



U.S. DEPARTMENT OF EDUCATION

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HOUSE APPROPRIATION FALLS \$2.9 BILLION BELOW PRESIDENT'S REQUEST FOR EDUCATION
PRESIDENT CLINTON'S FY 2001 EDUCATION BUDGET PROPOSAL COMPARED TO
HOUSE COMMITTEE ALLOWANCES

"During this period of economic prosperity and budget surplus, we should seize the opportunity to improve our nation's schools. Regrettably, misguided priorities and insufficient resources in the bills adopted today have led the Congress in a different direction. Unfortunately, these actions today invest too little in our schools and demand too little from them. The House bill shortchanges essential initiatives and fails to support our nation's children and schools. It fails to provide sufficient funding to strengthen accountability and help turn around low performing schools, reduce class size, increase after school opportunities, renovate aging and neglected schools, close the digital divide, improve teacher quality, and provide mentoring to help children go to and succeed in college. If a bill that fails to address these concerns were to come to me in its current form, I would have to veto it." President Clinton, May 10, 2000

May 24, 2000

(IN THOUSANDS OF DOLLARS)

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	HOUSE COMMITTEE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
ACCELERATING CHANGE					
<u>Title I Accountability Grants:</u> Helps States and districts turn-around low-performing schools.	\$134,000	\$250,000	-0-	-\$250,000	Would dramatically curtail State and local efforts, begun with a \$134 million appropriation in FY 2000, to improve the lowest performing schools and ensure that no student is trapped in a failing school. Would deny extra assistance to at least 80 percent of the more than 7,000 schools currently identified for improvement or corrective action under Title I.
<u>21st Century Community Learning Centers:</u> Funds after-school activities with community partners as part of a community school.	\$453,377	\$1,000,000	\$600,000	-\$400,000	Would mean that some 900 fewer communities would be able to establish 3,100 centers and would deny as many as 1.6 million children extended learning opportunities in safe, drug-free environments.
<u>Reducing Class Size:</u> Third installment in reducing class sizes in the early grades to a nationwide average of 18 to give children more personal attention and get them on the right track. (House instead funds block grant. See page six.)	\$1,300,000	\$1,750,000	-0-	-\$1,750,000	Would repeal the bipartisan agreement to hire 100,000 new teachers, jeopardizing the federal commitment to hire as many as 20,000 new teachers next year and to continue support for the 29,000 teachers already hired. As many as 2.9 million children could be denied the benefits of smaller classes.
<u>Comprehensive School Reform Demonstrations:</u> Helps schools develop or adapt, and implement, comprehensive school reform programs that are based on reliable research and effective practices.	\$170,000	\$190,000	\$190,000	--	Would provide new grants to approximately 1,900 new schools and continue support for 675 schools already using funds to carry out research-based school reform models.
<u>Research, Development and Dissemination:</u> Helps build a knowledge base for improving educational practice.	\$168,567	\$198,567	\$168,567	-\$30,000	Would cut support for critical research activities, including interagency initiatives, designed to produce high-quality research-based information to improve student learning in reading, math, and science and to identify critical factors that influence the development of English-language literacy for students whose first language is Spanish.
<u>Small, Safe, and Successful High Schools:</u> Supports the restructuring of high schools to create smaller learning environments.	\$45,000	\$120,000	\$45,000	-\$75,000	Would deny as many as 400 high schools support to establish smaller learning communities of no more than 600 students. Research has shown that, when students are a part of a smaller, more intimate learning community of no more than 600 students, they are more successful

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	HOUSE COMMITTEE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
					academically and socially.
<u>Charter Schools.</u> Stimulates comprehensive education reform and public school choice by supporting the planning and development, and initial implementation of public charter schools.	\$145,000	\$175,000	\$175,000	--	Would support planning and implementation of as many as 1,700 new charter schools towards the Administration's goal of creating 3,000 charter schools by 2002.
<u>OPTIONS – Opportunities to Improve Our Nation's Schools.</u> Stimulates public school reform and public school choice by supporting the planning, development, and implementation of innovative public school choice programs.	NEW	\$20,000	-0-	-\$20,000	Would deny grants to 40 SEAs and LEAs to develop, design, and implement high-quality public school choice programs that help promote school reform efforts.
<u>Recognition and Reward.</u> Supports grants to States that demonstrate significant statewide achievement gains and narrow the achievement gap between high- and low-performing students.	NEW	\$50,000	-0-	-\$50,000	Would deny financial rewards to States that make significant statewide achievement gains and narrow the achievement gap between high- and low-performing students in mathematics between 1996 and 2000, as measured by NAEP. The amount requested would support approximately 10 awards.
<u>CLOSING ACHIEVEMENT GAPS</u>					
<u>Extra Help in the Basics (Title I LEA Grants).</u> Helps disadvantaged students learn the basics and achieve to high standards. (Excludes funds for Title I Accountability Grants, see page one).	\$7,807,397	\$8,107,500	\$7,941,397	-\$166,103	Would reduce or eliminate services to more than 260,000 educationally disadvantaged children aimed at helping them reach the same high State standards expected of all children. Also fails to provide new resources needed to improve teacher quality and strengthen school improvement efforts, as called for in the Administration's ESEA reauthorization bill.
<u>Reading Excellence Act.</u> Helps children learn to read well and independently by the end of the third grade.	\$260,000	\$286,000	\$260,000	-\$26,000	Would deny funding for services to help 100,000 children become successful readers.
<u>Special Education Grants to States.</u> Helps schools & States provide special education and related services.	\$4,989,685	\$5,279,685	\$5,489,685	+\$210,000	While the House Committee provides additional funds over the President's request, both the House Committee and the President's request would provide about 13 percent of APPE for 6.4 million children with disabilities.
<u>Indian Education.</u> Supplements the efforts of State and local educational agencies, and Indian tribes, to improve educational opportunities for Indian children.	\$67,000	\$100,500	\$97,765	-\$2,735	Would expand average formula grants, but fails to increase funds to expand early childhood and professional development programs, initiate new programs, or provide other services to address the needs of their Indian students.
<u>Indian Education – American Indian Teacher Corps.</u> Supports the training of Indian teachers to take positions in schools that serve concentrations of Indian children.	\$10,000	\$10,000	\$10,000	--	Would train 1,000 Indian teachers over a five-year period to take positions in schools in areas that serve high concentrations of Indian children.
<u>Indian Education – American Indian Administrator Corps.</u> Helps train and recruit school principals and administrators for areas with high concentrations of American Indian and Alaska Native students.	NEW	\$5,000	-0-	-\$5,000	Would deny training to 200 Indian principals and school administrators to work in Native American communities by funding program costs at tribal colleges and other postsecondary institutions and supporting in-service training for principals and administrators already employed in Indian schools.
<u>Safe and Drug-Free Schools.</u> Helps schools become safe, drug-free learning environments.	\$600,000	\$650,000	\$599,250	-\$50,750	Would deny 40 Safe Schools/Healthy Students grants that would develop comprehensive, community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development and excludes funding for Project SERV to provide emergency assistance to schools affected by serious violence or other traumatic crises.

