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Baby Boom Echo Report 8/19/99

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THE PRESIDENT HAS SEEN

8-19-99

Final 08/18/99 9:00pm

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Jeff Shesol

PRESIDENT WILLIAM J. CLINTON

REMARKS ON EDUCATION AND

THE BABY BOOM ECHO

THE WHITE HOUSE

*Copied
Gottheimer*

August 19, 1999

Acknowledgments: ~~the First Lady~~ TDD, Sec. Riley,
 Wendell Greer, principal, Manual Arts HS in L.A.; Dan
Galloway, principal, Adlai Stevenson HS, Lincolnshire,
 IL; Dr. Daniel Domenech [*dom-men-NICHE*],
 Superintendent, Fairfax County Public Schools; Dr. Iris
Metts, Superintendent, PG County Public Schools (who
 spoke at the WH when I signed the Ed Flex Act in April)

This is surely a busy time for teachers and educators
 preparing for a new school year, so I'd like to thank you
 for joining us. I've been thinking about the back-to-
 school season ~~as all parents do~~ — and all the ways it
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~~Today I'd like to talk about the ways we must~~
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~~year, but for the new century. In our lifetimes, America~~
~~has never had a greater opportunity~~^{to do so, w}
~~This is the longest~~
~~peacetime expansion in our history,~~^{the highest HO, over}
~~inflation, interest~~
~~rates, and unemployment are low; wages and~~
~~homeownership are high. Opportunity is abundant.~~

8-19-99

Social problems, increasingly, are on the mend: crime is down to a 25-year low; teen smoking, ~~and~~ teen pregnancy are down; and, ^{as} just yesterday, our annual survey showed ^{yesterday} ~~that~~ drug abuse among young people ~~declined~~ ^{an all down. Record surplus of 99%, plus to grow -} significantly last year. This is a time of great prosperity and even greater promise.

There is, as you know, a great debate underway in Washington – about ^{how} ~~whether~~ to fulfill this great promise, and how to use the surplus. ~~There are a lot of elements to this debate. Really, though, we're debating one basic~~ ^{how to} question: ~~whether we will~~ seize this chance to invest in the future of our nation and the lives of our children.

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Big chall → As Sec R Sec, you're in record #s —

I believe, in this time of unparalleled prosperity, that the
Soc Sec record #s too — How to meet chall of Aging & Poor, Surely
best thing we can do for our children is to meet our long-
of rank of sch chm, being leon going & security opp to all —
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won't be forced to do that, too, for us. And to invest in
our future by investing in their education.

Today, I am releasing a report by the Department of
Education that makes it clear we must do more, not less,
to meet our nation's growing educational needs. It shows
that every year, the halls of our schools resound more
loudly with what we call the "Baby Boom echo."

The children of Baby Boomers are breaking enrollment records for the fourth year running: this academic year, 53.2 million students will fill America's elementary and secondary schools. That's nearly half a million more than last year. Moreover, the pattern of enrollment is changing: as these children grow older, it is high schools and colleges, not elementary or middle schools, that will carry the burden. During the next decade, America's high schools are projected to swell with the ranks of 1.3 million new students.

This new report on school enrollment gives our nation an important assignment: to make the investments in education that our future demands, and our children deserve.

My administration has worked hard, these six and a half years, to invest in education while bringing revolutionary change to our schools. ~~[The First Lady and]~~ Secretary Riley ^{led by} ~~just spoke about~~ ^{made} the historic investments we have made to open the doors of college to every American willing to work for it; to connect every classroom, no matter how remote, to the Internet; and the work we are doing to strengthen performance and accountability in our schools.

But Principal Greer described the conditions that exist in too many American schools: the overcrowding, the classes held in trailers, the shortage of individual attention by trained teachers. These challenges will only grow as enrollments rise. They will demand greater resources and greater resolve.

The Baby Boom echo is another reason why we must act to build new schools and fix old ones; and to hire trained teachers, particularly in math and science, especially for our high schools. I have proposed, as part of my balanced budget, to build or renovate up to 6,000 schools nationwide; and to fulfill the commitment the Congress and I made to hire 100,000 teachers for our nation's schools, to lower class size in the early grades.

Unfortunately, the majority in Congress wants to back off from our commitment to reduce class size. And the tax plan they have proposed would do further damage to our priorities.

Not only would it fail to pay off the debt. . . not only would it fail to strengthen Social Security and Medicare. . . but it could also lead to drastic cuts in education and our other national priorities, from national defense to medical research, from fighting crime to protecting the environment.

I have said I will veto the Republican tax plan. Expanding enrollment in our nation's schools is yet another reason why their plan is wrong for America. Just think about the impact on education if we allowed the majority's plan to become law – while trying to keep the budget balanced. Today, we help 12 million children in poor communities to make more of their education. If the tax plan passes, we'd have to tell 6 million of those children: Sorry. We just can't help you to reach higher.

Today, we help a million children learn to read independently by the 3rd grade. If the tax plan passes, we'd have to tell 520,000 of them: Sorry. We just can't help you learn to read. Today, we're nearing our goal of enrolling a million preschoolers in HeadStart. If the tax plan passes: Sorry. We'd have to turn 430,000 away. And compared to our proposal, here's what the tax plan would mean to those already in school: larger classes, fewer teachers, and more trailers. Well, that's a pretty sorry way to educate our children. They deserve the best, not the least, that we can do.

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the first time since Andrew Jackson was President. Let's
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obligation to older Americans. And let's invest in the
education of our young people. We can do all these
things and still have sensible tax cuts. And if we rise to
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THE WHITE HOUSE
August 19, 1999

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Revised Draft 08/18/99 6:30pm
Jeff Shesol

Gene
edit

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So let's do first things first. Let's pay off the debt for the first time since Andrew Jackson was President. Let's save Social Security and Medicare, and fulfill our obligation to older Americans. And let's invest in the education of our young people. We can do all these things and still have sensible tax cuts. And if we rise to that responsibility, we can show our children that we still believe what we teach them, not just at school but at home: that every child should

have the chance, and the tools, to succeed in the 21st Century. I believe that, and I know you do. Let's keep working to make it a reality for all Americans. Thank you.

Andy: lang. on class size?

Draft 08/18/99 3:30pm
Jeff Shesol

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON EDUCATION AND THE BABY BOOM ECHO
THE WHITE HOUSE
August 19, 1999**

Acknowledgments: the First Lady TBD; Sec. Riley; Wendell Greer, principal, Manual Arts HS in L.A.; Dan Galloway, principal, Adlai Stevenson HS, Lincolnshire, IL; Dr. Daniel Domenech [*dom-men-NICHE*], Superintendent, Fairfax County Public Schools; Dr. Iris Metts, Superintendent, PG County Public Schools (who spoke at the WH when I signed the Ed Flex Act in April)

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Today I'd like to talk about the ways we must prepare our nation's schools not just for the new school year, but for the new century. In our lifetimes, America has never had a greater opportunity. This is the longest peacetime expansion in our history. Inflation, interest rates, and unemployment are low; wages and homeownership are high. Opportunity is abundant. Social problems, increasingly, are on the mend: crime is down to a 25-year low; teen smoking and teen pregnancy are down; and, just yesterday, our annual survey showed that drug abuse among young people declined significantly last year. This is a time of great prosperity and even greater promise.

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Today, I am releasing a report by the Department of Education that makes it clear we must do more, not less, to meet our nation's growing needs in education. It shows that every year, the halls of our schools resound more loudly with what we call the "Baby Boom echo." The children of Baby Boomers are breaking records in enrollment for the fourth year running: this academic year, 53.2 million students will fill America's elementary and secondary schools. That's nearly half a million more than last year. Moreover, the pattern of enrollment is changing: as these children grow older, it is high schools and colleges, not elementary or middle

Ortega

on schools
This repr. gives nation an important &
compelling assignment:

schools that are safe, w/ teachers who
give a shit

schools, that will carry the burden. During the next decade, America's high schools are projected to swell with the ranks of 1.3 million new students.

Costs twice as
much to build a HS

What it
means
when kids
go back
to school

My administration has worked hard, these six and a half years, to bring revolutionary change to our nation's schools. Secretary Riley just spoke about the historic investments we have made to open the doors of college to every American willing to work for it; to connect every classroom, no matter how remote, to the Internet; and the work we are doing to strengthen performance and accountability in our schools.

But he and other speakers also described the conditions that exist in too many American schools: the overcrowding, the classes held in trailers, the shortage of individual attention by trained teachers. These challenges will only grow as enrollments rise. They will demand greater resources and greater resolve. The Baby Boom echo is another reason why we must act to build new schools and fix old ones; and to hire trained teachers, especially in math and science, and especially for our high schools. I have proposed, as part of my balanced budget, to build or renovate up to 6,000 schools nationwide; and to fulfill the commitment the Congress and I made to hire 100,000 teachers for our nation's schools, to lower class size in the early grades.

Cost
of HS

Unfortunately, the majority in Congress wants to back off from our commitment to reduce class size. And the tax plan they have proposed would do further damage to our priorities. Not only would it fail to pay off the debt in 15 years. . . not only would it fail to save the Social Security and Medicare trust funds. . . but it would also impose drastic cuts in education and our other national priorities, from national defense to medical research, from fighting crime to protecting the environment.

