

House Calendar No. 119

105TH CONGRESS
1ST Session

H. RES. 139

[Report No. 105-349]

RESOLUTION

Expressing the sense of the House of Representatives that the Department of Education, States, and local education agencies should spend a greater percentage of Federal education tax dollars in our children's classrooms.

OCTOBER 28, 1997

Reported with an amendment, referred to the House
Calendar, and ordered to be printed

House Calendar No. 119

105TH CONGRESS
1ST SESSION

H. RES. 139

[Report No. 105-349]

Expressing the sense of the House of Representatives that the Department of Education, States, and local education agencies should spend a greater percentage of Federal education tax dollars in our children's classrooms.

IN THE HOUSE OF REPRESENTATIVES

MAY 1, 1997

Mr. PITTS (for himself, Mr. GRAHAM, Mr. BLUNT, Mr. GOODLING, Mr. HOEKSTRA, Mr. ISTOOK, Mr. RYUN, Mr. HULSHOF, Mr. NORWOOD, Mr. SNOWBARGER, Mr. ENGLISH of Pennsylvania, Mr. SESSIONS, Mr. CHABOT, Mr. SOLOMON, Mr. CHAMBLISS, Mr. KNOLLENBERG, Mr. SAM JOHNSON of Texas, Mr. HERGER, and Mr. HAYWORTH) submitted the following resolution; which was referred to the Committee on Education and the Workforce

OCTOBER 28, 1997

Additional sponsors: Mr. SENSENBRENNER, Mr. COOKSEY, Mr. WATTS of Oklahoma, Mr. NEUMANN, Mr. SHIMKUS, Mr. WELDON of Florida, Mr. WELDON of Pennsylvania, Mr. SCARBOROUGH, Mr. HEFLEY, Mr. BACHUS, Mr. DEAL of Georgia, Mr. FORBES, Mr. BAKER, Mr. BOEHNER, Ms. DUNN, Mrs. MYRICK, Mr. BALLENGER, Mr. BURTON of Indiana, Mr. SHADEGG, Mr. KLUG, Mr. HILL, Mr. MANZULLO, Mr. BOB SCHAFFER of Colorado, Mr. DICKEY, Mrs. EMERSON, Mr. ROYCE, Mr. BASS, Mr. FOX of Pennsylvania, Mr. BARTON of Texas, Mr. THUNE, Mr. RADANOVICH, Mr. CUNNINGHAM, Mr. COOK, Mr. HOSTETTLER, Mr. HASTERT, Mr. SMITH of Michigan, Mr. WHITFIELD, Mr. COLLINS, Mr. SPENCE, Mr. KINGSTON, Mr. STENHOLM, Mrs. LINDA SMITH of Washington, Mr. REDMOND, Mr. TALENT, Mr. CANADY of Florida, Mr. HUTCHINSON, Mr. STUMP, Mr. BRYANT, Mr. EWING, Mr. PICKERING, Mr. GIBBONS, Mr. LARGENT, Mr. NUSSLE, Mr. BURR of North Carolina, Mr. SALMON, Mr. ENSIGN, Mr. CONDIT, Mr. PETERSON of Minnesota, Mr. ROGAN, Mr. GILLMOR, Mrs. CHENOWETH, Mr. KASICH, Mr. TIAHRT, Mr. HILLEARY, Mr. WELLER, and Mr. PAPPAS

OCTOBER 28, 1997

Reported with an amendment, referred to the House Calendar, and ordered
to be printed

[Strike the preamble and the resolve clause and insert the part printed in *italic*]

RESOLUTION

Expressing the sense of the House of Representatives that the Department of Education, States, and local education agencies should spend a greater percentage of Federal education tax dollars in our children's classrooms.

Whereas we know that effective teaching takes place when we begin ~~(1) helping children master basic academics, (2) engaging and involving parents, (3) creating safe and orderly classrooms, and (4) getting dollars to the classroom;~~

Whereas our Nation's children deserve an educational system which will provide opportunities to excel;

Whereas States and localities must spend a significant amount of Federal education tax dollars applying for and administering Federal education dollars;

Whereas several States have reported that although they receive less than 10 percent of their education funding from the Federal Government, more than 50 percent of their paperwork is associated with those Federal dollars;

Whereas while it is unknown exactly what percentage of Federal education dollars reaches the classroom, a recent audit of New York City public schools found that only 43 percent of their local education budget reaches the classroom. Further, it is thought that only 85 percent of funds administered by the United States Department of

Education for elementary and secondary education reach the school district level. Even if 65 percent of Federal education funds presently reach the classroom, it still means that billions of dollars are not directly spent on children in the classroom;

