Bethany Little
Associate Director
White House Domestic Policy Council

Archived by Joshua M. Beck
November 22, 2000

Box #9

- High Stakes Testing File
- Child Poverty File
- Gore Articles
- Bradley Articles
- High School Information File
- Condition Of Education or 1999 Draft
- Low Performing Schools File
- SOTV File
- December 1999 Education Roundtable
- U.S. Department of Education review of New American High Schools
- Teacher Quality Research
- Medicaid Budget
- NAEP Trends Report
- Hispanic Education File
- Miscellaneous File

ENCLOSURES FILED OVERSIZE ATTACHMENTS 18398

NARA 15618

MEMORANDUM

December 10, 1999

To: **OMB Staff**

From: **Senator Kennedy's Staff**

Re: **Funding Requests for President Clinton's FY 2001 Budget**

Attached are brief descriptions of the priorities that Senator Kennedy recommends for the Administration's FY 2001 budget. These descriptions only focus on the areas of education, labor, poverty, disability, job training, and immigration. We greatly appreciate your consideration of these requests, and look forward to continuing to work with you throughout the budget process next year.

Senator Edward M. Kennedy

EDUCATION BUDGET PRIORITIES

GOAL: Increases in the education budget in FY2001 are essential to the success of ongoing standards-based reforms. A funding freeze not only will earn opposition from Democrats and the education community, but also will hand Republicans a political opportunity to "one-up" Democrats on education. An increase of $5 billion is warranted.

BACKGROUND: Enrollments are rising, teachers are retiring, standards are higher, and children's needs are more diverse -- we need more resources to help communities meet those needs and help all children meet higher standards. We are reauthorizing ESEA this year. We should make clear early on that when we improve the law and increase accountability for results, we will also increase the resources to help schools accomplish the goals of the new law.

PROPOSAL: In addition to the signature Clinton programs, we need to support programs that are important to our core constituencies. The education community has been very supportive of the President's/Democrats' new programs such as after-school and class size, and will continue to be. But, the core programs that are critical to the groups' members such as Title I, Eisenhower, IDEA, bilingual education, and Technology are not getting the same support from the White House and Congress. For example, between FY98-FY2000, Title I received only an 8% increase, Eisenhower received 0% increase, Technology Literacy Challenge received a 0% increase. However, the new Class Size initiative received $1.2 billion last year and $1.3 billion this year (an 8% increase in Title I is only $510 million), and after-school went from $40 million to $450 million. National, state, and local constituencies are blaming both Republicans and Democratsfor this failure to increase key programs. Republicans have only fought for increases in Pell (+$175 in the max. grant) and IDEA ($700 million increase) this year. The education community believes that no one is fighting for real increases in core programs of ESEA. Even Bush is making Title I a signature issue.

POLITICS: Education polls high in every national poll. The education budget will be as much about message as it is about funding. As evidenced by the past year, Republicans are making headway on the education funding issue, and they will continue to try to do so this year. Even Bush is talking about more money for education and a strong federal role. The President's increase last year was modest ($1.2 billion) and Republicans were able to make Democrats go on the defensive (they pushed for a $3 billion increase). Republicans have also been able to make some headway on IDEA and Pell grants (core Democratic issues). We need to regain control over the education funding issue. We should not leave Gore and Congressional Dems susceptible to criticism on education funding -- especially in an election year.

COST: The education community is probably going to advocate for a $5 billion increase (approximately 15%) in education funding. In a year when education is such a hot national, state, and local topic, and when even Republicans are arguing for increased funds, Democrats should come out strong for a substantial new investment in education.

Senator Edward M. Kennedy

EARLY LEARNING INVESTMENTS

GOAL: Ensure that every child starts school ready to read, ready to learn, and ready to succeed by providing quality early educational services and development for children under the age of 6 by providing long-term investments necessary to create an early learning system that will sustain our nation's prosperity and ability to lead the world through the 21st century.

BACKGROUND: Medical research conducted this decade shows that adequate stimulation before age 5 (specifically ages 0-3) is necessary for children's brains to develop to their full potential. Proper stimulation consists of varied interactions and positive relationships with adults and other children, including music, exercise, reading, games, and other forms of creative expression. However, advances in scientific understanding are not reflected in our nation's practices. Unlike most European countries, America wholly lacks an early-learning infrastructure. Parenting support and early education programs are available in a few localities, but no coordination of programs or identification of best practices exists, and program quality varies widely.

Moreover, 60% of children under age 5 are cared for by someone other than a parent during the workday. No federal early learning standards exist, and state accreditation and regulation in this area is inconsistent, sparse, and largely limited to safety matters as oppose to education or development. Pay is barely above minimum wage for college-educated early learning instructors. The federal government runs a variety of programs for pre-school children but serve far less than those who are eligible. For example, some 40% of pre-school age children are served by Head Start, and less than 2% of eligible children are currently served by Early Head Start. Furthermore, federal support for early learning is scattered among Early Head Start, Head Start, the Child Care and Development Block Grant, and the Individuals with Disabilities Act. While these programs are effective, they are all severely underfunded, they are largely limited to low-income families, and no coordination exists among them. Many states have begun pre-kindergarten in recognition of the importance of early learning, but these reach no one below age four.

PROPOSAL: A major federal investment on the order of $2 billion per year should be made to build our early learning infrastructure. This program should be administered by the Department of Health and Human Services. A mechanism akin to mandatory funding must be found to protect funding for effective programs that already exist while enabling providers to confidently engage in long-range planning. State matching funds should be required, and local and private cooperation encouraged. The object is to make early learning resources universally available to children before they enter kindergarten. Local organizations can best identify each community's most urgent needs, and they should be responsible for targeting resources. State and national initiatives can help monitor use of funds among localities, identify best practices and disseminate information, and make appropriate policy decisions. Virtually all of the new early learning resources should be used for seven specific early learning activities, as each locality deems most appropriate: (1) enhancing childhood literacy; (2) providing parenting education and support; (3) increasing access to Early Head Start and State pre-K programs; (4) increasing early learning access for young children with special needs; (5) expanding existing Head Start programs to full-day, full-year; (6) linking early learning programs with health services; and (7) improving quality of child care programs. In short,

the new federal support would be used to build and coordinate both existing programs and new ones as each locality believes will best promote early learning.

POLITICS: Republicans (Stevens, Jeffords, Voinovich, DeWine) have already joined Democrats' call for a new early learning initiative. Moderates like Snowe, Specter, and Collins should have cover to join a call for prompt passage of an initiative in the Senate. Education and health are consistently among the issues of highest concern to Americans today, and early learning can be cast as both an education and a health issue. Head Start, which should be preserved intact and helped by any new initiative, consistently enjoys broad public support.

COST: $10 billion over 5 years of mandatory funding.

Senator Edward M. Kennedy

PROTECTION FOR WORKING FAMILIES

NATIONAL LABOR RELATIONS BOARD

GOAL: To ensure that the National Labor Relations Act is enforced properly to protect workers.

BACKGROUND: Until last year, the National Labor Relations Board rarely received the resources necessary to carry out its important mission. Past years' cuts have seriously eroded the NLRB's service to the public. Although the Board received a substantial increase for FY2000, a one-year boost alone will not enable it to sustain a full level of service. Funding must be maintained, with sufficient allowance for inflation, to permit full staffing through a multi-year hiring program, on-going training, and acquisition and maintenance of current technology, as well as travel to the sites of labor disputes and other necessary tools of investigative. The Administration insistence that the NLRB receive a significant $205 million FY2000 budget was an important step in allowing this agency to turn the corner. A FY2001 budget of $216 million would allow the agency to continue the progress that it has already made.

PROPOSAL AND COSTS: I urge your strong support for an additional increase in funding for the NLRB to $216 million in FY2001 to enable it to fully carry out its mission of prompt, thorough investigation and resolution of workplace disputes.

OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION WAGE AND HOUR ADMINISTRATION

GOAL: To ensure that the laws protecting workers' safety and health and minimum wage, overtime pay, equal pay, prevailing wages, child labor, immigration are enforced.

BACKGROUND: While overall OSHA funding is important, a few programs deserve special attention for funding increases. In hearings in the HELP Committee this year, both the majority and minority agreed that whistleblowers are a crucial part of ensuring safe and healthy workplaces. OSHA should receive additional resources to fund 20 new positions focusing on assisting whistleblowers. OSHA also needs to devote additional resources to training its staff. The Susan Harwood Training Grant Program should be doubled to approximately $14 million. This program provides grants to organizations around the country to offer training.

PROPOSAL AND COST: The Occupational Safety and Health Administration and the Wage and Hour Administration received significant increases in FY2000 and deserve a full 10% increase in FY2001.

Senator Edward M. Kennedy

GRANTS FOR FAMILY LEAVE

GOAL: To establish demonstration projects to provide family income to respond to the needs of working families.

BACKGROUND: As you may know, Senators Dodd, Leahy, Murray, and I sponsored the Family Income to Respond to Significant Transitions Insurance Act, or FIRST bill, this past year. It would provide funds for states and to set up demonstration projects that offer wage replacement to workers taking family leave. The FIRST bill would build on President Clinton's initiative to allow the states to expand their unemployment insurance programs, so that new parents can take paid family leave to care for their children, and on the Family and Medical Leave Act of 1993. As you know, workers covered by that law can take up to 12 weeks of unpaid leave a year to care for a newborn or adopted child, or a seriously ill family member, and know that their jobs will be there when they return. That Act was one of President Clinton's most important achievements, and it has given millions of workers the time they need to care for their families. But as recent studies have shown, the loss of a paycheck during unpaid leave prevents millions of other workers from taking leave when they need it. President Clinton's initiative and the FIRST bill are important steps towards solving that problem, and I urge funding of such a grant program.

PROPOSAL AND COSTS: I ask that you fund $400 million in grants to allow states and localities to set up demonstration projects that offer wage replacement to workers taking family leave.

Senator Edward M. Kennedy

HUNGER RELIEF

GOAL: Repair gaps in the Food Stamp Program, increasing Program costs by 2% to cure hunger in working families.

BACKGROUND: Recent studies consistently show that hunger remains a serious problem in America. Food pantries across the nation report 15-20% increases in requests for emergency assistance during 1998. USDA determined that 6.1 million adults and 3.3 million children lived in households that experienced hunger during 1998, comprising 3.5% of all U.S. households. A 1997 Urban Institute study of former welfare recipients concludes that 33% have to skip or cut meals due to lack of food. One of every five U.S. children is poor and lives in a family that receives food stamps. America's core defense against hunger is the Food Stamp Program. 90% of recipients have incomes below the poverty line. Despite essentially unchanged hunger rates, about eight million fewer people *who live in poverty* access food stamps today than did in 1995. A July 1999 GAO study concludes, "children's participation in the Food Stamp Program has dropped more sharply than the number of children living in poverty, indicating a growing gap between need and assistance." Much of the decline in food stamp participation is due to the 1996 welfare reform law, which restricted eligibility and made other changes designed to save $22.5 billion over five years.

The cure for hunger is known, and under the Food Stamp Program it costs on average $2.30 per person per day. With a cure so readily in sight, Hunger should not be tolerated even for a short time.

PROPOSAL: Approximately $2.5 billion of the 1996 mandatory spending cuts should be restored as quickly as possible to meet the most urgent nutritional needs, which are concentrated in families of the working poor, including many legal immigrants. More should be done to eliminate hunger in America, especially among children. Specifically, the Hunger Relief Act: (1) restores food stamp eligibility to all legal immigrants ending the status-based limitations on eligibility imposed by the 1996 welfare reform law; (2) permits states to count the value of one vehicle for food stamp purposes the same way states do for TANF purposes, enabling more working families to have safe transportation for work and children while remaining eligible for food stamps; (3) raises the "shelter deduction cap" and then indexes it to inflation, which helps families who live in high-rent metropolitan areas qualify for more food stamps whenever they must spend more than half of their income on housing and energy costs; and (4) increases federal support for emergency food programs (commodity distributors, pantries, and soup kitchens) by 10%, or $20 million per year. In short, this bill repeals about 10% of the food stamp cuts that were made in 1996 to address the most urgent nutritional needs of working families.

POLITICS: The bill is cosponsored by Senators Kennedy, Specter, Leahy, and Jeffords. Over 500 organizations, including some in every state and others of national renown, have signed a letter supporting the Hunger Relief Act. It appeals to religious, social services, educational, immigrant, poverty, homelessness, and nutrition groups. The Act's four components specifically attract support of immigrant advocates, rural populations that rely on vehicles to work, urban populations with high rents, and the families most urgently in need of emergency food. The

Senator Edward M. Kennedy

Administration hasn't completed a major anti-poverty initiative in over two years, and moderate Republicans in the House and Senate have already recognized the appeal of the Hunger Relief Act by cosponsoring it.

At a cost of $2.30 per person per day, and especially in this time of prosperity, our nation can readily afford to restore $2.5 of the $22.5 billion (over 5 years) that was cut from the Food Stamp Program in 1996. This is true especially considering that adequate nutrition helps reduce health, education, and unemployment. Preventing hunger is the anti-poverty initiative likely to attract the most universal public support.

COST: $2.5 billion over 5 years of mandatory funding.

Senator Edward M. Kennedy

TICKET TO WORK AND WORK INCENTIVES IMPROVEMENT ACT

GOAL: Ensure that adequate funding is made available for the remainder of this year , and in the 2001 budget for the work incentives planning, assistance and outreach provisions of the work incentives legislation.

BACKGROUND: With the passage of the Work Incentives Improvement Act, 2 million of the 9 million individuals with disabilities currently receiving health care and cash subsidies have the potential of becoming employed. If only 1% of the 9 million current beneficiaries are successfully employed, savings in cash assistance alone would total over $3.5 billion over the work life of those individuals.

$1.5 million in supplemental funds should be made available in FY2000 to set up the Work Incentive Planners and protection and advocacy infrastructure grants prior to the implementation of the health care and ticket to work provisions that become effective in FY2001. In FY2001, $30 million is required to fund these same infrastructure grants which support consumer outreach and enrollment efforts.

PROPOSAL: Include in the 2001 budget the $30 million ($23 & $7) that is needed to fund the Work Incentives Planning, Assistance and Outreach provisions of the Act, and to provide $1.5 million in supplemental funding which is needed this year to begin implementation of the new infrastructure grant provisions.

COSTS: Supplemental Dollars -- FY2000 = $1.5 million
FY2001 budget = $30. million

Senator Edward M. Kennedy

HIGH TECH TRAINING INITIATIVE

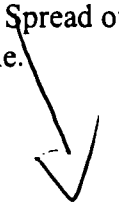
GOAL: Now that our long-term effort to reform the employment training system has resulted in enactment of the Workforce Investment Act, the Administration should propose a major increase in the resources devoted to providing America's workers with the skills they will need to succeed in the 21st century workplace. It is one of the best investments we can make to keep the economic expansion going and to extend the current prosperity well into the next century. Across the nation from Massachusetts to Virginia to California, high tech companies are experiencing a serious shortage of employees possessing the necessary skills. Nationally, the number of unfilled high tech positions is believed to exceed 300,000. We need to provide additional resources through the workforce system to accelerate training in these specialized skills.

BACKGROUND: Enactment of the Workforce Investment Act in 1998 provides a modern and effective framework to reach those workers seeking to upgrade their skills. But, the financial resources to meet the challenge are not currently available. The only portion of the workforce system which has received a substantial increase in funding is the Dislocated Workers Program. The need for additional resources to retrain dislocated workers is very real and the Administration's on-going efforts to expand that program should continue. However, participation in the dislocated worker program is limited to workers who have been discharged by their former employer and are currently unemployed. That is a very narrow segment of the workforce. There has been no significant increase in funding for other portions of the overall workforce training system. We must also create training opportunities for those who currently hold relatively low paying jobs and wish to obtain new skills to enhance their employability and improve their futures. The demand for workers possessing high tech job skills is well documented. The federal government needs to bridge the high tech skill gap which today separates millions of workers from the 21st century jobs they desire.

PROPOSAL: The Administration should propose the creation of competitive grants to regional workforce boards in areas experiencing a substantial shortage of high tech workers to fill currently available positions. The grants would be in addition to those funds which the federal government currently provides for training, and would be awarded based on innovative high tech training proposals developed jointly by the board and area employers who are willing to commit to hiring a specific number of the graduating trainees. This will target the additional resources effectively to areas where the shortage of employees with high tech skills is greatest. I believe such a plan would receive broad-based support from the business community. It would respond directly to the concern of high tech employers over the inadequate number of skilled employees to meet their needs. It would greatly enhance the productivity of the workers trained. It would be a wise and prudent investment which would stimulate economic growth for years to come.

COST: The cost of training in the existing JTPA adult program averages $2,500 per worker. It is likely that the cost of teaching the high tech proficiencies which these businesses now require will be somewhat higher -- $3,000 to $4,000 per employee. An investment of $500 million

would enable us to upgrade the skills of approximately one hundred and fifty thousand workers. If we required the high tech employers who are benefitting to pay a portion of the training cost, we could reach even more workers. Spread over two or three fiscal years, a federal investment of this magnitude should be manageable.



Senator Edward M. Kennedy

RESTORATION OF PUBLIC BENEFITS TO LEGAL IMMIGRANTS

HEALTH CARE

GOAL: Medicaid and CHIP coverage to all children who are lawfully in the U.S., regardless of their date of arrival. Prenatal care to all pregnant women legally present in the U.S., regardless of their date of arrival.

BACKGROUND: Although the 1996 welfare laws continued Medicaid coverage for most indigent immigrants who were in this country on August 22, 1996, states are barred from enrolling immigrants who arrived in the United States after that date. This bar extends to the enrollment of children in the Children's Health Insurance Program (CHIP). Also barred are children who were in the country by August 22, 1996, but were not deemed "qualified aliens."

A closely linked and equally important proposal would be to give the states the ability to provide prenatal care to pregnant women. Expanded health care coverage for pregnant women significantly reduces the number of high risk pregnancies and results in healthier children. Currently, emergency Medicaid covers the cost of delivery for pregnant women, but not health care for prenatal services.

PROPOSAL: Include in the budget funding to allow states to provide Medicaid and CHIP coverage to all children who are lawfully in the U.S., regardless of their date of arrival. Additionally, allow states to provide prenatal care to all pregnant women legally present in the U.S., regardless of their date of arrival.

COSTS: The estimated cost of restoring Medicaid and CHIP is $300 million dollars over a five year period. The estimated cost of providing prenatal care to those lawfully residing is $10 million for five years.

FOOD STAMPS

GOAL: Full restoration of food stamps for all legal immigrants, regardless of date of arrival.

BACKGROUND: Last year, Congress restored food stamps to some legal immigrants (children, elderly, and disabled) who were in the U.S. before August 22, 1996. Although an important first step, this legislation only benefitted one third of the 935,000 legal immigrants who were receiving food stamps before the 1996 law made them ineligible. Children continue to be denied food stamps because they arrived in the U.S. after the cut off date. Many other children continue to go hungry because their family members are ineligible for food stamps, therefore, the household is not able to purchase the food they need. Earlier this year, I co-sponsored the "Hunger Relief Act," which ensures that all legal immigrants who need food stamps may obtain them, regardless of their date of arrival to the U.S. I recommend that you include in your budget request the $630 million over 5 years that is needed to fully restore food stamps to all legal

immigrants. This is an important step in our struggle to eradicate hunger in our country.

PROPOSAL: Include in the budget funding to fully restore food stamps eligibility to all legal immigrants, regardless of their date of arrival.

COST: The estimated cost of restoring food stamps is $630 million dollars over a five year period.

SUPPLEMENTAL SECURITY INCOME

GOAL: Restore SSI eligibility to all legal immigrants.

BACKGROUND: The Balanced Budget Act made significant steps in restoring SSI eligibility to legal immigrants. However, much more can be done. Most low-income, legal immigrants who entered the United States after August 22, 1996, are still barred from SSI, even if they experience an unforseen accident or disabling illness. SSI should be extended to qualified immigrants who arrived after August 22, 1996, and later become disabled.

SSI coverage for elderly immigrants remains extremely restricted. Only elderly immigrants who were on the SSI rolls on August 22, 1996, may receive SSI benefits. Immigrants who were in the United States, but not receiving SSI should not become destitute when they grow old. Immigrants who were living in the United States prior to August 22, 1996, should qualify for SSI as they reach age 65.

PROPOSAL: Include in the budget funding to extend of SSI to qualified immigrants who arrived after August 22, 1996, and later become disabled. Additionally, include in the budget funding to extend SSI to legal immigrants who were living in the United States prior to August 22, 1996 as they reach age 65.

COST: SSI coverage for legal immigrants who become disabled after arrival is estimated to cost $1.5 billion over 5 years. The estimated cost of SSI coverage to legal immigrants who were living in the United States prior to August 22, 1996 as they reach age 65 is $1.5 to 2 billion over a 5 year period.

Senator Edward M. Kennedy

FUNDING FOR IMMIGRATION SERVICES

GOAL: Create an Immigration Services Capital Investment Fund.

BACKGROUND: The Immigration and Naturalization Service (INS) in all likelihood will undergo fundamental restructuring in the next few years, resulting in a separation of services from enforcement functions. While separating these two functions is an excellent idea, such a separation will exacerbate funding problems for services. Under existing law and practice, the service core functions of the INS -- the adjudication of applications for naturalization and residence -- are funded almost entirely through examination fees, a practice that has lead to serious financial shortfalls and resulted in unacceptable delays and backlogs. Enforcement functions, on the other hand, are largely funded by directly appropriated funds.

Service funding shortfalls will only be resolved by appropriating adequate funding levels, to supplement examination fees. As such, an Immigration Services Capital Investment Fund should be enacted. Such a fund, appropriated to the Attorney General, would be used to fund service-related infrastructure improvements, major capital acquisitions, backlog reductions, and any other service-related expenses that the Attorney General determines are not adequately funded by examinations fees. We need only look at the recent successes in naturalization processing to see the results that adequate funding produces – the completion of 1.2 million naturalization applications during FY 1999, a 105 percent increase over FY 1998. This result, however, was only possible by reprogramming funds and diverting resources from the adjudication of residence applications. The neglect of residence cases has now resulted in a backlog of over 900,000 cases. Appropriating funding for immigration services will enable the Attorney General to authorize needed funding and avoid future harmful trade offs.

PROPOSAL: Include in the budget funding to create an Immigration Services Capital Investment Fund to be used to fund service-related infrastructure improvements, major capital acquisitions, backlog reductions, and any other service-related expenses that the Attorney General determines are not adequately funded by examinations fees.

Senator Edward M. Kennedy

INCREASED REFUGEE ADMISSIONS

GOAL: Increase the refugee admissions ceiling to 100,000.

BACKGROUND: As a leader in refugee policy, America has a duty to maintain a strong refugee program. Such an obligation reaffirms our country's most cherished values and our long-standing humanitarian tradition to assist the persecuted and oppressed. By maintaining a vigorous refugee resettlement program, we also set an example that other nations will follow. As such, the Administration's refugee policy is important not only in terms of its immediate effect, but also in terms of its effect on other countries' decisions, where our leadership by example is essential. We saw this during the Kosovo crisis, where United States leadership was instrumental in establishing an international refugee protection response.

The Administration was commended for increasing the refugee admissions ceiling to 90,000 for fiscal year 2000. We must continue on this course in fiscal year 2001, and end the decline in refugee admission ceilings in recent years, falling more than 40 percent from 132,000 in 1993 to 78,000 in 1999. This decline occurred as the number of refugees fleeing global turmoil and civil strife steady increased. Today, there are an estimated 13 million refugees, the majority of whom are women and children.

The private refugee organizations make a compelling case for admission of at least 132,000 refugees in fiscal year 2001, the number admitted during the first year of Clinton's Administration. This figure is only a small fraction of the world's refugees. At a minimum, I urge you to increase refugee admissions to 100,000. Appropriating adequate funding to process these refugees in FY 2001 is critical. Congress appropriated only $625 million in FY 1999 for the Migration and Refugee Assistance Account, $25 million less than the Administration's request. Although the FY 2000 shortfall may be made up with remaining Kosovo emergency supplemental funding, this funding will not be available in FY 20001. Without adequate funding, the U.S. cannot maintain its commitment to refugees.

PROPOSAL: Include in the budget funding to allow the admission of 100,000 refugees.

COST: The estimated cost is over $660 million for FY 2001.

December 6, 1999

The President
The White House
Washington, DC 20500

Dear Mr. President:

As your Administration prepares its budget request for FY 2001, the undersigned organizations representing parents, teachers, state and local school officials, administrators, and other advocates of education urge you to make Title I of the Elementary and Secondary Education Act a top funding priority.

Specifically, we urge that your FY 2001 budget request to Congress include a $1.9 billion increase in the Title I appropriation. This increase would be consistent with actions taken earlier this fall in the House of Representatives. As you know, a bipartisan majority in the House voted in favor of an amendment to increase the Title I authorization level to $9.85 billion from $8.35 billion during consideration of H.R. 2, the Student Results Act of 1999.

As you know, Title I of the Elementary and Secondary Education Act (ESEA) is the largest source of federal financial assistance to the nation's schools. Title I, Part A, currently provides nearly $8 billion (basic and concentration grants) annually to educate children in the country's poorest schools. These funds support instructional activities that help students in high-poverty schools meet high standards in core subjects. The program currently reaches some 11 million poor students nationwide, about two-thirds of whom are in grades 1-6, providing additional instructional time and support in reading, math, and science.

Unfortunately, Title I does not currently serve all children identified as eligible for compensatory services under federal law. While 95 percent of schools with poverty levels of 75 percent and above receive Title I funding, 20 percent of schools with poverty levels of 50 to 74 percent do not receive any Title I funds. In addition, only 64 percent of schools with poverty levels between 35 and 49 percent receive Title I funding. The gap between the number of Title I eligible children and those students actually served is mainly a function of inadequate funding levels for the program. In fact, the Congressional Research Service (CRS) estimates that providing comprehensive services to all eligible children would require $24 billion, almost three times the current funding level.

The FY 2000 Consolidated Appropriations Act (P.L. 106-113) provides much-needed increases for special education, class size reduction, after school programs, education technology, and teacher quality. However, Title I received only a modest increase of 2.7% in FY 2000, and has received an average annual increase of less than

3% over the last three years (FY 1997-2000). This year's appropriation was a particularly disappointing outcome of this year's budget negotiations since it fails to recognize a growing level of need amongst disadvantaged students at a time when all students are being required to achieve at higher levels. In addition, while the Administration has requested more for Title I over the last three years than Congress actually appropriated, the annual average increase for the program in your budget requests was only 4%. We firmly believe that Title I funding should be significantly increased to ensure that all low-income students have an opportunity to excel academically.

Increasing federal funding for Title I is a sound investment that is already producing solid and meaningful results. Please consider the following data demonstrating the effectiveness of the Title I program.

- A recent analysis by the Council of the Great City Schools clearly demonstrates that Title I has proven successful in improving student achievement in the nation's largest urban schools. The Council's report found that Title I fourth and eighth-graders in urban schools have boosted their performance in reading and math over the last three years. In fact, 87.5 percent of the responding urban school districts revealed increased Title I reading gains, while 83 percent showed increased Title I math achievement. Moreover, the survey shows the percentage of Title I students below the 25th percentile to be declining over a three-year period, while the percentage of Title I students between the 25th and 50th percentiles is increasing. In addition, data from the National Assessment of Educational Progress (NAEP) indicates that African American, Hispanic, central city, and poor students have all made gains in reading and math since 1994, which is consistent with results from the Council of the Great City School's study.

- Scores collected by the ACT, Inc. and the Council of the Great City Schools show slight test score gains for graduates of urban schools between the spring 1997 and the spring 1998, despite national scores that were constant over that same period. Increases are posted across all racial groups, except for Mexican Americans.

- The Final Report of the National Assessment of Title I, *Promising Results, Continuing Challenges,* indicates that ten of thirteen major urban school systems examined demonstrated increased Title I achievement scores since 1994-1995.

Given the strength of the economy and repeated projections of a growing budget surplus, we urge you to work with Congress to produce a budget that increases investment in Title I by $1.9 billion in FY 2001. This increase is essential to meet the needs of America's disadvantaged students, and accelerate current efforts focused on closing the achievement gap and raising standards for all children.

Thank you for considering our request to secure additional funding for Title I in the upcoming fiscal year.

Sincerely,

American Association of School Administrators
American Association of Educational Service Agencies
American Federation of School Administrators
American Federation of Teachers
California State Superintendent of Public Instruction
Council for Exceptional Children
Council of Chief State School Officers
Council of the Great City Schools
National Association for Bilingual Education
National Alliance of Black School Educators
National Association of Elementary School Principals
National Association of School Psychologists
National Association of State Boards of Education
National Education Association
National Parent Teacher Association
National Rural Education Association
National School Boards Association
New York City Board of Education
New York State Education Department
School Social Workers Association of America

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

NEA PRIORITIES FOR FY 2001 EDUCATION FUNDING

- **School Modernization**: enact legislation (S. 1454, HR 1660, HR 1760) which provides tax credits to subsidize interest cost on $25 billion of zero-interest school modernization bonds.

- **Title I**: Provide $9.85 billion for Title I, Part A, Grants to LEAs. This level, which represents an increase of $1.91 billion over FY 2000, would fund the authorization level passed on a bipartisan basis in HR 2. This would be a 24 percent increase in grants to LEAs. Over the last three years, Title I funding has increased at an average rate of less than 3 percent per year, which essentially is a freeze after factoring in inflation and student population growth. The Congressional Research Service has estimated that it would cost $24 billion to fully serve all eligible children under Title I. A funding level of $9.9 billion would increase Title I from being only one-third funded to 40 percent of the full funding need.

- **Individuals with Disabilities Education Act (IDEA)**: provide $7.0 billion for State grants, an increase of $2 billion over FY 2000. Assuming an increase of 2 percent in the number of children with disabilities (to a total of 6, 373,000 students), and an increase of 2 percent in the average excess cost of educating a child with disabilities to $7,328, a funding level of $7.0 billion would provide almost $1,100 per child, or 15 percent of the excess costs. While still far short of the 40 percent full funding level, this would represent further progress toward that goal, from the 9 percent federal share in FY 98.

