

## MAJOR MEDIA EVENTS PLANNED FOR NATIONAL COLLEGE WEEK

TARGET CITY	PROPOSED MESSAGE EVENT
Detroit	<p>Tentative: November 15 event with Secretary Riley, GM, and numerous presidents from local two year and four year colleges and universities.</p> <p>Participating Schools: Detroit Mercy, Wayne State, Kettering University [formerly General Motors Institute] (Flint).</p>
Washington, DC	<p>Nov. 16 Riley event with 11 DC Consortium Presidents- release the report. Tim is calling the big 6 Associations. We also need to invite the school superintendents.</p> <p>American University, George Washington, Catholic University, Trinity College, University of D.C., Howard University, George Mason University, and University of Maryland. We still need the consortium's forms.</p>
Chicago	<p>Possible event with largest Gear Up grant in the country- \$3.2 million- given to Chicago college consortium.</p> <p>Trying to recruit Loyola, DePaul University, Northwestern University, Wheaton University, University of Chicago Barat College, the University of Illinois, University of Illinois-Chicago, Harold Washington College, Truman College, Tri-State University, Ball State University, Chicago State University, Roosevelt University, and Governor's State University.</p>
Miami	<p>Possible TRIO event. Also, Florida International has 2 Gear Up grants. Miami-Dade Community College will take the lead.</p> <p>Trying to recruit University of Miami, Okaloosa-Walton Community College, the Miami Rosentiel School of Marine and Atmospheric Sciences, and Florida International University.</p>
Boston	<p>Gear Up in Boston is coordinating an event with the Boston Mayor and Gear Up grantees.</p> <p>Trying to recruit Harvard, Boston University, Boston College, Tufts, and Brandeis.</p>
Atlanta	<p>Catherine LeBlanc is coordinating an event with 6 HBCU's. They are planning a rally on the 19<sup>th</sup>. City will bus in middle school students to a site TBD. Clark Atlanta has the lead.</p> <p>Trying to recruit University of Georgia, Georgia State University, Spelman College, Morehouse College, and Georgia Tech.</p>
St. Louis	<p>Event opening, University of Missouri-St. Louis and Saint Louis University have confirmed.</p> <p>Trying to recruit Fontbonne University, Washington University, Parks College of Engineering/St. Louis University, Webster University, and Barnes-Jewish Medical Center.</p>
Philadelphia	<p>Chaka Fattah is interested in participating. Gear Up has a Philadelphia school district Gear Up grantee in West Philadelphia planning an event on the 19<sup>th</sup>. Likely colleges include Pearce, Drexel, and University of the Sciences.</p> <p>Trying to recruit University of Pennsylvania, Temple, and the University of Pittsburgh.</p>
San Francisco	<p>Lonnie is taking the lead planning an event honoring local education winner,</p>

TARGET CITY	PROPOSED MESSAGE EVENT
	<p>Stanford Award Winner. Also working to involve Bob Burdall, UC Berkeley.</p> <p>Trying to recruit California State University, California State University at Sacramento, University of California, and School of Education at Stanford University.</p>
Los Angeles	<p>Lonnie is taking the lead planning an event with Charlie Reed and the Editorial Board Meeting, L.A. Times.</p> <p>Trying to recruit University of California at San Diego, San Diego State University, Southwestern College, and Point Loma Nazarene College</p>
Raleigh-Durham	<p>Possible event with research triangle. UNC System, Molly Broad is coordinating event.</p> <p>Trying to recruit NC State, University of North Carolina, Duke University, and North Carolina State University.</p>
New York City	<p>Possible event with Bank Street College and the Baruch School acting as leads.</p> <p>Trying to recruit Columbia, and the City of New York's business school.</p>
Denver	<p>Event opening. CU Boulder will act as the lead in Denver.</p> <p>Trying to recruit Community College of Denver, The Colorado State University, The University of Northern Colorado, Aims Community College, Front Range Community College</p>
Minneapolis	<p>Release Native American Education Fund Reports. Also working to recruit Univ. of MN as lead.</p> <p>Trying to recruit Carleton College, Hamline University, St. Olaf College, and Augsburg College.</p>
Houston	<p>Possible event at new American High School winner with local education hero, Stanford Award Winner, James Ketelsen.</p> <p>Trying to recruit Brookhaven College, Baylor College of Medicine, Southwestern Medical School, and Texas Southern.</p>

## National College Week Participating Schools

November 8, 1999

STATE/SCHOOL	AFFILIATION	NOTES
<b>Alabama</b> <ul style="list-style-type: none"><li>• Northeast Alabama Community College (Rainsville)</li><li>• Gadsden State Community College/Gadsden GEAR UP Partnership</li><li>• Birmingham-Southern College (Birmingham)</li><li>• Jefferson State Community College (Birmingham)</li><li>• Prince Institute of Professional Studies, Inc. (Montgomery)</li><li>• Wallace Community College, Selma (Selma)</li><li>• Enterprise State Junior College (Enterprise)</li></ul>	ACE GEAR UP ACE ACE ACE ACE ACE	
<b>Arizona</b> <ul style="list-style-type: none"><li>• The Art Institute of Phoenix (Phoenix)</li></ul>	ACE	
<b>Arkansas</b> <ul style="list-style-type: none"><li>• South Arkansas Community College (El Dorado)</li><li>• Southern Arkansas University (Magnolia)</li><li>• Southeast Arkansas College (Pine Bluff)</li><li>• Westark College (Fort Smith)</li></ul>	ACE ACE ACE ACE	



STATE/SCHOOL	AFFILIATION	NOTES
<b>Georgia</b> <ul style="list-style-type: none"> <li>• Abraham Baldwin College (Tifton)</li> <li>• Georgia Southwestern State University</li> <li>• Wesleyan College (Macon)</li> <li>• Darton College (Albany)</li> </ul>	ACE ACE ACE ACE	
<b>Hawaii</b> <ul style="list-style-type: none"> <li>• University Laboratory School (Honolulu)</li> </ul>	GEAR UP	
<b>Iowa</b> <ul style="list-style-type: none"> <li>• Iowa College Student Aid Commission</li> <li>• Mount Mercy College (Cedar Rapids)</li> <li>• Southeastern Community College (West Burlington)</li> </ul>	ACE ACE ACE	
<b>Idaho</b>		
<b>Illinois</b> <ul style="list-style-type: none"> <li>• Mundelien High School (Mundelien)</li> </ul>	ACE	
<b>Indiana</b> <ul style="list-style-type: none"> <li>• Calumet College of St. Joseph (Whiting)</li> <li>• Michiana College (South Bend)</li> <li>• Saint Joseph's College (Rensselaer)</li> <li>• Saint Mary's College (Notre Dame)</li> <li>• Ball State University (Muncie)</li> <li>• Angola High School (Angola)</li> <li>• Tri-State University (Angola)</li> </ul>	ACE ACE ACE ACE ACE	
<b>Kansas</b> <ul style="list-style-type: none"> <li>• Dodge City Community College (Dodge City)</li> <li>• Garden City Community College (Garden City)</li> </ul>	ACE ACE	
<b>Kentucky</b> <ul style="list-style-type: none"> <li>• Midway College (Midway)</li> <li>• Murray State University</li> <li>• Somerset Community College (Somerset)</li> <li>• Centre College (Danville)</li> <li>• Maysville Community College (Maysville)</li> <li>• Clinton/Wayne Counties GEAR UP (Albany)</li> </ul>	ACE ACE GEAR UP ACE ACE ACE	
<b>Louisiana</b> <ul style="list-style-type: none"> <li>• Northwestern State University (Natchitoches)</li> <li>• Louisiana Technical College-Bastrop (Bastrop)</li> </ul>	ACE ACE	

STATE/SCHOOL	AFFILIATION	NOTES
<b>Massachusetts</b> <ul style="list-style-type: none"> <li>• Mount Wachusett Community College (Gardner)</li> <li>• Newbury College (Brookline)</li> <li>• GEAR UP Massachusetts (Boston)</li> <li>• Framingham State College (Framingham)</li> <li>• Southern New England School of Law (North Dartmouth)</li> <li>• Massachusetts Office of Student Financial Assistance (Boston)</li> <li>• Northern Essex Community College (Haverhill)</li> </ul>	ACE ACE GEAR UP ACE ACE ACE ACE	
<b>Maryland</b> <ul style="list-style-type: none"> <li>• Saint Vincent Pallotti High School (Laurel)</li> <li>• University of Maryland, Eastern Shore</li> <li>• Specialized College Counseling (Bethesda)</li> <li>• University of Maryland, Baltimore County (Baltimore)</li> <li>• Eastern Technical High School (Baltimore)</li> <li>• Community College of Baltimore County—Essex Campus (Baltimore)</li> <li>• Carroll Community College (Westminster)</li> </ul>	ACE HBCU ACE ACE DoED DoED ACE	
<b>Maine</b> <ul style="list-style-type: none"> <li>• University of Maine (Orono)</li> <li>• University of Maine Upward Bound Programs (Orono)</li> </ul>	ACE	
<b>Michigan</b> <ul style="list-style-type: none"> <li>• Glen Oaks Community College (Centreville)</li> <li>• Jackson Community College (Jackson)</li> <li>• Kettering University [formerly General Motors Institute] (Flint)</li> <li>• Northern Michigan University (Marquette)</li> <li>• St. Clair Community College (Port Huron)</li> <li>• Albion College (Albion)</li> <li>• Concordia College (Ann Arbor)</li> <li>• SS.Cyril &amp; Methodius Seminary (Orchard Lake)</li> <li>• Bay de Noc Community College (Escanaba)</li> </ul>	ACE ACE ACE ACE ACE ACE ACE ACE ACE	
<b>Minnesota</b>		
<b>Mississippi</b> <ul style="list-style-type: none"> <li>• Jackson Community College (Jackson)</li> <li>• Mississippi University for Women (Columbus)</li> <li>• Alcorn State University (Alcorn)</li> <li>• Rust College (Holy Springs)</li> </ul>	ACE ACE ACE ACE	

STATE/SCHOOL	AFFILIATION	NOTES
<b>Missouri</b> <ul style="list-style-type: none"> <li>• Culver-Stockton College (Canton)</li> <li>• University of Missouri-Kansas City (Kansas City)</li> <li>• University of Missouri-St. Louis (St. Louis)</li> <li>• Drury College (Springfield)</li> <li>• Central Missouri State University (Warrensburg)</li> <li>• Kansas City Art Institute (Kansas City)</li> <li>• Saint Louis University (St. Louis)</li> </ul>	ACE ACE ACE ACE ACE ACE ACE	
<b>Montana</b>		
<b>North Carolina</b> <ul style="list-style-type: none"> <li>• Mars Hill College (Mars Hill)</li> <li>• Mount Olive College (Mount Olive)</li> <li>• Robeson Community College (Lumberton)</li> <li>• Rockingham Community College (Wentworth)</li> <li>• Sandhills Community College (Pinehurst)</li> <li>• North Carolina A&amp;T State University (Greensboro)</li> <li>• University of North Carolina (Chapel Hill)</li> <li>• Meredith College</li> </ul>	ACE ACE ACE ACE ACE DoED DoED ACE	
<b>North Dakota</b> <ul style="list-style-type: none"> <li>• University of North Dakota (Grand Forks)</li> </ul>	ACE	
<b>Nebraska</b> <ul style="list-style-type: none"> <li>• Wayne State College (Wayne)</li> <li>• GEAR UP Program Little Priest Tribal College (Winnebago)</li> <li>• Grace University (Omaha)</li> </ul>	ACE GEAR UP ACE	
<b>New Hampshire</b> <ul style="list-style-type: none"> <li>• New Hampshire Community Technical College at Manchester (Manchester)</li> </ul>	ACE	
<b>New Jersey</b> <ul style="list-style-type: none"> <li>• Ramapo College of New Jersey (Mahwah)</li> <li>• Rider University (Lawrenceville)</li> <li>• Richard Stockton College of New Jersey</li> <li>• Thomas Edison State College (Trenton)</li> </ul>	ACE ACE DOED ACE	
<b>New Mexico</b> <ul style="list-style-type: none"> <li>• San Juan College (Farmington)</li> </ul>	ACE	

