

301-587-7354

PRESIDENT CLINTON HIGHLIGHTS PROGRESS ON AMERICA'S PRIORITIES BUT PRODS CONGRESS ON UNFINISHED BUSINESS

November 12, 1999

Today, in his weekly radio address to the nation, President Clinton will discuss the progress he has made with Congress on a budget that reflects the values and priorities of the American people. The President will also point out that there remains a great deal of unfinished business on Capitol Hill, and will urge Congress to act on these issues.

PROGRESS ON AMERICA'S PRIORITIES: BETTER SCHOOLS, SAFER STREETS, AND A CLEANER ENVIRONMENT. Today President Clinton will announce some of the achievements from the final budget negotiations with Congress, on priorities ranging from education to public safety to the environment.

- ✓ **More High-Quality Teachers With Smaller Class Sizes:** The budget agreement will provide at least \$1.3 billion for the President's initiative to hire 100,000 new teachers to reduce class size in the early grades to a national average of 18. This funding, a nearly 10 percent increase from last year's levels, will enable communities to keep the estimated 29,000 teachers already hired and to help hire even more high-quality teachers. This plan means more teachers and better teachers -- and for students, more individual attention and a better foundation in the basics. The agreement provides flexibility in the use of funds for teacher training, but not for block grants or vouchers.
- ✓ **More Police on the Street:** In 1994, President Clinton won a commitment to fund 100,000 police officers for our streets through his COPS program. In this budget, the President secured more than \$900 million to help put up to 50,000 more officers on the street, provide law enforcement with the latest crime-fighting technologies and help fund new community prosecutors.
- ✓ **Protecting the Environment:** The Interior bill funds most of the President's Lands Legacy Initiative, including significant increases over FY 1999 levels and over the House and Senate funding levels for land acquisition in National parks, forests, refuges, and public lands. It also includes important new funding for state and local governments to acquire and conserve parks, forests, open space, and recreational opportunities. While there has been progress in addressing anti-environmental riders, there are still several objectionable items that remain. Congress has more work to do in resolving.

THE UNFINISHED BUSINESS OF THE AMERICAN PEOPLE. President Clinton today will also identify important work that Congress still needs to address, from gun control and hate crimes to minimum wage increases and strengthening Social Security and Medicare.

- **Passing Common Sense Gun Legislation.** While the Administration's successful strategy of keeping guns out of the wrong hands has contributed to record declines in crime, recent tragic shootings reinforce the need to protect American families from gun violence. For months, Congress has failed to enact common-sense gun legislation. Congress must pass a bipartisan juvenile crime bill that includes strong gun measures to: close the gun show

loophole; require child safety locks for handguns; ban the importation of large capacity ammunition clips; and bar violent juveniles from owning guns for life.

- **Passing a Strong, Enforceable, Patients' Bill of Rights.** For over two years, the American people have been waiting for Congress pass a strong, enforceable Patients Bill of Rights. During that time, the President has exercised his executive authority to extend critical patient protections to over 85 million Americans. But ultimately, the only way to ensure that all Americans in all plans have basic consumer protections is to enact a strong, enforceable Patients' Bill Of Rights. Although the House has passed such legislation by a wide and bipartisan margin, Republican leaders have signaled their intent to delay action on a final bill until next year. Even worse, they have designed a process behind closed doors that is more likely to benefit special interests rather than the public interest. Today, the President will urge Congress to adopt legislation that gives Americans the protections they need.
- **Removing Disincentives that Discourage People with Disabilities From Working.** Under current law, people with disabilities often become ineligible for Medicaid or Medicare if they work, forcing many to choose between health care and employment. The bipartisan Work Incentives Improvement Act helps address this problem by giving people with disabilities the ability to maintain their Medicare and Medicaid coverage when they go to work. Today, President Clinton will call on the Congress to act on this legislation this year so that one of the most significant barriers to work for people with disabilities is removed.
- **Raising the Minimum Wage.** The Congress has failed to pass a clean, straightforward bill to increase the minimum wage by \$1 over two years – a step that would simply restore it to the 1982 inflation-adjusted level. Instead, the Senate attached the minimum wage increase to fiscally irresponsible tax giveaways for special interests. More than 11 million workers would benefit from a \$1 increase in the minimum wage. A full-time, year-round worker at the minimum wage would get a \$2,000 raise – enough for a typical family of four to buy groceries for 7 months or pay rent for 5 months. Today, the President will urge Congress to send him a straightforward bill increasing the minimum wage by \$1 over 2 years.
- **Strengthening Social Security.** The President has put forth a specific proposal to use the benefits of fiscal discipline and debt reduction to strengthen Social Security, extending its solvency from 2034 to 2050. This would be a down payment on truly saving Social Security. The Republican so-called “lockbox” legislation would not add a single day to the life of Social Security. The President will urge Congress to work with him to strengthen Social Security.
- **Modernizing and Strengthening Medicare.** Although members of both parties joined the President in the effort to adjust Medicare health care provider payments, Congress otherwise failed to address the growing challenges that Medicare faces. With beneficiaries expected to double over the next 30 years, Medicare needs adequate resources and the tools to be as efficient as possible. A long-overdue prescription drug benefit option is also essential for seniors and people with disabilities. The President today will call on Congress to work with him in developing, passing, and enacting these urgent Medicare reforms.

- **Expanding Federal Hate Crimes Laws.** At a time when our leaders should be doing all they can to bring Americans together, the Congress has refused to pass legislation to punish hate crimes. The President has called for a bill that would make it easier to prosecute crimes based on race, color, religion and national origin; and that would also include crimes based on sexual orientation, gender and disability. He will urge Congress today to take a strong stand against intolerance and hatred by enacting such legislation without further delay.

THE WHITE HOUSE

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Pages including cover sheet: 4

Message: Sorry it took so long. Here is
the 3rd part of the amendment. If you
need anything else pls. call.

Sec. _____ Safe Sch. 15

(a) AMENDMENTS- Part F of title XIV of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8921 et seq.) is amended as follows:

(1) SHORT TITLE- Section 14601(a) is amended by replacing 'Gun-Free' with 'Safe', and '1994' with '1999'.

(2) REQUIREMENTS- Section 14601(b)(1) is amended by inserting after 'determined' the following: 'to be in possession of felonious quantities of an illegal drug, on school property under the jurisdiction of, or in a vehicle operated by an employee or agent of, a local educational agency in that State, or'.

(3) DEFINITIONS- Section 14601(b)(4) is amended by replacing 'Definition' with 'Definitions' in the catchline, by replacing 'section' in the matter under the catchline with 'part', by redesignating the matter under the catchline after the comma as subparagraph (A), by replacing the period with a semicolon, and by adding new subparagraphs (B), (C), and (D) as follows:

(B) the term 'illegal drug' means a controlled substance, as defined in section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)), the possession of which is unlawful under the Act (21 U.S.C. 801 et seq.) or under the Controlled Substances Import and Export Act (21 U.S.C. 951 et seq.), but does not mean a controlled substance used pursuant to a valid prescription or as authorized by law; and

(C) the term 'illegal drug paraphernalia' means drug paraphernalia, as defined in section 422(d) of the Controlled Substances Act (21 U.S.C. 863(d)), except that the first sentence of that section shall be applied by inserting 'or under the Controlled Substances Import and Export Act (21 U.S.C. 951 et seq.)', before the period.

(D) the term 'felonious quantities of an illegal drug' means any quantity of an illegal drug—

(i) possession of which quantity would, under Federal, State, or local law, either constitute a felony or indicate an intent to distribute; or

(ii) that is possessed with an intent to distribute.

(4) REPORT TO STATE- Section 14601(d)(2)(C) is amended by inserting 'illegal drugs or' before 'weapons'.

(5) REPEALER- Section 14601 is amended by striking subsection (f).

(6) POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL- Section 14602(a) is amended by replacing 'served by' with 'under the jurisdiction of, and by inserting after 'who' the following: 'is in possession of an illegal drug, or illegal drug paraphernalia, on school property under the jurisdiction of, or in a vehicle operated by an employee or agent of, such agency, or who'.

(7) DATA AND POLICY DISSEMINATION UNDER IDEA- Section 14603 is amended by inserting 'current' before 'policy', by striking 'in effect on October 20, 1994', by striking all the matter after 'schools' and inserting a period thereafter, and by inserting before 'engaging' the following: 'possessing illegal drugs, or illegal drug paraphernalia, on school property, or in vehicles operated by employees or agents of, schools or local educational agencies, or'.

(b) COMPLIANCE DATE; REPORTING- (1) States shall have 2 years from the date of enactment of this Act to comply with the requirements established in the amendments made by subsection (a).

(2) Not later than 3 years after the date of enactment of this Act, the Secretary of Education shall submit to Congress a report on any State that is not in compliance with the requirements of this part.

(3) Not later than 2 years after the date of enactment of this Act, the Secretary of Education shall submit to Congress a report analyzing the strengths and weaknesses of approaches regarding the

SEC. 1115B. STUDENT SAFETY AND FAMILY SCHOOL CHOICE.

(a) IN GENERAL.—Subpart 1 of part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.) is amended by inserting after section 1115A of such Act (20 U.S.C. 6316) the following:

SEC. 1115B. STUDENT SAFETY AND FAMILY SCHOOL CHOICE.

"(a) IN GENERAL.—Notwithstanding any other provision of law, if a student is eligible to be served under section 1115(b), or attends a school eligible for a schoolwide program under section 1114, and becomes a victim of a violent criminal offense, including drug-related violence, while in or on the grounds of a public elementary school or secondary school that the student attends and that receives assistance under this part, then the local educational agency may use funds provided under this part or under any other Federal education program to pay the supplementary costs for such student to attend another school. The agency may use the funds to pay for the supplementary costs of such student to attend any other public or private elementary school or secondary school, including a religious school, in the same State as the school where the criminal offense occurred, that is selected by the student's parent. The State educational agency shall determine what actions constitute a violent criminal offense for purposes of this section.

"(b) SUPPLEMENTARY COSTS.—The supplementary costs referred to in subsection (a) shall not exceed—

"(1) in the case of a student for whom funds under this section are used to enable the student to attend a public elementary school or secondary school served by a local educational agency that also serves the school where the violent criminal offense occurred, the costs of supplementary educational services and activities described in section 1114(b) or 1115(c) that are provided to the student;

"(2) in the case of a student for whom funds under this section are used to enable the student to attend a public elementary school or secondary school served by a local educational agency that does not serve the school where the violent criminal offense occurred but is located in the same State—

"(A) the costs of supplementary educational services and activities described in section 1114(b) or 1115(c) that are provided to the student; and

"(B) the reasonable costs of transportation for the student to attend the school selected by the student's parent; and

"(3) in the case of a student for whom funds under this section are used to enable the student to attend a private elementary school or secondary school, including a religious school, the costs of tuition, required fees, and the reasonable costs of such transportation.

"(c) CONSTRUCTION.—Nothing in this Act or any other Federal law shall be construed to prevent a parent assisted under this section from selecting the public or private, including religious, elementary school or secondary school that a child of the parent will attend within the State.

"(d) CONSIDERATION OF ASSISTANCE.—Subject to subsection (h), assistance made available under this section that is used to pay the costs for a student to attend a private or religious school shall not be considered to be Federal aid to the school, and the Federal Government shall have no authority to influence or regulate the operations of a private or religious school as a result of assistance received under this section.

"(e) CONTINUING ELIGIBILITY.—A student assisted under this section shall remain eligible to continue receiving assistance under this section for at least 3 academic years without regard to whether the student is eligible for assistance under section 1114 or 1115(b).

"(f) TUITION CHARGES.—Assistance under this section may not be used to pay tuition or required fees at a private elementary school or secondary school in an amount that is greater than the tuition and required fees paid by students not assisted under this section at such school.

"(g) SPECIAL RULE.—Any school receiving assistance provided under this section shall comply with title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.) and not discriminate on the basis of race, color, or national origin.

"(h) ASSISTANCE; TAXES AND OTHER FEDERAL PROGRAMS.—

"(1) ASSISTANCE TO FAMILIES, NOT SCHOOLS.—Assistance provided under this section shall be considered to be aid to families, not schools. Use of such assistance at a school shall not be construed to be Federal financial aid or assistance to that school.

"(2) TAXES AND DETERMINATIONS OF ELIGIBILITY FOR OTHER FEDERAL PROGRAMS.—Assistance provided under this section to a student shall not be considered to be income of the student or the parent of such student for Federal, State, or local tax purposes or for determining eligibility for any other Federal program.

"(i) PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.—Nothing in this section shall be construed to affect the requirements of part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.).

"(j) MAXIMUM AMOUNT.—Notwithstanding any other provision of this section, the amount of assistance provided under this part for a student shall not exceed the per pupil expenditure for elementary or secondary education, as appropriate, by the local educational agency that serves the school where the criminal offense occurred for the fiscal year preceding the fiscal year for which the determination is made."

SEC. 1116. TRANSFER OF REVENUES.

(a) IN GENERAL.—Notwithstanding any other provision of Federal law, a State, a State educational agency, or a local educational agency may transfer any non-Federal public funds associated with the education of a student who is a victim of a violent criminal offense while in or on the grounds of a public elementary school or secondary school served by a local educational agency to another local educational agency or to a private elementary school or secondary school, including a religious school.

(b) DEFINITIONS.—For the purpose of subsection (a), the terms "elementary school", "secondary school", "local educational agency", and "State educational agency" have the meanings given such terms in section

1101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3801).

SEC. ~~902~~. INCREASED PENALTIES FOR DISTRIBUTING DRUGS TO MINORS.

Section 418 of the Controlled Substances Act (21 U.S.C. 859) is amended--

(1) in subsection (a), by striking 'one year' and inserting '3 years'; and

(2) in subsection (b), by striking 'one year' and inserting '5 years'.

SEC. ~~903~~. INCREASED PENALTY FOR DRUG TRAFFICKING IN OR NEAR A SCHOOL
OR
OTHER PROTECTED LOCATION.

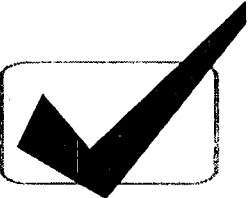
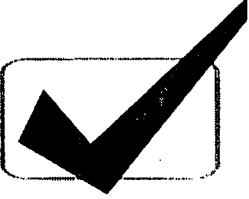
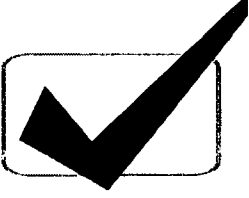
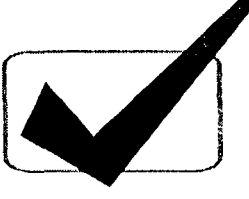
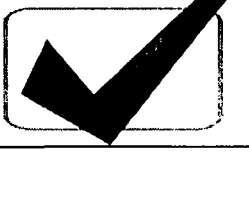
Section 419 of the Controlled Substances Act (21 U.S.C. 860) is amended--

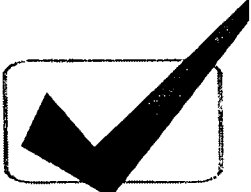
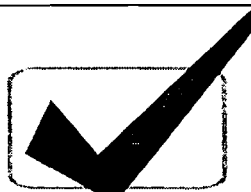
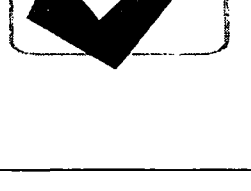
(1) in subsection (a), by striking 'one year' and inserting '3 years'; and

(2) in subsection (b), by striking 'three years' each place that term appears and inserting 'years'.

10 VICTORIES FOR AMERICA'S STUDENTS

Following weeks of intense negotiation, President Clinton reached an agreement with Republicans in Congress on a budget for federal education and training spending for fiscal year 2000. The President has been fighting to protect America's first priority -- educating our children -- from the devastating cuts initiated by House Republicans. When House Republicans passed their education appropriations bill in September, they cut education and training programs by \$1.4 billion from the President's request, rejecting critical investments in smaller classes, after-school programs, Head Start, educational technology, and programs to help young people prepare for college. The President's resolve not to sacrifice the resources our children need to succeed in the economy of the 21st century led to a budget agreement that makes these critical investments.