→ This is the rt thing to do.

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succeed
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There is, as you know, a great debate underway in Washington – about whether to fulfill this promise, and how to use the surplus. There are a lot of elements to this debate. Really, though, we're debating one basic question: whether we will we seize this chance to invest in the future of our nation and the lives of our children. I believe, in this time of unparalleled prosperity, that the best thing we can do for our children is to meet our long-term challenges: to pay down the debt, save Social Security, strengthen and modernize Medicare, and to invest in our future by investing in education.

Today, I am releasing a report by the Department of Education that makes education, as a national priority, even more pressing. It shows that every year, the halls of our schools resound more loudly with the "baby boom echo." The children of Baby Boomers are breaking records in enrollment for the fourth year running: this academic year, 53.2 million students will fill America's elementary and secondary schools. That's nearly half a million more than last year. Moreover, the pattern of enrollment is changing: as these children grow older, it is high schools and colleges, not elementary or middle schools, that will carry the burden. During the next decade, America's high schools are projected to swell with the ranks of 1.3 million new students.

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Unfortunately, the majority in Congress wants to back off from that commitment. And the tax plan they have proposed would do further damage to our priorities. Not only would it prevent us from paying off the debt in 15 years. . . not only would it fail to save the Social Security and Medicare trust funds. . . but it would also impose drastic cuts in education and our other national priorities, from national defense to medical research, and from fighting crime to protecting the environment.

I have said I will veto the Republican tax plan. The expanding ranks of school enrollment are another reason why. Just think about the impact on education if I allowed the majority's plan to become law - while trying to keep the budget balanced. Today, we help 12 million children in poor communities to make more of their education. If the tax plan passes, we'd have to tell 6 million of those children: *we just can't help you to reach higher.* Today, we help a million children learn to read independently by the 3rd grade. If the tax plan passes, we'd have to tell 520,000 of them: *we just can't help you to read.* Today, we're nearing our goal of enrolling a million preschoolers in HeadStart. If the tax plan passes, we'd have to turn [430,000] of them away. And compared to our proposal, here's what the tax plan would mean to those already in school: larger classes, fewer teachers, and more trailers. *That's a sorry way to educate our children. They deserve*

Sorry,
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Draft 08/18/99 2:00pm
Jeff Shesol

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about whether to fulfill this promise,
There is, as you know, a great debate underway in Washington – about how to use the budget surplus. There are a lot of elements to this debate, a lot of ideas being offered. Really, though, we're debating one basic question: whether we will we seize this chance ~~of a lifetime~~ to invest in the future of our nation and the lives of our children. I believe, *to do exactly that* in this time of unparalleled prosperity, that the best thing we can do for our children is to meet our long-term challenges: ~~to~~ *and* pay down the debt, save Social Security, strengthen and modernize Medicare, and to invest in our future by investing in education.

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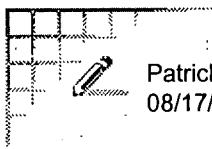
The baby boom echo is another reason why we must act, as Secretary Riley just said, to build new schools and fix old ones; and we must act to hire trained teachers, especially in math and science, especially for our high schools. [Previous speakers have described the conditions that exist in too many American schools: the overcrowding, the classes held in trailers, the shortage of individual attention by trained teachers.]

These challenges will only grow ^{plenty of} as enrollments rise. They will demand our resources and our resolve. I believe America has both. Secretary Riley has already spoken about the historic investments we have made to open the doors of college to every American willing to work for it; to connect every classroom, no matter how remote, to the Internet; and the work we are doing to strengthen performance and accountability in our schools. He also mentioned my proposal, as part of my balanced budget, to build or renovate up to 6,000 schools nationwide; and to fulfill the commitment the Congress and I made to hire 100,000 teachers for our nation's schools, to lower class size in the early grades.

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Patrick M. Dorton
08/17/99 07:08:04 PM

Record Type: Record

To: Jeffrey A. Shesol/WHO/EOP@EOP

cc:

Subject:

Jeff,

Gene really wanted positive budget and education message first in the speech, before we take any shots. He said along the lines of "The best thing we can do for our children is to pay off the debt, strengthen Social Security and Medicare, and invest in their future through keeping education a priority. School constructionClass Size....etc. "

After that's done, he asks that we move to the negative.

Draft 08/18/99 3:30pm
Jeff Shesol

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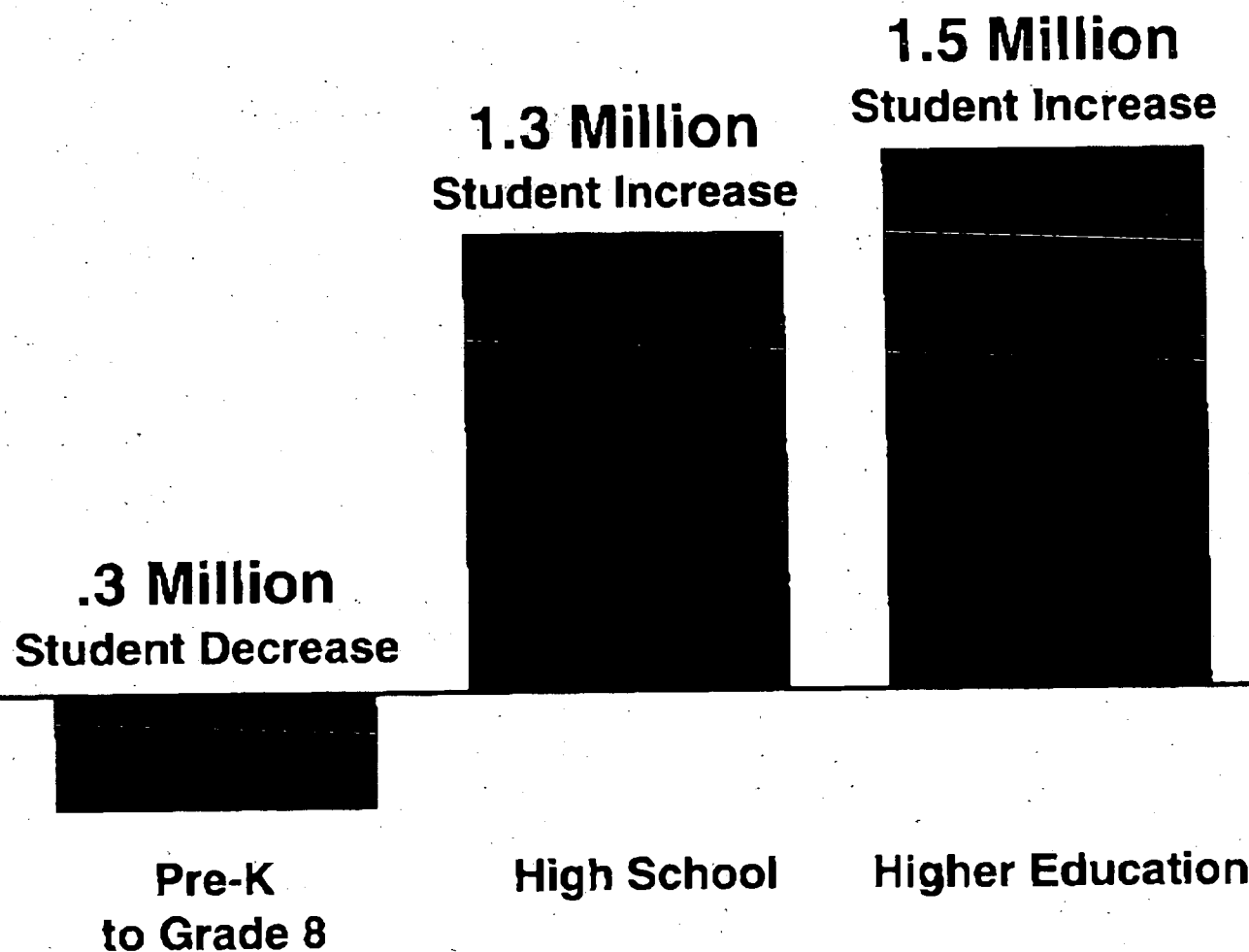
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CHANGING ENROLLMENT PATTERNS

