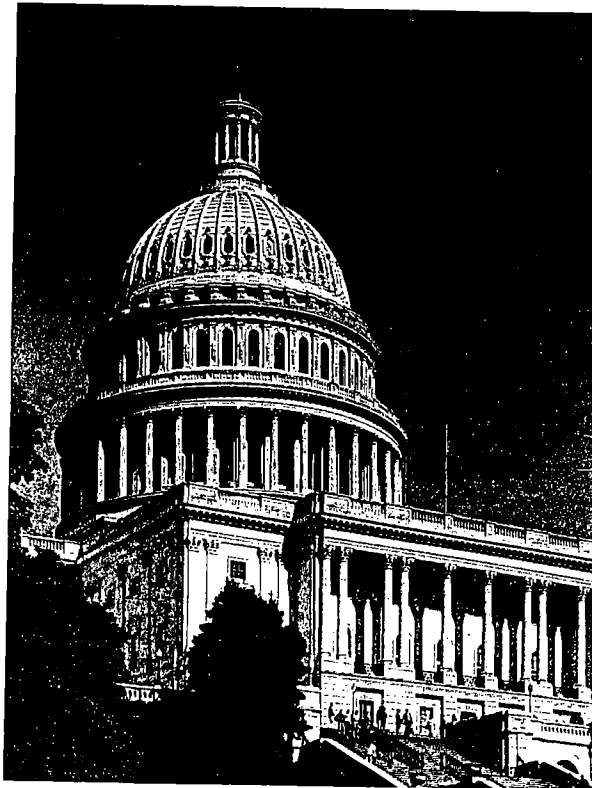
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*Presidential Politics,
Congressional Action, and
Community College Access*



**COMMUNITY COLLEGE
NATIONAL LEGISLATIVE
SEMINAR**

*February 25-27, 1996
JW Marriott Hotel, Washington, DC*

**Association of Community College Trustees
American Association of Community Colleges**

YOU ARE CORDIALLY INVITED TO JOIN US

VI HILBERT

UPPER SKAGIT TRIBE

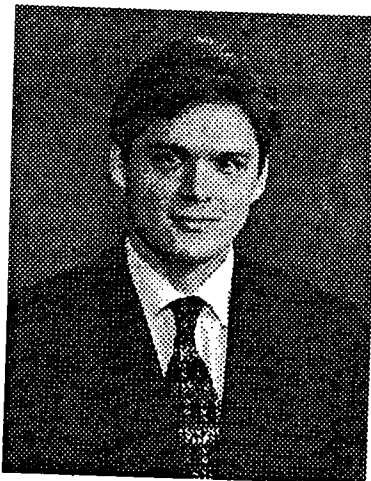
MARVIN WILBUR

SWINOMISH TRIBE

BERNIE WHITEBEAR

UNITED INDIANS OF ALL TRIBES OF WASHINGTON STATE

AND MEET...



Joe
BOWEN

for U.S. Congress • Democrat

MONDAY, FEBRUARY 26TH
6:30 - 8:00 P.M.

HOSPITALITY SUITE
GRAND HYATT HOTEL
WASHINGTON CENTER
1000 H STREET NW
WASHINGTON, D.C.

Paid for by Joe Bowen for U.S. Congress • 2nd CD • Democrat
P.O. Box 2935 • Mount Vernon, WA 98273



COMMUNITY COLLEGE FACTS ...at a glance

Revenue	46.3 % - state government
Sources:	19.9 % - tuition and fees
(Public Colleges)	17.8 % - local governments
	7.2 % - sales and services
	5.0 % - federal government
Governance:	Over 600 boards of trustees
(Public Colleges)	6,000 board members
	27 states - local boards
	17 states - state boards
	5 states - both local and state boards
Graduate Income:	Average expected lifetime earnings for a graduate with an associate degree is over \$1 million, about \$250,000 more than an individual with only a high school diploma
Access:	Over 90% of the U.S. population is less than an hour's drive from a community college campus
Training:	65% of nurses and allied health professionals are trained by community colleges
	Training for 7 of the top 10 "hot jobs" for the next century identified by Bureau of Labor Statistics is available at community colleges

COMMUNITY COLLEGE FACTS ...at a glance

Enrollment:	10.6 million students
	5.6 million credit
	5 million non-credit
	45% of all U.S. undergraduates
	Public institutions - 967
	Independent institutions - 147
Student Profile:	42% of African American students in higher education
	56% of Hispanic students
	41% of Asian/Pacific Islander students
	52% of Native American students
	49% of first-time freshmen
	58% women; 42% men
	63% part-time; 37% full time (12 credit hours or more)
	Average student age - 29 years
Students Receiving Financial Aid:	Any aid - 30.1%
	Pell Grants - 17.3%
	State aid - 7.0%
	All loans - 9.6%
Percentage of Federal Financial Aid Dollars Rec'd:	Pell Grants - 30.0%
	Campus Based-Aid - 9.7%
	Stafford Loan - 6.4%
	SLS - 5.6%
	PLUS - 3.7%

Tuition & Fees: \$1,492 average annual tuition

Degrees & Certificates Annually: Over 400,000 associate of arts degrees
Nearly 200,000 one- and two-year certificates

AACC

AMERICAN ASSOCIATION OF
COMMUNITY COLLEGES

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Chris Tobey, Former V.P., Big Brothers/Big Sisters of Skagit County, while Joe was President

"With his background in environmental law and his commitment to providing family-wage jobs, Joe understands the delicate balance between the economy and environmental protection which produces sustainable community development."

Darlene Madenwald, Former President, Washington Environmental Council

"Joe has always had a deep respect for his elders and he has demonstrated this by supporting seniors in their efforts to maintain independence and integrity in their later years."

Frank Shelton, Advocate for Senior Issues

"Mount Vernon schools point to Joe Bowen with pride. He stands as an example of what is possible through public education. He is now investing in our community and has been a consistent supporter of our teachers, students and schools."

Harry McCarty, President, Mount Vernon Education Association

"I'm not a career politician, but I am a life-long supporter of my community and the people who live here. What's most important to me is getting the job done."

Joe Bowen

Be a part of the winning team!

Joe Bowen is running for Congress to put common sense back in Washington, D.C. Joe's campaign is an extension of his life-long commitment to service: to seniors, to working families, and to the next generation.

Make a contribution!

Your financial assistance will make sure that Joe's message comes through loud and clear.

Volunteer your time!

The campaign can always use an extra hand! Call (360) 336-2565 to find out how you can help.

Pass this brochure on!

Once you've read this brochure, give it to a neighbor!

Spread the word!

Tell your friends about Joe's campaign and remember to vote!

Elect Joe Bowen to Congress!

**Paid for by Joe Bowen for U.S. Congress • Second District
• Democrat • P.O. Box 2935, Mount Vernon, WA 98273**



**Joe
BOWEN**

for U.S. Congress • Democrat



Joe Bowen's path always brings him home.

As a boy in Mount Vernon,

Joe was a successful student athlete and an active volunteer. With support from his family and community, he beat the odds. He graduated from high school and was accepted at one of the country's most prestigious universities.

He left to attend Harvard

where, in 1984, he received a Bachelor's Degree with honors in American History. He was also a four-year letterman in track and was voted one of the "Outstanding Young Men of America" by the National Jaycees.

That year, Joe returned

to begin work on a degree from the University of Washington School of Law. After graduating and serving a law clerkship with a Snohomish County Judge, Joe fulfilled a dream...

...he came home.



And that was just
the beginning...

When a community

supports its children, those children grow into responsible adults who can give something back. Joe Bowen has shown that this cycle of strength works. Joe benefitted from his community's hard work and dedication. Now he's returning the favor...with interest.

As an advocate for children

When the children of Skagit County needed help, Joe was there with an answer. He mobilized his community to establish a Big Brothers/Big Sisters chapter that has been going strong ever since. First he lent his legal advice and joined the Board of Directors. Then he helped secure a proper facility and served as the chapter's founding President. After that there was only one more thing to do: he became a Big Brother himself.

Joe has also been a tutor for children in his Upper Skagit Tribe, volunteering his time and attention to help them get their chance at the same opportunities he had. As a speaker and guest instructor at the local community college and public schools, Joe fosters an understanding of tribal history and culture, as well as law and government. With all this, Joe still serves on a range of committees that promote education, prevent substance abuse, and provide a supportive environment for the children in his community.



As a community leader

Joe is a small businessman who helps his neighbors protect their interests and plan their futures. He knows the problems they face, because he has been there with answers time after time. True to his beliefs, he generously volunteers his legal assistance to groups who need his representation.

Whether it's the economy, the environment, or the important issue of human rights, Joe is ready to take a public stand. He has successfully fought legislation that threatened healthcare and education, and has become a strong spokesperson for community values.

Joe has also been an active participant in his party at local, state, and federal levels, and served as a National Convention Delegate in 1992. That year, he joined senatorial and gubernatorial transition teams tackling critical issues such as governmental ethics. Now, he's ready to take the responsibility on his own shoulders.

1996 will be a critical turning point in our history. The coming election is a chance to set the tone for the next decade and to establish the values we expect from government in these changing times.

Joe Bowen is the one candidate who has the vision to lead us into the future and the compassion to make sure that no one is left behind. As a Congressman from the Second District, Joe will face many challenges, but he will find solutions, just like he has in the past.

McCown

**TALKING POINTS FOR
R. GAYNOR McCOWN
NATIONAL ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES
FEBRUARY 25, 1996**

CLINTON What I would like to do today is to talk a little bit about what the Administration has done, is currently doing, and plans to do in education. More specifically, I will focus on our efforts regarding opening up the doors of college to all Americans who finish high school and want to go on for further education.

I just want to start by saying something that many of you probably already know and that is that 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. Community Colleges are an important of this effort.

A couple of days ago, I received a copy of New Youth Connections, a New York based newspaper written by and for young people. New Youth Connections provides an opportunity for high school students to write about things that they care about and think their fellow students would like to know about. In the most recent edition --- January / February 1996 --- there was an article entitled "Getting a Degree that Works" and it was specifically focused on Community Colleges. In the article, the young man who wrote it highlighted five advantages of Community Colleges and I thought you may be interested in hearing them. He said that community colleges are:

cheaper and more convenient;
accessible to almost anyone;
for older more mature students who party less;
about getting a job; and finally -----
community colleges are a source of hope

*Amuricops
San Antonio*

The caption with the article had a picture of a three doors

representing different four year colleges, which each had someone standing in front of them saying no one else could come in.

Meanwhile, the door with "Community College" written on it was wide open with someone there to greet students as they walked in to get the education they need and deserve. Since I started my remarks talking about "opening doors" I thought this would be an appropriate thing to mention.

Prior to my tenure at the White House Domestic Policy Council, I was a public high school teacher in the South Bronx in New York City. Of my students who chose to get further education, ~~they often~~^{many of them} went to community colleges. Indeed the doors were open to them and indeed community colleges became a "source of hope."

I'd like to take a few minutes here to talk about the Administration's accomplishments in education.

Based on his belief that higher education is more important today than ever before, President Clinton has:

Created the Direct Lending Program which makes it easier to borrow and repay loans as a percentage of income. Many of you here are representing colleges that are participating in the Direct Lending program.

Created the Americorps program which, this year alone, will allow 25,000 young people to earn college money by serving their local communities. Many of you represent colleges with students who are participating in Americorps and many of you live and work in communities which have benefitted from Americorps.

Proposed an increase in the number and the maximum award for Pell grants so that nearly 375,000 more students would benefit from the program in fiscal year 2000. I think of all of the things that community colleges benefit from, this would be high on the list as a large percentage of community college students are

recipients of pell grants.

Fought back Republican proposals to increase the cost of higher education for parents and students.

Between 1992 and 1995, the dollar amount of aid to students -- including loans, grants and work-study -- increased from \$22.5 billion to \$34.4 billion. President Clinton remains committed to his agenda of increasing our investment in education and training. I also might add here that he remains committed to preserving every colleges right to choose Direct Lending.

In his State of the Union address, President Clinton has also vowed to continue the trend of increasing college enrollments by calling for the enactment of three key initiatives to increase access and the affordability of college education.

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 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.

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. This year, 128,000 graduating high school seniors will receive a scholarship to help finance their college education. 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.

Tuition Tax Deduction. The President renewed his call for a deduction of up to \$10,000 for the cost of tuition and training. Families could deduct up to \$10,000 in expenditures for postsecondary education. 17.1 million students and 14.3 million

families stand to benefit from this proposal for tax relief to working families.

And I would like to just mention the GI Bill for America's Workers --- specifically the Skill Grants for Adults. I know Omer will talk more about this and that it is something you are very interested in. At the heart of President Clinton's proposal is to transfer the resources from dozens of adult training programs and put them in the hands of the individual via a **Skill Grant worth up to \$2600.** This would empower dislocated and disadvantaged workers who are unable to find new and better jobs through job search to spend this voucher, for example, at a community college learning whatever skills they choose to get ahead.

Finally, if I may just take a few minutes to talk about some of our accomplishments in the area of elementary and secondary education. After all, young people need to be prepared to do college work in order to take advantage of doors opening up for them.

For the last three years, the Clinton Administration has worked hard to improve communities. During the campaign and at the beginning of his Presidency, President Clinton made a commitment to empowerment through education – from expansion and improvement of early childhood education to reform of adult education and training programs. Much of that agenda has been enacted over the past two years and forms a large part of what we will fight for in the negotiations with Congress on the budget:

1. HEAD START

In his first two budgets, the President increased Head Start spending by \$760 million.

2. GOALS 2000: EDUCATE AMERICA ACT

Goals 2000 affirms the President's belief in the critical role of education in building America's future and the federal government's

*Title I:
They want
to make
title one
look more
like Pell
Grant*

role as a partner in that effort. Goals 2000 supports meaningful state and community school improvement efforts. More than 40 states have already chosen to participate in Goals 2000.

4. SCHOOL TO WORK

The School To Work law gives them access to on the job training while they are still in school. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that all young Americans will be capable of performing and prospering in a competitive global economy.

5. TECHNOLOGY AND LEARNING

To ensure that our nation's classrooms are not left behind in the technological and information revolution that is taking place, the Clinton Administration has initiated a "Technology Learning Challenge," which will challenge learning communities -- teachers, students, local businesses, telecommunications companies, curriculum and learning specialists -- to develop and deploy interactive learning curriculum content that will allow students to learn both at school and at home.

None of these programs alone is a panacea. We all know that the government alone will not lift a family out of poverty or revitalize a neighborhood. School lunch can help a child's physical and intellectual development, but it can't provide a shelter. Likewise, a nutrition program for pregnant women will increase the likelihood of a healthy baby but it cannot pay the rent. That is why the Clinton Administration is focusing on comprehensive strategies, not the piecemeal, fragmented approach to services that has become all too common.

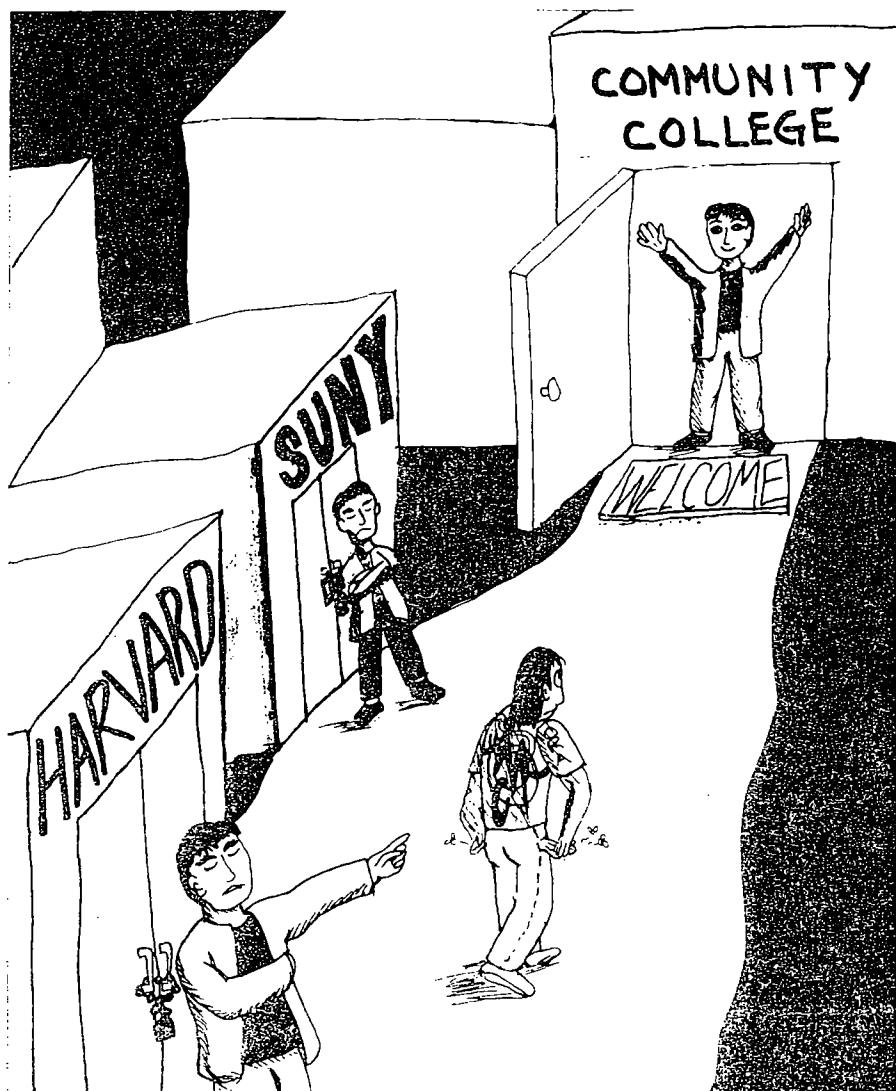
I'd like to close by saying that in his remarks last year to the National Association of Community Colleges annual meeting in Minneapolis, President Clinton reiterated the important role community colleges are

playing not only by educating students who attend the schools but by their presence in the community. More and more, community colleges are playing an important and powerful role in neighborhood revitalization initiatives by participating in community activities and serving as a host for cultural opportunities in which community members can take advantage.

On behalf of the Clinton Administration, I applaud your efforts and look forward to having some time for questions and answers. Many thanks!

Community College Students

Getting a Degree That Works



Reported by Mohamed Khan

Even though it might seem like any college education is too expensive, there are some bargains out there you might not have considered. Community college is one of them.

City-As HS doing internships and trying to keep up her 80-something average. "I wanted to go to college, but I knew that money was tight," she said. "And I didn't know anything about financial aid." She also had not taken

OLDER STUDENTS, LESS PARTYING

Another difference between community colleges and most four-year colleges is that, because they're so flexible, community colleges tend to attract a lot of older students, who have already been working for awhile. In fact, only about 20% of BMCC's students are under 20, and at Bronx Community College, teens only make up about 10% of the student body.

That means the social life is a little different than at most four-year schools. Larissa said that when she heard her friends at colleges upstate talk about fraternities and sororities and partying hard, she was a little jealous. There are some parties at BMCC, but she did not attend them.

Like many community college students, Larissa stayed focused on her school work and her job. "Most of the social life was getting to know people in my classes," she said. "The environment is preparing you for work."

Rivera said that about half of BMCC's graduates go straight to work when they're done; the other half transfer to four-year colleges.

TRANSFER OR GET A JOB

Larissa is planning to earn an associate degree in liberal arts. She takes courses in English, history, and the social sciences. She hasn't decided yet what she'll do after that.

"If I get into a [four-year] school, I'll go," she said. "And if I get a job, I'll work."

Glen said he may go on to four-year college at some point, but for now, he works as an emergency medical technician at the American Red Cross. He said that in the work world, it's definitely better to have a two-year degree than no degree at all.

"It shows companies that you have attempted to take college curriculum courses and you've passed," he said. "It shows that you started something and finished it."

But it's not a terrible fate, according to Larissa and Glen. Larissa said that the main difference seems to be the social experience. Her friends at other schools went to fraternity parties, for example, and there weren't any at BMCC. "The experience is different," she said. "but not bad."

Glen agreed. "College is about what you get out of it, not so much what they teach you," he said. From his community college experience, he said, "I got hope out of it. A little optimism. A little bit of confidence, too."

Types of Degrees

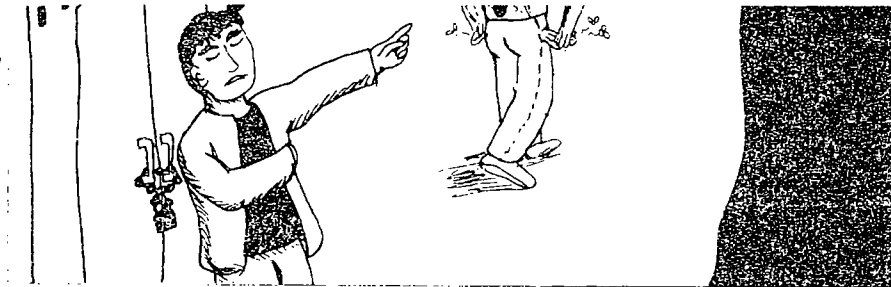
One of the biggest differences between two-year and four-year colleges is the type of degree you get when you finish.

Associate degree: This is what you get when you graduate from a two-year college. There are two types of associate degrees.

One is the associate of arts (AA) or science (AS), which can be used to transfer to a four-year college. Most colleges that accept them allow you to enter as a junior, according to Ramon P. Rivera, Director of Admissions at BMCC.

The other is the associate of applied science (AAS), which is considered non-transferable. People who pursue it typically plan to go directly into the work world. Particular kinds of jobs require it and no other schooling before they would hire you. Examples include hotel management, respiratory therapy, and accounting, according to Rivera.

Bachelor's degree: This is what



Ora Ouchas

Reported by Mohamed Khan

Even though it might seem like any college education is too expensive, there are some bargains out there you might not have considered. Community college is one of them.

Community colleges offer two-year programs that can serve as a stepping stone to a four-year college or can lead straight to a job. And the tuition is cheaper than at a four-year college.

There are six community colleges in New York City: Bronx Community College (BCC), Hostos in the Bronx, Queensborough and LaGuardia in Queens, Kingsborough in Brooklyn, and Borough of Manhattan Community College (BMCC) in Manhattan. All of them are part of the City University (CUNY) system.

CHEAPER AND CONVENIENT

There are a number of reasons why people choose to attend community college. For Larissa Fernando, who just finished her first semester at BMCC, the main reasons were money and convenience.

Larissa spent most of her senior year at

City-As HS doing internships and trying to keep up her 80-something average. "I wanted to go to college, but I knew that money was tight," she said. "And I didn't know anything about financial aid." She also had not taken the SATs.

When she talked to a counselor about her problem, he told her to consider community college. Larissa found out that BMCC costs \$105 per credit or \$1,250 per semester if you take a normal, full-time courseload of 12 credits. And since she wanted a college in Manhattan so she could keep working in the city in addition to taking courses, the school's location was a plus. She decided to enroll.

ALMOST ANYONE CAN GO

Ramon P. Rivera, Director of Admissions at BMCC, said that the main goal of the community colleges is to make higher education accessible to anybody who wants it. That's why they have what's called "open admissions." That means there is no minimum GPA requirement or any weeding-out process to determine whether or not you can attend. That's also why tuition costs are kept as low as possible. If you have a high school diploma and you can pay, you can go.

Glen Loew, a 1993 graduate of Kingsborough Community College, said that in addition to the price being right, he liked his classes and teachers a lot. Most of Glen's classes only had about 20 to 40 students, and that's typical. (At BMCC, according to Rivera, the student-teacher ratio is about 30 to 1.) There weren't any large lectures with hundreds of students like some four-year colleges have. The result is that you get more attention from your teachers.

"The professors allow you to learn at your own pace and offer you a lot of support," Glen said. He also took advantage of the tutoring services that Kingsborough offered.

Larissa is planning to earn an associate degree in liberal arts. She takes courses in English, history, and the social sciences. She hasn't decided yet what she'll do after that.

"If I get into a [four-year] school, I'll go," she said. "And if I get a job, I'll work."

Glen said he may go on to four-year college at some point, but for now, he works as an emergency medical technician at the American Red Cross. He said that in the work world, it's definitely better to have a two-year degree than no degree at all.

"It shows companies that you have attempted to take college curriculum courses and you've passed," he said. "It shows that you started something and finished it."

A SOURCE OF HOPE

Rivera said that although enrollment at BMCC dropped this year, he thinks that in the future, community college education will be more in demand. With financial aid being cut and tuition on the rise, it may be the only option for a lot of people who want to continue their educations.

"I think people will have to turn to us, especially so-called 'minorities' and immigrants," because they are disproportionately in need of financial aid, Rivera said.

science (AS), which can be used to transfer to a four-year college. Most colleges that accept them allow you to enter as a junior, according to Ramon P. Rivera, Director of Admissions at BMCC.

The other is the associate of applied science (AAS), which is considered non-transferable. People who pursue it typically plan to go directly into the work world. Particular kinds of jobs require it and no other schooling before they would hire you. Examples include: hotel management, respiratory therapy, and accounting according to Rivera.

Bachelor's degree: This is what you get when you graduate from a four-year college. You can get a bachelor of arts (BA) or bachelor of science (BS). The different fields you can earn one in include liberal arts (English, philosophy, psychology), science (engineering, chemistry, physics), and certain professional fields (accounting, nursing, business administration), among others.

For more information about applying to community colleges in New York City, contact:

CUNY Office of Admission Services

101 W. 31st St.
(between 6th and 7th Aves.) 6th floor
212-947-4800

Hours: Mon-Wed 9 am - 5:45 pm
Thurs 10 am - 5:45
Fri 9 am - 4:45 pm

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MEMBERS OF CONGRESS WITH COMMUNITY COLLEGE BACKGROUNDS

From our on-line computer resources, and trustee knowledge of their college alumni, ACCT has compiled a list for your reference of Members of the 104th Congress who are in some way affiliated with community colleges. So far we've found the following Senators and Representatives. This is an ongoing research project for us, so if you know of, or learn of other members not listed below who attended a community college, graduated from a community college, or received an Associate degree during their educational careers, please let us know.

Freshmen Members of Congress :

Jim Bunn, OR-5, R	Chemeketa Community College, AA
Wes Cooley, OR-2, R	El Camino Community College, AA 1956
Chaka Fattah, PA-2, D	Community College of Philadelphia, AA 1976
Mark Foley, FL-16, R	Attended Palm Beach Community College
Randy Tate, WA-9, R	Tacoma Community College, AA 1986

Veteran Members of Congress:

Neil Abercrombie, HI-1, D	Taught at Leeward Community College
Roscoe Bartlett, MD-6 R	Taught anatomy and physiology at Frederick Community College, Maryland.
George Brown, CA-42, D	Attended El Centro Junior College, 1938.
Ken Calvert, CA-43, R	Chaffey College, AA 1973
Gary Condit, CA-18, D	Attended Modesto Junior College
Jerry Costello, IL-12, D	Belleville Area Community College, AA, 1970.
Ronald Dellums, CA-9, D	Attended Oakland City College, CA.
Anna G. Eshoo, CA-14 D	Canada College, AA 1975
Lane Evans, IL-17, D	Attended Black Hawk College.
Sam Gejdenson, CT-2, D	Mitchell Junior College, AS, 1968.
Wayne Gilchrest, MD-1, R	Wesley College, AA, 1971.
Henry Gonzalez, TX-20, D	Graduated from San Antonio Junior College, 1937.
Wally Herger, CA-2, R	American River College, AA 1967

Carrie Meek, FL-17 D	Taught at Miami-Dade Comm. Coll.
John L. Mica, FL-7, R	Miami-Dade Community College, AA 1965
George Miller, CA-7, D	Diablo Valley College, CA.
Ileana Ros-Lehtinen, FL-18, R	Miami-Dade Community College, AA, 1972.
Sen. Robert C. Smith, R-NH	Trenton Junior College, AA 1963
Charles Stenholm, TX-17, D	Attended Tarleton State Junior College, 1957-59.
Bart Stupak, MI-1 D	Northwestern Michigan Community College, AA 1972
Karen L. Thurman, FL-5 D	Santa Fe Community College, AA 1971
Esteban Torres, CA-34, D	Attended East Los Angeles Community College, 1959-63.
Curt Weldon, PA-7, R	Delaware County Community College, AAS, 1972.
Don Young, AK, R	Yuba Junior College, AA 1952.

Updated: February 13, 1996
 Compiled by:
 Stephanie Trimarchi
 Legislative Assistant

Association of Community College Trustees
 1740 N Street, NW
 Washington, DC 20036 (202) 775-4667

GENERAL STRATEGY FOR VISITS TO CONGRESS

1. Scheduling the visit.

Personal visits to Congressional offices are the most important form of legislative liaison, but they are only one important step. The best way to start is with an appointment. If you didn't make your appointment before you left home, you should call on Monday morning (February 26) to make one. A directory of the House and Senate Members with phone and room numbers is included in your packet. Or, you may dial the Capitol switchboard at 224-3121 and ask to be connected to your Representative or Senator's office.

2. Prepare for the visit.

Familiarize yourself with the community college priorities for the second session of the 104th Congress, distributed at the priority briefing session on Sunday, February 25. Pick up extra copies to take with you on your Hill visits to leave with Members of Congress and their staff.

3. Start with a "Thank you."

A thank-you is always a good way to start each visit. Thank your Senators and Representative for their recognition and support of your local college. Remind them of the important role community colleges serve in providing low cost but high quality, postsecondary education and training opportunities to people right in their own communities. Share with them any information/fact sheets about your college programs that you may have brought with you.

4. Share the Community College Positions.

Talk to your Senators and Representative about the community college priorities. Request support for these issues, and leave a copy of the priority sheet with your Senators and Representative or their aides. Discuss their voting record on community college issues.

5. Follow up after your visit.

When you return home, follow up with a thank you letter for the time given to your visit. Your letter should restate your request for support on the top priority issues and should ask your Senators and Representative to keep you informed on the progress of these issues. Send a copy of your follow-up letter to the Offices of Federal Relations at ACCT and AACC.

6. Stay Informed.

Read the ACCT Advisor and the AACC Letter to stay informed of the progress of the Community College Priorities throughout the Congressional session.

7. Respond to ACCT and AACC Calls to Action.

When you receive a call to action, respond by writing your Senators and Representative on the issue, and remind them that you visited them in Washington in February and discussed community college policy positions with them. Ask for their support on the issue, and request that they keep you informed of Congressional action on the issue.

8. Continue your efforts.

Invite your Members of Congress to visit your campus when they are in their home districts. Encourage them to hold their regular constituent meetings at your college. Arrange a tour for them of the college and its programs.

