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Collection/FOIA: 2017-0692-S

Diskette Title: CC Report

Folder Title: Community College Report - Drafts

Investing in Quality, Affordable Education for the American People: A New Look at Community Colleges

Fifty years ago, a panel convened by President Truman to evaluate the nation's educational system challenged Americans to develop a network of community colleges that provided low-cost higher education and responded to regional economic and educational needs. <PREVIOUS SENTENCE WOULD BE HELPED BY A PARTIAL, DIRECT QUOTE FROM TRUMAN REPORT> The vision of that Presidential Commission has been more than realized. Today, the American community college is the most popular type of institution in the premier system of higher education in the world.

Since the opening of the first campus in Joliet, Illinois, in 1901, the community college has grown to become an institution at the economic and educational core of hundreds of American cities and towns. More than 5.3 million credit-earning students study on more than 1,200 campuses. The enrollment figure represents more than half of the national undergraduate student body; a similar number are enrolled in non-credit programs.

As an institution with a relentlessly local focus, the community college is a vital hub for the development of human resources to support local business and industry. The typical community college curriculum is driven by academic and occupational programs and support services that target local economic and workforce development needs. In recent years, community colleges have broadened their mission to work more closely with K-12 school districts in an effort to promote higher academic standards in elementary and secondary classrooms.

The community college's increasingly vital role in serving educational and economic needs in American communities was one of the catalysts behind the largest new investment in student financial aid since the GI Bill.

The balanced budget plan that President Clinton signed into law in August included a new form of assistance designed to make the 13th and 14th years of school as universally available as the first 12 grades. The HOPE Scholarship provides a tax credit of up to \$1,500 per year for students in lower- and middle-income families for the first two years of college. With the average community college tuition running about \$1,300 a year, the HOPE Scholarship makes the first two years of college virtually tuition-free for any student who works hard and makes the grade.

The budget plan also created the Lifelong Learning Tax Credit -- a similar tax credit of up to \$1,500 for tuition and fees for juniors, seniors, graduate students, or adults who take a course to enhance their job skills. We live in an age in which everyone must learn throughout their lifetime in order to remain competitive in the job market. Adult learners, minority and immigrant students, traditional-aged high school graduates, and so many more people across America are looking for ways to strengthen their educational achievements, enhance their economic prospects, or simply better their lifestyles. For lower- and middle-income families, the Lifelong Learning Tax Credit and the affordability of community colleges offer a formula to get ahead.

President Clinton's tax breaks for college will invest more than \$35 billion in American students over the next five years. When combined with larger Pell Grants for the nation's neediest students, the tax breaks for college will enable two-year colleges to open their classrooms to more and more Americans -- a development that will yield two primary benefits.

First, education beyond high school instills a higher regard for good citizenship and the democratic process, a priceless commodity in our increasingly diverse society. Second, postsecondary education offers the best path to economic self-sufficiency and quality of life. Recent studies of the ties between educational achievement and economic well-being indicate an American worker with two years of college earns, on average, \$1 million over the course of his or her lifetime. By contrast, the average American with only a high school diploma will earn about \$250,000 over a lifetime.

There is more than coincidence behind President Clinton's *more than two dozen* visits to community college campuses thus far during his Administration. He believes firmly that community colleges are engines of community growth. To that end, this report offers a snapshot of the community college and its central role in academic and occupational skill development, life long learning and the preservation and expansion of the American economy.

A Profile of the 21st Century Community College Student

As recently as the mid-1980's, most community college students were recent high school graduates who attended as full-time students. Since that time, however, the profile of the community college student body has changed dramatically. With a median age of 25, today's community college students need an educational program

that enables them to balance schoolwork with the time demands of jobs and families.

For these students, flexibility is essential, and community colleges have responded. Almost two-thirds of community college students attend part-time, which means that they need classes at a time and place that is convenient with their work schedule. The typical community college offers a full range of day, evening, and weekend courses to accommodate virtually any student's work schedule. Satellite campuses provide options in close proximity to a student's home or workplace. Ancillary services, such as child care and tutorial programs, respond to family needs in a way that helps students manage their commitments. The list of options continues to grow as advancements in technology make courses available via television and other "distance learning" media.

The expanding range of choices is essential to keep up with the increasing demand for post-secondary education. As Secretary Riley noted in a recent report, the Baby Boom Echo is driving up enrollment to record levels in our K-12 system. This year, more than 52.2 million students entered the nation's public and private elementary and secondary schools. That's an all-time record, and it is expected to be eclipsed every year for the coming decade before leveling off at that new plateau.

As these students grow older, the demand for all institutions of higher education will grow as well. Because of their extensive ties to local high schools, community colleges will feel the wave first among institutions of higher education through their alliances with local schools. The growth in the 18-24 age group is just one of several factors that is expected to drive up community college enrollment by 14 percent over the coming decade.

More specifically, the community college serves a range of specific educational needs that span the socioeconomic spectrum. Some students who already possess a bachelor's degree turn to a community college for technical or occupationally related course work. These students seek foreign language training, enhanced computer skills, emergency medical technician certification, or, perhaps having just moved into a rural area for lifestyle change, farm management studies. Whatever the reason, the community college is the best option to offer the right subject, at the right time and place, and at the right price.

Community colleges are key players in efforts to help people make the transition from the welfare rolls to payrolls. At least one in ten community college students are welfare recipients <Do we have more specific numbers on this?> who enrolled in the institution for developmental and regular college course work before the TANF<What? Can someone decipher this for me? legislation passed. The City University of New York system has 20,500 welfare students. In California, more

than 125,000 welfare recipients were among the existing community college population before passage of the 1997 welfare to work legislative act<Does this refer to a state act? If so, can someone fill in some details?>.

About a third of community college students will transfer directly into a four-year baccalaureate program. These students laid the groundwork to earn their bachelor's degree while attending the community college -- about one-fourth of the students in American higher education enroll alternatively or simultaneously in both a two-year college and a four-year college to craft an educational program meets their learning needs, cost considerations, and personal or career schedules. While most will not have completed an associate's degree or certificate program when they transfer to a four-year college, these students will have completed 60-90 credit units. Studies of the educational achievement levels of these students find that community college transfer students perform as well as during their junior and senior years of study as the native students in four-year institutions.

For another third of the community college student body, the goal of their studies is to complete a certificate or degree program that qualifies them for a specific line of work. Community colleges train large segments of the workforce in nursing and allied health fields, computer-related fields, the hospitality industry, agricultural support industries, and the array of positions in automotive and manufacturing technology.

Community colleges appeal to these diverse groups of Americans for a host of reasons. Employers are eager to send their employees to community colleges because of their accessibility, low cost, and their proven ability to meet the needs of local business and industry. Students like the same features, as well as the flexibility of the course offerings and the personal atmosphere created by manageable class sizes.

[Outline for State by State sheets]

TEXAS COMMUNITY COLLEGE STUDENTS WILL RECEIVE TUITION DISCOUNT OF UP TO 100% UNDER PRESIDENT'S NEW HOPE SCHOLARSHIP

[box] We must make the 13th and 14th years of education -- at least two years of college -- just as universal in America by the 21st century as a high school education is today, and we must open the doors of college to Americans.-- President Bill Clinton, State of the Union Address, 1997

The HOPE Scholarship established by the Taxpayers Relief Act, together with proposed Pell Grant increases, ensure that a 13th and 14th year of education will be well within reach of any Texas student willing to work for it. And with the new Lifetime Learning Tax Credit, students can continue their education or return to school later in life to increase their knowledge and skills for the 21st Century economy.

In 1998-99, an estimated 387,000 Texas students will receive a HOPE scholarship tax credit to help pay for the first two years of college. For a Texas community college student, the average tuition and fees are \$840 annually, making the HOPE scholarship amount worth up to a 100% discount.

An additional 473,000 Texas students are expected to take advantage of the 20% tax credit for lifetime learning. Altogether, some 860,000 Texas students are expected to take advantage of these new provisions, saving \$607 million for postsecondary education.

In addition to the tax benefits, approximately 270,000 Texas students will receive an estimated 510 million in Pell Grants. Of those, 117,900 Texas community college students will receive an average of award of \$1,780.

Appendix A

**Public 2-Year Institutions
Estimated 1998-99 Tuition and Fees and
HOPE Scholarship Tax Credit by State**

State	Estimated 1998-99 Average Tuition and Fees	Maximum HOPE Scholarship Tax Credit	Maximum HOPE Scholarship Tax Credit as % of Tuition and Fees
Alaska	\$2,040	\$1,500	74%
Alabama	1,030	1,015	99%
Arkansas	1,030	1,015	99%
Arizona	860	860	100%
California	400	400	100%
Colorado	1,370	1,185	86%
Connecticut	1,900	1,450	76%
Delaware	1,470	1,235	84%
District of Columbia	N/A	N/A	N/A
Florida	1,190	1,095	92%
Georgia	1,200	1,100	92%
Hawaii	870	870	100%
Iowa	2,030	1,500	74%
Idaho	1,170	1,085	93%
Illinois	1,390	1,195	86%
Indiana	2,540	1,500	59%
Kansas	1,380	1,190	86%
Kentucky	1,230	1,115	91%
Louisiana	870	870	100%
Massachusetts	2,580	1,500	58%
Maryland	2,330	1,500	64%
Maine	2,970	1,500	51%
Michigan	1,730	1,365	79%
Minnesota	2,350	1,500	64%
Missouri	1,410	1,205	85%
Mississippi	1,050	1,025	98%
Montana	1,660	1,330	80%
North Carolina	640	640	100%
North Dakota	1,930	1,465	76%
Nebraska	1,230	1,165	95%
New Hampshire	3,060	1,500	49%
New Jersey	2,150	1,500	70%
New Mexico	670	670	100%
Nevada	1,090	1,045	96%
New York	2,750	1,500	55%
Ohio	2,450	1,500	61%
Oklahoma	1,210	1,105	91%
Oregon	1,700	1,350	79%
Pennsylvania	2,100	1,500	71%
Rhode Island	1,920	1,460	76%
South Carolina	1,220	1,110	91%
South Dakota	2,880	1,500	52%
Tennessee	1,080	1,040	96%
Texas	840	840	100%
Utah	1,530	1,265	83%
Virginia	1,610	1,305	81%
Vermont	2,780	1,500	54%
Washington	1,610	1,305	81%
Wisconsin	2,160	1,500	69%
West Virginia	1,380	1,190	86%
Wyoming	1,150	1,075	93%
Outlying Areas	1,800	N/A	N/A
U.S. Totals	\$1,320	\$1,160	88%

Note: Outlying areas are not covered by the HOPE scholarship tax credit.

N/A--District of Columbia does not have a public 2-year institution.

Source: Estimates based on data from the 1996-97 Integrated Postsecondary Education Data System early release file, adjusted for estimated increases in tuition and fees and weighted by the unduplicated headcount of all students enrolled in public 2-year institutions.

**Public 2-Year Institutions
Estimated 1998-99 Pell Grants by
State of Legal Residence**

Appendix B

State	Recipients	Dollars (In Thousands)	Average Award
Alaska	300	\$637	\$1,480
Alabama	33,000	55,114	1,670
Arkansas	12,500	23,171	1,850
Arizona	30,700	55,574	1,810
California	195,900	384,075	1,960
Colorado	16,500	29,388	1,800
Connecticut	9,200	16,197	1,670
Delaware	2,300	4,309	1,560
District of Columbia	1,000	0	0
Florida	97,200	181,479	1,870
Georgia	30,000	3,032	1,330
Hawaii	4,100	7,514	1,830
Iowa	20,800	37,403	1,800
Idaho	3,500	6,772	1,950
Illinois	59,900	101,298	1,690
Indiana	18,400	31,987	1,740
Kansas	15,500	27,237	1,760
Kentucky	19,300	36,622	1,890
Louisiana	17,100	30,618	1,800
Massachusetts	25,000	46,257	1,850
Maryland	22,800	38,323	1,700
Maine	2,100	4,010	1,910
Michigan	47,900	78,394	1,640
Minnesota	30,000	52,375	1,750
Missouri	22,100	38,288	1,730
Mississippi	25,600	50,426	1,970
Montana	5,000	10,070	2,020
North Carolina	37,200	62,051	1,700
North Dakota	3,600	6,913	1,920
Nebraska	9,100	15,866	1,540
New Hampshire	12,600	19,773	1,530
New Jersey	30,800	58,159	1,890
New Mexico	9,800	17,251	1,760
Nevada	3,300	5,114	1,570
New York	125,700	251,128	2,000
Ohio	44,300	77,048	1,740
Oklahoma	26,100	48,195	1,850
Oregon	16,100	29,931	1,780
Pennsylvania	35,500	63,366	1,790
Rhode Island	4,000	6,576	1,650
South Carolina	22,200	39,261	1,530
South Dakota	2,700	5,276	1,950
Tennessee	23,900	43,222	1,810
Texas	117,900	209,530	1,780
Utah	7,800	13,291	1,710
Virginia	28,700	50,876	1,770
Vermont	2,800	4,556	1,470
Washington	28,700	77,113	1,920
Wisconsin	23,900	45,061	1,780
West Virginia	3,500	9,150	2,030
Wyoming	4,300	8,166	1,880
Outlying Areas	21,600	35,270	2,090
U.S. Totals	1,424,500	\$2,585,425	\$1,810

Note— Pell Grant amounts reflect the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

Appendix (C)

Distribution of Higher Education Tuition Tax Benefits and Pell Grants by Student's State of Legal Residence

	Number of Beneficiaries (in thousands)			Dollar Amounts of Benefits (in millions)			Pell Grants	
	HOPE Scholarship	20% Credit for Lifetime Learning	Total	HOPE Scholarship	20% Credit for Lifetime Learning	Total	Number of Beneficiaries (in thousands)	Dollar Amount of Benefits (in millions)
Alabama	90	109	199	\$80.6	\$60.1	\$140.7	80	\$148.6
Alaska	12	15	28	11.1	8.4	19.5	5	8.9
Arizona	112	138	250	100.7	75.6	176.3	74	140.0
Arkansas	37	44	81	32.8	24.2	57.0	40	78.7
California	761	934	1,695	682.4	513.2	1,195.6	438	900.4
Colorado	101	124	224	90.2	68.0	158.2	54	101.2
Connecticut	69	85	153	61.4	46.5	107.9	27	48.6
Delaware	19	24	43	17.2	13.1	30.3	6	10.6
District of Columbia	34	42	76	30.3	23.0	53.3	11	20.4
Florida	255	311	565	228.3	170.8	399.0	192	369.4
Georgia	122	149	272	109.8	82.0	191.8	100	174.0
Hawaii	28	35	63	25.3	19.2	44.5	8	14.9
Idaho	24	29	52	21.2	15.8	37.0	21	42.1
Illinois	308	379	687	276.0	208.1	484.1	152	283.5
Indiana	119	146	266	107.0	80.3	187.3	79	143.2
Iowa	69	84	154	62.0	46.4	108.4	53	95.9
Kansas	70	85	155	62.5	46.9	109.3	46	84.8
Kentucky	71	86	157	63.8	47.4	111.2	66	129.5
Louisiana	76	92	169	68.6	50.7	119.3	87	181.3
Maine	23	28	51	20.7	15.6	36.3	15	29.0
Maryland	112	138	250	100.3	75.6	176.0	56	102.0
Massachusetts	176	217	393	157.7	119.0	276.7	83	157.8
Michigan	227	278	505	203.3	152.7	355.9	141	256.3
Minnesota	119	146	264	106.4	79.9	186.4	75	132.9
Mississippi	45	54	98	40.1	29.5	69.6	56	114.8
Missouri	119	146	266	107.1	80.3	187.4	82	150.9
Montana	15	18	33	13.4	9.9	23.3	18	35.3
Nebraska	48	58	106	42.7	32.1	74.8	30	52.0
Nevada	28	34	62	24.9	18.9	43.8	9	16.4
New Hampshire	26	32	59	23.7	17.8	41.5	13	24.2
New Jersey	140	172	311	125.3	94.3	219.6	77	149.9
New Mexico	40	49	89	36.1	26.9	63.0	34	66.6
New York	414	503	916	370.9	276.1	647.0	375	767.3
North Carolina	153	188	342	137.5	103.4	240.9	87	162.2
North Dakota	16	19	34	13.9	10.3	24.2	15	29.3
Ohio	222	271	493	198.8	148.8	347.6	161	297.2
Oklahoma	72	87	159	64.3	47.8	112.2	69	133.7
Oregon	68	83	151	60.8	45.7	106.5	41	77.1
Pennsylvania	251	307	558	224.8	168.8	393.6	159	303.7
Rhode Island	31	38	69	27.7	20.8	48.5	18	33.2
South Carolina	69	84	154	62.0	46.4	108.4	54	97.2
South Dakota	14	17	31	12.7	9.4	22.1	16	30.8
Tennessee	98	119	217	87.4	65.4	152.8	74	141.0
Texas	387	473	860	347.0	260.0	607.1	270	610.8
Utah	58	71	129	52.2	39.0	91.2	47	84.6
Vermont	14	18	32	13.0	9.7	22.7	9	16.7
Virginia	148	181	329	132.3	99.6	232.0	81	148.2
Washington	117	144	262	105.3	79.2	184.5	71	136.8
West Virginia	35	42	76	30.9	23.1	54.0	30	61.0
Wisconsin	127	157	284	114.2	86.1	200.3	65	119.3
Wyoming	12	15	28	11.1	8.3	19.5	9	16.6
Outlying Areas		Not applicable			Not applicable		189	437.4
US Totals	5,800	7,100	12,900	\$5,200.0	\$3,900.0	\$9,100.0	4,065	\$7,868.0

Notes: The number of beneficiaries and amount of benefits for the tuition tax credits were calculated for FY 1998 and FY 1999, respectively.

Pell Grant amounts reflect the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

Source: Education Department estimates based on State-level enrollment and Pell Grant recipient data.

**Public 2-Year Institutions
Estimated 1998-99 Tuition and Fees and
HOPE Scholarship Tax Credit by State**

State	Estimated 1998-99 Average Tuition and Fees	Maximum HOPE Scholarship Tax Credit	Maximum HOPE Scholarship Tax Credit as % of Tuition and Fees
Alaska	\$2,040	\$1,500	74%
Alabama	1,030	1,015	99%
Arkansas	1,030	1,015	99%
Arizona	860	860	100%
California	400	400	100%
Colorado	1,370	1,185	86%
Connecticut	1,900	1,450	76%
Delaware	1,470	1,235	84%
District of Columbia	N/A	N/A	N/A
Florida	1,190	1,095	92%
Georgia	1,200	1,100	92%
Hawaii	870	870	100%
Iowa	2,030	1,500	74%
Idaho	1,170	1,085	93%
Illinois	1,390	1,195	86%
Indiana	2,540	1,500	59%
Kansas	1,380	1,190	86%
Kentucky	1,230	1,115	91%
Louisiana	870	870	100%
Massachusetts	2,580	1,500	58%
Maryland	2,330	1,500	64%
Maine	2,970	1,500	51%
Michigan	1,730	1,365	79%
Minnesota	2,350	1,500	64%
Missouri	1,410	1,205	85%
Mississippi	1,050	1,025	98%
Montana	1,660	1,330	80%
North Carolina	640	640	100%
North Dakota	1,930	1,465	76%
Nebraska	1,330	1,165	88%
New Hampshire	3,060	1,500	49%
New Jersey	2,150	1,500	70%
New Mexico	670	670	100%
Nevada	1,090	1,045	96%
New York	2,750	1,500	55%
Ohio	2,450	1,500	61%
Oklahoma	1,210	1,105	91%
Oregon	1,700	1,350	79%
Pennsylvania	2,190	1,500	68%
Rhode Island	1,920	1,460	76%
South Carolina	1,220	1,110	91%
South Dakota	2,880	1,500	52%
Tennessee	1,080	1,040	96%
Texas	840	840	100%
Utah	1,530	1,265	83%
Virginia	1,610	1,305	81%
Vermont	2,780	1,500	54%
Washington	1,610	1,305	81%
Wisconsin	2,160	1,500	69%
West Virginia	1,380	1,190	86%
Wyoming	1,150	1,075	93%
Outlying Areas	1,800	N/A	N/A
U.S. Totals	\$1,320	\$1,160	88%

Note—Outlying areas are not covered by the HOPE scholarship tax credit.

N/A—District of Columbia does not have a public 2-year institution.

Source: Estimates based on data from the 1996-97 Integrated Postsecondary Education Data System early release file, adjusted for estimated increases in tuition and fees and weighted by the unduplicated headcount of all students enrolled in public 2-year institutions.

(2)

**Public 2-Year Institutions
Estimated 1998-99 Pell Grants by
State of Legal Residence**

State	Recipients	Dollars (In Thousands)	Average Award
Alaska	300	\$637	\$1,480
Alabama	33,000	55,114	1,670
Arkansas	12,500	23,171	1,850
Arizona	30,700	55,574	1,810
California	195,900	384,075	1,960
Colorado	18,500	29,398	1,800
Connecticut	9,700	16,197	1,670
Delaware	2,800	4,200	1,500
District of Columbia	N/A	0	N/A
Florida	97,200	161,479	1,870
Georgia	40,000	38,032	1,330
Hawaii	4,100	7,514	1,830
Iowa	20,800	37,403	1,800
Idaho	3,500	6,772	1,950
Illinois	59,900	101,298	1,690
Indiana	18,400	31,987	1,740
Kansas	15,500	27,237	1,760
Kentucky	19,300	36,622	1,890
Louisiana	17,100	30,619	1,800
Massachusetts	25,000	46,257	1,850
Maryland	22,800	38,823	1,700
Maine	2,100	4,010	1,910
Michigan	47,900	78,394	1,640
Minnesota	30,000	52,375	1,750
Missouri	22,100	38,288	1,730
Mississippi	25,600	50,426	1,970
Montana	5,000	10,070	2,020
North Carolina	37,200	61,058	1,700
North Dakota	3,600	6,918	1,920
Nebraska	9,000	13,866	1,540
New Hampshire	2,600	4,778	1,830
New Jersey	30,800	58,159	1,890
New Mexico	9,800	17,251	1,760
Nevada	3,300	5,114	1,570
New York	125,700	251,128	2,000
Ohio	44,300	77,048	1,740
Oklahoma	26,100	38,175	1,350
Oregon	16,800	29,934	1,780
Pennsylvania	35,600	63,366	1,790
Rhode Island	4,000	6,573	1,650
South Carolina	22,200	33,254	1,530
South Dakota	2,700	5,276	1,950
Tennessee	23,900	43,222	1,810
Texas	117,900	209,530	1,780
Utah	7,800	13,291	1,710
Virginia	28,700	50,876	1,770
Vermont	2,800	4,056	1,470
Washington	38,700	74,143	1,920
Wisconsin	22,900	37,061	1,790
West Virginia	3,500	9,150	2,030
Wyoming	4,300	8,166	1,880
Outlying Areas	21,600	45,270	2,090
U.S. Totals	1,424,500	\$2,585,425	\$1,810

Note— Pell Grant amounts reflect the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

Distribution of Higher Education Tuition Tax Benefits and Pell Grants by Student's State of Legal Residence

(3)

	Number of Beneficiaries (in thousands)			Dollar Amounts of Benefits (in millions)			Pell Grants	
	HOPE Scholarship	20% Credit for Lifetime Learning	Total	HOPE Scholarship	20% Credit for Lifetime Learning	Total	Number of Beneficiaries (in thousands)	Dollar Amount of Benefits (in millions)
Alabama	90	109	199	\$80.6	\$60.1	\$140.7	80	\$148.6
Alaska	12	15	28	11.1	8.4	19.5	5	8.9
Arizona	112	138	250	100.7	75.6	176.3	74	140.0
Arkansas	37	44	81	32.8	24.2	57.0	40	78.7
California	761	934	1,695	682.4	513.2	1,195.6	438	900.4
Colorado	101	124	224	90.2	68.0	158.2	54	101.2
Connecticut	69	85	153	61.4	46.5	107.9	27	48.6
Delaware	19	24	43	17.2	13.1	30.3	6	10.8
District of Columbia	34	42	76	30.3	23.0	53.3	11	20.4
Florida	255	311	565	228.3	170.8	399.0	192	369.4
Georgia	122	149	272	109.8	82.0	191.8	100	174.0
Hawaii	28	35	63	25.3	19.2	44.5	8	14.9
Idaho	24	29	52	21.2	15.8	37.0	21	42.1
Illinois	308	379	687	276.0	208.1	484.1	152	283.5
Indiana	119	146	266	107.0	80.3	187.3	79	143.2
Iowa	69	84	154	62.0	46.4	108.4	53	95.9
Kansas	70	85	155	62.5	46.9	109.3	46	84.8
Kentucky	71	86	157	63.8	47.4	111.2	66	129.5
Louisiana	76	92	169	68.6	50.7	119.3	87	181.3
Maine	23	28	51	20.7	15.6	36.3	15	29.0
Maryland	112	138	250	100.3	75.6	176.0	56	102.0
Massachusetts	176	217	393	157.7	119.0	276.7	83	157.8
Michigan	227	278	505	203.3	152.7	355.9	141	256.3
Minnesota	119	146	264	106.4	79.9	186.4	75	132.9
Mississippi	45	54	98	40.1	29.5	69.6	56	114.8
Missouri	119	146	266	107.1	80.3	187.4	82	150.9
Montana	15	18	33	13.4	9.9	23.3	18	35.3
Nebraska	48	58	106	42.7	32.1	74.8	30	52.0
Nevada	28	34	62	24.9	18.9	43.8	9	16.4
New Hampshire	25	32	59	23.7	17.8	41.5	13	24.2
New Jersey	140	172	311	125.3	94.3	219.6	77	149.9
New Mexico	40	49	89	36.1	26.9	63.0	34	66.6
New York	414	503	916	370.9	276.1	647.0	375	767.3
North Carolina	153	188	342	137.5	103.4	240.9	87	162.2
North Dakota	16	19	34	13.9	10.3	24.2	15	29.3
Ohio	222	271	493	198.8	148.8	347.6	161	297.2
Oklahoma	72	87	159	64.3	47.8	112.2	69	133.7
Oregon	68	83	151	60.8	45.7	106.5	41	77.1
Pennsylvania	251	307	558	224.8	168.8	393.6	159	303.7
Rhode Island	31	38	69	27.7	20.8	48.5	18	33.2
South Carolina	69	84	154	62.0	46.4	108.4	54	97.2
South Dakota	14	17	31	12.7	9.4	22.1	16	30.8
Tennessee	98	119	217	87.4	65.4	152.8	74	141.0
Texas	387	473	860	347.0	260.0	607.1	270	510.8
Utah	58	71	129	52.2	39.0	91.2	47	84.6
Vermont	14	18	32	13.0	9.7	22.7	9	16.7
Virginia	148	181	329	132.3	99.6	232.0	81	148.2
Washington	117	144	262	105.3	79.2	184.5	71	136.8
West Virginia	35	42	76	30.9	23.1	54.0	30	61.0
Wisconsin	127	157	284	114.2	86.1	200.3	65	119.3
Wyoming	12	15	28	11.1	8.3	19.5	9	16.6
Outlying Areas		Not applicable			Not applicable		189	437.4
US Totals	5,800	7,100	12,900	\$5,200.0	\$3,900.0	\$9,100.0	4,065	\$7,868.0

Notes: The number of beneficiaries and amount of benefits for the tuition tax credits were calculated for FY 1998 and FY 1999, respectively.

Pell Grant amounts reflect the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

Source: Education Department estimates based on State-level enrollment and Pell Grant recipient data.

