

Getting Started With Windows NT 4.0

Office of Administration
Information Systems and Technology

Help Desk x5-7370

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Getting Started in Windows NT 4.0

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Getting Started in Windows NT 4.0

Congratulations! Your PC has just been upgraded with *Windows NT 4.0* and several other software upgrades. With each upgrade to your system our goal is to make your job easier and increase your productivity.

Logging on to Your Windows NT 4.0 Account

You will be required to type in your password in order to log into your network account. Your password will continue to be encrypted for your safety as it always has been.

Single User Login

Single user login allows you to synchronize your NT 4.0 password and your Lotus Notes password. When changing your password in Lotus Notes, the system will also automatically forward the new password to NT4.0. With synchronized passwords, you will not be required to also type in a password when logging into your Lotus Notes account.

Changing Your Lotus Notes Password

To change your Lotus Notes password for synchronization, click on File...Tools...User Id. While in the Userid window, click on the *Set Password* button. Type in your current password when prompted, then click on OK. At the *Set Password* window, type in a new password, then click on OK. (Passwords are case sensitive and must be at least 6 characters long.) Retype the new password when you are prompted to confirm, then click on OK. Click on the *Done* button from the Userid window. You will receive verification that your NT 4.0 password has now been changed.

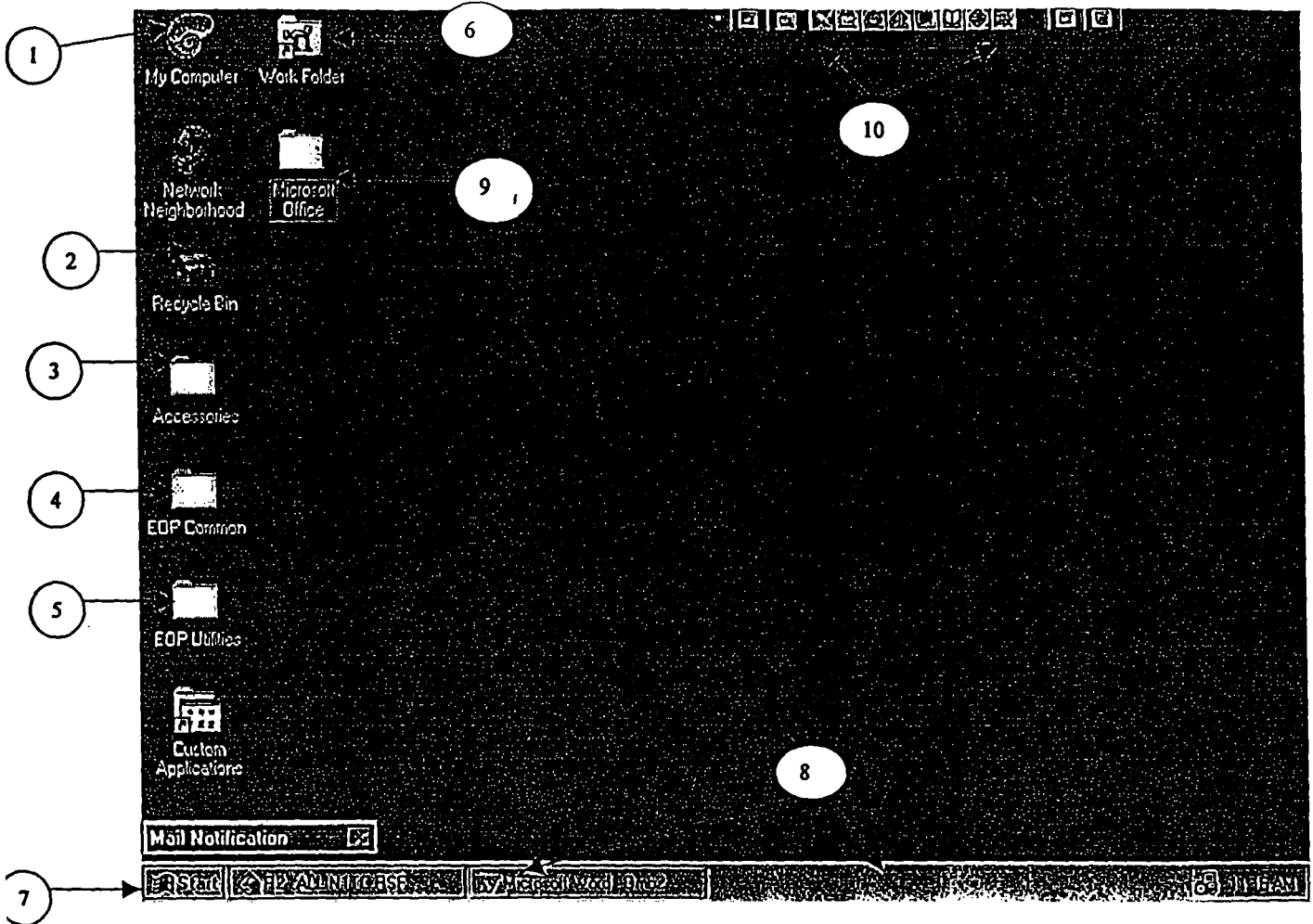
We urge you to change your passwords at least every 30 days.

Windows NT 4.0 New Desktop

Windows NT 4.0 has some very noticeable differences when compared with Windows NT 3.51. The first noticeable difference is the menu bar. Windows NT 4.0 does not have the blue title bar at the top of the screen, with the white menu bar. Instead its program menu is hidden behind the Start button, located in the lower left corner of the screen. Folder and shortcut icons are vertically arranged, along the left-hand side of the desktop. Unlike the group icons in Windows NT 3.51, which are arranged at the bottom of the screen, each icon in Windows NT 4.0 has a distinctive look.

Standard Desktop Icons and Features

Below you will find a list of standard features found on your new desktop. Some departments may have additional icons or a slightly different desktop appearance.



1) My Computer Icon

The My Computer Icon launches the Windows NT Explorer. Windows NT Explorer will allow you access to your floppy disk drives, CD-ROM drive, hard disk drives, and network resources such as printers and network drives. NT Explorer is the equivalent to File Manager in Windows NT 3.51. (You can also access the NT Explorer by clicking on the *Start* button, *Programs*, then *Windows NT Explorer*.)

2) **Recycle Bin**

The Recycle Bin is a temporary storage place for deleted files. Until you empty the recycle bin, or until the files in your recycle bin exceed 10% - 15% of the total disk space, the files will remain in your recycle bin. Files in the recycle bin will be removed automatically if the threshold is exceeded, starting with the oldest files first.

3) **Accessories Icon**

The Accessories folder contains icons for several useful programs and accessories, such as the Calculator, CD Player and Volume Control.

4) **EOP Common**

This folder contains icons for applications such as Word 97, Excel 97 Graphics, Lotus 123, Lotus Notes, Mainframe Access, and Netscape 4.08.

5) **EOP Utilities**

This folder contains icons to access Norton Antivirus, Adobe Acrobat Reader, Winzip and Quick View Plus.

6) **Work Folder**

The Work Folder will contain access to your local C: drive data files (WordPerfect, Lotus 123, Approach, etc.). Double-click on the individual folder names to access files stored in those folders. Your work folders from your old desktop should be located here.

7) **Start Button**

The Start Button is located on the taskbar at the bottom left corner of your screen. By default, it is always visible when Windows NT 4.0 is running. You can use the Start Button to launch programs, open documents, change system settings and access Help.

8) **Taskbar**

The Taskbar, the long gray bar located at the bottom of the screen, will allow you to switch between open application windows. Click the button on the taskbar which represents the application you want to switch to.

9) **Microsoft Office**

This folder contains icons for the Microsoft applications such as Word 97, Excel 97, Access 97 and PowerPoint 97.

10) Toolbar (optional feature)

The toolbar contains folder and shortcut icons to access your applications. The toolbar can be set to be visible from any application that you have running on your desktop. Clicking on the different toolbar folder icons displays specific application icons, and applications are identified when pointing to their icons.

Noticeable Differences Between Windows NT 3.51 and Windows NT 4.0

Windows NT 3.51

File Manager

Menu Bar

Group Icons

(Arranged at the bottom of the screen)

Directories

No Taskbar

No Visible Clock

No Start Button

Program Manager

Shortcut Icons

Windows NT 4.0

Window Explorer

Program Menu Bar

(Hidden behind Start Button)

Group Folders Icon

(Vertically arranged on the left-hand side of desktop)

Folders

Taskbar

(Located at the bottom part of the desktop)

Clock (visible by default)

(Located on the right-hand side of the Taskbar)

Start Button

Desktop

Program Icons

To Start a Program Application in Windows NT 4.0

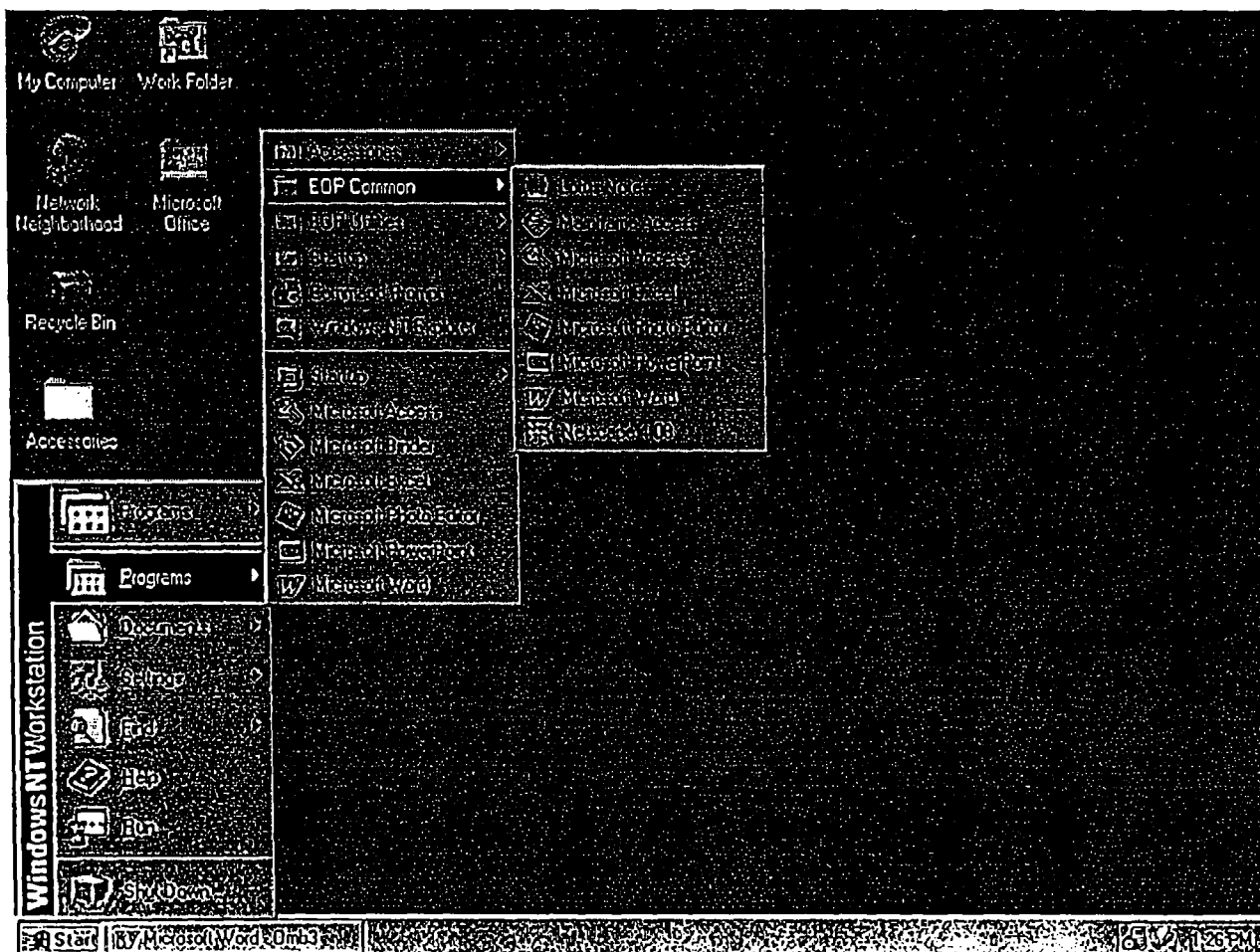
There are several methods for starting applications in Windows NT 4.0:

- 1) Desktop Icons: Locate the application icon in one of the desktop folder icons. Point to and double click the icon to launch the associated application.
- 2) Toolbar Icons: Point to and single click the application icon from one of the toolbar folders. By default, the toolbar is visible from anywhere on your desktop. Clicking on the different toolbar folder icons displays different application icons, and applications are identified when pointing to their icons.

3) The Start Menu:

- Click the **Start** button, located in the lower left corner of the screen.
- Hold down the left mouse button and point to the "**Programs**" menu listing. *(Note: A black arrow next to a program menu listing indicates that a pop-out menu will be displayed when pointing to that listing.)*
- Slide the mouse across the "**Programs**" bar to its pop-out menu.
- Point to the folder name which contains the application that you'd like to open, then slide the mouse across to that folder's pop-out menu.
- Finally, point and double click on the application name. (See Figure 2)

Figure 2



To Minimize a Program Application in Windows NT 4.0

Click the minimize button in the upper right corner of the application's window.



Note: You will need to minimize any open applications you have running in order to return to your main NT 4.0 desktop.

To Close a Program Application in Windows NT 4.0

Click the [X] (*Close Button*) in the upper right-hand corner of the application's window.



To Quit Windows NT 4.0 and Shut Down Your Computer

- 1) Click the **Start** button, then click **Shut Down**....
- 2) Select "**Shut down the computer**," then click on **Yes**.

The Settings Menu

By selecting "**Settings**" from the **Start Menu**, you can access the **Control Panel** icons, which allow you to change some display and performance settings for your desktop. Some of the settings options include:

1) **Accessibility Option**

The **Accessibility Option** will allow customization for those persons who are immobile, hearing or visually impaired. You can change your display, mouse, or keyboard settings, as well as use sound to help you use Windows. Click the **Start** button, then "**Settings**", then **Control Panel**. Point to and select the *Accessibility Options* icon.

2) **Display Icon**

The **Display Icon** will allow you to change screen settings such as wallpaper, colors schemes, and screen savers. Click the **Start** button, then "**Settings**", then **Control Panel**. Point to and select the *Display* icon. (*Note: an alternate method of accessing this feature is to click your right mouse button from the main desktop, then select Properties.*)

3) **Mouse**

Click the **Start** button, then "**Settings**", **Control Panel**, then the *Mouse* icon to customize elements such as speed and button functions for your pointing device

4) System Sounds

Click the Start button, then "Settings", Control Panel, then the *System Sounds* Icon to assign sounds to system and application events, and turn on or off the warning beep and system sounds.

5) Printer

Click the Start button, then "Settings", then **Printers** to allow you to connect to a printer on your network. (*You will not be able to add a local printer*). Local printers will have to be installed by technicians during installation.

Note: Directions for connecting to a network printer are given below.

Windows NT 4.0 Network Printing

We have just completed conversion of our network printers from a mixture of Novell and Windows NT 3.51 software to our future standard of Windows NT 4.0 only. Essentially, the connection to your Windows NT 4.0 network printer will look the same; however, your printer name will now reflect one of two print servers on which your printer is located.

Connecting to a Network Printer in Windows NT 4.0

To connect to a printer, you must do the following:

- 1) Click the Start button, then "Settings", then **Printers**. In the Printers window, you'll see a different icon for each printer you are connected to. The name of the printer is displayed under the printer's icon.
- 2) Double-click on the *Add Printer* icon. From the *Add Printer Wizard* window, select "Network printer server," then click on the Next> button.
- 3) In the *Connect to Printer* window, make sure the Microsoft Windows Network is expanded in the list of Shared Printers. If the NetWare or Compatible Network list is expanded, close it, then point to and double click on Microsoft Windows Network to expand that list.
- 4) You will see a list of domains. Double click the *Domain* of your printer, which includes the organization and room location of the printer.
- 5) When prompted, indicate whether you want to designate the printer as your default printer, then click on Next >.

- 6) When you are notified that the network printer has been successfully installed, click on Finish.

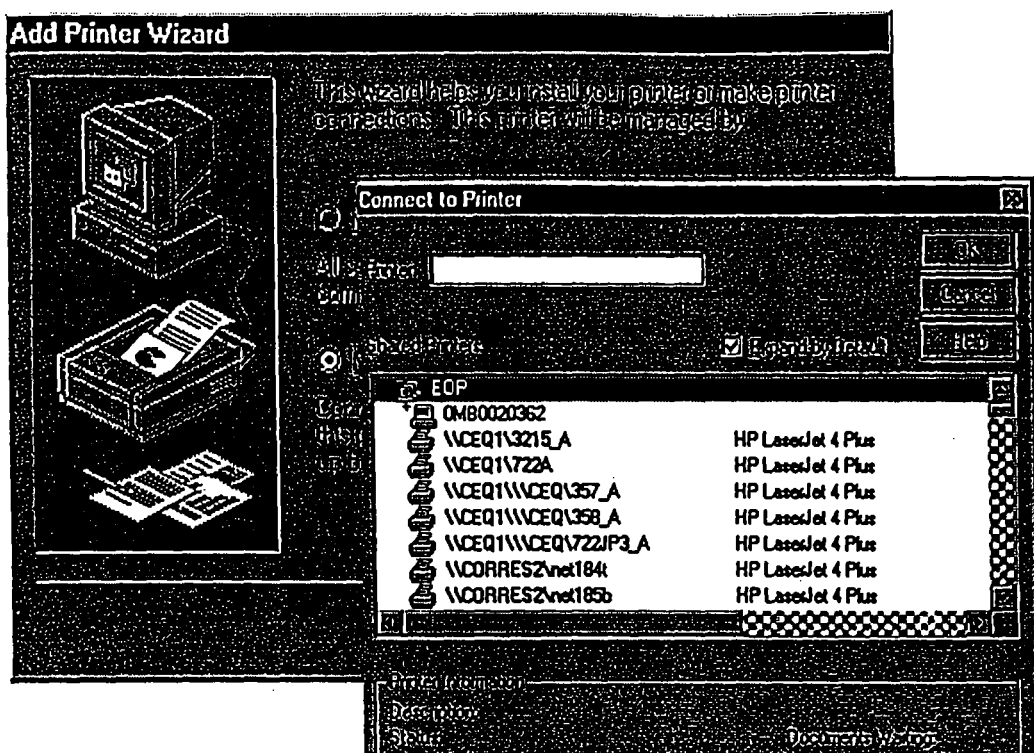


Figure 3

Accessing Web Based Training

Included with your NT 4.0 load is an online web based training site called LearnItOnline. Registration for classroom training and web based training instructions are available by calling the Help Desk at 5-7370. To set up your training account click the icon on the desktop called, "WebTraining." This will take you to the LearnItOnline web based training Student Login and Student Sign-Up screen. Once there, click on the Student Sign-Up button. Type in the corporate password which was issued to you. Type in your user name and your user password. (*These are your NT 4.0 user name and passwords.*) Once you have done this you will return back to the screen below. Click on the Student Login button. Each time you want to access your LearnItOnline account, this is the screen you will use.

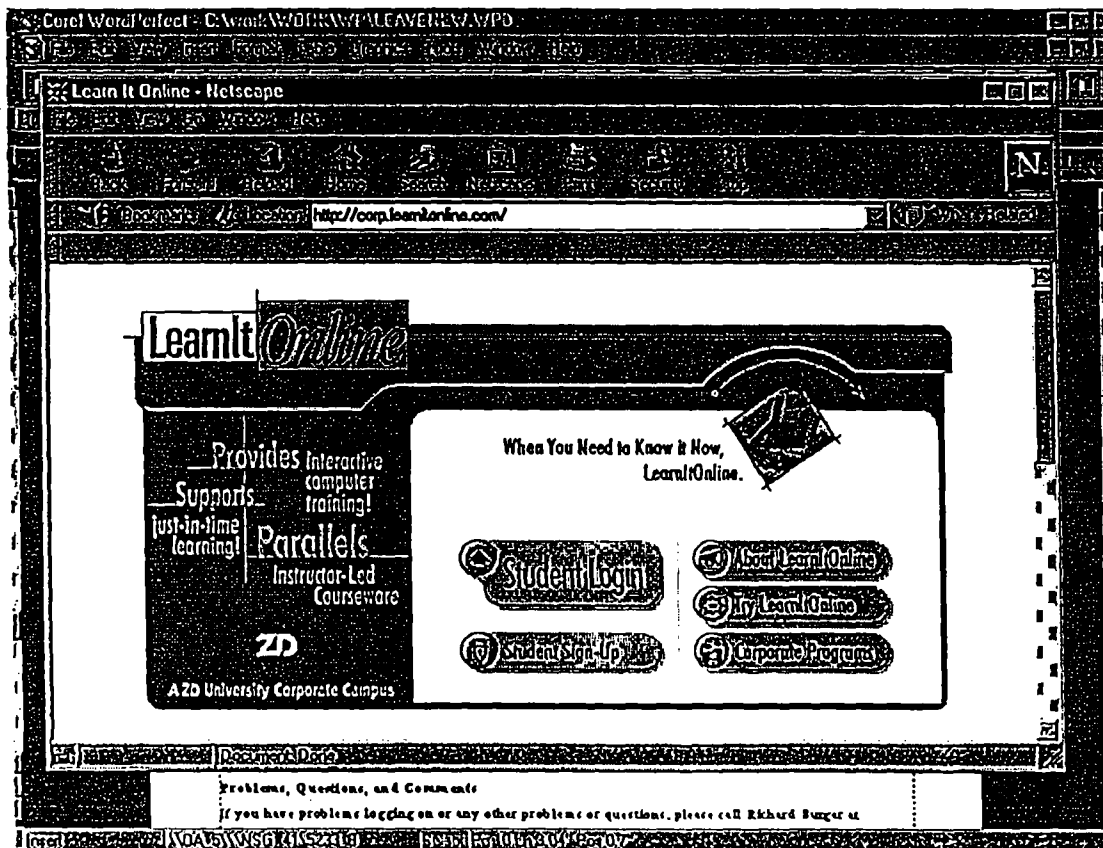


Figure 4

Netscape 4.08

A newer version of Netscape, 4.08, has been included in this installation. Netscape 4.08 will provide additional support for navigation of HTML (Netscape) frames and frame layouts. It also supports many word processing enhancements of HTML document formatting.

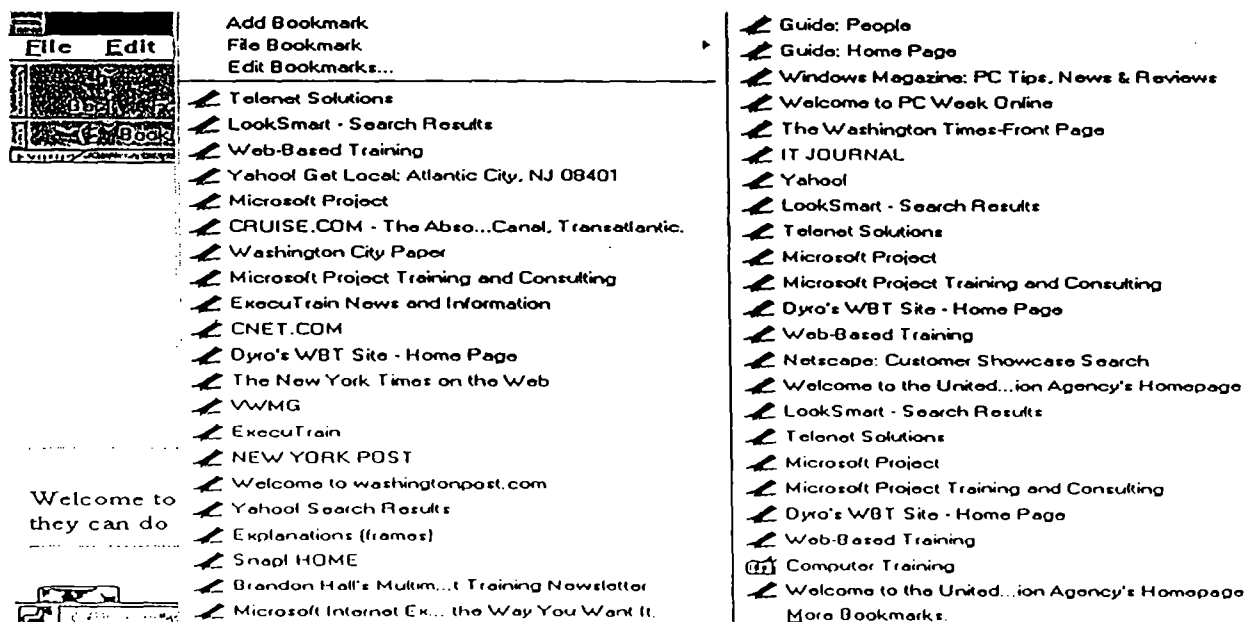
Bookmarks

Your previous bookmarks should be included on your new netscape. The screen below shows an example of a bookmark list. In the first tier are the three bookmark options available, *Add Bookmark*, *File Bookmark* and *Edit Bookmark*. Notice that the *File Bookmark* has a black arrow to the right of it, this indicating there is a pop-out menu present.

Creating Bookmark Folders

Creating Bookmarks Folders will help you organize your bookmarks into folders.

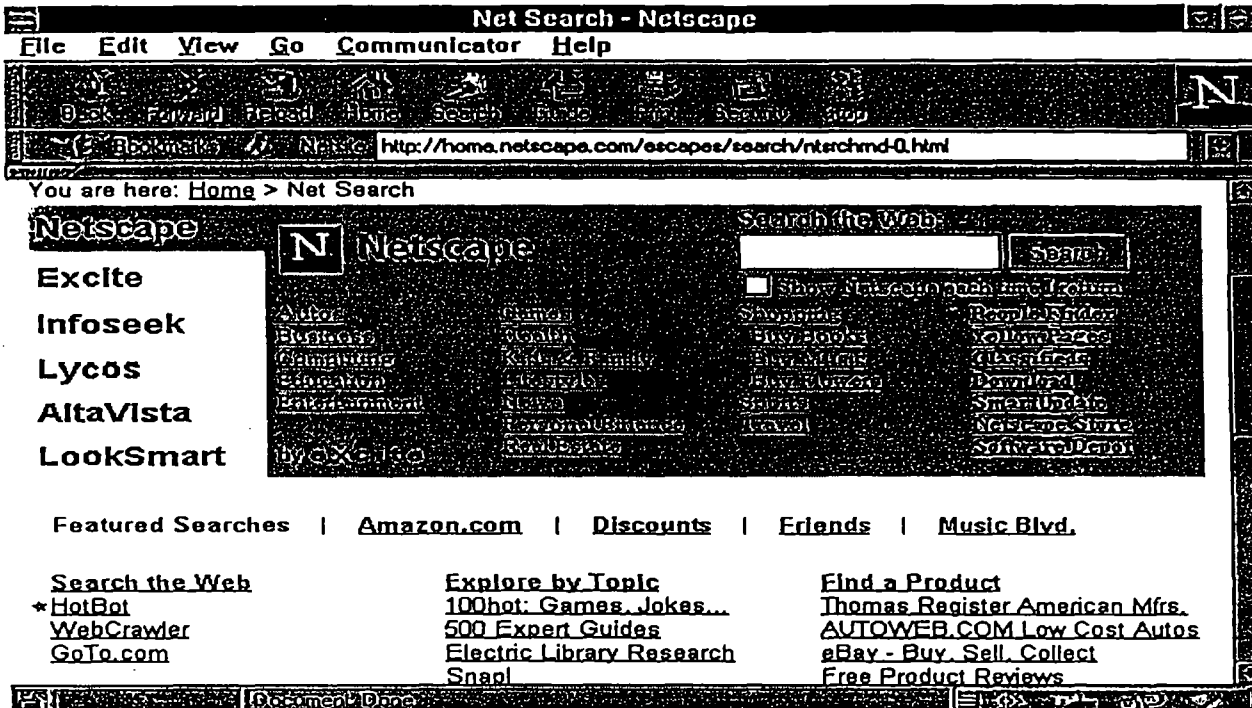
- 1) Click the *Bookmark* button.
- 2) Select *Add Bookmark* from the top tier of the bookmark list. Type the *name* of the New Bookmark folder.
- 3) Click *OK*.



