

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton (partial) (2 pages)	09/08/1998	P6/b(6)
002. schedule	Schedule for Hillary Rodham Clinton (partial) (2 pages)	09/08/1998	P6/b(6)
003. list	List of event attendees re: SSNs and DOBs (partial) (1 page)	09/04/1998	P6/b(6)
004. fax	Lenora Steinkamp to Neera Tanden re: Intro of The First Lady at John Eaton School (partial) (1 page)	09/07/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Eric Morse (Events)
OA/Box Number: 21192

FOLDER TITLE:

School Modernization Day [1]

2011-0619-S

rc305

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

FIRST LADY HILLARY RODHAM CLINTON
SCHOOL MODERNIZATION DAY
WASHINGTON, D.C.
SEPTEMBER 8, 1998

Know will
continue to be
supporter of D.C.
- Sage
Jew

Thank you, Lenora [Steinkamp] for that kind introduction, and for your friendship over the years. It's a pleasure to be here at John Eaton School, and to join you and the many other committed and inspiring teachers here. It's an honor to join District Superintendent (Arlene) Ackerman, who has done so much to inspire a spirit of reform and renewal in the DC school system; our tireless supporters in Congress, Senator Jeffords and Congresswoman Eleanor Holmes Norton; and perhaps most important, the students, parents, and friends of John Eaton. A special thanks to your principal, Jean Tate, for hosting us today.

Sack Lew, Director of the OMB

It's wonderful to see so many friends and advocates who are committed to giving these young people one of the greatest gifts we can ever give them: a good education. There is no more important work taking place in our nation's capital than what you do here in these classrooms every day on behalf of our children.

I'm also pleased to be meeting here in the school library - surrounded by the books that will open up the minds of your students, and encourage their love of reading. I understand that the parents of this school helped raise funds last year to buy a whole new set of books for this library - a lasting investment in the future of these students - and a testament to the level of parent participation that has always been the hallmark of John Eaton's legacy over the years.

First, I want to congratulate everyone here for a highly successful first week of school. I've been very impressed that every school in the system opened on time (for the first time in four years); with teachers ready to teach, students ready to learn; and facilities repaired. And today, many of DC's sixteen new charter schools are opening their doors -- another cause for excitement and hope. A few weeks ago, Superintendent Ackerman testified on Capitol Hill, about the progress that's being made, and her vision to "create an exemplary school system that prepares our students for college, for good jobs, and for life in the 21st Century." And from what I've seen over the past few months, I have no doubt she and all of you will succeed.

I'm also very pleased to be here at John Eaton, which serves as a model of excellence throughout the District -- not only for its high achieving students and outstanding staff, but also as a training site for teachers and administrators across the DC public school system. This ~~wonderfully diverse~~ school proves that every child can learn -- and excel. All of us here today already know what Redbook has just recently discovered -- that John Eaton is not only one of the best schools in DC, but in all of America.

Yet even the best schools face difficult challenges. As all of you know too well, some of your students had to be moved out of their classrooms into the library last year -- because a leaky roof made teaching almost impossible. And on some winter days, these bright young students would come to a school with no heat -- because the boiler didn't work properly. So I was very pleased to just learn that these problems have been fixed, and kids are now back in their classrooms -- ready to learn. But as we all know, there is much more that needs to be done here and in schools across the country to fully prepare our students for the 21st Century.

How to meet that challenge is what brings us together this morning. Today, I'm joining the President and Cabinet members and other Administration officials who are visiting schools like this one in communities nationwide to celebrate "National School Modernization Day." We're here to underscore the urgent need to improve and modernize our schools and to highlight this Administration's initiatives to meet those needs -- by repairing old schools and building new ones; creating smaller classes with well trained teachers; and ensuring every school has access to the technology of the 21st century.

This year, the Administration has proposed a \$22-billion school construction plan to renovate, modernize, repair or build 5,000 schools. Half of that assistance would go to the 100 school districts with the most low-income children. Under the President's plan, District schools will receive \$85 million for repairs and new construction. The President is also proposing to hire 100,000 quality new teachers for the first three grades, to help reduce average class size to 18 students. And he's asked Congress to fully fund his education technology initiatives -- so that every child in America has access to computers and the Internet -- the tools of the future. Today, only 27 percent of America's classrooms are wired to the Internet.

The challenges before us are daunting. Most of America's schools are overcrowded, understaffed, and in desperate need of repair. A 1996 GAO report revealed that here in D.C., 97 percent of our public schools needed to be upgraded or repaired. In fact, one third of all schools in America need extensive repair or should be replaced.

We know that teachers can't teach, and students can't learn, when roofs are falling in, the heating system doesn't work, and too many students are demanding a teacher's attention. Yet while much work remains to be done, DC's schools are clearly making progress in this area. As you know, all schools opened on time this year because many important repairs were made before the school year started. And I'm pleased that the Clinton Administration has been your partner in this modernization effort, committing over \$60 million on repairs and construction throughout the DC public schools over the past year. But the job is far from finished. It will cost over \$2 billion to fully modernize the District's schools.

Better
come to
what
we're
doing

Schools systems here and around the country are also facing major problems of overcrowding -- caused in large part because there's not enough space -- or sufficient funding -- to build new schools. If we don't begin solving these problems of deteriorating schools and overcrowded classrooms today, we will be overwhelmed by them tomorrow. A report being released today by the U.S. Department of Education reveals that for the third year in a row, record numbers of America's children are attending schools -- over 52 million students -- and that this dramatic wave of new students will remain high for another ten years. Schools already stretched to the breaking point will face even steeper challenges, as they scramble for more space and new teachers. Short term solutions won't work. We must act now to hire new teachers, repair aging schools, and build new ones, if our children are to succeed in the 21st Century.