Distribution of Higher Education Tuition Tax Benefits and Pell Grants by Student's State of Legal Residence

	Number of Beneficiaries (in thousands)			Dollar Amounts of Benefits (in millions)			Pell Grants	
	HOPE Scholarship	20% Credit for Lifetime Learning	Total	HOPE Scholarship	20% Credit for Lifetime Learning	Total	Number of Beneficiaries (in thousands)	Dollar Amount of Benefits (in millions)
Alabama	90	109	199	\$80.6	\$60.1	\$140.7	80	\$148.6
Alaska	12	15	28	11.1	8.4	19.5	5	8.9
Arizona	112	138	250	100.7	75.6	176.3	74	140.0
Arkansas	37	44	81	32.8	24.2	57.0	40	78.7
California	761	934	1,695	682.4	513.2	1,195.6	438	900.4
Colorado	101	124	224	90.2	68.0	158.2	54	101.2
Connecticut	69	85	153	61.4	46.5	107.9	27	48.6
Delaware	19	24	43	17.2	13.1	30.3	6	10.8
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Notes: The number of beneficiaries and amount of benefits for the tuition tax credits were calculated for FY 1998 and FY 1999, respectively.

Pell Grant amounts reflect the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

Source: Education Department estimates based on State-level enrollment and Pell Grant recipient data.

**Public 2-Year Institutions
Estimated 1998-99 Pell Grants by
State of Legal Residence**

State	Recipients	Dollars (In Thousands)	Average Award
Alaska	300	\$637	\$1,480
Alabama	33,000	55,114	1,670
Arkansas	12,500	23,171	1,850
Arizona	30,700	55,574	1,810
California	195,900	384,075	1,960
Colorado	16,500	29,838	1,800
Connecticut	9,700	16,197	1,670
Delaware	2,800	4,300	1,560
District of Columbia	N/A	0	N/A
Florida	97,200	161,479	1,870
Georgia	40,000	53,032	1,330
Hawaii	4,100	7,514	1,830
Iowa	20,800	37,403	1,800
Idaho	3,500	6,772	1,950
Illinois	59,900	101,298	1,690
Indiana	18,400	31,987	1,740
Kansas	15,500	27,237	1,760
Kentucky	19,300	36,622	1,890
Louisiana	17,100	30,619	1,800
Massachusetts	25,000	46,257	1,850
Maryland	22,800	38,823	1,700
Maine	2,100	4,010	1,910
Michigan	47,900	78,394	1,640
Minnesota	30,000	52,375	1,750
Missouri	22,100	38,288	1,730
Mississippi	25,600	50,426	1,970
Montana	5,000	10,070	2,020
North Carolina	37,200	63,058	1,700
North Dakota	3,600	6,913	1,920
Nebraska	9,000	13,866	1,540
New Hampshire	2,600	4,778	1,830
New Jersey	30,800	58,159	1,890
New Mexico	9,800	17,251	1,760
Nevada	3,300	5,114	1,570
New York	125,700	251,128	2,000
Ohio	44,300	77,048	1,740
Oklahoma	26,100	48,125	1,850
Oregon	16,800	29,984	1,780
Pennsylvania	35,600	63,866	1,790
Rhode Island	4,000	6,573	1,650
South Carolina	22,200	33,954	1,530
South Dakota	2,700	5,276	1,950
Tennessee	23,900	43,222	1,810
Texas	117,900	209,530	1,780
Utah	7,800	13,291	1,710
Virginia	28,700	50,876	1,770
Vermont	2,800	4,056	1,470
Washington	38,700	74,143	1,920
Wisconsin	22,900	41,063	1,790
West Virginia	4,500	9,150	2,030
Wyoming	4,300	8,166	1,880
Outlying Areas	21,600	45,270	2,090
U.S. Totals	1,424,500	\$2,585,425	\$1,810

Note— Pell Grant amounts reflect the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

**Public 2-Year Institutions
Estimated 1998-99 Tuition and Fees and
HOPE Scholarship Tax Credit by State**

State	Estimated 1998-99 Average Tuition and Fees	Maximum HOPE Scholarship Tax Credit	Maximum HOPE Scholarship Tax Credit as % of Tuition and Fees
Alaska	\$2,040	\$1,500	74%
Alabama	1,030	1,015	99%
Arkansas	1,030	1,015	99%
Arizona	860	860	100%
California	400	400	100%
Colorado	1,370	1,185	86%
Connecticut	1,900	1,450	76%
Delaware	1,470	1,235	84%
District of Columbia	N/A	N/A	N/A
Florida	1,190	1,095	92%
Georgia	1,200	1,100	92%
Hawaii	870	870	100%
Iowa	2,030	1,500	74%
Idaho	1,170	1,085	93%
Illinois	1,390	1,195	86%
Indiana	2,540	1,500	59%
Kansas	1,380	1,190	86%
Kentucky	1,230	1,115	91%
Louisiana	870	870	100%
Massachusetts	2,580	1,500	58%
Maryland	2,330	1,500	64%
Maine	2,970	1,500	51%
Michigan	1,730	1,365	79%
Minnesota	2,350	1,500	64%
Missouri	1,410	1,205	85%
Mississippi	1,050	1,025	98%
Montana	1,660	1,330	80%
North Carolina	640	640	100%
North Dakota	1,930	1,465	76%
Nebraska	1,930	1,165	60%
New Hampshire	3,060	1,500	49%
New Jersey	2,150	1,500	70%
New Mexico	670	670	100%
Nevada	1,090	1,045	96%
New York	2,750	1,500	55%
Ohio	2,450	1,500	61%
Oklahoma	1,210	1,105	91%
Oregon	1,700	1,350	79%
Pennsylvania	2,190	1,500	68%
Rhode Island	1,920	1,460	76%
South Carolina	1,220	1,110	91%
South Dakota	2,880	1,500	52%
Tennessee	1,080	1,040	96%
Texas	840	840	100%
Utah	1,530	1,265	83%
Virginia	1,610	1,305	81%
Vermont	2,780	1,500	54%
Washington	1,610	1,305	81%
Wisconsin	2,160	1,500	69%
West Virginia	1,380	1,190	86%
Wyoming	1,150	1,075	93%
Outlying Areas	1,800	N/A	N/A
U.S. Totals	\$1,320	\$1,160	88%

Note--Outlying areas are not covered by the HOPE scholarship tax credit.

N/A--District of Columbia does not have a public 2-year institution.

Source: Estimates based on data from the 1996-97 Integrated Postsecondary Education Data System early release file, adjusted for estimated increases in tuition and fees and weighted by the unduplicated headcount of all students enrolled in public 2-year institutions.

UNITED STATES DEPARTMENT OF EDUCATION



NEWS

TEXAS COMMUNITY COLLEGE STUDENTS TO RECEIVE TUITION DISCOUNTS OF UP TO 100 PERCENT UNDER PRESIDENT'S NEW HOPE SCHOLARSHIP



"We must make the 13th and 14th years of education — at least two years of college — just as universal in America by the 21st century as a high school education is today, and we must open the doors of college to Americans."

— President Clinton
State of the Union Address, 1997

The HOPE Scholarship established by the Taxpayers Relief Act, together with proposed Pell Grant increases, ensures that the first two years of a college education will be well within reach of any Texas student willing to work for it. And with the new Lifetime Learning Tax Credit, students can continue their education or return to school later in life to increase their knowledge and skills for the 21st century economy.

- *HOPE Scholarship*
In 1998-99, an estimated 387,000 Texas students will receive a HOPE scholarship tax credit to help pay for the first two years of college. Specifically, for a Texas community college student, the average tuition and fees is estimated to equal \$840, making the HOPE scholarship amount worth up to a 100% discount for families with a joint income between \$80,000 and \$100,000.

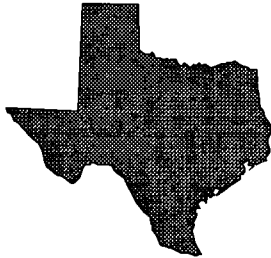
- *Lifetime Learning Tax Credit*
An additional 473,000 Texas students are expected to take advantage of the 20% tax credit for lifetime learning up to the first \$5,000 in tuition through the year 2002 and up to \$10,000 after 2002. *Altogether*, some 860,000 Texas students from working and middle class families are expected to take advantage of these new provisions, saving \$607 million for postsecondary education in FY 1999.

Pell Grants
In addition to the tax benefits, approximately 270,000 Texas students with limited means will receive an estimated \$510 million in Pell Grants in 1998-99.

← **860,000 Texas Students to Benefit from President's Education Tax Cuts
for College** →



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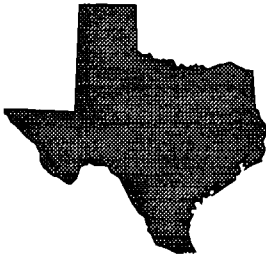
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UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

9
PRESIDENT'S NEW HOPE SCHOLARSHIP CUTS
TUITION COSTS FOR
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*In the
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middle income

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tax cuts

In addition to the tax benefits, approximately 270,000 Texas students with limited means will receive an estimated \$510 million in Pell Grants in 1998-99.

Pell Maximum? Increase? Avg? CC?
The maximum Pell Grant, which can also be used to help cover living expenses, will be increased to \$3,000 in 1998-99. The average grant for CC students in Texas will be...

(FING)

TEXAS STUDENTS TO RECEIVE TAX CUTS FOR COLLEGE — UP TO 100 PERCENT FOR COMMUNITY COLLEGE STUDENTS —

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all

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The President's HOPE Scholarship established by the Taxpayer Relief Act, together with proposed Pell Grant increases in the Bipartisan Balanced Budget Agreement, ensures that the first two years of a college education will be well within reach of any Texas student willing to work for it. And with the new Lifetime Learning Tax Credit, students can continue their education or return to school later in life to increase their knowledge and skills for the 21st century economy.

• HOPE Scholarships

In 1998-99, an estimated 387,000 Texas students will receive a HOPE Scholarship tax credit to help pay for the first two years of college. Specifically, for Texas community college students, the average tuition and fees per student are estimated to be \$840, making the HOPE scholarship amount worth up to a 100% discount for middle-income families.

• Lifetime Learning Tax Credit

An additional 473,000 Texas students are expected to take advantage of the 20% Lifetime Learning Tax Credit up to the first \$5,000 in tuition through the year 2002 and up to \$10,000 after 2002. Altogether, some 860,000 Texas students from working and middle class families are expected to take advantage of these new tax cuts, saving \$607.1 million for postsecondary education in FY 1999.

the new HOPE & Lifetime Learning

• Pell Grants

In addition to the tax benefits, approximately 270,000 Texas students will receive an estimated \$510.8 million in Pell Grants in 1998-99. The maximum Pell Grant, which can also be used to help cover living expenses, will be increased to \$3,000 in 1998-99. The average grant for community college students in Texas will be \$1,780. Some students will qualify for both a Pell Grant and a tax credit (HOPE or Lifetime)

860,000 Texas Students to Benefit from the President's Education Tax Cuts

w/fee

college-related

Investing in Quality, Affordable Education for All Americans: A New Look at Community Colleges

Fifty years ago, a panel convened by President Truman challenged the nation to develop a network of low-cost community colleges whose “dominant feature is its intimate relations to the life of the community it serves.” The vision of that Presidential Commission has been more than realized. Today, the American community college is the most popular type of institution in the premier system of higher education in the world.

Since the opening of the first campus in Joliet, Illinois, in 1901, the community college has grown to become an institution at the economic and educational core of hundreds of American cities and towns. More than 5.3 million credit-earning students study on more than 1,200 community college campuses. The enrollment figure represents almost half of the national undergraduate student body; nearly the same number are enrolled in non-credit programs.

Community colleges look like and serve all of America. As an institution with a relentlessly local focus, the community college is a vital hub for the development of human resources to support local business and industry. The typical community college curriculum is driven by academic and occupational programs and support services that target local economic and workforce development needs. In recent years, community colleges have broadened their mission to work more closely with K-12 school districts in an effort to promote higher academic standards in elementary and secondary classrooms.

The community college’s increasingly vital role in serving educational and economic needs in American communities was one of the catalysts behind the largest new investment in student financial aid since the GI Bill.

The balanced budget plan that President Clinton signed into law in August included a new form of assistance designed to make the first two years of college as universally available as the first 12 grades. The HOPE Scholarship provides a tax credit of up to \$1,500 per year for students in lower- and middle-income families for the first two years of college. With the average community college tuition projected to run close to \$1,400 in the current academic year, the HOPE Scholarship makes the first two years of college virtually tuition-free for any student

who works hard and makes the grade.

The budget plan also created the Lifelong Learning Tax Credit -- a 20 percent tax credit for the first \$5,000 in tuition and fees for juniors, seniors, graduate students, or adults who take a course to enhance their job skills (increasing to the first \$10,000 in tuition and fees in the year 2002). We live in an age in which everyone must learn throughout their lifetime in order to remain competitive in the job market. Adult learners, minority and immigrant students, traditional-aged high school graduates, and workers of all ages across America are looking for ways to enhance their skills that help them navigate these changing times. For lower- and middle-income families, the Lifelong Learning Tax Credit and the affordability of community colleges offer a formula for getting ahead.

President Clinton's tax breaks for college will invest more than \$35 billion in American students over the next five years. When combined with larger Pell Grants for the nation's neediest students, the tax breaks for college will enable two-year colleges to open their classrooms to more and more Americans -- a development that will yield two primary benefits.

First, education beyond high school instills a higher regard for good citizenship and the democratic process, a priceless commodity in our increasingly mobile and diverse society. Second, postsecondary education offers the best path to economic self-sufficiency and a better quality of life. Recent studies of the ties between educational achievement and economic well-being indicate an American worker with two years of college earns, on average, \$1 million over the course of his or her lifetime. By contrast, the average American with only a high school diploma will earn about \$250,000 over a lifetime.

There is more than coincidence behind President Clinton's more than a dozen visits to community college campuses thus far during his Administration. He believes firmly that community colleges are engines of community growth. To that end, this report offers a snapshot of the community college and its central role in academic and occupational skill development, life long learning and the advancement of America's economic and social progress.

A Profile of the 21st Century Community College Student

As recently as the mid-1980's, most community college students were recent high school graduates who attended as full-time students. Since that time, however, the profile of the community college student body has changed dramatically. With a median age of 25, today's community college students need an educational program that enables them to balance schoolwork with the time demands of jobs and families.

For these students, flexibility is essential, and community colleges have responded. Almost two-thirds of community college students attend part-time, which means that they need classes at a time and place that is convenient with their work schedule. The typical community college offers a full range of day, evening, and weekend courses to accommodate virtually any student's work schedule. Satellite campuses provide options in close proximity to a student's home or workplace. Ancillary services, such as child care and tutorial programs, respond to family needs in a way that helps students manage their commitments. The list of options continues to grow as advancements in technology make courses available via television and other "distance learning" media.

The expanding range of choices is essential to keep up with the increasing demand for post-secondary education. As Secretary Riley noted in a recent report, the Baby Boom Echo is driving up enrollment to record levels in our K-12 system. This year, more than 52.2 million students entered the nation's public and private elementary and secondary schools. That's an all-time record, and it is expected to be eclipsed every year for the coming decade before leveling off at that new plateau.

As these students grow older, the demand for all institutions of higher education will grow as well. Because of their extensive ties to local high schools, community colleges will feel the wave first among institutions of higher education through their alliances with local schools. The growth in the 18-24 age group is just one of several factors that is expected to drive up community college enrollment by 11 percent over the coming decade. Workers who return to school and employers who need training for their employees will also drive enrollment growth.

More specifically, the community college serves a range of specific

educational needs that span the socioeconomic spectrum. Some students who already possess a bachelor's degree turn to a community college for technical or occupationally related course work. These students seek foreign language training, enhanced computer skills, emergency medical technician certification, or, perhaps having just moved into a rural area for lifestyle change, farm management studies. Whatever the reason, the community college is the best option to offer the right subject, at the right time and place, and at the right price.

Community colleges are key players in efforts to help people make the transition from the welfare rolls to payrolls. The City University of New York system has 20,500 welfare students. In California, more than 125,000 welfare recipients were among the existing community college population before passage of the federal welfare to work legislative act.

About a third of community college students will transfer directly into a four-year baccalaureate program. These students laid the groundwork to earn their bachelor's degree while attending the community college -- one-fourth of the students in American higher education enroll alternatively or simultaneously in both a two-year college and a four-year college to craft an educational program that meets their learning needs, cost considerations, and personal or career schedules. While most will not have completed an associate's degree or certificate program when they transfer to a four-year college, these students will have completed 30 or more credit units. Studies of the educational achievement levels of these students find that community college transfer students perform as well as during their junior and senior years of study as the native students in four-year institutions.

For another third of the community college student body, the goal of their studies is to complete a certificate or degree program that qualifies them for a specific line of work. Community colleges train large segments of the workforce in nursing and allied health fields, computer-related fields, the hospitality industry, agricultural support industries, and the array of positions in automotive and manufacturing technology.

Community colleges appeal to these diverse groups of Americans for a host of reasons. Employers are eager to send their employees to community colleges because of their accessibility, low cost, and their proven ability to meet the needs of local business and industry.

Students like the same features, as well as the flexibility of the course offerings and the personal atmosphere created by manageable class sizes.

Serving 21st Century Learners in a Fast-Changing Economy

The pace of change in today's workplace is dizzying, and growing faster with each new day. Consider this: Today's high-end desktop PC offers more computing power than the first spaceship that landed on the Moon. With technological advancements emerging at such a furious pace, American workers must continually renew and expand their skills base to keep up with the changing times.

The need for such up-to-the-minute education and training goes to the heart of the community college's mission. By building and maintaining alliances with employers in their region, community colleges keep close tabs on the labor demands in the local job market. Such public/private partnerships serve the needs of employers, as well as current and prospective employees.

This institutional philosophy has put community colleges in the forefront of several areas related to education, training, and economic growth.

Workforce development -- Two-year colleges are leaders in providing trained manpower for traditional fields and newly emerging employment areas. They are extremely effective in supporting local economic development efforts, as well as training the local workforce for both specific tasks (e.g., statistical processing controls) and widely marketable skills (e.g., technical writing). Community colleges provide the bulk of nursing and credentialed allied health service workers in the U.S.---85% of the training in ophthalmic technology, 71% in medical imaging, 69% in respiratory technology.

Working with business and industry, community colleges provide the bulk of the skilled manpower in computer technologies, manufacturing and other evolving industries that demand high-skilled labor. Two-year colleges such as San Jacinto Community College in the Houston suburb of Pasadena, Texas, provide training and technical staff for members of the aerospace industry. San Jacinto College addresses the training needs

of this industry through a formalized program of study for prospective employees and more specialized programs for experienced employees.

Distance Learning and the Internet -- For nearly two decades, community colleges have made greater and greater use of distance learning and computer-assisted instruction. By overcoming boundaries of time and place, distance learning is ideally suited for working adults and residents of rural areas removed from community college campuses.

The full range of video technologies -- including broadcast and cable TV, satellite communication, and compressed video systems -- are the backbone of many community college programs. For example, the Los Angeles Community College District enrolls nearly 1,500 students who are pursuing their education entirely via telecourses and interactive video. Community colleges were among the first users of telecourses on global economics and world geography developed jointly by the Annenberg Foundation and the Corporation for Public Broadcasting. The willingness to embrace new approaches to curriculum and instruction is indicative of the commitment of community colleges to serve their students with contemporary material.

As courseware moves onto the World Wide Web, community colleges are building larger "virtual classrooms" that students can access through a personal computer. These students are already well-accustomed to using computers in their classes. According to the 1996 report of the Campus Computing Project, 31 percent of courses in community colleges use computer-based classrooms or labs. About one course in six uses computer-based simulations.

The virtual classroom, of course, is different from the computer class, and here the community college shows its versatility as well. New Hampshire Technical College converted a biotechnology technician course to a virtual classroom in partnership with a company that is geographically isolated from other technical training programs in northern New England. This just-in-time delivery is ideal for training in an economy in which mid-level technical jobs have become pivotal. It requires significant network capacity, as well as faculty who know how to create interactive curriculum materials.

To that end, community colleges are expanding their on-campus

computer networks -- emphasizing greater support for instructional labs, extending computer networks to all units, and training faculty in electronic techniques for facilitating learning. They are committed to continually upgrading their computer and telecommunications capacity. During a recent World Bank symposium on the promise and challenges associated with distance learning, representatives of Hewlett-Packard, Lucent Technologies, and Sun Microsystems, among others, agreed that community colleges were more responsive to the challenges of technical training in technical fields than other postsecondary institutions.

Under-served populations -- Two-year colleges provide low-cost access to education for two economically vulnerable groups -- high school dropouts who want to earn a General Equivalency Degree (GED), and non-English speaking citizens who need an English-as-a-Second Language (ESL) course. The Los Angeles Community College District, for example, delivers ESL training to students from 80 different language groups. Research shows that these students felt most comfortable in the community college environment. In 1996, nearly two out of every 3 adults who took the GED tests reported that they planned to pursue education and training beyond high school level. Across the United States, this represents more than a half million new college students.

Math and Science Education -- It may surprise some people to learn that community colleges are major incubators that breed future scientists, engineers and other technical professionals. One in six bachelor's degree recipients in engineering, engineering technology and architecture started in a community college. And one in ten graduating Ph.D's in math and electrical engineering last year began in a community college.

Community colleges are increasingly serving these industries because of their close ties to businesses and industries that rely on a workforce that is proficient in math and science.. As institutions that focus on teaching and instruction rather than research, community colleges faculty members who have business and industry experience can demystify math- and science-related careers. Community colleges also benefit from the support of such federal agencies -- the National Science Foundation (NSF) has recognized and increased its emphasis on community college math and science instruction. NSF's annual grant commitment for

community college science and math activities totaled \$45 million last year.

Teaching and Learning -- Community colleges provide significant leadership at all levels of education. In the K-12 arena, community colleges are major sponsors of Tech-Prep and School-to-Work programs. Students at two-year colleges are active in the campaigns to improve the reading skills of American students. Almost 200 community colleges have signed up to participate in the "America Reads Challenge," including the commitment of some of their College Work-Study positions to reading tutors who work in the local schools. Community colleges are the primary source for the development of para-professionals in the teaching fields and for recruitment of potential teaching forces in urban and rural areas. This role will increase in the next few years as the national need for new teachers continues to increase.

Remedial Educational Opportunities -- For those students who, for whatever reason, lack the basic skills needed to pursue college-level coursework, community colleges are the nation's primary providers of remedial opportunities. Over 56 percent of the postsecondary enrollments in remedial reading, 80 percent in pre-algebra mathematics, and 61 percent in pre-college algebra attend their local community college for basic or remedial skill development.

Opening the Doors to College: How the New Federal Investments in Higher Education Will Make a Difference

The tax breaks for college included in the recent balanced budget agreement fulfilled President Clinton's goal of making the first two years of college universally accessible to all learners. This new form of investment extends the Administration's record of fighting to increase support for student financial assistance in a variety of ways. These investments will benefit large portions of the nation's community college student body.

Both houses of Congress have embraced the President's call to increase the maximum Pell Grant -- the primary form of assistance to the nation's most needy students -- to \$3,000. As more students opt for the low-cost option of a community college, a larger proportion of Pell Grant

funds are benefiting community college students. In 1985, community college students received about 18 percent of all Pell dollars. By 1994, the community college share grew to 30 percent, and it is expected to climb even higher as more students embrace the concept of lifelong learning and enroll in community colleges.

Further, expansion of the federal College Work-Study program will allow more students to earn part of the cost of their education. President Clinton aims to broaden this commitment to support one million Work-Study positions by the year 2000.

These investments provide the foundation of the federal student aid network. The tax breaks for college will complement these measures by easing the pressure brought to bear on lower- and middle-income families by the tuition crunch. All of these developments will have a significant impact on community colleges.

The Hope Scholarship will provide virtually tuition-free access for the first two years of college, as well as one- and two-year certificate programs. The Hope Scholarship provides a 100 percent tax credit on the first \$1,000 dollars of tuition and fees, and 50% of the second \$1,000. Under that formula, the Hope Scholarship will cover, on average, 88 percent of tuition and fees for community college students in the 1998-99 academic year. Students in seven states -- including California and Texas -- who are eligible for the maximum HOPE credit will have their tuition and fees covered entirely. The HOPE Scholarship does not preclude eligible students from receiving other forms of federal aid that can be used for other educational and cost of living expenses.

For those who wish to continue their education beyond the first two years of college, the Lifelong Learning Tax Credit provides a 20 percent tax credit for the first \$5,000 dollars of tuition and fees through the year 2002, and 20 percent of the first \$10,000 thereafter.

<OPE TABLES & COMMENTARY???>

Implications for the Future

At the dawn of the new millennium, community colleges are poised and well-positioned to serve as the key providers of academic and

occupational education for adult learners of all ages. Community colleges are nimble organizations that fulfill an array of needs directly related to the future growth and prosperity of their region. The current and future expectations of these institutions will only expand as they develop and strengthen alliances throughout the economy -- including all levels of government, the private sector, community-based organizations, citizens groups, and the rest of the education establishment.

That said, community colleges face some significant challenges in the coming years in order to continue playing this pivotal role. First, community colleges must draw an increasing share of America's college going population. Currently, 45 percent of America's undergraduates are enrolled in community colleges, which must be prepared to accommodate educational and personal needs of an increasingly diverse populations.

Second, community colleges must extend their role as leaders in workforce training development -- an area with needs that now includes Tech-Prep and School-to-Work initiatives, as well as the establishment of certificates of mastery and other means of comprehensive assessment that judge students on what they know and not just on how long they have been sitting in a classroom.

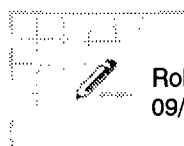
Third, community colleges must maintain a leading role in Continue in leading in the national movement to improve K-12 education. This effort must include the development of articulation activities **<TRANSLATION NEEDED -- WHAT ARE ARTICULATION ACTIVITIES???** with secondary schools, as well as four-year colleges and universities. This effort includes as well the recruitment, retention and ongoing training of the new cadre of two million teachers needed for America's schools in the coming decade.

Next, they must extend their role as centers for comprehensive community development and workforce development programs. Partnerships with local businesses and mechanisms such as Enterprise Zones and foundation-sponsored initiatives for specific types of community colleges will enable these insitutions take the lead in providing training and job development for many communities.

Finally, community colleges must be at the heart of the nation's response to the challenge of welfare reform. Community colleges must develop flexible ways of continuing to provide academic and occupational skills needed by adults and young people alike. Two-year colleges are already experienced in providing remedial instruction, adult and vocational education, as well as shorter job-training programs for employers, unions and communities. Community colleges are experienced at providing the support services (e.g., child care) which allow many welfare parents to attend college and obtain the training necessary for self-sufficiency.

As called for by the Truman Commission a half-century ago, community colleges are, indeed, driven by their inextricable links with the life of the communities that they serve. Whether it is a young woman studying to become an aerospace technician with NASA, a mid-career computer programmer taking night courses on JAVA or some other computer language, or an aspiring math teacher taking credits in calculus, chemistry and literature that he will transfer to a nearby university -- community colleges are engines of community growth. Our investments in the nation's community colleges and their students will come back to us exponentially in the form of continued growth and prosperity for future generations of Americans.

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Robert M. Shireman
09/24/97 12:58:33 AM

Record Type: Record

To: William R. Kincaid/OPD/EOP

cc: Laura K. Capps/WHO/EOP

Subject: Re: speech blurb on report 

Below is a draft fact sheet that I've done for the event. Note that it hits Congress for not coming through fully on Pell Grants. Based on senior staff discussions earlier today, we may want to make a strong statement on this, connecting it to several noted deficiencies in complying with the budget agreement. (Note on Bill's text: work-study isn't in the budget agreement).

We'll also want to say something about how community colleges provide key job training, strengthening our economy, productivity, improving wages, etc. Hopefully the report will have some good stats; we'll see.