PRESIDENT CLINTON'S GOAL	HOUSE REPUBLICAN PROPOSAL	FINAL AGREEMENT IN EDUCATION APPROPRIATIONS BILL	PRESIDENT'S GOAL MET
Support the 29,000 teachers hired this school year under the President's Class Size Reduction initiative and hire additional teachers next school year to stay on track to hiring 100,000 teachers to reduce class size to a national average of 18 in the early grades.	Eliminated the Class Size Reduction initiative by turning it into a block grant.	\$1.3 billion to support the 29,000 teachers hired this year and continue progress toward hiring 100,000 new, high-quality teachers.	
Expand access to after school and summer school programs to extend learning time and increase student achievement through the 21 st Century Community Learning Centers.	Would have served 225,000 fewer students than the final agreement.	More than doubled the current investment in after school and summer school programs to serve an additional 375,00 students.	
Increase accountability by helping states and school districts turn around failing schools and help disadvantaged students reach high academic standards through Title I.	No provision to help states and school districts turn around failing schools and no increase for Title I.	Increased Title I funding by more than \$180 million, including a \$109 million set-aside to support state and local efforts to fix failing schools.	
Increase funding for the Hispanic Education Action Plan to ensure educational opportunity for all students.	Provided less than one-tenth of the increase in the President's budget for the Hispanic Education Action Plan programs.	Provided a \$400 million increase for programs in the Hispanic Education Action Plan.	
Expand the GEAR-UP initiative to help more disadvantaged students prepare for success in college.	Eliminated GEAR-UP, potentially denying 572,000 disadvantaged students help to prepare for success in college.	Expanded GEAR-UP to help an additional 220,000 middle school students prepare for and succeed in college.	

Expand Head Start to more than 40,000 additional children, and increase the participation of underrepresented groups.	Froze Head Start participation for the first time in over a decade, denying even a single additional disadvantaged child the early support that would help them succeed.	Increased funding for Head Start by more than \$600 million to serve more than 40,000 additional low-income children.	
Increase investment in educational technology and technology-related professional development.	Eliminated the Teacher Training in Technology program and underfunded the Technology Literacy Challenge Fund and Community-based Technology Centers.	Guaranteed funding for training teachers to use technology in the classroom, and tripled federal investment in technology centers for low-income communities.	
Improve teacher quality through Teacher Quality Enhancement Grants.	No increase for Teacher Quality Enhancement Grants.	Increased Teacher Quality Enhancement Grants by 30 percent.	
Help students read independently by the end of third grade through the Reading Excellence Act.	Cut \$60 million from Reading Excellence Act.	Restores Reading Excellence Act to full funding and guaranteeing continued support to help one million students learn to read independently by the third grade.	
Expand and improve the Safe and Drug Free Schools program, including a new initiative to respond to incidents of severe trauma and violence in schools—Project SERV.	Denied increase for drug and violence prevention coordinators for middle schools across the nation, and rejected the President's school violence response initiative.	Secured funding for both the drug and violence prevention coordinators and the President's school violence response initiative.	

PRESIDENT CLINTON'S CLASS SIZE REDUCTION INITIATIVE

A VICTORY FOR AMERICA'S STUDENTS

ISSUE	PRESIDENT CLINTON'S PLAN	VETOED REPUBLICAN BILL	AGREEMENT IN PRINCIPLE	PRESIDENT'S GOAL MET
CLEAR PURPOSE FOR THE PROGRAM	Funding must be used primarily to reduce class size in the early grades to an average of 18.	Unfocused block grant that could be used for any purpose including vouchers for private schools.	Funding must be used primarily to reduce class size in the early grades to an average of 18.	✓
DEDICATED REVENUE SOURCE FOR REDUCING CLASS SIZE	Funding to support the 29,000 teachers hired last year and to stay on track to hiring 100,000 new teachers.	Failed to guarantee any funds for reducing class size.	At least \$1.3 billion to support the 29,000 teachers hired last year and continue toward hiring 100,000 high quality teachers by 2005.	✓
STAY ON TRACK TO HIRE 100,000 NEW TEACHERS	Hire 100,000 teachers by 2003 to reduce class size in the early grades.	No guaranteed funding to retain existing teachers or hire new ones.	Stays on track toward the President's goal of hiring 100,000 new teachers by 2005 to reduce class size in the early grades.	✓
REQUIRING TEACHER QUALITY	New teachers must be highly qualified.	No provision.	All teachers hired must be fully qualified.	✓
LOCAL FLEXIBILITY FOR TEACHER TRAINING	School districts should be able to use a portion of the funds to train teachers and test new teachers but not for vouchers and other unrelated purposes.	Funding could be used for any purpose including vouchers.	School districts can use up to 25 % of funding to train teachers and test new teachers but not for vouchers and unrelated purposes. If more than 10 % of a school district's teachers are uncertified the district can apply for a state waiver to use additional funding to get them certified.	✓
VOUCHERS	No funding can be used for vouchers for private schools.	Funding could be diverted from the public schools for vouchers at private schools.	No funding can be used for vouchers for private schools.	✓
ACCOUNTABILITY FOR RESULTS	Public reporting of progress in reducing class size with quality teachers.	No accountability for any use of the funds, including vouchers.	School districts must publicly report to parents on progress in reducing class size with quality teachers.	✓

DEPARTMENT OF EDUCATION

							Conference vs. ---				
							1999	1999	House	Senate	Pres
Education Reform	1999 Comparable	Budget Request	House Committee	Senate Floor	Conference Agreement	Conference Agreement- Outlays					
Goals 2000: Educate America Act:											
State Grants forward funded	459,500	459,500	-	114,875	459,500	22,975	--	--	459,500	344,625	--
FY01	-	-	-	344,625	-	-	--	--	--	-344,625	--
State Grants current funded	1,500	1,500	-	1,500	1,500	75	--	--	1,500	--	--
Parental Assistance?	30,000	30,000	-	33,000	33,000	1,650	3,000	10.0%	33,000	--	3,000
Total: Goals 2000	491,000	491,000	-	494,000	494,000	24,700	3,000	0.6%	494,000	--	3,000
School-to-Work Opportunities	125,000	55,000	-	55,000	55,000	2,750	-70,000	-56.0%	55,000	--	--
Educational Technology											
Technology Literacy Challenge Fund	425,000	450,000	375,000	425,000	425,000	21,250	--	--	50,000	--	-25,000
Technology Innovation Challenge Fund	115,100	110,000	115,100	115,100	115,100	5,755	--	--	--	--	5,100
Regional Technology in Education Consortia	10,000	10,000	-	10,000	10,000	500	--	--	10,000	--	--
Subtotal: Technology for Education	550,100	570,000	490,100	550,100	550,100	27,505	--	--	60,000	--	-19,900
National Activities											
Technology Leadership Activities	2,000	2,000	-	2,000	2,000	100	--	--	2,000	--	--
Teacher Training in Technology	75,000	75,000	-	75,000	75,000	3,750	--	--	75,000	--	--
Community-Based Technology Centers	10,000	65,000	10,000	10,000	10,000	500	--	--	--	--	-55,000
Middle School Teacher Training	-	30,000	-	-	-	-	--	--	--	--	-30,000
Software Development Initiative	-	5,000	-	-	-	-	--	--	--	--	-5,000
Subtotal: National Activities	87,000	177,000	10,000	87,000	87,000	4,350	--	--	77,000	--	-90,000
Star Schools	45,000	45,000	-	45,000	45,000	2,250	--	--	45,000	--	--
Ready to Learn Television	11,000	7,000	-	16,000	16,000	800	5,000	45.5%	16,000	--	9,000
Telcom Demo Project for Mathematics	5,000	2,000	-	8,500	8,500	425	3,500	70.0%	8,500	--	6,500
Subtotal: Educational Technology	698,100	801,000	500,100	706,600	706,600	35,330	8,500	1.2%	206,500	--	-94,400
21st Century Community Learning Centers	200,000	600,000	300,000	400,000	400,000	20,000	200,000	100.0%	100,000	--	-200,000
Total: Education Reform	1,514,100	1,947,000	800,100	1,655,600	1,655,600	82,780	141,500	9.3%	855,500	--	-291,400
Current year FY00	1,514,100	1,947,000	800,100	1,310,975	1,655,600	82,780	141,500	9.3%	855,500	344,625	-291,400
FY01	-	-	-	344,625	-	-	--	--	--	-344,625	--
Subtotal: Forward funded	584,500	514,500	-	169,875	514,500	25,725	-70,000	-12.0%	514,500	344,625	--

Education for the Disadvantaged

Grants to Local Educational Agencies (LEAs)												
Basic Grants												
Advance from prior year	1,448,386	5,046,366	5,046,366	5,046,366	5,046,366	3,280,138	3,597,980	248.4%	--	--	--	--
Forward funded	1,524,134	1,844,134	1,524,134	1,844,134	1,599,134	303,835	75,000	4.9%	75,000	-245,000	-245,000	--
Current funded	3,500	3,500	3,500	3,500	3,500	683	--	--	--	--	--	--
Subtotal: Basic Grants, current year approp.	1,527,634	1,847,634	1,527,634	1,847,634	1,602,634	304,518	75,000	4.9%	75,000	-245,000	-245,000	--
Subtotal: Basic Grants, current year	2,976,020	6,894,000	6,574,000	6,894,000	6,649,000	3,584,656	3,672,980	123.4%	75,000	-245,000	-245,000	--
Basic Grant FY01 Advance	5,046,366	4,292,366	5,046,366	5,046,366	5,046,366	3,280,138	--	--	--	--	754,000	--
Subtotal: Basic Grants, program level	6,574,000	6,140,000	6,574,000	6,894,000	6,649,000	3,584,656	75,000	1.1%	75,000	-245,000	509,000	--
Concentration Grants												
Advance from prior year	-	1,158,397	1,158,397	1,158,397	1,158,397	752,958	1,158,397	--	--	--	--	--
Forward funded	-	-	-	-	-	-	-	--	--	--	--	--
Subtotal: Concen. Grants, current year approp	-	-	-	-	-	-	--	--	--	--	--	--
Subtotal: Concen. Grants, current year	-	1,158,397	1,158,397	1,158,397	1,158,397	752,958	1,158,397	--	--	--	--	--
Concentration Grants FY01 Advance	1,158,397	1,100,000	1,158,397	1,158,397	1,158,397	752,958	--	--	--	--	58,397	--
Subtotal: Concentration Grants, program level	1,158,397	1,100,000	1,158,397	1,158,397	1,158,397	752,958	--	--	--	--	58,397	--
Targeted Grants FY01 Advance	-	756,020	-	-	-	-	--	--	--	--	-756,020	--
Subtotal: Grants to LEAs (program level)	7,732,397	7,996,020	7,732,397	8,052,397	7,807,397	4,337,614	75,000	1.0%	75,000	-245,000	-188,623	--
Capital Expenses for Private School Children	24,000	-	-	15,000	12,000	2,280	-12,000	-50.0%	12,000	-3,000	12,000	--
Even Start	135,000	145,000	150,000	145,000	150,000	28,500	15,000	11.1%	--	5,000	5,000	--
State Agency Programs:												
Migrant	354,689	380,000	354,689	354,689	354,689	67,391	--	--	--	--	-25,311	--
Neglected and Delinquent/High Risk Youth	40,311	42,000	40,311	42,000	42,000	7,980	1,689	4.2%	1,689	--	--	--
Evaluation	7,500	8,900	7,500	8,900	8,900	1,691	1,400	18.7%	1,400	--	--	--
Comprehensive School Reform Demonstration	120,000	150,000	120,000	120,000	160,000	30,400	40,000	33.3%	40,000	40,000	10,000	--
Total: ESEA	8,413,897	8,721,920	8,404,897	8,737,986	8,534,986	4,475,856	121,089	1.4%	130,089	-203,000	-186,934	--
Migrant Education												
High School Equivalency Program	9,000	15,000	9,000	9,000	9,000	1,710	--	--	--	--	-6,000	--
College Assistance Migrant Program	4,000	7,000	4,000	4,000	4,000	760	--	--	--	--	-3,000	--
Subtotal: Migrant Education	13,000	22,000	13,000	13,000	13,000	2,470	--	--	--	--	-9,000	--
Total: Education for the disadvantaged	8,426,897	8,743,920	8,417,897	8,750,986	8,547,986	4,478,326	121,089	1.4%	130,089	-203,000	-195,934	--
Current Year FY00	2,222,134	2,595,534	2,213,134	2,546,223	2,343,223	445,230	121,089	5.4%	130,089	-203,000	-252,311	--
FY01	6,204,763	6,148,386	6,204,763	6,204,763	6,204,763	4,033,096	--	--	--	--	56,377	--
Subtotal: Forward Funded	2,198,134	2,561,134	2,189,134	2,520,823	2,317,823	440,386	119,689	5.4%	128,689	-203,000	-243,311	--
Impact Aid												
Basic Support Payments	704,000	684,000	737,200	725,000	737,200	600,081	33,200	4.7%	--	12,200	53,200	--

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	<i>PA 99</i>	<i>PA 03</i>	<i>PA 05</i>	<i>PA 07</i>	<i>PA 10</i>						
Payments for Children with Disabilities	50,000	40,000	50,000	50,000	50,000	40,700	--	--	--	--	10,000
Payments for Heavily Impacted Districts (Sec. f)	70,000	-	76,000	75,000	76,000	61,864	6,000	8.6%	--	1,000	76,000
Subtotal:	824,000	724,000	863,200	850,000	863,200	702,645	39,200	4.8%	--	13,200	139,200
Facilities Maintenance (Sec. 8008)	5,000	5,000	5,000	5,000	5,000	4,070	--	--	--	--	--
Construction (Sec. 8007)	7,000	7,000	7,000	7,000	7,000	5,698	--	--	--	--	--
Payments for Federal Property (Sec. 8002)	28,000	-	32,000	30,000	32,000	26,048	4,000	14.3%	--	2,000	32,000
Total: Impact Aid	864,000	736,000	907,200	892,000	907,200	738,461	43,200	5.0%	--	15,200	171,200
School Improvement Programs											
Eisenhower Professional Development	335,000	335,000	-	335,000	335,000	16,750	--	--	335,000	--	--
Innovative Education (Education Block Grant)	375,000	-	97,000	375,000	375,000	4,750	-280,000	-74.7%	-2,000	-280,000	95,000
FY01	-	-	288,000	-	285,000	14,250	285,000		-3,000	285,000	285,000
Education Block Grant, program level	375,000	-	385,000	375,000	380,000	19,000	5,000	1.3%	-5,000	5,000	380,000
Class Size Reduction/Teacher Assistance, current	1,200,000	1,400,000	-	300,000	300,000	15,000	-900,000	-75.0%	300,000	--	-1,100,000
FY01	-	-	-	900,000	900,000	45,000	900,000		900,000	--	900,000
Class Size Reduction/Teacher Assistance, pgm.	1,200,000	1,400,000	-	1,200,000	1,200,000	60,000	--	--	1,200,000	--	-200,000
Teacher Empowerment Act I	-	-	450,000	-	-	-	--	--	-450,000	--	--
FY01	-	-	1,350,000	-	-	-	--	--	-1,350,000	--	--
Teacher Empowerment Act, program level	-	-	1,800,000	-	-	-	--	--	-1,800,000	--	--
Safe and Drug Free Schools:											
State Grants, current funded	441,000	439,000	441,000	136,250	115,000	5,750	-326,000	-73.9%	-326,000	-21,250	-324,000
FY01	-	-	-	339,750	345,000	-	345,000		345,000	5,250	345,000
State Grants, program level	441,000	439,000	441,000	476,000	460,000	5,750	19,000	4.3%	19,000	-16,000	21,000
1 Subject to authorization											
National Programs	90,000	90,000	90,000	100,000	95,000	4,750	5,000	5.6%	5,000	-5,000	5,000
Coordinator Initiative	35,000	50,000	35,000	60,000	50,000	2,500	15,000	42.9%	15,000	-10,000	--
Project SERV	-	12,000	-	-	-	-	--	--	--	--	-12,000
Subtotal: Safe and Drug Free Schools	566,000	591,000	566,000	636,000	605,000	13,000	39,000	6.9%	39,000	-31,000	14,000
Inexpensive Book Distribution (RIF)	18,000	18,000	18,000	21,500	20,000	1,000	2,000	11.1%	2,000	-1,500	2,000
Arts in Education	10,500	10,500	10,500	12,500	11,500	575	1,000	9.5%	1,000	-1,000	1,000
Other school improvement programs:											
Magnet Schools Assistance	104,000	114,000	104,000	112,000	110,000	5,500	6,000	5.8%	6,000	-2,000	-4,000
Education for Homeless Children & Youth	28,800	31,700	28,800	28,800	28,800	1,440	--	--	--	--	-2,900
Women's Educational Equity	3,000	3,000	3,000	3,000	3,000	150	--	--	--	--	--
Training and Advisory Services (Civil Rights)	7,334	7,334	7,334	7,334	7,334	367	--	--	--	--	--
Ellender Fellowships/Close Up	1,500	-	1,500	1,500	1,500	75	--	--	--	--	1,500
Education for Native Hawaiians	20,000	20,000	20,000	23,000	23,000	1,150	3,000	15.0%	3,000	--	3,000
Alaska Native Education Equity	10,000	10,000	10,000	13,000	13,000	650	3,000	30.0%	3,000	--	3,000
Charter Schools	100,000	130,000	130,000	150,000	145,000	7,250	45,000	45.0%	15,000	-5,000	15,000
Subtotal: Other school improvement programs	274,634	316,034	304,634	338,634	331,634	16,582	57,000	20.8%	27,000	-7,000	15,600