STATE/SCHOOL	AFFILIATION	NOTES
<b>New York</b> <ul style="list-style-type: none"> <li>• Adelphi University (Garden City)</li> <li>• Keuka College (Keuka Park)</li> <li>• Marymount College (Tarrytown)</li> <li>• St. Thomas Aquinas University (Sparkill)</li> <li>• St. Johns University (Jamaica)</li> <li>• SUNY College of Technology at Alfred (Alfred)</li> <li>• Somers High School (Lincolndale)</li> </ul>	ACE ACE ACE ACE ACE ACE	
<b>New York City</b> <ul style="list-style-type: none"> <li>• Bank Street College</li> <li>• City College/CUNY (New York)</li> <li>• Saint Joseph's College (Brooklyn)</li> <li>• State University of New York-State College of Optometry (New York)</li> <li>• Bronx Community College (Bronx)</li> <li>• Lehman College, City University of New York (Bronx)</li> <li>• Baruch College (New York)</li> <li>• Eugenia Maria de Hostos Community College (Bronx)</li> </ul>	DOED ACE ACE ACE ACE ACE DoED ACE	
<b>Nevada</b>		
<b>Ohio</b> <ul style="list-style-type: none"> <li>• Central Ohio Technical College (Newark)</li> <li>• ETI Technical College (North Canton)</li> <li>• Ohio Business College (Lorain)</li> <li>• Kent State University (Kent)</li> <li>• Muskingum Area Technical College (Zanesville)</li> <li>• Oberlin College (Oberlin)</li> <li>• Sinclair Community College (Dayton)</li> </ul>	ACE ACE ACE ACE ACE ACE ACE	
<b>Oklahoma</b> <ul style="list-style-type: none"> <li>• Langston University (Langston)</li> <li>• Oklahoma City Community College (Oklahoma City)</li> <li>• Northern Oklahoma College (Tonkawa)</li> <li>• Rose State College (Midwest City)</li> </ul>	ACE ACE ACE ACE	
<b>Oregon</b> <ul style="list-style-type: none"> <li>• Portland State University (Portland)</li> </ul>	ACE	

STATE/SCHOOL	AFFILIATION	NOTES
<b>Pennsylvania</b> <ul style="list-style-type: none"> <li>• Antonelli Institute (Erdenheim)</li> <li>• Pennsylvania State University (University Park)</li> <li>• Carlow College (Pittsburg)</li> <li>• Albright College (Reading)</li> <li>• Evergreen Community School (Mountainhome)</li> <li>• Saint Francis College (Loretto)</li> <li>• Philadelphia GEAR UP Program (Philadelphia)</li> <li>• Immaculata College (Immaculata)</li> </ul>	ACE ACE ACE ACE ACE ACE GEAR UP ACE	
<b>Puerto Rico</b> <ul style="list-style-type: none"> <li>• Inter American University of Puerto Rico Pajardo Campus (Pajardo, PR)</li> </ul>	ACE	
<b>Rhode Island</b>		
<b>South Carolina</b> <ul style="list-style-type: none"> <li>• Converse College (Spartanburg)</li> <li>• Spartanburg Methodist College (Spartanburg)</li> <li>• Benedict College (Columbia)</li> <li>• Sherman College of Striaght Chiropractic (Spartanburg)</li> </ul>	ACE ACE ACE ACE	
<b>South Dakota</b> <ul style="list-style-type: none"> <li>• Western Dakota Technical Institute (Rapid City)</li> </ul>	ACE	
<b>Tennessee</b> <ul style="list-style-type: none"> <li>• Cumberland University (Lebanon)</li> <li>• Dyersburg State Community College (Dyersburg)</li> <li>• American Baptist College (Nashville)</li> <li>• Jackson State Community College (Jackson)</li> <li>• Nossi College of Arts (Goodlettsville)</li> <li>• North Central Institute (Clarksville)</li> <li>• Hiwassee College (Madisonville)</li> </ul>	ACE ACE ACE ACE ACE ACE ACE	
<b>Texas</b> <ul style="list-style-type: none"> <li>• El Centro College (Dallas)</li> <li>• St. Philip's College (San Antonio)</li> <li>• Texarkana College (Texarkana)</li> <li>• Texas A&amp;M University (Corpus Christi)</li> <li>• Texas State Technical College-Harlingen (Harlingen)</li> <li>• University of Texas, El Paso (El Paso)</li> <li>• Panola College (Carthage)</li> <li>• Temple College (Temple)</li> <li>• Texas College (Tyler)</li> </ul>	ACE ACE ACE ACE ACE DOED ACE ACE ACE	
<b>Utah</b> <ul style="list-style-type: none"> <li>• LDS Business College (Salt Lake City)</li> <li>• Utah Valley State College (Provo)</li> </ul>	ACE GEAR UP	

STATE/SCHOOL	AFFILIATION	NOTES
<b>Virginia</b> <ul style="list-style-type: none"> <li>• Liberty University (Lynchburg)</li> <li>• Norfolk Collegiate (Norfolk)</li> <li>• Wytheville Community College (Wytheville)</li> <li>• George Mason University (Fairfax)</li> <li>• Mary Baldwin College (Staunton)</li> </ul>	ACE ACE ACE ACE ACE	
<b>Vermont</b>		
<b>Washington</b> <ul style="list-style-type: none"> <li>• Heritage College (Toppenish)</li> <li>• Washington State University (Pullman)</li> <li>• Whitworth College (Spokane)</li> </ul>	ACE DOED ACE	
<b>Wisconsin</b> <ul style="list-style-type: none"> <li>• University of Wisconsin, Stevens Point (Stevens Point)</li> <li>• University of Wisconsin-Milwaukee (Milwaukee)</li> </ul>	ACE ACE	
<b>West Virginia</b> <ul style="list-style-type: none"> <li>• Shepherd College (Shepherdstown)</li> </ul>	ACE	
<b>Wyoming</b> <ul style="list-style-type: none"> <li>• Central Wyoming College (Riverton)</li> </ul>	ACE	
<b>Washington D.C.</b>		
<b>Abroad</b> <ul style="list-style-type: none"> <li>• TASIS: The American School in Endlang (Surrey, England)</li> <li>• Hong Kong International School (Tam Tam, Hong Kong)</li> </ul>	ACE ACE	



Cynthia A. Rice

10/27/99 01:47:00 PM

Record Type: Record

To: See the distribution list at the bottom of this message  
cc:  
Subject: Updated OMB Analysis of 1% Across-the-Board Cut

In case you haven't seen ... I got my copy from an outside advocacy group. Hopefully OMB shared this with some of us?!?

----- Forwarded by Cynthia A. Rice/OPD/EOP on 10/27/99 01:43 PM -----



Patrick Lester <pwlester@chn.org>

10/27/99 12:49:55 PM

Please respond to Patrick Lester <pwlester@chn.org>

Record Type: Record

To: "Hill/Admin List" <chn3@lyris.ombwatch.org>  
cc:  
Subject: Updated OMB Analysis of 1% Across-the-Board Cut

Updated analysis from OMB to reflect a 1% across-the-board cut in spending, which is currently being considered by the GOP congressional leadership. An earlier OMB analysis posted to this list was of a 1.4% cut.

The analysis, which follows below, is also on the CHN budget page at:

<http://www.chn.org/budget>

- Patrick Lester

=====  
Implications of a One-Percent Congressional  
Across-the-Board Spending Cut  
=====

Office of Management and Budget  
October 27, 1999

Education and Training  
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UNITED STATES DEPARTMENT OF EDUCATION  
PUBLIC AFFAIRS

10/30

OFFICE OF THE DIRECTOR

FAX TRANSMITTAL

TO: Andy Rothman  
DP C

PHONE: \_\_\_\_\_ FAX: \_\_\_\_\_

FROM: OFFICE OF PUBLIC AFFAIRS  
Kevin Sullivan

PHONE: 202-401-3026 FAX: (202) 260-7753

PAGE(S) TO FOLLOW: 1

MESSAGE: \_\_\_\_\_  
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**DRAFT**

## Statement by Secretary Riley

Response to request for comments on Governor Bush's recent Education speech  
November 3, 1999

I welcome any effort by any public official in America to help America's school children learn basic American values. I am disappointed that Governor Bush should give a speech calling for increased honesty and good character in our nation's schools, and in the process get his facts wrong and assert several untruths.

Speeches about moral integrity require a generosity of spirit and a willingness to acknowledge the good works of others. Generosity of spirit seems to be lacking in the Governor's broad assertion that "American schools surrendered" for "about three decades" their role in teaching American values. This is a slap in the face to millions of America's teachers, principals and PTA members.

Governor Bush asserts that America's schools are unsafe and lack discipline. I believe America's schools are safe and safer than the communities in which the vast majority of students live. Forty-three percent of our nation's schools experienced no crime, and 90% percent no serious violent crimes. Any crime in a school deserves our attention. We have been strong advocates of zero tolerance policies against firearms, the adoption of school uniform policies, and increased funding for school security officers and violence prevention programs.

The Governor takes issue with this department's Safe and Drug-Free School program but does not acknowledge that major reforms were instituted two years ago to increase accountability when new "principles of effectiveness" were issued. There seems to be a complete lack of understanding regarding the Gun Free Schools Act that was authored by President Clinton. This Act does not require federal prosecution of these youth, it does require students who bring guns to schools to be expelled for a year, and be referred to the most appropriate law enforcement agency.

In his speech, Governor Bush asserts that faith-based communities are not allow to participate in federal after-schools program like our 21<sup>st</sup> Century After-School Learning Centers. Governor Bush assertion is factually incorrect. YMCA's, churches, synagogues and mosques can participate in the school-based consortiums that receive these federal grants.

Governor Bush suggests that the "federal government should not be an enemy of voluntary expressions of faith by students" when speaking about religion. In making this statement he implies that the federal government is somehow an "enemy" of religious expression. Here again, a spirit of generosity seems lacking. Governor Bush is unwilling to acknowledge that President Clinton has done more than any President in the last 30 years to protect the religious liberty of America's school children. My department issued historic guidelines on Religious Expression in Public Schools in 1995 and again in 1998, and on both occasions these guidelines were issued at the specific direction of President Clinton.

187 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515-2209  
(202) 225-3811  
TDD: (202) 225-0572  
e-mail: dkildee@mail.house.gov  
Website: www.house.gov/kildee

**DALE E. KILDEE**  
9TH DISTRICT, MICHIGAN

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DISTRICT OFFICES:  
432 NORTH SAGINAW, SUITE 410  
FLINT, MI 48502  
(810) 238-1437  
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1-800-662-2685  
1828 N. PERRY STREET  
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(248) 373-9337

**FAX SHEET**

**CONGRESSMAN DALE E. KILDEE**  
**2187 RAYBURN HOUSE OFFICE BUILDING**  
**WASHINGTON, D.C. 20515**  
**(202) 225-3611 Phone**  
**(202) 225-6393 Fax**

Date: 11-2-99

To: - Andy Rotherham -

From:  DEK  Christopher Mansour  
 Callie Coffman  Michael Gorges  
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Number of Pages, Including This Page 3

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

2181 RAYBURN HOUSE OFFICE BUILDING  
 WASHINGTON, DC 20515-6100

October 26, 1999

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The Honorable Tom Bliley  
 Chairman  
 Committee on Commerce  
 2125 Rayburn House Office Building  
 Washington, D.C. 20515

The Honorable Bill Archer  
 Chairman  
 Committee on Ways and Means  
 1102 Longworth House Office Building  
 Washington, D.C. 20515

The Honorable Trent Lott  
 Majority Leader  
 S230 Capitol  
 Washington, D.C. 20510

The Honorable William Roth  
 Chairman  
 Committee on Finance  
 219 Dirksen Senate Office Building  
 Washington, D.C. 20510

Dear Members:

We are writing to express our concern about section 407 of H.R. 1180, as passed by the House on October 19, 1999. While we support the underlying bill, this provision could seriously curtail, if not terminate, the ability of schools to receive reimbursement for school-based health services provided under the Individuals with Disabilities Education Act (IDEA).

During the last reauthorization of IDEA in 1997, Congress reaffirmed the ability of schools to seek reimbursement for Medicaid eligible services when these services are required for a child with a disability to receive a free, appropriate public education. With

The Honorable John D. Dingell  
 Ranking Member  
 Committee on Commerce  
 2322 Rayburn House Office Building  
 Washington, D.C. 20515

The Honorable Charles Rangel  
 Ranking Member  
 Committee on Ways and Means  
 2354 Rayburn House Office Building  
 Washington, D.C. 20515

The Honorable Daniel Patrick Moynihan  
 Ranking Member  
 Committee on Finance  
 464 Russell Senate Office Building  
 Washington, D.C. 20510

competing pressures at the local level, Medicaid reimbursement is often a critical financial component of a school district's efforts to provide an equal educational opportunity to its disabled children.

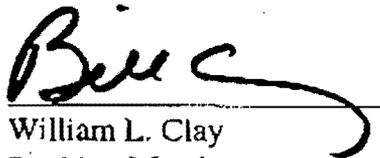
We are concerned that this section, added to H.R. 1180 after Committee markup and prior to floor consideration, could seriously undermine the ability of school districts to recoup legitimate costs associated with the provision of school-based health services. Presently, States "bundle" (group together individual costs for multiple services) their reimbursable school-based services costs in order to make recouping costs manageable. Section 407 of the bill would hamper the ability of States to continue this practice by requiring the itemization of individuals services and other procedures.

States also bill Medicaid for costs associated with transporting a disabled child to and from school, when such transportation is necessary due the child's disability. Section 407 would only permit this reimbursement for children who ride segregated, specially equipped buses, or buses with special staffing. This requirement is inconsistent with Federal civil rights law, including IDEA's focus on encouraging mainstream placements, including allowing disabled children who are able to ride the same school bus as nondisabled children. Section 407 would also require that reimbursements for transportation costs be determined by a new proportionate allocation procedure that will be extremely difficult, if not impossible, for school districts to calculate.