Search Engines

Search Engines will allow you to locate information on the WWW (World Wide Web).

Netscape's Net Search is the default search engine which opens when you click on the search button on the menu bar. Listed on the left-hand side of the Net Search window are seven (7) additional search engines: *Netscape*, *Excite*, *Infoseek*, *Lycos*, *Snap*, *Look Smart*, and



NewsSearch. Each of these search engines retrieves information from the Internet in a different way. For the best results use a combination of these search engines to assist you in gathering information from the World Wide Web.

Click the *search engine name* that you would like to use, **type** the *subject* you want to retrieve information about, then **Press Enter**.

Questions, and Comments

If you have any questions or problems, please call the Client Services Help Desk at 5-7370.

Microsoft Office 97 Courses

Word 97 Excel 97 PowerPoint 97 Access 97 Project 98

OA/IS&T will be offering courses in Microsoft Word, Excel, PowerPoint, Access 97 and Project 98. Each class will be offered in a two-hour, compact and comprehensive session.

There will also be an "Microsoft QuickStart Combination Class" that will last approximately two hours to help start you on the road using your new EOP NT 4.0 desktop. The curriculum will concentrate on the differences between NT 3.51 and NT 4.0, differences between WordPerfect 6.1 and Word 97 and a few other quick tricks and new options.

Classes will be offered in room 485 of the OEOB. Please contact the Help Desk at x5-7370 to schedule yourself for classes and to find out for any changes to the schedule, since the schedule will adjust according to demand. We look forward to seeing you in class.

	Monday	Tuesday	Wednesday	Thursday	Friday
10:00-12:00	MS QuickStart Combo	MS QuickStart Combo	ACCESS 97 Intro	MS QuickStart Combo	PowerPoint 97 Intro or PROJECT 98 Intro
1:00-3:00	WORD 97 Intro	ACCESS 97 Intro	MS QuickStart Combo	EXCEL 97 Intro	MS QuickStart Combo
3:00-5:00	MS QuickStart Combo	MS QuickStart Combo	WORD 97 Intro	MS QuickStart Combo	EXCEL 97 Intro

Questions and Comments

If you have any questions or problems, please call the Client Services Help Desk: at 5-7370.

PRESIDENT CLINTON RELEASES REPORT ON AFTERSCHOOL LEARNING OPPORTUNITIES, URGES CONGRESS TO FUND AMERICA'S EDUCATION PRIORITIES

October 14, 2000

call on congress
Today, President Clinton will release a new Department of Education report on the scope and benefits of the 21st Century Community Learning Centers afterschool and summer school programs. The report examines how the grants are enabling schools to collaborate with community groups to create high quality extended learning opportunities that improve academic achievement while keeping kids safe. President Clinton will call on Congress today to stop spending its time funding special interest projects and to instead respect the clear message of the nation's voters by focusing on the country's true priorities like education by adequately funding afterschool programs, school renovation and construction, class size reduction, and teacher quality initiatives.

Kids
PROVIDING SUPERVISION AND ACADEMIC ENRICHMENT FOR "LATCH-KEY" YOUTH. Under the leadership of President Clinton and Vice President Gore, federal funding for the 21st Century Community Learning Centers has increased from \$0 in 1992 to \$453 million in 2000, and today, there are 3600 schools providing extended learning opportunities for 850,000 students. However, the demand for high quality after school and summer opportunities continues to outstrip available resources, and last year, only one in seven 21st Century Community Learning Center applications could be funded. Today President Clinton will repeat his request for \$1 billion in FY 2001 to better meet the demand for quality after school programs. This investment would more than double the current federal commitment and help establish 8,000 schools as 21st Century Community Learning Centers.

21st CENTURY COMMUNITY LEARNING CENTERS PROVIDE WIDE ARRAY OF BENEFITS. In the report to be released today, the Department of Education will share the progress being made in over 900 communities across the nation in providing safe and academically nurturing alternatives for children in the afternoon hours when children are most likely to commit or be the victim of crime. In addition to providing a safe haven for some of the 8 million "latch-key" kids, the 21st Century Community Learning Centers provide students with access to homework centers, tutors, cultural and recreational activities – enabling students to boost their academic achievement and social skills as an alternative to hanging out on the streets. Among the learnings of the Department's report:

- The peak hours for juvenile crime and victimization are between 2 p.m. and 8 p.m.; Highland Park, Michigan, reports a 40 percent drop in juvenile crime in the neighborhood surrounding the 21st Century Community Learning Center;
- Students who spend between one and four hours per week in extracurricular activities are half as likely to use drugs and one-third less likely to become teen parents; the Salem-Keizer district in Oregon has seen a substantial drop in alcohol and drug usage ~~and~~ the teen pregnancy rate dropped from six to zero in two years in Plainview, Arkansas due to programs established with 21st Century Community Learning Center grants;
- Some 90 percent of grantees partner with community-based organizations;
- Virtually all 21st Century Community Learning Centers ~~report~~ provide reading support, over 90 percent provide math support, and over 90 percent report coordination of activities to those offered during the regular school day;
- Two-thirds of grantees operate summer programs of 25 or more hours a week in addition to the school-year program;
- Over 80 percent of voters agree that access to afterschool programs for all children is important, yet nearly two-thirds of voters report that it is difficult to find such programs in their communities.

REPUBLICAN EDUCATION BILL IGNORES THE VOICES OF TEACHERS AND COMMUNITIES. In February, the Clinton-Gore Administration sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives. As of today, the Republican Congress has completed only two of 13 spending bills and is now neglecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. The Republican budget provides:

- **\$0 guaranteed for urgent school repairs, \$1.3 billion below the President's budget.** The Republican plan could deny much-needed renovations to up to 5,000 schools;
- **\$0 in new School Modernization Bonds, while the President's budget would pay for \$25 billion in bonds.** The Republican plan would prevent the modernization and construction of 6,000 schools;

- **\$0 guaranteed for class-size reduction, \$1.75 billion below the President's budget.** The Republican plan fails to ensure that school districts can hire 20,000 new teachers and support the 29,000 teachers already hired under the Class Size Reduction initiative, potentially denying smaller classes to 2.9 million children;
- **\$600 million for after-school programs, \$400 million below the President's budget.** The Republican plan would deny safe extended learning environments to 1.6 million children by supporting 3,100 fewer centers in 900 fewer communities than the President's budget would;
- **\$437 million for the President's plan to improve teacher quality, \$527 million below the President's budget.** The Republican plan would fail to fully fund support for teacher professional development, recruitment, and rewards, and would not help ensure a qualified teacher in every classroom;
- **\$0 for the Accountability Fund, \$250 million below the President's budget.** The Republican plan would deny resources to states and school districts turn around low-performing schools;
- **\$200 million for GEAR UP, a freeze at this year's level and \$125 million below the President's budget.** The Republican plan would not only stop the Department from establishing 147 new GEAR UP programs next year, but would also require existing programs to scrap plans to help 250,000 more 6th- and 7th-graders next year.

Today, the President will again urge Congress to fully enact his education budget proposals by investing more in our schools and demanding more from them to ensure our children receive the high-quality education they deserve.

~~SEFF~~
SERFF

DRAFT

*federal
funding
states*

Study on Education Resources and Fed Funding

**FACILITY CONDITIONS AND STUDENT
TEST PERFORMANCE IN THE
MILWAUKEE PUBLIC SCHOOLS**

Prepared for

Council of Educational Facility Planners International
9180 E. Desert Cove Drive, Suite 104
Scottsdale, Arizona 85260

Prepared by

The Lewis Group
2240 McCoy Road
Columbus, Ohio 43220

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CEFPI offers a special thanks to all CEFPI Research Committee members over the course of this project for their insight and advisement, particularly Hugh Skinner and Steve Young whose guidance and leadership helped make this a reality. CEFPI also thanks members of the 2000 Research Committee who reviewed preliminary drafts of this report. Finally, the Council wishes to acknowledge the hard work and dedication of Council staff member Elisa Warner who supervised the completion of this important project.

Executive Summary

This report presents an analysis of the relationships between measures of the physical facilities and educational adequacy of 139 buildings in the Milwaukee Public Schools system and standardized test data from students who attended these schools. The facility measures are from a study conducted in 1991 by the Construction Control Corporation. The test data are from the Wisconsin Student Assessment System fourth, eighth, and tenth grade tests that were administered in 1996, 1997, and 1998. In addition to the facility and test data, other information about the schools that was used in the analysis included the percentage of students from different racial/ethnic groups, attendance, suspension and mobility rates, and percentage of students eligible for free or reduced-price lunches.

Multiple regression analysis was used to determine the net, independent effect of the facility measures on test performance. The Wisconsin Student Assessment System consists of five tests, Reading, Mathematics, Language (including writing), Science and Social Studies. In 1996, the scores for each school were the percentile rankings of the school mean on the national norms for the tests that were administered. In 1997 and 1998, the measures of student performance at each school were the percentage scoring at or above the level defined as *proficient* for the three grades.

Reading scores are highly correlated with measures of individual ability and are the single best predictor of school performance. In the analyses presented in this report, Reading scores were used to control for differences in individual ability. With this control in the analysis, measures of school facilities explained as much of the differences in test performance across schools as were explained by indicators of family backgrounds and school attachment. Reading scores together with measures of school facilities, family background, and school attachment were able to explain between 75 and 92 percent of the differences across schools in test scores for the three years of testing.

Out of 36 estimates of the net, independent relationships of measures of school facilities with performance on the Wisconsin tests, 11 were found to be significant. Significant relationships were found between facility measures and all four of the tests. Differences in the facility measures typically explained about 10 to 15 percent of the differences in test scores when the influences of the other variables were statistically controlled. When simple one-to-one

correlations were calculated between the facility measures and test scores, there were no significant relationships. Multiple regression was needed to detect relationships that were hidden by the effects of other variables.

Out of 48 similar estimates of the relationship between measures of family background (mobility rates and eligibility for free/reduced lunches) and school attachment (attendance and suspension rates) with test performance, 9 were found to be significant. Differences in the measures of family background and school attachment that yielded significant relationships explained between 8 and 28 percent of the differences in test scores when other variables were controlled.

The results strongly imply that there is a relationship between facility conditions and performance on standardized tests. The evidence, however, is not fully consistent across the three years of test data. Very few statistically significant relationships were found between any of independent variables, except the Reading measure, and test performance in the 1998 data. Internal analyses of the data could detect no explanation for the low number of significant relationships in the data from this year. One possible explanation is that as the time period between the facility measures and test data increases, the chances of finding relationships decrease. This may also be the case for the measures of family background and school attachment. If all the measures were from the same school year, a higher proportion of significant relationships might be found.

With the complexity of the learning process and the number of factors that can influence it, it may not be possible to produce a definitive estimate of the effect of facility conditions on student achievement. Overall, the evidence—both previous research and this study—strongly implies such a relationship exists, but it continues to frustrate attempts to chart its dimensions.

INTRODUCTION

The relationship between the quality of the school facilities and the learning of students has been a source of controversy since the mid-1960s. Prior to then, few questioned that the quality of the educational process influenced educational outcomes. Good schools, curriculum, and teachers were assumed to produce well-educated students. In 1966, James Coleman and others published *Equality of Educational Opportunity*. This classic study reported the surprising and controversial finding that measures of traditional inputs into the educational process had little impact on the academic performance of students. In the words of the report:

It appears that variations in the facilities and curriculums of the schools account for relatively little variation in pupil achievement insofar as this is measured by standard tests. (p. 22)

Since the Coleman report, the relationship between the physical condition of schools and student achievement has been examined from a variety of perspectives. Bowers and Burkett (1989) studied the effect of the age of school buildings. Berner (1993) asked parent volunteers (maintenance workers, engineers, architects) to evaluate the condition of their children's schools. Earthman, Cash, and Berkum (1995) collected standardized questionnaire data from school principals. After obtaining various measures of schools, each of these studies then compared achievement test scores from schools with better and worse conditions. Maxwell (1999) used a slightly different approach; she compared test scores before and after schools underwent renovation.

Typically all of these studies have found a statistically significant relationship: better conditions are associated with higher achievement scores. In most cases, however, relatively little of the differences in scores can be attributed to the differences in facility conditions. When the complexity of learning and the number of factors that influence it are considered, the difficulty of estimating the effects of facilities is not surprising. Most studies are able to control only a few of the influences on learning, and, as a result, can explain relatively little of the total variability in test scores.

Three recent reviews have synthesized the available evidence. (Duke 1998, Earthman and Lemasters 1998, and Schrag 1999). Duke states: "... the studies that have been conducted suggest that there may be a relationship between the condition of facilities and learning." (p. 11). Earthman and

Lemasters are more definitive: "As the condition of the facility improved, achievement test scores improved." (p. 10). Schrag reviewed the evidence but did not reach a summarizing conclusion.

The present study examines the relationship between the condition of 139 schools in the Milwaukee Public Schools and the test scores of students from these schools. The study includes direct or proxy measures of several of the factors that influence learning. All the data used in the study were provided by the Milwaukee Schools. The facility scores were produced by the Construction Control Corporation for a study conducted in 1991. The test scores are from students who were tested while they attended the fourth, eighth, and tenth grades in 1996, 1997, and 1998. The Milwaukee Schools also provided other information about the characteristics of the students who attend the 139 schools including enrollment by racial/ethnic group, attendance, truancy and suspension rates, mobility and the percent of students eligible for free or reduced price lunches.

The first step in the study was to match these separate data sets by school and to merge the data to be used in the analysis. The first critical decision in the analysis was to merge the data across grade level. We did this because there are only 18 middle and 15 high schools in the data set. We had a possibility of as many as 20 independent variables for use in multiple regression, and the ratio of schools to variables was too low. For multiple regression to produce reliable results, it is necessary to have at least three times the number of observations as there are independent variables. Combining the elementary, middle, and high schools yielded a total of 139 observations which greatly increased the power of the analysis and the chances of finding statistically significant relationships between the independent and dependent variables.

The report is organized as follows. First we describe the data provided by the Milwaukee Public Schools. We then present analyses conducted to examine the internal consistency of these data. Before conducting the multiple regression analyses, we wanted to determine if the data have the relationships that would be expected on the basis of existing knowledge. We then present the multiple regressions that tested if the measures of school facilities had independent relationships with the test scores when other characteristics that are associated with test performance were statistically controlled.

DATA

Three separate kinds of data were provided by the Milwaukee Public Schools: facility scores, test results at the school level, and indicators of the characteristics of students in the 139 schools used in the analysis. We give most attention to the facility scores produced by the Construction Control Corporation. We then describe the Wisconsin Student Assessment System (WSAS), a battery of five standardized tests that are administered when students are in the fourth, eighth, and tenth grades. We also present the definitions of the student characteristics indicators.

These data provide some the best measures that have been used in analyses of this type. Unfortunately, they are not all from the same school year. There is a five year gap between the facility study and the first year in which test scores were available for all three grade levels. The student characteristic indicators are available for the 1994-95 and 1995-96 school years, one or two years before test scores were available. The multiple regression analyses presented below found most of the statistically significant relationships between facility and test scores for the tests administered in the 1996-97 school year, the one closest to the year in which the facility scores were produced. If all the measures had been available for the same school years, the findings across testing years may have been consistent.

Facility Scores

Any study seeking to relate school facilities to academic achievement is critically dependent on the accuracy of the measures of the facilities. The Construction Control Corporation study, commissioned by the Milwaukee Public Schools (MPS), was carefully conducted to yield valid measures. Four separate measures were produced: Existing Condition Total, Existing Condition Adjusted, Educational Adequacy Total, and Educational Adequacy Adjusted. The manner of producing each of these scores is described.

Existing Conditions. The Existing Condition scores are based on direct examinations of the schools that were conducted by teams made up of MPS staff from the Department of Facilities and Maintenance Services and staff from the MPS Program Architect. The instructions given these teams are described as follows in the report of study:

The survey teams were charged with applying judgement factors which would assess the "general health" of the facility. Chronic problems and the typical, normal conditions of each component were to be rated, with emphasis on the functional integrity of the particular component being assessed. (Construction Control Corporation 1991, p. 5)

The teams were trained to use an evaluation form developed by the Construction Control Corporation. This form called for ratings on a five-point scale defined as Poor, Marginal, Average, Good, and Excellent. These rating were then multiplied by weighing factors to calculate a total score for the facility. The weighting yielded scores that could range from 1,000 for the poorest school to 5,000 for an excellent school. These weighted scores were then adjusted. The rationale for this adjustment is explained in the report as follows:

At this point an overall score depressor was applied to reflect the statistical probability of chronic deficiencies due to age even when overall appearance merits a higher score. In the specific instance of MPS, facilities have been maintained in a condition which is exceptional for the age of the facility. Therefore, in order to reconcile the age effect among the facilities and account for age sensitive, depreciating components which would not otherwise be surveyed, an adjustment factor was applied to the raw score based on age category of the major portion of the facility. The adjustment was made by depressing the raw score of facilities as follows:

Age	Deduct
60 + years	1,000
50 - 60	750
40 - 50	500
0 - 40	0

(Construction Control Corporation 1991, pp. 5-6)

Results of the multiple regression analysis, to be presented below, indicate that this adjustment lowered the scores too much. Significant positive relationships were found between the Existing Conditions Total scores and WSAS test scores, and significant negative relationships were found for the adjusted scores.

Educational Adequacy. The Educational Adequacy scores were produced in a similar manner but the teams that made the adequacy ratings were composed of teachers and curriculum specialists from the MPS faculty and staff. There were a total of five teams, one for the high schools, one for the middle schools and three for the elementary schools. The teams rated the schools using a form developed by Construction Control Corporation. The schools were rated on the degree to which they conformed to established design standards for each facility type (conformity), and their adequacy in accommodating current curricula, and their capability for alternative use (functional performance).

Conformity with established standards was rated as Inadequate, Below, Equal, Above, and Exceptional. Functional Performance was rated as Unacceptable, Inferior, Average, Good, and Excellent. These ratings were multiplied by weighting factors to yield scores from 1,000 to 5,000, the same range as the Existing Condition scores. These weighted scores were also adjusted. In this case, the size of the space and student/teacher ratios were used to adjust the Functional Performance scores.

Table 1 presents the mean facility scores for each educational level that were produced using the Construction Control Corporation method and standardized scores derived from the original scores. The standardized scores were calculated to make comparisons across the four measures easier. The standardized scores all have a mean of 100 and a standard deviation of 10. Any variable that is reported as a standardized score has a "Z" added as the final letter in its label.

The adjustment of the Educational Adequacy scores did not produce as much a change as the adjustment to the Existing Condition scores. Table 2 shows that the Existing Condition Total (EC Tot.) and Adjusted (EC Adj.) scores correlated at $r = .68$, and the Educational Adequacy Total (EA Tot.) and Adjusted (EA Adj.) correlated at $r = .89$. The strong effect of age on the Existing Condition Adjusted score is shown by the negative correlation of $-.88$. The adjusted Existing Condition scores is, essentially, simply another measure of the age of the buildings: as the age of the building increases, the Existing Conditions Adjusted score declines.

When two measures are highly correlated, they should not both be entered into a multiple regression equation. In the regressions analyses that are presented below, age was not entered and the Existing Conditions Adjusted

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Table 1

Means for Original and Standardized Measures of School Facilities

Level		EC Tot.	EC Adj.	EA Tot.	EA Adj.
Elementary					
Original	Mean	3353.19	2850.64	2562.68	2514.21
	Number	98	98	98	98
	Stan. Dev.	203.34	591.22	431.98	519.20
Standardized	Mean	98.97	99.49	98.92	100.97
	Number	98	98	98	98
	Stan. Dev.	8.29	9.58	8.60	7.79
K-8					
Original	Mean	3374.63	2530.88	2771.50	2677.75
	Number	8	8	8	8
	Stan. Dev.	554.76	890.42	986.77	1102.36
Standardized	Mean	99.84	94.31	103.08	103.42
	Number	8	8	8	8
	Stan. Dev.	22.61	14.42	19.65	16.54
Middle School					
Original	Mean	3402.00	3027.00	2629.83	2199.28
	Number	18	18	18	18
	Stan. Dev.	166.13	511.39	504.75	792.30
Standardized	Mean	100.96	102.35	100.26	96.24
	Number	18	18	18	18
	Stan. Dev.	6.77	8.2830	10.05	11.89
High School					
Original	Mean	3517.47	3100.80	2872.33	2205.67
	Number	15	15	15	15
	Stan. Dev.	305.61	682.63	540.51	967.10
Standardized	Mean	105.67	103.54	105.09	96.34
	Number	15	15	15	15
	Stan. Dev.	12.46	11.06	10.76	14.51
Total					
Original	Mean	3378.47	2882.07	2616.81	2449.55
	Number	139	139	139	139
	Stan. Dev.	245.31	617.40	502.16	666.30
Standardized	Mean	100.00	100.00	100.00	100.00
	Number	139	139	139	139
	Stan. Dev.	10.00	10.00	10.00	10.00

score served as the measure of age. For the same reason both the Educational Adequacy Total and Adjusted scores were not used. Because they correlate so highly, only the Total score was used.

Table 2. Correlation of Age of Building with Facility and Adequacy Scores

	Age	EC Tot.	EC Adj.	EA Tot.	EA Adj.
Age	1.00				
EC Tot.	-.39	1.00			
EC Adj.	-.88	.68	1.00		
EA Tot.	-.48	.49	.54	1.00	
EA Adj.	-.36	.32	.40	.89	1.00

NOTE: All correlations are based on 139 schools and are significant at the 0.01 probability level or less (2-tail).

Table 2 make reference to "2-tail." in connection with the probability level. Tests of significant difference that are based on the normal probability curve are either 1-tail or 2-tail. The 1-tail test is appropriate if before the data are examined, the hypothesis being tested predicts the direction in which the results are expected to be different from chance. The overall hypothesis of this study is that as facility scores increase test scores will also increase. This hypothesis predicts the direction of the relationship and consequently a 1-tail test is appropriate and is used in this report. Any relationship that is labeled *statistically significant* refers to the .05 probability level of a 1-tail test.

Wisconsin Student Assessment System Scores

The WSAS consists of three sets of standardized tests that are administered to students when they are in the fourth, eighth, and tenth grades. The tests are designed to yield scores reflecting knowledge in reading, mathematics, language arts (including writing), science, and social studies.

The scores that were used for the 1996 analysis are somewhat different than those used in 1997 and 1998. The scores for 1996 are the percentile rankings of the schools on the national norms for the tests. For 1997 and 1998 the scores are the percent in each school that performed at or above the level defined as *proficient*. For each grade level and content area, the Office of Education Accountability of the Wisconsin Department of Public Instruction

DE A E T

Indicators of Student Characteristics

Attendance: Total days of attendance divided by Total possible days of attendance

Truancy: Number of students absent for either 10 or more consecutive days or 10 or more days during a semester

Suspension: An unduplicated count of the number of students suspended from the school, (multiple suspensions for the same student are counted only once per school)

Mobility: Total students who entered or exited a school after the third Friday

Free/reduced lunch: Total students receiving free or reduced price lunches

All of these indicators were converted to standardized scores with a mean of 100 and a standard deviation of 10.

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The reader should note that the unit of analysis for this study was the individual school, not the individual student. Because the data were at the school level, there was the possibility that the scores for all schools could be quite similar. If students with varying levels of individual ability and diverse family backgrounds—the two primary determinants of test performance—were randomly distributed across schools, the percentage proficient at each school would be very close to the mean for all 139 schools.

The actual distributions of test scores and student characteristics were far from randomly distributed. Reading scores are the single most accurate indicators of the ability to do academic work. The percentages in each school that scored at the proficient level or above in Reading ranged from 12 to 98 percent. The mobility of enrollment and the percentage of students who received free or reduce price lunches ranged from 0 to 98 percent. The school-level variation in the characteristics of the students attending the 139 schools and in their performance on the separate tests spanned the full range of most of the measures.

INTERNAL CONSISTENCY OF THE DATA

This section of the report discusses the analyses we conducted to test the internal consistency of the data. We wanted to determine if the various measures had the kinds of relationships with one another that would be expected on the basis of existing knowledge. We expected, for example, that scores across the five tests in the WSAS would be highly correlated. Students in schools who scored well on one test would be expected to score well on the other tests, and students in schools that did poorly on one test would be expected to do poorly on the other tests. We further expected that the scores of students who took the tests in one year would correlate with the scores of students who took the tests in subsequent years. We expected this because the characteristics of students who attend a school usually do not change greatly from year to year. Elementary schools, in particular, tend to serve neighborhoods with similar socioeconomic characteristics which change fairly slowly from year to year. And elementary plus K-8 schools make up three-fourths of the schools in this study.

Table 3 shows that the expected relationships were found in the WSAS data. The first three sets of rows show the correlations of different tests for the same year. The bottom set of rows show the correlations of the same test for different years. The correlations across tests for the same years are quite high. This reflects a strong tendency for schools that scored highly on one content area to also score highly on the other areas.

The schools also tend to have similar scores on the same tests across years, but not to the degree they have similar scores the same year across tests. The correlations of the different tests for the same years indicate that students perform similarly on each of the tests. The correlations of the same tests across years reflect the tendency of schools to serve students who have similar levels of test performance in different years.

In addition to determining if the tests had the relationships expected, we examined the relationships among indicators that reflect the characteristics of students that attend the various schools. These variables are shown in Table 4. These indicators correlate highly across the years for which we have data. The three years of attendance data correlate at an average $r = .95$; the mobility data correlate $r = .89$, and the free/reduced lunch data correlate $r = .97$ across two years. Truancy rates are essentially the reverse of attendance, yielding high negative correlations. Suspension rates have a fairly high positive correlation with truancy and negative correlations of about the same magnitude with

attendance. As attendance increases, suspension rates decrease. As the mobility of enrollments increases, attendance decreases and suspensions increase. The percentage of students eligible for free and reduced lunches, however, has no significant relationships with attendance, truancy, or suspension, but a fairly strong relationship with mobility. All of these relationships are consistent with prior expectations.