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Comprehensive Regional Assistance Centers	28,000	32,000	27,054	28,000	28,000	1,400	--	--	946	--	-4,000
Advanced Placement Fees	4,000	20,000	4,000	15,000	15,000	750	11,000	275.0%	11,000	--	-5,000
Total: School improvement programs	2,811,134	2,722,534	3,115,188	2,961,634	2,926,134	129,057	115,000	4.1%	-189,054	-35,500	203,600
Current Year FY00	2,811,134	2,722,534	1,477,188	1,721,884	1,396,134	69,807	-1,415,000	-50.3%	-81,054	-325,750	-1,326,400
FY01	-	-	1,638,000	1,239,750	1,530,000	59,250	1,530,000		-108,000	290,250	1,530,000
Subtotal: Forward funded	2,381,300	2,205,700	1,018,300	1,176,550	875,300	43,765	-1,506,000	-63.2%	-143,000	-301,250	-1,330,400
Reading Excellence Act	260,000	286,000	200,000	90,000	65,000	3,250	-195,000	-75.0%	-135,000	-25,000	-221,000
FY01	-	-	-	195,000	195,000	9,750	195,000		195,000	--	195,000
Reading Excellence, program level	260,000	286,000	200,000	285,000	260,000	13,000	--	--	60,000	-25,000	-26,000
Indian Education											
Grants to Local Educational Agencies	62,000	62,000	62,000	62,000	62,000	8,990	--	--	--	--	--
Federal Programs											
Special Programs for Indian Children	3,265	13,265	3,265	13,265	13,265	1,923	10,000	306.3%	10,000	--	--
National Activities	735	1,735	735	1,735	1,735	252	1,000	136.1%	1,000	--	--
Subtotal: Federal Programs	4,000	15,000	4,000	15,000	15,000	2,175	11,000	275.0%	11,000	--	--
Total: Indian Education	66,000	77,000	66,000	77,000	77,000	11,165	11,000	16.7%	11,000	--	--
Bilingual and Immigrant Education											
Bilingual Education											
Instructional Services	160,000	170,000	160,000	165,000	162,500	19,500	2,500	1.6%	2,500	-2,500	-7,500
Support Services	14,000	14,000	14,000	14,000	14,000	1,680	--	--	--	--	--
Professional Development	50,000	75,000	50,000	55,000	52,500	6,300	2,500	5.0%	2,500	-2,500	-22,500
Immigrant Education	150,000	150,000	150,000	150,000	150,000	18,000	--	--	--	--	--
Foreign Language Assistance	6,000	6,000	6,000	10,000	8,000	960	2,000	33.3%	2,000	-2,000	2,000
Total: Bilingual and Immigrant Education	380,000	415,000	380,000	394,000	387,000	46,440	7,000	1.8%	7,000	-7,000	-28,000
Special Education											
State Grants											
Grants to States Part B advance funded	-	1,925,000	3,608,000	2,201,059	3,742,000	2,432,300	3,742,000		134,000	1,540,941	1,817,000
Part B advance from prior year	210,000	-	-	-	-	-	-210,000		--	--	--
Grants to States Part B current year	4,100,700	2,389,000	1,202,700	2,788,626	1,247,685	70,993	-2,853,015	-69.6%	44,985	-1,540,941	-1,141,315
Grants to States, program level	4,310,700	4,314,000	4,810,700	4,989,685	4,989,685	2,503,293	678,985	15.8%	178,985	--	675,685
Preschool Grants	373,985	402,435	373,985	390,000	390,000	22,191	16,015	4.3%	16,015	--	-12,435
Grants for Infants and Families	370,000	390,000	370,000	375,000	375,000	21,338	5,000	1.4%	5,000	--	-15,000
Subtotal: State grants, program level	5,054,685	5,106,435	5,554,685	5,754,685	5,754,685	5,050,115	700,000	13.8%	200,000	--	648,250
IDEA National Activities (current funded)											
State Program Improvement Grants	35,200	45,200	35,200	35,200	35,200	2,003	--	--	--	--	-10,000

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Research and Innovation	64,508	64,508	64,508	64,508	64,508	3,671	--	--	--	--	--
Technical Assistance and Dissemination	44,556	44,556	44,556	44,556	44,556	2,535	--	--	--	--	--
Personnel Preparation	82,139	82,139	82,139	82,139	82,139	4,674	--	--	--	--	--
Parent Information Centers	18,535	22,535	18,535	18,535	18,535	1,055	--	--	--	--	-4,000
Technology and Media Services	33,023	34,523	33,523	34,523	34,523	1,964	1,500	4.5%	1,000	--	--
Public Telecom Info/Training Dissemination	1,500	-	-	1,500	1,500	85	--	--	1,500	--	1,500
Primary Education Intervention	-	50,000	-	-	-	-	--	--	--	--	-50,000
Subtotal: IDEA special programs	279,461	343,461	278,461	280,961	280,961	15,987	1,500	0.5%	2,500	--	-62,500
Total: Special Education	5,124,146	5,449,896	5,833,146	6,035,646	6,035,646	2,562,808	911,500	17.8%	202,500	--	585,750
Current year FY00	5,124,146	3,524,896	2,225,146	3,834,587	2,293,646	130,508	-2,830,500	-55.2%	68,500	-1,540,941	-1,231,250
FY 01	-	1,925,000	3,608,000	2,201,059	3,742,000	2,432,300	3,742,000		134,000	1,540,941	1,817,000
Subtotal: Forward funded	4,879,885	3,226,635	1,981,885	3,588,826	2,047,885	116,525	-2,832,000	-58.0%	66,000	-1,540,941	-1,178,750

Rehabilitation Services and Disability Research I

Vocational Rehabilitation State Grants	2,304,411	2,338,977	2,338,977	2,338,977	2,338,977	-	34,566	1.5%	--	--	--
Client Assistance State grants	10,928	10,928	10,928	10,928	10,928	7,650	--	--	--	--	--
Training	39,629	41,629	39,629	39,629	39,629	27,740	--	--	--	--	-2,000
Demonstration and training programs	14,942	16,942	13,942	18,942	16,942	11,859	2,000	13.4%	3,000	-2,000	--
Migrant and seasonal farmworkers	2,350	2,350	2,350	2,350	2,350	1,645	--	--	--	--	--
Recreational programs	2,596	2,596	2,596	2,596	2,596	1,817	--	--	--	--	--
Protection and advocacy of individual rights (PAIR)	10,894	10,894	11,894	10,894	11,894	8,326	1,000	9.2%	--	1,000	1,000
Projects with industry	22,071	22,071	22,071	22,071	22,071	15,450	--	--	--	--	--
Supported employment State grants	38,152	38,152	38,152	38,152	38,152	26,706	--	--	--	--	--

IP L 105-220 reclassified all voc rehab programs except state grants as discretionary funding

Independent living:

State grants	22,296	22,296	22,296	22,296	22,296	15,607	--	--	--	--	--
Centers	46,109	50,886	46,109	48,000	48,000	33,600	1,891	4.1%	1,891	--	-2,886
Services for older blind individuals	11,169	11,392	11,169	15,000	15,000	10,500	3,831	34.3%	3,831	--	3,608
Subtotal: Independent living	79,574	84,574	79,574	85,296	85,296	59,707	5,722	7.2%	5,722	--	722

Program Improvement	1,900	1,900	1,900	1,900	1,900	1,330	--	--	--	--	--
Evaluation	1,587	1,587	1,587	1,587	1,587	1,111	--	--	--	--	--
Helen Keller National Center for Deaf/Blind	8,550	8,550	8,550	8,550	8,550	5,985	--	--	--	--	--
National Inst. Disability and Rehab Research (NIDRR)	81,000	90,964	81,000	81,000	81,000	56,700	--	--	--	--	-9,964
Assistive Technology	34,000	45,000	34,000	30,000	34,000	23,800	--	--	--	4,000	-11,000
Subtotal: Discretionary Programs	348,173	378,137	348,173	353,895	356,895	249,827	8,722	2.5%	8,722	3,000	-21,242

Total: Rehabilitation Services	2,652,584	2,717,114	2,687,150	2,692,872	2,695,872	249,827	43,288	1.6%	8,722	3,000	-21,242
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Special Institutions for Persons with Disabilities

American Printing House for the Blind	8,661	8,973	9,000	10,100	10,100	9,494	1,439	16.6%	1,100	--	1,127
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National Technical Institute for the Deaf

	Consolidated Account	45,500	-	-	-	-	-45,500		--	--	--	
	Operations	-	45,274	45,500	45,500	45,500	42,770	45,500	--	--	226	
	Construction	-	2,651	2,651	2,651	2,651	2,492	2,651	--	--	--	
	Total: NTID	45,500	47,925	48,151	48,151	48,151	45,262	2,651	5.8%	--	--	226
	Gallaudet University											
	Consolidated Account	83,480	-	-	-	-	-83,480		--	--	--	
	Operations	-	82,620	83,480	83,000	83,480	78,471	83,480	--	480	860	
	Construction	-	2,500	2,500	2,500	2,500	2,350	2,500	--	--	--	
	Total: Gallaudet	83,480	85,120	85,980	85,500	85,980	80,821	2,500	3.0%	--	480	860
	Total: Special Institutions for Persons with Disabilities	137,641	142,018	143,131	143,751	144,231	135,577	6,590	4.8%	1,100	480	2,213

Vocational and Adult Education

Vocational Education:

Basic State Grants, current funded	1,030,650	1,030,650	308,650	1,030,650	264,650	13,233	-766,000	-74.3%	-44,000	-766,000	-766,000
FY01	-	-	772,000	-	791,000	-	791,000	--	19,000	791,000	791,000
Basic State Grants, program level	1,030,650	1,030,650	1,080,650	1,030,650	1,055,650	13,233	25,000	2.4%	-25,000	25,000	25,000
Tech-Prep Education	106,000	111,000	106,000	106,000	106,000	5,300	--	--	--	--	-5,000
Tribally Controlled Postsec Voc Insts	4,100	4,100	4,100	4,600	4,600	230	500	12.2%	500	--	500
National Programs	13,497	17,500	13,497	19,500	17,500	875	4,003	29.7%	4,003	-2,000	--
NOICCI	-	-	-	9,000	9,000	450	9,000	--	9,000	--	9,000
Subtotal: Vocational Education	1,134,247	1,163,250	1,204,247	1,169,750	1,192,750	32,870	38,503	3.3%	-11,497	23,000	29,500

Adult Education:

State Grants, current funded	365,000	468,000	92,000	468,000	425,000	21,250	60,000	16.4%	333,000	-43,000	-43,000
FY01	-	-	273,000	-	-	-	--	--	-273,000	--	--
State grants, program level	365,000	468,000	365,000	468,000	425,000	21,250	60,000	16.4%	60,000	-43,000	-43,000
National Programs											
National Leadership Activities	14,000	101,000	7,000	14,000	14,000	700	--	--	7,000	--	-87,000
National Institute for Literacy	6,000	6,000	6,000	6,000	6,000	300	--	--	--	--	--
Subtotal: National programs	20,000	107,000	13,000	20,000	20,000	1,000	--	--	7,000	--	-87,000
Subtotal: Adult Education	385,000	575,000	378,000	488,000	445,000	22,250	60,000	15.6%	67,000	-43,000	-130,000

State Grants for Incarcerated Youth Offenders	16,723	12,000	-	19,000	19,000	950	2,277	13.6%	19,000	--	7,000
Total: Vocational and adult education	1,555,970	1,750,250	1,582,247	1,676,750	1,656,750	43,288	100,780	6.5%	74,503	-20,000	-93,500
Current year, FY00	1,555,970	1,750,250	537,247	1,676,750	865,750	43,288	-690,220	-44.4%	328,503	-811,000	-884,500
FY01	-	-	1,045,000	-	791,000	-	791,000	--	-254,000	791,000	791,000
Subtotal: Forward funded	1,535,147	1,734,150	533,147	1,644,150	833,150	41,658	-701,997	-45.7%	300,003	-811,000	-901,000

159,000,000 for NOICC activities was provided under Training and Employment Services, Department of Labor in FY99

Student Financial Assistance

Pell Grants -- maximum grant (NA)	3,125	3,250	3,275	3,325	3,300	-	175	5.6%	25	-25	50
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Pell Grants -- Regular Program	7,704,000	7,463,000	5,334,000	6,601,600	7,700,000	1,617,000	-4,000	-0.1%	2,366,000	1,098,400	237,000
FY01	-	-	2,286,000	1,176,400	-	-	--		-2,286,000	-1,176,400	--
Total: funding available for Pell Grants	7,704,000	7,463,000	7,620,000	7,778,000	7,700,000	1,617,000	-4,000	-0.1%	80,000	-78,000	237,000
Federal Supplemental Educational Opportunity Grants	619,000	631,000	619,000	631,000	621,000	62,100	2,000	0.3%	2,000	-10,000	-10,000
Emergency SEOG--Hurricane Floyd	-	-	10,000	-	10,000	1,000	10,000		--	10,000	10,000
Federal Work Study	870,000	934,000	880,000	934,000	934,000	93,400	64,000	7.4%	54,000	--	--
Federal Perkins Loans											
Capital Contributions	100,000	100,000	100,000	100,000	100,000	10,000	--	--	--	--	--
Loan Cancellations	30,000	30,000	30,000	30,000	30,000	28,500	--	--	--	--	--
Subtotal: Perkins Loans	130,000	130,000	130,000	130,000	130,000	38,500	--	--	--	--	--
LEAP program	25,000	25,000	-	25,000	40,000	4,000	15,000	60.0%	40,000	15,000	15,000
FY01	-	-	-	50,000	-	-	--		--	-50,000	--
Total, LEAP program level	25,000	25,000	-	75,000	40,000	4,000	15,000	60.0%	40,000	-35,000	15,000
Total: Student Financial Assistance	9,348,000	9,183,000	9,259,000	9,548,000	9,435,000	1,816,000	87,000	0.9%	176,000	-113,000	252,000
Current year, FY00	9,348,000	9,183,000	6,973,000	8,321,600	9,435,000	1,816,000	87,000	0.9%	2,462,000	1,113,400	252,000
FY 01	-	-	2,286,000	1,226,400	-	-	--		-2,286,000	-1,226,400	--
Federal Family Education Loan Program											
Federal Administration ¹	47,276	48,000	46,482	48,000	48,000	37,440	724	1.5%	1,518	--	--
¹ Includes \$794,000 in emergency funding for Year 2000 computer conversion	-	-	-	-	-	-	-		-	-	-
Direct Loan Program Year 2000 Computer Conversion (Emergency Funding)	531	-	-	-	-	-	-531		--	--	--
Higher Education											
Aid for Institutional Development											
Strengthening Institutions	60,250	61,575	60,250	60,250	60,250	7,471	--	--	--	--	-1,325
Hispanic Serving Institutions	28,000	42,250	28,000	42,250	42,250	5,239	14,250	50.9%	14,250	--	--
Strengthening Historically Black Colleges (HBCUs)	136,000	148,750	136,000	141,500	141,500	17,546	5,500	4.0%	5,500	--	-7,250
Strengthening historically black graduate insts.	30,000	32,000	30,000	31,000	31,000	3,720	1,000	3.3%	1,000	--	-1,000
Strengthening Alaska / Native Hawaiian Instit.	3,000	3,000	3,000	5,000	5,000	600	2,000	66.7%	2,000	--	2,000
Strengthening Tribal Colleges	3,000	6,000	3,000	6,000	6,000	720	3,000	100.0%	3,000	--	--
Subtotal: Institutional development	260,250	293,575	260,250	286,000	286,000	35,296	25,750	9.9%	25,750	--	-7,575
Program Development:											
Fund for the Improvement of Postsec. Ed. (FIPSE)	50,000	27,500	22,500	27,500	27,500	3,300	-22,500	-45.0%	5,000	--	--
Minority Science and Engineering Improvement	7,500	8,500	7,500	7,500	7,500	900	--	--	--	--	-1,000
International Education & Foreign Language											
Domestic Programs	60,000	61,320	62,000	61,320	62,000	7,440	2,000	3.3%	--	680	680
Overseas Programs	6,536	6,680	6,536	6,680	6,680	802	144	2.2%	144	--	--
Institute for International Public Policy	1,000	1,022	1,000	1,022	1,022	123	22	2.2%	22	--	--
Subtotal: International Ed and Foreign Language	67,536	69,022	69,536	69,022	69,702	8,364	2,166	3.2%	166	680	680