104th CONGRESS

UNITED STATES HOUSE OF REPRESENTATIVES

REPRESENTATIVES

(Republicans in roman; Democrats in *italic*; Independents in SMALL CAPS; Resident Commissioner and Delegates in boldface)
Members who have died or resigned in bold brackets []

[Room numbers with 3 digits are in the Cannon HOB, 4 digits beginning with 1 are in the Longworth HOB, 4 digits beginning with 2 are in the Rayburn HOB, digits beginning with H1 are in the O'Neill HOB, digits beginning with H2 are in the Ford HOB]

[Capitol room numbers begin with SB, ST, HB, HT with 2 digits and begin with H or S with 3 digits]

[Washington, D.C. 20515]

Compiled by
Robin H. Carle, Clerk of the House

Name	Phone	Room	Name	Phone	Room
<i>Abercrombie, Neil</i> , 1st HI	52728	1233	Bono, Sonny, 44th CA	55330	512
<i>Ackerman, Gary L.</i> , 5th NY	52601	2243	<i>Borski, Robert A.</i> , 3d PA	58251	2182
Allard, Wayne, 4th CO	54676	422	<i>Boucher, Rick</i> , 9th VA	53861	2245
<i>Andrews, Robert E.</i> , 1st NJ	56501	2439	<i>Brewster, Bill K.</i> , 3d OK	54565	1727
Archer, Bill, 7th TX	52571	1236	<i>Browder, Glen</i> , 3d AL	53261	2344
Armey, Richard K., 26th TX	57772	301	<i>Brown, Corrine</i> , 3d FL	50123	1610
Bachus, Spencer, 6th AL	54921	127	<i>Brown, George E., Jr.</i> , 42d CA	58161	2300
<i>Baesler, Scotty</i> , 6th KY	54706	113	<i>Brown, Sherrod</i> , 13th OH	53401	1019
Baker, Bill, 10th CA	51880	1724	Brownback, Sam, 2d KS	56601	1313
Baker, Richard H., 6th LA	53901	434	Bryant, Ed, 7th TN	52811	1516
<i>Baldacci, John Elias</i> , 2d ME	56306	1740	<i>Bryant, John</i> , 5th TX	52231	2330
Ballenger, Cass, 10th NC	52576	2238	Bunn, Jim, 5th OR	55711	1517
<i>Barcia, James A.</i> , 5th MI	58171	1410	Bunning, Jim, 4th KY	53465	2437
Barr, Bob, 7th GA	52931	1607	Burr, Richard, 5th NC	52071	1431
Barrett, Bill, 3d NE	56435	1213	Burton, Dan, 6th IN	52276	2411
<i>Barrett, Thomas M.</i> , 5th WI	53571	1224	Buyer, Stephen E., 5th IN	55037	326
Bartlett, Roscoe G., 6th MD	52721	322	Callahan, Sonny, 1st AL	54931	2418
Barton, Joe, 6th TX	52002	2264	Calvert, Ken, 43d CA	51986	1034
Bass, Charles F., 2d NH	55206	1728	Camp, Dave, 4th MI	53561	137
Bateman, Herbert H., 1st VA	54261	2350	Campbell, Tom, 15th CA	52631	2221
<i>Becerra, Xavier</i> , 30th CA	56235	1119	Canady, Charles T., 12th FL	51252	1222
<i>Beilenson, Anthony C.</i> , 24th CA	55911	2465	<i>Cardin, Benjamin L.</i> , 3d MD	54016	104
<i>Bentsen, Ken</i> , 25th TX	57508	128	Castle, Michael N., At Large, DE	54165	1207
Bereuter, Doug, 1st NE	54806	2348	Chabot, Steve, 1st OH	52216	1641
<i>Berman, Howard L.</i> , 26th CA	54695	2231	Chambliss, Saxby, 8th GA	56531	1708
<i>Bevill, Tom</i> , 4th AL	54876	2302	<i>Chapman, Jim</i> , 1st TX	53035	2417
Bilbray, Brian P., 49th CA	52040	1004	Chenoweth, Helen, 1st ID	56611	1722
Bilirakis, Michael, 9th FL	55755	2240	Christensen, Jon, 2d NE	54155	1020
<i>Bishop, Sanford D., Jr.</i> , 2d GA	53631	1632	Chrysler, Dick, 8th MI	54872	327
Bliley, Thomas J., Jr., 7th VA	52815	2241	<i>Clay, William (Bill)</i> , 1st MO	52406	2306
Blute, Peter, 3d MA	56101	1029	<i>Clayton, Eva M.</i> , 1st NC	53101	222
Boehlert, Sherwood L., 23d NY	53665	2246	<i>Clement, Bob</i> , 5th TN	54311	2229
Boehner, John A., 8th OH	56205	1011	Clinger, William F., Jr., 5th PA	55121	2160
Bonilla, Henry, 23d TX	54511	1427	<i>Clyburn, James E.</i> , 6th SC	53315	319
<i>Bonior, David E.</i> , 10th MI	52106	2207	Coble, Howard, 6th NC	53065	403

REPRESENTATIVES

Name	Phone	Room	Name	Phone	Room
Coburn, Tom A., 2d OK	52701	511	Everett, Terry, 2d AL	52901	208
Coleman, Ronald D., 16th TX	54831	2312	Ewing, Thomas W., 15th IL	52371	1317
Collins, Barbara-Rose, 15th MI	52261	401	Faleomavaega, Eni F. H. , (Del-		
Collins, Cardiss, 7th IL	55006	2308	egate) AS	58577	2422
Collins, Mac, 3d GA	55901	1130	Farr, Sam, 17th CA	52861	1117
Combust, Larry, 19th TX	54005	1511	Fattah, Chaka, 2d PA	54001	1205
Condit, Gary A., 18th CA	56131	2444	Fawell, Harris W., 13th IL	53515	2159
Conyers, John, Jr., 14th MI	55126	2426	Fazio, Vic, 3d CA	55716	2113
Cooley, Wes, 2d OR	56730	1609	Fields, Cleo, 4th LA	58490	218
Costello, Jerry F., 12th IL	55661	2454	Fields, Jack, 8th TX	54901	2228
Cox, Christopher, 47th CA	55611	2402	Filner, Bob, 50th CA	58045	504
Coyne, William J., 14th PA	52301	2455	Flake, Floyd H., 6th NY	53461	1035
Cramer, Robert E. (Bud), Jr., 5th			Flanagan, Michael Patrick, 5th IL ..	54061	1407
AL	54801	236	Foglietta, Thomas M., 1st PA	54731	341
Crane, Philip M., 8th IL	53711	233	Foley, Mark, 16th FL	55792	506
Crapo, Michael D., 2d ID	55531	437	Forbes, Michael P., 1st NY	53826	502
Cremeans, Frank A., 6th OH	55705	1630	Ford, Harold E., 9th TN	53265	2111
Cubin, Barbara, At Large, WY	52311	1114	Fowler, Tillie K., 4th FL	52501	413
Cunningham, Randy "Duke", 51st			Fox, Jon D., 13th PA	56111	510
CA	55452	227	Frank, Barney, 4th MA	55931	2210
Danner, Pat, 6th MO	57041	1323	Franks, Bob, 7th NJ	55361	429
Davis, Thomas M., 11th VA	51492	415	Franks, Gary A., 5th CT	53822	133
Deal, Nathan, 9th GA	55211	1406	FRAZER, VICTOR O. , (Delegate)		
DeFazio, Peter A., 4th OR	56416	2134	VI	51790	1711
de la Garza, E., 15th TX	52531	1401	Frelinghuysen, Rodney P., 11th NJ .	55034	514
DeLauro, Rosa L., 3d CT	53661	436	Frisa, Dan, 4th NY	55516	1529
DeLay, Tom, 22d TX	55951	203	Frost, Martin, 24th TX	53605	2459
Dellums, Ronald V., 9th CA	52661	2108	Funderburk, David, 2d NC	54531	427
Deutsch, Peter, 20th FL	57931	204	Furse, Elizabeth, 1st OR	50855	316
Diaz-Balart, Lincoln, 21st FL	54211	431	Gallegly, Elton, 23d CA	55811	2441
Dickey, Jay, 4th AR	53772	230	Ganske, Greg, 4th IA	54426	1108
Dicks, Norman D., 6th WA	55916	2467	Gejdenson, Sam, 2d CT	52076	2416
Dingell, John D., 16th MI	54071	2328	Gekas, George W., 17th PA	54315	2410
Dixon, Julian C., 32d CA	57084	2252	Gephardt, Richard A., 3d MO	52671	1226
Doggett, Lloyd, 10th TX	54865	126	Geren, Pete, 12th TX	55071	2448
Dooley, Calvin M., 20th CA	53341	1227	Gibbons, Sam, 11th FL	53376	2204
Doolittle, John T., 4th CA	52511	1526	Gilchrest, Wayne T., 1st MD	55311	332
Dornan, Robert K., 46th CA	52965	1201	Gillmor, Paul E., 5th OH	56405	1203
Doyle, Michael F., 18th PA	52135	1218	Gilman, Benjamin A., 20th NY	53776	2449
Dreier, David, 28th CA	52305	411	Gingrich, Newt, 6th GA	54501	2428
Duncan, John J., Jr., 2d TN	55435	2400	Gonzalez, Henry B., 20th TX	53236	2413
Dunn, Jennifer, 8th WA	57761	432	Goodlatte, Bob, 6th VA	55431	123
Durbin, Richard J., 20th IL	55271	2463	Goodling, William F., 19th PA	55836	2263
Edwards, Chet, 11th TX	56105	328	Gordon, Bart, 6th TN	54231	2201
Ehlers, Vernon J., 3d MI	53831	1717	Goss, Porter J., 14th FL	52536	108
Ehrlich, Robert L., Jr., 2d MD	53061	315	Graham, Lindsey O., 3d SC	55301	1429
Emerson, Bill, 8th MO	54404	2268	Green, Gene, 29th TX	51688	1024
Engel, Eliot L., 17th NY	52464	1433	Greenwood, James C., 8th PA	54276	430
English, Phil, 21st PA	55406	1721	Gunderson, Steve, 3d WI	55506	2185
Ensign, John E., 1st NV	55965	414	Gutierrez, Luis V., 4th IL	58203	408
Eshoo, Anna G., 14th CA	58104	308	Gutknecht, Gil, 1st MN	52472	425
Evans, Lane, 17th IL	55905	2335	Hall, Ralph M., 4th TX	56673	2236

REPRESENTATIVES

Name	Phone	Room	Name	Phone	Room
Hall, Tony P., 3d OH	56465	1432	Klink, Ron, 4th PA	52565	125
Hamilton, Lee H., 9th IN	55315	2314	Klug, Scott L., 2d WI	52906	1113
Hancock, Mel, 7th MO	56536	438	Knollenberg, Joe, 11th MI	55802	1221
Hansen, James V., 1st UT	50453	2466	Kolbe, Jim, 5th AZ	52542	205
Harman, Jane, 36th CA	58220	325	LaFalce, John J., 29th NY	53231	2310
Hastert, J. Dennis, 14th IL	52976	2453	LaHood, Ray, 18th IL	56201	329
Hastings, Alcee L., 23d FL	51313	1039	Lantos, Tom, 12th CA	53531	2217
Hastings, Richard 'Doc', 4th WA	55816	1229	Largent, Steve, 1st OK	52211	410
Hayes, James A., 7th LA	52031	2432	Latham, Tom, 5th IA	55476	516
Hayworth, J. D., 6th AZ	52190	1023	LaTourette, Steven C., 19th OH	55731	1508
Hefley, Joel, 5th CO	54422	2351	Laughlin, Greg, 14th TX	52831	442
Hefner, W. G. (Bill), 8th NC	53715	2470	Lazio, Rick, 2d NY	53335	314
Heineman, Fred, 4th NC	51784	1440	Leach, James A., 1st IA	56576	2186
Herger, Wally, 2d CA	53076	2433	Levin, Sander M., 12th MI	54961	2230
Hilleary, Van, 4th TN	56831	114	Lewis, Jerry, 40th CA	55861	2112
Hilliard, Earl F., 7th AL	52665	1007	Lewis, John, 5th GA	53801	229
Hinchey, Maurice D., 26th NY	56335	1524	Lewis, Ron, 2d KY	53501	412
Hobson, David L., 7th OH	54324	1514	Lightfoot, Jim, 3d IA	53806	2161
Hoekstra, Peter, 2d MI	54401	1122	Lincoln, Blanche Lambert, 1st AR ...	54076	1204
Hoke, Martin R., 10th OH	55871	212	Linder, John, 4th GA	54272	1318
Holden, Tim, 6th PA	55546	1421	Lipinski, William O., 3d IL	55701	1501
Horn, Stephen, 38th CA	56676	129	Livingston, Bob, 1st LA	53015	2406
Hostettler, John N., 8th IN	54636	1404	LoBiondo, Frank A., 2d NJ	56572	513
Houghton, Amo, 31st NY	53161	1110	Lofgren, Zoe, 16th CA	53072	118
Hoyer, Steny H., 5th MD	54131	1705	Longley, James B., Jr., 1st ME	56116	226
Hunter, Duncan, 52d CA	55672	2265	Lowey, Nita M., 18th NY	56506	2421
Hutchinson, Y. Tim, 3d AR	54301	1005	Lucas, Frank D., 6th OK	55565	107
Hyde, Henry J., 6th IL	54561	2110	Luther, Bill, 6th MN	52271	1419
Inglis, Bob, 4th SC	56030	1237	McCarthy, Karen, 5th MO	54535	1232
Istook, Ernest J., Jr., 5th OK	52132	119	McCollum, Bill, 8th FL	52176	2266
Jackson, Jesse L., Jr., 2d IL	50773	312	McCrery, Jim, 5th LA	52777	225
Jackson-Lee, Sheila, 18th TX	53816	1520	McDade, Joseph M., 10th PA	53731	2107
Jacobs, Andrew, Jr., 10th IN	54011	2313	McDermott, Jim, 7th WA	53106	2349
Jefferson, William J., 2d LA	56636	240	McHale, Paul, 15th PA	56411	217
Johnson, Eddie Bernice, 30th TX	58885	1123	McHugh, John M., 24th NY	54611	416
Johnson, Nancy L., 6th CT	54476	343	McInnis, Scott, 3d CO	54761	215
Johnson, Sam, 3d TX	54201	1030	McIntosh, David M., 2d IN	53021	1208
Johnson, Tim, At Large, SD	52801	2438	McKeon, Howard P. "Buck", 25th		
Johnston, Harry, 19th FL	53001	2458	CA	51956	307
Jones, Walter B., Jr., 3d NC	53415	214	McKinney, Cynthia A., 11th GA	51605	124
Kanjorski, Paul E., 11th PA	56511	2429	McNulty, Michael R., 21st NY	55076	2442
Kaptur, Marcy, 9th OH	54146	2104	Maloney, Carolyn B., 14th NY	57944	1504
Kasich, John R., 12th OH	55355	1131	Manton, Thomas J., 7th NY	53965	2235
Kelly, Sue W., 19th NY	55441	1037	Manzullo, Donald A., 16th IL	55676	426
Kennedy, Joseph P., II, 8th MA	55111	2242	Markey, Edward J., 7th MA	52836	2133
Kennedy, Patrick J., 1st RI	54911	1505	Martinez, Matthew G., 31st CA	55464	2239
Kennelly, Barbara B., 1st CT	52265	201	Martini, William J., 8th NJ	55751	1513
Kildee, Dale E., 9th MI	53811	2187	Mascara, Frank, 20th PA	54665	1531
Kim, Jay, 41st CA	53201	435	Matsui, Robert T., 5th CA	57163	2311
King, Peter T., 3d NY	57896	224	Meehan, Martin T., 5th MA	53411	318
Kingston, Jack, 1st GA	55831	1507	Meek, Carrie P., 17th FL	54506	404
Klecza, Gerald D., 4th WI	54572	2301	Menendez, Robert, 13th NJ	57919	1730

REPRESENTATIVES

Name	Phone	Room	Name	Phone	Room
Metcalf, Jack, 2d WA	52605	507	Quillen, James H. (Jimmy), 1st TN	56356	102
Meyers, Jan, 3d KS	52865	2303	Quinn, Jack, 30th NY	53306	331
Mfume, Kweisi, 7th MD	54741	2419	Radanovich, George P., 19th CA	54540	313
Mica, John L., 7th FL	54035	336	Rahall, Nick J., II, 3d WV	53452	2269
Miller, Dan, 13th FL	55015	117	Ramstad, Jim, 3d MN	52871	103
Miller, George, 7th CA	52095	2205	Rangel, Charles B., 15th NY	54365	2354
Minge, David, 2d MN	52331	1415	Reed, Jack, 2d RI	52735	1510
Mink, Patsy T., 2d HI	54906	2135	Regula, Ralph, 16th OH	53876	2309
Moakley, John Joseph, 9th MA	58273	235	Richardson, Bill, 3d NM	56190	2209
Molinari, Susan, 13th NY	53371	2435	Riggs, Frank, 1st CA	53311	1714
Mollohan, Alan B., 1st WV	54172	2427	Rivers, Lynn N., 13th MI	56261	1116
Montgomery, G. V. (Sonny), 3d MS ..	55031	2184	Roberts, Pat, 1st KS	52715	1126
Moorhead, Carlos J., 27th CA	54176	2346	Roemer, Tim, 3d IN	53915	407
Moran, James P., 8th VA	54376	405	Rogers, Harold, 5th KY	54601	2468
Morella, Constance A., 8th MD	55341	106	Rohrabacher, Dana, 45th CA	52415	2338
Murtha, John P., 12th PA	52065	2423	Romero-Barceló, Carlos A.,		
Myers, John T., 7th IN	55805	2372	(Resident Commissioner) PR	52615	428
Myrick, Sue, 9th NC	51976	509	Ros-Lehtinen, Ileana, 18th FL	53931	2440
Nadler, Jerrold, 8th NY	55635	109	Rose, Charlie, 7th NC	52731	242
Neal, Richard E., 2d MA	55601	2431	Roth, Toby, 8th WI	55665	2234
Nethercutt, George R., Jr., 5th WA ..	52006	1527	Roukema, Marge, 5th NJ	54465	2469
Neumann, Mark W., 1st WI	53031	1725	Roybal-Allard, Lucille, 33d CA	51766	324
Ney, Robert W., 18th OH	56265	1605	Royce, Edward R., 39th CA	54111	1133
Norton, Eleanor Holmes, (Dele-			Rush, Bobby L., 1st IL	54372	131
gate) DC	58050	1424	Sabo, Martin Olav, 5th MN	54755	2336
Norwood, Charlie, 10th GA	54101	1707	Salmon, Matt, 1st AZ	52635	115
Nussle, Jim, 2d IA	52911	303	SANDERS, BERNARD, At Large, VT ...	54115	213
Oberstar, James L., 8th MN	56211	2366	Sanford, Marshall "Mark", 1st SC ...	53176	1223
Obey, David R., 7th WI	53365	2462	Sawyer, Thomas C., 14th OH	55231	1414
Olver, John W., 1st MA	55335	1027	Saxton, Jim, 3d NJ	54765	339
Ortiz, Solomon P., 27th TX	57742	2136	Scarborough, Joe, 1st FL	54136	1523
Orton, Bill, 3d UT	57751	440	Schaefer, Dan, 6th CO	57882	2353
Owens, Major R., 11th NY	56231	2305	Schiff, Steven, 1st NM	56316	2404
Oxley, Michael G., 4th OH	52676	2233	Schroeder, Patricia, 1st CO	54431	2307
Packard, Ron, 48th CA	53906	2162	Schumer, Charles E., 9th NY	56616	2211
Pallone, Frank, Jr., 6th NJ	54671	420	Scott, Robert C., 3d VA	58351	501
Parker, Mike, 4th MS	55865	2445	Seastrand, Andrea H., 22d CA	53601	320
Pastor, Ed, 2d AZ	54065	223	Sensenbrenner, F. James, Jr., 9th		
Paxon, Bill, 27th NY	55265	2436	WI	55101	2332
Payne, Donald M., 10th NJ	53436	2244	Serrano, José E., 16th NY	54361	2342
Payne, L. F., 5th VA	54711	2412	Shadegg, John B., 4th AZ	53361	503
Pelosi, Nancy, 8th CA	54965	2457	Shaw, E. Clay, Jr., 22d FL	53026	2267
Peterson, Collin C., 7th MN	52165	1314	Shays, Christopher, 4th CT	55541	1502
Peterson, Douglas "Pete", 2d FL	55235	306	Shuster, Bud, 9th PA	52431	2188
Petri, Thomas E., 6th WI	52476	2262	Sisisky, Norman, 4th VA	56365	2371
Pickett, Owen B., 2d VA	54215	2430	Skaggs, David E., 2d CO	52161	1124
Pombo, Richard W., 11th CA	51947	1519	Skeen, Joe, 2d NM	52365	2367
Pomeroy, Earl, At Large, ND	52611	1533	Skelton, Ike, 4th MO	52876	2227
Porter, John Edward, 10th IL	54835	2373	Slaughter, Louise McIntosh, 28th		
Portman, Rob, 2d OH	53164	238	NY	53615	2347
Poshard, Glenn, 19th IL	55201	2334	Smith, Christopher H., 4th NJ	53765	2370
Pryce, Deborah, 15th OH	52015	221	Smith, Lamar S., 21st TX	54236	2443

REPRESENTATIVES

Name	Phone	Room	Name	Phone	Room
Smith, Linda, 3d WA	53536	1217	<i>Underwood, Robert A.</i> , (Dele-		
Smith, Nick, 7th MI	56276	1530	gate) GU	51188	424
Solomon, Gerald B. H., 22d NY	55614	2206	Upton, Fred, 6th MI	53761	2333
Souder, Mark E., 4th IN	54436	508	<i>Velázquez, Nydia M.</i> , 12th NY	52361	132
Spence, Floyd, 2d SC	52452	2405	<i>Vento, Bruce F.</i> , 4th MN	56631	2304
<i>Spratt, John M., Jr.</i> , 5th SC	55501	1536	<i>Visclosky, Peter J.</i> , 1st IN	52461	2464
<i>Stark, Fortney Pete</i> , 13th CA	55065	239	<i>Volkmer, Harold L.</i> , 9th MO	52956	2409
Stearns, Cliff, 6th FL	55744	2352	Vucanovich, Barbara F., 2d NV	56155	2202
<i>Stenholm, Charles W.</i> , 17th TX	56605	1211	Waldholtz, Enid G., 2d UT	53011	515
Stockman, Steve, 9th TX	56565	417	Walker, Robert S., 16th PA	52411	2369
<i>Stokes, Louis</i> , 11th OH	57032	2365	Walsh, James T., 25th NY	53701	1330
<i>Studds, Gerry E.</i> , 10th MA	53111	237	Wamp, Zach, 3d TN	53271	423
Stump, Bob, 3d AZ	54576	211	<i>Ward, Mike</i> , 3d KY	55401	1032
<i>Stupak, Bart</i> , 1st MI	54735	317	<i>Waters, Maxine</i> , 35th CA	52201	330
Talent, James M., 2d MO	52561	1022	<i>Watt, Melvin L.</i> , 12th NC	51510	1230
<i>Tanner, John S.</i> , 8th TN	54714	1127	Watts, J. C., Jr., 4th OK	56165	1713
Tate, Randy, 9th WA	58901	1118	<i>Waxman, Henry A.</i> , 29th CA	53976	2408
Tauzin, W. J. (Billy), 3d LA	54031	2183	Weldon, Curt, 7th PA	52011	2452
Taylor, Charles H., 11th NC	56401	231	Weldon, Dave, 15th FL	53671	216
<i>Taylor, Gene</i> , 5th MS	55772	2447	Weller, Jerry, 11th IL	53635	1710
<i>Tejeda, Frank</i> , 28th TX	51640	323	White, Rick, 1st WA	56311	116
Thomas, William M., 21st CA	52915	2208	Whitfield, Ed, 1st KY	53115	1541
<i>Thompson, Bennie G.</i> , 2d MS	55876	1408	Wicker, Roger F., 1st MS	54306	206
Thornberry, William M. "Mac", 13th			<i>Williams, Pat</i> , At Large, MT	53211	2329
TX	53706	1535	<i>Wilson, Charles</i> , 2d TX	52401	2256
<i>Thornton, Ray</i> , 2d AR	52506	1214	<i>Wise, Robert E., Jr.</i> , 2d WV	52711	2434
<i>Thurman, Karen L.</i> , 5th FL	51002	130	Wolf, Frank R., 10th VA	55136	241
Tiahrt, Todd, 4th KS	56216	1319	<i>Woolsey, Lynn C.</i> , 6th CA	55161	439
Torkildsen, Peter G., 6th MA	58020	120	<i>Wyden, Ron</i> , 3d OR	54811	1111
<i>Torres, Esteban Edward</i> , 34th CA ...	55256	2368	<i>Wynn, Albert Russell</i> , 4th MD	58699	418
<i>Torricelli, Robert G.</i> , 9th NJ	55061	1026	<i>Yates, Sidney R.</i> , 9th IL	52111	2109
<i>Towns, Edolphus</i> , 10th NY	55936	2232	Young, C. W. Bill, 10th FL	55961	2407
<i>Traficant, James A., Jr.</i> , 17th OH ...	55261	2446	Young, Don, At Large, AK	55765	2331
[<i>Tucker, Walter R., III</i>], 37th CA ...	57924	419	Zeliff, William H., Jr., 1st NH	55456	1210
			Zimmer, Dick, 12th NJ	55801	228

UNITED STATES SENATE

SENATORS

(Republicans in roman; Democrats in *italic*; Senators who have died or resigned in bold brackets [])

[Room numbers beginning with SD are in the Dirksen Building, SH are in the Hart Building, and SR are in the Russell Building.
Capitol numbers begin with S]

[Washington, D.C. 20510]

Name	Phone	Room	Name	Phone	Room
Vice Pres. <i>Gore, Al</i> (TN)	42424		Grams, Rod (MN)	43244	SD-261
Abraham, Spencer (MI)	44822	SD-241	Grassley, Charles E. (IA)	43744	SH-135
<i>Akaka, Daniel K.</i> (HI)	46361	SH-720	Gregg, Judd (NH)	43324	SR-393
Ashcroft, John (MO)	46154	SR-170	<i>Harkin, Tom</i> (IA)	43254	SH-531
<i>Baucus, Max</i> (MT)	42651	SH-511	Hatch, Orrin G. (UT)	45251	SR-135
Bennett, Robert F. (UT)	45444	SD-431	Hatfield, Mark O. (OR)	43753	SH-711
<i>Biden, Joseph R., Jr.</i> (DE)	45042	SR-221	<i>Heflin, Howell</i> (AL)	44124	SH-728
<i>Bingaman, Jeff</i> (NM)	45521	SH-703	Helms, Jesse (NC)	46342	SD-403
Bond, Christopher S. (MO)	45721	SR-293	<i>Hollings, Ernest F.</i> (SC)	46121	SR-125
<i>Boxer, Barbara</i> (CA)	43553	SH-112	Hutchison, Kay Bailey (TX)	45922	SR-283
<i>Bradley, Bill</i> (NJ)	43224	SH-731	Inhofe, James M. (OK)	44721	SR-453
<i>Breaux, John B.</i> (LA)	44623	SH-516	<i>Inouye, Daniel K.</i> (HI)	43934	SH-722
Brown, Hank (CO)	45941	SH-716	Jeffords, James M. (VT)	45141	SH-513
<i>Bryan, Richard H.</i> (NV)	46244	SR-364	<i>Johnston, J. Bennett</i> (LA)	45824	SH-136
<i>Bumpers, Dale</i> (AR)	44843	SD-229	Kassebaum, Nancy Landon (KS) .	44774	SR-302
Burns, Conrad R. (MT)	42644	SD-183	Kempthorne, Dirk (ID)	46142	SD-367
<i>Byrd, Robert C.</i> (WV)	43954	SH-311	<i>Kennedy, Edward M.</i> (MA)	44543	SR-315
Campbell, Ben Nighthorse (CO) ..	45852	SR-380	<i>Kerrey, J. Robert</i> (NE)	46551	SH-303
Chafee, John H. (RI)	42921	SD-505	<i>Kerry, John F.</i> (MA)	42742	SR-421
Coats, Dan (IN)	45623	SR-404	<i>Kohl, Herb</i> (WI)	45653	SH-330
Cochran, Thad (MS)	45054	SR-326	Kyl, Jon (AZ)	44521	SH-702
Cohen, William S. (ME)	42523	SH-322	<i>Lautenberg, Frank R.</i> (NJ)	44744	SH-506
<i>Conrad, Kent</i> (ND)	42043	SH-724	<i>Leahy, Patrick J.</i> (VT)	44242	SR-433
Coverdell, Paul (GA)	43643	SR-200	<i>Levin, Carl</i> (MI)	46221	SR-459
Craig, Larry E. (ID)	42752	SH-313	<i>Lieberman, Joseph I.</i> (CT)	44041	SH-316
D'Amato, Alfonse (NY)	46542	SH-520	Lott, Trent (MS)	46253	SR-487
<i>Daschle, Thomas A.</i> (SD)	42321	SH-509	Lugar, Richard G. (IN)	44814	SH-306
DeWine, Mike (OH)	42315	SR-140	McCain, John (AZ)	42235	SR-241
<i>Dodd, Christopher J.</i> (CT)	42823	SR-444	McConnell, Mitch (KY)	42541	SR361A
Dole, Bob (KS)	46521	SH-141	Mack, Connie (FL)	45274	SH-517
Domenici, Pete V. (NM)	46621	SH-328	<i>Mikulski, Barbara A.</i> (MD)	44654	SH-709
<i>Dorgan, Byron L.</i> (ND)	42551	SH-713	<i>Moseley-Braun, Carol</i> (IL)	42854	SH-320
<i>Exon, J. James</i> (NE)	44224	SH-528	<i>Moynihan, Daniel Patrick</i> (NY) ...	44451	SR-464
Faircloth, Lauch (NC)	43154	SH-317	Murkowski, Frank H. (AK)	46665	SH-706
<i>Feingold, Russell D.</i> (WI)	45323	SH-502	<i>Murray, Patty</i> (WA)	42621	SR-111
<i>Feinstein, Dianne</i> (CA)	43841	SH-331	Nickles, Don (OK)	45754	SH-133
<i>Ford, Wendell H.</i> (KY)	44343	SR173A	<i>Nunn, Sam</i> (GA)	43521	SD-303
Frist, Bill (TN)	43344	SD-565	[Packwood, Bob] (OR)	45244	SR-259
<i>Glenn, John</i> (OH)	43353	SH-503	<i>Pell, Claiborne</i> (RI)	44642	SR-335
Gorton, Slade (WA)	43441	SH-730	Pressler, Larry (SD)	45842	SR-243
<i>Graham, Bob</i> (FL)	43041	SH-524	<i>Pryor, David</i> (AR)	42353	SR-267
Gramm, Phil (TX)	42934	SR-370	<i>Reid, Harry</i> (NV)	43542	SH-324

SENATORS

Name	Phone	Room	Name	Phone	Room
<i>Robb, Charles S. (VA)</i>	44024	SR-154	<i>Snowe, Olympia J. (ME)</i>	45344	SR-495
<i>Rockefeller, John D., IV (WV)</i>	46472	SH-109	<i>Specter, Arlen (PA)</i>	44254	SH-530
<i>Roth, William V., Jr. (DE)</i>	42441	SH-104	<i>Stevens, Ted (AK)</i>	43004	SH-522
<i>Santorum, Rick (PA)</i>	46324	SR-120	<i>Thomas, Craig (WY)</i>	46441	SH-302
<i>Sarbanes, Paul S. (MD)</i>	44524	SH-309	<i>Thompson, Fred (TN)</i>	44944	SD-523
<i>Shelby, Richard C. (AL)</i>	45744	SH-110	<i>Thurmond, Strom (SC)</i>	45972	SR-217
<i>Simon, Paul (IL)</i>	42152	SD-462	<i>Warner, John W. (VA)</i>	42023	SR-225
<i>Simpson, Alan K. (WY)</i>	43424	SD-105	<i>Wellstone, Paul (MN)</i>	45641	SH-717
<i>Smith, Bob (NH)</i>	42841	SD-332			

104TH CONGRESS HOUSE COMMITTEE ROSTERS

HOUSE COMMITTEE ON APPROPRIATIONS

Party Ratio: R 32 - D 24

Telephone: (202) 225-2771

Room Number: H-218 CAP

Robert L. Livingston (R-LA) chairman

Republicans:

Joseph M. McDade (R-PA)
John T. Myers (R-IN)
C.W. Bill Young (R-FL)
Ralph Regula (R-OH)
Jerry Lewis (R-CA)
John Edward Porter (R-IL)
Harold Rogers (R-KY)
Joe Skeen (R-NM)
Frank R. Wolf (R-VA)
Tom DeLay (R-TX)
Jim Kolbe (R-AZ)
Barbara F. Vucanovich (R-NV)
Jim Ross Lightfoot (R-IA)
Ron Packard (R-CA)
Sonny Callahan (R-AL)
James T. Walsh (R-NY)
Charles H. Taylor (R-NC)
David L. Hobson (R-OH)
Ernest Jim Istook Jr. (R-OK)
Henry Bonilla (R-TX)
Joe Knollenberg (R-MI)
Dan Miller (R-FL)
Jay Dickey (R-AR)
Jack Kingston (R-GA)
Frank Riggs (R-CA)
Rodney Frelinghuysen (R-NJ)
Roger Wicker (R-MS)
Michael P. Forbes (R-NY)
George Nethercutt (R-WA)
Jim Bunn (R-OR)
Mark W. Neumann (R-WI)

Democrats:

David R. Obey (D-WI)
Sidney R. Yates (D-IL)
Louis Stokes (D-OH)
Tom Bevill (D-AL)
John P. Murtha (D-PA)
Charles Wilson (D-TX)
Norm Dicks (D-WA)
Martin Olav Sabo (D-MN)
Julian C. Dixon (D-CA)
Vic Fazio (D-CA)
W.G. Hefner (D-NC)
Steny H. Hoyer (D-MD)
Richard J. Durbin (D-IL)
Ronald D. Coleman (D-TX)
Alan B. Mollohan (D-WV)
Jim Chapman (D-TX)
Marcy Kaptur (D-OH)
David E. Skaggs (D-CO)
Nancy Pelosi (D-CA)
Peter J. Visclosky (D-IN)
Thomas M. Foglietta (D-PA)
Esteban E. Torres (D-CA)
Nita M. Lowey (D-NY)
Ray Thornton (D-AR)

LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION SUBCOMMITTEE

Telephone: (202) 225-3508

Room Number: 2358 RHOB

John Edward Porter (R-IL) chairman

Republicans:

C.W. Bill Young (R-FL)
Henry Bonilla (R-TX)
Ernest Jim Istook Jr. (R-OK)
Dan Miller (R-FL)
Jay Dickey (R-AR)
Frank Riggs (R-CA)
Roger Wicker (R-MS)

Democrats:

David R. Obey (D-WI)
Louis Stokes (D-OH)
Steny H. Hoyer (D-MD)
Nancy Pelosi (D-CA)
Nita M. Lowey (D-NY)

**VETERANS AFFAIRS, HOUSING AND URBAN DEVELOPMENT AND INDEPENDENT AGENCIES
SUBCOMMITTEE OF THE HOUSE APPROPRIATIONS COMMITTEE**

Telephone: (202) 225-3241

Room Number: H-143 CAP

Jerry Lewis (R-CA) chairman

Republicans:

Tom DeLay (R-TX)
Barbara F. Vucanovich (R-NV)
James T. Walsh (R-NY)
David L. Hobson (R-OH)
Joe Knollenberg (R-MI)
Rodney Frelinghuysen (R-NJ)
Mark W. Neumann (R-WI)

Democrats:

Louis Stokes (D-OH)
Alan B. Mollohan (D-WV)
Jim Chapman (D-TX)
Marcy Kaptur (D-OH)

COMMITTEE ON THE BUDGET

Party Ratio: R 24 - D 18

Telephone: (202) 226-7270

Room Number: 309 CHOB

John R. Kasich (R-OH) chairman

Republicans:

David L. Hobson (R-OH)
Robert S. Walker (R-PA)
Jim Kolbe (R-AZ)
Christopher Shays (R-CT)
Wally Herger (R-CA)
Jim Bunning (R-KY)
Lamar Smith (R-TX)
Wayne Allard (R-CO)
Dan Miller (R-FL)
Rick A. Lazio (R-NY)
Bob Franks (R-NJ)
Nick Smith (R-MI)
Bob Inglis (R-SC)
Martin R. Hoke (R-OH)
Susan Molinari (R-NY)
Jim Nussle (R-IA)
Steve Largent (R-OK)
Sue Myrick (R-NC)
Sam Brownback (R-KS)
John Shadegg (R-AZ)
George P. Radanovich (R-CA)
Charles Bass (R-NH)
Mark W. Neumann (R-WI)

Democrats:

Martin Olav Sabo (D-MN)
Charles W. Stenholm (D-TX)
Louise M. Slaughter (D-NY)
William J. Coyne (D-PA)
Alan B. Mollohan (D-WV)
Jerry F. Costello (D-IL)
Harry A. Johnston (D-FL)
Patsy T. Mink (D-HI)
Bill Orton (D-UT)
Earl Pomeroy (D-ND)
Glen Browder (D-AL)
Lynn Woolsey (D-CA)
John W. Olver (D-MA)
Lucille Roybal-Allard (D-CA)
Carrie P. Meek (D-FL)
Lynn Rivers (D-MI)
Lloyd Doggett (D-TX)
<Vacancy>

COMMITTEE ON ECONOMIC AND EDUCATIONAL OPPORTUNITIES

Party Ratio: R 24 - D 19
Telephone: (202) 225-4527
Room Number: 2181 RHOB

Bill Goodling (R-PA) chairman

Republicans:

Tom Petri (R-WI)
Marge Roukema (R-NJ)
Steve Gunderson (R-WI)
Harris W. Fawell (R-IL)
Cass Ballenger (R-NC)
Bill Barrett (R-NE)
Randy Cunningham (R-CA)
Peter Hoekstra (R-MI)
Howard P. McKeon (R-CA)
Michael N. Castle (R-DE)
Jan Meyers (R-KS)
Sam Johnson (R-TX)
James M. Talent (R-MO)
James C. Greenwood (R-PA)
Tim Hutchinson (R-AR)
Joe Knollenberg (R-MI)
Frank Riggs (R-CA)
Lindsey Graham (R-SC)
Dave Weldon (R-FL)
David Funderburk (R-NC)
Mark Souder (R-IN)
David M. McIntosh (R-IN)
Charlie Norwood (R-GA)

Democrats:

William L. Clay (D-MO)
George Miller (D-CA)
Dale E. Kildee (D-MI)
Pat Williams (D-MT)
Matthew G. Martinez (D-CA)
Major R. Owens (D-NY)
Tom Sawyer (D-OH)
Donald M. Payne (D-NJ)
Patsy T. Mink (D-HI)
Robert E. Andrews (D-NJ)
Jack Reed (D-RI)
Tim Roemer (D-IN)
Eliot L. Engel (D-NY)
Xavier Becerra (D-CA)
Robert C. Scott (D-VA)
Gene Green (D-TX)
Lynn Woolsey (D-CA)
Carlos Romero-Barcelo (D-PR)
Chaka Fattah (D-PA)

**POSTSECONDARY EDUCATION, TRAINING AND LIFE-LONG LEARNING SUBCOMMITTEE OF
THE HOUSE ECONOMIC AND EDUCATIONAL OPPORTUNITIES COMMITTEE**

Telephone: (202) 225-4527
Room Number: 2181 RHOB

Howard P. "Buck" McKeon (R-CA) chairman

Republicans:

Steve Gunderson (R-WI)
David M. McIntosh (R-IN)
Bill Goodling (R-PA)
Tom Petri (R-WI)
Marge Roukema (R-NJ)
Frank Riggs (R-CA)
David Funderburk (R-NC)
Mark Souder (R-IN)

Democrats:

Pat Williams (D-MT)
Robert E. Andrews (D-NJ)
Jack Reed (D-RI)
Tim Roemer (D-IN)
Xavier Becerra (D-CA)
Gene Green (D-TX)
Lynn Woolsey (D-CA)

COMMITTEE ON THE JUDICIARY

Party Ratio: R 20 - D 15
Telephone: (202) 225-3951
Room Number: 2138 RHOB

Henry J. Hyde (R-IL) chairman

Republicans:

Carlos J. Moorhead (R-CA)
F. James Sensenbrenner Jr. (R-WI)
Bill McCollum (R-FL)
George W. Gekas (R-PA)
Howard Coble (R-NC)
Lamar Smith (R-TX)
Steven H. Schiff (R-NM)
Elton Gallegly (R-CA)
Charles T. Canady (R-FL)
Bob Inglis (R-SC)
Robert W. Goodlatte (R-VA)
Steve Buyer (R-IN)
Martin R. Hoke (R-OH)
Sonny Bono (R-CA)
Fred Heineman (R-NC)
Ed Bryant (R-TN)
Steve Chabot (R-OH)
Michael Patrick Flanagan (R-IL)
Bob Barr (R-GA)

Democrats:

John Conyers Jr. (D-MI)
Patricia Schroeder (D-CO)
Barney Frank (D-MA)
Charles E. Schumer (D-NY)
Howard L. Berman (D-CA)
Rick Boucher (D-VA)
John Bryant (D-TX)
Jack Reed (D-RI)
Jerrold Nadler (D-NY)
Robert C. Scott (D-VA)
Melvin Watt (D-NC)
Xavier Becerra (D-CA)
Jose E. Serrano (D-NY)
Zoe Lofgren (D-CA)
Sheila Jackson-Lee (D-TX)

IMMIGRATION AND CLAIMS SUBCOMMITTEE OF THE HOUSE JUDICIARY COMMITTEE

Telephone: (202) 225-5727
Room Number: B-370B RHOB

Lamar Smith (R-TX) chairman

Republicans:

Elton Gallegly (R-CA)
Carlos J. Moorhead (R-CA)
Bill McCollum (R-FL)
Sonny Bono (R-CA)
Fred Heineman (R-NC)
Ed Bryant (R-TN)

Democrats:

John Bryant (D-TX)
Barney Frank (D-MA)
Charles E. Schumer (D-NY)
Howard L. Berman (D-CA)
Xavier Becerra (D-CA)

COMMITTEE ON WAYS AND MEANS

Party Ratio: R 23 - D 16

Telephone: (202) 225-3625

Room Number: 1102 LHOB

Bill Archer (R-TX) chairman

Republicans:

Philip M. Crane (R-IL)
Bill Thomas (R-CA)
E. Clay Shaw Jr. (R-FL)
Nancy L. Johnson (R-CT)
Jim Bunning (R-KY)
Amo Houghton (R-NY)
Wally Herger (R-CA)
Jim McCrery (R-LA)
Mel Hancock (R-MO)
Dave Camp (R-MI)
Jim Ramstad (R-MN)
Dick Zimmer (R-NJ)
Jim Nussle (R-IA)
Sam Johnson (R-TX)
Jennifer Dunn (R-WA)
Mac Collins (R-GA)
Rob Portman (R-OH)
Greg Laughlin (R-TX)
Phil English (R-PA)
John Ensign (R-NV)
Jon Christensen (R-NE)
Jimmy Hayes (R-LA)

Democrats:

Sam M. Gibbons (D-FL)
Charles B. Rangel (D-NY)
Pete Stark (D-CA)
Andrew Jacobs Jr. (D-IN)
Harold E. Ford (D-TN)
Robert T. Matsui (D-CA)
Barbara B. Kennelly (D-CT)
William J. Coyne (D-PA)
Sander M. Levin (D-MI)
Benjamin L. Cardin (D-MD)
Jim McDermott (D-WA)
Gerald D. Kleczka (D-WI)
John Lewis (D-GA)
L.F. Payne Jr. (D-VA)
Richard E. Neal (D-MA)
Michael R. McNulty (D-NY)

104TH CONGRESS, SENATE COMMITTEE ROSTERS

SENATE COMMITTEE ON APPROPRIATIONS

Party Ratio: R 15 - D 13

Telephone: (202) 224-4594

Room Number: S-128 CAP

Mark O. Hatfield (R-OR) chairman

Republicans:

Ted Stevens (R-AK)
Thad Cochran (R-MS)
Arlen Specter (R-PA)
Pete V. Domenici (R-NM)
Christopher S. Bond (R-MO)
Slade Gorton (R-WA)
Mitch McConnell (R-KY)
Connie Mack (R-FL)
Conrad Burns (R-MT)
Richard C. Shelby (R-AL)
James M. Jeffords (R-VT)
Judd Gregg (R-NH)
Robert F. Bennett (R-UT)
Ben Nighthorse Campbell (R-CO)

Democrats:

Robert C. Byrd (D-WV)
Daniel K. Inouye (D-HI)
Ernest F. Hollings (D-SC)
J. Bennett Johnston (D-LA)
Patrick J. Leahy (D-VT)
Dale Bumpers (D-AR)
Frank R. Lautenberg (D-NJ)
Tom Harkin (D-IA)
Barbara A. Mikulski (D-MD)
Harry Reid (D-NV)
Bob Kerrey (D-NE)
Herb Kohl (D-WI)
Patty Murray (D-WA)

LABOR, HEALTH AND HUMAN SERVICES AND EDUCATION SUBCOMMITTEE OF THE SENATE APPROPRIATIONS COMMITTEE

Telephone: (202) 224-7230

Room Number: SD-184

Arlen Specter (R-PA) chairman

Republicans:

Mark O. Hatfield (R-OR)
Thad Cochran (R-MS)
Slade Gorton (R-WA)
Connie Mack (R-FL)
Christopher S. Bond (R-MO)
James M. Jeffords (R-VT)
Judd Gregg (R-NH)

Democrats:

Tom Harkin (D-IA)
Robert C. Byrd (D-WV)
Ernest F. Hollings (D-SC)
Daniel K. Inouye (D-HI)
Dale Bumpers (D-AR)
Harry Reid (D-NV)
Herb Kohl (D-WI)

**VA, HUD AND INDEPENDENT AGENCIES SUBCOMMITTEE OF THE
SENATE APPROPRIATIONS COMMITTEE**

Telephone: (202) 224-2833

Room Number: SD-131

Christopher S. Bond (R-MO) chairman

Republicans:

Conrad Burns (R-MT)
Ted Stevens (R-AK)
Richard C. Shelby (R-AL)
Robert F. Bennett (R-UT)
Ben Nighthorse Campbell (R-CO)

Democrats:

Barbara A. Mikulski (D-MD)
Patrick J. Leahy (D-VT)
J. Bennett Johnston (D-LA)
Frank R. Lautenberg (D-NJ)
Bob Kerrey (D-NE)

SENATE COMMITTEE ON THE BUDGET

Party Ratio: R 12 - D 10

Telephone: (202) 224-0642

Room Number: SD-621

Pete V. Domenici (R-NM) chairman

Republicans:

Charles E. Grassley (R-IA)
Don Nickles (R-OK)
Phil Gramm (R-TX)
Christopher S. Bond (R-MO)
Trent Lott (R-MS)
Hank Brown (R-CO)
Slade Gorton (R-WA)
Judd Gregg (R-NH)
Olympia J. Snowe (R-ME)
Spencer Abraham (R-MI)
Bill Frist (R-TN)

Democrats:

Jim Exon (D-NE)
Ernest F. Hollings (D-SC)
J. Bennett Johnston (D-LA)
Frank R. Lautenberg (D-NJ)
Paul Simon (D-IL)
Kent Conrad (D-ND)
Christopher J. Dodd (D-CT)
Paul S. Sarbanes (D-MD)
Barbara Boxer (D-CA)
Patty Murray (D-WA)

SENATE COMMITTEE ON FINANCE

Party Ratio: R 11 - D 9

Telephone: (202) 224-4515

Room Number: SD-219

William V. Roth Jr. (R-DE) chairman

Republicans:

Bob Dole (R-KS)
John H. Chafee (R-RI)
Charles E. Grassley (R-IA)
Orrin G. Hatch (R-UT)
Alan K. Simpson (R-WY)
Larry Pressler (R-SD)
Alfonse M. D'Amato (R-NY)
Frank H. Murkowski (R-AK)
Don Nickles (R-OK)
Phil Gramm (R-TX)

Democrats:

Daniel Patrick Moynihan (D-NY)
Max Baucus (D-MT)
Bill Bradley (D-NJ)
David Pryor (D-AR)
John D. Rockefeller IV (D-WV)
John B. Breaux (D-LA)
Kent Conrad (D-ND)
Bob Graham (D-FL)
Carol Moseley-Braun (D-IL)

SENATE COMMITTEE ON THE JUDICIARY

Party Ratio: R 10 - D 8
Telephone: (202) 224-5225
Room Number: SD-224

Orrin G. Hatch (R-UT) chairman

Republicans:

Strom Thurmond (R-SC)
Alan K. Simpson (R-WY)
Charles E. Grassley (R-IA)
Arlen Specter (R-PA)
Hank Brown (R-CO)
Fred Thompson (R-TN)
Jon Kyl (R-AZ)
Mike DeWine (R-OH)
Spencer Abraham (R-MI)

Democrats:

Joseph R. Biden Jr. (D-DE)
Edward M. Kennedy (D-MA)
Patrick J. Leahy (D-VT)
Howell Heflin (D-AL)
Paul Simon (D-IL)
Herb Kohl (D-WI)
Dianne Feinstein (D-CA)
Russell D. Feingold (D-WI)

IMMIGRATION SUBCOMMITTEE OF THE SENATE JUDICIARY COMMITTEE

Telephone: (202) 224-6098
Room Number: SH-807

Alan K. Simpson (R-WY) chairman

Republicans:

Charles E. Grassley (R-IA)
Jon Kyl (R-AZ)
Arlen Specter (R-PA)

Democrats:

Edward M. Kennedy (D-MA)
Paul Simon (D-IL)
Dianne Feinstein (D-CA)

SENATE COMMITTEE ON LABOR AND HUMAN RESOURCES

Party Ratio: R 9 - D 7
Telephone: (202) 224-5375
Room Number: SD-428

Nancy Landon Kassebaum (R-KS) chairman

Republicans:

James M. Jeffords (R-VT)
Daniel R. Coats (R-IN)
Judd Gregg (R-NH)
Bill Frist (R-TN)
Mike DeWine (R-OH)
John Ashcroft (R-MO)
Spencer Abraham (R-MI)
Slade Gorton (R-WA)

Democrats:

Edward M. Kennedy (D-MA)
Claiborne Pell (D-RI)
Christopher J. Dodd (D-CT)
Paul Simon (D-IL)
Tom Harkin (D-IA)
Barbara A. Mikulski (D-MD)
Paul Wellstone (D-MN)

**EDUCATION, ARTS AND HUMANITIES SUBCOMMITTEE OF THE SENATE LABOR AND HUMAN
RESOURCES COMMITTEE**

Telephone: (202) 224-2962

Room Number: SH-608

James M. Jeffords (R-VT) chairman

Republicans:

Nancy Landon Kassebaum (R-KS)

Daniel R. Coats (R-IN)

Judd Gregg (R-NH)

Bill Frist (R-TN)

Mike DeWine (R-OH)

John Ashcroft (R-MO)

Spencer Abraham (R-MI)

Slade Gorton (R-WA)

Democrats:

Claiborne Pell (D-RI)

Edward M. Kennedy (D-MA)

Christopher J. Dodd (D-CT)

Paul Simon (D-IL)

Tom Harkin (D-IA)

Barbara A. Mikulski (D-MD)

Paul Wellstone (D-MN)

SAMPLE PRESS RELEASE FOR SEMINAR ATTENDEES

To: Seminar Attendees

From: Sally Hutchins
ACCT Director of Communications

Re: Sample Press Release to Use Upon Return

Date: February 1996

If you would like your college to send a press release to the local media about your participation in the Community College National Legislative Seminar, you can take this sample press release to your public information office as a beginning. They can then add personal details (for example, how long you have served on the board or as a member of the administration, or if you are a board officer) and send it to their local contacts on the college letterhead.

(college city or town and date of release) --- _____, a trustee (or administrator) of _____ recently attended the Community College National Legislative Seminar sponsored by the Association of Community College Trustees (ACCT) and the American Association of Community Colleges (AACC), who together represent community colleges at the federal level. Held in Washington, DC, February 25-27, 1996, the seminar is the primary federal relations event of the year for community college leaders. Those attending were briefed on the top community college priorities for the second session of the 104th Congress and spent time meeting with their Senators, Representatives, and staff. With Congress and the Administration setting priorities in reducing federal spending and balancing the budget, the focus of the conference was to ensure federal support for student financial aid and federal commitment to the importance of education and job training provided by community and technical colleges.

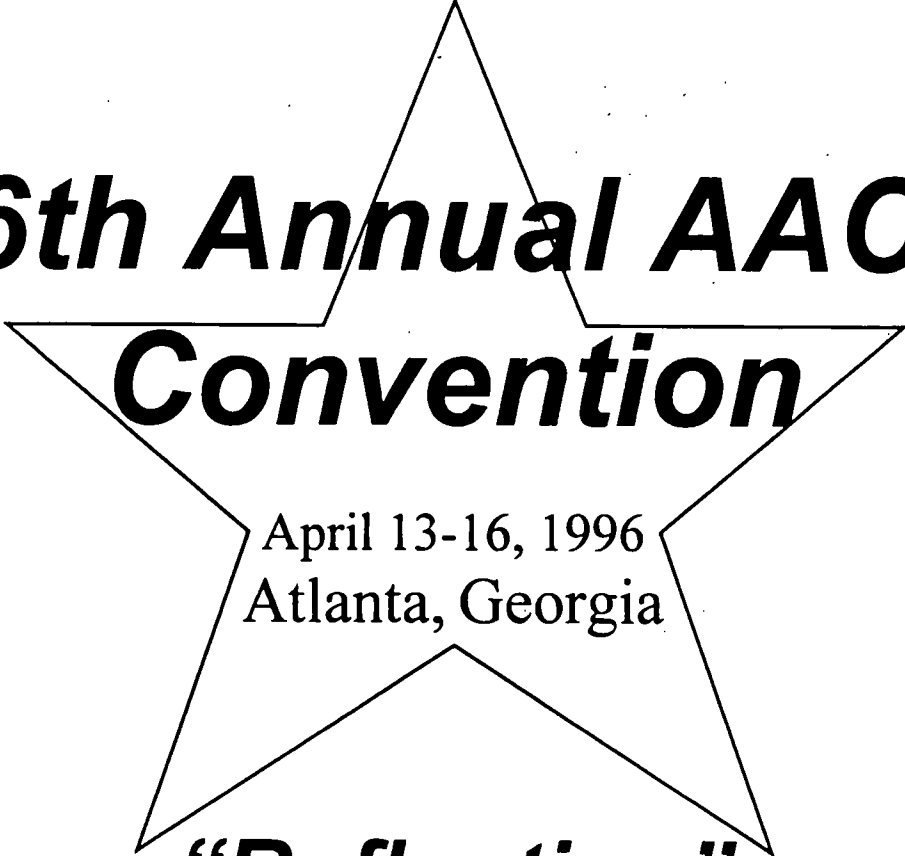
Featured speaker William H. Gray, III, president of the United Negro College Fund and a former member of Congress, discussed the challenge, "Is Affirmative Action Still Needed?" Student aid and other issues for the Higher Education Act reauthorization were reviewed by a panel led by David A. Longanecker, assistant secretary for postsecondary education, U.S. Department of Education. Rep. Chaka Fattah, D-PA, also a trustee of Community College of Philadelphia, shared his perspective on how Congress views community colleges and their missions. Rep. David Funderburk, R-NC, discussed job training consolidation legislation. General sessions covered presidential politics, congressional action, and community college access; and the federal budget -- what happens now?

In a special session on Capitol Hill, community college leaders had the opportunity to discuss pending job training consolidation bills with William F. Goodling, R-PA, chairman of the House Economic and Educational Opportunities Committee. Closing luncheon sessions on Capitol Hill featured Rep. Xavier Becerra, D-CA, member of the Economic and Educational Opportunities Committee, who spoke on tax issues and welfare reform that could affect community colleges, and Rep. Frank Riggs, R-CA, member of the Appropriations Committee and the Economic and Educational Opportunities Committee, who spoke on the 1996 postsecondary education and job training agenda.

The Community College National Education Service Awards were presented to Richard W. Riley, U.S. Secretary of Education, who was honored for his dedicated leadership promoting access and strengthening the role of community colleges in America, and Rep. Clay Shaw, R-FL, who received the award for preserving access for immigrant students to pursue higher education opportunities. The Community College Government Relations Award was presented to Gary Davis, executive director of the Illinois Community College Trustees Association, for his concerted and organized efforts in the pursuit of community college federal priorities.

###

Come join the 1996 Outstanding Alumni Award Recipients
at the



76th Annual AACCC Convention

April 13-16, 1996
Atlanta, Georgia

“Reflecting”

For further information and registration material contact:

American Association of Community Colleges

202-728-0200

Tamonica Jackson x231

Mary Ann Settlemyre x229

- or -

Jessica Wade x264

THE AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
PROUDLY SALUTES THE

1996 Outstanding
Alumni Award Recipients



Mildred "Micky" Tuttle Axton
Pioneer, Women Airforce Service Pilots
First Woman to Fly a B-29
Coffeyville Community College, KS



Charles S. Dutton
Actor
Broadway, Television & Motion Pictures
Star of Television Sitcom "Row"
Hagerstown Junior College, MD



The Honorable Benjamin J. Cayetano
Governor, State of Hawaii
Los Angeles Harbor College, CA



The Honorable Henry B. Gonzalez
Congressman, 20th District
U. S. House of Representatives
San Antonio College, TX



Herbert Hafif
Attorney at Law & Philanthropist
Chaffey College, CA



Cynthia Henderson
Medical Director, Oak Forest Hospital
Malcolm X College, IL



Fred W. Haise Jr.
Apollo 13 Astronaut
Retired President,
Northrop Grumman Technical Services
Mississippi Gulf Coast
Community College, MS



Rod Risley
Executive Director, Phi Theta Kappa
San Jacinto College, TX



Mark Mancina
Musical Composer, Arranger, Songwriter
Musical Producer, "The Lion King"
Golden West College, CA



Shawntel Smith
Miss America 1996
Westark Community College, AR

76TH ANNUAL AACC CONVENTION

"Reflecting"

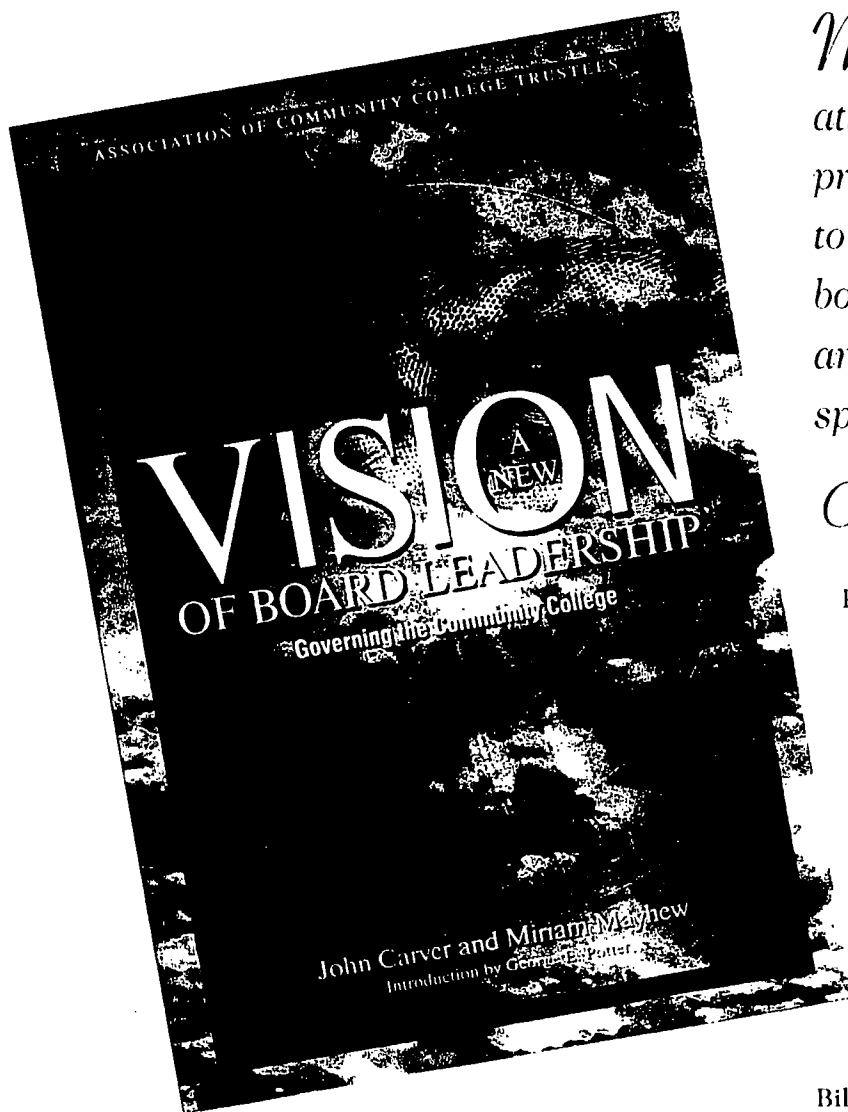
APRIL 13-16, 1996

ATLANTA, GEORGIA

AACC

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

The definitive book on community college governance!



Must reading for boards interested in attaining new levels of effectiveness and productivity and realizing their potential to lead the institution. This vision of board leadership applies the concept and principles of "Policy Governance" specifically to community colleges.

Order your copy today!

Price: ACCT Members—\$25 plus \$2 postage/handling
Non-Members—\$35 plus \$2 postage/handling

_____ copies @ \$_____ = \$_____

_____ postage/handling @ \$2.00 = _____
(maximum \$10.00)

TOTAL \$ _____

☐ Please bill ☐ Check enclosed \$ _____
(U.S. funds)

Please include P.O. No. for invoices: _____

Ordered by: _____
(print name)

Bill: _____

Mail to (if different): _____

Send form to ACCT, 1740 "N" Street, NW, Washington, DC 20036, FAX 202-223-1297.

You will learn how:

- Boards can be free to lead the institution, focusing on the long-term vision, rather than the trivial;
- The board can assure it truly acts on behalf of the community;
- The CEO can be free to operate the institution, while providing greater accountability to the board; and
- Institutional outcomes can be evaluated.



Order ACCT Trustee Education Resources

	price	no. of copies	total amount
Hardcover Book: A New Vision of Board Leadership: Governing the Community College by John Carver and Miriam Mayhew please check: ☐ ACCT member	\$25.00		
☐ non-member	\$35.00		
Videotape: Reinventing Governance—Enabling a Revolution in Leadership for Community College Boards (1 Hour, VHS) (Highlights of John Carver's presentation at 1993 ACCT Convention) please check: ☐ ACCT member	\$65.00		
☐ non-member	\$100.00		
Book: Shaping the Community College Image please check: ☐ ACCT member	\$20.00		
☐ non-member	\$25.00		
Book: The Impact of Federal Financial Aid Policy Changes on Community College Students	\$20.00		
Booklet: Effective Advocacy—Guide for Community College Trustees	\$15.00		
Monograph: Integrating the International/Intercultural Dimension in the Community College	\$10.00		

postage/handling _____

Please include \$2.00 postage and handling fee for each
publication or videotape up to a maximum of \$10.00.

TOTAL \$ _____

Total enclosed \$ _____
or bill:

Mail to (if different):

Send form to ACCT, 1740 "N" Street, NW, Washington, DC 20036. FAX to 202-223-1297.



**NCRD/ACCT
Foundation
Board
Academy**

**Unit 1:
Establishing
a
Foundation**

**Unit 2:
Developing
an
Effective
Board**

**Unit 3:
Organizing a
Successful
Annual Campaign**

**Unit 4:
Special Events
Fundraising**

**Unit 5:
Capital
Campaigns**

**Unit 6:
Organizing
a Successful
Planned Giving
Campaign**

**Unit 7:
Marketing and
Public Relations**

**Unit 8:
Donor Cultivation
--
Making the Ask**

NCRD/ACCT

The National Council for Resource Development (NCRD) and the Association of Community College Trustees (ACCT) offer an eight-unit training Academy for foundation boards of community/technical colleges.

Experienced fundraising and development teams from NCRD (a Development Officer and a Foundation Board member), will work with your foundation board on topics such as: establishing a foundation; developing an effective board; organizing a successful annual campaign; special events fundraising; capital campaigns; organizing a successful planned giving campaign; marketing and public relations; donor cultivation; and other important areas of concern to foundation boards of directors.

Any (or all) of the eight units can be presented independently. If you would like more information, please complete this form and leave it at the ACCT Information Desk or return to ACCT by mail or by fax: 202-223-1297.

Name: _____

Title: _____

College: _____

Address: _____

City, State, Zip: _____

Daytime Phone: _____

Home Phone: _____

Preferred Date(s): _____

Bring the "Policy Governance" Revolution to Your College

ACCT's Board Retreat Service is pleased to announce that eleven ACCT facilitators have been trained and are available to conduct board workshops for individual boards of trustees based on the "policy governance" model of board leadership.

Facilitators trained by Tom Gregory will assist your board in understanding the basic and finer concepts of "policy governance" and begin the process of implementing the model. Tom Gregory has over 20 years experience in organizational and management development and is an experienced facilitator in the "policy governance" model. Gregory is recommended by John Carver, author with Miriam Mayhew of ACCT's highly acclaimed A New Vision of Board Leadership: Governing the Community College. Gregory has worked closely with Carver and regularly teaches and installs "policy governance" with boards.

A Policy Governance workshop is a two-day event. The cost of an ACCT Policy Governance workshop is \$2,200 plus facilitator travel expenses. (Call ACCT for Tom Gregory's fees.) If you are interested in scheduling a workshop, please return the completed form to the ACCT Board Services office at 202/775-4667, or mail or FAX the following information to: ACCT, 1740 "N" Street NW, Washington, DC 20036. FAX: 202/223-1297.

Yes! We're Interested in a Workshop on the "Policy Governance" Model

Name: _____

Title: _____

College: _____

Address: _____

City, State, Zip: _____

Daytime Phone: _____

Our Board has/I have:

- | | | |
|--|-----------|----------|
| 1. Read ACCT's <u>A New Vision of Board Leadership</u> | _____ yes | _____ no |
| 2. Reviewed ACCT's Carver videotape | _____ yes | _____ no |
| 3. Seen Carver at previous ACCT meeting(s) | _____ yes | _____ no |
| 4. Read Carver's <u>Boards That Make A Difference</u> | _____ yes | _____ no |

ACCT "POLICY GOVERNANCE" WORKSHOP FACILITATORS

Lois J. Carson
Trustee, San Bernardino Community
College District, CA

Gary Davis
Executive Director
Illinois Community College Trustees
Association

Gail Love
Former Trustee, Finger Lakes
Community College, NY

James Lussier
Trustee, Central Oregon Community
College, OR

Della May Moore
Trustee, Austin Community College,
TX

Wayne T. Newton
Trustee, Kirkwood Community
College, IA

George E. Potter
Trustee, Jackson Community
College, MI

Edward (Sandy) Sanders
Trustee, Westark Community
College, AR

James B. Tatum
Trustee, Crowder College, MO

Judith Valles
Trustee, San Bernardino Community
College District, CA

Tom Gregory
ACCT Trainer/Facilitator
Gregory Associates, DC

If you are interested in scheduling a workshop, please call the ACCT Board Services Office at 202/775-4667, or mail or FAX the completed form (over) or requested information to: ACCT, 1740 "N" Street NW, Washington, DC 20036; FAX: 202/223-1297.

