

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Robert M. Shireman (CN=Robert M. Shireman/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:24-SEP-1998 10:05:30.00

SUBJECT: For 7:45

TO: Brian A. Barreto (CN=Brian A. Barreto/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

CC: Jake Siewert (CN=Jake Siewert/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

TEXT:

HEA Reauthorization. The education groups are withholding support over some items in the conference report (see Chronicle story). Most are betting they can get last-minute improvements, but some would be content to kill the bill.

Thursday, September 24, 1998

Lawmakers Unveil Compromise Higher-Education
Bill, but College Groups Are Not Impressed

By STEPHEN BURD

WASHINGTON

Negotiators from the Senate and House of
Representatives on
Wednesday unveiled their compromise legislation to
extend the
Higher Education Act -- and found surprisingly
little support for
their work among college lobbyists and advocates for
students.

For months, higher-education associations and
student groups
have generally applauded the legislation's major
provisions, which
would increase spending on Pell Grants and slash the
cost of loans
to students. But college lobbyists who got their
first look
Wednesday at the final version crafted by members of
a
House-Senate conference committee objected to several
provisions that they said would hurt needy students.

They were particularly upset by the lawmakers'

decision last week
to cut for only a few months the interest rate for
borrowers who
wish to refinance their student loans. (See previous
story.) They
also objected to plans by the lawmakers to pay for
some of the
costs of the bill by making it harder for
student-loan borrowers to
discharge their debts through bankruptcy. (See previ
ous story.)

The leading higher-education associations planned to
hold an
emergency meeting today to decide whether to support
the final
version of the bill. On Wednesday, representatives
of the
American Association of State Colleges and
Universities, the
United States Student Association, and the U.S.
Public Interest
Research Group said their support was fading.

"We are not enthusiastic about what we've seen so
far," said
Barmak Nassirian, a policy analyst at the
state-college association.

Republican lawmakers and Congressional aides were
surprised to
learn that the legislation's popularity among the
college groups had
nosedived. As they explained the bill's contents
Wednesday, they
expressed confidence that the legislation would be
easily approved
by the House late this week and the Senate early
next week and
signed by President Clinton before Congress adjourns
in early
October.

The compromise measure would:

Authorize an increase in the maximum Pell Grant
to \$4,500
for the 1999-2000 academic year, followed by a
\$300
increase in each of the next three years and a
\$400 increase
in 2003-4. The maximum Pell Grant for 1998-99 is
\$3,000.

students
and increase to
works
family's need.

Increase to \$5,000 the amount that independent
can earn and still qualify for a Pell Grant,
\$2,200 the amount that a dependent student who
can exclude from the assessment of his or her

borrowers pay on

Drastically lower the interest rate that
their student loans.

student's final
a school

Forgive student-loan debt incurred during a
two undergraduate years if he or she teaches in
with many needy pupils.

"enlist" colleges
low-income families
to college.

Create a \$200-million program that would
in an effort to give schoolchildren from
the support and motivation they need to go on

Background stories from The Chronicle:

"Congress Nears Deal on Interest Rates on
Refinanced Student Loans," 9/18/98
"On Higher-Education Bill, Democrats Push
Provision to Ease Work Rules for Welfare
Recipients," 9/16/98
"White House Tells Congress to Meet 2
Conditions in Renewing Higher Education
Act," 9/11/98
"Colleges Say Reauthorization Bills Would
Increase Regulatory Burdens," 9/4/98
"It's Crunch Time for College Lobbyists
Seeking to Shape 1998 Higher Education
Act," 7/24/98
"Debate Flares Over How Bankruptcy Law
Should Apply to Student Borrowers," 5/22/98

Related stories and documents:

the
Act

Stories analyzing the reauthorization of
Higher Education Act
Documents and past Chronicle stories on the
reauthorization of the Higher Education

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Peter A. Weissman (CN=Peter A. Weissman/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 1-OCT-1998 09:01:54.00

SUBJECT: HEA: AASCU congratulates Congress for passing H.R. 6 (ADVISORY)

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

READ:UNKNOWN

TEXT:

----- Forwarded by Peter A. Weissman/OPD/EOP on 10/01/98
09:01 AM -----

elmendorfe @ aascu.org

09/29/98 05:19:00 PM

Record Type: Record

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

cc:

Subject: HEA: AASCU congratulates Congress for passing H.R. 6 (ADVISORY)

From: Ed Elmendorf

Distribution: All AASCU Presidents and Chancellors

ADVISORY

Sept. 29 -- AASCU, on behalf of the undersigned student organizations, wrote to congressional leaders to congratulate them for the unanimous passage of the conference report on H.R. 6, the bill reauthorizing the Higher Education Act of 1965.

I wanted you to have an electronic copy of the letter we sent to Chairman McKeon expressing our appreciation for his leadership in the passage of the Higher Education Amendments of 1998. AASCU used its letter to identify important provisions of the bill that serve students as well as features of the bill that concern us. We asked that congress revisit and re-examine possible options to provide additional benefits and improvement for our nation's students.

September 29, 1998

The Honorable Howard "Buck" McKeon
Chairman

Postsecondary Education, Training
and Lifelong Learning Subcommittee
U.S. House of Representatives
Washington, D.C. 20515

Dear Mr. Chairman:

I write on behalf of the undersigned organizations to congratulate you for the unanimous passage of the conference report on H.R. 6, the bill reauthorizing the Higher Education Act of 1965. We would like to take this opportunity to express our appreciation of your leadership in managing the most open and inclusive reauthorization process in memory, during which you actively solicited not only bipartisan support, but also participation from all segments of the higher education community, particularly the students.

The final reauthorization bill includes a number of important provisions that represent enormous gains for improved access to higher education:

ú The new interest rate formula on student loans will dramatically reduce the cost of borrowing for students. The historic reduction in loan rates will save borrowers billions of dollars in interest payments for loans made over the next five years.

ú The creation of a Performance-based Organization within the Department of Education to administer the operation of federal student aid programs will result in a major overhaul of student aid delivery and management. If correctly implemented by the Department, this will vastly improve customer service for millions of students and families.

ú The bill's improvements in need-analysis-the means test for student aid programs-will correct the 1992 reauthorization's unfair treatment of certain non-traditional and lower-income students. H.R. 6's improved need analysis will provide additional help for needier Americans for whom federal student aid is most likely to make the difference in access to higher education.

ú The bill's preservation of, and improvements to, federal support for graduate and international programs will ensure America's leadership and competitiveness for the next century.

We thank you for these and many other significant provisions contained in the final bill.

Inevitably, there are features of the bill that are of concern to us, and which we hope Congress will revisit soon. Specifically, we are alarmed by the inclusion of provisions that could undermine program integrity, especially in the trade-school sector where fraud, waste and abuse have been most prevalent. The further tightening of non-dischargeability of student loans in bankruptcy is another provision we would urge Congress to reconsider, as is the four-month window for the current low-rate consolidation loans made through the direct loan program. We also respectfully ask for your continued leadership in re-examining possible options to provide additional benefits and improvements for our nation's students in the near future.

We once again thank you for your fair-minded and participatory approach

to crafting this complex legislation, and look forward to working with you in your continued efforts on behalf of our nation's students.

