# Investing in Quality, Affordable Education for All Americans:

## A New Look at Community Colleges

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*"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 Bill Clinton, September 6, 1996, at Gulf Coast Community College, 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.

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Community colleges look like and serve all of America. As an institution with a strong 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 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.

> With an average community college tuition of $1,320 projected for the 1998-99 academic year, the HOPE Scholarship will pay for, on average, 88 percent of an eligible student's tuition at a two-year institution.

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.

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## 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 working hours. 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.

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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 the 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 often key players in efforts to help people make the transition from the welfare rolls to payrolls. For example, last year community colleges in California served more than 125,000 students who were on public assistance, preparing for work. Many community colleges are now intensifying their efforts to forge links with state and local welfare offices and design strategies to help students make the transition from welfare to work.

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More than one-fifth of community college students will transfer directly into a four-year baccalaureate program. These students lay 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.

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.

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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.

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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.

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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

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.

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 percent of the second $1,000. As Table I shows, 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.

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

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. In 1996, one-sixth of College Work-Study funds supported community college students. 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 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 tuition and fees, and many additional expenses as well.

**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 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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Table 1

| | Public 2-Year Institutions Estimated 1998-99 Tuition and Fees and HOPE Scholarship Tax Credit | | |
|---|---|---|---|
| | Estimated 1998-99 Average Tuition and Fees | Maximum HOPE Scholarship Tax Credit | Maximum HOPE Scholarship Tax Credit as % of Tuition and Fees |
| Alabama | 1,030 | 1,015 | 99% |
| Alaska | $2,040 | $1,500 | 74% |
| Arizona | 860 | 860 | 100% |
| Arkansas | 1,030 | 1,015 | 99% |
| 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% |
| Idaho | 1,170 | 1,085 | 93% |
| Illinois | 1,390 | 1,195 | 86% |
| Indiana | 2,540 | 1,500 | 59% |
| Iowa | 2,030 | 1,500 | 74% |
| Kansas | 1,380 | 1,190 | 86% |
| Kentucky | 1,230 | 1,115 | 91% |
| Louisiana | 870 | 870 | 100% |
| Maine | 2,970 | 1,500 | 51% |
| Maryland | 2,330 | 1,500 | 64% |
| Massachusetts | 2,580 | 1,500 | 58% |
| Michigan | 1,730 | 1,365 | 79% |
| Minnesota | 2,350 | 1,500 | 64% |
| Mississippi | 1,050 | 1,025 | 98% |
| Missouri | 1,410 | 1,205 | 85% |
| Montana | 1,660 | 1,330 | 80% |
| Nebraska | 1,330 | 1,165 | 88% |
| Nevada | 1,090 | 1,045 | 96% |
| New Hampshire | 3,060 | 1,500 | 49% |
| New Jersey | 2,150 | 1,500 | 70% |
| New Mexico | 670 | 670 | 100% |
| New York | 2,750 | 1,500 | 55% |
| North Carolina | 640 | 640 | 100% |
| North Dakota | 1,930 | 1,465 | 76% |
| 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% |
| Vermont | 2,780 | 1,500 | 54% |
| Virginia | 1,610 | 1,305 | 81% |
| Washington | 1,610 | 1,305 | 81% |
| West Virginia | 1,380 | 1,190 | 86% |
| Wisconsin | 2,160 | 1,500 | 69% |
| Wyoming | 1,150 | 1,075 | 93% |
| Outlying Areas | 1,800 | N/A | N/A |
| US Totals | $1,320 | $1,160 | 88% |

Source: Education Department 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.

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

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

Table 2

| | Public 2-Year Institutions Estimated 1998-99 Pell Grants | | |
|---|---|---|---|
| | Recipients | Dollars (In Thousands) | Average Award |
| Alabama | 33,000 | 55,114 | 1,670 |
| Alaska | 300 | $637 | $1,480 |
| Arizona | 30,700 | 55,574 | 1,810 |
| Arkansas | 12,500 | 23,171 | 1,850 |
| 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 | N/A | N/A |
| Florida | 97,200 | 181,479 | 1,870 |
| Georgia | 40,000 | 53,032 | 1,330 |
| Hawaii | 4,100 | 7,514 | 1,830 |
| Idaho | 3,500 | 6,772 | 1,950 |
| Illinois | 59,900 | 101,298 | 1,690 |
| Indiana | 18,400 | 31,987 | 1,740 |
| Iowa | 20,800 | 37,403 | 1,800 |
| Kansas | 15,500 | 27,237 | 1,760 |
| Kentucky | 19,300 | 36,622 | 1,890 |
| Louisiana | 17,100 | 30,619 | 1,800 |
| Maine | 2,100 | 4,010 | 1,910 |
| Maryland | 22,800 | 38,823 | 1,700 |
| Massachusetts | 25,000 | 46,257 | 1,850 |
| Michigan | 47,900 | 78,394 | 1,640 |
| Minnesota | 30,000 | 52,375 | 1,750 |
| Mississippi | 25,600 | 50,426 | 1,970 |
| Missouri | 22,100 | 38,288 | 1,730 |
| Montana | 5,000 | 10,070 | 2,020 |
| Nebraska | 9,000 | 13,866 | 1,540 |
| Nevada | 3,300 | 5,114 | 1,570 |
| New Hampshire | 2,600 | 4,778 | 1,830 |
| New Jersey | 30,800 | 58,159 | 1,890 |
| New Mexico | 9,800 | 17,251 | 1,760 |
| New York | 125,700 | 251,128 | 2,000 |
| North Carolina | 37,200 | 63,058 | 1,700 |
| North Dakota | 3,600 | 6,913 | 1,920 |
| Ohio | 44,300 | 77,048 | 1,740 |
| Oklahoma | 26,100 | 48,175 | 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 |
| Vermont | 2,800 | 4,056 | 1,470 |
| Virginia | 28,700 | 50,876 | 1,770 |
| Washington | 38,700 | 74,143 | 1,920 |
| West Virginia | 4,500 | 9,150 | 2,030 |
| Wisconsin | 22,900 | 41,063 | 1,790 |
| Wyoming | 4,300 | 8,166 | 1,880 |
| Outlying Areas | 21,600 | 45,270 | 2,090 |
| US Totals | 1,424,500 | $2,585,425 | $1,810 |