Lastly, section 407 could eliminate payments to schools for school-based health services if a child is covered under a Medicaid managed care provider. This provision ignores the assurance of IDEA designed to improve access to reimbursement of Medicaid eligible services.

We would request that you reconsider using these provisions as offsets for H.R. 1180 and would be pleased to further discuss this issue with you. While the provisions of section 407 raise legitimate questions, we would be concerned if there was a rush to include this language in H.R. 1180 mostly as a means to offset other costs in the bill. Thank you for your attention to this matter.

Sincerely,

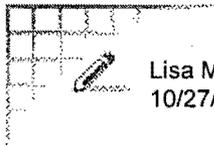


William L. Clay  
Ranking Member  
Committee on Education  
and the Workforce



Dale E. Kildee  
Ranking Member  
Subcommittee on Early Childhood  
Youth and Families

6-6070



Lisa M. Towne  
10/27/99 04:21:17 PM

Record Type: Record

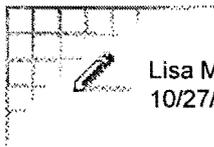
To: Andy Rotherham/OPD/EOP@EOP

cc:

Subject: RAND report

FYI, see below. How's things? Met Kendra yesterday; she seems like she'll be a great addition.

----- Forwarded by Lisa M. Towne/OSTP/EOP on 10/27/99 04:11 PM -----



Lisa M. Towne  
10/27/99 04:11:37 PM

Record Type: Record

To: Maria Echaveste/WHO/EOP@EOP

cc: Jeffrey M. Smith/OSTP/EOP@EOP, Neal Lane/OSTP/EOP@EOP, Holly L. Gwin/OSTP/EOP@EOP,  
Clifford J. Gabriel/OSTP/EOP@EOP

Subject: RAND report

Hello Maria--

As you may know, I received a pre-brief earlier this month on a RAND report that analyzes state National Assessment of Educational Progress (NAEP) data. I hope to answer the questions you've posed to some of my colleagues here in OSTP regarding that report.

First, on the subject of timing. The report is still in the clearance process at RAND, and so no one knows what the exact release date will be. The author estimates that it will be early to mid December before it is ready to go. Since the methodology that they use is not traditional (but quite credible in my view), however, it may be even later.

Second, on report contents. Since the results have not yet been finalized, I was not able to get any paper during the pre-brief. I can do two things to help you get a better handle on the report's contents. First, I am working with the author of the report to schedule a briefing similar to the one that I received for a bigger group of WH and ED staff (although RAND may brief ED separately since they funded part of his work) in the coming weeks. If you or your staff could let me know who to invite, I will make sure that they know about it and will coordinate dates with them. Second, below I've provided a summary of the results I took away from the briefing. Of course, these notes are just notes, and although there is no reason to believe the crux of the findings will change, a measure of caution is warranted at this point. That said, I do think the report is likely to provide compelling, positive evidence supporting several Administration education policies.

Result #1: State spending varies widely by state, suggesting the need for a strong federal role in targeting

Pre-Brief / Rand (Jan)  
Analysis state NAEP data

\* Critics question: most important school ~~is doing~~ <sup>are doing</sup>  
western NAEP - have  
NAEP data look at new factors  
as to ~~object~~  
- endorsement of long term policy director.

\* State spending variables: what spending ~~impacts~~ <sup>impacts</sup>  
class-size work is in this piece <sup>performance</sup>

\* Teacher Salary - General pay, has no impact on  
student achievement  
→ Briefing in Dec.  
Ed. in Dec.

\* Be concerned for the December report

funds. Two-thirds of the variation in per pupil expenditures is between states, only one-third within them. Taken together with other findings that suggest additional spending best helps disadvantaged students, targeting federal funding seems key.

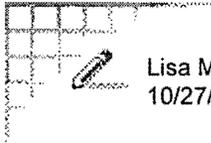
Result #2: Money matters at the state level. RAND finds that the impact on NAEP achievement of overall increased state spending is positive for students at all ages tested, and all subgroups, and has a particularly striking impact on black students.

Result #3: Specific kinds of state spending matter more than others; a particularly cost-effective policy is pupil-teacher ratio reduction. They also found that teacher salary does not correlate with achievement, but that a self-reported measure of the resources available to teachers did positively predict gains.

Result #4: Many of the "high reform" states (e.g., Texas, North Carolina) show the most progress on the NAEP when state policy and student characteristics are controlled. This is the real strength of this study--it is the first of its kind to link NAEP scores to other data sources in an attempt to isolate the impact of policy on NAEP scores. "Raw" ranking of states from highest to lowest on NAEP has consistently shown northern, heavily white states that are not necessarily front-runners in reform at the top. Results from this more rigorous analysis show many of the high reform states bubbling to the top of the list of states that have shown the most improvement since 1990, especially in mathematics.

I hope that helps. Should you have questions about methodology or other aspects of this report, please feel free to contact me directly at X66070 and I will try to answer them. Also, I am in regular contact with the author, and will be sure to pass on any further information I get on this report to you immediately.

Regards,  
Lisa Towne



Lisa M. Towne  
10/27/99 04:21:17 PM

Record Type: Record

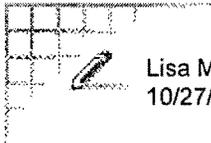
To: Andy Rotherham/OPD/EOP@EOP

cc:

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----- Forwarded by Lisa M. Towne/OSTP/EOP on 10/27/99 04:11 PM -----



Lisa M. Towne  
10/27/99 04:11:37 PM

Record Type: Record

To: Maria Echaveste/WHO/EOP@EOP

cc: Jeffrey M. Smith/OSTP/EOP@EOP, Neal Lane/OSTP/EOP@EOP, Holly L. Gwin/OSTP/EOP@EOP,  
Clifford J. Gabriel/OSTP/EOP@EOP

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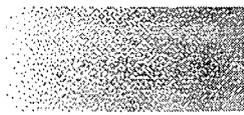
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Regards,  
Lisa Towne



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David Rowe

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10/11/99 12:57:59 PM

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Record Type: Record

To: Bethany Little/OPD/EOP@EOP

cc:

Subject: Info dump on special ed/Medicaid reimbursement

Bethany,

I've been going through my files trying to find the emails/other information that'll give you a bit of background on the Medicaid "bundling"/school based health services issue. I hope I'm not dumping too much information on you.....

Below I attached five emails (from last May and June, when HCFA released the bundling letter and a lot of work was being done on this issue) which should give you some basic background. They're out of context, but they should help.

I'm also sending you through interoffice mail some other background info that should help, including:

-A copy of the bundling letter HCFA sent out to all the State Medicaid Directors.

-A copy of the letter Mike Smith sent to Kevin Thurm complaining about the "breakdown in the process" on this issue. In case you didn't hear, last May Sally Richardson at HCFA told Judy Heumann that HCFA would meet with ED before the letter went out in order to try to resolve some issues ED had. The next morning, HCFA sent the letter out without meeting with ED (Judy was not happy... neither were we).

-A survey of what type of Medicaid reimbursement States accept for school based health services (the survey might be a little dated).

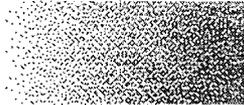
-Info from the testimony on this issue before the Senate Finance Committee. I've already sent you the GAO testimony on this issue.

Aside from all this, I understand that CBO is doing some work on this issue (I think they're trying to develop a baseline for how much Medicaid pays for school based health services currently), and GAO is working on two separate studies on this issue.

I'm supposed to talk to the OMB Medicaid people on this issue soon, but our meeting keeps on getting rescheduled because of FY00 appropriations and work we need to do on the FY01 budget. Hopefully I'll be able to touch base with them in the next week or so.....

Hope all this helps.

----- Forwarded by David Rowe/OMB/EOP on 10/11/99 12:42 PM -----



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David Rowe

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05/19/99 09:19:31 PM

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Record Type: Record

To: Barbara Chow/OMB/EOP@EOP  
cc: Barry White/OMB/EOP@EOP, Wayne Upshaw/OMB/EOP@EOP, Iratha H. Waters/OMB/EOP@EOP, Katrina A. McDonald/OMB/EOP@EOP  
Subject: Background on ED/HCFA's disagreement over "bundled rate" billing

This email provides background on the emerging tension between HCFA and ED (i.e., Judy Heumann) on HCFA's proposal to change current Medicaid policy by no longer accepting "bundled rates" from LEAs for Medicaid services provided in school (the majority of which, cost-wise, are services provided to students with disabilities), and updates you on the current state of play. Wayne tried to call you on this issue tonight; if you want to discuss further, give me or Wayne a call.

We understand that Judy Heumann called you yesterday to inform you that HCFA has not been willing to meet with ED to hear out the Department's concerns on HCFA's proposed policy change (an explanation of HCFA's change is below). Late this afternoon, ED told us that HCFA has agreed to have a conference call with the Department on Thursday from 4:00-5:00. Among others, both Judy Heumann and Sally Richardson (HCFA's Medicaid Director) will be in on this conference call. The current plan is for only HCFA and ED staff (i.e., not OMB) to meet on this issue tomorrow to see if they can settle it on their own. Judy is okay with this, with the understanding that if ED and HCFA cannot settle this issue to ED's liking, Judy will elevate this issue back to OMB. If you would prefer for OMB to be involved on tomorrow's conference call, let me know, and both the ED branch and the Health Division will be on the line. If this issue comes back to OMB, it may be worth meeting internally with the Health Division, who is obviously very interested in this issue, and is supportive of HCFA's proposal to no longer accept bundled rates.

ED plans to call us immediately following their conference call with HCFA. We will let you know what happens after they get back to us.

### **Background on HCFA's "Bundled Rate" Change**

Under current law, LEAs are allowed to tap into State Medicaid resources to pay for the cost of providing services to students with disabilities, so long as they adhere to the Medicaid statute and the corresponding rules and policies. Schools, for instance, can only tap into Medicaid dollars to pay for Medicaid-covered services for Medicaid-eligible children.

Currently, several States have been paying for Medicaid-covered school-based services by using a "bundled rate" methodology, rather than the standard fee-for-service reimbursement method. Under the bundled rate method, schools are permitted to bill Medicaid for a package of services provided to an individual child; typically, under this method schools bill Medicaid for one rate per child per school day. Alternatively, under a fee-for-service reimbursement system, schools would have to bill Medicaid for each individual service that is provided to a child.

In general, schools prefer to bill Medicaid under a "bundled rate" because it minimizes paperwork and reduces administrative burden. HCFA, however, is concerned that many schools are overcharging Medicaid for services under the bundled rate billing method. In some cases, HCFA contends that this overcharging is due to many schools not maintaining sufficient documentation of the individual services it

provides to each child. Though schools are required to maintain this documentation to bill under a bundled rate method, to date they have not been held accountable for doing so. As a result, according to HCFA, neither the school nor the State Medicaid agency knows whether the bundled rate the school bills accurately reflects the cost of the services provided. Moreover, HCFA also believes that some schools are deliberately abusing the Medicaid program by overcharging for services incorporated into each child's bundled rate.

In response, we understand that HCFA is considering issuing policy guidance that would, effective immediately, no longer allow State Medicaid agencies to accept bundled rates for services. Note that HCFA's policy change only pertains to billing methods; that is, it would have no effect on the type of services LEAs can be reimbursed for under Medicaid. HCFA plans to issue this guidance partially in response to criticism it has heard from members of Congress about abuse in the Medicaid program, and abuse under the bundled rate billing method in particular. Through informal channels, ED has obtained an unofficial copy of the letter HCFA plans to send State Medicaid agencies to this effect. ED sent this letter to the ED branch today, and we shared it with the Health Division. If you would like to see a copy of this letter, let me know.

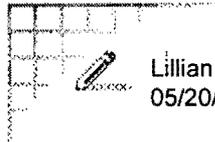
ED has let both HCFA and us know that they are very concerned about the implications of HCFA's proposed policy change. ED believes that requiring schools to bill Medicaid for each individual service will dramatically increase school's administrative burden. In some cases, ED believes this burden would make it administratively infeasible for schools to bill Medicaid for services. ED has heard these concerns from both State administrators of special education and school districts.

#### **Related Issue: HCFA/ED Medicaid Letter**

On a related issue, I also talked with ED and the Health Division about the progress to date on the joint HCFA/ED letter on Medicaid coverage of services provided under the IDEA. As you may remember, in a meeting last March on the IDEA regulations and the IDEA-related Supreme Court ruling, ED and HCFA agreed to write a joint letter to school administrators and State Medicaid agencies stating that the two should work together to ensure that schools are only billing Medicaid for Medicaid-provided services.

In mid-April, ED sent a draft of this joint letter to HCFA for comment. HCFA, to date, has not commented on this draft. ED has since complained to HCFA about their lack of responsiveness, and both the Health Division and I plan to push HCFA to comment on ED's draft letter, and ultimately send this letter to schools and State Medicaid agencies. I'll keep you up to date on what happens here.