Sincerely,

James B. Appleberry
President

On behalf of:

American Association of State Colleges and Universities
National Association of Graduate Professional Students
PIRG's Higher Education Project
United States Student Association

End Legislative Bulletin

Legislative Bulletins are a member service of American Association of State Colleges and Universities (AASCU). Additional information on this and other public higher education policy issues are available on AASCU On Line

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Legislative Bulletins: <http://www.aascu.org/news/bulletins>
Contact AASCU staff: <http://www.aascu.org/staff/government-relations>
Federal Watch: <http://www.aascu.org/federal>

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Message Sent

To: _____

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Gene B. Sperling
Kathryn B. Stack
Stephanie S. Streett
Michael Waldman
Barry White

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

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

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
id <01J2DXGY9NGW00DBUK@PMDF.EOP.GOV>; Tue, 29 Sep 1998 17:20:49 EDT

Received: from Storm.EOP.GOV by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
with ESMTP id <01J2DXGVX99S00CH9O@PMDF.EOP.GOV>; Tue,
29 Sep 1998 17:20:46 -0400 (EDT)

Received: from ra.aascu.nche.edu ([208.210.210.15])
by STORM.EOP.GOV (PMDF V5.1-12 #29131)
with ESMTP id <01J2DXG526AA0015NF@STORM.EOP.GOV>; Tue,
29 Sep 1998 17:20:11 -0400 (EDT)

Received: by RA with Internet Mail Service (5.5.1960.3) id <S201LQZ0>; Tue,
29 Sep 1998 17:20:08 -0400

X-Mailer: Internet Mail Service (5.5.1960.3)

===== END ATTACHMENT 1 =====

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Constance J. Bowers (CN=Constance J. Bowers/OU=OMB/O=EOP [OMB])

CREATION DATE/TIME: 1-OCT-1998 17:24:01.00

SUBJECT: Insert for HR 6 signing statement

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

CC: Kathryn B. Stack (CN=Kathryn B. Stack/OU=OMB/O=EOP@EOP [OMB])

READ:UNKNOWN

TEXT:

This attempts to capture Broderick's suggestion. Please give me your reaction ASAP. Thanks.

----- Forwarded by Constance J. Bowers/OMB/EOP on
10/01/98 05:23 PM -----

Constance J. Bowers

10/01/98 05:21:10 PM

Record Type: Record

To: lori_templeman@ed.gov @ inet

cc:

Subject:

I am also pleased that H.R. 6 reauthorizes and improves upon many programs in the current Higher Education Act. In particular, I would like to commend Congressman Hinojosa for his work to include in the bill increased funding levels and other features to promote equal educational opportunity for students attending Hispanic-serving institutions. I am also pleased that H.R. 6 reauthorizes the Education of the Deaf Act, which supports Gallaudet University and the National Technical Institute for the Deaf, and it strengthens programs to support tribal and historically black colleges and universities.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jonathan H. Schnur (CN=Jonathan H. Schnur/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 6-OCT-1998 16:09:35.00

SUBJECT: latest version of tomorrow's POTUS speech

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

READ:UNKNOWN

TO: Jodi R. Sakol (CN=Jodi R. Sakol/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

TO: Lawrence J. Haas (CN=Lawrence J. Haas/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

TEXT:

A couple of nice mentions of the VP. See if you think we need to push for more. (Also, the press paper gives the VP credit a couple of places and has a couple of VP quotes re" lower interest rates and the performance-based organization.)

WILLIAM J. CLINTON

REMARKS ON SIGNING THE

HIGHER EDUCATION REAUTHORIZATION ACT

October 8, 1998

In a few moments, I will put my name to a historic measure that will open the doors of college to millions of Americans in the 21st Century. It is a noteworthy piece of legislation, not just for what it will achieve, but for how it was achieved. It was achieved because members of Congress managed put aside partisanship and act on a matter crucial to the future of our nation. With this bill, Congress has set for itself a worthy standard of bipartisanship--a standard Congress should live by.

Think of the challenges we have overcome when we reached across party lines. High unemployment, stagnant wages, crushing deficits, rising crime--in the last six years, we have triumphed over all of these, and more, by working together, Republicans and Democrats, Congress and the president. Today our nation enjoys rising wages and the lowest unemployment rate in 28 years...the lowest crime rate in 25 years...the smallest percentage of people on welfare in 29 years...the lowest African American poverty rate since statistics have been kept; the lowest inflation in 32 years...and budget surpluses as far as the eye can see.

We are truly living in an American renaissance. But if we are to keep that renaissance alive, we must continue to act together--and that is what we are doing here today. The men and women with me today have chosen

progress over partisanship, and I want to commend them, especially Senators Kennedy and Jeffords, Congressmen Clay and Goodling [add Dale Kildee here?].

Nothing we can do will more directly enhance our national economic competitiveness than widening the circle of educational opportunity. Nothing we can offer our fellow citizens will more swiftly improve their economic fortunes than the opportunity to attend college earning a college degree. And nothing we can do will more assuredly strengthen our families and our communities. By signing this bill into law, we are investing in the future of America as surely as a parent who pays for his child's college education is investing in the future of that child.

College education was once a luxury for the well-to-do. Today, access to college is an economic necessity for the middle class, the working class, and the poor. That is why I have worked hard for six years to make college affordable for every American, regardless of his or her income. With bipartisan support, we have created \$1500 HOPE Scholarships; more Pell grant scholarships to students in need; education IRAs; education grants for serving in Americorps; student loans payable as a percentage of future income; and the interest on student loans that is tax-deductible.

With this bill, we have taken one more step towards making college universally available: We have slashed the interest rate on student loans--something the critics said we couldn't do--and I thank Vice President Al Gore for championing that. This interest rate reduction is the equivalent of a \$700 tax cut to the average student borrowing for a four-year degree. Today we can honestly say what we could not say six years ago: That every high school graduate in America, regardless of income, can afford to go to college.

The bill I will sign responds to four other proposals I have made to this Congress in the last 15 months.

I asked Congress to reinvent the student aid system, to make in a model of performance-based government. The bill does that, and we have Vice President Gore to thank for making it happen.

I asked Congress to use technology to help all Americans, even those in the workforce, to upgrade their skills, anytime, anywhere. This bill does that, and we especially have Sen. Patty Murray to thank for it.

I asked Congress to recruit more and better trained teachers, to improve teacher training, and to direct our best teachers to schools with the greatest need. This bill does all that, and we have tk to thank for it. Also, thanks to Sen Jeff Bingaman, the bill holds teacher education programs more accountable for their results. Thanks to Sen. John Warner, the bill addresses the very real problem of drug and alcohol abuse on campus. And thanks to tk, the bill requires campuses to report hate crime statistics, using a definition that includes gender, disability, and sexual orientation--a definition I have urged Congress to use for all hate crimes.

Finally, I asked Congress to create a nationwide mentoring program to inspire and guide towards college a million smart young students from hard-pressed families who otherwise wouldn't make it. This bill does that, and there are three people we must thank: Gene Sperling, and Con. Chaka Fattah, who have worked as a tirelessly tag team to make this program a reality, and Sen. James Jeffords, who has long advocated mentoring programs like this.

But let us be honest. Even when college is encouraged and made affordable, too many of our young people do not have the academic skills they need to take advantage of it. America has the finest system of higher education in the world, and we have made it better today. But to compete in the 21st Century, America must also have the finest public schools in the world. This bill takes some steps towards that goal, but we must do more.

Eight months ago I sent Congress an education plan that I believe can dramatically improve public schools in America. It is a plan that demands accountability from everyone, including students, to meet higher academic standards, while providing the help necessary to meet those standards. It is a plan that is, or should be, bipartisan in its appeal.

Strengthening our public schools should be, and can be still, a bipartisan priority. Last year, we put partisanship aside to pass a historic budget law. Today, we have put partisanship aside to pass a historic higher education law. We can do no less for our public schools. Mentioned appropriations holdup?

In this room, many presidents before me have signed many momentous pieces of legislation into law. Yet I can think of no more worthy aim for a piece of legislation than to bring the riches of higher learning to the next generation of Americans.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Robert M. Shireman (CN=Robert M. Shireman/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 6-OCT-1998 17:46:21.00

SUBJECT: latest version of tomorrow's ed speech

TO: Brian A. Barreto (CN=Brian A. Barreto/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

TEXT:

----- Forwarded by Robert M. Shireman/OPD/EOP on 10/06/98
05:46 PM -----

Paul D. Glastris
10/06/98 03:20:23 PM
Record Type: Record

To: Michelle Crisci/WHO/EOP, Tracy Pakulniewicz/WHO/EOP, Robert M. Shireman/OPD/EOP, Broderick Johnson/WHO/EOP

cc:

Subject: latest version of tomorrow's ed speech

Draft 10/6/98 3:20 pm
Paul Glastris

WILLIAM J. CLINTON
REMARKS ON SIGNING THE
HIGHER EDUCATION REAUTHORIZATION ACT
October 8, 1998

In a few moments, I will put my name to a historic measure that will open the doors of college to millions of Americans in the 21st Century. It is a noteworthy piece of legislation, not just for what it will achieve, but for how it was achieved. It was achieved because members of Congress managed put aside partisanship and act on a matter crucial to the future of our nation. With this bill, Congress has set for itself a worthy standard of bipartisanship--a standard Congress should live by.