Table 3. Correlations of the Wisconsin Student Assessment System Scores for 1996, 1997, and 1998

	Reading	Mathematics	Language	Science	Social Studies
1996					
Reading	1.00				
Mathematics	.85	1.00			
Language	.94	.85	1.00		
Science	.84	.88	.84	1.00	
Social Studies	.89	.89	.87	.91	1.00
1997					
Reading	1.00				
Mathematics	.86	1.00			
Language	.91	.87	1.00		
Science	.84	.89	.83	1.00	
Social Studies	.73	.70	.70	.77	1.00
1998					
Reading	1.00				
Mathematics	.84	1.00			
Language	.95	.85	1.00		
Science	.80	.91	.80	1.00	
Social Studies	.91	.84	.90	.82	1.00
1996 with					
1997	.77	.70	.74	.71	.70
1998	.67	.48	.72	.53	.76
1997 with					
1998	.78	.75	.71	.68	.54

NOTE: All correlations are based on 139 schools and are significant at the 0.01 level or less (2-tailed).

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Table 4. Correlations of Indicators of Student Characteristics

	Attendance			Tru- ancy	Sus- pens.	Mobility Rate		Free/Red Lunch	
	1994	1995	1996			1995	1996	1995	1996
Attend 94	1.00								
Attend 95	.97	1.00							
Prob.	.00								
Attend 96	.92	.96	1.00						
Prob.	.00	.00							
Truancy	-.88	-.87	-.87	1.00					
Prob.	.00	.00	.00						
Suspen.	-.59	-.67	-.65	.51	1.00				
Prob.	.00	.00	.00	.00					
Mobil 95	-.42	-.38	-.37	.31	.06	1.00			
Prob.	.00	.00	.00	.00	.46				
Mobil 96	-.40	-.37	-.36	.29	.10	.89	1.00		
Prob.	.00	.00	.00	.00	.24	.00			
Lunch 95	-.01	.02	-.02	-.13	.01	.41	.39	1.00	
Prob.	.90	.86	.85	.12	.94	.00	.00		
Lunch 96	.01	.02	-.01	-.14	.01	.39	.38	.97	1.00
Prob.	.95	.77	.88	.11	.88	.00	.00	.00	

Note: All correlations are based on 139 schools. The probabilities (Prob.) are for 2-tail tests.

Our final test of the internal consistency of the data was to correlate the student characteristic indicators with the WSAS scores. These results are shown in Table 5. Once again, almost all of the relationships are significant and in the expected directions. The measures of truancy, suspension, mobility and the percentage of students eligible for free/reduced lunch have substantial negative relationships with almost all the tests. Attendance, in contrast, has a substantial positive correlation. These results are consistent over the three years of test data.

**Table 5. Indicators of Student Characteristics Correlated
with WSAS Test Scores for 1996, 1997, and 1998**

	Truant	Suspension	Attendance 1996	Mobility 1996	Free/Red Lunch 1996
Reading					
1996	-.27	-.26	.40	-.52	-.50
1997	-.41	-.38	.53	-.43	-.47
1998	-.44	-.42	.53	-.41	-.36
Mathematics					
1996	.06	-.19	.23	-.44	-.56
1997	-.40	-.42	.52	-.38	-.42
1998	-.58	-.63	.67	-.29	.14
Language					
1996	-.29	-.40	.46	-.45	-.49
1997	-.36	-.42	.50	-.40	-.47
1998	-.47	-.41	.56	-.42	-.35
Science					
1996	-.17	-.26	.29	-.44	-.61
1997	-.44	-.36	.52	-.43	-.43
1998	-.72	-.69	.78	-.27	.12
Social Studies					
1996	-.31	-.28	.42	-.50	-.53
1997	.04	.03	.17	-.44	-.63
1998	-.42	-.39	.52	-.42	-.35

Note: All correlations are based on 139 schools. In contrast with the other tables in this report, the shaded cells are **not significant**. All others are significant at the .05 probability level (1-tail) or less, and most are significant at the .001 level.

MULTIPLE REGRESSION ANALYSES

Having established that the test and student indicator data had substantial internal consistency, we were prepared to determine the relationship between test performance and measures of the condition and educational adequacy of the schools the students attended at the times they took these tests. Multiple regression was used because it provides estimates of the effect of each independent variable upon the dependent variable while holding the effects of all other variables in the equation constant.

The equations were based, as far as possible, on Walberg's (1980) model of educational productivity. Although measures were not available for all the factors in the model, those that were used typically explained 80 to 90 percent of the variation in test performance across the 139 schools. This is far larger percentage of explained variance than was found in the previous studies discussed in the Introduction section of this report.

Much of the strength of the model used in the analysis of the MPS data came from the inclusion of the WSAS Reading test as an *independent* variable that was regressed against the other WSAS tests as *dependent* variables. The decision to include Reading as an independent variable increased the explanatory power of the model and the probability of finding statistically significant relationships between the measures of school facilities and the percentage of students in the schools that scored at the proficient level or above on the other four tests.

The increase in power from including Reading as an independent variable is shown in Table 6. This table compares the results from two multiple regression equations one of which included the 1996 Reading score and the identical model without this variable. The adjusted R Square is the percentage of variability in the dependent variable, 1996 Mathematics scores, that is explained by the independent variables. With Reading in the equation, the adjusted R Square is .805; without Reading it is .445, a drop of almost half.

Table 6 identifies the facility score variables with capital letters and all have "Z"s as their final letters, indicating that they are standardized scores. These are the same labels used in Appendix Tables A-1 through A-12: ECTOTZ is the label for Existing Conditions Total, ECADJZ is Existing Conditions Adjusted, and EATOTZ is Educational Adequacy Total. Educational Adequacy Adjusted was not included in the model because of its high correlation $r = .89$ with Educational Adequacy Total.

Table 6

**Regression Coefficients for Dependent Variable
Mathematics 96Z with Reading96Z In and Out of the Equation**

Independent Variables	With Reading			Without Reading		
	Beta	t	Prob-ability	Beta	t	Prob-ability
ECTOTZ	.15	2.39	.01	.23	2.11	.02
ECADJZ	-.16	-2.65	.00	-.18	-1.78	.04
EATOTZ	.09	1.90	.03	.09	1.09	.14
SuspensionZ	.00	.08	.45	-.12	-.98	.16
Attendance96Z	.10	1.04	.15	.42	2.53	.01
Mobility96Z	.05	.91	.18	-.17	-1.98	.02
F/R Lunch96Z	-.12	-1.55	.06	-.21	-1.68	.05
African American	1.28	1.72	.04	2.68	2.15	.02
Asian	.32	1.96	.02	.52	1.93	.03
Hispanic	1.04	2.09	.02	1.89	2.26	.01
White	.95	1.74	.04	2.17	2.39	.01
Elementary	-.25	-2.10	.02	-.46	-2.28	.01
Middle School	-.19	-2.39	.01	-.22	-1.66	.05
Reading96Z	.82	15.20	.00			

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error
With Reading	.91	.82	.80	4.42
Without Reading	.70	.50	.44	7.45

Table 7 presents a summary of the results of the school facility measures regressed against the three years of test data. The model shown in Table 6 with Reading included was run with the four other tests administered in the years 1996, 1997, and 1998 as the dependent variables. The facility measures used in all the regressions are the same, the scores produced in 1991 by the Construction Control Corporation. The results for the full regression model for each of the WSAS tests in each of these years are appended as Appendix Table A-1 through A-12.

Table 7

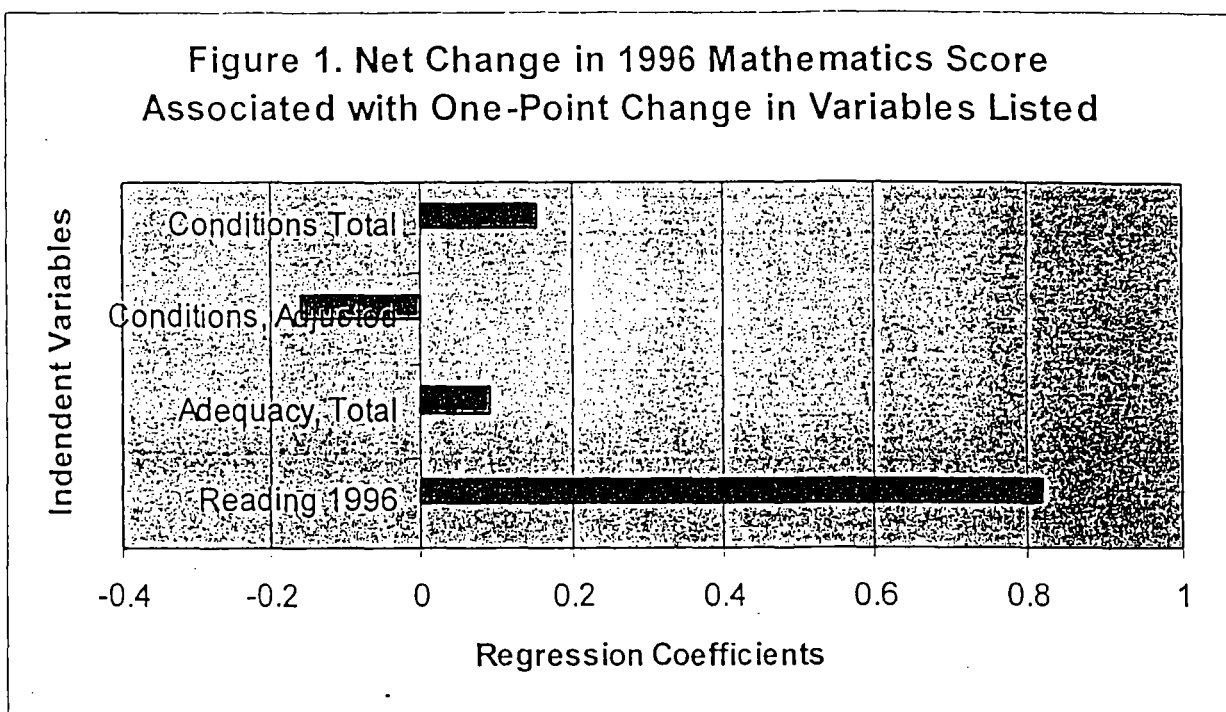
**Regression Coefficients for Net Independent Effects of
Facility Measures and Percentage of Students Eligible for Free or
Reduced-Price Lunches on WSAS Scores for 1996, 1997, and 1998**

Facility Measures	Mathematics		Language		Science		Social Studies	
	Beta	t	Beta	t	Beta	t	Beta	t
1996								
ECTOTZ	.15	2.39	.02	.51	.14	1.94	.07	1.24
ECADJZ	-.16	-2.65	-.01	-.27	-.06	-.95	-.08	-1.32
EATOTZ	.09	1.90	.00	.12	.03	.56	.09	1.96
1997								
ECTOTZ	.08	1.14	.07	1.13	.13	1.90	.12	1.79
ECADJZ	-.08	-1.27	.15	2.61	.12	1.93	.14	2.15
EATOTZ	.06	1.19	.03	.68	.13	2.59	.06	1.18
1998								
ECTOTZ	.08	1.52	.03	.64	.02	.44	.04	.74
ECADJZ	.02	.37	-.03	-.96	.04	.87	-.03	-.54
EATOTZ	-.04	-1.08	-.00	-.07	-.01	-.26	.03	.61
Free/Reduced Lunch96Z with								
1996 scores	-.12	-1.55	.08	1.74	.28	3.40	.21	3.00
1997 scores	.16	2.00	.12	1.73	-.12	-1.48	-.06	-.76
1998 scores	.08	1.25	.00	.02	.00	-.00	.06	.79

Note: All regressions are based on 139 schools. Shaded cells show coefficients that are significant at the .05 probability level or less, with a 1-tail test.

The shaded cells indicate relationships that are significant at the .05 probability level or less. The coefficients are standardized and show the amount of change in the outcome measures that would be expected by a one-point (1.00) change in the standardized facility measures.

It is likely that most readers of this report will not be familiar with interpreting regression coefficients. Figure 1 may facilitate the understanding of these values.



The bars in Figure 1 represent the regression coefficients for the three facility measures that are presented in the upper, left-hand cell of Table 7 plus the regression coefficient for the Reading scores that were entered as an independent variable (Table 6). The coefficient for the Reading scores is shown for comparison purposes. A one point (1.00) change in the reading score is associated with a change of .82 in the Mathematics score. Since these are all standardized scores that can range from 0 to 100, one way to think about this coefficient is that the 1996 Reading scores explain about 80 percent of the variability in the 1996 Mathematics scores, when the effects of all other variables entered in the model are held constant.

The facility scores are not nearly as powerful as the Reading scores, but they do explain a significant proportion of the variability in the 1996 Mathematics scores. The Existing Conditions Total variable (ECTOTZ) explains 15 percent, Existing Conditions Adjusted (ECADJZ) 16 percent, and Educational Adequacy Total (EATOTZ) 9 percent of the variability in 1996 Mathematics scores across schools.

The ECADJZ coefficient is negative: as these scores increase, Mathematics scores decrease. This reflects the strong effect of the adjustment made in the Existing Conditions Total score. It will be recalled, that the Construction Control Corporation study adjusted the Existing Conditions Total score by subtracting a specified number of points depending on the age of the building. This adjustment essentially made the Existing Condition Adjusted score a measure of the age of the building. Table 2 showed that the actual age of the buildings had a high negative correlation ($r = -.88$) with the Existing Conditions Adjusted score. As the age of the buildings increased, their Existing Condition Adjusted scores decreased. The adjustment made by Construction Control Corporation caused newer buildings to have higher Existing Condition Adjusted scores.

The negative coefficients for the Existing Conditions Adjusted score in Table 7 indicate that newer buildings, tended to have lower test scores. This is counter to most previous findings. To test its validity, additional regressions were run that deleted the Existing Conditions Adjusted variable and replaced it with the actual age of the buildings. These regressions found age to have significant positive relationships. The Construction Control Corporation report (1991) noted that the age adjustment was made because "... MPS facilities have been maintained in a condition which is exceptional for the age of the facility." (p. 5). Perhaps it is this exceptional maintenance that is being reflected in the higher test scores from older buildings.

The percentages of explained variance for the facility measures are not additive. The percentages were suggested as a way of thinking about the meaning of the regression coefficients, but each of the coefficients cannot be converted to a percentage and summed. If this were done for all the variables, the percentage of explained variance would be more than 100.

In 1996 all three of the facility measures had statistically significant relationships with the Mathematics scores. Two other significant coefficients were also found between facility measures and test scores, one each with Science and Social Studies. The coefficients for these five significant relationships ranged from $-.16$ to $.15$. For these significant relationships, a 1.00 point change in a facility scores was associated with a $-.16$ to a $.15$ point change in the dependent variables. In 1997, there were six significant relationships and the coefficients were about of the same magnitude, a range of $-.15$ to $.13$. Only one of these significant 1997 coefficients, however, replicated a relationship found in 1996. The replicated one was for Existing Conditions Total measure and Science scores. The coefficients for these relationships were $.14$ in 1996 and $.13$ in 1997.

The limited replication of the 1996 results in 1997 is disappointing, but several significant coefficients still emerged. In 1998, however, none of the relationships between facility measure and test scores were significant. The failure to find any relationships in 1998 caused us to include the results for the free/reduced price lunch variable in Table 7 as a basis of comparison. This is the student characteristics variable that had the most significant relationships with test data. In 1996 and 1997, seven of the eight relationships between the percentages of students eligible for free or reduced-price lunches and test scores were significant or nearly so. In 1998, however, this variable, just like the facility measures, had no significant relationships with test scores.

It will be recalled that the school scores for 1996 are somewhat different than the scores for 1997 and 1998. In 1996, the scores are the schools' percentile rankings on the national norms for the tests that were administered. In 1997 and 1998, the scores indicate the percentage of students at the schools that scored at the levels defined as proficient or above for their grades. If any year were to have a different pattern of relationships among the variables, one would expect 1996 to be the year. The intercorrelations of the years in Table 3, however, show that 1996 scores correlated much the same with those from 1997 and 1998 as 1997 correlated with 1998. The average correlations of the five tests across the three years were as follows:

1996 with 1997, $r = .72$

1996 with 1998, $r = .63$

1997 with 1998, $r = .69$

Given the internal consistency of the Milwaukee data, we have no explanation for the failure to find significant relationships in 1998. The test data correlate in a similar manner across tests and across years. The 1998 data do not vary significantly from the other years. We could find no anomalies that would suggest why 1998 should yield no significant relationships, but this was true for almost all of the independent variables, not just the facility scores.

Although the facility measures are the major focus of this report, a brief discussion of the other variables in the full model, presented in the Appendix Tables, may be helpful.

- The most powerful independent variable in all of the equations was the Reading score. It was always highly significant, and a change of one point (1.00) in its standardized score was associated with a change of .54 to .90 in the dependent variables.

- In general, the student characteristics variables that had fairly strong one-to one correlations with test data in Table 5 had few significant independent relationships in the regressions. When other factors associated with these student characteristics were held constant, indicators such as attendance, mobility, and suspension rates, had few independent relationship with the relative performance of the schools on the tests. The exception was the free/reduced price lunch variable for which the results were presented in Table 7.
- The percentage of students in different racial/ethnic groups was often significant, especially in 1997. All of these coefficients were positive indicating that as the percentage in each of these groups increased, test scores increased. One of the technical requirements of multiple regression is that the sum of any set of variables cannot be a unity (100 percent). Because of this requirement, American Indians and students classified as Other were not included in the regressions.
- The variables Elementary and Middle School were entered to control for any systematic differences in the merged data sets from the fourth, eighth, and tenth grades. The schools were coded as dummy variables with the high school not entered in the equation because of the restriction on a set of variables adding to a unity. In some of the equations, the percentages scoring at the proficient level or above in the elementary and middle schools were found to differ significantly from these percentages in the high schools. These differences were in both directions, some times higher and sometimes lower.

In summary, out of 36 relationships between facility measures and three years of test scores, 11 were statistically significant in 1996 and 1997. This is far higher than would be expected by chance. At the .05 probability level, only two relationships would be expected to be significant by chance. No significant relationships were found in 1998, and there is no apparent reason why this year should be so different.

Conclusions

A long history of educational research has demonstrated that family background has a strong impact on academic achievement: children from economically disadvantaged families perform more poorly than those from more favorable circumstances (*e.g.* Inoue 1999). Other research has demonstrated that school attachment, as reflected in attendance and suspensions, is essential to achievement (*e.g.*, ERIC Clearinghouse on Urban Education 1997). These are among the most established relationships in educational research.

It is somewhat surprising, therefore, that when differences in the individual ability of students were controlled in this study, measures of school facilities explained as much of the differences in test performance across schools as indicators of family backgrounds and school attachment. Reading scores were used to control for differences in individual ability. These scores together with measures of school facilities, family background, and school attachment were able to explain between 75 and 92 percent of the variability in scores on Mathematics, Language, Science, and Social Studies tests administered in 1996, 1997, and 1998.

Out of 36 estimates of the net, independent relationships of measures of school facilities with performance on the WSAS tests, 11 were found to be significant. The significant relationships for facility measures typically explained about 10 to 15 percent of the differences in scores across schools when the influences of the other variables were statistically controlled. When simple one-to-one correlations were calculated between the facility measures and test scores, there were no significant relationships. Multiple regression was needed to detect relationships that were hidden by the effects of other variables.

Out of 48 similar estimates of the relationship between measures of family background (mobility rates and eligibility for free/reduced lunches) and school attachment (attendance and suspension rates) with test performance, 9 were found to be significant. Those that were significant explained between 8 and 28 percent of the differences in test scores across schools when other variables were controlled.

The evidence, however, is not fully consistent. Relationships that were found for one year of test data were not replicated in other years. Very few significant relationships, except for the Reading test, were found in 1998. Nevertheless, there are many more significant relationships than would be expected by chance, and the analyses of the internal consistency of the data

found all the expected relationships. These analyses did not yield any results that would account for the low number of significant relationships in the 1998 data. One possible explanation is that as the time period between the facility measures and test data increases, the chances of finding significant relationships decrease. This may also be the case for the measures of family background and school attachment. If all the measures were from the same school year, a higher proportion of significant relationships might be found.

With the complexity of the learning process and the number of factors that can influence it, it may not be possible to produce a definitive estimate of the effect of facility conditions on student achievement. Overall, the evidence—both previous research and this study—strongly implies such a relationship exists, but it continues to frustrate attempts to chart its dimensions.

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APPENDIX

FULL REGRESSION TABLES FOR THE ANALYSES OF THE WISCONSIN STUDENT ASSESSMENT TESTS

Appendix Table A-1. Dependent Variable: Mathematics 96Z**Coefficients**

Independent Variables	Unstandardized Beta	Standard. Error	Standardized Beta	t	Probability
(Constant)	-39.946	34.512		-1.157	.124
ECTOTZ	.152	.064	.152	2.389	.009
ECADJZ	-.162	.061	-.162	-2.652	.004
EATOTZ	.093	.049	.093	1.901	.030
SuspensionZ	.005	.072	.005	.076	.450
Attendance96Z	.103	.099	.103	1.040	.150
Mobility96Z	.049	.054	.049	.909	.182
F/R Lunch96Z	-.116	.074	-.116	-1.551	.062
African American	.492	.286	1.283	1.721	.044
Asian	.603	.306	.317	1.961	.025
Hispanic	.603	.289	1.045	2.087	.020
White	.531	.304	.948	1.743	.042
Elementary	-5.890	2.802	-.252	-2.102	.019
Middle School	-5.584	2.336	-.188	-2.391	.009
Reading96Z	.821	.054	.820	15.205	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.908	.825	.805	4.4179

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	11380.545	14	812.896	41.649	.000
Residual	2420.188	124	19.518		
Total	13800.733	138			

Appendix Table A-2. Dependent Variable: Language 96Z

Coefficients

	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	-39.140	22.245		-1.760	.040
ECTOTZ	.021	.041	.021	.509	.305
ECADJZ	-.010	.039	-.010	-.266	.396
EATOTZ	.004	.032	.004	.119	.452
SuspensionZ	.012	.047	.012	.266	.395
Attendance96Z	.121	.064	.121	1.894	.061
Mobility96Z	.056	.035	.056	1.595	.056
F/R Lunch96Z	-.083	.048	-.083	-1.736	.042
African	.395	.184	1.030	2.144	.017
American					
Asian	.424	.196	.223	2.151	.017
Hispanic	.396	.186	.688	2.133	.018
White	.374	.196	.669	1.907	.030
Elementary	-.713	1.806	-.030	-.395	.347
Middle School	-5.674	1.505	-.191	-3.769	.000
Reading96Z	.902	.035	.901	25.920	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.963	.927	.919	2.8475

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	12805.091	14	914.649	112.803	.000
Residual	1005.440	124	8.108		
Total	13810.531	138			

Appendix Table A-3. Dependent Variable: Science 96Z

Coefficients

Independent Variables	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	28.917	38.802		.745	.229
ECTOTZ	.139	.072	.139	1.938	.028
ECADJZ	-.065	.069	-.065	-.946	.173
EATOTZ	.031	.055	.031	.561	.288
SuspensionZ	-.042	.081	-.041	-.516	.304
Attendance96Z	-.045	.112	-.045	-.400	.345
Mobility96Z	.040	.061	.040	.650	.258
F/R Lunch96Z	-.285	.084	-.285	-3.403	.001
African American	.186	.322	.485	.578	.282
Asian	.217	.344	.114	.632	.264
Hispanic	.225	.325	.390	.693	.245
White	.197	.342	.354	.579	.282
Elementary	2.160	3.150	.092	.686	.247
Middle School	.126	2.626	.004	.048	.481
Reading96Z	.732	.061	.732	12.058	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.882	.778	.753	4.9670

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	10733.485	14	766.678	31.076	.000
Residual	3059.209	124	24.671		
Total	13792.694	138			

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Appendix Table A-4. Dependent Variable: Social Studies 96Z

Coefficients

Independent Variables	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	5.703	32.005		.178	.430
ECTOTZ	.073	.059	.073	1.238	.209
ECADJZ	-.075	.057	-.075	-1.324	.094
EATOTZ	.089	.045	.089	1.960	.026
SuspensionZ	.006	.067	.007	.102	.460
Attendance96Z	-.040	.092	-.040	-.430	.334
Mobility96Z	-.001	.050	-.001	-.018	.488
F/R Lunch96Z	-.207	.069	-.207	-2.997	.002
African American	.231	.265	.601	.869	.193
Asian	.254	.284	.133	.894	.186
Hispanic	.296	.268	.512	1.103	.136
White	.250	.282	.447	.886	.189
Elementary	7.105	2.597	.303	2.735	.004
Middle School	4.777	2.166	.161	2.206	.014
Reading96Z	.797	.050	.797	15.951	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.922	.849	.832	4.0969

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	11726.854	14	837.632	49.904	.000
Residual	2081.338	124	16.785		
Total	13808.192	138			

Appendix Table A-5. Dependent Variable: Mathematics 97Z

Coefficients

Independent Variables	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	-73.913	35.807		-2.064	.020
ECTOTZ	.075	.066	.075	1.141	.128
ECADJZ	-.080	.063	-.080	-1.269	.104
EATOTZ	.060	.050	.060	1.194	.118
SuspensionZ	-.091	.074	-.090	-1.227	.111
Attendance96Z	-.182	.102	-.183	-1.793	.038
Mobility96Z	-.034	.055	-.034	-.621	.268
F/R Lunch96Z	-.157	.078	-.157	-2.000	.024
African American	1.313	.292	3.427	4.496	.000
Asian	1.494	.314	.786	4.762	.000
Hispanic	1.372	.296	2.378	4.641	.000
White	1.354	.310	2.423	4.368	.000
Elementary	10.544	2.870	.451	3.674	.000
Middle School	7.101	2.404	.240	2.954	.002
Reading97Z	.756	.057	.777	13.359	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.902	.814	.793	4.5430

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	11196.112	14	799.794	38.751	.000
Residual	2559.251	124	20.639		
Total	13756.364	138			

Appendix Table A-6. Dependent Variable: Language 97Z

Coefficients

Independent Variables	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	-.723	31.904		-.023	.436
ECTOTZ	.066	.058	.066	1.127	.131
ECADJZ	-.147	.056	-.147	-2.609	.005
EATOTZ	.031	.045	.031	.681	.248
SuspensionZ	-.017	.066	-.017	-.262	.397
Attendance96Z	-.123	.091	-.123	-1.353	.090
Mobility96Z	-.053	.049	-.053	-1.091	.138
F/R Lunch96Z	-.121	.070	-.121	-1.734	.042
African	.550	.260	1.434	2.115	.018
American					
Asian	.583	.279	.307	2.087	.020
Hispanic	.554	.263	.960	2.105	.019
White	.584	.276	1.044	2.114	.019
Elementary	5.109	2.557	.218	1.997	.024
Middle School	.036	2.142	.001	.017	.488
Reading97Z	.784	.050	.805	15.554	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.923	.853	.836	4.0478

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	11764.431	14	840.317	51.286	.000
Residual	2031.725	124	16.385		
Total	13796.156	138			