Urban Community Service	4,637	-	-	-	-	-	-4,637	--	--	--	--
Subtotal: Program development	129,673	105,022	99,536	104,022	104,702	12,564	-24,971	-19.3%	5,166	680	-320
Interest Subsidy Grants	13,000	12,000	12,000	12,000	12,000	8,400	-1,000	-7.7%	--	--	--
Federal TRIO Programs	600,000	630,000	660,000	630,000	645,000	77,400	45,000	7.5%	-15,000	15,000	15,000
GEAR UP	120,000	240,000	-	180,000	180,000	21,600	60,000	50.0%	180,000	--	-60,000
Byrd Honors Scholarships	39,288	39,859	-	39,859	39,859	4,783	571	1.5%	39,859	--	--
Graduate Assistance in Areas of National Need	31,000	41,000	31,000	51,000	51,000	6,120	20,000	64.5%	20,000	--	10,000
Learning Anytime Anywhere Partnerships	10,000	20,000	-	10,000	10,000	1,200	--	--	10,000	--	-10,000
Teacher Quality Enhancement Grants	77,212	115,000	75,000	80,000	80,000	9,600	2,788	3.6%	5,000	--	-35,000
Child Care Access Means Parents in School	5,000	5,000	5,000	5,000	5,000	600	--	--	--	--	--
Demonstration in Disabilities / Higher Education	5,000	5,000	5,000	5,000	5,000	600	--	--	--	--	--
Web Based Education Commission	450	-	-	-	-	-	-450	--	--	--	--
Underground Railroad Program	1,750	1,750	-	1,750	1,750	210	--	--	1,750	--	--
Community Scholarship Mobilization	-	-	-	2,000	1,000	120	1,000	--	1,000	-1,000	1,000
Preparing for College	-	15,000	-	-	-	-	--	--	--	--	-15,000
College Completion Challenge Grants	-	35,000	-	-	-	-	--	--	--	--	-35,000
D.C. Resident Tuition Support I	-	17,000	-	-	-	-	--	--	--	--	-17,000
GPRA data/HEA program evaluation	-	4,000	4,000	-	3,000	360	3,000	--	-1,000	3,000	-1,000
1 This program has been transferred to the D.C. Appropriations Subcommittee											
Total: Higher Education	1,292,623	1,579,206	1,151,786	1,406,631	1,424,311	178,853	131,688	10.2%	272,525	17,680	-154,895
Howard University											
Academic Program	181,470	185,540	185,540	185,540	185,540	170,326	4,070	2.2%	--	--	--
Endowment Program	3,530	3,530	3,530	3,530	3,530	3,241	--	--	--	--	--
Howard University Hospital	29,489	30,374	30,374	30,374	30,374	27,883	885	3.0%	--	--	--
Total: Howard University	214,489	219,444	219,444	219,444	219,444	201,450	4,955	2.3%	--	--	--
College Housing and Acad. Facilities Loans (CHAFL)	698	737	698	737	737	737	39	5.6%	39	--	--
HBCU Capital Financing Program – Federal Adm.	96	207	96	207	207	156	111	115.6%	111	--	--
Education Research, Statistics, and Improvement											
Research and Statistics:											
Research	82,567	133,282	83,567	82,567	93,567	24,795	11,000	13.3%	10,000	11,000	-39,715
Regional Educational Laboratories	61,000	65,000	61,000	65,000	65,000	17,225	4,000	6.6%	4,000	--	--
Statistics	68,000	77,500	68,000	70,000	68,000	18,020	--	--	--	-2,000	-9,500
Assessment:											
National Assessment	36,000	40,000	36,000	36,000	36,000	9,540	--	--	--	--	-4,000
National Assessment Governing Board	4,000	4,500	4,000	4,500	4,000	1,060	--	--	--	-500	-500

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Subtotal: Assessment	40,000	44,500	40,000	40,500	40,000	10,600	--	--	--	-500	-4,500
Total: Research and Statistics	251,567	320,282	252,567	258,067	266,567	70,640	15,000	6.0%	14,000	8,500	-53,715
Fund for the Improvement of Education	139,000	139,500	76,000	39,500	276,400	73,246	137,400	98.8%	200,400	236,900	136,900
International Education Exchange	7,000	7,000	7,000	7,000	7,000	1,855	--	--	--	--	--
Civic Education	7,500	9,500	5,500	9,500	9,200	2,518	2,000	26.7%	4,000	--	--
Eisenhower Professional Dvp. Federal Activities	23,300	30,000	23,300	23,300	23,300	6,175	--	--	--	--	-6,700
Eisenhower Regional Math & Science Ed Consortia	15,000	17,500	15,000	15,000	15,000	3,975	--	--	--	--	-2,500
Javits Gifted and Talented Education	6,500	6,500	6,500	6,500	6,500	1,723	--	--	--	--	--
National Writing Project	7,000	10,000	5,000	10,000	9,000	2,385	2,000	28.6%	4,000	-1,000	-1,000
Total: ERSI	456,867	540,282	390,867	368,867	613,267	162,516	156,400	34.2%	222,400	244,400	72,985
Departmental Management											
Program Administration1	364,521	386,000	362,000	370,184	370,184	245,062	5,663	1.6%	8,184	--	-15,816
1 includes \$2,521 million in emergency funding for Year 2000 computer conversion											
Office for Civil Rights	66,000	73,262	66,000	71,200	71,200	60,520	5,200	7.9%	5,200	--	-2,062
Office of the Inspector General	31,242	34,000	31,242	34,000	34,000	28,220	2,758	8.8%	2,758	--	--
Total: Departmental Management	461,763	493,262	459,242	475,384	475,384	333,802	13,621	2.9%	16,142	--	-17,878
New Annual Loan Volume											
Federal Family Education Loans (FFEL)	23,577,000	25,006,000	25,006,000	25,006,000	25,006,000	-	1,429,000	6.1%	--	--	--
Federal Direct Student Loans (FDSL)	16,232,000	16,155,000	16,155,000	16,155,000	16,155,000	-	-77,000	-0.5%	--	--	--
Total Outstanding Loan Volume											
Federal Family Education Loans (FFEL)	261,528,000	283,771,000	283,771,000	283,771,000	283,771,000	-	22,243,000	8.5%	--	--	--
Federal Direct Student Loans (FDSL)	45,356,000	57,434,000	57,434,000	57,434,000	57,434,000	-	12,078,000	26.6%	--	--	--
	21,267,391	22,080,882	21,314,645	22,590,483	22,602,583		1,335,192	6.3%	1,287,938	12,100	521,701
	35,614,815	37,050,870	35,659,674	37,632,509	37,509,769	11,221,681	1,894,954	5.3%	1,850,095	-122,740	458,899
Current Year: FY00	29,410,052	28,977,484	20,877,911	26,220,912	25,047,006	4,687,285	-4,363,046	-14.8%	4,169,095	-1,173,906	-3,930,478
FY01	6,204,763	8,073,386	14,781,763	11,411,597	12,462,763	7,165,396	6,258,000	100.9%	-2,319,000	1,051,166	4,389,377



IMPACT OF HOUSE COMMITTEE ALLOCATIONS ON THE PRESIDENT'S FY2000 EDUCATION REQUEST

October 1, 1999

"Now, we're having a big argument in Washington on the budget today. We can have the kind of budget we need that will help you to do what you need to do without -- and we can meet the budget targets without coming up short in education, whether it's for Head Start, or more teachers, or the initiative to help states build and modernize 6,000 new schools, or the America Reads program, or this Gear Up program. So I hope we can get that done." -- President Clinton,

(IN THOUSANDS OF DOLLARS)

Selected Education Programs	Current Funding	President's FY2000 Request	FY2000 Committee Amount	Difference From Current Funding	Difference From President's Request	IMPACT
<u>Head Start.</u> The Head Start program provides low-income children a comprehensive approach to child development, stressing language and cognitive Development, health, nutrition, and social competency.	\$4,660,000	\$5,267,000	\$4,760,000	+\$100,000	(-\$507,000)	Eliminates support for 42,000 additional children to receive Head Start Services.
<u>Reducing Class Size.</u> Second installment in reducing class sizes in grades 1-3 to a nationwide average of 18 to give children more personal attention and get them on the right track.	\$1,200,000	\$1,400,000	\$0	(-\$1,200,000)	(-\$1,400,000)	Repeals last year's bipartisan agreement to hire 100,000 new teachers.
<u>Goals 2000.</u> Helps schools raise academic standards, improve teaching, expand the use of technology and increase parental involvement.	\$491,000	\$491,000	\$0	(-\$491,000)	(-\$491,000)	Eliminates funds to allow States to continue supporting comprehensive local reform efforts.
<u>Eisenhower Professional Development State Grants.</u> Improves teachers' skills in core academic subjects.	\$335,000	\$335,000	\$0	(-\$335,000)	(-\$335,000)	Eliminates funds to improve teacher quality.
<u>21st Century Community Learning Centers.</u> Funds school-community partnerships to keep schools open after regular hours as safe havens for enhanced learning.	\$200,000	\$600,000	\$300,000	+\$100,000	(-\$300,000)	3,300 fewer centers would be funded and 850,000 fewer students would be served than requested under the President's program.
<u>Reading Excellence Act.</u> Helps children learn to read well and independently by the end of the third grade.	\$260,000	\$286,000	\$200,000	(-\$60,000)	(-\$86,000)	Denies services to improve reading skills of an estimated 330,000 children.
<u>Extra Help in the Basics (Title I LEA Grants).</u> Helps disadvantaged students learn the basics.	\$7,732,397	\$7,996,020	\$7,732,397	--	(-\$263,623)	Denies funding reserved under the President's budget to help states and school districts turn around failing schools and denies funding for an additional 7,500 teachers to provide reading and math assistance to more than 400,000 disadvantaged children.
<u>Safe and Drug-Free Schools.</u> Helps schools become safe, drug-free learning environments.	\$566,000	\$591,000	\$566,000	--	(-\$25,000)	Denies funds for schools to hire an additional 400 school violence and drug prevention coordinators reaching an additional 2,000 middle schools serving 2 million children and denies schools affected by violence funds for emergency assistance.
<u>Teacher Quality Enhancement (HEA Title II).</u> Helps recruit and prepare excellent and diverse teachers for America's classrooms.	\$75,000	\$115,000	\$75,000	-	(-\$40,000)	35 States would be denied grants for strengthening teacher recruitment, preparation and support to meet the expected need of 2 million teachers in the next decade.
<u>Teacher Training in Technology.</u> Helps train new teachers to use technology in the classroom.	\$75,000	\$75,000	--	(-\$75,000)	(-\$75,000)	Ends technology training for new teachers.

Selected Education Programs	Current Funding	President's FY2000 Request	FY2000 Committee Amount	Difference From Current Funding	Difference From President's Request	IMPACT
<u>Technology Literacy Challenge Fund.</u> Helps provide students and teachers with computers, educational software, telecommunications, and technology training.	\$425,000	\$450,000	\$375,000	(-\$50,000)	(-\$75,000)	Denies additional funding for approximately 625 school districts to purchase hardware and software.
<u>Community-based Technology Centers.</u> Funds technology learning centers in low-income communities.	\$10,000	\$65,000	\$10,000	--	(-\$55,000)	Cuts new funds to set up computer learning centers in 260 low-income communities.
<u>Special Education State Grants.</u> Helps schools & States provide special education and early intervention services.	\$5,054,685	\$5,106,435	\$5,554,685	+\$500,000	+\$448,250	Increases the Federal share per child from \$701 to \$768 for the 6.3 million children with disabilities served under this program who are entitled to receive special education and related services.
<u>Bilingual Education.</u> Helps school districts operate high-quality instructional programs to help children learn English.	\$224,000	\$259,000	\$224,000	--	(-\$35,000)	Denies funds to approximately 70 school districts that face growing enrollments of LEP students as well as denying funds for training opportunities for an additional 2,000 teachers.
<u>Adult Education and Literacy.</u> Provides adults and family literacy, English as a second language, and other educational programs.	\$385,000	\$575,000	\$378,000	(-\$7,000)	(-\$197,000)	Cuts requested funding increase to provide services to approximately 700,000 adult learners at a time when 1/3 rd of recent immigrants do not have a high school diploma or its equivalent.
<u>Pell Grants.</u> Provides grant assistance to low-income undergraduate students.	\$3,125 max. grant	\$3,250 max. grant	\$3,275 max. grant	+\$150	+\$25	An increase in the maximum award to \$3,275 requires \$7.625 billion in new budget authority to fund awards for 3.886 million recipients or 10,000 more than the President's Request.
<u>Supplemental Educational Opportunity Grants (SEOGs).</u> Provides grant assistance to low-income undergraduate students.	\$619,000	\$631,000	\$629,000	+\$10,000	(-\$2,000)	3,000 fewer students will receive awards than under the President's request.
<u>Work-Study.</u> Helps undergraduate and graduate students pay for college through part-time work assistance.	\$870,000	\$934,000	\$880,000	+\$10,000	(-\$54,000)	The number of students to receive awards would decrease by 59,000 from the 1 million recipients supported in the President's request.
<u>Leveraging Educational Assistance Partnership (LEAP).</u> Provides Federal matching funds for States to support need-based postsecondary student grant assistance.	\$25,000	\$25,000	\$0	(-\$25,000)	(-\$25,000)	Eliminates funding for 83,000 students.
<u>GEAR UP.</u> Gives disadvantaged students and their families pathways to college by partnering middle and high schools with colleges and universities or through state-administered programs.	\$120,000	\$240,000	\$0	(-\$120,000)	(-\$240,000)	An estimated 572,000 low-income middle and high school student would be denied mentoring, counseling, tutoring, and other support they need to raise their expectations and successfully pursue college.
<u>TRIO Programs.</u> Provides education outreach and student support services designed to encourage disadvantaged individuals to enter and complete college.	\$600,000	\$630,000	\$660,000	+\$60,000	+\$30,000	Would help an estimated 759,000 disadvantaged students prepare for and persist in postsecondary education, 34,000 more than the President's request.

Selected Education Programs	Current Funding	President's FY2000 Request	FY2000 Committee Amount	Difference From Current Funding	Difference From President's Request	IMPACT
<u>Strengthening HBCUs.</u> Helps provide equal opportunity and strong academic programs.	\$136,000	\$148,750	\$136,000	--	(-\$12,750)	Would not support the Administration's strong commitment to ensuring access to high quality postsecondary education for African American students. The President's proposal would increase funds to strengthen HBCUs and HBGLs through academic program development and improved administrative management.
<u>Developing Hispanic-Serving Institutions.</u> Helps strengthen colleges with large Latino populations.	\$28,000	\$42,250	\$28,000	--	(-\$14,250)	Would fail to support the Administration's strong commitment to improving postsecondary opportunities for Hispanic students. The President's proposal would help expand and enhance the academic offerings, program quality, and institutional stability of the schools that award at least 25 percent of undergraduate degrees to Hispanics.
<u>Strengthening Tribally-Controlled Institutions (HEA Title III).</u> Supports institutions that serve Native Americans.	\$3,000	\$6,000	\$3,000	--	(-\$3,000)	Would not support the Administration's strong commitment to ensuring access to high quality postsecondary education for Native American students. The President's proposal would double funds to strengthen TCCUs through the academic program development and improved administrative management.
<u>Graduate Assistance in Areas of National Need.</u>	\$31,000	\$41,000	\$31,000	--	(-\$10,000)	Denies additional fellowships to graduate students in areas of national need and doctoral students in the arts, humanities, and social sciences.
<u>Learning Anytime Anywhere Partnerships.</u> Supports access to quality postsecondary education for underserved populations through the use of technology.	\$10,000	\$20,000	--	(-\$10,000)	(-\$20,000)	Eliminates funding for 56 partnership awards for projects to improve technology-based learning opportunities for individuals, such as the disabled, dislocated workers, those making the transition from welfare to work, and others who do not have easy access to traditional campus-based postsecondary education.
<u>Cost of Student Borrowing for College Loans.</u> Reduced origination fees paid by students for college programs.	Fee: 3% Of Loan Principal	Fee: 3% Of Loan Principal ¹	Fee: 4% Of Loan Principal	Fee: +1% Of Fee Principal	Fee: +1% Of Fee Principal	Increases fees for 1.8 million Direct Loan borrowers by \$107 million, and makes it more difficult to reduce these fees in subsequent years.

¹ Reflects Current Administration Policy

Selected Education Programs	Current Funding	President's FY2000 Request	FY2000 Committee Amount	Difference From Current Funding	Difference From President's Request	IMPACT
<u>Student Loan Administrative Funding.</u> Supports systems that award over \$50 million in student loans to over 8 million students.	\$617,000	\$735,000	\$617,000	--	(-\$118,000)	Undermines loan delivery and collection in the face of anticipated 47 percent growth in the Direct Loan portfolio over FY 1999-2000. Hamstrings the new performance-based Office of Student Financial Assistance by eliminating funding for urgently needed, congressionally mandated system and customer service redesign efforts.
<u>ADDITIONAL BENEFITS FOR SCHOOLS THAT WILL NOT BE FUNDED</u>						
<u>School Modernization Bonds and Qualified Zone.</u> Provides new bonds with interest paid by Federal tax credits to help local communities go much further in renovating and building needed schools	--	\$3.7 billion to help pay interest on \$25 billion of new bonds.	---	--	The House has not provided any funds towards the President's proposal.	Congress has yet to authorize or pay for interest on state and local bonds to help communities build or renovate 6,000 public schools. These would be used to address record enrollments and overcrowding to repair crumbling school facilities and to accommodate smaller classes.