- **Class Size Reduction/100,000 Teachers**: Provide $1.95 billion, an increase of $650 million. This level should be sufficient to hire 45,000 teachers, and keep on a reasonable path to reach the goal of 100,000 teachers over seven years since the inception of the program. This assumes that LEAs will spent up to 15 percent on professional development, and use remaining 85 percent for hiring teachers. Assumes average costs of teachers hired will be $37,132 (an increase of 6 percent from the 1999 projection).

- **Teacher Quality**: Provide increases in a range of programs that improve teacher preparation and provide high-quality professional development. Among these would be an increase in HEA Title II, Teacher Quality program to $300 million (+$202 million), an increase in Eisenhower Professional Development to $500 million (+$165 million), and additional increases for technology teacher training, bilingual professional development, and support for the National Board for Professional Teaching Standards.

In addition to these five priorities, NEA also supports increased funding for education technology, Safe and Drug-Free Schools, 21st Century Community Learning Centers, vocational education, Pell grants, and education research.

NEA Government Relations, 12/6/99

National Association
of Independent
Colleges and Universities

FY 2001 Draft Budget Request

In the last 20 years, a college education has become more important in the lives of working Americans. Access to college has grown and the booming economy has illustrated the impact a college education has. By 2008, more than 16 million students will be enrolled in the nation's colleges and universities -- an increase of 12 percent from today. Many of these students will be first generation college students, and increasingly minority. One in five of these students will be from families with incomes below the poverty level. As more students understand the importance of a college education, the federal government needs to increase the investment in the student aid programs that help them reach their goals. However, after adjusting for inflation, federal student aid programs currently lag behind their funding levels in 1980-81, particularly the campus-based programs which are down by 33 percent. The National Association of Independent Colleges and Universities asks you to make a substantial investment in the programs to help these needy students go to college.

Below are the draft funding recommendations of The Student Aid Alliance for the core student aid programs for FY 2001:

- **The maximum Pell Grant should be increased by $400, to $3,700.**
- **Supplemental Grant funding should be increased by $100 million, to $731 million.**
- **The federal capital contributions for Perkins Loans should be increased by $40 million, to $140 million.**
- **Perkins Loans cancellations should be increased by $30 million, to $60 million.**
- **Leveraging Educational Assistance Partnerships should be increased by $60 million, to $100 million.**
- **Federal Work-Study should be increased by $23 million, to $957 million.**
- **TRIO should be increased by $150 million, to $795 million.**
- **Graduate programs should be increased by $15 million, to $66 million.**

naicu 1025 Connecticut Avenue, N.W. • Suite 700 • Washington, D.C. 20036-5405 • 202/785-8866 • FAX: 202/835-0003

240-7767

Promoting Discipline and Safety in Schools
July 18, 1998

In his speech to the AFT today, the President will discuss the importance of school discipline and safety to the nation. He will announce a White House Conference on School Safety and highlight some of the school safety policies promoted by the Administration -- school uniforms, tough truancy laws, community-based curfews, and zero tolerance for guns.

White House Conference on School Safety

- **National School Safety Day**. The President will proclaim October 15, 1998, National School Safety Day and host a White House meeting that will be linked by satellite to schools across the country and specifically include the communities impacted by the recent wave of school shootings.

- **First Annual Report on School Safety**. The President will also issue the first Annual Report on School Safety, which will include: an analysis of all existing national school crime data and an overview of state and local crime reporting; examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime, including a local safety checklist; and resources available to schools and communities to help create safe, disciplined, and drug-free schools.

Promoting School Discipline

- **Spreading school uniform policies across the country**. Since President Clinton highlighted school uniforms in 1996, a growing number of schools have adopted uniform policies. This includes some the nation's largest school districts -- New York City, Dade County, San Antonio, Houston, Chicago and Boston. In New York City alone, more than half a million elementary school students will be wearing uniforms by fall of 1999.

- **Improving school attendance and safety in Long Beach, CA:** In the 1995-96 school year -- the third year school uniforms were required -- attendance at the Long Beach Unified School District K-8 schools reached the highest point ever recorded during the 17 years the district compiled these statistics. With excused absences for illness added in, attendance exceeded 99%. And between the 1993-94 school year (before uniforms were required) and the 1996-97 school year, total school crime dropped 76%.

- **Keeping kids off the street and in school**. Community curfews are designed to help keep children out of harm's way, enhance community safety, and give parents an important tool to impart discipline, respect, and rules. A recent survey by the U.S. Conference of Mayors showed that 276 of 347 cities surveyed -- or 80% -- had youth curfew laws, up from 70% in 1995. And in New Orleans, a community-supported curfew -- combined with summer jobs and recreational programs for youth -- helped cut juvenile crime during curfew hours the year after it was implemented.

Speech to American Federation of Teachers
Questions and Answers
July 20, 1998

School Discipline

Q. Do you know how many schools have school uniform policies in place?

A. While we do not have comprehensive data on the number of schools that have adopted uniform policies, we know that there has been a recent push by schools and school districts nationwide to adopt school uniform policies to improve student discipline, attendance, and school climate. Since President Clinton called on the Education Department to send out a guide on school uniform policies to every school district in the country in 1996, a growing number of schools and school districts have adopted uniform policies:

- The Department of Education's National Center for Education Statistics estimates that of the 3% of all public schools have mandatory uniform policies, 34% initiated their policy in the 1996-97 school year.

- The 1998 National Association of Elementary School Principals (NAESP) survey of principals in 10 states shows that 11% of elementary schools require uniforms, and 15% are considering a policy. Almost two-thirds of schools with policies adopted them in the last two years.

Moreover, some of the nation's largest school districts have adopted school uniform policies, including: New York City, Dade County, San Antonio, Houston, Chicago and Boston. In New York City alone, this will mean 560,000 elementary school students in the nation's largest school system will have school uniforms by fall of 1999.

Q. How do you know if school uniforms are having an impact on school crime?

A. School uniforms have been identified as promising strategy to help make students safer while promoting discipline and respect in schools. Because of this, the Clinton Administration has encouraged schools to consider adopting school uniform policies.

Since the trend is recent, there have not been any large-scale documented research results into the effectiveness of school uniforms. Perhaps the best and most publicized study comes from the Long Beach, CA School District's four-year school uniform policy -- the first large school district to require uniform system-wide in elementary and middle schools. Total crime -- including assault, fighting, robbery, and vandalism -- fell 76% between 1993 and 1997. More specifically, weapons offenses dropped 83% and vandalism was cut in half. In addition, in the 1995-96 school year, attendance hit an

THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

FAX TRANSMITTAL

TO JON SCHNUR

PHONE _____ FAX _____

FROM SANDY RINCK

PHONE _____ FAX 401-2098

PAGE(S) TO FOLLOW _____ DATE _____

MESSAGE: THE FIRST QUOTE* IS THE ONE RE PURPOSE. I'M SENDING THE OTHERS IN CASE YOU CAN USE THEM.

* FOLLOWING "NOAH"

CONFIDENTIALITY NOTICE

THIS TRANSMISSION IS INTENDED FOR AND RESTRICTED TO THE NAMED ADDRESSEE ONLY. IT MAY CONTAIN CONFIDENTIAL AND/OR PRIVILEGED INFORMATION. IF YOU RECEIVE THIS TRANSMISSION IN ERROR, YOU ARE NOTIFIED THAT YOU ARE PROHIBITED FROM READING, COPYING, OR DISSEMINATING THE TRANSMISSION. PLEASE CALL 202-401-3000 TO ARRANGE FOR RETURN OF ANY TRANSMISSION SENT IN ERROR. THANK YOU.

THE TV COLUMN

Lisa de Moraes

Yes to Noah, No to Ira

A Bible story was a hit with viewers last week, but then so was Julia Roberts. NBC had them both and won the 33rd week of the TV season, though its Sunday movie—the one you thought was about hippie/murderer Ira Einhorn—was actually a ratings train wreck.

Here's a look at the week's sinkers and swimmers.

WINNERS

"Noah's Ark," Part 2. NBC recruited 27 million followers—the network's biggest audience on Monday since Part 2 of last May's special-effects orgy, "Merlin."

"The Simple Life of Noah Dearborn." Twenty-one million people flocked to CBS's sweet Sunday movie—nearly twice as many as tuned in to NBC's highly hyped "The Hunt for the Unicorn Killer" (see Losers). And oldster Sidney Poitier, who starred in the CBS vehicle, actually brought in more young viewers than did the NBC movie.

Julia Roberts. More than 18 million people tuned in to "Law & Order" to see the movie star's guest appearance—the drama series's biggest audience in two years.

Kathy Bates. Meanwhile, this movie star snared 12.5 million viewers for NBC's "3rd Rock From the Sun"—the struggling sitcom's biggest pull in a year.

"Dateline Tuesday." The week's most watched newsmagazine outrated an original "NYPD Blue" for the second time in three weeks, featuring segments on the tornadoes in Oklahoma and the McCaughey septuplets.

LOSERS

Ira Einhorn. The guy belongs in jail, not on two different networks in one night, for goodness' sake. Part 1 of NBC's "Unicorn Killer," on Sunday, scored only a so-so audience despite a monster promotion campaign. ABC bought the hype and reran Connie Chung's interview with the convicted girlfriend-slayer; the newsmag scored its smallest Sunday audience since Feb. 7, when it aired 30 minutes late because of a football overrun.

BY TONY ESPARZA—C

Sidney Poitier found a wide audience on CBS.

"Avalanche: White Death." This snuff-reality . . . er, National Geographic special scored 5.7 million viewers. Back in '95, a National Geographic special on NBC snared 22 million.

Academy of Country Music Awards. The smallest audience in the franchise's 34 years still won Wednesday night for CBS with its biggest audience on the night since the Grammy Awards.

NBC's Thursday. No network comes near the kind of numbers NBC does on Thursday, but aggressive counterprogramming by its competitors is chipping away at NBC's audience, which last week was its smallest since '94.

"Suddenly Susan." It had its least watched episode last week and star Judd Nelson announced he's quitting the show. Coincidence? We hope not.

"Home Improvement." This show is not going out with a bang, last week logging its smallest audience in a year.

The week's 10 most watched programs, in order: NBC's "ER" and Part 2 of "Noah's Ark"; CBS's "The Simple Life of Noah Dearborn"; NBC's "Friends," "Frasier" and "Law & Order"; CBS's "Touched by an Angel"; NBC's "Veronica's Closet" and "Will & Grace"; and Fox's "The X-Files."

"TUESDAYS W/MORRIE"

SPEECH MAT
• TEACHER QUOTES
• NON-TEACHER QUOTES

President Clinton recently recommended a book to me called "Tuesdays with Morrie," by Mitch Albom. Mitch discovers that his beloved old college professor, Morrie, is dying. Mitch decides to spend time with Morrie before he passes away. Morrie tells him: "The way you get meaning in your life is to devote yourself to loving others, devote yourself to your community around you, and devote yourself to creating something that gives you purpose..." I cannot think of a higher purpose than education. No one stands taller than when he or she stoops down to help a child.

NON-TEACHER 4/9 QUOTES

TUESDAY'S WITH MORRIE

Mitch Albom

p. 40--

"Have I told you about the tension of opposites?" he says.

The tension of opposites?

"Life is a series of pulls back and forth. You want to do one thing, but you are bound to do something else. Something hurts you, yet you know it shouldn't. You take certain things for granted, even when you know you should never take anything for granted.

"A tension of opposites, like a pull on a rubber band. An most of us live somewhere in the middle."

Sounds like a wrestling match, I say.

"A wrestling match." He laughs. "Yes, you could describe life that way."

So which side wins, I ask?

"Which side wins?"

He smiles at me, the crinkled eyes, the crooked teeth.

"Love wins. Love always wins."

NON-TEACHER P.5/9 NOTES

P.43--

"So many people walk around with a meaningless life. They seem half-asleep, even when they're busy doing things they think are important. This is because they're chasing the wrong things. The way you get meaning into your life is to devote yourself to loving others, devote yourself to your community round you, and devote yourself to creating something that gives you purpose and meaning."

P.52--

"The most important thing in life is to learn how to give out love, and to let it come in."

His voice dropped to a whisper. "Let it come in. We think we don't deserve love, we think if we let it in we'll become too soft. But a wise man named Levine said it right. He said, 'Love is the only rational act.'"

He repeated it carefully, pausing for effect. "'Love is the only rational act.'"

NON-TEACHER QUOTES

p.120--

"The truth is part of me is every age. I'm a three-year-old, I'm a five-year-old, I'm a thirty-seven-year-old, I'm a fifty-year-old. I've been through all of them, and I know what it's like. I delight in being a child when it's appropriate to be a child. I delight in being a wise old man when it's appropriate to be a wise old man. Think all I can be! I am every age, up to my own. Do you understand?"

P.159--

It is 1979, a basketball game in the Brandeis gym. The team is doing well, and the student section begins a chant, "We're number one! We're number one!" Morrie is sitting nearby. He is puzzled by the cheer. At one point, in the midst of "We're number one!" he rises and yells, "What's wrong with being number two?"

The students look at him. They stop chanting. He sits down, smiling and triumphant.

TEACHER QUOTES

TUESDAYS WITH MORRIE

p.65--

"Mitch," he said, "the culture doesn't encourage you to think about such things until you're about to die. We're so wrapped up with egotistical things, career, family, having enough money, meeting the mortgage, getting a new car, fixing the radiator when it breaks--we're involved in trillions of little acts just to keep going. So we don't get into the habit of standing back and looking at our lives and saying, Is this all? Is this all I want? Is something missing?"

He paused.

"You need someone to probe you in that direction. It won't just happen automatically."

I knew what he was saying. We all need teachers in our lives...

P.78--

...He ruled out law, because he didn't like lawyers, and he ruled out medicine, because he couldn't take the sight of blood.

"What will you do?"

It was only through default that the best professor I ever had became a teacher.

TEACHER QUOTES

"A teacher affects eternity; he can never tell where his influence stops."

Henry Adams

P.134--

"I decided what I wanted on my tombstone," he said.

I don't want to hear about tombstones.

"Why? They make you nervous?"

I shrugged.

"We can forget it."

No, go ahead. What did you decide?

Morrie popped his lips. "I was thinking of this: A Teacher to the Last."

He waited while I absorbed it.

A Teacher to the Last.

"Good?" he said.

Yes, I said. Very Good.

TEACHER QUOTES

p.192--

Have you ever really had a teacher? One who saw you as a raw but precious thing, a jewel that, with wisdom, could be polished to a proud shine? If you are lucky enough to find your way to such teachers, you will always find your way back. Sometimes it is only in your head. Sometimes it is right alongside their beds.

The last class of my old professor's life took place once a week, in his home, by a window in this study where he could watch a small hibiscus plant shed its pink flowers. The class met on Tuesdays. No books were required. The subject was the meaning of life. It was taught from experience.

The teaching goes on.

FAX TRANSMISSION

U.S. DEPARTMENT OF EDUCATION
Office of Legislation and Congressional Affairs
400 Maryland Ave., SW, Room 7E301
Washington, DC 20202-3100
(202) 401-1028
Fax: (202) 401-1438

Date: 5/20/1999

To: Bethany

~~456-5581~~

Office of:

From: Heidi Bonner

Call me if you have ?'s
401-1038
Suzanne's # is 401-6025

Number of Pages (including cover sheet): 13

FYI
Attached are:

(1) Frist amendment text
(2) Harkin amendment text (has not been filed yet)
(3) description of Frist amendment
(4) talking points on Frist
(5) description of discipline procedures under IDEA '97

Essentially, under IDEA '97, school officials may unilaterally remove a student who brings a gun to school for up to 45 days to an alternative placement, but must provide ~~[redacted]~~ services to the student. If the school wants to keep the student out longer, they may get an expedited hearing and if a hearing officer agrees, they get an additional 45 days. This process may be repeated indefinitely. This is true even if [illegible] the gun was a manifestation of the disability. If [illegible] the same as a

O:\EDW\EDW99.174

S.L.C.

AMENDMENT NO. ____ Calendar No. ____

Purpose: To amend the Individuals with Disabilities Education Act and the Gun-Free Schools Act of 1994 to authorize schools to apply appropriate discipline measures in cases where students have ~~weapons or threats~~ firearms, ~~[illegible]~~ and for other purposes.

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

S. 254

To redu and viol

AMENDMENT Nº 0355 by

By Frist eter

To: S. 254

Referred ____

5

Page(s)

OPO: 1998 62-617 (mac)

AMENDMENT intended to be proposed by Mr. Frist, for himself, Mr. ASHCROFT, Mr. Helms, Mr. Coverdell, and Mr. Allard

Viz:

At the appropriate place, insert the following:

Subtitle ____—School Safety

SEC. ____1 SHORT TITLE.

This subtitle may be cited as the "School Safety Act of 1999".

SEC. ___2. AMENDMENTS TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

(a) PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING.—Section 615(k) of the Individuals with Disabilities Education Act (20 U.S.C. 1415(k)) is amended—

(1) in paragraph (1)(A)(ii)(I), by inserting "(other than a gun or firearm)" after "weapon";

(2) by redesignating paragraph (10) as paragraph (11); and

(3) by inserting after paragraph (9) the following new section:

"(10) DISCIPLINE WITH REGARD TO GUNS OR FIREARMS.—

"(A) AUTHORITY OF SCHOOL PERSONNEL WITH RESPECT TO GUNS OR FIREARMS.—

"(i) Notwithstanding any other provision of this Act, school personnel may discipline (including expel or suspend) a child with a disability who carries or possesses a gun or firearm to or at a school, on school premises, or to or at a school function, under the jurisdiction of a State or a local educational agency, in the same manner in which such personnel may discipline a child without a disability.

"(ii) Nothing in clause (i) shall be construed to prevent a child with a disability who is disciplined pursuant to the authority provided under clause (i) from asserting a defense that the carrying or possession of the gun or firearm was unintentional or innocent.

"(B) FREE APPROPRIATE PUBLIC EDUCATION.—

"(i) CEASING TO PROVIDE EDUCATION.—Notwithstanding section 612(a)(1)(A), a child expelled or suspended under subparagraph (A) shall not be entitled to continued educational services, including a free appropriate public education, under this title, during the term of such expulsion or suspension, if the State in which the local educational agency responsible for providing educational services to such child does not require a child without a disability to receive educational services after being expelled or suspended.

"(ii) PROVIDING EDUCATION.—Notwithstanding clause (i), the local educational agency responsible for providing

educational services to a child with a disability who is expelled or suspended under subparagraph (A) may choose to continue to provide educational services to such child. If the local educational agency so chooses to continue to provide the services—

"(I) nothing in this title shall require the local educational agency to provide such child with a free appropriate public education, or any particular level of service; and

"(II) the location where the local educational agency provides the services shall be left to the discretion of the local educational agency.

"(C) RELATIONSHIP TO OTHER REQUIREMENTS.—

"(i) PLAN REQUIREMENTS.—No agency shall be considered to be in violation of section 612 or 613 because the agency has provided discipline, services, or assistance in accordance with this paragraph.

"(ii) PROCEDURE.—Actions taken pursuant to this paragraph shall not be

subject to the provisions of this section, other than this paragraph.

"(D) FIREARM.—The term 'firearm' has the meaning given the term under section 921 of title 18, United States Code.".

(b) CONFORMING AMENDMENT.—Section 615(f)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1415(f)(1)) is amended by striking "Whenever" and inserting the following: "Except as provided in section 615(k)(10), whenever".

O:\SIG\SIG99.610 Harkin S.L.C.

AMENDMENT NO. ____ Calendar No. ____

Purpose: To provide appropriate interventions and services to children who are removed from school, and to clarify Federal law with respect to reporting a crime committed by a child.

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

S. 254

To reduce violent juvenile crime, promote accountability by and rehabilitation of juvenile criminals, punish and deter violent gang crime, and for other purposes.

Referred to the Committee on _____
and ordered to be printed

Ordered to lie on the table and to be printed

AMENDMENT intended to be proposed by _____

Viz:

At the end, add the following:

SEC. ___. APPROPRIATE INTERVENTIONS AND SERVICES; CLARIFICATION OF FEDERAL LAW.

(a) APPROPRIATE INTERVENTIONS AND SERVICES.—School personnel shall ensure that immediate appropriate interventions and services, including mental health interventions and services, are provided to a child removed from school for any act of violence, including carrying or possessing a weapon to or at a school, on school premises,

or to or at a school function under the jurisdiction of a State or local educational agency, in order to—

(1) to ensure that our Nation's schools and communities are safe; and

(2) maximize the likelihood that such child shall not engage in such behaviors, or such behaviors do not reoccur.

(b) CLARIFICATION OF FEDERAL LAW.—Nothing in Federal law shall be construed—

(1) to prohibit an agency from reporting a crime committed by a child, including a child with a disability, to appropriate authorities; or

(2) to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to a crime committed by a child, including a child with a disability.

(c) AUTHORIZATION OF APPROPRIATIONS.—

(1) AUTHORIZATION.—There are authorized to be appropriated to pay the costs of the interventions and services described in subsection (a) such sums as may be necessary for each of the fiscal years 2000 through 2004.

(2) DISTRIBUTION.—The Secretary of Education shall provide for the distribution of the funds made available under paragraph (1)—

(A) to States for a fiscal year in the same manner as the Secretary makes allotments to States under section 4011(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7111(b)) for the fiscal year; and

(B) to local educational agencies for a fiscal year in the same manner as funds are distributed to local educational agencies under section 4113(d)(2) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7113(d)(2)) for the fiscal year.

Amendment No. 355 to S. 254 -- the Frist/Ashcroft Amend. to the IDEA

Would allow school personnel to discipline (including expel or suspend) children with disabilities for potentially **unlimited amounts of time** for carrying or possessing a gun or firearm to or at school or a school function, in the same manner as school personnel discipline nondisabled children. (Ashcroft had earlier introduced as S-969 a very similar bill that would permit school personnel to discipline children with disabilities for unlimited amounts of time for carrying or possessing to or at school or a school function a weapon (defined much broader than gun or firearm) or for threatening to carry or possess a weapon at school or a school function.)

During these suspensions or expulsions, under the IDEA, schools would be permitted to **deny all educational services** to these children.

It would also **deny parents the right to request a due process hearing** under the IDEA regarding these removals, and would **eliminate IDEA requirements for providing behavioral interventions** for these children **or determining whether their behavior is a manifestation of their disabilities.**

The amendment specifies that it would not prevent a child with a disability from asserting as a defense that the carrying or possessing of a gun or firearm was unintentional or innocent, which is no more protection than that available to nondisabled children.

Schools can choose to provide services to children with disabilities during periods of exclusion for carrying or possessing a gun or firearm, but those services do not have to be appropriate to the needs of the child and do not have to be a free appropriate public education under the IDEA.

The term "firearm" would have a specific definition, which would include bombs. The term "gun" would not be defined.

Amend. No. 349 to S. 254 (Ashcroft/Frist) is substantially the same as Amend. No. 355. No. 349 includes two provisions not in No. 355 – an amendment to the Gun Free Schools Act in light of the change that would be made to the IDEA, (not necessary as the GFSA merely requires that it be read consistent with the IDEA) and a provision noting that the amendment would not have retroactive effect (again, not necessary as laws are generally given retroactive effect only if the law itself so specifies).

Amend. No. 355 to S. 254 Frist/Ashcroft Amend. to the IDEA

- **Schools already have the tools they need** to deal with children with disabilities who carry or possess guns or firearms at school or a school function – they can automatically remove such children for up to 45 days to an interim alternative educational setting, and that placement can be extended if an impartial hearing officer agrees that it would be dangerous to return the child to the regular school at the end of the 45 days. In addition, schools can report crimes by children with disabilities to appropriate law enforcement authorities.

- **Denying vital educational services**, including behavioral interventions that are designed to prevent dangerous behavior from recurring, to children with disabilities who are removed from school, **eliminates the best chance for improving the long-term prospects for these children**. The long-run costs to society of denying educational services will be increased crime, dependency on public assistance, unemployment and alienation from society.

- **Eliminating the IDEA requirement regarding determining whether the child's behavior is a manifestation** of the child's disability will sow considerable confusion in schools. The civil rights laws that prohibit discrimination on the basis of disability will still require such a determination in order to ensure that a child is not denied education because of his or her disability.

- **Denying parents the right to an IDEA due process hearing** on discipline related to guns and firearms is an **unwarranted response** to concerns about school safety, as the IDEA hearing would occur while the child was removed from his or her regular placement.

- Providing that schools that choose to provide services to children who are removed for guns or firearms offenses can choose what services they will provide without regard to the learning needs of the child ignores their civil rights responsibilities to provide educational services that are appropriate to the needs of the disabled child.

- **The amendment will create more complexity and confusion over how to appropriately discipline children with disabilities.** There will be under the IDEA one set or rules for guns and firearms offenses different than those for other violations of school conduct codes. Other civil rights laws will continue to require free appropriate public education, impartial due process, and manifestation determinations even in cases of guns or firearms offenses.

DISCIPLINE PROCEDURES

Introduction

Prior to enactment of the IDEA Amendments of 1997, the statute only specifically addressed the issue of discipline in a provision that allowed school personnel to remove a child to an interim alternative educational placement for up to 45 days if the child brought a gun to school or to a school function. The 1997 Amendments incorporated prior court decisions and Department policy that had held that –

(1) schools could remove a child for up to ten school days at a time for any violation of school rules as long as there was not a pattern of removals;

(2) a child with a disability could not be long-term suspended or expelled from school for behavior that was a manifestation of his or her disability; and

(3) services must continue for children with disabilities who are suspended or expelled from school.

In addition, the 1997 Amendments

(1) expanded the authority of school personnel regarding the removal of a child who brings a gun to school, to also apply to all dangerous weapons and to the knowing possession of illegal drugs or the sale or solicitation of the sale of controlled substances; and

(2) added a new ability of schools to request a hearing officer to remove a child for up to 45 days if keeping the child in his or her current placement is substantially likely to result in injury to the child or to others.

The Amendments also added new provisions that require schools to assess a child's troubling behavior and develop positive behavioral interventions to address that behavior, and that describe how to determine whether the behavior was a manifestation of the child's disability.

The final regulations incorporate the statutory provisions described above, and provide additional specificity on a number of key issues:

Removals of Up to Ten School Days at a Time

- The regulations clarify that school personnel may remove a child with a disability for up to ten school days, and for additional removals of up to ten school days for separate acts of misconduct, as long as the removals do not constitute a pattern.

Providing Services During Periods of Disciplinary Removal

- Schools do not need to provide services during the first ten school days in a school year that a child is removed.

- During any subsequent removal that is for ten school days or less, schools provide services to the extent determined necessary to enable the child to appropriately progress in the general curriculum and

[1] On October 22, 1997, a Notice of Proposed Rulemaking (NPRM) was published in the **Federal Register** to amend the regulations under Part B of the Individuals with Disabilities Education Act (IDEA). The purposes of the NPRM were to implement changes made by the IDEA Amendments of 1997, and make other changes that facilitate the implementation of Part B. The changes made since the NPRM are based mainly on public comments received.

appropriately advance toward achieving the goals of his or her IEP. In cases involving removals for ten school days or less, school personnel, in consultation with the child's special education teacher, make the service determination.

- During any long-term removal for behavior that is not a manifestation of a child's disability, schools provide services to the extent determined necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals of his or her IEP. In cases involving removals for behavior that is not a manifestation of the child's disability, the child's IEP team makes the service determination.

Conducting Behavioral Assessments and Developing Behavioral Interventions

- Meetings of a child's IEP team to develop a behavioral assessment plan, or (if the child has one) to review the child's behavioral intervention plan, are only required when the child has first been removed from his or her current placement for more than ten school days in a school year, and when commencing a removal that constitutes a change in placement.

- If other subsequent removals occur, the IEP team members review the child's behavioral intervention plan and its implementation to determine if modifications are necessary, and only meet if one or more team members believe that modifications are necessary.

Change of Placement; Manifestation Determinations

- The regulations provide that a change of placement occurs if a child is removed for more than ten consecutive school days or is subjected to a series of removals that constitute a pattern because they cumulate to more than ten school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

- Manifestation determinations are only required if a school is implementing a removal that constitutes a change of placement.

UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

For Release: June 22, 1999

Contact: Julie Green (202) 401-3026

STATEMENT BY U.S. SECRETARY OF EDUCATION RICHARD W. RILEY
On the introduction of the Academic Achievement for All Act

The Republicans' "Straight As" proposal simply doesn't make the grade and should more appropriately be called the Anti-Accountability Act. This bill provides no commitment to raising standards or improving student achievement and destroys targeting resources to the children who need them most. At a time when we need to strengthen accountability, improve teacher quality, fix failing schools and end social promotion, this approach moves in the opposite direction. In their zeal for quick fixes and silver bullet solutions, Republicans are proposing another experiment in revenue sharing. This bill fails to ensure that federal resources are spent effectively on practices that work. It could in fact serve as a gateway to private school vouchers by enabling states with those kinds of programs to use public dollars to support them.

Instead, we must ensure that federal tax dollars are well-spent on critical nationwide needs like recruiting and training teachers, reducing class sizes, providing safe schools and giving disadvantaged students extra help in the basics. That's why the Clinton Administration's meaningful, comprehensive plan to reauthorize the Elementary and Secondary Education Act is the right approach and will make a real difference for our schools and students.

###

ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH FREEDOM AND ACCOUNTABILITY--- STRAIGHT A'S ACT

Background and Summary

The state of public education today is one of the top concerns of the American people. What results are we seeing for the massive public investment in education? Why are test scores stagnate or in decline? Are our children receiving the education they need to prepare them for life in the 21st century?

Many states are beginning to provide answers to these questions, successfully transforming their state education systems and enabling students to improve their academic performance significantly each year. They have accomplished these results by setting high standards and holding schools accountable for meeting those standards to ensure that no one is left behind.

Federal education programs today focus on process-oriented accountability, holding states "accountable" by sending funds through multiple funding streams controlled by thousands of regulations that dictate how and for what the money is spent. Unfortunately, these strings have had little to do with ensuring that children actually learn. Consequently, programs continue to receive funding for years without regard for their effectiveness.

States with education accountability systems in place should have the option of being freed from regulations unrelated to performance and only held accountable for the bottom line: results. Federal, one-size-fits-all education programs require massive amounts of "customization" so that they can in some way meet the unique needs of students in the more than 15,000 school districts in the 50 states. States should not be prevented from improving student achievement as much as possible because of federal program requirements that do not reflect their unique needs and priorities.