We can view these record number of new students as an insurmountable problem. Or we can seize this time as an historic opportunity to provide each and every one of them a world-class education, so that they can grow up safe and healthy and fully prepared to become active citizens in their community, and keep America the greatest land of opportunity and promise in the world. And make no mistake -- this Administration is committed to meeting that challenge.

So far, Congress has refused to support the Administration's modernization proposals -- but there is still a month left in this legislative session, and the President believes, as I do, that it's time to reach across partisan lines to give all of America's children the quality education they deserve.

Here in DC, we are seeing progress toward that goal on every front. Thanks to inspired new leadership at the top, committed allies in Congress, and dedicated teachers and parents like yourselves, the District is engaged in a concerted school reform initiative based on accountability and standards. The results so far: higher test scores at every grade level, and a highly successful Summer enrichment program. I also want to commend Superintendent Ackerman and others for a significant investment in teacher training; and a concerted effort to engage parents and the community in the education of their children -- at home and at school.

The Clinton Administration has strongly supported these reform efforts in the past, and it is my particular pleasure and honor today to announce two new grants that will help strengthen and sustain your ongoing progress. First, a new \$10 million U.S. Department of Education grant will help every school in the District of Columbia improve the quality of teaching and learning -- particularly in the area of reading. Most of these new funds will be used to acquire reading specialists in every school -- to help teachers develop a strong reading instruction program.

Reading is the very foundation of learning -- and hiring a reading specialist in every school was one of the top recommendations of the National Academy of Sciences as an effective way to improve literacy skills. As you know, the President's America Reads Challenge seeks to ensure that every child can read by the end of third grade -- and this grant will clearly help all of you meet that important goal and unlock the wonders of these books that surround us here today. These funds will also be used to improve the overall quality of teaching by creating a professional development resource center, and by developing a parent and community outreach program. Next year, a similar grant will help place a math specialist in every District public school -- so that we can improve math instruction as well. *This grant, standards &*

I am also very pleased to announce a \$1.8 million award aimed at helping our students make that critical transition from the classroom to the work place. This new partnership between the city and the U.S. Departments of Labor and Education will encourage academic excellence, and open the doors to the high skill, high wage jobs of the future. The entire community must play a role in making sure our kids have a realistic view of what it takes to succeed in the 21st Century, and the District's School to Careers plan does just that -- by calling on employers such as BellAtlantic, the World Bank, Clyde's Restaurant Group, the AFL-CIO and city government itself to provide adult mentors and work-based learning opportunities.

These federal grants are designed to further support the District's comprehensive school improvement program, and build upon other federal initiatives, including a \$5 million grant by the Education Department that I announced last March, aimed at keeping the doors of 80 DC public schools open this past summer. And I've heard that program was a resounding success.

I'm here today to underscore this Administration's and my own personal commitment to stand by you and support your efforts -- in whatever way we can -- to ensure that the students in our nation's capital receive the world-class education they deserve and need to flourish in the 21st Century. Much hard work remains to be done ahead. But today, we see the progress that's being made; we know we're on the right track; and we recognize that we're all in this together for the long haul.

There's an old saying: "Fix the roof when the sun is shining." The sun is shining on this nation right now. Our economy is strong. We have the resources to make these investments in our children's and nation's future. What better way to invest in that future than by rebuilding and modernizing our schools and training new teachers -- so that students at John Eaton and every school in America can reach their fullest potential and embrace the extraordinary opportunities of a new century.

Thank you.

DRAFT 1

**FIRST LADY HILLARY RODAHL CLINTON
SCHOOL MODERNIZATION DAY
WASHINGTON, D.C.
SEPTEMBER 8, 1998**

Thank you, Lenora [Steinkamp] for that kind introduction, and for your friendship. It's a pleasure to be here at John Eaton School, and to join you and Superintendent of DC Schools (Arlene) Ackerman; Principal (Jean) Tate; Senator Jeffords and Congresswoman Eleanor Holmes Norton; and the teachers, administrators, students, parents, and friends of John Eaton. It's wonderful to see so many friends and advocates who are committed to giving these young people one of the greatest gifts we can ever give them: a good education. There is no more important work taking place in our nation's capital than what you do here in these classrooms every day on behalf of our children.

First, I want to congratulate everyone here for a highly successful first week of school. I've been very impressed that every school in the system opened on time (for the first time in four years); with teachers ready to teach, students ready to learn; and facilities repaired. And today, many of DC's sixteen new charter schools are opening their doors -- another cause for excitement and hope. A few weeks ago, Superintendent Ackerman testified on Capitol Hill about her vision to "create an exemplary school system that prepares our students for college, for good jobs, and for life in the 21st Century." And from what I've seen over the past few months, I don't doubt for a moment that she will succeed.

I'm also very pleased to be here at John Eaton, which serves as a model of excellence throughout the District -- not only for its high achieving students and outstanding staff, but also as a training site for teachers and administrators across the DC public school system. This wonderfully diverse school proves that every child can learn -- and excel. All of us here today already know what Redbook has just recently discovered -- that this is not only one of the best schools in DC, but in all of America.