----- Forwarded by David Rowe/OMB/EOP on 10/11/99 12:42 PM -----



Lillian S. Spuria  
05/20/99 11:45:24 AM

Record Type: Record

To: David Rowe/OMB/EOP@EOP

cc:

Subject: Recent action on school based health services

FYI



Lillian S. Spuria  
05/20/99 10:58:05 AM

Record Type: Record

To: Daniel N. Mendelson/OMB/EOP@EOP, Gina C. Mooers/OMB/EOP@EOP  
cc: Barry T. Clendenin/OMB/EOP, Mark E. Miller/OMB/EOP, Anne E. Tumlinson/OMB/EOP  
Subject: Recent action on school based health services

The purpose of this email is to make you aware that Barbara Chow may be calling you about pending HCFA guidance concerning school based health services.

**Summary.** As you may recall, HCFA, Dept of Education, and OMB held a meeting in March where it was agreed that HCFA should clarify its policies/guidance related to Medicaid funding for school-based health services. Yesterday, we received a draft State Medicaid Director's letter that would no longer allow the use of bundled rates as a form of Medicaid reimbursement for school-based health services. The SMD letter only clarifies Medicaid accounting practices for billing school based health services, it does not discontinue funding for these services. We understand from the Education Branch staff that Barbara Chow was contacted by the Department of Education with concerns that HCFA did not consult the Department of Education about the development of this letter, and that some school districts could be adversely affected by this policy. Since we have not received any written comments from the Department of Education regarding this issue, we do not know the exact nature of their objections (i.e., whether they are only worried about losing a vehicle for school districts to shift education costs to Medicaid or whether they have other more substantive comments). We understand that HCFA is meeting with the Dept. of Education today to discuss their concerns. In addition to bundled rates, the SMD letter also clarifies HCFA policy on transportation billing. We do not believe that the Department of Education has any major concerns with HCFA's guidance on transportation billing.

**As you know, we believe that school-based health services is a major Medicaid program integrity issue and we strongly support (as do key Congressional staff) HCFA's decision to stop this payment practice.** The following is a description of the school-based health services issue and the draft guidance HCFA has been developing.

**Background.** School based health services have recently come under heavy scrutiny from HCFA and Congress with respect to the Medicaid program. HCFA has identified inappropriate Medicaid billing practices by school districts in at least three areas -- bundled rate payments, administrative claiming, and school bus transportation -- that have resulted in federal overpayments. We consider school based health services to be a major program integrity issue in the Medicaid program that HCFA needs to address directly, otherwise, Congress will likely intervene.

**State Medicaid Letter Under Development.** Per HCFA's drafted guidance, States would no longer be allowed to use bundled rates for school-based services. Some States reimburse school districts that provide Medicaid covered services using a bundled rate methodology. This permits schools to minimize paperwork by billing for a package of medical services, rather than for each individual services provided to the child. A bundled rate payment exists when a State pays a single rate for one or more of a group of different services furnished to an eligible individual during a fixed period of time. The payment is the same regardless of the number of services furnished or the specific costs, or otherwise available rates, of those services. **HCFA has identified several major program integrity concerns with the bundled rate methodology:** 1) school districts do not maintain adequate medical documentation to establish the

reasonableness or accuracy of the rates; and 2) school districts have an incentive to inflate the bundled rate payment as high as possible in order to receive additional federal dollars to fund non-Medicaid activities.

**Department of Education's concerns.** We understand that the Department of Education is concerned that the elimination of bundled rates could create overburdensome paperwork requirements for some school districts. However, of perhaps greater concern, is that school districts might lose a vehicle for cost shifting many non-Medicaid activities onto Medicaid. If Barbara raises this issue with you, we recommend the following responses:

- HCFA's draft guidance does not restrict schools from seeking reimbursement for Medicaid covered services for Medicaid eligible children. It simply requires schools to follow the same rules for documentation that all other Medicaid providers are required to follow.
- The change in policy is prospective. It does not penalize states or schools for past inappropriate behavior by taking disallowances. It simply asks that the practice end. In other words, HCFA's action could be much worse for states than this letter.
- We have heard many people refer to the school-based billing problems as the "next DSH fiasco." Recall that when Congress realized that states were recycling federal dollars through the DSH program, it essentially capped the federal dollars available to states for this program --- effectively block-granting a large portion of the Medicaid program. If the Administration does not take action to maintain Medicaid program integrity, Congress will and we will not have control over policy direction.
- Congressional staff became aware of program integrity issues with school based health services after a consultant inadvertently made a sales pitch to a Senate Finance staff person on how to maximize Medicaid funding for school-based health services. Since that encounter, the Senate Finance Committee has asked HCFA to conduct several briefings on school based health services, and have been closely monitoring HCFA's action plan to address bundled rates, administrative claiming, and transportation billing. Among these three issues, we understand that bundled rates is their top priority, and they strongly support ending bundled rate payment practices.

Please let us know if you have any questions. We will keep you posted as this issue develops.

----- Forwarded by David Rowe/OMB/EOP on 10/11/99 12:42 PM -----



David Rowe

05/28/99 12:32:01 PM

Record Type: Record

To: Barbara Chow/OMB/EOP@EOP  
cc: Barry White/OMB/EOP@EOP, Wayne Upshaw/OMB/EOP@EOP, Leslie S. Mustain/OMB/EOP@EOP, Iratha H. Waters/OMB/EOP@EOP  
Subject: Yesterday's impromptu ED/HCFA meeting on bundling

Yesterday's meeting with Senate Finance committee staff on Medicaid reimbursement of school based health services was canceled due to a (near) vote last night on the Work Incentives bill. But, since both ED and HCFA from there, everyone decided to stay and have an impromptu meeting on the bundling issue and the letter HCFA released last Friday. At the meeting were Judy Heumann and her staff, Sally Richardson and her staff, Anne Tumlinson in the Health Division, and me. We met for about a half hour, until someone from the Finance committee staff asked who we were and why were we meeting in their office. Below is a summary of what happened:

- Sally noted that some States did not want the bundling letter to go out either. But, she added that HCFA was receiving a lot of pressure from the Hill and others to do something on this issue, and that HCFA, the Hill and OMB's Health Division were concerned about the increasing abuse of the Medicaid program under bundling. HCFA, for instance, noticed exponential increases in claiming for administrative expenses when schools switched to bundled rate reimbursement.
- Sally reassured ED that States who currently accept bundled rates will be given time to phase out bundling. She also noted that HCFA plans to form a State "workgroup" on Medicaid reimbursement for school based health services, and that ED was welcome to participate (neither I nor the Health Division know exactly what this workgroup would do). Judy said that ED would participate.
- Susan Sheridan at ED told Sally that ED's been hearing from schools and ED organizations that State Medicaid agencies have not been willing to provide technical assistance and guidance to schools looking to get reimbursed under Medicaid. Judy asked Sally what could be done at the federal level to make, and/or help, State Medicaid agencies provide technical assistance. Sally said that HCFA's working on this, and is, for instance, putting together a manual on how Medicaid providers can claim administrative expenses. But, she noted that HCFA does not have a lot of control over the State Medicaid agencies, or even the regional Medicaid offices. Judy did not seem happy with this response.
- Judy said that she was meeting with reps from two ED organizations on Tuesday (Great City Schools and the National Association of School Administrators), and she would like someone from HCFA to come to hear the concerns the Department's been hearing from the organizations. Sally agreed to send someone.
- ED and HCFA agreed to meet again after this Tuesday meeting to discuss what the two agencies can do to provide technical assistance to schools. ED hopes to get Kevin Thurm's office involved in the meetings, in hope that they will make HCFA cooperate with ED, in light of the memo Mike Smith sent Kevin Thurm (see below). I expect that OMB will be invited to this follow up meeting. When it's scheduled, I'll let everyone know.

**Mike Smith's Memo to Kevin Thurm:** Yesterday, ED faxed me a copy of the letter sent to HHS (I'll get copies around). In it, Mike expressed his "dismay" that there was a lack of coordination between ED and HCFA on this issue, and that HCFA refused to coordinate with ED despite the Department's interest, a prior agreement to address school-Medicaid issues jointly (i.e., the agreement made in last March's White House meeting), and Judy's explicit request to discuss this proposal before anything went out. The memo also notes that HCFA did not cc: any education organizations on the letter (HCFA did, however, cc: the NGA and the National Council of State Legislatures).

Christy Kimball in Mike Smith's office followed this memo up with a phone call to someone she regularly works with in Thurm's office. I haven't had a chance to talk to Christy on what was said, but according to others, ED feels that they've received an "official verbal apology" from HHS, and that Thurm's office was not happy with how HCFA handled things.

----- Forwarded by David Rowe/OMB/EOP on 10/11/99 12:42 PM -----

  
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David Rowe  
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06/11/99 01:51:00 PM  
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Record Type: Record

To: Barbara Chow/OMB/EOP@EOP

cc: Barry White/OMB/EOP@EOP, Wayne Upshaw/OMB/EOP@EOP, Jennifer E. McGee/OMB/EOP@EOP

Subject: Update on the ED/HCFA bundling issue

ED and HCFA met again last Friday (6/4) on the Medicaid "bundling" issue. Neither the ED branch or the Health Division knew that this meeting was going to happen, and thus did not attend. I asked ED for a rundown of what happened at the meeting, and they said that while the meeting was sometimes tense, in general they believed it was productive. Both Judy and Sally Richardson participated in last Friday's meeting, as did their respective staffs and Ken Cohen in Kevin Thurm's office.

ED believes they walked away from the meeting with the following:

(1) HCFA will arrange a Medicaid meeting, with both ED and HCFA staff, to clarify and discuss the implications of the HCFA "bundling" letter, which will include a discussion on the definition of "bundling," the process HCFA will take to analyze and designate allowable Medicaid accounting and reimbursement methods, and the actions HCFA will take to provide technical assistance, and a transition period, to the nine States which currently allow bundling. I'm going to try to go to this meeting when it is scheduled.

(2) HCFA and ED designated people who will coordinate the writing of a joint follow-up letter to HCFA's "bundling" letter, and any other letters that the two agencies believe are needed.

(3) HCFA and ED staff agreed to work on "communication issues" between the two offices. Ken Cohen in Thurm's office may also be involved here.

Judy also noted in the meeting that she hoped to get HCFA staff to participate in some outreach to ED groups that have an interest in this issue, and to organize a training session for OSERS staff on school-based services from HCFA's point of view (this "training," I would think, could be part of (1) above).

I plan to meet with examiners in the Health Division on Monday to discuss both: (1) whether ED's interpretation of what was agreed to in the meeting is the same as HCFA's interpretation; and (2) where and how OMB should be involved in this issue.

In a related issue, the Health Division has told me that the Senate Finance Committee is planning to hold a hearing on school based health services sometime next week. I plan to attend. I do not know whether this is a single hearing or part of a series of hearings, or whether GAO is going to testify at this hearing with the results of their investigation into the issue. I'll try to find out.



## Cover Story

BEST COLLEGES 1998

# The test of merit fails that standard

*The SAT disqualifies some students who could make the grade*

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BY THOMAS TOCH AND MARNA WALTHALL

The Scholastic Assessment Test is the most influential test in American life--a key to the doors of the nation's best public and private colleges. Over a million high school students are expected to take the test in the coming months. The pressure to produce high scores on the test of verbal and math skills, known to many simply as the SAT, is so strong that students and their parents are spending over \$100 million a year on coaching courses.

The SAT's influential role in college admissions is based largely on a perception, in and outside the worlds of high school and college, that the test is fair, that it rewards students who deserve to be rewarded. But in many instances, the SAT is not meritocratic. The heavy reliance of some colleges on the test leaves a number of deserving students, including many women, blacks, and Hispanics, with fewer opportunities to win a share of millions of dollars in scholarships, a growing body of evidence suggests, and to enjoy the rewards of attending some of the best universities.

The test's primary purpose is to help colleges identify the best of their applicants by predicting their performance in college, especially their first-year grades. To the College Board, the organization of schools and colleges that sponsors the test, and the Educational Testing Service, the company that administers it, when combined with a high school transcript and a class rank, the SAT helps predict a student's performance in college.

But by itself, the SAT is not a strong predictor of the performance of some groups of students, researchers say (and the College Board and ETS acknowledge). And although the test's sponsors say that it is most reliable when combined with other admissions information and shouldn't be used without that, many selective colleges and scholarship competitions rely heavily on the SAT. As a result, students are rejected

by colleges and universities where they could do well.

Over a decade ago, the Massachusetts Institute of Technology surmised that female high school students were capable of doing better at the prestigious university than their SAT scores suggested. The school reassessed the way it judges SAT math scores of female applicants. In 1993, the MIT admissions office did a study that confirmed its beliefs about the SAT. MIT compared the SAT scores and college grades of men and women enrolled in the same majors at the university and, in nearly every department, found that women's grades equaled or exceeded men's but their SAT math scores were lower. "We learned we could admit a lot more women from the applicant pool," says Associate Director of Admissions Bette Johnson, the study's author.

**Lower test, same performance.** A year earlier, after studying nearly 47,000 men and women who had earned the same grades in the same freshman college math courses, two of ETS's own researchers, Howard Wainer and Linda Steinberg, had come to the same conclusion. They found that before performing as well as the men in class, the women in their sample had scored between 21 and 55 points lower on the SAT's math section, or between 4 and 9 percent.