MAKING TWO YEARS OF COLLEGE UNIVERSALLY AVAILABLE

President Clinton fought to make sure that the Bipartisan Balanced Budget included a \$1,500 HOPE Scholarship for middle income families, and a \$3,000 maximum Pell Grant for low-income families. New data show that these programs will ensure that anyone can afford to attend at least two years of college. However, Congress is threatening to leave some students out, in violation of the Budget Agreement.

The HOPE Scholarship Cuts Tuition and Fee Costs at Community Colleges by 88%. New projections by the U.S. Department of Education indicate that in the 1998-99 school year, the maximum HOPE Scholarship will cover 88 percent of the national average full-time tuition and fees at community colleges. In seven States, including Texas, HOPE covers 100 percent of community college tuition and fees. In 35 States, the maximum HOPE Scholarship covers 75 percent or more of tuition and fees. 5.8 million students are expected to benefit from the HOPE Scholarship at all types of institutions of higher education.

Pell Grant Increase Will Benefit 1.4 Million Community College Students. The Department of Education estimates that 1.4 million community college students will receive an average Pell Grant in 1998-99 of \$1,810. Pell Grants are available on a sliding scale based on income. The Bipartisan Balanced Budget Agreement includes the President's proposal for the largest increase in the grant in two decades, to a maximum of \$3,000.

Hundreds of Thousands of Adults Who Return to School Will be Left Out if Congress Does Not Finish the Job. The Department of Education estimates that 218,000 students -- and millions more who could consider college -- will not be able to benefit fully from HOPE or Pell

unless the President's budget request for the Pell Grant program is adopted -- as required by the Bipartisan Balanced Budget Agreement. The President's request included a provision to ensure that so-called "independent" students -- those who are over age 24, or are married or veterans, can receive Pell Grants if they are low-income. (Like other low-income students, their eligibility for HOPE Scholarships is limited by their tax liability). A House-Senate conference committee is currently considering this issue. If they do not act to address this problem, college may be out of reach for students like these:

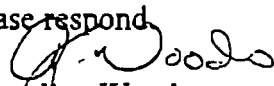
- A 22-year-old veteran making only \$10,000 a year.
- A married 35-year-old with *joint* income of only \$14,000.

A 30-year-old with income of only \$11,000

September 16, 1997

Bob Shireman
White House

Enclosed is the Community College Report. It is complete except for the tables & commentary.
Please respond


Jacqueline Woods

Draft
9/16/97

Investing in the Education of the American Public:
A New Look at Community Colleges

INTRODUCTION

In the current education reform movement, we have emphasized the importance of viewing the 13th and 14th years of school and creating systems that foster life long learning as universally important to this country's success in the next decade as high school completion was for those in the industrial age. The Clinton administration has also made it a priority to increase federal support for postsecondary education. We have increased the federal dollars available in student aid programs and provided additional investments through the new balanced budget act for working class and middle class citizens seeking to strengthen their educational opportunities and achievements. Many of these citizens will use community colleges, the most democratic institutions of postsecondary education, as their access point. The concept of universal access to grades 13 and 14 and to lifelong learning has never been closer to realization than at this time and because of these institutions.

DIVERSITY OF NEEDS

A new look at our nation of learners and their educational program needs illustrates the variety of demands which are met by the nation's community colleges. A profile of ten randomly selected community college students today will typically reflect the following:

- * Two of the ten will be recent high school graduates and one of the two will have entered having already earned some college credit prior to high school graduation.
- * One of the ten enrollees will already have earned a bachelor's degree and has enrolled in the community college for specific academic/occupationally-related course work.
- * At least one of the ten is a student on welfare who enrolled in the institution for developmental and regular college course work before the TANF legislation passed.
- * Three of the ten students will complete a comprehensive academic program while in the community college and then transfer to a four year baccalaureate program.
- * At least three of the ten will complete certificate training for careers in nursing or another of the allied health fields, hospitality and marketing, agriculture support fields, or one of the automotive or manufacturing technology fields.
- * At least one of the ten will be over forty years of age and taking courses for personal growth and development.

- * Almost six of the ten will be women, and 4 of the ten will be from a minority group.
- * Several of the students, in this hypothetical group of ten, will fit more than one of these need profiles.

Community Colleges appeal to these diverse groups of Americans and their employers because the colleges are accessible (there is one within an hour's drive of 95% of the U.S. population), because they are low cost, because they have manageable class sizes, because they are "teaching" institutions, because they have close personal and professional ties to businesses and industries in the community, and because they are COMMUNITY institutions.

DIVERSITY OF SERVICES

Community colleges serve their communities and the country in a multitude of ways:

- (1) Two year colleges provide low cost access to traditional higher education programs through transfer programs. Over 90% of the community colleges in the United States have tuition and fees below \$1500 per year. And studies indicate that community college transfer students perform as well or better than students who started out in the same 4 year college.
- (2) Two year colleges provide entry points for many under served populations by providing substantial GED and ESL programs. The Los Angeles Community College District, for example, delivers ESL training to students from 80 different language groups. Research shows that ABE, GED, and ESL students feel more at home in a community college than in other types of institutions.
- (3) Two year colleges are leaders in distance learning. 58% of the public 2 year colleges offered distance learning courses in 1995, or 39% of all such courses offered in America.
- (4) Two year colleges are leaders in providing trained manpower for both traditional fields and newly emerging employment areas. Community colleges provide the bulk of nursing and credentialed allied health service workers in the U.S.---85% of training in ophthalmic technology, 71% in medical imaging, 69% in respiratory technology. Community colleges, working with business and industry, are providing the bulk of the skilled manpower in computer technologies, manufacturing and other high skilled areas as they develop.

- (5) Two year colleges are becoming major providers in math and science education. One in six bachelor's degree recipients in engineering, engineering technology and architecture started in a community college. And one in ten graduating Ph.D's in math and electrical engineering last year began in a community college.
- (6) Many community colleges, especially in urban areas, have created special high schools on their campuses to address the needs of special populations---and have done so with singular success in improving graduation rates and college entry rates. The model of a secondary school located on a community college campus is now over 20 years old.
- (7) Community colleges are the major providers of remedial courses in U.S. higher education: 56% of postsecondary enrollments in remedial reading, 80% of those in pre-algebra mathematics, and 61% of those in pre-college algebra.

FEDERAL INVESTMENT IMPACT

The Hope Scholarships, recently enacted in the Balanced Budget legislation, will greatly impact on the trends noted above. Basically, these scholarships will provide nearly universal access to the first two years of college, or to one and two year certificate programs. Hope scholarships provide a tax credit equal to 100% of the first \$1,000 dollars of tuition and fees and 50% of the second \$1,000---and these numbers will be indexed for inflation after 2001. Basically, these credits will cover full tuition and fees at over 90% of the community colleges in America.

And for those who wish to go on beyond grade 14, the legislation provides a Lifetime Earning Credit---a 20% tax credit for the first \$5,000 dollars of tuition and fees through the year 2002 and 20% of the first \$10,000 thereafter.

Other proposed legislative initiatives will also greatly impact community colleges. The Administration has proposed a significant increase in the basic Pell grant awards, it has proposed a "Super Pell" award to second year students with zero expected family contributions, and a "retention" grant award to institutions based on their success in graduating low income students, and other changes in the student financial aid programs which will ease the financial burden of individuals in college or planning to enter college.

These programs should have a significant impact on the number of students who enter community colleges and who complete their course of study.

(TABLES & COMMENTARY)

IMPLICATIONS FOR THE FUTURE

Because of the multiple roles played by community colleges, and the easy access and low cost of these colleges, community colleges are expected to play an increasingly important role well into the next century. It is expected that community colleges will:

1. Continue to draw an increasing share of America's college going population.
Currently, 45% of America's undergraduates are enrolled at community colleges.
2. Continue their leadership in workforce training, tech prep, and school-to-work initiatives, establishing certificates of mastery and other means of comprehensive assessment which judge students on what they know and not just on how long they have been sitting in a classroom.
3. Continue their contribution to the education reform movement that is sweeping the states, especially through leadership in articulation activities with secondary schools and with four year colleges and universities.
4. Develop, in partnership with the federal government, new initiatives to create the new teacher cadre needed for America's schools in the coming decade. As leaders in early education and paraprofessional educational programs, and as centers for in-service programs for teachers, community colleges are poised to help prepare the 2 million new teachers needed in the next ten years.
5. Serve as centers for comprehensive community development and construction of local economies. By working with local businesses and through such mechanisms as Enterprise Zones and the Ford Foundation funded Rural Community College Initiative, community colleges can and will take the lead in providing training and job development for many communities in America.
6. Respond to the challenge of welfare reform. Community colleges will train adults and young people alike so that they can move off welfare and into the workplace. They are already experienced in providing remedial instruction, adult and vocational education, as well as shorter programs for JTPA, employers, unions and communities. Community colleges also provide the services (such as child care) which allow many welfare mothers to attend college and obtain the training necessary to avoid welfare.

Generally, we believe community colleges will provide unparalleled leadership for this country in both postsecondary education and community development as we move into the 21st century.

Draft
9/16/97

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3. Continue their contribution to the education reform movement that is sweeping the states, especially through leadership in articulation activities with secondary schools and with four year colleges and universities.
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5. Serve as centers for comprehensive community development and construction of local economies. By working with local businesses and through such mechanisms as Enterprise Zones and the Ford Foundation funded Rural Community College Initiative, community colleges can and will take the lead in providing training and job development for many communities in America.
6. Respond to the challenge of welfare reform. Community colleges will train adults and young people alike so that they can move off welfare and into the workplace. They are already experienced in providing remedial instruction, adult and vocational education, as well as shorter programs for JTPA, employers, unions and communities. Community colleges also provide the services (such as child care) which allow many welfare mothers to attend college and obtain the training necessary to avoid welfare.

Generally, we believe community colleges will provide unparalleled leadership for this country in both postsecondary education and community development as we move into the 21st century.

Draft
9/22/97

**Investing in the Education of the American Public:
*A New Look at Community Colleges***

INTRODUCTION : Time for a New Look at a Vital American Institution

As we prepare for the next century of global economic competition, there are no more important educational institutions in this country, than those colleges that were first developed at the beginning of this century, America's community colleges. For over ninety years, community colleges have been the educational institutions that have responded to America's workforce and economic development needs as well as the local postsecondary entry point for millions of America's adult learners.

Because community colleges are in and about their communities, they are also key centers for the human resource development activities of local business and industry. Across the country, two year colleges develop academic and occupational programs and support services that respond to very localized program and economic development needs and have been instrumental in giving their residents marketable skills and consequently, job stability. Among students of all ages who began higher education for the first time in 1989-90, those who earned an associates degree by the end of 1992 had only a 2.4% unemployment rate by the spring of 1994. *4% below the national average.*

Two year colleges are also working with their K-12 districts to enhance the quality of the educational program and to promote higher standards in primary and secondary classrooms. The Dallas County, Texas Community College District, one among dozens of community colleges across the country with strong collaborations with their K-12 districts, has placed a special emphasis on working with its local school districts to recruit and prepare first generation, ethnic minority students for teaching careers, to help our nation obtain the two million new teachers this country will need in the next ten years.

Adult learners, middle and working class families, minority and immigrant students, traditional-aged high school graduates, and so many more people in this country are looking for ways to strengthen their educational achievements and to just better their own lives, have gone to their local community colleges in order to jumpstart their academic or career development and put themselves firmly on the road to economic self sufficiency and stability.

Since the inception of the first public community college in Joliet, Illinois in 1901, we now have over 1,200 institutions in almost every state in the union fulfilling the mission of the 1947 Truman Commission Report which called for a network of public community colleges that would charge little or no tuition, serve their local areas and enroll students without regard for race, color or creed.

*what states
don't
have?*

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According to data reported by the Digest of Educational Statistics (NCES) [there are 5.3 million credit students in these colleges, which includes more than half of the nation's total undergraduate population.] Truly reflecting the diversity of America, 30% of community college students are from ethnic minority groups, 50% are 25 years or older, 15% are over the age of forty, 57% are women and 71% of all students with disabilities who are in public postsecondary institutions are in community colleges.

President Clinton's Hope Scholarships, the recent increases in Pell grant offerings, and the ~~expand college tax credits to encourage access and life-long learning~~, have created new opportunities for community colleges to open its doors to larger segments of the American public. As part of his Call to Action in education, the President has called for Americans to consider attending school through Grades 13 and 14 as universally common as high school graduation was a generation ago. Recent reports on education and the economy indicate that by adding ~~grades 13 and 14~~ the average American worker will earn \$1 million ~~more in his or her lifetime than someone with just a high school education.~~ Many of these citizens will use community colleges, the most democratic institutions of postsecondary education, as their access point. The concept of universal access to grades 13 and 14 and to lifelong learning has never been closer to realization than at this time and because of these institutions.

A Profile of the 21st Century Community College Student

Less than fifteen years ago, over 50 percent of the students in community colleges were under 24 years of age, recent high school graduates, and attending school full time. A new look at our nation of learners and their educational program needs illustrates the variety of new demands which are being met by this nation's community colleges.

If one were to gather a group of ten randomly selected community college students today they would see a surprisingly diverse portrait of the ever growing population of this nation's adult learners. We would find a group of traditional-aged and non-traditional-aged learners, with the median age now being twenty five years, who find that their local community college provides a flexible environment where one can link personal development, occupational skills development and academic learning. Nearly two-thirds of community college students attend school part-time as compared to only 40% of the students from four-year colleges. The need to work full or part time, to be within a one hour drive of the college, to attend to family commitments and to have career growth opportunities from business and industry in the local or regional area, has led two year colleges to offer an array of class offerings both on campus and in business settings, on the weekends and in the evenings, via television and other distance technology mediums, and to also provide family support activities such as child care and tutorial programs. Several of the students, in this hypothetical group of ten, will fit more than one of the following profiles.

Two of the ten students in the contemporary community college profile will be recent high school graduates and one of the two will have entered the institution having already earned some college credit prior to high school graduation. Based on the data in the Baby Boom Echo Reports from the U.S. Department of Education and the availability of the HOPE Scholarship, the overall college enrollment rates are expected to rise moderately in the few years, which will be a major boost in the enrollment rates of 18-24 year olds in community colleges which has remain at roughly one third of the total population over the last decade.

One of the ten students will already have earned a bachelor's degree and has enrolled in the community college for specific technical/occupationally-related course work. This individual might be in the community college seeking second language training, computer technology skills, emergency medical technician certification or, perhaps having just moved into a rural area for lifestyle change, farm management studies. Whatever the reason, the community college is seen as offering the right subject matter at the right time and place, and at the right price.

[At least one of the ten is a student on welfare who enrolled in the institution for developmental and regular college course work before the TANF legislation passed. The City University of New York system has 20,500 welfare students. In California, over 125,000 welfare recipients were among the existing community college population before the 1997 welfare to work legislative act.]

Three of the ten students will transfer to a four year baccalaureate program. A majority of them will not have completed either a certificate program or an associates degree but will have completed an average of 60-90 community college credit units. Assessment studies across the nation all concur that community college students who transfer into senior institutions do as well as native students in the four year institution in their junior and senior years of college. Recent studies indicate that 25% of the students in American higher education enroll alternatively or simultaneously in both a two year college and four year college looking for the educational program combination that works with their learning needs, cost considerations, and personal or career schedules.

Diane started college in 1980, just out of high school, and went five states away from home to live in a dormitory. She was not happy and left before her freshman year was over. In 1994, her mother went back to school at Montgomery Community College in Maryland. Spurred by that example, and by that time, with children of her own, in 1995, Diane followed. She started at Montgomery with courses in technical writing and college algebra, then took introduction to accounting. She thought she wanted a bachelor's degree in business from George Mason University in Virginia, so continued by taking pre-calculus and business law, then literature and calculus at Northern Virginia Community College. With 23 credits from two community colleges acquired over two years, she weighed the

options and entered the bachelor's program in business administration at the University of Maryland's University College, in large part, as she said, because "it will behave like a community college."

At least three of the ten will complete certificate or degree training for careers in nursing or another of the allied health fields, hospitality and marketing, agriculture support fields, or one of the automotive or manufacturing technology or computer- related fields.

At least one of the ten will be over forty years of age. Almost six of the ten will be women, and 4 of the ten will be from a minority group.

Community Colleges appeal to these diverse groups of Americans and their employers because the colleges are not only accessible, but because they are low cost, have created a more personal atmosphere between faculty and students due in no small part to manageable class sizes, and because the institutions have closer ties to business and industry than any other institution in our local communities. Community Colleges are truly community institutions. [quote from some expert]

Providing a Wide Range of Instruction, Training, and Other Services

Community colleges offer their communities a wide variety of academic and occupational programs and services :

- 
- Two year colleges provide entry points for many under served populations by providing substantial GED and ESL programs. The Los Angeles Community College District, for example, delivers ESL training to students from 80 different language groups. Research shows that ABE, GED, and ESL students feel more at home in a community college than in other types of institutions. (More coming)
 - Two year colleges are leaders in distance learning and ~~are better positioned than four year colleges~~ in providing computer technology training. In the early 1980s, community colleges put together a solid infrastructure for technology training with the introduction of the personal computer. Now in 1997, community colleges are well positioned to offer technology instruction where and when people need it. New Hampshire Technical College has developed a just-in-time focused delivery program that converted bio-technology technician course to a virtual classroom in partnership with a company geographically isolated from other technical training programs in northern New England. The Los Angeles Community College District enrolls nearly 1,500 students who are pursuing their education entirely through telecourses. Nearly half of these students intend to transfer to four year colleges. Floyd College in Georgia, is conducting a public/private funded pilot project that combines computing, telecommunications and banking technologies to enhance the teaching and learning process for faculty and students. The Information Technology Project (ITP) utilizes laptop computers which have been given to every

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faculty member and student for use in and out of the classroom. Floyd's 3,000 students will be able to connect to the Internet while in classes and will have 24 hour access to the Internet and the an electronic library system, the Georgia Library Learning On-Line System. The objective of the ITP, which began this Fall, according to President Lynn Cundiff, I to test the belief that "freed from the physical and logistical constraints of limited or inaccessible information, students can and should become more responsible for learning, and learning becomes far more a matter of self-directed inquiry and less memorization."

(More coming)

- Two year colleges are leaders in providing trained manpower for ~~both traditional fields and~~ newly emerging employment areas. They are extremely effective in providing support to local economic development efforts and in training the local workforce for specific tasks (e.g., statistical processing controls) and /or generic competencies (e.g., technical writing). Several colleges in Florida and California are the prime providers of instruction in aquatic and marine biology in their communities. Community colleges provide the bulk of nursing and credentialed allied health service workers in the U.S.---85% of training in ophthalmic technology, 71% in medical imaging, 69% in respiratory technology. Community colleges, working with business and industry, are providing the bulk of the skilled manpower in computer technologies, manufacturing and other high skilled areas as they develop. Two year colleges, such as San Jacinto Community College, outside of Houston, provide training and the technical staffs for the aerospace industry. [vignette]
- Two year colleges are becoming major providers in math and science education. One in six bachelor's degree recipients in engineering, engineering technology and architecture started in a community college. And one in ten graduating Ph.D's in math and electrical engineering last year began in a community college. Part of the reason community colleges have become major providers is that they are responding to the needs of business and industry who rely on their workforce having solid math and science skills. Part of the reason they have become major providers is because community colleges are primarily teaching institutions and have faculty with business and industry experience who have developed expertise in demystifying the complexity of math and science for real world situations. Part of the reason community colleges have become major providers in these fields is that federal agencies, such as the National Science Foundation (NSF), have recognized and increased it's emphasis on community college math and science instruction. NSF, for example, has increased it's annual grant commitment for community college science and math activities from \$1 million a year to \$45 million last year.
- Many community colleges, especially in urban areas, have created special high Community colleges provide significant leadership with all levels of education.

They provide leadership to the K-12 community through Tech-Prep and School to Work programs. Two year colleges are also taking the lead in ~~the responding to the national educational goals related to~~ improving the reading levels of America's students. Nearly 200 community colleges have signed up to participate in the "America Reads" initiative. Community colleges are the primary source for the development of para-professionals in the teaching fields and for recruitment of potential teaching forces in urban and rural areas. This role will increase in the next few years as the national need for new teachers continues to increase.

- For those students, for whatever reason, have delayed continuing their education or did not take full advantage of their primary/secondary education and are lacking the basic skills needed to actively participate in college level courses, community colleges are also the major providers of remedial courses in U.S. higher education. Over 56% of the postsecondary enrollments in remedial reading, 80% of those in pre-algebra mathematics, and 61% of those in pre-college algebra attend their local community college for basic or remedial skill development.

New Federal Commitments make Community Colleges Even more Accessible

The oft stated goal of the Clinton Administration to make the first two years of college universally accessible to all learners is well supported by the budget agreements realized this year. In continuing to fight for improved funding for college work study activities and for major increases in Pell funding, this year's budget agreement, including taking the maximum Pell grant to \$3,000 a student, achieved a large portions of those goals. In 1985, community college students received about 18% of all awarded Pell dollars. In 1994, that percentage increased to 30% and it is expected to climb even higher as more students realize the importance of life long learning and enroll in community colleges.

The increase in dollars for existing programs alone are major accomplishments. However, the most significant accomplishment to date is the embodiment of the President's goal in the passage of the HOPE scholarship and lifelong learning support in the recently signed balanced budget legislation. These events will significantly impact on community colleges. On average, it costs a public community college student about half what a student at a four year college would pay in tuition. NCES reports that average community college tuition and fees in 1995-96 was \$1,245 while the average public four year college tuition and fees were \$2,848. [Nearly 60% of all community college students paid even less than that because they are concentrated in states with lower than average costs like California and Texas.] In Texas, the average tuition at a two year community college in 1995-96 was \$771 with the average cost for an associate's degree being \$1,460 (for two consecutive years). Texas students, utilizing the HOPE scholarship, will essentially realize a tuition free, two year of higher education. IN 31 other states, too, with tuition below \$1,500 per year, students utilizing the HOPE scholarships with other available aid will be the minimal cost.

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INTRODUCTION : Time for a New Look at a Vital American Institution

As we prepare for the next century of global economic competition, there are no more important educational institutions in this country, than those colleges that were first developed at the beginning of this century, America's community colleges. For over ninety years, community colleges have been the educational institutions that have responded to America's workforce and economic development needs as well as the local postsecondary entry point for millions of America's adult learners.

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According to data reported by the Digest of Educational Statistics (NCES) there are 5.3 million credit students in these colleges, which includes more than half of the nation's total undergraduate population. Truly reflecting the diversity of America, 30% of community college students are from ethnic minority groups, 50% are 25 years or older, 15% are over the age of forty, 57% are women and 71% of all students with disabilities who are in public postsecondary institutions are in community colleges.

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President Clinton's Hope Scholarships, the recent increases in Pell grant offerings, and the expand college tax credits to encourage access and life long learning, have created new opportunities for community colleges to open its doors to larger segments of the American public. As part of his Call to Action in education, the President has called for Americans to consider attending school through Grades 13 and 14 as universally common as high school graduation was a generation ago. Recent reports on education and the economy indicate that by adding grades 13 and 14 the average American worker will earn \$1 million more in his or her lifetime than someone with just a high school education. Many of these citizens will use community colleges, the most democratic institutions of postsecondary education, as their access point. The concept of universal access to grades 13 and 14 and to lifelong learning has never been closer to realization than at this time and because of these institutions.

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September 19, 1997

→ Comments
on 185
draft last
week.

Note to Jacquie Woods

As we discussed on the phone today, here are my detailed comments on your draft of the Community College Report. Bob and I will look forward to working with you on this when you get back into town. If you need to reach me over the weekend, there are three possibilities: Home: (202) 364-4421; Office: (202) 456-2857; Pager (call the White House signal operator at 757-5000 and ask them to page me). Thanks for your work on this.

Overall comments

1. The basic message of this should be:

Community colleges provide a high-quality, 21st Century education (not simply remediation) to a wide range of people at various stages of their lives

Community colleges are extremely affordable, and with Pell, Hope, and Lifelong Learning, they are free, or nearly so.

2. The title should be modified to convey a quality and affordability message.
3. Prior to the introduction, should start with a quote from the President, perhaps from the state of the Union address, or from the Call to Action, about making the 13th and 14th years of education universal.

Introduction:

In general, should be beefed up and reorganized to make more of a roadmap for the rest of the piece. Each of the following concepts should get a few sentences:

1. Begin with data demonstrating the link between further education and earnings (I may have some paper you can draw from).
2. That's why this Administration has placed such a strong emphasis on opening doors to postsecondary education.
3. Community colleges play a vital role in helping a wide range of Americans get the high quality education and training they need. First begun in X, today there are X thousand community colleges across the U.S. and in [every?] state. Currently these institutions serve X million, and these numbers are increasing by X amount each year. They continue to play their vital historical role as readily accessible entry points into the higher education system, and also increasingly are playing a key role where people ranging from recent high school graduates to those in the middle

of their careers can upgrade their knowledge and skills to secure their place in the growing knowledge economy, getting a high quality education at an affordable price. Moreover, community colleges serve a remarkably diverse range of Americans and play a key role in strengthening their communities and improving K-12 education.

4. Community colleges have always been very affordable, and continue to be so today. Now, with the investments in Pell grants, college work study, and the Hope Scholarship and Lifelong Learning tax credits, a high quality college education is attainable by any American at any age who is willing to work for it.

5. This report takes a new look at community colleges, highlighting the key role that these unsung institutions are playing in American society today, and how this Administration's recent investments in postsecondary education have opened the doors to college wider than ever.

6. I would relabel this section something like: "Introduction: Time for a New Look at a Vital American Institution."

Diversity of Needs

1. There must be some way to put this in more of a narrative form, expanding beyond just a series of bullets.

2. The discussion should make clear up front that these profiles are overlapping. As it stands now, it gets confusing until you come across the explaining at the end of the bullets.

3. Am I reading the first bullet correctly to imply that 8 of 10 students are not recent high school graduates?

4. I would relabel this section something like "Meeting the Needs of a Diverse Array of 21st Century Learners"

5. It would help a lot to have one or two vignettes/profiles of real people who illustrate some of these different categories, especially someone who conveys the message that these colleges meet high standards and that in two years of learning you can get the skills for a high wage career (maybe in one of the certificate fields).

6. The last paragraph needs to be expanded and assertions explained -- not in a lengthy way, but just in a sentence or two or with a bit of data. What is the average class size? What does it mean to be a "teaching" institution? How do the close ties to the community manifest themselves? What does it mean to be a "COMMUNITY" institution?

7. Somewhere we should work into this the average age of community college students.

Diversity of Services

1. I would relabel something like “Providing a Wide Range of Instruction, Training, and Other Services.”

2. Just about all of these points could merit expansion. For example:

Under 1), how many students transfer from community colleges to 4 year institutions each year? How many credits do they typically take with them, and do they start as the equivalent of a junior at the 4 year institution? How do the costs of typical public 4 year institution compare with community colleges?

Under 2), do we have any idea of the net number of students receiving GED and ESL programs at community colleges. Can we say anything about what these students do once they complete these programs? Do they continue on with further education and training at these institutions or continue on to 4 year institutions? Do we know anything about why some populations feel more at home in community colleges -- a sentence or half generalization that we can make?

Under 3), should explain or give examples of what distance learning entails -- this would be a good candidate for a vignette. Do we have overall numbers on this? Examples of the kinds of topics taught via distance learning or of the multiple different ways that this can work? Trend data?

4) Expand somewhat, maybe providing some explanation for how community colleges have come to fill this niche. I gather that one reason is that community colleges are highly flexible and well positioned to work well with local employers to match course and training offerings with the changing job market. Also, do we have any data on community college and providing manpower in the “computer technologies”, etc. Any overall figures on the numbers of people getting certificates in some of these fields?

5) Expand a little rhetorically, to the effect that community colleges foster the interests and abilities of these persons who go on to further learning and achievement in math and science.