Appendix Table A-7. Dependent Variable: Science 97Z

Coefficients

Independent Variables	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	-73.470	36.620		-2.006	.024
ECTOTZ	.127	.067	.127	1.897	.030
ECADJZ	-.125	.065	-.125	-1.928	.028
EATOTZ	.133	.052	.133	2.575	.006
SuspensionZ	-.067	.076	-.066	-.890	.188
Attendance96Z	-.090	.104	-.090	-.865	.194
Mobility96Z	-.067	.056	-.067	-1.195	.117
F/R Lunch96Z	-.119	.080	-.119	-1.480	.070
African American	1.183	.299	3.083	3.960	.000
Asian	1.229	.321	.646	3.831	.000
Hispanic	1.258	.302	2.177	4.161	.000
White	1.296	.317	2.318	4.091	.000
Elementary	10.411	2.935	.445	3.547	.001
Middle School	9.231	2.458	.311	3.755	.000
Reading97Z	.661	.058	.678	11.421	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.897	.806	.784	4.6463

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	11118.480	14	794.177	36.788	.000
Residual	2676.888	124	21.588		
Total	13795.369	138			

Appendix Table A-8. Dependent Variable: Social Studies 97Z

Coefficients

Independent Variables	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	-61.593	35.961		-1.713	.044
ECTOTZ	.118	.066	.118	1.788	.038
ECADJZ	-.136	.063	-.136	-2.147	.017
EATOTZ	.060	.051	.060	1.177	.121
SuspensionZ	.037	.074	.036	.495	.310
Attendance96Z	.146	.102	.146	1.432	.078
Mobility96Z	-.014	.055	-.014	-.256	.385
F/R Lunch96Z	-.060	.079	-.060	-.759	.224
African	.818	.293	2.132	2.788	.003
American					
Asian	.885	.315	.465	2.810	.003
Hispanic	.876	.296	1.517	2.952	.002
White	.965	.311	1.742	3.131	.001
Elementary	-9.011	2.882	-.385	-3.126	.001
Middle School	2.089	2.414	.070	.865	.194
Reading97Z	.689	.057	.707	12.125	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.902	.813	.792	4.5626

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	11209.708	14	800.693	38.462	.000
Residual	2581.389	124	20.818		
Total	13791.096	138			

Appendix Table A-9. Dependent Variable: Mathematics 98Z

Coefficients

Independent Variables	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	-16.729	28.836		-.580	.282
ECTOTZ	.079	.052	.079	1.517	.066
ECADJZ	.019	.050	.019	.369	.356
EATOTZ	-.044	.040	-.044	-1.082	.140
SuspensionZ	-.018	.060	-.018	-.300	.382
Attendance96Z	-.071	.081	-.071	-.883	.190
Mobility96Z	-.052	.044	-.052	-1.176	.121
F/R Lunch96Z	.077	.061	.077	1.251	.106
African American	.383	.234	.986	1.634	.052
Asian	.493	.252	.259	1.960	.026
Hispanic	.367	.237	.635	1.549	.062
White	.416	.248	.743	1.673	.048
Elementary	10.304	2.298	.440	4.482	.000
Middle School	-.781	1.926	-.026	-.405	.343
Reading98Z	.717	.044	.717	16.311	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.938	.881	.867	3.6443

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	12155.485	14	868.249	65.376	.000
Residual	1646.835	124	13.281		
Total	13802.320	138			

Appendix Table A-10. Dependent Variable: Language 98Z

Coefficients

Independent Variables	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	2.854	24.562		.116	.454
ECTOTZ	.030	.045	.030	.673	.251
ECADJZ	.027	.043	.027	.636	.263
EATOTZ	-.033	.034	-.033	-.965	.168
SuspensionZ	-.004	.051	-.004	-.073	.471
Attendance96Z	.040	.069	.040	.576	.282
Mobility96Z	-.023	.038	-.023	-.610	.272
F/R Lunch96Z	.001	.052	.001	.025	.485
African	.022	.198	.057	.110	.461
American					
Asian	.034	.214	.018	.160	.436
Hispanic	-.008	.202	-.014	-.039	.484
White	.040	.212	.072	.189	.426
Elementary	1.618	1.958	.069	.826	.205
Middle School	1.855	1.641	.063	1.131	.130
Reading98Z	.896	.037	.897	23.929	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.956	.913	.903	3.1041

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	12538.041	14	895.574	92.944	.000
Residual	1194.821	124	9.636		
Total	13732.863	138			

Appendix Table A-11. Dependent Variable: Science 98Z

Coefficients

Independent Variables	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	26.062	24.196		1.077	.142
ECTOTZ	.019	.044	.019	.443	.329
ECADJZ	.037	.042	.037	.870	.193
EATOTZ	-.009	.034	-.009	-.260	.398
SuspensionZ	-.088	.050	-.086	-1.750	.042
Attendance96Z	-.010	.068	-.010	-.146	.442
Mobility96Z	-.020	.037	-.020	-.526	.299
F/R Lunch96Z	-.000	.051	.000	-.004	.493
African	.141	.196	.367	.716	.238
American					
Asian	.215	.211	.113	1.016	.156
Hispanic	.136	.198	.236	.685	.248
White	.183	.208	.328	.880	.190
Elementary	14.673	1.929	.627	7.607	.000
Middle School	4.342	1.616	.146	2.686	.004
Reading98Z	.542	.037	.542	14.710	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.957	.916	.906	3.0580

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	12641.433	14	902.959	96.559	.000
Residual	1159.570	124	9.351		
Total	13801.003	138			

Appendix Table A-12. Dependent Variable: Social Studies 98Z

Coefficients

Independent Variables	Unstandardized Beta	Standard Error	Standardized Beta	t	Probability
(Constant)	-11.093	33.331		-.333	.370
ECTOTZ	.045	.061	.045	.738	.231
ECADJZ	-.032	.058	-.032	-.544	.294
EATOTZ	.028	.047	.028	.610	.272
SuspensionZ	.001	.069	.000	.007	.492
Attendance96Z	.043	.093	.043	.457	.324
Mobility96Z	-.057	.051	-.057	-1.110	.134
F/R Lunch96Z	.056	.071	.056	.790	.216
African American	.165	.271	.429	.608	.272
Asian	.292	.291	.153	1.003	.109
Hispanic	.149	.274	.259	.546	.293
White	.233	.287	.416	.811	.220
Elementary	.412	2.657	.018	.155	.438
Middle School	.172	2.226	.006	.077	.470
Reading98Z	.844	.051	.844	16.622	.000

Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
.917	.841	.823	4.2124

ANOVA

	Sum of Squares	df	Mean Square	F	Probability
Regression	11597.251	14	828.447	46.688	.000
Residual	2200.277	124	17.744		
Total	13797.528	138			

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EOB 75, 456-2242*

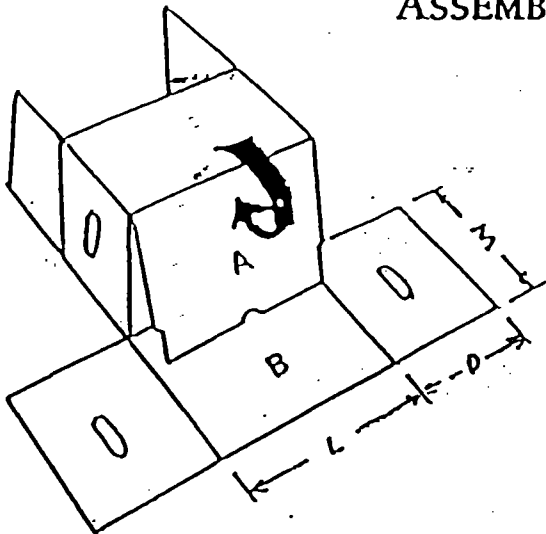
Preparing Records For Storage Or Retirement

10 Simple Steps To Make Your Task Easier:

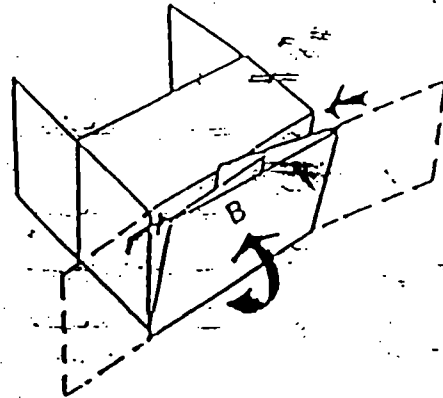
1. **ONLY** use storage boxes provided to you by the Office of Records Management.
2. Put each box together correctly. *(See the back of this page for instructions)*
3. Please use manila or accordion folders.
(If you have binders, hanging files or odd sized materials, please call us for advice)
4. Place files upright in the box and keep them in original order.
(As they were in the filing cabinet)
5. Prepare a detailed inventory listing the folder labels/contents in the order they appear in the box and be sure to include the staff member's name and office at the top of the inventory. Process security classified documents separately.
(All Boxes MUST have an inventory)
6. Place a paper copy of the inventory inside the box and attach an envelope ~~containing an~~ electronic copy on a 3 1/2" diskette. *(Please notify us if you need a diskette)*
7. Mark the top flap of the box appropriately with the staff member's name, office and box number. *(If more than one box is being archived use the format: 1 of 5, 2 of 5, etc.).*
8. Call 456-2242 to arrange for pick-up. *(Be sure to provide the contact person's name, room location, and the quantity of boxes that are ready to be picked up)*
9. Make sure the boxes are in an easily accessible location and that someone will be in the office during pick-up to answer any questions and verify the boxes to be picked up.
(DO NOT place boxes in the hallway, GSA may remove and destroy accidentally)
10. **CALL 456-2242 WITH ANY QUESTIONS**

Remember: Following these simple steps will help us in ensuring that your materials are easily accessible and organized when they are transferred to the Clinton Presidential Library at the end of the administration.

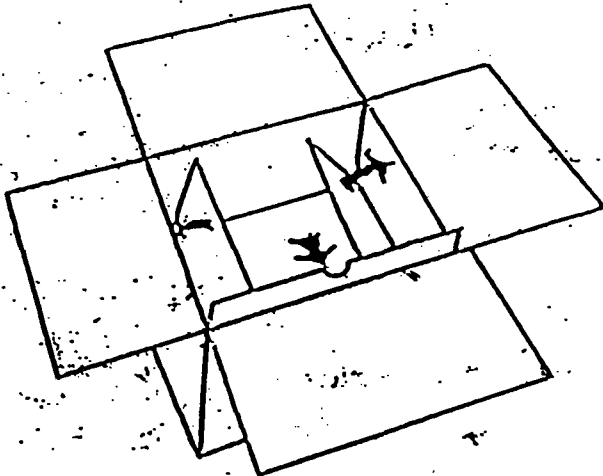
ASSEMBLY INSTRUCTIONS



STEP 1. Square up box on its side, and fold flap A inside.



STEP 2. Fold extensions over on flap B, and fold to closed position.

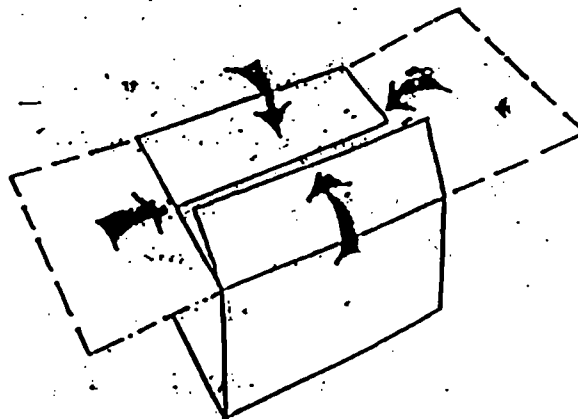


STEP 3. Lift flap A to vertical position, then lift and fold extensions of flap B up against end walls of box.



STEP 4. Lower flap A to bottom of box.

STEP 5. Fold all flaps in (small flaps first, large flaps last).



Study of Education Resources and Federal Funding: Final Report

Briefing
April 6, 2000

U.S. Department of Education, Planning and Evaluation Service

Study of Education Resources and Federal Funding:

Study Purpose

Examine distribution and uses of resources from six federal elementary-secondary programs:

- Title I, Grants to LEAs
- Title II, Eisenhower Professional Development, Elementary/Secondary Programs
- Title III, Technology Literacy Challenge Fund
- Title IV, Safe and Drug-Free Schools, State and Local Agency Programs
- Title VI, Innovative Education Program Strategies
- Goals 2000, State and Local Systemic Improvement

Study of Education Resources and Federal Funding: Study Methodology

- Random sample of 720 schools in 180 school districts
- Surveys of district coordinators, school principals, classroom teachers, Title I teachers, and Title I teacher aides (1997-98 school year)
- Collection of detailed resource data at the district and school levels, including program budgets and expenditures as well as personnel and payroll information for all staff in the sample schools (1997-98)
- School allocations for Title I from the sample districts (1997-98)
- School district allocations for all 6 federal programs from all 50 states (FY 1994 through FY 1997)
- School district revenues from federal, state, and local sources (secondary analysis of 1994-95 data from the NCES Survey of Local Government Finances)

Study of Education Resources and Federal Funding: Preliminary and Final Reports

Preliminary Report (July 1999)

- Findings on targeting and uses of funds from the six programs

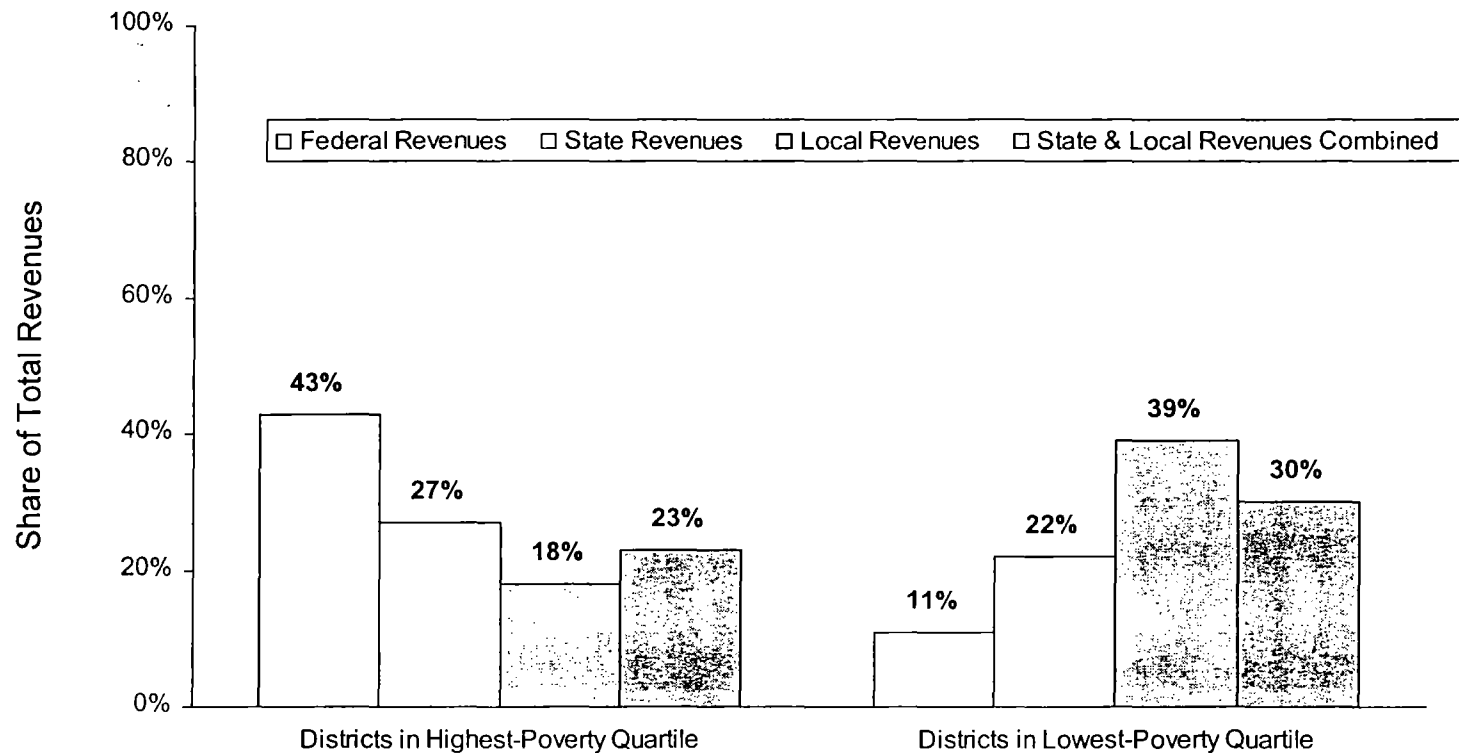
Final Report (to be released in late ^{April} March 2000)

Additional information focuses on Title I program:

- Targeting of Title I and all federal funds compared with state and local funds
- Comparability of state and local resources in Title I and non-Title I schools
- Impact of Title I funds on total resources in different types of Title I schools
- Use of Title I Funds for teachers and teacher aides

Distribution of Federal, State, and Local Revenues, by District Poverty Quartile, 1994-95

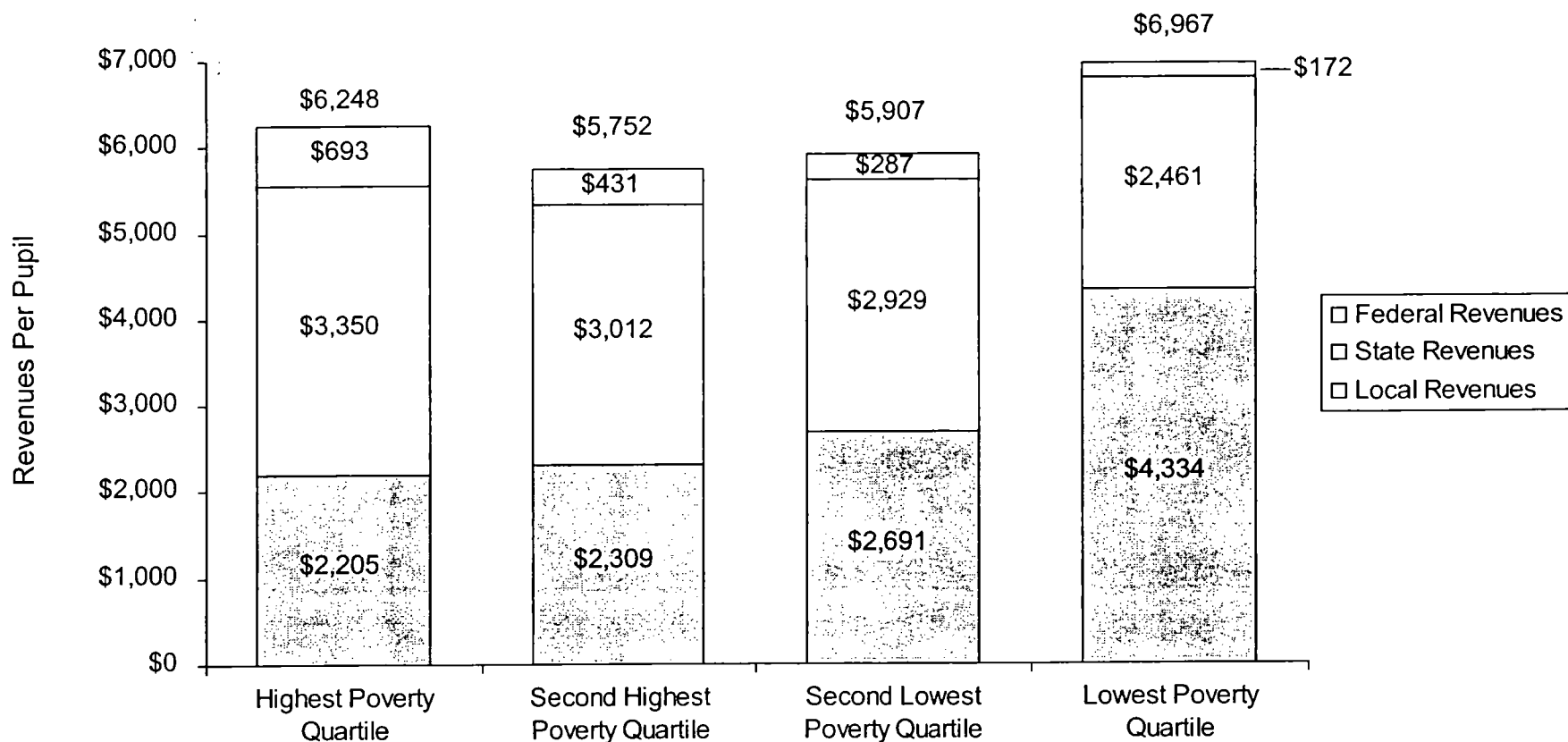
The highest-poverty school districts received 43% of all federal revenues, compared with only 27% of state revenues and 23% of state and local revenues combined. The share of state and local funds going to the highest-poverty districts is less than these districts' share of the nation's school-age children (25%).



Highest-poverty quartile of districts contains 25% of the nation's students and 49% of the poor students.
Lowest-poverty quartile of districts contains 25% of the nation's students and 7% of the poor students.

Federal, State, and Local Revenues per Pupil, By District Poverty Quartile, 1994-95

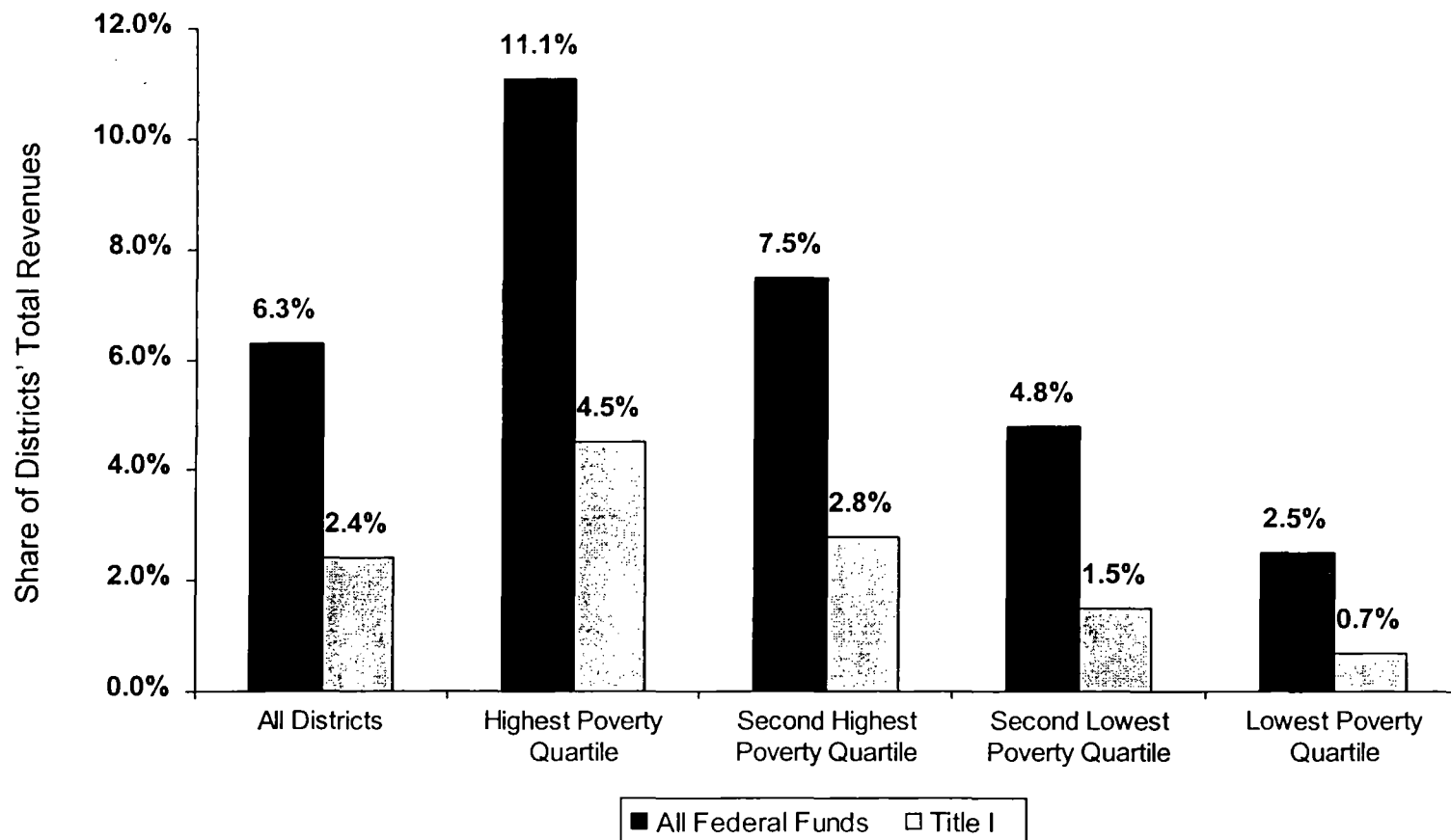
Although federal revenues provided an additional \$693 per pupil in the highest-poverty districts, compared with \$172 per pupil in the lowest-poverty districts, the highest-poverty districts still received 10% less in total revenues per pupil (\$6,248) compared with the lowest-poverty districts (\$6,967).



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Share of School District Revenues Provided Through Title I and All Federal Funds, by District Poverty Quartile, 1994-95

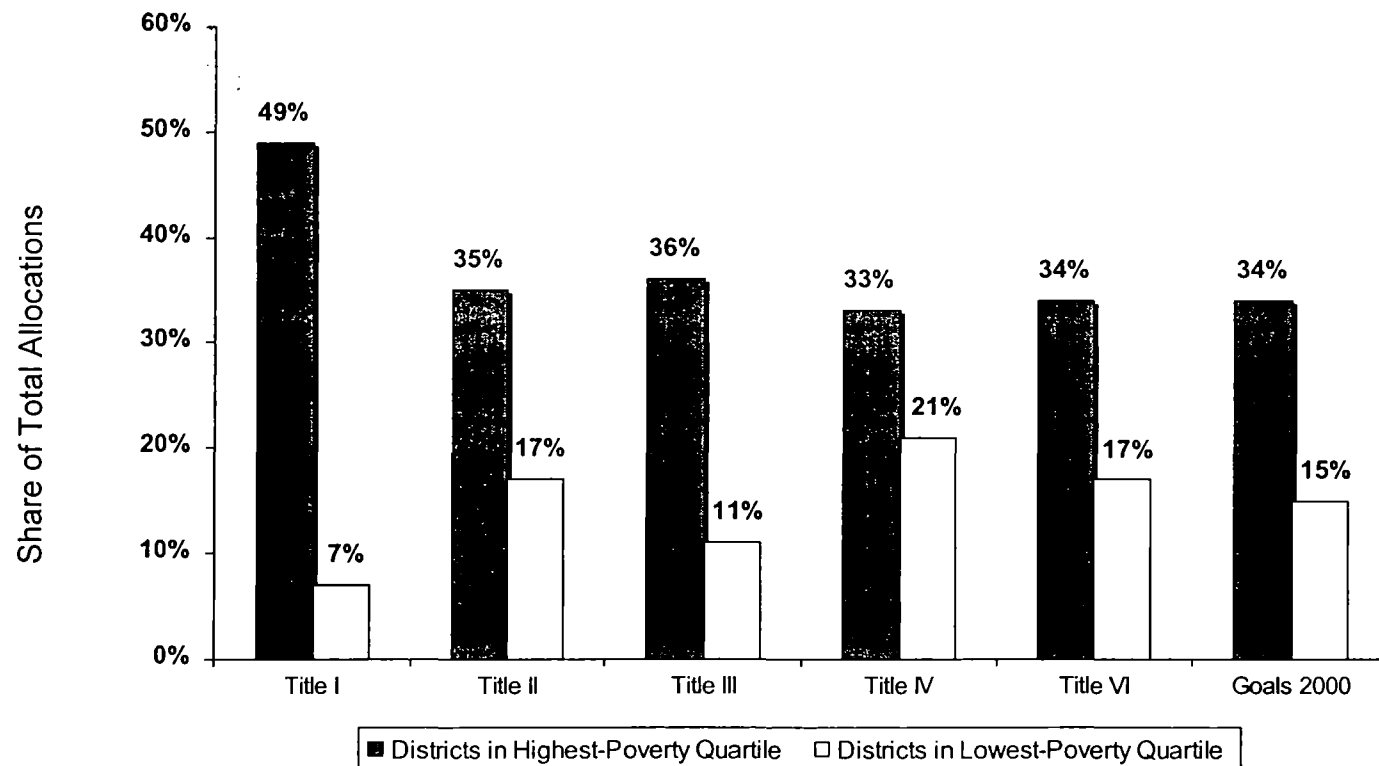
In the highest-poverty districts, federal funds provided 11.1% of district revenues and Title I provided 4.5% — about twice as high as the national average for all districts (6.3% and 2.4%, respectively).