Think of the challenges we have overcome when we reached across party lines. High unemployment, stagnant wages, crushing deficits, rising crime--in the last six years, we have triumphed over all of these, and more, by working together, Republicans and Democrats, Congress and the president. Today our nation enjoys rising wages and the lowest unemployment rate in 28 years...the lowest crime rate in 25 years...the smallest percentage of people on welfare in 29 years...the lowest African

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the bill addresses the very real problem of drug and alcohol abuse on campus. And thanks to tk, the bill requires campuses to report hate crime statistics, using a definition that includes gender, disability, and sexual orientation--a definition I have urged Congress to use for all hate crimes.

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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jonathan H. Schnur (CN=Jonathan H. Schnur/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 6-OCT-1998 20:55:04.00

SUBJECT: Re: AGENDA FOR COS SCHEDULING MTG

TO: Wendy Hartman (CN=Wendy Hartman/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

TEXT:

10am? oh no...I have a mtg from 9:30-10:45 that I can't get out of with a FOA. (is that the right term of art?) Will Ron really make a decision not to do a video? I think it would be a very good idea for the VP to do the video -- or if it were possible, which I assume it's not, to attend the event. I'll write down my reasons here -- any way could you share them with people in the mtg?

4 reasons:

- 1) Gov Hunt made the request, and the national board for teaching is one of Hunt's top priorities.
- 2) This is a substantively very good teacher quality initiative that the Administration supports very strongly.
- 3) It's good for the VP to start engaging in teacher quality issues like this one.
- 4) This is a great opportunity for the VP to take credit, on behalf of the Administration, for recently blocking Republican efforts to eliminate or scale back this board and its work. Some Republicans attempted to amend the reauthorized Higher Education Act -- which the President signs into law tomorrow -- to scale back the work of this board. They lost, we won, and we should take credit for it.

How's that? And how are you doing?? I haven't seen you recently. I am doing OK, but like you I am working all the time.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jonathan H. Schnur (CN=Jonathan H. Schnur/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 6-OCT-1998 19:23:06.00

SUBJECT: role and contribution

TO: Dan J. Taylor (CN=Dan J. Taylor/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

TEXT:

YOUR ROLE AND CONTRIBUTION

This is an opportunity for you to highlight the Administration's successes in higher education and challenge the Congress to enact the Administration's plans to improve elementary and secondary schools with such strategies as smaller classes, after-school programs, modern schools, and educational technology. Specifically, you can:

1) tout the "benefits of the Hope Scholarship" and "Lifetime Learning" tax credits, highlighting estimates that these education tax cuts could benefit 349,000 and 401,000 New Yorkers, respectively. These tax cuts were proposed by President Clinton and enacted last year as part of the balanced budget agreement.

2) Underscore the victories for college students won by you and the President in the reauthorization of the Higher Education act -- approved with bipartisan support in Congress and being signed into law today by President Clinton.

This act includes important provisions to keep student interest rates low (through a proposal that you announced at the White House in February); improve teacher preparation and recruitment; promote high-quality distance education; and make it easier to apply for student loans while creating new models for efficient, performance-based government. (See attachment for details on the act and these provisions.)

3) Challenge Congress to enact the President's plans to improve K-12 schools, including proposals to reduce class size, modernize schools, provide quality after-school programs, and promote educational technology.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Paul D. Glastris (CN=Paul D. Glastris/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME: 6-OCT-1998 18:33:23.00

SUBJECT: DRAFT OF TOMORROW'S HIGHER ED SPEECH GOING TO POTUS-IGNORE LAST MESSAGE

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

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

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

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

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

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

TEXT:
Draft 10/6/98 7:00 pm
Paul Glastris

WILLIAM J. CLINTON
REMARKS ON SIGNING THE
HIGHER EDUCATION REAUTHORIZATION ACT
October 8, 1998

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Think of the challenges we have overcome when we reached across party lines. High unemployment, stagnant wages, crushing deficits, rising crime--in the last six years, we have triumphed over all of these, and more, by working together, Republicans and Democrats, Congress and the president.

We are truly living in an American renaissance. But if we are to keep that renaissance alive, we must continue to act together--and that is

what we are doing here today. The men and women with me today have chosen progress over partisanship, and I want to commend them, especially Senators Kennedy and Jeffords, and Congressmen Clay, Goodling, Kildee, and McKeon.

Nothing we can do will more directly enhance our economic competitiveness than widening the circle of educational opportunity. Nothing we can offer our fellow citizens will more swiftly improve their economic fortunes than the opportunity to attend college. And nothing we can do will more assuredly strengthen our families and our communities. With this new law, we are investing in the future of America as surely as a parent who pays for his child's college education is investing in the future of that child.

In this bill, I asked Congress to slash the interest rate on student loans. The critics said it couldn't be done, but we did it, with the help of Vice President Gore. This interest rate reduction is the equivalent of a \$700 tax cut to the average student borrowing for a four-year degree. The bill also reinvents the student aid system to make it a model of performance-based government.

I asked Congress to use technology to help all Americans, even those in the workforce, to upgrade their skills, anytime, anywhere. This bill does that, and we have Sen. Paul Wellstone to thank for it.

I asked Congress to recruit more and better trained teachers, to improve teacher training, and to direct our best teachers to schools with the greatest need. This bill does that.

Finally, I asked Congress to create a nationwide mentoring program to inspire and guide young students from hard-pressed families toward college. This bill does that. For years to come, millions of intelligent young men and women who otherwise never would have made it to college, will have their aspirations lifted and their lives transformed by mentors who took the time to care. These students will not know who to thank for sending the mentors. But we know who to thank: Gene Sperling, Con. Chaka Fattah, and Sen. James Jeffords.

I want you to think about the magnitude of what we have achieved. College education was once a luxury for the well-to-do. Today, access to college is an economic necessity for every American. That is why I have worked hard for six years to make college affordable for every American, regardless of his or her income. With bipartisan support, we have created \$1500 HOPE Scholarships; more Pell grant scholarships to students in need; education IRAs; education grants for serving in Americorps; student loans payable as a percentage of future income; and the interest on student loans that is tax-deductible. Today we can honestly say what we could not say six years ago: That every high school graduate in America, regardless of income, can afford to go to college. We can say that college can be as universal in the 21st Century as high school is today.

As Secretary Riley mentioned, this bill does many other worthy things. I will mention only one of them. We have a serious problem on our college campuses of drug and alcohol abuse, a problem that cost the lives of five students last fall in Virginia alone. We cannot bring those

young lives back, or relieve their parents' , unimaginable grief. But the bill I am signing today will help prevent such senseless tragedies by allowing campuses to notify parents when students younger than 21 commit drug and alcohol violations. It is the right thing to do. And I am grateful to Senators John Warner and Robert Byrd and Con. Joseph Kennedy for being out front on this important reform.

America has the finest system of higher education in the world. But to compete in the 21st Century, America must also have the finest public schools in the world. This bill takes some steps towards that goal, but we must do more.

Eight months ago I sent Congress an education plan to dramatically improve public schools in America. It is a plan that demands accountability from students, parents, teachers, and principals for meeting higher academic standards. It also provides the help needed to meet those standards.

Strengthening our public schools should be, and can be still, a bipartisan priority. Last year, we put partisanship aside to pass a historic budget law. Today, we have put partisanship aside to pass a historic higher education law. We can do no less for our public schools. That is why it is crucial for Congress, before it adjourns, to make the critical investments that will give our children the education they deserve.