6) This should be expanded into a broader point about the involvement of community colleges in fostering improvements in K-12 education to help students reach high standards, pointing not just to the model of high schools on community college campuses, but other ways in which community colleges are involved as well, such as providing high quality professional development for teachers and teacher aides, developing and participating in “tech-prep” and school-to-work programs that encourage students to continue on to further learning beyond high school, students and faculty getting involved in their community (such as # of community colleges that may have signed up for the

President's America Reads Challenge/work study students doing reading tutoring).

7) I would place this comment about remedial courses in a more affirmative context, along the lines of helping to strengthen the skills of students who are committed to receiving a college education, but who need to work at mastering the basics of reading and math so they can go on to more challenging work. It's probably worth making the point that a fair number of these students (data) are people who have been out of school for quite some time and have reached a point in their lives when they realize they need to upgrade their skills to excel in the modern economy. Community colleges make it possible for them to do that.

3. The "multitude of ways" should be presented somewhat differently -- not 1, 2, 3, etc. It looks like a speech outline, rather than a report. Maybe these should be bulleted, without being numbered, perhaps with brief subheadings, or some of these should be grouped together into paragraphs. Right now it looks like a list, though, rather than something more than that.

4. Again, one or two vignettes/profiles would help a lot here.

New Section: [Something like] "The Great Bargain in Higher Education"

At this point, it is very important to insert a new section where the data on the low cost of community colleges is highlighted -- for example, covering average cost, number of states with tuition below 1,000, some specific examples of the tuition cost in some of the cheapest states, etc. Might also note how much it would cost to take a single class or upgrade a single skill, like taking a class in the "JAVA" programming language.

Federal Investment Impact

1. I would relabel something like "New Federal Investments Make Community Colleges More Accessible than Ever."

2. It seems as if this section should begin, again, with one or two sentences discussing what a priority higher investment in postsecondary education has been for this Administration, before getting into the specifics. Note again the goal of making 13th and 14th year universal.

3. Need to include data on increases in Pell Grants over the last several years, including Budget agreement to increase maximum to \$3,000. Also increases in college work study, etc. Possibly this may need to come before Hope/Lifelong learning.

4. Need to make crystal clear that the low cost of community colleges combined with the new investments can truly make the 13th and 14th years universally accessible, and free (or almost) to many, many Americans. Need to have one or two examples of students attending community college in a couple of states, with a couple of different tuition figures, and how they would be

helped by HOPE. Also maybe someone coming back to school mid-career and using the lifelong learning credit.

5. After talking over with Bob, I think we should not mention our new HEA proposals (Super Pell, etc.). First, we don't think they have been cleared yet. More importantly, what we really want to emphasize is what has already been achieved/locked in -- Pell, Work-Study, HOPE and Lifelong learning. The discussion of the new proposals as it currently stands detracts, or at least distracts, somewhat from the message that students can go on to college already.

Implications for the Future

1. Again, I wouldn't number all of these, but would bullet them, or else put them into paragraph form, perhaps grouping some of these points together in a logical way.

2. I may suggest some line edits here later.

DRAFT
9/24/97

Investing in Quality, Affordable Education for the American People: A New Look at Community Colleges

Fifty years ago, a panel convened by President Truman to evaluate the nation's educational system challenged the nation to develop a network of low-cost community colleges whose "dominant feature is its intimate relations to the life of the community it serves." The vision of that Presidential Commission has been more than realized. Today, the American community college is the most popular type of institution in the premier system of higher education in the world.

Since the opening of the first campus in Joliet, Illinois, in 1901, the community college has grown to become an institution at the economic and educational core of hundreds of American cities and towns. More than 5.3 million credit-earning students study on more than 1,200 community college campuses. The enrollment figure represents almost half of the national undergraduate student body; nearly the same number are enrolled in non-credit programs.

As an institution with a relentlessly local focus, the community college is a vital hub for the development of human resources to support local business and industry. The typical community college curriculum is driven by academic and occupational programs and support services that target local economic and workforce development needs. In recent years, community colleges have broadened their mission to work more closely with K-12 school districts in an effort to promote higher academic standards in elementary and secondary classrooms.

The community college's increasingly vital role in serving educational and economic needs in American communities was one of the catalysts behind the largest new investment in student financial aid since the GI Bill.

The balanced budget plan that President Clinton signed into law in August included a new form of assistance designed to make the first two years of college as universally available as the first 12 grades. The HOPE Scholarship provides a tax credit of up to \$1,500 per year for students in lower- and middle-income families for the first two years of college. With the average community college tuition projected to run close to \$1,400 in the current academic year, the HOPE Scholarship makes the first two years of college virtually tuition-free for any student who works hard and makes the grade.

The budget plan also created the Lifelong Learning Tax Credit -- a 20 percent tax credit for the first \$5,000 in tuition and fees for juniors, seniors, graduate students, or adults who take a course to enhance their job skills (increasing to the first \$10,000

in tuition and fees in the year 2002). We live in an age in which everyone must learn throughout their lifetime in order to remain competitive in the job market. Adult learners, minority and immigrant students, traditional-aged high school graduates, and workers of all ages across America are looking for ways to enhance their skills that help them navigate these changing times. For lower- and middle-income families, the Lifelong Learning Tax Credit and the affordability of community colleges offer a formula for getting ahead.

President Clinton's tax breaks for college will invest more than \$35 billion in American students over the next five years. When combined with larger Pell Grants for the nation's neediest students, the tax breaks for college will enable two-year colleges to open their classrooms to more and more Americans -- a development that will yield two primary benefits.

First, education beyond high school instills a higher regard for good citizenship and the democratic process, a priceless commodity in our increasingly mobile and diverse society. Second, postsecondary education offers the best path to economic self-sufficiency and a better quality of life. Recent studies of the ties between educational achievement and economic well-being indicate an American worker with two years of college earns, on average, \$1 million over the course of his or her lifetime. By contrast, the average American with only a high school diploma will earn about \$250,000 over a lifetime.

There is more than coincidence behind President Clinton's more than a dozen visits to community college campuses thus far during his Administration. He believes firmly that community colleges are engines of community growth. To that end, this report offers a snapshot of the community college and its central role in academic and occupational skill development, life long learning and the advancement of America's economic and social progress.

A Profile of the 21st Century Community College Student

As recently as the mid-1980's, most community college students were recent high school graduates who attended as full-time students. Since that time, however, the profile of the community college student body has changed dramatically. With a median age of 25, today's community college students need an educational program that enables them to balance schoolwork with the time demands of jobs and families.

For these students, flexibility is essential, and community colleges have responded.

Almost two-thirds of community college students attend part-time, which means that they need classes at a time and place that is convenient with their work schedule. The typical community college offers a full range of day, evening, and weekend courses to accommodate virtually any student's work schedule. Satellite campuses provide options in close proximity to a student's home or workplace. Ancillary services, such as child care and tutorial programs, respond to family needs in a way that helps students manage their commitments. The list of options continues to grow as advancements in technology make courses available via television and other "distance learning" media.

The expanding range of choices is essential to keep up with the increasing demand for post-secondary education. As Secretary Riley noted in a recent report, the Baby Boom Echo is driving up enrollment to record levels in our K-12 system. This year, more than 52.2 million students entered the nation's public and private elementary and secondary schools. That's an all-time record, and it is expected to be eclipsed every year for the coming decade before leveling off at that new plateau.

As these students grow older, the demand for all institutions of higher education will grow as well. Because of their extensive ties to local high schools, community colleges will feel the wave first among institutions of higher education through their alliances with local schools. The growth in the 18-24 age group is just one of several factors that is expected to drive up community college enrollment by 11 percent over the coming decade. Workers who return to school and employers who need training for their employees will also drive enrollment growth.

More specifically, the community college serves a range of specific educational needs that span the socioeconomic spectrum. Some students who already possess a bachelor's degree turn to a community college for technical or occupationally related course work. These students seek foreign language training, enhanced computer skills, emergency medical technician certification, or, perhaps having just moved into a rural area for lifestyle change, farm management studies. Whatever the reason, the community college is the best option to offer the right subject, at the right time and place, and at the right price.

Community colleges are key players in efforts to help people make the transition from the welfare rolls to payrolls. The City University of New York system has 20,500 welfare students. In California, more than 125,000 welfare recipients were among the existing community college population before passage of the federal welfare to work legislative act.

About a third of community college students will transfer directly into a four-year baccalaureate program. These students laid the groundwork to earn their bachelor's degree while attending the community college -- one-fourth of the students in American higher education enroll alternatively or simultaneously in both a two-year college and a four-year college to craft an educational program that meets their learning needs, cost considerations, and personal or career schedules. While most will not have completed an associate's degree or certificate program when they transfer to a four-year college, these students will have completed 30 or more credit units. Studies of the educational achievement levels of these students find that community college transfer students perform as well as during their junior and senior years of study as the native students in four-year institutions.

For another third of the community college student body, the goal of their studies is to complete a certificate or degree program that qualifies them for a specific line of work. Community colleges train large segments of the workforce in nursing and allied health fields, computer-related fields, the hospitality industry, agricultural support industries, and the array of positions in automotive and manufacturing technology.

Community colleges appeal to these diverse groups of Americans for a host of reasons. Employers are eager to send their employees to community colleges because of their accessibility, low cost, and their proven ability to meet the needs of local business and industry. Students like the same features, as well as the flexibility of the course offerings and the personal atmosphere created by manageable class sizes.

Serving 21st Century Learners in a Fast-Changing Economy

The pace of change in today's workplace is dizzying, and growing faster with each new day. Consider this: Today's high-end desktop PC offers more computing power than the first spaceship that landed on the Moon. With technological advancements emerging at such a furious pace, American workers must continually renew and expand their skills base to keep up with the changing times.

The need for such up-to-the-minute education and training goes to the heart of the community college's mission. By building and maintaining alliances with employers in their region, community colleges keep close tabs on the labor demands in the local job market. Such public/private partnerships serve the needs of employers, as well as current and prospective employees.

This institutional philosophy has put community colleges in the forefront of several areas related to education, training, and economic growth.

Workforce development -- Two-year colleges are leaders in providing trained manpower for traditional fields and newly emerging employment areas. They are extremely effective in supporting local economic development efforts, as well as training the local workforce for both specific tasks (e.g., statistical processing controls) and widely marketable skills (e.g., technical writing). Community colleges provide the bulk of nursing and credentialed allied health service workers in the U.S.---85% of the training in ophthalmic technology, 71% in medical imaging, 69% in respiratory technology.

Working with business and industry, community colleges provide the bulk of the skilled manpower in computer technologies, manufacturing and other evolving industries that demand high-skilled labor. Two-year colleges such as San Jacinto Community College in the Houston suburb of Pasadena, Texas, provide training and technical staff for members of the aerospace industry. San Jacinto College addresses the training needs of this industry through a formalized program of study for prospective employees and more specialized programs for experienced employees.

Distance Learning and the Internet -- For nearly two decades, community colleges have made greater and greater use of distance learning and computer-assisted instruction. By overcoming boundaries of time and place, distance learning is ideally suited for working adults and residents of rural areas removed from community college campuses.

The full range of video technologies -- including broadcast and cable TV, satellite communication, and compressed video systems -- are the backbone of many community college programs. For example, the Los Angeles Community College District enrolls nearly 1,500 students who are pursuing their education entirely via telecourses and interactive video. Community colleges were among the first users of telecourses on global economics and world geography developed jointly by the Annenberg Foundation and the Corporation for Public Broadcasting. The willingness to embrace new approaches to curriculum and instruction is indicative of the commitment of community colleges to serve their students with contemporary material.

As courseware moves onto the World Wide Web, community colleges are building larger "virtual classrooms" that students can access through a personal computer. These students are already well-accustomed to using computers in their classes.

According to the 1996 report of the Campus Computing Project, 31 percent of courses in community colleges use computer-based classrooms or labs. About one course in six uses computer-based simulations.

The virtual classroom, of course, is different from the computer class, and here the community college shows its versatility as well. New Hampshire Technical College converted a biotechnology technician course to a virtual classroom in partnership with a company that is geographically isolated from other technical training programs in northern New England. This just-in-time delivery is ideal for training in an economy in which mid-level technical jobs have become pivotal. It requires significant network capacity, as well as faculty who know how to create interactive curriculum materials.

Toward this end, community colleges are expanding their on-campus computer networks -- emphasizing greater support for instructional labs, extending computer networks to all units, and training faculty in electronic techniques for facilitating learning. They are committed to continually upgrading their computer and telecommunications capacity. During a recent World Bank symposium on the promise and challenges associated with distance learning, representatives of Hewlett-Packard, Lucent Technologies, and Sun Microsystems, among others, agreed that community colleges were more responsive to the challenges of technical training in technical fields than other postsecondary institutions.

Under-served populations -- Two-year colleges provide low-cost access to education for two economically vulnerable groups -- high school dropouts who want to earn a General Equivalency Degree (GED), and non-English speaking citizens who need an English-as-a-Second Language course. The Los Angeles Community College District, for example, delivers ESL training to students from 80 different language groups. Research shows that these students felt most comfortable in the community college environment. In 1996, nearly two out of every 3 adults who took the GED tests reported that they planned to pursue education and training beyond high school level. Across the United States, this represents more than a half million new college students.

Math and Science Education -- It may surprise some people to learn that community colleges are major incubators that breed future scientists, engineers and other technical professionals. One in six bachelor's degree recipients in engineering, engineering technology and architecture started in a community college. And one in ten graduating Ph.D's in math and electrical engineering last year began in a community college.

Community colleges are increasingly serving these industries because of their close ties to businesses and industries that rely on a workforce that is proficient in math and science. As institutions that focus on teaching and instruction rather than research, community colleges faculty members who have business and industry experience can demystify math- and science-related careers. Community colleges also benefit from the support of such federal agencies -- the National Science Foundation (NSF) has recognized and increased its emphasis on community college math and science instruction. NSF's annual grant commitment for community college science and math activities totaled \$45 million last year.

Teaching and Learning -- Community colleges provide significant leadership at all levels of education. In the K-12 arena, community colleges are major sponsors of Tech-Prep and School-to-Work programs. Students at two-year colleges are active in the campaigns to improve the reading skills of American students. Almost 200 community colleges have signed up to participate in the "America Reads Challenge," including the commitment of some of their College Work-Study positions to reading tutors who work in the local schools. Community colleges are the primary source for the development of para-professionals in the teaching fields and for recruitment of potential teaching forces in urban and rural areas. This role will increase in the next few years as the national need for new teachers continues to increase.

Remedial Educational Opportunities -- For those students who, for whatever reason, lack the basic skills needed to pursue college-level coursework, community colleges are the nation's primary providers of remedial opportunities. Over 56 percent of the postsecondary enrollments in remedial reading, 80 percent in pre-algebra mathematics, and 61 percent in pre-college algebra attend their local community college for basic or remedial skill development.

Opening the Doors to College: How the New Federal Investments in Higher Education Will Make a Difference

MORE TO COME



UNITED STATES DEPARTMENT OF EDUCATION
COMMUNITY COLLEGE LIAISON OFFICE

FAX TRANSMISSION

To: *Bill Kinnard*

Date: *9/23/97*

FAX #: *452-5581*

From: *Jodie Work*

Number of Pages,
including cover sheet: *13*

FAX #: 202-205-9757

COMMENTS:

Here it is!

Draft
9/23/97

Investing in Quality and Affordable Education for the American Public:
A New Look at Community Colleges

INTRODUCTION : Time for a New Look at a Vital American Institution

As we prepare for the next century of global economic competition, there are no more important educational institutions in this country, than those colleges that were first developed at the beginning of this century, America's community colleges. For over ninety years, community colleges have been the educational institutions that have responded to America's workforce and economic development needs as well as serving as the local postsecondary entry point for millions of America's adult learners.

Because community colleges are in and about their communities, they are also key centers for the human resource development activities of local business and industry. Across the country, two year colleges have historically developed academic and occupational programs and support services that respond to very localized program and economic development needs and have been instrumental in giving their residents marketable skills and consequently, job stability. The U.S. Department of Education, National Center for Educational Statistics reports that among students of all ages who began higher education for the first time in 1989-90, those who earned an associate's degree by the end of 1992 had only a 2.4% unemployment rate by the spring of 1994.

Two year colleges are also working with their K-12 districts to enhance the quality of the educational programing and to promote higher standards in primary and secondary classrooms. The Dallas County, Texas Community College District, one among dozens of community colleges across the country with strong collaborations with their K-12 districts, has placed a special emphasis on working with its local school districts to recruit and prepare first generation, ethnic minority students for teaching careers, to help our nation obtain the two million new teachers this country will need in the next ten years.

Adult learners, middle and working class families, minority and immigrant students, traditional-aged high school graduates, and so many more people in this country are looking for ways to strengthen their educational achievements and to just better their own lifestyles. They have gone to their local community colleges in order to jumpstart their academic or career development and put themselves firmly on the road to economic self sufficiency and stability.

Since the inception of the first public community college in Joliet, Illinois in 1901, we now have over 1,200 institutions, in almost every state in the union, fulfilling the mission of the 1947 Truman Commission Report which called for a network of public community colleges that would charge little or no tuition, serve their local areas and enroll students

without regard for race, color or creed.

According to data reported by the Digest of Educational Statistics (NCES), there are 5.3 million credit students in these colleges, which includes more than half of the nation's total undergraduate population. Data reports from other sources also indicate that there are just as many students enrolled in non-credit programs in community colleges. Truly reflecting the diversity of America, 30% of community college students are from ethnic minority groups, 50% are 25 years or older, 15% are over the age of forty, 57% are women and 71% of all students with disabilities who are in public postsecondary institutions are in community colleges.

President Clinton's Hope Scholarships, the recent increases in Pell grant offerings, and the expand college tax credits to encourage access and life long learning, have created new opportunities for community colleges to open their doors to larger segments of the American public. As part of his Call to Action in education, the President has called for Americans to consider attending school through Grades 13 and 14 as universally common as high school graduation was a generation ago. Recent reports on education and the economy indicate that by adding grades 13 and 14 the average American worker will earn \$1 million in his or her lifetime. This, by most estimates, is over \$250,000 more than someone with just a high school education.

Community colleges have been touted over and over again as quality educational institutions at low cost. In fact, they are a low cost investment with a high return. With a national average tuition of less than \$1,300 per year, it has been reported in national surveys that students in the workforce more than recoup their tuition investment within two years of finishing their community college programs of study.

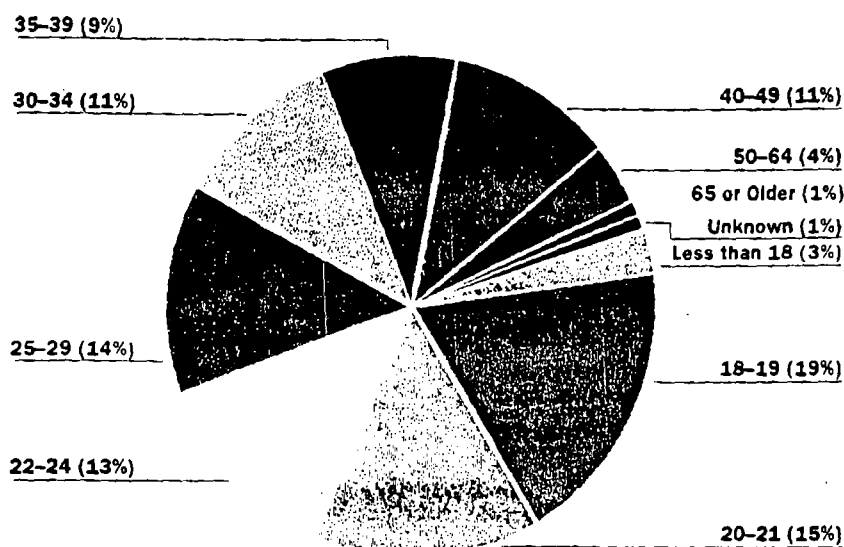
The concepts of universal access to grades 13 and 14 and to life long learning have never been closer to realization than at this time and because of the new federal investments and the flexibility of offerings of community colleges.

This report is intended as this administration's first-time assembly of various national profile data on community colleges and their significance to the academic and occupational skill development, life long learning and future economic growth of our communities, and in turn, our nation.

A Profile of the 21st Century Community College Student

Less than fifteen years ago, over 50 percent of the students in community colleges were under 24 years of age, recent high school graduates, and attending school full time. A new look at our nation of learners and their educational program needs illustrates the variety of new demands which are being met by this nation's community colleges.

(C2.2 Enrollment by Age)



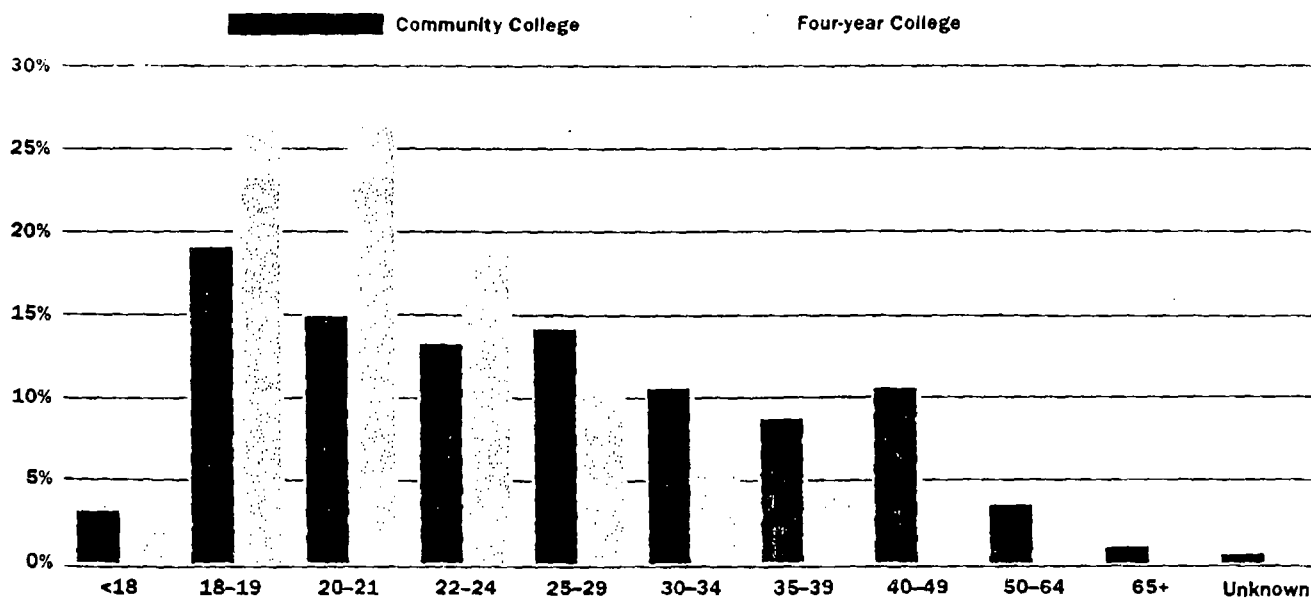
C2.2 ■ COMMUNITY COLLEGE ENROLLMENT BY AGE: 1995¹

■ Source: National Center for Education Statistics, IPEDS data files

1. Estimated based on preliminary released data files.

C2.3 ■ PERCENTAGE OF UNDERGRADUATE ENROLLMENT BY AGE OF STUDENT AND LEVEL OF INSTITUTION: 1995¹

■ Source: National Center for Education Statistics, IPEDS data files



1. Estimated based on preliminary released data files.

If one were to gather a group of ten randomly selected community college students today, they would see a surprisingly diverse portrait of the ever growing population of this nation's adult learners. We would find a group of traditional-aged and non-traditional learners, with the median age now being twenty five years, who find that their local community college provides a flexible environment where one can link personal development, occupational skills development and academic learning. Nearly two-thirds of community college students today, attend school part-time as compared to only 40% of the students from four-year colleges. The need to work full or part time, to be within a one hour drive of the college, to attend to family commitments and to have career growth opportunities from business and industry in the local or regional area, has led two year college students to seek an array of class offerings both on campus and in business settings, on the weekends and in the evenings, via television and other distance technology mediums, and to also to seek family support activities such as child care and tutorial programs. Several of the students, in this hypothetical group of ten, will fit more than one of the following profiles.

Two of the ten students in the contemporary community college profile will be recent high school graduates and one of the two will have entered the institution having already earned some college credit prior to high school graduation. Based on the data in the Baby Boom Echo Reports from the U.S. Department of Education and the introduction of the HOPE Scholarship initiative, the overall college enrollment rates are expected to rise moderately in the next few years. This will be a major boost in the enrollment rates of 18-24 year olds entering community colleges, because this population's enrollment rates have remained constant, at roughly one third of the total community college population, over the last decade.

One of the ten students will already have earned a bachelor's degree and has enrolled in the community college for specific technical/occupationally-related course work. This individual might be in the community college seeking second language training, computer technology skills, emergency medical technician certification or, perhaps having just moved into a rural area for lifestyle change, farm management studies. Whatever the reason, the community college is seen as offering the right subject matter at the right time and place, and at the right price.

At least one of the ten is a student on welfare who enrolled in the institution for developmental and regular college course work before the TANF legislation passed. The City University of New York system has 20,500 welfare students. In California, over 125,000 welfare recipients were among the existing community college population before the 1997 welfare to work legislative act.

Three of the ten students will transfer to a four year baccalaureate program. A majority of them will not have completed either a certificate program or an associate's degree but will have completed an average of 60-90 community college credit units. Assessment

studies across the nation all concur that community college students who transfer into senior institutions do as well as native students in the four year institution in their junior and senior years of college level study. Recent studies indicate that 25% of the students in American higher education enroll alternatively or simultaneously in both a two year college and four year college looking for the educational program combination that works best with their learning needs, cost considerations, and personal or career schedules.

Diane started college in 1980, just out of high school, and went five states away from home to live in a dormitory. She was not happy and left before her freshman year was over. In 1994, her mother went back to school at Montgomery Community College in Maryland. Spurred by that example, and by that time, with children of her own, in 1995, Diane followed. She started at Montgomery with courses in technical writing and college algebra, then took introduction to accounting. She thought she wanted a bachelor's degree in business from George Mason University in Virginia, so continued by taking pre-calculus and business law, then literature and calculus at Northern Virginia Community College. With 23 credits from two community colleges acquired over two years, she weighed the options and entered the bachelor's program in business administration at the University of Maryland's University College, in large part, as she said, because "it will behave like a community college."

At least three of the ten will complete certificate or degree training for careers in nursing or another of the allied health fields, hospitality and marketing, agriculture support fields, or one of the automotive or manufacturing technology or computer-related fields.

At least one of the ten will be over forty years of age. Almost six of the ten will be women, and 4 of the ten will be from a minority group.

Community Colleges appeal to these diverse groups of Americans and their employers because the colleges are not only accessible, but because they are low cost, have created a more personal atmosphere between faculty and students due in no small part to manageable class sizes, and because the institutions have closer ties to business and industry than any other institution in our local communities.

Providing a Wide Range of Instruction, Training, and Other Services

Community colleges offer their communities a wide variety of academic and occupational programs and services:

- Community colleges have been on the front-lines of distance education and computer-assisted instruction for nearly two decades. Distance learning, in whatever form, overcomes boundaries of time and place, and is ideally suited for working adults and residents of rural areas.

Video technologies, including broadcast and cable TV, satellite uplinks and downlinks, and compressed video systems are the backbone of many community college programs. The Los Angeles Community College District, for example, enrolls nearly 1,500 students who are pursuing their education entirely through telecourses and interactive video. Community colleges were among the first users of the Annenberg-CPB sponsored and internationally co-produced telecourses on global economics and world regional geography, and their willingness to lease such bold approaches to curriculum is indicative of their commitment to serving students with contemporary innovative material.