Compromise House-Senate Education Funding Plan

The table below compares funding for key Education Department programs from the two past years to lawmakers' compromise plan for fiscal 2000. The far right column depicts the effect of an across-the-board 0.97 percent spending cut included by Republican leaders. President Clinton has promised a veto.

Program	Fiscal 1998 Funding	Fiscal 1999 Funding	Clinton's Fiscal 2000 Request	House-Senate Fiscal 2000 Compromise	Compromise Fiscal 2000 Plan, w/Cut ¹
Class-size reduction	\$ 0	\$1,200,000	\$1,400,000	\$1,200,000 ²	\$1,197,090 ²
Goals 2000 (total)	491,000	491,000	491,000	491,000 ²	486,237 ²
Eisenhower professional development state grants	335,000	335,000	335,000	335,000 ²	331,751 ²
Teacher Empowerment	0	0	0	1,915,000 ²	1,907,920 ²
School-to-Work Opportunities ³	200,000 ³	125,000 ³	55,000 ³	55,000 ³	54,467 ³
Title I (local grants total)	7,375,200	7,732,397	7,996,020	7,807,397	7,731,666
Basic grants	6,273,212	6,574,000	6,136,500	6,649,000	6,584,505
Concentration grants	1,022,020	1,158,397	1,100,000	1,158,397	1,147,161
Comprehensive Reform (CSRD)	120,000	120,000	150,000	160,000	158,448
Impact Aid	808,000	864,000	736,000	910,500	901,669
Innovative education program strategies state grants (Title VI)	350,000	375,000	0	380,000	379,079
Safe, Drug-Free Schools (total)	556,000	566,000	591,000	605,000	599,133
State grants	531,000	441,000	439,000	460,000	458,885
National programs	25,000	90,000	90,000	95,000	94,079
Coordinator initiative	0	35,000	50,000	50,000	49,515
Technology for education	541,000	550,100	570,000	578,310	572,701
Teacher quality enhancement	0	75,000	75,000	80,000	79,224
Charter schools	80,000	100,000	130,000	145,000	143,594
Magnet schools	101,000	104,000	114,000	110,000	108,933
Reading Excellence grants	0	260,000	286,000	260,000	259,370
Bilingual, immigrant education	354,000	380,000	415,000	387,000	383,246
Special ed (state grants total)	4,808,900	5,054,685	5,106,435	5,754,685	5,735,162
Grants for school-age children	3,801,000	4,310,700	4,314,000	4,989,685	4,977,582
Preschool grants	373,985	373,985	402,435	390,000	386,217
Early intervention grants	350,000	370,000	390,000	375,000	371,363
Vocational & adult education	1,519,698	1,555,970	1,750,250	1,656,750	1,648,343
Basic voc ed state grants	1,027,550	1,030,650	1,030,650	1,055,650	1,053,083
Tech prep education	103,000	106,000	111,000	106,000	104,972
Adult education, literacy	360,600	385,000	575,000	445,000	440,684
Statistics (NESA)	59,000	68,000	77,500	68,000	67,340
Research	128,567	143,567	198,282	158,567	157,030
After-school programs	40,000	200,000	600,000	300,000	297,090
Pell Grants ⁴	7,344,900 ⁴	7,704,000 ⁴	7,463,000 ⁴	7,700,000 ⁴	7,625,310 ⁴
Supplemental Educational Opportunity Grants	614,000	619,000	631,000	631,000	624,879
Work-Study	830,000	870,000	934,000	934,000	924,940
Perkins Loans capital contribution	135,000	100,000	100,000	100,000	99,030
Leveraging Educational Assistance (formerly SSIG)	25,000	25,000	25,000	40,000	39,612
TRIO programs	529,700	600,000	630,000	645,000	638,744
GEAR UP	0	120,000	240,000	180,000	178,254
Education Department administration	435,656	461,763	493,262	475,384	465,625

¹ The across-the-board cut applies only to fiscal 2000 budget authority, not to advanced appropriations from fiscal 2001. Therefore, the calculations shown do not always represent a simple reduction of 0.97 percent.

² Whether to continue the president's \$1.2 billion class-size reduction program is the source of lasting controversy. The final House-Senate compromise would provide the \$1.2 billion, but would let districts use it for teacher hiring, professional development or many school improvement purposes, such as buying educational technology (ED, Oct. 22).

³ The Labor Department receives an equal appropriation for School-to-Work, making the total reach \$110 million.

⁴ President Clinton asked Congress to boost the maximum Pell Grant to \$3,250 in fiscal 2000, but lawmakers have surpassed his request, proposing a top grant of \$3,300 for fiscal 2000.

Source: Education Department

CLINTON VICTORY ON SMALLER CLASSES WITH QUALITY TEACHERS

PRESIDENT CLINTON'S GOAL	ADMINISTRATION'S PROPOSAL	FINAL AGREEMENT IN OMNIBUS APPROPRIATIONS BILL	PRESIDENT'S GOAL MET
CLEAR PURPOSE	• Reduce class size to 18 in the early grades	• Reduce class size to 18 in the early grades	✓
FIRST STEP TOWARD HIRING 100,000 TEACHERS	• \$1.1 billion in first year • Help school districts hire more than 30,000 teachers in the first year of a seven year-initiative to hire 100,000 teachers	• \$1.2 billion in first year • Help school districts hire more than 30,000 teachers in the first year.	✓
TARGETING NEEDEST STUDENTS	• Targeted to high poverty students using Title 1 formula	• Targeted to high poverty communities, with 80% of funds allocated by poverty and 20% by population count	✓
GETTING DOLLARS TO LOCAL SCHOOL DISTRICTS	• 99.4% of funds to local school districts; • 0.0% for federal administration; 0.5% for costs to state of program administration and testing of new teachers; 0.1% for evaluation	• 100% to local school districts • 0.0% for federal administration; 0.0% for costs to state of program administration and testing of new teachers ; 0.0% for evaluation	✓
ENSURING TEACHER QUALITY	• Requires that local school districts spend at least 10% of funds on improving teacher quality • New teachers must meet state certification requirements • New teachers must pass state-selected competency test	• Establishes 15% cap for local school district expenditures on improving teacher quality • New teachers must meet state certification requirements • School districts may use funds for teacher competency tests	✓
ACCOUNTABILITY FOR RESULTS	• Must produce annual school report card to parents and the public on student achievement and class size	• Must produce annual school report card to parents and the public on student achievement and class size	✓



Class Size Reduction Q&A

Q: What is the issue here?

A: Last year, Congress came together across party lines to make a down payment of \$1.2 billion on the President's class size reduction initiative. At the time, Republican leaders praised the proposal and several even campaigned on it. Now they want to gut it. The Republican spending bill abandons the commitment to hire 100,000 teachers to reduce class size, and provides no guarantee that the 29,000 teachers already hired can continue teaching. It also provides no funding for the additional 8,000 teachers the President's plan would support this year.

Q: I'm having a hard time understanding the Administration's argument here — why should this money only be spent on class size, and why shouldn't local districts have the option of spending it on whatever they think best?

A: First, local school districts tell us emphatically that they want the funds to continue reducing class size. Second, we already build flexibility into the program: districts can spend some of the money on professional development and teacher quality. Local communities and school leaders know that our approach pays dividends. If we are serious about reducing class sizes and hiring high-quality teachers, then we have to target our money for that purpose. We shouldn't try to pass off a program as class size reduction if it's not really going to reduce class sizes.

Q: So you're saying that in this case, "Washington knows best"?

A: No -- we are simply focused on results. Here's a parallel. When the President proposed putting 100,000 cops on the streets the initial Republican reaction was "let's just do a block grant." But we believed that the best thing we could do to reduce crime was to hire more police officers. We gave local communities flexibility in how to deliver on that promise, but the basic idea was to target the funds on a strategy that works. And indeed, community policing has worked -- we've had drops in the crime rate every year the program has been in existence. When it comes to education, the same principle should apply: build flexibility into the effort, but focus the spending on a proven strategy.

Remember: the federal government spends a limited amount of money on education -- about 7 percent of all spending on schools. So the issue is not just how much to spend but how wisely to spend, and we know that reducing class size is a smart way to invest our money. In other parts of the budget, we provide resources for a wide array of other needs, including technology, after-school and summer school, and keeping schools safe and drug-free. But the program we're talking about is for class size reduction, and that's what the money should be spent on.

Q: Is there research to justify the Democratic support of this initiative or is this just politics from Democrats too?

A: Research from Wisconsin, Tennessee and elsewhere shows that reducing class sizes in the early grades increases student performance and that the benefits last into high school. Teachers support smaller classes because they can spend more time with students which increases learning and decreases discipline problems. According to a new Department of Education report, the President's class size program has benefited 1.7 million students in just one year. In schools receiving assistance from the program, average class size in grades one to three has been reduced from 23 to 18, and 29,000 teachers have been hired in the first year alone.

Q: But doesn't research also show that teacher quality is important too?

A: Yes it does, and that is why we support making sure that teachers hired with this money are fully certified. In addition, that is why school districts have the option of using some of the class size funding to improve teacher quality through professional development. But again, the issue here isn't teacher quality, Democrats strongly support improving teacher quality, Republicans are simply trying to use that issue to distract from their opposition to this successful program. The way to improve teacher quality is not to eviscerate the class size program, that is ridiculous.

Q: Some people say that class size reduction aggravates the teacher quality problem because it encourages teachers to leave impoverished areas and take jobs in the suburbs. Why would you support a program that does that?

A: Since our program is targeted to impoverished areas, it does precisely the opposite-- it helps the neediest school districts hire teachers to reduce class size in the early grades and increase student performance. Notably, several Republican proposals to convert the class size money into block grants did not include such targeting.

Committee on Education and the Workforce**FOR IMMEDIATE RELEASE****November 9, 1999****Contact: Becky Campoverde
or Dan Lara (202) 225-4527****Statement of Chairman Bill Goodling
on President Clinton's Comments on Class Size Reduction**

WASHINGTON – House Education and the Workforce Committee Chairman Bill Goodling (R-PA) issued the following statement today in response to President Clinton's class size reduction proposal:

"In his comments yesterday, President Clinton stated that, 'In just one year, schools across America have actually hired over 29,000 new, highly-trained teachers, thanks to our class size reduction initiative.' However, the report he cites provides no evidence to back up this assertion. In fact, those numbers seem to be based on estimates, which clearly do not take into account the report issued last week by the Great City Schools. That report found that just 3,500 teachers have been hired in the nation's 40 largest school districts. These are the very schools where these funds are targeted.

"The President is apparently eager to frame Republicans as against smaller class size. But I say we should not get into this debate over class size. As a parent and an educator, I believe that a smaller class size is preferable. For a student, there is more opportunity for attention from teachers. For a teacher, smaller class size is simply easier to manage.

"This is an issue over quality and flexibility. The President believes that if given the flexibility, schools will not use these funds to hire teachers and support his class size reduction initiative. But that is not what we are debating.

"The report which the Education Department is touting today highlights the Jackson, Mississippi, public schools, which hired an additional 20 teachers with funds from the President's class size reduction program. In fact, the superintendent of schools in Jackson, Dr. Jane Sargent, has told us that she supports reducing class size and is grateful for these funds. At the same time, given more flexibility, she said she would rather have used a large portion of these funds for technology and professional development, all with the goal of improving student achievement.

"The real goal under this program should be hiring qualified teachers and holding schools that receive these funds accountable to parents and the public for increased student academic achievement. That is why the Teacher Empowerment Act that I have proposed as a compromise to the President's program, does in fact focus on reducing class size, but not if it means compromising quality."

###

REPUBLICANS RAN ON MORE TEACHERS/SMALLER CLASSES IN 1998

Republicans in Congress are blocking the President's plan to keep our promise to hire 100,000 teachers in order to reduce classroom size. However Republicans agreed to make a downpayment in 1998 and even campaigned on the accomplishment in the 1998 elections. Here are a few examples from Television and radio advertisements of Republican candidates from New York to California taking credit for the vote or promising to further reduce classroom size:

NATIONAL REPUBLICAN CONGRESSIONAL COMMITTEE:

"Another 30-second spot, by GOP media consultant Mike Murphy, shows a mother dropping her son off at school, saying she likes **GOP 'ideas for smaller class size, better teachers and involved parents.'**

The ad acknowledges recent studies that found many teachers lack adequate skills in grammar, spelling and mathematics. The mother in the spot says, *'I think his teachers do a great job, but I'd like to see them tested every so often . . . to make sure our kids get the best.'*

These ads are airing in 53 markets, while 20 more ads, tailored to issues relevant in particular House races, are airing in 20 other television markets, NRCC spokesman Mary Crawford said." [Washington Times, 10/22/98]

REP. STEVE CHABOT (R-OH)/NRCC

[MOTHER]: *'My son just started the first grade. And I worry about the education he is getting.'*

She goes on to praise congressional Republicans for supporting **'smaller class sizes, better teachers and involved parents.'** *The Republican plan for teacher testing and smaller class sizes makes a lot of sense to me,'* she says.

At the end of the commercial, Mr. Chabot's Cincinnati district office number is flashed on the screen and an announcer asks viewers to call him **and "tell him to keep working for teacher testing and smaller class sizes."** [Cincinnati Enquirer, 10/23/98]

FORMER SEN. AL D'AMATO (R-NY)

*"Al D'Amato works hard every day to get our children the education they deserve. To reduce class sizes, **he voted to hire 100,000 new teachers.** Chuck Schumer? He missed that vote. And he even missed the vote to provide millions for New York schools"* [Hotline, 10/21/98]

SEN. BEN NIGHTHORSE CAMPBELL (R-CO)

ANNOUNCER [V/O]: *"In a small Colorado school, Linda Campbell instills values and knowledge in her students. Like his bride, Ben Nighthorse Campbell was a teacher. As our senator, he's voted to restore \$3 billion in school funding. For expanded student loans. Educational block grants to **reduce classroom sizes** and reward good teachers with higher salaries. Zero tolerance against drugs and school violence. Values. Independence. Courage. For Colorado. Ben Nighthorse Campbell."* [10/1/98]

REP. J.D. HAYWORTH (R-AZ)

ANNOUNCER [V/O]: *"J.D. Hayworth, listening to Arizona. Arizonans want safer schools, education dollars spent in our classrooms, **smaller classroom sizes**, excellent teachers, and more affordable education. J.D. Hayworth."*

HAYWORTH: *"I want 95 cents of every education dollar spent in our classrooms. We need smaller class sizes and tax-free education savings accounts. Let's reward good teachers with higher salaries, and use competency testing to weed out the bad."* [10/15/98]

REP. HEATHER WILSON (R-NM)

WILKINS: "I'm LaNell Wilkins, a teacher here in Albuquerque, and I'm voting for Heather Wilson for Congress. As a mom with kids, she understands the need for improving our schools. In Congress, Heather will put our education dollars into bricks and books, not bureaucrats. She's for more teachers in the classroom, and Heather will fight for higher standards for teachers."

WILSON: "In the past two years, a lot of us have fought to reform education in New Mexico. I know how important it is for our kids, and I'll take that same fight to Congress."

ANNOUNCER: "Heather Wilson for Congress." [6/11/98]

GOV. GEORGE RYAN (R-IL)

RYAN: "I think education's so important that as governor I'll make it my top priority. I have a simple goal: make sure that every third grader can read at the third grade level. Because if our kids can't read, they'll be lost forever. To reach this goal, I'll hire more teachers to reduce class size. I'll give less money to bureaucracy, and I'll put more money into the classroom."

ANNOUNCER [V/O]: "And that's why the largest teachers organization in Illinois endorses George Ryan for governor. The right choice for education." [10/9/98]

GOV. KENNY GUINN (R-NV)

GUINN: "I support class size reduction, but that's not new in my background. I did that 25 years ago when I was school superintendent. In fact, I did it before it was fashionable in state law. And we all know that whenever you lower the class size, it creates a demand for more teachers, and we already have a shortage of teachers right here in Nevada."

INTERVIEWER: "How do you propose to resolve that?"

GUINN: "Well, I would require that our two universities expand their educational programs in teaching credentials and certification, so that we would have Nevada students that would grow up to be teachers to teach our Nevada kids." [8/14/98]

GOV. PAUL CELLUCCI (R-MA)

ANNOUNCER [V/O]: "Education, taxes, health care. Critical issues, and Governor Paul Cellucci is leading the fight. His plan: Hire 4,000 new teachers to lower class size, cut the income tax to five percent. It's time the legislature kept their promise. Control the rising problems of HMO's with a patient's bill of rights. Support Governor Cellucci's Plan. Don't let the legislature stand in the way of smaller class sizes, lower taxes, and better health care. Paul Cellucci. Governor." [6/25/98]

CALIFORNIA GUBERNATORIAL CANDIDATE DAN LUNGREN (R)

LUNGREN: "The focus has gotta be on the kids, not on the bureaucracy."