In this room, many presidents before me have signed many momentous pieces of legislation into law. Yet I can think of no more worthy aim for a piece of legislation than to bring the riches of higher learning to the next generation of Americans. I know the lawmakers assembled here share the pride and awe I feel as I sign this noble legislation into law.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Robert M. Shireman (CN=Robert M. Shireman/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 6-OCT-1998 19:10:21.00

SUBJECT: HEA

TO: pauline_abernathy (pauline_abernathy @ ed.gov @ inet [UNKNOWN])

READ:UNKNOWN

TEXT:

The Higher Education Act, originally enacted in 1965, authorizes many of the Federal government's programs to increase access to college, including Federal Pell Grants, student loans, Federal Work-Study, and the TRIO student support programs, as well as programs to improve teacher training, strengthening developing institutions, and promote innovation. The Act is reviewed every five years. In response to the Administration's requests, this year the reauthorization:

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Cathy R. Mays (CN=Cathy R. Mays/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 6-OCT-1998 11:20:14.00

SUBJECT: tomorrow's higher ed signing speech--please respond ASAP (65716)

TO: Chantell S. Long (CN=Chantell S. Long/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

TEXT:

Make sure Mike Cohen looks at this asap. Thanks. (He's on the distribution list -- but make sure he see's his e-mail)

----- Forwarded by Cathy R. Mays/OPD/EOP on 10/06/98

11:19 AM -----

Paul D. Glastris

10/06/98 11:14:38 AM

Record Type: Record

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

cc:

Subject: tomorrow's higher ed signing speech--please respond ASAP (65716)

Draft 10/6/96 11:00 AM

Paul Glastris

WILLIAM J. CLINTON

REMARKS ON SIGNING THE

HIGHER EDUCATION REAUTHORIZATION ACT

October 8, 1998

In a few moments, I will put my name to a historic measure to ready our nation for the 21st Century by opening the doors of college millions of Americans willing to work for it. It is a remarkable piece of legislation, not just for what it will achieve, but for how it was achieved. It was achieved because members of Congress managed, for one brief moment, to put aside partisanship and acted on a matter crucial to the future of our nation. With this bill, Congress has set for itself a new standard of bipartisanship--a standard Congress should live by in the future.

Think of the challenges we have overcome when we reached across the aisle and put the interests of America before the interests of politics. High unemployment, stagnant wages, crushing deficits, rising crime--in the last six years, we have triumphed over all of these, and more, by working together, Republicans and Democrats, liberals and

conservatives. Today our nation enjoys rising wages and the lowest unemployment rate in 28 years...the lowest crime rate in 25 years...the smallest percentage of people on welfare in 29 years...the lowest African American poverty rate since statistics have been kept; the lowest inflation in 32 years...and budget surpluses as far as the eye can see.

But to preserve these gains we must continue to act together, boldly--and that is what we are doing here today. I want to thank Senators Kennedy and Jeffords, Congressmen Clay and Goodling [add Dale Kildee here?], for working across party lines to serve the American people. By signing this bill into law, we are investing in the future of America as surely as a parent who pays for his child's college education is investing in the future of that child. Nothing we can offer our fellow citizens will more swiftly improve their economic fortunes than the opportunity of earning a college degree. Nothing we can do will more directly enhance our national economic competitiveness than widening the circle of educational opportunity. And nothing we can do will more assuredly strengthen our families and our communities.

We have worked hard together in the last six years to make college more affordable. We have created \$1500 HOPE Scholarships; more Pell grant scholarships to students in need; education IRAs; education grants for serving in Americorps; student loans payable as a percentage of future income; and the interest on student loans tax-deductible. With this bill, we have taken yet another step by lowering the interest rate on student loans--and I thank Vice President Al Gore for championing that. Today we can honestly say what we could not say six years ago: That every high school graduate in America, regardless of income, can afford to go to college.

But to seize the opportunity of college, many smart young students from hard-pressed families need more than financial help: They need inspiration and guidance. They need what this bill offers: grants for partnerships to encourage thousands of mentors in middle schools all across the country, mentors to coax smart but disadvantaged students to take college-prep courses and walk them through the college applications process. I first broached this idea in my state of the union address in January. Cong. Chaka Fattah worked tirelessly to promote the idea, and Cong. William Gooding folded it into his own program called GEAR UP. I am immensely grateful to both of them. I also want to thank Sen. Patty Murray for championing tk tk technology thing in this bill.

But let us be honest. Even when college is encouraged and made affordable, too many of our young people cannot take advantage of it because they are not academically prepared. America has the finest system of higher education in the world, and we have make it better today. But to compete in the 21st Century, America must also have the finest system of k-through-12 public education system in the world. This bill takes some steps towards that goal. I am grateful to Congress and to tk lawmakers for including and building on my initiatives to improve teacher training and recruitment and to raise standards at teacher colleges.

But we must do more for our public schools. Eight months ago I

sent Congress an education plan that I believe can dramatically improve public schools in America. It is a plan that demands accountability from everyone involved in public schools--students, parents, teachers, administrators. It is a plan that says to students, we expect you to meet high standards of discipline and academic achievement, but we will give you the help you need to meet those standards. It is a plan that is, or should be, bipartisan in its appeal.

Yet because of misplaced priorities and partisan distractions, the public schools in our nation continue to suffer. That need not be. There is still time before the end of the legislative session for Congress to pass my plan. There is still time to do for our public schools what you have done today for our colleges and universities. There is still time to put progress before partisanship, for the sake of our children.

Message Sent

To:

Michael Waldman/WHO/EOP
Cathy R. Mays/OPD/EOP
Melissa G. Green/OPD/EOP
Michael Cohen/OPD/EOP
Robert M. Shireman/OPD/EOP
Broderick Johnson/WHO/EOP
Linda Ricci/OMB/EOP

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Robert M. Shireman (CN=Robert M. Shireman/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 8-OCT-1998 16:03:15.00

SUBJECT: Higher Education Fact Sheet 1: Creating The Government's First Performance-Based Organization to Modernize Student Aid Delivery

TO: Kristi_kimball (Kristi_kimball @ ed.gov @ inet [UNKNOWN])

READ:UNKNOWN

TEXT:

----- Forwarded by Robert M. Shireman/OPD/EOP on 10/08/98
03:58 PM -----

Jason H. Schechter
10/08/98 01:13:47 PM

Record Type: Record

To: Robert M. Shireman/OPD/EOP

cc:

Subject: Higher Education Fact Sheet 1: Creating The Government's First Performance-Based Organization to Modernize Student Aid Delivery

----- Forwarded by Jason H. Schechter/WHO/EOP on 10/08/98
01:12 PM -----

Jason H. Schechter
10/07/98 01:19:29 PM

Record Type: Record

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

cc:

Subject: Higher Education Fact Sheet 1: Creating The Government's First Performance-Based Organization to Modernize Student Aid Delivery

CREATING THE GOVERNMENT,S FIRST PERFORMANCE-BASED ORGANIZATION
TO MODERNIZE STUDENT AID DELIVERY

"We're going to dramatically change the way many agencies provide their services. Today, I'm proposing to create within existing departments something we call "Performance-based Organizations." . . . These PBOs would be run by chief executives who sign contracts and will be personally accountable for delivering results. . . Their pay and job security will be tied directly to performance."

--Vice President Gore, National Press Club, March 4, 1996

The Higher Education Amendments of 1998 establish a performance-based organization (PBO) to modernize the delivery of student financial aid. This is an historic milestone in the Administration's efforts to improve services to millions of students and the postsecondary institutions they attend. The PBO will make it possible to meet these challenges and to keep pace with the rapid rate of technological change in the financial services industry. Customer service will improve, and the public's confidence in the administration of student aid programs will grow.

Context for Change. Under the leadership of Vice President Gore, the National Partnership for Reinventing Government developed model legislation for establishing PBOs in federal offices. The new HEA law is the first legislation to formally establish a PBO in the federal government. During the past 15 years, numerous state, local and foreign governments have implemented similar performance-based models to improve services and reduce costs.

Reinventing for Results. A PBO -- a results-driven organization created to deliver the best possible services -- is a new way of getting things done in the public sector. It establishes incentives for high performance and accountability for results, while allowing more flexibility to promote innovation and increased efficiency.