The nation's most renowned college scholarship program, the National Merit scholarships, has relied solely on a test nearly identical to the SAT, the Preliminary Scholastic Assessment Test, to make the first cut in its competition for nearly \$27 million in scholarships and valuable recognition for its winners. Last year, men made up only 44 percent of the PSAT-takers but won an estimated 60 percent of the merit scholarships. The American Civil Liberties Union and FairTest, an advocacy group, filed a civil rights challenge with the federal government against the use of the PSAT by the program. As a result of a settlement worked out with the U.S. Department of Education last year, this fall the College Board and ETS will start giving a revised PSAT that includes a new multiple-choice "writing skills" section. Historically, women have outperformed men on writing tests.

The SAT is a bigger factor in admissions at many selective schools than ETS and the College Board recommend. Many schools with large numbers of applicants, including several campuses of the University of California, admit students on the basis of numerical formulas that involve SAT scores. Schools often say that the SAT is especially helpful when students apply from unfamiliar high schools or schools that do not calculate class rankings. Many other colleges rely heavily on SAT scores too, though they don't publicize cutoff scores. They make calculations involving applicants' SAT scores and grades to predict the students' college grades, and then use the resulting "prediction matrix" to establish the SAT scores they expect of future applicants. "There is ample evidence that the SAT's influence is often overweighted [in the admissions process]," write ETS researchers Wainer and Steinberg.

The SAT also plays an outsized role in admissions in another way: self-selection. "A student looks at your average testing, whistles through his teeth and says, 'Oh, wow, I couldn't get in there,' and doesn't apply," says William Hiss, a vice president and former admission dean at Bates College in Maine. Bates, one of several highly selective colleges that no longer require test scores, found self-selection

to be a serious problem among minority students. The percentage of minorities applying to and enrolling in the school has doubled since Bates began taking students without SAT scores.

Wayne Camara, director of research for the College Board, counters that the SAT *overpredicts* the performance of African-American and Hispanic students in college--that their freshman grades end up lower than their SAT scores predict. But minority students admitted to Bates without SATs have been successful overall in their college careers, according to research done by Bates.

Bates, Hiss reports, has concluded that relying on mastery of a rigorous high school curriculum and on other demonstrations of student motivation to learn is the best way to ensure a strong student body--without having capable applicants either discouraged or disqualified by the SAT.

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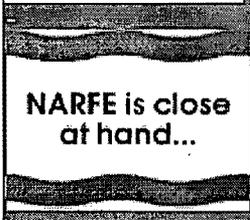
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## High Schoolers Taking Prep Courses

By Robin Estrin  
 Associated Press Writer  
 Tuesday, Oct. 26, 1999; 6:39 a.m. EDT

BOSTON — Erin Horne, a high school junior, was dreading the idea of applying to colleges — until she sat in on an admissions counseling course.

"As soon as I started I thought 'Oh my God — all my friends are going to be so behind,'" said the 16-year-old, who took a trial run at a course offered by Kaplan Educational Centers in Providence, R.I. earlier this year.

Kaplan, best known for its SAT preparation courses, has just begun offering classes for jittery high school seniors nervous about applying to colleges. The courses, which cost \$699, gives students tips on how to enhance their chances of getting into the school of their choice.

This week, Kaplan's college admissions seminars began on the East Coast, with a national rollout expected early next year.

The New York City-based company is among a growing number of others cashing in on a nationwide basis.

Achieva, based in Palo Alto, Calif., is also planning a national launch of the individual admissions sessions it has been offering in-state students for two years. The course averages \$2,000 per student.

Such fees are well-spent considering a student might pay up to \$120,000 for four years of education at an elite private school, course promoters say.

"When (parents are) going to be making that kind of investment, they want to make sure that they're going to the right school and the best school they can get their child into," said Steven Feuling, Achieva's vice president of marketing.

Some college admissions officers, however, caution that private admissions counselors prey on an anxious clientele.

"It should never be presumed that someone ... has an edge in the admissions process and that they will somehow be provided with a magic bullet to admission to the college of their choice," said Teresa Duffy, admissions dean at Rensselaer Polytechnic Institute in Troy, N.Y.

But Erin is convinced the Kaplan course has given her an edge over

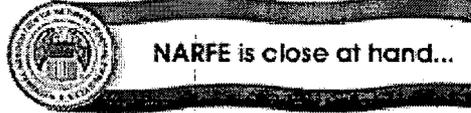
her classmates, as she considers applying to universities of Massachusetts, Connecticut and Vermont.

Until now, the Swansea, Mass., resident was afraid of the application process.

"Now," she said, "I'm psyched for it."

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U.S. News & World Report

October 25, 1999

SECTION: OUTLOOK; ON SOCIETY; Vol. 127 , No. 16; Pg. 16

LENGTH: 901 words

HEADLINE: Flogging the SATs

BYLINE: By John Leo

BODY:

... school officials, or some sort of "representation"--a modified racial quota system designed to pass judicial review.

The Department of Education weighed in with the threat of "disparate impact" litigation if schools rely heavily on tests and don't admit significant numbers of ...



FOR IMMEDIATE RELEASE  
October 26, 1999

Contact: Erica Lepping  
(202) 401-3026

**STATEMENT BY U.S. SECRETARY OF EDUCATION RICHARD W. RILEY  
"Across-the-Board Cuts Would Hurt Students and Schools"**

The Republican proposal in Congress for an across-the-board cut of 1.4 percent in federal investment in education is a short-sighted plan that would penalize our students and schools. Once again the Republican leadership is trying to weaken public education. One day it's vouchers, another day it's an across-the-board cut. At a time when we ought to be preparing all of our young people for the challenges of this Education Era, this proposal would represent a significant step backward.

Based on a 1.4 percent cut, the Republican plan slashes critical resources to schools, below the President's request, including: some \$300 million less in funds to serve disadvantaged youth with extra help in learning basic skills; another \$300 million less in after-school funds to provide students with a safe haven for learning after the school doors close; some \$30 million cut from programs to help young children learn to read; and, about \$13 million less in work-study assistance depended on by many students heading to college. The 1.4 percent cut, standing alone, would result in a denial of key education services to more than 168,000 disadvantaged students in high-poverty areas.

I am especially troubled that the Republican plan guts last year's bipartisan commitment to hire 100,000 teachers to reduce class size in the early grades, a program that is working in schools all across the country right now. Further, the Republican plan doesn't fund even a penny toward the President's \$200 million request to increase accountability and turn around low-performing schools.

I urge the Congress to get on track and, within a fiscally responsible framework, fully fund the President's plan to improve education.

###

**Local Success  
Stories**

**REDUCING  
CLASS  
SIZE**



**U.S. Department of Education**

**Local Success Stories:  
REDUCING CLASS SIZE**

U.S. Department of Education  
November 1999

# Local Success Stories

## REDUCING CLASS SIZE

### LESSONS FROM EARLY IMPLEMENTATION

When a record 53.2 million students returned to school this fall, students and their teachers in the early grades began to benefit from a growing national effort to lower class size. This year, five States — Iowa, Maryland, Minnesota, New York, and Wisconsin — enacted new initiatives or significantly expanded existing initiatives to lower class size. As a result, some 20 States now have class size reduction initiatives in place. And in July, every State received its share of \$1.2 billion provided by the U.S. Department of Education's new Class Size Reduction Program, an initiative to help communities hire 100,000 qualified teachers over seven years in order to reduce class size in grades one through three to a national average of 18 students.

These funds are already being put to good use. Based on preliminary data from nearly 46 percent of the nation's school districts, the Department of Education estimates that:

- More than 29,000 teachers have been hired with FY 1999 Class Size Reduction Program funds.
- Approximately 1.7 million children are expected to benefit directly in the 1999-2000 school year by being educated in smaller classes.
- School districts are concentrating this first installment of funds so that it makes a big difference for some students immediately. Average class size in the early grades has been reduced by more than five students, from approximately 23 to 18, in the schools where the vast majority of teachers hired with these funds teach.
  - 42% of the teachers are teaching in first grade. In their schools, average class size fell from approximately 23 students to approximately 17 students.
  - 23% of the teachers are teaching in second grade. In their schools, average class size fell from 23 students to less than 18 students.
  - 24% of the teachers are teaching in third grade. In their schools, average class size fell from more than 23 students to just over 18 students.
- In order to strengthen teacher quality, school districts are using approximately 8% of the funds they received to support professional development for teachers.

## NEW STATE CLASS SIZE REDUCTION INITIATIVES

Some 20 States have their own initiatives to lower class size. This year, at least five States joined California, Indiana, Washington and other States to invest their own resources in bringing the benefits of smaller classes to their students. These new State initiatives are:

- *Iowa* created the Class Size/Early Intervention Program to reduce class size in kindergarten through third grade to 17 students for basic skills instruction. The State will phase in the program over four years, allocating \$10 million in the first year, \$20 million in the second, \$30 million in the third, and at least \$30 million in the fourth.
- *Maryland* established the Maryland Learning Success Program, an initiative to reduce class size in grades one and two, particularly for reading, to 20 students. The program, which will be phased in over four years, requires school systems to set specific performance targets and establishes a goal of hiring approximately 1,000 teachers, while reserving additional funds for professional development, supplies, and other implementation costs.
- *Minnesota* significantly expanded its class size reduction program in 1999, adding more than \$100 million over two years to current funding levels of \$90 million annually. The State's program, which began in 1995, strives to reduce class size to 17 students in kindergarten through sixth grade, but requires districts to first target kindergarten and first grade.
- The State of *New York* began implementing its class size reduction program, which targets funds for reducing average class size in kindergarten through third grade to 20 students. Funded at \$75 million this year, the program will be phased in over three years, with second-year funding expected at \$150 million and third-year funding at \$225 million. Funds may be used for teacher salaries and benefits, as well as for one-time start-up costs for each new classroom; however, funds may not be used for new buildings or professional development. The State targets funds to school districts according to enrollment.
- *Wisconsin* significantly expanded SAGE, its class size reduction program, from the current 78 schools to an additional 400 to 500 schools. These schools, which typically have high numbers of low-income students, participate in SAGE on a voluntary basis, signing contracts to reduce class size in kindergarten through third grade to 15 students. To support this expansion, SAGE funding rose from \$18 million for 1999 to \$58 million for 2000.

## THE CLASS SIZE REDUCTION PROGRAM: HOW IT WORKS

The Department of Education's Class Size Reduction Program was enacted a year ago as part of the 1999 Department of Education Appropriations Act. In that bipartisan legislation, Congress made a \$1.2 billion down payment on President Clinton's proposal to help local communities hire 100,000 qualified teachers over seven years, in order to reduce class size in grades one through three to a national average of 18 students. This year, the President sent legislation to Congress to authorize the full seven-year effort, and his budget proposal asks Congress to provide an additional \$200 million in funding, raising the total to \$1.4 billion for the 2000-01 school year to help local communities hire an additional 8,000 teachers, for a total of 37,000 teachers.

Program funds are distributed to States by formula. All 50 States, the District of Columbia, and Puerto Rico participate in the program. Because needs are greatest in the poorest communities, and because research shows that smaller classes provide the greatest benefits to the most disadvantaged students, the program targets funds to high-poverty communities. Each State distributes 80% of the funds to school districts based on the number of poor children in each district. The remaining 20% is distributed on the basis of total enrollment.

Class Size Reduction funds go directly to our nation's classrooms. Every dollar appropriated by Congress is allocated to local school districts. No funds may be used for Federal or State administrative costs, and within school districts, no more than 3% of the funds may be used for administrative costs. Because small classes make the greatest difference when teachers are well-trained, school districts may use up to 15% of the funds for providing professional development to both newly hired and experienced teachers in the early grades. The remainder of the funds are for recruiting, hiring, and training certified regular and special education teachers and teachers of children with special needs, including teachers certified through State and local alternative routes.

Average class size varies considerably from district to district. Although the Department of Education estimates that average class size nationwide in grades one through three is just above 22 students — and often considerably higher in large districts and high-poverty schools — there are districts where class size is already at or below 18 students. The Class Size Reduction Program provides flexibility to accommodate these school districts, as well as the growing number of school districts that will reach a class size target of 18 students as a result of the program. Districts that have reduced class size in the early grades to 18 students may use program funds to make further reductions in class size in those grades, to reduce class size in other grades, or to take other steps to improve the quality of teaching.

Currently, the program requires small, typically rural school districts that do not receive enough funds under the formula to hire an additional teacher and that have not reduced class size in the early grades to 18 students to form consortia with other school districts in order to receive funds. While a consortium is often an effective and efficient way for small districts to share resources and achieve common objectives (for example, providing professional development), sharing a teacher among school districts is almost never a workable strategy for lowering class size. Consequently, the Department of Education has waived the consortium requirement for each of the 40 States that sought a waiver. School districts in these States may hire additional teachers by combining program funds with local, State or other Federal funds, or may use program funds to provide professional development for their existing teachers.