The purpose of Straight A's is to untie the hands of those states that have their accountability systems in place, in exchange for required results. Unlike current federal regulations and paperwork, these accountability systems which provide states and school districts with the data they need to monitor the effectiveness of their education programs, and alert them of potential problems down to the school level. Straight A's reflects the important shift that has taken place over the last decade from accountability for process to accountability based on student achievement.

Brief Summary of Proposal

Straight A's gives states the option of establishing a five-year performance agreement with the Secretary of Education. If states do not choose this option, they would continue to receive funds under the current categorical program requirements. Approved states would be able to combine funds from a few or all of the federal K-12 education programs they administer at the state level. In exchange for this flexibility, participating states would be held to strict accountability requirements: as part of their agreement they would be required to set specific and measurable performance goals to reach by the end of its five year term. States that do not substantially meet those goals would be required to revert to the categorical, regulated program structure.

Prepared by Committee on Education and the Workforce
Rep. Bill Goodling (R-PA), Chairman

Additional Details

- **Gives States a choice: States** have the option of participating in Straight A's or staying with the current arrangement of separate categorical funding streams. It does not eliminate any programs. ESEA would still need to be completely reauthorized.

- **Does not affect how much money the state receives from the federal government for education:** The total amount of these funds is what the state would have otherwise received from the categorical programs. The formulas remain the same. Eligible programs comprise most of the formula-grant, state-administered Federal education programs: Title I, Eisenhower, Technology Literacy Challenge Fund, Safe and Drug Free Schools, Emergency Immigrant Education Act, McKinney Education Homeless Assistance Act, Title VI block grant, Class Size Reduction, Goals 2000, and Perkins Vocational Education. It would not include IDEA.

- **States determine how funds are spent:** States may then use these funds to implement their own education reform plans, as determined by the Governor and State legislature, in accordance with state law. The funds may be used for any educational activity permitted by state law.

- **School Districts Will Not Lose Title I Funds:** If Title I, Part A is included by a state, each school district in the state would receive at least as much money as they received in the preceding fiscal year.

- **Federal protections remain in effect:** States must include in their agreement assurances that civil rights laws will be enforced and that they will ensure the equitable participation of students and professional staff in private schools.

- **High Standards and Assessments must be in place**: States must have in place standards and aligned assessments **or** have developed a system to measure the degree of change from one school year to the next in student performance.

- **All students meeting high standards:** If the state chooses to include Title I, Part A, the state must have in place a system that tracks student performance by race and by whether students are economically disadvantaged.

- **Requires Result.** States must set specific and measurable student performance objectives for the five year agreement. States must submit performance data to the Secretary on an annual basis.

- **"Closing the Gap" Reward Fund:** This bill directs the Secretary to set aside sufficient funds annually from the Fund for the Improvement of Education to grant participating states a five percent bonus if they reduce achievement gaps in at least two subject areas in the early grades by at least 25 percent by the end of the performance agreement.

COMMITTEE ON EDUCATION AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES

FOR IMMEDIATE RELEASE
June 22, 1999

CONTACT: Becky Campoverde
or Dan Lara
(202) 225-4527

Goodling, Gorton, and Republican Leadership Introduce Academic Achievement for All Act

Straight A's Will Provide Freedom and Accountability

WASHINGTON – Today, Education and the Workforce Chairman William Goodling (R-PA), along with Members of the House and Senate Republican Leadership, introduced the Academic Achievement for All Act (Straight A's), legislation designed to provide freedom and accountability to the nation's public schools. Goodling and Sen. Slade Gorton (R-WA) are the bill's chief sponsors.

"For more than three decades, the federal government has been sending money to the states through scores of Washington-based programs," Goodling said. "But all the studies, evaluations, and reports show little or no academic results from these programs. Straight A's would change that result by focusing the Federal government's efforts on academic results, instead of rules and regulations."

Straight A's will give states the freedom to implement the initiatives that work according to what they need, as well as help raise academic achievement, improve teacher quality, reduce class size, end social promotion, and put technology in the classroom. The legislation also requires accountability. States would be required to sign a five-year performance agreement in exchange for flexibility. Straight A's will reduce regulatory and paperwork burdens on states and school districts by focusing on performance over compliance with process requirements.

"Straight A's is simple," said Rep. Mike Castle (R-PA), Chairman of the Early Childhood, Youth, and Families Subcommittee. "States would have the option of submitting a charter proposal that would set specific and measurable performance goals to reach by the end of five years. States would be free to combine their federal funds from multiple programs to more effectively address the needs of students in their state."

"Our Committee has held field hearings all across the country, and has heard from hundreds of witnesses" said Rep. Pete Hoekstra (R-MI), Chairman of the Oversight and Investigations Subcommittee. "We know where education reform is working, and it is at the local and state level. The Straight A's Act ensures that the federal government facilitates, rather than inhibits, real education reform."

###

Straight A's: The Academic Achievement for All Act

Partial List of Cosponsors

(updated June 22, 1999, 11:07 a.m.)

1. Mr. Goodling
2. Mr. Hastert
3. Mr. Armey
4. Mr. DeLay
5. Mr. Watts
6. Mr. Castle
7. Mr. Hoekstra
8. Mr. Ballenger
9. Mr. McKeon
10. Mr. Boehner
11. Mr. Schaffer
12. Mr. Norwood
13. Mr. Hilleary
14. Mr. Deal
15. Mr. Fletcher
16. Mr. Tancredo
17. Mr. DeMint
18. Mr. Talent
19. Mr. Graham
20. Mr. Salmon
21. Mr. Petri
22. Mr. McIntosh
23. Mr. Greenwood
24. Ms. Northup
25. Ms. Pryce
26. Ms. Granger
27. Mr. Miller (FL)
28. Mr. Sessions
29. Mr. Franks (NJ)
30. Ms. Dunn
31. Ms. Myrick
32. Mr. Baker (LA)
33. Mr. Metcalf
34. Mr. Hill
35. Mr. Pitts
36. Mr. Sununu
37. Mr. Herger
38. Mr. Hefley
39. Mr. Hastings
40. Mr. Bartlett
41. Mr. Doolittle
42. Mr. Bliley
43. Mr. Miller, Gary (CA)
44. Mr. McInnis
45. Mr. Bachus
46. Mr. Blunt
47. Mr. Stump
48. Mr. Forbes
49. Mr. Smith (MI)
50. Mr. Dickey
51. Mr. Peterson
52. Mr. Lewis (KY)
53. Mr. Hall (TX)
54. Mr. Hayes
55. Mr. Cannon

June 9, 1999

Chairman Bill Goodling
2181 Rayburn House Office Building
Washington, D.C. 20515

Dear Chairman Goodling:

We are a coalition of independent organizations united in our resolve to pursue excellence in education for America's students. Since the passage of the Elementary and Secondary Education Act (ESEA) in 1965, the federal government has perennially expanded its reach in education with no measurable increase in academic results.

We believe it is time now to allow reform-minded states to pursue their own strategies for academic improvement without federal intrusion. Congress should maximize the ability of states and localities to solve their own particular education needs through localized decision-making.

We urge Congress to make this possible by supporting the *Straight "A"s proposal.*

- *Straight "A"s* would allow any state to **consolidate its federal K-12 education funds,** to bypass federal mandates beyond those in the act, and to spend funds on educational activities that more appropriately meet the needs of students in the state.
- In exchange for this flexibility, a state would (1) agree to **raise student achievement,** as specified by the state on its *Straight "A"s* application; and (2) **offer greater accountability** to parents and local taxpayers concerning public school financial records and students' academic progress.
- If a state chooses to include targeted programs such as Title I or bilingual education in its consolidated funding package under *Straight "A"s,* the state must demonstrate that its methods are yielding academic achievement among these students as well.

Straight "A"s would allow states to stop filling out paperwork for the federal government and start **concentrating on providing excellent academics for students.**
The size and scope of the federal role have become barriers to education reform. Congress has the opportunity to change that barrier into an incentive, and to begin restoring the principles of federalism.

We look forward to working with you for the benefit of American students.

Sincerely,

American Association of Christian Schools
American Legislative Exchange Council
Americans for Tax Reform
Citizens for a Sound Economy
Eagle Forum
Education Policy Institute
Empower America
Family Research Council
Home School Legal Defense Association
Independent Women's Forum
Jewish Policy Center
National Taxpayers Union
Republican Jewish Coalition
60 Plus
Toward Tradition
Union of Orthodox Jewish Congregations of America

J. Dennis Hastert
Fourteenth District
Illinois

http://speaker.house.gov

Speaker's Press Office
United States House of Representatives
Washington, DC 20515

FOR IMMEDIATE RELEASE:
June 22, 1999

CONTACT: 202-225-2800
Pete Jeffries or John Feehery

Statement by Speaker of the House J. Dennis Hastert (R-IL) Regarding the Congressional Education Agenda & Introduction of Straight A's Act

WASHINGTON—House Speaker J. Dennis Hastert (R-IL) today released the following statement:

"I'm so delighted to be at this education rally with so many young, smiling faces who make-up America's future. We must secure a better and brighter future for them and all our nation's children by improving our schools. As a parent of two sons who went to public school and after teaching high school history & government for 16 years in Yorkville, Illinois, I have seen the need for states and local schools to have the freedom to instill accountability so they can achieve academic results. That's why I strongly support the principles of the ***Academic Achievement for All Act***. We must continually work to raise student test scores across-the-board so no child is left behind.

"When we passed ***Education Flexibility*** into law this spring, we took an important first step so that parents, teachers, and local schools could have the resources and flexibility needed to make decisions in the best interest of our children – community-by-community. Our teacher quality bill, which the House Education Committee marks-up next week, takes our education agenda another step forward so that our teachers can continue to improve professionally and actually know the subjects they're supposed to teach.

"And with today's introduction of ***Straight A's***, we're taking the next step to promote academic achievement for all students through three basic principles:

- ✓ **Freedom for Local Control in Education** – so parents, teachers, and schools can form a partnership to meet the academic needs of our children community-by-community;
- ✓ **Accountability of School Programs** – so federal resources can be focused on where they'll do the most good; and,
- ✓ **Results through a Quality Education for All** – so every child can learn more and develop the tools they need to make the most of their own lives.

"In fact, ***Straight A's*** rewards what works through bonus funding for those locally-developed programs that achieve their goals. This is a responsible approach to awarding federal education funding. It's also an historic step forward so that a local, state, and federal education partnership develops and no child is left behind – whether she's the valedictorian or a student struggling to simply learn the basics of reading, writing, and arithmetic.

"As we move our education initiatives forward and continue reforming the federal government's role in Kindergarten through 12th Grade, the principles outlined in the ***Academic Achievement for All Act*** should serve as a solid foundation from which to build our efforts and improve our schools at the local level. We owe all of our children the best education possible so they have what they need to succeed in life.

"It is now my pleasure to introduce one of the primary beneficiaries of greater freedom, accountability, and results in the classroom – Chris Webster. As a fifth grader at Lee's Corner Elementary School in Chantily, Virginia, Chris has had the high honor of being published in ***Highlights Magazine***, and he also has earned a black belt in Tae Kwan Doe – so we'll give him as much time at the podium as he needs."

– J. Dennis Hastert
Speaker of the House

COMMITTEE ON EDUCATION AND THE WORKFORCE

PRESS RELEASE

Rep. William L. Clay
First District Missouri
2101 Rayburn House Office Building
Washington, DC 20515

RANKING DEMOCRATIC MEMBER
http:www.house.gov/eeo_democrats/
Contact: Mark Zuckerman
(202) 225-3725

HERE THEY GO AGAIN!
THE REPUBLICAN PLAN REWARDS FAILING SCHOOLS
STRAIGHT A's MEANS THE ANTI-ACCOUNTABILITY ACT

Statement by William L. Clay
Ranking Member, Education and Workforce Committee
On Republicans' "Straight A's" Proposal
June 22, 1999

I agree with Education Secretary Riley that the "new" Republican Straight A's education plan really stands for the **"Anti-Accountability Act."** All across the country, parents and teachers are looking for more resources, results and accountability. This new Republican plan is nothing more than a warmed-over block grant scheme that has no real accountability, fails to target resources to low poverty children, and will lead to substantial cuts in education funding.

The American people overwhelmingly support the Democratic education agenda that calls for strong accountability and high academic standards, reducing class sizes in the early grades, ensuring there are quality teachers in every classroom, rebuilding dilapidated school buildings, and providing safe and orderly schools.

The Republican **Anit-Accountability Act** abandons the federal commitment to help communities provide a first class education and should be rejected by Congress.

###

Christian Coalition

Capitol Hill Office

It's Academic: Support the Straight "A"s Act

June 18, 1999

Dear Senator Gorton and Chairman Goodling:

On behalf of the 2.1 million members of Christian Coalition nationwide, I applaud your leadership and far-sighted approach to the education of America's next generation of students with the introduction of the **Academic Achievement for All (Straight "A"s) Act.** This bill represents the next logical step at the federal level to unleash the creativity and ingenuity of the individual states in addressing the problems of educating and preparing today's students for tomorrow's challenges.

This bill follows a very simple formula: **Freedom + Accountability = Results.** Straight "A"s establishes *freedom* from federal mandates and paperwork and allows states to pursue state and local education priorities. Straight "A"s requires *accountability* to parents and communities for the academic achievement by their students. And, Straight "A"s promises academic *results* for all students, from the gifted to the disadvantaged.

The recipe for Straight "A"s is simple. Each state would be free to choose from the full menu of over 700 federal education programs in determining whether to continue under the federal mandates or to enter into a results-oriented contract with the federal Secretary of Education. Straight "A"s would require participating states to guarantee that all students would improve their academic performance over a 5 year period. In exchange, these states would be exempted from extraneous federal paperwork and process and free to pursue their own successful education priorities.

In exchange for this freedom, states would report results annually and make these available to parents and local communities, who would be able to judge for themselves the quality of these results. States that meet their education objectives at the end of the 5 year period would then qualify for bonus funding and for renewal of their contract. Christian Coalition is proud to support this landmark legislation and stands ready and willing to assist you both in its passage.

Sincerely,

Jeffrey K. Taylor
Director of Government Relations

227 Massachusetts Ave. N.E. Suite 101, Washington, D. C. 20002 (202) 547-3600 FAX: (202) 543-2978

FAMILY RESEARCH COUNCIL
FAMILY, FAITH AND FREEDOM

June 18, 1999

The Honorable William F. Goodling
Chairman Education and the Workforce Committee
2107 Rayburn House Office Building
Washington, DC 20515

Dear Chairman Goodling:

On behalf of Family Research Council and the families we represent, I would like to thank you for your leadership in introducing the *Academic Achievement for All Act (Straight "A"s Act)*. This important legislation will allow states to form education policy tailored to the specific needs of their own student populations. The Straight "A"s vision has already changed the education debate as we approach the 21st century.

The element of accountability required in Straight "A"s will ensure true academic achievement for all. **This combination of freedom and accountability will mean the greatest success for the greatest number of students.** I thank you for your strong leadership on this critical vision for America's students. We look forward to working with you in the future on this legislation to ensure that all students experience academic success.

Sincerely,

Charles A. Donovan
Executive Vice-President

801 G STREET NW, WASHINGTON, DC 20001
PHONE: 202-393-2100 FAX: 202-393-2134 ORDER LINE: 1-800-225-4008 INTERNET: WWW.FRC.ORG

11/8

TO: Cynthia, Eric G, Genie, Irene, Nicole, Ruby, Andy, Bethany, Jeanne, Devash, Carl Haacke

From: Andrea

In case ya haven't seen it, this is the final survey instrument Census will use for the American Community Survey in 2000. In subsequent years, the ACS will be implemented in a greater number of states + communities so it will eventually produce the equivalent to the Census long form on an annual basis, and @ the state + local level.

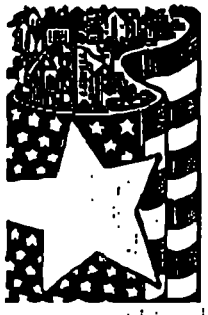
We're working w/ OMB to set up a meeting w/ Census for week of 11/29 to discuss possibilities for questions in '01. For example, there are no health questions on here, + nothing about EITC, child support. There are extensive questions about housing, questions about grandparents caring for grandchildren, a few questions on disabilities, + a question about welfare + food stamp receipt. There are also questions about race/ethnicity, immigrant status, + ESL.

I'll let ya know when the meeting gets scheduled.

THE American Community SURVEY

U.S. Department of Commerce
Bureau of the Census

People are our most important resource. This Census Bureau survey collects information about education, employment, income, and housing—information your community uses to plan and fund programs. Your response is important, and we keep your answers confidential.



If you need help or have questions about completing this form, please call 1-800-354-7271. The telephone call is free.

Telephone Device for the Deaf (TDD): Call 1 800-582-8330. The telephone call is free.

¿NECESITA AYUDA? Si usted habla español y necesita ayuda para completar su cuestionario, llame sin cargo alguno al 1-800-354-7271.

For more information about the American Community Survey, visit our web site at: http://www.census.gov/acs/www/

New ACS-1(2000)
(9 20 99)

OMB No. 0607-0810
Approval Expires 06/30/2000
10/31/2000

Start Here

This form asks for three types of information:
- basic information about the people who are living or staying at the address on the mailing label above
- specific information about this house, apartment, or mobile home
- more detailed information about each person living or staying here

➔ What is your name? Please PRINT the name of the person who is filling out this form. Include the telephone number so we can contact you if there is a question, and today's date.

Last Name

First Name MI

Area Code + Number

Date (Month/Day/Year)

➔ How many people are living or staying at this address?

Number of people

➔ Please turn to the next page to continue.

List of Residents

READ THESE INSTRUCTIONS FIRST

Please fill out this form as soon as possible after receiving it in the mail.

- **LIST** everyone who is living or staying here for more than 2 months.
- **LIST** anyone else staying here who does not have another usual place to stay.
- **DO NOT LIST** anyone who is living somewhere else for more than 2 months, such as a college student living away.

If this place is a vacation home or a temporary residence where no one in this household stays for more than 2 months, do not list any names in the List of Residents. Complete only pages 4, 5, and 6 and return the form.

IF YOU ARE NOT SURE WHOM TO LIST, CALL 1 800 354 7771.

	1 What is this person's sex?	2 What is this person's date of birth and what is this person's age? *Print numbers in boxes.*	3 How is this person related to Person 1?
Person 1 Last Name *(Please print)* First Name MI	☐ Male ☐ Female	Month Day Year of birth Age (in years)	☒ Person 1 *(Person 1 is the person living or staying here in whose name this house or apartment is owned, being bought, or rented. If there is no such person, start with the name of any adult living or staying here.)*
Person 2 Last Name *(Please print)* First Name MI	☐ Male ☐ Female	Month Day Year of birth Age (in years)	*Relationship of Person 2 to Person 1.* ☐ Husband or wife ☐ Son or daughter ☐ Brother or sister ☐ Father or mother ☐ Grandchild ☐ In-law ☐ Other relative ☐ Roomer, boarder ☐ Housemate, roommate ☐ Unmarried partner ☐ Foster child ☐ Other nonrelative
Person 3 Last Name *(Please print)* First Name MI	☐ Male ☐ Female	Month Day Year of birth Age (in years)	*Relationship of Person 3 to Person 1.* ☐ Husband or wife ☐ Son or daughter ☐ Brother or sister ☐ Father or mother ☐ Grandchild ☐ In-law ☐ Other relative ☐ Roomer, boarder ☐ Housemate, roommate ☐ Unmarried partner ☐ Foster child ☐ Other nonrelative
Person 4 Last Name *(Please print)* First Name MI	☐ Male ☐ Female	Month Day Year of birth Age (in years)	*Relationship of Person 4 to Person 1.* ☐ Husband or wife ☐ Son or daughter ☐ Brother or sister ☐ Father or mother ☐ Grandchild ☐ In-law ☐ Other relative ☐ Roomer, boarder ☐ Housemate, roommate ☐ Unmarried partner ☐ Foster child ☐ Other nonrelative
Person 5 Last Name *(Please print)* First Name MI	☐ Male ☐ Female	Month Day Year of birth Age (in years)	*Relationship of Person 5 to Person 1.* ☐ Husband or wife ☐ Son or daughter ☐ Brother or sister ☐ Father or mother ☐ Grandchild ☐ In-law ☐ Other relative ☐ Roomer, boarder ☐ Housemate, roommate ☐ Unmarried partner ☐ Foster child ☐ Other nonrelative

➔ If there are more than five people, list them here. *We may call you for more information about them.*

Person 6	Person 7	Person 8
Last Name *(Please print)*	Last Name	Last Name
First Name MI	First Name MI	First Name MI

➔ After you've created the List of Residents, answer the questions across the top of the page for the first five people on the list.

NOTE: Please answer BOTH Questions 5 and 6.

4 What is this person's marital status?	5 Is this person Spanish/ Hispanic/Latino? *Mark (X) the "No" box if not Spanish/Hispanic/Latino.*	6 What is this person's race? *Mark (X) one or more races to indicate what this person considers himself/herself to be.*		
☐ Now married ☐ Widowed ☐ Divorced ☐ Separated ☐ Never married	☐ No, not Spanish/Hispanic/Latino ☐ Yes, Mexican, Mexican Am., Chicano ☐ Yes, Puerto Rican ☐ Yes, Cuban ☐ Yes, other Spanish/Hispanic/Latino — *Print group*	☐ White ☐ Black, African Am., or Negro ☐ American Indian or Alaska Native – *Print name of enrolled or principal tribe.*	☐ Asian Indian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean ☐ Vietnamese ☐ Other Asian – *Print race*	☐ Native Hawaiian ☐ Guamanian or Chamorro ☐ Samoan ☐ Other Pacific Islander – *Print race below* ☐ Some other race – *Print race below*
☐ Now married ☐ Widowed ☐ Divorced ☐ Separated ☐ Never married	☐ No, not Spanish/Hispanic/Latino ☐ Yes, Mexican, Mexican Am., Chicano ☐ Yes, Puerto Rican ☐ Yes, Cuban ☐ Yes, other Spanish/Hispanic/Latino — *Print group*	☐ White ☐ Black, African Am., or Negro ☐ American Indian or Alaska Native – *Print name of enrolled or principal tribe.*	☐ Asian Indian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean ☐ Vietnamese ☐ Other Asian – *Print race*	☐ Native Hawaiian ☐ Guamanian or Chamorro ☐ Samoan ☐ Other Pacific Islander – *Print race below* ☐ Some other race – *Print race below*
☐ Now married ☐ Widowed ☐ Divorced ☐ Separated ☐ Never married	☐ No, not Spanish/Hispanic/Latino ☐ Yes, Mexican, Mexican Am., Chicano ☐ Yes, Puerto Rican ☐ Yes, Cuban ☐ Yes, other Spanish/Hispanic/Latino — *Print group*	☐ White ☐ Black, African Am., or Negro ☐ American Indian or Alaska Native – *Print name of enrolled or principal tribe.*	☐ Asian Indian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean ☐ Vietnamese ☐ Other Asian – *Print race*	☐ Native Hawaiian ☐ Guamanian or Chamorro ☐ Samoan ☐ Other Pacific Islander – *Print race below* ☐ Some other race – *Print race below*
☐ Now married ☐ Widowed ☐ Divorced ☐ Separated ☐ Never married	☐ No, not Spanish/Hispanic/Latino ☐ Yes, Mexican, Mexican Am., Chicano ☐ Yes, Puerto Rican ☐ Yes, Cuban ☐ Yes, other Spanish/Hispanic/Latino — *Print group*	☐ White ☐ Black, African Am., or Negro ☐ American Indian or Alaska Native – *Print name of enrolled or principal tribe.*	☐ Asian Indian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean ☐ Vietnamese ☐ Other Asian – *Print race*	☐ Native Hawaiian ☐ Guamanian or Chamorro ☐ Samoan ☐ Other Pacific Islander – *Print race below* ☐ Some other race – *Print race below*
☐ Now married ☐ Widowed ☐ Divorced ☐ Separated ☐ Never married	☐ No, not Spanish/Hispanic/Latino ☐ Yes, Mexican, Mexican Am., Chicano ☐ Yes, Puerto Rican ☐ Yes, Cuban ☐ Yes, other Spanish/Hispanic/Latino — *Print group*	☐ White ☐ Black, African Am., or Negro ☐ American Indian or Alaska Native – *Print name of enrolled or principal tribe.*	☐ Asian Indian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean ☐ Vietnamese ☐ Other Asian – *Print race*	☐ Native Hawaiian ☐ Guamanian or Chamorro ☐ Samoan ☐ Other Pacific Islander – *Print race below* ☐ Some other race – *Print race below*

Person 9	Person 10	Person 11	Person 12
Last Name	Last Name	Last Name	Last Name
First Name MI	First Name MI	First Name MI	First Name MI

When you are finished, turn the page and continue with the Housing section. 3

Housing

Housing information helps your community plan for police and fire protection.

Please answer the following questions about the house, apartment, or mobile home at the address on the mailing label.

1 **Which best describes this building?** *Include all apartments, flats, etc., even if vacant.*

- ☐ A mobile home
- ☐ A one-family house detached from any other house
- ☐ A one-family house attached to one or more houses
- ☐ A building with 2 apartments
- ☐ A building with 3 or 4 apartments
- ☐ A building with 5 to 9 apartments
- ☐ A building with 10 to 19 apartments
- ☐ A building with 20 to 49 apartments
- ☐ A building with 50 or more apartments
- ☐ Boat, RV, van, etc.

2 **About when was this building first built?**

- ☐ 1999 or later
- ☐ 1995 to 1998
- ☐ 1990 to 1994
- ☐ 1980 to 1989
- ☐ 1970 to 1979
- ☐ 1960 to 1969
- ☐ 1950 to 1959
- ☐ 1940 to 1949
- ☐ 1939 or earlier

3 **When did PERSON 1 (listed in the List of Residents on page 2) move into this house, apartment, or mobile home?**

Month | Year | | | |

A *Answer questions 4-6 ONLY if this is a one-family house or a mobile home; otherwise, SKIP to question 7.*

4 **How many acres is this house or mobile home on?**

- ☐ Less than 1 acre → *SKIP to question 6*
- ☐ 1 to 9.9 acres
- ☐ 10 or more acres

5 **IN THE PAST 12 MONTHS, what were the actual sales of all agricultural products from this property?**

- ☐ None
- ☐ $1 to $999
- ☐ $1,000 to $2,499
- ☐ $2,500 to $4,999
- ☐ $5,000 to $9,999
- ☐ $10,000 or more

6 **Is there a business (such as a store or barber shop) or a medical office on this property?**

- ☐ Yes
- ☐ No

7 **How many rooms are in this house, apartment, or mobile home?** *Do NOT count bathrooms, porches, balconies, foyers, halls, or half-rooms.*

- ☐ 1 room
- ☐ 2 rooms
- ☐ 3 rooms
- ☐ 4 rooms
- ☐ 5 rooms
- ☐ 6 rooms
- ☐ 7 rooms
- ☐ 8 rooms
- ☐ 9 or more rooms

8 **How many bedrooms are in this house, apartment, or mobile home; that is, how many bedrooms would you list if this house, apartment, or mobile home were on the market for sale or rent?**

- ☐ No bedroom
- ☐ 1 bedroom
- ☐ 2 bedrooms
- ☐ 3 bedrooms
- ☐ 4 bedrooms
- ☐ 5 or more bedrooms

9 **Does this house, apartment, or mobile home have COMPLETE plumbing facilities; that is, 1) hot and cold piped water, 2) a flush toilet, and 3) a bathtub or shower?**

- ☐ Yes, has all three facilities
- ☐ No

10 **Does this house, apartment, or mobile home have COMPLETE kitchen facilities; that is, 1) a sink with piped water, 2) a stove or range, and 3) a refrigerator?**

- ☐ Yes, has all three facilities
- ☐ No

11 **Is there telephone service available in this house, apartment, or mobile home from which you can both make and receive calls?**

- ☐ Yes
- ☐ No

12 **How many automobiles, vans, and trucks of one-ton capacity or less are kept at home for use by members of this household?**

- ☐ None
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6 or more

Housing (continued)

13 **Which FUEL is used MOST for heating this house, apartment, or mobile home?**

- ☐ Gas: from underground pipes serving the neighborhood
- ☐ Gas: bottled, tank, or LP
- ☐ Electricity
- ☐ Fuel oil, kerosene, etc.
- ☐ Coal or coke
- ☐ Wood
- ☐ Solar energy
- ☐ Other fuel
- ☐ No fuel used

14 **a. LAST MONTH, what was the cost of electricity for this house, apartment, or mobile home?**

Last month's cost – *Dollars*

$ .00

OR

- ☐ Included in rent or condominium fee
- ☐ No charge or electricity not used

b. LAST MONTH, what was the cost of gas for this house, apartment, or mobile home?

Last month's cost – *Dollars*

$ .00

OR

- ☐ Included in rent or condominium fee
- ☐ Included in electricity payment entered above
- ☐ No charge or gas not used

c. IN THE PAST 12 MONTHS, what was the cost of water and sewer for this house, apartment, or mobile home? *If you have lived here less than 12 months, estimate the cost.*

Past 12 months' cost – *Dollars*

$ .00

OR

- ☐ Included in rent or condominium fee
- ☐ No charge

d. IN THE PAST 12 MONTHS, what was the cost of oil, coal, kerosene, wood, etc., for this house, apartment, or mobile home? *If you have lived here less than 12 months, estimate the cost.*

Past 12 months' cost – *Dollars*

$ .00

OR

- ☐ Included in rent or condominium fee
- ☐ No charge or these fuels not used

15 **At any time DURING THE PAST 12 MONTHS, were you or any member of this household enrolled in or receiving benefits from:**

a. free or reduced-price meals at school through the National School Lunch Program or the School Breakfast Program?

- ☐ Yes
- ☐ No

b. the Federal home heating and cooling assistance program?