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<u>Elementary School Counseling Demonstration program.</u>	\$20,000	\$20,000	-0-	-\$20,000	Would cut off funding to approximately 60 high needs schools districts and deny needed school counseling services to over 100,000 children.
IMPROVING TEACHER QUALITY					
<u>Bilingual Education.</u> Helps school districts operate high-quality instructional programs to help children learn English.	\$248,000	\$296,000	\$248,000	-\$48,000	Would eliminate grants to 100 school districts, primarily districts with little prior experience in serving limited English proficient (LEP) students. Would deny appropriate instructional services to 143,000 LEP students.
<u>Teacher Quality Enhancement (HEA Title II).</u> Helps recruit and prepare excellent and diverse teachers for America's classrooms.	\$98,000	\$98,000	\$98,000	--	Would support 28 grants to help recruit new teachers for high-poverty urban and rural areas, strengthen 30 partnerships between schools and universities to give the teachers the best preparation possible, and help 30 States improve the quality of their teaching force through reform activities such as teacher licensing and certification.
INITIATIVES TO IMPROVE TEACHER QUALITY: \$1 BILLION*					
<u>Teaching to High Standards</u> – Helps States and school districts implement the next generation of standards-based reform, including standards-based assessments, curricula, and professional development.	NEW	\$690,000	-0-**	-\$690,000	Would deny funding for standards-based reform efforts, including standards-based assessments, curricula, and particularly professional development.
<u>Hometown Teachers.</u> Provides funds to school districts to encourage high school students to become teachers and to support them in their undergraduate teacher training and their first years in the classroom. Also supports efforts to retain and meet the needs of current teachers.	NEW	\$75,000	-0-	-\$75,000	Would deny approximately 100 high-poverty school districts support for developing a comprehensive approach to teacher recruitment and retention, including both long- and short-term strategies to expand and maintain their teaching staffs.
<u>Higher Standards, Higher Pay for Teachers.</u> Provides funds to high-poverty school districts to establish teacher peer review programs.	NEW	\$50,000	-0-	-\$50,000	Would deny grants to approximately 10 to 12 high-poverty school districts (with an average of about 800 teachers per school district) to help them attract and retain high-quality teachers and principals through better pay.
<u>Teacher Quality Rewards.</u> Provides reward funds to school districts that have significantly increased the percentage of fully certified and licensed teachers and that have significantly reduced the percentage of secondary teachers teaching out-of-field.	NEW	\$50,000	-0-	-\$50,000	Would deny approximately 200 high-poverty school districts reward money for demonstrating significant progress in improving teacher quality against two criteria – increasing the percentage of certified teachers and decreasing the percentage of secondary teachers who are teaching out-of-field.
<u>Transition to Teaching.</u> Supports the Troops to Teachers program and additional efforts to recruit, prepare, and support career-changing professionals as teachers.	NEW	\$25,000	-0-	-\$25,000	Would deny high-poverty school districts the opportunity to hire mid-career professionals who have received support through this program for teaching professions. This program would provide grants to institutions of higher education, public agencies, and nonprofit organizations to recruit, prepare, place, and support mid-career professionals who promise to teach in high-poverty school districts.
<u>Early Childhood Educator Professional Development.</u> Provides professional development opportunities for early childhood educators and caregivers who work with young children in high-poverty communities.	NEW	\$30,000	-0-	-\$30,000	Would deny professional development to help improve children's language and literacy skills for approximately 15,000 early childhood educators and caregivers working in high-poverty communities.

* The President proposed \$1 billion for Teaching to High Standards Replaces Goals 2000 (\$458,000) and Eisenhower Professional Development State Grants (\$335,000)

** The House bill eliminates Goals 2000 and Eisenhower Professional Development State Grants as requested, but does not allocate the funding to the President's new teacher quality proposals.

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<u>School Leadership Initiative.</u> Helps school districts, particularly high-poverty and low-performing districts, to recruit and train superintendents, principals, and other school administrators.	NEW	\$40,000	-0-	-\$40,000	Would deny the creation of some 20 State or regional centers, training an estimated 10,000 current or prospective school administrators.
<u>MODERNIZING OUR SCHOOLS</u>					
<u>School Renovation Loan and Grant Program.</u> Leverages support for short-term emergency projects through loans and grants. (Complements tax-credit bond proposal under the Department of Treasury)	NEW	\$1,300,000	-0-	-\$1,300,000	Would deny funding for a new program that would provide funds to leverage about \$6.7 billion in grants and loans to fund approximately 8,300 renovation projects in 5,000 schools in high-need school districts with little or no capacity to fund urgent repairs.
<u>Technology Literacy Challenge Fund.</u> Helps provide students and teachers with computers, educational software, telecommunications, and technology training	\$425,000	\$450,000	\$517,000	+\$67,000	Would assist an additional 500 high-poverty districts to improve the capacity of teachers in low-performing schools to use technology effectively in their classrooms to improve student achievement.
<u>Preparing Tomorrow's Teachers to Use Technology.</u> Helps train new teachers to use technology in the classroom.	\$75,000	\$150,000	\$85,000	-\$65,000	Would deny over 100,000 teachers training to become proficient in the use of modern learning technologies.
<u>Community Technology Centers.</u> Funds technology learning centers in low-income communities.	\$32,500	\$100,000	\$32,500	-\$67,500	Would eliminate grants to 700 new centers in 280 communities, denying access to computers and technology, particularly educational technology, for thousands of adults and children residing in economically distressed, high poverty areas.
<u>REACHING AND COMPLETING COLLEGE</u>					
<u>GEAR UP.</u> Gives disadvantaged students and their families pathways to college through partnerships of middle and high schools with colleges and universities and through state-administered programs.	\$200,000	\$325,000	\$200,000	-\$125,000	Would deny more than 644,000 low-income middle and high school students early college preparation and awareness activities including mentoring, tutoring, academic and career counseling, exposure to college campuses, and financial aid information.
<u>TRIO Programs.</u> Provides education outreach and student support services designed to encourage disadvantaged individuals to enter and complete college.	\$645,000	\$725,000	\$760,000	+\$35,000	Would help approximately 37,000 more disadvantaged prepare for and persist in postsecondary education. It would provide academic and career counseling, admissions and financial aid information, and tutoring services to middle and high school students; provide support services for and encourage postsecondary students to complete college and pursue graduate studies; and encourage adults to go back to school and pursue postsecondary education.
<u>College Completion Challenge Grants.</u> Funds scholarships and intensive summer programs for college students in their first and second years.	NEW	(\$35,000) NON-ADD	-0-	(\$35,000) NON-ADD	Would deny help to postsecondary institutions to increase the persistence rate of an additional 17,500 disadvantaged students who are at-risk of dropping out by augmenting student aid awards, financing intensive summer programs, and strengthening student support services.
<u>Dual Degree Programs for Minority-Serving Institutions.</u> Helps students at minority-serving institutions earn dual degrees in five years. Typically, participants would spend 3 years as undergraduates at the minority-serving institution(s) and 2 years at a partner institution, such as a major research university.	NEW	\$40,000	-0-	-\$40,000	Would deny funding for a new program that would serve over 3,000 students. Funds would have helped participating institutions develop dual degree programs and provided scholarships to students when they attend the partner institution.
<u>Advanced Placement Incentives.</u> Provides grants to States to enable them to expand the pool of students to enroll in advanced placement (AP) courses, to cover part or all of the AP test fees of low-income students, and to prepare teachers	\$15,000	\$20,000	\$20,000	--	Would fund an estimated 13 additional discretionary grants to States to support activities designed to increase the availability of advanced placement classes in high-poverty schools.

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to teach AP to interested students in the 9 th and 10 th grades.					
<u>Vocational Education State Grants.</u> Provides formula grants that States, local education agencies, and postsecondary institutions can use to improve vocational education programs and to ensure that individuals with special needs have full access to those programs.	\$1,055,650	\$855,650	\$1,100,000	+\$244,350	Would increase formula grants to States, local school systems, and postsecondary institutions to help redesign vocational education to develop students' academic and vocational skills, but denies funds for the administration's proposed increase for Tech-Prep.
<u>Tech Prep Education.</u> Provides grants to States, which provide subgrants to consortia of local educational agencies and postsecondary institutions, to develop links between secondary and postsecondary institutions, integrate academic and vocational education, and better prepare students to make the transition from high school to college and from college to careers.	\$106,000	\$306,000	\$106,000	-\$200,000	Would deny States additional funds to expand the number of Tech-Prep consortia to improve connections to 4-year postsecondary institutions and courses of study, make effective use of educational technology and distance learning, and integrate work-based learning opportunities into local Tech-Prep programs.
<u>Strengthening Tribally Controlled Institutions (HEA Title III).</u> Supports higher education institutions that serve Native Americans.	\$6,000	\$9,000	\$12,000	+\$3,000	Would support the Administration's strong commitment to ensuring access to high quality postsecondary education by providing funds for eight more institutions to strengthen Tribally Controlled Institutions through academic program development and improved administrative management.
<u>Strengthening Historically Black Colleges and Universities (HBCUs) and Graduate Institutions (HEA Title III).</u> Helps provide equal opportunity and strong academic programs.	\$179,750	\$209,000	\$230,000	+\$21,000	Would support the Administration's strong commitment to ensuring access to high quality postsecondary education by increasing funds to each eligible institution to strengthen HBCUs and graduate institutions through academic program development and improved administrative management.
<u>Developing Hispanic-Serving Institutions.</u> Helps strengthen colleges with large Hispanic populations.	\$42,250	\$62,500	\$68,500	+6,000	Would support the Administration's strong commitment to improving postsecondary opportunities for Hispanic students by helping to expand and enhance the academic offerings, program equity, and institutional stability of an additional 16 institutions that award a large percentage of undergraduate degrees to Hispanics.
<u>Learning Anytime Anywhere Partnerships.</u> Supports access to quality postsecondary education for underserved populations through the use of technology.	\$23,269	\$30,000	\$10,000	-\$20,000	Would eliminate funding for 45 new partnership awards as well as reduce the average size of continuation projects that improve technology-based learning opportunities for individuals, such as the disabled, dislocated workers, those making the transition from welfare to work, and others who do not have easy access to traditional campus-based postsecondary education.
<u>MAKING COLLEGE MORE AFFORDABLE</u>					
<u>Pell Grants.</u> Provides grant assistance to low-income undergraduate students.	\$7,639,717 Max Grant \$3,300	\$8,356,000 Max Grant \$3,500	\$8,356,000 Max Grant \$3,500	--	Would help nearly 3.9 million financially needy students attend college and increase the maximum grant award by \$200 from \$3,300 to \$3,500 as compared to FY2000.
<u>Supplemental Educational Opportunity Grants (SEOGs).</u> Provides grant assistance to low-income undergraduate students.	\$631,000 ¹	\$691,000	\$691,000	--	Would provide need-based grant aid to an estimated 1.2 million undergraduate students, especially enabling low-income undergraduates to pursue a baccalaureate degree.