Yet even the best schools -- like John Eaton -- face difficult challenges. As all of you know too well, some of your students had to be moved out of their classrooms into the library last year -- because a leaky roof made teaching almost impossible. And on some winter days, these bright young students would come to a school with no heat -- because the boiler didn't work properly. So I was very pleased to just learn that these problems have been fixed, and kids are now back in their classrooms -- ready to learn. But as we all know, there is much more that needs to be done here and in schools across the country to prepare our students for the 21st Century.

Today, I'm joining the President and Cabinet members and other Administration officials who are visiting schools like this one in communities across the country to celebrate "National School Modernization Day" -- by underscoring the urgent need to improve and modernize our schools. We also want to highlight this Administration's initiatives to meet those needs -- by repairing old schools and building new ones; creating smaller classes with well trained teachers; and ensuring every school has access to the technology of the 21st century.

The challenge before us is daunting. First of all, this nation is facing a school facility crisis. A 1996 GAO report stated that 97 percent of DC's public schools needed to be upgraded or repaired. In fact, one third of all schools in America need extensive repair or replacement. According to a GAO report on the state of our nation's schools, one high school's heating depended on a fireman stoking a coal furnace by hand; raw sewage backed up on the lawn of a junior high school because of defective plumbing; and students at an elementary school were exposed to chipping and peeling lead paint -- and boarded up windows.

We don't have to look farther than our own backyard to see how disruptive these kinds of conditions can be to the quality of teaching and learning in our classrooms. But DC schools are clearly making progress. As you know, all schools opened on time this year because many important repairs were made before the school year started. And I'm pleased that the Clinton Administration has been your partner in this effort, committing over \$60 million on repairs and construction throughout the DC public schools over the past year. Yet the job is far from finished. It will cost over \$2 billion to fully modernize the District's schools.

Schools systems here and around the country are also facing major problems of overcrowding -- caused in large part because there's not enough space -- or sufficient funding -- to build new schools. And again, studies show that students in overcrowded classrooms score significantly lower in both math and reading than their counterparts in better facilities.

If we don't begin solving these problems of deteriorating schools and overcrowded classrooms today, we will be overwhelmed by them tomorrow. A new report by the U.S. Department of Education reveals that for the third year in a row, record number of America's children are attending schools -- and that this dramatic wave of new students will remain high for another ten years. Short term solutions won't work. We must act now to hire new teachers, repair aging schools, and build new ones.

We can view these record number of students as an unsolvable problem. Or we can seize this time as an historic opportunity to give each and every one of them a world-Class education, so that they can grow up safe and healthy and fully prepared to become active citizens in their community, and keep America the greatest land of opportunity and promise in the world. And this Administration is taking up that challenge.

This year, the Administration has proposed a \$22-billion school construction plan to renovate, modernize, repair or build 5,000 schools. Half of that assistance would go the 100 school districts with the most low-income children. In fact, under the President's plan, District schools will receive \$85 million for repairs and new construction. The President is also proposing to hire 100,000 quality new teachers for the first three grades, to help reduce average class size to 18 students. And he's asked Congress to fully fund his education technology initiatives -- so that every child in America has access to computers and the Internet -- the tools of the future. At the moment, only 27 percent of America's classrooms are wired to the Internet.

So far, Congress has refused to support these proposals -- but there is still a month left in

this legislative session, and the President believes, as I do, that it's time to put bipartisanship aside, and give all of America's children the quality education they deserve.

Here in DC, we are seeing progress toward that goal on every front. Thanks to inspired new leadership at the top, the District is engaged in a concerted school reform initiative based on accountability and standards. The result has already lead to higher test scores at every grade level, and a highly successful Summer enrichment program. I also want to commend Superintendent Ackerman and others for a significant investment in teacher training; and a concerted effort to engage parents and the community in the education of their children -- at home and at school.

The Clinton Administration has strongly supported these reform efforts, so it is my particular pleasure and honor to announce a new \$10 million U.S. Department of Education grant that will help every school in the District of Columbia improve the quality of teaching and learning -- particularly in the area of reading. Most of these new funds will be used to acquire reading specialists in every school -- to help teachers develop a strong reading instruction program.

Reading is the very foundation of learning -- and hiring a reading specialist in every school was one of the top recommendations of the national Academy of Sciences as an effective way to improve literacy skills. As you know, the President's America Reads Challenge seeks to ensure that every child can read by the end of third grade -- and this grant will clearly help the District meet that important goal. These funds will also be used to improve the overall quality of teaching by creating a Professional development resource center, and by developing a parent and community outreach program. Next year, a similar grant will help place a math specialist in every District public school -- so that we can improve math instruction as well.

I am also very pleased to announce a \$1.8 million award to the District from the National School to Work Office, aimed at helping our students make that critical transition from the classroom to the work place. This new partnership between the city and the U.S. Departments of Labor and Education will encourage academic excellence, and open the doors to the high skill, high wage jobs of the future. The entire community must play a role in making sure our kids have a realistic view of what it takes to succeed in the 21st Century, and the District's School to Careers plan does just that -- by calling on employers such as BellAtlantic, the World Bank, Clyde's Restaurant Group, the AFL-CIO and city government itself to provide adult mentors and work-based learning opportunities.

These grants are designed to further support the District's comprehensive school improvement program to improve the quality of teaching and learning. They build upon a \$5 million grant by the Education Department that I announced last March, aimed at keeping the doors of 80 DC public schools open this summer, so that 20,000 of our young people could take extra academic instruction in reading and math. And I've heard that program was a resounding success.