- ☐ Yes
- ☐ No

16 **At any time DURING THE PAST 12 MONTHS, did anyone in this household receive Food Stamps?**

- ☐ Yes → **What was the value of the Food Stamps?**

  Past 12 months' value – *Dollars*

  $ .00
- ☐ No

17 **Is this house, apartment, or mobile home part of a condominium?**

- ☐ Yes → **What is the monthly condominium fee?** *For renters, answer only if you pay the condominium fee in addition to your rent; otherwise, mark the "None" box.*

  Monthly amount – *Dollars*

  $ .00

  OR

  ☐ None
- ☐ No

18 **Is this house, apartment, or mobile home –**

- ☐ Owned by you or someone in this household with a mortgage or loan?
- ☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?
- ☐ Rented for cash rent?
- ☐ Occupied without payment of cash rent? → *Skip to question 21*

B *Answer questions 19a–21 ONLY IF you PAY RENT for this house, apartment, or mobile home. Otherwise, SKIP to question 22.*

19 **a. What is the monthly rent for this house, apartment, or mobile home?**

Monthly amount – *Dollars*

$ .00

b. Does the monthly rent include any meals?

- ☐ Yes
- ☐ No

20 **a. Is the rent on this house, apartment, or mobile home reduced because the Federal, state, or local government is paying part of the cost?**

- ☐ Yes
- ☐ No → *Skip to question 21*

b. What government program provides this reduced rent?

- ☐ The "Section 8" program
- ☐ Some other government program
- ☐ Not sure

21 **Is this house, apartment, or mobile home in a public housing project; that is, is it part of a government housing project for persons with low income?**

- ☐ Yes
- ☐ No

Housing (continued)

C *Answer questions 22–26 ONLY IF you or someone else in this household OWNS or IS BUYING this house, apartment, or mobile home. Otherwise, SKIP to* **E**.

22 **What is the value of this property; that is, how much do you think this house and lot, apartment, or mobile home and lot, would sell for if it were for sale?**

- ☐ Less than $10,000
- ☐ $10,000 to $14,999
- ☐ $15,000 to $19,999
- ☐ $20,000 to $24,999
- ☐ $25,000 to $29,999
- ☐ $30,000 to $34,999
- ☐ $35,000 to $39,999
- ☐ $40,000 to $49,999
- ☐ $50,000 to $59,999
- ☐ $60,000 to $69,999
- ☐ $70,000 to $79,999
- ☐ $80,000 to $89,999
- ☐ $90,000 to $99,999
- ☐ $100,000 to $124,999
- ☐ $125,000 to $149,999
- ☐ $150,000 to $174,999
- ☐ $175,000 to $199,999
- ☐ $200,000 to $249,999
- ☐ $250,000 or more – *Specify* →

$ .00

23 **What are the annual real estate taxes on THIS property?**

Annual amount – *Dollars*

$ .00

OR

☐ None

24 **What is the annual payment for fire, hazard, and flood insurance on THIS property?**

Annual amount – *Dollars*

$ .00

OR

☐ None

25 **a. Do you or any member of this household have a mortgage, deed of trust, contract to purchase, or similar debt on THIS property?**

- ☐ Yes, mortgage, deed of trust, or similar debt
- ☐ Yes, contract to purchase
- ☐ No → *SKIP to question 26a*

b. How much is the regular monthly mortgage payment on THIS property? *Include payments only on FIRST mortgage or contract to purchase.*

Monthly amount – *Dollars*

$ .00

OR

☐ No regular payment required → *SKIP to question 26a*

c. Does the regular monthly mortgage payment include payments for real estate taxes on THIS property?

- ☐ Yes, taxes included in mortgage payment
- ☐ No; taxes paid separately or taxes not required

d. Does the regular monthly mortgage payment include payments for fire, hazard, or flood insurance on THIS property?

- ☐ Yes, insurance included in mortgage payment
- ☐ No, insurance paid separately or no insurance

26 **a. Do you or any member of this household have a second mortgage or a home equity loan on THIS property?**

- ☐ Yes, home equity loan
- ☐ Yes, second mortgage
- ☐ Yes, second mortgage and home equity loan
- ☐ No → *SKIP to* **D**

b. How much is the regular monthly payment on all second or junior mortgages and all home equity loans on THIS property?

Monthly amount – *Dollars*

$ .00

OR

☐ No regular payment required

D *Answer questions 27a and b ONLY IF this is a MOBILE HOME. Otherwise, SKIP to* **E**.

27 **a. Do you or any member of this household have an installment loan or contract on THIS mobile home?**

- ☐ Yes
- ☐ No

b. What are the total annual costs for installment loan payments, personal property taxes, site rent, registration fees, and license fees on THIS mobile home and its site? *Exclude real estate taxes.*

Annual costs – *Dollars*

$ .00

E *Answer questions 28a–c ONLY IF you listed at least one person on page 2. Otherwise, SKIP to page 24 for the mailing instructions.*

28 **a. Do all of the persons listed on pages 2 and 3 live at this address year round?**

- ☐ Yes → *SKIP to the questions for Person 1 on the next page*
- ☐ No

b. Of the persons listed on pages 2 and 3, how many live somewhere else part of the year?

- ☐ All persons listed
- ☐ Some persons – How many? → Person(s)

→ *SKIP to the questions for person 1 on the next page.*

c. Do you consider this house, apartment, or mobile home, that uses the address on the front cover, your –

- ☐ Primary residence?
- ☐ Vacation home?
- ☐ School residence?
- ☐ Work residence?
- ☐ Other – *Specify* →

➔ **Continue with the questions about PERSON 1 on the next page.**

Person 1

Your answers are important! Every person in the American Community Survey counts.

Please copy the name of Person 1 from the List of Residents on page 2, then continue answering questions below.

Last Name

First Name MI

7 Where was this person born?

- ☐ In the United States – *Print name of state.*
- ☐ Outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc.*

8 Is this person a CITIZEN of the United States?

- ☐ Yes, born in the United States → Skip to 10a
- ☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- ☐ Yes, born abroad of American parent or parents
- ☐ Yes, U.S. citizen by naturalization
- ☐ No, not a citizen of the United States

9 When did this person come to live in the United States? *Print numbers in boxes.*

Year

10 a. At any time IN THE LAST 3 MONTHS, has this person attended regular school or college? *Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.*

- ☐ No, has not attended in the last 3 months → *SKIP to question 11*
- ☐ Yes, public school, public college
- ☐ Yes, private school, private college

b. What grade or level was this person attending? *Mark ONE box.*

- ☐ Nursery school, preschool
- ☐ Kindergarten
- ☐ Grade 1 to grade 4
- ☐ Grade 5 to grade 8
- ☐ Grade 9 to grade 12
- ☐ College undergraduate years (freshman to senior)
- ☐ Graduate or professional school *(for example: medical, dental, or law school)*

11 What is the highest degree or level of school this person has COMPLETED? *Mark ONE box. If currently enrolled, mark the previous grade or highest degree received.*

- ☐ No schooling completed
- ☐ Nursery school to 4th grade
- ☐ 5th grade or 6th grade
- ☐ 7th grade or 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade – NO DIPLOMA
- ☐ HIGH SCHOOL GRADUATE – high school DIPLOMA or the equivalent *(for example: GED)*
- ☐ Some college credit, but less than 1 year
- ☐ 1 or more years of college, no degree
- ☐ Associate degree *(for example: AA, AS)*
- ☐ Bachelor's degree *(for example: BA, AB, BS)*
- ☐ Master's degree *(for example: MA, MS, MEng, MEd, MSW, MBA)*
- ☐ Professional degree *(for example: MD, DDS, DVM, LLB, JD)*
- ☐ Doctorate degree *(for example: PhD, EdD)*

12 What is this person's ancestry or ethnic origin?

(For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)

13 a. Did this person live in this house or apartment 1 year ago?

- ☐ Person is under 1 year old → *SKIP to the questions for Person 2 on page 10.*
- ☐ Yes, this house → *SKIP to* **F** *in the next column*
- ☐ No, outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc., below; then SKIP to* **F** *in next column.*
- ☐ No, different house in the United States

b. Where did this person live 1 year ago?

Name of city, town, or post office

c. Did this person live inside the limits of the city or town?

- ☐ Yes
- ☐ No, outside the city/town limits

Name of county

Name of state ZIP Code

F *If this person is UNDER 5 years of age, SKIP to the questions for PERSON 2 on page 10. Otherwise, continue with question 14.*

14 a. Does this person speak a language other than English at home?

- ☐ Yes
- ☐ No → *SKIP to question 15*

b. What is this language?

For example: Korean, Italian, Spanish, Vietnamese

c. How well does this person speak English?

- ☐ Very well ☐ Not well
- ☐ Well ☐ Not at all

15 Does this person have any of the following long-lasting conditions:

	Yes	No
a. Blindness, deafness, or a severe vision or hearing impairment?	☐	☐
b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?	☐	☐

16 Because of a physical, mental, or emotional condition lasting 6 months or more, does this person have any difficulty in doing any of the following activities:

	Yes	No
a. Learning, remembering, or concentrating?	☐	☐
b. Dressing, bathing, or getting around inside the home?	☐	☐
c. (Answer if this person is 16 YEARS OLD OR OVER.) Going outside the home alone to shop or visit a doctor's office?	☐	☐
d. (Answer if this person is 16 YEARS OLD OR OVER.) Working at a job or business?	☐	☐

G If this person is UNDER 15 years of age, SKIP to the questions for PERSON 2 on page 10. Otherwise, continue with **H**.

H Answer question 17 ONLY IF this person is female and 15—50 years old. Otherwise, SKIP to question 18a.

17 Has this person given birth to any children in the past 12 months?

- ☐ Yes
- ☐ No

18 a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?

- ☐ Yes
- ☐ No → SKIP to question 19

b. Is this grandparent currently responsible for most of the basic needs of any grandchild(ren) under the age of 18 who live(s) in this house or apartment?

- ☐ Yes
- ☐ No → SKIP to question 19

c. How long has this grandparent been responsible for the(se) grandchild(ren)? If the grandparent is financially responsible for more than one grandchild, answer the question for the grandchild for whom the grandparent has been responsible for the longest period of time.

- ☐ Less than 6 months
- ☐ 6 to 11 months
- ☐ 1 or 2 years
- ☐ 3 or 4 years
- ☐ 5 or more years

19 Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? *Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the Persian Gulf War.*

- ☐ Yes, now on active duty
- ☐ Yes, on active duty in past, but not now
- ☐ No, training for Reserves or National Guard only → SKIP to question 22
- ☐ No, never served in the military → SKIP to question 22

20 When did this person serve on active duty in the U.S. Armed Forces? *Mark (X) a box for EACH period in which this person served.*

- ☐ April 1995 or later
- ☐ August 1990 to March 1995 (including Persian Gulf War)
- ☐ September 1980 to July 1990
- ☐ May 1975 to August 1980
- ☐ Vietnam era (August 1964 to April 1975)
- ☐ February 1955 to July 1964
- ☐ Korean conflict (June 1950 to January 1955)
- ☐ World War II (September 1940 to July 1947)
- ☐ Some other time

21 In total, how many years of active-duty military service has this person had?

- ☐ Less than 2 years
- ☐ 2 years or more

EMPLOYMENT

22 LAST WEEK, did this person do ANY work for either pay or profit? *Mark (X) the "Yes" box even if the person worked only 1 hour, or helped without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.*

- ☐ Yes
- ☐ No → SKIP to question 28

23 At what location did this person work LAST WEEK? *If this person worked at more than one location, print where he or she worked most last week.*

a. Address (Number and street name)

If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

b. Name of city, town, or post office

c. Is the work location inside the limits of that city or town?

- ☐ Yes
- ☐ No, outside the city/town limits

d. Name of county

e. Name of U.S. state or foreign country

f. ZIP Code

24 How did this person usually get to work LAST WEEK? *If this person usually used more than one method of transportation during the trip, mark (X) the one used for most of the distance.*

- ☐ Car, truck, or van
- ☐ Bus or trolley bus
- ☐ Streetcar or trolley car
- ☐ Subway or elevated
- ☐ Railroad
- ☐ Ferryboat
- ☐ Taxicab
- ☐ Motorcycle
- ☐ Bicycle
- ☐ Walked
- ☐ Worked at home → SKIP to question 32
- ☐ Other method

I Answer question 25 ONLY IF you marked "Car, truck, or van" in question 24. Otherwise, SKIP to question 26.

25 How many people, including this person, usually rode to work in the car, truck, or van LAST WEEK?

Person(s)

26 What time did this person usually leave home to go to work LAST WEEK?

Hour | Minute

- ☐ a.m.
- ☐ p.m.

27 How many minutes did it usually take this person to get from home to work LAST WEEK?

Minutes

J Answer questions 28–31 ONLY IF this person did NOT work last week. Otherwise, SKIP to question 32.

28 a. LAST WEEK, was this person on layoff from a job?

- ☐ Yes → SKIP to question 28c
- ☐ No

b. LAST WEEK, was this person TEMPORARILY absent from a job or business?

- ☐ Yes, on vacation, temporary illness, labor dispute, etc. → SKIP to question 31
- ☐ No → SKIP to question 29

c. Has this person been informed that he or she will be recalled to work within the next 6 months OR been given a date to return to work?

- ☐ Yes → SKIP to question 30
- ☐ No

29 this person been ...ing for work during the last 4 weeks?

- ☐ Yes
- ☐ No → *SKIP to question 31*

30 **LAST WEEK**, could this person have started a job if offered one, or returned to work if recalled?

- ☐ Yes, could have gone to work
- ☐ No, because of own temporary illness
- ☐ No, because of all other reasons (in school, etc.)

31 When did this person last work, even for a few days?

- ☐ Within the past 12 months
- ☐ 1 to 5 years ago → *SKIP to question 34*
- ☐ Over 5 years ago or never worked → *SKIP to question 40*

32 During the **PAST 12 MONTHS**, how many **WEEKS** did this person work? *Count paid vacation, paid sick leave, and military service.*

Weeks

33 During the **PAST 12 MONTHS**, in the **WEEKS WORKED**, how many hours did this person usually work each **WEEK**?

Usual hours worked each WEEK

K *Answer questions 34–39 ONLY IF this person worked in the past 5 years. Otherwise, SKIP to question 40.*

34–39 CURRENT OR MOST RECENT JOB ACTIVITY. *Describe clearly this person's chief job activity or business last week. If this person had more than one job, describe the one at which this person worked the most hours. If this person had no job or business last week, give information for his/her last job or business.*

34 Was this person –

Mark (X) ONE box.

- ☐ an employee of a PRIVATE FOR PROFIT company or business, or of an individual, for wages, salary, or commissions?
- ☐ an employee of a PRIVATE NOT FOR PROFIT, tax-exempt, or charitable organization?
- ☐ a local GOVERNMENT employee (city, county, etc.)?
- ☐ a state GOVERNMENT employee?
- ☐ a Federal GOVERNMENT employee?
- ☐ SELF-EMPLOYED in own NOT INCORPORATED business, professional practice, or farm?
- ☐ SELF-EMPLOYED in own INCORPORATED business, professional practice, or farm?
- ☐ working WITHOUT PAY in family business or farm?

35 For whom did this person work?

If now on active duty in the Armed Forces, mark (X) this box → ☐ *and print the branch of the Armed Forces.*

Name of company, business, or other employer

36 What kind of business or industry was this? *Describe the activity at the location where employed. (For example: hospital, newspaper publishing, mail order house, auto engine manufacturing, bank)*

37 Is this mainly – *Mark (X) one box.*

- ☐ manufacturing?
- ☐ wholesale trade?
- ☐ retail trade?
- ☐ other (agriculture, construction, service, government, etc.)?

38 What kind of work was this person doing? *(For example: registered nurse, personnel manager, supervisor of order department, secretary, accountant)*

39 What were this person's most important activities or duties? *(For example: patient care, directing hiring policies, supervising order clerks, typing and filing, reconciling financial records)*

40 **INCOME IN THE PAST 12 MONTHS.**

Mark (X) the "Yes" box for each type of income this person received, and give your best estimate of the TOTAL AMOUNT during the PAST 12 MONTHS. (NOTE: The "past 12 months" is the period from today's date one year ago up through today.)

Mark (X) the "No" box to show types of income NOT received.

If net income was a loss, mark the "Loss" box to the right of the dollar amount.

For income received jointly, report the appropriate share for each person – or, if that's not possible, report the whole amount for only one person and mark the "No" box for the other person.

a. **Wages, salary, commissions, bonuses, or tips** from all jobs. *Report amount before deductions for taxes, bonds, dues, or other items.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

b. **Self-employment income** from own nonfarm businesses or farm businesses, including proprietorships and partnerships. *Report NET income after business expenses.*

☐ Yes → $ .00 ☐ Loss
☐ No TOTAL AMOUNT for past 12 MONTHS

c. **Interest, dividends, net rental income, royalty income, or income from estates and trusts.** *Report even small amounts credited to an account.*

☐ Yes → $ .00 ☐ Loss
☐ No TOTAL AMOUNT for past 12 MONTHS

d. **Social Security or Railroad Retirement.**

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

e. **Supplemental Security Income (SSI).**

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

f. **Any public assistance or welfare payments** from the state or local welfare office.

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

g. **Retirement, survivor, or disability pensions.** *Do NOT include Social Security.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

h. **Any other sources of income received regularly** such as Veterans' (VA) payments, unemployment compensation, child support or alimony. *Do NOT include lump sum payments such as money from an inheritance or the sale of a home.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

41 **What was this person's total income during the PAST 12 MONTHS?** *Add entries in questions 40a to 40h; subtract any losses. If net income was a loss, enter the amount and mark (X) the "Loss" box next to the dollar amount.*

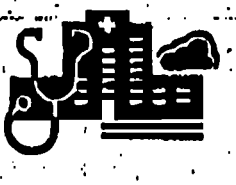
☐ None OR $ .00 ☐ Loss
TOTAL AMOUNT for past 12 MONTHS

→ **Continue with the questions for Person 2 on the next page. If only 1 person is listed in the List of Residents, SKIP to page 24 for mailing instructions.**

what about child support?

EITC?

Person 2



Survey information helps your community get financial assistance for roads, hospitals, schools, and more.

➔ **Please copy the name of Person 2 from the List of Residents on page 2, then continue answering questions below.**

Last Name

First Name MI

7 **Where was this person born?**

☐ In the United States – *Print name of state.*

☐ Outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc.*

8 **Is this person a CITIZEN of the United States?**

☐ Yes, born in the United States → *Skip to 10a*
☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
☐ Yes, born abroad of American parent or parents
☐ Yes, U.S. citizen by naturalization
☐ No, not a citizen of the United States

9 **When did this person come to live in the United States?** *Print numbers in boxes.*

Year

10 **a. At any time in THE LAST 3 MONTHS, has this person attended regular school or college?** *Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.*

☐ No, has not attended in the last 3 months → *SKIP to question 11*
☐ Yes, public school, public college
☐ Yes, private school, private college

b. What grade or level was this person attending? *Mark (X) ONE box.*

☐ Nursery school, preschool
☐ Kindergarten
☐ Grade 1 to grade 4
☐ Grade 5 to grade 8
☐ Grade 9 to grade 12
☐ College undergraduate years (freshmen to senior)
☐ Graduate or professional school *(for example: medical, dental, or law school)*

11 **What is the highest degree or level of school this person has COMPLETED?** *Mark (X) ONE box. If currently enrolled, mark the previous grade or highest degree received.*

☐ No schooling completed
☐ Nursery school to 4th grade
☐ 5th grade or 6th grade
☐ 7th grade or 8th grade
☐ 9th grade
☐ 10th grade
☐ 11th grade
☐ 12th grade – NO DIPLOMA
☐ HIGH SCHOOL GRADUATE – high school DIPLOMA or the equivalent *(for example: GED)*
☐ Some college credit, but less than 1 year
☐ 1 or more years of college, no degree
☐ Associate degree *(for example: AA, AS)*
☐ Bachelor's degree *(for example: BA, AB, BS)*
☐ Master's degree *(for example: MA, MS, MEng, MEd, MSW, MBA)*
☐ Professional degree *(for example: MD, DDS, DVM, LLB, JD)*
☐ Doctorate degree *(for example: PhD, EdD)*

12 **What is this person's ancestry or ethnic origin?**

(For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)

13 **a. Did this person live in this house or apartment 1 year ago?**

☐ Person is under 1 year old → *SKIP to the questions for Person 3 on page 13.*
☐ Yes, this house → *SKIP to* **F** *in the next column*
☐ No, outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc., below; then SKIP to* **F** *in next column.*
☐ No, different house in the United States

b. Where did this person live 1 year ago?

Name of city, town, or post office

c. Did this person live inside the limits of the city or town?

☐ Yes
☐ No, outside the city/town limits

Name of county

Name of state ZIP Code

F *If this person is UNDER 5 years of age, SKIP to the questions for PERSON 3 on page 13. Otherwise, continue with question 14.*

14 **a. Does this person speak a language other than English at home?**

☐ Yes.
☐ No → *SKIP to question 15*

b. What is this language?

For example: Korean, Italian, Spanish, Vietnamese

c. How well does this person speak English?

☐ Very well ☐ Not well
☐ Well ☐ Not at all

15 **Does this person have any of the following long-lasting conditions:**

	Yes	No
a. Blindness, deafness, or a severe vision or hearing impairment?	☐	☐
b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?	☐	☐

16 **Because of a physical, mental, or emotional condition lasting 6 months or more, does this person have any difficulty in doing any of the following activities:**

	Yes	No
a. Learning, remembering, or concentrating?	☐	☐
b. Dressing, bathing, or getting around inside the home?	☐	☐
c. (Answer if this person is 16 YEARS OLD OR OVER.) Going outside the home alone to shop or visit a doctor's office?	☐	☐
d. (Answer if this person is 16 YEARS OLD OR OVER.) Working at a job or business?	☐	☐

G If this person is UNDER 15 years of age, *SKIP to the questions for PERSON 3 on page 13. Otherwise, continue with* **H**.

H *Answer question 17 ONLY if this person is female and 15—50 years old. Otherwise, SKIP to question 18a.*

17 Has this person given birth to any children in the past 12 months?

- ☐ Yes
- ☐ No

18 a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?

- ☐ Yes
- ☐ No → *SKIP to question 19*

b. Is this grandparent currently responsible for most of the basic needs of any grandchild(ren) under the age of 18 who live(s) in this house or apartment?

- ☐ Yes
- ☐ No → *SKIP to question 19*

c. How long has this grandparent been responsible for the(se) grandchild(ren)? *If the grandparent is financially responsible for more than one grandchild, answer the question for the grandchild for whom the grandparent has been responsible for the longest period of time.*

- ☐ Less than 6 months
- ☐ 6 to 11 months
- ☐ 1 or 2 years
- ☐ 3 or 4 years
- ☐ 5 or more years

19 Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? *Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the Persian Gulf War.*

- ☐ Yes, now on active duty
- ☐ Yes, on active duty in past, but not now
- ☐ No, training for Reserves or National Guard only → *SKIP to question 22*
- ☐ No, never served in the military → *SKIP to question 22*

20 When did this person serve on active duty in the U.S. Armed Forces? *Mark (X) a box for EACH period in which this person served.*

- ☐ April 1995 or later
- ☐ August 1990 to March 1995 (including Persian Gulf War)
- ☐ September 1980 to July 1990
- ☐ May 1975 to August 1980
- ☐ Vietnam era (August 1964 to April 1975)
- ☐ February 1955 to July 1964
- ☐ Korean conflict (June 1950 to January 1955)
- ☐ World War II (September 1940 to July 1947)
- ☐ Some other time

21 In total, how many years of active-duty military service has this person had?

- ☐ Less than 2 years
- ☐ 2 years or more

22 LAST WEEK, did this person do ANY work for either pay or profit? *Mark (X) the "Yes" box even if the person worked only 1 hour, or helped without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.*

- ☐ Yes
- ☐ No → *SKIP to question 28*

23 At what location did this person work LAST WEEK? *If this person worked at more than one location, print where he or she worked most last week.*

a. Address (Number and street name)

If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

b. Name of city, town, or post office

c. Is the work location inside the limits of that city or town?

- ☐ Yes
- ☐ No, outside the city/town limits

d. Name of county

e. Name of U.S. state or foreign country

f. ZIP Code

24 How did this person usually get to work LAST WEEK? *If this person usually used more than one method of transportation during the trip, mark (X) the box of the one used for most of the distance.*

- ☐ Car, truck, or van
- ☐ Bus or trolley bus
- ☐ Streetcar or trolley car
- ☐ Subway or elevated
- ☐ Railroad
- ☐ Ferryboat
- ☐ Taxicab
- ☐ Motorcycle
- ☐ Bicycle
- ☐ Walked
- ☐ Worked at home → *SKIP to question 32*
- ☐ Other method

I *Answer question 25 ONLY IF you marked "Car, truck, or van" in question 24. Otherwise, SKIP to question 26.*

25 How many people, including this person, usually rode to work in the car, truck, or van LAST WEEK?

Person(s)

26 What time did this person usually leave home to go to work LAST WEEK?

Hour Minute

- ☐ a.m.
- ☐ p.m.

27 How many minutes did it usually take this person to get from home to work LAST WEEK?

Minutes

J *Answer questions 28–31 ONLY IF this person did NOT work last week. Otherwise, SKIP to question 32.*

28 a. LAST WEEK, was this person on layoff from a job?

- ☐ Yes → *SKIP to question 28c*
- ☐ No

b. LAST WEEK, was this person TEMPORARILY absent from a job or business?

- ☐ Yes, on vacation, temporary illness, labor dispute, etc. → *SKIP to question 31*
- ☐ No → *SKIP to question 29*

c. Has this person been informed that he or she will be recalled to work within the next 6 months OR been given a date to return to work?

- ☐ Yes → *SKIP to question 30*
- ☐ No

Person 2 (continued)

29 Has this person been looking for work during the last 4 weeks?

- ☐ Yes
- ☐ No → *SKIP to question 31*

30 LAST WEEK, could this person have started a job if offered one, or returned to work if recalled?

- ☐ Yes, could have gone to work
- ☐ No, because of own temporary illness
- ☐ No, because of all other reasons (in school, etc.)

31 When did this person last work, even for a few days?

- ☐ Within the past 12 months
- ☐ 1 to 5 years ago → *SKIP to question 34*
- ☐ Over 5 years ago or never worked → *SKIP to question 40*

32 During the PAST 12 MONTHS, how many WEEKS did this person work? *Count paid vacation, paid sick leave, and military service.*

Weeks

33 During the PAST 12 MONTHS, in the WEEKS WORKED, how many hours did this person usually work each WEEK?

Usual hours worked each WEEK

K *Answer questions 34–39 ONLY if this person worked in the past 5 years. Otherwise, SKIP to question 40.*

34–39 CURRENT OR MOST RECENT JOB ACTIVITY. *Describe clearly this person's chief job activity or business last week. If this person had more than one job, describe the one at which this person worked the most hours. If this person had no job or business last week, give information for his/her last job or business.*

34 Was this person –

Mark (X) ONE box.

- ☐ an employee of a PRIVATE FOR PROFIT company or business, or of an individual, for wages, salary, or commissions?
- ☐ an employee of a PRIVATE NOT FOR PROFIT, tax-exempt, or charitable organization?
- ☐ a local GOVERNMENT employee (city, county, etc.)?
- ☐ a state GOVERNMENT employee?
- ☐ a Federal GOVERNMENT employee?
- ☐ SELF-EMPLOYED in own NOT INCORPORATED business, professional practice, or farm?
- ☐ SELF-EMPLOYED in own INCORPORATED business, professional practice, or farm?
- ☐ working WITHOUT PAY in family business or farm?

35 For WHOM does this person work?

If now on active duty in the Armed Forces, mark (X) this box → ☐ *and print the branch of the Armed Forces.*

Name of company, business, or other employer

36 What kind of business or industry was this? *Describe the activity at the location where employed. (For example: hospital, newspaper publishing, mail order house, auto engine manufacturing, bank)*

37 Is this mainly – *Mark (X) one box.*

- ☐ manufacturing?
- ☐ wholesale trade?
- ☐ retail trade?
- ☐ other (agriculture, construction, service, government, etc.)?

38 What kind of work was this person doing? *(For example: registered nurse, personnel manager, supervisor of order department, secretary, accountant)*

39 What were this person's most important activities or duties? *(For example: patient care, directing hiring policies, supervising order clerks, typing and filing, reconciling financial records)*

40 INCOME IN THE PAST 12 MONTHS.

Mark (X) the "Yes" box for each type of income this person received, and give your best estimate of the TOTAL AMOUNT during the PAST 12 MONTHS. (NOTE: The "past 12 months" is the period from today's date one year ago up through today.)

Mark (X) the "No" box to show types of income NOT received.

If net income was a loss, mark the "Loss" box to the right of the dollar amount.

For income received jointly, report the appropriate share for each person – or, if that's not possible, report the whole amount for only one person and mark the "No" box for the other person.

a. Wages, salary, commissions, bonuses, or tips from all jobs. *Report amount before deductions for taxes, bonds, dues, or other items.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

b. Self-employment income from own nonfarm businesses or farm businesses, including proprietorships and partnerships. *Report NET income after business expenses.*

☐ Yes → $ .00 ☐ Loss
☐ No TOTAL AMOUNT for past 12 MONTHS

c. Interest, dividends, net rental income, royalty income, or income from estates and trusts. *Report even small amounts credited to an account.*

☐ Yes → $ .00 ☐ Loss
☐ No TOTAL AMOUNT for past 12 MONTHS

d. Social Security or Railroad Retirement.

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

e. Supplemental Security Income (SSI).

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

f. Any public assistance or welfare payments from the state or local welfare office.

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

g. Retirement, survivor, or disability pensions. *Do NOT include Social Security.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

h. Any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support or alimony. *Do NOT include lump sum payments such as money from an inheritance or the sale of a home.*

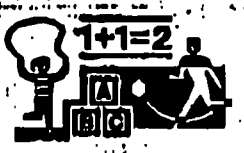
☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

41 What was this person's total income during the PAST 12 MONTHS? *Add entries in questions 40a to 40h; subtract any losses. If net income was a loss, enter the amount and mark (X) the "Loss" box next to the dollar amount.*

☐ None OR $ .00 ☐ Loss
TOTAL AMOUNT for past 12 MONTHS

→ **Continue with the questions for Person 3 on the next page. If only 2 people are listed in the List of Residents, SKIP to page 24 for mailing instructions.**

Person 3



Information about children helps your community plan for child care, education, and recreation.

