Houston Participation in the National Tests

Background

- Houston, along with 14 other urban school systems, announced its participation in the national testing initiative on July 25

- Earlier this week, at a press conference on the local testing program and in response to a question, the Superintendent indicated that Houston would not participate in the 4th grade reading test, because it doesn't provide a comparable Spanish-language version for limited English proficient students. The local testing program they are using (SAT-9) does provide a Spanish-language version of the reading test.

- This was handled in a low key fashion, though it was reported in the press. There have not been highly public battles in Houston over this, and it has not become a big issue in the public or the press.

- Houston continues to participate in the 8th grade math testing program, and is fully supportive of the national tests.

- A number of other cities (including El Paso and Los Angeles) are considering the same approach -- staying in the 8th grade math test, though not in the 4th grade reading test. They are also trying to avoid making any public announcements, especially while the battle in Congress is still raging.

Q. Houston announced earlier this week that it will not participate in the national testing program, because the 4th grade reading test will be given only in English, and not in Spanish. Why will the test be given only in English when there are so many students whose native language is not English?

A. The test will be give in English because it is a test of how well students can read in English -- a goal that all Americans, including especially immigrants with school-age children, hold for their students. Reading independently and well by the end of the 3rd grade -- in English -- is essential for learning and succeeding throughout the rest of a child's schooling experience.

Students who are not yet proficient in English, such as recent immigrants, can be excused from taking the tests, or can be given special accommodations, such as extra time to complete the test, in order to demonstrate how well they can do. And, of course, local school districts are free to test students for their reading comprehension skills in their native language--an important skill, but not the same as the purpose of the national test, which is learning to read in English.

In addition, Houston is still very much supporting the President's national testing program, and participating in the 8th grade test. They will be able to tell how well their

8th graders do compared to rigorous national standards and to international benchmarks set by 41 other countries in the Third International Math and Science Study (TIMSS).

Q. Have other cities dropped out of the program for the same reason?

A. To our knowledge, no city has informed either the Education Department or the White House of a decision to pull out of the testing program. Quite to the contrary, we continue to hear from additional cities that are seriously considering signing up.

Q. Are you worried that Houston's decision, along with the House vote in support of the Goodling amendment, the opposition by the Hispanic and Black Caucuses, and yesterday's letter from Sen. Ashcroft and 26 other Senators opposing the tests, signals declining support and serious trouble for the President's testing initiative?

A. No, because there is widespread support for national standards and tests in the basic skills from the American people. Parents want to know that their children are competitive with those in any area of the country, and that they are getting the foundation they need to be prepared for the future. As you know, last week's Wall Street Journal/NBC News poll showed that 64% of the respondent backed the President's plan.

These national tests have bipartisan support. Gov. John Engler of Michigan has been an early supporter. William Bennett supports the Senate-passed provisions. The Senate approved the President's plan by an 87-13 vote. And earlier today, 43 Senators, led by Sen. Bingaman, signed a letter to the conferees reiterating their support for the tests and stating that they will filibuster the conference report if it fails to include the compromise testing plan. The President has threatened to veto the Labor-HHS appropriations bill if it does not permit his testing plan to go forward.

Pell Grants and HOPE Scholarships

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.)

Pell Grants for Independent Students

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.

Impact of Alternative Minimum Tax on Education Tax Cuts

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 1.1 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]

Rising College Costs

Q: 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 increase 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?

A: 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.

Historically, tuition has not increased at a faster rate when federal aid has increased significantly.

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.

New Welfare Law and Community Colleges

Question: In the past, welfare recipients often went to community college to prepare themselves for the workforce. What is the impact of the new law's work requirements on these individuals? Doesn't the law force them to drop out of college to work?

Answer: The welfare reform law that President Clinton signed last year emphasizes work and personal responsibility. Under the new TANF program, people on welfare can combine required work activities with additional education.

Although it is not easy to raise children, work in a job, and go to school at the same time, many Americans do so each year. Most undergraduate students, whether or not they are raising a child, work while attending college.

The Administration has clarified that it will recognize work performed in the federal College Work Study program as counting toward the law's work participation requirements, provided the required number of hours of work are performed. We are also encouraging colleges to work with state and local officials to explore other ways to accommodate college attendance with the requirements of welfare reform. Under the TANF program, states have the authority to use an array of services and activities, including education and training, to prepare welfare recipients for work and self-sufficiency.