¹ Includes \$10 million for victims of Hurricane Floyd.

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<u>Work-Study.</u> Helps undergraduate and graduate students pay for college through part-time work assistance.	\$934,000	\$1,011,000	\$1,011,000	--	Would provide over \$1.2 billion in aid available, an increase of \$93 million over FY2000, to maintain the opportunity for a total of 1 million students to work their way through college.
<u>Leveraging Educational Assistance Partnership (LEAP).</u> Provides Federal matching funds for States to support need-based postsecondary student grant assistance.	\$40,000	\$40,000	-0-	-\$40,000	Would eliminate funding for the program and deny 120,000 students approximately \$90 million in grant and work-study assistance for postsecondary education.
<u>Javits Fellowships.</u> Provides merit-based fellowships to doctoral students in the arts, humanities, and social sciences.	\$20,000	\$10,000	\$10,000	--	Would provide funding for 382 fellows for the 2002-2003 academic year, including 95 new fellows. The FY2000 appropriation provided \$10 million for Javits Fellowships for academic year 2000-2001 and \$10 million for academic year 2001-2002.
<u>Perkins Loan Cancellations.</u> Provides Federal funds to reimburse institutions for loan cancellations granted to borrowers in exchange for certain public services activities.	\$30,000	\$60,000	\$40,000	-\$20,000	Would hamper the Administration's efforts to keep pace with institutional reimbursement obligations for loan cancellations granted to eligible borrowers.
<u>Graduate Assistance in Areas of National Need.</u> Provides merit-based fellowships to financially needy graduate students studying in areas of national need.	\$31,000	\$31,000	\$31,000	--	Would support 563 new fellows for a total of 1,199 fellows.
<u>Adult Education and Literacy State Grants.</u> Provides adult and family literacy, English as a second language, and other educational programs.	\$450,000	\$460,000	\$470,000	+\$10,000	Would help an additional 708,000 adults become literate, strengthen their basic skills, and obtain good jobs.
House Block Grant					
<u>Teacher Empowerment Act.</u> (contingent appropriation subject to authorization)	NEW	-0-	\$1,750,000	+\$1,750,000	Would combine teacher quality and class size into a block grant effectively cutting the President's proposal by \$1 billion for these two programs.

The Senate and the House Have Not Adopted the President's Major Tax Cut Proposals

Major Education Tax Proposals	FY2001 REQUEST	HOUSE AND SENATE	
<u>School Modernization Bonds.</u> Provides new bonds with interest paid by Federal tax credits to help local communities go much further in renovating and building needed schools and address overcrowding.	\$2.4 billion over five years	--	Would deny nearly \$25 billion in additional subsidized bonds to build and modernize 6,000 public schools to accommodate record enrollments and overcrowding and repair crumbling school facilities. Federal tax credits would pay the interest on two types of bonds: School Modernization Bonds (new) and Qualified Zone Academy Bonds (current law).
<u>College Opportunity Tax Cut.</u> Would cover up to \$5,000 of education expenses in 2001 and 2002 and up to \$10,000 in 2003 and beyond to help make college more affordable for millions of American families.	\$30 billion over ten years	--	Would deny funding for this credit which would augment the existing Lifetime Learning Tax Credit, extending the credit percentage from 20 percent to 28 percent, giving families the choice of taking a credit or a deduction, and increasing the income phase-out ranges to make the benefit available to a wider range of families. The tax cut would phase out at incomes between \$50,000 and \$60,000 for individuals and between \$100,000 and \$120,000 for joint filers.

These proposals are under the jurisdiction of the Ways and Means Committee.



U.S. DEPARTMENT OF EDUCATION

PRESIDENT CLINTON'S FY 2001 EDUCATION BUDGET PROPOSAL COMPARED TO SENATE COMMITTEE ALLOWANCES

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(IN THOUSANDS OF DOLLARS)

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<u>21st Century Community Learning Centers.</u> Funds after-school activities with community partners as part of a community school.	\$453,377	\$1,000,000	\$600,000	-\$400,000	Would mean that some 900 fewer communities would be able to establish 3,100 centers that would deny as many as 1.6 million children extended learning opportunities in safe, drug-free environments.
<u>Reducing Class Size.</u> Third installment in reducing class sizes in the early grades to a nationwide average of 18 to give children more personal attention and get them on the right track. (Senate instead funds block grant. See page six.)	\$1,300,000	\$1,750,000	-0-	-\$1,750,000	Would repeal the bipartisan agreement to hire 100,000 new teachers, jeopardizing the federal commitment to hire as many as 20,000 new teachers next year and to continue support for the 29,000 teachers already hired. As many as 2.9 million children could be denied the benefits of smaller classes.
<u>Comprehensive School Reform Demonstrations:</u> Helps schools develop or adapt, and implement, comprehensive school reform programs that are based on reliable research and effective practices. (Includes FIE funds.)	\$220,000	\$240,000	-0-	-\$240,000	Would deny new grants to approximately 2,250 schools and cut off continuation grants for 1,025 schools already using funds to carry out research-based school reforms that have demonstrated higher student achievement.
<u>Research, Development and Dissemination.</u> Helps build a knowledge base for improving educational practice.	\$168,567	\$198,567	\$168,567	-\$30,000	Would cut support for critical research activities, including interagency initiatives, designed to produce high-quality research-based information to improve student learning in reading, math, and science and to identify critical factors that influence the development of English-language literacy for students whose first language is Spanish.
<u>Small, Safe, and Successful High Schools.</u> Supports the restructuring of high schools to create smaller learning environments.	\$45,000	\$120,000	-0-	-\$120,000	Would deny as many as 700 high schools support to establish or expand smaller learning communities of no more than 600 students. Research has shown that, when students are a part of a smaller, more intimate learning community of no more than 600 students, they are more successful academically and socially.
<u>Charter Schools.</u> Stimulates comprehensive education reform and public school choice by supporting the planning and development, and initial implementation of public charter schools.	\$145,000	\$175,000	\$210,000	+\$35,000	Would expand grants to support planning and implementation of as many as 1,700 new charter schools towards the Administration's goal of creating 3,000 charter schools by 2002.
<u>OPTIONS – Opportunities to Improve Our Nation's Schools.</u> Stimulates public school reform and public school choice by supporting the planning, development, and implementation of innovative public school choice programs.	NEW	\$20,000	-0-	-\$20,000	Would deny grants to 40 SEAs and LEAs to develop, design, and implement high-quality public school choice programs that help promote school reform efforts.