## **RESEARCH UPDATE: GROWING EVIDENCE THAT SMALLER CLASSES MAKE A DIFFERENCE**

In March 1999, the Department of Education released *Reducing Class Size: What Do We Know?* (available on the Internet at <http://ed.gov/pubs/ReducingClass>). The report summarized substantial research showing that class size reduction in the early grades leads to higher student achievement in reading and math when class size is reduced to 15-20 students. The benefits of smaller classes are greatest for disadvantaged and minority students. Additional studies, reported recently, have confirmed and expanded on these findings:

**Smaller Classes Lead to Lasting Academic Improvements.** Several new analyses of the Tennessee Class Size Reduction program show that reducing class size has both immediate and long-term benefits. The benefits of participating in small classes increase from year to year, both in the early grades when classes were small, and in subsequent years when students were placed in larger classes. At the end of fifth grade, students who were in small classes in grades one through three were about half a school year (5 months) ahead of students from larger classes, in all subjects – reading, language arts, math and science. Further, follow-up studies of the same students show that high school students who were in small classes in grades one through three beginning in 1985 were less likely to be held back a year or be suspended compared with their peers from larger classes. Students from small classes were found to be making better grades in high school and taking more advanced courses.<sup>1, 2, 3</sup>

**Teachers Benefit Too.** Research on Wisconsin's class size reduction effort (SAGE) show that both teachers and students benefit from smaller classes. Teachers spend more time on instruction and less time on discipline problems. Teachers say they know their students better, know where each child is in the learning process and can provide more individualized instruction. All of these improvements in teaching are matched by increased student achievement, making teaching more rewarding.<sup>4</sup>

**Beyond Academics.** The benefits of reduced class size in the early grades go beyond the well-documented improvements in reading, mathematics and science. Smaller classes also lead to better identification of students who need special help, increased student participation and engagement, improved behavior, and reduced retention in grade. In a recent book, Professor Charles Achilles concluded that the outcomes associated with small classes are the foundation of safe schools: improved student behavior and human relations skills; increased participation in schooling and school-sanctioned events; increased sense of community in small classes; and generally improved school climate where students, teachers and parents feel more comfortable.<sup>1</sup>

- 1 Achilles, Charles (1999). *Let's Put Kids First, Finally: Getting Class Size Right*. Thousand Oaks, CA: Corwin Press, Inc.
- 2 Finn, Jeremy D. and Charles M. Achilles "Tennessee's Class Size Study: Findings, Implications, Misconceptions pp 97-109 in *Educational Evaluation and Policy Analysis (EEPA), SPECIAL ISSUE – Class Size: Issues and New Findings*, volume 21, No. 2 (Summer 1999). Washington, D.C.: American Educational Research Association.
- 3 Pate-Bain, Helen; B. De Wayne Fulton, Jayne Boyd-Zaharias. *Effects of Class Size Reduction in the Early Grades (K-3) on High School Performance*. Nashville: HEROS, Inc. 1999
- 4 Molnar, Alex et. Al. "Evaluating the SAGE Program: A Pilot Program in Targeted Pupil-Teacher reduction in Wisconsin." Pp. 165-177 in *Educational Evaluation and Policy Analysis (EEPA), SPECIAL ISSUE – Class Size: Issues and New Findings*, volume 21, No.2 (Summer 1999). Washington, D.C.: American Educational Research Association.

## **IMPLEMENTATION CHALLENGES AND OPPORTUNITIES**

The benefits of smaller classes with qualified teachers are clear. Available research, including the Tennessee STAR study, the Wisconsin SAGE program, and an evaluation of California's class size reduction initiative, show that small classes with qualified teachers lead to higher student achievement, more individualized attention for students, and fewer classroom disruptions. Small classes in the early grades give students a strong foundation in basic math and reading skills. They also provide long term payoffs, including fewer students retained in their grade, higher student achievement each year even after students are placed in larger classes, and better student preparation for college.

Although it is important to lower class size, it is not easy. Many schools lack extra classrooms for smaller classes. As the nation struggles to recruit and hire nearly two million teachers over the next decade, many communities — especially high-poverty urban and rural school districts — are already experiencing difficulties in recruiting and retaining qualified teachers. And State and local policymakers face the task of ensuring that lowering class size is an integral part of comprehensive reforms aimed at helping all children learn to high academic standards.

Fortunately, the Class Size Reduction Program provides school districts with the resources and flexibility they need to address these challenges. It also allows districts to use program funds to help meet local education priorities, such as improving early reading achievement, turning around low performing schools, ending social promotion the right way, or targeting help to the neediest students and schools. Indeed, although schools are only in the first months of program implementation, school districts across the country are already demonstrating how class size reduction can be an integral part of their efforts to boost student achievement and promote quality teaching.

### **Recruiting qualified teachers**

While disadvantaged students are most likely to benefit from small classes, high-poverty urban and rural school districts face the most severe challenges in recruiting and retaining qualified teachers. For example, the National Commission on Teaching and America's Future found that students in schools with the highest concentrations of poverty — those who often need the most help from the best teachers — are most likely to be taught by teachers who are not fully qualified.

The Class Size Reduction Program enables school districts to address their need for fully qualified teachers. According to a recent report by the Council of Great City Schools, which examined how 40 big city school districts are implementing the program, almost 90% of the 3,558 new teachers hired under the program have full certification. Only three school districts reported employing instructors with emergency credentials.

*Philadelphia* is using Federal class size reduction funds to address the related challenges of teacher recruitment, support for new teachers, and class size reduction. In addition to hiring 34 fully certified teachers, the city has hired 254 "Literacy Interns," college graduates who lack teacher certification. Many are mid-career adults making the transition to teaching. After intensive summer training in balanced approaches to literacy instruction, these interns now work in self-contained, reduced-size classrooms under the supervision of fully certified teachers, delivering research-based literacy instruction in kindergarten and first grade. They are also enrolled in alternative teacher education programs that lead to full certification. Once certified, the former Literacy Interns will teach in small classes on their own. Throughout their initial years in the classroom, the Literacy Interns receive an extraordinary amount of mentoring and support, and their students experience the benefits of smaller classes immediately. In sum, Philadelphia's unique strategy recruits capable people into teaching and ensures that they become fully qualified.

Using Class Size Reduction Program funds, the *Jackson Public Schools* in Mississippi hired 20 additional teachers and placed them in 20 low-performing elementary schools. Many of these teachers had previously retired or had left the district, but were recruited to return because of the opportunity to teach in smaller classes and to work closely with other teachers. These experienced teachers are also serving as mentors for less experienced teachers, and they often team up with beginning teachers to provide regular support and supervision.

Philadelphia and Jackson show how lowering class size can work hand in hand with efforts to recruit and prepare qualified teachers. However, in some circumstances, class size reduction can have unintended consequences. For example, *California* launched a major statewide class size reduction program in 1996, investing approximately \$1.5 billion annually over the last three years. The first evaluation report showed that class size reduction led to increased student achievement. But the initiative has also led many experienced teachers to leave jobs in urban school districts for teaching jobs in more attractive suburban systems. Further, it has caused the widespread use of teachers with emergency credentials, particularly in high-poverty urban and rural districts.

The Clinton Administration monitored California's experiences carefully from the outset and designed the Class Size Reduction Program to avoid such unintended consequences. For example, while California provides equal funding to all school districts regardless of need, the Federal program targets funds to high-poverty school districts, drawing teachers into these districts instead of creating opportunities for teachers in these districts to leave. Moreover, while California school districts receive class size reduction funding only if they immediately meet a strict limit of 20 students *per class*, the Federal program supports a more gradual approach, allowing school districts over time to reach the more flexible goal of reducing class size to 18 students *on average*. Furthermore, this gradual approach gives school districts more time to recruit and hire qualified teachers. Finally, unlike California's program, the Federal program invests in teacher quality by providing funds for teacher recruitment, preparation, and professional development.

The Department of Education has worked closely with California education officials to ensure that Federal class size reduction funds alleviate rather than exacerbate the difficulties faced by many school districts. The Department provided California school districts with a waiver allowing them to use funds under this program to improve teacher quality or reduce class size in other grade levels, once they have met the State class size target of 20 in the early grades. Further, the Department required school districts with uncertified teachers in the early grades to use a portion of these funds to help teachers complete certification requirements.

The *Long Beach Unified School District* is using its Federal class size reduction funds to hire 15 new teachers to reduce class size in ninth grade and to strengthen the quality of teachers they have already hired to reduce class size in the early grades. Federal funds support five internship programs to prepare and certify teachers currently holding emergency credentials. These programs provide participants with support from experienced teachers, who meet regularly with uncertified teachers and give feedback after observing them at work. Participants in the internship also take courses and provide 30 hours of instruction in support of the State's early reading initiative while under the observation of a mentor teacher.

### **Improving early reading achievement**

Students who are proficient readers by the end of third grade are more likely to succeed academically and graduate from high school. Reducing class size in grades one through three, especially when coupled with research-based approaches to reading instruction, is an effective way to improve reading achievement. A number of school districts throughout the country are using funds from the Class Size Reduction Program to support this strategy.

In Maryland, for example, *Montgomery County* is combining Federal class size reduction funds with State and local funds to support its Early Reading Initiative in every first and second grade class in the county. This initiative cuts class size to 15 students for a 90-minute period each day devoted to intensive reading and writing instruction. During this time, teachers use a variety of techniques and activities that create a comprehensive literacy program to help students become proficient in all aspects of reading and writing. Teachers receive two weeks of intensive instruction during the summer and participate in ongoing professional development throughout the school year.

In the State of Washington, *Tacoma* has targeted its \$1 million in Federal class size reduction funds to support its "Great Start" program, aimed at improving reading instruction and achievement in the early grades. Combining Federal funds with State and local funds, Tacoma has reduced first grade class size to 15 or 16 students in one-third of its elementary schools. As a result, 850 students in 57 first-grade classrooms are being taught in smaller classes. Their teachers receive training on how to teach reading, and they continue to improve their effectiveness by meeting regularly to discuss which teaching practices work best for their students.

## **Strengthening accountability and turning around low-performing schools**

A growing number of States and school districts have strengthened accountability by demanding educational progress from their schools. Title I requires every State and school district to identify low-performing Title I schools and to help them develop and implement improvement plans. Several school districts, including Atlanta, Birmingham, and New Orleans, are incorporating class size reduction into their approaches to turning around low performing schools. In Ohio, the *Columbus Public Schools* have hired 58 fully certified teachers with its Federal class size reduction funds, placing them in 13 high-poverty, low-performing schools. In these schools, the program has reduced class size in grades one through three from 25 students to approximately 15 students. These schools, as well as others in Columbus, are implementing proven models of reading instruction, such as Success for All, and they receive the professional development and support needed for effective implementation of these models.

### **Addressing space limitations**

In many schools and school districts, space for additional teachers and smaller classes is already available. In others, space is being "created" by using libraries, computer labs, or other facilities. Ultimately, school districts will need additional classrooms for the teachers hired to reduce class size. To help address this long-term need, President Clinton has proposed a \$25 billion initiative to help State and local governments repair or replace 6,000 overcrowded and unsafe schools by providing tax credits to subsidize the cost of school construction bonds.

Until schools can expand their facilities, the Class Size Reduction Program allows school districts lacking space to explore other ways of effectively providing the benefits of small classes to students. Schools have tried a number of approaches, including:

- having two certified teachers team teach in a single classroom either for part of the school day or for the entire school day,
- hiring an additional certified teacher for a grade level (e.g., providing three teachers for two third grade classes) and dividing the students among the larger number of teachers for sustained instruction each day in priority subjects such as reading or math,
- hiring an additional certified teacher who works with half the students in a class for reading and math instruction, while the other half remains with the regular classroom teacher, or
- converting to a year-round schedule.

Each of these approaches enables schools to take advantage of space that may be unused for part of the school day or school year. Each can provide smaller groups of students with instruction from a highly qualified teacher for a significant block of time on a daily or regular basis. Each can ensure that students stay with the same teacher on a sustained basis. And none requires students to be tracked by ability on a permanent or long-term basis.

## CONCLUSION

A growing body of research involving large-scale, carefully controlled experiments shows that lowering class size in the early grades will produce significant and lasting benefits for students. The early implementation experience shows that the Class Size Reduction Program is well on the way to helping schools throughout the country realize these benefits. The more than 29,000 teachers already hired under this program have helped bring about significant reduction in class size in the early grades. Early experience also demonstrates that the program contains both the flexibility and the funds needed to help school districts tailor implementation to local needs and priorities, and to recruit, train, and hire qualified teachers.

The Education Department's Class Size Reduction Program is part of the Administration's comprehensive approach to improving student achievement by raising standards, increasing accountability, improving teacher quality, and targeting help to schools and students with the greatest need. Smaller classes will make the greatest difference if they are staffed with well-prepared, qualified teachers, if their schools are held accountable for helping students reach challenging academic standards, and if students receive extra help outside the classroom, through reading tutors, mentors, and after-school programs.