ANNOUNCER [V/O]: "Straight talk on improving our schools."

LUNGREN: "I'm working to make the class size reduction permanent. But we also need to do more."

ANNOUNCER [V/O]: "Standardized tests for students. Competency tests for teachers. School choice for parents."

LUNGREN: "Accountability and local control are the building blocks of any meaningful school reform. It's not so much that our kids are failing in school, it's that our schools are failing our kids. That's why we need to give parents a greater role."

ANNOUNCER [V/O]: "Dan Lungren. A governor we can trust." [10/18/98]

JEFF BINGAMAN
NEW MEXICO

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United States Senate

November 8, 1999

Chairman Arlen Specter
Subcommittee on Labor, Health and Human Services, and Education
184 Dirksen Senate Office Building
Washington, D.C. 20510-6034

Dear Chairman Specter:

We understand that the provision of funds to assist failing Title I schools has been proposed by President Clinton during negotiations related to the Labor, HHS, and Education Appropriations bill. The President's proposal is similar to an amendment that we cosponsored during the debate on the bill on the Senate floor. As you know, the amendment was endorsed by the National Governor's Association. We believe that the accountability provisions in Title I can not be properly implemented without funds dedicated to improving failing schools.

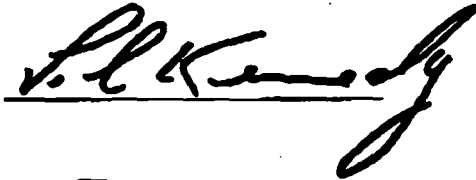
The federal government directs over 8 billion dollars of federal funding to provide critical support programs for disadvantaged students under Title I, but the accountability provisions in Title I have not been adequately implemented due to insufficient resources. Title I authorizes state school support teams to provide support for schoolwide programs and to provide assistance to schools in need of improvement through activities such as professional development or identifying resources for changing instruction and organization. In 1998, only eight states reported that school support teams have been able to serve the majority of schools identified as in need of improvement. Less than half of the schools identified as being in need of improvement in 1997-98 reported that this designation led to additional professional development or assistance.

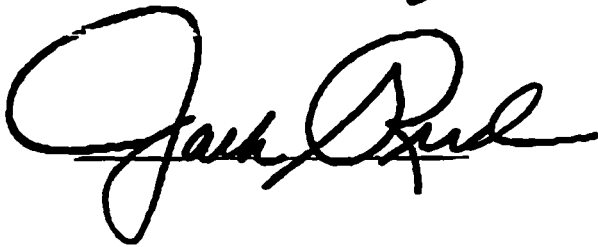
States, school districts and schools need additional support and resources to: (1) address weaknesses soon after they are identified; (2) promote a progressively intensive range of interventions; (3) continuously assess the results of interventions; and (4) implement incentives for improvement.

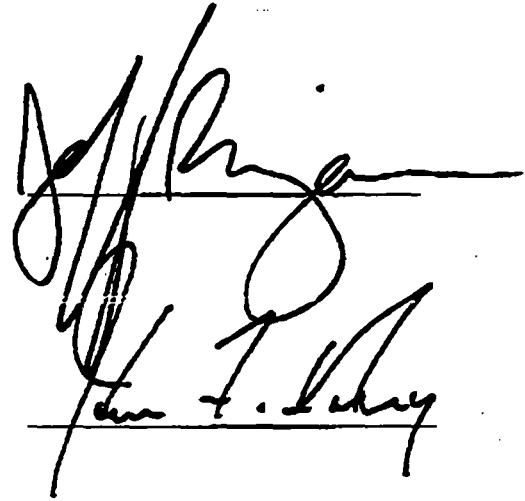
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We urge you to include a dedicated source of funding for States and school districts to use to turn around schools in need of improvement and to implement the accountability provisions in Title I.

Sincerely,







cc: Senator Trent Lott
Senator Thomas A. Daschle

Talking Points on
Local Success Stories Reducing Class Size Report

This report:

- This report contains several new findings: The Department of Education estimates that **29,000 teachers** will be hired, **1.7 million children** will be directly impacted by the program, and that average grade 1-3 **class size in schools impacted by the program has dropped to 18.**
- **42** percent of teachers hired are teaching in **first-grade**, **23** percent in **second grade**, and **24** percent in **third grade.**
- About **8 percent** of the money is being used for professional development.
- The report also highlights **new research** from Tennessee and Wisconsin that provides even more evidence that reducing class sizes in the early grades is an effective strategy to increase student achievement.
- The report shows that in concert with the President's plan **20 states** are reducing class size in the early grades.
- The report illustrates that the program is **focused enough to accomplish its goals** but **flexible enough to accommodate varying local needs.** For example in addition to just hiring teachers to reduce class size, the report shows how school districts are using innovative approaches such as team teaching, sustained intensive instruction in smaller classes by specialists in key subjects like reading and math, and converting to a year round schedule.
- The report offers **examples of local strategies** that are being employed to reduce class size and the **success that school districts across the country** are having with the program. For example:

Jackson, Mississippi hired **20 additional teachers** and placed them in 20 low-performing elementary schools. Many of the teachers had previously retired or left the district but **returned because of the opportunity to work in smaller classes and to act as mentors for less experienced teachers.**

Columbus, Ohio hired 58 fully certified teachers for 13 high-poverty, low-performing schools. In these schools **class size has now been reduced from an average of 25 to approximately 15 in grades 1-3**. Columbus is using the class size reduction program as part of its **comprehensive effort to raise student achievement and end social promotion.**

Background:

- Last year a bipartisan deal resulted in \$1.2 billion for this program. This year's budget asked for an additional \$200 million (\$1.4 billion total) to hire 8000 additional teachers.

At the time Republican leaders said:

Dick Armey, House Majority Leader

"We are very pleased to receive the President's request for more teachers, especially since he offered to provide a way to pay for them. And when the President's people are willing to work with us so that we could let the state and local communities use this money, make these decisions, manage the money, spend it on teachers where they saw need, whether it be for special education or for regular teaching, with freedom of choice and management and the control; at the local level, we thought this good for America and good for the schoolchildren. We are very excited to move forward on that."
[The NewsHour with Jim Lehrer 10/15/98]

Former Speaker Newt Gingrich

"...a victory for the American people. There will be more teachers, and that is good for all Americans." [Washington Times, 10/16/98]

William F. Goodling, Committee on Education and the Workforce

"This is a real victory for the Republican Congress, but more importantly, it is a huge win for local educators and parents who are fed up with Washington mandates, red tape and regulation. We agree with the President's desire to help classroom teachers, but our proposal does not create big, new federal education programs. Rather, our proposal will drive dollars directly to the classroom and give local educators more options for spending federal funds to help disadvantaged children." [The San Francisco Examiner 10/15/98]

Revised Final 11/8/99 1:45 p.m.
Glastris

**PRESIDENT WILLIAM J. CLINTON
DEPARTURE STATEMENT ON BUDGET
THE WHITE HOUSE
WASHINGTON, DC
November 8, 1999**

In a few moments, I will be leaving for Georgetown University to offer some thoughts on what we must do to strengthen and deepen the transformation to democracy that has occurred around the world since the fall of the Berlin Wall. But before I go, I want to say a few words about our negotiations with Congress over budget issues affecting us here at home.

Over the weekend, we made some progress towards creating a budget that reflects the values of the American people, respects the need for government to live within its means, and looks towards the future. We are not there yet, but we are at a critical point. I believe we can finish our work by Wednesday, if we put partisanship aside and focus on achieving the goals the American people value. A better education for our children. Safer streets. A clean environment protected for future generations. And more Americans brought into the circle of our growing prosperity.

Improving education is perhaps the greatest challenge our nation faces, and education is at the heart of this budget debate. Last fall, we took an important step to improve learning in the classroom. We reached an agreement with Congress to help states and school districts begin hiring 100,000 new, high-quality teachers to reduce class sizes in the early grades. The need was obvious. School enrollments are exploding. Record numbers of teachers are or will soon be retiring. And the research is clear that students learn more in smaller classes with quality teachers.

Last week, we learned, from a new survey of the nation's largest school districts, that our class size reduction initiative has so far done precisely what we said it would do: it has put more teachers in the classroom, and increased training for those already there, with a minimum of red tape and bureaucracy.

Now, we have even more new evidence that our class size reduction effort is working. Today, I am releasing a new report from the Department of Education. The report shows that in just one year, schools across America have hired over 29,000 new, highly-qualified teachers, thanks to our class size reduction initiative. The report also shows that in the early grades in those schools, class sizes have been reduced by an average of five students per class. Over 1.7 million students are now directly benefiting from our class size reduction effort. This is good news. It shows we are headed in the right direction. We must continue down that path, not abandon it. I am committed to providing more teachers, and better teachers, for our schools. I want to make sure that every young student in America receives the benefits of more individual attention and a more disciplined learning environment that smaller class sizes bring.

Congressional Republicans agreed to support our class size reduction effort last fall. In fact, they went home and campaigned on it. It was a good idea then, and it's a good idea now.

But suddenly, the Republican majority has changed its mind. Instead of keeping their commitment to hire more teachers and reduce class size, they want an open-ended block grant, which could even be used for vouchers to private schools. I think that would be wrong. Nine out of ten students in America attend the public schools. Taxpayer money should go for more teachers and smaller classes in public schools, not for vouchers for private schools. I am absolutely committed to keeping the promise that I made, and Congress made, to reduce class sizes with more quality teachers in the early grades. We need to find a way to keep that promise. We must also demand more accountability for results from our public schools. So I call on Congress to support my plan to help states and school districts turn around or shut down their lowest-performing schools.

I believe that working together, we can find a way, by Wednesday, to deliver a budget that supports the values of the American people.

We value the safety of our families, and so we must extend our successful COPS program and put up to 50,000 new community police officers in our neighborhoods, with the modern equipment they need to keep the crime rate going down.

We value an environment that is protected. And so we must support our Land Legacies initiative, to set aside precious natural areas for future generations. And we must reject special interest provisions that would endanger our environment.

We value One America with justice for all, and so we must pass strong Hate Crimes legislation.

We value our national security and America's leadership role in the world, so we must meet our obligations to the United Nations.

Finally, we value equal opportunity. And so, before Congress leaves, let's tackle one more urgent priority. Let's make sure we give hard working families a chance to share in our growing prosperity, by raising the minimum wage. And let's not hold a minimum wage increase for working families hostage to special interest tax cuts that are not paid for and don't address national needs.

We can do all of this in way that is paid for, that does not spend the Social Security Trust Fund, and that allows us to pay down the debt over the next 15 years so that America can be debt free for the first time since 1835. So, I urge the Congress to work with me to finish the job the American people sent us here to do.

Thank you.



THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

November 5, 1999

MEMORANDUM FOR THE PRESIDENT

Subject: Conference Report for the Department's FY 2000 Appropriations Act

As you know, the Class Size Reduction Program is already beginning to make an important difference in our Nation's schools. Based on our preliminary data, we estimate that the \$1.2 billion appropriated by Congress one year ago for this program was used to hire more than 29,000 teachers in communities throughout the country. In the school districts where they work, the addition of these new teachers has reduced the average size of first, second, and third grade classes by more than 5 students -- from roughly 23 students per class to less than 18. In all, some 1.7 million children will benefit from the Class Size Reduction Program this year. And earlier this week, you received a report from the Council of the Great City Schools, documenting how some 40 large city school systems are effectively lowering class size as part of their overall strategy to increase reading achievement in the early grades, to recruit and prepare qualified teachers, to end social promotion the right way, and to turn around low performing schools.

Unfortunately, the conference report for the Department of Education FY 2000 Appropriations Act places this important progress in jeopardy. I wish to call your attention to several serious problems with the bill's treatment of the Class Size Reduction Program.

First, the conference report contains language that permits school districts to use appropriated funds not only to lower class size but also to pursue virtually any other educational strategy designed to improve student performance. This effectively converts the Class Size Reduction Program into a block grant that lacks both a clear purpose and accountability for performance. In contrast, the original statute establishing the Class Size Reduction Program couples a very clear objective with substantial flexibility for local school systems to meet the objective in ways that reflect their priorities and needs. Under the guise of expanding flexibility for local school systems, the conference report abandons the commitment you and the Congress made to students, parents, and teachers to reduce class size in the early grades to an average of 18 students.

Second, the conference report contains language that appears to authorize the use of appropriated funds for private school vouchers or similar arrangements. This back-door effort to promote vouchers came just one week after the House voted against a voucher provision in Title I. No other Department program, including Titles I and VI of the Elementary and Secondary Education Act of 1965, contains such broad authority. As you know, I strongly oppose the use of federal funds to support private school vouchers.

Page 2 – Memorandum for the President

There is no parallel universe of private schools ready, able, and willing to take on the job of educating 48 million public school students, and research does not confirm that private schools offer a better education than public schools. Moreover, because private schools are designed to provide independent alternatives to publicly supported education, voucher programs present enormous difficulties with respect to ensuring public accountability for educational results. In sum, the only solution is to fix the public schools, not abandon them. The Class Size Reduction Program is an important step in this direction, and it is essential that we not allow funds for this program to be diverted to private school vouchers.

Third, the conference report does not contain sufficient funds to make additional progress in lowering class size. Your FY 2000 budget proposed a \$200 million increase in this program, from \$1.2 billion to \$1.4 billion. This amount would enable school districts to hire an additional 7,000 teachers, further reducing class size. In contrast, the conference report provides level funding -- enough to enable school districts to maintain the progress they have made, but not enough to allow them to make additional progress. Given the positive outcomes we are already beginning to see, the Class Size Reduction Program deserves increased investment, not level funding.

A handwritten signature in black ink, reading "Dick Riley". The signature is fluid and cursive, with a large "R" and a stylized "y".

Richard W. Riley

November 7, 1999
Talking Points on Education

4

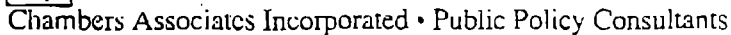
Approps

- The Republican education appropriations bill eliminates the class size reduction initiative, underfunds teacher quality and afterschool programs and provides no resources for the President's proposal to increase accountability by fixing low performing schools.
- Last year we had a bipartisan agreement on class size and Republicans even went out and campaigned on their support for this initiative. This year they have passed a partisan appropriations bill that undermines this commitment by turning the class size program into an unfocused block grant that could be used for private and religious school vouchers. Research shows that reducing class sizes in the early grades (1-3) improves student performance. We should be investing in what works rather than promoting unproven gimmicks and fads.
- Last Sunday the President was briefed on and discussed with the media a report that shows how the nation's largest school districts are implementing the class size program and the success they are having with it. Later this week the President will release a Department of Education report detailing the number of teachers hired under the program, students that have benefited from it, and the impact on class sizes. School districts across the country are having success with the program and parents, and teachers support it. Republicans should not renege on last year's deal but should instead keep their commitment and fund this important program.

Bankruptcy bill

- Republicans in the Senate are planning to attach the misnamed "Teacher Empowerment Act" to the bankruptcy bill now before the Senate. When the House passed this bill earlier this year, the President made it clear that he would veto it should it reach his desk. The "Teacher Empowerment Act would gut the class size reduction program that a bipartisan majority in Congress agreed to last year, would not target funds to the neediest students, and would undermine the federal commitment to help states and school districts provide high quality, standards-based professional development for teachers. This provision has nothing to do with the issues addressed in the underlying bankruptcy bill and its inclusion would make the bill unacceptable to the Administration.

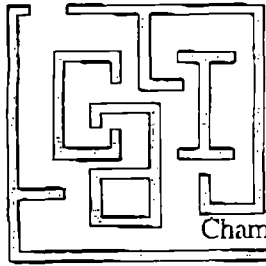
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Chambers Associates Incorporated • Public Policy Consultants

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November 1, 1999

Mr. Andy Rotherham
The White House
218 Old Executive Office Building
Washington, DC 20500

Dear Andy:

I am writing to follow up on the appropriations issue I mentioned to you with regard to the Institute of American Indian Arts (IAIA), a federally chartered and funded post secondary school, which the House Interior Appropriations Committee is trying to destroy.