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Share of Funds from Six Federal Education Programs Allocated to Highest- and Lowest-Poverty Districts, FY 1997

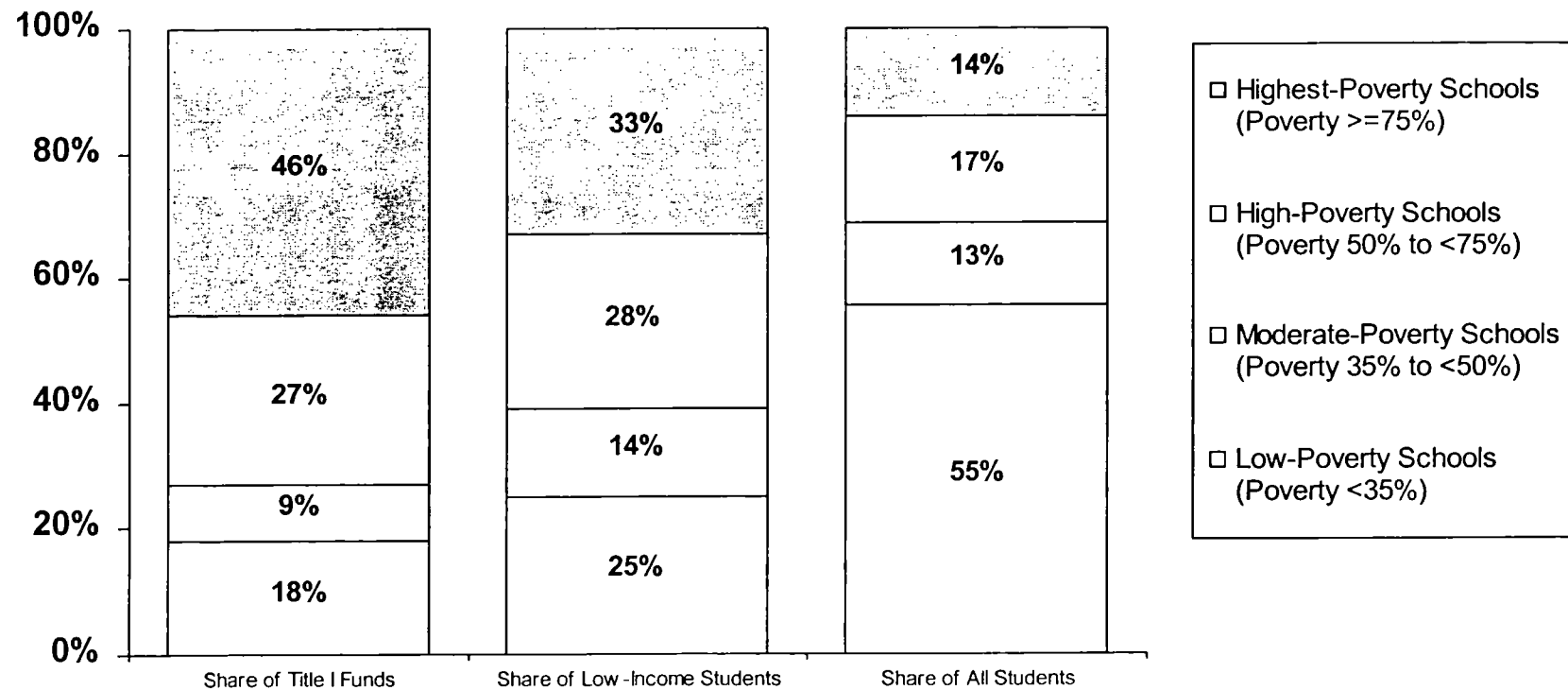
Of the six federal programs in this study, Title I was the most strongly targeted to the highest-poverty districts. These districts received 49% percent of the Title I funds, about the same as their share of the nation's poor children. For the other five federal programs, the share of funds allocated to the highest-poverty districts (33% to 36%) was less than for Title I but greater than for state and local funds (23%).



Highest-poverty quartile of districts contains 25% of the nation's students and 49% of the poor students. Lowest-poverty quartile of districts contains 25% of the nation's students and 7% of the poor students.

Distribution of Title I Funds by School Poverty, Compared with the Distribution of All Students and Low-Income Students, 1997-98

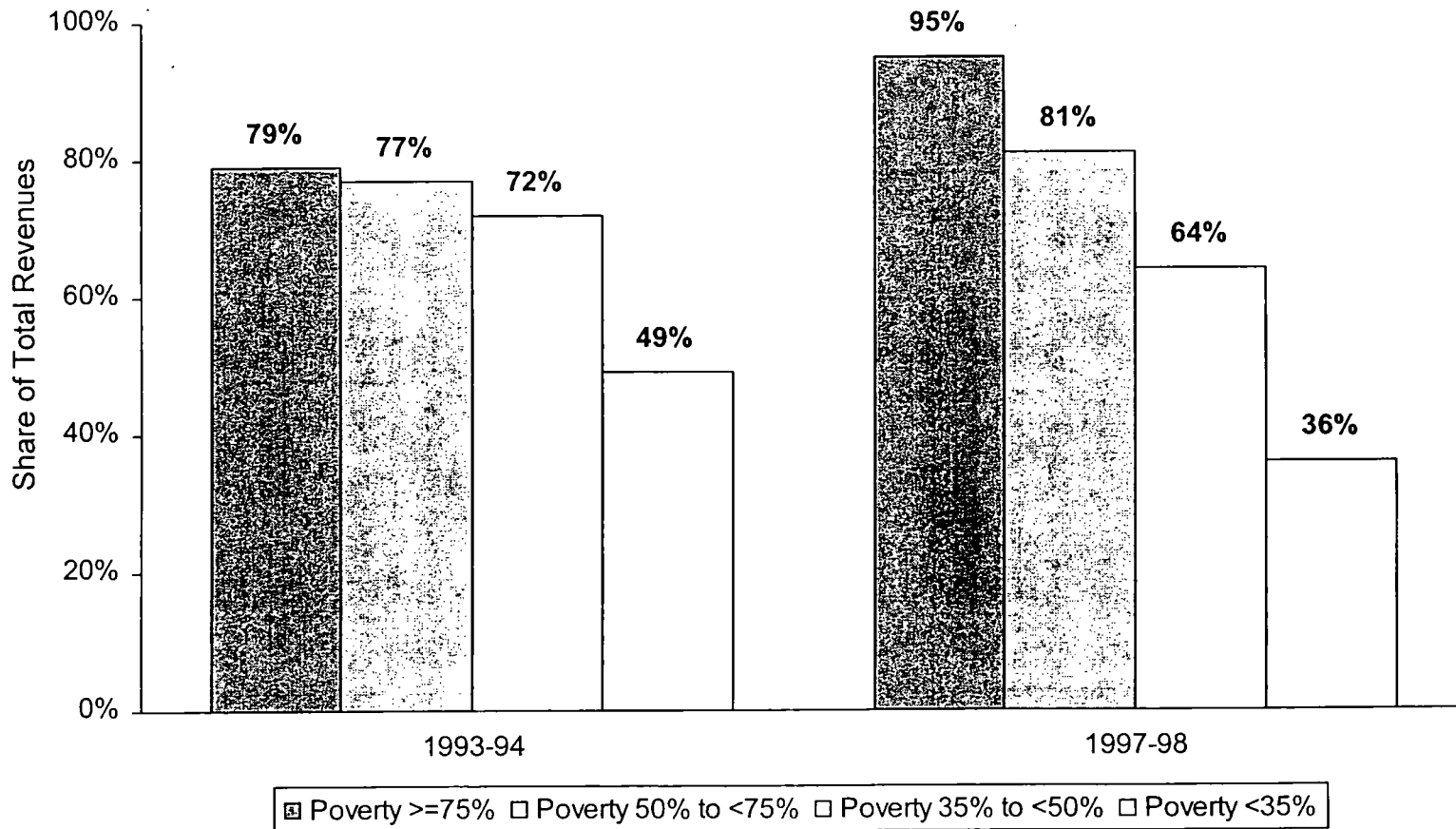
Most Title I funds are allocated to high-poverty schools. The highest-poverty schools (over 75% low-income students) receive 46% of schools' Title I allocations, and schools over 50% poverty receive nearly three-fourths (73%) of Title I funds. The highest-poverty schools' share of Title I funds (46%) is much greater than their share of low-income students (33%) or all students (14%).



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Change in Proportion of Schools that Receive Title I Funds, by School Poverty Level, 1993-94 to 1997-98

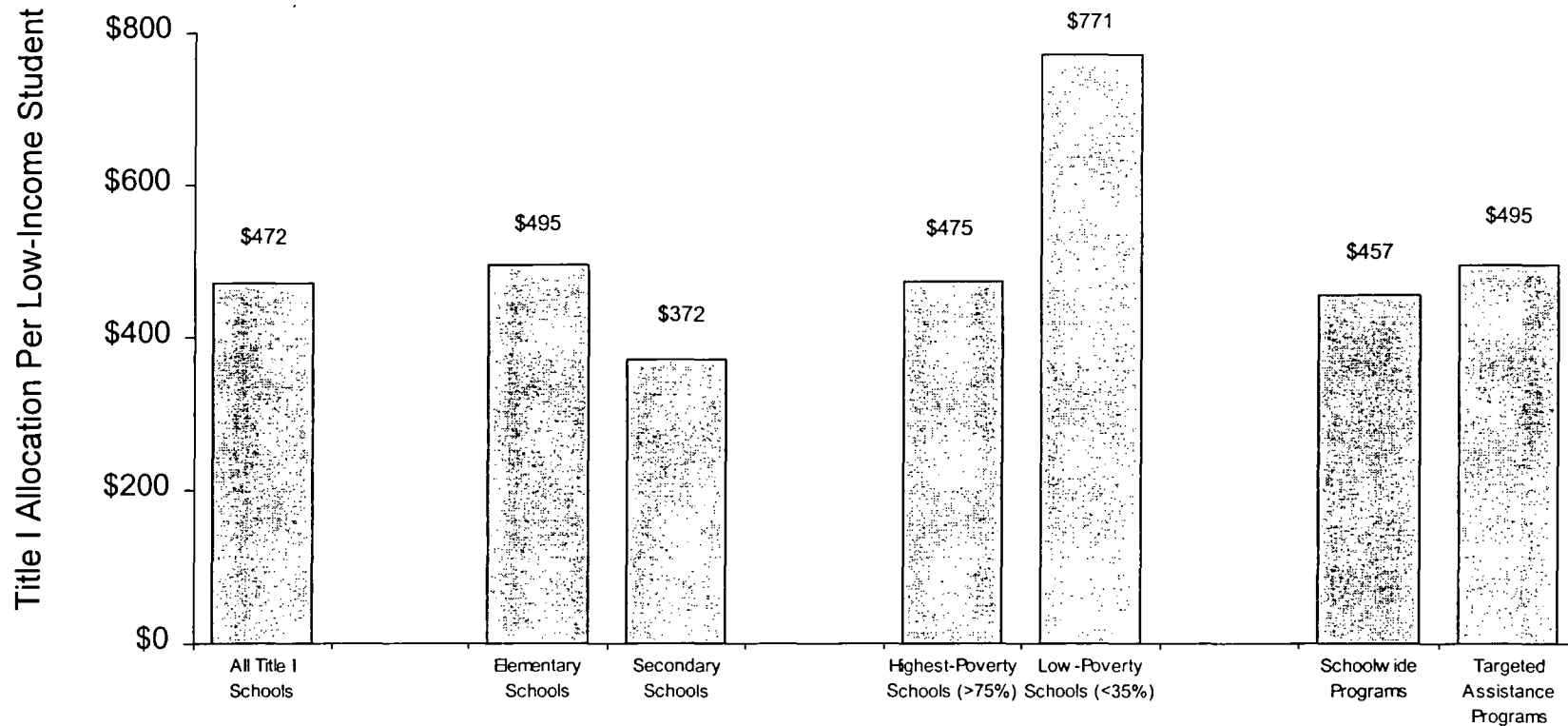
Title I targeting at the school level increased significantly after the 1994 reauthorization. In 1997-98, nearly all (95%) of the highest-poverty schools received Title I funds, up from 79% in 1993-94. In addition, low-poverty schools became less likely to receive Title I funds (36% in 1997-98, compared with 49% in 1993-94).



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Average Title I School Allocations Per Low-Income Student in 1997-98, by School Grade Level, Poverty Level, and Type of Title I Program

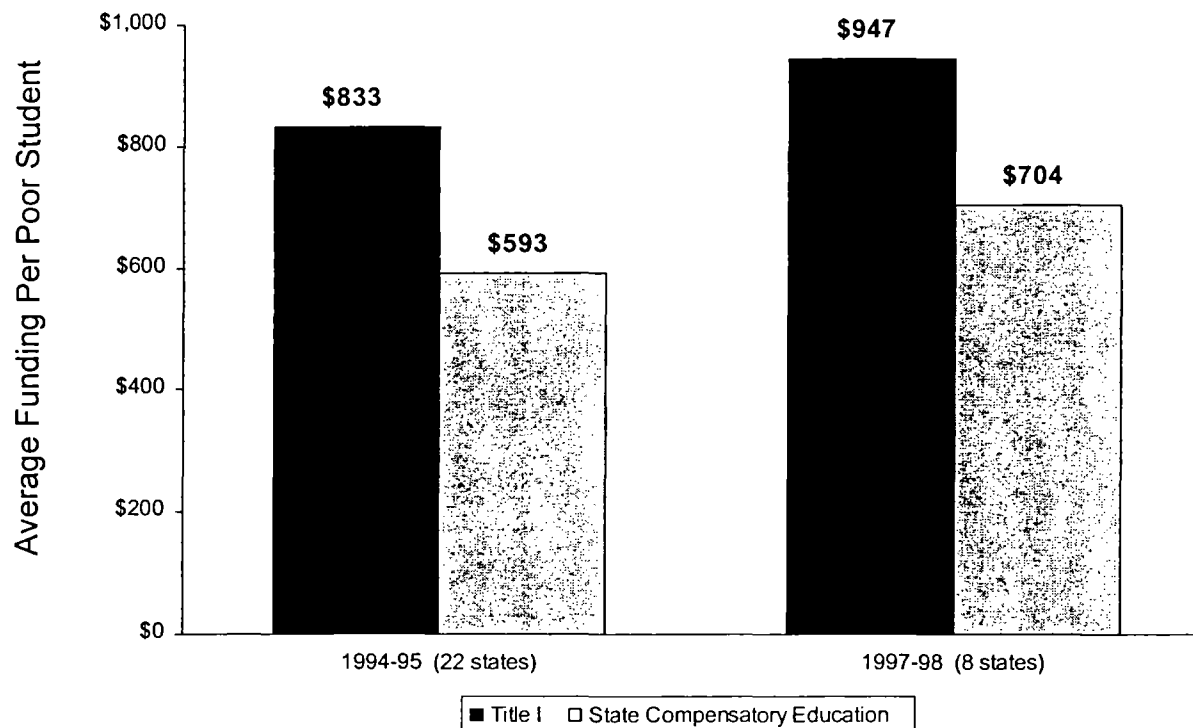
Title I allocations averaged \$472 per low-income student in the average Title I school. The amount of funding per low-income student was higher in elementary schools (\$495) than in secondary schools (\$372). Low-poverty schools that received Title I funds received substantially more (\$771) than the highest-poverty schools (\$475), and targeted assistance programs received more (\$495) than schoolwide programs (\$457).



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Level of Funding for Title I and State Compensatory Education Programs, in States Reporting State Compensatory Education Revenues, 1994-95 and 1997-98

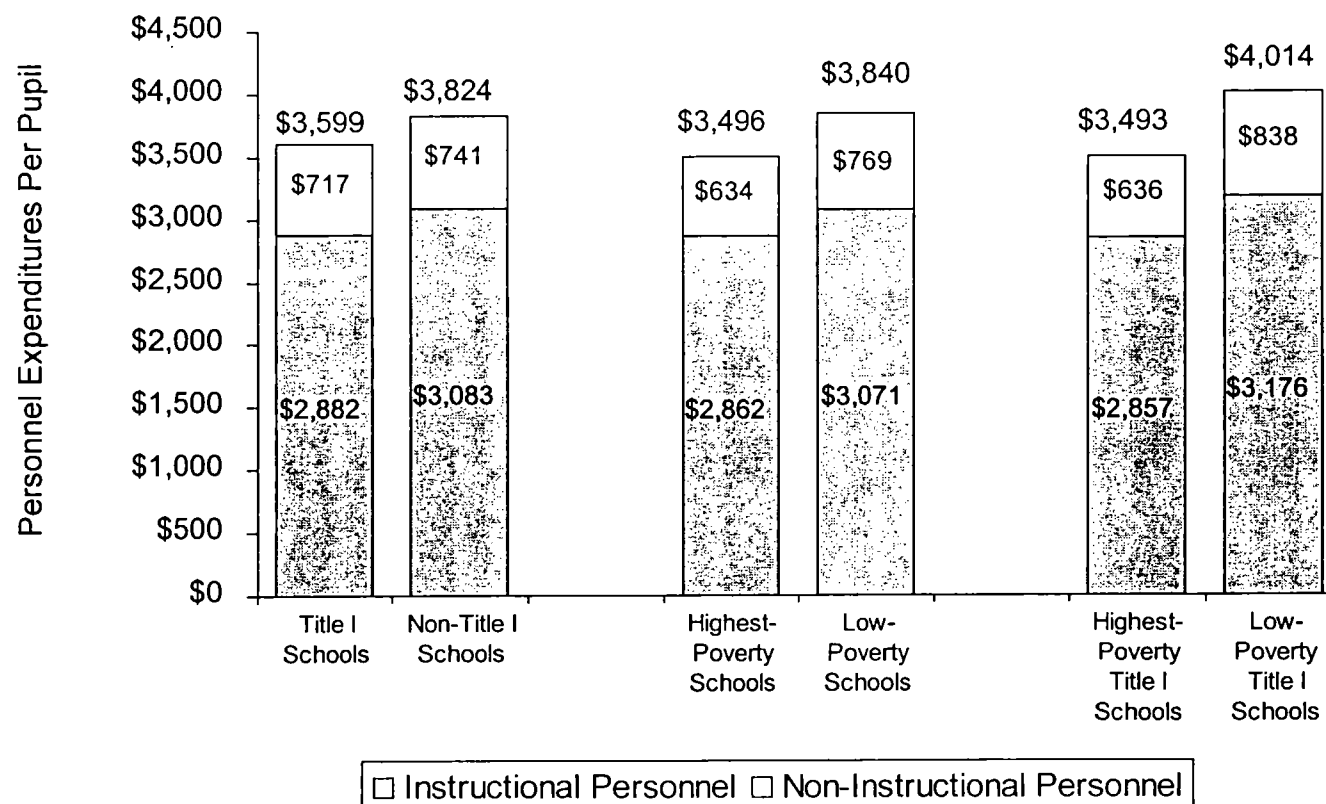
Comparisons between Title I and state compensatory education programs are not straightforward due to the ambiguity over which states have programs that can be classified as state compensatory education. However, according to two sets of data with different sets of states reporting state compensatory education revenues, Title I provides about 35% to 40% more funds per poor student than the state programs (in states that have such programs). There is considerable variation across states, with some states providing more than \$1,000 per poor student and others providing less than \$100 per poor student.



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Comparability of Non-Title I Resources: School-Level Personnel Expenditures Per Pupil in Elementary Schools in 1997-98

Looking only at non-Title I resources, Title I elementary schools had slightly lower personnel expenditures (\$3,599 per pupil) than non-Title I schools (\$3,824) — a 6% difference. The highest-poverty elementary schools spent 9% less than low-poverty elementary schools. The difference is greatest when comparing high- and low-poverty Title I schools — the highest-poverty Title I schools had 15% less than low-poverty Title I schools.



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Comparability of Staffing in High- and Low-Poverty Elementary Schools, 1997-98

Looking only at non-Title I resources, the highest-poverty elementary schools have more teachers compared with low-poverty schools, resulting in lower class sizes. However, teachers in the highest-poverty schools earn lower salaries, have fewer years of experience, and are less likely to hold an advanced degree.

	Highest-Poverty Schools (Poverty $\geq 75\%$)	Low-Poverty Schools (Poverty $< 35\%$)
Spending on School Personnel	\$3,496	\$3,840
Average Class Size*	20.6	23.0
Average Teacher Salary	\$35,821	\$40,803
Average Years Teaching Experience	13.2 years	15.5 years
Percentage of Teachers with Masters Degree or Higher	37%	49%

* Average class size data include special education teachers and students.

Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Comparability Within and Across High- and Low-Revenue Districts, 1997-98

The lower personnel expenditures in high-poverty schools are explained almost entirely by differences in district revenues. Within high-revenue districts, the highest-poverty elementary schools actually had slightly higher expenditures than low-poverty schools; within low-revenue districts, spending levels were about the same in high- and low-poverty schools. Average class sizes were consistently better in the highest-poverty schools within each group of districts. Teacher salaries were consistently lower in the highest-poverty schools within each group of districts.

	Elementary Schools		
	Personnel Expenditures Per Pupil	Average Class Size	Average Salary for Classroom Teachers
All Districts Highest-Poverty Schools ($\geq 75\%$) Low-Poverty Schools ($< 35\%$)	\$3,496 \$3,840	20.6 23.0	\$35,821 \$40,803
High-Revenue Districts Highest-Poverty Schools ($\geq 75\%$) Low-Poverty Schools ($< 35\%$)	\$4,882 \$4,723	21.8 23.9	\$41,746 \$50,535
Low-Revenue Districts Highest-Poverty Schools ($\geq 75\%$) Low-Poverty Schools ($< 35\%$)	\$3,000 \$3,042	20.6 22.9	\$31,669 \$36,356

High-and low-revenue districts were defined as those in the upper and lower thirds of the distribution of total district revenues per pupil based on NCES data for the 1995-96 school year.

Use of Title I Funds for Instruction, Instructional Support, and Program Administration, 1997-98

Most Title I funds were used for instructional expenditures such as teachers (47%), teacher aides (14%), instructional materials (7%), and computers (4%). Professional development accounted for 3% of total expenditures, and other spending on instruction and instructional support accounted for an additional 13%. Program administration at the district and school levels accounted for 12% of total spending.