Specifically, the PBO will be held accountable for performance objectives that include: improving customer satisfaction; providing high quality, cost-effective services; enhancing the ability to respond to the rapid rate of technological change; implementing a common, open, integrated system for student financial aid delivery; and providing complete, accurate and timely data to ensure program integrity.

Establishing New Flexibility and Accountability. The new HEA law that creates the PBO includes the following major provisions:

Leadership. The PBO will be led by a chief operating officer (COO) with a strong background in information technology and management, who is employed through a performance-based contract and reports directly to the Secretary of Education.

Procurement flexibility. The PBO will have increased flexibility in procurement, with an emphasis on performance-based contracting.

Management and personnel flexibility. The PBO will have new flexibility in personnel management, including hiring and evaluating senior managers, and recruiting technical personnel.

Accountability for results. The COO and employees of the PBO will have specific, measurable performance goals, ensuring accountability for defined results.

The Secretary of Education will continue to be responsible for setting federal student aid policy.

The PBO will complement and strengthen reinvention initiatives already underway within the Department of Education, including Project EASI (Easy Access for Students and Institutions). Modernization is aimed at reducing student loan defaults, increasing use of the Internet and electronic applications for student aid, and better integrating computer systems to administer student aid.

Message Sent

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----- Forwarded by Robert M. Shireman/OPD/EOP on 10/08/98
03:58 PM -----

Jason H. Schechter
10/08/98 01:13:55 PM

Record Type: Record

To: Robert M. Shireman/OPD/EOP
cc:
Subject: Higher Education Fact Sheet 2: Improving Teacher Quality,
Recruitment, and Preparation

----- Forwarded by Jason H. Schechter/WHO/EOP on 10/08/98
01:12 PM -----

Jason H. Schechter
10/07/98 01:19:39 PM

Record Type: Record

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

cc:

Subject: Higher Education Fact Sheet 2: Improving Teacher Quality,
Recruitment, and Preparation

IMPROVING TEACHER QUALITY, RECRUITMENT, AND PREPARATION

"Every community should have a talented and dedicated teacher in every classroom". [We have] an enormous opportunity for ensuring teacher quality well into the 21st century, if we recruit promising people into teaching and give them the highest quality preparation and training."

--President Clinton's Call to Action
for American Education in the 21st Century

The Higher Education Amendments of 1998 respond to the Nation's critical need for high-quality teachers by enacting much of the Clinton Administration's proposal to improve the recruitment and preparation of new teachers. Our Nation's schools will need 2.2 million new teachers over the next decade, and these teachers need to be well-prepared to teach all students to the highest standards.

Title II of the new law authorizes a \$300 million investment in teacher preparation and recruitment in the upcoming fiscal year. The House's FY99 Appropriations bill allocates \$2.2 million for teacher recruitment, and the Senate's Appropriations bill allocates \$77.2 million for the following HEA initiatives:

Teacher Preparation Partnerships. This new initiative will provide grants to partnerships -- based on the Administration's proposal -- between teacher preparation institutions and local school districts in high-need areas. To ensure that new teachers can meet the many challenges of today's classrooms, the partners will work to strengthen teacher education through activities such as:

Implementing reforms that hold teacher education programs accountable for preparing high-quality teachers.

Improving prospective teachers' knowledge of academic content through increased collaboration between faculty at schools of education and departments of arts and sciences;

Ensuring that teachers are well-prepared for the realities of the classroom by providing strong hands-on classroom experience and strengthening links between university and K-12 school faculties;

Preparing prospective teachers to use technology as a tool for teaching and learning; and

Preparing prospective teachers to work effectively with diverse students.

Recruitment Partnerships. Modeled after the highly successful Dewitt Wallace Reader's Digest Foundation's &Pathways to Teaching 8 program, this new recruitment initiative will provide grants for recruiting teachers to partnerships between high-quality teacher education programs and local schools in high-need communities. Prospective teachers who agree to teach in high-need areas for a set number of years will receive

scholarships and other support during their preparation and first years of teaching.

State Teacher Quality Enhancement Grants. These new grants encourage states to improve the quality of their teaching force by:

- Strengthening their teacher certification standards to ensure that new teachers have the necessary teaching skills and academic content knowledge;
- Implementing reforms that hold institutions of higher education accountable for preparing teachers who have strong teaching skills and knowledge of their content areas;
- Establishing or strengthening alternative pathways into teaching for highly qualified individuals, including mid-career professionals and former military personnel; and
- Recruiting new high-quality teachers.

Accountability. The new law helps ensure accountability in teacher education by requiring states and institutions of higher education to prepare & report cards on the quality of teacher preparation, including their students' performance on teacher licensing examinations.

EXAMPLES OF TEACHER RECRUITMENT AND PREPARATION PARTNERSHIPS

The new HEA teacher preparation and recruitment initiatives will promote partnerships and teacher preparation activities similar to the award-winning projects described below.

Massachusetts: Samuel Mason Elementary School in Roxbury, Massachusetts, needed teachers qualified to work with children who required special education services, because 25% of these students were fully included in regular classrooms. The school solved its problem by partnering with Wheelock College to develop a teacher preparation program that provides new and experienced teachers with dual certification in special education and regular education.

Pennsylvania: In Philadelphia, Drexel University has partnered with the Philadelphia Public Schools to recruit a diverse teaching force to serve as early childhood, math, and science teachers. Also in Philadelphia, Temple University is working with the local school district to recruit and prepare returned Peace Corps volunteers to be early childhood, elementary, math, science, and ESL teachers.

Texas: The teacher preparation program at the University of Texas at El Paso is designed, implemented, and evaluated through a collaboration of elementary and secondary school teachers and administrators, university faculty, the staff of the regional Texas Education Service Center, and community members. The curriculum emphasizes bilingual and cross-cultural education to prepare students to teach effectively in predominately Hispanic elementary and secondary schools. The program also uses a strong clinical model in which students work intensively in 18 professional development schools committed to school improvement.

Virginia: Capitalizing on the nearby military base, Norfolk State

University in Virginia has collaborated with Old Dominion University and Norfolk Public Schools to recruit and prepare paraprofessionals and retired military personnel to become successful teachers. The program offers both financial and academic support for prospective teachers through a grant from the Dewitt Wallace Reader's Digest Fund.

Wisconsin: Alverno College in Milwaukee, Wisconsin, works with local schools to provide an innovative, performance-based teacher preparation program. Students are expected to demonstrate their mastery of a variety of skills essential to good teaching, such as: problem solving, involving the community in education, and integrating content knowledge with classroom practice. Upon completion of their extensive student teaching experience, the clinical preparation of Alverno students is assessed by a panel of Alverno faculty, teachers and administrators at their elementary or secondary schools. Currently, faculty and administrators at the college are working with three other institutions to improve their teacher preparation programs by adopting elements of the Alverno model.

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Message Sent

To:

Christine A. Stanek/WHO/EOP
Lori E. Abrams/WHO/EOP
Anne M. Edwards/WHO/EOP
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David E. Kalbaugh/WHO/EOP
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03:58 PM -----

Jason H. Schechter
10/08/98 01:14:02 PM

Record Type: Record

To: Robert M. Shireman/OPD/EOP
cc:

Subject: Higher Education Fact Sheet 3: Promoting High-Quality Distance Education

----- Forwarded by Jason H. Schechter/WHO/EOP on 10/08/98
01:12 PM -----

Jason H. Schechter
10/07/98 01:19:48 PM

Record Type: Record

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

cc:

Subject: Higher Education Fact Sheet 3: Promoting High-Quality Distance Education

PROMOTING HIGH-QUALITY DISTANCE EDUCATION

"Valuable technologies also are important for providing opportunities in higher education at a time when college is becoming ever more crucial.... making courses available at convenient locations; reducing time constraints for course-taking; making educational opportunities more affordable; and increasing the institutions' access to new audiences. This is why [we] proposed a number of changes to the Higher Education Act that will broaden learning opportunities...."

--Secretary Riley, US Distance Learning Association,
National Conference, November 5, 1997

The Higher Education Amendments of 1998 significantly increase the number of students who can benefit from distance education by authorizing or adapting two Administration initiatives: Distance Education Demonstration Programs and the Learning Anytime Anywhere Partnerships (LAAP) program. Distance education can help all Americans -- including workers, parents, people in rural communities and people with disabilities -- go to college by removing barriers of time and place through innovative uses of technology.