The Institute, located in Santa Fe, New Mexico, offers a two-year Associates degree and has served students from virtually all 558 recognized tribes over the course of its illustrious 37-year history. **Outstanding art produced by IAIA alumni and faculty was included in the White House sculpture exhibit of Indian Art sponsored earlier this year by the First Lady. More than half of the sculptures chosen were produced by IAIA graduates or faculty, certainly a testimony to the excellence of the school.**

The IAIA, as you may know, has suffered a series of federal funding cuts as a part of the general arts cuts enacted by Congress. In 1995, when the new Republican Congress moved to end federal funding for the arts, the House zeroed out funding for both the National Endowment for the Arts and for the Institute. The Institute has fought to stay live since that partisan onslaught, and its \$9.2 million annual allocation has been reduced annually since then to last years levels of \$4.25 million. This year, Congressman Regula has again attacked the funding for this Indian art school as being an inappropriate use of federal funds and zeroed out funding in the House bill. The conference agreement cut the IAIA budget by half to \$2.12 million for the school year that has already started. 1995

Despite the challenges posed by past funding cuts, a new President and committed Trustees have revitalized the school. The North Central Association of Colleges and Universities recently conferred a five-year reaccreditation to the Institute, demonstrating a solid level of confidence in its quality, direction and management. A new campus is under construction on donated land, enabling IAIA to move from World War II Quonset huts to its own campus.

IAIA provides an environment in which students learn, grow, and become productive members of mainstream as well as tribal society. A number of IAIA graduates have become tribal leaders or leaders in tribal economic development. The cultural and economic value of Indian arts students trained at the Institute is significant, as graduates have fueled the growth of the contemporary Indian art market. The loss to Indian country through closing the Institute would be inestimable.



I am asking your assistance to restore IAIA funding to the current level. The Senate Interior Appropriations bill included \$4.25 million for the Institute which is the same funding level as last year and the amount in the President's Budget request for Fiscal Year 2000. Putting the Institute on the President's list of priorities for negotiation would provide the leverage needed to restore funding.

The current status of the Interior Appropriations Conference Report, which has passed both Houses, appears to be as follows. The President has indicated that he will veto the measure, however, the bill has not been sent to him, and negotiations are on-going between the Administration, the Committee and the Leadership.

We have generated some pressure on the Appropriations Committee from other House Members to restore full funding for IAIA. For instance, enclosed is a strong letter from Resources Committee Chairman Don Young to Appropriations Committee Chairman Bill Young, urging that IAIA be fully funded.

I would be happy to answer any questions you have regarding the Institute, its history and its vision. Information on the Institute is enclosed. We applaud the Clinton administration's past commitment to the arts, education, and American Indians; the Institute embodies all three of these priorities.

I know that a \$4 million program may seem inconsequential, but it would be a travesty for this Congress to kill the Institute, which was founded in the Kennedy administration to break the old BIA school mold of using education to annihilate culture. The symbolism of this attack on the only college devoted to preserving Indian art and culture is far larger than merely cutting out \$4 million in funding.

Sincerely,



Letitia Chambers

Trustee, Institute of American Indian Arts

LC:jgs

Enclosures

DON YOUNG, CHAIRMAN

U.S. House of Representatives
Committee on Resources
Washington, DC 20515

October 21, 1999

The Honorable C.W. Bill Young
United States Representative
United States House of Representatives
2407 Rayburn House Office Building
Washington, DC 20515

Dear Chairman Young:

The Interior Appropriations bill cuts funding for the Institute of American Indian Arts in half - from \$4.25 million to \$2.125 million and includes report language on ending funding next year. Eliminating this school would be a travesty, and a great loss to Alaska and to all other states with sizeable Native populations. I am writing to ask you to restore this funding in the current budget negotiations.

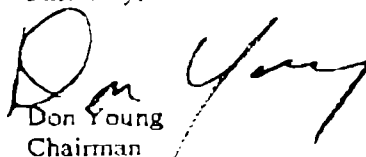
I serve on the Board of Trustees of this important institution, and I can assure you of the high quality of the education and of the importance of this school to Indian country. IAIA is to Indians what Howard University is to the black community. This college should not be closed on the whim of a single House Member or a group of House Members who want to end funding for the Arts.

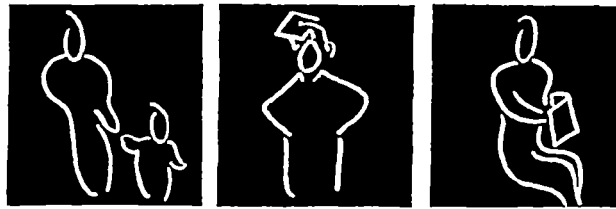
It is completely unreasonable and unrealistic to expect an unendowed college to educate tribal and reservation students from families predominantly below the poverty line without government funding. Such students simply cannot pay the thousands of dollars in tuition that a college with no government support or endowment would have to charge.

At a time when Native Americans have the highest dropout rates in the Nation, IAIA has a great track record with one half of entering freshmen completing requirements for graduation, an extremely high retention rate for any college and particularly so for a minority institution. Its alumni are recognized as the leading artists in the growing contemporary Indian art market. IAIA's success over the years in educating American Indian and Alaskan Native students to become productive members of tribal and mainstream society has contributed greatly to the economic self-sufficiency of tribes.

I ask you to personally intervene in this issue and restore the appropriation to the current level of \$4.25 million and to strike out any language on eliminating the school. This is a very small amount of money in the overall budget, but the loss of IAIA to Indian country and to the nation would be of great magnitude.

Sincerely,


Don Young
Chairman



COMMITTEE FOR EDUCATION FUNDING

November 3, 1999

EXECUTIVE COMMITTEE

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National Education Association

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Nancy O'Brien
Association for Career and
Technical Education

Mark Schneiderman
Council of Chief State
School Officers

Edward Kealy
Executive Director

The Honorable William J. Clinton
President of the United States
The White House
Washington, DC 20500

Dear President Clinton:

The Committee for Education Funding (CEF), a nonpartisan coalition of 96 organizations reflecting the broad spectrum of the education community, is deeply disappointed in the commitment to education investment contained in H.R. 3064. The bill included an across the board cut in education of \$285 million from the conference report level and is \$544 million below the Senate passed level -- far short of the investment needed to begin addressing the educational challenges facing the nation as we enter the 21st century.

While the bill provides an important increase for special education under IDEA, overall the bill provides only a 3.7 % increase for education. Many critical programs are cut or frozen below inflation levels. For example, class size reduction, Perkins loans, Goals 2000, Eisenhower professional development, teacher training in technology, reading and literacy, and immigrant education are funded below FY99. Major programs such as Title I education for the disadvantaged, SEOG student aid, Title III strengthening institutions, vocational education, Title VI innovative strategies, and bilingual education are frozen at or below inflation level increases. In addition, even though Pell grants received an increase in the maximum grant award, the amount is significantly less than the Senate level.

The American public has consistently indicated in recent polls that they strongly support more education investment and rank education as the top priority for use of the surplus. Given the strength of the economy and repeated projections of a growing budget surplus, we urge you to work with Congress to produce a budget that increases education investment by at least \$2.9 billion to begin meeting the pressing needs of America's students.

Sincerely,

Joel C. Packer
President

Edward R. Kealy
Executive Director

cc: John Podesta, Chief of Staff
Jacob Lew, Director of the Office of Management and Budget



"Massey, Paul" <paul_massey@ace.nche.edu>

11/04/99 04:54:27 PM

Record Type: Record

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

cc:

Subject: Alliance Letter to President Clinton

FYI, the letter below was sent to President Clinton earlier this afternoon by the Student Aid Alliance regarding final negotiations of FY 2000 Labor-HHS-Education appropriations.

November 4, 1999

Dear Mr. President,

We write on behalf of the Student Aid Alliance - a coalition of 60 organizations representing colleges, students, and parents - to urge you to seek the highest possible funding levels for student aid programs in the final negotiations of the FY 2000 Labor-HHS-Education appropriations bill. We support a \$1.5 billion increase in funding for student aid programs that help millions of low-income students attend and complete college.

In addition to continuing to advocate for the funding levels proposed in your budget, we understand you intend to secure additional increases in student aid programs. We believe that taking the highest funding levels for student aid programs from the Senate-approved and House Committee bills would be the best starting point for negotiations. An additional \$733 million over these higher numbers would meet the Alliance request of a \$1.5 billion increase in funding for student aid over FY 1999 levels.

Specifically, we support the following, using FY 1999 as a baseline:

* The maximum Pell Grant should be increased by \$400, to \$3,525. Pell Grants are the cornerstone of federal need-based student aid. Without them, millions of the neediest students would not go to college. Nearly four million students received Pell Grants in 1998-99. Their average family income was about \$14,500. But the maximum award is worth just 86 percent of its 1980 value in constant dollars.

* Supplemental Grant funding should be increased by \$65 million, to \$684 million.

The Supplemental Educational Opportunity Grant (SEOG) program provides additional grants of up to \$4,000 per student for the neediest Pell Grant recipients. Colleges and universities match one-third of the federal SEOG funds - a cost-effective way to increase grants for those with the greatest need. We urge you to also support the additional \$10 million in funding that was approved by the House for students whose family

contribution was adversely affected by Hurricane Floyd.

* Funding for Perkins Loans should be increased by \$35 million, to \$135 million.

The Perkins program provides low-interest loans to needy students, keeping them in school and out of costly alternative loan programs. Institutions augment the federal contribution with a one-third match. The Perkins federal capital contribution is now worth just 22 percent of its 1980 value in constant dollars. Perkins loan forgiveness options have helped recruit thousands of law enforcement officers, teachers, and nurses. Unfortunately, the U.S. Department of Education recently announced that they have not been able to fully reimburse schools for cancellations under these loan forgiveness provisions. FY 2000 funding for Perkins should ensure adequate resources for full - not partial - reimbursements.

* Leveraging Educational Assistance Partnerships should be increased by \$50 million, to \$75 million. The Leveraging Educational Assistance Partnerships (formerly SSIG) program encourages states to expand their own need-based grant programs by requiring them to make a dollar-for-dollar match. And if the federal appropriation for LEAP exceeds \$30 million, the state must match each dollar two to one. States use these funds to support increased grant aid, transition to college programs, early intervention, merit scholarships for needy students, community service, and scholarship programs in specialized academic areas.

* Federal Work-Study should be increased by \$64 million, to \$934 million.

Each year, the Federal Work-Study program helps 700,000 low-income students earn the money to pay for college, through jobs on campus, in the community, and in the private sector. More than half of the recipients come from families with incomes less than \$30,000. This self-help program encourages students to take responsibility, build solid work habits, and make contacts - skills that are crucial to their future employment. Institutions match federal funds by at least one-third, and often more.

* TRIO should be increased by \$70 million, to \$670 million.

The TRIO programs are designed to help low-income and first-generation college students enter college, graduate, and get good jobs. Two-thirds of the students come from families with incomes of less than \$24,000 where neither parent graduated from college.

* Graduate programs should be increased by \$25 million, to \$56 million.

Graduate Assistance in Areas of National Need awards funds through a competitive program to help academic departments prepare graduate students for teaching and research. The Javits Fellowship is the only federal program that gives portable financial aid to graduate students in the arts, humanities, and social sciences.

We support the elimination of the one percent across-the-board cut. We urge you to negotiate increased investment in core student aid programs that allow millions of students to pursue a postsecondary education.



Sincerely,

Stanley O. Ikenberry
Co-Chair

David L. Warren
Co-Chair

Student Aid Alliance Members:

American Association for Higher Education
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Colleges of Pharmacy
American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of Dental Schools
American Association of State Colleges and Universities
American Association of University Professors
American College Personnel Association
American College Testing
American Council on Education
American Psychological Association
American Society for Engineering Education
American Student Association of Community Colleges
APPA: The Association of Higher Education Facilities Officers
Association of Academic Health Centers
Association of Advanced Rabbinical and Talmudic Schools
Association of American Colleges and Universities
Association of American Law Schools
Association of American Medical Colleges
Association of American Universities
Association of Catholic Colleges and Universities
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Association of Jesuit Colleges and Universities
Career College Association
Council for Christian Colleges and Universities
Coalition of Higher Education Assistance Organizations
College and University Personnel Association
College Board
College Fund/UNCF
College Parents of America
Council for Advancement and Support of Education
Council for Higher Education Accreditation
Council of Graduate Schools
Council of Independent Colleges
Educational Testing Service
Hispanic Association of Colleges and Universities
Lutheran Educational Conference of North America
NAFSA: Association of International Educators
National Association for Equal Opportunity in Higher Education
National Association for College Admission Counseling



National Association of College and University Business Officers
National Association of Graduate and Professional Students
National Association of Independent Colleges and Universities
National Association of State Universities and Land-Grant Colleges
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Council of Educational Opportunity Associations
National Council of University Research Administrators
National Education Association
NAWE: Advancing Women in Higher Education
The Council on Government Relations
United State Public Interest Research Group
United States Student Association
University Continuing Education Association
Women's College Coalition

Message Sent To:

Broderick Johnson/WHO/EOP
Brian V. Kennedy/OPD/EOP
William G. Dauster/OPD/EOP
Andy Rotherham/OPD/EOP
"shelley_amdur@ed.gov" <shelley_amdur@ed.gov>
"susan_frost@ed.gov" <susan_frost@ed.gov>

Education, Labor, Labor/HHS/Education House Subcommittee Mark

(all Program Levels in millions)

	FY 1999 Enacted	FY 2000 Budget	FY 2000 Mark	Mark +/- FY 1999		Mark +/- FY 2000	
				BA	Percent	BA	Percent
Education							
Class Size	1,200.000	1,400.000	0.000	-1,200.000	-100.00%	-1400.000	-100.00%
Goals 2000	491.000	491.000	0.000	-491.000	-100.00%	-491.000	-100.00%
Eisenhower Professional Development	335.000	335.000	0.000	-335.000	-100.00%	-335.000	-100.00%
Teacher Empowerment Act*			1,800.000				
<i>Total (non add)</i>	<u>2,026.000</u>	<u>2,226.000</u>	<u>1,800.000</u>	-226.000	-11.15%	-426.000	-19.14%
School-to-Work	125.000	55.000	0.000	-125.000	-100.00%	-55.000	-100.00%
Education Technology <i>— v?</i>	698.000	801.000	550.000	-148.000	-21.20%	-251.000	-31.34%
After School (21st Century Learning Centers)	200.000	600.000	300.000	+100.000	50.00%	-300.000	-50.00%
Title I Grants to LEAs <i>— Aug</i>	7,732.000	7,996.000	7,732.000	0.000	0.00%	-264.000	-3.30%
Safe and Drug Free Schools	566.000	591.000	566.000	0.000	0.00%	-25.000	-4.23%
Magnet Schools	104.000	114.000	104.000	0.000	0.00%	-10.000	-8.77%
Charter Schools	100.000	130.000	130.000	+30.000	30.00%	0.000	0.00%
America Reads	260.000	286.000	200.000	-60.000	-23.08%	-86.000	-30.07%
Bilingual Education	224.000	259.000	224.000	0.000	0.00%	-35.000	-13.51%
Adult Education	385.000	575.000	378.000	-7.000	-1.82%	-197.000	-34.26%
<i>Pell Max Award (non add)</i>	\$ 3,125	\$ 3,250	\$ 3,275	\$ 150	4.80%	\$ 25.000	0.77%
SEOG	619.000	631.000	619.000	0.000	0.00%	-12.000	-1.90%
Hispanic Serving Institutions	28.000	42.000	28.000	0.000	0.00%	-14.000	-33.33%
Teacher Quality	77.000	115.000	75.000	-2.000	-2.60%	-40.000	-34.78%
GEAR UP	120.000	240.000	0.000	-120.000	-100.00%	-240.000	-100.00%
Preparing for College	0.000	15.000	0.000	0.000	N/A	-15.000	-100.00%
College Completion Challenge Grants	0.000	35.000	0.000	0.000	N/A	-35.000	-100.00%
Learning Anywhere Anytime Partnerships	10.000	20.000	0.000	-10.000	-100.00%	-20.000	-100.00%
TRIO	600.000	630.000	660.000	+60.000	10.00%	+30.000	4.76%
Special Education Part B Grants to States	4,310.700	4,314.000	4,810.700	+500.000	11.60%	+496.700	11.51%
Impact Aid	864.000	736.000	907.000	+43.000	4.98%	+171.000	23.23%

*The House mark provides \$1.8 billion for the Teacher Empowerment Act which would consolidate class size, Goals 2000, and Eisenhower Professional Development.