Source: Education Department estimates based on the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

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

Table 3
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 |
| 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 | N/A | N/A | N/A | N/A | N/A | N/A | 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 |

Source: Education Department estimates based on State-level enrollment, Pell Grant recipient data, and the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

The number of beneficiaries and amount of benefits for the tax credits were calculated for FY 1998 and FY 1999, respectively.
"Outlying Areas" are not covered by the tax credits.

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

September 26, 1997

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 average tuition and fees 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 HOPE Scholarship will cover up to 88 percent of the national average full-time tuition and fees at community colleges. In seven States, including Texas, HOPE covers up to 100 percent of community college tuition and fees. In 35 States, the HOPE Scholarship covers up to 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 and can be used to cover tuition and fees as well as living expenses associated with college. 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. Some students will qualify for both a Pell Grant and a tax credit (HOPE or Lifetime).

***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.

***Many Adults Who Return to School Will be Shortchanged if Congress Does Not Finish the Job.*** Unless Congress follows through on the President's Pell Grant proposals -- as required by the Bipartisan Balanced Budget Agreement -- more than half a million adult students will find that their income is too low for them to benefit from HOPE (because they do not have sufficient tax liability), but they are not considered poor enough for a sufficient Pell Grant (223,000 will not be eligible for a grant at all). Those affected are students over 24 or veterans, and are either single or married without dependent children. 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.

PHOTOCOPY
PRESERVATION

# Investing in Quality, Affordable Education for All Americans:

## A New Look at Community Colleges

## 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 Bill Clinton, September 6, 1996, at Gulf Coast Community College, 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.

> More than 5.3 million credit-earning students study at more than 1,200 community colleges.

Community colleges look like and serve all of America. As an institution with a strong 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 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.

> With an average community college tuition of $1,320 projected for the 1998-99 academic year, the HOPE Scholarship will pay for, on average, 88 percent of an eligible student's tuition at a two-year institution.

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.

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 worker with only a high school diploma will earn about $250,000 less.

## 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 working hours. 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.

> With an average age of 29, today's community college student needs an educational program that enables them to balance schoolwork with the time demands of work and family.

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 the 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 often key players in efforts to help people make the transition from the welfare rolls to payrolls. For example, last year community colleges in California served more than 125,000 students who were on public assistance, preparing for work. Many community colleges are now intensifying their efforts to forge links with state and local welfare offices and design strategies to help students make the transition from welfare to work.

> The growth in the 18-to-24 age group is one of several factors expected to drive up community college enrollment by 11 percent over the coming decade.

More than one-fifth of community college students will transfer directly into a four-year baccalaureate program. These students lay 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.

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.

> 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.

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.

> 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.

One in six bachelor's degree recipients in engineering, engineering technology and architecture started in a community college. And one in ten graduating Ph.Ds 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

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.

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 percent of the second $1,000. As Table I shows, 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.

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

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. In 1996, one-sixth of College Work-Study funds supported community college students. 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 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 tuition and fees, and many additional expenses as well.