Only about one-third of all higher education institutions offered distance education in 1995, and they served fewer than one million students. While colleges and universities have been exploring the uses of technology, its capacity for increasing access to higher education has been limited because of restrictions on financial aid availability for distance learners.

Distance Education Demonstration Programs. The new law authorizes Demonstration Programs to increase student access to higher education and to determine the best way to deliver quality education through distance learning. Because the current eligibility requirements for higher education institutions do not address the special needs and circumstances of distance learners, needy students are sometimes ineligible for

financial aid. The Demonstration Programs will expand student aid eligibility for distance learners by allowing the Secretary of Education to waive specific statutory and regulatory student aid requirements for participating institutions. Among the requirements that may be waived are those regarding measures of an academic year, minimum hours spent in the classroom, and the percentage of an institution's students who may be served by distance education. These changes will provide new flexibility for institutions to offer high-quality distance education programs. Up to 15 degree-granting institutions, consortia, or systems of institutions may participate in Distance Education Demonstration Programs during the first and second years, and up to 50 may participate in the third year.

Learning Anytime Anywhere Partnerships (LAAP). The new law authorizes the LAAP program, which will provide competitive grants to partnerships to ensure that high-quality learning opportunities are available to distance education students. The partnerships will develop and assess model distance education programs and educational software and find innovative measures of student achievement that are appropriate for distance education. Eligible partnerships will include two or more independent organizations, such as: colleges, community-based organizations, technical institutes, adult education programs, school districts, and businesses. LAAP grants will encourage institutions and their partners to work together to provide high-quality distance education programs that challenge traditional geographic and institutional boundaries. The new law authorizes this program at \$10 million in FY99, and the Senate FY99 Appropriations bill provides the full \$10 million. The House FY99 Appropriations bill does not provide the full amount.

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03:58 PM -----

Jason H. Schechter
10/08/98 01:14:09 PM

Record Type: Record

To: Robert M. Shireman/OPD/EOP
cc:
Subject: Higher Education Fact Sheet 4: Lowering Student Loan Interest Rates

----- Forwarded by Jason H. Schechter/WHO/EOP on 10/08/98
01:12 PM -----

Jason H. Schechter
10/07/98 01:19:57 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc:
Subject: Higher Education Fact Sheet 4: Lowering Student Loan Interest Rates

MAKING COLLEGE MORE AFFORDABLE BY LOWERING STUDENT LOAN INTEREST RATES

Well into this Year, Many Doubted That Student Loan Interest Rates
Would Drop

"This summer, the interest rate on federally backed student loans is set to drop from the current 8.25 percent.... But chances that students will ever see those savings are about as slim as finding a campus parking space during orientation or a private moment in the dorms. The nation's biggest student lenders have banded together and are lobbying Congress to scrap the government-mandated cut, which they say will wipe out their returns."

--Knight Ridder Tribune Business News, February 27, 1998

The Higher Education Amendments of 1998 adopt the Clinton Administration's proposal to slash student loan interest rates. Specifically, the new law:

Cuts Interest Rates on New Student Loans by Almost a Full Percentage Point
-- Saving Students \$11 Billion Over the Life of Their Loans. The new law extends for 5 years the low student interest rate on new loans, which was first won in the 1993 budget, proposed again in February 1998 by Vice President Gore, and available on a temporary basis since July 1. This lower student rate is set at the 3-month Treasury Bill plus 2.3% (currently 7.46%), a substantial drop from the pre-July 1 rate of T-Bill

plus 3.1% (about 8.25%) on new student loans. The low rate is now available on all new student loans in the Direct Loan and Government-Guaranteed Loan (FFEL) programs. Students will save roughly \$50 per \$1,000 of debt, over a ten-year repayment period, as result of the interest rate reduction.

Allows Borrowers to Refinance Outstanding Loans at the Lower Rate. The new law extends for four months the current 7.46% interest rate on Direct Consolidation Loans. After 4 months, the interest rate on Direct Consolidation Loans will rise to the weighted average rate of the underlying loans, rounded up to the nearest one-eighth and capped at 8.25%.

The Administration is disappointed that the law contains an unnecessary new lender subsidy and that it does not extend the low Direct Consolidation Loan rate for a longer period of time or ensure that it is available to borrowers who consolidate their student loans through private lenders in the FFEL program. The Administration hopes Congress will revisit these issues in the future.

Helps Millions of Americans Pay for College.

More than half of all undergraduates have to borrow money to pay for college today, and more than half of those with student loans have incomes under \$30,000.

An elementary school teacher in Boston, who earned a Master's degree in Early Childhood Education and is struggling to repay \$43,000 in student loan debt on her \$16,000 annual income, can save about \$3,500 in interest from the new low interest rate.

A young married couple trying to pay back \$160,000 in loans from law school while working in public interest jobs can save almost \$25,000 in interest from the new low interest rate.

Builds on Clinton Administration Initiatives to Make College More Affordable for Students and Families. These include: the historic higher education tax cuts enacted last year -- the HOPE Scholarship and the Lifetime Learning Tax Credit, the flexible repayment options available through Direct Lending, the expansion of College Work Study, AmeriCorps, and the increase in the maximum Pell Grant.

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03:58 PM -----

Jason H. Schechter
10/08/98 01:14:16 PM

Record Type: Record

To: Robert M. Shireman/OPD/EOP
cc:
Subject: Higher Education Fact Sheet 5: "Gear Up"

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Jason H. Schechter
10/07/98 01:20:06 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc:
Subject: Higher Education Fact Sheet 5: "Gear Up"

HELPING MORE STUDENTS PREPARE FOR COLLEGE THROUGH "GEAR UP"

"I also ask this Congress to support our efforts to enlist colleges and universities to reach out to disadvantaged children starting in the sixth grade so that they can get the guidance and hope they need so they can know that they, too, will be able to go on to college."

--President Clinton, State of the Union address, January 27, 1998

The Higher Education Amendments of 1998 launch GEAR UP, a new national effort to encourage more young people to have high expectations, stay in school and study hard, and go to college.

High-achieving students from low-income families are five times less likely to attend college than high-achieving students from high-income families [NELS 1998].

In a recent survey, almost 70% of parents indicated that they have little information or want more information about which courses their child should take to prepare for college, and 89% of parents want more information about how to pay for college, including the use of tax credits [Gallup, Sept. 1998].

The President's High Hopes Proposal. Earlier this year, President Clinton proposed the High Hopes for College initiative to create a national ethic that every college should partner with at least one middle school in a low-income community to help raise expectations and ensure that students are well-prepared for college. In the new HEA law, the High Hopes proposal and the National Early Intervention Scholarship and Partnership (NEISP) program are joined, as two different types of grants, under the new GEAR UP program.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs).

This new competitive grant program, authorized at \$200 million in FY99, supports early intervention and college awareness activities at both the local and the state level. The Senate's FY99 Appropriations bill allocates to GEAR UP \$75 million of the \$140 million the President requested for High Hopes. The House Appropriations bill did not include funding for GEAR UP. The final appropriations legislation is now pending in Congress. GEAR UP funding will be split between partnership grants and state grants, with at least one-third allocated to each.

GEAR UP Partnership grants. As outlined in the President's High Hopes for College proposal, this initiative will award multi-year grants to locally-designed partnerships between colleges and high-poverty middle schools, plus at least two other partners -- such as community organizations, businesses, religious groups, state education agencies, parent groups, or non-profits -- to increase college-going rates among low-income youth. To be most effective, partnerships will be based on the following proven strategies:

- Informing students and parents about college options and financial aid, and providing students with a 21st Century Scholar Certificate -- an early notification of their eligibility for financial aid;

- Promoting rigorous academic coursework based on college entrance requirements;

- Working with a whole grade-level of students in order to raise expectations for all students; and

- Starting with 6th or 7th grade students and continuing through high school graduation with comprehensive services including mentoring, tutoring, counseling, and other activities such as after school programs, summer academic and enrichment programs, and college visits.