1 Please copy the name of Person 3 from the List of Residents on page 2, then continue answering questions below.

Last Name

First Name MI

7 Where was this person born?

- ☐ In the United States – *Print name of state.*
- ☐ Outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc.*

8 Is this person a CITIZEN of the United States?

- ☐ Yes, born in the United States → *Skip to 10a*
- ☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- ☐ Yes, born abroad of American parent or parents
- ☐ Yes, U.S. citizen by naturalization
- ☐ No, not a citizen of the United States

9 When did this person come to live in the United States? *Print numbers in boxes.*

Year

10 a. At any time IN THE LAST 3 MONTHS, has this person attended regular school or college? *Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.*

- ☐ No, has not attended in the last 3 months → *SKIP to question 11*
- ☐ Yes, public school, public college
- ☐ Yes, private school, private college

b. What grade or level was this person attending? *Mark ONE box.*

- ☐ Nursery school, preschool
- ☐ Kindergarten
- ☐ Grade 1 to grade 4
- ☐ Grade 5 to grade 8
- ☐ Grade 9 to grade 12
- ☐ College undergraduate years (freshman to senior)
- ☐ Graduate or professional school *(for example: medical, dental, or law school)*

11 What is the highest degree or level of school this person has COMPLETED? *Mark ONE box. If currently enrolled, mark the previous grade or highest degree received.*

- ☐ No schooling completed
- ☐ Nursery school to 4th grade
- ☐ 5th grade or 6th grade
- ☐ 7th grade or 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade – NO DIPLOMA
- ☐ HIGH SCHOOL GRADUATE – high school DIPLOMA or the equivalent *(for example: GED)*
- ☐ Some college credit, but less than 1 year
- ☐ 1 or more years of college, no degree
- ☐ Associate degree *(for example: AA, AS)*
- ☐ Bachelor's degree *(for example: BA, AB, BS)*
- ☐ Master's degree *(for example: MA, MS, MEng, MEd, MSW, MBA)*
- ☐ Professional degree *(for example: MD, DDS, DVM, LLB, JD)*
- ☐ Doctorate degree *(for example: PhD, EdD)*

12 What is this person's ancestry or ethnic origin?

(For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)

13 a. Did this person live in this house or apartment 1 year ago?

- ☐ Person is under 1 year old → *SKIP to the questions for Person 4 on page 16.*
- ☐ Yes, this house → *SKIP to* **E** *in the next column*
- ☐ No, outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc., below; then SKIP to* **F** *in next column.*
- ☐ No, different house in the United States

b. Where did this person live 1 year ago?

Name of city, town, or post office

c. Did this person live inside the limits of the city or town?

- ☐ Yes
- ☐ No, outside the city/town limits

Name of county

Name of state ZIP Code

F *If this person is UNDER 5 years of age, SKIP to the questions for PERSON 4 on page 16. Otherwise, continue with question 14.*

14 a. Does this person speak a language other than English at home?

- ☐ Yes
- ☐ No → *SKIP to question 15*

b. What is this language?

For example: Korean, Italian, Spanish, Vietnamese

c. How well does this person speak English?

- ☐ Very well ☐ Not well
- ☐ Well ☐ Not at all

15 Does this person have any of the following long-lasting conditions?

	Yes	No
a. Blindness, deafness, or a severe vision or hearing impairment?	☐	☐
b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?	☐	☐

16 Because of a physical, mental, or emotional condition lasting 6 months or more, does this person have any difficulty in doing any of the following activities?

	Yes	No
a. Learning, remembering, or concentrating?	☐	☐
b. Dressing, bathing, or getting around inside the home?	☐	☐
c. (Answer if this person is 16 YEARS OLD OR OVER.) Going outside the home alone to shop or visit a doctor's office?	☐	☐
d. (Answer if this person is 16 YEARS OLD OR OVER.) Working at a job or business?	☐	☐

G **If this person is UNDER 15 years of age, *SKIP to the questions for PERSON 4 on page 16. Otherwise, continue with* H.**

H *Answer question 17 ONLY IF this person is female and 15–50 years old. Otherwise, SKIP to question 18a.*

17 Has this person given birth to any children in the past 12 months?

- ☐ Yes
- ☐ No

18 a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?

- ☐ Yes
- ☐ No → *SKIP to question 19*

b. Is this grandparent currently responsible for most of the basic needs of any grandchild(ren) under the age of 18 who live(s) in this house or apartment?

- ☐ Yes
- ☐ No → *SKIP to question 19*

c. How long has this grandparent been responsible for the(se) grandchild(ren)? *If the grandparent is financially responsible for more than one grandchild, answer the question for the grandchild for whom the grandparent has been responsible for the longest period of time.*

- ☐ Less than 6 months
- ☐ 6 to 11 months
- ☐ 1 or 2 years
- ☐ 3 or 4 years
- ☐ 5 or more years

19 Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? *Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the Persian Gulf War.*

- ☐ Yes, now on active duty
- ☐ Yes, on active duty in past, but not now
- ☐ No, training for Reserves or National Guard only → *SKIP to question 22*
- ☐ No, never served in the military → *SKIP to question 22*

20 When did this person serve on active duty in the U.S. Armed Forces? *Mark (X) a box for EACH period in which this person served.*

- ☐ April 1995 or later
- ☐ August 1990 to March 1995 (including Persian Gulf War)
- ☐ September 1980 to July 1990
- ☐ May 1975 to August 1980
- ☐ Vietnam era (August 1964 to April 1975)
- ☐ February 1955 to July 1964
- ☐ Korean conflict (June 1950 to January 1955)
- ☐ World War II (September 1940 to July 1947)
- ☐ Some other time

21 In total, how many years of active-duty military service has this person had?

- ☐ Less than 2 years
- ☐ 2 years or more

22 LAST WEEK, did this person do ANY work for either pay or profit? *Mark (X) the "Yes" box even if the person worked only 1 hour, or helped without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.*

- ☐ Yes
- ☐ No → *SKIP to question 28*

23 At what location did this person work LAST WEEK? *If this person worked at more than one location, print where he or she worked most last week.*

a. Address (Number and street name)

If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

b. Name of city, town, or post office

c. Is the work location inside the limits of that city or town?

- ☐ Yes
- ☐ No, outside the city/town limits

d. Name of county

e. Name of U.S. state or foreign country

f. ZIP Code

24 How did this person usually get to work LAST WEEK? *If this person usually used more than one method of transportation during the trip, mark (X) the box of the one used for most of the distance.*

- ☐ Car, truck, or van
- ☐ Bus or trolley bus
- ☐ Streetcar or trolley car
- ☐ Subway or elevated
- ☐ Railroad
- ☐ Ferryboat
- ☐ Taxicab
- ☐ Motorcycle
- ☐ Bicycle
- ☐ Walked
- ☐ Worked at home → *SKIP to question 32*
- ☐ Other method

I *Answer question 25 ONLY IF you marked "Car, truck, or van" in question 24. Otherwise, SKIP to question 26.*

25 How many people, including this person, usually rode to work in the car, truck, or van LAST WEEK?

Person(s)

26 What time did this person usually leave home to go to work LAST WEEK?

Hour | Minute | ☐ a.m. ☐ p.m.

27 How many minutes did it usually take this person to get from home to work LAST WEEK?

Minutes

J *Answer questions 28–31 ONLY IF this person did NOT work last week. Otherwise, SKIP to question 32.*

28 a. LAST WEEK, was this person on layoff from a job?

- ☐ Yes → *SKIP to question 28c*
- ☐ No

b. LAST WEEK, was this person TEMPORARILY absent from a job or business?

- ☐ Yes, on vacation, temporary illness, labor dispute, etc. → *SKIP to question 31*
- ☐ No → *SKIP to question 29*

c. Has this person been informed that he or she will be recalled to work within the next 6 months OR been given a date to return to work?

- ☐ Yes → *SKIP to question 30*
- ☐ No

29 Has this person been looking for work during the last 4 weeks?

- ☐ Yes
- ☐ No → *SKIP to question 31*

30 LAST WEEK, could this person have started a job if offered one, or returned to work if recalled?

- ☐ Yes, could have gone to work
- ☐ No, because of own temporary illness
- ☐ No, because of all other reasons (in school, etc.)

31 When did this person last work, even for a few days?

- ☐ Within the past 12 months
- ☐ 1 to 5 years ago → *SKIP to question 34*
- ☐ Over 5 years ago or never worked → *SKIP to question 40*

32 During the PAST 12 MONTHS, how many WEEKS did this person work? *Count paid vacation, paid sick leave, and military service.*

Weeks

33 During the PAST 12 MONTHS, in the WEEKS WORKED, how many hours did this person usually work each WEEK?

Usual hours worked each WEEK

K *Answer questions 34–39 ONLY if this person worked in the past 5 years. Otherwise, SKIP to question 40.*

34–39 CURRENT OR MOST RECENT JOB ACTIVITY. *Describe clearly this person's chief job activity or business last week. If this person had more than one job, describe the one at which this person worked the most hours. If this person had no job or business last week, give information for his/her last job or business.*

34 Was this person –

Mark (X) ONE box.

- ☐ an employee of a PRIVATE FOR PROFIT company or business, or of an individual, for wages, salary, or commissions?
- ☐ an employee of a PRIVATE NOT FOR PROFIT, tax-exempt, or charitable organization?
- ☐ a local GOVERNMENT employee (city, county, etc.)?
- ☐ a state GOVERNMENT employee?
- ☐ a Federal GOVERNMENT employee?
- ☐ SELF-EMPLOYED in own NOT INCORPORATED business, professional practice, or farm?
- ☐ SELF-EMPLOYED in own INCORPORATED business, professional practice, or farm?
- ☐ working WITHOUT PAY in family business or farm?

35 For whom did this person work?

If now on active duty in the Armed Forces, mark (X) this box → ☐ *and print the branch of the Armed Forces.*

Name of company, business, or other employer

36 What kind of business or industry was this? *Describe the activity at the location where employed. (For example: hospital, newspaper publishing, mail order house, auto engine manufacturing, bank)*

37 Is this mainly – *Mark (X) one box.*

- ☐ manufacturing?
- ☐ wholesale trade?
- ☐ retail trade?
- ☐ other (agriculture, construction, service, government, etc.)?

38 What kind of work was this person doing? *(For example: registered nurse, personnel manager, supervisor of order department, secretary, accountant)*

39 What were this person's most important activities or duties? *(For example: patient care, directing hiring policies, supervising order clerks, typing and filing, reconciling financial records)*

40 INCOME IN THE PAST 12 MONTHS.

Mark (X) the "Yes" box for each type of income this person received, and give your best estimate of the TOTAL AMOUNT during the PAST 12 MONTHS. (NOTE: The "past 12 months" is the period from today's date one year ago up through today.)

Mark (X) the "No" box to show types of income NOT received.

If net income was a loss, mark the "Loss" box to the right of the dollar amount.

For income received jointly, report the appropriate share for each person – or, if that's not possible, report the whole amount for only one person and mark the "No" box for the other person.

a. Wages, salary, commissions, bonuses, or tips from all jobs. *Report amount before deductions for taxes, bonds, dues, or other items.*

☐ Yes $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

b. Self-employment income from own nonfarm businesses or farm businesses, including proprietorships and partnerships. *Report NET income after business expenses.*

☐ Yes → $ .00 ☐ Loss
☐ No TOTAL AMOUNT for past 12 MONTHS

c. Interest, dividends, net rental income, royalty income, or income from estates and trusts. *Report even small amounts credited to an account.*

☐ Yes → $ .00 ☐ Loss
☐ No TOTAL AMOUNT for past 12 MONTHS

d. Social Security or Railroad Retirement.

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

e. Supplemental Security Income (SSI).

☐ Yes $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

f. Any public assistance or welfare payments from the state or local welfare office.

☐ Yes $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

g. Retirement, survivor, or disability pensions. *Do NOT include Social Security.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

h. Any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support or alimony. *Do NOT include lump sum payments such as money from an inheritance or the sale of a home.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

41 What was this person's total income during the PAST 12 MONTHS? *Add entries in questions 40a to 40h; subtract any losses. If net income was a loss, enter the amount and mark (X) the "Loss" box next to the dollar amount.*

☐ None OR $ .00 ☐ Loss
TOTAL AMOUNT for past 12 MONTHS

→ Continue with the questions for Person 4 on the next page. If only 3 people are listed in the List of Residents, SKIP to page 24 for mailing instructions.

Person 4

Knowing about age, race, and sex helps your community better meet the needs of everyone.

Please copy the name of Person 4 from the List of Residents on page 2, then continue answering questions below.

LAST Name

First Name MI

7 Where was this person born?

- ☐ In the United States – *Print name of state.*
- ☐ Outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc.*

8 Is this person a CITIZEN of the United States?

- ☐ Yes, born in the United States → *Skip to 10a*
- ☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- ☐ Yes, born abroad of American parent or parents
- ☐ Yes, U.S. citizen by naturalization
- ☐ No, not a citizen of the United States

9 When did this person come to live in the United States? *Print numbers in boxes.*

Year | | | |

10 a. At any time IN THE LAST 3 MONTHS, has this person attended regular school or college? *Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.*

- ☐ No, has not attended in the last 3 months → *SKIP to question 11*
- ☐ Yes, public school, public college
- ☐ Yes, private school, private college

b. What grade or level was this person attending? *Mark (X) ONE box.*

- ☐ Nursery school, preschool
- ☐ Kindergarten
- ☐ Grade 1 to grade 4
- ☐ Grade 5 to grade 8
- ☐ Grade 9 to grade 12
- ☐ College undergraduate years (freshman to senior)
- ☐ Graduate or professional school *(for example: medical, dental, or law school)*

11 What is the highest degree or level of school this person has COMPLETED? *Mark (X) ONE box. If currently enrolled, mark the previous grade or highest degree received.*

- ☐ No schooling completed
- ☐ Nursery school to 4th grade
- ☐ 5th grade or 6th grade
- ☐ 7th grade or 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade – NO DIPLOMA
- ☐ HIGH SCHOOL GRADUATE – high school DIPLOMA or the equivalent *(for example: GED)*
- ☐ Some college credit, but less than 1 year
- ☐ 1 or more years of college, no degree
- ☐ Associate degree *(for example: AA, AS)*
- ☐ Bachelor's degree *(for example: BA, AB, BS)*
- ☐ Master's degree *(for example: MA, MS, MEng, MEd, MSW, MBA)*
- ☐ Professional degree *(for example: MD, DDS, DVM, LLB, JD)*
- ☐ Doctorate degree *(for example: PhD, EdD)*

12 What is this person's ancestry or ethnic origin?

(For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)

13 a. Did this person live in this house or apartment 1 year ago?

- ☐ Person is under 1 year old → *SKIP to the questions for Person 5 on page 19.*
- ☐ Yes, this house → *SKIP to* **F** *in the next column*
- ☐ No, outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc., below, then SKIP to* **F** *in next column.*
- ☐ No, different house in the United States

b. Where did this person live 1 year ago?

Name of city, town, or post office

c. Did this person live inside the limits of the city or town?

- ☐ Yes
- ☐ No, outside the city/town limits

Name of county

Name of state ZIP Code | | | | |

F *If this person is UNDER 5 years of age, SKIP to the questions for PERSON 5 on page 19. Otherwise, continue with question 14.*

14 a. Does this person speak a language other than English at home?

- ☐ Yes
- ☐ No → *SKIP to question 15*

b. What is this language?

For example: Korean, Italian, Spanish, Vietnamese

c. How well does this person speak English?

- ☐ Very well ☐ Not well
- ☐ Well ☐ Not at all

15 Does this person have any of the following long-lasting conditions:

	Yes	No
a. Blindness, deafness, or a severe vision or hearing impairment?	☐	☐
b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?	☐	☐

16 Because of a physical, mental, or emotional condition lasting 6 months or more, does this person have any difficulty in doing any of the following activities:

	Yes	No
a. Learning, remembering, or concentrating?	☐	☐
b. Dressing, bathing, or getting around inside the home?	☐	☐
c. (Answer if this person is 16 YEARS OLD OR OVER.) Going outside the home alone to shop or visit a doctor's office?	☐	☐
d. (Answer if this person is 16 YEARS OLD OR OVER.) Working at a job or business?	☐	☐

G If this person is UNDER 15 years of age, SKIP to the questions for PERSON 5 on page 19. Otherwise, continue with **11**.

H *Answer question 17 ONLY IF this person is female and 15—50 years old. Otherwise, SKIP to question 18a.*

17 Has this person given birth to any children in the past 12 months?

- ☐ Yes
- ☐ No

18 a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?

- ☐ Yes
- ☐ No → *SKIP to question 19*

b. Is this grandparent currently responsible for most of the basic needs of any grandchild(ren) under the age of 18 who live(s) in this house or apartment?

- ☐ Yes
- ☐ No → *SKIP to question 19*

c. How long has this grandparent been responsible for the(se) grandchild(ren)? *If the grandparent is financially responsible for more than one grandchild, answer the question for the grandchild for whom the grandparent has been responsible for the longest period of time.*

- ☐ Less than 6 months
- ☐ 6 to 11 months
- ☐ 1 or 2 years
- ☐ 3 or 4 years
- ☐ 5 or more years

19 Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? *Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the Persian Gulf War.*

- ☐ Yes, now on active duty
- ☐ Yes, on active duty in past, but not now
- ☐ No, training for Reserves or National Guard only → *SKIP to question 22*
- ☐ No, never served in the military → *SKIP to question 22*

20 When did this person serve on active duty in the U.S. Armed Forces? *Mark (X) a box for EACH period in which this person served.*

- ☐ April 1995 or later
- ☐ August 1990 to March 1995 (including Persian Gulf War)
- ☐ September 1980 to July 1990
- ☐ May 1975 to August 1980
- ☐ Vietnam era (August 1964 to April 1975)
- ☐ February 1955 to July 1964
- ☐ Korean conflict (June 1950 to January 1955)
- ☐ World War II (September 1940 to July 1947)
- ☐ Some other time

21 In total, how many years of active-duty military service has this person had?

- ☐ Less than 2 years
- ☐ 2 years or more

22 LAST WEEK, did this person do ANY work for either pay or profit? *Mark (X) the "Yes" box even if the person worked only 1 hour, or helped without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.*

- ☐ Yes
- ☐ No → *SKIP to question 28*

23 At what location did this person work LAST WEEK? *If this person worked at more than one location, print where he or she worked most last week.*

a. Address (Number and street name)

If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

b. Name of city, town, or post office

c. Is the work location inside the limits of that city or town?

- ☐ Yes
- ☐ No, outside the city/town limits

d. Name of county

e. Name of U.S. state or foreign country

f. ZIP Code

24 How did this person usually get to work LAST WEEK? *If this person usually used more than one method of transportation during the trip, mark ONLY the box of the one used for most of the distance.*

- ☐ Car, truck, or van
- ☐ Bus or trolley bus
- ☐ Streetcar or trolley car
- ☐ Subway or elevated
- ☐ Railroad
- ☐ Ferryboat
- ☐ Taxicab
- ☐ Motorcycle
- ☐ Bicycle
- ☐ Walked
- ☐ Worked at home → *SKIP to question 32*
- ☐ Other method

I *Answer question 25 ONLY IF you marked "Car, truck, or van" in question 24. Otherwise, SKIP to question 26.*

25 How many people, including this person, usually rode to work in the car, truck, or van LAST WEEK?

Person(s)

26 What time did this person usually leave home to go to work LAST WEEK?

Hour Minute

- ☐ a.m.
- ☐ p.m.

27 How many minutes did it usually take this person to get from home to work LAST WEEK?

Minutes

J *Answer questions 28–31 ONLY IF this person did NOT work last week. Otherwise, SKIP to question 32.*

28 a. LAST WEEK, was this person on layoff from a job?

- ☐ Yes → *SKIP to question 28c*
- ☐ No

b. LAST WEEK, was this person TEMPORARILY absent from a job or business?

- ☐ Yes, on vacation, temporary illness, labor dispute, etc. → *SKIP to question 31*
- ☐ No → *SKIP to question 29*

c. Has this person been informed that he or she will be recalled to work within the next 6 months OR been given a date to return to work?

- ☐ Yes → *SKIP to question 30*
- ☐ No

29 Was this person looking for work during the last 4 weeks?
- ☐ Yes
- ☐ No → *SKIP to question 31*

30 LAST WEEK, could this person have started a job if offered one, or returned to work if recalled?
- ☐ Yes, could have gone to work
- ☐ No, because of own temporary illness
- ☐ No, because of all other reasons (in school, etc.)

31 When did this person last work, even for a few days?
- ☐ Within the past 12 months
- ☐ 1 to 5 years ago → *SKIP to question 34*
- ☐ Over 5 years ago or never worked → *SKIP to question 40*

32 During the PAST 12 MONTHS, how many WEEKS did this person work? *Count paid vacation, paid sick leave, and military service.*

Weeks

33 During the PAST 12 MONTHS, in the WEEKS WORKED, how many hours did this person usually work each WEEK?

Usual hours worked each WEEK

K *Answer questions 34–39 ONLY IF this person worked in the past 5 years. Otherwise, SKIP to question 40.*

34–39 CURRENT OR MOST RECENT JOB ACTIVITY. *Describe clearly this person's chief job activity or business last week. If this person had more than one job, describe the one at which this person worked the most hours. If this person had no job or business last week, give information for his/her last job or business.*

34 Was this person –

Mark (X) ONE box.
- ☐ an employee of a PRIVATE FOR PROFIT company or business, or of an individual, for wages, salary, or commissions?
- ☐ an employee of a PRIVATE NOT FOR PROFIT, tax-exempt, or charitable organization?
- ☐ a local GOVERNMENT employee (city, county, etc.)?
- ☐ a state GOVERNMENT employee?
- ☐ a Federal GOVERNMENT employee?
- ☐ SELF-EMPLOYED in own NOT INCORPORATED business, professional practice, or farm?
- ☐ SELF-EMPLOYED in own INCORPORATED business, professional practice, or farm?
- ☐ working WITHOUT PAY in family business or farm?

35 For whom did this person ?

If now on active duty in the Armed Forces, mark (X) this box → ☐ *and print the branch of the Armed Forces.*

Name of company, business, or other employer

36 What kind of business or industry was this? *Describe the activity at the location where employed. (For example: hospital, newspaper publishing, mail order house, auto engine manufacturing, bank)*

37 Is this mainly – *Mark (X) one box.*
- ☐ manufacturing?
- ☐ wholesale trade?
- ☐ retail trade?
- ☐ other (agriculture, construction, service, government, etc.)?

38 What kind of work was this person doing? *(For example: registered nurse, personnel manager, supervisor of order department, secretary, accountant)*

39 What were this person's most important activities or duties? *(For example: patient care, directing hiring policies, supervising order clerks, typing and filing, reconciling financial records)*

40 INCOME IN THE PAST 12 MONTHS.

Mark (X) the "Yes" box for each type of income this person received, and give your best estimate of the TOTAL AMOUNT during the PAST 12 MONTHS. (NOTE: The "past 12 months" is the period from today's date one year ago up through today.)

Mark (X) the "No" box to show types of income NOT received.

If net income was a loss, mark the "Loss" box to the right of the dollar amount.

For income received jointly, report the appropriate share for each person – or, if that's not possible, report the whole amount for only one person and mark the "No" box for the other person.

a. Wages, salary, commissions, bonuses, or tips from all jobs. *Report amount before deductions for taxes, bonds, dues, or other items.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

b. employment income from own nonfarm businesses or farm businesses, including proprietorships and partnerships. *Report NET income after business expenses.*

☐ Yes → $ .00 ☐ Loss
☐ No TOTAL AMOUNT for past 12 MONTHS

c. Interest, dividends, net rental income, royalty income, or income from estates and trusts. *Report even small amounts credited to an account.*

☐ Yes → $ .00 ☐ Loss
☐ No TOTAL AMOUNT for past 12 MONTHS

d. Social Security or Railroad Retirement.

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

e. Supplemental Security Income (SSI).

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

f. Any public assistance or welfare payments from the state or local welfare office.

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

g. Retirement, survivor, or disability pensions. *Do NOT include Social Security.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

h. Any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support or alimony. *Do NOT include lump sum payments such as money from an inheritance or the sale of a home.*

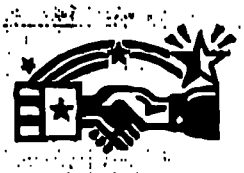
☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

41 What was this person's total income during the PAST 12 MONTHS? *Add entries in questions 40a to 40h; subtract any losses. If net income was a loss, enter the amount and mark (X) the "Loss" box next to the dollar amount.*

☐ None OR $ .00 ☐ Loss
TOTAL AMOUNT for past 12 MONTHS

→ **Continue with the questions for Person 3 on the next page. If only 2 people are listed in the List of Residents, SKIP to page 24 for mailing instructions.**

Person 5



Your answers help your community plan for the future.

➔ Please copy the name of Person 5 from the List of Residents on page 2, then continue answering questions below.

Last Name

First Name MI

7 Where was this person born?

- ☐ In the United States – *Print name of state.*
- ☐ Outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc.*

8 Is this person a CITIZEN of the United States?

- ☐ Yes, born in the United States → *Skip to 10a*
- ☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- ☐ Yes, born abroad of American parent or parents
- ☐ Yes, U.S. citizen by naturalization
- ☐ No, not a citizen of the United States

9 When did this person come to live in the United States? *Print numbers in boxes.*

Year | | | |

10 a. At any time IN THE LAST 3 MONTHS, has this person attended regular school or college? *Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.*

- ☐ No, has not attended in the last 3 months → *SKIP to question 11*
- ☐ Yes, public school, public college
- ☐ Yes, private school, private college

b. What grade or level was this person attending? *Mark (X) ONE box.*

- ☐ Nursery school, preschool
- ☐ Kindergarten
- ☐ Grade 1 to grade 4
- ☐ Grade 5 to grade 8
- ☐ Grade 9 to grade 12
- ☐ College undergraduate years (freshman to senior)
- ☐ Graduate or professional school (*for example: medical, dental, or law school*)

11 What is the highest degree or level of school this person has COMPLETED? *Mark (X) ONE box. If currently enrolled, mark the previous grade or highest degree received.*

- ☐ No schooling completed
- ☐ Nursery school to 4th grade
- ☐ 5th grade or 6th grade
- ☐ 7th grade or 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade – NO DIPLOMA
- ☐ HIGH SCHOOL GRADUATE – high school DIPLOMA or the equivalent (*for example: GED*)
- ☐ Some college credit, but less than 1 year
- ☐ 1 or more years of college, no degree
- ☐ Associate degree (*for example: AA, AS*)
- ☐ Bachelor's degree (*for example: BA, AB, BS*)
- ☐ Master's degree (*for example: MA, MS, MEng, MEd, MSW, MBA*)
- ☐ Professional degree (*for example: MD, DDS, DVM, LLB, JD*)
- ☐ Doctorate degree (*for example: PhD, EdD*)

12 What is this person's ancestry or ethnic origin?

_____

(*For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.*)

13 a. Did this person live in this house or apartment 1 year ago?

- ☐ Person is under 1 year old → *SKIP to the mailing instructions on page 24.*
- ☐ Yes, this house → *SKIP to* **F** *in the next column*
- ☐ No, outside the United States – *Print name of foreign country, or Puerto Rico, Guam, etc. below; then SKIP to* **F** *in next column.*
- ☐ No, different house in the United States

b. Where did this person live 1 year ago?

Name of city, town, or post office

c. Did this person live inside the limits of the city or town?

- ☐ Yes
- ☐ No, outside the city/town limits

Name of county

Name of state ZIP Code | | | | |

F *If this person is UNDER 5 years of age, SKIP to the mailing instructions on page 24.*

14 a. Does this person speak a language other than English at home?

- ☐ Yes
- ☐ No → *SKIP to question 15*

b. What is this language?

For example: Korean, Italian, Spanish, Vietnamese

c. How well does this person speak English?

- ☐ Very well ☐ Not well
- ☐ Well ☐ Not at all

15 Does this person have any of the following long-lasting conditions:

	Yes	No
a. Blindness, deafness, or a severe vision or hearing impairment?	☐	☐
b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?	☐	☐

16 Because of a physical, mental, or emotional condition lasting 6 months or more, does this person have any difficulty in doing any of the following activities:

	Yes	No
a. Learning, remembering, or concentrating?	☐	☐
b. Dressing, bathing, or getting around inside the home?	☐	☐
c. (Answer if this person is 16 YEARS OLD OR OVER.) Going outside the home alone to shop or visit a doctor's office?	☐	☐
d. (Answer if this person is 16 YEARS OLD OR OVER.) Working at a job or business?	☐	☐

G If this person is UNDER 15 years of age, *SKIP to the mailing instructions on page 24. Otherwise, continue with* **H**.

H *Answer question 17 ONLY IF this person is female and 15—50 years old. Otherwise, SKIP to question 18a.*

17 Has this person given birth to any children in the past 12 months?

- ☐ Yes
- ☐ No

18 a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?

- ☐ Yes
- ☐ No → *SKIP to 19*

b. Is this grandparent currently responsible for most of the basic needs of any grandchild(ren) under the age of 18 who live(s) in this house or apartment?

- ☐ Yes
- ☐ No → *SKIP to 19*

c. How long has this grandparent been responsible for the(se) grandchild(ren)? *If the grandparent is financially responsible for more than one grandchild, answer the question for the grandchild for whom the grandparent has been responsible for the longest period of time.*

- ☐ Less than 6 months
- ☐ 6 to 11 months
- ☐ 1 or 2 years
- ☐ 3 or 4 years
- ☐ 5 or more years

19 Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? *Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the Persian Gulf War.*

- ☐ Yes, now on active duty
- ☐ Yes, on active duty in past, but not now
- ☐ No, training for Reserves or National Guard only → *SKIP to question 22*
- ☐ No, never served in the military → *SKIP to question 22*

20 When did this person serve on active duty in the U.S. Armed Forces? *Mark (X) a box for EACH period in which this person served.*

- ☐ April 1995 or later
- ☐ August 1990 to March 1995 (including Persian Gulf War)
- ☐ September 1980 to July 1990
- ☐ May 1975 to August 1980
- ☐ Vietnam era (August 1964 to April 1975)
- ☐ February 1955 to July 1964
- ☐ Korean conflict (June 1950 to January 1955)
- ☐ World War II (September 1940 to July 1947)
- ☐ Some other time

21 In total, how many years of active-duty military service has this person had?

- ☐ Less than 2 years
- ☐ 2 years or more

22 LAST WEEK, did this person do ANY work for either pay or profit? *Mark (X) the "Yes" box even if the person worked only 1 hour, or helped without pay in a family business or farm for 15 hours or more, or was on active duty in the Armed Forces.*

- ☐ Yes
- ☐ No → *SKIP to question 28*

23 At what location did this person work LAST WEEK? *If this person worked at more than one location, print where he or she worked most last week.*

a. Address (Number and street name)

If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.

b. Name of city, town, or post office

c. Is the work location inside the limits of that city or town?