As this courseware moves onto the World Wide Web, community colleges are adjusting their delivery systems, moving toward the virtual classroom. They are already well-accustomed to computer environments for learning: according to the 1996 report of the Campus Computing Project, 31% of courses in community colleges use computer-based classrooms or labs. More than 17% of courses in community colleges use computer-based simulations. The virtual classroom, of course, is different from the computer classroom, and here the community college shows its versatility as well. For example, New Hampshire Technical College converted a biotechnology technician course to a virtual classroom in partnership with a company that is geographically isolated from other technical training programs in northern New England. This just-in-time delivery is ideal for training in an economy in which mid-level technical jobs have become pivotal. This just-in-time delivery requires network capacity as well as faculty who know how to create interactive curriculum materials.

Toward this end, community colleges are actively planning and improving their on-campus computer networks, with their highest priorities going to improved support for instructional labs, extending computer networks to all units, and training faculty in electronic techniques for facilitating learning. They are committed to continual upgrading of their computer and telecommunications capacity. At a recent discussion at the World Bank concerning the promise and problems of computer-based distance education, representatives of such firms as Hewlett-Packard, Lucent Technologies, and Sun Microsystems agreed that community colleges were far more receptive and responsive to the challenges of technical training in technical fields than other postsecondary institutions.

Floyd College in Georgia, is conducting a public/private funded pilot project that combines computing, telecommunications and banking technologies to enhance the teaching and learning process for faculty and students. The Information Technology Project (ITP) utilizes laptop computers which have been given to every faculty member and student for use in and out of the classroom. Floyd's 3,000 students will be able to connect to the Internet while in classes and will have 24

hour access to the Internet and the an electronic library system, the Georgia Library Learning On-Line System. The objective of the ITP, which began this Fall, according to President Lynn Cundiff, is to test the belief that "freed from the physical and logistical constraints of limited or inaccessible information, students can and should become more responsible for learning, and learning becomes far more a matter of self-directed inquiry and less memorization."

- Two year colleges are leaders in providing trained manpower for both traditional fields and newly emerging employment areas. They are extremely effective in providing support to local economic development efforts and in training the local workforce for specific tasks (e.g., statistical processing controls) and /or generic competencies (e.g., technical writing). Several colleges in Florida and California are the prime providers of instruction in aquatic and marine biology in their communities. Community colleges provide the bulk of nursing and credentialed allied health service workers in the U.S.---85% of the training in ophthalmic technology, 71% in medical imaging, 69% in respiratory technology. Community colleges, working with business and industry, are providing the bulk of the skilled manpower in computer technologies, manufacturing and other high skilled areas as they develop. Two year colleges, such as San Jacinto Community College, outside of Houston, provide training and the technical staffs for the aerospace industry.

San Jacinto College addresses the training needs of this nation's aerospace industry both through a formalized program of study which prepares graduates for the industry and through specialized programs that help train existing employees.

In 1992, San Jacinto College initiated its Aerospace Technology program, the result of a unique collaborative effort with other area colleges, all of which joined with NASA and its contractors to form the Consortium for Aerospace Technical Education (CATE). San Jacinto's associate's degree program offers two options - Data Management and Telecommunications-in preparing technicians to work with the space station and shuttle flights. Already, graduates of this program are making their mark in the field.

Graduate Leslie Cooper, a procedures coordinator with United Space Alliance, was in Russia last Fall to train Russian counterparts on the use of a computer system used for the management of crew procedures for the Space Station. Rebecca Aubin, also now with United Space Alliance, wrote a manual used in training astronauts prior to even graduating the program as an intern.

- Two year colleges provide entry points for many under served populations by providing substantial GED and ESL programs. The Los Angeles Community

College District, for example, delivers ESL training to students from 80 different language groups. Research shows that ABE, GED, and ESL students feel more at home in a community college than in other types of institutions. In 1996, nearly 2 out of every 3 adults (530,630) who took the GED tests reported that they planned to pursue education and training beyond high school level. Across the U.S., this represents more than a half million new college students.

- **Two year colleges are becoming major providers in math and science education. One in six bachelor's degree recipients in engineering, engineering technology and architecture started in a community college. And one in ten graduating Ph.D's in math and electrical engineering last year began in a community college. Part of the reason community colleges have become major providers is that they are responding to the needs of business and industry who rely on their workforce having solid math and science skills. Part of the reason they have become major providers is because community colleges are primarily teaching institutions and have faculty with business and industry experience who have developed expertise in demystifying the complexity of math and science for real world situations. Part of the reason community colleges have become major providers in these fields is that federal agencies, such as the National Science Foundation (NSF), have recognized and increased it's emphasis on community college math and science instruction. NSF, for example, has increased it's annual grant commitment for community college science and math activities from \$1 million a year to \$45 million last year.**

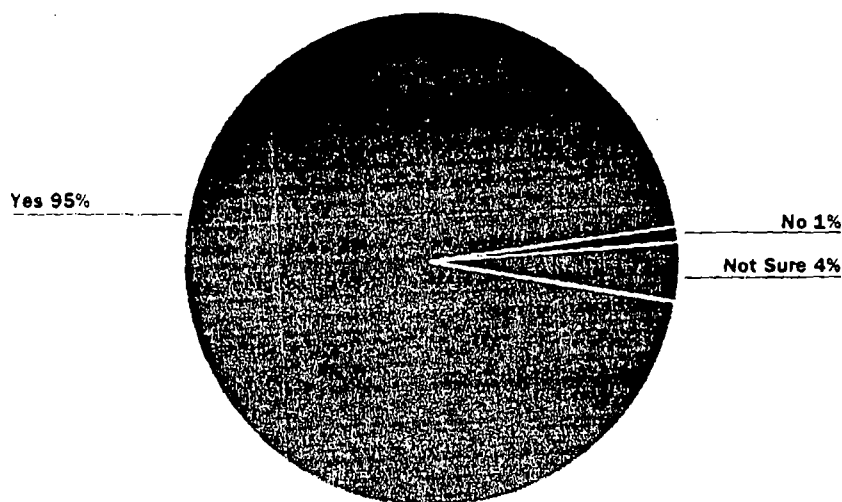
(C3.3 Employers recommending community colleges

C3.4 Reasons for choosing community colleges)

- **Community colleges provide significant leadership with all levels of education. They provide leadership to the K-12 community through Tech-Prep and School to Work programs. Two year colleges are also taking the lead in the responding to the national educational goals related to improving the reading levels of America's students. Nearly 200 community colleges have signed up to participate in the "America Reads" initiative. Community colleges are the primary source for the development of para-professionals in the teaching fields and for recruitment of potential teaching forces in urban and rural areas. This role will increase in the next few years as the national need for new teachers continues to increase.**
- **For those students, for whatever reason, have delayed continuing their education or did not take full advantage of their primary/secondary education and are lacking the basic skills needed to actively participate in college level courses, community colleges are also the major providers of remedial courses in U.S. higher education. Over 56% of the postsecondary enrollments in remedial reading, 80% of those in pre-algebra mathematics, and 61% of those in pre-college algebra attend their local community college for basic or remedial skill development.**

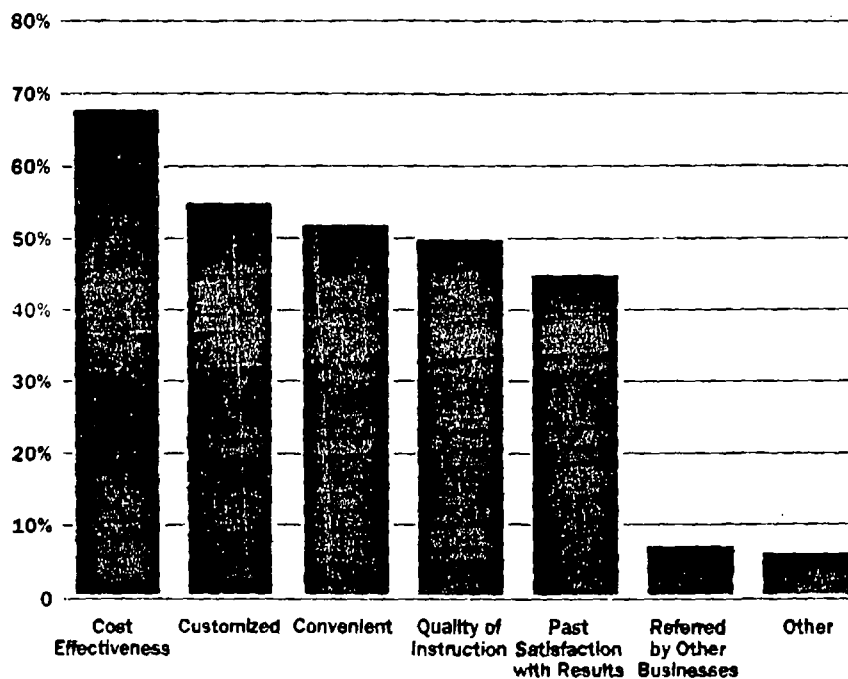
C3.3 ■ EMPLOYERS WHO WOULD RECOMMEND COMMUNITY COLLEGES FOR WORKFORCE TRAINING

■ Source: Developing the World's Best Workforce, 1997



C3.4 ■ REASONS FOR BUSINESSES CHOOSING COMMUNITY COLLEGES FOR WORKFORCE EDUCATION TRAINING

■ Source: National Center for Education Statistics, IPEDS data files



New Federal Commitments make Community Colleges Even more Accessible

The oft stated goal of the Clinton Administration to make the first two years of college universally accessible to all learners is well supported by the budget agreements realized this year. In continuing to fight for improved funding for college work study activities and for major increases in Pell funding, this year's budget agreement, including taking the maximum Pell grant to \$3,000 a student, achieved a large portions of those goals. In 1985, community college students received about 18% of all awarded Pell dollars. In 1994, that percentage increased to 30% and it is expected to climb even higher as more students realize the importance of life long learning and enroll in community colleges.

The increase in dollars for existing programs alone are major accomplishments. However, the most significant accomplishment to date is the embodiment of the President's goal in the passage of the HOPE scholarship and lifelong learning support in the recently signed balanced budget legislation. These events will significantly impact on community colleges. On average, it costs a public community college student about half what a student at a four year college would pay in tuition. NCES data indicates that the average community college tuition and fees in 1995-96 was \$1,245 while the average public four year college tuition and fees were \$2,848. Nearly 60% of all community college students paid even less than that because they are concentrated in states with lower than average costs like California and Texas. In Texas, the average tuition at a community college in 1995-96 was \$771 with the average cost for an associate's degree being \$1,460 (for two consecutive years). Texas students, utilizing the HOPE scholarship, will essentially realize a tuition free, two year of higher education. In 31 other states, too, with tuition below \$1,500 per year, students utilizing the HOPE scholarships with other available aid will be the beneficiaries of minimal cost higher education.

FEDERAL INVESTMENT IMPACT

The Hope Scholarship initiative, recently enacted in the balanced budget legislation, will greatly impact on the trends noted above. Basically, these scholarships will provide nearly universal access to the first two years of college, or to one and two year certificate programs. Hope scholarships provide a tax credit equal to 100% of the first \$1,000 dollars of tuition and fees and 50% of the second \$1,000---and these numbers will be indexed for inflation after 2001. Basically, these credits will cover full tuition and fees at over 90% of the community colleges in America.

And for those who wish to go on beyond grade 14, the legislation provides a Lifetime Earning Credit---a 20% tax credit for the first \$5,000 dollars of tuition and fees through the year 2002 and 20% of the first \$10,000 thereafter.

(OPE TABLES & COMMENTARY)

IMPLICATIONS FOR THE FUTURE

By all indications, community colleges will continue to serve as the key providers of academic and occupational education for adult learners well into the next century. Because of the multiple roles played by community colleges, their abilities to provide short-term and long-term programmatic responses to the needs of business and industry, the geographic accessible, the low cost of these colleges, and the high quality of their education offerings, community colleges are key to the successes of our communities across this nation. Both the current capabilities and future expectations of these institutions will be realized as the partners to the colleges- the federal, state and local governments, business and industry and other private sector entities, community-based organizations, the rest of the educational establishment, and most of the citizens of the local communities-remain vigilant in their support and understanding of the importance of the two year college sector. Community colleges are not without their challenges in the next few years. Listed below are some of the opportunities and challenges facing these institutions. It is expected that community colleges will:

- **Continue to draw an increasing share of America's college going population. Currently, 45% of America's undergraduates are enrolled at community colleges. The colleges must be prepared to accommodate the classroom and support needs of their increasingly diverse populations.**
- **Continue serving as leaders in the development of workforce training, tech prep, and school-to-work initiatives, in establishing certificates of mastery and other means of comprehensive assessment which judge students on what they know and not just on how long they have been sitting in a classroom.**
- **Continue in leading in the education reform movement that is sweeping the country, especially by providing leadership in the development of articulation activities with secondary schools and with four year colleges and universities.**
- **Continue to develop, in partnership with the federal government and other appropriate entities, new initiatives to create the new teacher cadre needed for America's schools in the coming decade. As leaders in early education and paraprofessional educational programs, and as centers for in- service programs for teachers, community colleges are poised to help prepare the 2 million new teachers needed in the next ten years.**

- **Continue to serve as centers for comprehensive community development and workforce development programs that will impact the construct of our local economies. By working with local businesses and through such mechanisms as Enterprise Zones and foundation funded initiatives for special segments of the colleges such as the rural colleges, community colleges can and will take the lead in providing training and job development for many communities in America.**
- **Respond to the challenge of welfare reform. Community colleges must develop flexible ways of continuing to provide both the academic and occupational skills needed by adults and young people alike so that they can move off welfare and into the workplace. Two year colleges are already experienced in providing remedial instruction, adult and vocational education, as well as shorter programs for JTPA, employers, unions and communities. Community colleges also provide the support services (e.g., child care) which allow many welfare parents to attend college and obtain the training necessary for self-sufficiency.**
- **Seek additional support and more intensive collaboration with other segments of the higher education and public policy arenas to developed more focused data and trend information on the program and student outcomes important to the successes of the colleges.**

The uniqueness of community colleges, their commitment to their local communities and to teaching and learning, the national reputations and high quality of the faculty and staffs that serve our local communities, their affordability and accessibility put these institutions in a distinct category within the higher education community. Generally, we believe one of the unsung keys to growth and prosperity for this country's economic well-being will be in continuing to invest in the nation's community colleges.

Distribution of Higher Education Tuition Tax Benefits and Pell Grants by Student's State of Legal Residence

	Number of Beneficiaries (in thousands)			Dollar Amounts of Benefits (in millions)			Pell Grants	
	HOPE Scholarship	20% Credit for Lifetime Learning	Total	HOPE Scholarship	20% Credit for Lifetime Learning	Total	Number (thousands)	Amount (millions)
Alabama	90	109	199	\$80.6	\$60.1	\$140.7	80	\$148.6
Alaska	12	15	28	11.1	8.4	19.5	5	8.9
Arizona	112	138	250	100.7	75.6	176.3	74	140.0
Arkansas	37	44	81	32.8	24.2	57.0	40	78.7
California	761	934	1,695	682.4	513.2	1,195.6	438	900.4
Colorado	101	124	224	90.2	68.0	158.2	54	101.2
Connecticut	69	85	153	61.4	46.5	107.9	27	48.6
Delaware	19	24	43	17.2	13.1	30.3	6	10.8
District of Columbia	34	42	76	30.3	23.0	53.3	11	20.4
Florida	255	311	565	228.3	170.8	399.0	192	369.4
Georgia	122	149	272	109.8	82.0	191.8	100	174.0
Hawaii	28	35	63	25.3	19.2	44.5	8	14.9
Idaho	24	29	52	21.2	15.8	37.0	21	42.1
Illinois	308	379	687	276.0	208.1	484.1	152	283.5
Indiana	119	146	266	107.0	80.3	187.3	79	143.2
Iowa	69	84	154	62.0	46.4	108.4	53	95.9
Kansas	70	85	155	62.5	46.9	109.3	46	84.8
Kentucky	71	86	157	63.8	47.4	111.2	66	129.5
Louisiana	76	92	169	68.6	50.7	119.3	87	181.3
Maine	23	28	51	20.7	15.6	36.3	15	29.0
Maryland	112	138	250	100.3	75.6	176.0	56	102.0
Massachusetts	176	217	393	157.7	119.0	276.7	83	157.8
Michigan	227	278	505	203.3	152.7	355.9	141	256.3
Minnesota	119	146	264	106.4	79.9	186.4	75	132.9
Mississippi	45	54	98	40.1	29.5	69.6	56	114.8
Missouri	119	146	266	107.1	80.3	187.4	82	150.9
Montana	15	18	33	13.4	9.9	23.3	18	35.3
Nebraska	48	58	106	42.7	32.1	74.8	30	52.0
Nevada	28	34	62	24.9	18.9	43.8	9	16.4
New Hampshire	26	32	59	23.7	17.8	41.5	13	24.2
New Jersey	140	172	311	125.3	94.3	219.6	77	149.9
New Mexico	40	49	89	36.1	26.9	63.0	34	66.6
New York	414	503	916	370.9	276.1	647.0	375	767.3
North Carolina	153	188	342	137.5	103.4	240.9	87	162.2
North Dakota	16	19	34	13.9	10.3	24.2	15	29.3
Ohio	222	271	493	198.8	148.8	347.6	161	297.2
Oklahoma	72	87	159	64.3	47.8	112.2	69	133.7
Oregon	68	83	151	60.8	45.7	106.5	41	77.1
Pennsylvania	251	307	558	224.8	168.8	393.6	159	303.7
Rhode Island	31	38	69	27.7	20.8	48.5	18	33.2
South Carolina	69	84	154	62.0	46.4	108.4	54	97.2
South Dakota	14	17	31	12.7	9.4	22.1	16	30.8
Tennessee	98	119	217	87.4	65.4	152.8	74	141.0
Texas	387	473	860	347.0	260.0	607.1	270	510.8
Utah	58	71	129	52.2	39.0	91.2	47	84.6
Vermont	14	18	32	13.0	9.7	22.7	9	16.7
Virginia	148	181	329	132.3	99.6	232.0	81	148.2
Washington	117	144	262	105.3	79.2	184.5	71	136.8
West Virginia	35	42	76	30.9	23.1	54.0	30	61.0
Wisconsin	127	157	284	114.2	86.1	200.3	65	119.3
Wyoming	12	15	28	11.1	8.3	19.5	9	16.6
Outlying Areas		Not applicable			Not applicable		189	437.4
US Totals	5,800	7,100	12,900	\$5,200.0	\$3,900.0	\$9,100.0	4,065	\$7,868.0

Note: Pell Grant amounts reflect the President's fiscal year 1998 request for program funding.

Source: Education Department estimates based on State-level enrollment and Pell Grant recipient data.

midwestern estimates

*of
Benefits*

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West Virginia	35	42	76	30.9	23.1	54.0	30	61.0
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Wyoming	12	15	28	11.1	8.3	19.5	9	16.6
Outlying Areas		Not applicable			Not applicable		189	437.4
US Totals	5,800	7,100	12,900	\$5,200.0	\$3,900.0	\$9,100.0	4,065	\$7,868.0

Notes: The number of beneficiaries and amount of benefits for the tuition tax credits were calculated for FY 1998 and FY 1999, respectively.

Pell Grant amounts reflect the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

Source: Education Department estimates based on State-level enrollment and Pell Grant recipient data.

**Public 2-Year Institutions
Estimated 1998-99 Pell Grants by
State of Legal Residence**

State	Recipients	Dollars (In Thousands)	Average Award
Alaska	300	\$637	\$1,480
Alabama	33,000	55,114	1,670
Arkansas	12,500	23,171	1,850
Arizona	30,700	55,574	1,810
California	195,900	384,075	1,960
Colorado	28,500	29,398	1,800
Connecticut	9,700	16,197	1,670
Delaware	2,800	4,800	1,560
District of Columbia	N/A	0	N/A
Florida	97,200	161,479	1,870
Georgia	40,000	59,032	1,830
Hawaii	4,100	7,514	1,830
Iowa	20,800	37,403	1,800
Idaho	3,500	6,772	1,950
Illinois	59,900	101,298	1,690
Indiana	18,400	31,987	1,740
Kansas	15,500	27,237	1,760
Kentucky	19,300	36,622	1,890
Louisiana	17,100	30,619	1,800
Massachusetts	25,000	46,257	1,850
Maryland	22,800	38,323	1,700
Maine	2,100	4,010	1,910
Michigan	47,900	78,394	1,640
Minnesota	30,000	52,375	1,750
Missouri	22,100	38,288	1,730
Mississippi	25,600	50,426	1,970
Montana	5,000	10,070	2,020
North Carolina	37,200	64,051	1,700
North Dakota	3,600	6,213	1,920
Nebraska	9,000	13,866	1,540
New Hampshire	2,600	4,778	1,830
New Jersey	30,800	58,159	1,890
New Mexico	9,800	17,251	1,760
Nevada	3,300	5,114	1,570
New York	125,700	251,128	2,000
Ohio	44,300	77,048	1,740
Oklahoma	26,100	28,175	1,850
Oregon	16,800	29,984	1,780
Pennsylvania	35,600	63,866	1,790
Rhode Island	4,000	6,573	1,630
South Carolina	22,200	33,933	1,530
South Dakota	2,700	5,276	1,950
Tennessee	23,900	43,222	1,810
Texas	117,900	209,530	1,780
Utah	7,800	13,291	1,710
Virginia	28,700	50,876	1,770
Vermont	2,800	4,056	1,470
Washington	38,700	74,143	1,920
Wisconsin	22,900	41,063	1,790
West Virginia	3,500	9,150	2,030
Wyoming	4,300	8,166	1,880
Outlying Areas	21,600	42,270	2,090
U.S. Totals	1,424,500	\$2,585,425	\$1,810

Note— Pell Grant amounts reflect the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

**Public 2-Year Institutions
Estimated 1998-99 Tuition and Fees and
HOPE Scholarship Tax Credit by State**

State	Estimated 1998-99 Average Tuition and Fees	Maximum HOPE Scholarship Tax Credit	Maximum HOPE Scholarship Tax Credit as % of Tuition and Fees
Alaska	\$2,040	\$1,500	74%
Alabama	1,030	1,015	99%
Arkansas	1,030	1,015	99%
Arizona	860	860	100%
California	400	400	100%
Colorado	1,370	1,185	86%
Connecticut	1,900	1,450	76%
Delaware	1,470	1,235	84%
District of Columbia	N/A	N/A	N/A
Florida	1,190	1,095	92%
Georgia	1,200	1,100	92%
Hawaii	870	870	100%
Iowa	2,030	1,500	74%
Idaho	1,170	1,085	93%
Illinois	1,390	1,195	86%
Indiana	2,540	1,500	59%
Kansas	1,380	1,190	86%
Kentucky	1,230	1,115	91%
Louisiana	870	870	100%
Massachusetts	2,580	1,500	58%
Maryland	2,330	1,500	64%
Maine	2,970	1,500	51%
Michigan	1,730	1,365	79%
Minnesota	2,350	1,500	64%
Missouri	1,410	1,205	85%
Mississippi	1,050	1,025	98%
Montana	1,660	1,330	80%
North Carolina	640	640	100%
North Dakota	1,930	1,465	76%
Nebraska	1,930	1,165	60%
New Hampshire	3,060	1,500	49%
New Jersey	2,150	1,500	70%
New Mexico	670	670	100%
Nevada	1,090	1,045	96%
New York	2,750	1,500	55%
Ohio	2,450	1,500	61%
Oklahoma	1,210	1,105	91%
Oregon	1,700	1,350	79%
Pennsylvania	2,190	1,500	68%
Rhode Island	1,920	1,460	76%
South Carolina	1,220	1,110	91%
South Dakota	2,880	1,500	52%
Tennessee	1,080	1,040	96%
Texas	840	840	100%
Utah	1,530	1,265	83%
Virginia	1,610	1,305	81%
Vermont	2,780	1,500	54%
Washington	1,610	1,305	81%
Wisconsin	2,160	1,500	69%
West Virginia	1,380	1,190	86%
Wyoming	1,150	1,075	93%
Outlying Areas	1,800	N/A	N/A
U.S. Totals	\$1,320	\$1,160	88%

Note—Outlying areas are not covered by the HOPE scholarship tax credit.

N/A—District of Columbia does not have a public 2-year institution.

Source: Estimates based on data from the 1996-97 Integrated Postsecondary Education Data System early release file, adjusted for estimated increases in tuition and fees and weighted by the unduplicated headcount of all students enrolled in public 2-year institutions.

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Hawaii	28	35	63	25.3	19.2	44.5	8	14.9
Idaho	24	29	52	21.2	15.8	37.0	21	42.1
Illinois	308	379	687	276.0	208.1	484.1	152	283.5
Indiana	119	146	266	107.0	80.3	187.3	79	143.2
Iowa	69	84	154	62.0	46.4	108.4	53	95.9
Kansas	70	85	155	62.5	46.9	109.3	46	84.8
Kentucky	71	86	157	63.8	47.4	111.2	66	129.5
Louisiana	76	92	169	68.6	50.7	119.3	87	181.3
Maine	23	28	51	20.7	15.6	36.3	15	29.0
Maryland	112	138	250	100.3	75.6	176.0	56	102.0
Massachusetts	176	217	393	157.7	119.0	276.7	83	157.8
Michigan	227	278	505	203.3	152.7	355.9	141	256.3
Minnesota	119	146	264	106.4	79.9	186.4	75	132.9
Mississippi	45	54	98	40.1	29.5	69.6	56	114.8
Missouri	119	146	266	107.1	80.3	187.4	82	150.9
Montana	15	18	33	13.4	9.9	23.3	18	35.3
Nebraska	48	58	106	42.7	32.1	74.8	30	52.0
Nevada	28	34	62	24.9	18.9	43.8	9	16.4
New Hampshire	26	32	59	23.7	17.8	41.5	13	24.2
New Jersey	140	172	311	125.3	94.3	219.6	77	149.9
New Mexico	40	49	89	36.1	26.9	63.0	34	66.6
New York	414	503	916	370.9	276.1	647.0	375	767.3
North Carolina	153	188	342	137.5	103.4	240.9	87	162.2
North Dakota	16	19	34	13.9	10.3	24.2	15	29.3
Ohio	222	271	493	198.8	148.8	347.6	161	297.2
Oklahoma	72	87	159	64.3	47.8	112.2	69	133.7
Oregon	68	83	151	60.8	45.7	106.5	41	77.1
Pennsylvania	251	307	558	224.8	168.8	393.6	159	303.7
Rhode Island	31	38	69	27.7	20.8	48.5	18	33.2
South Carolina	69	84	154	62.0	46.4	108.4	54	97.2
South Dakota	14	17	31	12.7	9.4	22.1	16	30.8
Tennessee	98	119	217	87.4	65.4	152.8	74	141.0
Texas	387	473	860	347.0	260.0	607.1	270	510.8
Utah	58	71	129	52.2	39.0	91.2	47	84.6
Vermont	14	18	32	13.0	9.7	22.7	9	16.7
Virginia	148	181	329	132.3	99.6	232.0	81	148.2
Washington	117	144	262	105.3	79.2	184.5	71	136.8
West Virginia	35	42	76	30.9	23.1	54.0	30	61.0
Wisconsin	127	157	284	114.2	86.1	200.3	65	119.3
Wyoming	12	15	28	11.1	8.3	19.5	9	16.6
Outlying Areas		Not applicable			Not applicable		189	437.4
US Totals	5,800	7,100	12,900	\$5,200.0	\$3,900.0	\$9,100.0	4,065	\$7,868.0

Notes: The number of beneficiaries and amount of benefits for the tuition tax credits were calculated for FY 1998 and FY 1999, respectively.

Pell Grant amounts reflect the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

Source: Education Department estimates based on State-level enrollment and Pell Grant recipient data.