New ACCT CEO Searches

PRESIDENTIAL SEARCHES:

ANTELOPE VALLEY COMMUNITY COLLEGE, CALIFORNIA

BARTON COUNTY COMMUNITY COLLEGE, KANSAS

BRAZOSPORT COLLEGE, TEXAS

BUNKER HILL COMMUNITY COLLEGE, MASSACHUSETTS

COLLEGE OF THE SEQUOIAS, CALIFORNIA

DODGE CITY COMMUNITY COLLEGE, KANSAS

MT. HOOD COMMUNITY COLLEGE, OREGON

ORANGE COUNTY COMMUNITY COLLEGE, NEW YORK

WEST VALLEY COLLEGE, CALIFORNIA

CHANCELLOR SEARCHES:

HOUSTON COMMUNITY COLLEGE DISTRICT, TEXAS

LOS ANGELES COMMUNITY COLLEGE DISTRICT, CALIFORNIA

LOS RIOS COMMUNITY COLLEGE DISTRICT, CALIFORNIA

For information about these searches, please call ACCT at 202/775-4667 or write ACCT, Board Services, 1740 'N' Street, NW, Washington, DC 20036; FAX 202/223-1297 -- OR -- complete the reverse of this form and leave at the ACCT Registration Desk.

YES! I'm interested in the following ACCT CEO Searches:

Name: _____

Title: _____

College: _____

Address: _____

City, State, Zip: _____

Office Phone: _____

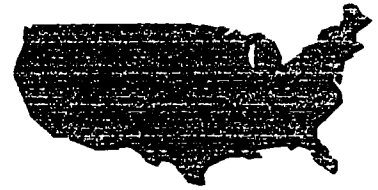
Home Address: _____

City, State, Zip: _____

Home Phone: _____



ACCT LEGISLATIVE NETWORK PARTICIPATION FORM



Trustee based advocacy is key to getting the community college message heard by the U. S. Congress. No one is more credible or effective in communicating the local campus perspective on federal issues than a trustee, who is a representative of the community served by the college. ACCT needs YOUR help!

We would like to identify at least one (more if possible) trustee from each Congressional District to be an active participant in the ACCT Legislative Network. If you have close ties with your Congressional Delegation and are interested in being contacted as an on-line, active, ready-and-willing-to-participate trustee, or if you are willing to occasionally write a letter or make a phone call to help move a pressing community college priority forward when the community college voice needs to be heard, then you should be a member of the ACCT Legislative Network!

Network members will receive special mailings with legislative issue updates, and will be provided with sample letters to use when called upon to write their Members of Congress. Network members provide the credibility link to ACCT's advocacy efforts with Congress and the Administration, by conveying the community college message on national priorities from a local campus perspective.

To join the ACCT Legislative Network, please fill out the form below and mail it to ACCT, 1740 "N" Street, NW, Washington, DC 20036, or FAX to (202) 223-1297. You will be added to the active ACCT Legislative Network!

Name: _____

Address: _____

City: _____ State: _____ ZIP: _____

Your Congressional District Number (Your voting District): _____

Home Phone: _____ Business Phone: _____ Fax Number: _____

College: _____

College Address: _____

City: _____ State: _____ ZIP: _____

Congressional District Number(s) of College: _____

Congressional Information:

1. Senator's Name: _____ 2. Senator's Name: _____

How well do you know your Senators? (Please circle one.)

Senator 1: Professionally Personally Socially Long-time Friend New Acquaintance

Senator 2: Professionally Personally Socially Long-time Friend New Acquaintance

Representative's Name: _____

How well do you know your Representative? (Please circle one.)

Professionally Personally Socially Long-time Friend New Acquaintance

Have any of your Representatives or Senators been on your college campus? Yes. No.

If yes, who? _____

Have you met with your Representative or Senators? Yes. No. How frequently? _____

Political Party Affiliation: _____ Campaign contributor? Yes. No.

Your comments: _____

ELECTION OUTLOOK – 1
Updated: February 15, 1996

1996 PRESIDENTIAL CANDIDATES

REPUBLICANS: The following people have announced candidacy for the Republican nomination for President:

Senator Robert Dole, Kansas, Majority Leader of the U. S. Senate
Representative Robert Dornan, California
Malcolm Steve Forbes, Jr.
Ambassador Alan Keyes, Maryland
Former Governor Lamar Alexander, Tennessee
Senator Richard Lugar, Indiana

DEMOCRATS: President Bill Clinton

INDEPENDENTS: No one has officially announced a run as an Independent candidate, but media rumors report that the following people are considering an independent bid:

Senator Bill Bradley, New Jersey
Lowell Weicker, Connecticut

SENATE RETIREMENTS

The following Senators have officially announced retirement:

Bill Bradley, D-New Jersey
Hank Brown, R-Colorado
William Cohen, R-Maine
Jim Exon, D-Nebraska
Mark Hatfield, R-Oregon
Howell Heflin, D-Alabama
J. Bennett Johnston, D-Louisiana
Nancy Landon Kassebaum, R-Kansas
Sam Nunn, D-Georgia

Bob Packwood, R-Oregon (resigned)
Claiborne Pell, D-Rhode Island
David Pryor, D-Arkansas
Paul Simon, D-Illinois
Alan Simpson, R-Wyoming

HOUSE RETIREMENTS

The following members of Congress have announced retirement from the House of Representatives. However, a few Republicans may be changing their minds now that they control the chamber:

Anthony Beilenson, D-California
Tom Bevill, D-Alabama
Herbert Bateman, R-Virginia
Bill Brewster, D-Oklahoma
Ronald Coleman, D-Texas
Cardiss Collins, D-Illinois
Jack Fields, R-Texas
Steve Gunderson, R-Wisconsin
Mel Hancock, R-Missouri
Andrew Jacobs, D-Indiana
Harry Johnston, D-Florida
Kweisi Mfume, D-Maryland
Norm Mineta, D-California
G. V. Sonny Montgomery, D-Mississippi
Carlos Moorhead, R-California
Jan Myers, R-Kansas
Pete Peterson, D-Florida
Mel Reynolds, D-Illinois

Patricia Schroeder, D-Colorado
Gerry Studds, D-Massachusetts
Ray Thornton, D-Arkansas
Barbara Vucanovich, R-Nevada
Pat Williams, D-Montana
Charles Wilson, D-Texas

SWITCHING PARTIES

With the Republican winning control of both chambers of Congress in the 1994 elections, some Democrats decided they were on the wrong team and switched parties:

SENATE CHANGES

Ben Nighthorse Campbell, Colorado, D to R
Richard Shelby, Alabama, D to R

HOUSE CHANGES

Nathan Deal, D to R
Greg Laughlin, D to R
Billy Tauzin, Louisiana, D to R

RUNNING AGAIN

Some Democrats are considering 1996 runs against the Republicans who captured their seats in 1994:

Democrats	District	Republicans In Office
Peter Barca	WI-1	Mark Neumann
Maria Cantwell	WA-1	Rick White
Jay Inslee	WA-4	Richard Hastings
Mike Kreidler	WA-9	Randy Tate
David Price	NC-4	Frederick Heineman
Lynn Schenk	CA-49	Brian Bilbray
Bill Sarpalius	TX-13	William Thornberry
Ted Strickland	OH-6	Frank Cremeans

RUNNING FOR THE SENATE

Representative Wayne Allard, R-Colorado	Seeking Brown's Seat
Representative Ed Bryant, R-Tennessee	Challenge Sen. Thompson
Representative John Bryant, D-Texas	Challenge Sen. Phil Gramm
Representative Glen Browder, D-Alabama	Seeking Sen. Heflin's Seat
Representative Jim Chapman, D-Texas	Challenge Sen. Phil Gramm
Representative Peter DeFazio, D-Oregon	Seeking Packwood's Seat
Representative Richard Durbin, D-Illinois	Seeking Simon's Seat
Representative William Jefferson, D-Louisiana	Seeking Johnston's Seat
Representative Jack Reed, D-Rhode Island	Seeking Pell's Seat
Representative Robert Torricelli, D-NJ	Seeking Bradley's Seat
Representative Ron Wyden, D-Oregon	Seeking Packwood's Seat

LATEST ADDITION TO THE PROGRAM:

A CONVERSATION WITH THE CHAIRMAN

Community college leaders will have the opportunity to talk with Chairman Bill Goodling, of the House Economic and Educational Opportunities Committee, about the conference issues to be resolved and the prospects for enactment of the job training consolidation bills.

Tuesday, February 27, 1996

10:30 to 11:00 a.m.

2175 Rayburn House Office Building
Economic and Educational Opportunities Hearing Room
U. S. House of Representatives

PLAN TO COME BY WHILE YOU'RE ON THE HILL!

Special Program Addition

Mara Liasson

White House Correspondent for National Public Radio

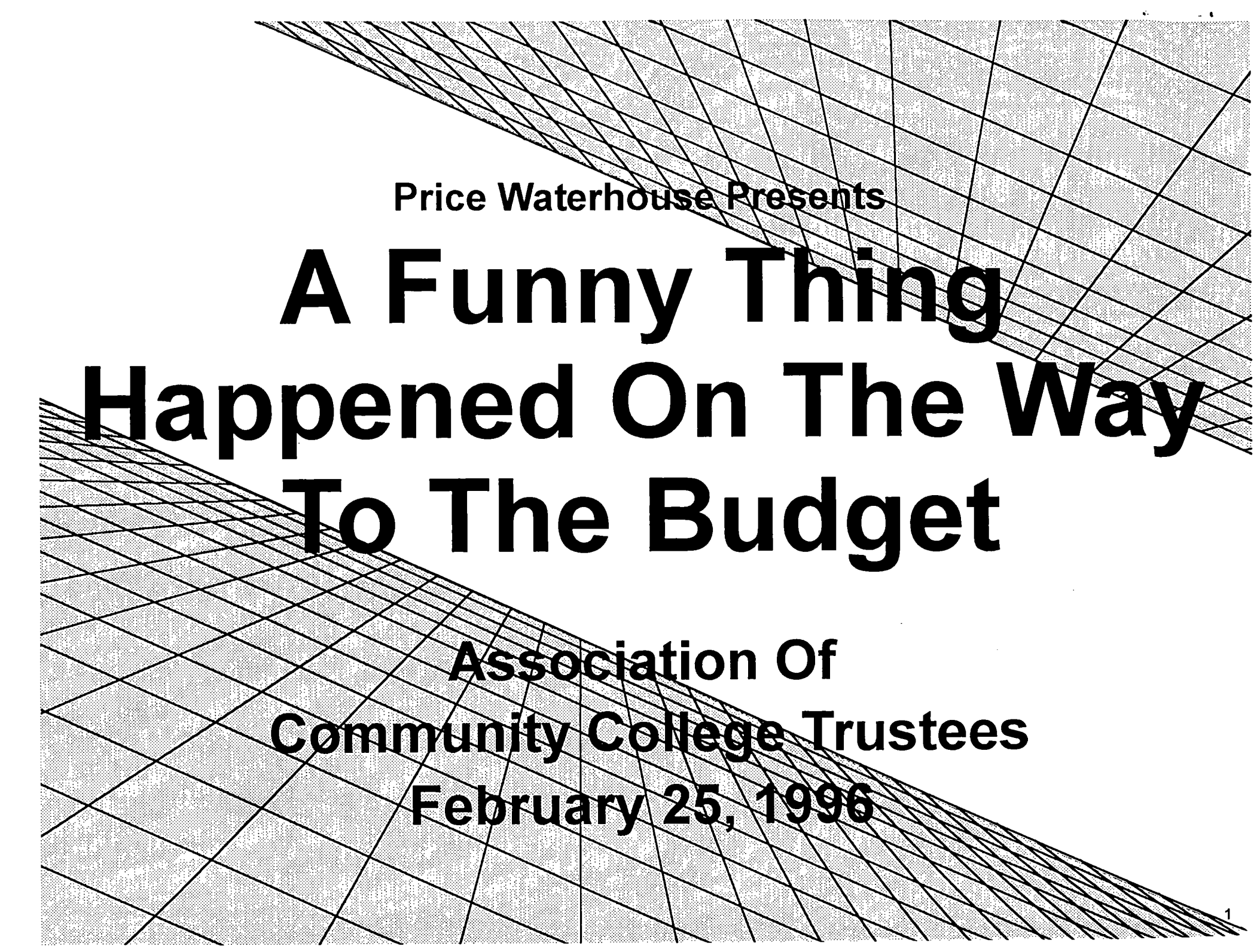
**Speaking on "Forecasting the 1996 Election"
at the Monday Evening Dinner**

Mara Liasson is a White House Correspondent for National Public Radio (NPR). Her reports can be heard regularly on NPR's award-winning newsmagazines, "Morning Edition" and "All Things Considered."

During the transition to a Democratic White House, she focused on this changeover in power and the Clinton administration's first weeks in office.

Prior to this assignment, Liasson was NPR's Congressional Correspondent. During the 1992 election year, she focused many of her reports on candidates and campaign issues. In 1991, Liasson spent three weeks on assignment in Amman, Jordan, where she reported on the aftermath of the Gulf War for NPR. Prior to joining NPR, Liasson was a freelance radio and television reporter in San Francisco.





Price Waterhouse Presents

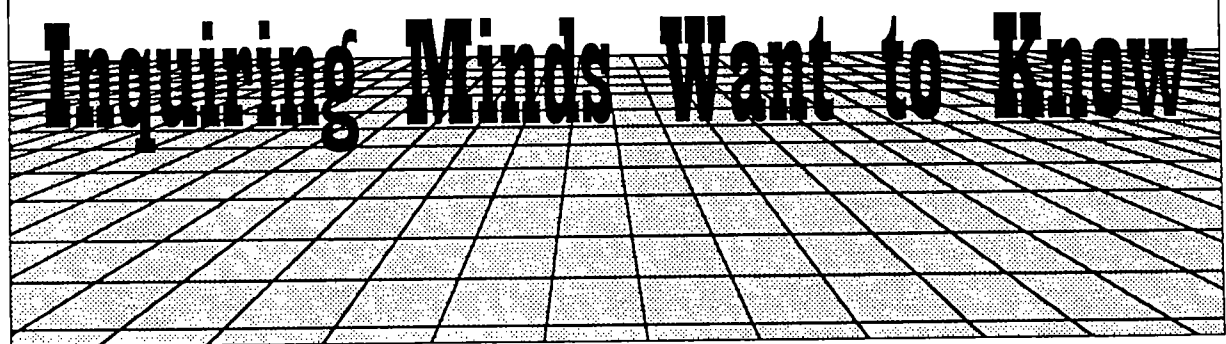
A Funny Thing Happened On The Way To The Budget

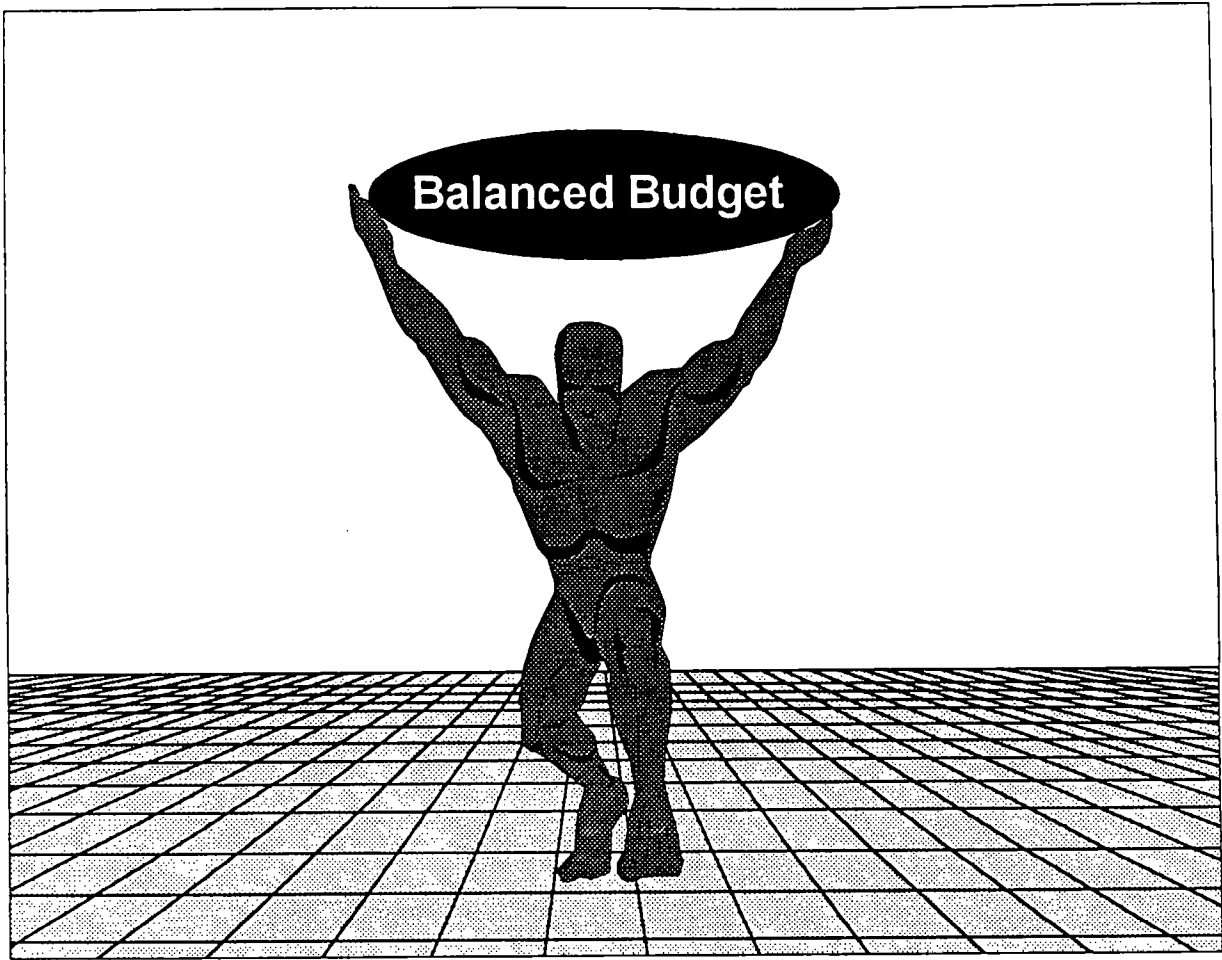
**Association Of
Community College Trustees
February 25, 1996**

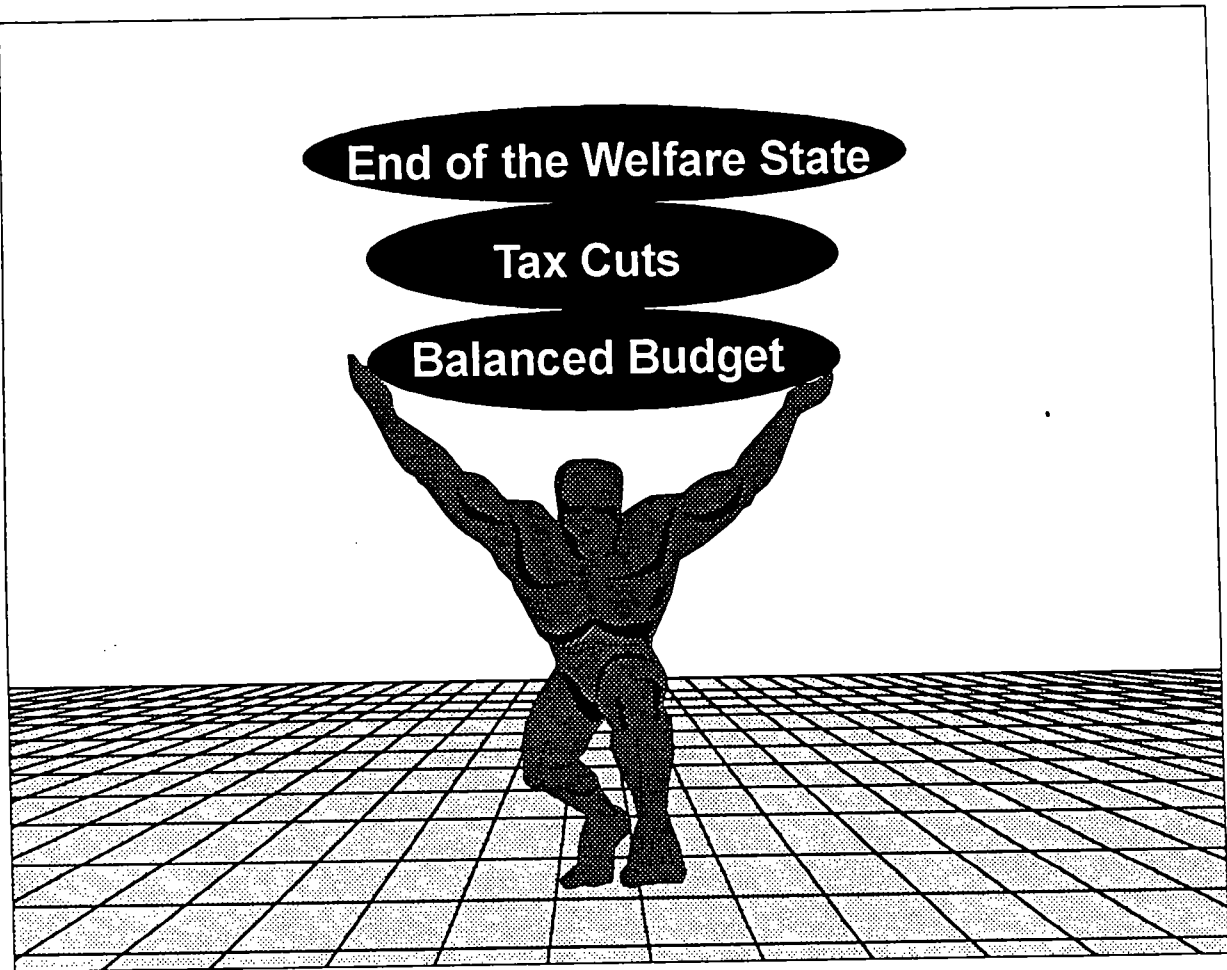
Act I

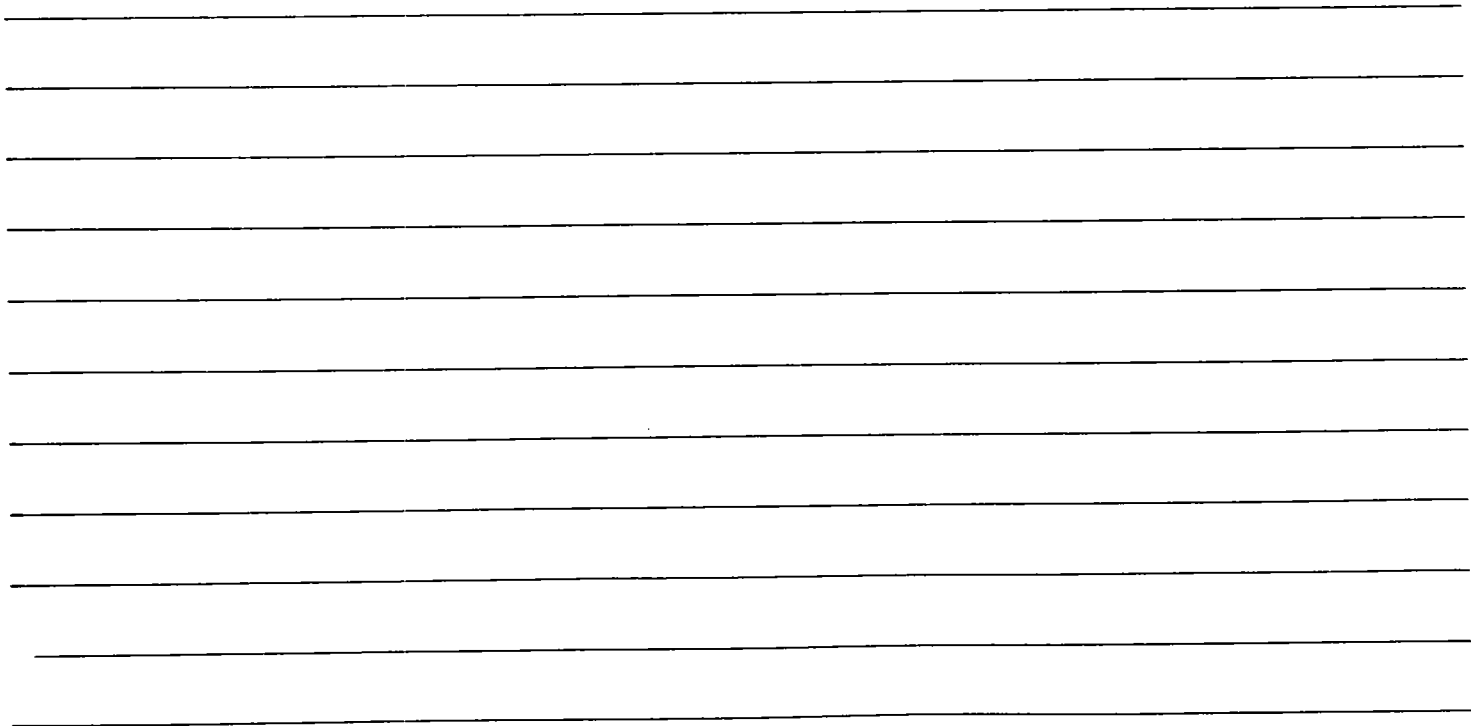
The Real Story of FY 96:

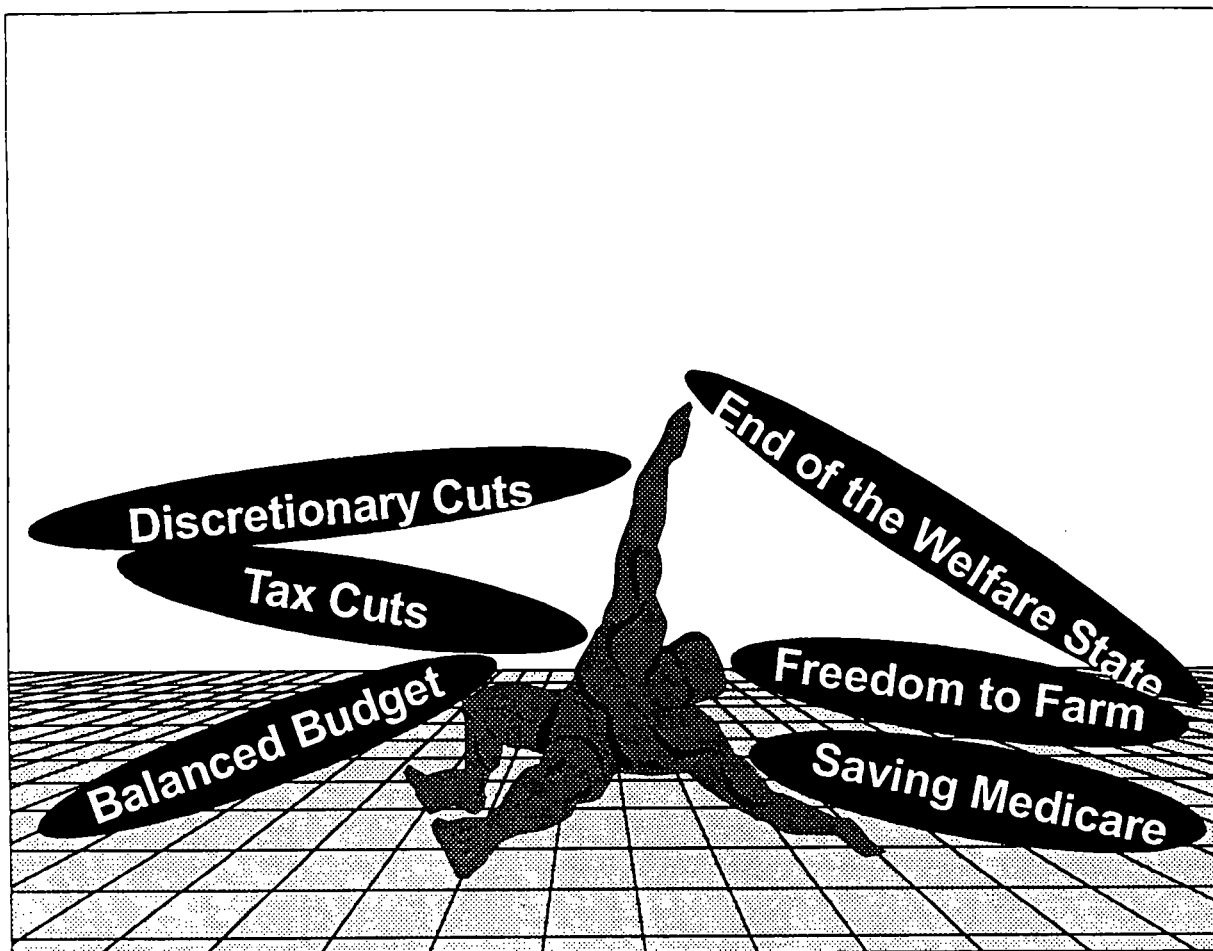
Inquiring Minds Want to Know











So What Did Happen?

<u>Action</u>	<u>Deadline</u>	<u>Actual</u>
Budget Resolution	April 15	June 29
Reconciliation	June 30	Nov. 17
FY96 Appropriations	October 1	Who Knows?

June 1995: Busting Out All Over?

