



cc: Bruce Reed

Office of the President
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October 19, 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 Spelman 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, Spelman 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, 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 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;
- ▶ 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 recommendation to Congress.

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I am encouraged by the interest that you and others have shown in issues affecting predominantly and Historically Black Colleges and Universities (HBCUs). Now, we are at a point where the appropriations process is coming to a conclusion. Thus 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. Spelman 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,



Audrey E. Manley
President

**NATIONAL
GOVERNORS'
ASSOCIATION**



Michael O. Leavitt
Governor of Utah
Chairman

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October 7, 1999

The Honorable Senator Jeff Bingaman
703 Hart Senate Office Building
United States Senate
Washington, D.C. 20510

Dear Senator Bingaman:

On behalf of the nation's Governors, I write to express our strong support for your amendment to provide states with additional funds to help turn around schools that are failing to provide a quality education for Title I students.

As you know, under current law, states are permitted to reserve one-half of one percent of their Title I monies to administer the Title I program and provide schools with additional assistance. However, this small setaside does not provide the states with sufficient funds to improve the quality of Title I schools. A recent study by the U.S. Department of Education noted that the "capacity of state school support teams to assist schools in need of improvement of Title I is a major concern." The programs authorized to fund such improvement efforts have not been funded. As a result, states have been unable to provide such services. According to "Promising Results, Continuing Challenges: The Final Report of the National Assessment of Title I," in 1998, only eight states reported that school support teams had been able to serve the majority of schools identified as needing improvement. In twenty-four states, Title I directors reported more schools in need of school support teams than Title I could assist.

Earlier this year, the National Governors' Association (NGA) adopted an education policy that recognizes the important role of the states in providing technical assistance to local school districts to help them implement federal education programs. In addition, the policy calls for full implementation of the current Title I accountability provisions, including the requirements that states intervene in low performing schools. However, the policy calls on the federal government to provide states with sufficient funds to enable states to provide school districts with the tools to meet federal program requirements. Your amendment would provide such funding. Therefore, NGA supports your amendment and will urge other Senators to support the adoption of it.

We look forward to working with you towards the enactment of this and other provisions that will help states improve the quality of services provided to Title I students.

Sincerely,

A handwritten signature in black ink, appearing to read "Raymond C. Scheppach".

Raymond C. Scheppach

But it's not enough. I am glad that we have virtually opened the doors of college to all people with the HOPE Scholarships and the expanded Pell grants. I am glad we probably will succeed in connecting all of our classrooms to the Internet by 2000, except in the places where the school buildings are literally too decrepid to accept the wiring. I am glad that we have dramatically increased our investment in after-school programs. But there is more to do.

I am very proud that the idea of standards is now taking root around the country. In 1996 -- listen to this -- in 1996, there were only 14 states in the country that had measurable standards for student performance. Today there are 50. But there are still only about a dozen that have genuine accountability measures when the standards aren't met, and aggressive strategies to identify failing schools and to turn them around. North Carolina does; that's one of the reasons they've had the best increases in student performance in the country. But all over the country, you see test scores going up even in the poorest inner-city and rural schools.

Now, I say that -- and I gave you all this introductory information -- to try to set the proper context for the present budget debate. To most Americans, it's a lot of numbers and a lot of noise. To most Americans, it's the Republicans making the absurd claim that the Democrats want to spend the Social Security surplus -- which has nothing to do with anything that's really going on up there.

But there are things going on in the budget debate, which are, in some ways, different from the ones we've had in the past, but still very important. When it comes to education, the debate is not so much about money anymore, as it is about values, priorities, and direction. Not just about how much we spend, but how we spend it. And a big part of this debate is about honoring our obligation to our children and our future. I was glad that you said your classes were smaller, but still not small enough. (Laughter.) There are many, many tens of thousands who can make that statement because we had the biggest class, biggest student load in history.

So last year, right before the election when everybody said -- you know, there was so much acrimony in Washington, we can never get anything done, we passed this remarkable education budget that provided more funds for after-school programs and a big down payment on my commitment for 100,000 more teachers to lower class sizes -- first in the early grades and then, when those class size numbers are met, the districts can have the money to use it elsewhere.

And it was wonderful. The money we appropriated was enough for about 30,000 of those 100,000 teachers, which is a lot in one year. It took us, for example, five years to get to our goal of 100,000 police officers. So I look forward to coming back this year and taking the second tranche. And imagine my surprise when the leadership of the Republican Congress, who had gone home and happily campaigned on this, and how it might have been a Republican program because there was no bureaucracy, we just gave the school districts the money and they hired the teachers, all of a sudden voted to do away with it. Not only not to expand it above 30,000 but to take away the requirement that the money that was going to the teachers, go to them.

Now, I don't understand exactly what's going on, but I do intend to stop it if I can because I think that's a mistake. That's bad educational policy. We need to help the school districts hire more teachers. Last year we agreed and we should do it again. So one of the things the budget debate is all about is whether we will continue our commitment to help our schools hire 100,000 well-qualified teachers. And we have to reject the idea that we can't raise both the numbers of teachers in the classroom and the standards we hold them to.

Our budget invests in improving teacher quality. We know one of the most important

factors in a child's educational success is a trained, dedicated, talented teacher. And through your good work, we're adding more and more, and I intend to keep supporting you in every way I can. (Applause.) And I hope that as time goes on we'll get more explicit support from the majority in Congress for this program, because it's so important.

For all the good work you're doing, the fact is a quarter of all secondary school teachers don't have college majors or even minors in the subjects they teach. Students with the highest minority enrollment have less than a 50-50 chance of having a math or science teacher with a license or degree in the field. Now, we can do better than that. And we have to.

I think we should require states and school districts receiving federal funds to stop the practice of allowing children to be taught by uncertified teachers -- school districts should do that. (Applause.) So when we reauthorize the Elementary and Secondary Education Act, one of the things we ought to do is to say, if you want the federal money, this is one of the things you have to do. I think it's important. That's one of the things that our debate is all about.

But we also have to invest. I've asked Congress to invest in recruiting, training and supporting high-quality teachers in high-poverty areas. We have offered scholarships to a number of people that go to school and then, in effect, wipe off the cost of their education if they will go into areas where there is a high need. I have asked for an expansion of the Troops for Teachers Initiative, which has already helped 3,000 active duty soldiers, who were planning to leave the military anyway, find rewarding second career in teaching in our public schools.

The budget bill, even though it has quite a lot of money in it -- for reasons I don't understand -- underfunds the teacher quality initiatives and doesn't provide a single penny for the Troops for Teachers program. We need more and better teachers. The skills that a lot of these career military people have are desperately need and a lot of the places where there is a significant teacher shortage. So that's what I am fighting for. It's not about money; it is about things that we know will work that will help our kids. That's one of the things this debate is all about.

It's also about accountability. Where there is rising accountability to go with rising standards and a strategy to help people meet the standards, not just define them as failures, we have seen progress. Two years ago, North Carolina sent assistance teams to their 15 lowest performing schools. A year later, 14 of them had met their goals and were taken off the list -- one year. We have seen the same kind of improvement in Chicago, Dade County, many other places. I was in one of the poorest neighborhoods in Chicago, in the large Robert Taylor Homes project, where they had an elementary school with terrible performance. In two years -- two years -- they doubled their math scores and tripled their reading scores.

So we can -- by the same sort of concentrated effort -- remember, if we're 99.9 percent the same genetically, we owe it to these kids to give them their chance at the brass ring of their life. (Applause.)

Our budget has \$200 million to help states and school districts identify, turn around or shut down the lowest-performing schools. For example, districts could send board-certified teachers to help students and teachers get their schools back on track. Unfortunately, this Republican budget bill doesn't put a dime into the strategy of turning around low-performing schools. This is not just about saying, well, I put that money up there, and they'll figure out how to spend it. If you know what works -- based not on what somebody in Washington thinks works, but based on what you proved works at the grassroots level -- we have an obligation, in a world of limited resources, to spend the money on what you have told us, and what you have demonstrated to us, works. That's what this budget debate

is all about. (Applause.)

That's why we've invested in after-school and summer school programs, providing extended learning time so that school districts can say, okay, we're ending the practice of social promotion, but we're not branding the kids failures; we're giving them a chance to succeed.

And let me say another thing that I think will be increasingly important as we try to come to grips with the drop-out rate and the consequences of it, is to reach young people at an early age to get them excited about academic achievement and to give them the sense that they have a personal possibility in the future.

That's why we have worked hard to establish last year this Gear Up mentoring initiative which allows college students and others to go into middle schools and show young people that if they do their work and they learn their subjects that they can all go on to college. Explain to them the HOPE Scholarship. Explain to them the Pell Grant; show them, let them take home to their families exactly what kind of assistance they'll be able to get, so that they will know it is actual reality. It isn't enough to open the doors of college to all Americans. People have to know they've been opened. They have to be aware of these things.

We do things in Washington, I sign a bill, we just assume everybody knows about it. That is the beginning, not the end. If nobody knows about these things they might as well have not have been done. So that's a big part of what this budget is all about.

We also have to ensure greater access of all kinds of students to a successful and complete high school education. That's what our Hispanic Education Action Plan is all about. That's our fastest growing student group. And the Hispanic drop-out rate exceeds 30 percent. It's a big problem. Last year, for all practical purposes, the African-American and white majority high school graduation rates were identical. There was a smidgen of a difference, for the first time ever in our history. That's very good. (Applause.)

I might say that I don't think either one of them were quite high enough, but they're good, they're up in the high 80s percent. Our national goal that we set 10 years ago was 90 percent on-time graduation. But that's good. But the Hispanic drop out rate -- I think largely rooted in the fact that you've got a lot of first generation immigrant families whose first language is not English, compounding the fact that a lot of those kids may think they can get out and work for their families because they all just got here. And all first generation immigrant families, going back 100 years or more, have had a heritage of people of all ages in the family working.

But the point is that long-term economic consequences to these children, and therefore to their families, are far more adverse and far more severe now than they would have been 30 years ago to dropping out. And a 30 percent dropout rate is simply too high.

So one of my problems with this budget bill is that it underfunds the after-school programs, the summer programs. The House bill actually would have shut down the Gear Up Program that they created last year and bragged about in the election, and it's way short on the Hispanic Education Priority. So we've got to give people the tools they need to succeed.

Finally, this was mentioned earlier, but I am still fighting for our bill to build and modernize 6,000 schools. (Applause.) There are too many kids in old school buildings that can't be wired, too many kids in house trailers and too many school districts that can't undertake the costs of the building program all by themselves. So here is where we are. The good news is that we have, I think, an appropriate amount of money that has been set aside for education. The good news is yesterday we had our voucher debate and the public school side won. (Applause.)

That's the good news. But we do not have anything like having -- because at this moment we have this surplus and we're at a moment of prosperity, we were able to agree generally on what I think is an adequate increase in funding. But there is no commitment yet for more and better teachers, for smaller classes, for increased accountability, for higher standards, for giving the tools out there that we know that you know work.

So the good news is that the debate is not about dollars. But the more important news is it is very much about direction. It is very much about direction. And just as I fought to get a modest amount of federal money to support your program, because I do believe that when you are certified and you go through this process, it is not only good for you and good for your students, it's good for everybody that you come in contact with in your school. (Applause.)

We were talking about, now you can see on the near horizon 25,000 of them. The reason that I said 100,000 -- that I want at least 100,000 board-certified teachers is, I do believe when you are dense enough -- when there is one of you in every school building in America -- there will be an exponential increase in your impact, that it will change the whole culture of virtually every school. And your skills, and what you learn, and how you will impart it to your colleagues, will then be exploding, echoing across the country in a way that will embrace all the children in all our schools.

But if you believe in what you've done, then I ask you to also believe in this, and help us say, okay -- to the Congress -- thank you very much for not trying to cut out the money anymore. That's a big first step. But it does matter how you spend it.

And we're not trying to micromanage the schools. Dick Riley has gotten rid of two-thirds of the paperwork requirement on states and local school districts. We have scrapped more rules and regulations than all the previous administrations who railed about the federal government put together. But what we have not done is to abandon our responsibility to take the research and the reports from the grassroots level and say, if we're going to spend this money, since it's limited, we have to spend it in ways that it will have the highest impact -- more teachers, higher standards, the tools that you need to do what you're out there trying to do. (Applause.)

So I ask you to support it and help us and I think we will prevail. Thank you and God bless you. (Applause.)

END 10:55 A.M. EDT



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THE WHITE HOUSE
Office of the Press Secretary
(Hyatt Regency Washington
Washington, D.C.)

For Immediate Release

Friday, October 22, 1999

REMARKS BY THE PRESIDENT
TO THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

10:25 A.M. EDT

THE PRESIDENT: Thank you. Thank you so much. (Applause.)

I was thinking how much help I need in trying to get what I say to certain people in the Congress not to go in one ear and out the other. (Laughter.) And that maybe I should go through this training program. (Laughter.) I believe everything Carole Moyer said, except the part about having been a teacher for 32 years. She looks like she was about 12 when she started. (Laughter.)

I want to thank Carole and your Chair, Barbara Kelley. Thank you, Jim Kelly and Bob Wehling and Betty Hastert and all the others that are involved with the Board. I'm glad to see the President of the National Education Association, Bob Chase, here. Thank you for coming, sir, for your support.

And I have been honored to support this endeavor, since before I was President, as has been said. But the person who deserves all the credit, in my view, without whom none of us would be here today, is Governor Jim Hunt from North Carolina. Thank you. Thank you. (Applause.)

I've told this story before, but I probably wouldn't be here today, either, because in 1979, Jim Hunt -- who was a far senior governor to me, then -- decided that I should become the Vice Chair of the Democratic Governors' Association. And then I became the Chair. Then I became the youngest former governor in history, but that wasn't his fault. (Laughter.) But it was sort of my board certification in national politics that Jim Hunt gave me. So I might not be here as President today if it weren't for him, either.

This has been a great week for me and for our Administration. We celebrated the fifth anniversary of AmeriCorps, our national service program. And we've now had 150,000 young people serve and earn credit for going to college. It took the Peace Corps about 23 years to have that many volunteers. So that's been really great. And we also might say we've been able to get from the Congress the largest expansion in the Peace Corps in a generation, as well. That's been a very good thing. (Applause.)

Today Hillary and I are sponsoring a White House conference on philanthropy. And we're going to try to find ways not only to increase the aggregate level of private giving in the aftermath of the vast amounts of wealth that have been generated in our country in the last seven years, but to target it in the right way. In ways that I hope it will help your children and your concern.

I even had a pretty good meeting with the Congressional leadership. (Laughter.) We're actually working to try to work through our differences on the budget, and I'll have more to say about that in a few moments. A couple of them who weren't there persist in trying to accuse us of what they have done on the Social Security surplus. But I'm committed to turn the other cheek until we see if we can work it out together. I guess it's easier when you're not running for anything to do that. (Laughter.)

You might find this interesting, as a sort of a prelude to what I want to say. Hillary had this great idea that we should do some special things for the millennium, that we shouldn't build a big building or anything like that; we should try to preserve as many of our big, national treasures as possible, like the Star Spangled Banner and the Bill of Rights and the Constitution and the Declaration of Independence, all of which are in danger -- and so we have been working to raise the funds to do that -- that we should go around the country and help people in every community preserve their own piece of our national heritage; that we should have a big -- then we should think about the future we want and make a big effort to increase research dollars, which we have done; and that we should sponsor at the White House an unusual set of what she called Millennium Evenings, where we would talk about topics that were either important to the last century, the one we're leaving, or important to the next century.

It has been an amazing experience, an amazing educational experience. C-SPAN covers all of these. Sometimes, CNN takes a big chunk. But the main way by which we communicate with the rest of the country and the rest of the world is through the Internet and at the end of our little programs, we take Internet questions. They always come in from all over the world. It's just an amazing experience.