To ensure that each of these approaches receive adequate support, the President's FY 2000 budget pays particular attention to improving the quality of teaching in our classrooms. In addition to the funds set aside for teacher professional development in the Class Size Reduction Program, the President's budget requests significant increases for programs that help recruit and prepare qualified new teachers, and equip them to use technology in the classroom. The budget also proposes significant investments in programs that train current teachers in effective approaches to teaching reading in the early grades and meeting the needs of students with limited English proficiency and other special needs. Taken together, these investments will help ensure that as we continue to reduce class size, there is a talented teacher in every classroom.

# THE WHITE HOUSE

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### Fax Cover Sheet

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Message: Sorry it took so long. Here is  
the 2d. part of the amend. If you  
need anything else pl. call.

Sec. \_\_\_\_\_ Safe Sch. 15

(a) AMENDMENTS- Part F of title XIV of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8921 et seq.) is amended as follows:

(1) SHORT TITLE- Section 14601(a) is amended by replacing 'Gun-Free' with 'Safe', and '1994' with '1999'.

(2) REQUIREMENTS- Section 14601(b)(1) is amended by inserting after 'determined' the following: 'to be in possession of felonious quantities of an illegal drug, on school property under the jurisdiction of, or in a vehicle operated by an employee or agent of, a local educational agency in that State, or'.

(3) DEFINITIONS- Section 14601(b)(4) is amended by replacing 'Definition' with 'Definitions' in the catchline, by replacing 'section' in the matter under the catchline with 'part', by redesignating the matter under the catchline after the comma as subparagraph (A), by replacing the period with a semicolon, and by adding new subparagraphs (B), (C), and (D) as follows:

(B) the term 'illegal drug' means a controlled substance, as defined in section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)), the possession of which is unlawful under the Act (21 U.S.C. 801 et seq.) or under the Controlled Substances Import and Export Act (21 U.S.C. 951 et seq.), but does not mean a controlled substance used pursuant to a valid prescription or as authorized by law; and

(C) the term 'illegal drug paraphernalia' means drug paraphernalia, as defined in section 422(d) of the Controlled Substances Act (21 U.S.C. 863(d)), except that the first sentence of that section shall be applied by inserting 'or under the Controlled Substances Import and Export Act (21 U.S.C. 951 et seq.)', before the period.

(D) the term 'felonious quantities of an illegal drug' means any quantity of an illegal drug—

(i) possession of which quantity would, under Federal, State, or local law, either constitute a felony or indicate an intent to distribute; or

(ii) that is possessed with an intent to distribute.

(4) REPORT TO STATE- Section 14601(d)(2)(C) is amended by inserting 'illegal drugs of' before 'weapons'.

(5) REPEALER- Section 14601 is amended by striking subsection (i).

(6) POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL- Section 14602(a) is amended by replacing 'served by' with 'under the jurisdiction of, and by inserting after 'who' the following: 'is in possession of an illegal drug, or illegal drug paraphernalia, on school property under the jurisdiction of, or in a vehicle operated by an employee or agent of, such agency, or who'.

(7) DATA AND POLICY DISSEMINATION UNDER IDEA- Section 14603 is amended by inserting 'current' before 'policy', by striking 'in effect on October 20, 1994', by striking all the matter after 'schools' and inserting a period thereafter, and by inserting before 'engaging' the following: 'possessing illegal drugs, or illegal drug paraphernalia, on school property, or in vehicles operated by employees or agents of, schools or local educational agencies, or'.

(b) COMPLIANCE DATE; REPORTING- (1) States shall have 2 years from the date of enactment of this Act to comply with the requirements established in the amendments made by subsection (a).

(2) Not later than 3 years after the date of enactment of this Act, the Secretary of Education shall submit to Congress a report on any State that is not in compliance with the requirements of this part.

(3) Not later than 2 years after the date of enactment of this Act, the Secretary of Education shall submit to Congress a report analyzing the strengths and weaknesses of approaches regarding the

"(c) CONSTRUCTION.—Nothing in this Act or any other Federal law shall be construed to prevent a parent assisted under this section from selecting the public or private, including religious, elementary school or secondary school that a child of the parent will attend within the State.

"(d) CONSIDERATION OF ASSISTANCE.—Subject to subsection (h), assistance made available under this section that is used to pay the costs for a student to attend a private or religious school shall not be considered to be Federal aid to the school, and the Federal Government shall have no authority to influence or regulate the operations of a private or religious school as a result of assistance received under this section.

"(e) CONTINUING ELIGIBILITY.—A student assisted under this section shall remain eligible to continue receiving assistance under this section for at least 3 academic years without regard to whether the student is eligible for assistance under section 1114 or 1115(b).

"(f) TUITION CHARGES.—Assistance under this section may not be used to pay tuition or required fees at a private elementary school or secondary school in an amount that is greater than the tuition and required fees paid by students not assisted under this section at such school.

"(g) SPECIAL RULE.—Any school receiving assistance provided under this section shall comply with title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.) and not discriminate on the basis of race, color, or national origin.

"(h) ASSISTANCE; TAXES AND OTHER FEDERAL PROGRAMS.—

"(1) ASSISTANCE TO FAMILIES, NOT SCHOOLS.—Assistance provided under this section shall be considered to be aid to families, not schools. Use of such assistance at a school shall not be construed to be Federal financial aid or assistance to that school.

"(2) TAXES AND DETERMINATIONS OF ELIGIBILITY FOR OTHER FEDERAL PROGRAMS.—Assistance provided under this section to a student shall not be considered to be income of the student or the parent of such student for Federal, State, or local tax purposes or for determining eligibility for any other Federal program.

"(i) PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.—Nothing in this section shall be construed to affect the requirements of part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.).

"(j) MAXIMUM AMOUNT.—Notwithstanding any other provision of this section, the amount of assistance provided under this part for a student shall not exceed the per pupil expenditure for elementary or secondary education, as appropriate, by the local educational agency that serves the school where the criminal offense occurred for the fiscal year preceding the fiscal year for which the determination is made."

#### SEC. 1118. TRANSFER OF REVENUES.

(a) IN GENERAL.—Notwithstanding any other provision of Federal law, a State, a State educational agency, or a local educational agency may transfer any non-Federal public funds associated with the education of a student who is a victim of a violent criminal offense while in or on the grounds of a public elementary school or secondary school served by a local educational agency to another local educational agency or to a private elementary school or secondary school, including a religious school.

(b) DEFINITIONS.—For the purpose of subsection (a), the terms "elementary school", "secondary school", "local educational agency", and "State educational agency" have the meanings given such terms in section

#### SEC. 1115B. STUDENT SAFETY AND FAMILY SCHOOL CHOICE.

(a) IN GENERAL.—Subpart 1 of part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.) is amended by inserting after section 1115A of such Act (20 U.S.C. 6316) the following:

#### "SEC. 1115B. STUDENT SAFETY AND FAMILY SCHOOL CHOICE.

"(a) IN GENERAL.—Notwithstanding any other provision of law, if a student is eligible to be served under section 1115(b), or attends a school eligible for a schoolwide program under section 1114, and becomes a victim of a violent criminal offense, including drug-related violence, while in or on the grounds of a public elementary school or secondary school that the student attends and that receives assistance under this part, then the local educational agency may use funds provided under this part or under any other Federal education program to pay the supplementary costs for such student to attend another school. The agency may use the funds to pay for the supplementary costs of such student to attend any other public or private elementary school or secondary school, including a religious school, in the same State as the school where the criminal offense occurred, that is selected by the student's parent. The State educational agency shall determine what actions constitute a violent criminal offense for purposes of this section.

"(b) SUPPLEMENTARY COSTS.—The supplementary costs referred to in subsection (a) shall not exceed—

"(1) in the case of a student for whom funds under this section are used to enable the student to attend a public elementary school or secondary school served by a local educational agency that also serves the school where the violent criminal offense occurred, the costs of supplementary educational services and activities described in section 1114(b) or 1115(c) that are provided to the student;

"(2) in the case of a student for whom funds under this section are used to enable the student to attend a public elementary school or secondary school served by a local educational agency that does not serve the school where the violent criminal offense occurred but is located in the same State—

"(A) the costs of supplementary educational services and activities described in section 1114(b) or 1115(c) that are provided to the student; and

"(B) the reasonable costs of transportation for the student to attend the school selected by the student's parent; and

"(3) in the case of a student for whom funds under this section are used to enable the student to attend a private elementary school or secondary school, including a religious school, the costs of tuition, required fees, and the reasonable costs of such transportation.

(1101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3801).

SEC. ~~522~~ INCREASED PENALTIES FOR DISTRIBUTING DRUGS TO MINORS.

Section 418 of the Controlled Substances Act (21 U.S.C. 859) is amended--

(1) in subsection (a), by striking 'one year' and inserting '3 years'; and

(2) in subsection (b), by striking 'one year' and inserting '5 years'.

SEC. ~~523~~ INCREASED PENALTY FOR DRUG TRAFFICKING IN OR NEAR A SCHOOL  
OR  
OTHER PROTECTED LOCATION.

Section 419 of the Controlled Substances Act (21 U.S.C. 860) is amended--

(1) in subsection (a), by striking 'one year' and inserting '3 years'; and

(2) in subsection (b), by striking 'three years' each place that term appears and inserting 'years'.

## Maria Echaveste

### *Assistant to the President and Deputy Chief of Staff*

Maria Echaveste was named Assistant to the President and Deputy Chief of Staff on May 29, 1998. As Deputy Chief of Staff, she manages policy initiatives, develops legislative and communications strategies for the White House, and coordinates the selection of senior Administration appointments. Prior to her current duties she held the post of Assistant to the President and Director for Public Liaison from February 7, 1997.

Ms. Echaveste previously served as Administrator of the U.S. Department of Labor's Wage and Hour Division, from June of 1993 to early 1997. She was responsible for the management and policy direction of programs related to a variety of Federal laws, including minimum wage and overtime, child labor and family and medical leave. In her role as Administrator, she worked extensively on the Department of Labor's anti-sweatshop effort. This effort, entitled "No Sweat," received a 1996 Innovations in Government award, sponsored by Harvard University Kennedy School of Government and the Ford Foundation.

Ms. Echaveste was born in Texas, but grew up in the central and coastal valleys of California. In 1976, Ms. Echaveste received a Bachelor of Arts in anthropology from Stanford University. While at Stanford, she interned at the National Council for La Raza. After graduation, she worked at the U.S. Commission on Civil Rights in Washington, D.C. until 1977.

In 1980, Ms. Echaveste received a Juris Doctor from the University of California at Berkeley. She worked as an attorney specializing in corporate litigation for firms in Los Angeles and New York, becoming special counsel in bankruptcy in 1989 with the firm Roseman and Colin.

Before joining the Department of Labor, Ms. Echaveste was deputy director of personnel during the Clinton 1993 transition and was the national Latino coordinator for the President's 1992 campaign.

## Talking Points on HBCUs

### I. Increase in Federal Support to HBCUs:

*\*The Clinton Administration has increased the overall level of support to HBCUs by more than 23%, from fiscal year 1992 to 1998. (\$1.03 billion in FY '92 to \$1.27 billion in FY '98.)*

Increases in support to HBCUs since 1992 have been lead by:

U.S. Dept. of Agriculture	17% / \$14 m. increase from <b>\$82,048,103 – '92 to \$96,269,008 - '98</b>
U.S. Dept of Ed.	14% / \$90 m. increase from <b>\$651,502,302 - '92 to \$741,706,495 – '98</b>
U.S. Dept. of Health and Human Services	34% / \$39 m. increase from <b>\$111,865,000 – '92 to \$150,055,153 – 98</b>
National Science Foundation	97% / \$22 m. increase from <b>\$22,764,093 - '92 to \$44,933,856 – '98</b>
Dept. of Veterans Affairs	1111% / \$31 m. increase from <b>\$2,741,506 – '92 to \$33,189,314 – '98</b>
Dept. of Housing and Urban Development	96% / \$4 m. increase from <b>\$5,061,586 – '92 to \$9,937,218 – '98</b>
NASA	128% / \$ 32 m. increase from <b>\$24,707,874 – '92 to \$56,431,494 – '98</b>

Federal funding for colleges covers a wide range of programs and activities. These include: major research projects, funding for Centers of Excellence, fellowships for faculty, IPAs, training, facilities and equipment, student tuition assistance, internships and scholarships.

## **II. Increase in Institutional Aid and Student Financial Aid to HBCUs and Their Students**

**Title III - Part B:** \$109 million - FY '92, to \$134 million - FY '99; Administration request for FY 2000 is \$148 million .

**Pell Grants:** maximum grant in FY '92 - \$2,300, maximum grant in FY '99 - \$3,125; Administration's request for FY 2000 is \$3,250.

*(HBCU Students received over \$212 million in Pell Grants for 1997-'98 school year)*

**College Work Study:** FY 1999 appropriation - \$870 million, FY 2000 request - \$934 million. *(HBCU Students received nearly \$44 million in College Work Study Grants for 1997-98)*

**Supplemental Educational Opportunity Grants (SEOG)-** FY 1999 appropriation - over \$619 million; Administration request for FY 2000 - \$631 million. *(HBCUs received nearly \$40 million in SEOG Funds for 1997-98)*

**Reducing Student Loan Interest Rate** - would reduce the cost of repayment for most students and encourage the payment of outstanding student loans. *(HBCU Students receive \$772 million in student loans)*

**HBCU Historic Preservation Program** – the Department of the Interior has provided over \$14 million for the preservation of HBCU buildings and sites since 1994. The Administration continues to support this program.