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CLOSING ACHIEVEMENT GAPS					
<u>Title I Accountability Grants.</u> Helps States and districts turn-around low-performing schools.	\$134,000	\$250,000	-0-	-\$250,000	Would dramatically curtail State and local efforts, begun with a \$134 million appropriation in FY 2000, to improve the lowest performing schools and ensure that no student is trapped in a failing school. Would deny extra assistance to at least 80 percent of the more than 7,000 schools currently identified for improvement or corrective action under Title I.
<u>Extra Help in the Basics (Title I LEA Grants).</u> Helps disadvantaged students learn the basics and achieve to high standards. (Excludes funds for Title I Accountability Grants. See above).	\$7,807,397	\$8,107,500	\$8,335,800	+\$228,300	Would serve 360,000 more educationally disadvantaged students.
<u>Reading Excellence Act.</u> Helps children learn to read well and independently by the end of the third grade.	\$260,000	\$286,000	\$286,000	--	Would provide funding for services to help 1.1 million children become successful readers.
<u>Special Education Grants to States.</u> Helps schools & States provide special education services.	\$4,989,685	\$5,279,685	\$6,279,685	+\$1,000,000	Would provide about 15 percent of APPE for 6.4 million children with disabilities.
<u>Indian Education.</u> Supplements the efforts of State and local educational agencies, and Indian tribes, to improve educational opportunities for Indian children.	\$67,000	\$100,500	\$100,500	--	Would increase the per-pupil average from \$134 to \$200 to give local districts increased funds to expand existing programs, initiate new programs, or provide other services to address the needs of their Indian students.
<u>Indian Education – American Indian Teacher Corps.</u> Supports the training of Indian teachers to take positions in schools that serve concentrations of Indian children.	\$10,000	\$10,000	\$10,000	--	Would train 1,000 Indian teachers over a five-year period to take positions in schools in areas that serve high concentrations of Indian children.
<u>Indian Education – American Indian Administrator Corps.</u> Helps train and recruit school principals and administrators for areas with high concentrations of American Indian and Alaska Native students.	NEW	\$5,000	\$5,000	--	Would recruit and train 200 Indian principals and school administrators to work in Native American communities by funding program costs at tribal colleges and other postsecondary institutions and supporting in-service training for principals and administrators already employed in Indian schools.
<u>Safe and Drug-Free Schools.</u> Helps schools become safe, drug-free learning environments.	\$600,000	\$650,000	\$642,000	-\$8,000	Would provide a small increase for State grants, but would fund several fewer new Safe Schools/Healthy Students projects to develop comprehensive, community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development; and would exclude funding for Project SERV to provide emergency assistance to schools affected by serious violence or other traumatic crises.
IMPROVING TEACHER QUALITY					
<u>Bilingual Education.</u> Helps meet the critical shortage of trained bilingual and English as a second language teachers.	\$248,000	\$296,000	\$279,000	-\$17,000	Would eliminate 75 grants to institutions of higher education to prepare teachers to teach limited English proficient students.
<u>Teacher Quality Enhancement (HEA Title II).</u> Helps recruit and prepare excellent and diverse teachers for America's	\$98,000	\$98,000	\$98,000	--	Would support 28 grants to help recruit new teachers for high-poverty urban and rural areas, strengthen 30 partnerships between schools and

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	SENATE COMM	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
classrooms.					universities to give the teachers the best preparation possible, and help 30 States improve the quality of their teaching force through reform activities such as teacher licensing and certification.
INITIATIVES TO IMPROVE TEACHER QUALITY: \$1 BILLION*					
<u>Teaching to High Standards</u> – Helps States and school districts implement the next generation of standards-based reform, including standards-based assessments, curricula, and professional development.	NEW	\$690,000	-0-**	-\$690,000	Would deny funding for standards-based reform efforts, including standards-based assessments, curricula, and particularly professional development.
<u>Hometown Teachers</u> . Provides funds to school districts to encourage high school students to become teachers and to support them in their undergraduate teacher training and their first years in the classroom. Also supports efforts to retain and meet the needs of current teachers.	NEW	\$75,000	-0-	-\$75,000	Would deny approximately 100 high-poverty school districts support for developing a comprehensive approach to teacher recruitment and retention, including both long- and short-term strategies to expand and maintain their teaching staffs.
<u>Higher Standards, Higher Pay for Teachers</u> . Provides funds to high-poverty school districts to establish teacher peer review programs.	NEW	\$50,000	-0-	-\$50,000	Would deny grants to approximately 10 to 12 high-poverty school districts (with an average of about 800 teachers per school district) to help them attract and retain high-quality teachers and principals through better pay.
<u>Teacher Quality Rewards</u> . Provides reward funds to school districts that have significantly increased the percentage of fully certified and licensed teachers and that have significantly reduced the percentage of secondary teachers teaching out-of-field.	NEW	\$50,000	-0-	-\$50,000	Would deny approximately 200 high-poverty school districts reward money for demonstrating significant progress in improving teacher quality against two criteria – increasing the percentage of certified teachers and decreasing the percentage of secondary teachers who are teaching out-of-field.
<u>Transition to Teaching</u> . Supports the Troops to Teachers program and additional efforts to recruit, prepare, and support career-changing professionals as teachers.	NEW	\$25,000	-0-	-\$25,000	Would deny high-poverty school districts the opportunity to hire mid-career professionals who have received support through this program for teaching professions. This program would provide grants to institutions of higher education, public agencies, and nonprofit organizations to recruit, prepare, place, and support mid-career professionals who promise to teach in high-poverty school districts.
<u>Early Childhood Educator Professional Development</u> . Provides professional development opportunities for early childhood educators and caregivers who work with young children in high-poverty communities.	NEW	\$30,000	-0-	-\$30,000	Would deny professional development to help improve children's language and literacy skills for approximately 15,000 early childhood educators and caregivers working in high-poverty communities.
<u>School Leadership Initiative</u> . Helps school districts, particularly high-poverty and low-performing districts, to recruit and train superintendents, principals, and other school administrators.	NEW	\$40,000	-0-	-\$40,000	Would deny the creation of some 20 State or regional centers, training an estimated 10,000 current or prospective school administrators.
MODERNIZING OUR SCHOOLS					
<u>School Renovation Loan and Grant Program</u> . Leverages support for short-term emergency projects through loans and grants. (Complements tax-credit bond proposal under the Department of Treasury) (Senate instead funds block grant.	NEW	\$1,300,000	-0-	-\$1,300,000	Does not include funding for a new program that would provide funds to leverage about \$6.7 billion in grants and loans to fund approximately 8,300 renovation projects in 5,000 schools in high-need school districts with little or no capacity to fund urgent repairs.

* The President proposed \$1 billion for Teaching to High Standards replaces Goals 2000 (\$458,000) and Eisenhower Professional Development State Grants (\$335,000)

** The Senate bill only funds \$435 million for teacher quality within the Eisenhower Professional Development State Grants compared to the President's \$1 billion proposal for teacher quality.

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	SENATE COMM	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
See page six.)					
<u>Technology Literacy Challenge Fund.</u> Helps provide students and teachers with computers, educational software, telecommunications, and technology training	\$425,000	\$450,000	\$425,000	-\$25,000	Would deny an additional 196 high-poverty districts grants to improve the capacity of teachers in low-performing schools to use technology effectively in their classrooms to improve student achievement.
<u>Preparing Tomorrow's Teachers to Use Technology.</u> Helps train new teachers to use technology in the classroom.	\$75,000	\$150,000	\$125,000	-\$25,000	Would deny over 45,000 teachers training to become proficient in the use of modern learning technologies.
<u>Community Technology Centers.</u> Funds technology learning centers in low-income communities.	\$32,500	\$100,000	\$65,000	-\$35,000	Would deny grants to 343 new centers in 137 communities, denying access to computers and technology, particularly educational technology, for thousands of adults and children residing in economically distressed, high poverty areas.
REACHING AND COMPLETING COLLEGE					
<u>GEAR UP.</u> Gives disadvantaged students and their families pathways to college through partnerships of middle and high schools, colleges and universities and through state-administered programs.	\$200,000	\$325,000	\$225,000	-\$100,000	Would deny approximately 407,000 low-income middle and high school students early college preparation and awareness activities including mentoring, tutoring, academic and career counseling, exposure to college campuses, and financial aid information.
<u>TRIO Programs.</u> Provides education outreach and student support services designed to encourage disadvantaged individuals to enter and complete college.	\$645,000	\$725,000	\$736,500	+\$11,500	Would help approximately 12,000 more disadvantaged students prepare for and persist in postsecondary education. It would provide academic and career counseling, admissions and financial aid information, and tutoring services to middle and high school students; provide support services for and encourage postsecondary students to complete college and pursue graduate studies; and encourage adults to go back to school and pursue postsecondary education.
<u>College Completion Challenge Grants.</u> Funds scholarships and intensive summer programs for college students in their first and second years.	NEW	(\$35,000) NON-ADD	-0-	(\$35,000) NON-ADD	Would deny help to postsecondary institutions to increase the persistence rate of an additional 17,500 disadvantaged students who are at-risk of dropping out by augmenting student aid awards, financing intensive summer programs, and strengthening student support services.
<u>Dual Degree Programs for Minority-Serving Institutions.</u> Helps students at minority-serving institutions earn dual degrees in five years. Typically, participants would spend 3 years as undergraduates at the minority-serving institution(s) and 2 years at a partner institution, such as a major research university.	NEW	\$40,000	-0-	-\$40,000	Would deny funding for a new program that would serve over 3,000 students. Funds would have helped participating institutions develop dual degree programs and provided scholarships to students when they attend the partner institution.
<u>Advanced Placement Incentives.</u> Provides grants to States to enable them to expand the pool of students to enroll in advanced placement (AP) courses, to cover part or all of the AP test fees of low-income students, and to prepare teachers to teach AP to interested students in the 9 th and 10 th grades.	\$15,000	\$20,000	\$20,000	--	Would fund an estimated 13 additional discretionary grants to States to support activities designed to increase the availability of advanced placement classes in high-poverty schools.
<u>Vocational Education State Grants.</u> Provides formula grants that States, local education agencies, and postsecondary institutions can use to improve vocational education programs and to ensure that individuals with special needs have full access to those programs.	\$1,055,650	\$855,650	\$1,071,000	+\$215,350	Would increase formula grants to States, local school systems, and postsecondary institutions to help redesign vocational education to develop students' academic and vocational skills, but denies funds for the administration's proposed increase for Tech-Prep.
<u>Tech Prep Education.</u> Provides grants to States, which	\$106,000	\$306,000	\$106,000	-\$200,000	Would deny States additional funds to expand the number of Tech-Prep