**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 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.

###

Table 1

| | Public 2-Year Institutions Estimated 1998-99 Tuition and Fees and HOPE Scholarship Tax Credit | | |
|---|---|---|---|
| | Estimated 1998-99 Average Tuition and Fees | Maximum HOPE Scholarship Tax Credit | Maximum HOPE Scholarship Tax Credit as % of Tuition and Fees |
| Alabama | 1,030 | 1,015 | 99% |
| Alaska | $2,040 | $1,500 | 74% |
| Arizona | 860 | 860 | 100% |
| Arkansas | 1,030 | 1,015 | 99% |
| 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% |
| Idaho | 1,170 | 1,085 | 93% |
| Illinois | 1,390 | 1,195 | 86% |
| Indiana | 2,540 | 1,500 | 59% |
| Iowa | 2,030 | 1,500 | 74% |
| Kansas | 1,380 | 1,190 | 86% |
| Kentucky | 1,230 | 1,115 | 91% |
| Louisiana | 870 | 870 | 100% |
| Maine | 2,970 | 1,500 | 51% |
| Maryland | 2,330 | 1,500 | 64% |
| Massachusetts | 2,580 | 1,500 | 58% |
| Michigan | 1,730 | 1,365 | 79% |
| Minnesota | 2,350 | 1,500 | 64% |
| Mississippi | 1,050 | 1,025 | 98% |
| Missouri | 1,410 | 1,205 | 85% |
| Montana | 1,660 | 1,330 | 80% |
| Nebraska | 1,330 | 1,165 | 88% |
| Nevada | 1,090 | 1,045 | 96% |
| New Hampshire | 3,060 | 1,500 | 49% |
| New Jersey | 2,150 | 1,500 | 70% |
| New Mexico | 670 | 670 | 100% |
| New York | 2,750 | 1,500 | 55% |
| North Carolina | 640 | 640 | 100% |
| North Dakota | 1,930 | 1,465 | 76% |
| 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% |
| Vermont | 2,780 | 1,500 | 54% |
| Virginia | 1,610 | 1,305 | 81% |
| Washington | 1,610 | 1,305 | 81% |
| West Virginia | 1,380 | 1,190 | 86% |
| Wisconsin | 2,160 | 1,500 | 69% |
| Wyoming | 1,150 | 1,075 | 93% |
| Outlying Areas | 1,800 | N/A | N/A |
| US Totals | $1,320 | $1,160 | 88% |

Source: Education Department 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.

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

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

Table 2

| | Public 2-Year Institutions Estimated 1998-99 Pell Grants | | |
|---|---|---|---|
| | Recipients | Dollars (In Thousands) | Average Award |
| Alabama | 33,000 | 55,114 | 1,670 |
| Alaska | 300 | $637 | $1,480 |
| Arizona | 30,700 | 55,574 | 1,810 |
| Arkansas | 12,500 | 23,171 | 1,850 |
| 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 | N/A | N/A |
| Florida | 97,200 | 181,479 | 1,870 |
| Georgia | 40,000 | 53,032 | 1,330 |
| Hawaii | 4,100 | 7,514 | 1,830 |
| Idaho | 3,500 | 6,772 | 1,950 |
| Illinois | 59,900 | 101,298 | 1,690 |
| Indiana | 18,400 | 31,987 | 1,740 |
| Iowa | 20,800 | 37,403 | 1,800 |
| Kansas | 15,500 | 27,237 | 1,760 |
| Kentucky | 19,300 | 36,622 | 1,890 |
| Louisiana | 17,100 | 30,619 | 1,800 |
| Maine | 2,100 | 4,010 | 1,910 |
| Maryland | 22,800 | 38,823 | 1,700 |
| Massachusetts | 25,000 | 46,257 | 1,850 |
| Michigan | 47,900 | 78,394 | 1,640 |
| Minnesota | 30,000 | 52,375 | 1,750 |
| Mississippi | 25,600 | 50,426 | 1,970 |
| Missouri | 22,100 | 38,288 | 1,730 |
| Montana | 5,000 | 10,070 | 2,020 |
| Nebraska | 9,000 | 13,866 | 1,540 |
| Nevada | 3,300 | 5,114 | 1,570 |
| New Hampshire | 2,600 | 4,778 | 1,830 |
| New Jersey | 30,800 | 58,159 | 1,890 |
| New Mexico | 9,800 | 17,251 | 1,760 |
| New York | 125,700 | 251,128 | 2,000 |
| North Carolina | 37,200 | 63,058 | 1,700 |
| North Dakota | 3,600 | 6,913 | 1,920 |
| Ohio | 44,300 | 77,048 | 1,740 |
| Oklahoma | 26,100 | 48,175 | 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 |
| Vermont | 2,800 | 4,056 | 1,470 |
| Virginia | 28,700 | 50,876 | 1,770 |
| Washington | 38,700 | 74,143 | 1,920 |
| West Virginia | 4,500 | 9,150 | 2,030 |
| Wisconsin | 22,900 | 41,063 | 1,790 |
| Wyoming | 4,300 | 8,166 | 1,880 |
| Outlying Areas | 21,600 | 45,270 | 2,090 |
| US Totals | 1,424,500 | $2,585,425 | $1,810 |

Source: Education Department estimates based on the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

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

Table 3
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 |
| 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 | N/A | N/A | N/A | N/A | N/A | N/A | 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 |

Source: Education Department estimates based on State-level enrollment, Pell Grant recipient data, and the President's fiscal year 1998 budget policy, adjusted for mid-session review re-estimates.

The number of beneficiaries and amount of benefits for the tax credits were calculated for FY 1998 and FY 1999, respectively.
"Outlying Areas" are not covered by the tax credits.

DEPARTMENT OF EDUCATION

UNITED STATES OF AMERICA

# Clinton Presidential Records

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**Collection/FOIA:** 2017-0692-S

**Diskette Title:** San Jacinto C.C. Event

**Folder Title:** Final Community College Report