We started out with the great professor of American history and constitutional history, Bernard Bailyn, from Harvard who talked about our past and our institutions and how we got started and how that will be relevant to the 21st century. We've had all kinds of other fascinating topics. We had the three last poet laureates of America come with inner-city kids from Washington and just ordinary citizens, read poetry and talk about what it meant. We had the great Wynton Marsalis, the only living musician from New Orleans, he is the only living musician who is both the best classical and the best jazz musician in his instrument in the world, come and talk about the history of jazz as a uniquely American art form in the 20th century.

We had the great British scientist, Steven Hawking, who has lived longer with Lou Gehrig's disease than anyone else, come and talk about black holes and undiscovered galaxies in space, and how our notion of time will alter, and our understanding of it will alter in the 21st century. Elie Wiesel came and talked about the price of indifference, from the Holocaust forward, and all the racial and ethnic turmoil we've had. It's been amazing.

But last week, we had a man named Vince Cerf there, who was sort of the creator and the architecture of the Internet, who sent the first e-mail, 18 years ago, to his profoundly deaf wife, who had been deaf from early childhood, and so deaf that no hearing aids would help her. So the e-mail got started as a way of communicating. He was there, along with a professor from Harvard of genomics, named Lander, who was talking about our efforts to complete the Human Genome Project, to break down all the secrets of the gene.

Now, what they did was, they talked about the interconnection of the computer revolution to the genomics revolution. And both said, look, we couldn't be unlocking the mysteries of the gene if it weren't for computer advances, because that's really what enables us to map out the gene, chart it, and see what's going on. And it will also enable us to actually find practical applications for the challenges we find when we look at the human gene structure.

And then Mr. Cerf, who was the Internet fellow who did the e-mail 18 years ago to his wife

said, now, for example, my wife was profoundly deaf for 50 years. And a very small digital device has now been inserted deep within both her ears, and she can hear after 50 years of total deafness. And he introduced her, and she stood up, and she talked about what it was like. She said, I went to a James Taylor concert the other night -- (laughter) -- some of you are too young to appreciate this. (Laughter.) And she said, I'm quite sure I'm the only person who heard "Fire and Rain" for the first time in the late '90s. It was an amazing thing. She talked about what it was like to hear the birds sing in the morning.

But the point is, digital technology combined with medical science, made this possible. And they speculated that -- we've been spending a lot of time in the medical research trying to help people with spinal cord injuries. And last year we had a nerve transplantation in a laboratory animal from the legs to the spine in a way that for the first time ever in the lab with an animal allowed an animal with a severed spine to recover movement in its lower limbs. Stunning. These people were saying what we may be able to do now is to develop digital technology, key to the genetic breakdowns in the nerves, that we can insert -- we can actually insert a device in the spine that will replicate the normal spine and give people movement without having to figure out whether the nerve transplants will take.

What does all that have to do with you? First of all, it means that it's important that all of our children learn, and that we develop a level of comfort with basic technology and basic scientific concepts that most people didn't need in times past.

The second point I want to make to you, which will be important to you because you know we have the largest and most diverse student population in history, is the genomics said -- a fascinating thing -- he said we've got these 100,000 genes and billions of possible permutations; but what you should know is that all human beings, genetically, are literally 99.9 percent the same.

He said the second thing you should know, which he said was to him even more amazing, is if you take any given racial group; let's say you had a bunch of Hispanics here and a bunch of Asians here and you had people from the Mediterranean countries and Europe here, and people from an African country over here. He said, if you get 100 people in each of these separate racial groups, the genetic differences of the individuals within the group would be greater than the genetic differences from group to group.

Very interesting -- providing scientific support for what you try to do every day, which is to convince your kids that all children can learn, that there is no reason for us to fight with one another because of our differences, that all these troubles that are gripping the world, all over the world, the racial, the ethnic, the tribal, the religious differences have to be somehow overcome by understanding and teaching people that our common humanity is more important than the differences and that once you accept that, then the differences become interesting and make life more fun. But it is a very important thing and it shows, again, the importance of learning to our common progress on this Earth.

Now, that's why I think what all of you have done with the board certification is so important. I remember when you came to the White House with only 177 board-certified teachers. Some of you were there then. Now there's not enough room to keep you all in the White House, and the next time we might have to use RFK Stadium to have a meeting of all of you, and I would like that very much. (Laughter.)

I am very grateful for the progress that our country has made economically, socially and in education. I am grateful that we've got the longest peacetime expansion in history and 19-and-a-half million new jobs, the lowest unemployment rate in 29 years, the lowest welfare rolls in 30 years, the lowest poverty rates in 20 years, the lowest crime rates in 26 years, lowest murder rate in 31 years, first back-to-back budget surpluses in 42 years and the government is the same size it was when John Kennedy was here in 1962, 37 years ago. We have worked at this.



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

October 1, 1999

"We need more funding for reading and writing. We need to help schools achieve smaller classes and modern facilities. We need to make sure that there is a quality teacher in every classroom. The Congress needs to recognize that we can go forward only if we have the whole package. You can't pick and choose and then say you are pro-education. All the pieces have to come together."— Secretary Richard W. Riley

(IN THOUSANDS OF DOLLARS)

Selected Education Programs	Current Funding	President's FY2000 Request	FY2000 House Committee	Difference From Current Funding	Difference From President's Request	FY2000 Senate Committee	Difference from Current Funding	Difference From President's Request
<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)	*	(\$1,200,000)	(\$1,400,000)
<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)	\$494,000	+3,000	+3,000
<u>Eisenhower Professional Development State Grants:</u> Improves teachers' skills in core academic subjects.	\$335,000	\$335,000	\$0	(\$335,000)	(\$335,000)	\$335,000	--	--
<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)	\$400,000	+\$200,000	(\$200,000)
<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)	\$260,000	--	(\$26,000)
<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)	\$8,052,397	+320,000	+\$56,377
<u>Safe and Drug-Free Schools.</u> Helps schools become safe, drug-free learning environments.	\$566,000	\$591,000	\$566,000	--	(\$25,000)	\$611,000	+\$45,000	+\$20,000
<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)	\$75,000	--	(\$40,000)
<u>Teacher Training in Technology.</u> Helps train new teachers to use technology in the classroom.	\$75,000	\$75,000	\$0	(\$75,000)	(\$75,000)	\$75,000	--	--
<u>Technology Literacy Challenge Fund.</u> Helps provide students and teachers with computers, educational software, telecommunications, and technology training.	\$425,000	\$450,000	\$325,000	(\$50,000)	(\$75,000)	\$425,000	--	(\$25,000)

* \$1.2 billion is eliminated for the current class size reduction program. The decision on where funds will go is delayed until July 1st jeopardizing funds for the 30,000 new teachers hired this year

Selected Education Programs	Current Funding	President's FY2000 Request	FY2000 House Committee	Difference From Current Funding	Difference From President's Request	FY2000 Senate Committee	Difference from Current Funding	Difference From President's Request
<u>Community-based Technology Centers.</u> Funds technology learning centers in low-income communities.	\$10,000	\$65,000	\$10,000	--	(-\$55,000)	\$10,000	--	(-\$55,000)
<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	\$5,754,685	+\$700,000	+648,250
<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)	\$234,000	+\$10,000	(-\$25,000)
<u>Adult Education and Literacy.</u> Provides adult and family literacy, English as a second language, and other educational programs.	\$385,000	\$575,000	\$378,000	(-\$7,000)	(-\$197,000)	\$488,000	+\$103,000	(-\$87,000)
<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	\$3,325 max grant	+\$200	+\$75
<u>Supplemental Educational Opportunity Grants (SEOGs).</u> Provides grant assistance to low-income undergraduate students.	\$619,000	\$631,000	\$629,000	(-\$10,000)	(-\$12,000)	\$631,000	+\$12,000	--
<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)	\$934,000	+\$64,000	--
<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)	\$25,000	--	--
<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)	\$180,000	+\$60,000	(-\$60,000)
<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	\$630,000	+\$30,000	--
<u>Strengthening HBCUs.</u> Helps provide equal opportunity and strong academic programs.	\$136,000	\$148,750	\$136,000	--	(-\$12,750)	\$141,500	+\$5,500	(-\$7,250)
<u>Developing Hispanic-Serving Institutions.</u> Helps strengthen colleges with large Latino populations.	\$28,000	\$42,250	\$28,000	--	(-\$14,250)	\$42,250	+\$14,250	--
<u>Strengthening Tribally-Controlled Institutions (HEA Title III).</u> Supports institutions that serve Native Americans.	\$3,000	\$6,000	\$3,000	--	(-\$3,000)	\$6,000	+\$3,000	--

Selected Education Programs	Current Funding	President's FY2000 Request	FY2000 House Committee	Difference From Current Funding	Difference From President's Request	FY2000 Senate Committee	Difference from Current Funding	Difference From President's Request
<u>Graduate Assistance in Areas of National Need.</u>	\$31,000	\$41,000	\$31,000	--	(-\$10,000)	\$51,000	+\$20,000	+\$10,000
<u>Learning Anytime Anywhere Partnerships.</u> Supports access to quality postsecondary education for underserved populations through the use of technology.	\$10,000	\$20,000	\$0	(-\$10,000)	(-\$20,000)	\$10,000	--	(-\$10,000)
<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	Fee: 4% Of Loan Principal	Fee: +1% Of Fee Principal	Fee: +1% Of Fee Principal	Fee: 3% Of Loan Principal	--	--
<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)	\$735,000	--	--
<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 and address overcrowding	NEW	\$3.7 billion to help pay interest on \$25 billion of new bonds.	\$0	--	The House has not provided any funds in any bill towards the President's proposal for \$3.7 billion to help pay interest on \$25 billion of new bonds.	\$0		The Senate has not provided any funds in any bill towards the President's proposal for \$3.7 billion to help pay interest on \$25 billion of new bonds

Class Size Reduction

Both research and common sense show that reducing class sizes in the early grades (1-3) is an effective strategy to raise student achievement and help students master challenging academic material. Last year Congress made a bipartisan down payment on President Clinton's plan to reduce class-size in the early grades.

The education appropriations bill in the House provides no money for class size reduction undermining both the bipartisan agreement and this effective program. The Senate bill provides \$1.2 billion (\$200 million less than the President's budget request) for undefined "teacher assistance" but does not reauthorize the class size program meaning that none of the money could ultimately be spent on reducing class size. Essentially both bills eliminate the program. Current funding for class size reduction is \$1.2 billion.

After-School and Summer School Programs

After-school and summer school programs are key strategies to raise student achievement by extending learning time. States and school districts are using these programs as a way to end social promotion the right way—by helping all students meet challenging standards.

The House education appropriations bill provides \$300 million less for these programs than the President's budget request meaning that 850,000 fewer children would benefit from after school and summer school programs than under the President's plan. The Senate bill provides \$200 million less than the President's budget for after-school and summer school programs. Current funding for the program is \$200 million.

Turning Around Failing Schools

As part of his accountability agenda, the President proposed setting aside \$200 million from Title I to help states and localities turn around failing schools. Too often states and localities lack the resources to effectively intervene in schools that are identified as failing.

Neither the House or Senate bill contains the \$200 million to help fix failing schools. Senators Bingaman, Reed, and Kerry offered an amendment on the Senate floor to include this funding in the Senate bill but it was rejected on a party line vote.

Gear-Up

The Gear-Up program gives disadvantaged students and their families pathways to college success by partnering middle and high schools with colleges and universities to ensure that students and their families have information on how to prepare for and finance higher education.

The House bill eliminates the Gear-Up program completely. The Senate bill provides \$60 million less than the President's budget for Gear-Up. Current funding for the program is \$120 million.

AMENDMENT NO. _____

Calendar No. _____

Purpose: To ensure accountability in programs for disadvantaged students.

IN THE SENATE OF THE UNITED STATES -- 106th Cong., 1st Sess.

S. _____

Making appropriations for the Departments of Labor, Health and Human Services, and Education, and related agencies for the fiscal year ending September 30, 2000, and for other purposes.

Referred to the Committee on

_____ and ordered to be printed

Ordered to lie on the table and to be printed

Mr. Bingaman for himself, Mr. Reed, Mr. Kerry and Mr. Kennedy
Viz:

1 On page 52, line 8, after "section 1124A", insert the following:

2
3 Provided further, That \$200 million of funds available under section 1124 and
4 1124A shall be available to carry out the purposes of section 1116 (c) of the Elementary
5 and Secondary Education Act of 1965.

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Attn: Scott

AMENDMENT NO. _____ Ex. _____ Calendar No. _____

Purpose: _____

AMENDMENT N^o 1805

IN THE SEN. By Gorton _____ Sess. _____

S. _____ To: S. 1650 _____

H.R. _____)

SHORT TITLE _____

(title) _____

Page(s) 1

GPO 1996 52-517 (mac)

() Referred to the Committee on _____

and ordered to be printed

() Ordered to lie on the table and be printed

Intended to be proposed by GORTON

Viz: On page 55, line 2, strike all after "Provided further," to the period on line 5 and insert the following:

1 \$1,200,000,000 is appropriated for a teacher assistance initiative pending authorization of that
2 initiative. If the teacher assistance initiative is not authorized by July 1, 2000, the
3 1,200,000,000 shall be distributed as described in Sec. 307(b)(1) (A and B) of the Department
4 of Education Appropriation Act of 1999. School districts may use the funds for class size
5 reduction activities as described in Sec. 307(c)(2)(A)(i-iii) of the Department of Education
6 Appropriation Act of 1999 or any activity authorized in Sec. 6301 of the Elementary and
7 Secondary Education Act that will improve the academic achievement of all students. Each
8 such agency shall use funds under this section only to supplement, and not to supplant, State
9 and local funds that, in the absence of such funds, would otherwise be spent for activities under
10 this section.

11

12

(B) a description of the achievement levels and reporting methods to be used in grading any national test.

The report shall be submitted to the White House, the Committees on Education and the Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, and the Committees on Appropriations of the House of Representatives and the Senate not later than September 30, 1999.

(2) **RESPONSE TO REPORT.**—The National Assessment Governing Board shall develop and submit to the entities identified in paragraph (1) a report, not later than September 30, 1999, that addresses and responds to the findings reported by the National Academy of Sciences in the report entitled "Grading the Nation's Report Card: Evaluating NAEP and transforming the Assessment of Educational Progress" that assert that the achievement levels of the National Assessment of Educational Progress (NAEP) are fundamentally flawed.

(3) **TECHNICAL FEASIBILITY.**—The National Academy of Sciences shall conduct a study regarding the technical feasibility, validity, and reliability of including test items from the National Assessment of Educational Progress (NAEP) for 4th grade reading and 8th grade mathematics or from other tests in State and district assessments for the purpose of providing a common measure of individual student performance. The National Academy of Sciences shall submit, to the entities identified under paragraph (1), an interim progress report not later than June 30, 1999 and a final report not later than September 30, 1999.

SEC. 306. Notwithstanding any other provision of law, any institution of higher education which receives funds under title III of the Higher Education Act, except for grants made under section 326, may use up to 20 percent of its award under part A or part B of the Act for endowment building purposes authorized under section 331. Any institution seeking to use part A or part B funds for endowment building purposes shall indicate such intention in its application to the Secretary and shall abide by departmental regulations governing the endowment challenge grant program.

SEC. 307. (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education—

(1) shall make available a total of \$6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and

(2) shall allocate the remainder by providing each State the greater of the amount the State would receive if a total of \$1,124,620,000 were allocated under section 1122 of the Elementary and Secondary Education Act of 1965 or under section 2202(b) of the Act for fiscal year 1998, except that such allocations shall be ratably increased or decreased as may be necessary.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which—

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the White House, the Committee of the House of Representatives and Human Resources of the Appropriations of the House of Representatives not later than September 30,

the National Assessment Governing Board to the entities identified in the report not later than September 30, 1999, and the findings reported by the National Assessment of Educational Progress report entitled "Grading the Nation's Progress: NAEP and transforming the assessment process" that assert that the assessment of educational achievement is flawed.

