

H. Res. 139

In the House of Representatives, U.S.,

October 29, 1997.

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 classroom 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

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

(1) determine the extent to which Federal elementary and secondary education dollars are currently reaching the classroom;

(2) work together to remove barriers that currently prevent a greater percentage of funds from reaching the classroom; and

(3) work toward the goal that at least 90 percent of the Department of Education elementary and secondary education program funds will ultimately reach classrooms, when feasible and consistent with applicable law.

Attest:

Clerk.