**Public 2-Year Institutions
Estimated 1998-99 Pell Grants by
State of Legal Residence**

State	Recipients	Dollars (In Thousands)	Average Award
Alaska	300	\$637	\$1,480
Alabama	33,000	55,114	1,670
Arkansas	12,500	23,171	1,850
Arizona	30,700	55,574	1,810
California	195,900	384,075	1,960
Colorado	16,500	29,833	1,800
Connecticut	9,500	16,197	1,670
Delaware	2,500	4,300	1,560
District of Columbia	N/A	50	N/A
Florida	97,200	181,479	1,870
Georgia	40,000	53,032	1,330
Hawaii	4,100	7,514	1,830
Iowa	20,800	37,403	1,800
Idaho	3,500	6,772	1,950
Illinois	59,900	101,298	1,690
Indiana	18,400	31,987	1,740
Kansas	15,500	27,237	1,760
Kentucky	19,500	36,622	1,890
Louisiana	17,400	30,619	1,800
Massachusetts	25,000	46,257	1,850
Maryland	22,800	28,823	1,700
Maine	2,100	4,010	1,910
Michigan	47,900	78,394	1,640
Minnesota	30,000	52,375	1,750
Missouri	22,100	38,288	1,730
Mississippi	25,600	50,426	1,970
Montana	5,000	10,070	2,020
North Carolina	27,000	63,053	1,700
North Dakota	3,600	6,918	1,920
Nebraska	9,000	13,866	1,540
New Hampshire	2,600	4,778	1,830
New Jersey	30,800	58,159	1,890
New Mexico	9,800	17,251	1,760
Nevada	3,300	5,114	1,570
New York	125,700	251,128	2,000
Ohio	44,300	77,048	1,740
Oklahoma	26,100	38,175	1,450
Oregon	16,800	29,984	1,760
Pennsylvania	35,600	63,866	1,790
Rhode Island	4,000	6,573	1,650
South Carolina	22,200	33,954	1,530
South Dakota	2,700	5,276	1,950
Tennessee	23,900	43,222	1,810
Texas	117,900	209,530	1,780
Utah	7,800	13,291	1,710
Virginia	28,700	50,876	1,770
Vermont	2,300	4,056	1,470
Washington	18,700	74,143	1,920
Wisconsin	22,500	41,063	1,790
West Virginia	3,500	9,150	2,030
Wyoming	4,300	8,166	1,880
Outlying Areas	21,600	45,270	2,090
U.S. Totals	1,424,500	\$2,585,425	\$1,810

Note— Pell Grant amounts reflect the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

**Public 2-Year Institutions
Estimated 1998-99 Tuition and Fees and
HOPE Scholarship Tax Credit by State**

State	Estimated 1998-99 Average Tuition and Fees	Maximum HOPE Scholarship Tax Credit	Maximum HOPE Scholarship Tax Credit as % of Tuition and Fees
Alaska	\$2,040	\$1,500	74%
Alabama	1,030	1,015	99%
Arkansas	1,030	1,015	99%
Arizona	860	860	100%
California	400	400	100%
Colorado	1,370	1,185	86%
Connecticut	1,900	1,450	76%
Delaware	1,470	1,235	84%
District of Columbia	N/A	N/A	N/A
Florida	1,190	1,095	92%
Georgia	1,200	1,100	92%
Hawaii	870	870	100%
Iowa	2,030	1,500	74%
Idaho	1,170	1,085	93%
Illinois	1,390	1,195	86%
Indiana	2,540	1,500	59%
Kansas	1,380	1,190	86%
Kentucky	1,230	1,115	91%
Louisiana	870	870	100%
Massachusetts	2,580	1,500	58%
Maryland	2,330	1,500	64%
Maine	2,970	1,500	51%
Michigan	1,730	1,365	79%
Minnesota	2,350	1,500	64%
Missouri	1,410	1,205	85%
Mississippi	1,050	1,025	98%
Montana	1,660	1,330	80%
North Carolina	640	640	100%
North Dakota	1,930	1,465	76%
Nebraska	1,330	1,165	88%
New Hampshire	3,060	1,500	49%
New Jersey	2,150	1,500	70%
New Mexico	670	670	100%
Nevada	1,090	1,045	96%
New York	2,750	1,500	55%
Ohio	2,450	1,500	61%
Oklahoma	1,210	1,105	91%
Oregon	1,700	1,350	79%
Pennsylvania	2,190	1,500	68%
Rhode Island	1,920	1,460	76%
South Carolina	1,220	1,110	91%
South Dakota	2,880	1,500	52%
Tennessee	1,080	1,040	96%
Texas	840	840	100%
Utah	1,530	1,265	83%
Virginia	1,610	1,305	81%
Vermont	2,780	1,500	54%
Washington	1,610	1,305	81%
Wisconsin	2,160	1,500	69%
West Virginia	1,380	1,190	86%
Wyoming	1,150	1,075	93%
Outlying Areas	1,800	N/A	N/A
U.S. Totals	\$1,320	\$1,160	88%

Note—Outlying areas are not covered by the HOPE scholarship tax credit.

N/A—District of Columbia does not have a public 2-year institution.

Source: Estimates based on data from the 1996-97 Integrated Postsecondary Education Data System early release file, adjusted for estimated increases in tuition and fees and weighted by the unduplicated headcount of all students enrolled in public 2-year institutions.

Investing in Quality, Affordable Education for the American People: A New Look at Community Colleges

Fifty years ago, a panel convened by President Truman to evaluate the nation's educational system challenged Americans to develop a network of community colleges that provided low-cost higher education and responded to regional economic and educational needs. <PREVIOUS SENTENCE WOULD BE HELPED BY A PARTIAL, DIRECT QUOTE FROM TRUMAN REPORT> The vision of that Presidential Commission has been more than realized. Today, the American community college is the most popular type of institution in the premier system of higher education in the world.

Since the opening of the first campus in Joliet, Illinois, in 1901, the community college has grown to become an institution at the economic and educational core of hundreds of American cities and towns. More than 5.3 million credit-earning students study on more than 1,200 campuses. The enrollment figure represents more than half of the national undergraduate student body; a similar number are enrolled in non-credit programs.

As an institution with a relentlessly local focus, the community college is a vital hub for the development of human resources to support local business and industry. The typical community college curriculum is driven by academic and occupational programs and support services that target local economic and workforce development needs. In recent years, community colleges have broadened their mission to work more closely with K-12 school districts in an effort to promote higher academic standards in elementary and secondary classrooms.

The community college's increasingly vital role in serving educational and economic needs in American communities was one of the catalysts behind the largest new investment in student financial aid since the GI Bill.

The balanced budget plan that President Clinton signed into law in August included a new form of assistance designed to make the 13th and 14th years of school as universally available as the first 12 grades. The HOPE Scholarship provides a tax credit of up to \$1,500 per year for students in lower- and middle-income families for the first two years of college. With the average community college tuition running about \$1,300 a year, the HOPE Scholarship makes the first two years of college virtually tuition-free for any student who works hard and makes the grade.

The budget plan also created the Lifelong Learning Tax Credit -- a similar tax credit of up to \$1,500 for tuition and fees for juniors, seniors, graduate students, or adults who take a course to enhance their job skills. We live in an age in which everyone must learn throughout their lifetime in order to remain competitive in the job market. Adult learners, minority and immigrant students, traditional-aged high school graduates, and so many more people across America are looking for ways to strengthen their educational achievements, enhance their economic prospects, or simply better their lifestyles. For lower- and middle-income families, the Lifelong Learning Tax Credit and the affordability of community colleges offer a formula to get ahead.

President Clinton's tax breaks for college will invest more than \$35 billion in American students over the next five years. When combined with larger Pell Grants for the nation's neediest students, the tax breaks for college will enable two-year colleges to open their classrooms to more and more Americans -- a development that will yield two primary benefits.

First, education beyond high school instills a higher regard for good citizenship and the democratic process, a priceless commodity in our increasingly diverse society. Second, postsecondary education offers the best path to economic self-sufficiency and quality of life. Recent studies of the ties between educational achievement and economic well-being indicate an American worker with two years of college earns, on average, \$1 million over the course of his or her lifetime. By contrast, the average American with only a high school diploma will earn about \$250,000 over a lifetime.

There is more than coincidence behind President Clinton's more than two dozen visits to community college campuses thus far during his Administration. He believes firmly that community colleges are engines of community growth. To that end, this report offers a snapshot of the community college and its central role in academic and occupational skill development, life long learning and the preservation and expansion of the American economy.

A Profile of the 21st Century Community College Student

As recently as the mid-1980's, most community college students were recent high school graduates who attended as full-time students. Since that time, however, the profile of the community college student body has changed dramatically. With a median age of 25, today's community college students need an educational program

that enables them to balance schoolwork with the time demands of jobs and families.

For these students, flexibility is essential, and community colleges have responded. Almost two-thirds of community college students attend part-time, which means that they need classes at a time and place that is convenient with their work schedule. The typical community college offers a full range of day, evening, and weekend courses to accommodate virtually any student's work schedule. Satellite campuses provide options in close proximity to a student's home or workplace. Ancillary services, such as child care and tutorial programs, respond to family needs in a way that helps students manage their commitments. The list of options continues to grow as advancements in technology make courses available via television and other "distance learning" media.

The expanding range of choices is essential to keep up with the increasing demand for post-secondary education. As Secretary Riley noted in a recent report, the Baby Boom Echo is driving up enrollment to record levels in our K-12 system. This year, more than 52.2 million students entered the nation's public and private elementary and secondary schools. That's an all-time record, and it is expected to be eclipsed every year for the coming decade before leveling off at that new plateau.

As these students grow older, the demand for all institutions of higher education will grow as well. Because of their extensive ties to local high schools, community colleges will feel the wave first among institutions of higher education through their alliances with local schools. The growth in the 18-24 age group is just one of several factors that is expected to drive up community college enrollment by 14 percent over the coming decade.

More specifically, the community college serves a range of specific educational needs that span the socioeconomic spectrum. Some students who already possess a bachelor's degree turn to a community college for technical or occupationally related course work. These students seek foreign language training, enhanced computer skills, emergency medical technician certification, or, perhaps having just moved into a rural area for lifestyle change, farm management studies. Whatever the reason, the community college is the best option to offer the right subject, at the right time and place, and at the right price.

Community colleges are key players in efforts to help people make the transition from the welfare rolls to payrolls. At least one in ten community college students are welfare recipients <Do we have more specific numbers on this?> who enrolled in the institution for developmental and regular college course work before the TANF<What? Can someone decipher this for me? legislation passed. The City University of New York system has 20,500 welfare students. In California, more

than 125,000 welfare recipients were among the existing community college population before passage of the 1997 welfare to work legislative act<Does this refer to a state act? If so, can someone fill in some details?>.

About a third of community college students will transfer directly into a four-year baccalaureate program. These students laid the groundwork to earn their bachelor's degree while attending the community college -- about one-fourth of the students in American higher education enroll alternatively or simultaneously in both a two-year college and a four-year college to craft an educational program meets their learning needs, cost considerations, and personal or career schedules. While most will not have completed an associate's degree or certificate program when they transfer to a four-year college, these students will have completed 60-90 credit units. Studies of the educational achievement levels of these students find that community college transfer students perform as well as during their junior and senior years of study as the native students in four-year institutions.

For another third of the community college student body, the goal of their studies is to complete a certificate or degree program that qualifies them for a specific line of work. Community colleges train large segments of the workforce in nursing and allied health fields, computer-related fields, the hospitality industry, agricultural support industries, and the array of positions in automotive and manufacturing technology.

Community colleges appeal to these diverse groups of Americans for a host of reasons. Employers are eager to send their employees to community colleges because of their accessibility, low cost, and their proven ability to meet the needs of local business and industry. Students like the same features, as well as the flexibility of the course offerings and the personal atmosphere created by manageable class sizes.

W. L. Pore

Investing in Quality, Affordable Education for All Americans: A New Look at Community Colleges

"I believe America ought to work the way the community colleges in America work. I believe they are the ultimate democratic institution, small 'd': open to everybody, where everybody has a chance; results-oriented; flexible, not bureaucratic; working in partnership with the private sector; guaranteeing opportunity for everybody who is responsible enough to seek it."

-- President Clinton, from a September 6, 1996, speech
at Gulf Coast Community College in Panama City, FL

Fifty years ago, a panel convened by President Truman challenged the nation to develop a network of low-cost community colleges whose "dominant feature is its intimate relations to the life of the community it serves." The vision of that Presidential Commission has been more than realized. Today, the American community college is the most popular type of institution in the premier system of higher education in the world.

Since the opening of the first campus in Joliet, Illinois, in 1901, the community college has grown to become an institution at the economic and educational core of hundreds of American cities and towns. More than 5.3 million credit-earning students study at more than 1,200 community colleges. The enrollment figure represents almost half of the national undergraduate student body; nearly the same number are enrolled in non-credit programs.

Community colleges look like and serve all of America. As an institution with a ^{strong} ~~relentless~~ local focus, the community college is a vital hub for the development of human resources to support local business and industry. The typical community college curriculum is driven by academic and occupational programs and support services that target local economic and workforce development needs. In recent years, community colleges have broadened their mission to work more closely with K-12 school districts in an effort to promote higher academic standards in elementary and secondary classrooms.

The community college's increasingly vital role in serving America's educational and economic needs was one of the catalysts behind the largest new investment in student financial aid since the GI Bill.

The Taxpayer Relief Act that President Clinton signed into law in August included a new form of assistance designed to make the first two years of college as universally available as the first 12 grades. The HOPE Scholarship provides a tax credit of up to \$1,500 per year for students in ~~lower- and~~ middle-income families for the first two years of college. With an average community college tuition of \$1,320 projected for

the 1998-99 academic year, the HOPE Scholarship will make the first two years of college affordable for any student who works hard and makes the grade.

The legislation also created the Lifetime Learning Tax Credit -- a 20 percent tax credit for the first \$5,000 in tuition and fees for juniors, seniors, graduate students, or adults who take a course to advance their career prospects (after the year 2002, the credit is available on the first \$10,000 in tuition and fees). We live in an age in which everyone must learn throughout their lifetime in order to remain competitive in the job market. Adult learners, minority and immigrant students, traditional-aged high school graduates, and workers of all ages across America are looking for ways to enhance their job skills to navigate these changing times. For lower- and middle-income families, the Lifetime Learning Tax Credit and the affordability of community colleges offer a formula for getting ahead.

President Clinton's tax breaks for college will help Americans invest more than \$35 billion in education over the next five years. When combined with larger Pell Grants for the nation's neediest students, the tax breaks for college will enable two-year colleges to open their classrooms to more and more Americans -- a development that will yield two primary benefits.

First, education beyond high school instills a higher regard for good citizenship and the democratic process, a priceless commodity in our increasingly mobile and diverse society. Second, postsecondary education offers the best path to economic self-sufficiency and a better quality of life. Recent studies of the ties between educational achievement and economic well-being indicate an American worker with two years of college earns, on average, almost \$1.1 million over the course of his or her lifetime. By contrast, the average American with only a high school diploma will earn about \$250,000 less.

President Clinton's dozen visits to community college campuses thus far during his Administration symbolizes his firm belief that community colleges are engines of community growth. This report offers a snapshot of the community college and its central role in academic and occupational skill development, life-long learning and the promotion of America's economic and social progress.

A Profile of the 21st Century Community College Student

As recently as the mid-1980s, most community college students were recent high school graduates who attended as full-time students. Since that time, however, the profile of the community college student body has changed dramatically. With an average age of 29, today's community college students need an educational program

that enables them to balance schoolwork with the time demands of jobs and families.

For these students, flexibility is essential, and community colleges have responded. Almost two-thirds of community college students attend part-time, which means that they need classes at a time and place that is convenient with their work schedule. The typical community college offers a full range of day, evening, and weekend courses to accommodate virtually any student's work schedule. Satellite campuses provide options in close proximity to a student's home or workplace. Ancillary services, such as child care and tutorial programs, respond to family needs in a way that helps students manage their commitments. The list of options continues to grow as advancements in technology make courses available via television and other "distance learning" media. *working hours*

The expanding range of choices is essential to keep up with the increasing demand for postsecondary education. As Secretary Riley noted in a recent report, the Baby Boom Echo is driving up enrollment to record levels in our K-12 system. This year, more than 52.2 million students entered the nation's public and private elementary and secondary schools. That figure is an all-time record, and it is expected to be eclipsed every year for the coming decade before leveling off at ~~that~~ new plateau. *the*

As these students grow older, the demand for all types of higher education will grow as well. Because of their extensive ties to local high schools, community colleges will feel the wave first among institutions of higher education. The growth in the 18-to-24 age group is foremost among several factors expected to drive up community college enrollment by 11 percent over the coming decade. Workers returning to school and employers in search of training for their employees will also drive enrollment growth.

More specifically, the community college serves a range of educational needs that span the socioeconomic spectrum. One out of 10 community college students already possesses a bachelor's degree. These students turn to a community college for technical or occupationally related course work, such as foreign language training, enhanced computer skills, or emergency medical technician certification. In these and dozens of other areas, the community college offers the right subject, at the right time and place, and at the right price.

Community colleges are key players in efforts to help people make the transition from the welfare rolls to payrolls. The City University of New York system has 20,500 students who are making the transition from welfare to work. In California, more than 125,000 welfare recipients were among the existing community college population before passage of the federal welfare-to-work act. *sub*

More than one-fifth of community college students will transfer directly into a four-year baccalaureate program. These students laid the groundwork to earn their bachelor's degree while attending the community college. About one-fourth of America's college students enroll alternately or simultaneously in both a two-year college and a four-year college to craft an educational program that meets their learning needs, cost considerations, and personal or career schedules. Studies of the educational achievement levels of these students find that community college transfer students perform as well during their junior and senior years of study as the students who began their college education in four-year institutions. lay

For another third of the community college student body, the goal of their studies is to complete a certificate or degree program that qualifies them for a specific line of work. Community colleges train large segments of the workforce in nursing and allied health fields, computer-related fields, the hospitality industry, agricultural support industries, and the array of positions in automotive and manufacturing technology.

Community colleges appeal to diverse groups of Americans for a host of reasons. Employers are eager to send their employees to community colleges because of their accessibility, low cost, and the proven ability of these institutions to meet the needs of local business and industry. Students like the same features, as well as the flexibility of the course offerings and the personal atmosphere created by manageable class sizes.

Serving 21st Century Learners in a Fast-Changing Economy

The pace of change in today's workplace is dizzying, and growing faster with each new day. Consider this: Today's high-end desktop PC offers more computing power than the first spaceship that landed on the Moon. With technological advancements emerging at such a furious pace, American workers must continually renew and expand their skills base to keep up with the changing times.

The need for such up-to-the-minute education and training goes to the heart of the community college's mission. By building and maintaining alliances with employers in their region, community colleges keep close tabs on the labor demands in the local job market. Such public/private partnerships serve the needs of employers, as well as the needs of current and prospective employees.

This philosophy has put community colleges in the forefront of several areas related to education, training, and economic growth:

Workforce development -- Two-year colleges are leaders in providing trained manpower for traditional fields and newly emerging employment areas. They are extremely effective in supporting local economic development efforts, as well as training the local workforce for both specific tasks (e.g., statistical processing controls) and widely marketable skills (e.g., technical writing). Community colleges train the bulk of nursing and credentialed allied health service workers in the United States -- 85 percent of the training in ophthalmic technology, 71 percent in medical imaging, 69 percent in respiratory technology.

Working with business and industry, community colleges provide the bulk of the skilled manpower in computer technologies, manufacturing and other evolving industries that demand high-skilled labor. For example, San Jacinto Community College in the Houston suburb of Pasadena, Texas, provides training and technical staff for the aerospace industry. San Jacinto College addresses the training needs of this industry through a formalized program of study for prospective employees and more specialized programs for experienced employees.

Distance Learning and the Internet -- For nearly two decades, community colleges have made greater and greater use of distance learning and computer-assisted instruction. By overcoming boundaries of time and place, distance learning is ideally suited for working adults and residents of rural areas removed from community college campuses.

The full range of video technologies -- including broadcast and cable TV, satellite communication, and compressed video systems -- are the backbone of many community college programs. For example, the Los Angeles Community College District enrolls nearly 1,500 students who are pursuing their education entirely via "tele-courses" and interactive video. Community colleges were among the first users of "tele-courses" on global economics and world geography developed jointly by the Annenberg Foundation and the Corporation for Public Broadcasting. The willingness to embrace new approaches to curriculum and instruction is indicative of the commitment of community colleges to serve their students with contemporary material.

As "courseware" moves onto the World Wide Web, community colleges are building tele-courses and developing larger "virtual classrooms" that students can access through a personal computer. These students are already well-accustomed to using computers in their classes. According to the 1996 report of the Campus Computing Project, 31 percent of courses in community colleges use computer-based classrooms or labs. About one course in six uses computer-based simulations.

One example of the advanced use of technology can be found at New Hampshire

Technical College, which converted a biotechnology technician course to a virtual classroom. The program emerged from the college's partnership with a company that is geographically isolated from other technical training programs in northern New England. This capability is ideal for training in an economy in which mid-level technical jobs have become pivotal. It requires significant network capacity, as well as faculty who know how to create interactive curriculum materials.

To enhance and expand their distance learning capabilities, community colleges are building larger on-campus computer networks. These burgeoning systems are designed with an emphasis on greater support for instructional labs, and the training of faculty in electronic techniques that facilitate learning. These colleges are committed to continually upgrading their computer and telecommunications capacity. During a recent World Bank symposium on the promise and challenges associated with distance learning, representatives of Hewlett-Packard, Lucent Technologies, and Sun Microsystems, among others, agreed that community colleges were more responsive to the challenges of providing technical training in technical fields than other postsecondary institutions.

Under-served populations -- Two-year colleges provide low-cost access to education for two economically vulnerable groups -- high school dropouts who want to earn a General Equivalency Degree (GED), and non-English speaking citizens who need an English-as-a-Second Language (ESL) course. The Los Angeles Community College District, for example, delivers ESL training to students from 80 different language groups. Research shows that high school dropouts and non-English-speaking students felt most comfortable in the community college environment.

Math and Science Education -- It may surprise some to learn that community colleges are major incubators of future scientists, engineers and other technical professionals. One in six bachelor's degree recipients in engineering, engineering technology and architecture started in a community college. And one in ten graduating Ph.D.s in math and electrical engineering last year began in a community college.

Community colleges are increasingly supporting the American economy through close ties to businesses and industries that rely on a workforce that is proficient in math and science. As institutions that focus on teaching and instruction rather than research, community colleges have faculty members with business and industry experience who can demystify math- and science-related careers.

Community colleges also benefit from the significant support of federal agencies. The National Science Foundation has recognized and increased its emphasis on community college math and science instruction.

Teaching and Learning -- Community colleges provide significant leadership at all levels of education. In the K-12 arena, community colleges are major sponsors of Tech-Prep and School-to-Work programs. Students at two-year colleges are active in the campaigns to improve the reading skills of American students. Almost 200 community colleges have signed up to participate in the "America Reads Challenge," including the commitment of some of their College Work-Study positions to reading tutors who work in the local schools. Community colleges are the primary source for the development of para-professionals in the teaching fields and for recruitment of potential teaching forces in urban and rural areas. This role will increase in the next few years as the national need for new teachers continues to increase.

Remedial Educational Opportunities -- For students lacking the basic skills needed to pursue college-level coursework, community colleges are the nation's primary providers of skill-strengthening assistance. Over 56 percent of the postsecondary enrollments in remedial reading, 80 percent in pre-algebra mathematics, and 61 percent in pre-college algebra are found in the local community college.

Opening the Doors to College: How the New Federal Investments in Higher Education Will Make a Difference

~~STRESS LOW COST -- HOPE/PELL WORK TOGETHER~~

The tax breaks for college included in the Taxpayer Relief Act fulfilled two of President Clinton's educational goals for the nation:

- ▶ Making the first two years of college universally accessible to all learners; and,
- ▶ Encouraging people to pursue learning throughout their lifetime.

The new tax cuts extend federal student financial assistance in a variety of ways. These investments will benefit large portions of the nation's community college student body.

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the Lifetime Learning Tax Credit provides a 20 percent ~~tax~~ credit for the first \$5,000 of tuition and fees through the year 2002, and 20 percent of the first \$10,000 thereafter. ~~In 1996, one-sixth of College Work-Study funds supported community college students.~~

These tax breaks for college will ease the pressure brought to bear on lower- and middle-income families by rising tuition, building and supplementing the foundation of federal student aid programs.

Both houses of Congress have embraced the President's call to increase the maximum Pell Grant -- the bedrock form of support for the nation's most needy students -- to \$3,000. This \$300 increase over the current maximum will provide the biggest one-year boost in Pell investment ever, and it will make an additional 130,000 students eligible for the grants.

As more students opt for the low-cost option of a community college, a larger proportion of Pell Grant funds are benefiting community college students. In 1985, community college students received about 18 percent of all Pell dollars. By 1994, the community college share grew to 30 percent, and it is expected to climb even higher as more students embrace the concept of lifelong learning and enroll in community colleges. In academic 1998-99, 1.4 million community college students will receive almost \$2.6 billion in Pell Grants.

Further, expansion of the federal College Work-Study program will allow more students to earn part of the cost of their education. President Clinton aims to broaden this commitment to support one million Work-Study positions by the year 2000.

The collective impact of these investments is to make all colleges more accessible financially, but this is especially true for community colleges. For eligible ~~lower- and~~ middle-income students, the Hope Scholarship will cover all or almost all of their tuition. On average, the maximum Hope Scholarship will pay for 88 percent of tuition for a community college student. For students with the greatest financial need, the combined support of the ~~Hope Scholarship~~, Pell Grants, College Work-Study and other forms of assistance will help to cover many additional expenses as well.

tuition and fees and

Implications for the Future

At the dawn of the new millennium, community colleges are well-positioned to serve as key providers of academic and occupational education for adult learners of all ages. Community colleges are adaptive organizations that fulfill an array of needs directly

related to the future growth and prosperity of their region. The current and future expectations of these institutions will only expand as they develop and strengthen alliances throughout the economy.

That said, community colleges face some significant challenges in the coming years in order to continue playing this pivotal role. They are preparing to meet the educational and personal needs of increasingly diverse populations. They are extending their role as leaders in workforce training development -- an area that now includes Tech-Prep and School-to-Work initiatives, as well as means of comprehensive assessment that judge students on what they know and not just on how long they have been sitting in a classroom. They are playing a leading role in the national movement to improve K-12 education -- contributing to the recruitment, retention and ongoing training of the new cadre of two million teachers needed for America's schools in the coming decade. They are extending their role as centers for comprehensive community development and ~~workforce development~~ programs. And they are at the heart of the nation's response to the challenge of welfare reform, developing flexible ways of continuing to provide academic and occupational skills needed by adults and young people alike.

As called for by the Truman Commission a half-century ago, community colleges are, indeed, driven by their inextricable links with the communities that they serve. Whether it is a young woman studying to become an aerospace technician with NASA, a mid-career computer programmer taking night courses on JAVA or some other computer language, or an aspiring teacher taking credits in calculus, chemistry and literature that he or she will transfer to a nearby university -- community colleges are engines of community growth. Our investments in the nation's community colleges and their students will come back to us exponentially in the form of continued growth and prosperity for future generations of Americans.

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Investing in Quality, Affordable Education for All Americans: A New Look at Community Colleges

"I believe America ought to work the way the community colleges in America work. I believe they are the ultimate democratic institution, small "d": open to everybody, where everybody has a chance; results-oriented; flexible, not bureaucratic; working in partnership with the private sector; guaranteeing opportunity for everybody who is responsible enough to seek it."

-- President Clinton, from a September 6, 1996, speech
at Gulf Coast Community College in Panama City, FL

Fifty years ago, a panel convened by President Truman challenged the nation to develop a network of low-cost community colleges whose "dominant feature is its intimate relations to the life of the community it serves." The vision of that Presidential Commission has been more than realized. Today, the American community college is the most popular type of institution in the premier system of higher education in the world.