- ☐ Yes
- ☐ No, outside the city/town limits

d. Name of county

e. Name of U.S. state or foreign country

f. ZIP Code

24 How did this person usually get to work LAST WEEK? *If this person usually used more than one method of transportation during the trip, mark (X) the box of the one used for most of the distance.*

- ☐ Car, truck, or van
- ☐ Bus or trolley bus
- ☐ Streetcar or trolley car
- ☐ Subway or elevated
- ☐ Railroad
- ☐ Ferryboat
- ☐ Taxicab
- ☐ Motorcycle
- ☐ Bicycle
- ☐ Walked
- ☐ Worked at home → *SKIP to question 32*
- ☐ Other method

I *Answer question 25 ONLY IF you marked "Car, truck, or van" in question 24. Otherwise, SKIP to question 26.*

25 How many people, including this person, usually rode to work in the car, truck, or van LAST WEEK?

Person(s)

26 What time did this person usually leave home to go to work LAST WEEK?

Hour Minute

- ☐ a.m.
- ☐ p.m.

27 How many minutes did it usually take this person to get from home to work LAST WEEK?

Minutes

J *Answer questions 28–31 ONLY IF this person did NOT work last week. Otherwise, SKIP to question 32.*

28 a. LAST WEEK, was this person on layoff from a job?

- ☐ Yes → *SKIP to question 28c*
- ☐ No

b. LAST WEEK, was this person TEMPORARILY absent from a job or business?

- ☐ Yes, on vacation, temporary illness, labor dispute, etc. → *SKIP to question 31*
- ☐ No → *SKIP to question 29*

c. Has this person been informed that he or she will be recalled to work within the next 6 months OR been given a date to return to work?

- ☐ Yes → *SKIP to 30*
- ☐ No

29 Has this person been looking for work during the last 4 weeks?

- ☐ Yes
- ☐ No → *SKIP to question 31*

30 LAST WEEK, could this person have started a job if offered one, or returned to work if recalled?

- ☐ Yes, could have gone to work
- ☐ No, because of own temporary illness
- ☐ No, because of all other reasons (in school, etc.)

31 When did this person last work, even for a few days?

- ☐ Within the past 12 months
- ☐ 1 to 5 years ago → *SKIP to question 34*
- ☐ Over 5 years ago or never worked → *SKIP to question 40*

32 During the PAST 12 MONTHS, how many WEEKS did this person work? *Count paid vacation, paid sick leave, and military service.*

Weeks

33 During the PAST 12 MONTHS, in the WEEKS WORKED, how many hours did this person usually work each WEEK?

Usual hours worked each WEEK

K *Answer questions 34–39 ONLY IF this person worked in the past 5 years. Otherwise, SKIP to question 40.*

34–39 CURRENT OR MOST RECENT JOB ACTIVITY. *Describe clearly this person's chief job activity or business last week. If this person had more than one job, describe the one at which this person worked the most hours. If this person had no job or business last week, give information for his/her last job or business.*

34 Was this person –

Mark (X) ONE box.

- ☐ an employee of a PRIVATE FOR PROFIT company or business, or of an individual, for wages, salary, or commissions?
- ☐ an employee of a PRIVATE NOT FOR PROFIT, tax-exempt, or charitable organization?
- ☐ a local GOVERNMENT employee (city, county, etc.)?
- ☐ a state GOVERNMENT employee?
- ☐ a Federal GOVERNMENT employee?
- ☐ SELF-EMPLOYED in own NOT INCORPORATED business, professional practice, or farm?
- ☐ SELF-EMPLOYED in own INCORPORATED business, professional practice, or farm?
- ☐ working WITHOUT PAY in family business or farm?

35 For whom did this person work?

If now on active duty in the Armed Forces, mark (X) this box → ☐ *and print the branch of the Armed Forces.*

Name of company, business, or other employer

36 What kind of business or industry was this? *Describe the activity at the location where employed. (For example: hospital, newspaper publishing, mail order house, auto engine manufacturing, bank)*

37 Is this mainly – *Mark (X) one box.*

- ☐ manufacturing?
- ☐ wholesale trade?
- ☐ retail trade?
- ☐ other (agriculture, construction, service, government, etc.)?

38 What kind of work was this person doing? *(For example: registered nurse, personnel manager, supervisor of order department, secretary, accountant)*

39 What were this person's most important activities or duties? *(For example: patient care, directing hiring policies, supervising order clerks, typing and filing, reconciling financial records)*

40 **INCOME IN THE PAST 12 MONTHS.**

Mark (X) the "Yes" box for each type of income this person received, and give your best estimate of the TOTAL AMOUNT during the PAST 12 MONTHS. (NOTE: The "past 12 months" is the period from today's date one year ago up through today.)

Mark (X) the "No" box to show types of income NOT received.

If net income was a loss, mark the "Loss" box to the right of the dollar amount.

For income received jointly, report the appropriate share for each person – or, if that's not possible, report the whole amount for only one person and mark the "No" box for the other person.

a. **Wages, salary, commissions, bonuses, or tips from all jobs.** *Report amount before deductions for taxes, bonds, dues, or other items.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

b. **Self-employment income from own nonfarm businesses or farm businesses, including proprietorships and partnerships.** *Report NET income after business expenses.*

☐ Yes → $ .00 ☐ Loss
☐ No TOTAL AMOUNT for past 12 MONTHS

c. **Interest, dividends, net rental income, royalty income, or income from estates and trusts.** *Report even small amounts credited to an account.*

☐ Yes → $ .00 ☐ Loss
☐ No TOTAL AMOUNT for past 12 MONTHS

d. **Social Security or Railroad Retirement.**

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

e. **Supplemental Security Income (SSI).**

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

f. **Any public assistance or welfare payments from the state or local welfare office.**

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

g. **Retirement, survivor, or disability pensions.** *Do NOT include Social Security.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

h. **Any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support or alimony.** *Do NOT include lump sum payments such as money from an inheritance or the sale of a home.*

☐ Yes → $ .00
☐ No TOTAL AMOUNT for past 12 MONTHS

41 What was this person's total income during the PAST 12 MONTHS? *Add entries in questions 40a to 40h; subtract any losses. If net income was a loss, enter the amount and mark (X) the "Loss" box next to the dollar amount.*

☐ None OR $ .00 ☐ Loss
TOTAL AMOUNT for past 12 MONTHS

→ **Now continue with the mailing instructions on page 24**

Mailing Instructions

Please make sure you have..

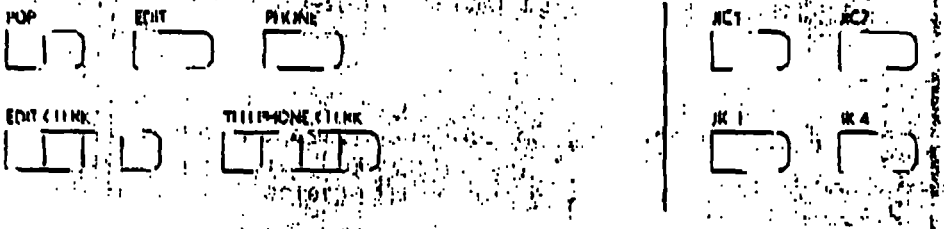
- put all names on the List of Residents and answered the questions across the top of the page
- answered all Housing questions
- answered all Person questions for each person on the List of Residents.

Then...

- put the completed questionnaire into the postage-paid return envelope. (It is addressed to the Bureau of the Census Processing Center in Jeffersonville, Indiana)
- make sure the barcode above your address shows in the window of the return envelope.

Thank you for participating in the American Community Survey.

For Census Bureau Use



The Census Bureau estimates that, for the average household, this form will take 28 minutes to complete, including the time for reviewing the instructions and answers. Comments about the estimate should be directed to the Associate Director for Administration, Bureau of the Census, Room 3104, FH 3, Washington, DC 20233, Attn. 0607-0810. Please DO NOT RETURN your questionnaire to the address for the enclosed preaddressed envelope to return your completed questionnaire.

Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget. The 8-digit number appears in the bottom left on the front cover of this form.

Form AC-1(2000) (7-20-99)

The Baby Boom Echo: No End in Sight

A Back to School Special Report

By
U.S. Secretary of Education
Richard W. Riley

August 19, 1999

Highlights from
The Baby Boom Echo: No End in Sight

New records—

- Total public and private school enrollment will rise to a record 53.2 million.
- Total college enrollment will rise to a record 14.9 million.

Between 1989 and 2009—

- Elementary school enrollment will rise by 4.7 million, secondary enrollment by 3.6 million and college enrollment by 2.8 million.
- Public high school enrollment is expected to increase by 29 percent, while elementary enrollment is projected to increase by 15 percent.
- The number of public high school graduates will increase by 18 percent.
- Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 146 percent increase projected for Nevada, 85 percent for Arizona, 56 percent for California, and 51 percent for Florida.
- Full-time college enrollment is projected to rise by 26 percent.

Between 1999 and 2009—

- Public high school enrollment is expected to increase by nearly 9 percent, while elementary enrollment is projected to decrease by less than one percent.
- The number of public high school graduates will increase by 16 percent.
- Fifteen states will have at least a 15 percent increase in the number of public high school graduates, with a 77 percent increase projected for

Nevada, 56 percent for Arizona, and 40 percent for North Carolina.

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

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

Beyond 2009—

- Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early 1970s, the number of births is not projected to fall off, but to increase slowly for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate that the number of births will continue to rise thereafter, from to 4.2 million in 2009 to 4.8 million in 2028.

The Baby Boom Echo: No End in Sight

In the next few weeks, 53.2 million young people will start school and—for the fourth year in a row—set a new national enrollment record for elementary and secondary education. This new enrollment figure represents an increase of 447,000 children over last year. College enrollment also will reach a new milestone, climbing to a record 14.9 million students. This is the second year in a row that this nation has broken the college enrollment record.

The crush of young people entering our nation's public and private K-12 schools, as well as our system of higher education, reflects the continuing impact of the baby boom echo and the increasing recognition by many more Americans that investing in education is critical to individual success.

This is our fourth special report on the impact of baby boom echo, the 25 percent increase in our nation's birth rate that began in the mid-1970s and reached its peak in 1990 with the birth of 4.1 million children. Coupled with rising immigration and new efforts to expand pre-K programs, this extraordinary jump in the birth rate has led to an unprecedented pressure on our nation's education system.

As a result, many of our nation's schools are overcrowded and deteriorating. The sight of portable classrooms filling up school playgrounds is increasingly common. This year, as last year, educators will be working overtime to find the qualified teachers they need to prepare this next generation of Americans.

This enrollment increase once again reminds us that the current baby boom echo is unlike the post-World War II baby boom that was followed by a sharp decline in the birth rate in the early 1970s. While this report gives us only a snapshot of current enrollment increases, I believe that we are far better off seeing these figures as part of a "long, slow, rising wave" that shows no sign of stopping.

Enrollment has been rising since 1985—a total of 14 years—and it will continue to climb for another seven years until the year 2006. Enrollment will then plateau briefly before increases start showing up at the preprimary and elementary grades again. As Figure 1 indicates there is no end in sight to the rising number of births.

There is no short-term fix to the very long-term condition of increasing enrollment in our nation's school systems. While many school districts are using portable classrooms and resorting to double sessions, the fact remains that this nation simply has to build more schools. During the 20-year period from 1989 to 2009, this nation is being asked to provide a high-quality education to an additional 8.3 million children, and help an additional 2.8 million Americans acquire a college education.

A strong future perspective also suggests that we should be looking down the road to recognize that the children who make up the current baby boom echo will, in time, begin to have their own children and families. This is why it is so important for this nation to build new schools that will last for decades and truly be centers of community and learning for all Americans.

Several aspects of this baby boom echo picture deserve our attention.

Expanding Pre-K Opportunities

While many more young people are starting pre-K programs (Figure 3) we still are not meeting the national need for quality pre-primary education. Many more families want it for their 3- to 5-year old children. New research tells us that an early investment in helping young people prepare for their formal education can pay many educational dividends.

As a result, an increasing number of state governors, as well as the federal government, have been working hard to expand pre-K opportunities. In 1998, about two-thirds of children ages 3 to 5, or 7.8 million children, were enrolled in some form of pre-K program. A total of 4.3 million children in this age group are currently not enrolled in pre-K programs.

I believe that increasing pre-K opportunities for children, with particular attention to ensuring parent involvement and hiring high-quality teachers and child care providers, will be a major area of new educational investment in the coming decade.

While a new emphasis is being placed on expanding high-quality pre-K programs to serve our nation's youngest children, another changing enrollment pattern also deserves attention.

More High School Students than Ever Before

In the next 10 years (see Figure 4), the most rapid enrollment increases will take place in America's high schools and colleges and universities. Put simply, the children who make up the baby boom echo are getting older. Many of America's high schools will face years of intense pressure as they seek to ease overcrowding while raising standards of achievement for all of their students.

Between 1999 and 2009, secondary school enrollment will increase by 9 percent and the number of high school graduates will increase by 16 percent. Secondary school enrollment will rise from 14.9 million in 1999 to 16.2 million in 2009, an increase of 1.3 million high school students. The state of California will lead the rise in enrollment as it seeks to educate an additional 261,000 high school students (Table 7). Texas and Illinois will also see significant increases in their high school populations.

High school enrollment will increase by 50 percent in the state of Nevada, which will see a 77 percent jump in the number of high school graduates. Arizona, Georgia and North Carolina will encounter increases of over 20 percent in high school enrollment. As Figure 7 indicates, every region in the country will be facing enrollment increases in secondary education between 1999 and 2009.

Policy Implications of Increasing Enrollment

The increasing number of young people attending our nation's high schools presents several important policy implications. High schools, on average, cost more than double to build than elementary schools. According to a 1999 report on school construction by *School Planning and Management* magazine, the average elementary school costs $7 million to build while the average high school costs $18 million.

The increasing enrollment impacts the number of high schools we must build. Entering this equation is the recommended size of the schools we should build. Many school districts continue to build large high schools even though the National Association of Secondary School Principals suggests that the ideal high school should have a maximum of 600 students. About 71 percent of all high school students now go to schools with at least 1,000 students. The number of schools with more than 1,500 students increased by 45 percent between 1990-91 and 1997-98, and the number of students attending schools with enrollment exceeding 1,500 increased by 50 percent.

A second major policy implication relates to hiring and retaining high-quality teachers. High schools will need more math and science teachers, and they are already hard pressed to find enough teachers for demanding subjects like physics and calculus.

A recent Education Department study entitled *Answers in the Tool Box* notes that "finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters postsecondary education will complete a bachelor's degree." The same study goes on to state "the impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced—and positively—for African American and Latino students than any other pre-college indicator of academic resources. The impact for African American and Latino students is also much greater than it is for white students."

The implications of this study are profound. High schools with rigorous academic programs and high-quality teachers can help many more minority students reach our nation's college ranks. Yet high schools with large numbers of African American and Latino students are often the very schools that have the largest number of teachers teaching out of field—over 22 percent. Indeed, the teacher shortage in high-poverty schools for teachers in mathematics, physical science and biological/life sciences exceeds 50 percent.

The West and South Lead Nation's School Enrollment Growth

Regionally, the West and South will continue to lead the nation in enrollment increases in elementary and secondary education. Between 1989

and 2009, the West will see enrollment increase over 35 percent, while the South will see almost a 20 percent increase during the same period of time.

Some states will encounter enormous increases in enrollment over this 20-year period. Nevada, for example, will see a 105 percent jump and Arizona will see a 66 percent increase. In sheer numbers, California leads the nation as an additional 1.68 million students enter that state's classrooms between 1989 and 2009.

While many states went through their great periods of high growth during the last 10 years, some states, primarily in the West and Southwest, show no signs of slowing. California, for example, will see its student population increase by over 7 percent in the next 10 years, a total of 428,000 additional students (Table 3). Texas will have to educate an additional 316,000 students.

Idaho and New Mexico also will see continued enrollment pressures. Georgia will lead the enrollment growth in the Southeast, with an increase of 115,000 students over the next 10 years. Illinois will lead the Midwest with 60,000 more students expected between 1999 and 2009.

Crush of Students Comes from Both Cities and Suburbs

The New York City school system continues to have the largest enrollment increases in the nation followed by the Dade County School system (Miami) and the Los Angeles Unified School system in California (Table 5). The state of Florida, which saw its overall enrollment increase by 33 percent in the last 10 years, has 7 of the top 25 school districts when it comes to enrollment increases between 1987 and 1997.

As Table 5 indicates, the 25 school districts that have had the greatest growth between 1987 and 1997 are a mix of both urban and suburban school districts. Suburban school districts surrounding Atlanta (Gwinnett County, Cobb County, and Fulton County) and Washington, D.C. (Montgomery County and Prince Georges County), for example, have seen very rapid growth in their school populations.

Hiring and Keeping Enough Teachers

The increase in the numbers of young people going to school will accelerate the demand for well-trained teachers. A total of 2.2 million teachers are needed to meet enrollment increases in the next 10 years and to offset the large number of teachers who are about to retire. As Figure 12 indicates, we are on the verge of a massive wave of retirements as the large cohort of experienced teachers who were hired in the late 1960s and 1970s begins to leave the profession.

The shortage of teachers is already particularly pronounced in science, math, special education, bilingual education and foreign languages. While the effort of many urban school districts to recruit new teachers often makes headline news, one untold story is the increasing difficulty that many poor, rural communities continue to face in recruiting the teachers they need.

The need to find new teachers is leading some school districts to develop new incentive packages ranging from a $1,000 signing bonus in Howard County, Maryland, to a $20,000 signing bonus in the state of Massachusetts for certified teachers.

One of the greatest problems that school districts face once they hire new teachers is keeping them. New teachers are often compelled to sink or swim, often receiving the toughest assignments in addition to the responsibility for supervising extracurricular activities. As a result, 22 percent of all new teachers leave the profession in the first three years.

School Construction Still Lags Behind

Between 1990 and 1994 school construction in this nation remained essentially flat. Hit hard by the economic recession at the beginning of the decade, many school districts delayed building new schools and even delayed basic maintenance despite rising enrollment. School districts also faced stiff opposition from voters in passing school bonds. In 1991, half of all school bonds were defeated.

According to the National Clearinghouse for Educational Facilities, in 1990 school construction contracts totaled $9.5 billion. By 1994, the amount of school construction contracts had increased only slightly to $11.9 billion.

During that same period of time, an additional 2.8 million children entered our nation's public school system.

In a landmark 1995 report, *School Facilities: Condition of America's Schools*, the General Accounting Office (GAO) estimated that a total of $112 billion was needed to repair and modernize this nation's schools. (Figure 13). The report stated,

> "One third of all schools need extensive repair or replacement. Nearly 60 percent of schools have at least one major building problem, and more than half have inadequate environmental conditions."

School construction finally began to pick up in 1995. Total contract awards for school construction increased from $14 billion in 1995 to $18 billion in 1998. The total number of school construction contracts increased from 7,185 in 1995 to 8,215 in 1998. Voters have increased their support for school bonds as well, with the percentage of schools bonds passing rising from 50 percent in 1991 to 67 percent in 1998.

In 1998, primary school construction accounted for 49 percent of these contracts; middle and junior high schools for 17.3 percent; senior high schools for 29.3 percent; and vocational schools for 4.4 percent. Four large states—Texas ($1.9 billion), California ($1.3 billion), Florida ($1.1 billion) and New York ($1.1 billion)—lead the nation in spending to repair, modernize and build schools.

The National Clearinghouse for Educational Facilities estimates that $19.5 billion will be spent in 1999 to build and modernize our nation's schools. Despite this recent spurt, school construction and modernization badly lags behind other efforts to improve our nation's infrastructure. The average age of a public school building is 42 years old and school buildings begin rapid deterioration after 40 years. In 1998, the American Society of Civil Engineers gave school modernization and construction the lowest grade possible—an "F"—in its Report Card for America's Infrastructure.

While significant progress has been made in giving our nation's schools increased access to the Internet, with close to 90 percent of all schools connected in 1998 compared to just 30 percent in 1994, wiring classrooms still lags behind. According to the American Society of Civil Engineers 1998 report, "Forty-six percent lack basic wiring to support computer systems."

Setting New College Enrollment Records

Our nation's colleges and universities also are setting a new national enrollment record. In 1999, 14.9 million Americans will be studying in our nation's higher education system. College and university enrollment will jump 10 percent in the next 10 years and an increasing majority of college students will be full-time students. Enrollment is projected to increase by 1.5 million between 1999 and 2009 and comes at a time when many colleges and universities are already at full capacity and becoming more selective in their admissions processes. Continuing a 20-year trend, the majority of these students will be women.

The projected enrollment increase in our nation's high schools, coupled with the fact that two-thirds of all high school graduates now go directly to college, will only increase the competition that American high school seniors already face to go to the college of their choice. Some college applicants already feel stranded on waiting lists, and a growing number of colleges and universities are adopting the unusual approach of admitting young people not just in the fall semester but in the spring and summer semesters as well.

Conclusion: Now Is the Time to Act

This report, like the previous three special reports on the baby boom echo, seeks to alert the American people that now is the time to invest in our nation's young people. We need to do this by expanding pre-K opportunities, building more schools, hiring more well-prepared teachers and keeping them in the field, and setting higher standards for all students.

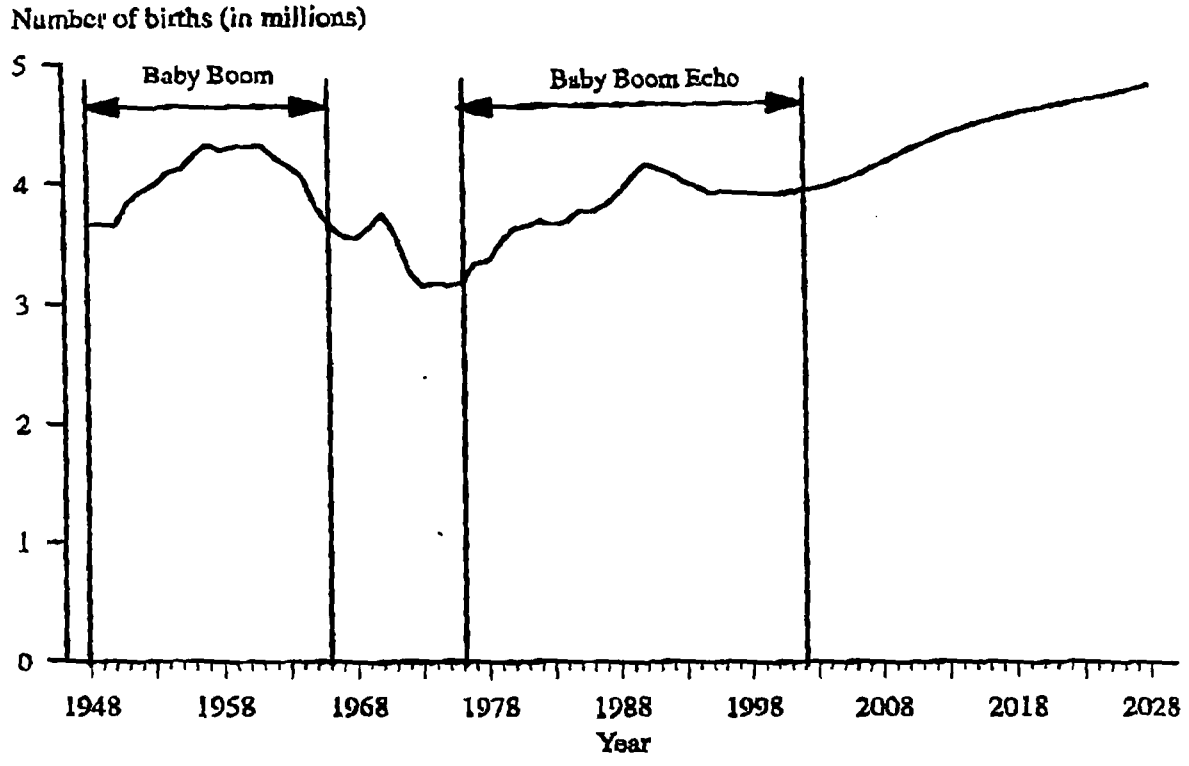
As I visit schools across the country local educators are often surprised to discover that they are not alone in confronting the problem of overcrowded schools and school buildings that are wearing out. Across the country from Broward County, Florida, dubbed the portable classroom capital of America, to Los Angeles, California, which is preparing to build over 50 new schools, the need to build more schools is immediate and real.

The fact of the matter is simply this: There is no end in sight to the number of children entering our nation's schools. This nation has a rare opportunity, in this time of peace and prosperity, to accept the challenge of educating the

millions of young people entering our schools this year and those who will be entering our schools for years to come. America's schools are full of optimistic young people who deserve the best education possible. Now is not the time to be short-sighted.

ATTACHED CHARTS DESCRIBE THE BABY BOOM ECHO

Figure 1.--Annual number of births, with projections: 1948 to 2028

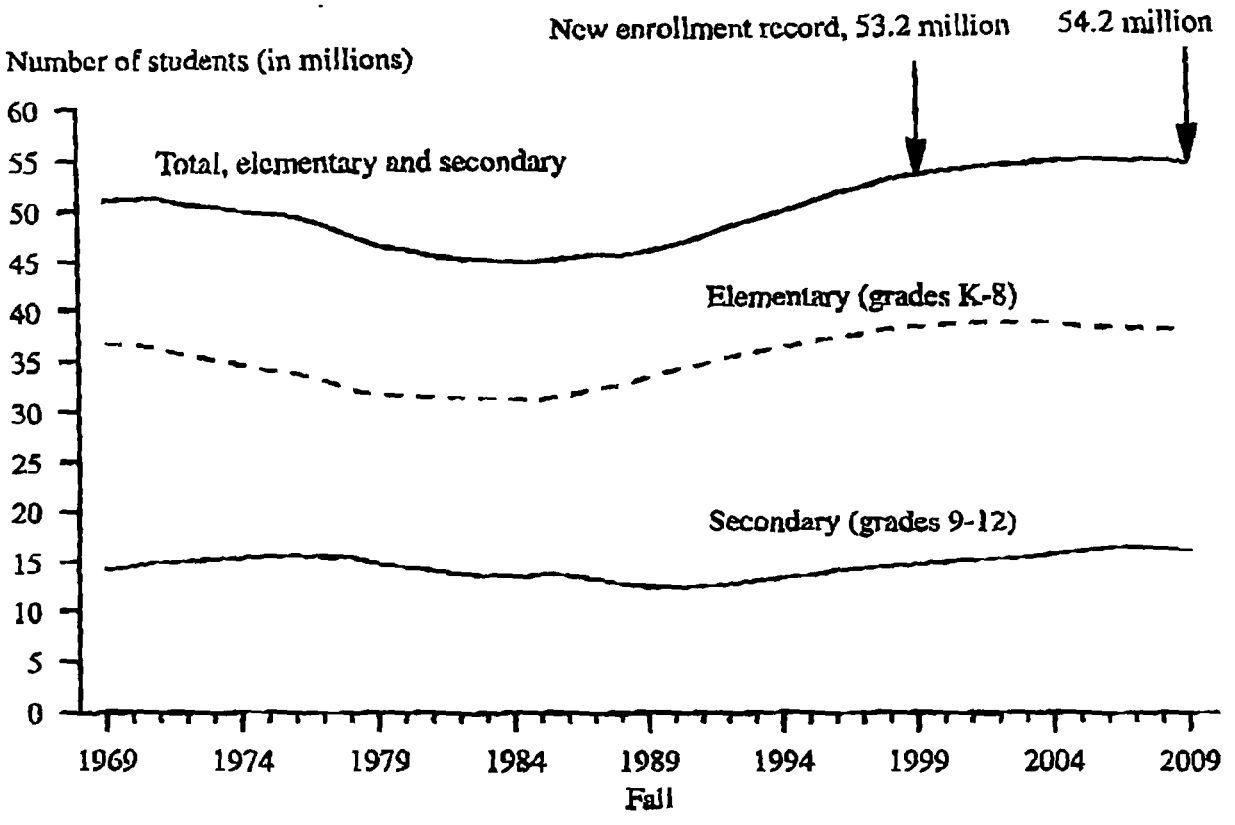


The surge in the number of births after World War II, nicknamed the "baby boom," lasted through the early 1960s. At the peak in 1957, 4.3 million births were recorded, an increase of 19 percent from 1948.