I'm here today to underscore this Administration's and my own commitment to stand by you and support your efforts -- in whatever way we can -- to ensure that the students in our

nation's capital receive the world-class education they deserve and need to flourish in the 21st Century. Much hard work remains to be done ahead. But today, we see the progress that's being made; we know we're on the right track; and we recognize that we're in this together for the long haul.

There's an old saying: "Fix the roof when the sun is shining." The sun is shining on this nation right now. Our economy is strong. We have the resources to make these investments in our children's and nation's future. What better way to invest in that future than by rebuilding and modernizing our schools and training new teachers -- so that students at John Eaton and every school in America can benefit from the best possible education not only today -- but tomorrow and into the next century.

Thank you.



UNITED STATES DEPARTMENT OF EDUCATION

Office of the Deputy Secretary
600 Independence Avenue, SW
Washington, DC 20202

Telephone Number: (202) 4018183 Fax Number: (202) 401-9027

FAX COVER SHEET

TO: Neela Tanden

ORGANIZATION: _____

PHONE: _____

FAX: _____

FROM: Danny Batt

COMMENTS:

This press release is
currently being revised.

TOTAL PAGES (Including Cover): _____

UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

FOR RELEASE: August 31, 1998
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DRAFT

Contact: Julie Green (202) 401-3026

RILEY ANNOUNCES ¹⁰\$20 MILLION FOR READING AND MATH SPECIALISTS
IN D.C. SCHOOLS

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site*

U.S. Secretary of Education Richard W. Riley announced today that all D.C. public schools will get reading and math specialists over the next two years with assistance from a \$20 million grant from the U.S. Department of Education.

DRAFT

*Recently
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roof*

The new grant will support the District's *Turn of the Century Achievement Project*, which supports schools in implementing comprehensive reforms to raise the quality of their teaching and learning environments.

*ex.
result
offends
alleged
last
year
"beneficiaries"*

"This grant is part of our overall effort to provide additional assistance to the District's hard work to improve schools," Riley said. "The grant will help D.C. students improve basic reading and math skills --skills that are critical to their future success in school and beyond."

District schools will receive \$10 million in both the 1998-1999 and 1999-2000 school years. In the first year of the grant, the District's 32 Targeted Assistance Schools will be assigned a school reform coordinator to engage the school and surrounding community in improving teaching and learning at the school. In the second year, additional schools will receive this assistance. In the first year, every D.C. public school will be assigned a reading specialist, and in the second year a math specialist, to assist teachers in developing the necessary curriculum and strategy to improve instruction.

The grant will also fund a professional development resource center aimed at improving the quality of teaching in the district, a community outreach program to more effectively involve families in their children's education, and a school-to-careers program to support career

DRAFT

The District grant came from the Fund for the Improvement of Education (FIE), under the Office of Educational Research and Improvement. FIE funds activities that stimulate reform and improve teaching and learning.

The effort is part of the U.S. Department of Education's *Improve Student Performance Initiative*, intended to help the District of Columbia public school system implement system-wide and school-based academic and management reforms to improve the quality of education. The U.S. Department of Education awarded \$5 million earlier this year to supplement the District's summer school program which served students at risk of not advancing to the next grade level.

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Part IV: Budget

Budget Plan

SY 1999-00 (Year 2)

✓ Teaching and Learning	
-146 ET-15 math specialists (1 in each school: 146 schools x \$47,078)	\$6,873,388
Subtotal	\$6,873,388
✓ Professional Development	
Support for local school adoption of validated reform models in all remaining schools: (\$30,393 per school x 93 schools)	\$2,826,612
Subtotal	\$2,826,612
✓ Parent and Community Engagement	
Parenting workshops and community outreach (including school-based parent centers & literacy training)	\$100,000
Training for Local School Restructuring Teams	\$200,000
Subtotal	\$300,000
Total	\$10,000,000

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Schools systems here and around the country are also facing major problems of overcrowding -- caused in large part because there's not enough space -- or sufficient funding -- to build new schools. And again, studies show that students in overcrowded classrooms score significantly lower in both math and reading than their counterparts in better facilities.

If we don't begin solving these problems of deteriorating schools and overcrowded classrooms today, we will be overwhelmed by them tomorrow. A new report by the U.S. Department of Education reveals that for the third year in a row, record number of America's children are attending schools -- and that this dramatic wave of new students will remain high for another ten years. Short term solutions won't work. We must act now to hire new teachers, repair aging schools, and build new ones, if our children are to succeed in the 21st Century.

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Here in DC, we are seeing progress toward that goal on every front. Thanks to inspired new leadership at the top, committed allies in Congress, and dedicated teachers and parents like yourselves, the District is engaged in a concerted school reform initiative based on accountability and standards. The result has already led to higher test scores at every grade level, and a highly successful Summer enrichment program. I also want to commend Superintendent Ackerman and others for a significant investment in teacher training; and a concerted effort to engage parents and the community in the education of their children -- at home and at school.

The Clinton Administration has strongly supported these reform efforts in the past, so it is my particular pleasure and honor today to announce two new grants that will help strengthen and sustain your ongoing progress. First, a new \$10 million U.S. Department of Education grant will help every school in the District of Columbia improve the quality of teaching and learning -- particularly in the area of reading. Most of these new funds will be used to acquire reading specialists in every school -- to help teachers develop a strong reading instruction program.

Reading is the very foundation of learning -- and hiring a reading specialist in every school was one of the top recommendations of the National Academy of Sciences as an effective way to improve literacy skills. As you know, the President's America Reads Challenge seeks to ensure that every child can read by the end of third grade -- and this grant will clearly help all of you meet that important goal and unlock the wonders of these books that surround us here today. These funds will also be used to improve the overall quality of teaching by creating a Professional development resource center, and by developing a parent and community outreach program. Next year, a similar grant will help place a math specialist in every District public school -- so that we can improve math instruction as well.