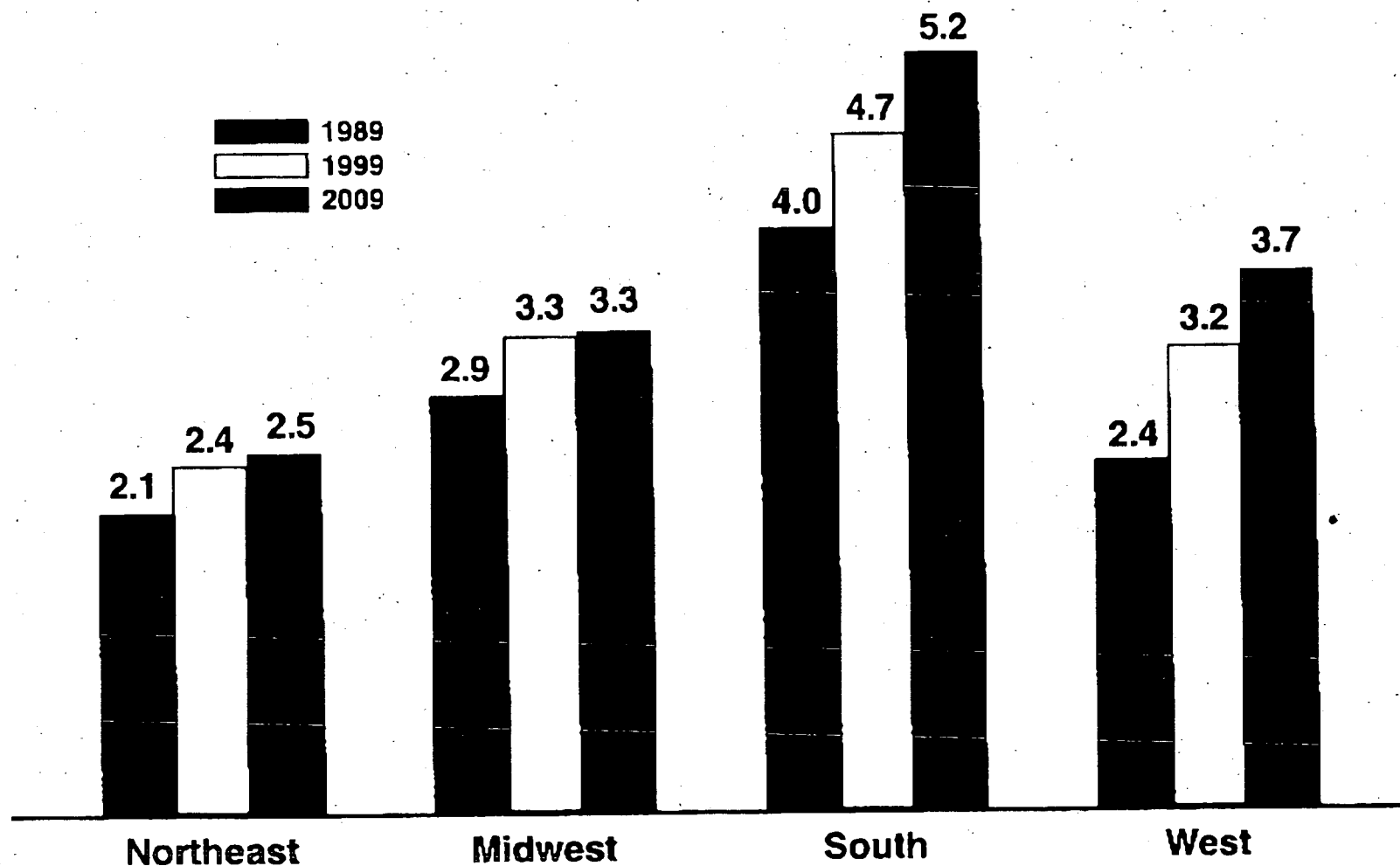
Fall 1999 to Fall 2009



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

HIGH SCHOOL ENROLLMENT UP ALL ACROSS AMERICA

Enrollment in Millions



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF DOMESTIC POLICY COUNCIL

FACSIMILE FROM:

Bethany Little

OLD EXECUTIVE OFFICE BUILDING, ROOM 224
WASHINGTON, DC 20050

VOICE: (202)456-

FAX: (202)456-

NUMBER OF PAGES (INCLUDING COVER): 2

DATE: _____

TO: Jeff Shesol

VOICE: _____

FAX: _____

☐ FOR YOUR REVIEW☐ PER MY E-MAIL OR VOICE-MAIL MESSAGE TO YOU☒ PER YOUR REQUEST

COMMENTS: I am still waiting on the report, but
we may not get it until tomorrow. Meanwhile
this lays out some of the more important numbers.

DRAFT

The Baby Boom Echo Continues

DRAFT

New records.....

Total public and private school enrollment will rise to a record 53.2 million;

Total college enrollment will rise to a record 14.9 million.

Between 1989 and 2009.....

Elementary school enrollment will rise by 4.7 million, secondary enrollment by 3.6 million and college enrollment by 2.8 million;

Public high school enrollment is expected to increase by 29 percent, while elementary enrollment is projected to increase by 15 percent;

The number of public high school graduates will increase 18 percent;

Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 146 percent increase projected for Nevada, 85 percent for Arizona, 56 percent for California, and 51 percent for Florida;

Full-time college enrollment is projected to rise by 26 percent.

Between 1999 and 2009.....

Public high school enrollment is expected to increase by nearly 9 percent, while elementary enrollment is projected to decrease by less than one percent;

The number of public high school graduates will increase 16 percent;

Fifteen states will have at least a 15 percent increase in the number of public high school graduates, with a 77 percent increase projected for Nevada, 56 percent for Arizona, and a 40 percent for North Carolina;

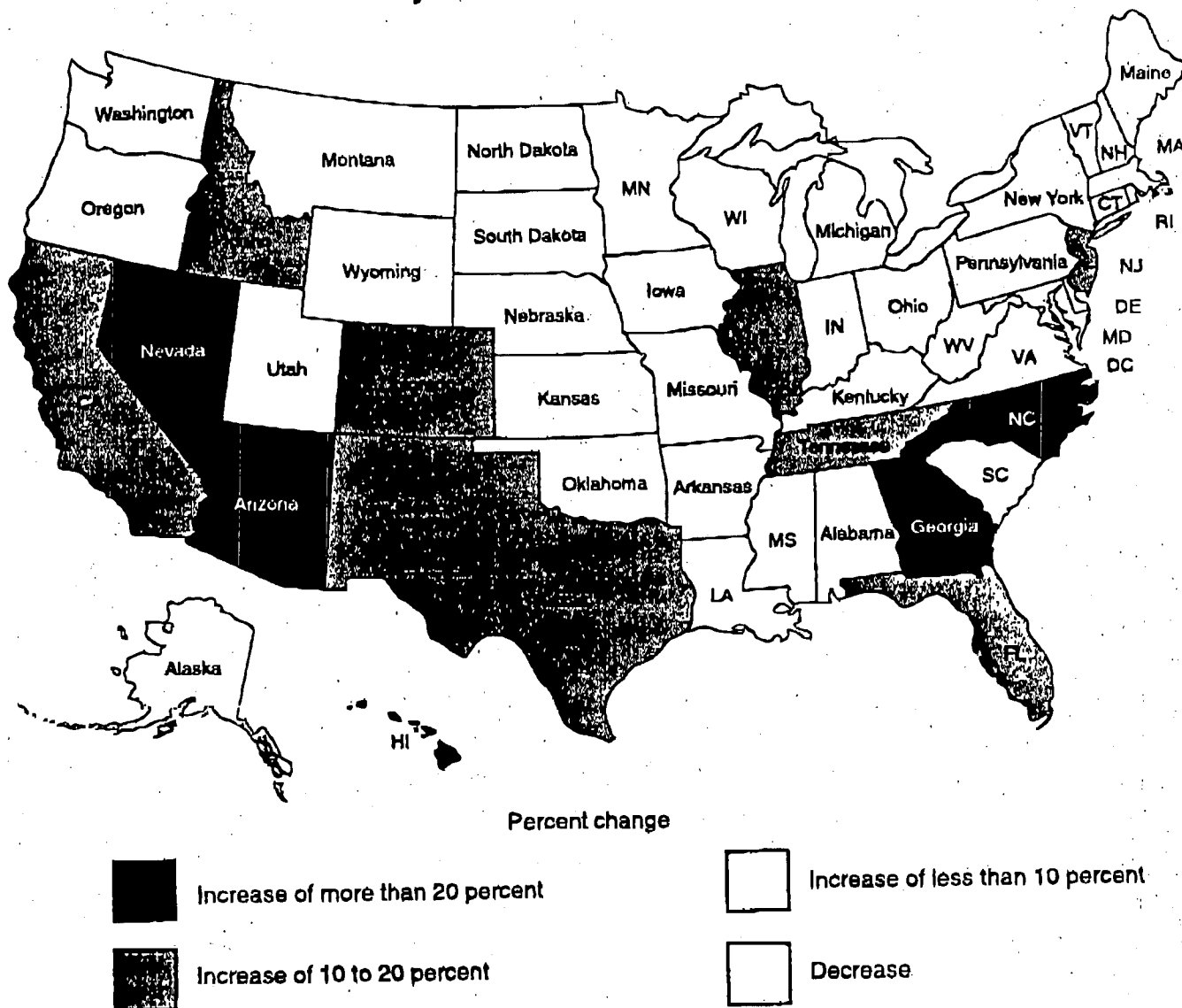
The total number of public and private high school teachers is expected to rise by 75,000 - a 6 percent increase; a total of 2.2 million public elementary and secondary school teachers will be needed over the period to accommodate the new students and replace those teachers who retire or leave the profession for other reasons;

Full-time college enrollment is projected to rise by 14 percent.

Beyond 2009.....

Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early seventies, the number of births is not projected to fall off, but to increase slowly for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate that the number of births will continue to rise thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

**Figure 5.--Percent change in public secondary enrollment in grades 9 to 12,
by state: Fall 1999 to fall 2009**



Source: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

Overall, public high school enrollment is projected to increase 9 percent over the next ten years. Nevada has the largest projected percent increase at 50 percent, from 89,000 students in 1999 to 133,000 students in 2009. Another western state, Arizona, has the second largest projected percent increase at 35 percent, from 243,000 students in 1998 to 329,000 students in 2009.

Other states outside the western region with large public secondary percent enrollment increases expected by 2009 include North Carolina with a 22 percent projected increase, Georgia with a projected increase of approximately 21 percent, and Illinois, with an expected 17 percent increase.

**Table 6.--Enrollment in grades 9 to 12 in public and private secondary schools,
by region and state: Fall 1989, 1999, 2004, and 2009**

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private.....	12,583	14,891	15,808	16,163	18.3	8.5	28.4
Private.....	1,193	1,348	1,431	1,464	13.0	8.6	22.7
Public, total.....	11,390	13,543	14,376	14,699	18.9	8.5	29.0
Public schools							
Northeast.....	2,124	2,399	2,575	2,509	13.0	4.6	18.1
Connecticut.....	123	152	168	158	23.0	4.3	28.3
Maine.....	62	61	59	52	-1.1	-13.7	-14.7
Massachusetts.....	235	268	300	284	13.7	6.2	20.7
New Hampshire.....	47	60	64	59	26.9	-1.6	24.9
New Jersey.....	310	337	366	372	8.5	10.4	19.8
New York.....	776	882	948	943	13.7	7.0	21.6
Pennsylvania.....	507	564	593	568	11.1	0.7	12.0
Rhode Island.....	37	43	45	42	15.9	-2.2	13.4
Vermont.....	26	33	33	30	30.4	-10.2	17.1
Midwest.....	2,852	3,262	3,379	3,345	14.4	2.5	17.3
Illinois.....	517	640	724	750	23.8	17.1	45.0
Indiana.....	283	292	303	315	3.0	8.1	11.4
Iowa.....	140	163	155	151	16.1	-7.4	7.5
Kansas.....	117	144	140	140	22.9	-2.9	19.3
Michigan.....	449	473	498	472	5.3	0.0	5.3
Minnesota.....	211	273	277	265	29.3	-2.9	25.6
Missouri.....	232	268	277	273	15.6	2.0	17.9
Nebraska.....	77	91	89	87	19.0	-4.3	13.9
North Dakota.....	33	39	36	34	19.3	-13.8	2.9
Ohio.....	525	547	549	536	4.1	-2.0	2.0
South Dakota.....	34	45	43	43	34.5	-5.5	27.0
Wisconsin.....	234	287	289	279	22.7	-2.9	19.2
South.....	3,988	4,691	4,959	5,171	17.6	10.2	29.7
Alabama.....	198	203	204	216	2.4	6.6	9.1
Arkansas.....	124	135	137	139	9.1	2.8	12.2
Delaware.....	27	34	35	36	27.1	4.2	32.5
District of Columbia.....	21	17	18	16	-17.1	-8.8	-24.4
Florida.....	486	667	740	748	37.0	12.3	53.8
Georgia.....	298	379	424	458	27.1	20.9	53.7
Kentucky.....	179	187	183	189	4.4	0.9	5.4
Louisiana.....	201	218	205	207	8.4	-5.3	2.6
Maryland.....	192	236	255	254	22.8	7.9	32.5
Mississippi.....	133	138	134	144	3.9	4.3	8.4
North Carolina.....	311	356	420	432	14.3	21.5	39.0
Oklahoma.....	158	183	177	171	15.9	-6.2	8.7
South Carolina.....	172	187	184	181	8.5	-3.3	5.0
Tennessee.....	230	256	274	292	11.3	14.3	27.2
Texas.....	885	1,093	1,152	1,262	23.5	15.4	42.5
Virginia.....	273	313	331	341	14.8	8.9	25.0
West Virginia.....	100	90	86	86	-10.2	-4.8	-14.5
West.....	2,427	3,191	3,464	3,674	31.5	15.1	51.4
Alaska.....	28	38	39	39	37.9	2.3	41.1
Arizona.....	156	243	294	320	55.7	35.1	110.4
California.....	1,302	1,664	1,829	1,926	27.8	15.7	47.9
Colorado.....	155	203	215	227	31.0	11.4	45.9
Hawaii.....	46	56	59	65	21.5	16.8	41.9
Idaho.....	58	78	78	90	33.3	16.1	54.8
Montana.....	41	52	49	49	24.4	-4.4	19.0
Nevada.....	49	89	117	133	79.3	50.4	169.6
New Mexico.....	93	110	112	123	18.3	11.9	32.4
Oregon.....	132	167	174	175	26.8	4.6	32.6
Utah.....	115	151	149	163	31.8	8.1	42.5
Washington.....	224	308	322	326	37.2	5.9	45.4
Wyoming.....	27	32	28	28	18.3	-12.0	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys;
Projections of Education Statistics to 2009.

Table 7.--Fifteen states with the largest enrollment increases in grades 9 to 12 in public schools: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 1999 to 2009
	1999	2009	
California.....	1,664	1,926	261
Texas.....	1,093	1,262	168
Illinois.....	640	750	110
Arizona.....	243	329	85
Florida.....	667	748	82
Georgia.....	379	458	79
North Carolina.....	356	432	77
New York.....	882	943	62
Nevada.....	89	133	45
Tennessee.....	256	292	37
New Jersey.....	337	372	35
Virginia.....	313	341	28
Indiana.....	292	315	24
Colorado.....	203	227	23
Maryland.....	236	254	19

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

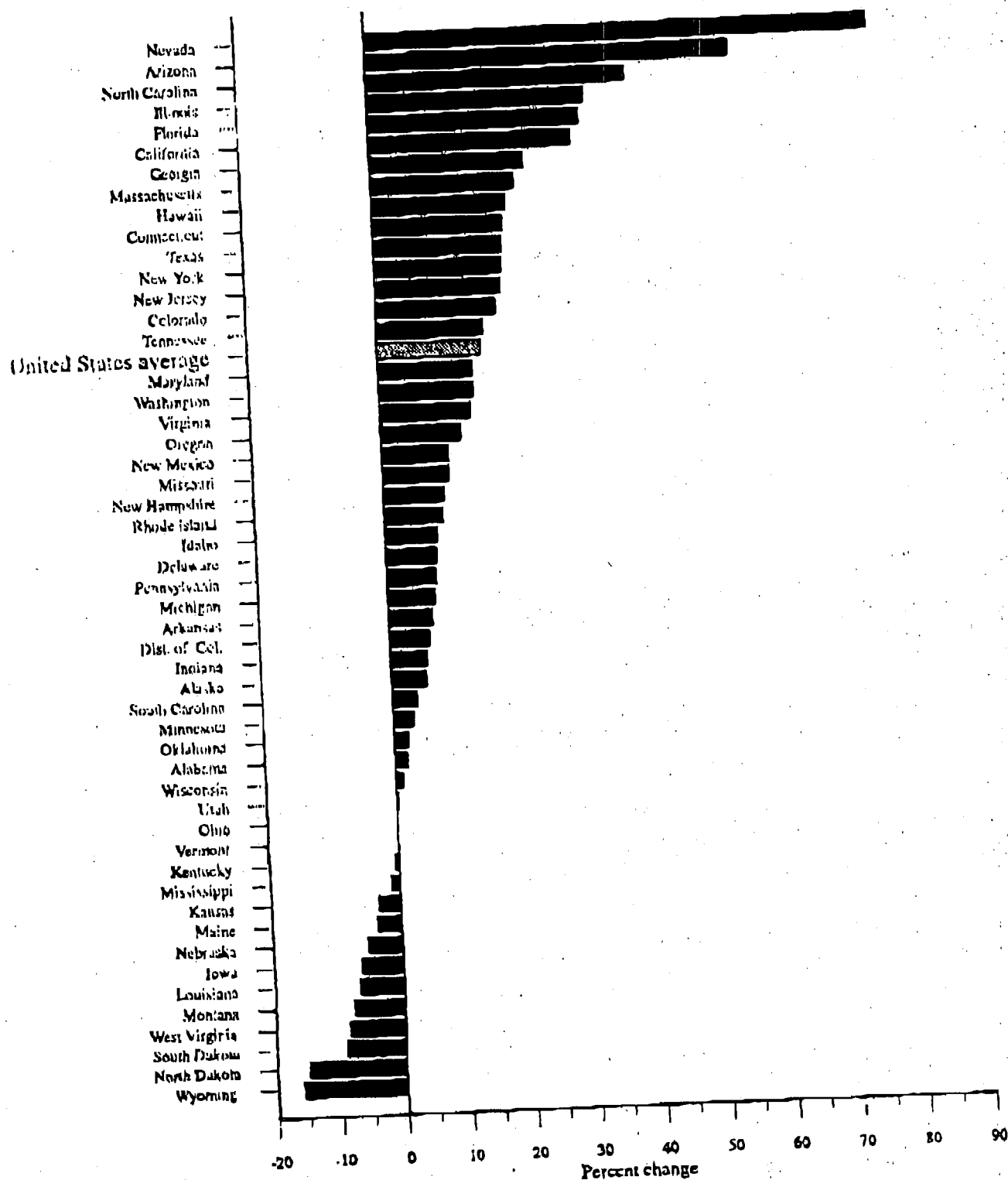
Table 8.--Fifteen states with the largest percent increases in enrollment in grades 9 to 12 in public schools: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Percent change, 1999 to 2009
	1999	2009	
Nevada.....	89	133	50.4
Arizona.....	243	329	35.1
North Carolina.....	356	432	21.5
Georgia.....	379	458	20.9
Illinois.....	640	750	17.1
Hawaii.....	56	65	16.8
Idaho.....	78	90	16.1
California.....	1,664	1,926	15.7
Texas.....	1,093	1,262	15.4
Tennessee.....	256	292	14.3
Florida.....	667	748	12.3
New Mexico.....	110	123	11.9
Colorado.....	203	227	11.4
New Jersey.....	337	372	10.4
Virginia.....	313	341	8.9