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 Taxpayer 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 fully 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.

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.

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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.

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.

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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.

> 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.

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.

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:

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 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.

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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, onesixth 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	2,860	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	1,600	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	38,000	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	18,197	1,870
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	3,600	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	209,630	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	8,168	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	566	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	99	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	18.4
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	138.8
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	16	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.

DRAFT -- September 24, 1997

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 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.

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 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.

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%
Delware	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.

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		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	29,898	1,800
Connecticut	9,700	16,197	1,670
Delware	2,800	4,300	1,560
District of Columbia	N/A	0	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	19,300	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	48,195	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.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Christa Robinson

ORGANIZATION:

FAX NUMBER: 456-7431

PHONE NUMBER:

FROM: Jill Riemer

PHONE NUMBER: 401-0596 fax

MESSAGE: 1 NASA Info
2 POTUS visits to CC's
11 schools
FLOTUS = 1 CC

CONFIDENTIALITY NOTICE

The San Jacinto College District

MEDIA RELATIONS OFFICE release

San Jacinto College: A Partner in Aerospace Training

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.

The programs represent examples of how education, government and private business are working together to meet advanced workforce training needs of American industry.

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 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.

In any industry, continual training is a necessity, and the aerospace industry has turned to San Jacinto College as a resource.

To efficiently and efficiently serve the common needs of area aerospace companies, the college is bringing them together as a consortium. Along with San Jacinto College, participants in that program are NASA, NASA corporate partners and the University of Houston-Clear Lake. In Phase I of the program, which has recently begun, the college is collecting information regarding the types of training needed by the aerospace community.

The second phase of this endeavor will be an advanced manufacturing associate degree program, which will be designed by NASA and key aerospace businesses. It will be

more...

4624 Fairmont Parkway, Suite 204, Pasadena, Texas 77504-3398 • Contact: Floretta Bush 281/998-6162 • Fax 281/998-6185 • fbush@sjcd.cc.tx.us

designed in direct accordance with industry-quality standards and will incorporate effectiveness measurement components.

The entire project is being funded through support from the Texas Department of Commerce and the Texas Workforce Commission.

Two recent grants from the Texas Skills Development Fund are serving aerospace companies via San Jacinto College. One grant will help Barrios Technology complete the Information Systems Analysis and Integration Team Contract for the space station by upgrading employees' computer skills. Johnson Engineering, an astronaut training facility, will benefit from training in several areas, ranging from scuba training to general safety.

But the relationship with the aerospace industry has not developed overnight. San Jacinto College has stood ready to provide specialized training in this highly technological field for the past several years. For NASA alone, the college has provided a myriad of training. In addition to computer-related instruction, the college has provided training in technical report writing, records management, medical operations and several other areas. Some 20 aerospace companies have taken advantage of San Jacinto College as a training resource.

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President Clinton's Visits to Community Colleges

Visited by:	Institution	President	Address	City	State	Zip	Date of Visit
President Clinton	AACC	David R. Pierce	One Dupont Circle, N.W., Suite 410	Washington	D.C.	20036	April 1994
President Clinton	Carl Sandburg Community College	Donald Crist	P.O. Box 1407	Galesburg	IL	61402	Jan. 10, 1995
President Clinton	Central Piedmont Community College	Anthony Zeiss	P.O. Box 35009	Charlotte	NC	28235	July 10, 1996
President Clinton	Charles County Community College	John Sine	P.O. Box 910	LaPlata	MD	20646-0910	May 30, 1995
President Clinton	Cuyahoga Community College	Jerry Sue Thornton	700 Carnegie Avenue	Cleveland	OH	44115	October 21, 1996
President Clinton	Glendale Community College	John Davitt	1500 North Verdugo Road	Glendale	CA	91208-2894	June 11, 1996
President Clinton	North Iowa Area Community College	David L. Buettner	500 College Drive	Mason City	IA	50401	February 12, 1996
President Clinton	Northern Virginia Community College	Richard J. Ernst	4001 Wakefield Chapel Road	Annandale	VA	22003	Dec. 17, 1994
President Clinton	Portland Community College	Daniel Moriarty	P.O. Box 19000	Portland	OR	97280-0990	
President Clinton	Pueblo Community College	Joe D. May	900 West Orman Avenue	Pueblo	CO	81004	September 20, 1995
President Clinton	Southern Illinois University, Carbondale				IL		
Hillary Clinton	Valencia Community College	Paul Gianini	P.O. Box 3028	Orlando	FL	32802	June 1996