I am also very pleased to announce a \$1.8 million award aimed at helping our students make that critical transition from the classroom to the work place. This new partnership between the city and the U.S. Departments of Labor and Education will encourage academic excellence, and open the doors to the high skill, high wage jobs of the future. The entire community must

play a role in making sure our kids have a realistic view of what it takes to succeed in the 21st Century, and the District's School to Careers plan does just that -- by calling on employers such as BellAtlantic, the World Bank, Clyde's Restaurant Group, the AFL-CIO and city government itself to provide adult mentors and work-based learning opportunities.

These federal grants are designed to further support the District's comprehensive school improvement program to improve the quality of teaching and learning. Among other federal initiatives, they build upon a \$5 million grant by the Education Department that I announced last March, aimed at keeping the doors of 80 DC public schools open this summer, so that 20,000 of our young people could take extra academic instruction in reading and math. And I've heard that program was a resounding success.

I'm here today to underscore this Administration's and my own personal commitment to stand by you and support your efforts -- in whatever way we can -- to ensure that the students in our nation's capital receive the world-class education they deserve and need to flourish in the 21st Century. Much hard work remains to be done ahead. But today, we see the progress that's being made; we know we're on the right track; and we recognize that we're all in this together for the long haul.

There's an old saying: "Fix the roof when the sun is shining." The sun is shining on this nation right now. Our economy is strong. We have the resources to make these investments in our children's and nation's future. What better way to invest in that future than by rebuilding and modernizing our schools and training new teachers -- so that students at John Eaton and every school in America can reach their fullest potential and embrace the extraordinary opportunities of a new century.

Thank you.

FIRST LADY HILLARY RODHAM CLINTON PROMOTES SCHOOL MODERNIZATION AND ANNOUNCES NEW GRANTS TO SUPPORT D.C. SCHOOL REFORM

September 8, 1998

Today, the First Lady will visit John Eaton Elementary School in Washington, D.C., to highlight the importance of school modernization to educational success and to announce two grants from the Administration that will support school reform efforts in D.C.'s public schools. The First Lady's event takes place as the President, Vice President and Cabinet members celebrate "National School Modernization Day" in events around the country. In fact, over 80 communities nationwide will call attention to the need school modernization today by discussing practical investments in local schools. The First Lady will also highlight the District's successful start of the school year -- for the first time in four years, all 146 public schools in the District opened as scheduled as all major repairs were completed before school began.

New Report Demonstrates the Need for School Modernization. According to a new report released today titled "A Back to School Special Report on the Baby Boom Echo," total public and private school enrollment this fall will be a record 52.7 million, surpassing last fall's all time high by 500,000 students. New enrollments records will continue to be set for at least the next eight years -- and by 2008, 54.3 million young people are expected to be attending elementary and secondary school. In addition, the need for school renovation is more evident than ever. Several studies have indicated that student achievement is affected by the condition of school buildings: achievement is typically lower for students who occupy substandard buildings, compared to students in buildings of better quality. Perhaps nowhere is the need for modernization more apparent than in D.C., where many schools are in dire need of extensive repair. That is why it is so critical that Congress passes the President's initiative for a \$22 billion bond initiative to build, renovate and modernize more than 5,000 schools. Under his plan, the District of Columbia would received a total of \$85 million in bonds for building repair and construction for FY 99.

A New Grant to Support School Reform Efforts and High Standards for Reading. Today, the First Lady will announce a \$10 million grant for the D.C. Public School system this year to help advance the ongoing school reform efforts. Of this grant, almost \$7 million will fund reading specialists for every public school to ensure that children can meet new, higher standards for reading. The Administration will fund another \$10 million for math specialists next year, contingent upon funding from Congress. In addition, this grant will support efforts to improve instruction and teacher training, assist teachers in developing curriculum, and involve parents in the education of their children. The grant is intended to help the District's public school system implement system-wide and school-based academic and management reforms.

New Grant to Help Ensure D.C. Students are Ready for the World of Work. The First Lady will also announce a new grant of almost \$2 million from the Departments of Labor and Education to D.C. to implement its School-to-Career program. The program is part of the District's education reform efforts to better prepare its students for the jobs of the 21st century. It will place an on-site school-to-career coordinator in every D.C. high school, who will work to connect students to employers throughout the district, through internships and mentoring programs, and will promote career awareness and exploration in elementary and middle schools in the District.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton (partial) (2 pages)	09/08/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Eric Morse (Events)
OA/Box Number: 21192

FOLDER TITLE:

School Modernization Day [1]

2011-0619-S

rc305

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
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P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, SEPTEMBER 8, 1998
FINAL*

WASHINGTON, D.C.