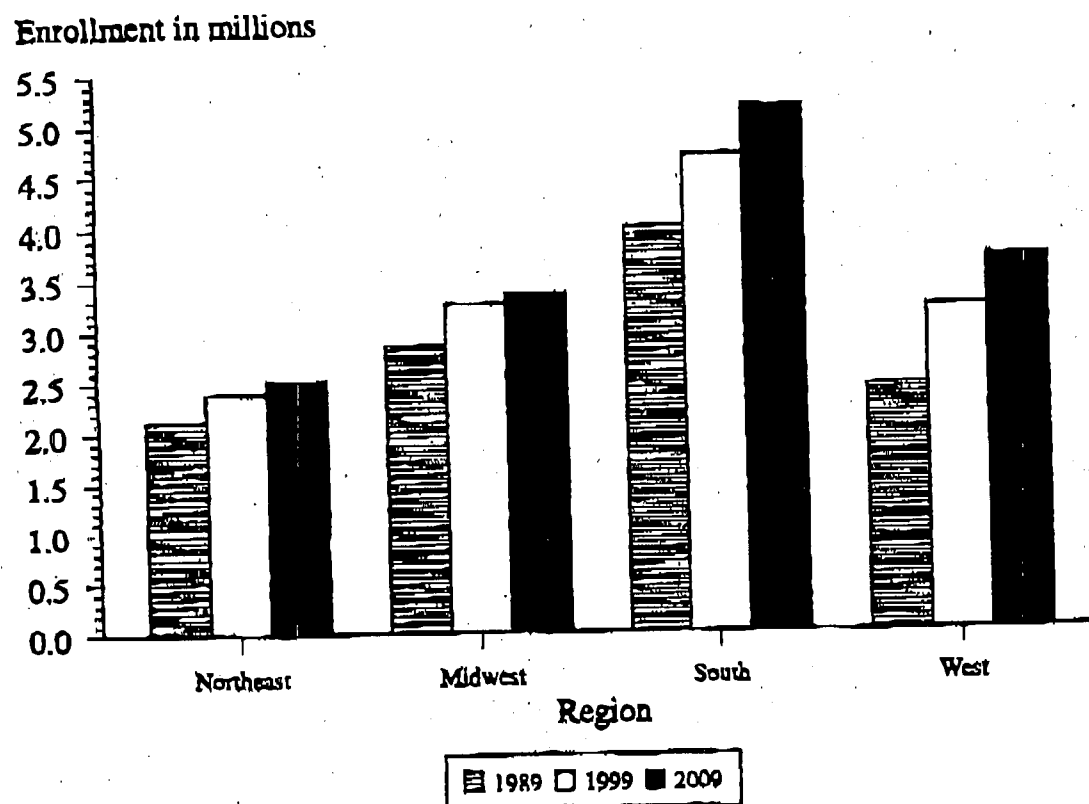
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 8.--Percent change in number of public high school graduates,
by state: 1998-99 to 2008-09**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2000*

**Figure 7A.-Enrollment in grades 9 to 12 in public schools, by region:
Fall 1989, 1999, and 2009**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

Table 9.--Graduates of public and private high schools, by region and state:
1988-89, 1998-99, 2003-04, and 2008-09

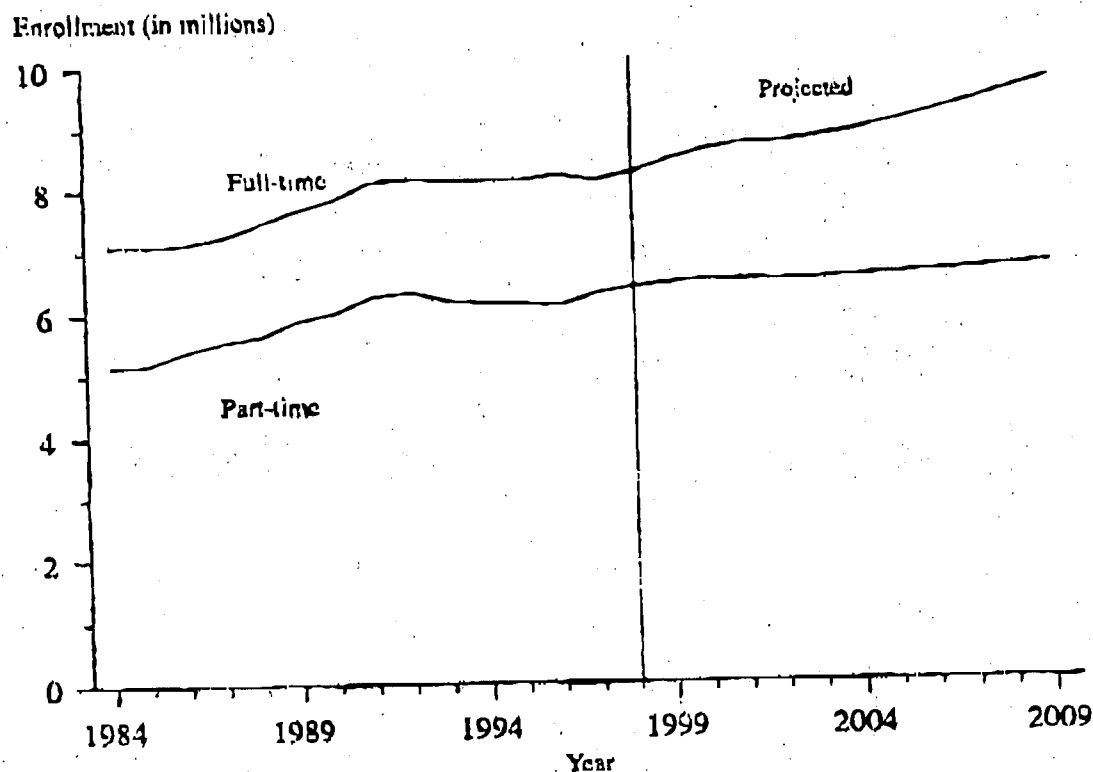
(Numbers in thousands)