In contrast, the "baby boom echo," which began in the late 1970s, reached 4.1 million births at its peak in 1990, reflecting a 25 percent increase from 1977. Unlike the decline in the post-baby boom era, when births dropped down to 3.1 million in the early 1970s, the number of births in the post-baby boom echo era is expected to remain fairly stable at nearly 4 million for about a decade. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009;* and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050.*

Figure 2.--Enrollment in public and private elementary and secondary schools: Fall 1969 to fall 2009



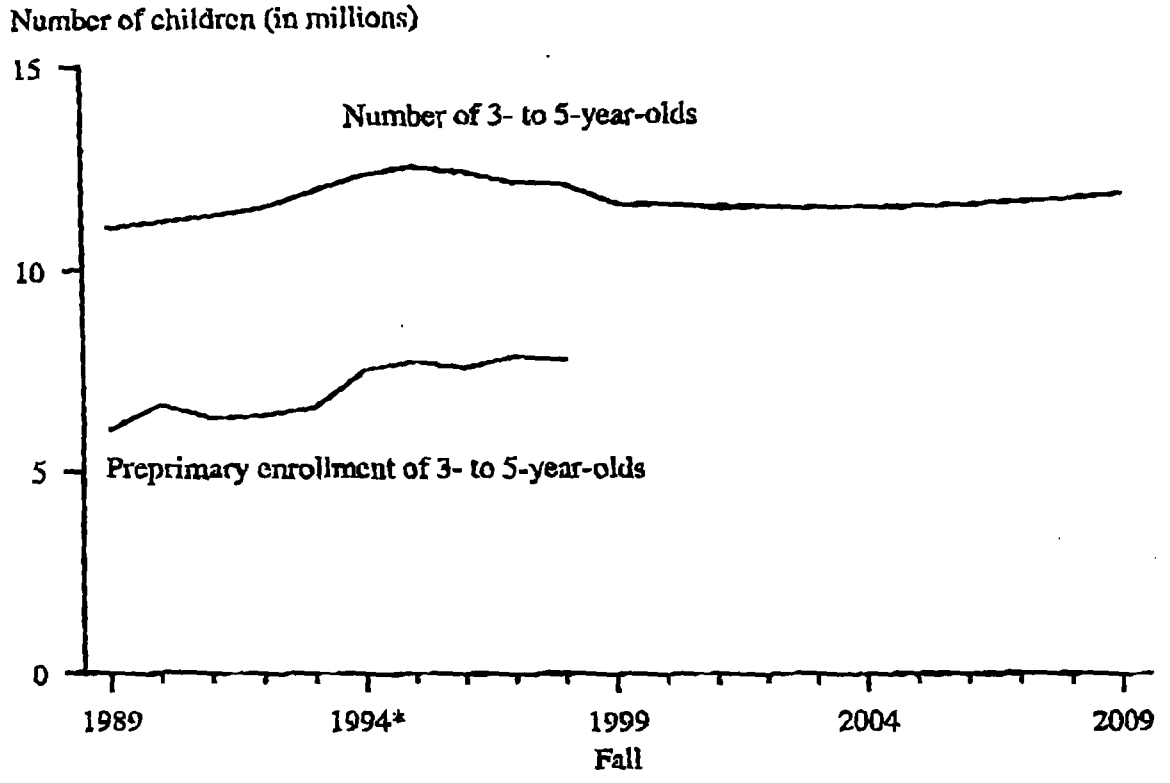
In fall 1999, public and private school enrollment is projected to surpass the previous high of 1998, and is expected to increase every year through 2006.

From fall 1972 to fall 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the school-age population over that period.

From fall 1985 to fall 1999, the pattern changed again as enrollment increased significantly at the elementary school level. Elementary school enrollment is projected to continue growing slowly through 2002, and then decline slightly, ending at a level in 2009 similar to 1998. In contrast, secondary school enrollment is expected to rise by 9 percent between 1999 and 2009, from 14.9 million to 16.2 million, as current elementary school students move into high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998;* and *Projections of Education Statistics to 2009.*

Figure 3.--Number of 3- to 5-year-olds and preprimary enrollment: 1989 to 2009

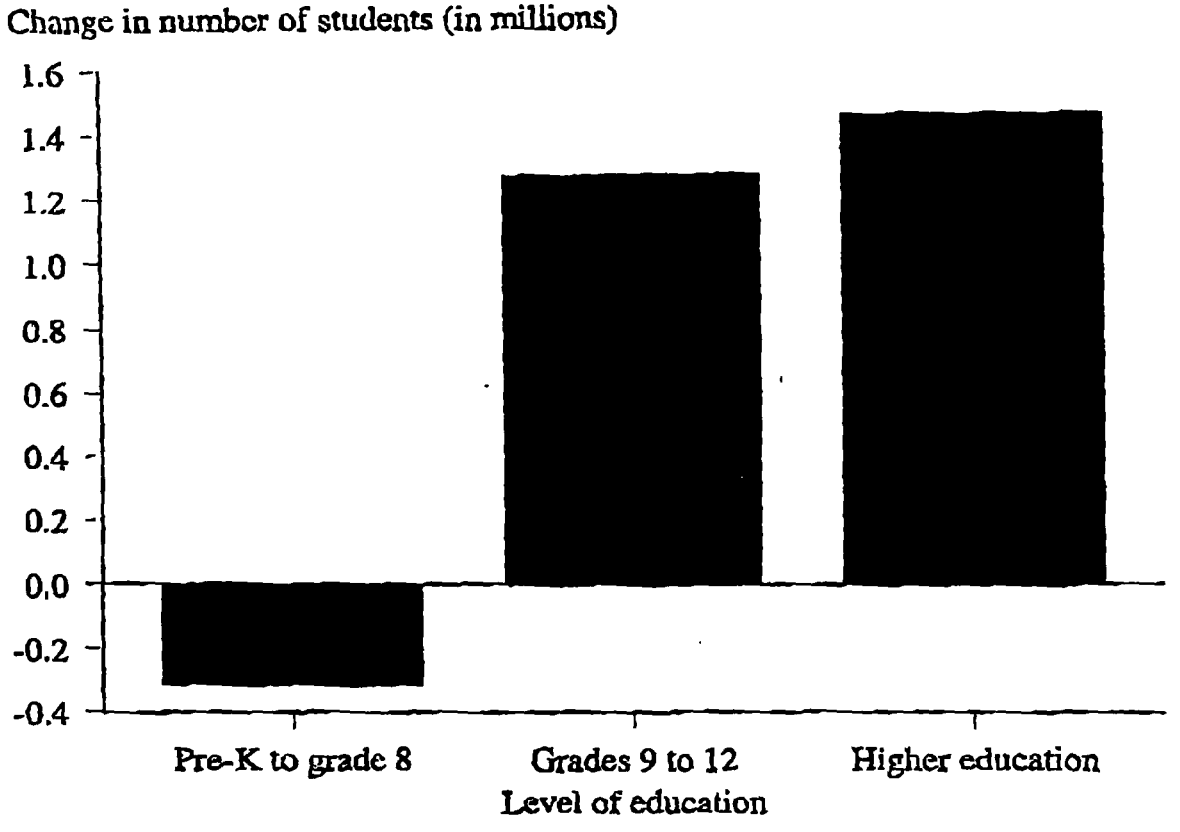


Enrollment in preprimary education has increased in recent years, reaching about 7.8 million in 1998. About two-thirds of 3- to 5-year-olds attended preprimary programs in 1998, but about 4.3 million were not enrolled. Enrollment rates differed by age, with about 39 percent of 3-year-olds, 67 percent of 4-year-olds, and 89 percent of 5-year-olds enrolled in preprimary programs.

*Some of the enrollment increase in 1994 is attributable to changes in survey procedures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998;* and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050.*

Figure 4.--Change in number of students enrolled in elementary and secondary schools and higher education institutions: Fall 1999 to fall 2009



As elementary students move into the secondary school grades, enrollment will increase in grades 9 to 12. Projections for 1999 through 2009 indicate an additional 1.3 million high school students over the time period, a 9 percent increase. Decreases in preschool and lower elementary enrollments are expected before leveling out in the next five to ten years. At the higher education level, enrollment is project to rise by 1.5 million over the next 10 years.

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

Table 1.--Enrollment in public elementary and secondary schools, by grade: Fall 1983 to fall 2009

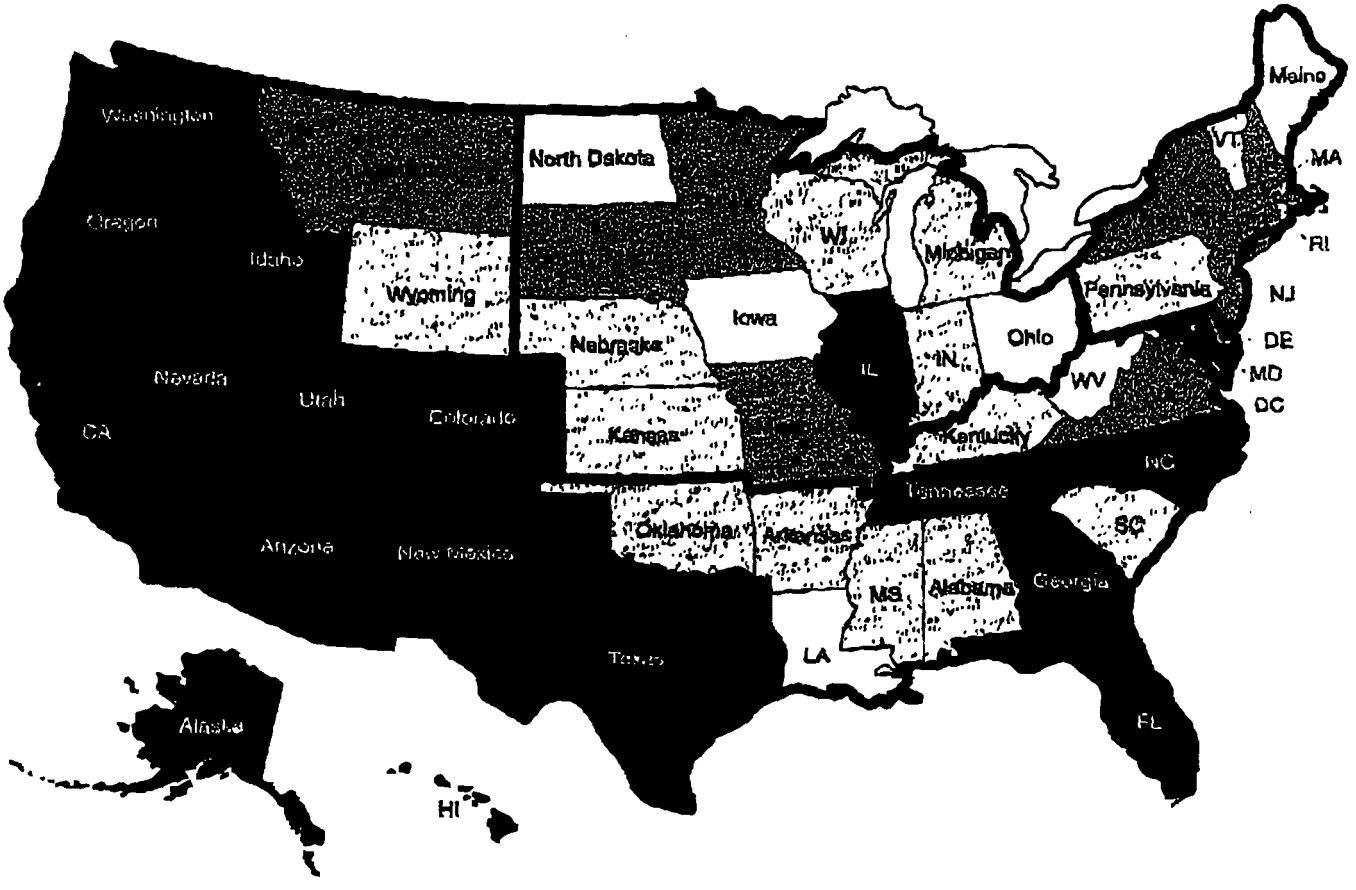
(Numbers in thousands)

Year	Total enrollment	Prekindergarten/ kindergarten		Grades 1 to 5		Grades 6 to 8		Grades 9 to 12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1983	39,252	2,859	7.3	14,511	37.0	9,611	24.5	12,271	31.3
1984	39,208	3,010	7.7	14,638	37.3	9,257	23.6	12,304	31.4
1985	39,422	3,192	8.1	14,942	37.9	8,900	22.6	12,388	31.4
1986	39,753	3,310	8.3	15,347	38.6	8,764	22.0	12,333	31.0
1987	40,008	3,388	8.5	15,799	39.5	8,745	21.9	12,076	30.2
1988	40,189	3,433	8.5	16,187	40.3	8,882	22.1	11,687	29.1
1989	40,543	3,486	8.6	16,607	41.0	9,059	22.3	11,390	28.1
1990	41,217	3,610	8.8	16,919	41.0	9,350	22.7	11,338	27.5
1991	42,047	3,686	8.8	17,183	40.9	9,636	22.9	11,541	27.4
1992	42,823	3,817	8.9	17,344	40.5	9,927	23.2	11,735	27.4
1993	43,465	3,922	9.0	17,432	40.1	10,150	23.4	11,961	27.5
1994	44,111	4,047	9.2	17,582	39.9	10,269	23.3	12,213	27.7
1995	44,840	4,173	9.3	17,809	39.7	10,359	23.1	12,500	27.9
1996	45,611	4,203	9.1	18,054	39.7	10,508	23.0	12,847	28.2
1997	46,127	4,198	9.1	18,286	39.6	10,589	23.0	13,054	28.3
	Projected								
1998	46,844	4,100	8.8	18,686	39.9	10,726	22.9	13,330	28.5
1999	47,244	4,053	8.6	18,837	39.9	10,811	22.9	13,543	28.7
2000	47,533	4,031	8.5	18,859	39.7	10,985	23.1	13,658	28.7
2001	47,785	4,009	8.4	18,782	39.3	11,228	23.5	13,767	28.8
2002	48,010	3,992	8.3	18,624	38.8	11,459	23.9	13,935	29.0
2003	48,154	3,982	8.3	18,461	38.3	11,593	24.1	14,119	29.3
2004	48,286	3,978	8.2	18,353	38.0	11,578	24.0	14,376	29.8
2005	48,392	3,979	8.2	18,286	37.8	11,456	23.7	14,669	30.3
2006	48,418	3,984	8.2	18,239	37.7	11,327	23.4	14,868	30.7
2007	48,362	3,995	8.3	18,215	37.7	11,245	23.3	14,907	30.8
2008	48,255	4,013	8.3	18,218	37.8	11,190	23.2	14,833	30.7
2009	48,126	4,037	8.4	18,245	37.9	11,144	23.2	14,699	30.5

NOTE.--Projected numbers may not add up to total due to rounding.

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

Figure 5.--Percent change in public elementary and secondary enrollment, by state: Fall 1989 to fall 2009



Over the twenty-year period from 1989 to 2009, public elementary and secondary school enrollment is projected to increase by 19 percent. The increases are most notable among the western states, with Nevada expecting the largest rate of increase at 105 percent.

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

Table 2.—Enrollment in public and private elementary and secondary schools, by region and state: Fall 1989, 1999, 2004, and 2009

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private	45,898	53,215	54,369	54,174	15.9	1.8	18.0
Private, total	5,355	5,971	6,082	6,048	11.5	1.3	12.9
				Public schools			
Public, total	40,543	47,244	48,286	48,126	16.5	1.9	18.7
Northeast	7,200	8,207	8,249	7,959	14.0	-3.0	10.5
Connecticut	462	547	545	519	18.5	-5.2	12.3
Maine	214	209	199	193	-2.2	-7.5	-9.6
Massachusetts	826	967	979	938	17.2	-3.1	13.6
New Hampshire	172	203	203	199	18.2	-1.9	15.9
New Jersey	1,076	1,252	1,279	1,253	16.4	0.0	16.4
New York	2,566	2,936	2,968	2,860	14.4	-2.6	11.5
Pennsylvania	1,655	1,833	1,821	1,753	10.8	-4.4	5.9
Rhode Island	136	153	151	145	12.7	-5.3	6.7
Vermont	95	106	103	100	12.0	-5.5	5.9
Midwest	9,849	10,842	10,867	10,681	10.1	-1.5	8.5
Illinois	1,797	2,154	2,245	2,215	19.8	2.8	23.2
Indiana	954	1,001	1,026	1,022	4.9	2.1	7.1
Iowa	478	497	482	473	3.8	-4.8	-1.2
Kansas	431	469	462	464	8.7	-1.0	7.6
Michigan	1,577	1,680	1,673	1,617	6.6	-3.8	2.5
Minnesota	740	854	843	829	15.5	-3.0	12.1
Missouri	808	913	915	902	13.0	-1.2	11.7
Nebraska	271	291	287	288	7.3	-1.0	6.1
North Dakota	118	117	111	110	-0.5	-6.5	-7.0
Ohio	1,764	1,839	1,810	1,760	4.2	-4.3	-0.3
South Dakota	127	143	141	144	12.1	1.0	13.2
Wisconsin	783	884	873	859	12.9	-2.8	9.7
South	14,605	17,002	17,428	17,421	16.4	2.5	19.3
Alabama	734	754	766	763	4.2	1.2	5.4
Arkansas	435	463	465	458	6.3	-1.0	5.3
Delaware	98	114	114	113	16.2	-0.7	15.4
District of Columbia	81	76	72	70	-6.3	-7.7	-13.5
Florida	1,790	2,381	2,440	2,396	33.0	0.6	33.9
Georgia	1,127	1,425	1,516	1,541	26.5	8.1	36.8
Kentucky	631	655	652	639	3.8	-2.5	1.3
Louisiana	783	785	760	751	0.3	-4.4	-4.1
Maryland	699	845	863	849	21.0	0.4	21.5
Mississippi	502	509	513	509	1.4	-0.1	1.3
North Carolina	1,081	1,317	1,388	1,354	21.9	2.8	25.2
Oklahoma	579	619	598	587	7.0	-5.2	1.4
South Carolina	616	650	637	621	5.5	-4.6	0.7
Tennessee	820	944	982	986	15.2	4.5	20.3
Texas	3,329	4,036	4,213	4352	21.2	7.8	30.7
Virginia	985	1,132	1,160	1,150	14.9	1.6	16.8
West Virginia	328	297	291	283	-9.3	-4.7	-13.6
West	8,889	11,193	11,742	12,064	25.9	7.8	35.7
Alaska	109	133	136	142	21.5	7.1	30.1
Arizona	608	892	982	1,011	46.7	13.4	66.4
California	4,772	6,022	6,306	6,450	26.2	7.1	35.2
Colorado	563	706	733	750	25.4	6.2	33.2
Hawaii	169	201	214	227	18.3	13.0	33.7
Idaho	215	256	275	297	19.1	16.0	38.1
Montana	151	165	164	169	8.8	2.5	11.4
Nevada	187	325	372	383	74.1	17.6	104.8
New Mexico	296	348	367	390	17.7	12.0	31.8
Oregon	472	553	562	567	17.1	2.5	20.0
Utah	439	488	506	534	11.4	9.4	21.9
Washington	810	1,008	1,031	1,045	24.4	3.6	28.9
Wyoming	97	96	94	100	-0.8	4.2	3.4

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

Table 3.--Fifteen states with the largest enrollment increases in public elementary and secondary schools: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 1999 to 2009
	1999	2009	
California	6,022	6,450	428
Texas	4,036	4,352	316
Arizona	892	1,011	119
Georgia	1,425	1,541	115
Illinois	2,154	2,215	60
Nevada	325	383	57
Utah	488	534	46
Colorado	706	750	44
Tennessee	944	986	43
New Mexico	348	390	42
Idaho	256	297	41
North Carolina	1,317	1,354	37
Washington	1,008	1,045	36
Hawaii	201	227	26
Indiana	1,001	1,022	21

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

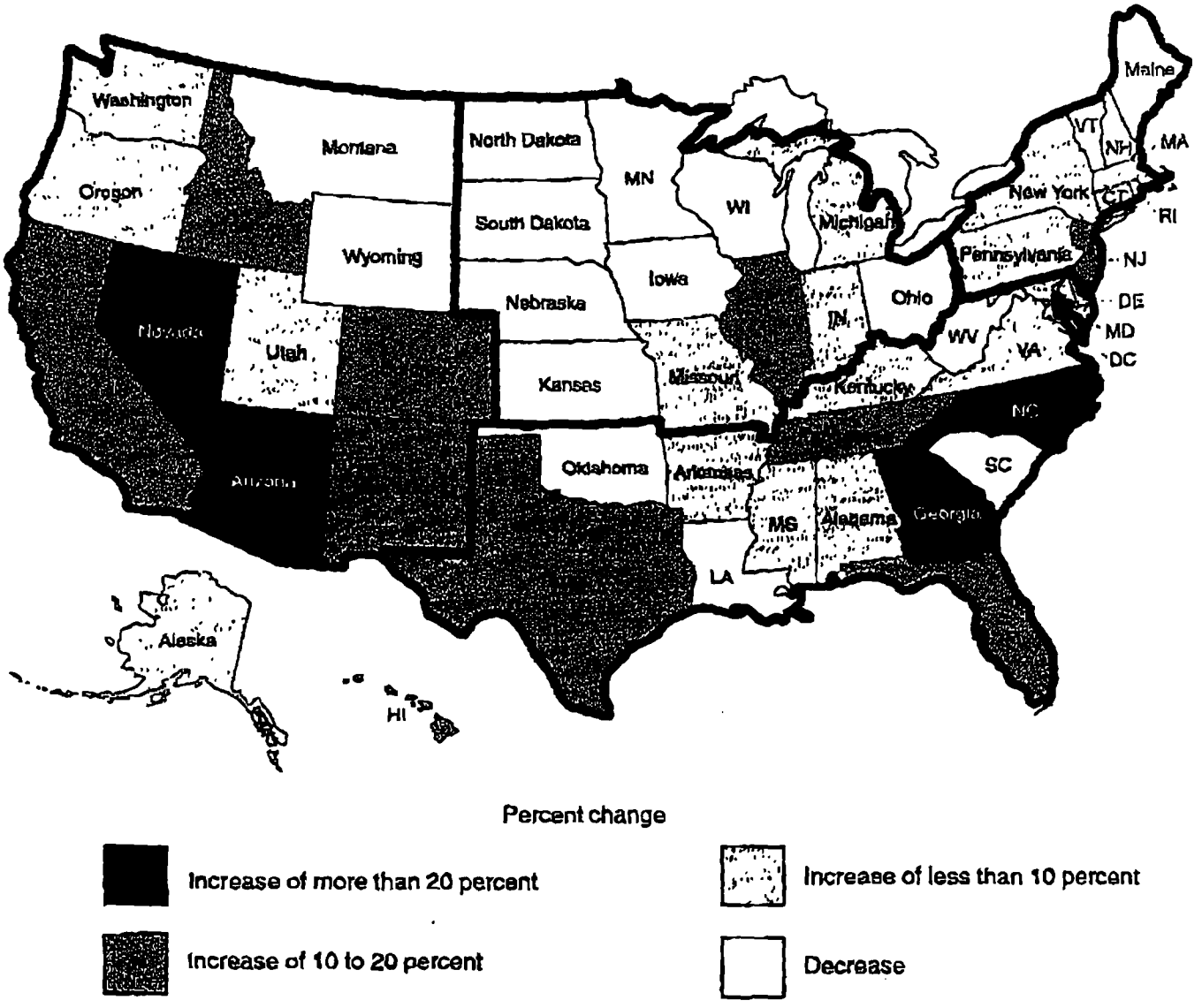
Table 4.--Fifteen states with the largest percent increases in public elementary and secondary enrollment: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Percent change, 1999 to 2009
	1999	2009	
Nevada	325	383	17.6
Idaho	256	297	16.0
Arizona	892	1,011	13.4
Hawaii	201	227	13.0
New Mexico	348	390	12.0
Utah	488	534	9.4
Georgia	1,425	1,541	8.1
Texas	4,036	4,352	7.8
California	6,022	6,450	7.1
Alaska	133	142	7.1
Colorado	706	750	6.2
Tennessee	944	986	4.5
Wyoming	96	100	4.2
Washington	1,008	1,045	3.6
Illinois	2,154	2,215	2.8

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

Figure 6.--Percent change in public secondary enrollment in grades 9 to 12, by state: Fall 1999 to fall 2009



Overall, public high school enrollment is projected to increase 9 percent over the next ten years. Nevada has the largest projected increase at 55 percent, from 1.6 million in 1999 to 1.9 million in 2009. Arizona, also a western state, has the second largest projected increase at 35 percent, from 243,000 students in 1998 to 329,000 in 2008.

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

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

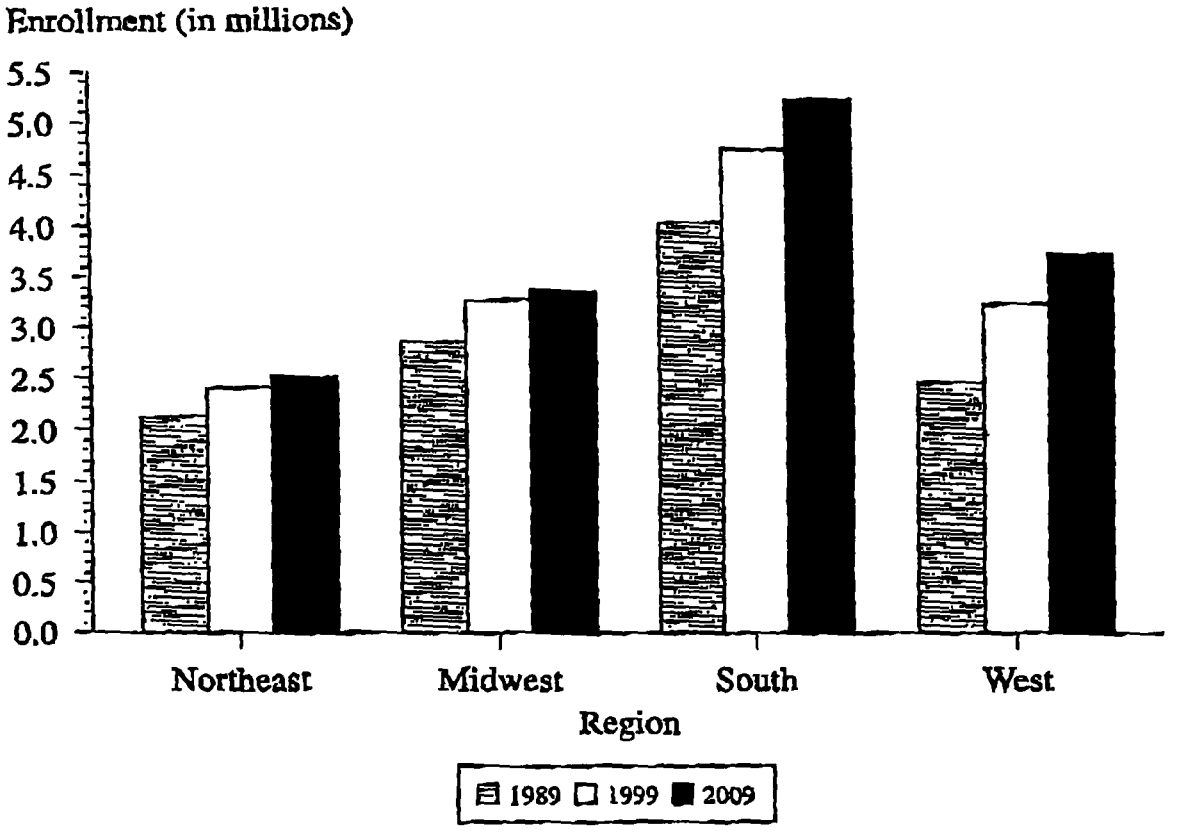
Table 5.--Twenty-five school districts with the largest increases in enrollment: Fall 1987 to fall 1997

School district	City	State	Rank	Enrollment		Enrollment increase, 1987 to 1997	Percent change, 1987 to 1997
				1987	1997		
New York City	New York City	New York	1	939,933	1,071,853	131,920	14
Dade County School District	Miami	Florida	2	253,323	345,958	92,635	37
Los Angeles Unified	Los Angeles	California	3	589,311	680,430	91,119	15
Clark County School District	Las Vegas	Nevada	4	100,027	190,822	90,795	91
Broward County School District	Fort Lauderdale	Florida	5	137,366	224,799	87,433	64
City of Chicago	Chicago	Illinois	6	419,537	477,610	58,073	14
Palm Beach County School District	West Palm Beach	Florida	7	89,944	142,724	52,780	59
Orange County School District	Orlando	Florida	8	88,878	133,826	44,948	51
Guilford County Schools	Greensboro	North Carolina	9	23,984	59,903	35,919	150
Gwinnett County School District	Lawrenceville	Georgia	10	58,047	93,509	35,462	61
Hillsborough County School District	Tampa	Florida	11	118,031	152,781	34,750	29
Wake County Schools	Raleigh	North Carolina	12	59,687	89,772	30,085	50
Montgomery County Public Schools	Rockville	Maryland	13	96,271	125,023	28,752	30
Dallas Independent	Dallas	Texas	14	130,885	157,622	26,737	20
Cobb County School District	Marietta	Georgia	15	63,564	88,266	24,702	39
Prince Georges County Public Schools	Upper Marlboro	Maryland	16	104,412	128,347	23,935	23
Philadelphia City	Philadelphia	Pennsylvania	17	189,031	212,865	23,834	13
Hawaii Department of Education	Honolulu	Hawaii	18	166,139	189,887	23,748	14
Baltimore County Public Schools	Towson	Maryland	19	81,152	104,708	23,556	29
Fulton County School District	Atlanta	Georgia	20	39,709	62,798	23,089	58
Duval County School District	Jacksonville	Florida	21	105,049	126,979	21,930	21
Cypress-Fairbanks Independent	Houston	Texas	22	34,073	55,593	21,520	63
Charlotte-Mecklenburg	Charlotte	North Carolina	23	74,680	95,795	21,115	28
Pinellas County	Largo	Florida	24	88,866	109,309	20,443	23
Fort Bend	Sugar Land	Texas	25	28,738	49,093	20,355	71

NOTE.—Some changes may be affected by school district boundary changes. Selection of districts based on the most recent complete data on all school districts (1997), and the change from 1987.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey.