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	SENATE COMM	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
provide subgrants to consortia of local educational agencies and postsecondary institutions, to develop links between secondary and postsecondary institutions, integrate academic and vocational education, and better prepare students to make the transition from high school to college and from college to careers.					consortia to improve connections to 4-year postsecondary institutions and courses of study, make effective use of educational technology and distance learning, and integrate work-based learning opportunities into local Tech-Prep programs.
<u>Strengthening Tribally Controlled Institutions (HEA Title III).</u> Supports higher education institutions that serve Native Americans.	\$6,000	\$9,000	\$10,000	+\$1,000	Would support the Administration's strong commitment to ensuring access to high quality postsecondary education by providing funds for strengthening three more Tribally Controlled Institutions through academic program development and improved administrative management.
<u>Strengthening Historically Black Colleges and Universities (HBCUs) and Graduate Institutions (HBGIs) (HEA Title III)</u> Helps provide equal opportunity and strong academic programs.	\$179,750	\$209,000	\$209,000	--	Would support the Administration's strong commitment to ensuring access to high quality postsecondary education by increasing funds to each eligible HBCU and HBGI for strengthening academic program development and improved administrative management.
<u>Developing Hispanic-Serving Institutions.</u> Helps strengthen colleges with large Hispanic populations.	\$42,250	\$62,500	\$62,500	--	Would support the Administration's strong commitment to improving postsecondary opportunities for Hispanic students by helping expand and enhance the academic offerings, program development, and institutional stability of institutions that award a large percentage of undergraduate degrees to Hispanics.
<u>Learning Anytime Anywhere Partnerships.</u> Supports access to quality postsecondary education for underserved populations through the use of technology.	\$23,269	\$30,000	\$30,000	--	Would provide funding for 86 partnership awards, including 45 new partnership awards that improve technology-based learning opportunities for individuals, such as the disabled, dislocated workers, those making the transition from welfare to work, and others who do not have easy access to traditional campus-based postsecondary education.
MAKING COLLEGE MORE AFFORDABLE					
<u>Pell Grants.</u> Provides grant assistance to low-income undergraduate students.	\$7,639,717 Max Grant \$3,300	\$8,356,000 Max Grant \$3,500	\$8,692,000 Max Grant \$3,650	+\$336,000 Max Grant +\$150	Would help over 3.9 million financially needy students attend college and increase the maximum grant award by \$350 from \$3,300 to \$3,650 as compared to FY2000. The Senate Committee assumes the use of an additional \$130 million in surplus above the Department's current estimate; this would result in a funding shortfall.
<u>Supplemental Educational Opportunity Grants (SEOGs).</u> Provides grant assistance to low-income undergraduate students.	\$631,000 ¹	\$691,000	\$691,000	--	Would provide need-based grant aid to an estimated 1.2 million undergraduate students, especially enabling low-income undergraduates to pursue a baccalaureate degree.
<u>Work-Study.</u> Helps undergraduate and graduate students pay for college through part-time work assistance.	\$934,000	\$1,011,000	\$1,011,000	--	Would provide over \$1.2 billion in aid available, an increase of \$93 million over FY2000, to maintain the opportunity for a total of 1 million students to work their way through college.
<u>Leveraging Educational Assistance Partnership (LEAP).</u> Provides Federal matching funds for States to support need-based postsecondary student grant assistance.	\$40,000	\$40,000	\$70,000	+\$30,000	Would provide approximately \$180 million in available grant and work-study assistance to an estimated 240,000 needy postsecondary students.
<u>Javits Fellowships.</u> Provides merit-based fellowships to	\$20,000	\$10,000	\$11,000	+\$1,000	Would provide funding for 420 fellows for the 2002-2003 academic year,

¹ Includes \$10 million for victims of Hurricane Floyd.

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	SENATE COMM	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
doctoral students in the arts, humanities, and social sciences.					including 133 new fellows. The FY2000 appropriation provided \$10 million for Javits Fellowships for academic year 2000-2001 and \$10 million for academic year 2001-2002.
<u>Perkins Loan Cancellations.</u> Provides Federal funds to reimburse institutions for loan cancellations granted to borrowers in exchange for certain public services activities.	\$30,000	\$60,000	\$60,000	--	Would support the Administration's efforts to keep pace with institutional reimbursement obligations for loan cancellations granted to eligible borrowers.
<u>Graduate Assistance in Areas of National Need.</u> Provides merit-based fellowships to financially needy graduate students studying in areas of national need.	\$31,000	\$31,000	\$33,000	+\$2,000	Would support 642 new fellows for a total of 1,278 fellows.
<u>Adult Education and Literacy State Grants.</u> Provides adult and family literacy, English as a second language, and other educational programs.	\$450,000	\$460,000	\$470,000	+\$10,000	Would help an additional 708,000 adults become literate, strengthen their basic skills, and obtain good jobs.
SENATE BLOCK GRANT					
<u>Innovative Education Program Strategies State Grant (Title VI)</u>	\$365,750	-0-	\$3,100,000	+\$3,100,000	Creates a block grant under Title VI by taking proposed class size reduction monies and proposed school construction monies and adding them to the existing Title VI program. Up to \$2.7 billion may be used for class size reduction and school construction activities, however, they are <i>not guaranteed funding</i> . The Senate's proposed block grant would be \$316 million less than the amount required to fully fund the President's requests for class size reduction (\$1.750 billion) and school construction (\$1.3 billion), and to maintain Title VI at its FY 2000 level.

The Senate and the House Have Not Adopted the President's Major Tax Cut Proposals

Major Education Tax Proposals	FY2001 REQUEST	HOUSE AND SENATE	
<u>School Modernization Bonds.</u> Provides new bonds with interest paid by Federal tax credits to help local communities go much further in renovating and building needed schools and address overcrowding.	\$2.4 billion over five years	--	Would deny nearly \$25 billion in additional subsidized bonds to build and modernize 6,000 public schools to accommodate record enrollments and overcrowding and repair crumbling school facilities. Federal tax credits would pay the interest on two types of bonds: School Modernization Bonds (new) and Qualified Zone Academy Bonds (current law).
<u>College Opportunity Tax Cut.</u> Would cover up to \$5,000 of education expenses in 2001 and 2002 and up to \$10,000 in 2003 and beyond to help make college more affordable for millions of American families.	\$30 billion over ten years	--	Would deny funding for this credit which would augment the existing Lifetime Learning Tax Credit, extending the credit percentage from 20 percent to 28 percent, giving families the choice of taking a credit or a deduction, and increasing the income phase-out ranges to make the benefit available to a wider range of families. The tax cut would phase out at incomes between \$50,000 and \$60,000 for individuals and between \$100,000 and \$120,000 for joint filers.