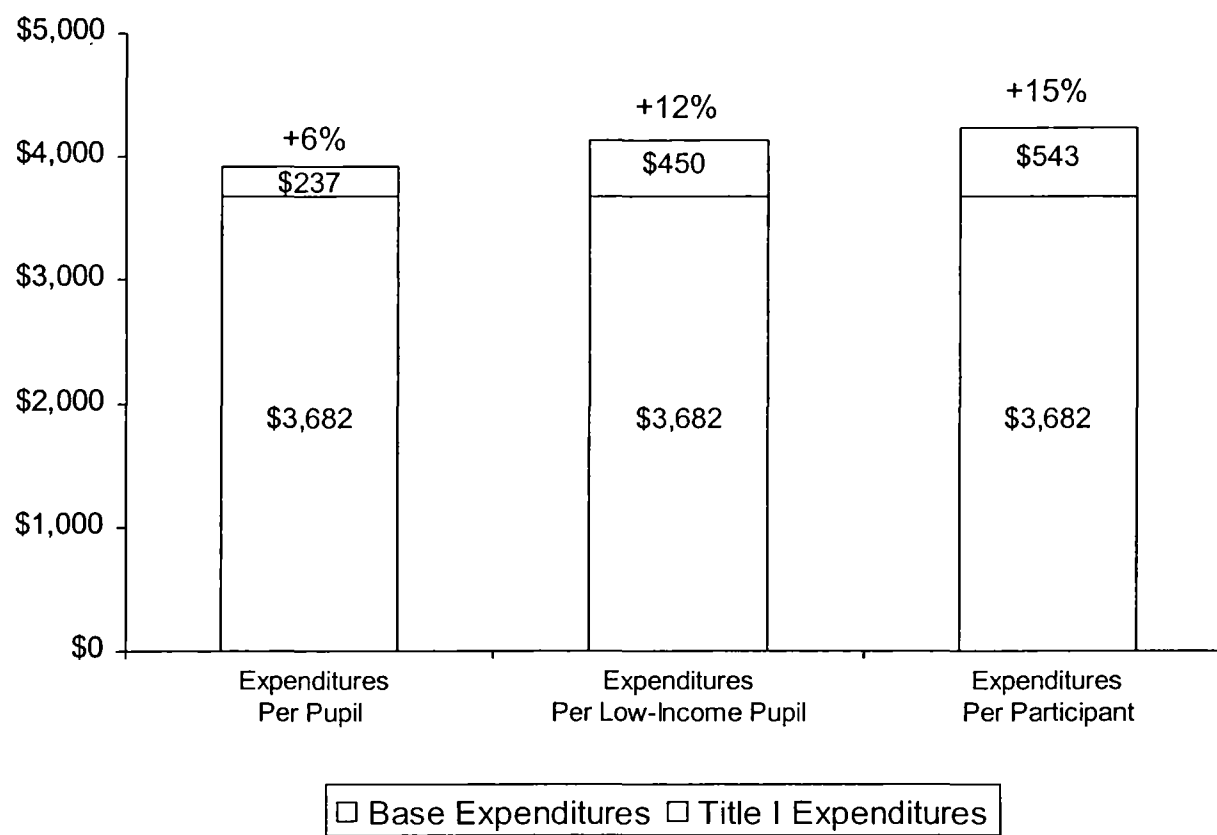
	Total Expenditures (\$ in millions)	Share of Total Expenditures
Teachers	\$3,337	47%
Teacher Aides	\$1,025	14%
Instructional Materials	\$481	7%
Technology for Instruction	\$297	4%
Professional Development	\$221	3%
Other Spending on Instruction and Instructional Support	\$934	13%
Program Administration	\$835	12%

8% of total
47% of total
14% of total
7% of total
4% of total
3% of total
13% of total
12% of total

Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Amount that Title I Added to School-Level Personnel Expenditures in Title I Schools, 1997-98

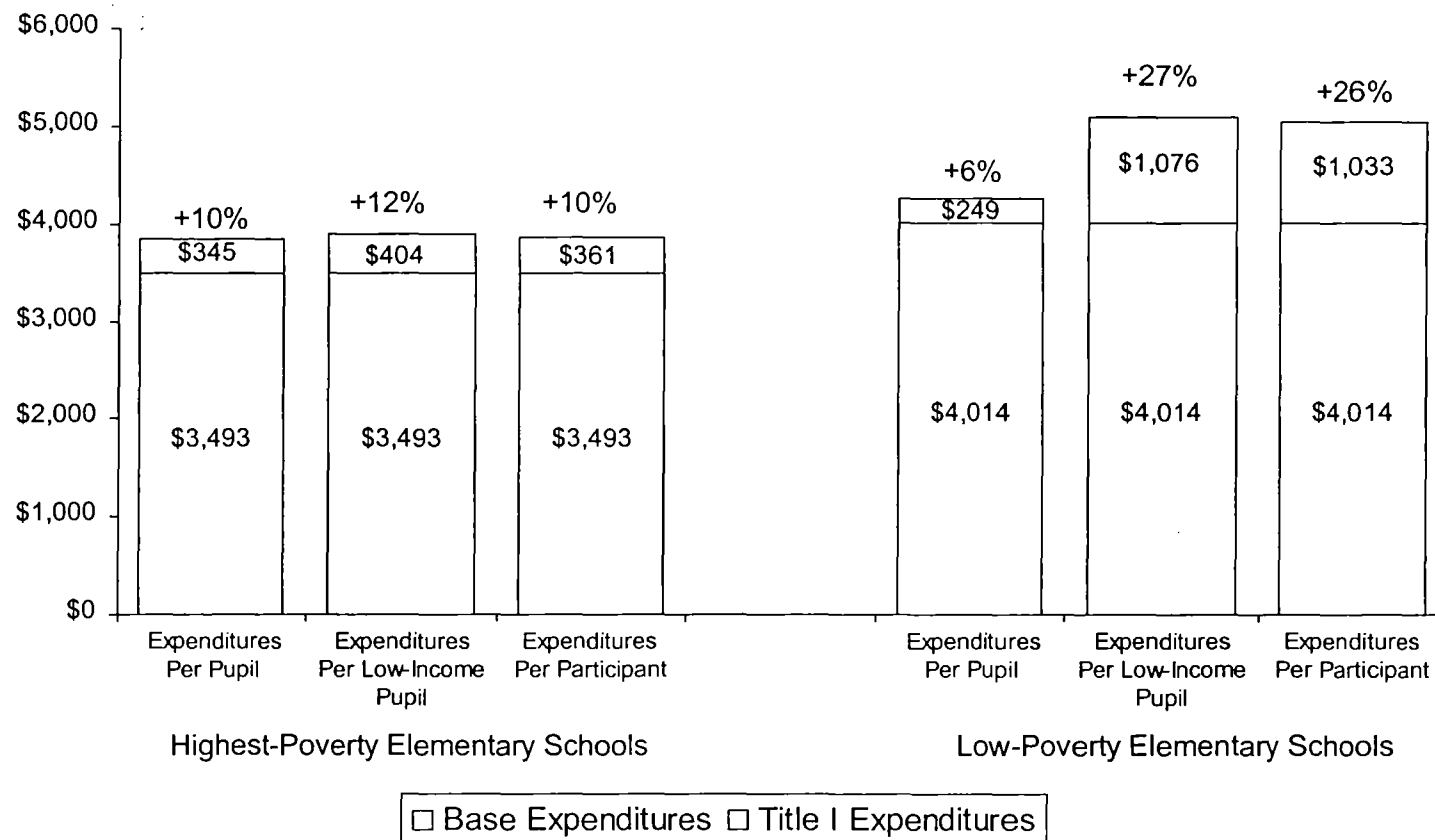
Title I added \$237 per pupil to personnel expenditures in Title I schools — a 6% increase over the base of non-Title I expenditures. When calculated in terms of low-income students, Title I added \$450 per low-income student, for a 12% increase over base spending levels. In terms of spending per Title I participant, Title I added \$543 per participant, for a 15% increase over base spending levels. (This analysis assumes that on average schools spend the same amount of non-Title I resources on low-income students and Title I participants as they do on all students.)



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Amount that Title I Added to School-Level Personnel Expenditures in High- and Low-Poverty Title I Elementary Schools, 1997-98

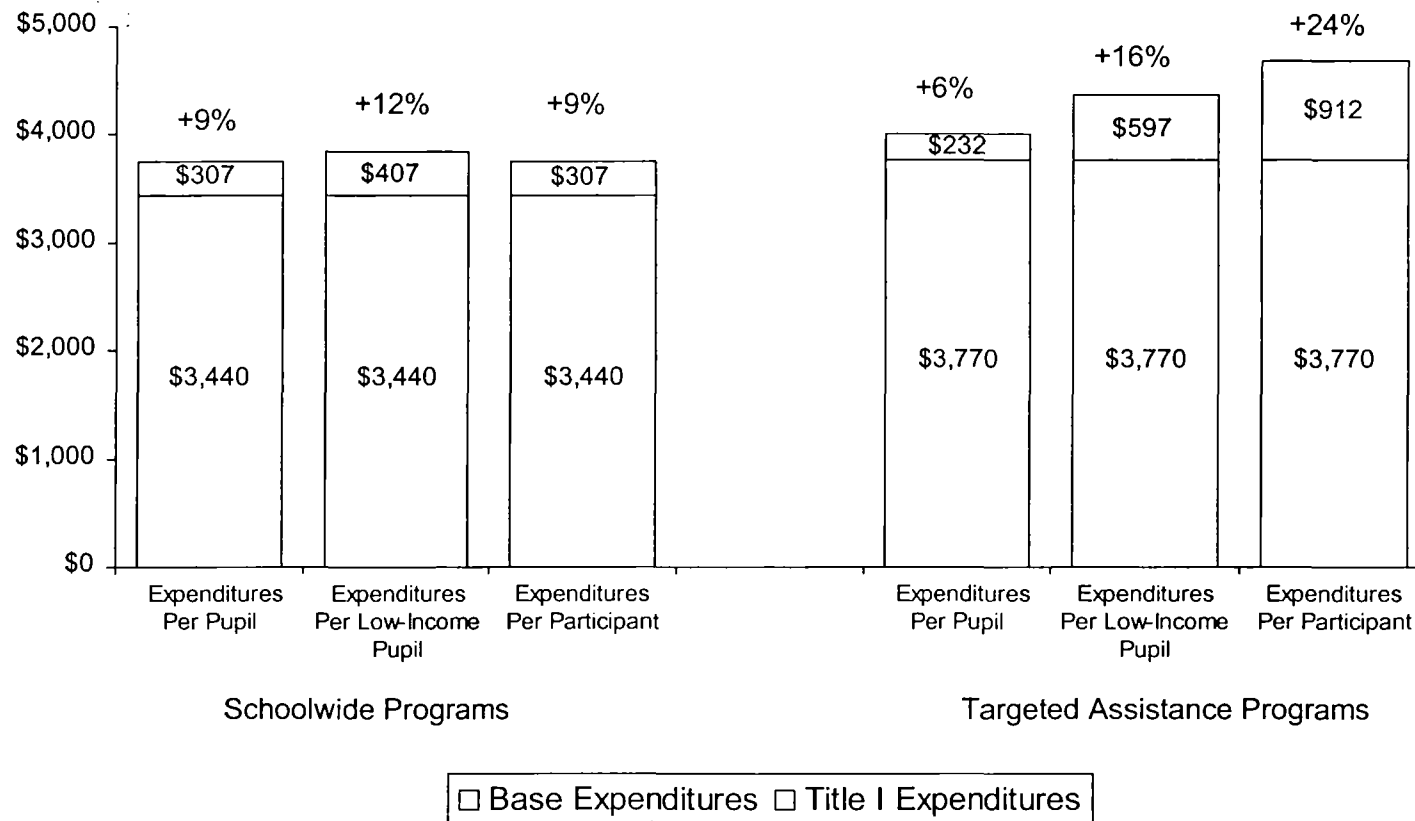
In terms of personnel expenditures per student, Title I added more in the highest-poverty elementary schools (a 10% increase) than in low-poverty schools (6%). However, Title I personnel expenditures per low-income student represented a much larger increase in low-poverty schools (27%) than in the highest-poverty schools (12%). Similarly, Title I provided a much larger increase in spending per Title I participant in low-poverty schools (26%).



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Amount that Title I Added to School-Level Personnel Expenditures in Schoolwide and Targeted Assistance Elementary Schools, 1997-98

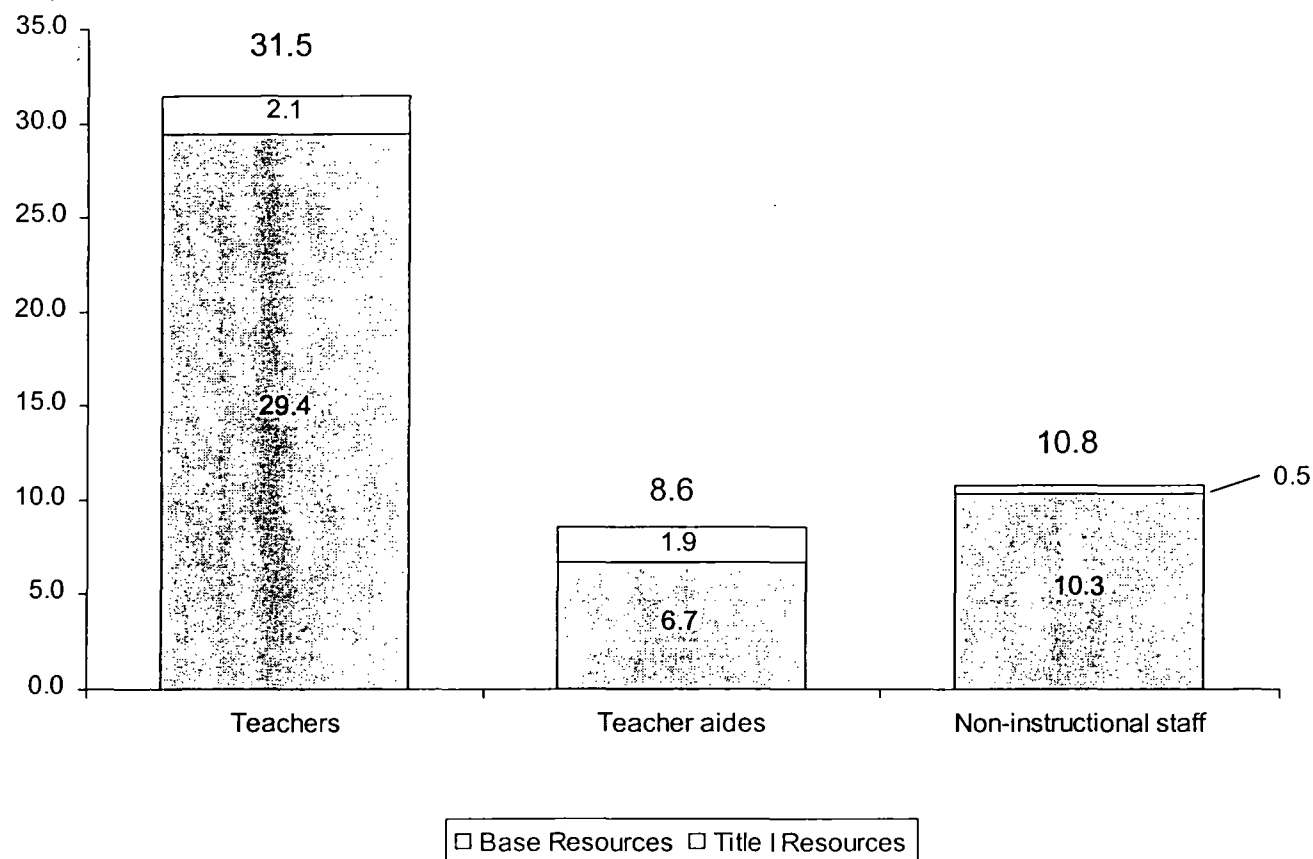
In elementary schools using Title I funds for schoolwide programs, Title I personnel expenditures resulted in a 9% increase in spending per Title I participant, compared with a 24% increase in targeted assistance programs. This difference occurs because all students in schoolwide programs are considered "Title I participants", whereas targeted assistance programs are required to use Title I funds only to serve low-achieving students.



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Number of FTE Staff Per School of 500 Students in Title I Elementary Schools, Before and After the Addition of Title I Funds, 1997-98

In a typical-size elementary school of 500 students, Title I resources added 2.1 additional full-time equivalent (FTE) teachers, 1.9 FTE teacher aides, and 0.5 FTE non-instructional staff. Title I funds increased the total number of teachers from 29.4 to 31.5.



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Use of Title I Funds for Teachers and Teacher Aides, 1997-98

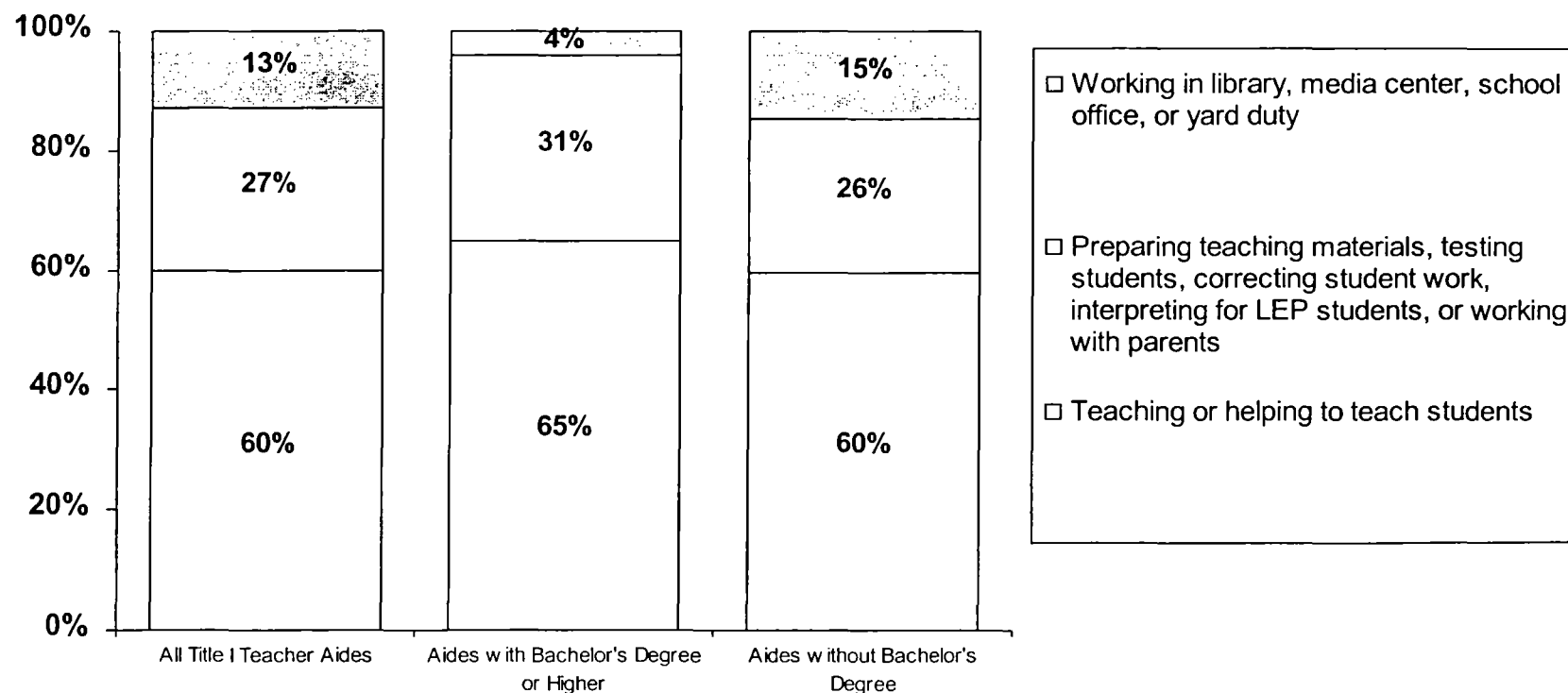
Title I funds support about the same number of teacher aides as teachers. However, teacher aides account for a relatively small percentage of Title I spending on instructional staff (24%) and total Title I expenditures (14%) because they earn much lower wages.

	Teachers	Teacher Aides
Total Full-Time Equivalent (FTE) Staff	65,745	68,582
Percent of Instructional Staff	49%	51%
Percent of Title I Expenditures on Instructional Staff	76%	24%
Percent of Total Title I Expenditures	47%	14%
Average Annual Salary & Benefits per FTE	\$51,411	\$15,135

Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Amount of Time that Title I Aides Report Spending on Various Activities, 1997-98

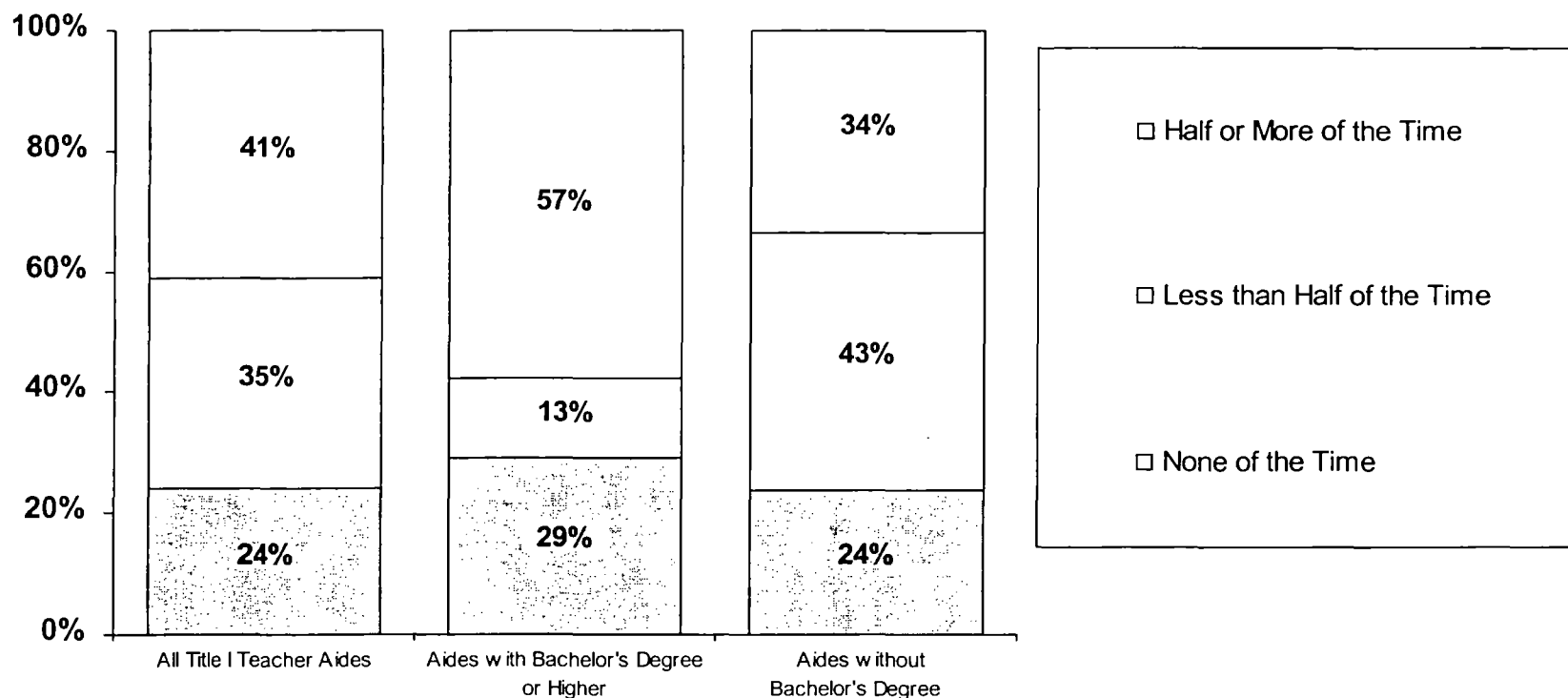
Title I teacher aides reported spending 60% of their time teaching or helping to teach students, 27% assisting the teacher by preparing teaching materials, testing students, correcting student work, interpreting for LEP students, or working with parents, and the remaining 13% of their time working in the library, media center, school office, or on yard duty. The amount of time spent teaching or helping to teach students did not vary substantially for aides with and without a bachelor's degree.



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Percentage of Time that Title I Teacher Aides in Elementary Schools Spent Teaching or Helping to Teach Students Without a Teacher Present, 1997-98

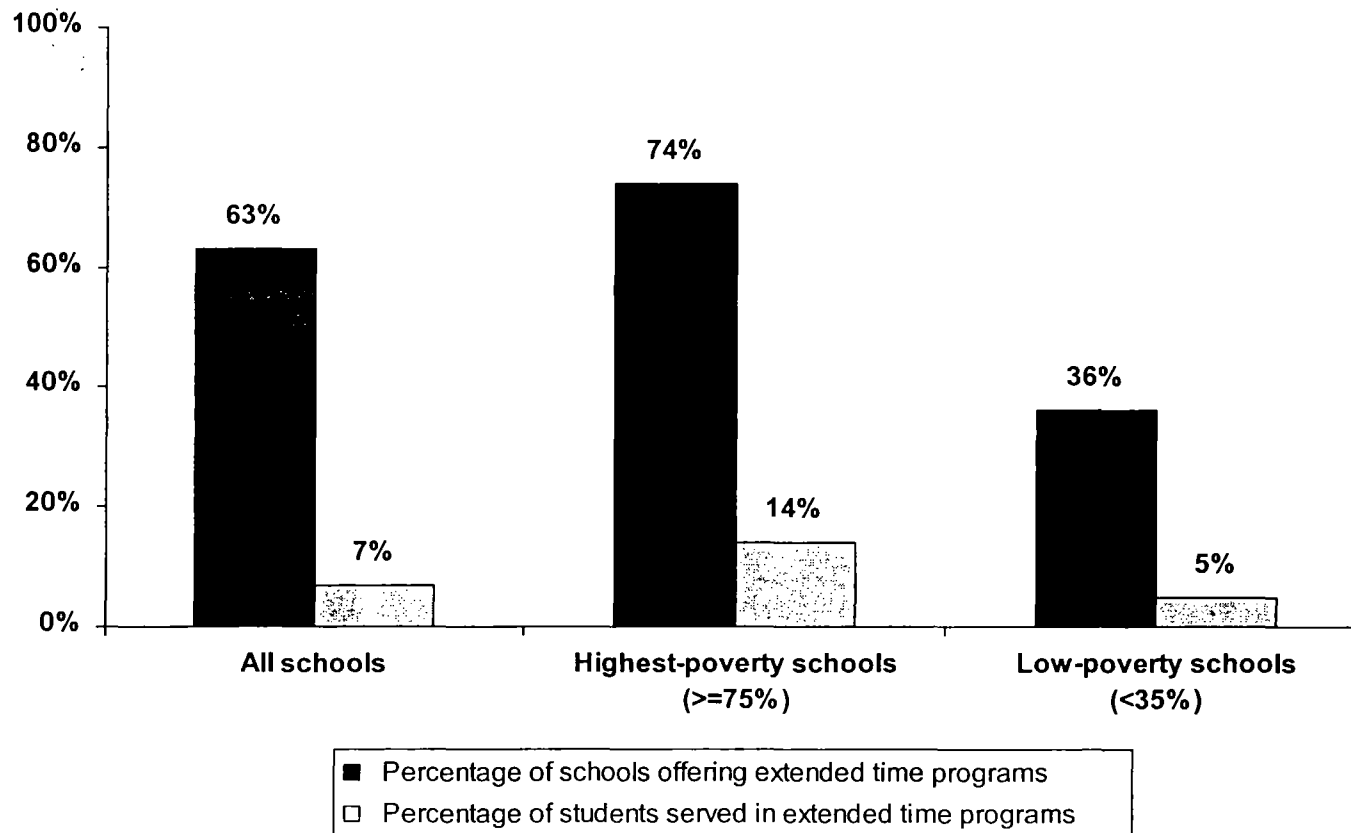
Forty-one percent of Title I teacher aides reported that half or more of the time they spent teaching or helping to teach students was on their own, without a teacher present. Aides with a bachelor's degree were more likely to report working with students on their own, but one-third (34%) of aides without a bachelor's degree also reported that half or more of the time they spent teaching or helping to teach students was without a teacher present.



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Availability of Extended Time Instructional Programs Offered During the School Year

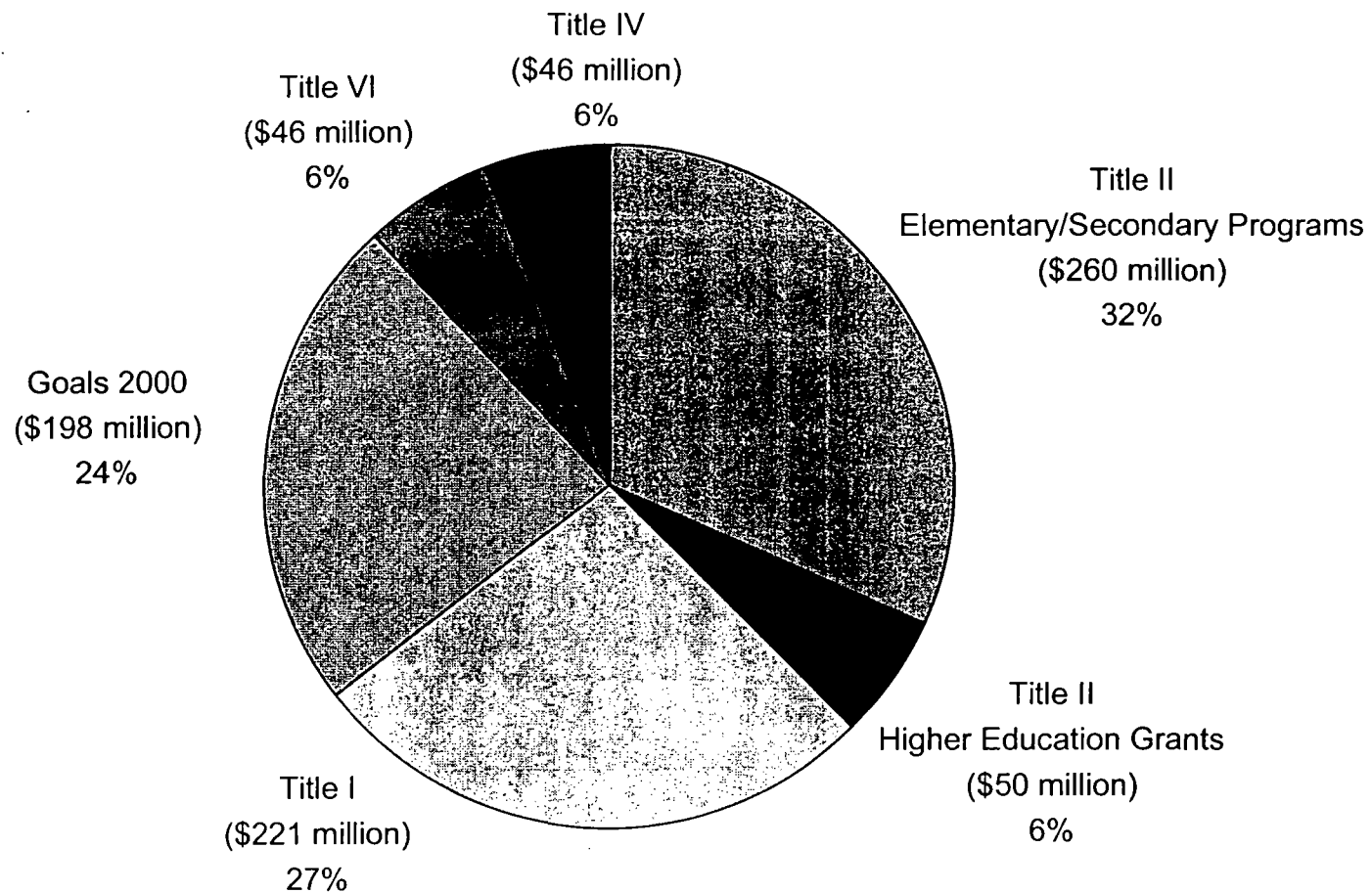
Nearly two-thirds of all schools (63%) offer before-school, after-school, or weekend instructional programs, but these programs serve only 7% of all students. Extended time programs were more prevalent in the highest-poverty schools (74%) and served a higher proportion of the students in those schools (14%).