AACC	AACC Convention in Minneapolis
Carl Sandburg Community College	Workforce Development
Central Piedmont Community College	
Charles County Community College	School-to-Work Birthday
Cuyahoga Community College	World class education, college loans
Glendale Community College	"Hope Scholarship Tax Credit"
North Iowa Area Community College	Pell Grants, Senate- Passed Farm Bill, Work Study Program, G.I. Bill for America's Workers, minimum wage increase
Northern Virginia Community College	Clinton's weekly radio address
Portland Community College	Pacific Rim Economic Conference, discussion of NAFTA, the environment, human rights issues, quality of life, international trade
Pueblo Community College	Future of Education, Pell Grants, Direct Student Loan Program, School-to-Work, Tax cuts
Southern Illinois University, Carbondale	Financial Aid
Valencia Community College	"Hope Scholarship Tax Credit"

by: Flo Guyer 11/19/96

September 16, 1997

Bob Shireman
White House

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

J. Woods

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.

Author: Leslie Thornton at WDCB01
Date: 9/9/97 10:59 AM
Priority: Normal
TO: Iva Smith
Subject: POTUS trip to Texas

------------------------------------ Message Contents ------------------------------------

FYI

Forward Header

Subject: POTUS trip to Texas
Author: Jacqueline Woods at WDCC04
Date: 9/9/97 10:18 AM

For specific recommendations to Dallas, I indicated in my memo of last week that the Jan LeCroy Telecommunications Center and the Bill J. Priest Institute of Economic Development (800 students) should be visited. The chief executive there is Glen Bounds. The phone number is (214) 860-5801. Also Brookhaven College(student pop. 8600) has a good ethnic mixture of students and programs with a new comprehensive computer lab. Brookhaven is currently with an acting president (Dr. Jack Stone - phone number (972) 860-4809.) Excellent facility.

For Houston, I suggest the following:

1. The colleges in the Houston district are schools without walls. No facilities capable of housing an event.

2. North Harris College in the North Harris Montgomery Community College district is the best of the lot there. Adjacent to the Bush Airport. Best ethnic mixture of the area. Has 7,700 students. Joint high school program with minority high school on common campus grounds has significantly increased college going rates of students in that area. Programs of note- nursing, engineering design, CNC manufacturing program (relatively new but with lots of business/industry equipment), bilingual vocational program for job market requiring bilingual individuals. President is Dr. Sandy Shugart. He is from NOrth CArolina - good person and nationally active. Phone number is (281) 443-5400.

Don't hesitate to call me should you need additional information or contacts in the area.

cc: Kinlard 220 OEOB
Sternberg
Cohen 218R OEOB

THE WHITE HOUSE
WASHINGTON

9/17

Ann Lewis
dean Palmieri
Mike Cohen

Another Houston CC
option.

Kris

Author: Jacqueline Woods at WDCC04
Date: 9/16/97 04:50 PM
Priority: Urgent
CC: David Longanecker at WDCA01
CC: Henry Smith at WDCC01
TO: Iva Smith at WDCB01
Subject: Re: White House Request

------------------------------------ Message Contents ------------------------------------

I will recommend the following as another college for potential visit in the Houston area.

San Jacinto Community College
4624 Fairmont Parkway, Suite 201
Pasadena, TX
(281) 998-6100

Chancellor: James Horton

Three campuses, urban to surburban
19,500 students

Central campus: 25 % minority
Tuition: under $500 year for in-district student (about 65% of total student body)
location: 5 minutes from Ellington Field, 5 miles from Hobby airport, 20 miles from Intercontinental

Hot Programs: petrochemical, trucking, aerospace (major activity with NASA), allied health. Excellent placement rate directly into job market from academic/vocational program. Largest transfer rate in the state, highest overall grade point averages in the state

serves six school districts

average age of students: 28

Reply Separator

Subject: White House Request
Author: Iva Smith at WDCB01
Date: 9/16/97 3:04 PM

Hi Jackie --

Leslie just spoke to Cabinet Affairs and they would like for us to come up with another community college in Houston by close of business today. Please email or call if you have any questions.

Thanks again,
Iva