Since the opening of the first campus in Joliet, Illinois, in 1901, the community college has grown to become an institution at the economic and educational core of hundreds of American cities and towns. More than 5.3 million credit-earning students study at more than 1,200 community colleges. The enrollment figure represents almost half of the national undergraduate student body; nearly the same number are enrolled in non-credit programs.

Community colleges look like and serve all of America. As an institution with a relentlessly local focus, the community college is a vital hub for the development of human resources to support

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local business and industry. The typical community college curriculum is driven by academic and occupational programs and support services that target local economic and workforce development needs. In recent years, community colleges have broadened their mission to work more closely with K-12 school districts in an effort to promote higher academic standards in elementary and secondary classrooms.

The community college's increasingly vital role in serving America's educational and economic needs was one of the catalysts behind the largest new investment in student financial aid since the GI Bill.

The Taxpayer Relief Act that President Clinton signed into law in August included a new form of assistance designed to make the first two years of college as universally available as the first 12 grades. The HOPE Scholarship provides a tax credit of up to \$1,500 per year for students in lower- and middle-income families for the first two years of college. With an average community college tuition of \$1,320 projected for the 1998-99 academic year, the HOPE Scholarship will make the first two years of college affordable for any student who works hard and makes the grade.

The legislation also created the Lifetime Learning Tax Credit -- a 20 percent tax credit for the first \$5,000 in tuition and fees for juniors, seniors, graduate students, or adults who take a course to advance

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a 2-year institution.

their career prospects (after the year 2002, the credit is available on the first \$10,000 in tuition and fees). We live in an age in which everyone must learn throughout their lifetime in order to remain competitive in the job market. Adult learners, minority and immigrant students, traditional-aged high school graduates, and workers of all ages across America are looking for ways to enhance their job skills to navigate these changing times. For lower- and middle-income families, the Lifetime Learning Tax Credit and the affordability of community colleges offer a formula for getting ahead.

President Clinton's tax breaks for college will help Americans invest more than \$35 billion in education over the next five years. When combined with larger Pell Grants for the nation's neediest students, the tax breaks for college will enable two-year colleges to open their classrooms to more and more Americans -- a development that will yield two primary benefits.

First, education beyond high school instills a higher regard for good citizenship and the democratic process, a priceless commodity in our increasingly mobile and diverse society. Second, postsecondary education offers the best path to economic self-sufficiency and a better quality of life. Recent studies of the ties between educational achievement and economic well-being indicate an American worker with two years of college earns, on average, almost \$1.1 million over the course of his or her lifetime. By contrast, the average American with only a high school diploma will earn about \$250,000 less.

President Clinton's dozen visits to community college campuses thus far during his Administration symbolizes his firm belief that community colleges are engines of community growth. This report offers a snapshot of the community college and its

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central role in academic and occupational skill development, life-long learning and the promotion of America's economic and social progress.

A Profile of the 21st Century Community College Student

As recently as the mid-1980s, most community college students were recent high school graduates who attended as full-time students. Since that time, however, the profile of the community college student body has changed dramatically. With an average age of 29, today's community college students need an educational program that enables them to balance schoolwork with the time demands of jobs and families.

For these students, flexibility is essential, and community colleges have responded. Almost two-thirds of community college students attend part-time, which means that they need classes at a time and place that is convenient with their work schedule. The typical community college offers a full range of day, evening, and weekend courses to accommodate virtually any student's work schedule. Satellite campuses provide options in close proximity to a student's home or workplace. Ancillary

services, such as child care and tutorial programs, respond to family needs in a way that helps students manage their commitments. The list of options continues to grow as advancements in technology make courses available via television and other “distance learning” media.

The expanding range of choices is essential to keep up with the increasing demand for postsecondary education. As Secretary Riley noted in a recent report, the Baby Boom Echo is driving up

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enrollment to record levels in our K-12 system. This year, more than 52.2 million students entered the nation’s public and private elementary and secondary schools. That figure is an all-time record, and it is expected to be eclipsed every year for the coming decade before leveling off at that new plateau.

As these students grow older, the demand for all types of higher education will grow as well. Because of their extensive ties to local high schools, community colleges will feel the wave first among institutions of higher education. The growth in the 18-to-24 age group is foremost among several factors expected to drive up community college enrollment by 11 percent over the coming decade. Workers returning to school and employers in search of training for their employees will also drive enrollment growth.

More specifically, the community college serves a range of educational needs that span the socioeconomic spectrum. One out of 10 community college students already possesses a bachelor’s degree. These students turn to a community college for technical or occupationally related course work, such as foreign language training, enhanced computer skills, or emergency medical technician certification. In these and dozens of other areas, the community college offers the right subject, at the right time and place, and at the right price.

Community colleges are key players in efforts to help people make the transition from the welfare rolls to payrolls. The City University of New York system has 20,500 students who are making the transition

from welfare to work. In California, more than 125,000 welfare recipients were among the existing community college population before passage of the federal welfare-to-work act.

More than one-fifth of community college students will transfer directly into a four-year baccalaureate program. These students laid the groundwork to earn their

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bachelor's degree while attending the community college. About one-fourth of America's college students enroll alternately or simultaneously in both a two-year college and a four-year college to craft an educational program that meets their learning needs, cost considerations, and personal or career schedules. Studies of the educational achievement levels of these students find that community college transfer students perform as well during their junior and senior years of study as the students who began their college education in four-year institutions.

For another third of the community college student body, the goal of their studies is to complete a certificate or degree program that qualifies them for a specific line of work. Community colleges train large segments of the workforce in nursing and allied health fields, computer-related fields, the hospitality industry, agricultural support industries, and the array of positions in automotive and manufacturing technology.

Community colleges appeal to diverse groups of Americans for a host of reasons. Employers are eager to send their employees to community colleges because of their accessibility, low cost, and the proven ability of these institutions to meet the needs of local business and industry. Students like the same features, as well as the flexibility of the course offerings and the personal atmosphere created by manageable class sizes.

Serving 21st Century Learners in a Fast-Changing Economy

The pace of change in today's workplace is dizzying, and growing faster with each new day. Consider this: Today's high-end desktop PC offers more computing power than the first spaceship that landed on the

Moon. With technological advancements emerging at such a furious pace, American workers must continually renew and expand their skills base to keep up with the changing times.

The need for such up-to-the-minute education and training goes to the heart of the community college's mission. By building and maintaining alliances with employers in their region,

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community colleges keep close tabs on the labor demands in the local job market. Such public/private partnerships serve the needs of employers, as well as the needs of current and prospective employees.

This philosophy has put community colleges in the forefront of several areas related to education, training, and economic growth:

Workforce development -

- Two-year colleges are leaders in providing trained manpower for traditional fields and newly emerging employment areas. They are extremely effective in supporting local economic development efforts, as well as training the local

Community colleges train the bulk of nursing and credentialed allied health service workers in the United States -- 85 percent of the training in ophthalmic technology, 71 percent in medical imaging, 69 percent in respiratory technology.

workforce for both specific tasks (e.g., statistical processing controls) and widely marketable skills (e.g., technical writing). Community colleges train the bulk of nursing and credentialed allied health service workers in the United States -- 85 percent of the training in ophthalmic technology, 71 percent in medical imaging, 69 percent in respiratory technology.

Working with business and industry, community colleges provide the bulk of the skilled manpower in computer technologies, manufacturing and other evolving industries that demand high-skilled labor. For example, San Jacinto Community College in the Houston suburb of

Pasadena, Texas, provides training and technical staff for the aerospace industry. San Jacinto College addresses the training needs of this industry through a formalized program of study for prospective employees and more specialized programs for experienced employees.

Distance Learning and the Internet -- For nearly two decades, community colleges have made greater and greater use of distance learning and computer-assisted instruction. By overcoming boundaries of time and place, distance learning is ideally suited for working adults and residents of rural areas removed from community college campuses.

The full range of video technologies -- including broadcast and cable TV, satellite communication, and compressed video systems -- are the backbone of many community college programs. For example, the Los Angeles Community College District enrolls nearly 1,500 students who are pursuing their education entirely via "tele-courses" and interactive video. Community colleges were among the first users of "tele-courses" on global economics and world geography developed jointly by the Annenberg Foundation and the Corporation for Public Broadcasting. The willingness to embrace new approaches to curriculum and instruction is indicative of the commitment of community colleges to serve their students with contemporary material.

As "courseware" moves onto the World Wide Web, community colleges are building tele-courses and developing larger "virtual classrooms" that students can access through a personal computer. These students are already well-accustomed to using computers in their classes. According to the 1996 report of the Campus Computing Project, 31 percent of courses in community colleges use computer-based classrooms or labs. About one course in six uses computer-based simulations.

One example of the advanced use of technology can be found at New Hampshire Technical College, which converted a biotechnology technician course to a virtual classroom. The program emerged from the college's partnership with a company that is geographically isolated from other technical training programs in northern New England. This capability is ideal for training in an economy in which mid-level technical jobs have become pivotal. It requires significant network capacity, as well as faculty who know how to create interactive curriculum materials.

To enhance and expand their distance learning capabilities, community colleges are building larger on-campus computer networks. These burgeoning systems are designed with an emphasis on greater support for instructional labs, and the training of faculty in electronic techniques that facilitate learning. These colleges are committed to continually upgrading their computer and telecommunications capacity. During a recent World Bank symposium on the promise and challenges associated with distance learning, representatives of Hewlett-Packard, Lucent Technologies, and Sun Microsystems, among others, agreed that community colleges were more responsive to the challenges of providing technical training in technical fields than other postsecondary institutions.

Under-served populations -- Two-year colleges provide low-cost access to education for two economically vulnerable groups -- high school dropouts who want to earn a General Equivalency Degree (GED), and non-English speaking citizens who need an English-as-a-Second Language (ESL) course. The Los Angeles Community College District, for example, delivers ESL training to students from 80 different language groups. Research shows that high school dropouts and non-English-speaking students felt most comfortable in the community college environment.

Math and Science

Education -- It may surprise some to learn that community colleges are major incubators of future scientists, engineers and other technical professionals. One in six bachelor's degree

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College Costs

Question:

On Wednesday, the College Board released the Annual Survey of Colleges, 1997-98, that indicates that undergraduates at American colleges will pay, on average, approximately 5 percent more this year than last in tuition and fees at four-year institutions, and from 2 to 4 percent more at two-year institutions. How do these increases relate to the Administration's policies? Specifically, will the availability of the increased aid -- both the tax credits and Pell Grant increases -- fuel the increases in college costs?

Answer:

The report by the College Board reinforces our reason for being at a community college. Nearly half -- 46 percent -- of undergraduates are attending community colleges. The College Board, in the report released on Wednesday, estimated that tuition and fees increased by only 2 percent at these institutions between 1996-97 and 1997-98. This is below the general rate of inflation and reflects the commitment that these institutions have made to keeping higher education affordable for all students.

The Administration believes that providing additional Federal support to students -- through increases in Pell Grants, College Work-Study, and tax credits -- can slow the rate of increase in college costs. In recent years, institutions of higher education have increased tuition and fees for those who could afford to pay in order to provide additional institutional aid to needy students.

We are concerned that some institutions might raise tuition and fees so that they can garner additional revenues. We will carefully monitor the tuition and fees charged by colleges and universities as the tax credits are implemented and will work to actively encourage institutions to keep tuition and fee increases to a minimum.

OPTIONAL FORM 98 (7-90)

FAX TRANSMITTAL

of pages **7**

To: Bill Kincaid	From: David Bergeron
Dept./Agency	Phone # 708-9069
Fax # 456-7028	Fax # 708-907
GENERAL SERVICES ADMINISTRATION	
NSN 7540-01-317-7388 5099-101	

Historically, the rate of tuition increases has not been as fast as tuition has not increased at a faster rate when federal aid has increased significantly.

Q: Do some people receive both Pell Grants and HOPE Scholarships? How do the two benefits interact?

A: Some will get both, depending on tuition, income, and financial aid levels. Pell Grants are the foundation of aid for low-income students and families. The poorest students receive the maximum grant (\$3,000 next year). A student's Pell Grant eligibility decreases as family income increases. If a Pell Grant (or other scholarship) does not fully cover tuition and fees, then the student would be eligible for a HOPE Scholarship to cover the remainder. (However, the lowest-income students would not be able to benefit from HOPE because they do not have tax liability and therefore cannot use a tax credit.)

Q: Why did the Administration propose the additional Pell Grants for adult students?

A: Because without the President's policy change, these students would not benefit enough under either HOPE or Pell. Under HOPE, they are so poor that they do not have sufficient tax liability to benefit fully. But under the formula for Pell Grants, they are not considered poor enough for aid. The change would acknowledge that they should receive Pell Grants.



AMT

Q: ISN'T IT TRUE THAT MANY AMERICANS WILL NOT GET THE EDUCATION TAX CUTS AS ADVERTISED BECAUSE OF THE ALTERNATIVE MINIMUM TAX?

A: The overwhelming share of families will be unaffected by the AMT. The AMT will affect only a small fraction of taxpayers. The balanced budget delivered a HOPE Scholarship to 5.8 million students and 7.1 million students will qualify for a Lifetime Learning Tax Credit. Additionally, it included a child tax credit for 27 million families. Out of these many millions of taxpayers, a very small fraction, (about 200,000) will be affected by the AMT in 1998 because of these tax cuts. [Absent the tax cut bill an estimated 1 million people would be affected by the AMT in 1998. The new tax cuts will add 200,000 people in 1998 and about 500,000 in 1999]

- This is not a big issue now but the number of taxpayers affected by the AMT will grow over time, making it a significant issue down the road. It therefore should be studied and that is what the Treasury Department is doing. [By 2007, about 11 million people will be affected by the AMT -- of which 2.4 million will be affected by the AMT because of the new tax cut law]



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

7/19/98

TO: Bill Kinsaid

ORGANIZATION: White House

FAX NUMBER: 202 456-7058

PHONE NUMBER: _____

FROM: Jacqui Watts

PHONE NUMBER: _____

MESSAGE: Vignettes! We can discuss placement in phone conversation.

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Profile of 21st Century Community College Students

If one were to gather a group of ten randomly selected community college students today, they would see a surprisingly diverse portrait of the ever growing population of this nation's adult learners.

- **Two of the ten students in the contemporary community college profile will be recent high school graduates and one of the two will have entered the institution having already earned some college credit prior to high school graduation.**
- **One of the ten students will already have earned a bachelor's degree and has enrolled in the community college for specific technical/occupationally-related course work.**
- **Three of the ten students will transfer to a four year baccalaureate program.**
- **At least three of the ten will complete certificate or degree training for careers in nursing or another of the allied health fields, hospitality and marketing, agriculture support fields, or one of the automotive or manufacturing technology or computer-related fields.**
- **At least one of the ten will be over forty years of age.**
- **Almost six of the ten will be women, and 4 of the ten will be from a minority group.**



Diane started college in 1980, just out of high school, and went five states away from home to live in a dormitory. She was not happy and left before her freshman year was over. In 1994, her mother went back to school at Montgomery Community College in Maryland. Spurred by that example, and by that time, with children of her own, in 1995, Diane followed. She started at Montgomery with courses in technical writing and college algebra, then took introduction to accounting. She thought she wanted a bachelor's degree in business from George Mason University in Virginia, so continued by taking pre-calculus and business law, then literature and calculus at Northern Virginia Community College. With 23 credits from two community colleges acquired over two years, she weighed the options and entered the bachelor's program in business administration at the University of Maryland's University College, in large part, as she said, because "it will behave like a community college."

New Hampshire Technical College converted a biotechnology technician course to a virtual classroom in partnership with a company that is geographically isolated from other technical training programs in northern New England. This just-in-time delivery is ideal for training in an economy in which mid-level technical jobs have become pivotal.

Floyd College in Georgia, is conducting a public/private funded pilot project that combines computing, telecommunications and banking technologies to enhance the teaching and learning process for faculty and students. The Information Technology Project (ITP) utilizes laptop computers which have been given to every faculty member and student for use in and out of the classroom. Floyd's 3,000 students will be able to connect to the Internet while in classes and will have 24 hour access to the Internet and the an electronic library system, the Georgia Library Learning On-Line System. The objective of the ITP, which began this Fall, according to President Lynn Cundiff, is to test the belief that "freed from the physical and logistical constraints of limited or inaccessible information, students can and should become more responsible for learning, and learning becomes far more a matter of self-directed inquiry and less memorization."

Community colleges provide the bulk of nursing and credentialed allied health service workers in the U. S.

- **85% of the training in ophthalmic technology**
- **71% in medical imaging**
- **69% in respiratory technology**

San Jacinto College addresses the training needs of this nation's aerospace industry both through a formalized program of study which prepares graduates for the industry and through specialized programs that help train existing employees.

In 1992, San Jacinto College initiated its Aerospace Technology program, the result of a unique collaborative effort with other area colleges, all of which joined with NASA and its contractors to form the Consortium for Aerospace Technical Education (CATE). San Jacinto's associate's degree program offers two options - Data Management and Telecommunications-in preparing technicians to work with the space station and shuttle flights. Already, graduates of this program are making their mark in the field.

Graduate Leslie Cooper, a procedures coordinator with United Space Alliance, was in Russia last Fall to train Russian counterparts on the use of a computer system used for the management of crew procedures for the Space Station. Rebecca Aubin, also now with United Space Alliance, wrote a manual used in training astronauts prior to even graduating the program as an intern.

Bill Comm - FA to
Jim Zook 713-528-1211

POTUS Panama
City Quote

Investing in Quality, Affordable Education for All Americans: A New Look at Community Colleges

~~Box 1~~ ← *italics (small)*

Fifty years ago, a panel convened by President Truman challenged the nation to develop a network of low-cost community colleges whose "dominant feature is its intimate relations to the life of the community it serves." The vision of that Presidential Commission has been more than realized. Today, the American community college is the most popular type of institution in the premier system of higher education in the world.

Since the opening of the first campus in Joliet, Illinois, in 1901, the community college has grown to become an institution at the economic and educational core of hundreds of American cities and towns. More than 5.3 million credit-earning students study on more than 1,200 community college campuses. The enrollment figure represents almost half of the national undergraduate student body; nearly the same number are enrolled in non-credit programs.

Community colleges look like and serve all of America. As an institution with a relentlessly local focus, the community college is a vital hub for the development of human resources to support local business and industry. The typical community college curriculum is driven by academic and occupational programs and support services that target local economic and workforce development needs. In recent years, community colleges have broadened their mission to work more closely with K-12 school districts in an effort to promote higher academic standards in elementary and secondary classrooms.

Community Colleges
Serve More Than
5.3 Million
Credit-Earning
Students -
Nearly Half
the Nation's
Undergraduates

The community college's increasingly vital role in serving educational and economic needs in American communities was one of the catalysts behind the largest new investment in student financial aid since the GI Bill.

The balanced budget ^{agreement} [plan] that President Clinton signed into law in August included a new form of assistance designed to make the first two years of college as universally available as the first 12 grades. The HOPE Scholarship provides a tax credit of up to \$1,500 per year for students in lower- and middle-income families for the first two years of college. With the average community college tuition projected to run close to \$1,400 in the current academic year, the HOPE Scholarship makes the first two years of college virtually tuition-free for any student

Our table says
\$1,320 projected
for 98-99.

reprint in box →
(below)

repeating language from above

2

should be "Lifetime" throughout

who works hard and makes the grade.]

Box 2

The budget ^{agreement} [plan] also created the Lifelong ^{time} Learning Tax Credit -- a 20 percent tax credit for the first \$5,000 in tuition and fees for juniors, seniors, graduate students, or adults who take a course to enhance their job skills (increasing to the first \$10,000 in tuition and fees in the year 2002). We live in an age in which everyone must learn throughout their lifetime in order to remain competitive in the job market. Adult learners, minority and immigrant students, traditional-aged high school graduates, and workers of all ages across America are looking for ways to enhance their skills that help them navigate these changing times. For lower- and middle-income families, the Lifelong ^{time} Learning Tax Credit and the affordability of community colleges offer a formula for getting ahead.

President Clinton's tax breaks for college will invest more than \$35 billion in American students over the next five years. When combined with larger Pell Grants for the nation's neediest students, the tax breaks for college will enable two-year colleges to open their classrooms to more and more Americans -- a development that will yield two primary benefits.

Box 3

First, education beyond high school instills a higher regard for good citizenship and the democratic process, a priceless commodity in our increasingly mobile and diverse society. Second, postsecondary education offers the best path to economic self-sufficiency and a better quality of life. Recent studies of the ties between educational achievement and economic well-being indicate [an American worker with two years of college earns, on average, \$1 million over the course of his or her lifetime. By contrast, the average American with only a high school diploma will earn about \$250,000 ^{less} over a lifetime.]

~~There is more than coincidence behind~~ President Clinton's [more than a dozen] visits to community college campuses thus far during his Administration. ~~He believes firmly that~~ community colleges are engines of community growth. ~~To that end,~~ this report offers a snapshot of the community college and its central role in academic and occupational skill development, life long learning and the advancement of America's economic and social progress.

reflects his belief that

A Profile of the 21st Century Community College Student

As recently as the mid-1980's, most community college students were recent high school graduates who attended as full-time students. Since that time, however, the profile of the community college student body has changed dramatically. [With a median age of 25, today's community college students need an educational program that enables them to balance schoolwork with the time demands of jobs and families.]

Do we have B's on that? graphic?

AACE says avg. 29

Copy for box

For these students, flexibility is essential, and community colleges have responded. Almost two-thirds of community college students attend part-time, which means that they need classes at a time and place that is convenient with their work schedule. The typical community college offers a full range of day, evening, and weekend courses to accommodate virtually any student's work schedule. Satellite campuses provide options in close proximity to a student's home or workplace. Ancillary services, such as child care and tutorial programs, respond to family needs in a way that helps students manage their commitments. The list of options continues to grow as advancements in technology make courses available via television and other "distance learning" media.

The expanding range of choices is essential to keep up with the increasing demand for post-secondary education. As Secretary Riley noted in a recent report, the Baby Boom Echo is driving up enrollment to record levels in our K-12 system. This year, more than 52.2 million students entered the nation's public and private elementary and secondary schools. That's an all-time record, and it is expected to be eclipsed every year for the coming decade before leveling off at that new plateau.

As these students grow older, the demand for all institutions of higher education will grow as well. Because of their extensive ties to local high schools, community colleges will feel the wave first among institutions of higher education, ~~through their alliances with local schools.~~ [The growth in the 18-24 age group is just one of several factors that is expected to drive up community college enrollment by 11 percent over the coming decade.] Workers who return to school and employers who need training for their employees will also drive enrollment growth.

Box

Repeat bracketed text in box.

More specifically, the community college serves a range of specific

One out of ten community college

educational needs that span the socioeconomic spectrum. ^{Some} students who already possess a bachelor's degree, turn to a community college for technical or occupationally related course work. These students seek foreign language training, enhanced computer skills, or emergency medical technician certification, or, perhaps having just moved into a rural area for lifestyle change, farm management studies. Whatever the reason, the community college is the best option to offer, the right subject, at the right time and place, and at the right price.

Community colleges are key players in efforts to help people make the transition from the welfare rolls to payrolls. ~~The City University of New York system has 20,500 welfare students.~~ In California, more than 125,000 welfare recipients were among the existing community college population before passage of the federal welfare to work legislative act.

Over 20%. About a third of community college students will transfer directly into a four-year baccalaureate program. These students laid the groundwork to earn their bachelor's degree while attending the community college -- one-fourth of the students in American higher education enroll alternatively or simultaneously in both a two-year college and a four-year college to craft an educational program that meets their learning needs, cost considerations, and personal or career schedules. While most will not have completed an associate's degree or certificate program when they transfer to a four-year college, these students will have completed 30 or more credit units. Studies of the educational achievement levels of these students find that community college transfer students perform as well as during their junior and senior years of study as the native students in four-year institutions.

For another third of the community college student body, the goal of their studies is to complete a certificate or degree program that qualifies them for a specific line of work. Community colleges train large segments of the workforce in nursing and allied health fields, computer-related fields, the hospitality industry, agricultural support industries, and the array of positions in automotive and manufacturing technology.

Community colleges appeal to these diverse groups of Americans for a host of reasons. Employers are eager to send their employees to community colleges because of their accessibility, low cost, and their proven ability to meet the needs of local business and industry.

1996
for example, in 1997

who are on welfare, preparing for work.

These institutions are now intensifying their efforts to serve low income

who began their postsecondary education

Wald

repeat in box



in the state

meaning?

validation?

if these institutions

Students like the same features, as well as the flexibility of the course offerings and the personal atmosphere created by manageable class sizes.

Serving 21st Century Learners in a Fast-Changing Economy

The pace of change in today's workplace is dizzying, and growing faster with each new day. Consider this: Today's high-end desktop PC offers more computing power than the first spaceship that landed on the Moon. With technological advancements emerging at such a furious pace, American workers must continually renew and expand their skills base to keep up with the changing times.

The need for such up-to-the-minute education and training goes to the heart of the community college's mission. By building and maintaining alliances with employers in their region, community colleges keep close tabs on the labor demands in the local job market. Such public/private partnerships serve the needs of employers, as well as current and prospective employees.

This ~~institutional~~ philosophy has put community colleges in the forefront of several areas related to education, training, and economic growth.

Workforce development -- Two-year colleges are leaders in providing trained manpower for traditional fields and newly emerging employment areas. They are extremely effective in supporting local economic development efforts, as well as training the local workforce for both specific tasks (e.g., statistical processing controls) and widely marketable skills (e.g., technical writing). Community colleges provide the bulk of nursing and credentialed allied health service workers in the U.S. -- 85% of the training in ophthalmic technology, 71% in medical imaging, 69% in respiratory technology.

For example,

Copy into WP

Working with business and industry, community colleges provide the bulk of the skilled manpower in computer technologies, manufacturing and other evolving industries that demand high-skilled labor. Two-year colleges such as San Jacinto Community College in the Houston suburb of Pasadena, Texas, provide training and technical staff for members of the aerospace industry. San Jacinto College addresses the training needs

of this industry through a formalized program of study for prospective employees and more specialized programs for experienced employees.

Distance Learning and the Internet -- For nearly two decades, community colleges have made greater and greater use of distance learning and computer-assisted instruction. By overcoming boundaries of time and place, distance learning is ideally suited for working adults and residents of rural areas removed from community college campuses.

The full range of video technologies -- including broadcast and cable TV, satellite communication, and compressed video systems -- are the backbone of many community college programs. For example, the Los Angeles Community College District enrolls nearly 1,500 students who are pursuing their education entirely via telecourses and interactive video. Community colleges were among the first users of telecourses on global economics and world geography developed jointly by the Annenberg Foundation and the Corporation for Public Broadcasting. The willingness to embrace new approaches to curriculum and instruction is indicative of the commitment of community colleges to serve their students with contemporary material.

copy into box

As courseware moves onto the World Wide Web, community colleges are building larger "virtual classrooms" that students can access through a personal computer. These students are already well-accustomed to using computers in their classes. According to the 1996 report of the Campus Computing Project, 31 percent of courses in community colleges use computer-based classrooms or labs. About one course in six uses computer-based simulations.

~~The virtual classroom, of course, is different from the computer class, and here the community college shows its versatility as well.~~ New Hampshire Technical College converted a biotechnology technician course to a virtual classroom in partnership with a company that is geographically isolated from other technical training programs in northern New England. This just-in-time delivery is ideal for training in an economy in which mid-level technical jobs have become pivotal. It requires significant network capacity, as well as faculty who know how to create interactive curriculum materials.