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Financial Contribution of Six Federal Programs to Funding for Professional Development, 1997-98,

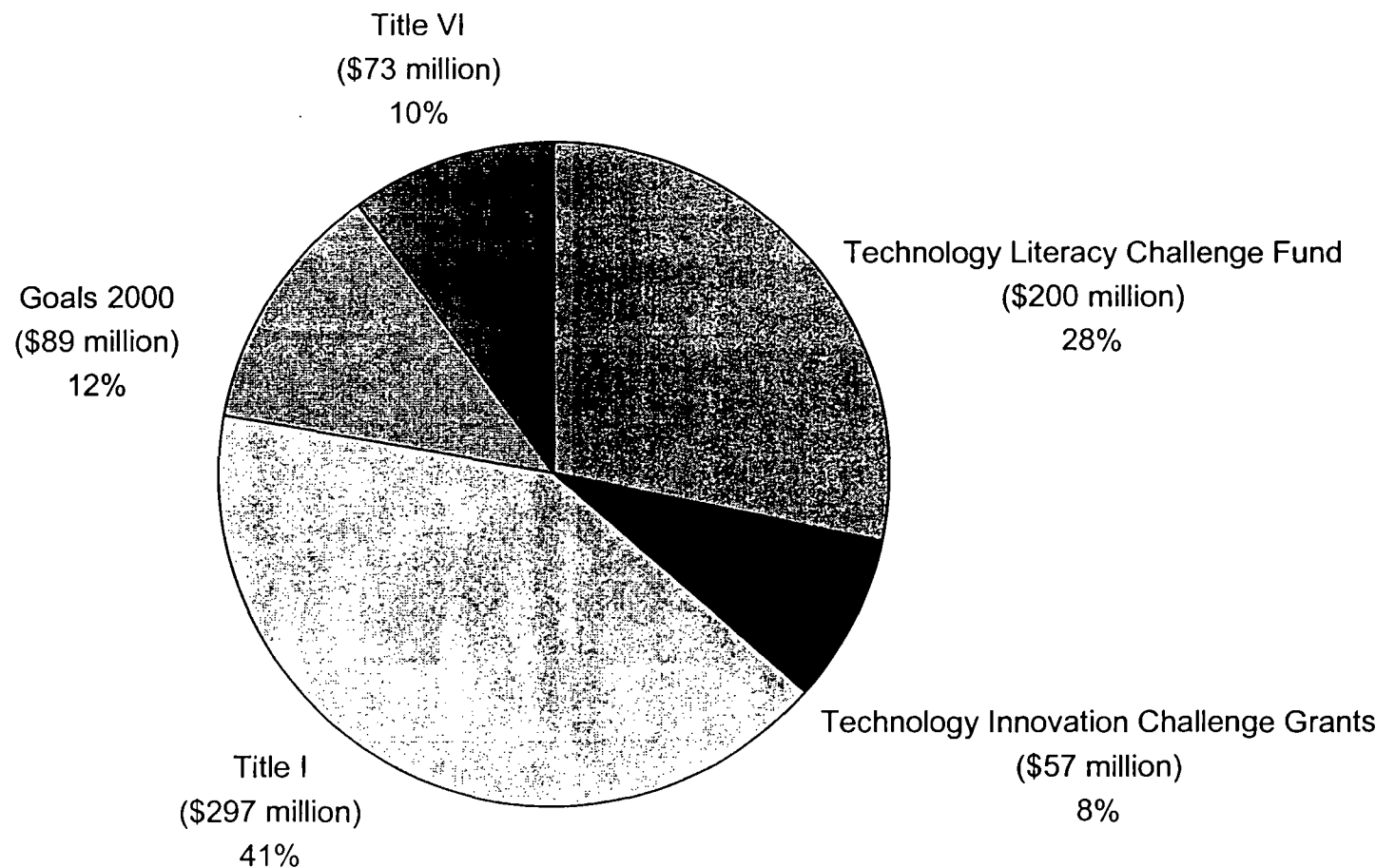
District and school spending on professional development from Title I funds amounted to \$221 million, or 27% of total support for professional development from the programs in this study.



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Financial Contribution of Five Federal Programs to Funding for Technology, 1997-98,

District and school spending on technology from Title I funds amounted to \$297 million, or 41% of total support for professional development from the programs in this study.



Source: U.S. Department of Education, Study of Education Resources and Federal Funding

Solving
Problems
Together:

*Helping Our
Teenage Children
Succeed*

The White House Council on Youth Violence was established by President Clinton in October, 1999, to coordinate the federal government's efforts in the research and prevention of youth violence. The Council is chaired by Bruce Reed, Assistant to the President for Domestic Policy, and the Council members are the Attorney General, and the Secretaries of Education, Health and Human Services, Housing and Urban Development, Labor, and Treasury.

At the beginning of the 21st Century, we have much to celebrate about our nation's young people. They are far healthier, more prosperous, and look forward to more promising lives than ever before in our history. Teens of all ethnicities are completing high school and enrolling in college at record rates, and more teenagers than ever before are volunteering to serve through community service. In addition, many harmful behaviors are on the decline, including youth violence, homicide, suicide, teen pregnancy, and, in the last couple of years, drug use. Nonetheless, the rates of youth violence, smoking, alcohol and other drug use, and unintended pregnancy are still far too high in our country. Despite a marked decline in teen homicide over the past several years, far too many communities are scarred by violence.

We know that the best approach to the problem of youth violence is a comprehensive one requiring the collaborative efforts of students and parents, teachers, health care providers, police officers, judges, counselors, and religious leaders. That is why my Administration created the Safe Schools Healthy Students Initiative, to support effective, collaborative responses to violence, bringing together school nurses, counselors, teachers and police, to make a difference in the lives of our children and our communities.

At the same time, we know that young people continue to need support and guidance from their parents, as they grow into adulthood. Recent studies tell us that teens view their parents as the best source of information and guidance on serious life issues, and teenagers rate not having enough time with their parents as their top concern. That is why I directed my White House Council on Youth Violence to develop tools for parents. This guide helps parents talk to their teenagers. It helps parents discuss difficult issues such as violence, drugs, alcohol, tobacco, and sex, and helps parents identify the warning signs of harmful behaviors. In some instances, parents may need professional guidance to help them deal with the challenges of raising a teenager, and this guide provides some helpful resources.

The great American author and champion of human rights, Pearl Buck, once said, "If our American way of life fails the child, it fails us all." In our national struggle against youth violence, we must not fail our children. All of us, especially parents, share responsibility to keep our children safe. We've all got to do our part, and this guide will help.

President William Jefferson Clinton

Many individuals contributed to the development of this document. The White House Council on Youth Violence wishes to thank Dr. Robert Schwebel, the primary author of this guide, for his substantial contribution to this document. The Council would also like to thank Teddi Fine, Anne Mathews-Younes, Louise Peloquin, Farris Tuma, and Bill Modzeleski for their editorial assistance. Carolyn O'Connor also provided invaluable assistance with the formatting and graphics of the guide.

**White House Council on
Youth Violence**

Sonia G. Chesson
Director

Marie E. Burke
Deputy Director

Nicholas J. Lewin
Associate Director

RADM Susan Blumenthal, M.D.
U.S. Assistant Surgeon General
Senior Public Health Advisor and
Scientific Editor

This is an exciting time to be a teenager in America. Young people today are growing up in a rapidly changing technological society, with hopes for a very promising future. Survey results show that 84% of high-school students plan to attend a four-year college. Teens overwhelmingly share their parents' values of honesty and hard work, and are engaged in positive activities. More than half of all teenagers volunteer with a community organization, attend a house of worship weekly, read the newspaper twice a week or more, and attend cultural events or visit museums.

In spite of this positive outlook, however, adolescence—the transition between childhood and adulthood—is still one of the most difficult times for children and parents alike. Growing up is more than the physical changes that occur, such as getting taller or more muscular. This passage is a time for establishing independence, testing limits, trying on different roles, exploring new feelings, having new experiences and fostering intellectual growth. Above all, adolescence is a process that takes time to happen.

We have all heard the frightening and heart-breaking statistics about youth violence, depression, tobacco, and drug use. Even the best-informed young people are constantly being tested by social pressures, emotional needs, and their peers. The push and pull between right and wrong can become a tug of war between adolescent and parent.

Being a parent, grandparent, foster parent, or caregiver of a teen is both rewarding and challenging. Caring adults can make all the difference in a child's life. This booklet provides some useful tools to improve your communication with your teenager, and help him or her get through adolescence as successfully as possible. Read it all or select the sections that help you the most.

- **Getting the conversation started**—tips for opening up the dialogue, even after it has been shut down.
- **Increasing freedom and responsibility**—ideas for how to set the limits that protect your teens while still giving them room to grow and develop.
- **Managing anger: theirs and yours**—anger-management skills that you can use, and that you can share with your adolescent.
- **Handling tough situations**—examples of difficult situations, identification of warning signs of trouble, and advice on how to handle certain problems.
- **When parents need help first**—helping your spouse, or yourself, deal with issues that are affecting your child.
- **Getting help for your teen**—suggestions about how to get help for your teen and your family.

Many parents worry when their teenagers don't want to spend as much time with the family as they did when they were younger. It can hurt; it can be frightening. You worry about their safety and about their future. It is normal for children to want to spend more time with their friends during the teen years, but it shouldn't mean that teens ignore their families. Parents and teens need to take action to stay connected or to reconnect.

I used to be close with my daughter. She would talk with me about everything. Now she's 14 and avoids me. She is quiet at dinner, and then goes to her room or talks with friends on the phone all evening. Sometimes she gets moody and angry. I want to reach her the way I used to, but I don't know how to start.

Sometimes the solution is easy. Spend more time together. Suggest doing things that you both enjoy. Talk more. Dinnertime is a good time for that kind of exchange. Talk about your day. Ask your teen about his or her day. Be sure the television is turned off and you and your teen are tuned in.

Why do teens close down?

Sometimes they're trying to be independent. Sometimes they're embarrassed about their own thoughts and feelings, such as anger, or their sexual desires. Sometimes, teens shut down because of pressures they feel at home, at school, or in the community. One of the most important reasons teens close down is that they're afraid to speak honestly with their parents. They believe if they talk openly about things they have done that might be wrong, they'll be given a lecture, punished, or criticized.

Most teens agree they want to spend more time with their parents. You may be surprised to learn that a recent study indicated that most teenagers rate "not having enough time together" with parents as their top concern. Many will be glad that their parents care enough to make the effort to spend time with them. Some teens have a hard time expressing anger and upset feelings. They keep it bottled inside. Parents need to draw such children out. Try to start a conversation by saying "I can see you've been upset. Let's talk about what's happening."

Some teens, however, may give parents the cold shoulder. If that happens, be patient, and be persistent until you break through. If you can't break through, maybe your child has closed down.

How do you get your teenager to open up?

The best way to help teens open up—or stay open—with parents and other adults in their lives, is by showing your acceptance of them. When they make mistakes or misbehave, you can lovingly help them learn from their experience. Make sure they know that you love them, even when you may be deeply troubled by their behavior.

LISTENING TO YOUR TEEN.

Let teens know you will listen and try to understand their point of view, without putting them down or trying to control them. Being open-minded sometimes can be difficult for adults. But to communicate with teens, parents need to do more than just talk; they also need to listen, and really hear what their teens are saying. They also need to notice which issues are not being discussed and have the courage to start a dialogue about those issues.

PARENTS MATTER: HELPING YOUR CHILDREN NAVIGATE THEIR TEENAGE YEARS

When disagreements arise, listening does not mean that you give up your authority as a parent. It *does* mean giving teens a voice in matters that concern them. Through family dialogue, parents get to know what their teens are thinking and feeling, and the teens get to know where their parents stand. Sometimes parents and teens can reach agreements when none seemed possible. Even when agreement cannot be reached, teens are more likely to do what their parents wish if they feel that their parents listened with an open mind.

TOUGH TOPICS

Parents can become frustrated when they try to start a conversation with their teenager and he or she just isn't interested. There are tough topics, however, that need to be discussed. Teenagers face pressures and temptations about drugs, alcohol, sex, and tobacco, and about guns and violence. They need and deserve adult support. Don't wait for a crisis. Ideally, parents should find times and ways to talk with their teens *before* serious problems occur, preferably early in the lives of their children. But it is never too late to start.

Sometimes, you can simply start a dialogue about these issues as part of normal conversation. Often, "teachable moments" happen during day-to-day activities. For example, you could discuss

underage drinking when someone gets intoxicated in the presence of your family, or in a movie, or when you see a newspaper story about an accident caused by teenage drinking. You could discuss violence, and better ways of solving problems, after watching a TV show or movie that portrays violence as a solution to a disagreement.

PRESSURES ON

TODAY'S TEENS

The pressures you felt as an adolescent have been magnified for teens today. You will recognize some of these issues that make it difficult for youth today as issues that concerned you during your youth. Others are unique to today's teens.

- Wanting to be part of a group
- HIV/AIDS
- Changing family structures
- Gangs and violence
- Insecurity about the future
- Money pressures
- Teen sexuality and pregnancy
- Media influences
- Body image
- School pressures
- Ready access to alcohol, tobacco, illegal drugs and guns

If your teen doesn't want to talk, try to be clear that your purpose is to build understanding and to be supportive, certainly not to find fault or to punish. If you can't nudge your child into a dialogue, try backing off. This show of respect can be disarming. Then, give your son or daughter some time to think it over. A

few days later, you can try again to start the discussion. Parents can be flexible in getting the discussion going, but cannot give up on the need for this discussion to eventually begin. Although it can be hard-er to get boys to open up, parents should engage in dialogue with their sons and daughters alike.

Breaking the Ice

Why can't I get a discussion started with my son about sex, drugs or other tough issues? He just tells me "Everything is fine" or "It's my life" and walks off.

Below is an example of one good way to open a dialogue about tough issue, and some roadblocks you might encounter:

You: As a family, we've never talked about alcohol, tobacco, or other drugs. I'd like to know what you think and feel about drugs —and I want to tell you what I think. I promise I won't punish you for what you think, or have done. I just want us to talk.

Teen: It's my life; I'm old enough to make my own decisions.

You: You're right. This is your life and you have to make your own decisions about what you do. I don't want to control you. But we do need to talk. I want to hear your thoughts, and I want to tell you mine. I promise to listen with an open mind, and ask that you do the same. We may disagree, but at least we will understand each other.

Teen: Forget it. You always end up lecturing me.

You: If our discussions have ended with me lecturing you, then I apologize. But, I won't lecture you now. I want to talk with you, not at you, and I want to hear what you have to say. I'm willing to hear your complaints, too. Tell me what keeps you from talking with me. Even someone as old as I am can change.

Teen: Maybe later. Not now.

You: OK, I can wait a little. Today is Monday. Let's both think about it for now, and we'll talk on Thursday, because we do need to discuss these issues together.

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Today's teens, more than ever before, need to connect with adults—if not a parent, then a coach or teacher, grandparent or foster parent, clergy member, or other trusted adult in their lives. Teens need at least one adult with whom they can talk openly. They should not be left to rely only on other teens for important information, conversation, and help with problem solving about how to grow up wisely.

FIND

SOMEONE YOUR TEENS CAN TALK TO

Try to establish strong communication with your teen, but remember that some teens may talk more openly about sensitive topics with someone who is not their parent or guardian. If you are a parent, try not to let this hurt your feelings; remember that your child will respect you more in the long run if you encourage him or her to talk with someone else, if that is what works best.

**You don't trust me...
But they're my friends...
Everyone else is doing it...**

Teens need their independence, but how do you make sure they are safe? It's tough to decide when to give your teen more freedom. Do you hang on to the kite string for as long as you possibly can, or give the kite free air? The decision isn't easy. One parent's decision for his or her teen may not be right for other parents and their teens.

Although every adolescent is different, there are many experiences common to the teenage years. The most common may be the pull and push between dependence and independence. Parents can give their children increased independence, but still have rules and set limits, and must respond to the limit-testing of their children.

Teens, at younger and younger ages, are putting themselves at risk for sexually transmitted diseases—including AIDS—and for pregnancy. And some teens, and even younger children, smoke tobacco, drink alcohol, use other drugs, or commit acts of violence and other crimes. No won-

THE CHALLENGE: To help teens learn about the world and accept new challenges with the least amount of danger and harm.

make their own decisions and life choices. Teens need the chance to practice good decision-making skills, and to manage

new life experiences. Parents need to give teens the freedom to do just that, pushing

back the fences and giving them practice. But there is a catch; teens must be ready for it. They need to agree to behave in responsible ways, and show that they can handle the freedom. They also need to keep parents informed. That way, parents know when to lend guidance and supervision, and how to support their progress.

That's where respect, responsibility and reliability come in.

Respect: Respect is a two-way street, but it starts with you. Give your teens the respect that you would like to be given. Give them credit for their knowledge and abilities; pay attention and listen to them. That means showing your confidence in your teen, and being supportive.

Responsibility: Teens are learning to take care of themselves as they prepare for adulthood. That's what growing up is all about. Give them an appropriate amount of freedom and independence.

Encourage and promote responsibility and good decision-making, offering support and gentle help with difficult decisions. Let your teens know they can gain more freedom as they demonstrate responsible behavior.

Reliability: Part of growing up is learning and adapting to rules—rules about driving and work, rules about

Parents must walk a fine line between controlling too much and being too relaxed about rules. When parents are too restrictive, they can push teens toward rebellion. When they are too permissive, teens can get out of control. It's a balancing act.

der so many parents are concerned, even frightened; no wonder so many try to control the behavior of their teenage children.

It is important for parents to make rules for their young children. As children get older, however, they need to learn to

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drinking and dating, social rules and family rules. Teens will test the rules, but over time most will make these rules part of their lives. This kind of reliability is worthy of discussion and praise. **When you can rely on your teens behaving responsibly, it may be time to give them more freedom.**

Above all, a parent's role is to believe in your teens. Set your standards and expectations high, keep your love for them constant—even when problems occur—and provide consistent support, including practical help, so they can achieve their promise.

Baggy Jeans/Odd-Colored Hair: Where Do I Draw The Line?

Jason is doing well in middle school. He's great with his younger brothers and helps around the house, but I'm concerned about some of his new friends. Some have dyed their hair odd colors; they wear baggy jeans with their boxer shorts showing. A few have pierced tongues and tattoos. A while ago, Jason asked about getting those baggy jeans. I said no, because the gang kids wear them. I hoped he'd forget about them, but he has asked again. Between the drugs in our neighborhood, baggy jeans, and new friends, I'm worried. I want to steer him away from problem kids. Should I let him buy the jeans? What should I do about his friends?

Adolescents are striving for independence. As their teens prepare for adulthood, parents should encourage independence, while making sure their teens don't drift too far from a positive course. How should parents react to the choices of their teenage children? In general, extend trust and give children as much freedom of choice as they can handle. Be sure to set limits, too. Your decisions about the baggy jeans and about your son's friends require careful evaluation of all the details. You need to think about your own values, look realistically at where Jason seems to be headed, understand what he is doing or wants to do, and determine how best to promote his safety and growth.

Jason is doing well in school and not getting into trouble. Success in school gives children a sense of accomplishment. They can see a positive future for themselves and are less likely to want to join a gang. These facts argue for giving

him more freedom. When it comes to his friends and his preferences in clothing, you need to gather more information if you're going to make a smart decision. You need to know more about your son's friends: What are they like? Do they use alcohol or other drugs? Are they in gangs? How does your son feel about these kids? How does he feel about drug use? How does he feel about gangs?

Get to know your son's friends. Ask him to invite his friends to your home so you can meet them. You'll show that you have an open mind. If his friends behave poorly in your presence, your son will notice.

You also need to understand what the baggy jeans mean to Jason. Are they just a style he likes? Or is wearing them as a way to "fit in" with the gang types? Sometimes teens dress differently just to harmlessly show some independence from the family. Think back to your own adolescence, and remember the fashion changes. There may be some similarities. Have a discussion with your son about his friends and about the clothing he likes to wear. Sometimes discussions can bridge differences. Maybe your son will be swayed by what you say about the jeans and gangs, or maybe he will convince you that baggy jeans have become a style that has little to do with belonging to a gang.

A conversation with your teen can help you decide whether there is a real problem or it is just a question of fashion.

Warm family relationships can help protect children from violence, alcohol and other drugs, and other risky behaviors. But family members—even in the most loving families—get angry at one another from time to time. When families communicate well and work cooperatively, anger can be resolved without a problem. Handled poorly, however, anger gets in the way of good communication between parent and child. Anger without control can sometimes be dangerous and can even become violent.

Some adults see anger as an emotion that should be suppressed, because it leads to trouble. Some grew up in families in which anger generally led to explosive behavior and even violence. Others were taught that it is not “nice” to be angry. Many adults are not good at managing anger, and expressing this emotion in a healthy way. It’s important that parents know how to manage anger successfully in family life, at work and in the community. And that same knowledge needs to be shared with children, so that they learn this important skill.

My teenage son doesn't know how to handle his intense feelings. He talks back to us and even swears at us. He doesn't do what we ask him to do. He seems to be trying to aggravate us. I get so angry I blow up. We end up screaming at each other and saying things we regret. I feel like things are out of control.

With the many changes that occur during adolescence, it's not unusual for teenagers to feel anger and resentment toward parents. Adolescents struggle to establish their own independent identities as they prepare for adulthood. Sometimes anger is their way of asserting independ-

ence. This can wear thin on parents, who may fight back with their own anger, creating a vicious circle of escalating resentment.

The best solution to out-of-control anger—whether from a parent or from a teen—is to step back, and identify more positive, healthy ways to deal with strong feelings. We do this when we can calm down and respond in a disciplined and thoughtful way. By maintaining composure, parents can be good role models and open the door to constructive communication with their children.

But how do you keep calm when you feel pushed to the limit? Here are some suggestions:

TIPS FOR CALMING DOWN

- **Pick your battles.** Sometimes the issue is not worth the anger, or worth arguing about.
- **Take a deep breath; count to ten.** Think about the issue before a single word comes out of your mouth.
- **Go for a walk.**
- **Use “self-talk” to calm down.** That is, say something soothing to yourself such as: “I need to relax and stay calm. I can’t afford to blow up.”
- **Reframe the issue.** For example, when your son says something rude to you, it may be less a matter of him disrespecting you than a sign that he has a problem with his anger. “Framing” it this way, you focus on the fact that he needs your help in overcoming this problem.
- **Use humor.** Humor can be a good way to calm anger; find the silly side of the issue and find a way to laugh about it.

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Sometimes the hardest part of helping children learn to manage their anger is that parents have to look at their own practices. Parents need to ask:

“Have I accepted my own anger and the anger of others in the family? Do I express anger in positive and constructive ways? Do I resolve conflict well? Have I taught my children to accept and express their anger?”

Resolving conflict constructively may be a huge challenge, but it's an absolute necessity for the sake of every member of your family.

RESOLVING CONFLICT

Once you are calm, you are in a better position to address the issues that caused the conflict. Here are some tips:

- **Give your point of view.** State the problem as you see it; speak clearly and calmly—don't yell.
- **Ask to hear your teen's point of view.**
- **Pay attention, listen, and consider your teen's point of view.**
- **Discuss ways to solve the dispute without a battle.**
- **Practice the art of compromise.** Find the middle ground you can both live with comfortably.
- **Assert your authority, when appropriate, but in a calm, yet firm manner.**

WHAT IF THE ANGER DOESN'T STOP?

When anger becomes a way of life—a chronic problem—for someone in the fami-

ly, the underlying issue may be larger than you or your teen can manage. If you even *think* your family is at this crisis point, or if you even *think* you or any member of your family has a serious problem with anger management, it's time to seek help from a mental health professional. Recognize that this situation necessitates counseling, and sometimes that means the entire family will need help. Refer to the section: “Getting Help For Your Teen” on page ____.



HANDLING TOUGH SITUATIONS

Teenagers, like all of us, sometimes need help and guidance, but it can be difficult for parents to recognize when to intervene in their teenager's life. You know about the challenges that today's teenagers face—some of which are different than those you faced as a teen. Understanding these challenges, and knowing when and how to intervene to help your child overcome them, is an essential role for parents.

It is also a difficult role. Being able to tell the difference between normal teenage behavior and self-destructive, hurtful behavior can be very difficult. The following examples are designed to help you understand some of the warning signs that your teenager may need help. Read through these examples and see if any sound familiar.

Remember, though, that every teenager is different and there is often no clear answer to your specific situation. If you are concerned, talk to your teenage children. At a minimum, let them know that you are worried about them and tell them that you would like to talk. If you are still concerned, or if you think that your teenagers may hurt themselves or others, you should get help immediately. Read the final section "Getting Help For Your Teen", for assistance in finding the right resources.

BULLYING

I was called to my 13-year-old son's school today because he stole some money from another boy during lunch. This wasn't the first incident. A few weeks ago the principal called because Keith made another boy take the blame for graffiti he wrote on the school bus. No matter what we tell him, he seems to get himself in trouble. What can I do?

You certainly have reason to be concerned about your son's behavior. He is acting like a bully and needs your help to put on the brakes. It's good the principal has called. The school can set a clear standard—no bullying—and make sure that your son understands the consequences for violations of the rule. You, too, need to be clear that you disapprove of bullying. You need to help your son develop empathy—which is the ability to see how other people feel, and to care about their feel-

ings. You will probably want to impose consequences on your son for his unacceptable behavior. Be firm, but do it in a loving way. Right now your son needs your empathy, understanding, and love. By providing this, you can show the power of caring about others in a positive way.

This still leaves the bigger part of the problem—getting to the reason for your son's behavior. You have to talk with him to determine why he is being a bully. What leads your son to behave in such hurtful ways?