Whereas American students are not performing up to their full academic potential, despite the more than 760 Federal education programs, which span 39 Federal agencies at the price of nearly \$100,000,000,000 annually;

Whereas, according to the Digest of Education Statistics, in 1993 only \$141,598,786,000 out of \$265,285,370,000 spent on elementary and secondary education was spent on "instruction";

Whereas, according to the National Center for Education Statistics, in 1994 only 52 percent of staff employed in public elementary and secondary school systems were teachers;

Whereas too much of our Federal education funding is spent on bureaucracy, and too little is spent on our Nation's youth;

Whereas getting 90 percent of Department of Education elementary and secondary education funds to the classroom could provide approximately \$1,800 additional funding per classroom across the United States;

Whereas more education funding should be put in the hands of someone in a child's classroom who knows the child's name;

Whereas President Clinton has stated: "We cannot ask the American people to spend more on education until we do a better job with the money we've got now.";

Whereas President Clinton and Vice President Gore agree that the reinventing of public education will not begin in Washington but in communities across America and that we must ask fundamental questions about how our public school systems' dollars are spent; and

Whereas President Clinton and Vice President Gore agree that in an age of tight budgets, we should be spending public funds on teachers and children, not on unnecessary overhead and bloated bureaucracy: Now, therefore, be it

1 *Resolved, That the House of Representatives urges the*
 2 *Department of Education, States, and local education agen-*
 3 *cies to work together to ensure that not less than 90 percent*
 4 *of all funds appropriated for the purpose of carrying out*
 5 *elementary and secondary education programs adminis-*
 6 *tered by the Department of Education is spent for our chil-*
 7 *dren in their classrooms.*

Whereas we know that effective teaching takes place when we begin (1) helping children master basic academics, (2) engaging and involving parents, (3) creating safe and orderly classrooms, and (4) getting dollars to the classroom;

Whereas our Nation's children deserve an educational system which will provide opportunities to excel;

Whereas States and localities must spend a significant amount of Federal education tax dollars applying for and administering Federal education dollars;

Whereas several States have reported that although they receive less than 10 percent of their education funding from the Federal Government, more than 50 percent of

their paperwork is associated with those Federal dollars;

Whereas while it is unknown exactly what percentage of Federal education dollars reaches the classroom, a recent audit of New York City public schools found that only 43 percent of their local education budget reaches the classroom. Further, it is thought that only 85 percent of funds administered by the United States Department of Education for elementary and secondary education reach the school district level. Even if 65 percent of Federal education funds presently reach the classroom, it still means that billions of dollars are not directly spent on children in the classroom;

Whereas American students are not performing up to their full academic potential, despite significant Federal education initiatives, which span multiple Federal agencies;

Whereas, according to the Digest of Education Statistics, in 1993 only \$141,598,786,000 out of \$265,285,370,000 spent on elementary and secondary education was spent on “instruction”;

Whereas, according to the National Center for Education Statistics, in 1994 only 52 percent of staff employed in public elementary and secondary school systems were teachers;

Whereas too much of our Federal education funding is spent on bureaucracy, and too little is spent on our Nation’s youth;

Whereas getting 90 percent of Department of Education elementary and secondary education funds to the class-

room could provide substantial additional funding per classroom across the United States;

Whereas more education funding should be put in the hands of someone in a child's classroom who knows the child's name;

Whereas burdensome regulations and mandates should be removed so that school districts can devote more resources to children in classrooms;

Whereas President Clinton has stated: "We cannot ask the American people to spend more on education until we do a better job with the money we've got now.";

Whereas President Clinton and Vice President Gore agree that the reinventing of public education will not begin in Washington but in communities across America and that we must ask fundamental questions about how our public school systems' dollars are spent; and

Whereas President Clinton and Vice President Gore agree that in an age of tight budgets, we should be spending public funds on teachers and children, not on unnecessary overhead and bloated bureaucracy: Now, therefore, be it

1 *Resolved, That the House of Representatives urges the*
 2 *Congress, the Department of Education, States, and local*
 3 *educational agencies to—*

4 *(1) determine the extent to which Federal ele-*
 5 *mentary and secondary education dollars are cur-*
 6 *rently reaching the classroom;*

1 (2) *work together to remove barriers that cur-*
2 *rently prevent a greater percentage of funds from*
3 *reaching the classroom; and*

4 (3) *work toward the goal that at least 90 percent*
5 *of the United States Department of Education ele-*
6 *mentary and secondary education program funds will*
7 *ultimately reach classrooms, when feasible and con-*
8 *sistent with applicable law.*