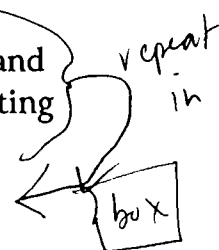
(This kind of capability can be)

To that end, community colleges are expanding their on-campus

computer networks -- emphasizing greater support for instructional labs, extending computer networks to all units, and training faculty in electronic techniques for facilitating learning. They are committed to continually upgrading their computer and telecommunications capacity. During a recent World Bank symposium on the promise and challenges associated with distance learning, representatives of Hewlett-Packard, Lucent Technologies, and Sun Microsystems, among others, agreed that community colleges were more responsive to the challenges of technical training in technical fields than other postsecondary institutions.

Under-served populations -- Two-year colleges provide low-cost access to education for two economically vulnerable groups -- high school dropouts who want to earn a General Equivalency Degree (GED), and non-English speaking citizens who need an English-as-a-Second Language (ESL) course. The Los Angeles Community College District, for example, delivers ESL training to students from 80 different language groups. Research shows that these students felt most comfortable in the community college environment. In 1996, nearly two out of every 3 adults who took the GED tests reported that they planned to pursue education and training beyond high school level. Across the United States, this represents more than a half million new college students.

Math and Science Education -- It may surprise some people to learn that community colleges are major incubators ~~that breed~~ future scientists, engineers and other technical professionals. (One in six bachelor's degree recipients in engineering, engineering technology and architecture started in a community college. And one in ten graduating Ph.D's in math and electrical engineering last year began in a community college.)



Community colleges are increasingly serving these industries because of their close ties to businesses and industries that rely on a workforce that is proficient in math and science. As institutions that focus on teaching and instruction rather than research, community colleges' faculty members who have business and industry experience can demystify math- and science-related careers. Community colleges also benefit from the support of such federal agencies -- the National Science Foundation (NSF) has recognized and increased its emphasis on community college math and science instruction. NSF's annual grant commitment for

community college science and math activities totaled \$45 million last year.

Teaching and Learning -- Community colleges provide significant leadership at all levels of education. In the K-12 arena, community colleges are major sponsors of Tech-Prep and School-to-Work programs. Students at two-year colleges are active in the campaigns to improve the reading skills of American students. Almost 200 community colleges have signed up to participate in the "America Reads Challenge," including the commitment of some of their College Work-Study positions to reading tutors who work in the local schools. Community colleges are the primary source for the development of para-professionals in the teaching fields and for recruitment of potential teaching forces in urban and rural areas. This role will increase in the next few years as the national need for new teachers continues to increase.

Remedial Educational Opportunities -- For those students who, for whatever reason, lack the basic skills needed to pursue college-level coursework, community colleges are the nation's primary providers of *skill-strengthening* remedial opportunities. Over 56 percent of the postsecondary enrollments in remedial reading, 80 percent in pre-algebra mathematics, and 61 percent in pre-college algebra *are in* attend their local community college for basic or remedial skill development.

Opening the Doors to College: How the New Federal Investments in Higher Education Will Make a Difference

Re-order as follows
 The tax breaks for college included in the recent balanced budget agreement fulfilled President Clinton's goal of making the first two years of college universally accessible to all learners. This new form of investment extends the *two of* Administration's record of fighting to increase federal support for student financial assistance in a variety of ways. These investments will benefit large portions of the nation's community college student body.

Both houses of Congress have embraced the President's call to increase the maximum Pell Grant -- the primary form of assistance to the nation's most needy students -- to \$3,000. As more students opt for the low-cost option of a community college, a larger proportion of Pell Grant

Building on the Administration's previous increases, this will represent a 30% increase in the max award since 1993.

New sentence on record Pell increases over time since '93

or 1.4 mill / almost 2.6

9

copy in box

funds are benefiting community college students. [In 1985, community college students received about 18 percent of all Pell dollars. By 1994, the community college share grew to 30 percent, and it is expected to climb even higher as more students embrace the concept of lifelong learning and enroll in community colleges.]

Data on Pell Grant Awards to students at 2-year institutions is shown in Appendix B

6

Further, expansion of the federal College Work-Study program will allow more students to earn part of the cost of their education. President Clinton aims to broaden this commitment to support one million Work-Study positions by the year 2000.

4

~~These investments provide the foundation of the federal student aid network. The tax breaks for college will complement these measures by easing the pressure brought to bear on lower- and middle-income families by the tuition crunch. All of these developments will have a significant impact on community colleges.~~

building on and supplementing the foundation of federal student aid programs.

2

The Hope Scholarship will provide virtually tuition-free access for the first two years of college, as well as one- and two-year certificate programs. The Hope Scholarship provides a 100 percent tax credit on the first \$1,000 dollars of tuition and fees, and 50% of the second \$1,000. Under that formula, [the Hope Scholarship will cover, on average, 88 percent of tuition and fees for community college students in the 1998-99 academic year.] Students in seven states -- including California and Texas -- who are eligible for the maximum HOPE credit will have their tuition and fees covered entirely. The HOPE Scholarship does not preclude eligible students from receiving other forms of federal aid that can be used for other educational and cost of living expenses.

Copy in box

As Appendix I shows,

Add closing paragraph to section

3

For those who wish to continue their education beyond the first two years of college, the Lifelong Learning Tax Credit provides a 20 percent tax credit for the first \$5,000 dollars of tuition and fees through the year 2002, and 20 percent of the first \$10,000 thereafter.

Closing of 1st - avg cost of tuition 2nd - for many students, HOPE will pay for all or nearly all (\$500)

<OPE TABLES & COMMENTARY???

Implications for the Future

At the dawn of the new millennium, community colleges are poised and well-positioned to serve as the key providers of academic and

US - Total numbers of students assisted amount of support provided under new initiative appears in appendix C.
 many students can also receive
 many Pell, amount to be

3rd pathway for low income students comb. of Pell & HOPE will cover fully cost

adaptive

occupational education for adult learners of all ages. Community colleges are nimble organizations that fulfill an array of needs directly related to the future growth and prosperity of their region. The current and future expectations of these institutions will only expand as they develop and strengthen alliances throughout the economy, including all levels of government, the private sector, community-based organizations, citizens' groups, and the rest of the education establishment.

That said, community colleges face some significant challenges in the coming years in order to continue playing this pivotal role. *First, they are preparing* community colleges must draw an increasing share of America's college going population. Currently, 45 percent of America's undergraduates are enrolled in community colleges, which must be prepared to meet the accommodate educational and personal needs of an increasingly diverse populations.

Reduce these to single sentence put together
Second, community colleges *They are extending* must extend their role as leaders in workforce training development -- an area with needs that now includes Tech-Prep and School-to-Work initiatives, as well as the establishment of certificates of mastery and other means of comprehensive assessment that judge students on what they know and not just on how long they have been sitting in a classroom.

They are playing a leading role
Third, community colleges must maintain a leading role in continue in leading in the national movement to improve K-12 education. This effort must include the development of articulation activities -- **<TRANSLATION NEEDED -- WHAT ARE ARTICULATION ACTIVITIES???** -- with secondary schools, as well as four-year colleges and universities. This effort includes as well the recruitment, retention and ongoing training of the new cadre of two million teachers needed for America's schools in the coming decade.

They are extending
Next, they must extend their role as centers for comprehensive community development and workforce development programs. Partnerships with local businesses and mechanisms such as Enterprise Zones and foundation-sponsored initiatives for specific types of community colleges will enable these institutions take the lead in providing training and job development for many communities.

Contributing to

Finally, community colleges ^{are} ~~must be~~ at the heart of the nation's response to the challenge of welfare reform. ^{developing} ~~Community colleges must~~ develop flexible ways of continuing to provide academic and occupational skills needed by adults and young people alike. ~~Two-year colleges are already experienced in providing remedial instruction, adult and vocational education, as well as shorter job-training programs for employers, unions and communities. Community colleges are experienced at providing the support services (e.g., child care) which allow many welfare parents to attend college and obtain the training necessary for self-sufficiency.~~

As called for by the Truman Commission a half-century ago, community colleges are, indeed, driven by their inextricable links with the life of the communities that they serve. Whether it is a young woman studying to become an aerospace technician with NASA, a mid-career computer programmer taking night courses on JAVA or some other computer language, or an aspiring math teacher taking credits in calculus, chemistry and literature that he will transfer to a nearby university -- community colleges are engines of community growth. Our investments in the nation's community colleges and their students will come back to us exponentially in the form of continued growth and prosperity for future generations of Americans.

###

MAKING TWO YEARS OF COLLEGE UNIVERSALLY AVAILABLE, AND PROMOTING A LIFETIME OF LEARNING

President Clinton fought for a Bipartisan Balanced Budget that included a \$1,500 HOPE Scholarship and a Lifetime Learning Tax Credit for middle income families, and a \$3,000 maximum Pell Grant scholarship for lower-income families. Today the President will release a new report which shows how these initiatives will help ensure that anyone can afford tuition and fees for two years at a community college, and highlights how community colleges are providing a high-quality education and preparing millions of Americans to participate in the 21st Century economy. The President will also challenge Congress to follow through on the Balanced Budget Agreement, not shut the door on thousands of adult students.

Community Colleges are Dynamic Institutions that Provide a High Quality, Affordable Education.

Today the President travels to San Jacinto College, near Houston, to release a new report on community colleges by the U.S. Department of Education. Fifty years after the Truman Commission Report called for a nationwide network of public community colleges, this report highlights the critical role being played by community colleges in preparing the workforce of the 21st Century. The report describes how these institutions provide a high quality education to a diverse array of Americans at various stages in their lives and careers, and underscores that community colleges are remarkably affordable, with an average cost expected to run just over \$1,300 next fall.

The HOPE Scholarship Cuts Tuition and Fee Costs at Community Colleges by 88%. New projections by the Department of Education indicate that in the 1998-99 school year, the maximum HOPE Scholarship will cover 88 percent of the national average full-time tuition and fees at community colleges. In seven States, including Texas, HOPE covers 100 percent of community college tuition and fees. In 35 States, the maximum HOPE Scholarship covers 75 percent or more of tuition and fees. 5.8 million students are expected to benefit from the HOPE Scholarship at all types of higher education institutions.

Pell Grants Will Benefit 1.4 Million Community College Students. The Department of Education estimates that 1.4 million community college students will receive an average Pell Grant in 1998-99 of \$1,810. Pell Grants are available on a sliding scale based on income. The Bipartisan Balanced Budget Agreement includes the President's proposal for the largest increase in the grant in two decades, to a maximum of \$3,000.

7.1 Million Will Benefit from Lifetime Learning Tax Credit. For students beyond their first two years of college, including those who are returning to school (full or part time) to upgrade their skills or change careers, the Taxpayers Relief Act offers a 20 percent tax credit for the first \$5,000 of tuition and fees paid by a student. It is expected that 7.1 million students will take advantage of the credit to help pay for postsecondary education.

and can be used to cover tuition and fees as well as living expenses associated with college.

Many students will qualify for both a partial or full Pell Grant and a partial or full HOPE Scholarship tax credit (HOPE or Lifetime)

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at a community college
Hardly anyone will get maximum Pell and tax credit

at a community college

Misleading sentence: No one will get full Pell + full tax credit;

advantage of the credit to help pay for postsecondary education.

Many Adults Who Return to School Will be Left Out if Congress Does Not Finish the Job.

The Department of Education estimates that ~~228,000~~ ^{223,000} students -- and millions more who could consider college -- will not be able to benefit fully from HOPE or Pell unless the President's budget request for the Pell Grant program is adopted -- as required by the Bipartisan Balanced Budget Agreement. The President's request included a provision to ensure that so-called "independent" students -- those who are over age 24, or are married or veterans, can receive Pell Grants if they are low-income. (Like other low-income students, their eligibility for HOPE Scholarships is limited by their tax liability). A House-Senate conference committee is currently considering this issue. If they do not act to address this problem, college may be out of reach for students like a 22-year-old veteran making only \$10,000 a year, a married 35-year-old with joint income of only \$14,000, or a 30-year-old with income of only \$11,000.

Also changed
223,000 this
yesterday

unchanged

Investing in Quality, Affordable Education for All Americans: A New Look at Community Colleges

Fifty years ago, a panel convened by President Truman challenged the nation to develop a network of low-cost community colleges whose "dominant feature is its intimate relations to the life of the community it serves." The vision of that Presidential Commission has been more than realized. Today, the American community college is the most popular type of institution in the premier system of higher education in the world.

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The community college's increasingly vital role in serving educational and economic needs in American communities was one of the catalysts behind the largest new investment in student financial aid since the GI Bill.

Taxpayer Relief Act
The ~~balanced budget plan~~ that President Clinton signed into law in August included a new form of assistance designed to make the first two years of college as universally available as the first 12 grades. The HOPE Scholarship provides a tax credit of up to \$1,500 per year for students in lower- and middle-income families for the first two years of college. With the average community college tuition projected to run close to \$1,400 in the current academic year, the HOPE Scholarship makes the first two years of college virtually tuition-free for any student who works hard and makes the grade.

legislation (?) *(1993) affordable*
The ~~budget plan~~ also created the ~~Lifelong~~ ^{Higher} Learning Tax Credit -- a 20 percent tax credit for the first \$5,000 in tuition and fees for juniors, seniors, graduate students, or adults who take a course to enhance their job skills ~~(increasing to the first \$10,000 in~~

after the year 2002, the credit is available on

tuition and fees ~~in the year 2002~~). We live in an age in which everyone must learn throughout their lifetime in order to remain competitive in the job market. Adult learners, minority and immigrant students, traditional-aged high school graduates, and workers of all ages across America are looking for ways to enhance their skills that help them navigate these changing times. For lower- and middle-income families, the ~~Lifelong~~ Learning Tax Credit and the affordability of community colleges offer a formula for getting ahead.

time
President Clinton's tax breaks for college ^{help Americans} will invest more than \$35 billion in ^{education} ~~American students~~ over the next five years. When combined with larger Pell Grants for the nation's neediest students, the tax breaks for college will enable two-year colleges to open their classrooms to more and more Americans -- a development that will yield two primary benefits.

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First, education beyond high school instills a higher regard for good citizenship and the democratic process, a priceless commodity in our increasingly mobile and diverse society. Second, postsecondary education offers the best path to economic self-sufficiency and a better quality of life. Recent studies of the ties between educational achievement and economic well-being indicate an American worker with two years of college earns, on average, \$1 million over the course of his or her lifetime. By contrast, the average American with only a high school diploma will earn about ~~\$250,000~~ over a lifetime.

There is more than coincidence behind President Clinton's more than a dozen visits to community college campuses thus far during his Administration. He believes firmly that community colleges are engines of community growth. To that end, this report offers a snapshot of the community college and its central role in academic and occupational skill development, life long learning and the advancement of America's economic and social progress.

A Profile of the 21st Century Community College Student

As recently as the mid-1980's, most community college students were recent high school graduates who attended as full-time students. Since that time, however, the profile of the community college student body has changed dramatically. With a median age of 25, today's community college students need an educational program that enables them to balance schoolwork with the time demands of jobs and families.

For these students, flexibility is essential, and community colleges have responded. Almost two-thirds of community college students attend part-time, which means that they need classes at a time and place that is convenient with their work schedule. The typical community college offers a full range of day, evening, and weekend

courses to accommodate virtually any student's work schedule. Satellite campuses provide options in close proximity to a student's home or workplace. Ancillary services, such as child care and tutorial programs, respond to family needs in a way that helps students manage their commitments. The list of options continues to grow as advancements in technology make courses available via television and other "distance learning" media.

The expanding range of choices is essential to keep up with the increasing demand for post-secondary education. As Secretary Riley noted in a recent report, the Baby Boom Echo is driving up enrollment to record levels in our K-12 system. This year, more than 52.2 million students entered the nation's public and private elementary and secondary schools. That's an all-time record, and it is expected to be eclipsed every year for the coming decade before leveling off at that new plateau.

As these students grow older, the demand for all institutions of higher education will grow as well. Because of their extensive ties to local high schools, community colleges will feel the wave first among institutions of higher education through their alliances with local schools. The growth in the 18-24 age group is just one of several factors that is expected to drive up community college enrollment by 11 percent over the coming decade. Workers who return to school and employers who need training for their employees will also drive enrollment growth.

More specifically, the community college serves a range of specific educational needs that span the socioeconomic spectrum. Some students who already possess a bachelor's degree turn to a community college for technical or occupationally related course work. These students seek foreign language training, enhanced computer skills, emergency medical technician certification, or, perhaps having just moved into a rural area for lifestyle change, farm management studies. Whatever the reason, the community college is the best option to offer the right subject, at the right time and place, and at the right price.

check Community colleges are key players in efforts to help people make the transition from the welfare rolls to payrolls. The City University of New York system has 20,500 welfare students. In California, more than 125,000 welfare recipients were among the existing community college population before passage of the federal welfare to work legislative act.

About a third of community college students will transfer directly into a four-year baccalaureate program. These students laid the groundwork to earn their bachelor's degree while attending the community college -- one-fourth of the students in American higher education enroll alternatively or simultaneously in both a two-year college and a four-year college to craft an educational program that meets their

← ? alternatively ?

learning needs, cost considerations, and personal or career schedules. While most will not have completed an associate's degree or certificate program when they transfer to a four-year college, these students will have completed 30 or more credit units. Studies of the educational achievement levels of these students find that community college transfer students perform as well as during their junior and senior years of study as the native students in four-year institutions.

For another third of the community college student body, the goal of their studies is to complete a certificate or degree program that qualifies them for a specific line of work. Community colleges train large segments of the workforce in nursing and allied health fields, computer-related fields, the hospitality industry, agricultural support industries, and the array of positions in automotive and manufacturing technology.

Community colleges appeal to these diverse groups of Americans for a host of reasons. Employers are eager to send their employees to community colleges because of their accessibility, low cost, and their proven ability to meet the needs of local business and industry. Students like the same features, as well as the flexibility of the course offerings and the personal atmosphere created by manageable class sizes.

Serving 21st Century Learners in a Fast-Changing Economy

The pace of change in today's workplace is dizzying, and growing faster with each new day. Consider this: Today's high-end desktop PC offers more computing power than the first spaceship that landed on the Moon. With technological advancements emerging at such a furious pace, American workers must continually renew and expand their skills base to keep up with the changing times.

The need for such up-to-the-minute education and training goes to the heart of the community college's mission. By building and maintaining alliances with employers in their region, community colleges keep close tabs on the labor demands in the local job market. Such public/private partnerships serve the needs of employers, as well as current and prospective employees.

This institutional philosophy has put community colleges in the forefront of several areas related to education, training, and economic growth.

Workforce development -- Two-year colleges are leaders in providing trained manpower for traditional fields and newly emerging employment areas. They are extremely effective in supporting local economic development efforts, as well as training the local workforce for both specific tasks (e.g., statistical processing controls) and widely marketable skills (e.g., technical writing). Community colleges provide

the bulk of nursing and credentialed allied health service workers in the U.S.---85% of the training in ophthalmic technology, 71% in medical imaging, 69% in respiratory technology.

Working with business and industry, community colleges provide the bulk of the skilled manpower in computer technologies, manufacturing and other evolving industries that demand high-skilled labor. Two-year colleges such as San Jacinto Community College in the Houston suburb of Pasadena, Texas, provide training and technical staff for members of the aerospace industry. San Jacinto College addresses the training needs of this industry through a formalized program of study for prospective employees and more specialized programs for experienced employees.

Distance Learning and the Internet -- For nearly two decades, community colleges have made greater and greater use of distance learning and computer-assisted instruction. By overcoming boundaries of time and place, distance learning is ideally suited for working adults and residents of rural areas removed from community college campuses.

The full range of video technologies -- including broadcast and cable TV, satellite communication, and compressed video systems -- are the backbone of many community college programs. For example, the Los Angeles Community College District enrolls nearly 1,500 students who are pursuing their education entirely via telecourses and interactive video. Community colleges were among the first users of telecourses on global economics and world geography developed jointly by the Annenberg Foundation and the Corporation for Public Broadcasting. The willingness to embrace new approaches to curriculum and instruction is indicative of the commitment of community colleges to serve their students with contemporary material.

As courseware moves onto the World Wide Web, community colleges are building larger "virtual classrooms" that students can access through a personal computer. These students are already well-accustomed to using computers in their classes. According to the 1996 report of the Campus Computing Project, 31 percent of courses in community colleges use computer-based classrooms or labs. About one course in six uses computer-based simulations.

The virtual classroom, of course, is different from the computer class, and here the community college shows its versatility as well. New Hampshire Technical College converted a biotechnology technician course to a virtual classroom in partnership with a company that is geographically isolated from other technical training programs in northern New England. This just-in-time delivery is ideal for training in an economy in which mid-level technical jobs have become pivotal. It requires

significant network capacity, as well as faculty who know how to create interactive curriculum materials.

To that end, community colleges are expanding their on-campus computer networks -- emphasizing greater support for instructional labs, extending computer networks to all units, and training faculty in electronic techniques for facilitating learning. They are committed to continually upgrading their computer and telecommunications capacity. During a recent World Bank symposium on the promise and challenges associated with distance learning, representatives of Hewlett-Packard, Lucent Technologies, and Sun Microsystems, among others, agreed that community colleges were more responsive to the challenges of technical training in technical fields than other postsecondary institutions.

Under-served populations -- Two-year colleges provide low-cost access to education for two economically vulnerable groups -- high school dropouts who want to earn a General Equivalency Degree (GED), and non-English speaking citizens who need an English-as-a-Second Language (ESL) course. The Los Angeles Community College District, for example, delivers ESL training to students from 80 different language groups. Research shows that these students felt most comfortable in the community college environment. In 1996, nearly two out of every 3 adults who took the GED tests reported that they planned to pursue education and training beyond high school level. Across the United States, this represents more than a half million new college students.

What does this have to do with comm. colleges?

Math and Science Education -- It may surprise some people to learn that community colleges are major incubators that breed future scientists, engineers and other technical professionals. One in six bachelor's degree recipients in engineering, engineering technology and architecture started in a community college. And one in ten graduating Ph.D's in math and electrical engineering last year began in a community college.

Community colleges are increasingly serving these industries because of their close ties to businesses and industries that rely on a workforce that is proficient in math and science.. As institutions that focus on teaching and instruction rather than research, community colleges faculty members who have business and industry experience can demystify math- and science-related careers. Community colleges also benefit from the support of such federal agencies -- the National Science Foundation (NSF) has recognized and increased its emphasis on community college math and science instruction. NSF's annual grant commitment for community college science and math activities totaled \$45 million last year.

Teaching and Learning -- Community colleges provide significant leadership at all

levels of education. In the K-12 arena, community colleges are major sponsors of Tech-Prep and School-to-Work programs. Students at two-year colleges are active in the campaigns to improve the reading skills of American students. Almost 200 community colleges have signed up to participate in the "America Reads Challenge," including the commitment of some of their College Work-Study positions to reading tutors who work in the local schools. Community colleges are the primary source for the development of para-professionals in the teaching fields and for recruitment of potential teaching forces in urban and rural areas. This role will increase in the next few years as the national need for new teachers continues to increase.

Remedial Educational Opportunities -- For those students who, for whatever reason, lack the basic skills needed to pursue college-level coursework, community colleges are the nation's primary providers of remedial opportunities. Over 56 percent of the postsecondary enrollments in remedial reading, 80 percent in pre-algebra mathematics, and 61 percent in pre-college algebra attend their local community college for basic or remedial skill development.

Opening the Doors to College: How the New Federal Investments in Higher Education Will Make a Difference

The tax breaks for college included in the recent balanced budget agreement fulfill President Clinton's goal of making the first two years of college universally accessible to all learners. ~~This new form of investment extends the Administration's record of fighting to increase support for student financial assistance in a variety of ways.~~ These investments will benefit large portions of the nation's community college student body.

Taxpayer Relief Act, along with historic increases in all grants secured in the Bipartisan Balanced Budget Agreement

The new tax cuts

Both houses of Congress have embraced the President's call to increase the maximum Pell Grant -- the primary form of assistance to the nation's most needy students -- to \$3,000. As more students opt for the low-cost option of a community college, a larger proportion of Pell Grant funds are benefiting community college students. In 1985, community college students received about 18 percent of all Pell dollars. By 1994, the community college share grew to 30 percent, and it is expected to climb even higher as more students embrace the concept of lifelong learning and enroll in community colleges.

Further, expansion of the federal College Work-Study program will allow more students to earn part of the cost of their education. President Clinton aims to broaden this commitment to support one million Work-Study positions by the year 2000.

These investments provide the foundation of the federal student aid network. The tax breaks for college will complement these measures by easing the pressure brought to bear on lower- and middle-income families by the tuition crunch. All of these developments will have a significant impact on community colleges.

The Hope Scholarship will provide virtually tuition-free access for the first two years of college, as well as one- and two-year certificate programs. The Hope Scholarship provides a 100 percent tax credit on the first \$1,000 dollars of tuition and fees, and 50% of the second \$1,000. Under that formula, the Hope Scholarship will cover, on average, 88 percent of tuition and fees for community college students in the 1998-99 academic year. Students in seven states -- including California and Texas -- who are eligible for the maximum HOPE credit will have their tuition and fees covered entirely. ~~The HOPE Scholarship does not preclude eligible students from receiving other forms of federal aid that can be used for other educational and cost of living expenses.~~

For those who wish to continue their education beyond the first two years of college, the Lifelong Learning Tax Credit provides a 20 percent tax credit for the first \$5,000 ~~dollars~~ of tuition and fees through the year 2002, and 20 percent of the first \$10,000 thereafter.

<OPE TABLES & COMMENTARY???

Implications for the Future

At the dawn of the new millennium, community colleges are poised and well-positioned to serve as the key providers of academic and occupational education for adult learners of all ages. Community colleges are nimble organizations that fulfill an array of needs directly related to the future growth and prosperity of their region. The current and future expectations of these institutions will only expand as they develop and strengthen alliances throughout the economy -- including all levels of government, the private sector, community-based organizations, citizens groups, and the rest of the education establishment.

That said, community colleges face some significant challenges in the coming years in order to continue playing this pivotal role. First, community colleges must draw an increasing share of America's college going population. Currently, 45 percent of America's undergraduates are enrolled in community colleges, which must be prepared to accommodate educational and personal needs of an increasingly diverse populations.

Second, community colleges must extend their role as leaders in workforce training

development -- an area with needs that now includes Tech-Prep and School-to-Work initiatives, as well as the establishment of certificates of mastery and other means of comprehensive assessment that judge students on what they know and not just on how long they have been sitting in a classroom.

Third, community colleges must maintain a leading role in Continue in leading in the national movement to improve K-12 education. This effort must include the development of articulation activities **<TRANSLATION NEEDED -- WHAT ARE ARTICULATION ACTIVITIES???** with secondary schools, as well as four-year colleges and universities. This effort includes as well the recruitment, retention and ongoing training of the new cadre of two million teachers needed for America's schools in the coming decade.

Next, they must extend their role as centers for comprehensive community development and workforce development programs. Partnerships with local businesses and mechanisms such as Enterprise Zones and foundation-sponsored initiatives for specific types of community colleges will enable these insitutions take the lead in providing training and job development for many communities.

Finally, community colleges must be at the heart of the nation's response to the challenge of welfare reform. Community colleges must develop flexible ways of continuing to provide academic and occupational skills needed by adults and young people alike. Two-year colleges are already experienced in providing remedial instruction, adult and vocational education, as well as shorter job-training programs for employers, unions and communities. Community colleges are experienced at providing the support services (e.g., child care) which allow many welfare parents to attend college and obtain the training necessary for self-sufficiency.

too dangerous?

As called for by the Truman Commission a half-century ago, community colleges are, indeed, driven by their inextricable links with the life of the communities that they serve. Whether it is a young woman studying to become an aerospace technician with NASA, a mid-career computer programmer taking night courses on JAVA or some other computer language, or an aspiring math teacher taking credits in calculus, chemistry and literature that he will transfer to a nearby university -- community colleges are engines of community growth. Our investments in the nation's community colleges and their students will come back to us exponentially in the form of continued growth and prosperity for future generations of Americans.

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