EATON SCHOOL

ADVANCE: DOUG BAND
202/456-5113 PHONE
WCHA PAGER

EATON SCHOOL
PRESS ADVANCE: MARISA LUZZATTO
202/456-2386 PHONE
WHCA PAGER

SCHEDULER: WENDY ARENDS
202/456-7007 PHONE
202/456-5340 FAX
P6(b)(6) HOME [001]
WHCA PAGER #4781

PREV RON The White House

9:15am

P6(b)(6)

10:45am DEPART South Portico
VIA Motorcade
EN ROUTE John Eaton Elementary School
[Drive time: 15 minutes]

(b)(7)(e)

11:00am ARRIVE John Eaton Elementary School
3301 Lowell, NW
PROCEED to Hallway for Meet and Greet

11:00am- MEET AND GREET
11:10am Hallway
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 10-15 parents and students

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, SEPTEMBER 8, 1998

PAGE 2

11:10am- **TOUR** Computer Laboratory
11:20am John Eaton Elementary School
POOL PRESS (STILLS ONLY) /WH PHOTO

FORMAT:

- The First Lady, accompanied by Arlene Ackerman, Superintendent, D.C. Public School System, and Jean Tate, Principal, John Eaton Elementary School, tours a computer laboratory.

PARTICIPANTS:

-The First Lady
-Arlene Ackerman, Superintendent, D.C. Public School System
-Jean Tate, Principal, John Eaton Elementary School

11:20am **PROCEED** to Library

11:25am- **SCHOOL MODERNIZATION EVENT**
12:00pm Library
John Eaton Elementary School
Hold: Room 209
Phone: 202/282-0103
Fax: 202/435-6077
OPEN PRESS/WH PHOTO

FORMAT:

- Jean Tate, Principal, John Eaton Elementary School, makes welcoming remarks and introduces Representative Eleanor Holmes Norton.

- Representative Holmes Norton makes remarks and introduces Senator James Jeffords.

- Senator Jeffords makes remarks and introduces Arlene Ackerman, Superintendent, D.C. Public School System.

- Arlene Ackerman makes remarks and introduces Lenora Steinkamp, Kindergarten teacher.

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, SEPTEMBER 8, 1998

PAGE 3

- Lenora Steinkamp makes remarks and introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion, the First Lady proceeds to the Auditorium.

PARTICIPANTS: 50-60 parents, teachers and community members

Contact: Neera Tanden 202/456-6275

12:05pm-
12:15pm

DROP-BY Auditorium
Auditorium
John Eaton Elementary School
POOL PRESS/WH PHOTO

FORMAT:

- Lenora Steinkamp, Kindergarten teacher, introduces the First Lady.
- The First Lady makes brief, informal remarks to the student body.
- Upon conclusion, the First Lady departs.

PARTICIPANTS: 500 students

12:15pm

DEPART Eaton Elementary School
VIA Motorcade
EN ROUTE South Portico
[Drive time: 15 minutes]

(b)(7)(e)

12:30pm

ARRIVE South Portico

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, SEPTEMBER 8, 1998
PAGE 4

1:00pm-

PRIVATE MEETING

1:30pm

Residence

CLOSED PRESS/NO WH PHOTO**PARTICIPANTS:**

The First Lady

Marsha Berry

Patti Solis Doyle

Bobbie Greene

Ellen Lovell

Capricia Marshall

Melanne Verveer

Contact: Patti Solis Doyle 202/456-2468

1:45pm-

PRIVATE MEETING

2:15pm

Residence

CLOSED PRESS/NO WH PHOTO**PARTICIPANTS:**

The First Lady

Sidney Blumenthal

Kelly Craighead

Melanne Verveer

RON

The White House

WEATHER FOR WASHINGTON, D.C.: Partly cloudy. Winds northwest at 5 to 10 knots. Low in the mid 60s. High in the mid 80s.

WASHINGTON, D.C. EVENTS:**KENNEDY CENTER**

Shear Madness

Footloose

Withdrawal/Redaction Marker

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WHCA PAGER #4781

[002]

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P6(b)(6)

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VIA Motorcade
EN ROUTE John Eaton Elementary School
[Drive time: 15 minutes]

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TUESDAY, SEPTEMBER 8, 1998

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SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, SEPTEMBER 8, 1998

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PARTICIPANTS: 50-60 parents, teachers and community members

Contact: Neera Tanden 202/456-6275

12:05pm-
12:15pm

DROP-BY Auditorium
Auditorium
John Eaton Elementary School
POOL PRESS/WH PHOTO

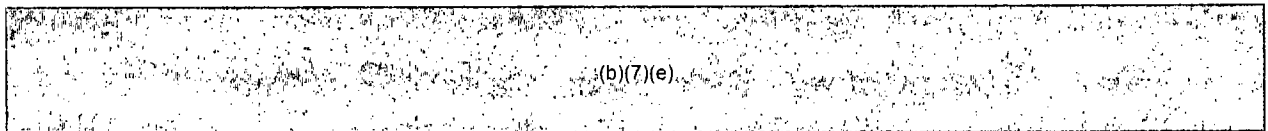
FORMAT:

- Lenora Steinkamp, Kindergarten teacher, introduces the First Lady.
- The First Lady makes brief, informal remarks to the student body.
- Upon conclusion, the First Lady departs.

PARTICIPANTS: 500 students

12:15pm

DEPART Eaton Elementary School
VIA Motorcade
EN ROUTE South Portico
[Drive time: 15 minutes]



12:30pm

ARRIVE South Portico

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, SEPTEMBER 8, 1998
PAGE 4

1:00pm- **PRIVATE MEETING**
1:30pm Residence
CLOSED PRESS/NO WH PHOTO

PARTICIPANTS:
The First Lady
Marsha Berry
Patti Solis Doyle
Bobbie Greene
Ellen Lovell
Capricia Marshall
Melanne Verveer

Contact: Patti Solis Doyle 202/456-2468

1:45pm- **PRIVATE MEETING**
2:15pm Residence
CLOSED PRESS/NO WH PHOTO

PARTICIPANTS:
The First Lady
Sidney Blumenthal
Kelly Craighead
Melanne Verveer

RON The White House

WEATHER FOR WASHINGTON, D.C.: Partly cloudy. Winds northwest at 5 to 10 knots. Low in the mid 60s. High in the mid 80s.