The National Academy of Sciences regarding the technical feasibility of including test items from the National Assessment of Educational Progress (NAEP) for 4th grade mathematics or from other tests for the purpose of providing a more accurate assessment of student performance. The National Academy of Sciences submit, to the entities identified in the progress report not later than September 30,

under any provision of law, any activities under title III of the Elementary and Secondary Education Act of 1965 made under section 326, under part A or part B of the funds authorized under section 326, under part A or part B funds for entities that intend to use such funds for the purpose of reducing class size in its application by departmental regulation or by the grant program.

appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with section 326.

of \$6,000,000 to the Secretary of the Bureau of Indian Affairs) under this section; and

by providing each State the amount that it would receive if a total of \$6,000,000 were distributed under section 1122 of the Elementary and Secondary Education Act of 1965 or under section 326, except that such allocation may be decreased as may be necessary.

under this section shall be made to local educational agencies,

(A) 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data is available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and

(B) 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private non-profit elementary and secondary schools within the boundaries of such agencies;

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new teacher in that agency, the State shall not make the award unless the local educational agency agrees to form a consortium with not less than 1 other local educational agency for the purpose of reducing class size.

(c)(1) Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with highly qualified teachers to improve educational achievement for both regular and special-needs children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction is most effective.

(2)(A) Each such local educational agency may pursue the goal of reducing class size through—

(i) recruiting, hiring, and training certified regular and special education teachers and teachers of special-needs children, including teachers certified through State and local alternative routes;

(ii) testing new teachers for academic content knowledge, and to meet State certification requirements that are consistent with title II of the Higher Education Act of 1965; and

(iii) providing professional development to teachers, including special education teachers and teachers of special-needs children, consistent with title II of the Higher Education Act of 1965.

(B) A local educational agency may use not more than a total of 15 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).

(C) A local educational agency that has already reduced class size in the early grades to 18 or less children may use funds received under this section—

(i) to make further class-size reductions in grades 1 through 3;

(ii) to reduce class size in kindergarten or other grades; or

(iii) to carry out activities to improve teacher quality, including professional development.

in the fenced security perimeter of the military facility upon which such housing is situated: Provided further, That if such property is not owned by the Federal Government, is subject to taxation by a State or political subdivision of a State, and thereby generates revenues for a local educational agency which received a payment from the Secretary under section 8003, the Secretary shall—

(A) require such local educational agency to provide certification from an appropriate official of the Department of Defense that such property is being used to provide military housing; and

(B) reduce the amount of such payment by an amount equal to the amount of revenue from such taxation received in the second preceding fiscal year by such local educational agency, unless the amount of such revenue was taken into account by the State for such second preceding fiscal year and already resulted in a reduction in the amount of State aid paid to such local educational agency: Provided further, That of the funds available for payments under section 8002, the Secretary shall pay the San Diego, California, Centennial, Pennsylvania, and Hatboro-Horsham, Pennsylvania, local educational agencies the sum of \$500,000 each, in addition to their regularly calculated payments, except that the total funds these agencies receive under this section may not exceed 50 percent of their maximum section 8002 payments.

SCHOOL IMPROVEMENT PROGRAMS

For carrying out school improvement activities authorized by titles II, IV, V-A and B, VI, IX, X, XII and XIII of the Elementary and Secondary Education Act of 1965; the Stewart B. McKinney Homeless Assistance Act; and the Civil Rights Act of 1964 and part B of VIII of the Higher Education Act; \$2,811,134,000, of which \$2,381,300,000 shall become available on July 1, 1999, and remain available through September 30, 2000: Provided, That of the amount appropriated, \$335,000,000 shall be for Eisenhower professional development State grants under title II-B of the Elementary and Secondary Education Act of 1965, and \$1,575,000,000 shall be for title VI, of which \$1,200,000,000 shall be available, notwithstanding any other provision of law, to carry out title VI of the Elementary and Secondary Education Act of 1965 in accordance with section 307 of this Act, in order to reduce class size, particularly in the early grades, using highly qualified teachers to improve educational achievement for regular and special needs children.

READING EXCELLENCE

For necessary expenses to carry out the Reading Excellence Act, \$260,000,000, which shall become available on July 1, 1999, and shall remain available through September 30, 2000.

INDIAN EDUCATION

For expenses necessary to carry out, to the extent not otherwise provided, title IX, part A of the Elementary and Secondary Education Act of 1965, as amended, \$66,000,000.

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(3) Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.

(4) No funds made available under this section may be used to increase the salaries or provide benefits, other than participation in professional development and enrichment programs, to teachers who are, or have been, employed by the local educational agency.

(d)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(a)(2) of the Elementary and Secondary Education Act of 1965.

(2) Each school benefiting from this section, or the local educational agency serving that school, shall produce an annual report to parents, the general public, and the State educational agency, in easily understandable language, on student achievement that is a result of hiring additional highly qualified teachers and reducing class size.

(e) If a local educational agency uses funds made available under this section for professional development activities, the agency shall ensure for the equitable participation of private nonprofit elementary and secondary schools in such activities. Section 6402 of the Elementary and Secondary Education Act of 1965 shall not apply to other activities under this section.

(f) ADMINISTRATIVE EXPENSES.—A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative costs.

(g) REQUEST FOR FUNDS.—Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's program to reduce class size by hiring additional highly qualified teachers.

This title may be cited as the "Department of Education Appropriations Act, 1999".

TITLE IV—RELATED AGENCIES

ARMED FORCES RETIREMENT HOME

For expenses necessary for the Armed Forces Retirement Home to operate and maintain the United States Soldiers' and Airmen's Home and the United States Naval Home, to be paid from funds available in the Armed Forces Retirement Home Trust Fund, \$70,745,000, of which \$15,717,000 shall remain available until expended for construction and renovation of the physical plants at the United States Soldiers' and Airmen's Home and the United States Naval Home: Provided, That, notwithstanding any other provision of law, a single contract or related contracts for the development and construction at the United States Soldiers' and Airmen's Home, to include construction of a long-term care facility at the United States Naval Home and conversion of space in the Scott building at the United States Soldiers' and Airmen's Home, may be employed which collectively include the full scope of the project: Provided further, That the solicitation and contract shall contain the clause "availability of funds" found at 48 CFR 52.232-18 and 252.232-7007, Limitation of Government Obligations.

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FAX

U.S. SENATOR PATTY MURRAY

To: ANDY ROTHERHAM 456-5581

DATE: _____

FROM: GREG WILLIAMSON 4-2415

PAGES SENT (INCLUDING COVER SHEET): 5

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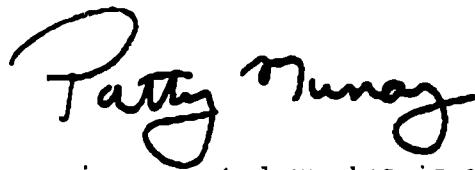
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MRS. MURRAY. Mr. President, this evening we voted on what is arguably the most important of our 13 appropriations bills, the Labor, Health and Human Services and Education Appropriations Act. When it comes to funding for education, the Congress has fundamentally ignored the messages of the American people. In this bill, education spending remains in the neighborhood of 1.6 percent of overall federal spending, a very poor neighborhood indeed. The American people cannot understand why, if education is their first priority, it is the last bill passed and the lowest funding priority of their Congress. They cannot fathom why, in a year when school districts across the country are hiring highly-qualified teachers to reduce class size, the Congress is walking away from its commitment.

The House, regrettably, has done far worse by education than any of us could have imagined. The drastic cuts to education that would take effect under the House bill would send America back into the 19th century, not forward into the 21st. The House bill would cause 142,000 fewer children to be served in Head Start, would keep 50,000 students out of after-school programs, and would deprive 2.1 million children in high-poverty communities of extra help in mastering the basics of reading and math.

The Senate has done better by our schools, but only through smoke-and-mirrors budgeteering that should give our school communities no long-term confidence. Advance funding is not without effect on the local school budget, which demands consistency and predictability.

The numbers in the Senate bill are a better level from which to negotiate in the conference committee, but even these funding levels ignore the grim reality that our schools face a fundamentally tougher job than they did even five years ago, with skyrocketing enrollment, of students who are more expensive to educate, and who have less support at home and in the community.

Despite all this, at least the Senate provides current funding for most educational services, makes some effort toward meeting the higher needs in others, and does a good job of providing new investments in a few areas. Funding for the Individuals with Disabilities in Education Act is increased by more than \$900 million, a good start toward meeting our national commitment to fund forty percent of a local school district's costs of educating a disabled child.

The \$200 per student increase for Pell grants is a good investment, but only about half of what is needed this year. I'm particularly proud that we were able to increase funding for adult and family literacy, by increasing the adult basic education program by more than \$100 million. This means that thousands more adults and their families will be able to take the first steps towards increased viability in our changing economy.

The failures in this bill are many, however. As an example, let's look at funding for vocational and technical education. Current funding or freezes in funding are not sufficient in a world where the economy changes as rapidly as ours is changing. Young people need the skills not only to survive but to thrive. All young people need access to applied skills as well as theoretical ones, in order for them to succeed in the workplace, the classroom, and in life. And yet, we do not make the significant investments needed.

The largest failure of all, of course, is the backward step the majority is taking on class size reduction. Reducing class size by helping school districts hire 100,000 high-quality teachers nationwide is an investment in our schools that is paying dividends right now. The first 30,000 teachers are in the classroom, and what a classroom it is. To walk from a class with 25 or 28 first graders into one of the smaller classes I've been visiting this fall

is a stark contrast. Improved achievement, increased time on task, more individual attention, and a lack of discipline problems are obvious in the smaller class. The teacher in the larger class looks as if he is running to catch up, and the student must keep her hand in the air for too long a time. This is a very real, tangible investment we have made in our schools. The Senate and the House, on a completely partisan basis, are reneging on the most common-sense investment in school improvement made in recent history. The reason that the Republicans are so afraid of these 30,000 teachers is that this program is actually working.

Pili Wolfe, Principal at Lyon Elementary School in Tacoma, Washington, where federal class size funds are being used to dramatically reduce class size in first grade, and to provide high-quality professional development for teachers through a program called Great Start, says: "Children in our first-grade Great Start classrooms have shown more growth within the first month of school than any previous first-grade class."

Andrea Holzapfel, a first-grade teacher at Lyon, says: "Smaller numbers allow me to spend significantly more time in individual and small-group instruction. Having fewer children allows more participation by the kids in discussion and classroom activities."

The program works. The one-page, on-line application form means no paperwork, no bureaucracy. Two-hundred and sixty-one of Washington state's two-hundred and ninety-six school districts have already put class size reduction and teacher professional development into effect in their schools. The accountability is to the local community, through a school report card describing how many teachers were hired and in which grades. Improved student achievement will be the ultimate measure of the success of this year's investment.

But the investment cannot stop here.

The President has said that this bill is headed for a veto, because of the lack of continued investment in class size reduction, and other key education efforts.

One such effort is GEAR UP, which enables low-income schools and their neighboring colleges to form partnerships to get mentors to help students study hard, stay in school, and go on to college. Funding for this program is only \$180 million, not the \$240 necessary to get this important investment to the communities where it is needed most.

Increased funding for after-school programs was given short shrift, despite what the research shows about the link between young people having no positive pursuits in the afternoon and evening, and the related increase in crime.

Education technology has been cut by the House, and the Senate numbers are not sufficient to meet the growing need in an area where the federal government is the primary funding source in most schools and communities, far beyond the investments made by states and localities.

When it comes to education, this Congress has not stepped up to the very challenge we are asking the educators, students, families and communities across America to meet. When the expectations on Congress increased, the level of commitment and vision decreased.

I am voting for this bill to move the process along. If class size funding and other key investments are not restored, the conference report will be vetoed. If it is vetoed, I and many of my colleagues will vote to sustain that veto. This bill in its current form is only a vehicle through which we may negotiate higher numbers in conference.

The American people have a stake in this battle. We need to hear their

voices now.

This has been a difficult vote for me. While the bill does provide a significant investment in public health and safety, it does so on the backs of our children and retreating from our commitment to improve class size. This bill cannot survive in its current form.

I do want to point out what I believe are positive aspects of this bill. I applaud the efforts of Chairman Specter and Senator Harkin in preparing an appropriations bill that meets important public health priorities. I know how difficult this appropriations process has been and know their job was not easy. As a member of the Labor, Health & Human Services & Education Subcommittee, I am pleased that our product does maintain our commitment and investment in public health.

The additional \$2 billion investment for NIH alone will bring us that much closer to finding a cure for diseases like cancer, Parkinson's, cardiovascular, Alzheimer's, MS and AIDS. Every dollar invested in NIH reaps greater savings in health care dollars as well as greater savings in human lives. This additional investment will ensure that we remain on a course to double NIH funding. I know how important this funding is and am proud to represent outstanding research institutions like the University of Washington and the Fred Hutchinson Cancer Research Center who receive significant research funding from NIH.

I am also pleased that we have provided funding for trauma care planning and development for the states. This is an essential program that assists the states in efforts to effectively develop trauma care strategies. We have neglected trauma care and we have lost ground in life saving delivery of critical care. I was pleased that the Subcommittee recognized the importance of trauma care planning.

As many of my colleagues know, I have been pushing for federal funding to establish a national poison control plan. My allegiance to "Mr. Yuk" is well known within this chamber, as well as within the HELP Committee. It was only two years ago that I offered an amendment during FDA reform to protect voluntary poison control labeling like Mr. Yuk from possible elimination. I have used my position on the Appropriations Committee to push for funding for poison control centers and for a national 1-800 hotline. I am pleased that this legislation includes \$3 million for poison control efforts. This line-item within HRSA is a major victory for children and their parents. We have taken a huge step forward in developing a national poison control plan that builds on successful efforts in all of the states, like those made in Washington state.

As one of the most vocal women's health care advocates in the Senate, I am pleased that the Committee report to accompany this Appropriations bill addresses several women's health issues and enhances programs to eliminate gender bias or discrimination. I want to thank the Chairman for his support of funding for the CDC Breast and Cervical Cancer Screening Program for low income women. This continued commitment will save lives and improve survival rates for women who often have little or no access to cancer screening. We know that early dedication offers the greatest hope of survival.

I am pleased that we have been able to provide additional funding to expand the WISE WOMEN program to screen for cardiovascular disease as well as breast and cervical cancer. Cardiovascular disease is the number one killer of American women. Twice as many women die from cardiovascular disease than breast and cervical cancers combined. I was disappointed that we could not find additional monies to expand this program in all 50 states, and will continue to work to secure additional funding for FY200.

There are many reasons why I consider the Labor, HHS Appropriations bill one of the most important appropriations bills and the one piece of legislation

that truly effects all Americans and offers hope to the most vulnerable. But, perhaps one of the most critical programs funded in this appropriations bill is funding for battered women's shelters. This funding does save lives. This funding is the life line for battered and abused women and children. I am proud to have worked with the Chairman of the Subcommittee to increase our investment in battered women's shelters. I am working for the day when we need no more battered women's shelters. Unfortunately, we have a long way to go. But, by increasing the funds available by \$13.5 million for FY2000, we have offered communities more resources to assist victims of domestic violence find a vital, life-saving safe shelter.

I am hopeful that these important public health investments will survive what will likely be a difficult conference with the House.



Barbara Chow
09/22/99 07:36:24 PM

Record Type: Record

To: Jacob J. Lew/OMB/EOP@EOP, Sylvia M. Mathews/OMB/EOP@EOP, Bruce N. Reed/OPD/EOP@EOP, Gene B. Sperling/OPD/EOP@EOP

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

Subject: Labor/HHS Appropriations

As far as we know (as of 7:20), the House subcommittee on Labor/HHS still plans to markup tomorrow at 10:00.