GEAR UP State grants. These grants are based on the current National Early Intervention Scholarship and Partnership (NEISP) program and will be awarded to states to provide scholarships, college information and early intervention activities. State programs will target services to low-income students and will provide college scholarships for participating students. College and community partnerships are not required but are encouraged, and many NEISP programs involve local organizations. Nine states received NEISP grants in FY98 totaling \$3.6

million. These NEISP programs provide a variety of early intervention services and college awareness activities to students from 1st to 12th grade.

We anticipate that GEAR UP grant applications will be available in the beginning of next year. Questions or requests for more information can be directed to gearup@ed.gov.

EXAMPLES OF MENTORING AND EARLY INTERVENTION PROGRAMS

Many states education agencies, colleges, and secondary schools have had success working together to increase college enrollment rates among low-income students. To this end, the new GEAR UP program will support early intervention initiatives with elements of the successful practices described below.

Early Identification Program (Fairfax, Virginia): George Mason University (GMU) and the Fairfax County Public Schools developed the Early Identification Program (EIP) in 1987 to increase the number of minority students who enter college. Since then, additional school districts and new partners have joined the effort, including Booz Allen and Hamilton, Mobil Corporation, NationsBank and Crestar Bank. The program works with minority students that demonstrate academic potential and provides year-round tutoring, mentoring and other support throughout high school, including weekend and summer academic programs, special projects in math, science, English and computer science, campus visits, and workshops for parents. The program reports having graduated 6 classes from high school with a 71% retention rate. Of those who completed 4 years in EIP, 95% have gone on to college.

Pace Hispanic Outreach Program (White Plains, NY): The program is a unique tutorial initiative for Hispanic immigrant students at the White Plains High School that is run through a collaborative effort involving the White Plains School District, Pace University and Centro Hispano. One-to-one tutorial sessions are held during study hall periods and are designed to complement and reinforce classroom instruction in English, mathematics and social studies. In addition, the program enlists high school counselors to provide weekly clinics to help high school seniors prepare college applications, financial aid forms and essays. Active community support and parental involvement has helped build confidence among participants by reducing the sense of powerlessness that language barriers cause in some Hispanic families.

Passport to College (Riverside, California): At the core of this effort is a partnership between Riverside Community College in California, the local school district, and a number of schools and local businesses. Its purpose is to encourage disadvantaged students to continue on to college. The program works with an entire grade of students, beginning in 5th grade, and follows them through high school graduation. Currently, 11,500 students are participating. Volunteers work with the students, teachers and parents in activities, including: campus tours, classroom presentations, teacher training workshops, parent meetings, and financial aid workshops. All participating students who graduate from high school are guaranteed admission to Riverside Community College.

Project GRAD (Houston, Texas): Project GRAD (Graduation Really Achieves Dreams) is a school-community collaboration to improve the instructional quality and school environment for children in Houston's inner city schools. This effort combines research-based curricular reform in math, reading and language arts with comprehensive services, including tutoring, mentoring and counseling, for children in kindergarten through high school. The project works with whole networks of schools -- elementary through high school -- to develop a consistent emphasis on high standards for all students. Project GRAD also promises all 9th grade students a \$1,000 per year college scholarship if they reach basic academic standards. Currently, 24 schools in Houston and over 17,000 students are involved with Project GRAD. This massive effort is supported by a partnership of school, corporate, and community-based organizations and foundations.

Message Sent

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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Robert M. Shireman (CN=Robert M. Shireman/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 8-OCT-1998 16:01:53.00

SUBJECT: Fact Sheet: Higher Education Amendments of 1998

TO: Kristi_kimball (Kristi_kimball @ ed.gov @ inet [UNKNOWN])

READ:UNKNOWN

TEXT:

I never thought this would be so difficult. I've asked for these as files rather than text. We'll see.

----- Forwarded by Robert M. Shireman/OPD/EOP on 10/08/98
03:56 PM -----

Jason H. Schechter
10/08/98 01:13:35 PM

Record Type: Record

To: Robert M. Shireman/OPD/EOP

cc:

Subject: Fact Sheet: Higher Education Amendments of 1998

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Jason H. Schechter
10/07/98 10:08:39 AM

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Subject: Fact Sheet: Higher Education Amendments of 1998

The Higher Education Amendments of 1998:
Five Victories for the Clinton-Gore Administration
October 7, 1998

Today, President Clinton is signing into law five major new initiatives that he proposed, along with other important provisions extending the Higher Education Act. The new initiatives will:

- slash the student loan interest rate
- help disadvantaged children prepare for college
- improve teacher preparation and recruitment

promote high-quality distance education
create a new model for efficient government

The Higher Education Act, originally enacted in 1965, authorizes many of the Federal government's programs to increase access to college, including Pell Grants, student loans, and Federal Work-Study, as well as programs to improve teacher training and promote innovation. The Act is reviewed every five years. In response to the Administration's requests, this year the reauthorization:

1. SLASHES THE STUDENT LOAN INTEREST RATE

Proposal: "We are proposing improvements in the student loan program that will lower the cost of college for millions of students and their families while preserving their access to the loans they need." [Vice President Gore, Press Briefing, February 25, 1998]

Result: As proposed by the President and Vice President, the legislation extends for 5 years the new low student interest rate on new college loans, now 7.46% instead of 8.25%, saving students \$11 billion on loans made over the next five years. The typical student borrower at a 4-year college, who graduates with \$13,000 in debt, will save about \$700 over a ten-year repayment period. Borrowers have four months to refinance their outstanding loans at the new rate. The Administration continues to oppose the excessive payments to lenders and intermediaries included in the bill, and supports extending the refinancing window beyond the four month period.

2. HELPS DISADVANTAGED CHILDREN GEAR UP FOR COLLEGE

Proposal: "I also ask this Congress to support our efforts to enlist colleges and universities to reach out to disadvantaged children, starting in the 6th grade, so that they can get the guidance and hope they need so they can know that they, too, will be able to go on to college."
[President Clinton, State of the Union Address, January 27, 1998]

Result: The legislation launches a new national effort, incorporating the President's High Hopes for College initiative, to help disadvantaged students prepare for college. Called GEAR UP, this program provides competitive grants to colleges that partner with high-poverty middle schools and the community to tell families early about the financial aid that is available for college, and then to provide long-term mentoring, tutoring, and other assistance to make the dream of college a reality. Grants are also provided to states to encourage broad efforts to provide early information and counseling about college opportunities.

3. IMPROVES TEACHER PREPARATION AND RECRUITMENT

Proposal: "I will forward to the Congress a proposal for a new national effort to attract quality teachers to high-poverty communities by offering scholarships for those who will commit to teach in those communities for at least three years. . . Our proposal also includes funds to strengthen teacher

preparation programs so that those who go into teaching are better prepared to teach their students." [President Clinton, NAACP National Convention, July 17, 1997]

Result: The legislation includes the Administration's proposals, and more: Improves teacher preparation through grants to partnerships -- modeled after the Administration's proposed Lighthouse Partnerships -- between teacher education institutions and school districts to produce teachers who have strong teaching skills, are highly competent in the academic content areas in which they plan to teach, and know how to use technology as a tool for teaching and learning.

Recruits additional teachers for high-need areas through the Administration's proposed grants to partnerships between high-quality teacher education programs and local schools to offer scholarships, support, and services to recruit and prepare teachers to serve for at least three years in high-need schools.

Supports state-level efforts to improve teacher quality through State Teacher Quality Enhancement grants to strengthen state teacher certification standards, create alternative pathways into teaching, hold higher education institutions accountable for the quality of teachers they prepare, and recruit high-quality teachers.

Strengthens accountability in teacher education by requiring that states and teacher education institutions report on teacher preparation, including their students, performance on teacher licensing exams.

Forgives up to \$5,000 in loans for those who teach for five years in a low-income community.