Region and state	1988-89	Projected 1989-99	Projected 2003-04	Projected 2008-09	Percent change, 1988-89 to 1998-99	Percent change, 1998-99 to 2008-09	Percent change, 1988-89 to 2008-09
Public and private.....	2,727	2,798	2,982	3,248	2.6	16.1	19.1
Private.....	268	291	311	338	8.6	16.2	26.1
Public Schools							
Public, total.....	2,459	2,507	2,672	2,910	2.0	16.0	18.3
Northeast.....	478	443	480	511	-7.3	15.5	7.0
Connecticut.....	31	29	33	35	-6.4	20.1	12.4
Maine.....	14	12	13	11	-14.6	-3.7	-17.8
Massachusetts.....	57	52	59	63	-10.1	22.2	9.8
New Hampshire.....	11	12	13	13	2.5	9.4	12.1
New Jersey.....	76	71	76	85	-6.5	19.4	11.6
New York.....	155	139	149	166	-10.1	19.7	7.7
Pennsylvania.....	119	114	122	122	-4.4	7.6	2.9
Rhode Island.....	9	8	9	9	-4.8	9.0	3.7
Vermont.....	6	7	7	7	10.5	0.0	10.5
Midwest.....	663	660	691	714	-0.5	8.2	7.6
Illinois.....	117	126	149	169	8.4	33.5	44.7
Indiana.....	64	59	57	62	-7.7	5.7	-2.5
Iowa.....	34	35	34	33	2.2	-6.4	-4.4
Kansas.....	27	29	29	28	7.8	-3.4	4.2
Michigan.....	102	90	94	97	-11.3	7.3	-4.8
Minnesota.....	53	57	61	59	7.6	3.3	11.2
Missouri.....	52	52	55	57	0.4	10.2	10.6
Nebraska.....	19	20	20	19	8.6	-5.3	2.9
North Dakota.....	8	9	9	7	8.3	-14.9	-7.8
Ohio.....	125	114	113	114	-8.7	0.0	-8.6
South Dakota.....	8	10	10	9	17.1	-9.1	6.5
Wisconsin.....	55	58	62	59	6.3	1.2	7.6
South.....	837	841	890	977	0.5	16.2	16.7
Alabama.....	43	38	36	39	-12.8	2.0	-11.1
Arkansas.....	28	27	27	29	-3.3	6.8	3.3
Delaware.....	6	6	7	7	6.0	7.9	14.4
District of Columbia.....	4	3	2	3	-29.0	6.3	-24.5
Florida.....	91	103	120	137	13.7	32.7	50.9
Georgia.....	62	64	69	80	4.0	23.8	28.7
Kentucky.....	39	37	35	37	-4.0	-0.6	-4.6
Louisiana.....	37	38	37	35	1.4	-6.8	-5.4
Maryland.....	46	47	50	54	2.1	14.6	17.0
Mississippi.....	24	24	22	24	-1.1	-1.3	-2.3
North Carolina.....	70	62	73	87	-11.0	40.0	24.5
Oklahoma.....	37	36	36	37	-2.8	2.3	-0.6
South Carolina.....	37	32	33	34	-12.3	3.9	-9.0
Tennessee.....	49	46	48	54	-5.2	16.5	10.5
Texas.....	177	194	209	233	9.7	19.8	31.4
Virginia.....	65	63	67	72	-2.8	14.0	10.8
West Virginia.....	23	20	18	18	-12.9	-8.5	-20.3
West.....	481	563	611	708	17.0	25.7	47.1
Alaska.....	6	7	7	7	19.9	5.5	26.4
Arizona.....	32	38	47	59	18.6	55.9	85.0
California.....	245	291	315	382	18.9	31.3	56.0
Colorado.....	36	38	42	45	6.6	18.5	26.3
Hawaii.....	10	10	11	12	-2.2	20.8	18.1
Idaho.....	13	16	15	17	25.9	8.1	36.1
Montana.....	10	11	11	10	5.9	-7.8	-2.4
Nevada.....	9	13	17	23	38.6	77.1	145.6
New Mexico.....	15	17	17	18	8.3	10.3	19.4
Oregon.....	27	29	31	33	8.4	12.3	21.7
Utah.....	23	30	28	30	30.0	0.3	30.4
Washington.....	49	57	61	65	16.7	14.6	33.8
Wyoming.....	6	6	6	5	6.3	-15.0	-10.7

NOTE.—Percents computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys;
Projections of Education Statistics to 2009.

**Figure 11.--Enrollment in public and private 2-year and 4-year colleges,
by attendance status: Fall 1984 to fall 2009**



Total college enrollment is expected to reach a record 14.9 million students in 1999. From 1989 to 1999, full-time and part-time enrollment increased at fairly similar rates, 10 and 9 percent, respectively. That situation is projected to change as large numbers of high school graduates enter college during the late 1990s and early 2000s. Between 1999 and 2009, full-time enrollment is projected to increase by close to 14 percent, while part-time enrollment is projected to increase by 4 percent.

SOURCE: U. S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

1-10-21

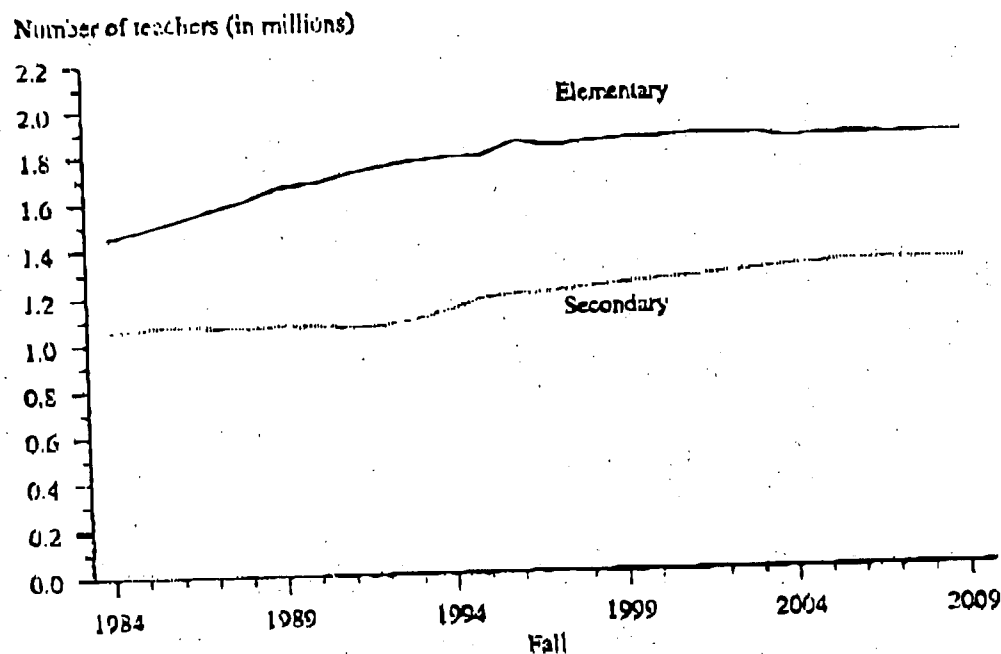
Table 10.--Total enrollment in public and private 2-year and 4-year colleges, by sex, attendance status, and control of institution: Fall 1979 to fall 2009

(Numbers in thousands)

Year	Total enrollment	Sex		Attendance status		Control		First-time freshmen
		Males	Females	Full-time	Part-time	Public	Private	
1979	11,570	5,683	5,887	6,794	4,776	9,037	2,533	2,503
1980	12,097	5,874	6,223	7,098	4,999	9,457	2,640	2,588
1981	12,372	5,975	6,397	7,181	5,190	9,647	2,725	2,595
1982	12,426	6,031	6,394	7,221	5,205	9,696	2,730	2,505
1983	12,465	6,024	6,441	7,261	5,204	9,683	2,782	2,444
1984	12,242	5,864	6,378	7,098	5,144	9,477	2,765	2,357
1985	12,247	5,818	6,429	7,075	5,172	9,479	2,768	2,292
1986	12,504	5,885	6,619	7,120	5,384	9,714	2,790	2,219
1987	12,767	5,932	6,835	7,231	5,536	9,973	2,793	2,246
1988	13,055	6,002	7,053	7,437	5,619	10,161	2,894	2,379
1989	13,539	6,190	7,349	7,661	5,878	10,578	2,961	2,341
1990	13,819	6,284	7,535	7,821	5,998	10,845	2,974	2,257
1991	14,359	6,502	7,857	8,115	6,244	11,310	3,049	2,278
1992	14,487	6,524	7,963	8,162	6,325	11,385	3,103	2,184
1993	14,305	6,427	7,877	8,128	6,177	11,189	3,116	2,161
1994	14,279	6,372	7,907	8,138	6,141	11,134	3,145	2,133
1995	14,262	6,343	7,919	8,129	6,133	11,092	3,169	2,169
1996	14,300	6,344	7,956	8,213	6,087	11,090	3,210	2,193
Projected								
1997	14,390	6,313	8,077	8,114	6,276	11,214	3,175	2,278
1998	14,608	6,297	8,311	8,242	6,366	11,390	3,218	2,349
1999	14,831	6,370	8,511	8,449	6,432	11,602	3,279	2,408
2000	15,072	6,432	8,639	8,600	6,471	11,750	3,322	2,481
2001	15,158	6,471	8,688	8,690	6,469	11,816	3,342	2,492
2002	15,168	6,486	8,682	8,702	6,466	11,823	3,345	2,505
2003	15,262	6,525	8,736	8,787	6,475	11,894	3,368	2,568
2004	15,400	6,577	8,823	8,895	6,505	12,000	3,400	2,567
2005	15,556	6,628	8,928	9,019	6,537	12,119	3,437	2,577
2006	15,739	6,691	9,048	9,169	6,570	12,258	3,481	2,629
2007	15,929	6,763	9,166	9,325	6,604	12,403	3,526	2,693
2008	16,144	6,852	9,291	9,503	6,640	12,568	3,576	2,750
2009	16,336	6,937	9,399	9,666	6,670	12,715	3,621	2,795

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*; *Digest of Education Statistics, 1997*; and special tabulations.