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



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

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

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private	12,583	14,891	15,808	16,163	18.3	8.5	28.4
Private	1,193	1,348	1,431	1,464	13.0	8.6	22.7
				Public schools			
Public, total	11,390	13,543	14,376	14,699	18.9	8.5	29.0
Northeast	2,124	2,399	2,575	2,509	13.0	4.6	18.1
Connecticut	123	152	168	158	23.0	4.3	28.3
Maine	62	61	59	52	-1.1	-13.7	-14.7
Massachusetts	235	268	300	284	13.7	6.2	20.7
New Hampshire	47	60	64	59	26.9	-1.6	24.9
New Jersey	310	337	366	372	8.5	10.4	19.8
New York	776	882	948	943	13.7	7.0	21.6
Pennsylvania	507	564	595	568	11.1	0.7	12.0
Rhode Island	37	43	45	42	15.9	-2.2	13.4
Vermont	26	33	33	30	30.4	-10.2	17.1
Midwest	2,852	3,262	3,379	3,345	14.4	2.5	17.3
Illinois	517	640	724	750	23.8	17.1	45.0
Indiana	283	292	303	315	3.0	8.1	11.4
Iowa	140	163	155	151	16.1	-7.4	7.5
Kansas	117	144	140	140	22.9	-2.9	19.3
Michigan	449	473	498	472	5.3	0.0	5.3
Minnesota	211	273	277	265	29.3	-2.9	25.6
Missouri	232	268	277	273	15.6	2.0	17.9
Nebraska	77	91	89	87	19.0	-4.3	13.9
North Dakota	33	39	36	34	19.3	-13.8	2.9
Ohio	525	547	549	536	4.1	-2.0	2.0
South Dakota	34	45	43	43	34.5	-5.5	27.0
Wisconsin	234	287	289	279	22.7	-2.9	19.2
South	3,988	4,691	4,959	5,171	17.6	10.2	29.7
Alabama	198	203	204	216	2.4	6.6	9.1
Arkansas	124	135	137	139	9.1	2.8	12.2
Delaware	27	34	35	36	27.1	4.2	32.5
District of Columbia	21	17	18	16	-17.1	-8.8	-24.4
Florida	486	667	740	748	37.0	12.3	53.8
Georgia	298	379	424	458	27.1	20.9	53.7
Kentucky	179	187	183	189	4.4	0.9	5.4
Louisiana	201	218	205	207	8.4	-5.3	2.6
Maryland	192	236	255	254	22.8	7.9	32.5
Mississippi	133	138	134	144	3.9	4.3	8.4
North Carolina	311	356	420	432	14.3	21.5	39.0
Oklahoma	158	183	177	171	15.9	-6.2	8.7
South Carolina	172	187	184	181	8.5	-3.3	5.0
Tennessee	230	256	274	292	11.3	14.3	27.2
Texas	885	1,093	1,152	1,262	23.5	15.4	42.5
Virginia	275	313	331	341	14.8	8.9	25.0
West Virginia	100	90	86	86	-10.2	-4.8	-14.5
West	2,427	3,191	3,464	3,674	31.5	15.1	51.4
Alaska	28	38	39	39	37.9	2.3	41.1
Arizona	156	243	294	329	55.7	35.1	110.4
California	1,302	1,664	1,829	1,926	27.8	15.7	47.9
Colorado	155	203	215	227	31.0	11.4	45.9
Hawaii	46	56	59	65	21.5	16.8	41.9
Idaho	58	78	78	90	33.3	16.1	54.8
Montana	41	52	49	49	24.4	-4.4	19.0
Nevada	49	85	117	133	79.3	50.4	169.6
New Mexico	93	110	112	123	18.3	11.9	32.4
Oregon	132	167	174	175	26.8	4.6	32.6
Utah	115	151	149	163	31.8	8.1	42.5
Washington	224	308	322	326	37.2	5.9	45.4
Wyoming	27	32	28	28	18.3	-12.0	4.1

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

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

(Numbers in thousands)

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

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

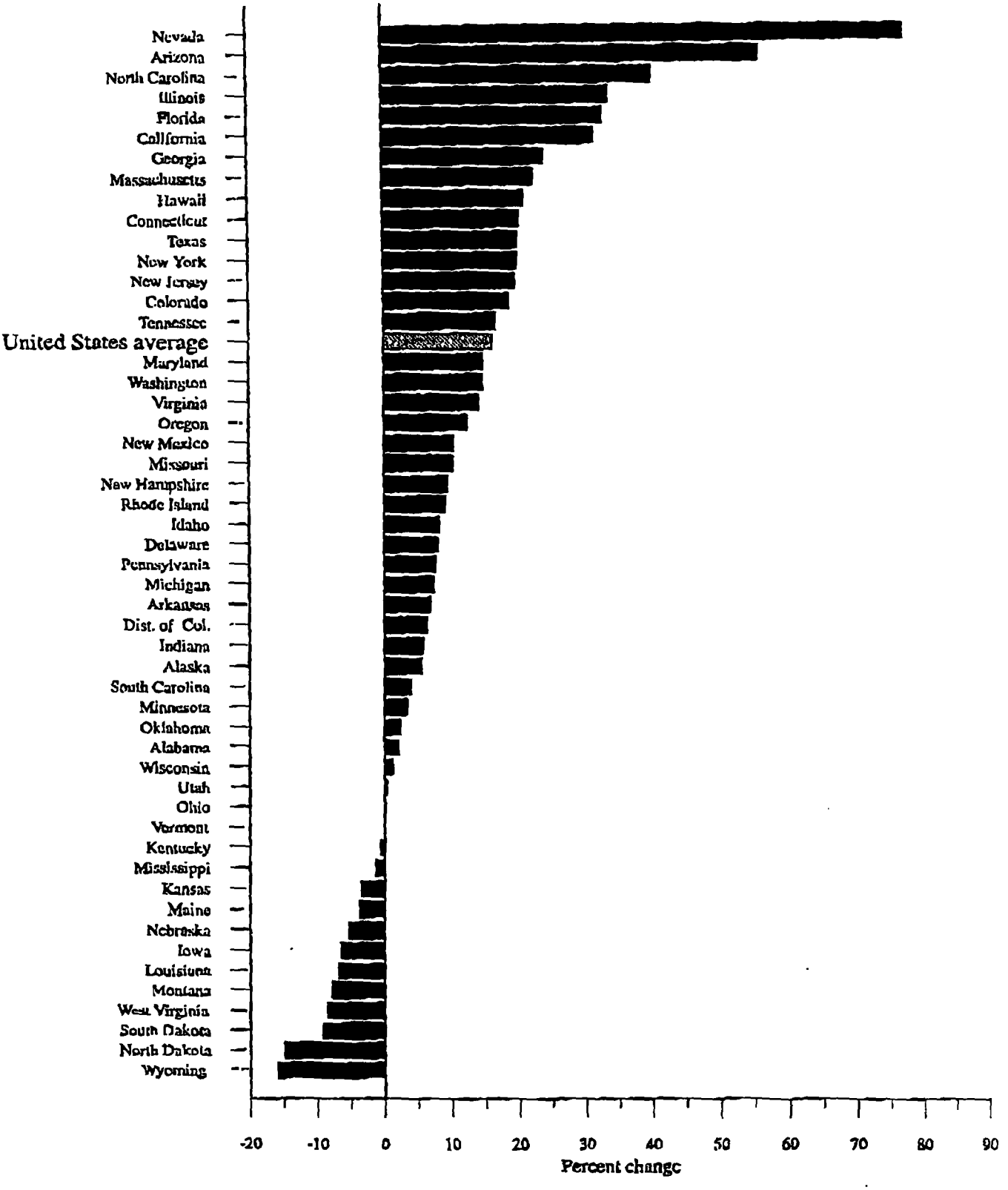
Table 8.--Fifteen states with the largest percent increases in enrollment in grades 9 to 12 in public schools: Fall 1999 to fall 2009

(Numbers in thousands)

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

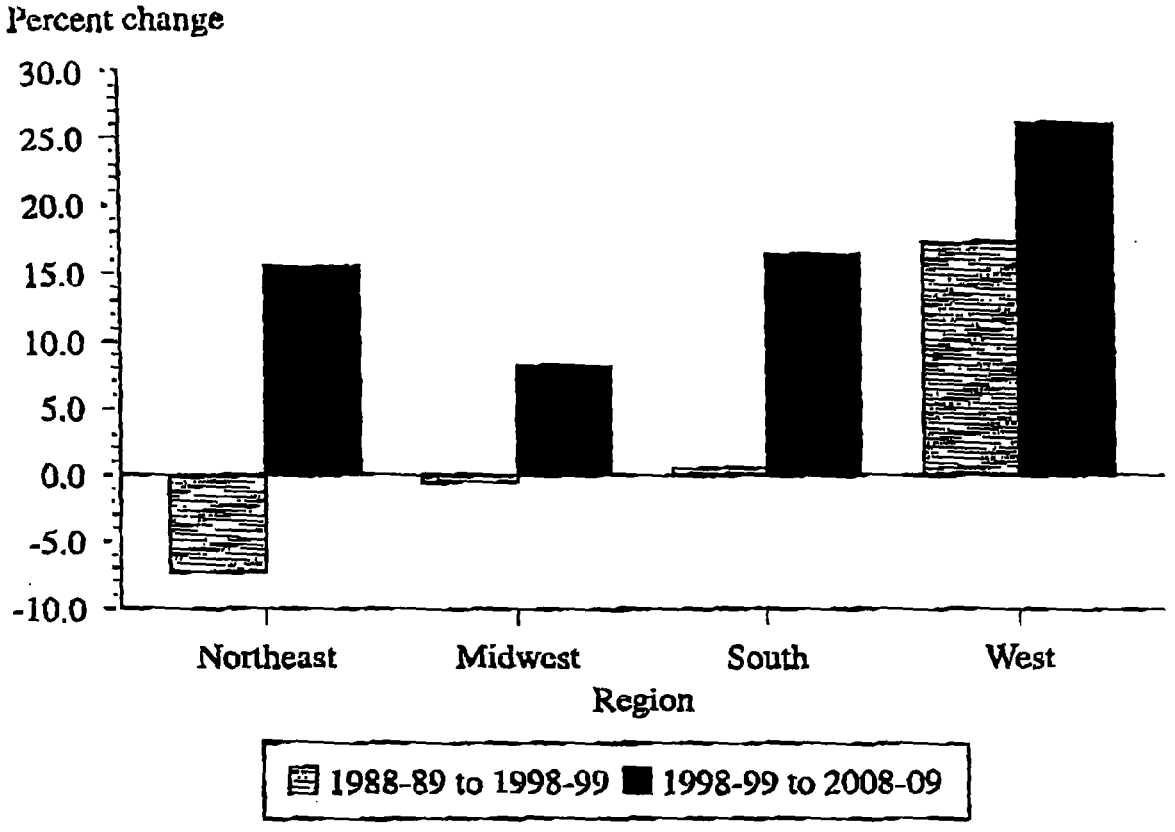
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009.*

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



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

Figure 9.-Percent change in public high school graduates, by region: 1988-89 to 1998-99 and 1998-99 to 2008-09



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

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

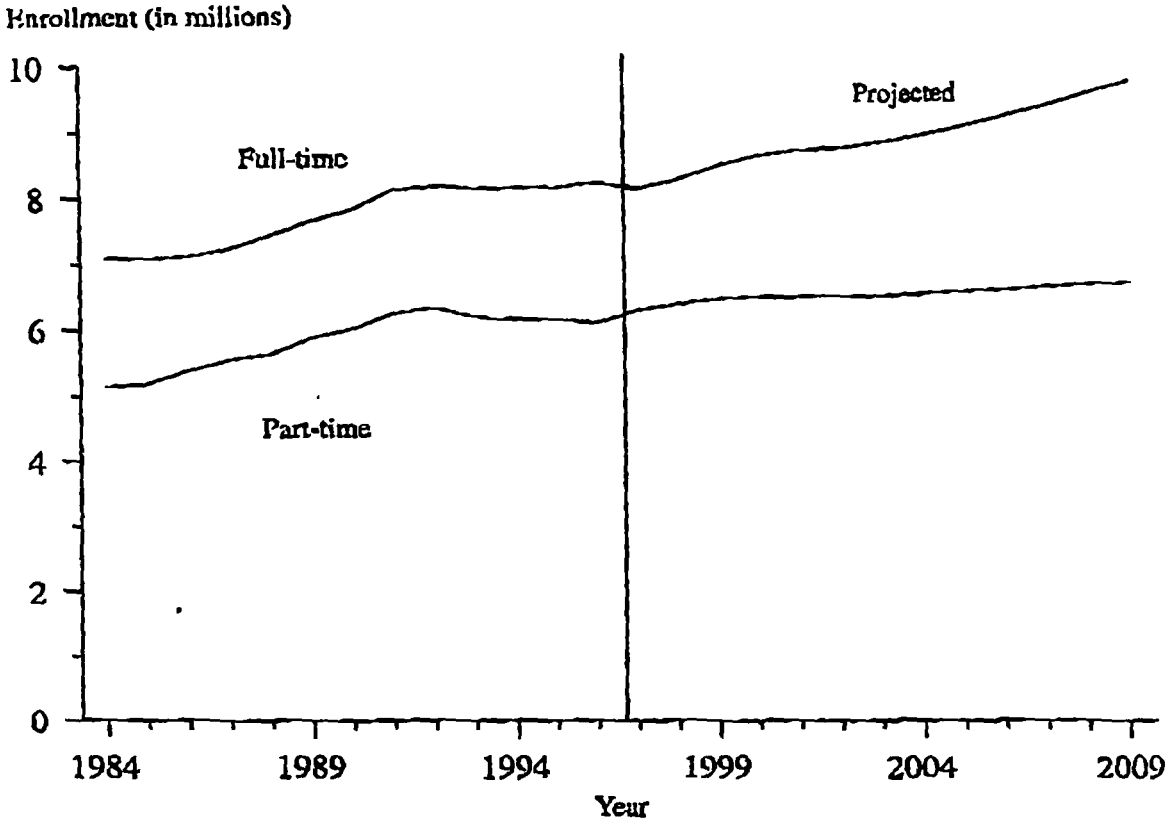
(Numbers in thousands)

Region and state	1988-89	Projected 1998-99	Projected 2003-04	Projected 2008-09	Percent change, 1988-89 to 1998-99	Percent change, 1998-99 to 2008-09	Percent change, 1988-89 to 2008-09
Public and private	2,727	2,798	2,982	3,248	2.6	16.1	19.1
Private	268	291	311	338	8.6	16.2	26.1
			Public Schools				
Public, total	2,459	2,507	2,672	2,910	2.0	16.0	18.3
Northeast	478	443	480	511	-7.3	15.5	7.0
Connecticut	31	29	33	35	-6.4	20.1	12.4
Maine	14	12	13	11	-14.6	-3.7	-17.8
Massachusetts	57	52	59	63	-10.1	22.2	9.8
New Hampshire	11	12	13	13	2.5	9.4	12.1
New Jersey	76	71	76	85	-6.5	19.4	11.6
New York	155	139	149	166	-10.1	19.7	7.7
Pennsylvania	119	114	122	122	-4.4	7.6	2.9
Rhode Island	9	8	9	9	-4.8	9.0	3.7
Vermont	6	7	7	7	10.5	0.0	10.5
Midwest	663	660	691	714	-0.5	8.2	7.6
Illinois	117	126	149	169	8.4	33.5	44.7
Indiana	64	59	57	62	-7.7	5.7	-2.5
Iowa	34	35	34	33	2.2	-6.4	-4.4
Kansas	27	29	29	28	7.8	-3.4	4.2
Michigan	102	90	94	97	-11.3	7.3	-4.8
Minnesota	53	57	61	59	7.6	3.3	11.2
Missouri	52	52	55	57	0.4	10.2	10.6
Nebraska	19	20	20	19	8.6	-5.3	2.9
North Dakota	8	9	9	7	8.3	-14.9	-7.8
Ohio	125	114	113	114	-8.7	0.0	-8.6
South Dakota	8	10	10	9	17.1	-9.1	6.5
Wisconsin	55	58	62	59	6.3	1.2	7.6
South	837	841	890	977	0.5	16.2	16.7
Alabama	43	38	36	39	-12.8	2.0	-11.1
Arkansas	28	27	27	29	-3.3	6.8	3.3
Delaware	6	6	7	7	6.0	7.9	14.4
District of Columbia	4	3	2	3	-29.0	6.3	-24.5
Florida	91	103	120	137	13.7	32.7	50.9
Georgia	62	64	69	80	4.0	23.8	28.7
Kentucky	39	37	35	37	-4.0	-0.6	-4.6
Louisiana	37	38	37	35	1.4	-6.8	-5.4
Maryland	46	47	50	54	2.1	14.6	17.0
Mississippi	24	24	22	24	-1.1	-1.3	-2.3
North Carolina	70	62	73	87	-11.0	40.0	24.5
Oklahoma	37	36	36	37	-2.8	2.3	-0.6
South Carolina	37	32	33	34	-12.3	3.9	-9.0
Tennessee	49	46	48	54	-5.2	16.5	10.5
Texas	177	194	209	233	9.7	19.8	31.4
Virginia	65	63	67	72	-2.8	14.0	10.8
West Virginia	23	20	18	18	-12.9	-8.5	-20.3
West	481	563	611	708	17.0	25.7	47.1
Alaska	6	7	7	7	19.9	5.5	26.4
Arizona	32	38	47	59	18.6	55.9	85.0
California	245	291	315	382	18.9	31.3	56.0
Colorado	36	38	42	45	6.6	18.5	26.3
Hawaii	10	10	11	12	-2.2	20.8	18.1
Idaho	13	16	15	17	25.9	8.1	36.1
Montana	10	11	11	10	5.9	-7.8	-2.4
Nevada	9	13	17	23	38.6	77.1	145.6
New Mexico	15	17	17	18	8.3	10.3	19.4
Oregon	27	29	31	33	8.4	12.3	21.7
Utah	23	30	28	30	30.0	0.3	30.4
Washington	49	57	61	65	16.7	14.6	33.8
Wyoming	6	6	6	5	6.3	-15.9	-10.7

NOTE.—Percents computed on unrounded numbers.

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

Figure 10.--Enrollment in public and private 2-year and 4-year colleges, by attendance status: Fall 1984 to fall 2009



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

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

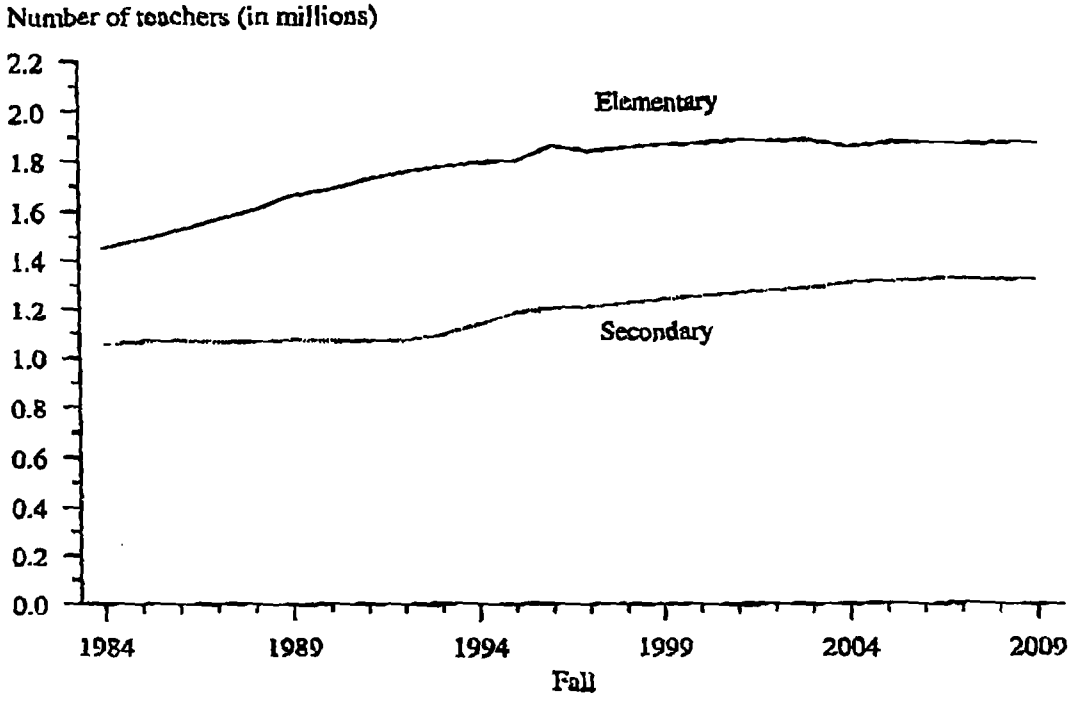
Table 10.--Total enrollment in public and private 2-year and 4-year colleges, by sex, attendance status, and control of institution: Fall 1979 to fall 2009

(Numbers in thousands)

Year	Total enrollment	Sex		Attendance status		Control		First-time freshmen
		Males	Females	Full-time	Part-time	Public	Private	
1979	11,570	5,683	5,887	6,794	4,776	9,037	2,533	2,503
1980	12,097	5,874	6,223	7,098	4,999	9,457	2,640	2,588
1981	12,372	5,975	6,397	7,181	5,190	9,647	2,725	2,595
1982	12,426	6,031	6,394	7,221	5,205	9,696	2,730	2,505
1983	12,465	6,024	6,441	7,261	5,204	9,683	2,782	2,444
1984	12,242	5,864	6,378	7,098	5,144	9,477	2,765	2,357
1985	12,247	5,818	6,429	7,075	5,172	9,479	2,768	2,292
1986	12,504	5,885	6,619	7,120	5,384	9,714	2,790	2,219
1987	12,767	5,932	6,835	7,231	5,536	9,973	2,793	2,246
1988	13,055	6,002	7,053	7,437	5,619	10,161	2,894	2,379
1989	13,539	6,190	7,349	7,661	5,878	10,578	2,961	2,341
1990	13,819	6,284	7,535	7,821	5,998	10,845	2,974	2,257
1991	14,359	6,502	7,857	8,115	6,244	11,310	3,049	2,278
1992	14,487	6,524	7,963	8,162	6,325	11,385	3,103	2,184
1993	14,305	6,427	7,877	8,128	6,177	11,189	3,116	2,161
1994	14,279	6,372	7,907	8,138	6,141	11,134	3,145	2,133
1995	14,262	6,343	7,919	8,129	6,133	11,092	3,169	2,169
1996	14,300	6,344	7,956	8,213	6,087	11,090	3,210	2,193
	Projected							
1997	14,390	6,313	8,077	8,114	6,276	11,214	3,175	2,278
1998	14,608	6,297	8,311	8,242	6,366	11,390	3,218	2,349
1999	14,881	6,370	8,511	8,449	6,432	11,602	3,279	2,408
2000	15,072	6,432	8,639	8,600	6,471	11,750	3,322	2,481
2001	15,158	6,471	8,688	8,690	6,469	11,816	3,342	2,492
2002	15,168	6,486	8,682	8,702	6,466	11,823	3,345	2,505
2003	15,262	6,525	8,736	8,787	6,475	11,894	3,368	2,568
2004	15,400	6,577	8,823	8,895	6,505	12,000	3,400	2,567
2005	15,556	6,628	8,928	9,019	6,537	12,119	3,437	2,577
2006	15,739	6,691	9,048	9,169	6,570	12,258	3,481	2,629
2007	15,929	6,763	9,166	9,325	6,604	12,403	3,526	2,693
2008	16,144	6,852	9,291	9,503	6,640	12,568	3,576	2,750
2009	16,336	6,937	9,399	9,666	6,670	12,715	3,621	2,795

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009: Digest of Education Statistics, 1998;* and special tabulations.

Figure 11.--Classroom teachers in public and private elementary and secondary schools: Fall 1984 to fall 2009

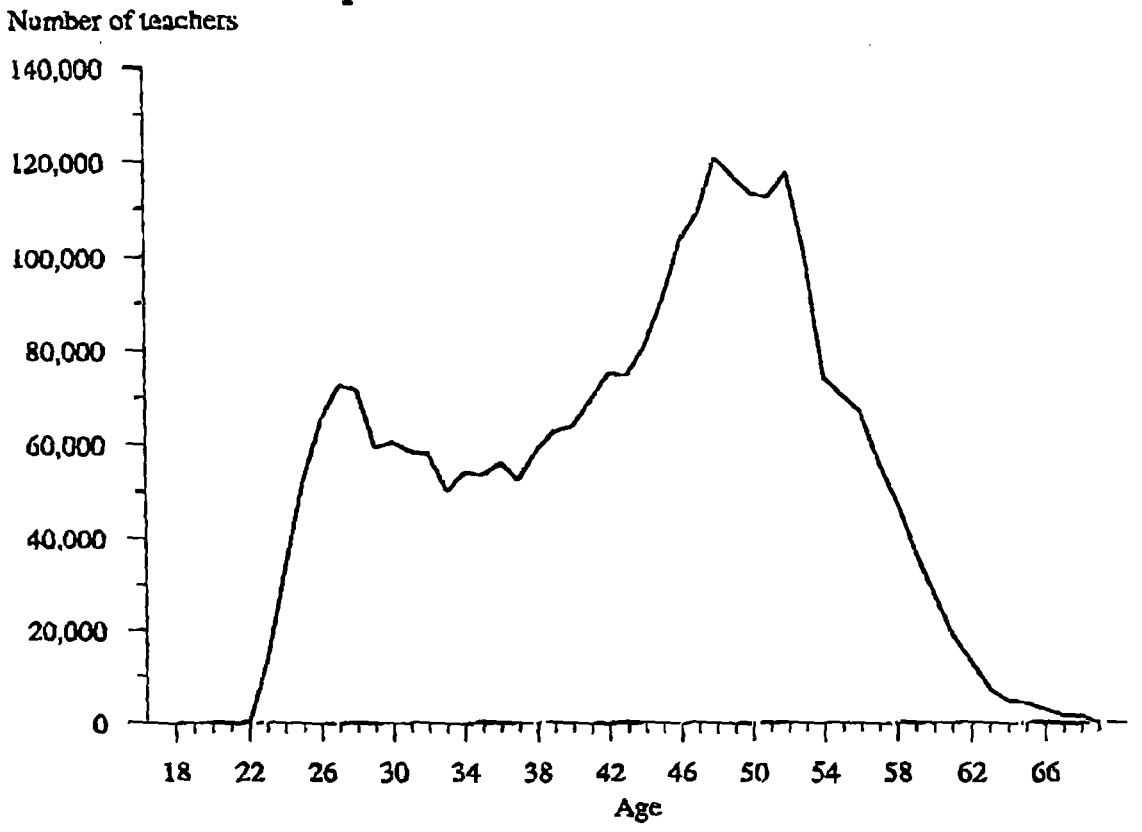


The number of secondary school teachers is projected to increase at a greater rate than the number of elementary school teachers. Assuming a relatively stable pupil/teacher ratio between 1999 and 2009, the number of elementary teachers is expected to hold steady at about 1.9 million. The number of secondary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

Filling teaching positions with qualified teachers, particularly in specific subjects, is an important issue for many schools. Most public school teachers (92 percent of departmentalized and 93 percent of general elementary teachers) were fully certified in their main teaching assignment in 1998. However, emergency and temporary certification was higher among teachers with 3 or fewer years of experience. About 12 percent of general elementary teachers with 3 or fewer years of experience had emergency or temporary certification. The results were similar for departmentalized teachers.

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

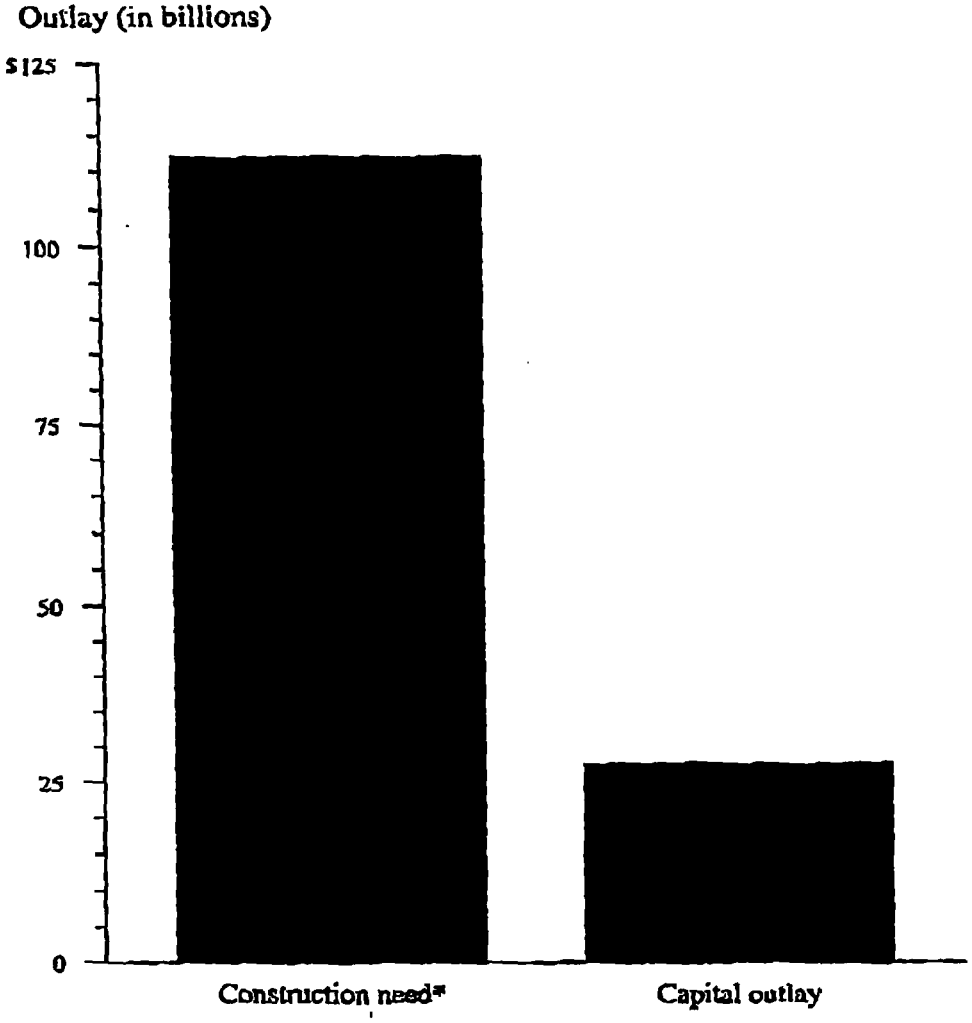
Figure 12.--Estimated age distribution of full-time-equivalent public school teachers: 1998-99



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

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

Figure 13.--Comparison of need for school construction and modernization and capital outlay for schools: 1995-96



In a 1995 report, the General Accounting Office estimated that $112 billion was needed to upgrade and retrofit America's school buildings. According to the report, some 14 million students are enrolled in 25,000 of the nation's schools reporting extensive repair or replacement needs. In comparison, public schools spent about $28 billion on capital outlay in 1995-96.

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

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