Education Highlights include the following:

The bill is \$2.8 billion below the President's request on a **gross** basis for **key education priorities**:

- Class size/Goals 2000/ Eisenhower grants are folded into a single block grant subject to authorization (presumably the Teacher Empowerment Act). Interestingly enough, the sum of these three programs is \$200 million lower than the authorization in the Teacher Act.
- Education Technology is reduced by over \$250 million below the President's request (\$148 million below 99).
- Afterschool programs are cut by \$300 million below the POTUS request (although they are increased by \$100 million above 99 levels).
- Safe and Drug free schools are frozen and reduced by \$25 million below the POTUS request.
- Charter Schools are provided \$130 million (POTUS request).
- America Reads is funded at \$200 million (\$86 million below POTUS and \$60 million below 1999)
- GEAR UP is terminated (cut of \$240 million)
- Learning Anywhere/Anytime is terminated.
- Head Start is funded at \$507 million below the POTUS request (\$100 million above 99).

In addition, Impact Aid, Title VI (block grant), Special Education (+\$383 million), Pell Grants (+\$25 in the maximum award) and TRIO are increased above the POTUS request.

Other non-education highlights include relatively deep cuts in labor programs including elimination of the Youth Opportunities Grants and School to work, cuts in dislocated workers, youth activities and worker protection programs.


In addition to all of the aggressive advance appropriations we have previously discussed, It is my understanding that the subcommittee plans to rescind and reappropriate (in 2001) \$3 billion in TANF balances as well.

We have prepared and will have available for distribution an analysis of the effects of these reductions.

Message Copied To: _____

STATEMENT BY THE PRESIDENT ON THE SENATE LABOR/HHS/EDUCATION APPROPRIATIONS BILL

Today the Senate Labor, Health and Human Services, and Education appropriations committee passed a spending bill that fails to invest in key initiatives to raise student achievement. While its funding levels are better than those of the House version, the Senate bill still falls short of what we need to strengthen America's schools. It does not guarantee a single dollar for our efforts to hire quality teachers and reduce class size in the early grades. It cuts funding for education technology, and underfunds such efforts as GEAR UP and after-school programs. And it does not provide funding to turn around failing schools.



To develop world-class schools, we need to invest more and demand more in return. We need accountability from our schools -- and from our Congress too.

In addition, the bill's cut to the Social Services Block Grant could severely undermine state and local efforts to provide child care, child welfare programs, and services for the disabled. By failing to fund the Family Caregiver initiative, the bill also withholds critical aid to families dealing with the elderly and ill. The legislation also shortchanges public health priorities in preventive and mental health, and underfunds programs that would give millions of Americans improved access to health care.


If this bill were to come to me in its current form I would have to veto it. I believe, however, that we can avoid this course. I sent the Congress a budget for the programs covered by this bill that provided for essential investments in America's needs, and that was fully paid for. I look forward to working with Congress on a bipartisan basis to ensure that this bill strengthens public education and other important national priorities.

requirement that states develop assessments aligned with their standards by the 2000-01 school year.

Almost every state has established challenging content standards describing what all students, including Title I students, should know. States are now working on completing performance standards describing what students should be able to do. Soon all states will be administering assessments that measure student progress toward those standards.

To see meaningful gains in student learning, states and school districts must now translate state standards from policy documents into classroom practices. State standards and assessments will help teachers and schools focus instruction, curriculum, and professional development for school staff and enable them to determine how their students are doing and how they can improve. Standards and assessments will also help states and districts better identify schools in need of help.

- Strengthen accountability for districts and schools. Our proposal would encourage states to develop one rigorous accountability system that holds all schools, including Title I schools, accountable for making continuous and substantial gains in student performance. States will have the flexibility to use either a model outlined in the statute or an alternative that is at least as rigorous and effective. States without a single statewide accountability system would be required to develop one for their Title I schools.
- Reward improvement and success. Our proposal would require states to establish criteria for recognizing distinguished districts and schools. For example, these criteria might lead states to recognize districts and schools that have shown substantial gains for three consecutive years, have helped virtually all of their students meet the state's advanced level of performance, or have raised student achievement across gender and racial groups to promote equity in achievement. Acknowledging high-achieving and improving schools and districts helps them sustain their momentum and identifies lessons for other schools.

 Increase funding to help low-performing schools implement sound programs that improve student performance. Each state would be required to set aside 2.5 percent of its Title I allocation to strengthen state and local capacity to turn around low-performing schools. This set-aside would increase to 3.5 percent in the 2003-04 school year. At least 70 percent of these funds would go to districts to turn around low-performing schools. The remainder would be used to fund a state support system to improve schools and districts.

This set-aside would provide more funds for swift, intensive intervention such as expert consultation and in-depth teacher training in schools and districts identified as being in need of improvement, and for stronger corrective actions in schools and districts that fail to show improvement after initial interventions.

Funds would be used, first, in **consistently low-performing** schools and school districts to implement strong corrective actions **that dramatically alter** the structure of schools and the instructional strategies to help students in the school or school district. Districts would take at least one of the following corrective actions: (1) implementing a new curriculum that research has shown offers substantial promise of improving student achievement; (2) redesigning or reconstituting the school, including reopening it as a charter school; or (3) closing the school and allowing its students to transfer. In all instances of corrective action, districts may also allow students the option of transferring to a new school.

Funds would then be used in low-performing schools or districts that have been identified as being in need of improvement to provide support and interventions, such as expert consultation and in-depth teacher training.

- Emphasize high-quality teaching. Teacher quality is the greatest single in-school factor in determining student success.³⁷ To enable teachers in our poorest schools to teach to challenging

Source: U.S. Department of Education, unpublished tabulations from the *Follow-Up Survey of Education Reform*.

Almost all Title I funds go to local school districts to support instruction.

Approximately 99 percent of Title I dollars go to local school districts. School districts, in turn, use 90 to 93 percent of their Title I funds for instruction and instructional support, most often in reading and math.¹³

Title I provides flexible funding that may be used for supplementary instruction, professional development, after-school or other extended learning time programs, and other strategies for raising student achievement. For example, Title I funds used for professional development amounted to about \$191 million in 1997-98, about 27 percent of total federal support for teacher professional development.¹⁴

Accountability systems tied to standards and assessments provide focus for schools.

Accountability systems for school quality, including student performance, can help schools and districts use data to identify student needs and make improvements. Recent research on accountability systems in 14 districts found that decision-making relied heavily on performance data. The study found that many districts were going beyond requirements of Title I to use performance data to identify and develop strategies for staff development and curriculum improvement to address gaps in performance.¹⁵

Even though Title I accounts for a relatively small portion (about 3 percent) of total federal, state, and local spending on elementary and secondary education, some evidence suggests that Title I accountability provisions are having a significant effect in driving reform in high-poverty districts. For example, a recent study of accountability in large urban districts found that Title I has been "a model and an instigator" for standards-based reforms and efforts to track student progress and improve schools.¹⁶ Nationally, 50 percent of small, poor districts and 47 percent of large, poor districts report that Title I is driving reform to a great extent. Fourteen percent of all districts report that Title I is significantly driving reform to a great extent in their districts as a whole.¹⁷

States are making progress in implementing the accountability provisions of Title I, although the law does not require full implementation of accountability systems until final assessments are in place in the 2000-01 school year. But states are also facing new challenges as they transform their educational systems into higher-performing, results-based systems.¹⁸ For example, although there is considerable overlap between schools identified for improvement under Title I and those identified through other state or local mechanisms, states report that they are having difficulty integrating the Title I requirements with their own systems. Only 23 state Title I directors report that the same accountability system is used for Title I schools as for other schools in their state.¹⁹

States and districts lack the capacity to turn around schools in need of improvement.

State school support teams, authorized in 1994, were intended first to provide support for schoolwide programs in their planning process and, as a second priority, to provide assistance to schools in need of improvement through activities such as professional development or identifying resources for changing instruction and organization. The lack of capacity of state school support teams to assist schools in need of improvement under Title I, however, has been a major concern:

- The State Improvement Grants, designed to provide additional resources for the operation of school support teams, have not been funded in the past four years. Although state school support teams have primarily assisted schoolwide programs, their charge also includes providing assistance to other schools in need of improvement. 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.

- Fewer than half (47 percent) of schools that reported in 1997-98 that they had been identified as in need of improvement also reported that this designation led to additional professional development or assistance.²⁰

Agua Fria Union High School Avondale, Arizona

Agua Fria High School enrolls about 1,700 students in grades 9 through 12. Half of its students are white, and almost 40 percent are Hispanic. Twenty-eight percent of the students receive free or reduced-price school lunches. The school's Title I targeted assistance program serves 525 students, most of whom are freshmen. For the first time in many years, Agua Fria's scores on standardized tests exceeded those of other high schools in the western suburbs of Phoenix.

Every academic department at Agua Fria has aligned its curriculum with the Arizona Academic Standards and raised its graduation requirements. Each academic department must now create a written plan to indicate how its teachers will use the standards in all of their classes. The school requires that students read, at a minimum, at the ninth-grade level before they graduate, a requirement the state dropped several years ago.

The Title I program supports the school's commitment to maintaining high standards and preparing students for work. The lowest-performing Title I students take a direct instruction reading class, which is offered as an elective. The course's curriculum is also aligned with state reading objectives and uses computer-aided instruction, worksheets, and writing journals. Other Title I students can use the Title I reading lab during their prep period or attend tutorial sessions available before, during, and after school. Some receive reading assistance from Title I aides in their regular English classes. During the summer, about 40 incoming Title I students take a six-week math immersion course.

A focus on high standards at the classroom level can make a difference in student achievement

There is evidence of progress for students in high-poverty schools where staff members focus on challenging standards and strategies to help students achieve them. Preliminary findings from the *Longitudinal Evaluation of School Change and Performance* (LESCP), a study of instructional practices in 71 high-poverty schools, found that students whose teachers used a curriculum that reflected the standards of the National Council of Teachers of Mathematics recorded higher gains in mathematics than did other students.²¹

Another study found that in high-performing, high-poverty schools, 94 percent of the principals reported using standards to assess student progress and 80 percent reported using standards extensively to design curriculum and instruction.²² Nationally, the proportion of Title I principals who reported using content standards to guide curriculum and instruction to a great extent has increased from approximately half in 1995-96 to three-quarters in 1997-98.²³

Teachers need more preparation to implement standards in the classroom.

Despite reported use of standards, most teachers do not feel very well prepared to implement them in the classroom. In 1998, only 35 percent of teachers in schools with 60 percent poverty or greater reported that they felt very well prepared to implement state or district curriculum and performance standards.²⁴

Teachers' sense of preparedness is a key factor in predicting student outcomes, according to the LESCPC study of 71 high-poverty Title I schools. The LESCPC found that teachers' reported preparedness in both subject matter and instructional strategies had a positive relationship to student progress.²⁵ Current teacher training seems insufficient:

FY 2000 Budget Summary - February 1999

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-

A. ELEMENTARY AND SECONDARY EDUCATION



[Overview](#)

The 2000 budget for elementary and secondary education includes significant increases for priority programs. Combined with "tax expenditures" for the President's School Construction proposal, the request demonstrates the continued Administration commitment to school reform and improvement by helping States and localities to reduce class sizes, build and renovate schools, ensure that every student is taught by a well qualified teacher, and enable every child to learn to challenging academic standards. The total request for discretionary elementary and secondary education programs is \$14.5 billion, an increase of \$697 million or 5.1 percent over the 1999 level. Highlights of the request for elementary and secondary programs include:

- \$8 billion for [Title I Grants to Local Educational Agencies](#), an increase of \$320 million, with \$200 million of the increase focused on efforts to hold schools accountable for results. The requested funds will give States and school districts additional resources to turn around failing schools, provide incentives for greater school success, and ensure that all students achieve to the standards at their grade level before going on to the next level. The request also would direct a greater share of Title I funding to school districts with high concentrations of poor children by distributing

\$756 million through the Targeted Grants formula.

- \$1.4 billion, a \$200 million increase, for the second year of the Class Size Reduction initiative, which helps schools improve educational results by reducing class sizes with well-qualified teachers in the early grades. The 1999 appropriation will support the hiring of some 30,000 new teachers, as the first step toward the President's goal of hiring 100,000 over seven years. The 2000 request will support hiring more than 38,000 teachers. To sustain momentum for this initiative, and to ensure that class-size reduction is a joint Federal, State, and local effort, the Department will propose that a portion of the 2000 Federal contribution be matched by States and localities.
- \$450 million for the Technology Literacy Challenge Fund, a \$25 million increase, to help schools integrate technology into the curriculum and, in particular, to ensure that teachers are trained to use educational technology effectively.
- \$30 million for a new Middle School Teacher Training initiative, which would help train a technology teacher leader in every middle school who would work to integrate technology literacy into academic curricula.
- \$402 million, a \$34 million increase, for three programs that serve the children of migrant agricultural workers: the Title I Migrant program, the High School Equivalency program, and the College Assistance Migrant program. This request is part of the Administration's overall policy of focusing budget resources on programs that can help Hispanic Americans and other limited English proficient individuals succeed educationally and enter the economic mainstream.
- \$286 million, a \$26 million increase, for the new Reading Excellence Act, for local literacy efforts aimed at ensuring that every child can read well and independently by the end of the 3rd grade.
- \$175 million for Comprehensive School Reform Demonstrations, a \$30 million increase, to support a second round of grants and allow more schools serving low-income populations to implement comprehensive, research-based educational reforms. The program receives funding under Title I (\$150 million) and in the Fund for the Improvement of Education (\$25 million), with technical assistance provided through the Department's Regional Education Laboratories.
- \$130 million for Charter Schools, to support the start-up of some 1,700 new or redesigned schools that offer enhanced public school choice and have the flexibility to offer innovative educational programs, in exchange for greater accountability for student achievement.
- \$114 million for Magnet Schools, including a \$10 million increase to support inter-district magnet programs.
- \$591 million for Safe and Drug-Free Schools programs, an increase of \$25 million over 1999. The request includes a \$15 million increase for the Coordinator Initiative, which will place 1,300 drug coordinators in middle schools across the Nation, and \$12 million for the "Project SERV" proposal, under which the Department will partner with other Federal agencies in assisting communities affected by violence or other traumatic incidents.
- \$20 million for the Advanced Placement Incentives program, a \$16 million increase to launch a three-year effort to expand AP or other challenging courses to every high school in the Nation through such activities as curriculum development and teacher preparation.
- \$77 million for Indian Education, an \$11 million increase, primarily to support a \$10 million "American Indian Teacher Corps" initiative, which will train 1,000 new Indian teachers over a five-year period for positions in schools that have concentrations of Native American students.



School Construction

In response to the urgent need for school renovations and additional classrooms in communities across the Nation, the President's budget includes a program of Federal subsidies for school construction bonds used to pay for new construction and for repair and renovation of existing facilities. This program would provide tax credits to eliminate the interest costs of such bonds. The Federal Government would subsidize the issuance of \$22 billion in special 15-year bonds over the next two years—\$11 billion in 2000 and \$11 billion in 2001.

One-half of this bond authority would be allocated, by formula, to the States and one-half to the 100-125 local educational agencies with the largest number of children living in poverty. In addition, the Secretary of the Interior would allocate \$200 million in bond authority each year to tribes, for renovations and repairs to Indian schools.

This new initiative would be modeled after the Qualified Zone Academy Bonds program enacted by Congress in the Taxpayer Relief Act of 1997. That program subsidizes bonds issued by school districts for the purpose of school renovations and repairs, as well as equipment purchases and both curriculum and professional development. The bonds can be used for schools that are in Empowerment Zones and Enterprise Communities, or in which at least 35 percent of students are eligible to participate in the school lunch program. The total amount of bonds issued under the Qualified Zone Academy program is currently capped at \$400 million in each of calendar years 1998 and 1999. The Administration is proposing to extend the Qualified Academy Zone Bonds by authorizing an additional \$1 billion in bonding authority in 2000 and \$1.4 billion in 2001.