WASHINGTON, D.C. EVENTS:
KENNEDY CENTER
Shear Madness
Footloose

MEMORANDUM FOR HILLARY RODHAM CLINTON

FROM: Brenda Costello
SUBJECT: Briefings for Tuesday, September 8

School Modernization / Reading Specialists Announcement

- Briefing
- President's Briefing for his School Modernization Event
- Map of Activities throughout the country celebrating National School Modernization Day
- Fact Sheet on the President's School Modernization Event
- Fact Sheet on the President's School Modernization Initiatives
- Washington Post article on the start of the school year for D.C.'s public schools
- Report on D.C. School Reform Efforts
- Fact sheet on D.C. Public Schools' Facilities from the Department of Education
- Mission of John Eaton Elementary School
- Bio of Jean Tate, Principal of Eaton Elementary School
- Bio of Representative Eleanor Holmes Norton
- Bio of Senator James Jeffords
- Bio of Arlene Ackerman, Superintendent, D.C. Public Schools
- Bio of Lenora Steinkamp, kindergarten teacher at Eaton Elementary School

Remarks

- School Modernization/Reading Specialist Announcement

September 7, 1998

PROMOTING SCHOOL MODERNIZATION AND ANNOUNCING NEW GRANTS TO SUPPORT D.C. SCHOOL REFORM

DATE:	September 8, 1998
TIME:	11:00 a.m.
LOCATION:	John Eaton Elementary School 3301 Lowell Street, Northwest, D.C.
FROM:	Neera Tanden

I. PURPOSE

To 1) celebrate "National School Modernization Day," and promote the President's school modernization initiative in a D.C. public school, and 2) announce two grants that will support the ongoing reform efforts in the D.C. schools by placing reading specialists in every school and school-to-work counselors in every high school.

II. BACKGROUND

Overview:

You will travel to John Eaton Elementary School in Northwest D.C., to highlight both school modernization and the Administration's support for school reform in the District through the announcement of two grants. You will demonstrate the importance of school modernization and repairs by visiting a D.C. school with a success story -- Eaton made its necessary repairs during the summer in order to ensure a successful start of the school year. Eaton is also an example of a thriving public school, which provides you with an opportunity to congratulate D.C.'s schools for their first successful start of the school year in four years, and for the progress of their reforms. You will then announce two grants by the Administration which will help support those reforms. The first grant is a \$10 million award from the Department of Education to support the schools in reaching the tougher standards that Superintendent Ackerman has required students to meet; the bulk of the money -- \$6.8 million -- will go to place a reading specialists in every school in the District. The second grant of \$1.8 million, by the Departments of Labor and Education, will support the District's efforts to prepare students for the jobs of the 21st Century by supporting school-to-work counselors in all of its high schools.

Upon arrival, you will tour a computer laboratory and then proceed to a speaking program that will consist of Jean Tate, the Principal of Eaton; Representative Eleanor Holmes Norton, Senator James Jeffords; Superintendent Arlene Ackerman; and Lenora Steinkamp, a kindergarten teacher at Eaton.

We are visiting John Eaton Elementary School at the strong recommendation of Superintendent Ackerman as well as the Army Corps of Engineers. Superintendent Ackerman urged that you visit a more successful school and expressed concern that any school with more problems was particularly concerned that we not emphasize the problems, especially at this time when students are just returning back to school.

National School Modernization Day

Your event takes place on the same day that the President, the Vice President, and Members of the Cabinet and other Administration officials are fanning out throughout the country to celebrate "School Modernization Day." In fact, there will be over 80 school modernization events taking place nationwide, with Members of Congress in taking part in 50 of them. In these events, community members will discuss the importance of school modernization efforts and their own strategies for school construction and renovation, achieving smaller class sizes with well-qualified teachers, and taking advantage of new technologies.

New Report Highlighting Need to Address Problem

On National School Modernization Day, the Department of Education will issue its annual report titled "A Back to School Special Report on the Baby Boom Echo," that details record numbers of children attending schools nationwide for the third consecutive year. According to the report, total public and private school enrollment this fall will be a record 52.7 million, surpassing last fall's all time high by 500,000. New enrollment records will continue to be set for at least the next eight years -- and by 2008, 54.3 million young people are expected to be attending elementary and secondary school. In addition, this year marks another all-time high being reached as total college enrollment will rise to a record 14.6 million, up from 14.3 million in 1997, an increase of some 240,000 students.

D.C.'s Infrastructure Problem

While repairs have been made on more than 60 schools including new roofs, replaced boilers and renovations, the District's 146 public schools are in poor condition overall. The average school in the District is over 53 years old. Many of the District's school have leaking roofs, broken and barred windows and doors, peeling and chipped lead paint, asbestos that should be removed, poor lighting, inoperable bathroom fixtures and water, and fountains, broken and inadequate heating and cooling systems, which, according to the D.C. Public School System's Long Range Facilities Master Plan, "presents a picture of chaos to students which is likely to affect their behavior while in school and out." The Plan goes on to report that "The stress of poor environmental conditions on children, teachers and administrators leads to apathy in the learning and teaching process and high student dropout rates." According to a 1996 GSA evaluation of DCPS infrastructure problems indicated that slightly over \$2 billion is needed to restore all DCPS facilities and property to a state of good repair. At the present time, some Members of Congress have formed the D.C. Schools Capital Infrastructure Repair Work Group, the goal of which is to devise a capital repair program for the DC public schools. Members of the Work Group are: Senator Jim Jeffords, Senator Joe Lieberman,

Senator Connie Mack, Representative Jim Moran, Representative Eleanor Holmes Norton, Representative Tom Davis, and Jack Lew. [See attached sheet on D.C. facilities.]