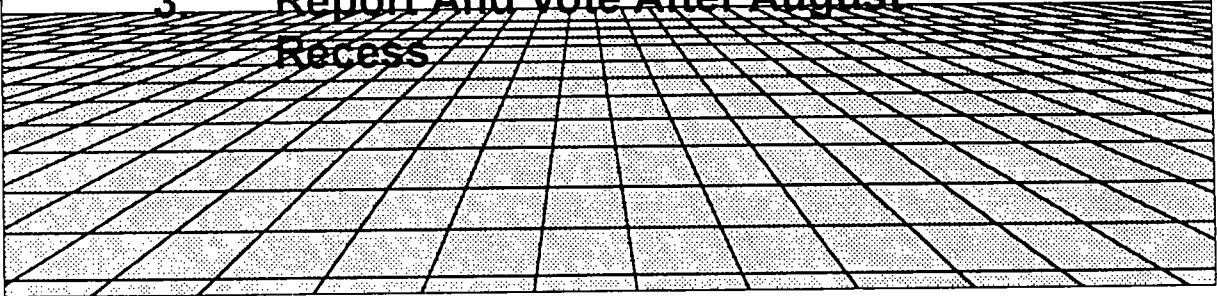
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 1995						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

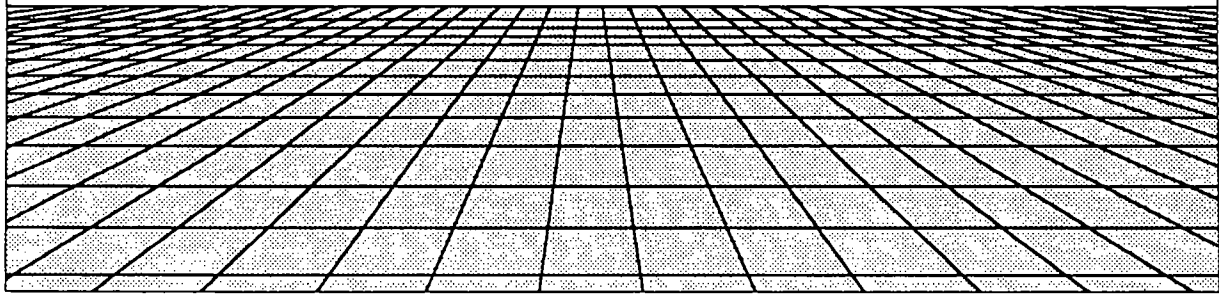
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Reconciliation Choices

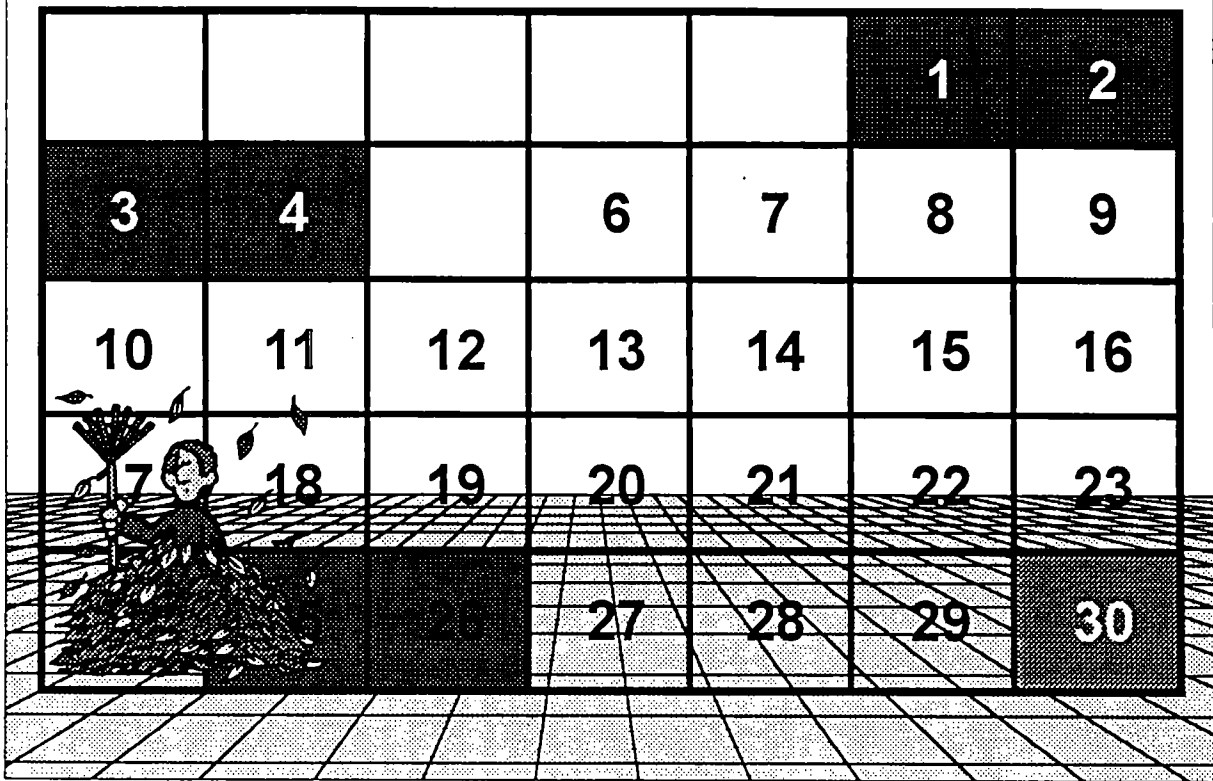
1. Report Before August Recess But
Vote After Labor Day
2. Delay August Recess
3. Report And Vote After August
Recess



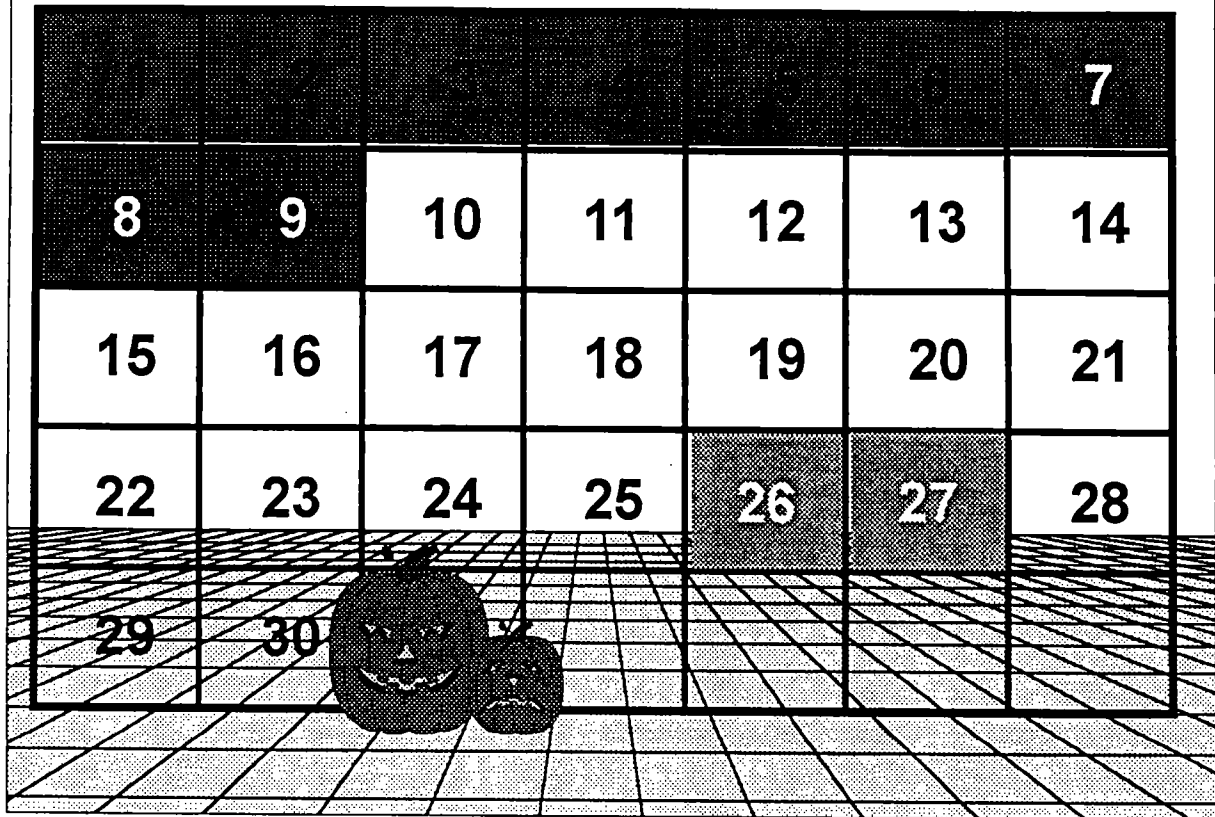
SEPTEMBER 22, 1995



See You In September, 1995



October 1995



November 1995

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22		24	25
26	27	28	29	30		

H. Con. Resolution 122.

Section 203. Commitment to a Seven-Year Balanced Budget.

(a) The President and the Congress shall enact legislation in the first session of the 104th Congress to achieve a balanced budget not later than fiscal year 2002 as estimated by the Congressional Budget Office, and the President and the Congress agree that the balanced budget must protect future generations, ensure Medicare solvency, reform welfare, and provide adequate funding for Medicaid, education, agriculture, national defense, veterans, and the environment. Further, balanced budget shall adopt tax policies to help working families and to stimulate future economic growth.

(B) The balanced budget agreement shall be estimated by the Congressional Budget Office based on its most recent current economic and technical assumptions, following a thorough consultation and review with the Office of Management and Budget, and other Government and private experts.

TABLE 4. BALANCED BUDGET ACT CHANGES FROM CBO'S DECEMBER BASELINE
(By fiscal year, in billions of dollars)

	1996	1997	1998	1999	2000	2001	2002	Total, 1996-2002
CBO December Baseline Deficit ^a	172	182	183	195	204	211	228	*
Baseline Adjustments ^b	1	2	2	2	2	2	2	12
Adjusted December Baseline	173	183	185	197	206	213	231	*
Balanced Budget Act Policies								
Outlays								
Discretionary^c								
Freeze ^d	-8	-9	-11	-32	-49	-66	-84	-258
Additional savings	<u>-10</u>	<u>-21</u>	<u>-27</u>	<u>-24</u>	<u>-20</u>	<u>-24</u>	<u>-25</u>	<u>-151</u>
Subtotal	-18	-30	-39	-56	-68	-89	-109	-408
Mandatory								
Medicare	-6	-13	-23	-35	-42	-50	-57	-226
Medicaid	e	-3	-9	-16	-24	-34	-45	-133
Other	<u>-3</u>	<u>-12</u>	<u>-18</u>	<u>-22</u>	<u>-22</u>	<u>-22</u>	<u>-23</u>	<u>-122</u>
Subtotal	-10	-28	-50	-73	-88	-106	-125	-481
Net Interest	<u>-1</u>	<u>-2</u>	<u>-4</u>	<u>-8</u>	<u>-13</u>	<u>-21</u>	<u>-31</u>	<u>-80</u>
Total Outlays	-28	-60	-92	-137	-170	-217	-265	-969
Revenues ^f	<u>6</u>	<u>36</u>	<u>34</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>31</u>	<u>218</u>
Total Balanced Budget Act Policies	-22	-24	-58	-100	-133	-179	-234	-750
Balanced Budget Act Deficit	151	159	127	97	73	34	-3	*

SOURCES: Congressional Budget Office; Joint Committee on Taxation.

NOTES: CBO's estimates of the budgetary effects of the Balanced Budget Act are illustrative because the legislation was not enacted by the November 15, 1995, date assumed by its drafters. Legislative modifications required to reflect a later enactment date would determine the actual budgetary effects of the bill.

* = not applicable.

Numbers may not add to totals because of rounding.

- a. Projections assume that discretionary spending is equal to the spending limits that are in effect through 1998 and will increase with inflation after 1998.
- b. The budget resolution baseline made adjustments to reflect revised accounting of the cost of direct student loans and the expiration of excise taxes dedicated to the Superfund trust fund as provided under current law.
- c. Discretionary spending specified in the Concurrent Resolution on the Budget for Fiscal Year 1996 (H. Con. Res. 67).
- d. Savings from freezing 1996-2002 appropriations at the nominal level appropriated for 1995.
- e. Less than \$500 million.
- f. Revenue decreases are shown with a positive sign because they increase the deficit.

TABLE A-5. SAVINGS FROM POLICY CHANGES IN THE BALANCED BUDGET ACT
 BASED ON CBO'S DECEMBER BASELINE ASSUMPTIONS, BY TITLE
 (By fiscal year, in billions of dollars)

Title	1996	1997	1998	1999	2000	2001	2002	Total, 1996-2002
I—Agriculture Outlays	2.8	1.1	-1.0	-1.4	-1.4	-2.3	-2.4	-4.6
II—Banking and Housing Outlays	-4.3	a	-0.1	0.2	0.1	0.1	-0.5	-4.4
III—Communication and Spectrum Allocation Outlays	-0.2	-1.8	-2.7	-3.6	-3.1	-2.7	-1.4	-15.3
IV—Education Outlays	-0.8	-0.3	-0.4	-0.6	-0.8	-0.8	-0.8	-4.5
V—Energy and Natural Resources Outlays	-1.4	-1.0	-0.3	-1.0	-0.8	-0.6	-0.5	-5.6
VI—Federal Retirement Outlays	-0.5	-1.0	-1.0	-1.6	-1.0	-1.0	-1.0	-7.1
Revenues ^b	-0.2	-0.4	-0.5	-0.6	-0.6	-0.6	-0.6	-3.5
Deficit	-0.7	-1.4	-1.5	-2.1	-1.6	-1.6	-1.6	-10.6
VII—Medicaid Outlays	-0.1	-2.9	-9.4	-16.3	-24.4	-34.5	-45.2	-132.7
VIII—Medicare Outlays	-6.2	-13.2	-22.8	-34.6	-41.8	-50.0	-57.2	-225.7
IX—Transportation Outlays	a	a	a	-0.1	-0.1	-0.1	-0.1	-0.3
X—Veterans Outlays	-0.3	-0.3	-0.5	-1.2	-1.4	-1.3	-1.5	-6.5
XI—Revenues Outlays	0	0	0	a	a	a	-0.1	-0.1
Revenues ^b	5.8	37.7	36.0	37.9	38.6	39.5	33.4	229.0
Deficit	5.8	37.7	36.0	37.9	38.6	39.4	33.4	228.8

(Continued)

TABLE A-5. CONTINUED

Title	1996	1997	1998	1999	2000	2001	2002	Total, 1996-2002
XII—Teaching Hospitals, Asset Sales, and Welfare								
Outlays	1.2	-9.0	-11.7	-12.6	-13.7	-13.4	-14.9	-73.9
Revenues ^b	-0.1	-1.0	-1.1	-1.1	-1.2	-1.3	-1.4	-7.2
Deficit	1.2	-10.0	-12.8	-13.7	-14.9	-14.7	-16.3	-81.1
Interactive Effects								
Outlays	0	0	0	a	a	a	0.1	0.1
Total								
Outlays	-9.6	-28.5	-49.8	-72.7	-88.3	-106.4	-125.4	-480.7
Revenues ^b	5.6	36.3	34.4	36.2	36.8	37.6	31.4	218.3
Deficit	-4.0	7.9	-15.4	-36.5	-51.4	-68.9	-94.0	-262.4

SOURCES: Congressional Budget Office; Joint Committee on Taxation.

NOTE: CBO's estimates of the budgetary effects of the Balanced Budget Act are illustrative because the legislation was not enacted by the November 15, 1995, date assumed by its drafters. Legislative modifications required to reflect a later enactment date would determine the actual budgetary effects of the bill.

a. Less than \$50 million.

b. Revenue increases are shown with a negative sign because they reduce the deficit.

December 1995

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**Comparison of Seven Year Savings
(in billions of dollars)**

	GOP (BBRA)	Clinton IV	GOP Latest	Clinton V	Blue Dogs	Bipartisan Senators
Discretionary	-408	-260	-349	-295	-330	-268
Mandatory						
Medicare	-226	-97	-168	-102	-153	-154
Medicaid	-133	-37	-85	-52	-51	-62
Other	-122	-45	-144	-95	-95	-110
Total	-481	-179	-397	-249	-299	-326
Taxes	218	26	177	17	-29	105
CPI Changes	0	0	-17	-17	-110	-110
Net Interest	-80	-49	-60	-56	-103	-65
Total Savings	-750	-462	-646	-600	-871	-664

TABLE 1. DEMOCRATIC PLAN CHANGES FROM CBO'S DECEMBER BASELINE
(By fiscal year, in billions of dollars)

	1996	1997	1998	1999	2000	2001	2002	Total 1996-2002
CBO December Baseline Deficit ^a	172	182	183	195	204	211	228	.
Baseline Adjustments ^a	0	0	-2	-2	-3	-6	-6	-19
Adjusted December Baseline	172	182	181	193	201	205	222	-
Democratic Plan Policies								
Outlays								
Discretionary ^a								
Freeze ^d	-8	-9	-11	-32	-49	-66	-84	-258
Savings relative to freeze	-4	-2	-3	-2	-2	-9	-26	-37
Subtotal	-12	-7	-14	-30	-47	-75	-110	-295
Mandatory								
Medicare	e	-3	-6	-12	-19	-26	-35	-102
Medicaid	0	e	-2	-7	-10	-13	-19	-52
Other	-7	-9	-12	-15	-16	-16	-22	-95
Subtotal	-7	-12	-21	-34	-45	-54	-76	-249
Net Interest	e	-2	-3	-5	-9	-14	-23	-56
Total Outlays	-20	-21	-37	-69	-100	-143	-209	-599
Revenues ^f	e	.6	.6	.5	.10	.3	-14	17
Total Policies	-20	-15	-32	-63	-90	-140	-223	-583
Democratic Plan Deficit	153	167	149	130	110	65	-1	.

SOURCES: Congressional Budget Office; Joint Committee on Taxation.

NOTES: * = not applicable.

Numbers may not add to totals because of rounding.

- Projections assume that discretionary spending is equal to the spending limits that are in effect through 1998 and will increase with inflation after 1998.
- The Democratic plan assumes that the anticipated change in the consumer price index (CPI) methodology used by the Bureau of Labor Statistics (BLS) will reduce the rate of growth of the CPI by 0.3 percentage points a year, which is the upper end of the range estimated by the BLS. CBO's December baseline assumes a reduction near the middle of the range.
- Discretionary savings specified by staff.
- Savings from freezing 1996-2002 appropriations at the nominal level appropriated for 1995.
- Less than \$500 million.
- Revenue increases are shown with a negative sign because they decrease the deficit. Includes Earned Income Credit outlays.

TABLE 2. SAVINGS FROM POLICY CHANGES IN THE DEMOCRATIC PLAN BASED ON CBO'S DECEMBER BASELINE ASSUMPTIONS, BY TITLE (By fiscal year, in billions of dollars)

Title	1996	1997	1998	1999	2000	2001	2002	Total, 1996-2002
I—Banking and Housing Outlays	-4.3	a	-0.1	0.2	0.1	0.1	-0.5	-4.4
II—Spectrum Allocation Outlays	-0.2	-1.8	-2.7	-3.6	-3.1	-2.7	-7.4	-21.3
III—Medicaid Outlays	0	-0.4	-2.4	-6.7	-10.3	-13.2	-18.6	-51.7
IV—Medicare Outlays	a	-2.7	-6.1	-12.3	-19.1	-26.0	-35.4	-101.5
V—Welfare Reform Outlays	-0.9	-4.8	-5.8	-6.3	-6.9	-6.9	-7.6	-39.1
Revenues ^b	-0.1	-0.3	-0.6	-0.7	-0.8	-0.8	-0.9	-4.2
Deficit	-1.0	-5.1	-6.4	-7.0	-7.6	-7.7	-8.5	-43.3
VI—Federal Retirement Outlays	-0.5	-1.8	-2.7	-2.7	-2.7	-2.7	-2.9	-15.9
Revenues ^b	-0.2	-0.4	-0.5	-0.6	-0.6	-0.6	-0.6	-3.5
Deficit	-0.7	-2.2	-3.2	-3.2	-3.3	-3.3	-3.5	-19.4
VII—Veterans Provisions Outlays	-0.2	-0.3	-0.4	-1.2	-1.3	-1.3	-1.4	-6.1
VIII—Asset Sales, User Fees, and other Mandatory Provisions Outlays	-1.3	-0.5	-0.6	-1.5	-1.3	-1.3	-2.2	-8.7
IX—Revenues Revenues ^{b, c}	0.5	6.5	6.9	7.0	11.1	4.3	-12.1	24.2
X—Budget Enforcement Outlays	0	0	0	0	0	0	0	0
Total Outlays	-7.3	-12.3	-23.7	-33.9	-44.6	-53.8	-76.0	-248.7
Revenues ^{b, c}	0.2	5.8	5.8	5.8	9.7	2.9	-13.7	15.5
Deficit	-7.1	-6.5	-14.9	-28.2	-34.9	-50.9	-89.7	-232.2

SOURCES: Congressional Budget Office; Joint Committee on Taxation.

a. Less than \$50 million.

b. Revenue increases are shown with a negative sign because they reduce the deficit.

c. Includes Earned Income Credit outlays.

Happy New Year, January 1996

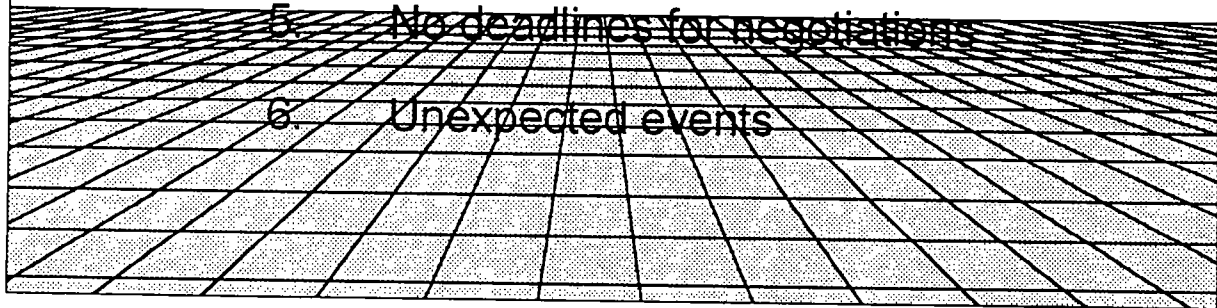
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 1996

				1	2	3
4	5	6	7		9	10
11	12	13	Budget Insiders	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

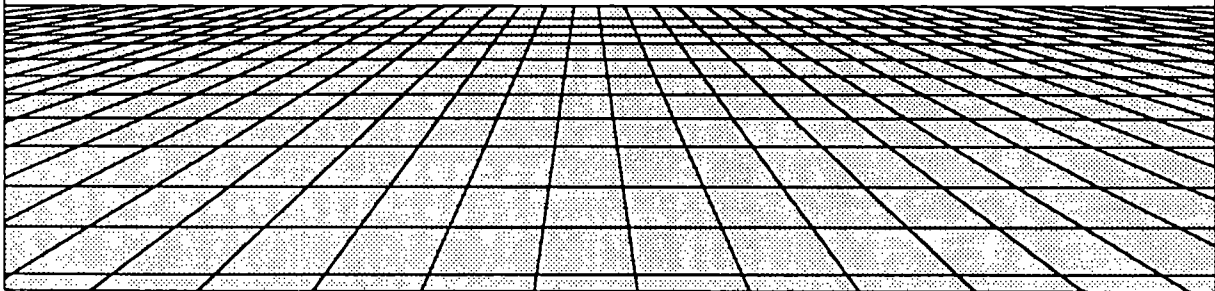
Reasons for the Endless Process?

1. Contract with America
2. Ambitious agenda
3. Difficult decisions
4. Budget process
5. No deadlines for negotiations
6. Unexpected events



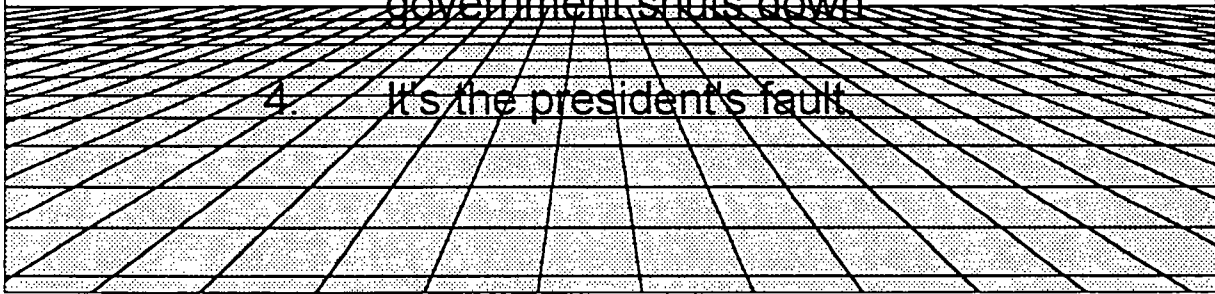
Old "Spouses" Tales

1. The world is flat.
2. Wait 1 hour after eating before swimming.
3. Eating carrots will improve your eyesight.



Old "Spouses" Budget Tales

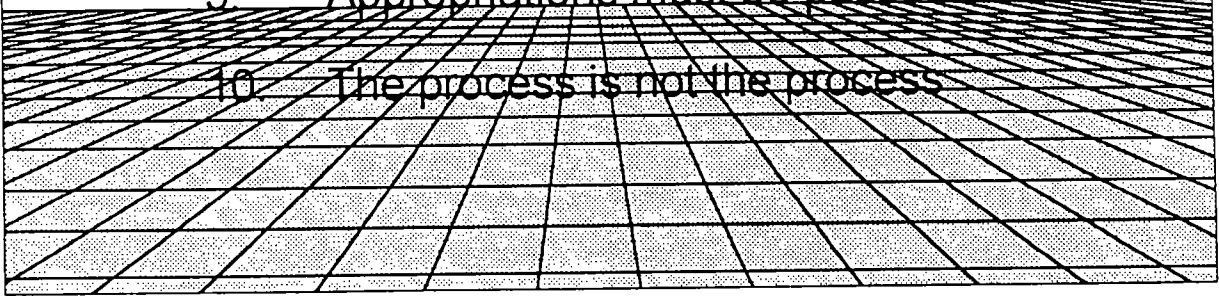
1. Debt ceiling bills are "must pass."
2. Can't spend without an appropriation
3. No one will care if the government shuts down
4. It's the president's fault



Lasting Effects of FY96 Process

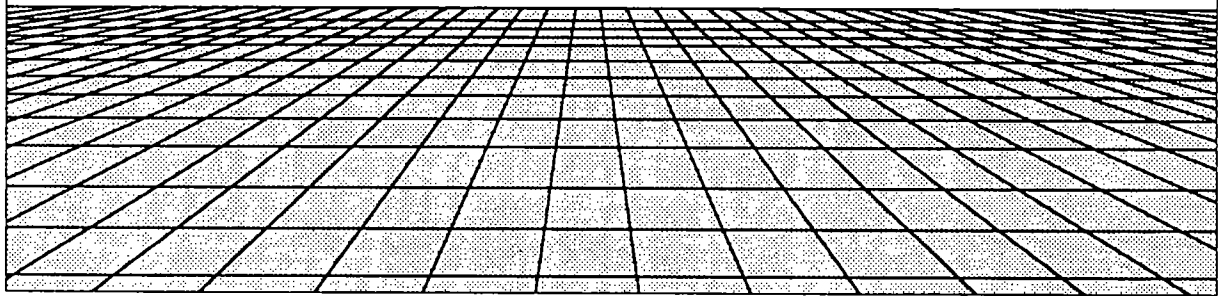
1. Debt ceiling no longer a vehicle
2. Congress can be blamed
3. Shut downs can be damaging economically
4. Shut downs can be damaging politically
5. A stronger CBO?

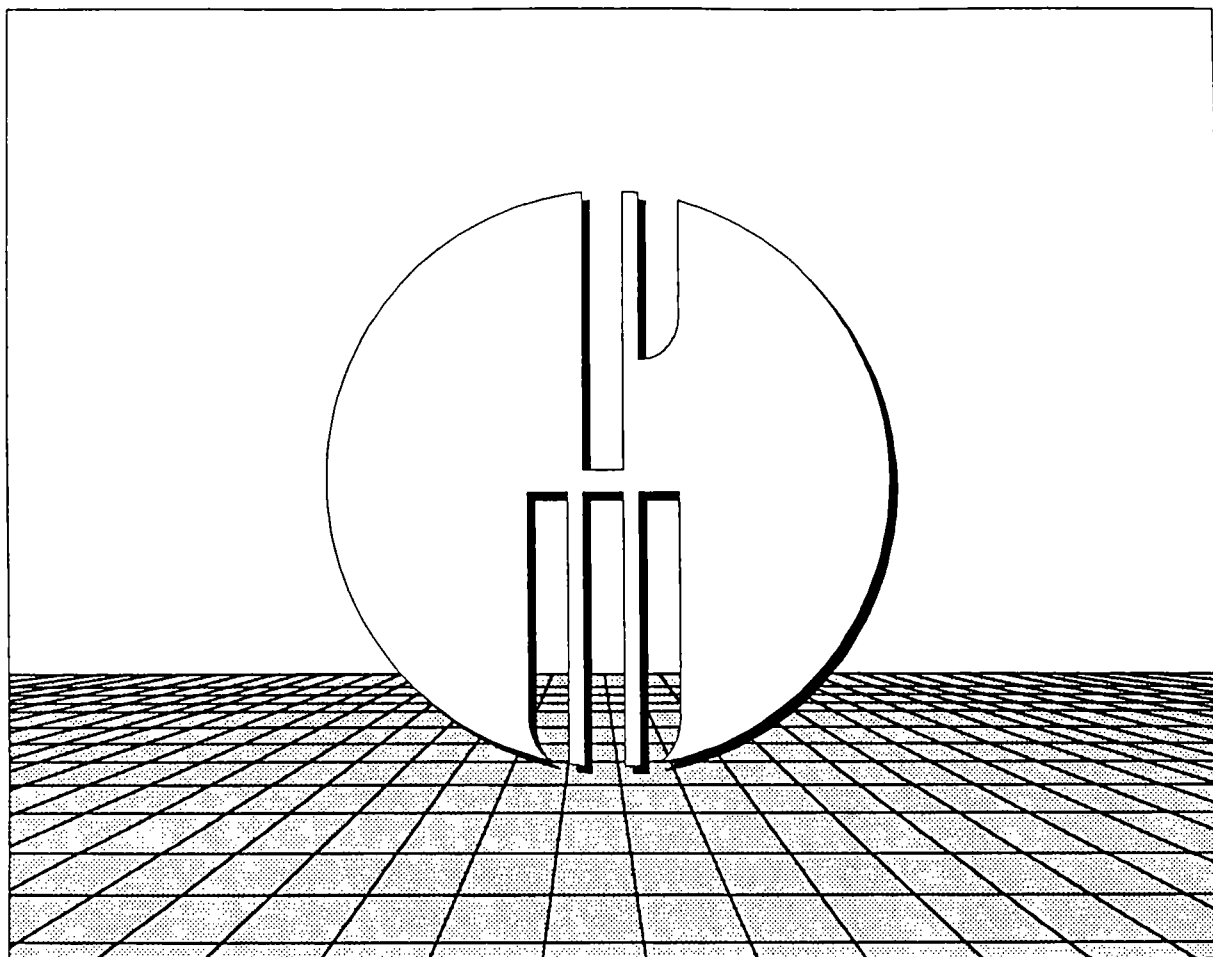
Lasting Effects of FY96 Process

6. President is more relevant to the process
 7. Supermajorities are more important
 8. Tax cuts are less popular?
 9. Appropriations must be passed?
 10. The process is not the process
- 

Conclusion: FY96

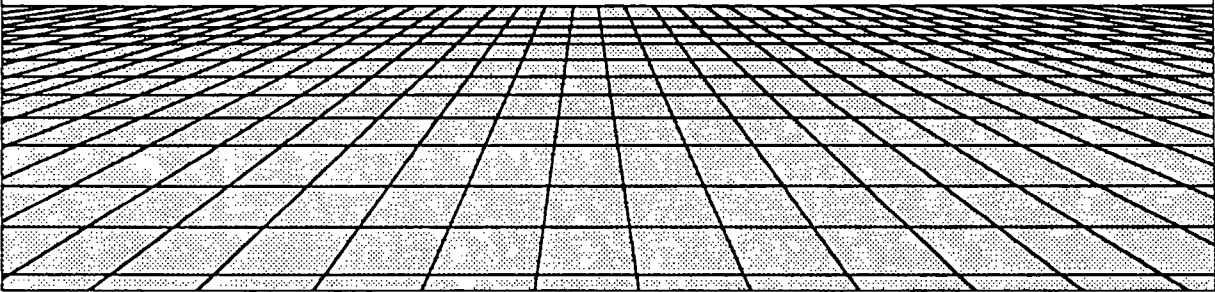
**Informal procedural changes much
more long lasting than programmatic
revisions**





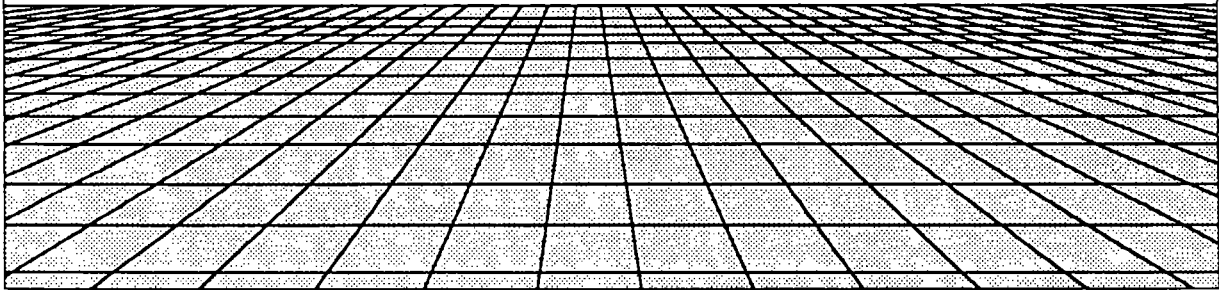
Act II

What Budget Process?