Goals 2000: Educate America

(BA in millions)

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
State and Local Education Systemic Improvement	\$466.0	\$461.0	\$461.0
Parental Assistance	25.0	30.0	30.0
	<hr/>	<hr/>	<hr/>
Total	491.0	491.0	491.0

Goals 2000 helps schools, communities, and States develop and implement their own strategies based on standards of excellence for improving elementary and secondary education. These strategies center on the creation and implementation of high standards and challenging assessments in core academic subjects that define what all students should know and be able to do at various grade levels.

With the help of Goals 2000, States are establishing academic standards and coordinating their curriculum frameworks, student assessment programs, teacher preparation and licensure requirements, parental and community involvement activities, and other aspects of their education systems to achieve the State standards. In this way, schools can measure progress through the new assessments, and parents and the public can get information about how well schools assist all children in reaching the standards.

A recent General Accounting Office report found that, according to State officials, Goals 2000 "has been a significant factor in promoting their education reform efforts and, in several cases, was a catalyst for some aspect of the State's education reform movement." GAO also reported that "State and local officials said that Goals 2000 funding provided valuable assistance and that, without this funding, some reform efforts would not have been accomplished or would not have been accomplished as quickly."

In addition, a recent report of the National Education Goals Panel found that sustained, consistent reform policies (of the type financed by Goals 2000), backed by political leadership and business support in the State, was the clearest explanation for the gains by the two States, North Carolina and Texas, that have posted the largest advances in student achievement in recent years.

With 1999 State grant funds, Goals 2000 will help an estimated 12,000 schools across the Nation

mobilize to design common-sense approaches to improve teaching and learning. The 2000 budget would sustain this program with level funding of \$461 million.

In addition, the request includes level funding of \$30 million for the separately authorized Goals 2000 Parental Assistance program. This program supports centers that provide parents with training, information, and support they need to help their children achieve to high standards. Centers are now operating in all States and Territories.



Class Size Reduction

	<u>1998</u>	<u>1999</u>	<u>2000</u> <u>Request</u>
BA in millions	—	\$1,200.0	\$1,400.0

The new Class Size Reduction program will help school districts improve education in the early elementary grades by providing funds to hire highly qualified teachers and reduce class sizes. The initiative responds to recent research documenting the learning gains produced by smaller classes in the early grades. For example, in the most extensive research, students in smaller classes in Tennessee outperformed their peers on every achievement measure in every year of the study. These gains were particularly strong for minority and inner-city students (although all types of students in all types of communities benefited).

Class Size Reduction was first funded in 1999 under Title VI of the Elementary and Secondary Education Act. Each State receives a formula allocation and, in turn, distributes the money to local educational agencies (LEAs) by formula. LEAs use the funds to recruit, hire, and train new teachers, and may also use up to 15 percent of their allocations to test and provide professional development to teachers. An LEA that has reduced class size to no more than 18 students per class in grades 1-3 may use its funds to make further reductions in those grades, to reduce class sizes in other grades, or to carry out additional testing and professional development activities.

The President has set a goal of hiring 100,000 new teachers by fiscal year 2005. The 1999 appropriation will pay for more than 30,000 teachers. The request would sustain momentum toward the 100,000 goal with a \$200 million increase and by requiring—through proposed appropriations language—that school districts provide a 35 percent match for any funds they receive in excess of their 1999 allocations. The funding increase and the match would combine to support the hiring of more than 38,000 teachers in the coming year. Districts with a high child poverty count would be exempt from the matching requirement.



Technology Literacy Challenge Fund

	<u>1998</u>	<u>1999</u>	<u>2000</u> <u>Request</u>
BA in millions	\$425.0	\$425.0	\$450.0

The Technology Literacy Challenge Fund helps States put into practice strategies to enable all schools to integrate technology into school curricula, so that students can become more technologically literate and master the communication, math, science, and other core subjects needed to succeed in the Information Age. The Challenge Fund program is intended to achieve the following four goals by 2001:

- All teachers in the Nation will have the training and support they need to help all students learn through computers and through the information superhighway;
- All teachers and students will have access to modern multimedia computers in their classrooms;
- Every classroom will be connected to the information superhighway; and

- Effective and engaging software and on-line learning resources will be an integral part of every school curriculum.

The program provides formula grants to States based on their share of ESEA Title I allocations; States then award competitive grants to local school districts. States have a great deal of flexibility in determining how to accomplish program goals.

The 2000 request of \$450 million would provide the fourth installment in a planned five-year commitment in this area. As in 1999, the Department will encourage State and local recipients to use at least 30 percent of their grants for educator professional development in the use of technology. Since a growing number of classrooms now have computers connected to the Internet, experts have emphasized the importance of ensuring that teachers are well trained to use technology to improve instruction. The requested \$50 million increase will help States and school districts respond more quickly to this need for technology-related professional development.

The Technology Literacy Challenge Fund has supported major advances in access to technology in schools in recent years. Between 1994 and 1997, the percentage of schools connected to the Internet rose from 35 percent to 78 percent, and the proportion of classrooms connected rose from 3 percent to 27 percent. The 2000 request would help sustain these advances.



Title I: Education for the Disadvantaged

(dollars in millions)

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
Grants to LEAs	\$7,375.2	\$7,676.0	\$7,996.0
Capital Expenses for Private School Children	41.1	24.0	—
Even Start	124.0	135.0	145.0
State Agency Programs:			
Migrant	305.5	354.7	380.0
Neglected and Delinquent	39.3	40.3	42.0
Subtotal	<u>344.8</u>	<u>395.0</u>	<u>422.0</u>
Evaluation	7.0	7.5	8.9
Total	<u>8,012.1¹</u>	<u>8,357.5¹</u>	<u>8,721.9¹</u>

¹ Total includes funding for the Comprehensive School Reform Demonstration program.

Title I provides supplemental programs to enable educationally disadvantaged children, particularly those attending schools in high-poverty areas, to learn the core subjects to high standards. With Title I, low-achieving children have the benefit of more individualized instruction, fundamental changes in the school to improve teaching and learning, and preschool education. Children of migrant agricultural workers, and students in State institutions for neglected and delinquent children and youth, also benefit from Title I services.

The 1999 request includes \$8 billion, a \$320 million increase, for Grants to Local Educational Agencies. The number of children served by this program has increased rapidly in recent years, as more schools have elected to establish schoolwide Title I programs. The Department estimates that in 2000 these grants will serve as many as 12 million students in 44,000 schools. The budget will help these schools continue to implement major reforms intended to help reduce the gap between the educational

achievement of disadvantaged children and that of their more advantaged peers.

Reflecting the Administration's commitment to helping States and local educational agencies turn around low-performing schools and put into place measures to ensure that all students meet academic standards before advancing to the next grade, the 2000 request for Title I puts a special emphasis on educational accountability. The budget would provide States with approximately \$200 million in new resources for identifying and taking action to improve weak schools through such actions as intensive teacher training, support to improve school discipline, and the implementation of proven approaches to school reform. If these actions do not result in improved student achievement within two years, States would take additional corrective actions.

In addition, in order to channel Title I funds to the schools where those funds are most needed, the Department is proposing to allocate \$756 million through the "Targeted Grants" formula. This formula provides more funding per child than the "Basic Grants" formula to school districts that have higher percentages or numbers of children from low-income families.

In addition to Grants to Local Educational Agencies, Title I includes several other programs:

Even Start supports local projects that blend early childhood education, parenting instruction, and adult education into a unified family literacy program. The request includes a \$10 million increase to make these services available to more eligible families.

The budget includes a \$25 million increase for Migrant Education to meet the unique needs of the children of highly mobile migrant agricultural workers and bring about better coordination of the resources available for serving migrant students. In particular, the increase will help States expand their efforts to identify migrant children, pay the higher costs often associated with serving those children, and employ methods, such as distance learning, to reach migrant farmworker communities. In total, the request will support services to some 640,000 migrant students, up from 624,000 in 1999. The Title I Neglected and Delinquent (N&D) program would also receive a small increase to improve services to children and youth in State-operated institutions.

The Department is proposing a \$1.4 million increase for Title I Evaluations, which measure the impact of the LEA Grants and Migrant and N&D programs on the education of disadvantaged children. The Department will release a major national assessment of the Title I programs in February 1999. The 2000 appropriation would be used for continuing studies and analyses of longitudinal surveys, State-reported data, and other sources.

Finally the Department is requesting no funding for Capital Expenses for Private School Children. This program has helped school districts meet the extra costs of including private school children in Title I programs, under the terms mandated by the original (1985) Aguilar v. Felton decision, which prohibited provision of services at religious schools. Funds were used to pay for portable vans, leasing of neutral sites, and other costs of off-site services. In 1997, however, the Supreme Court reversed its original decision, and districts are now allowed to provide on-site instruction at religious schools. Subsequent appropriations then helped districts and private schools make the transition back to on-site services, for instance by funding the remaining costs of long-term leases. By 2000, however, this transition should be complete.



Demonstrations of Comprehensive School Reform (BA in millions)

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
Title I Demonstrations	\$120.0	\$120.0	\$150.0
Fund for the Improvement of Education	30.0	25.0	25.0
	<hr/>	<hr/>	<hr/>
Total	150.0	145.0	175.0

This program, first funded in 1998, helps schools develop or adapt, and implement, comprehensive school reform programs that are based on reliable research and effective practices. The \$30 million increase requested under Title I for 2000 will expand the program to an additional 560 schools while continuing awards to the approximately 2,700 funded in 1998 and 1999.

In launching this program, the Congress recognized that a number of schools across the country are achieving impressive gains in student achievement by using new, comprehensive models for schoolwide change, rather than a piecemeal, fragmented approach to reform. The Comprehensive School Reform Demonstrations (CSRSD) initiative gives more schools the opportunity to examine successful models of reform and adapt them to their own needs. Projects in individual schools must: (1) employ innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics; (2) have measurable goals for student performance and benchmarks for meeting those goals; and (3) obtain high-quality technical assistance from those with expertise in schoolwide reform and improvement.

Title I CSRSD funds are allocated by formula to States on the basis of each State's share of prior-year Title I Basic Grants. The States then make three-year competitive subgrants to schools participating in Title I programs. States are encouraged to give a priority to low-achieving schools that are in Title I "school improvement" status. Funding provided through the Fund for the Improvement of Education (FIE) provides additional State allocations based on each State's share of school-aged children. States may subgrant their FIE allocations to any school in the State.

The Department is conducting a three-year evaluation of CSRSD that includes an electronic database on all participating schools, a longitudinal study of CSRSD implementation and student achievement, focused studies of comprehensive school reform in several States and districts, and extensive site visits to help disseminate information on the early experiences in implementing CSRSD in schools and districts.



High School Equivalency Program and College Assistance Migrant Program

(BA in millions)

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
High School Equivalency Program	\$7.6	\$9.0	\$15.0
College Assistance Migrant Program	2.0	4.0	7.0
	<hr/>	<hr/>	<hr/>
Total	9.7	13.0	22.0

The High School Equivalency Program (HEP) funds projects to help low-income migrant and seasonal farm workers gain high school diplomas or equivalency certificates. The College Assistance Migrant Program (CAMP) provides stipends and special services such as tutoring and counseling to migrant students who are in their first year of college. Both programs have demonstrated high success rates. In 1993-94, approximately 69 percent of HEP participants completed their GED and 96 percent of CAMP students completed their first year of college in good standing; almost 74 percent of CAMP participants eventually graduate from college.

In light of these successes, the Department proposes a \$9 million, or 69 percent, increase for the HEP and CAMP programs. The request would enable the programs to serve almost 6,000 HEP participants (up from 4,050) and 1,150 CAMP participants (instead of 700).

 **Reading and Literacy Grants**

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	—	\$260.0	\$286.0

In October 1998, Congress passed the Reading Excellence Act, in response to the President’s proposal for a new program to help States and communities ensure that all children can read well and independently by the end of the third grade. Under this new authority, the Department will make competitive grants to States that have established statewide literacy partnerships and have strategies in place for improving reading instruction. Winning States will then make subgrants to communities for activities to provide children with the skills and support they need in early childhood so that they can succeed in learning to read once they enter school. Activities include extra support in reading to children in the early elementary grades and improving reading instruction in elementary schools. The States will also use up the 15 percent of their grant funds to make "Tutorial Assistance Grants" that support after-school tutorial programs for children in need of assistance in reading.

The authorizing legislation for this program permits a State to receive a single, three-year competitive grant. With the 1999 appropriation of \$260 million, the Department expects to make 20-22 State grants. The 2000 request of \$286 million will support grants to 22-24 additional States and more than double, to almost 1.1 million, the estimated number of children served.

 **Eisenhower Professional Development State Grants**

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in million	\$335.0	\$335.0	\$335.0

Eisenhower Professional Development State Grants is the largest Federal effort dedicated to helping ensure that there is a talented and dedicated teacher in every American classroom. The program is designed to provide the high-quality, intensive professional development needed to give educators the knowledge and skills necessary to teach children to standards of excellence. The program emphasizes improvement of instruction in mathematics and science—the first \$250 million of each year’s appropriation must be used in that area—but also allows States and districts to use Federal funds to improve teaching in all of the core academic subjects. The emphasis is on sustained and intensive, high-quality development experiences that are tied to the everyday life of a school and that support continuous improvement in teaching and learning. The program gives schools the flexibility to set their own staff training and development priorities.


Level funding in 2000 would enable States, school districts, and institutions of higher education to continue their current efforts to upgrade the quality of instruction in the American classroom.

 **Innovative Education Program Strategies State Grants**

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	\$350.0	\$375.0	—

The request includes no funding for the Title VI block grants because the program is not well designed

to support the kinds of State and local efforts most likely to result in real improvements in teaching and learning. The evaluations of the antecedent Chapter 2 program concluded that the overall purpose of the program—supporting school reform—was not achieved because of the broad, vague, and overlapping nature of the activities eligible for funding. Fewer than half of the States, and very few districts, used Chapter 2 funds for such reform activities as developing or revising educational standards, developing improved student assessments, or entering into public-private partnerships. These evaluations also determined that the majority of the activities supported by Chapter 2 received only a small percentage of their funding from the program and, thus, would be likely to continue in its absence. The Department, therefore, believes that these funds would be better spent on programs that are truly focused on comprehensive educational improvement and reform.

 **Safe and Drug-Free Schools and Communities**
(BA in millions)

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
Safe and Drug-Free Schools			
State Grants	\$531.0	\$441.0	\$439.0
National Programs	25.0	90.0	90.0
Coordinator Initiative	—	35.0	50.0
Project SERV	—	—	12.0
	<hr/>	<hr/>	<hr/>
Total	556.0	566.0	591.0

America’s students cannot be expected to learn in schools where they are threatened by drug abuse and violence. The Safe and Drug-Free Schools and Communities program is designed to help make our schools safe and drug-free by supporting comprehensive, integrated approaches to drug and violence prevention. The program provides significant resources to motivate our youth to reject illegal drugs as well as the use of alcohol and tobacco, which is Goal Number 1 of the National Drug Control Strategy. Toward this end, the request would provide \$591 million for this program, a \$25 million increase over the 1999 level.

The request includes \$439 million for State Grants, which are distributed by formula to State educational agencies (SEAs) and **Governors** and then subgranted to local educational agencies (LEAs) and other entities. To improve the effectiveness of this program, the budget would require SEAs to distribute 30 percent of their funds as competitive grants to a limited number of LEAs on the basis of district need and program quality. This recommendation reflects findings that funds under the program do not always flow to the districts with the greatest need, in amounts sufficient to make a real difference or for activities that research indicates are most effective. The proposed allocation rules, along with "principles of effectiveness" governing program expenditures that the Department published last July, should have a significant impact on program results.