These proposals are under the jurisdiction of the Finance Committee.

June

ITEM	DATE	CONTACT	ATTENDEES
Gear Up 21 st Century Scholar Certificate Ceremony Penn Treaty, Jones Middle School, Ludlow Elementary Kensington, PA	June 1	Diana Phillips	
Gear Up 21 st Century Scholar Certificate Ceremony Jefferson/Whittier Middle School Pontiac, Michigan	June 1 st	Diana Phillips	
Grant Announcement – Preparing Teachers to Use Technology	June 3		
Gear Up 21 st Century Scholar Certificate Ceremony Housing Authority of City of Boulder and I Have a Dream Boulder, CO	June 2		
Gear Up 21 st Century Scholar Certificate Ceremony Irving Middle School LA, California	June 2		
National TRIO Conference – Miami, FL	June 3-7	Bob Belle 502-7600	
Gear Up 21 st Century Scholar Certificate Ceremony Brooks Junior High Harvey, IL			
Gear Up 21 st Century Scholar Certificate Ceremony Dirigo Middle School University of Main Farmington Campus	1 st week of June		
Gear Up 21 st Century Scholar Certificate Ceremony St. John's University, Jamaica, NY	June 7		
Gear Up 21 st Century Scholar Certificate Ceremony U. Mass Lowell	June 8		
Gear Up 21 st Century Scholar Certificate Ceremony PierceCollege, Puyallup, WA	June 8		
Gear Up 21 st Century Scholar Certificate Ceremony Hempstead and Roosevelt Middle Schools Adelphi University	June 9 and 16		
U.S. Conference of Mayors Annual Conference – Seattle, WA	June 9-13	Joelle Marty 401-0153	

Gear Up 21st Century Scholar Certificate Ceremony Urban-Champaign GEAR UP students University of Illinois at Chicago	June 10		
Gear Up 21st Century Scholar Certificate Ceremony Marshall Middle School Long Beach, CA	June 12		
Gear Up 21st Century Scholar Certificate Ceremony Beeber and Shoemaker Middle Schools, Lamberton School and the Overbrook Educational Center University of Pennsylvania	June 12		
National Conference on High School Reform - Washington, DC. Secretary Riley will speak on June 15.	June 14 – 16	Gail Schwartz 205-5445	Secretary Riley
Gear Up 21st Century Scholar Certificate Ceremony Arlington Public Schools Arlington, VA	June 16		
American Association of University Women Annual Conference	June 19-22	Susan Frost 421-8450	
Satellite Town Meeting: Learning Everywhere – In and Out of School Afterschool	June 20	John McGrath 401-1309	Secretary Riley
Preparing Tomorrow's Teachers to Use Technology Grantees Meeting – Atlanta, GA	June 22-25	Julie Kaminkow 401-1444	
Association of Community College Trustees-Charlotte, NC; Seminar Theme: Changing Populations: Changed Communities	June 23		Norma V. Cantu
Big Brothers Big Sisters of America Annual Conference – Chicago, IL	June 23-36		
Early Childhood Summit – Washington, DC. Secretary Riley will speak on June 23.	June 23 - 24	Carol Rasco 205-3869 Eve Agee 205-0653	Secretary Riley
National Parent Teacher Association & National Congress of Parents and Teachers Annual Conference – Chicago, IL. Secretary Riley will speak on June 26.	June 24-27	Susan Frost 401-8450	Secretary Riley
National Educating Computing Conference - Atlanta, GA. This is the largest and most prestigious conference on technology and education. This year organizers expect the conference participants to reach over 10,000. This includes every major and minor software publisher, hardware vendor, telecommunications provider, technology school leaders, state coordinators, teachers, principals, school board members, and higher ed. Teacher ed., technology folks.	June 26-28	Julie Kaminkow 401-1444	

Grant Announcement: Teacher Quality Enhancement Grants	Late June for states September 15 for partnerships		
Grant Announcement: New American High Schools	Rolling		

July

ITEM	DATE	CONTACT	STATUS/NOTE
Grant Announcement – Comprehensive School Reform Demonstration	July ?		
National Education Association Annual Conference – Chicago, IL. The Secretary will speak on July 4.	July 1 - 6	Susan Frost 401-8450	Secretary Riley
American Federation of Teachers Annual Conference – Philadelphia, PA	July 2 - 7	Susan Frost	
National Council of La Raza Annual Conference – San Diego, CA	July 2-5	Susan Frost 401-8450	
National Governors Association Annual Conference – State College, PA	July 8 – 11	Joelle Marty 401-0153	
Education Commission of the States Annual Conference – Minneapolis, MN and Denver, CO	July 9-12 (MN) July 11-14 (CO)		
National Association of Student Financial Aid Administrators Annual Conference – Washington, DC	July 9-12	Susan Frost 401-8450	
National Association of Counties (NACO) Annual Conference – Charlotte, NC	July 14-19	Joelle Marty 401-0153	
National Conference of State Legislatures Annual Conference – Chicago, IL	July 16-20	Susan Frost 401-8450	
National Urban League Annual Conference – New York City, NY	July 30 – August 2	Susan Frost 401-8450	

August

ITEM	DATE	CONTACT	STATUS/NOTE
National Conference of State Legislatures (NCSL) Annual Meeting - San Antonio, TX	August 11-16	Joelle Marty 401-0153	
Secretary Back to School Bus Tour	August 27-31		
Gear Up 21 st Century Scholar Certificate Ceremony Southern, IL GEAR UP	August 31		

Secretary Richard Riley
The America-Goes-Back-To-School Bus Tour
Education Express ◀ ▶ Destination Success
Louisiana, Mississippi, Arkansas, Tennessee,
Kentucky, Missouri, Illinois
August 27-31, 2000

Education: the express bus on the road to economic success.

Each year from August through October the U.S. Department of Education celebrates its ***America Goes Back To School*** (AGBTS) initiative to support local, state and community involvement in school life.

This year, in response to a call from President Clinton and Vice President Gore to strengthen rural communities for the 21st century, Secretary Riley has committed the Department of Education to promoting educational opportunities in these areas. To highlight this commitment, Secretary Riley is planning his America-Goes-Back-to-School Bus trip this year from Sunday, August 27 through Thursday, August 31. The "Education Express" will stop in towns along the Mississippi River in Louisiana, Mississippi, Arkansas, Tennessee, Kentucky, Missouri and Illinois. Last year's trip was along the I-85 corridor stopping in towns in Tennessee, Alabama, Georgia, South Carolina and North Carolina.

The Mississippi River towns are some of the oldest in the U.S. However, many of the residents in this region have not experienced the economic riches in the past decade that the rest of the United States is enjoying. During his visit to this area, Secretary Riley will challenge local citizens to become more involved in their schools. Strong local support ensures strong local schools and an educated citizenry is the first step to ensuring economic growth in the region. *Education is the express bus on the road to economic success.*

CONTACTS

Diane Rossi, Chief of Staff	202/401-3001
Regan Burke, Event Project Manager	202/401-3043
Fritz Edelstein, Assistant Project Manager	202/401-3595
Tom Lyon, Event Communications Manager	202/401-1220
Lisa Panasiti, Event Advance Director	202/401-3043
Steve Mancini, Event Research Director	202/205-2189
Gayle Tauzin, Team Leader, Louisiana	202/401-2712
Lindsay Patterson, Team Leader, Mississippi	202/205-5177
Judith Harwood, Team Leader, Tennessee	404/562-6223
Raymond Pierce, Team Leader, Kentucky	202/260-7292
Carol Rasco, Team Leader, Arkansas	202/401-1132
Carole Kennedy, Team Leader, Missouri	202/205-0687
Brian McPartlin, Team Leader, Illinois	312/886-8216