Figure 9.--Classroom teachers in public and private elementary and secondary schools: Fall 1984 to fall 2009

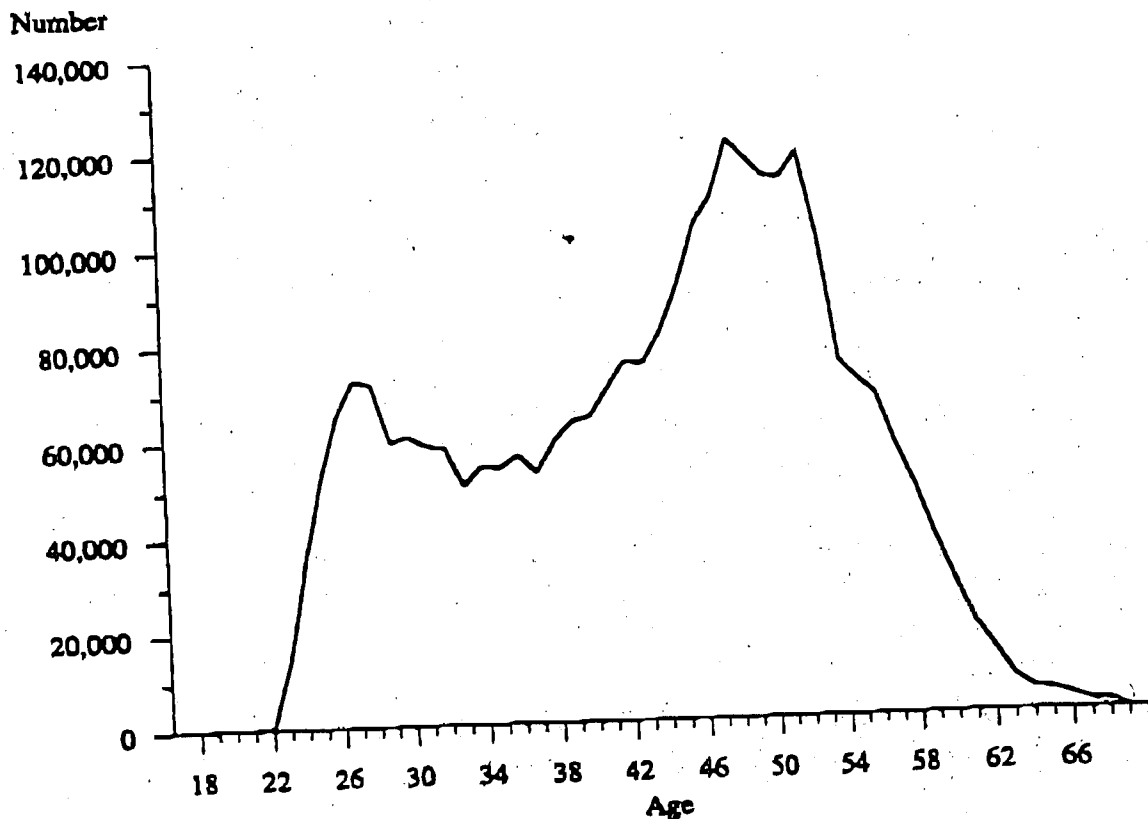


The number of secondary school teachers is projected to increase at a greater rate than the number of elementary school teachers. Assuming a relatively stable pupil/teacher ratio between 1999 and 2009, the number of elementary teachers is expected to hold steady at about 1.9 million. The number of secondary teachers is projected to increase 6 percent, rising from 1.2 million to 1.3 million teachers.

Filling teaching positions with qualified teachers, particularly in specific subjects, is an important issue for many schools. Most public school teachers (92 percent of departmentalized and 95 percent of general elementary teachers) were full certified in their main teaching assignment in 1998. However, emergency and temporary certification was higher among teachers with 3 or fewer years of experience. About 12 percent of general elementary teachers with 3 or fewer years of experience had emergency or temporary certification. The results were similar for departmentalized teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998 and Projections of Education Statistics to 2009*; and *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*.

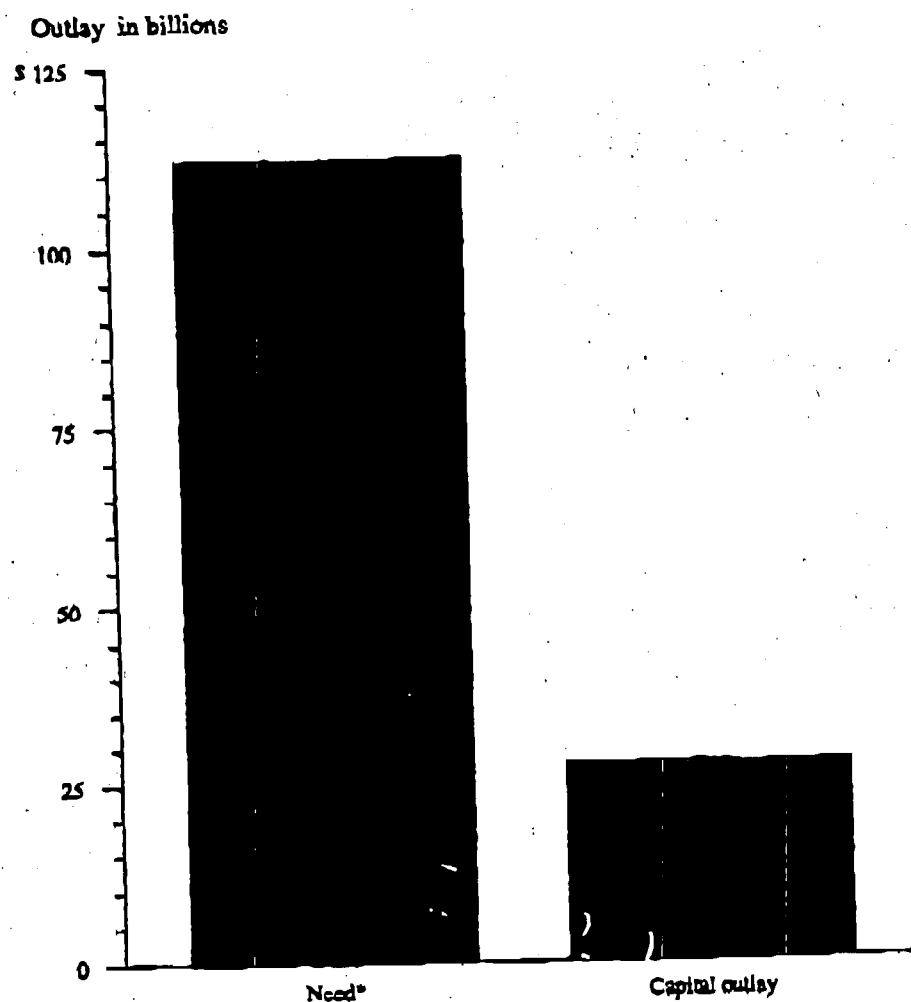
Figure 10.--Estimated age distribution of full-time-equivalent public school teachers: 1998-99



The influx of the baby boom echo students into classrooms creates a need for more teachers as these students move from elementary school through high school. However, the highest concentration of teachers in the 1998-99 school year is in the mid-40s to early 50s age range, many of whom were originally hired during the earlier rise in enrollment during the late 1960s and early 1970s. This means that a large number of teachers will be nearing the end of their teaching career within the next five to ten years. An estimated 2.2 million public school teachers will need to be hired over the next ten years to both meet enrollment increases and replace those teachers who retire or leave the profession for other reasons.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," *Projections of Education Statistics to 2008, Digest of Education Statistics*, "Common Core of Data," and unpublished data.

Figure R.--Comparison of need for school construction and modernization and capital outlay for schools: 1995-96



*Need as reported in General Accounting Office report, *School Facilities: Condition of America's Schools*.

SOURCE: General Accounting Office, *School Facilities: Condition of America's Schools*, and *Digest of Education Statistics*, 1998.

General Projection Methodology

Total enrollment is projected using expected grade retention rates and college enrollment rates drawn from institutional data from the National Center for Education Statistics (NCES); demographic data and population projections from the Bureau of the Census; and historical and projected economic data from DRI/McGraw-Hill Economic Forecasting Service. Grade retention rate (cohort survival), exponential smoothing, and multiple linear regression are the major projection techniques used to forecast these rates.

For school enrollment, the grade retention rates were projected using exponential smoothing. State-level public school enrollment projections were based on the grade retention rate and the enrollment rate methods, yielding a composite projection that takes into account shifts in state migration patterns. Individual state governments produce projections based on additional or alternative factors which may lead to more accurate projections for their own state. The NCES state projections program is designed to use a consistent model for all states that enables state to state comparisons.

For college enrollment, the age-specific enrollment rates were projected using econometric models by taking into account the effects of demographic changes and economic conditions. For graduates of public high schools by state, projections were developed on the basis of grade 12 enrollment.

Demographic assumptions used by NCES are consistent with Bureau of the Census middle series of population projections which assumes a fertility rate of 2.10 births per woman by the year 2009, a net immigration of 820,000 per year, and a further reduction in the mortality rate. Economic assumptions for disposable income and unemployment rates are consistent with DRI/McGraw-Hill's trend forecast scenario.

For more information on the methodological details on the assumptions and methods used to develop these projections, and details on data sources, see *Projections of Education Statistics to 2009*, pages 125 through 128.



Sean P. O'Shea

08/18/99 09:31:48 AM



Record Type: Record

To: Jeffrey A. Shesol/WHO/EOP@EOP, Loretta M. Ucelli/WHO/EOP@EOP, Thomas D. Janenda/WHO/EOP@EOP, Karin Kullman/OPD/EOP@EOP

cc:

Subject: URGENT -- Info re: interesting new education poll

I dont know if this is any help to folks here, but DOEd sent this over:

----- Forwarded by Sean P. O'Shea/WHO/EOP on 08/18/99 09:31 AM -----



"Thornton, Leslie" <Leslie_Thornton@ed.gov>

08/18/99 09:30:17 AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc: "Tucker, Ben" <Ben_Tucker@ed.gov>

Subject: URGENT -- Info re: interesting new education poll

WIRE:Aug. 17, 7:58 p.m. ET

POLL-Americans strongly support education spending

Reuters

CHICAGO (Reuters) - Americans believe spending on education should be the highest priority for U.S. government dollars, a survey released Tuesday found.