The 2000 request would also provide new resources for two major initiatives. The Coordinator Initiative would receive a \$15 million increase for a total of \$50 million in 2000. This initiative will help place drug and violence prevention coordinators in middle schools with significant drug and violence problems. Coordinators will help schools analyze their crime and drug problems, select and implement the most appropriate and effective interventions to address those problems, and work with the outside community to ensure that school programs are linked with all available community resources. The 2000 request would permit support of some 1,300 coordinators to work in 6,500 middle schools, almost one-half of middle schools nationally.

The second new initiative is Project SERV (School Emergency Response to Violence). Under this program, the Department will partner with other Federal agencies in providing emergency assistance to schools affected by serious violence or other traumatic incidents. The funds would support counseling of

students, school staff, and other community members; provision of additional school security personnel; and other services that help schools and communities prepare for or respond to crises.

The budget request would level-fund Safe and Drug-Free Schools National Programs at \$90 million. With the significant increase appropriated for this program in 1999, the Department, along with other agencies, is launching the "Safe Schools/Healthy Students" initiative. This activity will assist school districts and communities to develop and implement comprehensive, community-wide strategies for creating safe and drug-free schools and for promoting healthy childhood development, so that students can grow and thrive free from violence or other destructive behaviors. The 2000 request includes \$60 million to continue Safe Schools/Healthy Students projects, and \$30 million for other discretionary activities funded under National Programs.



Charter Schools

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	\$80.0	\$100.0	\$130.0

The Charter Schools program stimulates comprehensive education reform and public school choice by supporting the planning, development, and initial implementation of public charter schools. Charter schools are public schools that are exempted from most education rules and regulations so as to permit more flexible and innovative methods of achieving educational excellence. In exchange for this greater independence, charter schools are held accountable for improving student performance. A total of 34 States, the District of Columbia, and Puerto Rico now have charter schools laws, and the number of charter schools has increased from 250 to almost 1,000 in the past three years.

The Department's Public Charter Schools program provides financial support for the planning and initial implementation of charter schools, primarily through grants to States (which then make subgrants to charter school developers). Amendments to the statute enacted in 1998 strengthen the focus on educational accountability and give a priority to States that have multiple chartering agencies and allow charter schools a high degree of autonomy over their budgets. They also permit States to use a limited amount of their funds to support dissemination of information on successful charter school programs.

The \$130 million request would assist the continued growth of this promising educational reform by funding new and continuing awards for some 1,700 charter schools. The Administration's objective is to stimulate the creation of 3,000 schools by early in the next decade.




Comprehensive Regional Assistance Centers

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	\$27.1	\$28.0	\$32.0

Under this program, a network of 15 university-based or non-profit centers offers comprehensive technical assistance that cuts across programs and addresses the needs of schools and school districts for help in integrating the various ESEA programs in support of State and local education reforms. Each center provides support, training, and assistance—in areas identified by the States and LEAs in their regions as most critical—on such topics as curriculum, instruction, assessments, professional development, program evaluation, meeting the needs of at-risk populations, creation of a safe and drug-free school environment, and implementing educational technologies.

The \$32 million request, a \$4 million increase, will enable the centers to meet a higher proportion of the requests they receive from clients and, in particular, to offer more intensive, on-site services to individual districts and schools.

 **Magnet Schools Assistance**
(BA in millions)

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
Magnet schools program	\$97.0	\$98.0	\$98.0
Innovative programs	3.0	5.0	5.1
Inter-district programs	0.0	0.0	10.0
Evaluation	1.0	1.0	0.9
Total	101.0	104.0	114.0

The Magnet Schools Assistance program makes grants to local educational agencies to operate magnet schools that are part of a court-ordered or federally approved desegregation plan to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools. Magnet schools address their desegregation goals by providing a distinctive educational program that attracts a diverse student population.

A separate authority supports "Innovative Programs" carried out under local desegregation plans that do not involve magnet schools. Innovative Programs may include neighborhood or community school models that are organized around a special emphasis, theme, or concept and that involve extensive parent and community involvement. Grants for both Magnet Schools and Innovative Programs run for three years.

The 2000 budget would support continuation of 58 Magnet Schools awards first made with 1998 funds and of approximately 14 Innovative Programs grants that will be awarded with 1999 funds. In addition, the Department is requesting a \$10 million increase to make new awards that will support inter-district approaches to school desegregation. Inter-district programs generally bring together students from urban and suburban districts to attend schools with special emphases or themes. They can thus be an effective desegregation mechanism, particularly for urban districts that, because of the demographics of the student population, have difficulty desegregating on their own. The request for funding for a special competition for inter-district magnet programs is also part of the Administration's broader strategy of supporting creation of additional choices for students and parents within the public school system.

 **Education for Homeless Children and Youth**

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	\$28.8	\$28.8	\$31.7

This program provides formula grants to States to carry out activities to ensure that all homeless children have access to a free, appropriate public education. States also make subgrants to local educational agencies for tutoring, transportation, and other services that help homeless children to enroll in, attend, and succeed in school.

Since this program began in 1988, nearly all States have revised their laws, regulations, and policies to improve educational access for homeless students. States have typically eased residency requirements, and some have made great strides in changing transportation and immunization policies to ensure greater access for the homeless. Nevertheless, homeless children and youth continue to be a population at significant risk of educational failure and, because of their mobility, are often underserved by programs that are designed to prevent that failure, such as Head Start, special education, and bilingual education. The \$31.7 million request for this program, a \$2.9 million increase, would allow States to focus both on

improving services to homeless children and on increasing the number of students served.

 **Inexpensive Book Distribution**

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	\$12.0	\$18.0	\$18.0

This program is administered through a contract with Reading Is Fundamental, Inc. (RIF), a nonprofit organization affiliated with the Smithsonian Institution. RIF allocates funds to local community associations that select and distribute inexpensive books to children free-of-charge. RIF currently reaches more than 2.2 million children through 4,000 local projects. Since 1994, legislation has required RIF, in selecting new local projects, to give priority to those that will serve children who are low-income, disabled, homeless, or have other special needs.

 **Arts in Education**

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	\$10.5	\$10.5	\$10.5

This program supports student competency in the arts, a component of the National Education Goals, by encouraging the integration of arts education into elementary and secondary school curricula. The Department awards funds to the Very Special Arts (VSA) organization, which develops programs that integrate the arts into the general education of children with disabilities and the lives of adults with disabilities, and to the John F. Kennedy Center for the Performing Arts education program, which supports a variety of arts education activities with States and schools.

 **Women's Educational Equity**

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	\$3.0	\$3.0	\$3.0


The Women's Educational Equity program promotes educational equity for girls and women through grants to public agencies, private nonprofit organizations, and individuals. By law, at least two-thirds of funds support local implementation of gender-equity policies and practices through such activities as teacher training to ensure gender equity in the classroom and guidance and counseling to increase opportunities for women in fields in which they are traditionally underrepresented. The remaining funds support dissemination through a national resource center and research and development grants. Level funding in 1999 would make available about \$2.1 million for new awards.

 **Training and Advisory Services (Title IV of the Civil Rights Act)**

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	\$7.3	\$7.3	\$7.3


This program supports 10 regional Equity Assistance Centers that provide services to school districts on issues related to desegregation based on race, gender, and national origin. Typical activities include disseminating information on successful practices and legal requirements related to nondiscrimination,

providing training to educators to develop their skills in specific areas, such as identification of bias in instructional materials, and technical assistance on selection of instructional materials.

 **Education for Native Hawaiians**
(BA in millions)

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
Family-Based Education Centers	\$6.0	\$7.2	\$7.2
Higher Education	2.7	2.7	2.7
Gifted and Talented	2.0	2.0	2.0
Special Education	2.0	2.0	2.0
Curriculum Development, Teacher Training, and Recruitment	4.0	4.8	4.8
Community-Based Centers	1.0	1.0	1.0
Native Hawaiian Education Councils	0.3	0.3	0.3
Total	18.0	20.0	20.0

These programs provide educational services for Hawaiian Natives, many of whom continue to perform below national norms on achievement tests of basic skills in reading, science, math, and social science. Hawaiian Natives also experience higher than average rates of absenteeism and grade retention, are disproportionately identified as disabled, and have a low rate of postsecondary participation. The Education for Native Hawaiians programs address each of these issues, and have demonstrated significant progress in such areas as early childhood education and higher education. In recent years, at the instruction of Congress, the Department has funded new projects in such areas as aquaculture education, Hawaiian language revitalization, and prisoner education. These and other activities would continue under the 2000 budget.

 **Alaska Native Education Equity**
(BA in millions)

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
Educational Planning, Curriculum Development, Teacher Training, and Recruitment	\$4.0	\$5.1	\$5.1
Home-based Education for Pre-School Children	3.2	3.8	3.8
School Enrichment	0.8	1.1	1.1
Total	8.0	10.0	10.0

These programs provide educational services to meet the special needs of Native Alaskan children. Recent studies have shown that 60 percent of Alaska Natives entering high school in urban areas do not graduate, and Alaska Natives trail other students on tests of educational proficiency. The 2000 request includes level funding for continuation of projects that address the barriers preventing Alaska Native children from achieving to higher academic standards.

 **Advanced Placement Incentives**

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	\$3.0	\$4.0	\$20.0

This program awards grants to States to enable them to cover part or all of the cost of advanced placement test fees of low-income students who are enrolled in an advanced placement course and intend to take an advanced placement test. The program thus provides an incentive for districts serving low-income students to offer advanced placement courses and for students to take those courses. Passing the AP tests can then result in students earning college credits and reducing their postsecondary education costs.

As reauthorized in 1998, the program supports other activities to make advanced placement and other challenging courses available to students from low-income families and, thus, upgrade the high school curriculum available to those students. States in which low-income students pay no more than a nominal fee to take AP tests can now use program funds for such activities as development of curriculum for advanced placement courses and training of teachers to teach in those courses.

The significant increase requested for 2000 would take advantage of this new authority to launch a three-year initiative to bring challenging course to all high schools. New funds would support State efforts to make high-level, challenging courses more widely available. For example, States could use the Internet or other technologies to bring physics and calculus courses to high schools that do not currently offer them.

 **Ellender Fellowships**

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
BA in millions	\$1.5	\$1.5	—

The Ellender Fellowships program, administered by the Close Up Foundation of Washington, D.C., provides financial aid to enable low-income students and their teachers to participate in week-long seminars on government in Washington. A separate program is designed to increase understanding of the Federal Government among older Americans, recent immigrants, and children of migrant parents.

A 1992 study of the Ellender Fellowship program found that, despite a pattern of increasing Federal funding for the program and significant increases in private-sector support for the Close Up Foundation, the number of fellowships had steadily declined. In 1996, at the request of Congress, the Department and Close Up developed a plan for the Foundation to continue its activities without Federal support. Under this plan, the Foundation pledged to expand its private development activities, including, for the first time, reaching out to the nearly 500,000 Close Up alumni. The Department believes that these activities make further Federal funding unnecessary.

 **Indian Education**
(BA in millions)

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
Grants to LEAs	\$59.8	\$62.0	\$62.0
Special Programs for Indian Children	—	3.3	13.3
National Activities	—	0.7	1.7
Total	59.8¹	66.0	77.0

¹ Excludes \$2.8 million in 1998 for administrative costs, which are included in the Program Administration account in 1999 and 2000.

The Department's Indian Education programs supplement the efforts of State and local educational agencies, and Indian tribes, to improve educational opportunities for Indian children. The programs link these efforts to broader educational reforms underway in States and localities to ensure that Indian students benefit from those reforms and achieve to the same challenging academic standards as other students.

Census, NCES, and other data document that American Indians continue to be disproportionately affected by poverty and low educational achievement, although there has been progress in recent decades. For example, in the 1994 National Assessment of Educational Progress, only 48 percent of Indian 4th graders and 63 percent of Indian 8th graders scored at or above the basic level in reading, compared to 60 and 70 percent, respectively, for all students. In the 1996 NAEP mathematics assessment, 52 percent of Indian 4th graders and 50 percent of Indian 8th graders performed at least at the basic level, compared to 64 and 62 percent for the general student population. In response to the continuing need for programs that address the special needs of the Indian population, the total 2000 request for Indian Education programs is \$77 million, an \$11 million increase over the 1999 level.

On August 6, 1998, President Clinton signed an Executive Order on Indian Education. That Order commits the Federal Government to developing a comprehensive response to the national need for better education of Indians, particularly in such areas as reading, mathematics, and science, improving postsecondary attendance and completion rates, and ensuring that Indian students have access to strong, safe, and drug-free school environments. Specific, long-term strategies for meeting these objectives are being developed by an interagency Federal task force.

The 2000 budget request for Indian education is an initial response to the Executive Order. In particular:

- A \$10 million Indian Teacher Corps initiative, under the Special Programs for Indian Children authority, would train 1,000 Indian teachers over a five-year period to take positions in schools that serve concentrations of Indian children. It would partner tribal colleges with other institutions of higher education that offer teaching degrees, and help pay for tuition and living expenses for participating students as well as program development and operational costs for the colleges. The 2000 appropriation would pay the first year of preservice training for an initial cohort of 500 students. In addition, a portion of the money would support in-service training for individuals already teaching in Indian schools.
- The Executive Order calls for the development and implementation of a comprehensive Federal research agenda on Indian education. Under the terms of the Order, the agenda must be in place by August 1999. The 2000 budget includes \$1.7 million, under National Programs, to carry out the research and evaluation tasks called for in that forthcoming plan and for evaluations of Indian Education programs.

In addition to the above initiatives, which flow specifically from the Executive Order, the budget would continue the Grants to Local Educational Agencies at \$62 million. This program provides formula grants to public and BIA-supported schools for activities that address the educational needs of Indian students. These activities must be linked to student performance goals based on challenging State or local standards, and the districts must report periodically to their communities on progress they are making toward those goals. The request would also continue funding for early childhood demonstrations and educator professional development projects that the Department is initiating, in 1999, with Special Programs for Indian Children funds.

 **Impact Aid**
(BA in millions)

	<u>1998</u>	<u>1999</u>	<u>2000 Request</u>
Payments for Federally Connected Children:			
Basic Support Payments	\$662.0	\$704.0	\$684.0
Payments for Children with Disabilities	50.0	50.0	40.0
Payments for Heavily Impacted Districts	62.0	70.0	—
Facilities Maintenance	3.0	5.0	5.0
Construction	7.0	7.0	7.0
Payments for Federal Property	24.0	28.0	—
	<hr/>	<hr/>	<hr/>
Total	808.0	864.0	736.0

The Impact Aid program provides support to school districts affected by Federal activities. The 2000 budget request would place priority on children whose presence in school districts poses a true financial burden: children living on Indian lands and children who live on Federal property and who have a parent on active duty in the uniformed services, in civilian Federal employment, or in the employ of a foreign military service.

The \$684 million request for Basic Support Payments, although \$20 million less than the 1999 amount, would provide a 6 percent increase in the payments on behalf of the categories of children listed above. No payments would be made for the so-called "b" children (those who live on or have a parent working on Federal property, but not both), because their presence does not place a significant burden on districts.

The \$40 million request for Payments for Children with Disabilities, while a \$10 million reduction, would increase the average per-child payment for the eligible categories of children by 5 percent. These funds provide additional support for certain federally connected children who are eligible for services under the Individuals with Disabilities Education Act. As under Basic Support Payments, no payments would be made on behalf of "b" children.

The request would provide no funding for Payments to Heavily Impacted Districts. While this authority was originally designed to assist school districts that have large concentrations of federally connected children and limited fiscal capacity to educate those children, the funding rules recently adopted by Congress do not target funds effectively to those districts.