4. PROMOTES HIGH QUALITY DISTANCE EDUCATION

Proposal: "Valuable technologies also are important for providing opportunities in higher education at a time when college is becoming ever more crucial. . . . This is why [we] proposed a number of changes to the Higher Education Act that will broaden learning opportunities." [Secretary Riley, U.S. Distance Learning Association National Conference, November 5, 1997]

Result: The bill includes the Administration's Learning Anytime Anywhere Partnership (LAAP) initiative, and expands student aid eligibility for distance learners. LAAP awards competitive grants to partnerships between schools and other entities to: create new distance learning models, explore the efficiencies and cost reductions possible through institutional

partnerships, and develop

innovative measures of student achievement in distance education. The legislation

also expands student aid eligibility for distance learners, a goal proposed by the

Administration, through demonstration programs that waive some student aid

restrictions to allow more non-traditional students to obtain higher education, including

full-time workers, parents, people in rural areas, and people with disabilities.

5. TAKES AN HISTORIC STEP TOWARD A NEW MODEL OF GOVERNMENT

Proposal: "We're going to dramatically change the way many agencies provide their services. Today, I'm proposing to create within existing departments something we call +Performance-based Organizations.,. . . These PBOs would be run by chief executives who sign contracts and will be personally accountable for delivering results. . . Their pay and job security will be tied directly to performance." [Vice President Gore, National Press Club, March 4, 1996]

Result: The bill creates the federal government,s first-ever PBO, a concept promoted by the Reinventing Government effort spearheaded by the Vice President. The delivery of Federal student aid -- loans, grants, work-study and other assistance -- will be led by an executive with expertise in information technology and experience with financial systems, who reports directly to the Secretary and has new administrative flexibility in exchange for increased accountability for results. The Secretary will continue to be responsible for setting student aid policy.

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CREATION DATE/TIME:19-OCT-1998 06:56:55.00

SUBJECT: Accomplishments

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TEXT:

I think we should send a memo from Bruce and Gene to the President outlining this year's accomplishments on the budget and other legislation. While we have been saying that the Congress hasn't accomplished anything, there are some good pieces of legislation that got through (GI Bill for Workers, IRS reform, Higher Education Act, Human Services bill, etc.).

If we wrote a memo outlining what we've accomplished in education and training, community empowerment, etc. I bet he'd really like it. What do you, Elena, and Bruce think?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jonathan A. Kaplan (CN=Jonathan A. Kaplan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:18-NOV-1998 12:03:20.00

SUBJECT: Re: for Gene

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

READ:UNKNOWN

CC: Jake Siewert (CN=Jake Siewert/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

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

READ:UNKNOWN

TEXT:

This is pathetic. Can't we get better spin from folks?

Robert M. Shireman
11/18/98 11:27:26 AM
Record Type: Record

To: Melissa G. Green/OPD/EOP
cc: Jake Siewert/OPD/EOP, Jonathan A. Kaplan/OPD/EOP
Subject: for Gene

Chronicle of Higher Education

From the issue dated November 20, 1998

Administration Falls Short of Goal of Recruiting
100,000 Work-Study Students as Tutors

By JEFFREY SELINGO

Washington

President Clinton's effort to recruit 100,000
work-study students
as reading tutors is apparently falling short of his
goal, but
supporters of the "America Reads" campaign hope that
the federal
government's new Higher Education Act will offer
more incentives

for colleges to join the program.

In his 1997 State of the Union speech, Mr. Clinton said he wanted "at least 100,000 college students" to help create a "citizen army" of one million tutors who would volunteer "to make sure every child can read independently by the end of the third grade."

But the number of work-study participants in 1997-98, the program's first year, was fewer than 50,000, according to college and federal officials involved with the America Reads program. The participation rate -- which will be officially announced in January -- surprises some government officials, in light of the Education Department's commitment to cover the full costs of work-study students in the program, instead of the usual 75 per cent of benefits. (Colleges pick up the other 25 per cent.)

"We'll be close to 50,000 tutors," says Robert A. Corrigan, president of San Francisco State University and chairman of a panel of presidents that oversees colleges' involvement in America Reads. "But I don't recall any higher-education leader agreeing to 100,000. There was an agreement that we would do everything we could do to get colleges to join."

Mr. Corrigan says the 100,000 figure was mentioned by Harris Wofford, chief executive officer of the Corporation for National Service, which supervises many America Reads tutors through its AmeriCorps national-service program. Mr. Wofford has been a vocal critic of how colleges use work-study money, arguing that institutions should dedicate 50 per cent of work-study funds to community-service jobs.

But Mr. Wofford is careful not to condemn colleges

for failing to
steer more work-study students into America Reads.
After Mr.
Wofford questioned the commitment of college
officials to America
Reads, in an interview with The Chronicle in August,
he says
supporters of the literacy program called him to
"set the record
straight." They wanted to be sure that he had
directed his criticism
at the work-study program, not specifically at
America Reads.

"My disappointment was not in the numbers of
colleges that signed
up for America Reads," Mr. Wofford says now. "My
disappointment was that colleges have still not
committed half of
their work-study students to community service."

Carol Rasco, who oversees America Reads at the
Education
Department, says Mr. Clinton's goal of 100,000
work-study tutors
was more of "an expectation for the second or third
year." Still,
many college lobbyists here wonder how the Clinton
Administration
arrived at the 100,000 figure.

"By doing a little back-of-the-envelope math, they
assumed that if
they had X number of participating schools, they
would have
100,000 students," says A. Dallas Martin, Jr.,
president of the
National Association of Student Financial Aid
Administrators.

While signing up 100,000 tutors is "a marvelous
goal," that number
represents some 10 per cent of students on
work-study money,
says Terry W. Hartle, senior vice-president for
government and
public affairs at the American Council on Education.
"The notion
that you go from nothing to 10 per cent is a bit of
a stretch," he
says

Of the nation's 3,400 colleges that get federal
work-study money,

about one-third have agreed so far to set aside some of the funds for the literacy program. People disagree over why relatively few work-study students are in America Reads -- and some new inducements are forthcoming to try to bring more campuses on board.

Despite widespread publicity, some college presidents still don't know the program exists, Mr. Corrigan says. Other institutions with tight budgets would prefer to fill on-campus jobs with work-study students. And many financial-aid officials say they don't have the time or the expertise to establish partnerships with school districts and off-campus literacy groups.

"It's doomed to failure, unless you have a person in the financial-aid office who knows something about teaching reading and has contact with the schools," says Bill Fox, an associate professor of education at St. Lawrence University, who coordinates the America Reads program at the New York college. "As nice as administrators are from the business office, they don't have those assets."

After college officials committed to the literacy program, they discovered other problems. At institutions located in rural areas, work-study students were often forced to travel 30 minutes or longer to some off-campus sites, without being paid for their time. Federal rules also prohibit colleges from paying students to be trained for America Reads.

The new Higher Education Act, which President Clinton signed into law last month, changes some of those rules to the benefit of America Reads, college officials say. Work-study funds may now

be used to pay students for their time spent traveling to or training for community-service positions.

Another provision requires colleges to dedicate 7 per cent -- up from 5 per cent -- of work-study funds to community-service activities, beginning in fiscal 2000. And in a measure inserted by Rep. William F. Goodling, a Pennsylvania Republican, colleges must support at least one project that compensates work-study students who are employed as reading tutors.

Rather than new mandates, Mr. Martin, of the financial-aid administrators group, says federal officials should provide more incentives to join the program, such as additional work-study funds to those institutions that have high participation rates. "I always believed that using a carrot rather than a stick works in this case," Mr. Martin says.

A number of college lobbyists blame the low participation rate on Education Department officials. One lobbyist says the department continues to play the role of "cheerleader for the program," when colleges no longer need to be sold on America Reads, but instead need help managing the program.

Those concerns remain at a time when the department is seeking to expand volunteer efforts using work-study funds. Officials have developed a waiver that will shift work-study costs from colleges to the federal government for mathematics tutors in elementary and middle schools (The Chronicle, October 16).

But Sharon Slotnick, a senior vice-president at New York University who directs 600 work-study students in America Reads -- the country's largest chapter -- says the math program is "a

natural next step" that should be easier for colleges to set up because the infrastructure for America Reads is already in place.

"The greatest beauty of the program is that you can design it as you see fit," she says. "Not many programs from the Education Department allow that flexibility."

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