Basic Budget Process Provisions

- Appropriations Caps
- PAYGO



Statutory Appropriations Caps (in billions of dollars)

	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>
BA	508.2	520.6	529.9	536.1
O	547.4	547.8	549.1	551.5

Source: CBO Sequester Update Report, August 1995

Congressional Appropriations Caps (in billions of dollars)

	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Defense							
BA	265.4	268.0	269.7	--	--	--	--
O	264.0	265.7	264.5	--	--	--	--
Non-Defense							
BA	219.7	214.5	221.0	--	--	--	--
O	267.7	254.6	248.1	--	--	--	--
Total							
BA	485.1	482.4	490.7	482.2	489.4	496.6	498.8
O	531.8	520.3	512.6	510.5	514.2	516.4	515.1

Source: H. Con. Res. 67

Statutory vs. Congressional Caps (in billions of dollars)

	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Statutory								
BA	508.2	520.6	529.9	536.1	N/A	N/A	N/A	N/A
O	547.4	547.8	549.1	551.5				
Congressional								
BA	508.2	485.1	482.4	490.7	482.2	489.4	496.6	498.8
O	547.4	531.8	520.3	512.6	510.5	514.2	516.4	515.1
Difference								
BA	--	-35.5	-47.5	-45.4	--	--	--	--
O	--	-16.0	-28.8	-38.9	--	--	--	--

Fiscal 1996 Appropriations
(in billions of dollars)

Subcommittee	1996 Freeze		1996 Enacted*		Enacted Compared to Freeze			
	BA	O	BA	O	Difference		% change	
	BA	O	BA	O	BA	O	BA	O
Agriculture.....	13.8	13.8	13.3	13.6	-0.5	-0.3	-3.6%	-1.8%
Commerce-Justice-State.....	26.5	26.4	26.1	25.9	-0.5	-0.6	-1.8%	-2.2%
Defense.....	243.4	243.9	243.0	242.7	-0.4	-1.2	-0.2%	-0.5%
District of Columbia.....	0.7	0.7	0.7	0.7	0.0	0.0	0.0%	0.0%
Energy & Water.....	20.6	20.6	19.3	19.7	-1.2	-0.9	-6.0%	-4.3%
Foreign Operations.....	13.6	14.1	12.1	13.8	-1.5	-0.3	-11.0%	-2.1%
Interior.....	14.3	14.0	12.1	13.1	-2.2	-0.9	-15.1%	-6.4%
Labor-HHS.....	70.8	72.0	62.9	71.0	-7.9	-1.1	-11.2%	-1.5%
Legislative Branch.....	2.4	2.4	2.1	2.2	-0.3	-0.2	-10.9%	-7.7%
Military Construction.....	9.0	9.1	11.2	9.6	2.2	0.5	24.2%	5.2%
Transportation.....	13.7	37.6	12.5	36.8	-1.3	-0.8	-9.2%	-2.1%
Treasury-Postal.....	11.8	12.1	11.3	11.6	-0.6	-0.6	-4.8%	-4.7%
VA-HUD-Independent Agencies....	71.0	77.4	61.6	74.3	-9.4	-3.1	-13.3%	-4.0%
Total, discretionary**.....	511.7	544.2	488.2	534.9	-23.5	-9.3	-4.8%	-1.7%

* Enacted assumest that CR is continued at current rate through the end of the fiscal year.

** Discretionary includes funding for violent crime reduction trust fund (which is excluded from the discretionary caps). This amount in fiscal 1996 is \$3.6 billion in BA and \$2.3 billion in outlays.

Discretionary Savings Congress vs. Clinton (in billions of dollars)

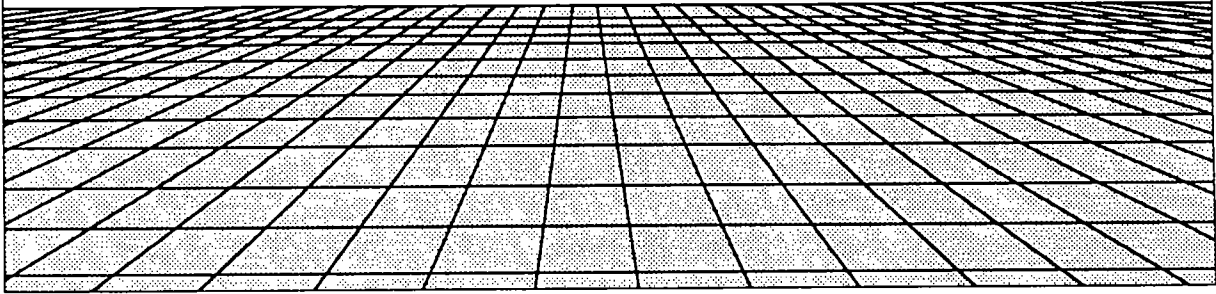
	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>TOTAL</u>
Congress	-18	-30	-39	-56	-68	-89	-109	-408
Clinton	-12	-7	-14	-30	-47	-75	-110	-295
Difference	+6	+23	+25	+26	+22	+14	-1	+113

	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>TOTAL</u>
Congress	-18	-30	-39	-56	-68	-89	-109	-408
Clinton	-12	-7	-14	-30	-47	-75	-110	-295
Difference	+6	+23	+25	+26	+22	+14	-1	+113

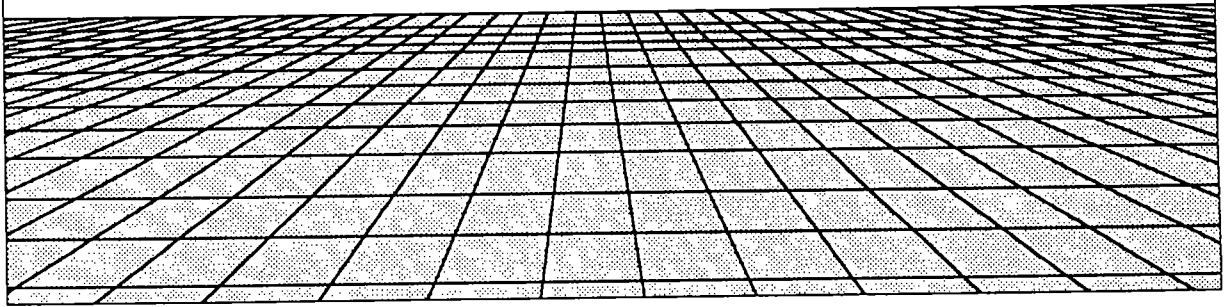
[illegible]

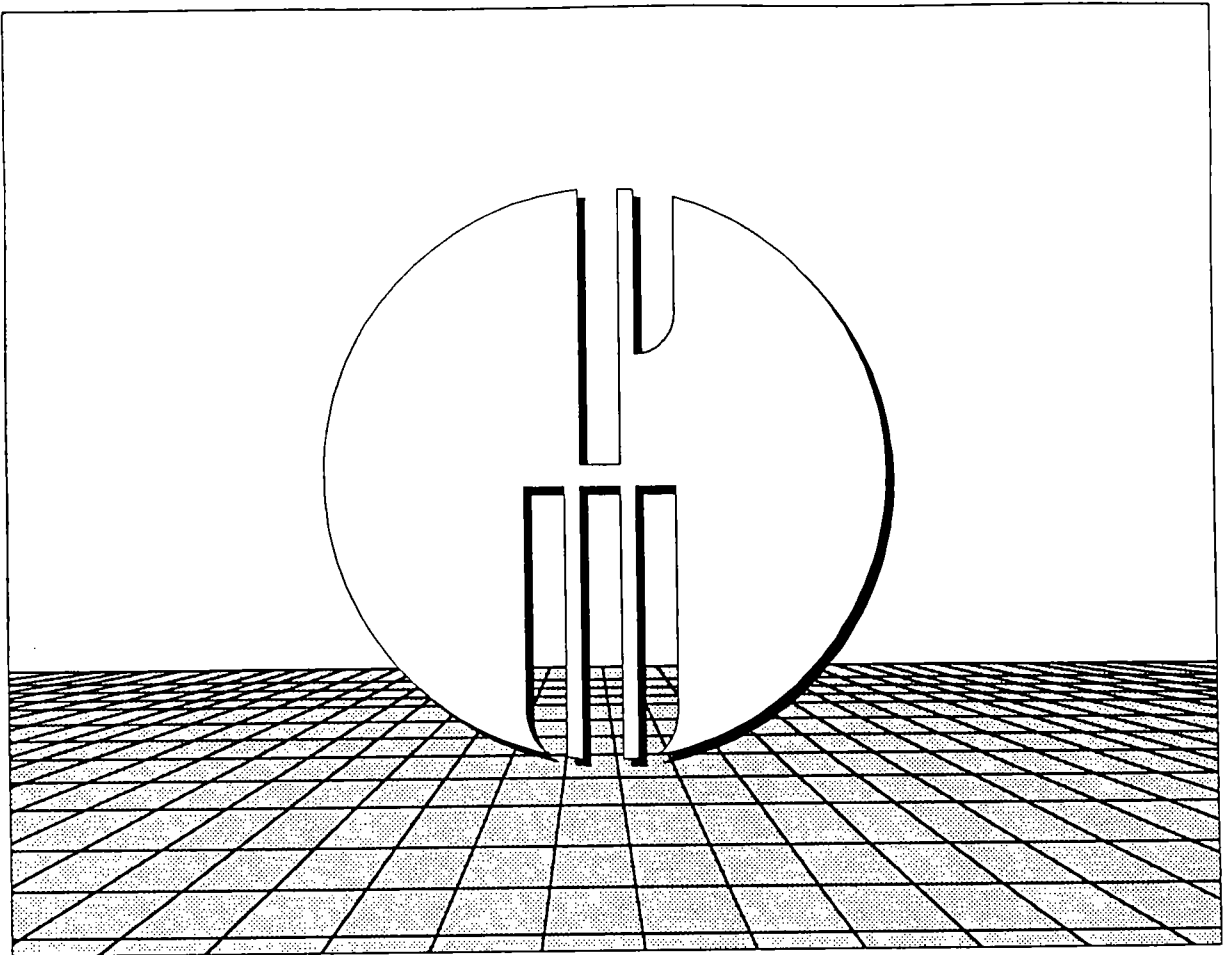
[illegible]

Appropriations Caps Conclusion?



Advantage: WHITE HOUSE

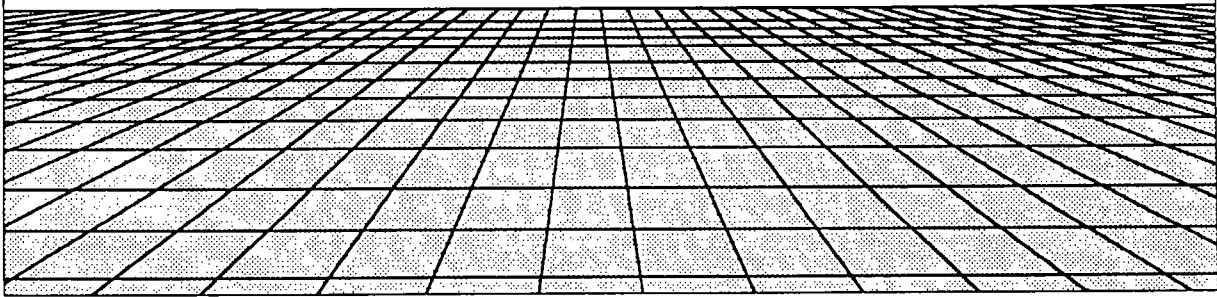




This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook or a sheet of stationery designed for writing. The edges of the paper are slightly irregular, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

Basic Budget Process Provisions

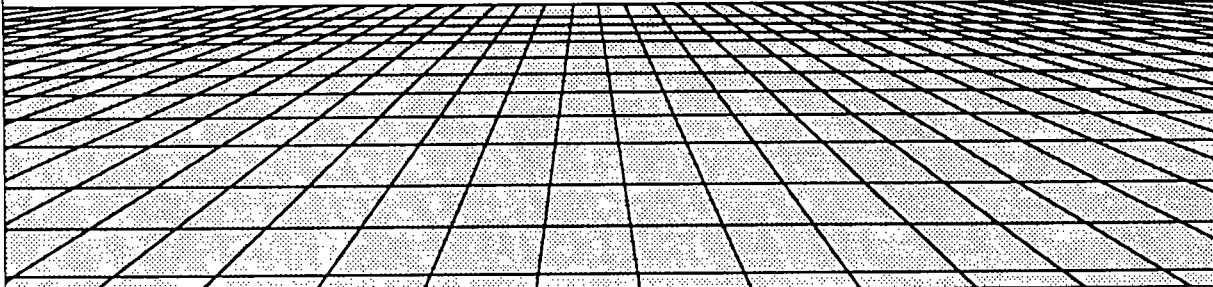
- Appropriations Caps
- PAYGO



PAYGO

Sec. 252(a) of P.L. 101-508:

"... any legislation ... affecting *direct spending or receipts* that increases the deficit in any fiscal year covered by this Act will trigger an offsetting sequestration."

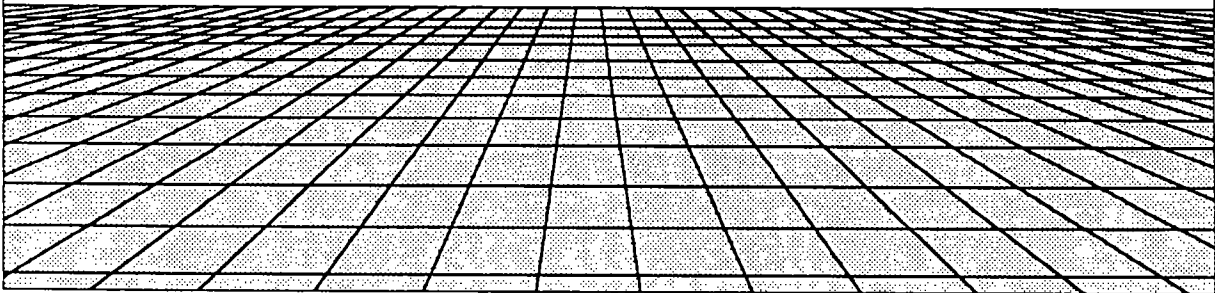


"... any legislation ... affecting *direct spending or receipts* that increases the deficit in any fiscal year covered by this Act will trigger an offsetting sequestration."

[illegible]

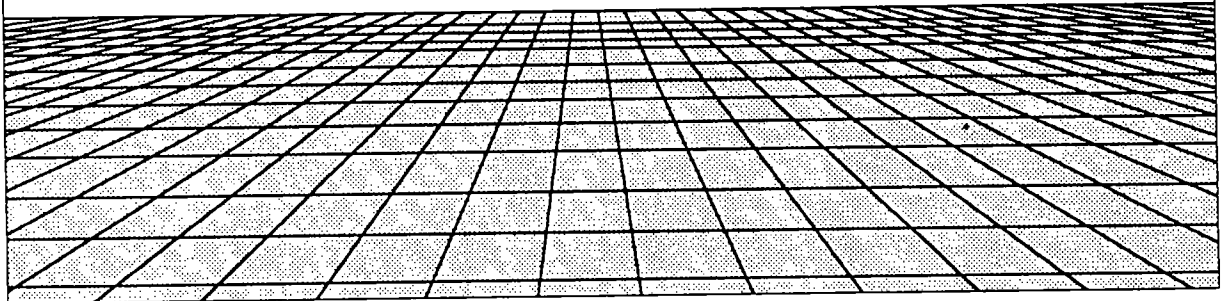
Contract with America PAYGO Proposal

Allow discretionary spending reductions to be used to pay for revenue losses and mandatory spending changes.



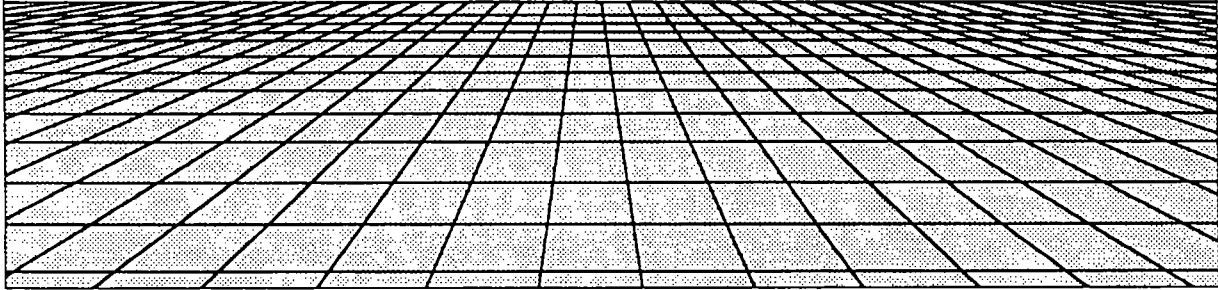
Congressional PAYGO Proposal

- ▶ Extend through FY2002
- ▶ Can't use prior-year surplus



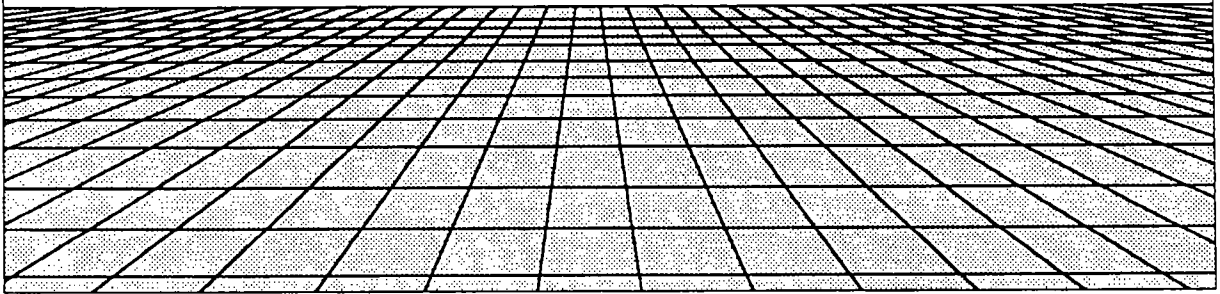
9

Status of Congressional PAYGO Proposal



[illegible]

Advantage: IT DEPENDS!



Other Budget Process Elements

- ▶ Line-item Veto

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Status of Line-Item Veto

Passed House: February 6, 1995 (H.R. 2)

Passed Senate: March 23, 1995 (S.4)

Supported by Clinton Administration

Status of Line-Item Veto

Passed House: February 6, 1995 (H.R. 2)

Passed Senate: March 23, 1995 (S.4)

Supported by Clinton Administration

Status of Line-Item Veto

Passed House: February 6, 1995 (H.R. 2)

Passed Senate: March 23, 1995 (S.4)

Supported by Clinton Administration

Status of Line-Item Veto

Passed House: February 6, 1995 (H.R. 2)

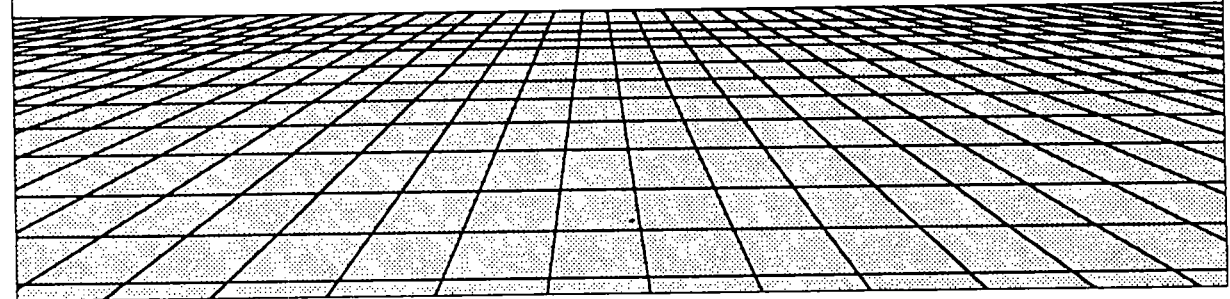
Passed Senate: March 23, 1995 (S.4)

Supported by Clinton Administration

[illegible]

Other Budget Process Elements

- ▶ Line-item Veto
- ▶ Asset Sales

A perspective view of a grid floor, likely representing a budget or financial plan, extending towards a horizon line. The grid consists of many small squares that recede into the distance, creating a strong sense of depth and perspective. The lines are black on a light gray background.

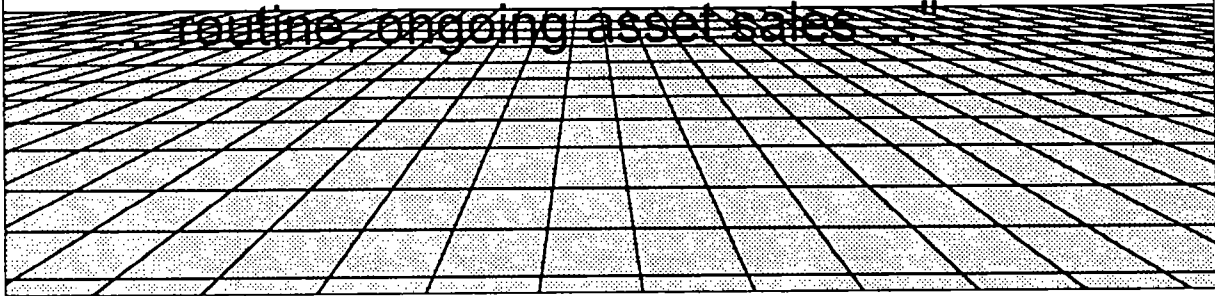
-

[illegible]

Asset Sales

Sec. 257(e) of P.L. 101-508:

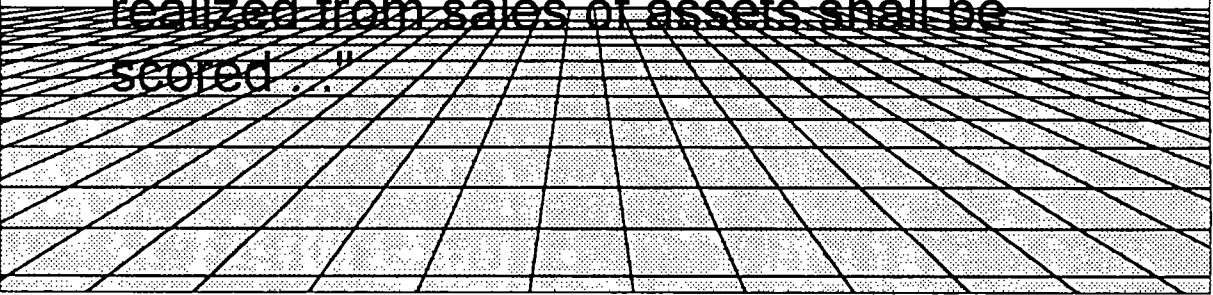
"The sale of an asset ... shall not alter the deficit or produce any net deficit reduction in the budget baseline, except routine, ongoing asset sales ..."



Congressional Asset Sale Proposal

Sec. 206 of H. Con. Res. 67:

"For purposes of any concurrent resolution on the budget ... the amount realized from sales of assets shall be scored ..."



Status of Asset Sales Change

Supported by Clinton Administration

Approved by Congress: June 29, 1995
(H. Con. Res. 67)

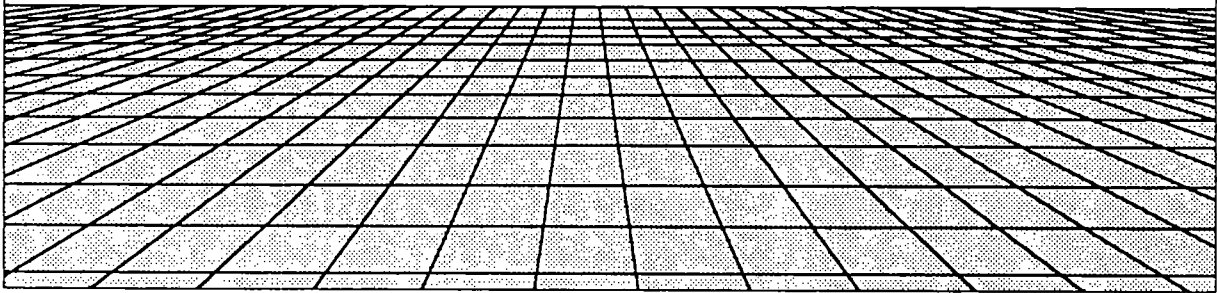
A perspective view of a grid floor, likely representing a runway or a large hall, extending towards a horizon line. The grid is composed of many small squares, and the lines converge towards the center of the horizon. The floor has a light gray, textured appearance.

Approved by Congress: June 29, 1995

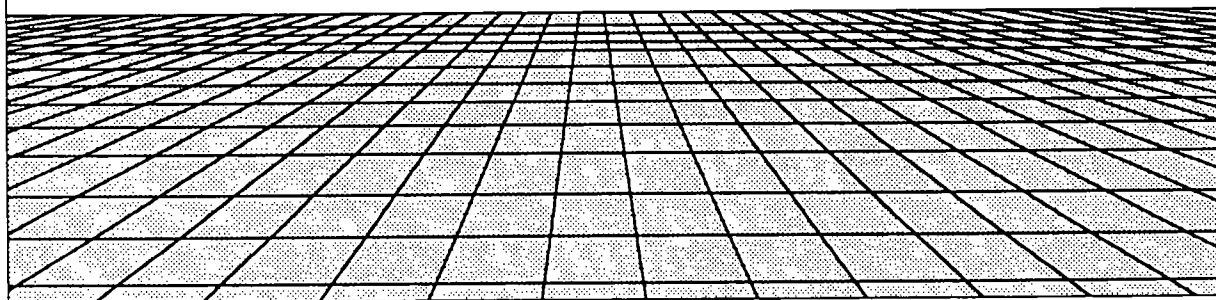
(H. Con. Res. 67)

[illegible]

Asset Sales Conclusion?

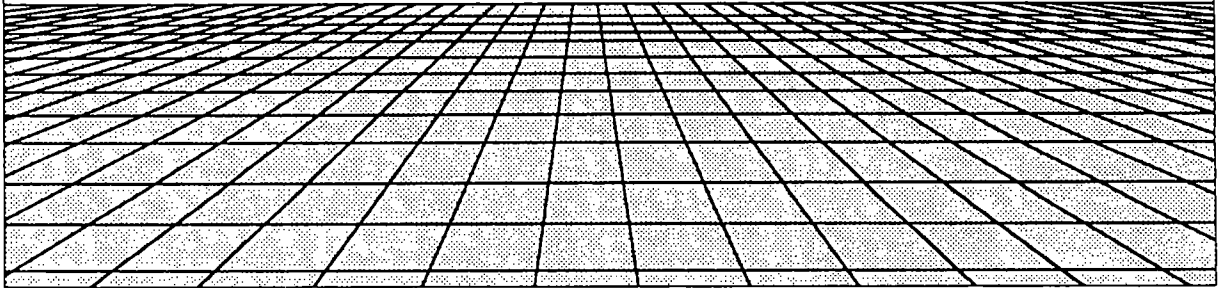


Likely To Be Reproposed



Other Budget Process Elements

- Line-item Veto
- Asset Sales
- Fiscal Dividend



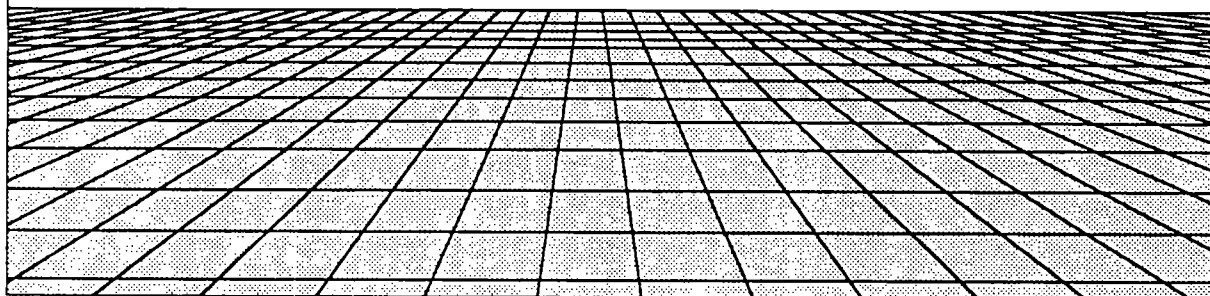
CBO's Fiscal Dividend

"Budgetary savings (from balancing the budget) would result from both (a) reduction in interest rates and the increase in real GDP and GNP"

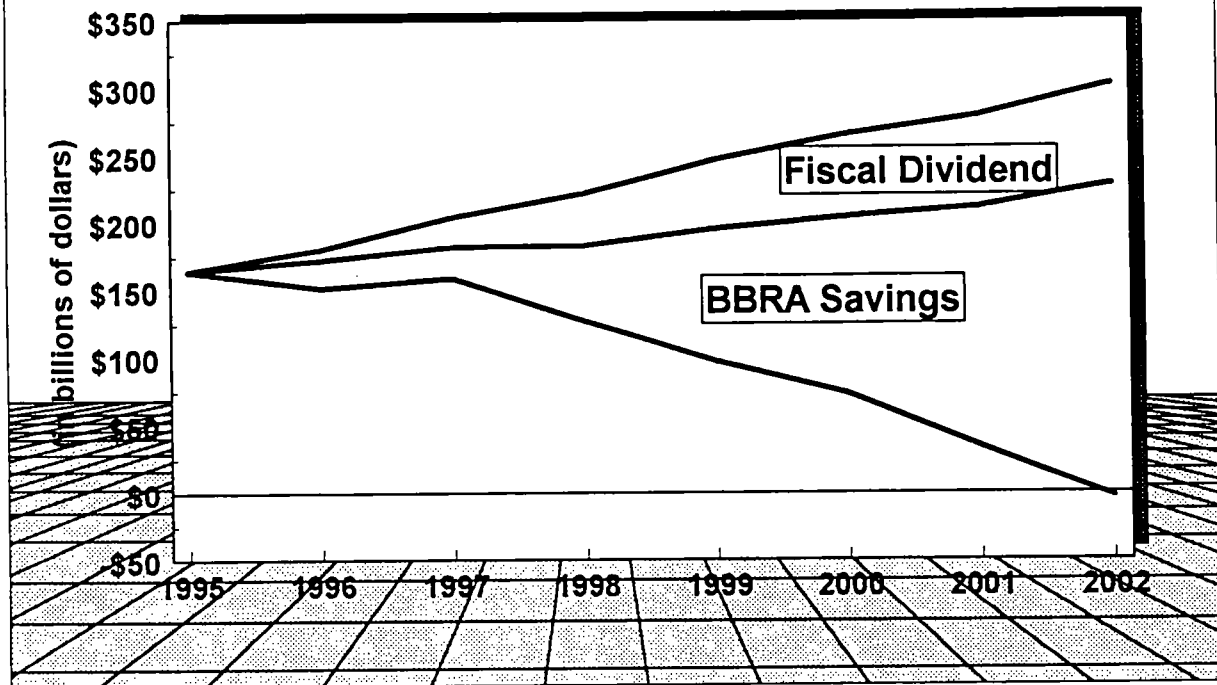
An Analysis of the President's
Budgetary Proposals for Fiscal
Year 1996. April 1995, pp. 51-58.