The Department of Education owns and must maintain 53 school facilities that serve large numbers of military dependents. The \$5 million requested for Facilities Maintenance will fund essential repairs to these facilities and allow the Department to continue to upgrade and transfer school facilities to local educational agencies.

The \$7 million request for Impact Aid Construction would help meet the school construction needs of local educational agencies with large proportions of federally connected children.

No funds are requested for Payments for Federal Property, which are made to school districts without regard to the presence of federally connected children. The majority of the districts funded under this program have had sufficient time (approximately 50 years) to adjust to the removal of Federal property from the tax base, and they should be able to compensate for the termination of separate funding for this program.

Direct any questions to Martha Jacobs, Budget Service

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[Summary of the 2000 Budget]



[Section B - Bilingual and Immigrant Education]

This page last updated February 9, 1999 ([saw](#)).

From: Ben Johnson, Assistant to The President and Director of The White House Office On The President's Initiative For One America Date: 10-18-99

TO: Bruce Reed

- | | | |
|--|--|---|
| <input type="checkbox"/> Prepare reply for President's signature | <input type="checkbox"/> Call me on this | <input type="checkbox"/> Please return call |
| <input type="checkbox"/> Prepare reply for Director's signature | <input type="checkbox"/> For Your Action | <input type="checkbox"/> Please file |
| <input type="checkbox"/> Prepare reply for my signature | <input type="checkbox"/> For your approval | <input type="checkbox"/> Set up meeting on this |
| <input type="checkbox"/> For your signature | <input type="checkbox"/> For your comments | <input type="checkbox"/> Draft scheduling request |
| <input type="checkbox"/> Reply directly-copy to me | <input checked="" type="checkbox"/> For Your Information | <input type="checkbox"/> Process special letter |
| | <input type="checkbox"/> For your support | <input type="checkbox"/> Set up tour |

Remarks:

National Association For Equal Opportunity In Higher Education

8701 Georgia Avenue, Suite 200, Silver Spring, MD 20910

Telephone (301) 650-2440, Fax No. (301) 495-3306

www.nafeo.org/

October 15, 1999

Mr. Ben Johnson
Assistant to the President &
Director of the President's Initiative for One America
The White House
Washington, DC 20502

Dear Mr. Johnson:

On behalf of 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, NAFEO asks 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 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.

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.

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Miles College, Alabama ♦ Henry Ponder, CEO & President, NAFEO ♦ Wilma J. Roscoe, D Hu L,
Vice President, NAFEO

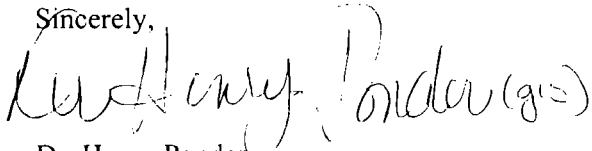


NAFEO

"KEEPING THE DOORS OF OPPORTUNITY OPEN"

Thank you for your immediate attention to this request. The National Association for Equal Opportunity in Higher Education thanks you for all you do in "keeping the doors of opportunity open."™

Sincerely,

A handwritten signature in cursive script that reads "Dr. Henry Ponder (g)". The signature is written in dark ink and is positioned above the typed name.

Dr. Henry Ponder
President & CEO

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

September 23, 1999

STATEMENT BY THE PRESIDENT

The House Labor, Health and Human Services, and Education appropriations subcommittee today passed a partisan bill that would seriously undermine our efforts to strengthen public education, protect workers, and move people from welfare to work.

This bill is proof that America's highest priority - improving our schools - remains the Republican Congress's lowest priority. The bill eliminates our effort to hire quality teachers to reduce class size in the early grades. It denies hundreds of thousands of young people access to after-school programs, fails to improve and expand Head Start, cuts the successful America Reads program, cuts educational technology, and eliminates the GEAR UP program, which helps young people prepare early for success in college. It fails to give public schools the resources to succeed, and does nothing to demand accountability for results.

The bill also terminates the successful School-To-Work program and Youth Opportunity Grants, and makes deep cuts in programs that help dislocated workers, provide worker protections, and ensure worker safety. It undermines America's efforts to move people from welfare to work by reneging on our bipartisan commitment to the states on welfare reform. It contains a range of unacceptable provisions, which would prevent the government from effectively protecting the health and safety of the American people.

The subcommittee bill would also underfund public health priorities, including preventive health, mental health and substance abuse, health care access for the poor, and our efforts to reduce racial health disparities and the spread of AIDS worldwide. It would prevent us from continuing to provide important patient protections for American workers, and improving our nation's organ distribution system. It also would threaten our ability to manage key entitlement programs, such as Medicare and Medicaid.

I warned earlier today that the tax bill sent to me as part of the Republican budget plan would lead to major reductions in key national investments in education and other programs. The subcommittee's bill today is another step in the same misguided direction.

This bill is unacceptable. Our nation's children deserve much better. I sent the Congress a budget for the programs covered by this bill that provided for essential investments in America's needs, and was fully paid for. If this bill were to come to me in its current form, I would veto it. Instead, I urge the House not to pass the subcommittee's bill, and to work on a bipartisan basis with my Administration on acceptable legislation.

###

STATEMENT BY SECRETARY OF LABOR ALEXIS M. HERMAN ON HOUSE
LABOR/HHS/EDUCATION APPROPRIATIONS SUBCOMMITTEE ACTION

“This is a bad bill for American workers. America must close skills gaps and open doors of opportunity for a new economy and a new century. The Administration wants to help Americans to be wage earners for a lifetime: The House Subcommittee won’t even give them severance pay. That is why I am alarmed with the bill reported out today. The House slams the door shut on meeting these challenges, and takes a mean-spirited approach - cutting efforts to help the neediest among us.

“At precisely the time when employers complain that they cannot find skilled workers and with pools of untapped potential workers, the House Subcommittee wants to devastate education and training programs both for young people struggling in poverty and for laid-off workers who don’t have the skills to start over. At the same time this bill would drastically curtail our ability to improve the safety and health of American workers.

“The House Subcommittee bill would reverse progress on many fronts:

- It would devastate efforts to help workers who are laid off from their jobs through no fault of their own - and deny assistance to an estimated 176,000 workers;
- It would betray last year’s bipartisan commitment to needy youth who are trying to land in rewarding careers, cutting training for almost 200,000 poor, at-risk youth, defunding the Youth Opportunity Movement and eliminating the School-to-Work initiative;
- It would severely damage the Department’s ability to ensure that our workplaces are safe, that our workers are treated fairly by employers, and that the pensions of American families are safe and secure. Despite the fact that there are 6 million workers hurt on the job each year, this bill singles out OSHA for deep cuts, which would require drastic cuts in the number of inspections of serious workplace hazards.
- It zeroes out a promising initiative to help disabled Americans find and retain jobs.

And the Subcommittee has thrown roadblocks in the way of important new worker protection standards. The Subcommittee proposes to:

- keep workers in the dark about why they are not getting the health care benefits promised under their plans and how they can appeal and get a fair answer without delay; and

- stop the Department from proceeding with important regulations that would protect the wages of construction workers.

“The House action also cuts all funding for the important initiative proposed by the President to raise core labor standards globally, thereby leveling the playing field for American workers. Again, just as the President helped secure unanimous vote by the International Labor Organization this summer on its child labor convention, raising the dialogue internationally on core labor standards, the Subcommittee takes a step backwards. The House Subcommittee also cuts back funding for efforts to combat child labor, ensure equal pay and educate Americans about their pensions.

“Our economy is strong. Our commitment to the workers of today and tomorrow should be, too. America’s working families deserve better.”

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UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

FOR IMMEDIATE RELEASE
September 23, 1999

Contact: David Frank (202) 401-3026

**Statement by U.S. Secretary of Education Richard W. Riley
On the vote by the House Appropriations Subcommittee on Labor-HHS-Education**

At a time when federal investment in education is the highest priority for the American public, the House Appropriations Subcommittee has taken the irresponsible action of cutting our nation's investment in education and slashing the very programs that Americans want. At a time when record numbers of students are enrolled in school, the Republicans have actually cut education funding.

Investment in initiatives to reduce class size and important programs like GEAR UP, which prepares disadvantaged children for college, all would vanish under this Republican budget. Their indiscriminate cuts run from the new basics to the old – cutting everything from education technology to the most basic of all, reading. *A*

This bill also cuts in half the President's request for after-school programs, and it rejects the President's proposal to increase accountability as called for in his State of the Union Address.

On top of all this, the Republican majority has chosen – and let me say in no uncertain terms, it is a choice – they have chosen not to invest a dime to help local communities build and repair schools to replace our aging overcrowded school-buildings.

You'll hear a lot of talk from Republicans about the importance of education. But talk is cheap. When it comes to the end of the day – and that's where we are in terms of the national budget and our investment in education – actions are what matter. By their actions today, it is clear that the Republican majority has failed the American people.

The President today vetoed the tax bill sent to him by the Republicans because it was risky, irresponsible and would force cuts of as much as 50 percent in education funding over the next ten years. Today's budget action is just as irresponsible. I will urge the President to veto this bill.

###

House Labor/HHS/Education Appropriations Bill Guts Essential Education and Training Investments

September 23, 1999

Today, the House Appropriations Subcommittee on Labor/HHS and Education passed an Appropriations bill that would devastate critical investments in education and training and other programs. The bill would seriously undermine our efforts to strengthen public education, protect workers, and move people from welfare to work. This bill is proof that America's highest priority – improving our schools – remains the Republican Congress's lowest priority.

House Appropriations Bill Guts Critical Investments

- **House Bill Guts Investment in Accountability, Teacher Quality and Class Size Reduction** The House bill provides no funding for class size reduction and fails to address teacher training issues. Instead, the bill folds three programs (Goals 2000, Eisenhower Professional Development and the President's Class Size Reduction plan) into the Teacher Empowerment Act block grant and provides \$1.8 billion, which is \$396 million below the President's request for the three programs. By failing to fund class size reduction this bill does not guarantee that the more than 30,000 teachers hired last year can continue teaching in smaller classes and eliminates funding for an additional 8,000 teachers that would be hired under the President's Budget for next year. The bill also fails to invest in proven teacher professional development practices and undermines standards-based reform.
- **House Bill Guts Investment in Title I Grants** The House bill provides \$264 million less than the President's budget for Title I. As a result, 400,000 fewer children in high poverty communities would receive additional educational services. Title I funding is a key component of efforts to help disadvantaged students reach high standards. The House bill fails to fund the President's plan to set aside \$200 million of Title I funds to help states and localities turn around or reconstitute failing schools using Title I resources.
- **House Bill Terminates GEAR UP** GEAR UP is a nation-wide initiative to encourage more young people to have high expectations, stay in school, study hard, and take the right courses to go to college. The House bill eliminates funding, compared to \$120 million last year and \$240 million in the President's Budget. Over 260,000 low-income students who received services in FY 1999 to help them succeed in school and prepare for college would receive no such services in FY 2000. The President's Budget would extend GEAR-UP services to over 570,000 students in FY 2000.
- **House Bill Guts Investment in After School** The House bill provides only \$300 million of the President's \$600 million request for After School programs, serving nearly 850,000 fewer students than the 1.8 million served in the President's Budget. After-school programs are one of the most effective ways to help students reach high academic standards and end harmful practices such as social promotion.
- **House Bill Guts Investment in Educational Technology** The House bill provides \$251 million less than the President's request of \$___ for a variety of innovative educational technology programs. Funds to help all States and thousands of school districts buy hardware and software, train teachers, and link up to the internet were cut by \$25 million. Seven programs are eliminated including programs supporting pre-service teacher training, training for teachers in 4,700 middle schools, software development, Star Schools, and Ready-to-Learn Television.
- **House Bill Guts Investment in America Reads** The House bill cuts the Reading Excellence program by \$86 million below the President's request of \$__ million, serving 330,000 fewer students and undercutting efforts to ensure that all children can read independently by the end of the third grade.
- **House Bill Guts Investment in Work Study** The House bill cuts Work Study by \$54 million less than the President's request of \$__ million, serving about 62,000 fewer students and not attaining the President's goal of giving one million students the opportunity to work their way through college by the year 2000.
- **House Bill Cuts Head Start.** The House bill funds Head Start at \$507 million below the President's request. The Head Start program has enjoyed bipartisan support for several years, and grown an average of 30,000 children per

year since President Clinton took office. Under the Subcommittee's mark, for the first time in over a decade (1987), Head Start participation will not increase. The mark would freeze participation at its current level

- **House Bill Terminates Youth Opportunity Grants** Youth Opportunity Grants are an initiative to provide comprehensive employment and training assistance to all out-of-school young people in high poverty areas. The program was passed last year, as part of the bipartisan Workforce Investment Act. Eliminating this program will deny essential support for up to 58,000 of the most disadvantaged young people in central cities and rural communities across America. The President's budget provides \$250 million for Youth Opportunity Grants, which are a critical component of the New Markets Initiative
- **House Bill Guts Investment in Hispanic Education** The House bill barely increases funding for the Hispanic Education Agenda, providing only \$53 million of the \$444 million increase requested in key programs, such as migrant, bilingual, and adult education, to raise achievement and reduce dropout rates in the Hispanic community.
- **House Bill Cuts Summer Jobs Program and Youth and Adult Training** The House bill provides almost \$200 million below the President's request of \$ 1.96 billion for Youth and Adult Training. These cuts would result in lost job training, summer employment, and education opportunities to some 60,000 disadvantaged youth, and 38,200 adults would not have access to essential job training and placement services.
- **House Bill Cuts Dislocated Worker Assistance** The House bill cuts Dislocated Worker Assistance by \$335 million below the President's request of \$ 1.6 billion. The Dislocated Worker Employment and Training program provides core services, intensive services, training and support to help permanently separated workers return to productive, unsubsidized employment. The President's Universal Reemployment initiative would put us on a five-year path toward universal job training services to all dislocated workers. Instead of taking a step forward for dislocated workers, the House is proposing a giant leap backward by proposing cuts that will deny 176,000 dislocated workers access to these vital services. The bill also cuts funding for One-Stop Career Centers and Reemployment Services.
- **House Bill Threatens Enforcement of Labor Protections** The House bill freezes or cuts all Department of Labor domestic workplace enforcement programs at or below FY 1999 levels, resulting in a \$112 million reduction below the President's request. For example, OSHA is cut \$51 million below the President's budget. As a result of this cut, some 5,000 fewer OSHA compliance inspections would be performed.
- **House Bill Jeopardizes Temporary Assistance for Needy Families (TANF)** The bill delays the availability of \$3 billion in TANF funds, sending the wrong message to states who have prudently set aside "rainy day" reserves, and to states otherwise preparing to invest in new programs for welfare recipients with multiple barriers and for those who have already begun the transition to work. Through the first quarter of FY 1999 states have obligated 88% of their TANF dollars and have met all maintenance of effort requirements. By cutting billions from the program, the federal government would undermine the true goals of welfare reform and abandon its commitment to provide a fixed level of funding to states who live up to their commitment to invest their own dollars in assistance to needy families.
- **House Bill Cuts the Social Service Block Grant by \$471 million below the President's Request** SSBG provides funding to states to support a wide range of programs including child protection and child welfare, as well as services focused on the needs of the elderly and disabled.
- **House Bill Eliminates the President's Family Caregiver Support Program** The House bill does not include funds for the President's \$125 million new initiative to support those who care for the over 5 million disabled Americans who have long term care needs. The Family Caregiver Program is one piece of the Administration's four-part Long Term Care proposal to provide comprehensive services to support caregivers.
- **House Bill Fails to Increase Funding for Home-Delivered Meals** The House bill funds the widely supported home-delivered meals program at \$112 million, which is \$35 million below the President's request. The President's funding level would provide 27 million additional meals to at-risk older adults. These meals allow many of these adults to remain in their homes and communities, avoiding or delaying the need for costly institutionalization.
- **House Bill Cuts Important Health Initiatives** The bill cuts public health priorities, including preventive health, mental health and substance abuse, health care access for the poor, and efforts to reduce racial health disparities and the spread of AIDS worldwide. The bill would also threaten our ability to manage key entitlement programs, such as Medicare and Medicaid. It would prevent us from continuing to provide important patient protections to American workers, and improving our nation's organ distribution system.