TOWNS, DATES, TIMES, EVENT SITES, ROUTES

Monroe, LA

Sunday, August 27

Early Afternoon

Kick-Off at Monroe Airport

Rayville, LA

Sunday, August 27

Early Evening

Community Supper

Route to Rayville: I-24 E

Winnsboro, LA

Monday, August 28

Morning

School Visit

Route to Winnsboro: 137 S to Rt #15

Portland, AR

Monday, August 28

Early Afternoon

School Visit

Route to Portland: #15/137 N; #133 N; #165 N

Greenville, MS

Monday, August 28

Early Evening

Mississippi Visitor's Center

Route to Greenville: #165 N; #82 E

Hollandale, MS

Tuesday, August 29

Morning

School Visit

Route to Hollandale: #278 E to #61 S

Rosedale, MS

Tuesday, August 29

Early Afternoon

School Visit and Community Fish Fry

Route to Rosedale: #61 N; #8 W; #1 N

Clarksdale, MS

Tuesday, August 29

Late Afternoon

Delta Blues Museum

Route to Clarksdale: #1 N; #32 E; #61/278 N; Follow signs to Museum

Helena, AR

Tuesday, August 29

Evening

Community Supper

Route to Helena: #61 N to #49 W; #49 B

Marianna, AR

Wednesday, August 30

Morning

Whitten Elementary School

Route to Marianna: #242 to #1 N; #1 B

Memphis, TN

Wednesday, August 30

1. Memphis Barbeque Luncheon (TBD)

2. Middle College High School @ Shelby State

Noon to Mid Afternoon

Route to Memphis: #1 B; #79 E; I-40 E

Blytheville, AR

Wednesday, August 30

1. That Bookstore in Blytheville

2. Community Fish Fry Supper (TBD)

Late Afternoon and Early Evening

Route to Blytheville: I-40 W to I-55 N to Exit 37 to #18

Hickman, KY

Thursday, August 31

Fulton County Parent Resource Center

Morning

Route to Hickman: From Union City, TN: #5/125 N; #94 E

Charleston, MO

Thursday, August 31

1. Community Luncheon

2. School Visit

Noon to Mid-Afternoon

Route to Charleston: #94 W to Hickman/Dorena Ferry; #77 N; #66 W

Metropolis, IL

Thursday, August 31

Education Community Forum

Late Afternoon

Route to Metropolis: #60/62 E over Mississippi River Bridge to Ft. Defiance, IL; cross over Ohio River Bridge to KY; 60 E to I-24 N

Paducah, KY

Thursday, August 31

Paducah Airport Press Conference

Late Afternoon

Route to Airport : I-24 S; # 60 toward airport

Senate Committee Boosts Child Care & Head Start, But Raids Other Critical Low Income Children's Programs



May 15, 2000

On May 11, the Senate Appropriations Committee passed the fiscal year 2001 appropriations bill that provides funding for the majority of children's programs. While we are pleased and excited about investments made in child care, Head Start, and after-school programs, it is unacceptable that the committee plan would raid nearly \$2 billion from the Children's Health Insurance Program (CHIP) and devastate the Social Services Block Grant (Title XX).

Over 11 million children are uninsured today. When the CHIP program was started in 1997, states were told that the CHIP money would be available every year for the next ten years. Now, the Senate Appropriations committee is renegeing on that promise. It is unacceptable to make uninsured children suffer by taking the money they need and deserve.

Senators supporting this cut claim the money will be returned to the states in fiscal year 2003. However, the bill spends the CHIP money on other programs, making it difficult, if not impossible to restore the CHIP funds in the future.

Also on the chopping block is the Social Services Block Grant (Title XX), which is a major source of funding for child protective services; welfare block grant money; and welfare-to-work funding. The appropriations bill, as passed by the Senate, would cut these programs by \$1.1 billion, \$240 million, and \$50 million respectively. Altogether, about \$4.3 billion in funding for programs that assist low-income children and families have been shifted to other areas.

Funding increases were provided for child care, Head Start, and after-school programs. We are pleased and excited to see investments in these areas. However, it is possible for the Senate to retain investments in these critical areas without devastating funding for other low-income children's programs. Just last week the Congressional Budget Office (CBO) estimated that the federal budget surplus for this year is expected to be \$24 billion higher than originally estimated (*CBO predicts the surplus will now be \$40 billion this year in lieu of \$26 billion that the agency had predicted a few months ago*).

- It is unacceptable to raid low income children's programs while budget experts predict a \$40 billion federal budget surplus this year.
- It is unacceptable to raid low-income children's programs while providing a \$20 billion increase for defense spending.

We urge that the final FY2001 Labor, HHS, and Education Appropriations bill:

- Restores the nearly \$2 billion cut in CHIP money to serve uninsured children immediately.
- Restores the cuts made in Title XX, welfare-to-work money, and welfare block grant funds.
- Keeps investments in child care, Head Start, and after-school programs.

At a time of great economic prosperity, 13.5 million children live in poverty, 11.9 million children are without health coverage, child care funds serve only 1 out of every 10 eligible children, Head Starts serves only half of eligible children, 5 million children go home alone every day, and 5.4 million families pay more than half their income in rent or live in overcrowded, substandard conditions. The time to invest in children is now. The federal budget surplus is growing. There will be no better time to invest in children.

Protecting children is not a partisan issue. Vote to retain investments in child care, Head Start, and after-school programs and to restore funding raided from services that help low income children.

For additional information, please contact Grace Reef, Director of Intergovernmental Relations at the Children's Defense Fund at 202-662-3558 or email greef@childrensdefense.org

May 2, 2000

File: FY'01 - grants
Ann



Children's Defense Fund

The Honorable John E. Porter, Chairman
House Appropriations Subcommittee on Labor,
Health and Human Services, and Education
2358 Rayburn House Office Building
Washington, D.C. 20515

Dear Chairman Porter:

In a time of great economic prosperity in this country, 13.5 million children remain living in poverty, 11.9 million children have no health insurance, Head Start serves only 50 percent of eligible children, only one out of ten children eligible for child care assistance receives any child care help, and five million school-age children are left alone after school unsupervised each week.

Study after study has shown the critical role that early investments in children can play. Quality early child development programs can help more children enter school ready to succeed and reduce the likelihood that they will engage in delinquent behavior as teenagers. After-school programs can help ensure that children are in a positive environment with constructive role models rather than home alone. Polls show the public overwhelmingly supports investments in after-school care. As the Labor, HHS, and Education Appropriations Subcommittee marks up the FY2001 appropriations bill, we urge you to provide:

- \$2 billion (an increase of \$817 million) for the Child Care and Development Block Grant discretionary account to be available on October 1, 2000, including set-asides of \$173 million for quality improvement, \$50 million for infants and toddlers, \$19 million for resource and referral and school-age child care, and \$10 million for research;
- \$6.27 billion (an increase of \$1 billion) for Head Start, and \$15 million for campus-based child care;
- \$1 billion (an increase of \$547 million) for 21st Century Community Learning Center after-school programs; and
- funding to streamline CHIP and Medicaid enrollment to make sure that every child who is eligible for health insurance is enrolled in the appropriate program.

If we can't invest in children now when federal budget surpluses have never been greater, when will we have the political will to do so?

The Labor, Health and Human Services, and Education Appropriations Subcommittee can make an enormous difference in the lives of children. We look forward to working with you and have attached CDF's funding recommendations for a number of key children's programs. Thank you for your consideration.

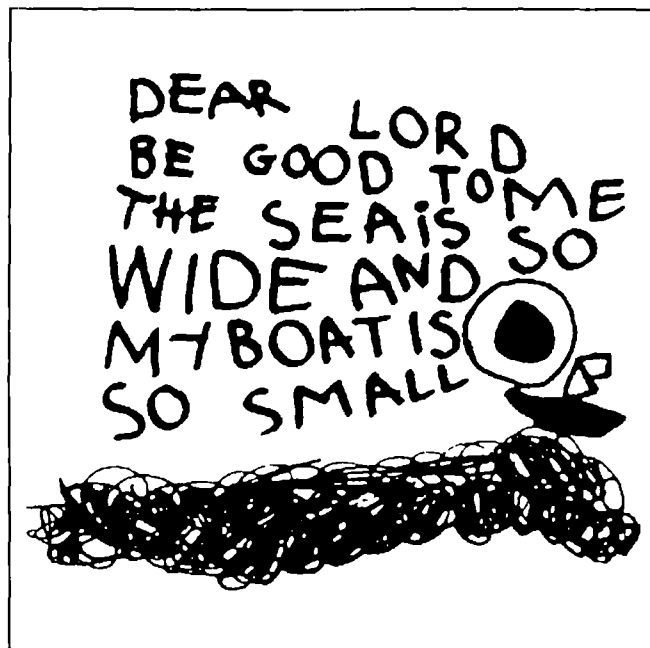
Sincerely Yours,

Marian Wright Edelman

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**Fiscal Year 2001 Labor, Health and Human
Services, and Education
Appropriations Recommendations**



Children's Defense Fund

®

Department of Health and Human Services

FY 2000

CDF FY2001

Head Start:

Head Start is an extremely valuable program because it not only helps children enter school ready to learn, but also works with parents to help them develop the skills they need to obtain and hold a job. Head Start programs are now striving to expand their hours or partner with child care programs to enable parents to work, providing unique supports to help these parents move from welfare to work. Head Start should be increased by \$1 billion in order to allow 950,000 children and families to benefit from this program's comprehensive approach to helping children and families. This amount to expand Head Start and Early Head Start is also recommended by the National Head Start Association.