In the survey conducted by the National Opinion Research Center at the University of Chicago, 2,832 Americans were questioned about what they viewed as the top priorities for government funding. Seventy-three percent said they favored more spending for education, compared to 7 percent who wanted a cut in such spending.

Following education, the top priorities identified by respondents, in order, were: spending on health, the environment, reducing crime and preventing drug use, the survey found. The next priorities were: aid to big cities, aid to blacks, spending on defense, space and welfare. Foreign aid ranked last by a wide margin, the survey said.

Support for education spending was common among parents and non-parents alike, the survey found. It was favored most by parents of school-age children, those under 50, residents of large cities, African-Americans, college graduates and women, the survey found.

The survey has tracked public opinion annually for 26 years. The one released Tuesday was based on questioning conducted last year.

The researchers said education has topped the list of priorities for government spending two previous years, in 1990 and 1996.

Tom Smith, the survey's director, said support for education in the latest survey was strong due to concerns about perceived shortcomings in U.S. schools and the need for educated workers in the information explosion.

He also cited the ability of supporters of education to win bipartisan approval for their initiatives. Both major political parties, he said, agree on the importance of education.

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Message Sent To:

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Maria Echaveste/WHO/EOP
Thurgood Marshall Jr/WHO/EOP
Sean P. O'Shea/WHO/EOP
Nancy V. Hernreich/WHO/EOP

Sullivan, Kevin

From: Monosoff, Tamara
Sent: Tuesday, August 17, 1999 5:42 PM
To: Sullivan, Kevin
Cc: Green, Julie
Subject: RE: new panelist confirmed for press conference

Iris T. Metts, Ed.D

Appointed as Superintendent of Prince George's County Public Schools on July 1, 1999. Prior to this post, Dr. Metts was the Secretary of Education for the State of Delaware from 1997-1999. As the Secretary of Education for Delaware, Dr. Metts led Delaware's comprehensive education reform effort, recognized as one of the best standards, assessment and accountability programs in the nation. Dr. Metts has more than 30 years of professional experience in education.

Daniel A. Domenech, Ph.D.

Appointed as the Superintendent of Fairfax County Public Schools in January 1998. Dr. Domenech administers the 12th largest school system in the U.S. with 152,000 students, 234 schools and centers, 27,000 employees, and an operating budget of \$1.2 billion dollars. Mr. Domenech is recognized as one of the top 100 educators in North America to successfully implement educational reform agendas in the districts served. Prior to his current post, Mr. Domenech was the President of the Northeast Region Voyager Expanded Learning Program. He has an extensive background of educational experience with over 30 years as a public school educator.

Wendell Greer is the principal of the Manual Arts High School in Los Angeles, California since 1994. Manual Arts High School is a year round school located in Los Angeles' inner city and supports a largely Latino, African-American and Belizean student body. It is comprised of 4,000 students in grades 9-12 and 170 faculty members. This high school is part of the Sonoma State University and California State Department of Education network. The network provides technical assistance to high schools aspiring to become a U.S. Department of Education New American High School.

-----Original Message-----

From: Sullivan, Kevin
Sent: Tuesday, August 17, 1999 3:42 PM
To: Monosoff, Tamara
Subject: RE: new panelist confirmed for press conference

at the wh. wait until I head back from the wh. Kevin

-----Original Message-----

From: Monosoff, Tamara
Sent: Tuesday, August 17, 1999 3:41 PM
To: Sullivan, Kevin
Subject: RE: new panelist confirmed for press conference

Can I tell the panelists this? Will it still be held at the DOE or the WH?

-----Original Message-----

From: Sullivan, Kevin
Sent: Tuesday, August 17, 1999 3:40 PM
To: Monosoff, Tamara
Subject: RE: new panelist confirmed for press conference

This has just become a White Event with the President.
Can you write three sentences about each of the

Joshua S. Gottheimer
08/16/99 04:20:45 PM

Record Type: Record

To: Jeffrey A. Shesol/WHO/EOP@EOP

cc:

Subject: ed event

Baby Boom/ Echo Report -- release on Wednesday. we're waiting for this year's copy. we've done it every yr/ last 3 years. see -- <http://www.ed.gov/pubs/bbecho98/>

report: record enrollment students in schools (we have since '96); baby boom "echo". the report usually highlights few communities.

our message: class size, school construction, over-crowding. budget priorities need to focus on education. tax bill includes school construction; 100K high-quality teachers; class size.

DPC Contact: Andy Rotheimer (new, started today)/ Bethany Little (main contact)



Bethany Little

08/17/99 06:30:35 PM

Record Type: Record

To: Jeffrey A. Shesol/WHO/EOP@EOP
cc: Andy Rotherham/OPD/EOP@EOP
Subject: per your conversation w/ Leslie

These are the most recent numbers we from OMB.

----- Forwarded by Bethany Little/OPD/EOP on 08/17/99 06:29 PM -----



David Rowe

08/13/99 03:31:51 PM

Record Type: Record

To: Bethany Little/OPD/EOP@EOP
cc: Leslie S. Mustain/OMB/EOP@EOP
Subject: per your conversation w/ Leslie

*Don't use \$ figs
use #s of people*

Here are the bullets for a 52% cut. I was wrong on America Reads in my voice mail... it's 520,000 fewer students, which leaves 480,000.

- The **Pell Grant** maximum award, which would reach about \$3,850 in FY 2009, would be slashed to \$2,175, the lowest level since 1987, denying low and middle income students financial aid to help make college more affordable.
- **Safe and Drug Free Schools and Communities** funding would be reduced by nearly \$334 million from the FY 2009 baseline funding level of \$696 million, reducing funds for drug and violence prevention that benefits children in 97 percent of the nation's schools. It could also eliminate funding for emergency resources and assistance, including crisis counseling and increased security, in schools experiencing violent events, such as the recent tragic shootings in Littleton, Colorado and Conyers, Georgia.
- **Special Education** would be cut by \$3.4 billion from the \$6.6 billion FY 2009 level, severely limiting the Federal contribution to programs that help special education children of all ages receive a free appropriate public education and aspire to the same challenging academic standards as their nondisabled peers.
- **Work Study**, which would otherwise help approximately 930,000 low and middle income students work their way through college (some of whom would serve as reading and math tutors for disadvantaged children), would provide awards to nearly 495,000 fewer students.
- **GEAR UP**, which would promote partnerships between schools and institutions of higher education to

provide approximately 170,000 low-income middle and high school students with academic and support services to help them prepare for and enter college, would serve more than 81,000 fewer students. In comparison, the FY 2000 President's Budget proposes to provide college preparation services to about 380,000 disadvantaged youth.

- **TRIO**, which would provide outreach, counseling, and educational support to nearly 725,000 disadvantaged students to help them prepare for and complete college, would be able to provide services to about 395,000 fewer students.
- **21st Century Community Learning Centers**, which would provide after school and summer school programs to about 400,000 students in a safe and enriching academic environment, would serve about 125,000 fewer students. Alternatively, the FY 2000 President's Budget proposes to fund after school and summer school programs for about 1.5 million children.
- **Title I, Education for the Disadvantaged (Grants to LEAs)** would be forced to cut about 5.9 million children (from a total of about 12 million children) in high poverty communities from key educational services necessary to improve their future prospects. This would cut the number of children Title I serves to pre-1992 levels.
- The **Reading Excellence** program, which would otherwise help about one million children learn to read well and independently and by the 3rd grade, would serve about 520,000 fewer students.
- The **Class Size Initiative**, where the President committed to fund 100,000 new, qualified within seven years, and nearly 31,000 teachers in FY 1999, would be able to support about 16,000 fewer teachers.

KEVIN
GULLIVAN
401-0831

THE WHITE HOUSE
WASHINGTON

DAVID
FRANK

ANNE
O'LEARY

4th year

4th yr. broken nat'l enroll. record for K-12
2nd yr. for colleges

News hook:

- 1) college record got little play
- 2) pattern changing — more + more in
Hs + college
- kids of baby boomers getting older

→ Hs cost twice as much to build
as elem. schs — need more sci +
math teachers

→ ↑ pressure / competition to get
into college
(they're effectively full)

Overall msg:

- long-term prob. can't be solved w/
short-term fix
- cont. to 2006
(1985-2006)
- sch. construction
- prep for college

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WASHINGTON

teachers: well-trained/quality
- need to recruit good people + keep them in the profession

Charts:
changing pattern of enrollment
H's enrollment ↑ overall ~~in~~ regions

3 people: - H's principal from overcrowded
state in LA; Chicago
- superintendent PB country
(one of fastest growing
SD in country)
+ superintendent Fairfax