STATEMENT BY THE PRESIDENT
September 23, 1999

I am deeply disappointed that the House Labor, Health and Human Services, and Education appropriations subcommittee today passed a partisan bill that would seriously undermine our efforts to strengthen public education, protect workers, and move people from welfare to work. This bill is proof that America's highest priority – improving our schools – remains the Republican Congress's lowest priority. The bill eliminates our effort to hire quality teachers to reduce class size in the early grades. It denies hundreds of thousands of young people access to after-school programs, fails to improve and expand Head Start, cuts the successful America Reads program, cuts educational technology, and eliminates the GEAR UP program, which helps young people prepare early for success in college. It fails to give public schools the resources to succeed, and does nothing to demand accountability for results.

The bill also terminates the successful School-To-Work program and Youth Opportunity Grants, and makes deep cuts in programs that help dislocated workers and provide worker protections. It undermines America's efforts to move people from welfare to work by reneging on our bipartisan commitment to the states on welfare reform. It contains a range of unacceptable provisions, which would prevent the government from effectively protecting the health and safety of the American people.

The subcommittee mark would also underfund public health priorities, including preventive health, mental health and substance abuse, health care access for the poor, and our efforts to reduce racial health disparities and the spread of AIDS worldwide. It also would threaten our ability to manage key entitlement programs, such as Medicare and Medicaid.

I warned earlier today that the tax bill sent to me as part of the Republican budget plan, would lead to major reductions in critical national investments in education and training and other programs for vulnerable Americans. The subcommittee's mark today is another Republican step in the same misguided direction.

This bill is unacceptable. Our nation's children deserve **much** better. I sent the Congress a budget for the programs in this bill that **provided for essential investments** in America's needs, and was fully paid for. This bill is **unacceptable and if it were to come to me in its current form, I would veto it**. Instead, I urge the House not to pass the subcommittee's bill, and to work on a bipartisan basis with my Administration on an **acceptable bill**.

NEWS

House Appropriations Committee Chairman C.W. Bill Young (R-FL)

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is all w
have

FOR IMMEDIATE RELEASE:
September 23, 1999

Contact: Elizabeth Morra
(202) 226-5828

SUBCOMMITTEE PANEL MARKS UP FY00 SPENDING BILL FOR LABOR, HEALTH, AND EDUCATION PROGRAMS

Bill Highlights (billions)	Discretionary	Mandatory	Total
FY00 Chairman's Mark	\$89.376	\$226.599	\$315.975
FY00 Pres. Request	\$91.592	\$227.076	\$318.668
FY99 Spending	\$89.693	\$209.041	\$298.734

Continuing Our Commitment to High Priority Block Grants:

The Maternal and Child Block Grant is increased \$105 million over FY99, bringing FY00 funding to \$800 million, \$105 million more than the President's request.

The bill fully funds the Teacher Empowerment Act at \$1.8 billion to provide flexibility to local districts to fund their education priorities.

The Preventive Health Block Grant is increased \$2 million over FY99, bringing FY00 to \$152 million, \$32 million more than the President's request.

The Substance Abuse Block is level funded at the FY99 level of \$1.585 billion.

The Mental Health Block Grant is increased \$11 million above FY99, bringing FY00 funding to \$300 million.

The Social Services Block Grant is level funded at the FY99 level of \$1.9 billion.

The Community Services Block Grant is funded at \$510 million, \$10 million over the President's request and over FY99.

Continuing Our Commitment to Children and Older Americans:

Special Education programs are increased \$500 million over FY99, bringing FY00 to \$5.6 billion, which is \$448 million more than the President's request.

Maximum Pell Grants are increased by \$150 over FY99, bringing the maximum award for FY00 to \$3,275, \$25 more than the President's request.

Perkins loans are funded at the President's requested level of \$130 million (total funding available is \$6 billion).

- TRIO Program for minority and disadvantaged students is increased \$60 million over FY99, bringing FY00 funding to \$660 million, \$30 million more than the President's request.

- Substantially funds the Teacher Empowerment Act at \$1.8 billion, which was approved by the House July 20, 1999, by eliminating funding for the Administration's 100,000 Teacher Initiative, Eisenhower Grants, and Goals 2000.

- Work Study is increased \$10 million over FY99, bringing FY00 to \$880 million.

- Head Start is increased \$100 million over FY99, bringing FY00 to \$4.8 billion.

- Job Corps is increased \$50 million over FY99, bringing FY00 to \$1.4 billion, \$12 million over the President's request.

- Impact Aid is increased \$171 million over the President's request and \$43 million over the FY99 level, bringing FY00 funding to \$907 million.

- The Low Income Home Energy Assistance Program (LIHEAP) is frozen at the FY99 level of \$1.1 billion, plus provides \$300 million in emergency funds (same as FY99). Total funding is \$1.4 billion, the same as the President.

Older Americans Act programs are frozen at the FY99 level of \$882 million.
Safe and Drug Free Schools is frozen at the FY99 level of \$566 million, \$25 million below the President's request.

Taking Care of Health Services, Research and Preventive Health Programs:

Reflecting an ongoing commitment to biomedical research, the National Institutes of Health is increased 9% in program levels. Total FY00 funding is \$16.965 billion, compared to the President's requested level of \$15.9 billion and FY99's level of \$15.6 billion.

Ryan White AIDS is increased \$108 million over FY99, bringing FY00 funding to \$1.5 billion, \$9 million over the President's request.

- Community Health Centers receive a \$60 million increase, \$40 million above the President's request.

Disease prevention programs under the Centers for Disease Control are increased \$44 million over FY99, bringing FY00 to \$2.81 billion.

Rejects the President's proposal to cut Health Professions by \$50 million. Instead, FY00 funding is frozen at the FY99 level of \$302 million.

Holding the Line on Spending/Cutting and Terminating Programs:

Eliminates funding for the following programs: 100,000 Teachers in the Classroom (\$1.2 billion); Goals 2000 (\$491 million); Eisenhower Grants (\$335 million); Health Resources and Services Administration buildings and facilities (\$65 million); GEAR UP (\$120 million).

Does not fund new programs in the President's budget.

Given the low unemployment rate, Job Training is cut 10% from the FY99 level, bringing FY00 funding to \$3.020 billion.

The National Labor Relations Board is cut \$10 million from FY99, bringing FY00 to \$175 million, \$35 million below the President's request.

The Occupational Safety and Health Administration (OSHA) is cut \$17 million from FY99, bringing FY00 funding to \$337 million, \$51 million below the President's request.

Enforcement is cut \$11 million from FY99, bringing FY00 funding to \$123 million, \$19 million below the President's request. Compliance Assistance is increased by \$2 million over the FY99 level of \$87 million.

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United States House of Representatives

106TH CONGRESS

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B308 Rayburn HOB

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2358 Rayburn HOB

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Subcommittee on Military Construction

B300 Rayburn HOB

Washington, D.C. 20515-6026

HOUSE REPUBLICAN LABOR/HHS/EDUCATION APPROPRIATIONS BILL GUTS ESSENTIAL EDUCATION AND TRAINING INVESTMENTS

September 23, 1999

Today, the House Appropriations Subcommittee on Labor/HHS and Education passed an Appropriations bill that would devastate critical investments in education and training and other programs. The bill would seriously undermine our efforts to strengthen public education, protect workers, and move people from welfare to work. This bill is further proof that America's highest priority – improving our schools – remains the Republican Congress's lowest priority.

House Appropriations Bill Guts Critical Investments

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program was passed last year, as part of the bipartisan Workforce Investment Act. Youth Opportunity Grants are a critical component of the New Markets Initiative. Eliminating this program will deny essential support for up to 58,000 of the most disadvantaged young people in central cities and rural communities across America. The President's budget provides \$250 million for Youth Opportunity Grants.

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- **House Bill Cuts Summer Jobs Program and Youth and Adult Training** The House bill provides almost \$200 million below the President's request for Youth and Adult Training. These cuts would result in lost job training, summer employment, and education opportunities to some 60,000 disadvantaged youth, and 38,200 adults would not have access to essential job training and placement services.
- **House Bill Cuts Dislocated Worker Assistance** The House bill cuts Dislocated Worker Assistance by \$335 million below the President's request. The Dislocated Worker Employment and Training program provides core services, intensive services, training and support to help permanently separated workers return to productive, unsubsidized employment. The President's Universal Reemployment initiative would put us on a five-year path toward universal job training services to all dislocated workers. Instead of taking a step forward for dislocated workers, the House is proposing a giant leap backward by proposing cuts that will deny 176,000 dislocated workers access to these vital services. The bill also cuts funding for One-Stop Career Centers and Reemployment Services.
- **House Bill Threatens Enforcement of Labor Protections** The House bill freezes or cuts all DOL domestic workplace enforcement programs at or below FY 1999 levels, resulting in a \$112 million reduction below the President's request. For example, OSHA is cut \$51 million below the President's budget. As a result of this cut, some 5,000 fewer OSHA compliance inspections would be performed.
- **House Bill jeopardizes Temporary Assistance for Needy Families (TANF)** The bill delays the availability of \$3 billion in TANF funds, thus sending the wrong message to states who have prudently set aside "rainy day" reserves, and to states otherwise preparing to invest in new programs for welfare recipients with multiple barriers and for those who have already begun the transition to work. Through the first quarter of FY 1999 states have obligated 88% of their TANF dollars and have met all maintenance of effort requirements. By cutting billions from the program, the Federal Government would undermine the true goals of welfare reform and abandon its commitment to provide a fixed level of funding to states who live up to their commitment to invest their own dollars in assistance to needy families.
- **House Bill Cuts the Social Service Block Grant by \$471 million below the President's Request** SSBG provides funding to States to support a wide range of programs including child protection and child welfare, as well as services focused on the needs of the elderly and disabled.
- **House Bill Eliminates the President's Family Caregiver Support Program** The House bill does not include funds for the President's \$125 million new initiative to support those who care for the over 5 million disabled Americans who have long term care needs. The Family Caregiver Program is one piece of the Administration's four-part Long Term Care proposal to provide comprehensive services to support caregivers.
- **House Bill Fails to Increase Funding for Home-Delivered Meals** The House bill funds the widely supported home-delivered meals program at \$112 million, which is \$35 million below the President's request. The President's funding level would provide 27 million additional meals to at-risk older adults. These meals allow many of these adults to remain in their homes and communities, avoiding or delaying the need for costly institutionalization.
- **House Bill Cuts Important Health Initiatives** The bill cuts public health priorities, including preventive health, mental health and substance abuse, health care access for the poor, and efforts to reduce racial health disparities and the spread of AIDS worldwide. The bill would also threaten our ability to manage key entitlement programs, such as Medicare and Medicaid. It would prevent us from continuing to provide important patient protections to American workers, and improving our nation's organ distribution system.

House Bill Cuts Head Start. The House bill funds Head Start at \$507 million below the President's request. The Head Start program has enjoyed bipartisan support for several years, and grown an average of 30,000 children per year since President Clinton took office. Under the Subcommittee's mark, for the first time in over a decade (1987), Head Start participation will not increase. The mark would freeze participation at its current level.

Head Start. The Senate provides \$5.267 billion for Head Start, \$607 above FY 1999, and equal to the Budget. The Senate advance appropriates \$1.9 billion of this amount. This exceeds by \$370 million the 29% threshold HHS has preliminarily indicated could be advance appropriated without affecting participation.

voucher programs present enormous difficulties with respect to ensuring public accountability for educational results. A more sensible approach to increasing competition within school systems—one that we have supported with federal funds for several years—is the development of public charter schools. Such schools remain accountable for public funds, even as they help stimulate school improvement.

The main point is that the only way to fix the public schools is to fix the public schools, not to abandon them. The class size reduction initiative is an important step in this direction, as a recent report of the Council of Great City Schools confirms. This report found that 3,558 teachers have been hired in 40 of the nation's largest urban school districts under the class size reduction program enacted by Congress last year; that these teachers are working in areas of highest need; and that the program is enhancing teacher quality. Strong experimental research shows that class size reduction in the early grades is an effective way to boost student academic achievement and to build a solid foundation for further learning. The conference report completely undermines the purpose of this program, which is to target federal funding to class size reduction. Congress should keep the focus of this program on smaller classes in the public schools and not divert the funds to private school vouchers.

I appreciate your attention to this matter. Please let me know if you would like to discuss it further.



UNITED STATES DEPARTMENT OF EDUCATION

THE DEPUTY SECRETARY

November 1, 1999

MEMORANDUM

TO: John Podesta
White House Chief of Staff

FROM: Marshall S. Smith
Deputy Secretary (A) *MS Smith*

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

Having read the conference report for the Department of Education's FY 2000 appropriations act, I wish to call your attention to a serious problem. The conference report, which would appropriate \$1.2 billion to support "a class size/teacher assistance initiative," permits *but does not require* school districts to use such funds to carry out "class size reduction activities." Included in the report is the following proviso:

Provided, That, if the local educational agency determines that they [sic] wish to use the funds for purposes other than class size reduction as part of a local strategy for improving academic achievement, funds may be used for professional development activities, teacher training or any other local need that is designed to improve student performance.

This extraordinarily broad proviso appears to authorize the use of appropriated funds for vouchers or similar arrangements. This back-door effort to allow and promote vouchers comes 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.

For reasons the Secretary and I have articulated on many occasions, I strongly oppose allowing federal funds to support private school vouchers. Contrary to the assumption of voucher advocates, there is no parallel universe of private schools ready, able, and willing to take on the job of educating 48 million public school students. Moreover, research does not confirm that private schools offer a better education than public schools; indeed, there is evidence that once family educational background and income are taken into account, students in public schools perform as well or better than students in private schools. Finally, precisely because private schools are designed to provide alternatives (in purpose, student composition, and curriculum) to publicly supported education,

(Rollcall Vote No. 343 Leg.)
November 2, 1999, 10:28 AM
BILL NO.: H.R.3064
TITLE: Conference Report H.R. 3064
REQUIRED FOR MAJORITY: 1/2
RESULT: Conference Report Agreed to

YEAS---49

Allard	Gorton	Nickles
Bennett	Gramm	Robb
Bond	Grams	Roberts
Brownback	Grassley	Roth
Bunning	Hagel	Sessions
Burns	Hatch	Shelby
Byrd	Helms	Smith (NH)
Campbell	Hutchinson	Smith (OR)
Cochran	Hutchison	Snowe
Collins	Inhofe	Specter
Coverdell	Jeffords	Stevens
Craig	Kyl	Thomas
Crapo	Lott	Thompson
DeWine	Lugar	Thurmond
Domenici	Mack	Warner
Enzi	McConnell	
Frist	Murkowski	

NAYS---48

Abraham	Edwards	Levin
Akaka	Feingold	Lieberman
Ashcroft	Feinstein	Lincoln
Baucus	Fitzgerald	Mikulski
Bayh	Graham	Moynihan
Biden	Harkin	Murray
Bingaman	Hollings	Reed
Boxer	Inouye	Reid
Breaux	Johnson	Rockefeller
Bryan	Kennedy	Santorum
Cleland	Kerrey	Sarbanes
Conrad	Kerry	Schumer
Daschle	Kohl	Torricelli
Dodd	Landrieu	Voinovich
Dorgan	Lautenberg	Wellstone
Durbin	Leahy	Wyden

NOT VOTING---2

Gregg	McCain
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