**HUD/HBCU Community Development and Economic Programs** – the number of HBCUs with Community Development Corporations (CDCs) has increased from 8 in 1992, to 54 in 1999. Since 1993, 64 HBCUs have received over \$ 36 million in HUD grants for economic and housing development near their campuses.

## **III. The Importance of Continuing Federal Support for HBCUs:**

HBCUs constitute only 3% of America's 3,706 Institutions of higher education, but enroll more than 16% of all African American college students, and award 27% of all Bachelors degrees earned by African Americans.

Black Issues in Higher Education states that in the 1996 - 97 academic year, out of the 20 schools that graduate the largest number of African Americans, 16 of those institutions are HBCUs.

African American students earned the following degrees at HBCUs:

- 44% in the Physical Sciences
- 41% in Mathematics
- 38% in Computer Science,
- 38% in the Life Sciences
- 37% in Education,
- 25% in Engineering

According to the U.S. Department of Education, National Center for Education Statistics, the Completions Report of 1996 shows:

	All African American Undergraduate Degrees	African American HBCU Undergraduate Degrees (%)
Alabama	3,768	2,017 53%
Arkansas	954	449 47%
Florida	5,022	1,733 35%
Georgia	5,379	2,659 49%
Louisiana	4,281	2,839 66%
Maryland	3,381	1,508 45%
Mississippi	2,457	1,489 61%
North Carolina	5,653	3,457 61%
South Carolina	2,768	1,184 43%
Tennessee	2,378	1,006 42%
Texas	5,159	1,437 28%
Virginia	4,444	2,399 54%

*(This information is not published in this context. This is an extrapolation of data from the Integrated Postsecondary Education Data System (IPEDS) survey from the 1996 Completions Survey.)*

Historically Black Colleges and Universities continue to fulfill a significant educational need, especially for first-generation college students. They provide a nurturing academic experience that continues to graduate alumni who contribute to America's economic and social well-being.

## **HBCU Graduates in the Clinton Administration:**

Secretary of Labor, **Alexis M. Herman** (Xavier University)

Secretary of Veterans Affairs, **Togo West** (Howard University)

Surgeon General, **David Satcher** (Morehouse College)

Director of White House Office of Personnel, **Bob Nash** (Howard University)

General Counsel for the U.S. Department of Education, **Judith Winston**  
(Howard University)

General Counsel for the Agency for International Development ,  
**Singleton McAllister** (Howard University)

CEO of the Corporation for National Service, **Harris Wofford** (Howard  
University)

White House Congressional Liaison, **Al Maldon**, (Florida A&M University)

Assistant to the President, and Director of Speech Writing,

**J. Terry Edmonds** (Morgan State University)

White House Initiative on HBCUs, **Sterling Henry** (Howard University)

White House Initiative on HBCUs, **Treopia Washington** (Hampton University)

White House Office of Public Liaison, **Jene' Roscoe** (Howard University)



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

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*Our Mission is to Ensure Equal Access to Education and to Promote Educational Excellence throughout the Nation.*

**Education**

**South Carolina State University, M. Ed., 1996**

*Awards:* Grant-in-Aid Full Tuition Assistantship  
Alpha Kappa Mu National Honor Society  
Graduated second in class-3.75 GPA

**The University of South Carolina, BA English, 1992**

*Awards:* Presidential Commission, Second Lieutenant, United States Army Reserve

**Affiliations**

American Counseling Association  
American Football Coaches Association  
American School Counselors Association  
Association of the United States Army  
National Education Association  
National Association for the Advancement of Colored People  
Omega Psi Phi Fraternity, Inc.

**References**

**Mr. Yelberton Watkins, Esq.,** Chief of Staff, Honorable James E. Clyburn  
United States House of Representatives, Washington, D.C., (202) 225-3315

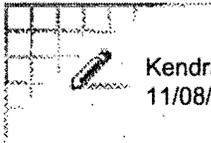
**Mr. Steve Mancini, Ed.M.,** Director of Communications, Office of Elementary and Secondary  
Education,

U.S. Department of Education, Washington, D.C., (202) 205-2189

**Ms. Stephanie Childs, Esq.,** Director, Global Public Affairs, Lucent Technologies Corporation,  
Washington, D.C., (202) 530-7065.

**Mr. George Parker,** Assistant Principal, Yorktown High School, Arlington, VA, (703) 228-5400

**Major Charles Disharoon, USAR,** Executive Officer, 3/321 Training Support Battalion (IT), Fort  
Jackson, SC,  
(803) 254-0133



Kendra L. Brooks  
11/08/99 05:55:27 PM

Record Type: Record

To: Fern Mechlowitz/WHO/EOP

cc:

Subject: NAFEO letter

Hi Fern: I just got off of the phone from the HBCU office & this is the end result of our conversation. Also, I am not sure what type of format you expect. This is basically bullets of conversation for you to work into a response, if you prefer an actual draft of a letter I am happy to that instead-just let me know.

- The President and the White House Initiative on Historically Black Colleges and Universities are strongly committed to the needs of the HBCU community. In March of 1999 the President's Board of Advisor's for HBCU's released a report on the funding needs of the HBCU's. The President and the Initiative have studied the report and are working to incorporate as many of the ideas and recommendations of the report into the 2000 and 2001 budgets.
- We are working hard to get funding approved, for example, there is a suggested increase in Title III Part B, from \$136 million to \$148 million. However, as you know, Congress has continually underfunds our requests.
- The Department of Education is aware of the lack of funding that the HBCU's have received regarding GEAR-UP. Strategies are being identified that will serve needs of the HBCU's next year.

*Developing*

*include the 5 faculty of HBCU's that include high quality tech assistance programs to increase the success of HBCU's*

*wh. are interested in GEAR-UP, 10/11/99*

A one-percent cut would lead to approximately 74,000 fewer women, infants, and children benefitting from the food assistance and nutrition services offered by the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).

A one-percent cut would lead to approximately 2,800 fewer children receiving child care assistance through the Child Care and Development Block Grant.

Cuts to the Department of Labor's Youth Activities Formula Grants would be \$10 million. This reduction would deny job training, summer employment, and education opportunities to almost 6,000 disadvantaged youth.

This cut would cause Head Start to provide services to approximately 5,000 fewer children and their families than otherwise would be served.

Education for the Disadvantaged: Title I, Education for the Disadvantaged (Grants to LEAs) would be cut by \$78 million and could keep over 120,000 students in high-poverty communities from receiving key educational services necessary to improve their future prospects.

Reading Excellence: The Reading Excellence program would help about one million children learn to read well and independently and by the 3rd grade. This cut would reduce funding by \$2.6 million and provide literacy services to approximately 10,000 fewer children.

#### Environment and Health

Funding for Health Services and Resources Administration Family Planning activities would be cut by over \$2 million. This could prevent roughly 40,000 women, who received services in FY 1999, from receiving comprehensive reproductive health care services.

Funding for the Centers for Disease Control and Prevention's Childhood Immunization Program could be cut by approximately \$4.8 million, which could prevent roughly 3,000 additional children from receiving the full complement of childhood immunizations.

Substance Abuse and Mental Health Services Administration funding would be reduced by \$25.5 million, which could deny treatment to over nearly 4,000 people who receive mental health and substance abuse services.

Superfund Cleanups: EPA's Superfund program would be cut by \$14 million below the FY 2000 enacted level. This would eliminate funding for an additional two new, federally-led cleanups (on top of the 11 cleanups eliminated by the enacted bill), jeopardizing public health for citizens living near affected sites.

205-8511

## Effect on Emergency Agricultural Assistance

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Vitally needed assistance to our Nation's farmers would be cut by \$89 million, further reducing emergency farm aid that the Administration has noted is already insufficient to help farmers deal with this year's dual-problems of low commodity prices and natural disaster losses. Income assistance would be cut by over \$60 million, and crop and livestock loss payments would be cut by \$15 million. The amounts in the FY 2000 Agriculture/Rural Development Appropriations Act for crop and livestock loss payments are not enough to cover expected eligible claims, such that payments will have to be pro-rated. An additional one percent cut would leave farmers even more short, increasing the number who will be forced to exit farming.

## Department of Defense

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The bottom line is that a one-percent cut would have an adverse impact on select national security programs, as outlined below.

A one-percent across-the-board cut would equate to a \$2.8 billion cut to Defense. \$2.7 billion would come from programs funded in the Defense Appropriations Act, and \$0.1 billion from programs in the Military Construction Appropriations Act. When combined with other reductions reported to be required in the bill, DoD could be cut by well over \$4 billion from the Defense and Military Construction bills that the President has signed into law.

The indiscriminate nature of the cut would mean that certain accounts that fund military pay and readiness, appropriated at or below the President's request, would suffer. Two examples follow.

The cut would require the military services to make cuts in recruiting and engage in a loss of up to about 50,000 military personnel.

NOTE. This assumes that all the reductions are made to enlisted personnel because such reductions would likely be taken from new recruits and first term reenlistments. This 50,000 figure is consistent with the 70,000 figure used by the President in describing the impact of a 1.4 percent cut. If, however, the reductions were made strictly across the board, we estimate that roughly 28,000 personnel would need to be cut. This is consistent with the initial OMB figure of 39,000 for a 1.4 percent cut.

Such a cut to military personnel would disrupt military planning, exacerbate our already-difficult recruiting problems, and harm the morale of our men and women in uniform. A one-percent cut in funding for personnel would lead to an estimated 2.0 percent cut in their numbers because it would take months to begin the necessary reductions. As a result, roughly twice the number of personnel have to be reduced in order to make a given percentage

funding reduction.

The cut would further reduce funding to support overseas contingencies. Congress has already cut the President's request by \$665 million, leading to a shortfall for operations such as Bosnia and Southwest Asia. The one-percent cut would add \$17 million to the existing shortfall.

#### Other Key Programs

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A one-percent reduction from the FY 2000 enacted level would force the Department of Housing and Urban Development (HUD) to protect all Section 8 contract renewals by taking the full reduction from new incremental assistance. Approximately 20,000 households would not receive housing voucher assistance, a loss of over 33 percent of the enacted level.

A one-percent cut from the enacted level for NASA would require a \$136 million reduction from the agency's enacted level of \$13.65 billion, \$149 million less than the FY 1999 enacted level. With the \$385 million in earmarks in the enacted bill, this reduction would likely result in the deferral of some Earth and Space Science missions, the potential delay of Space Station construction, and the cancellation of university grants in many States.

The National Park Service (NPS) operating budget would be cut by \$14 million, eliminating many operational increases to improve facilities maintenance and support expanding operational needs at new or growing parks. Such a reduction could also undercut the NPS Natural Resource Initiative to increase accountability for protection and management of park natural resources.

The proposed reductions would require the Federal Bureau of Investigation (FBI) to cut staff by approximately 255 FTE (from the baseline level of 24,884), including 110 agents (from the baseline of 10,687) and 145 analysts, computer specialists, engineers, and other support staff. This would significantly reduce FBI resources for critical law enforcement activities, including national security investigations, combating organized crime and illegal drugs, and fighting cyber crime.

Cuts to the Immigration and Naturalization Service, if taken from the enforcement account, could result in a reduction of approximately 120 Border Patrol agents and 159 support staff.

---

Patrick William Lester  
Senior Program Associate  
Coalition on Human Needs  
Phone: 202-736-5886  
Fax: 202-785-0791  
Email: pwlester@chn.org

Web: <http://www.chn.org>

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Devorah R. Adler/OPD/EOP@EOP  
Deanne E. Benos/OPD/EOP@EOP  
Sarah A. Bianchi/OVP@OVP  
Irene Bueno/OPD/EOP@EOP  
John B. Buxton/OPD/EOP@EOP  
Eugenia Chough/OPD/EOP@EOP  
Thomas L. Freedman/OPD/EOP@EOP  
J. Eric Gould/OPD/EOP@EOP  
Christopher C. Jennings/OPD/EOP@EOP  
Teresa M. Jones/OPD/EOP@EOP  
Andrea Kane/OPD/EOP@EOP  
Karin Kullman/OPD/EOP@EOP  
Jeanne Lambrew/OPD/EOP@EOP  
Bethany Little/OPD/EOP@EOP  
Andy Rotherham/OPD/EOP@EOP  
Leanne A. Shimabukuro/OPD/EOP@EOP  
Mary L. Smith/OPD/EOP@EOP  
Essence P. Washington/OPD/EOP@EOP  
Paul J. Weinstein Jr./OPD/EOP@EOP  
Bruce N. Reed/OPD/EOP@EOP  
Cathy R. Mays/OPD/EOP@EOP  
Eric P. Liu/OPD/EOP@EOP  
Anna Richter/OPD/EOP@EOP  
Nicole R. Rabner/WHO/EOP@EOP  
Ann O'Leary/OPD/EOP@EOP  
Ruby Shamir/OPD/EOP@EOP