\$5.27 billion

\$6.27 billion

Child Care and Development Block Grant (CCDBG):

Stable and supportive child care options are essential to help families move off welfare and become independent as well as to help low-income families stay employed and off welfare. The current funding level for the CCDBG is far from sufficient to meet the needs of millions of low income working families who need child care help to work and remain independent. We are supporting an increase of \$817 million in discretionary funding for CCDBG this year. We urge the subcommittee to set-aside \$173 million to help states improve the quality of child care. We also urge the subcommittee to consider the growing evidence concerning the importance of the first three years of life to a child's future growth and development and to set-aside \$50 million for infants and toddlers care. Additionally, research already underway on child care should be continued with another \$10 million set-aside. Finally school-age children must have the opportunity to be in safe and supportive settings so their parents can work knowing their children are well cared for. The subcommittee should maintain the \$19 million set-aside for school-age care and resource and referral programs.

\$1.18 billion

\$2 billion

Social Services Block Grant:

The Social Services Block Grant, authorized under Title XX of the Social Security Act, is a major source of funding for child protective services and child care throughout the country. Yet, funding for the block grant is at its lowest level since its inception despite new demands on states for both these services. We urge you to restore the Title XX program at least to its \$2.38 billion authorized level.

\$1.78 billion

\$2.38 billion

Child Welfare Services Program:

We urge you to fund the Child Welfare Services Program (authorized under Title IV-B of the Social Security Act) at its authorized level of \$325 million (\$33 million more than FY2000). This will enable state child protection agencies to offer treatment to children and families where abuse or neglect has occurred, and to remedy its negative consequences and prevent the abuse from reoccurring.

\$292 million

\$325 million

<u>Department of Health and Human Services (Continued)</u>	<u>FY2000</u>	<u>CDF FY2001</u>
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Child Abuse Prevention and Treatment Act (CAPTA) Programs:

The services funded by these programs provide early help to children and families before their safety is jeopardized by child abuse and neglect. It also provides treatment for children who are victims of maltreatment. More than 900,000 children were abused or neglected in 1998. At least three children die every day from maltreatment, 85 percent of whom are under the age of five. We urge Congress to fund the CAPTA Programs at their fully authorized levels for FY 2001: \$70 million and \$30 million for the basic CAPTA state grants and discretionary research and training grants respectively, and \$66 million for the Community-based Family Resource and Support Grant Program. These investments, coupled with \$42 million for the Centers for Disease Control and Prevention for research on child abuse and neglect, are core components of the "One Percent to Prevent" Campaign, intended to increase investments to prevent child abuse and neglect.

\$68 million

\$166 million

Childhood Immunization Program (Section 317):

We urge you to fund the Childhood Immunization Program at \$585 million. The Section 317 program is the primary federal source of funds for immunization infrastructure, including assessment of population-wide immunization rates, vaccine preventable disease surveillance, public education and outreach, and vaccinations in public clinics for groups whose health insurance does not cover vaccinations (the Vaccines for Children program helps cover the vaccines for uninsured or Medicaid-insured children, but does not cover vaccinations for under-insured children). The 317 and Vaccines for Children programs complement each other and provide the states and public health officials with the resources they need to continue to increase (as well as maintain) childhood immunization rates.

\$490 million

\$585 million

Low Income Home Energy Assistance

LIHEAP provides low-income households with heating or cooling assistance. The program served about 5.5 million households in FY 1995, but cuts in appropriations (from \$1.7 billion in FY 1994 to \$1.1 billion in FY 2000) mean that 1.2 million fewer households are being served this year. HHS estimates that approximately 15 percent of those eligible for LIHEAP actually receive it because of inadequate funding. LIHEAP serves very needy households: two-thirds of LIHEAP recipients earn less than \$8,000 a year. Forty-nine percent of households receiving LIHEAP include a child under age 18. (Thirty-two percent of households include a person with a disability; 34 percent include an elderly member). LIHEAP is a particularly important source of assistance to low-income working families – those who have moved from welfare to work, or those who can avoid going back to welfare with LIHEAP's modest assistance. We support the LIHEAP Coalition's minimal funding recommendation, \$1.4 billion in FY 2001, plus \$300 million in FY 2001 emergency contingency funds, and \$1.5 billion in advance funding for FY 2002.

\$1.1 billion

\$1.4 billion

Department of Labor:**FY2000****CDF FY2001****Welfare to Work:**

We support new funding of \$1 billion in FY 2001 so that hard-to-serve parents, both custodial and non-custodial, can receive employment and training help that will enable families with children to leave welfare and rise out of poverty. In 1999, Congress passed legislation to make the criteria for serving parents less restrictive, while still emphasizing services for families with employment barriers such as homelessness, domestic violence, or low skills. These changes, plus the fact that more families are approaching time limits, mean that states will need continued access to unspent Welfare to Work funds, and will also need additional authorized funds beginning in FY 2001. New funds will also make it possible to distribute more rounds of competitive grants to community agencies for jobs programs.

\$1 billion

\$1.5 billion

Workforce Investment Act:

We support full and adequate funding of the employment and training programs consolidated in the Workforce Investment Act (WIA). WIA services are an essential framework necessary for building opportunities for family-supporting wages. Important services provided through the WIA include summer and year-round employment services for youth, Job Corps, adult employment services, and assistance for migrant and seasonal farm workers (including migrant youth). Specifically, we support funding for the following programs consolidated within the WIA:

\$5.37 billion

\$6.12 billion

Youth Opportunity Grants

We support funding Youth Opportunity Grants at \$375 million, up from \$250 million in FY 2000. This will allow 12-15 new competitive grants to be awarded to communities that are part of or similar to Enterprise Zones/Economic Communities, targeted to provide employment help to youth in high-poverty areas, while continuing existing grants for a third year.

\$250 million

\$375 million

Youth Formula Grants

We support increased funding in FY 2001 to enable localities to meet the needs of youth envisioned in WIA's consolidation of year-round employment programs for youth and Summer Youth Jobs. The new approach recognizes the benefits of serving youth year-round, rather than solely during the summer, and also requires that at least 30 percent of the funds be spent on out-of-school youth. Because it is more expensive to provide services year-round, more funds are necessary to avoid a reduction in the numbers served, including more than 500,000 youth who received summer jobs in FY 2000.

\$1 billion

\$1.5 billion

Job Corps

These funds support intensive skills training, education, and support services for 73,200 very low-income young participants in 122 Job Corps centers around the country. The net \$35 million increase includes a second year of salary increases for Job Corps teachers and other staff, and operating costs for two new Job Corps centers. About three-quarters of Job Corps graduates either get jobs or continue their education after leaving the program.

\$1.36 billion

\$1.4 billion

Department of Labor (Continued)**FY00****CDF FY2001****Fathers Work/Families Win Initiative:**

This new initiative would build on the services for non-custodial fathers Congress initiated through the Welfare to Work block grant. These funds would be distributed under national Workforce Investment Act authority to assist about 80,000 custodial and non-custodial parents with job retention and advancement to give them the skills to better support their children.

\$0

\$255 million

Department of Education:**21st Century Community Learning Centers:**

Nearly five million children are home alone after school each week. Youth left home alone after school are more likely to engage in at-risk behavior like smoking, drinking, sex, or crime. Violent juvenile crime peaks between the hours of 3:00 PM and 7:00 PM and juveniles are more likely victims of serious violent crime in the hour after school lets out than any other time of the day. We support increasing the funding for after-school programs to \$1 billion for FY 2001. This increase will give older school-age children an opportunity to engage in productive social and educational activities while their parents work.

\$453 million

\$1 billion