Fiscal Dividend Creep (in billions of dollars)

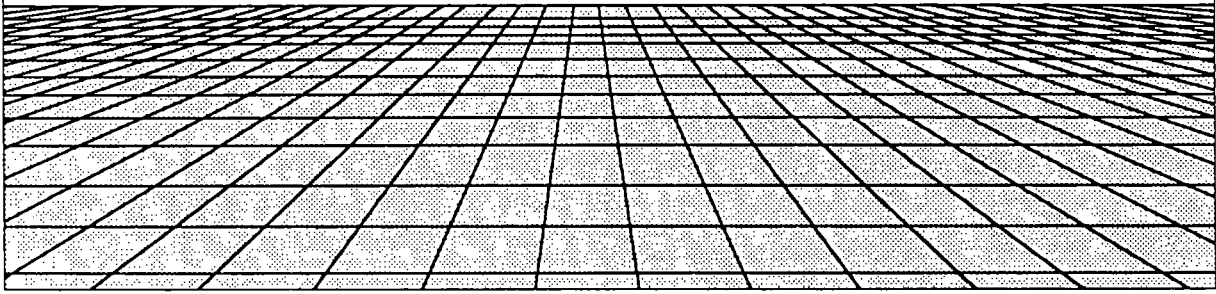
	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>TOTAL</u>
April 1995	3	7	14	23	32	41	50	170
December 1995	7	21	36	47	54	58	60	282
Difference	+4	+14	+22	+24	+22	+17	+10	+113



Fiscal Dividend Helps Balance Budget

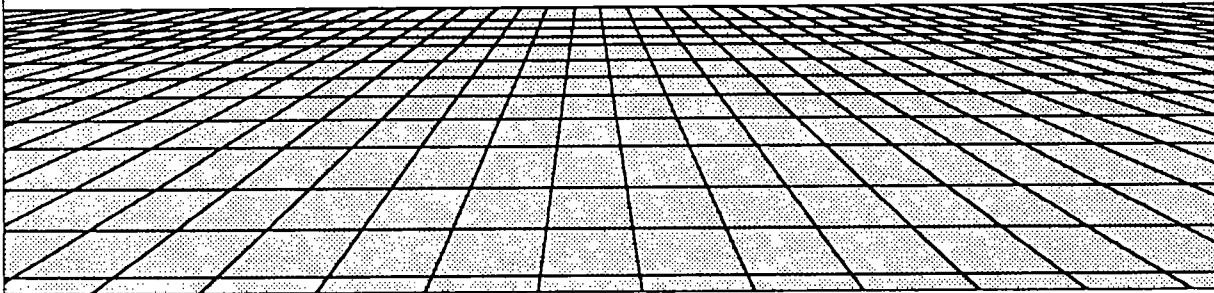


Status of Fiscal Dividend



Other Budget Process Elements

- ▶ Line-item Veto
- ▶ Asset Sales
- ▶ Fiscal Dividend
- ▶ Consumer Price Index



Consumer Price Index

Major Spending Programs Indexed

Social Security

SSI

Military Retirement

Civil Service Retirement

Workers Compensation

Major Tax Provisions Indexed

Personal Income Tax Brackets

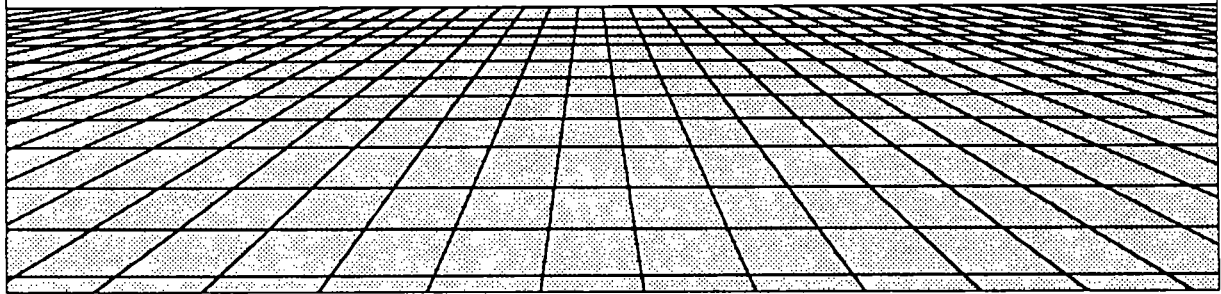
Personal Exemption

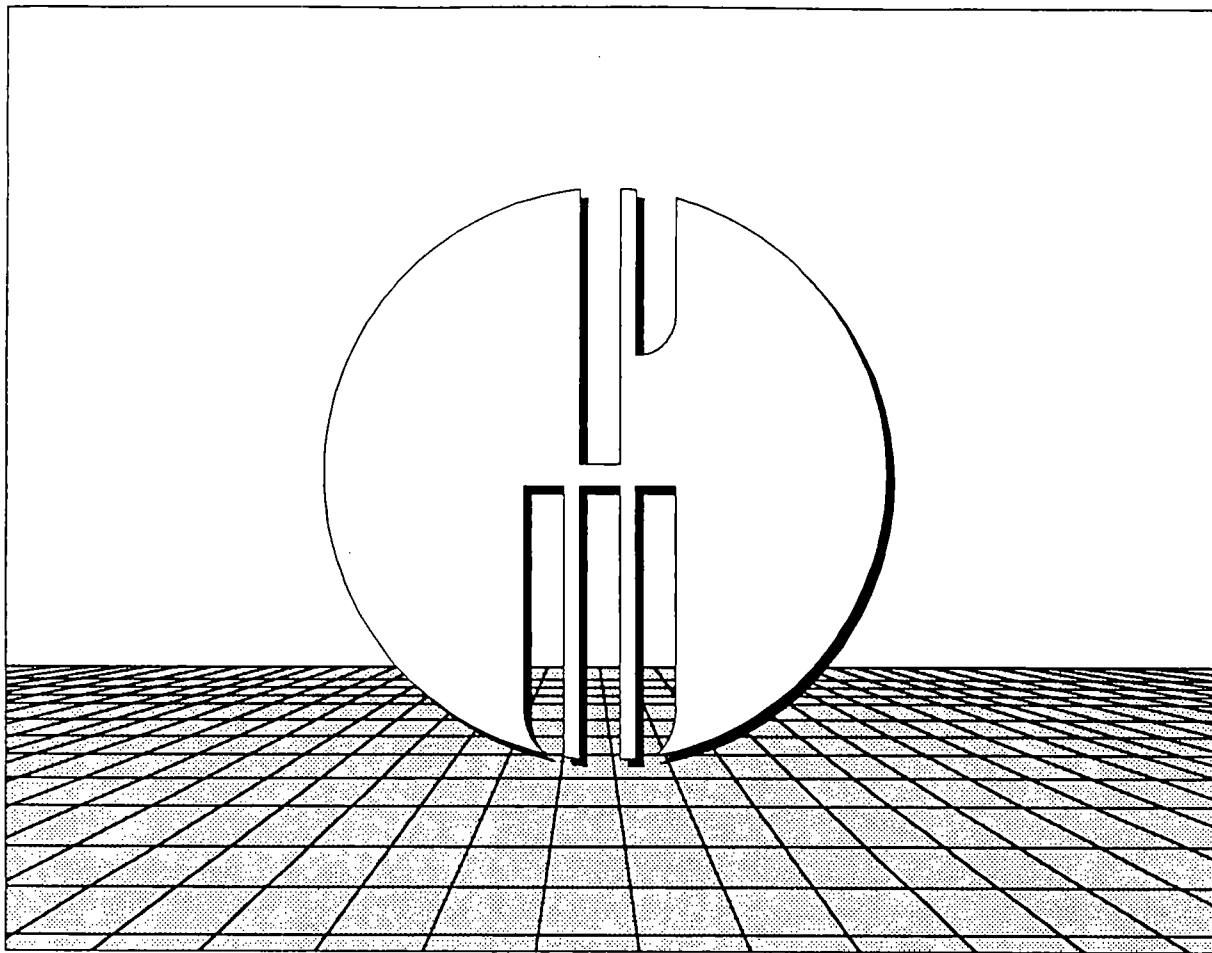
Standard Deduction

EITC

Limit on Itemized Deductions

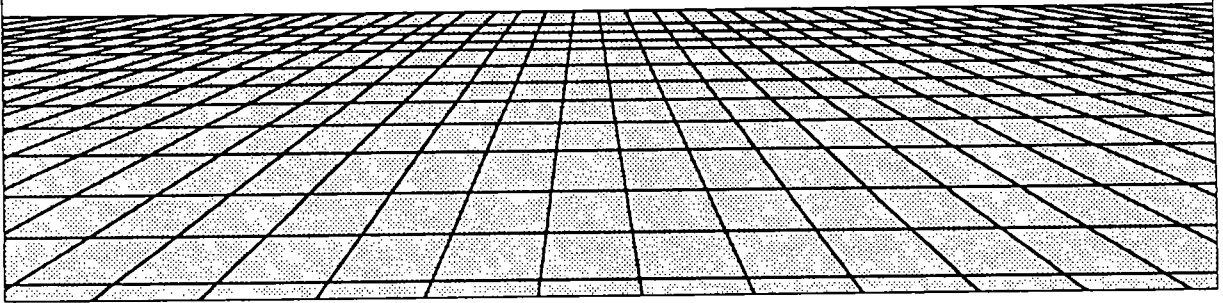
Status of Reducing CPI





Act III

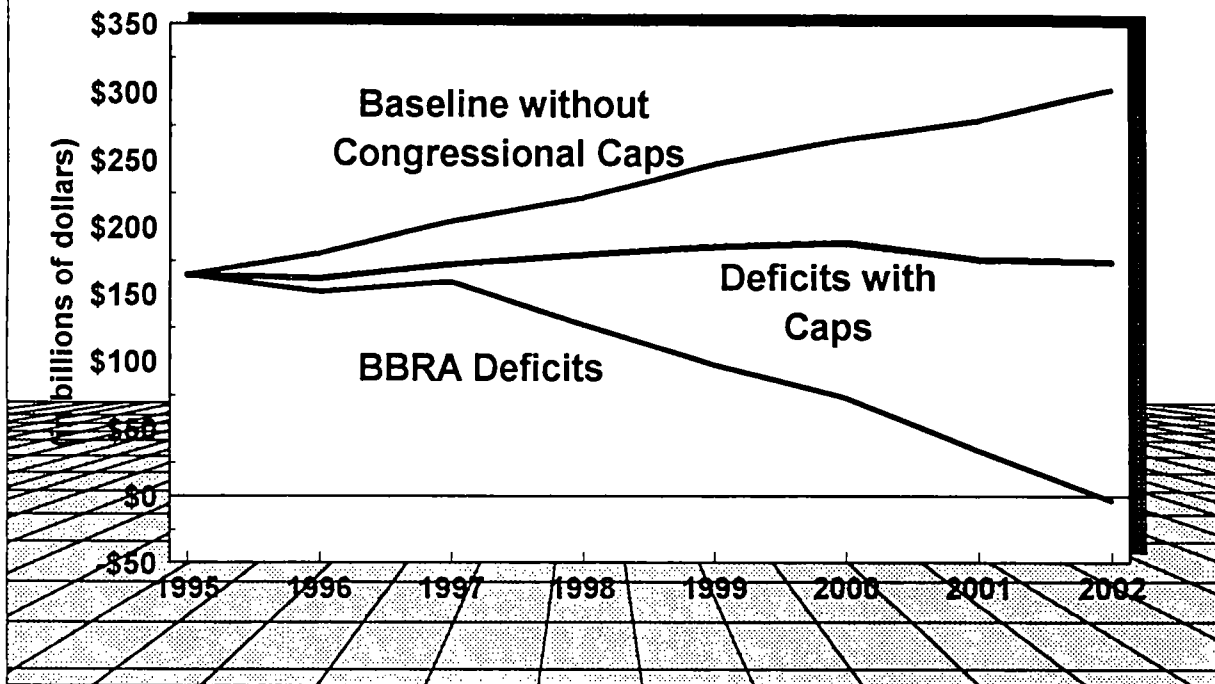
What Happens Next?



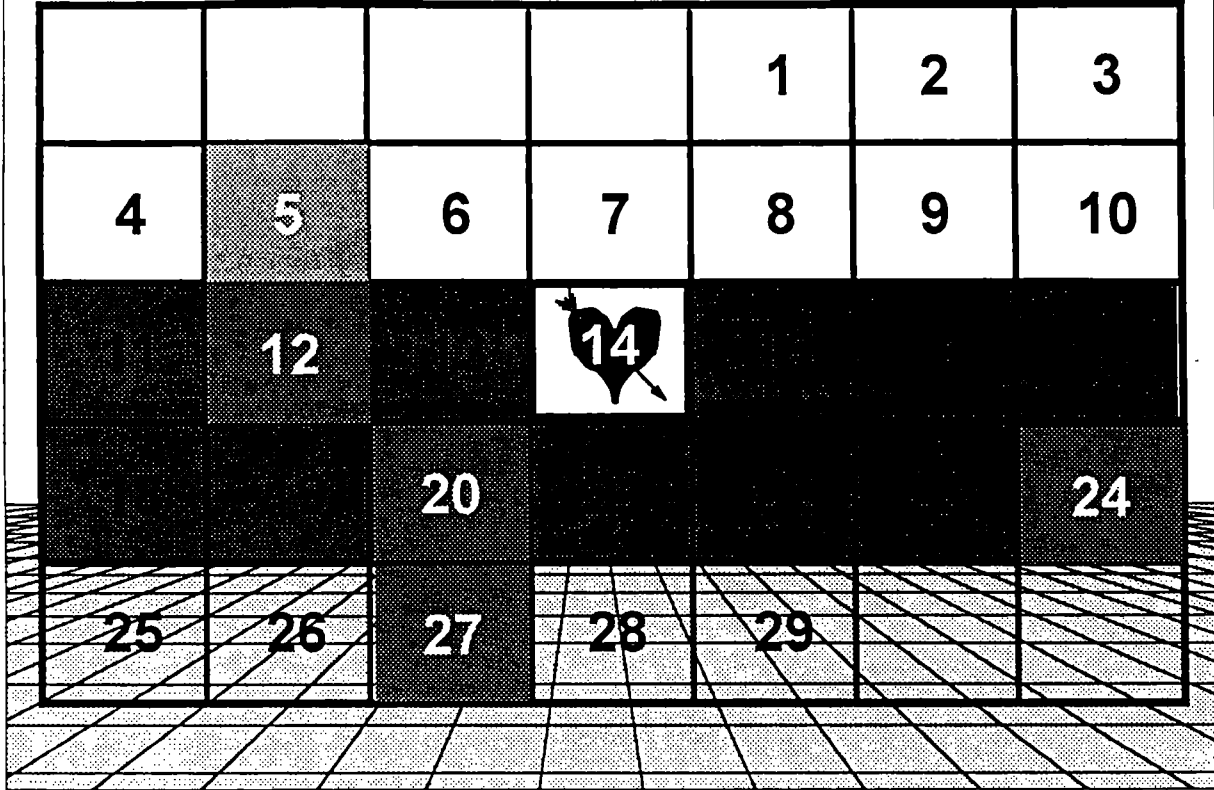
FY97 Budget Process

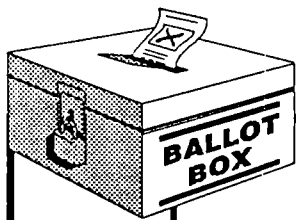
<u>EVENT</u>	<u>STATUTORY DEADLINE</u>	<u>PROJECTED DATE</u>
Clinton Budget	February 5	February 5 to March 18
CBO Outlook	February 15	Early April
SBC Reports Budget Resolution	April 1	Late April/Early May
Budget Resolution	April 15	Late May/Early June
Reconciliation	June 30	What Reconciliation?

Deficit Outlook



February 1996





March 1996

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 1996

7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

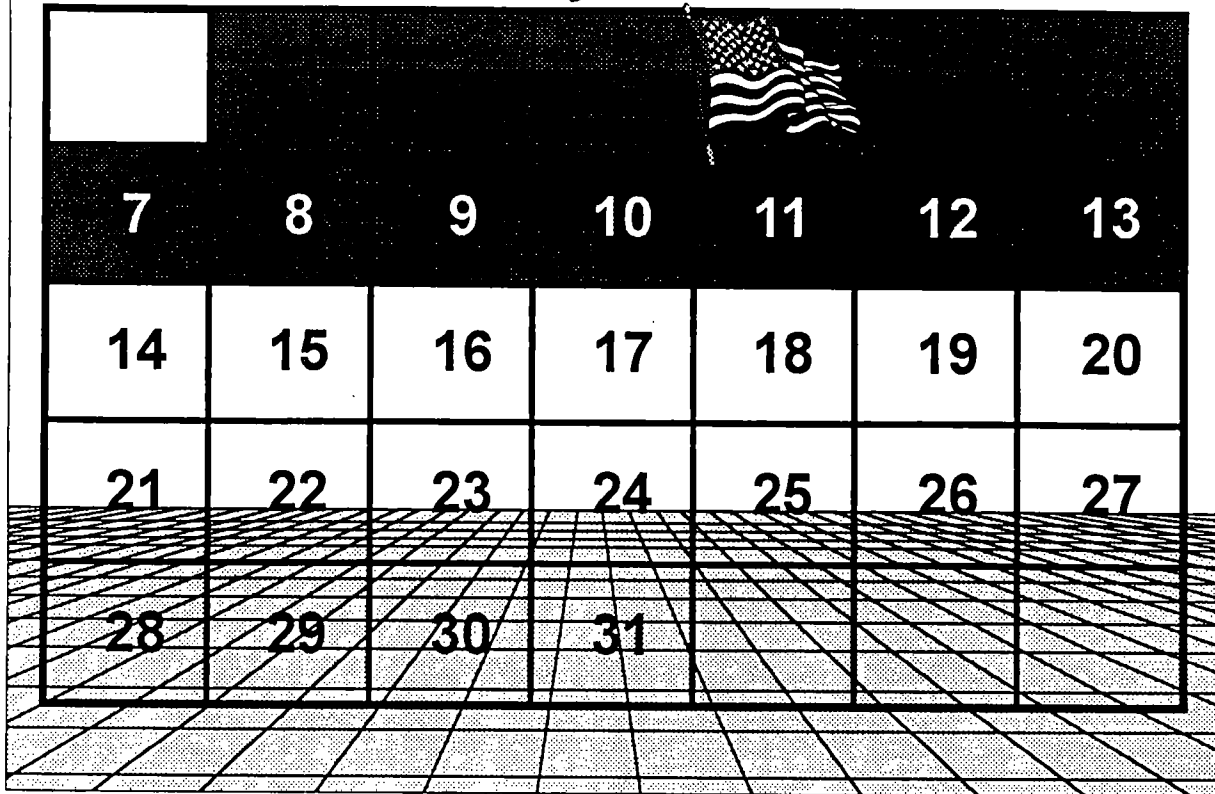
May 1996

			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

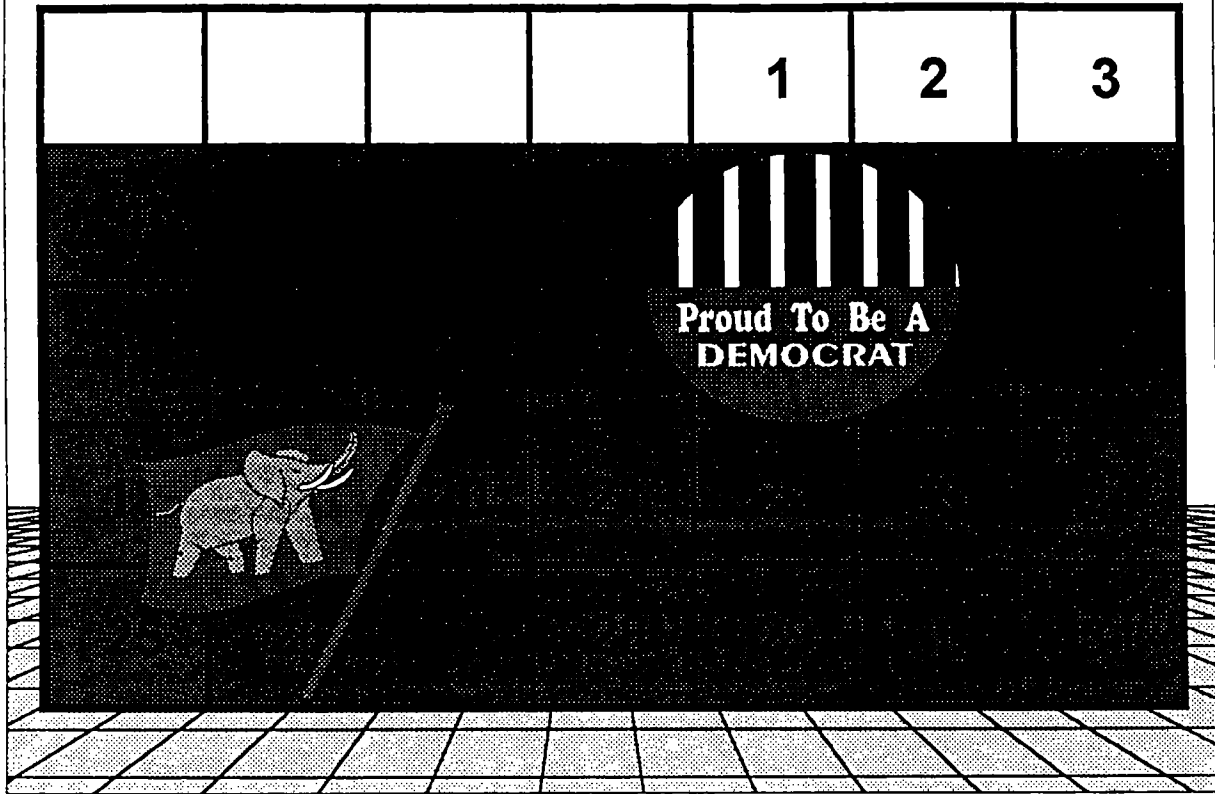
June 1996

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

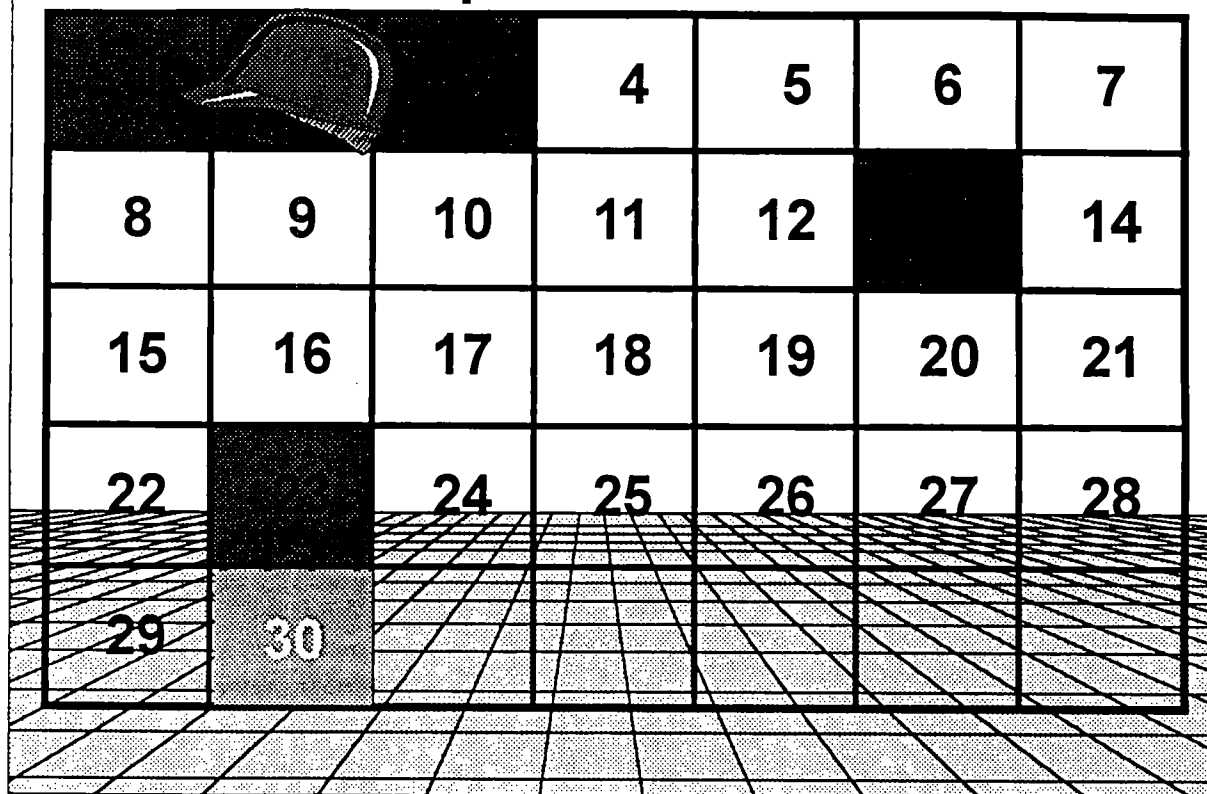
July 1996



August 1996

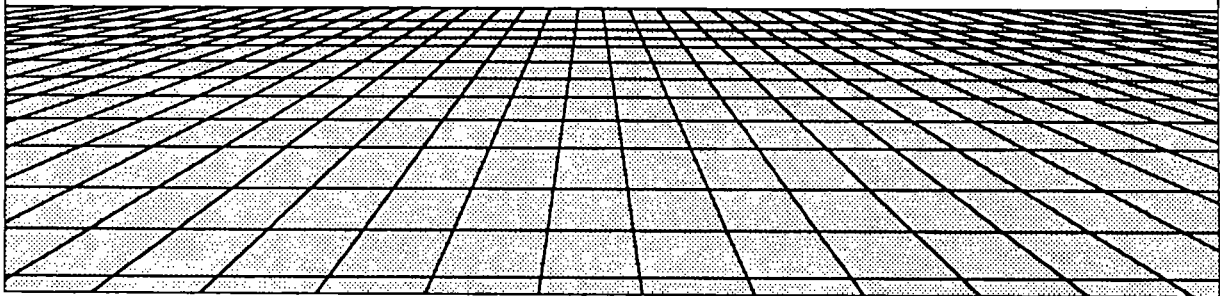


September 1996



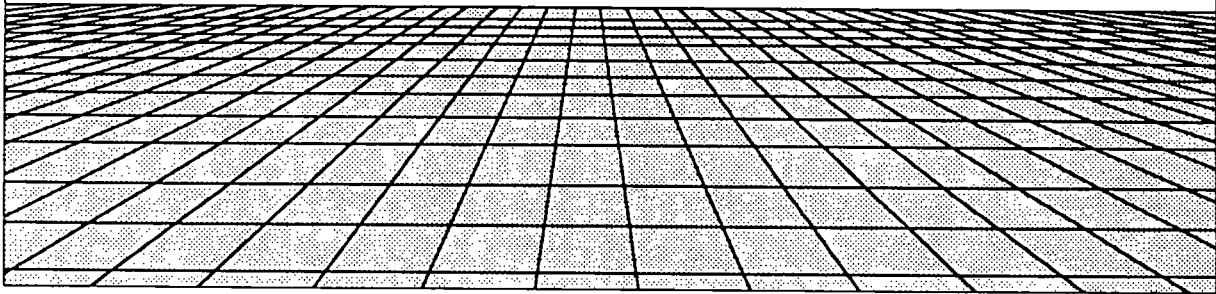
QUESTION 1:

How many legislative days are there between the submission of the Clinton budget and the start of FY97?

[illegible]

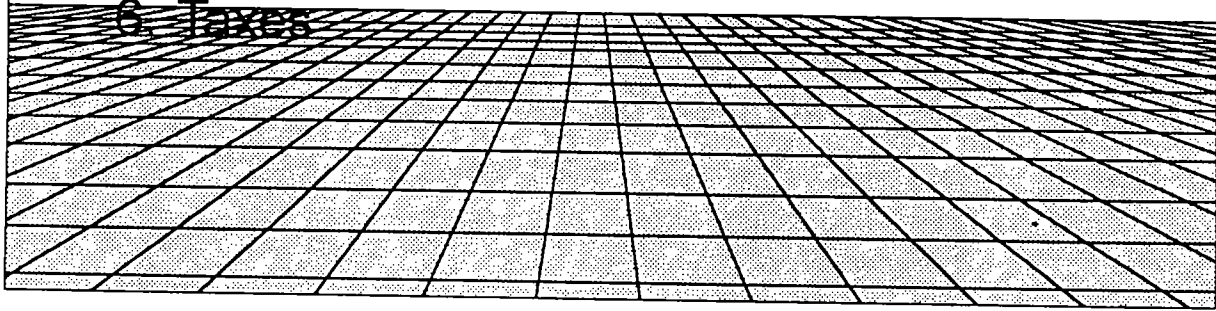
QUESTION 2:

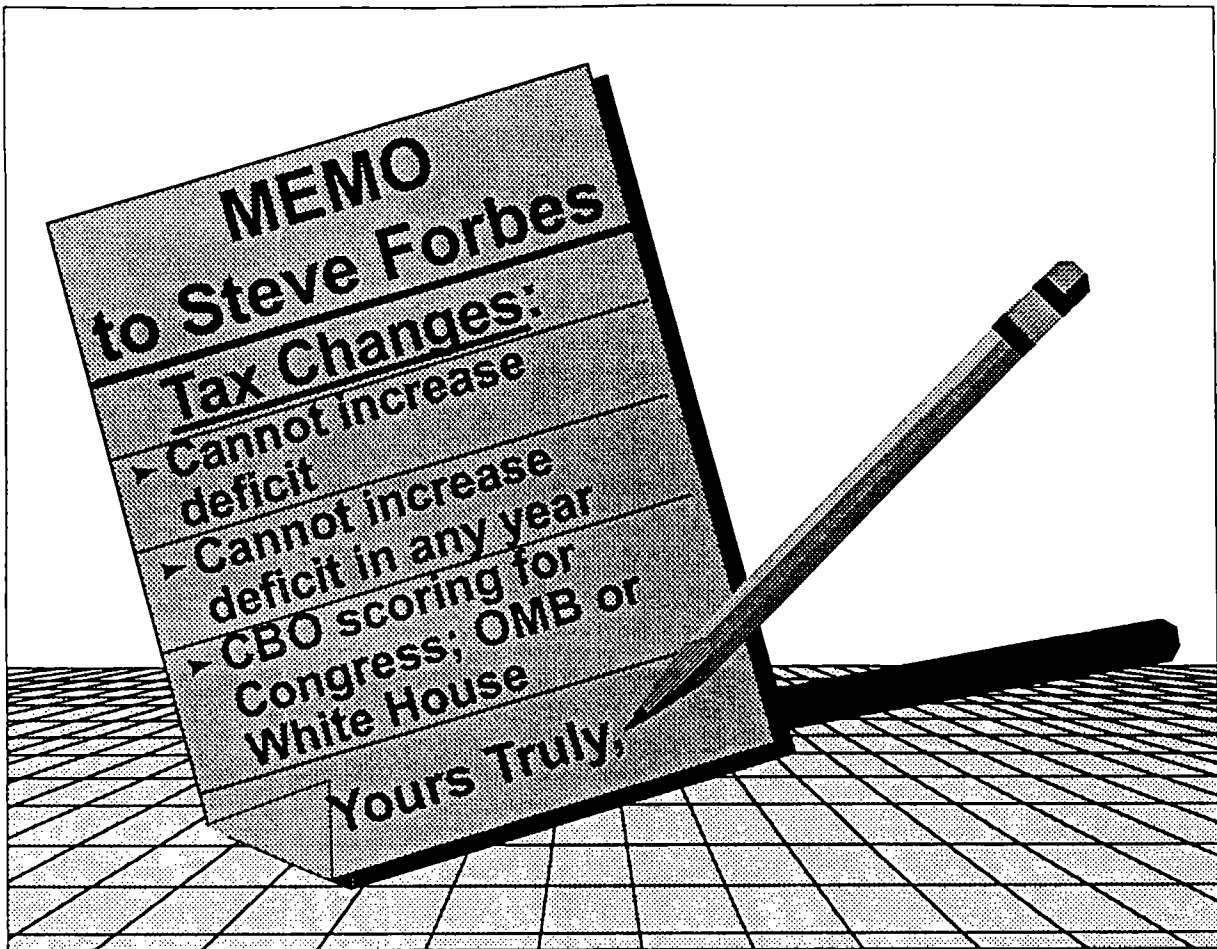
How many legislative days are there between the submission of the details of the Clinton budget and the start of FY97?



What Choices?