With your help, or with professional help, your son must come to understand his own motives for bullying. Some young people are bullies because they are bored and crave excitement; some do it to feel powerful; some do it as a response to family problems; some do it for attention and fame. You need to ask him very detailed questions:

- Did you plan to take the other boy's lunch money beforehand, or was it a sudden urge?
- How did you pick your victim?
- What were you thinking when you did it? (Ex: I need the money; I'll look cool.)
- How did you feel when you did it? (Ex: Excited, thrilled; powerful).
- How do you think the victim felt?
- How do you justify what you did?
- What are you feeling about yourself?
- What's happening in our family and in your life?

When you understand the details of what happened, you can determine how to help your child. For example, if your son stole money because he saw it sitting on a lunch tray and had a sudden urge to grab

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it, he will need to learn to recognize his impulses, and to stop them. If he planned to steal money, pre-selected a victim, and stole because he wanted to look like a big shot, he will need to learn positive ways to make friends and gain peer acceptance. If there's a

problem in the family, it's important to seek help. We have to help our children learn healthy and socially acceptable ways to cope with urges and satisfy their needs. A big challenge? Yes. But it's part of growing up and becoming a good citizen.

What if your teenager is being bullied?

Bullying is a serious problem, affecting many children. A recent study indicated that nearly 1 in 10 students in grades 6 through 12 have been bullied in the past year. About 1 in 3 students report that someone stole or deliberately damaged their property (car, clothing, books) in the past school year and 7% report being threatened by a weapon.

Teenage victims of bullies need help and support in responding to this aggressive behavior. Many parents give their children conflicting messages about how to respond to physical aggression. Should you encourage your teenager to "fight back" or not? We do not want to resort to violence, but we also do not want our children to be victims and to feel powerless. Most experts agree that children should not hit back, other than for self-defense and survival. Retaliation perpetuates a cycle of violence. It may also lead to escalating physical confrontation, which can be very dangerous, especially considering the possibility that weapons might be used.

Parents can help their children who have been teased or bullied learn to be powerful, without resorting to violence. You could start by letting your teenager know that you seriously disapprove of taunting and other types of bullying behavior, and that you think no one should have to put up with this. You can empower teens by asking them if they have any ideas about what might end the bullying.

Parents can teach teens some powerful, non-violent ways of responding when they are bullied:

- Demonstrate strength by using eye contact and positive self-assured body language, with their head held high and shoulders back.
- Practice "verbal self-defense", using anything from humor to clever comments to de-escalate tension.
- Proudly walk away from provocation, and ignore taunting.
- Join a social group or club, which can reduce isolation and give them a sense of pride and belonging.

Young people are entitled to a safe learning environment in their school. **Another way to empower your teenagers can be to encourage them to speak with school administrators about the problem.** In part they may want to raise the issue of their own situation, and their own safety fears. Sometimes, it is most empowering to discuss the situation as a school-wide problem, without focus on particular perpetrators. Parents should back up their children by also voicing the same concern. School/community partnerships can lead to effective programs that reduce bullying behavior.

If teenage children have been picked on for a long time, they probably have some intense emotions from that, and could benefit from talking about them. **Victims of bullies may experience anger, anxiety, and even depression. Being the victim of a bully can also be a risk factor for violent behavior. Your teens need and deserve help coping with these feelings.** You or a mental health professional could give them opportunities to express themselves, and resolve these feelings.

DRUG USE AND FAILURE IN SCHOOL

Our 16-year old daughter, Julia, was caught drinking at a party. We suspect that she has smoked marijuana, too. She's been doing poorly in school—in fact, now she's neglecting her schoolwork and failing one subject. We set up required study time, but it hasn't helped. She misses curfews and hasn't been doing her chores. We've talked with her about alcohol, drugs, and sex and we've been clear about the rules and given her consequences when she has broken them. Obviously, it hasn't worked. She says I'm a nag. What else can I do?

ALCOHOL AND SUBSTANCE ABUSE

Julia's drinking and possible drug use are probably the tip of the iceberg. Alcohol and drug use often occur along with other serious problems.

You need to talk with Julia about the details of her use of alcohol and other drugs. You need to talk about, and help her think through, her drug use—what drugs she is using, how often she uses them, how much she uses; why she is using; and how she may be harming herself or may be headed for trouble. Make sure she understands that there are problems that concern you, and that you and she can work together to turn things around.

If you see these signs, something is wrong, whether or not it is caused by alcohol or other drug abuse. Your child needs help. Start a dialogue with your teen about the problems. If you are still confused about whether alcohol or other drugs are part of the problem, or if you recognize that your child has a serious alcohol or drug problem, get professional help.

SCHOOL FAILURE

Failure in school is another serious issue, but nagging is the wrong approach. Enforcing study times usually doesn't work, either. Parents often assume that school problems are caused by lack of effort, and that making kids study more will improve their performance. Usually there is much more to it. For example, children may be having trouble with academic work and need tutoring. Or they may need help with study skills (understanding how, when, and where to study). They may also be upset about something at home, at school, or with peers, that is interfering with their concentration. Even when the amount of effort invested in schoolwork is deficient, usually the underlying cause is discouragement,

Signs of possible alcohol or other drug abuse:

School:	truancy; drop in grades; behavior problems
Social life:	dropping old friends and activities; new friends use alcohol or other drugs; strange-sounding phone calls with covert communication, possibly about drugs
Emotional life:	basic personality changes; inexplicable and sudden mood changes; apathy; appearing listless and "hung-over; increased forgetfulness
Family:	very secretive (more than a need for privacy); estrangement; less responsible at home; more conflict at home
Physical:	red eyes; deterioration in personal hygiene; sleep disturbances; slurred speech; fatigue or apparent "hyper" behavior
Physical evidence:	disappearance of beer or liquor supply; money or valuables missing; drug paraphernalia; use of incense; prescription drugs missing; use of glue, paint thinner, or other chemicals that may be inhaled

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rather than laziness. The remedy is support, not more pressure. We need strategies to get teens **thinking and solving problems for themselves**. Dialogue is the most effective way to get them started.

How long ago did Julia start slacking off in school? What do you think has been holding her back? You need answers to these questions to determine how to correct the problem. **Encourage Julia to consult with her teachers or the school counselor, and offer to participate in these meetings.** If need be, you can consult with the school or get other professional help. Using all available resources, you and your daughter should be able to determine the causes of the problem. Once you know the causes, the solutions may become clearer. Your daughter will still have some obstacles to overcome, but at least she will be headed in the right direction.

SADNESS/DEPRESSION

Sarah has never had much confidence. High school is harder than she expected. My husband and I are divorced, and this has been very hard on her. Now, she looks and acts absolutely exhausted, doesn't sleep, and just sits in her room crying with her door closed. When she goes out, she dresses all in black clothing and wears heavy black eye shadow. I have tried to talk to her, but she acts angry and won't say a word to me. I can't tell if Sarah is just "going through a phase" or is truly depressed.

The teen years offer new experiences and challenges that can be exciting, but also stressful. The stress of adolescence is one of many factors that can make young peo-

ple unhappy. Teenagers are also experiencing hormonal changes which can make them moody or sad. Some sadness and mood swings are normal—they're a part of life. But when the "blues" last for weeks, or interfere with school, home, or other activities, your teen may be suffering from clinical depression, a mood disorder that is a real medical illness that is often unrecognized, but can be effectively treated.

SYMPTOMS OF

DEPRESSION

If a number of these symptoms persist for two weeks or more, a person may be diagnosed as clinically depressed. Parents should talk with children if any of these symptoms occur:

- Persistent sad, anxious, or "empty" mood
- Loss of interest or pleasure in activities
- Restlessness, irritability, or excessive crying
- Feelings of guilt, worthlessness, helplessness, hopelessness, pessimism
- Sleeping too much or too little, early-morning awakening
- Appetite and/or weight loss or overeating and weight gain
- Decreased energy, fatigue, feeling "slowed down"
- Thoughts of death or suicide, or suicide attempts
- Difficulty concentrating, remembering, or making decisions
- Persistent physical symptoms that do not respond to treatment, such as headaches, digestive disorders, and chronic pain

Source: National Institute of Mental Health, National Institutes of Health

When teens, or anyone, are very upset about things, they need to talk with someone who cares and can help. Parents should be concerned, and talk with their child about his or her unhappiness, whether it is a temporary state, or a case of clinical depression. We should set an example of confronting problems, head on.

It is sometimes hard to tell when teens are depressed, because the symptoms may be hard to read. For example, you may mistake a sleep disorder for a late-night television habit, or your teen may only reveal her sadness in writings that contain morbid themes. Teens may say they are "bored" when actually they're depressed. In addition, signs of depression may vary among cultural groups: Teens in some groups experience sadness or guilt; while others experience more physical symptoms, such as headaches and nervousness.

Clearly, Sarah is unhappy and may be suffering from depression. What is going on in her life to make her feel this way? **Think about past and present problems.** When did this crying begin? Did it coincide with family tension, or the divorce, or her problems in school? How is she getting along with friends? How are things in your family, now? Are there any other problems or symptoms? The answers to these questions provide clues about what is wrong, and how to help her.

Depression does increase the risk of suicide. Many teens think about suicide, and some of them follow through. Parents should be especially concerned and get professional help immediately if additional warning signs are evident, such as when a child has a history of previous suicide attempts, hints at not being around in the future, expresses a desire to die, gives away prized possessions, has experienced a recent loss, or makes threats of suicide.

Sarah needs to talk with someone who cares and can help. Give her an opportunity to discuss her feelings and what is causing them. If she won't open up with you, find an adult with whom she can talk, perhaps a family physician or a mental health professional.

SYMPTOMS OF SUICIDE

People most at-risk for committing suicide are those who have several of the following characteristics. It is important to note that many people experience one or more risk factors and are not suicidal.

- attempted suicide in the past
- a family history of suicide
- a firearm in the home
- consume alcohol and/or abuse other substance
- are depressed (changes in sleeping patterns and appetite, feeling worthless)
- experienced violence (physical, sexual, domestic, or child abuse)
- are experiencing unusual stress due to adverse life events, such as separation or divorce
- spent time in jail or prison
- a medical condition
- move frequently from one location to another
- experience poor parent/child communication
- feel socially isolated

Source: Centers for Disease Control and Prevention

ANGER AND VIOLENCE

My 16-year-old son, James, is failing in school. He is often angry, has no interest in his family, and sometimes doesn't come home until 4 a.m. I have no idea what he's doing and worry he might get into trouble. At home, he spends most of the time in his room playing violent video games and listening to music that has violent lyrics. I've heard him plotting "revenge" with friends and he seems to always be talking about different weapons. This worries me, but I don't really believe he would hurt anyone. What can I do?

You are right to be worried. Although it is difficult to predict who will become violent, there are certain risk factors that warn of possible danger. The more of these warning signs we see, the more we believe that children are "at risk" for violent behavior. No single factor indicates a problem, but if we see a pattern of several risk factors, it's time to take precautions.

James exhibits many of these warning signs. He is isolated from his family, failing in school, and staying out much too late at night. He has discussed weapons, has a problem with anger, and you heard him plotting revenge. Children who have been bullied, mistreated by others, or feel they have been mistreated, are at higher risk for violence. The same is true for children who feel rejected or alone. Has James been bullied, or excluded, or teased by peers or family members? This would be another warning sign.

An obsession with violent video games may also be a warning sign. You should closely monitor and discuss the entertainment choices of your children. Take some time to watch television with James, and

use the time to discuss what you see, especially emphasizing positive behavior and positive problem-solving, as opposed to violent ways of settling conflict. If there are violent moments, discuss the real consequences of violence. Notice if the presentation fully reveals the harm and anguish of victims, or whether the impact of the violence is minimized.

Bear in mind, however, that risk factors are **not** predictors of violence, just warning signs of possible trouble. After some of the recent high profile shootings in schools, the media has publicized lists of warning signs. These lists can be used to unfairly label non-violent students as dangerous, because many adolescents who will never become violent will show some of the 'red flag' behaviors.

Still, parents should recognize these warning signs, and use them as a cue that a child needs help.

When parents are stuck and can't make progress with a child's problem, they should connect with someone who can. To help James, you should look for a child/family mental health professional who is well-respected in your community and experienced in working with adolescents and their families. When a teen exhibits a number of warning signs for violence, as James does, parents should act promptly—for safety's sake. As a precaution, parents should make sure their children do not have access to firearms, and remove other dangerous materials or objects from the home. Read the section "Getting Help for Your Teen" for guidance.

Parents can do much to help their teenage sons or daughters through a variety of different situations. Depression, violence, substance abuse, and bullying are all serious issues that parents and teens can work together to help resolve. Sometimes, however, parents need to confront their own problems before they can help their teenager. Children who live in violent households, or homes where one of the caretakers uses drugs or abuses alcohol, often sustain severe emotional trauma that can last a lifetime. Even if a parent's violence or substance abuse occurred when a child was small, he or she may still suffer during his or her adolescent years.

Intimate partner (or domestic) violence, and parental alcohol or other drug abuse, affect both the victim, and the child. Research shows that approximately 90 percent of children who live in homes where there is intimate partner violence see or hear the abuse. Further, children who are exposed to family violence are much more likely to become violent than are children from nonviolent families. Studies also show that if a parent uses alcohol or drugs, his or her children are more likely to drink or use drugs.

Below are examples of situations where children have been affected by current, or even prior, parental behavior. If these situations sound familiar and if you need some help deciding what to do, read through the resources listed at the end of this section and reach out for help for yourself or your partner.

I was called to school by my daughter's principal. Apparently, when her math teacher corrected her in class, Deirdre threw a book at him and stormed out of the classroom. Deirdre's explanation was that "no one else cares, so why should I?" Today was a wake up call. I have to admit it:

My wife has a serious problem with alcohol. I'm not home much. I'm always avoiding the chaos. I know this is serious. What can I do now?

It sounds as though you recognize that your wife's alcohol abuse is affecting Deirdre. This is the first step. Parents with serious alcohol and other drug problems are often overly absorbed in their own needs and problems. They may not prepare meals, or be present at them. They may not carry their share of the household responsibilities. They may not properly supervise their children's homework and other aspects of their lives. Often their moods dominate the family. Their anger leaves other family members fearful and anxious. Roles may be confused and children end up taking care of the parents. Communication is often muddled.

Children in these families feel isolated and alone, with no one to talk to. Their hurt and angry feelings may lead to depression, their own abuse of drugs, or may even erupt in violent behavior, as in your situation with your daughter. Children also sometimes seek attention and/or act out their feelings by shoplifting or committing other crimes.

So what can you do? First, children should not feel alone and abandoned, nor should they be caretakers for their parents. Deirdre needs a parent who will take responsibility and act as a parent should. Let her know that you are assuming this responsibility. She also should know that you are aware that her mother has a problem, and that it is affecting the whole family. Second, you should encourage your wife to get help (see box for suggested steps).

If an alcoholic is unwilling to seek help, is there any way to get him or her into treatment?

This can be a challenging situation. An alcoholic cannot be forced to get help except under certain circumstances, such as when a violent incident results in police being called or when it is a medical emergency. This doesn't mean, however, that you have to wait for a crisis to make an impact. Based on clinical experience, many alcoholism treatment specialists recommend the following steps to help an alcoholic accept treatment:

Stop all "rescue missions." Family members often try to protect an alcoholic from the results of his or her behavior by making excuses and by getting him or her out of alcohol-related jams. It is important to stop all such rescue attempts immediately, so that the alcoholic will fully experience the harmful effects of his or her drinking—and thereby become more motivated to stop.

Time your intervention. Plan to talk with the drinker shortly after an alcohol-related problem has occurred—for example, a serious family argument in which drinking played a part or an alcohol-related accident. Also choose a time when he or she is sober, when both of you are in a calm frame of mind, and when you can speak privately.

Be specific. Tell the family member that you are concerned about his or her drinking and want to be supportive in getting help. Back up your concern with examples of the ways in which his or her drinking has caused problems for you or your teenagers, including the most recent incident. Tell the family member that until he or she gets help, you will carry out consequences—not to punish the drinker, but to protect yourself from the harmful effects of the drinking. Do not make any threats you are not prepared to carry out.

Be ready to help. Gather information in advance about local treatment options. If the person is willing to seek help, call immediately for an appointment with a treatment program

counselor. Offer to go with the family member on the first visit to a treatment program and/or Alcoholics Anonymous meeting.

Call on a friend. If the family member still refuses to get help, ask a friend to talk with him or her, using the steps described above. A friend who is a recovering alcoholic may be particularly persuasive, but any caring, non-judgmental friend may be able to make a difference. The intervention of more than one person, more than one time, is often necessary to persuade an alcoholic person to seek help.



Find strength in numbers. With the help of a professional therapist, some families join with other relatives and friends to confront an alcoholic as a group. While this approach may be effective, it should only be attempted under the guidance of a therapist who is experienced in this kind of group intervention.

Get support. Whether or not the alcoholic family member seeks help, you may benefit from the encouragement and support of other people in your situation. Support groups offered in most communities include Al-Anon, which holds regular meetings for spouses and other significant adults in an alcoholic's life, and Alateen, for children of alcoholics. You can reach them by calling 888-4AL-ANON. These groups help family members understand that they are not responsible for an alcoholic's drinking and that they need to take steps to take care of themselves, regardless of whether the alcoholic family member chooses to get help.

Source: National Institute on Alcohol Abuse and Alcoholism, National Institutes of Health

After too many years of accepting my husband's abuse, I finally stood up to him about three years ago. He used to hit me, yell, and pound on walls. I lived in terror. He would always be very sorry afterwards, apologizing to me, and promising things would change. He never abused the children, but I'm afraid they saw too much of this. Finally one day I packed, took the kids, and left for a women's shelter. But now my 15-year old daughter, Emily, has nightmares about her Dad, and gets very nervous and jumpy at times. My 17-year old son, Eric, has been getting loud and aggressive, just as his father used to get. I think he may even be abusing his girlfriend. I feel as though I'm reliving the nightmare through Eric. Is there any hope?

You were brave to stand up to your husband, and wise to get the protection of a women's shelter. There is likely a connection between your husband's past behavior, and the present situation. Children who witness violence are more at risk for a variety of mental health problems, including depression, and are more likely to become violent themselves. Your husband was the male role model for Eric, who saw aggressive behavior patterns that he may be copying.

Many children who witness violence in the home suffer from anxiety problems, including what is known as post-traumatic stress disorder (PTSD). You may have heard about soldiers who return from war

and suffer from PTSD. Emily surely has issues with anxiety and may well be feeling the impact of the trauma of what she witnessed. PTSD has a number of symptoms, such as re-experiencing traumatic events in ways through nightmares or flashbacks; avoiding people and places associated with the trauma; becoming detached from loved ones; and by being highly aroused, as manifested by problems concentrating and being quick to fly into a rage.

Have you been in family therapy? This treatment could help everyone. It gives children an opportunity to identify and express feelings honestly. Emily could get help dealing with her anxiety and working out her feelings toward her father. Eric

could get help for his own aggressive tendencies, learn anger management, and find healthy ways of expressing his feelings. If he is abusing his girlfriend, it is even more essential that he get help immediately. The tragedy of violence between adult family members is that children who witness family violence

are more at risk of becoming violent themselves, and the cycle may continue from one generation to the next. If you are still in a violent relationship, but need help, you can call the National Domestic Violence Hotline at 1-800-799-7233.



GETTING HELP FOR YOUR TEEN

Getting help for your teen is a major step in bringing him or her back from the edge of harm's way, and promoting a healthy future. You should also know that sometimes when a member of your family is having serious difficulties, it may be a way of letting parents know that the whole family needs help. When seeking help for your teen, consider whether the rest of the family may need counseling as well.

IF THERE ARE PROBLEMS AT SCHOOL

If your teen is having difficulty at school, such as poor grades, behavior problems, or being bullied, it is important to reach out to school officials. They can provide support, and also may be able to give you additional information about what has been going on with your child.

Connect with Your Child's School

Research has shown that students whose parents are involved and connected with them and their schools are more likely to succeed in school. It can be difficult to find the time to volunteer, but just building a relationship with your child's teachers, and the school itself, can go a long way in preventing your child from feeling the isolation that can lead to other problems.

You can start with your child's teacher. If the school has a counselor, social worker, or school psychologist, you can contact this person. The school principal is also a good

resource and may be able to pull together appropriate staff members to talk to you about your child. If you have concerns about contacting school personnel, most school districts have designated a parent advocate or have a parent resource center to help parents navigate the school system.

School personnel are also a good source of referrals for mental health services.

Children Exposed to Violence or Abuse

Young people exposed to violence, abuse, or neglect, may be traumatized by their experiences, and are more likely to be at risk for mental health problems, for drug abuse, and for committing acts of violence

Experiencing or witnessing traumatic events is painful and can hurt your teen as much as a physical injury. But your teen can recover successfully from trauma. Effective treatment is available.

IF YOUR TEEN APPEARS DEPRESSED OR ANXIOUS

Depression is more than the blues or the blahs; it is more than the normal, everyday ups and downs. When that "down" mood, combined with other symptoms (see box on page __), lasts for more than a couple of weeks, the condition may be clinical depression. Clinical depression is a serious health problem that affects the total person.

Anxiety disorders are illnesses that fill people's lives with overwhelming anxiety and fear that doesn't go away, and often gets

worse. In addition to feelings, these disorders can change your teen's behavior, physical health and appearance, school performance, social activity and the ability to handle everyday decisions and pressures.

If you think your child has an emotional problem (whether or not it involves mental illness) that requires more help than you can give, the sooner he or she gets the needed help, the sooner he or she may feel better.

Mental disorders are real illnesses, just like diabetes or other physical ailments. Having a mental illness does not mean a person is weak, or a failure, or is not really trying. It means they need treatment. Untreated, mental disorders can result in damage to self-esteem, poor school performance, problems with relationships, and have tragic consequences, like suicide. Mental health treatment works. Treatment helps reduce the symptoms of the mental disorder, improve relationships, strengthen coping skills, and promote behaviors that make a person's life better.

Neither parent nor teen should be afraid of what people might say or think about seeking treatment. You can draw upon many available resources and may even be surprised by how supportive your friends and your teen's friends can be.



I want to get help for my teen, but I don't know how to find someone good.

In picking a mental health professional, it's important to identify a person who is experienced in working with youth, and highly respected in the community. School administrators, counselors, and teachers often know mental health providers with this expertise. Family doctors or your local mental health association can also point you in the right direction. Ask other parents as well—they are among the best referral sources.

Skilled mental health professionals understand that adolescents may be slow to embrace professional help, and perhaps were brought for help against their will. They carefully build trust and an effective therapeutic relationship. They help young people understand that much of their conversation is kept confidential—and also spell out the limits of confidentiality.

If you haven't found a good referral in your community, the Substance Abuse and Mental Health Service Administration runs a Knowledge Exchange Network (KEN) which can provide help in finding a mental health professional. You can find them on the web at www.mentalhealth.org or call their toll-free number at 1-800-789-2647 (Mon-Fri 8:30 a.m. to 5:00 p.m. EST).

There are so many different kinds of mental health providers. What's the difference? How do I know what is right for my child?

Social workers, mental health counselors, psychiatric nurses, psychologists and psychiatrists among others, all have different kinds of training and skills. In psychotherapy sessions, mental health professionals help people talk about their

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experiences, thoughts, and feelings, in order to solve personal and family problems and treat mental illness. There are different types of therapies. Some therapists focus on changing behaviors, and others deal more specifically with changing thinking patterns that can lead to troublesome feelings and behaviors.

Psychologists and psychiatrists can also conduct tests to diagnose problems. Psychiatrists and other medical doctors can determine if there are other physical illnesses that may be contributing to the problem and they can prescribe medicine when this is determined to be an important part of the treatment. Medications are available that effectively treat mental illnesses that are severe or disabling.

Support groups can also be helpful for individuals and families. Your family physician or school guidance counselor can often help you assess what type of professional help you need.

I know this is all going to be expensive—how will I afford it?

You may have some mental health coverage in your health insurance plan. But if your ability to pay is limited, you should be able to access community-based services. Your state department of mental health, and local community mental health center can direct you to these resources. City and county mental health

services are often offered on a sliding fee scale, based on your financial resources, and some health centers in universities and other mental health professionals in the community may also provide for a sliding scale fee to those who cannot afford the full fee.

WHAT ABOUT SUBSTANCE ABUSE?

Teachers, doctors, sports coaches, clergy members, and others involved with youth have roles to play in helping to recognize and get help for teens who are using alcohol or other drugs. But usually parents are the first line of defense against substance abuse. Set a good example by not using illicit drugs, and if you drink alcohol, do so responsibly, and only in moderation. Know your family's history of alcohol and drug abuse, and talk to your children about it. If you have a drug problem (alcohol, prescription drugs, or illicit drugs), get help for yourself. Teach your child or teenager that it is okay to get help. Learn the signs of drug abuse and take action to help your children if they have a problem. (See box on page ____.)

To find the right help, you should start by getting information about services in your community. Ask your health care professional for a referral, or contact local hospitals, state and local substance abuse agencies, school counselors, or community

mental health centers. You can also contact national or local substance abuse treatment help-lines, such as the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Treatment National Helpline at 800-662-HELP.

GENERAL TIPS WHEN GETTING HELP FOR YOUR TEEN AND YOUR FAMILY

Here are general tips on getting help for you and your teen:

- **Make sure the whole family is involved.** Family stress and turmoil contribute to the problems of teenagers. Teens' problems add to the family stress. The whole family must work together to solve those problems. Ideally, the entire family should participate in counseling. The priority, however, is to that your teen get counseling. He or she might first want to meet privately with a counselor and may agree to family involvement later. Or, if your child prefers to go individually, find a second counselor to work with the whole family together.
- **Be patient.** Understand that experienced counselors take their time with young people who enter counseling against their will. It may take a while to develop rapport, and a while longer for teens to be ready to make changes. Parents should ask counselors to keep them informed on what to expect and to discuss progress as it is made. Counselors also can help parents understand what to look for in terms of changes, and approximately when these changes might occur. If your child is prescribed medication by a physician, be informed about the side

effects and understand that medications may take several weeks to work.

- **Evaluate your counselor** as you would any other professional you work with: You should feel good about the person, but you should also get results.
- **Monitor progress.** When you are unhappy with progress, talk it over with the counselor. Sometimes parents are impatient and expect quick results. Counselors should explain their timetable and perhaps point out progress that may not be so obvious. If progress is not being made, parents should ask how the counseling approach might be modified. If the modified approach doesn't work, parents should consider getting a second opinion or transferring to another professional.
- **Be your child's advocate.** Whether you have private health coverage or you rely on public programs for health care, find out what treatment services are covered and for how long. Let your health care professional, insurance



company, social worker, case manager, and anyone else involved in your child's treatment, know what you think your child and family need. Make sure you are involved in decisions about your child's treatment.

CONCLUSION

Parents matter when it comes to helping their children successfully navigate the teenage years to ensure a safe and healthy passage from childhood into adulthood. Being knowledgeable and keeping communication open, recognizing warning signs of problems and seeking help when you think it's needed are important contributions that can support your teens development.



Above all, never give up on your teen.



Never relinquish your love and your hope.



Keep the conversations going—
Raising children is a lifetime of learning.