Education, Labor, Labor/HHS/Education House Subcommittee Mark

(all Program Levels in millions)

			Mark +/- FY 1999		Mark +/- FY 2000		
	FY 1999 Enacted	FY 2000 Budget	FY 2000 Mark	BA	Percent	BA	Percent
Labor							
Adult Job Training Formula Grants*	955.000	955.000	860.000	-95.000	-9.95%	-95.000	-9.95%
Dislocated Workers*	1,406.000	1,596.000	1,260.000	-146.000	-10.38%	-336.000	-21.05%
Youth Job Training Formula Grants	1,001.000	1,001.000	901.000	-100.000	-9.99%	-100.000	-9.99%
Youth Opportunity Area Grants	250.000	250.000	0.000	-250.000	-100.00%	-250.000	-100.00%
Job Corps*	1,309.000	1,347.000	1,359.000	50.000	3.82%	12.000	0.89%
Right Track Partnership	0.000	75.000	0.000	0.000	N/A	-75.000	-100.00%
School-to-Work	125.000	55.000	0.000	-125.000	-100.00%	-55.000	-100.00%
Other JTPA Programs	238.000	196.000	192.000	-46.000	-19.33%	-4.000	-2.04%
Total JTPA	5,284.000	5,475.000	4,572.000	-712.000	-13.47%	-903.000	-16.49%
Employment Service Grants	822.000	848.000	822.000	0.000	0.00%	-26.000	-3.07%
One-Stop Career Center Grants	147.000	149.000	100.000	-47.000	-31.97%	-49.000	-32.89%
UI State Administration Grants	2,295.000	2,460.000	2,220.000	-75.000	-3.27%	-240.000	-9.76%
Labor Law Enforcement:							
Pension and Welfare Benefit Admin	91.000	102.000	90.000	-1.000	-1.10%	-12.000	-11.76%
Employment Standards Admin	315.000	342.000 **	314.000	-1.000	-0.32%	-28.000	-8.19%
Occupational Safety and Health Admin	354.000	388.000	337.000	-17.000	-4.80%	-51.000	-13.14%
Mine Safety and Health Admin	216.000	228.000	211.000	-5.000	-2.31%	-17.000	-7.46%
Total Labor Law Enforcement							
Bureau of Labor Statistics	399.000	421.000	395.000	-4.000	-1.00%	-26.000	-6.18%
Bureau of International Labor Affairs	40.000	76.000	40.000	0.000	0.00%	-36.000	-47.37%

* Shows program level in FY 2000; about 3/4 of the funds are newly advanced appropriated for FY 2001.

** For comparison purposes, excludes \$34 million in transfers in programs from another agency denied by the subcommittee, but restored to the sending agency.

Education, Labor, Labor/HHS/Education House Subcommittee Mark

(all Program Levels in millions)

			Mark +/- FY 1999		Mark +/- FY 2000		
	FY 1999 Enacted	FY 2000 Budget	FY 2000 Mark	BA	Percent	BA	Percent
Health and Human Services							
Administration for Children and Families							
Head Start (program level)	4660.000	5267.000	4760.000	100.000	2.15%	-507.000	-9.63%
Head Start (appropriated level)	4660.000	5267.000	3360.000	-1,300.000	-27.90%	-1,907.000	-36.21%
Child Care & Development Block Grant	1000.000	1182.672	1182.672	182.672	18.27%	0.000	0.00%
LIHEAP	1100.000	1100.000	1100.000	-	0.00%	0.000	0.00%
LIHEAP Emergency Fund Available	300.000	300.000	300.000	-	0.00%	0.000	0.00%
ACF Services	1372.087	1320.953	1375.216	3.129	0.23%	54.263	4.11%
IDAs (non-add)	10.000	20.000	10.000	-	0.00%	-10.000	-50.00%
Violent Crime Reduction Programs	105.000	118.500	105.000	-	0.00%	-13.500	-11.39%
Refugee and Entrant Assistance	435.200	442.600	435.676	0.476	0.11%	-6.924	-1.56%
Social Services Block Grant	1909.000	2380.000	1909.000	-	0.00%	-471.000	N/A
Administration on Aging							
Family Caregiver (non-add)	0.000	125.000	0.000	-	N/A	-125.000	-100.00%
Home-Delivered Meals (non-add)	112.000	147.000	112.000	-	0.00%	-35.000	-23.81%
HCFA Program Level Funding	2,085.932	2,211.152	1,812.050	-273.882	-13.1%	-399.102	-18.0%
Medicare Integrity Program (Prog. Level)	560.000	630.000	560.000	0.000	0.0%	-70.000	-11.1%
Health Care Fraud & Abuse Control (PL)	99.761	120.000	100.000	0.239	0.2%	-20.000	-16.7%
Children's Hosp. Graduate Medical Ed.	N/A	40.000	0.000	N/A	N/A	-40.000	-100.0%
Family Planning	214.932	239.952	215.000	0.068	0.0%	-24.952	-10.4%
Ryan White AIDS	1,410.851	1,510.500	1,519.000	108.149	7.7%	8.500	0.6%
Childhood Immunizations*	447.948	526.167	421.477	-26.471	-5.9%	-104.690	-19.9%
CDC HIV/AIDS	656.590	701.500	657.036	0.446	0.1%	-44.464	-6.3%
Nat'l Inst. for Occupational Safety & Health	199.706	211.849	200.000	0.294	0.1%	-11.849	-5.6%
CDC Race & Health Demonstration Grants	9.997	35.000	10.000	0.003	0.0%	-25.000	-71.4%
CDC Tobacco	73.913	100.913	Not available				
CDC Food Safety	19.476	29.476	Not available				

Education, Labor, Labor/HHS/Education House Subcommittee Mark

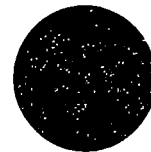
(all Program Levels in millions)

				Mark +/- FY 1999		Mark +/- FY 2000	
	FY 1999 Enacted	FY 2000 Budget	FY 2000 Mark	BA	Percent	BA	Percent
National Institutes of Health	15,597.189	15,932.786	16,935.314	1,338.125	8.6%	1,002.53	6.3%
SAMHSA Mental Health Programs	512.129	588.737	519.808	7.679	1.5%	-68.93	-11.7%
SAMHSA Substance Abuse Programs	1,918.141	1,979.868	1,840.523	-77.618	-4.0%	-139.35	-7.0%
Health Care Access for the Uninsured	N/A	25.000	0.000	N/A	N/A	-25.00	-100.0%
Bioterrorism**	159.4	230.362	201.8	42.400	26.6%	-28.56	-12.4%

* Includes funding for global polio & measles included in PHSSEF.

** Best estimates based on materials available; numbers will change.

Social Security Administration	6,426.000	6,706.000	6,481.000	55.000	0.86%	-225.000	-3.36%
National Labor Relations Board	184.000	210.000	175.000	-9.000	-4.89%	-35.00	-16.67%

**UNITED STATES
DEPARTMENT OF EDUCATION****NEWS**

**For Immediate Release
October 29, 1999**

**Contact: Erica Lepping
(202) 401-3026**

Statement by U. S. Secretary of Education Richard W. Riley

**Response to Republican Leadership Statement on
Impact of a 1% Across-the-Board Cut in Education**

Good afternoon. As Congress winds down this current session we have the usual last minute maneuvering. This morning my Department was visited by three members of the Republican leadership who came to tell us that we have a hidden "slush fund."

These members have every right to come to this Department to voice their concerns about policy differences and their thoughts on my stewardship and management. This is the democratic process and my door is always open to every member of Congress. But members of Congress should not make assertions that are not true. It does not serve the democratic process and is a diversion from the work we need to do to improve education.

Earlier in the week at a press conference I explained that a 1% across-the-board cut would have a very serious and direct impact on key programs like Title I, After-school, Class size, GEAR-UP and special education.

I made the point that a 1% cut in Title I, which helps children learn how to read and write, would force this Department to cut services for 120,000 students. I went on to say that I was troubled that the Republican majority was going back on the bipartisan commitment to hire 100,000 teachers to reduce class size.

This morning, in an attempt to shore up their latest budget proposal, which is full of accounting tricks and budgetary sleight of hand, several members of Congress visited my offices to assert that this Department can easily absorb a 1% across-the-board budget cut. They have even gone to the extreme measure of making the charge that well-established "clearing" accounts, that are part of the normal budgetary process of this Department, are some type of slush fund.

In reality, the Department is legally prohibited from obligating funds for new activities from these accounts. We simply can't use this money to cover a 1% across-the-board cut. This is why this type of charge is baseless and wrong.



Over the past year, the House majority has tried every type of budget gimmick possible in an attempt to balance the budget. Today's publicity stunt is yet another attempt to divert attention from the real issues at hand -- how to improve the education of our children.

In the last days of this Congressional session I had hoped that the House Majority would finally get serious about education. This does not seem to be the case.

Instead of getting serious about reducing class size, the House majority has reneged on their promise from last year. Instead of increasing funding to make sure children can read and write, they propose to cut funding. And on it goes. Surely we can do better.

I urge the Congress to put aside the budget gimmicks and side-shows and work with us to improve the education of all of our children.

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Bethune-Cookman College

MARY McLEOD BETHUNE, FOUNDER
OSWALD P. BRONSON, SR., PRESIDENT



cc: Bruce Reed

OFFICE OF THE PRESIDENT

October 15, 1999

Mr. John Podesta
Chief of Staff to the President
The White House
1st Floor, West Wing
Washington, DC 20502

Dear Mr. Podesta:

On behalf of Bethune-Cookman College and the National Association for Equal Opportunity in Higher Education (NAFEO), I am writing to respectfully request your support and immediate assistance during your work on the final stages of the Labor-HHS-Education Appropriations bill. During your congressional deliberations, Bethune-Cookman College and NAFEO ask that you:

- Provide increased funding for Title III, Part B -- \$ 165 million is requested for the undergraduate program and \$40 million is requested for the graduate program (Section 326). Please support any efforts to increase funding for this critical needed program.
- Provide \$4 million in funding and encourage the Department of Education to fund a technical assistance and resource center to serve the HBCU community. The center would assist our schools with student financial aid management, grant writing, research, replication of best practices, reaccreditation, information dissemination and other capacity-building effort;
- Encourage the Department of education to provide \$8 million to fund an HBCU GEAR-UP Demonstration, should funding for the GEAR-UP program be provided. The project will involve a consortium of four HBCUs and four school districts. The project would evaluate the efficacy of HBCUs in mentoring, enrolling, and graduating students from both rural and urban areas; and



Mr. John Podesta
Page Two
October 15, 1999

- ****Provide \$17.8 million, the fully authorized remaining balance for historic preservation efforts at HBCUs, and include budget neutral report language that encourage the National Park Service**
- **to develop a plan to address the historic preservation needs of HBCUs and to report its recommendations to Congress.***

I am encouraged by the interest that you and others have shown in issues affecting predominately and historically Black colleges and universities (HBCUs). Now, we are at a point where the appropriations process is winding down. So far, our successes have been modest. While we appreciate the proposed increases for the Pell grant and TRIO programs and the fact that our priority programs have not been cut, none of our top initiatives have been funded at the level requested by the President. Moreover, the House funding recommendations for the Work-Study programs cause great concern, as well as lower funding levels for other critical education programs. Therefore, continued support for an increased investment in education is needed now more than ever when the economy of the new millennium will require an educated workforce.

Thank you for your immediate attention to this request. Bethune-Cookman College and the National Association for Equal Opportunity in Higher Education thank you for all you do in "keeping the doors of opportunity open."

Sincerely,

A handwritten signature in dark ink, reading "Oswald P. Bronson, Sr." in a cursive script.

Oswald P. Bronson, Sr.
President

OPB/clsa



cc: Bruce Reed

October 20, 1999

1111 E. Artesia Boulevard
Compton, CA 90221-5393

Phone (310) 900-1600

Fax (310) 900-1696

Website:

www.compton.cc.ca.us

Ullis C. Williams
PRESIDENT/
SUPERINTENDENT

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**COMPTON COLLEGE
DISTRICT**

Carson
Compton
Lynwood
Paramount
Willowbrook

Mr. John Podesta
Chief of Staff to the President
The White House
1st Floor, West Wing
Washington, DC 20502

Dear Mr. Podesta:

On behalf of Compton Community College and the National Association for Equal Opportunity in Higher Education (NAFEO), I am writing to respectfully request your support and immediate assistance during your work on the final stages of the Labor-HHS-Education Appropriations bill. During your congressional deliberations, Compton Community College and NAFEO ask that you:

- Provide increased funding for Title III, Part B -- \$165 million is requested for the undergraduate program and \$40 million is requested for the graduate program (Section 326). Please support any efforts to increase funding for this critically needed program.
- Provide \$4 million in funding and encourage the Department of Education to fund a technical assistance and resource center to serve the HBCU community. The center would assist our schools with student financial aid management, grant writing, research, replication of best practices, re-accreditation, information dissemination and other capacity-building efforts;
- Encourage the Department of Education to provide \$8 million to fund an HBCU GEAR-UP Demonstration, should funding for the GEAR-UP program be provided. The project will involve a consortium of four HBCUs and four school districts. The project would evaluate the efficacy of HBCUs in mentoring, enrolling, and graduating students from both rural and urban areas; and
- Provide \$17.8 million, the fully authorized remaining balance for historic preservation efforts at HBCUs, and include budget neutral report language that encourages the National Park Service to develop a plan to address the historic preservation needs of HBCUs and to report its recommendations to Congress.

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I am encouraged by the interest that you and others have shown in issues affecting predominately and historically Black colleges and universities (HBCUs). Now, we are at a point where the appropriations process is winding down. So far, our successes have been modest. While we appreciate the proposed increases for the Pell grant and TRIO programs and the fact that our priority programs have not been cut, none of our top initiatives have been funded at the level requested by the President. Moreover, the House funding recommendations for the Work-Study programs cause great concern, as well as lower funding levels for other critical education programs. Therefore, continued support for an increased investment in education is needed now more than ever when the economy of the new millennium will require an educated workforce.

Thank you for your immediate attention to this request. Compton Community College and the National Association for Equal Opportunity in Higher Education thank you for all you do in "keeping the doors of opportunity open."

Sincerely,

A handwritten signature in cursive script, appearing to read "Ullis Williams".

Ullis Williams
President-Superintendent

UW:ce



Office of the President
Norfolk State University
700 Park Avenue, Suite 520
Norfolk, Virginia 23504-3000

Telephone 757.823.8670
Facsimile 757.823.2342
E-mail President@nsu.edu
Web http://www.nsu.edu

October 21, 1999

✓ CC: Bruce Reed

Mr. John Podesta, Chief of Staff to the President
The White House
1st Floor, West Wing
Washington, DC 20502

Dear Mr. Podesta:

On behalf of Norfolk State University and the National Association for Equal Opportunity in Higher Education (NAFEO), I am writing to respectfully request your support and immediate assistance during your work on the final stages of the Labor-HHS-Education Appropriations bill. During your congressional deliberations, Norfolk State University and NAFEO ask that you:

- Provide increased funding for Title III, Part B – \$165 million is requested for the undergraduate program and \$40 million is requested for the graduate program (Section 326). Please support any efforts to increase funding for this critically needed program;
- Provide \$4 million in funding and encourage the Department of Education to fund a technical assistance and resource center to serve the HBCU community. The center would assist our schools with student financial aid management, grant writing, research, replication of best practices, reaccreditation, information dissemination and other capacity-building efforts;
- Encourage the Department of Education to provide \$8 million to fund an HBCU GEAR-UP Demonstration, should funding for the GEAR-UP program be provided. The project will involve a consortium for four HBCUs and four school districts. The project would evaluate the efficacy of HBCUs in mentoring, enrolling, and graduating students from both rural and urban areas; and
- Provide \$17.8 million, the fully authorized remaining balance for historic preservation efforts at HBCUs, and include budget neutral report language that encourages the National Park Service to develop a plan to address the historic preservation needs of HBCUs and to report its recommendations to Congress.

I am encouraged by the interest that you and others have shown in issues affecting predominately and Historically Black Colleges and Universities (HBCUs). Now, we are at a point where the appropriations process is winding down. So far, our successes have been modest. While we appreciate the proposed increases for the Pell grant and TRIO programs and the fact that our priority programs have not been cut, none of our top initiatives have been funded at the level requested by the President. Moreover, the House funding recommendations for the Work-Study programs cause great concern, as well as lower funding levels for other critical education programs. Therefore, continued support for an increased investment in education is needed now more than ever when the economy of the new millennium will require an educated workforce.

Thank you for your immediate attention to this request. Norfolk State University and the National Association for Equal Opportunity in Higher Education thank you for all you do in "keeping the doors of opportunity open."™

Sincerely,

Marie V. McDemmond
President

Bethune-Cookman College

MARY McLEOD BETHUNE, FOUNDER
OSWALD P. BRONSON, SR., PRESIDENT

cc: Bruce Reed



OFFICE OF THE PRESIDENT

October 15, 1999

Mr. John Podesta
Chief of Staff to the President
The White House
1st Floor, West Wing
Washington, DC 20502

Dear Mr. Podesta:

On behalf of Bethune-Cookman College and the National Association for Equal Opportunity in Higher Education (NAFEO), I am writing to respectfully request your support and immediate assistance during your work on the final stages of the Labor-HHS-Education Appropriations bill. During your congressional deliberations, Bethune-Cookman College and NAFEO ask that you:

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October 15, 1999

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Sincerely,

Oswald P. Bronson, Sr.
President

OPB/clsa

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