1. Move before Clinton details are received
2. To "B" or not to "B"
3. Stand alone debt ceiling
4. Reconciliation?
5. Individual appropriations or CR
6. Taxes





What To In FY97

1. Polls
2. Republican Unity
3. Democratic Unity
4. Interest rates
5. Economy/Markets
6. Balanced budget or punt
7. 2002 or 2003
8. Process Changes

What In FY97

1. Deficit
2. Military spending
3. CPI
4. Medicare
5. Debt ceiling

Budget Insiders 1996

Executive Producer Stanley Collender

Produced by..... Beverly Campbell & Sarah Ducich

Written By Stanley Collender & Sarah Ducich

Directed By Andrea Dagmar Brown

Computer Graphics Andrea D. Brown & Sarah Ducich

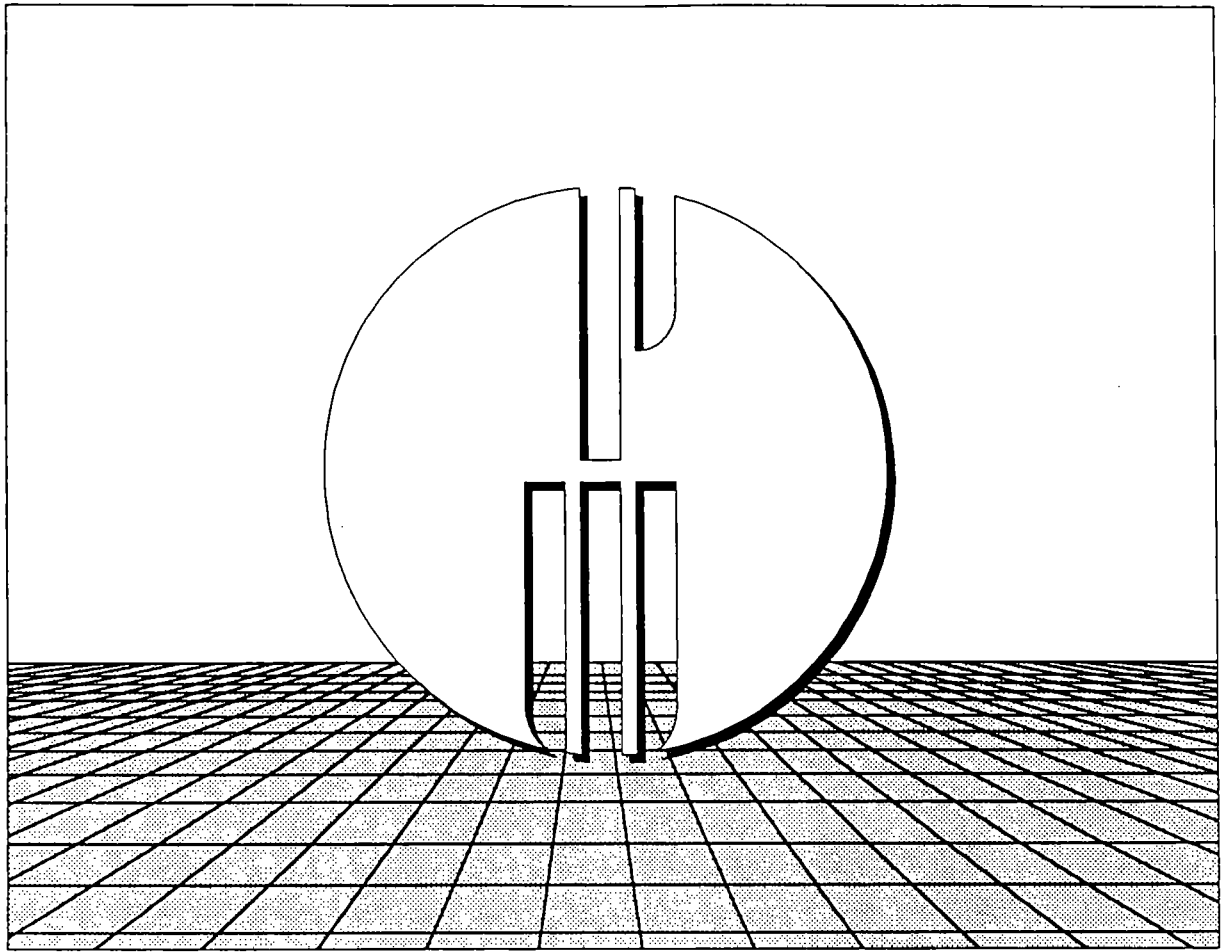
Based On An Original

Story By Alexander Hamilton, David Stockman

Phil Gramm, Warren Rudman

and Fritz Hollings

And Introducing The 1995 GOP Freshman Class



Student Aid Eligibility for Legal Immigrants

The debate to reform the nation's welfare and immigration systems is underway in Congress. There are two immigration bills affecting these issues: (S. 269/S. 1394 and H.R. 2202). It is unclear at this time whether Congress will write a new welfare bill or submit the Senate-passed version of H.R. 4, which the President said he would support last fall.

Welfare Reform

The effort to reform the nation's welfare system was stymied January 9 when President Clinton vetoed the welfare reform bill (H.R. 4). In a tremendous victory for community colleges, the conference agreement on the welfare reform bill included an exemption for federal student financial assistance programs from the "deeming" requirements in the bill. Under deeming, the income and resources of a legal immigrant's sponsor would be attributed to the immigrant in determining eligibility for federal means-tested benefit programs. In most cases, the requirement would make these individuals appear to be "wealthier" than they are in fact; in the case of student aid, the overwhelming majority would be disqualified from any form of aid. According to the Department of Education, more than 150,000 legal immigrants enrolled in community colleges received Pell Grants in 1993-94. Rep. E. Clay Shaw (R-FL) was the congressional champion on exempting student aid from deeming in the welfare conference.

Immigration Reform

Of deep concern to community colleges are two bills being considered by the Senate and House Judiciary Committees: The Immigrant Control and Financial Responsibility Act (S. 269), and the Immigration Reform Act (S. 1394) – which have been combined into one bill, not yet renumbered – and the Immigration in the National Interest Act (H.R. 2202). The Senate immigration bill would place severe restrictions on legal immigrants' access to federal means-tested programs, most importantly, student financial assistance. If the Senate immigration bill is adopted, immigrants would be subject to deeming until they had worked 40 qualifying quarters, or a minimum of 10 years. The legislation would make sponsored legal immigrants who become citizens during the deeming period subject to deeming notwithstanding their new status as U.S. citizens. The bill also contains a provision that would allow legal immigrants to be deported if, within five years of entry, they receive benefits from a federal or state means-tested program for more than twelve months.

H.R. 2202 sets limits on the annual number of legal immigrants allowed into the U.S. Only three categories of family-based immigration are permitted entry: spouses, parents, and minor children. Deeming applies to all three categories: spouses are deemed for seven years or until citizenship, whichever is first; parents and minor-aged children are deemed until citizenship. H.R. 2202 also contains a provision that makes immigrants deportable if, within seven years of entry, they receive SSI, AFDC,

Medicaid, Food Stamps, Housing Assistance, Title XX social services, or state general cash assistance for more than twelve months.

S. 269/S. 1394 is awaiting consideration by the Senate Judiciary Committee at the end of February. H.R. 2202 was reported by the House Judiciary Committee on October 24. The committee report for H.R. 2202 is set to be released in early March and floor consideration is scheduled for mid-March. It is the intent of the House leadership that an immigration bill be approved by the House by March 26 – the date of the California primaries.

Registered Federal

Friday
February 2, 1996

Part IX

Department of Education

34 CFR Chapter VI

Federal Student Assistance Programs;
Improved Oversight; Proposed Rule

DEPARTMENT OF EDUCATION

34 CFR Chapter VI

Federal Student Assistance Programs Under Title IV of the Higher Education Act of 1965, as Amended

AGENCY: Department of Education.

ACTION: Advance notice of proposed rulemaking.

SUMMARY: The Secretary invites comments on the Department of Education's proposal for improved oversight of the student aid programs authorized by Title IV of the Higher Education Act of 1965, as amended (HEA). An early draft of the proposal was posted on the World Wide Web on December 6, 1995. The Secretary particularly invites comments on the Department's plans to provide regulatory relief to institutions of higher education that have consistently demonstrated a very high level of performance in administering Title IV programs and strong financial responsibility.

The Secretary intends to develop a notice of proposed rulemaking, with an opportunity for further public comment, to implement parts of the draft proposal after considering the comments received in response to this advance notice. Other parts of the proposal may be implemented through administrative actions by the Department. Still others may require statutory changes.

DATES: Comments may be submitted until March 4, 1996.

ADDRESSES: Adam Ochlis, U.S. Department of Education, 600 Independence Avenue, SW (Room 4050, ROB-3), Washington, DC 20202 or, by e-mail, adam_ochlis@ed.gov

FOR FURTHER INFORMATION CONTACT: Adam Ochlis, telephone (202) 708-9104. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

SUPPLEMENTARY INFORMATION:**Background**

The Department of Education has recently undertaken a series of initiatives to simplify regulations and administrative processes for the Federal student aid programs authorized by Title IV of the HEA and to ensure compliance with the requirements of those programs. In an effort to provide regulatory relief, on April 25, 1995, the Secretary invited institutions of higher education to submit proposals to

reinvent the administration of those programs through the use of the experimental sites authority in section 487A(d) of the HEA. 60 FR 20326. In June 1995, the Secretary completed a page-by-page review of all student financial aid regulations to identify those that should be eliminated or improved and reported the results of the review to the President.

On August 8, 1995, the Secretary announced his intention to expand the Quality Assurance Program under section 487A of the HEA by increasing the number of participating institutions and using the experimental sites authority to encourage management innovation. 60 FR 40446.

In late November and early December 1995, the Secretary published several sets of regulations that will (1) reduce administrative and paperwork burdens on schools, students, and their families; (2) strengthen the Department's oversight of the student aid programs by focusing compliance efforts; (3) ensure that better consumer information is disclosed by schools to students and their families; and (4) make further improvements in the William D. Ford Federal Direct Loan Program. The Secretary will also consider whether to develop proposals for statutory amendments to eliminate unnecessary administrative burden.

At the same time, the Department has undertaken management initiatives to ensure that institutions participating in the student aid programs comply with administrative and fiscal requirements. Since January 1993, the Department has terminated the participation of more than 300 institutions—nearly twice the number of the previous seven years combined. The Secretary believes the Department's strengthened enforcement has both deterred unqualified institutions from applying to participate and improved compliance by participating institutions. The Department is developing a risk analysis system and case management techniques to further improve its ability to focus its monitoring and enforcement activities on institutions that pose the greatest risk to Federal funds.

Proposal for Improved Oversight in Federal Student Aid

The draft proposal on which the Secretary invites comments builds upon the Department's actions to date. Under the proposal, the Department would adopt regulations to provide further relief from administrative burden, particularly to institutions that have records of outstanding performance in administering Title IV programs and strong financial responsibility. Because

such regulatory relief would permit a redeployment of resources, the Department would focus its monitoring and oversight activities on institutions that present a high risk to Federal funds. Finally, the Department would work to improve the ability of students to obtain information about the educational programs they are considering for enrollment.

On December 6, 1995, the Department posted the draft proposal on its World Wide Web home page under the subheading of the Office of Postsecondary Education. The Department has also presented the proposal to some national higher education associations and the National Advisory Committee on Institutional Participation and Oversight. Further presentations are planned for the National Advisory Committee on Student Financial Assistance and representatives of institutions, States, accrediting agencies, national higher education associations, and other members of the higher education community.

The Secretary welcomes comments on all aspects of the *Proposal for Improved Oversight in Federal Student Aid*. An updated version of the proposal appears immediately after the questions below. In particular, the Secretary requests comments on the following questions:

1. The proposal states the Department's intention to provide extensive regulatory relief to institutions that have consistently demonstrated outstanding administration of Title IV programs and strong financial responsibility.

(a) What criteria should the Department use to determine that an institution has consistently demonstrated outstanding administration of Title IV programs?

(b) What criteria should the Department use to determine that an institution is financially strong? How should the criteria for financial strength vary by sector (public institutions, private non-profit institutions, and private for-profit institutions)?

2. The proposal suggests examples of areas in which regulatory relief could be provided to institutions with outstanding records in administering Title IV programs and strong financial responsibility. In what other areas could administrative burden on these institutions be eased? How much lead time would institutions need before this relief was provided?

3. How should the Department ensure the continued administrative excellence and financial strength of the institutions that are provided extensive regulatory relief?

4. The proposal cites examples of administrative relief that the Department has provided and will provide to all participating institutions. In what other areas could administrative burden be reduced without statutory change or diminished accountability for Federal funds?

5. The proposal describes the Department's efforts to provide regulatory relief to institutions participating in the Quality Assurance program. Should the Department propose regulations to set eligibility criteria for specific forms of relief related to institutional performance in specific administrative areas?

6. The proposal describes management practices and possible statutory changes that the Department is considering to improve its oversight of institutions that pose a high risk to Federal funds. What other administrative and regulatory measures within current statutory authority should the Department consider to prevent unqualified institutions from participating in Title IV programs in the first instance and to terminate the participation of those that should not continue? What additional statutory changes should the Department consider for these purposes?

7. The proposal describes some characteristics of an institution that might indicate that it should be subjected to greater monitoring and oversight. Are there other indicators (for example, an adverse opinion on a financial statement, or a material finding on a compliance audit) that the Department should consider for this purpose?

8. The proposal describes efforts undertaken by the Department to improve students' access to information about educational programs. What other steps should the Department take to accomplish this objective? Should the Department use such student consumer information about performance, such as completion and graduation rates, in identifying institutions for regulatory relief or for heightened scrutiny?

An updated version of the draft proposal follows.

Proposal for Improved Oversight in Federal Student Aid (Draft—Updated January 1996)

The Department of Education is proposing to strengthen and restructure its oversight of institutions that are participating in Title IV student aid programs. Under this proposal, the Department would continue to increase its oversight of institutions that pose significant risks to Federal funds and of new institutions, which may experience

problems in administering Title IV programs. The Department would also provide regulatory relief to institutions that have consistently demonstrated a very high level of performance in administering Title IV programs and strong financial responsibility. Because increased regulatory relief would reduce the Departmental resources needed to monitor institutions that pose little risk to Federal funds, the Department could concentrate its monitoring resources on institutions that pose greater risk. This proposal builds upon regulatory relief initiatives and efforts to strengthen the monitoring and oversight of at-risk institutions that are already underway in the Department.

The Department will use this proposal to advance discussions with Congress and the higher education community on the role of the Federal government in managing Title IV programs and providing better information to students. The Department requests comments and suggestions on this proposal and other ideas for improving the system of oversight of Federal student aid programs. The Department will work closely with the higher education community to develop the specifics of the proposal, including administrative and financial performance criteria to identify institutions eligible for regulatory relief and institutions needing increased oversight and support.

Regulatory Relief

Under the proposal, the Department would engage in regulatory relief on two levels. First, the Department would continue to reinvent its regulations to reduce administrative and paperwork burden on all institutions where overly restrictive requirements do not improve accountability or protect the Federal fiscal interest. The Department has already streamlined the recertification application and revised the FAFSA form to include all statutorily-required student certifications that were previously on separate forms. The Department is also developing a less complex refund policy for all institutions; ultimately, statutory changes would be necessary to simplify the refund policy to the extent desired.

Second, under this proposal, institutions that have consistently demonstrated outstanding administration of Title IV programs and strong financial responsibility would be eligible for additional regulatory relief. The Department would use its experimental sites authority to provide this flexibility.

Possible criteria for determining that an institution has demonstrated

outstanding administration of Title IV programs could include—

- An unqualified opinion on financial statements;
- No material findings in compliance audits for the previous five years;
- Demonstrably sound internal controls (such as accounting, financial, and internal management controls);
- Low default rates (adjustments would be made for institutions with a small percentage of students borrowing);
- A history of successful participation in Title IV programs, as indicated by such factors as the duration and extent of participation in different kinds of Title IV programs (such as the student loan, Pell grant, and campus-based programs) and the quality of administrative performance in those programs;
- Full unqualified certification; and
- No adverse actions by accrediting agencies during the institution's last two full accreditation reviews.

To assess financial responsibility, the Department would develop different financial responsibility standards for different sectors. Because different accounting standards are applicable to different sectors, financial statements are not consistent across sectors. The Department would develop financial indicators that, although different, nevertheless measure financial health across all three sectors.

Institutions that met the criteria for strong administrative and financial performance would be eligible for such regulatory relief as less frequent recertification, less frequent submission of compliance audits, and exemption from certain regulatory requirements (such as those relating to multiple and delayed disbursement, verification, and entrance and exit counseling). A significant percentage of the departmental resources currently used to oversee and monitor the requirements for strong institutions would be used to focus more resources on at-risk institutions.

Institutions that did not meet all the criteria for strong Title IV administrative and financial performance would still be able to apply for selective regulatory relief. The Department is already providing regulatory relief on a case-by-case basis to a large number of institutions under the April 25, 1995 experimental sites initiative referred to earlier in this notice. Under the August 8, 1995 Quality Assurance Program initiative, also referred to earlier, participating institutions may request specific regulatory relief on the basis of their improved administrative capability.

Increased Monitoring and Oversight of At-Risk Institutions

Under the proposal, the Department would increase monitoring and oversight of at-risk institutions. At-risk institutions might include those subjected to a limitation, suspension, or termination action in the previous several years; those on provisional certification (including all new institutions); those on reimbursement; or those subject to termination because of high default rates (including institutions appealing these rates). At-risk institutions would be subject to the full set of Department regulations and increased oversight and would receive increased technical assistance from the Department. Examples of increased regulation and oversight for at-risk institutions that the Department could implement through changes in administrative practices include—

- At-risk institutions would face a higher probability of intensive program reviews by the Department;
- At-risk institutions with a history of deficiencies would be subject to termination actions by the Department unless they improved their performance in the administration of Title IV programs to adequate levels within specific time frames;
- At-risk institutions that had two or three major program review findings, such as failure to implement satisfactory progress standards or failure to adhere to the refund policy, would be terminated from participation in all Title IV programs; and
- New institutions that did not demonstrate good performance would remain on provisional certification for five years rather than for three years, as is currently required.

Some changes could be effected only by statutory amendments. Possible statutory changes that the Department is considering include—

- Requiring a personal financial guarantee against liabilities from the owner of any proprietary institution placed on provisional certification and holding individuals with financial authority and responsibility at proprietary institutions personally liable for an institution's unpaid refunds;
- Holding institutions that unsuccessfully appeal high default rates liable for the default costs and subsidies that are paid by the Department on loans to that school during the appeal process. The Department could also require a school that chooses to receive loans during the appeal process to post surety in an amount sufficient to cover these costs;
- Extending to all non-degree vocational programs the current

requirement that short-term vocational programs graduate and place 70 percent of their students; and

- Permitting the Department to establish a new expiration date for a Program Participation Agreement for at-risk institutions and thus require a full application for recertification and enable the Department to make decisions based on current information.

The Department is developing the administrative and information systems needed to carry out the improved oversight of at-risk institutions. These will include a system of risk analysis incorporating a variety of factors (for example, high default rates and material findings in compliance audits or program reviews) that will help identify administrative and financial problems. The risk analysis system will enable the Department to improve its targeting of institutions for compliance reviews based on administrative and financial performance and concentrate resources on institutions with potentially serious problems. Making this system viable will require improvement of information in the Department's databases such as the National Student Loan Data System, the full development of the Postsecondary Education Participants System, and the development of good tracking systems. The Department is taking steps to increase data integrity and is committed to providing the systems required.

To improve its oversight of at-risk institutions, the Department is moving toward a new approach for monitoring institutional performance in Title IV programs. Currently, the Department reviews institutional performance through four largely independent processes—recertification, analysis of financial statements, review of compliance audits, and program review. While recertification requires some cross-analysis of these different areas, the system does not otherwise facilitate decisions based on all the information the Department has concerning an institution. The new system will consolidate these processes as much as possible by using case management as the core process. This will allow decision-making based on all information concerning a school that may be relevant to Title IV compliance, including information supplied by outside entities such as accrediting agencies.

Student Information

The improved oversight system would also ensure that institutions provide better information about educational programs for students to use in making informed decisions about where to

enroll. This information would help ensure that market forces work better to eliminate inadequate institutions and programs from participation in Title IV programs and help students make better decisions.

Under the Student Right to Know Act, all institutions must make their completion and graduation rates available in their catalogs or other material readily available to all prospective students who request this information. The provision of this information should allow a prospective student to consider the likelihood of completing the program at an institution, the potential benefit to be derived from investing the required time and money in that program, and similar information about programs at other institutions. Final regulations to implement the Student Right to Know Act were published on December 1, 1995. 60 FR 61776. These regulations require institutions to begin disclosing completion and graduation rates for students who enter the institution after July 1, 1996. Completion and graduation rates will be calculated for full-time, undergraduate certificate- or degree-seeking students.

In addition to information required under the Student Right to Know Act, the Administration has proposed legislation that would require institutions that offer non-degree programs to report information about these programs and information on the outcomes of previous students to one-stop career centers that would provide this information to prospective students. This information could include completion rates, placement rates, licensure exam pass rates, or the percentage of graduates that meet certain skill standards. Although the specific provisions included in the Administration bill were not passed, the two versions of the job training bill being discussed by the Congress in late January included related provisions.

The Department will continue to develop and support legislation and efforts to improve information for students and families on the outcomes of both degree and non-degree programs at institutions participating in the Title IV student aid programs. The Department plans to continue this focus in specific proposals included in the next reauthorization of the HEA.

Invitation to Comment

Interested persons are invited to submit comments and recommendations regarding this draft proposal. Comments will be available for public inspection, during and after the comment period, in Room 4050, Regional Office Building 3,

7th and D Streets, SW., Washington, DC,
between the hours of 8:30 a.m. and 4
p.m., Monday through Friday of each
week except Federal holidays.

Dated: January 29, 1996.

Richard W. Riley,

Secretary of Education.

[FR Doc. 96-2262 Filed 2-1-96; 8:45 am]

BILLING CODE 4000-01-P

Congressional Visit Feedback Form



Meeting Date:

Name and College:

Senator or Representative:

Legislative Staff:

Whom did you meet with? Member or Staff or Both.

Issues covered in the meeting:

1)

2)

3)

Other information:

1) Staff requested information on:

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Community College National Legislative Priorities for 1996

Congress is currently considering a variety of legislative proposals that will have a tremendous impact on community colleges and their students. At stake is whether the community college mission of providing open access to all who can benefit from their education and job training programs can be sustained in an era of dramatic shifts in federal policy. These locally-based institutions offer innovative education and training programs to meet the needs of specific communities, serving as a precious resource for government, business, and individuals. They also serve as economic engines. They are the gateway to opportunity in this country for millions of individuals who annually pursue their higher education and skills building goals.

The current federal investment in programs to assist students pursue postsecondary education and training, and assist colleges in serving disadvantaged populations, is relatively small. Congress can and should enhance this investment as it brings the federal budget into balance.

Community colleges therefore ask Congress to support the following top priorities:

★ Continue Federal Policies That Maintain the Promise of Access – Authorizing Issues

On a number of different fronts, proposed federal policies threaten the ability of individuals to gain access to community colleges. We urge the following:

- ★ Oppose any proposal that would limit access to the Title IV federal student financial aid programs to individuals who: require remedial education; lack a high school diploma; need education in English-as-a-Second-Language (ESL); or are enrolled in certificate vocational education programs. Some parties have proposed these and other limitations as a means of raising the maximum Pell Grant for other students, which is an extremely short-sighted, elitist approach to federal student aid policy.
- ★ Reject any attempt to "deem" the income of the sponsor (and spouse) of a legal immigrant for the purpose of determining the immigrant's federal student financial aid eligibility. Congress specifically rejected this policy in conference welfare reform legislation, but immigration legislation approved in both House and Senate subcommittees (H.R.2202 and S.269/S.1394) would impose this policy. Legal immigrants pay taxes, can be drafted, and are entitled to benefit from the programs they support, particularly student aid, which encourages self-sufficiency.

★ **Continued Federal Policies That Maintain the Promise of Access – Funding Issues**

- ★ Funding authority for education and job training programs for FY 1996 is currently being provided through a short-term continuing resolution, which will expire on March 15, 1996. Since the fiscal year began on October 1, 1995, Congress has enacted three previous, short-term funding bills for these programs. Community colleges urge Congress to enact a regular FY 1996 Labor-HHS-Education appropriations bill that does not include restrictive changes in program eligibility for students or colleges.
- ★ Raise the Pell Grant maximum significantly above the \$2,440 level included in the current continuing resolution. The Pell Grant maximum has lost 34 percent in purchasing power since FY 1980, a trend that is partly responsible for an alarming increase in student indebtedness. This program benefits more than 1.2 million community college students each year, and is the key to access to college in the U.S. for the financially disadvantaged. It is important that funding for the Campus-Based programs (Federal College Work Study, Federal Supplemental Educational Opportunity Grants, and Federal Perkins Loans) also be sustained.
- ★ Fund Part A of Title III of the Higher Education Act (Strengthening Institutions) at no less than \$55.45 million in FY 1996 as in legislation approved by the Senate Appropriations Committee. This policy will enable institutions that have already received grants and designed their budgets around them to avoid major financial hardship. The issuance of new grants should also be permitted. This small but very significant program provides federal assistance to the most financially-pressed institutions serving the most disadvantaged students.
- ★ Sustain the federal investment in vocational education and job training. For FY 1996, Congress should fund Basic State Grants in the Carl D. Perkins Vocational and Applied Technology Education Act at \$890 million, as in legislation approved by the Senate Appropriations Committee (H.R. 2127). Congress should also rectify the pending FY 1996 funding cuts to adult training in the Job Training Partnership Act, a looming reduction of more than 30 percent from FY 1995 levels. It is imperative that these and related programs continue to receive at least level funding, so that the transition to the new consolidated workforce development system can be given a real chance to take root and make a difference in the lives of hundreds of thousands of Americans.

★ **Structure the Conference Committee Workforce Consolidation Legislation to Take Full Advantage of the Assets of Community Colleges**

Later this winter, conferees on S. 143 (The Workforce Development Act of 1995) and H.R. 1617 (the CAREERS Act) will meet to produce a compromise bill. At

stake is the role that community colleges will play in providing vocational and adult education and job training to millions of Americans into the next century. In the compromise bill, we recommend adoption of the following:

- ★ The **Senate** position on the definition of vocational education. The House bill extends support to baccalaureate programs from the current framework of assisting associate degree or shorter vocational education programs. If the House position prevails, B.A. programs in areas such as journalism, accounting, pre-medicine, and fine arts could be supported, draining scarce funding from traditional community college programs and obscuring the focus of federal vocational education policy.
 - ★ The **House** position on supporting adult training activities through vouchers. On balance, vouchers will lead to a market- and outcomes-driven system that will yield maximum efficiency and customer benefits. The use of contracts for training under the JTPA has at times resulted in the intrusion of local political factors in the selection of providers, which has in turn undermined efficiency.
 - ★ The **Senate** position on the governance of the education portion (within the state) of the block grant, with modifications so that community college representatives jointly develop the workforce education plan along with their colleagues in secondary and postsecondary education.
 - ★ In the final conference bill, community colleges should have guaranteed representation on any state or local level workforce development boards or collaborative bodies. Since they are central, essential providers of vocational education and job training, these institutions should have a voice if local economic needs are to be met.
- ★ **Loan Program Choice and a Tax Issue:**
- ★ Give institutions the option of participating in either the Federal Family Education Loan Program (FFEL) or the Direct Student Loan Program. A competitive system will stimulate enhanced services for institutions and students alike.
 - ★ Make permanent the exclusion from taxation of up to \$5,250 of employer-provided education assistance. The balanced budget legislation vetoed by President Clinton contained a critical, though only temporary, extension of this provision, which is contained in Section 127 of the I.R.S. Code. Section 127 encourages employer and employee alike to make investments in their future. It is a pro-competitiveness provision.

For more information, contact the federal relations staff of the two national community college associations:

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Workforce Development Legislation Conferees

H.R. 1617, The CAREERS Act S. 143, The Workforce Development Act

Senate

Nancy Kassebaum (R-KS)
Jim Jeffords (R-VT)
Dan Coats (R-IN)
Judd Gregg (R-NH)
Bill Frist (R-TN)
Mike DeWine (R-OH)
John Ashcroft (R-MO)
Spencer Abraham (R-MI)
Slade Gorton (R-WA)

Edward Kennedy (D-MA)
Claiborne Pell (D-RI)
Christopher Dodd (D-CT)
Paul Simon (D-IL)
Tom Harkin (D-IA)
Barbara Mikulski (D-MD)
Paul Wellstone (D-MN)

House

William Goodling (R-PA)
Steven Gunderson (R-WI)
Randy Cunningham (R-CA)
Howard McKeon (R-CA)
Frank Riggs (R-CA)
Lindsey Graham (R-SC)
Mark Edward Souder (R-IN)

William Clay (D-MO)
Pat Williams (D-MT)
Dale Kildee (D-MI)
Tom Sawyer (D-OH)
Gene Green (D-TX)

House Legislation
H.R. 1617, The CAREERS Act
Introduced by Bill Goodling (R-PA) and Howard "Buck" McKeon (R-CA)

The CAREERS Act passed the House of Representatives on September 19 by a vote of 345-79. H.R. 1617 consolidates the funding for most federal education and training programs into three targeted block grants to be awarded to the states, each with a separate appropriation.

The three block grants are as follows:

1. Programs to assist dislocated workers, including much of the Job Training Partnership Act (JTPA), have been merged into the *Adult Employment and Training Consolidation Grant*.
2. Programs designed to improve vocational education, such as the School-to-Work Opportunities Act, the Carl D. Perkins Vocational and Applied Technology Education Act, and youth programs under JTPA, are merged into the *Youth Workforce Preparation and Development Consolidation Grant*.
3. The Adult Education Act and many federal literacy programs are merged into the *Adult Education, Family Literacy, and Library Technology Consolidation Grant*.

Senate Legislation
S. 143, The Workforce Development Act of 1995
Introduced by Nancy Kassebaum (R-KS)

The Workforce Development Act passed the Senate on October 11 by a vote of 95-2. S. 143 consolidates into one block grant some 90 federal job training and education programs, including the Carl D. Perkins Vocational and Applied Technology Education Act, the Adult Education Act, and JTPA. The single block grant has three discrete funding streams.

The block grant is structured as follows:

1. At least 25 percent of the block grant must be used for "*Workforce Education Activities*," consisting primarily of activities now supported by the Perkins and Adult Education Acts.
2. A minimum of 25 percent of the block grant must be used to support "*Workforce Employment Activities*." These activities include the establishment of one-stop centers to be used to deliver training services to adults.
3. The remaining 50 percent of funds are to be put into a "*Flex Account*." A governor has the discretion to use the Flex Account funds for either Workforce Education Activities or Workforce Employment Activities. In addition, Flex funds must be used to support activities currently funded through the School-to-Work Opportunities Act. Finally, a maximum of 50 percent of the Flex Account may be used for economic development activities.



AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

Key Workforce Development Issues For Community Colleges

Following are four areas of interest to community colleges regarding the House/Senate conference committee deliberations on H.R. 1617, the CAREERS Act, and S. 143, The Workforce Development Act.

1. Definition of Vocational Education:

In H.R. 1617, the definition of vocational education is extended to include baccalaureate degree programs. The definition of vocational education in S. 143 includes no reference to baccalaureate programs, and support is only provided through the associate degree, as in the current Perkins Act.

Community College Position: Oppose the House definition. H.R. 1617 would extend in-school youth funding support to baccalaureate programs despite the fact that the programs that this title of H.R. 1617 replaces are exclusively focused on sub-baccalaureate education. This radical change in federal education and manpower policy is unwise, given the economic need for workers with associate degrees and the tremendous demands that will be placed on these programs as a result of limited funding. AACC supports the Senate definition of "vocational education" which would limit the use of these block grants funds to associate degree programs or shorter.

2. Vouchers/Skills Grants:

Both the House and Senate bills provide for the use of vouchers or skills grants for adult job training. H.R. 1617 requires the use of vouchers to provide training under the adult training title of the Act, except in specified circumstances. One of these exceptions provides that the local workforce development board may decide to enter into a direct training contract with a community-based organization serving special populations. S. 143 encourages the use of vouchers by providing states incentives (in the form of additional federal funds or more flexibility in using Flex Account funds) to establish a voucher system.

Community College Position: AACC supports the House's greater emphasis on vouchers, with a modification. The language in H.R. 1617 that allows the local workforce board to enter into a direct training agreement with community-based organizations should be stricken. Allowing boards to contract with CBO's undermines the concept of allowing workers to choose their own training services using one-stop centers and readily available information about the efficacy of local service providers. A vouchered system is based on competition. Allowing the local board to decide to use a community-based provider impinges on this competitive model.

(over)

3. Education Governance:

a. In H.R. 1617, education activities in the consolidation grant are governed by the overall state plan written by the governor, with the help of the collaborative process. For the implementation of education activities, the governor may choose any entity he/she sees fit. Alternatively, S. 143 stipulates that the education portion of the state plan is to be developed by the K-12 agency of the state in collaboration with the postsecondary agency of the state and representatives of vocational education and community colleges.

Community College Position: Community colleges must have a strong role in developing the education portion of the state plan, regardless of whether the House or Senate approach is followed. The plan should be developed jointly by the secondary and postsecondary agencies of the state, including representatives of community colleges and vocational education. This would follow the successful model established in Tech Prep that requires joint planning between secondary and postsecondary education. In addition, in several states community or technical college systems currently administer the Perkins Act or the Adult Education Act. The new federal statute should not preclude those states that have chosen this type of governance system from continuing to use these offices as the administrative entity for programs.

b. H.R. 1617 does not include a substate formula for the distribution of education funds. However, H.R. 1617 provides that a state must allocate 40 percent of its block grant to in-school youth programs, and 40 percent to at-risk programs. S. 143 includes a substate formula that will allocate funding to postsecondary providers based on their relative number of Pell Grant recipients, similar to current law.

Community College Position: AACC supports the use of the substate formula included in S. 143.

4. General Governance:

H.R. 1617 requires that states establish a collaborative body to help the governor write the state plan for administering the three block grants. It also requires the establishment of a local workforce development board. S. 143 gives the governor the option of establishing state and local workforce development boards. However, these boards are mandatory if the governor chooses to spend money from the Flex Account on economic development activities.

Community College Position: Community colleges should have guaranteed representation on any state or local level workforce development boards or collaborative bodies. They are central, essential providers of vocational education and job training, and must have a voice if local economic needs are to be fully accommodated.

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