D.C.'s School Reform Efforts and Successful Start of the School Year

For the first time in four years, all 146 schools in the D.C. public school system opened on time. This successful start of the school year is another example of the effectiveness of new leadership that is working to implement school reforms. The school reform efforts include:

- The creation of new academic content and performance standards in English/language arts, science, history, art music, health and world languages, which describe what students should know and when they should know it by.
- Ending social promotion by imposing stricter standards for grade promotion based upon the recommendation of teachers and principals and scores on the Stanford-9 Achievement Test.
- Providing after-school programs, classes on Saturday and summer school to allow children those students not meeting the new standards to catch up.
- Developing school report cards to give students more information on how the school performance in areas such as student achievement, school dropout rates, staff, parent and student satisfaction.
- Setting up new accountability measures, under which principals are appointed for one year and are evaluated on several factors, including student achievement.
- New requirements that elementary schools learn literacy skills for at least 90 minutes a day and math for at least 60 minutes.
- Professional development for teachers as a mandatory requirement in 1998.

The new reforms are already showing results -- achievement test scores are up for the first time in years.

D.C. School Reform Grant for Reading Specialists

You will announce a \$10 million grant this year for the District of Columbia Public School system to help advance the District's ongoing school reform efforts. Of this grant, almost \$7 million will fund a reading specialists in every public school to ensure that children can meet the new higher standards for reading. The Administration will fund another \$10 million for math specialists next year, contingent upon funding from Congress. In addition, this grant will support efforts to improve instruction and teacher training, assist teachers in developing curriculum, and involve parents in the education of their children. The grant is intended to help the District's public school system implement system-wide and school-based academic and management reforms. It builds on the \$5 million grant you announced earlier this year, which supplemented the District's summer school program that served those students who were at risk of not advancing to the next grade-level.

D.C. School-to-Work Grant

You will also announce a new grant of \$1.8 million from the Departments of Labor and

Education to implement the District's School-to-Career program. The program is part of the District's education reform efforts to better prepare its students for the jobs of the 21st century. In its first year, the program will focus on high school through the hiring of an on-site school-to-career coordinator who will work to connect students to employers throughout the district, through internships and mentoring programs. In the next year, the program will be extended to elementary and middle school students through career awareness and exploration. Partners of the program include the Metropolitan Washington Council, AFL-CIO, the Washington Teachers Union, Bell Atlantic, the World Bank, the University of the District of Columbia, the Washington Performing Arts Society, Clydes Restaurant Group, and the Government of the District of Columbia.

John Eaton Elementary School:

John Eaton Elementary School is located in Cleveland Park in upper Northwest D.C. and serves grades pre-kindergarten through grade six. John Eaton School was named for John Eaton, who was, among other things, an American Brigadier General (1865), superintendent of public instruction in Tennessee (1867-1869), a United States Commissioner of Education (1871-1886). The school was opened in 1911 in a small building that is now one of the wings of the school building. Eaton's roof repairs were finished just last month and a new boiler has been installed. Before the repairs, water often leaked into several classrooms when it rained, and one class had to be moved to the library because there was so much water damage.

The school has a multi-cultural and multi-lingual student population of over 400 students. Students attending Eaton reside in all quadrants of the city, though the majority reside within the defined Eaton School boundary. It is one of the most diverse schools in the district, with current enrollment roughly 30% white, 30% Latino, 30% African-American, and the rest Asian. Eaton has been recognized as a Model school by the Redbook Network of Successful Schools, and most recently as one of America's Best Schools by Redbook Magazine. In the 1996-1997 school year, 50% of Eaton's students scored in the proficient or advanced level for reading, whereas only 14% of the District's students' reached that level. And 53% of Eaton's students scored at the proficient or advanced level for math that year, whereas only 23% of the District's students reached that level. As a sign of the level of parental involvement, last year parents held fund-raisers in order to donate \$10,000 for new books in the library.

III. PARTICIPANTS

Meet and Greet

-Michael Waldman, his wife Liz Fine (who worked in Little Rock in 1992 for Diane Blair), and their son, Benjamin Waldman

-Bob Shireman (who works for the NEC on education policy), his wife Lucinda Sikes, and their son Kirby Sikes

- Ellen Hume, wife of John Shattuck, and their daughter Susannah Shattuck
- Page Reffe, his wife Susan Windle, and their son Dylan Reffe

Speaking Program Participants

- The First Lady
- Jean Tate, Principal, John Eaton Elementary School
- Representative Eleanor Holmes Norton
- Senator James Jeffords
- Arlene Ackerman, Superintendent, D.C. Public School System
- Lenora Steinkamp, Kindergarten teacher, John Eaton Elementary School

Audience

60 parents, teachers and community leaders.

IV. SEQUENCE OF EVENTS

- The First Lady will proceed to the hallway at John Eaton upon arrival, where she will take part in a meet and greet with the parents and children from the school;
- Then the First Lady, accompanied by Arlene Ackerman, Superintendent, D.C. Public School System; and Jean Tate, Principal, John Eaton Elementary School, tours a computer laboratory;
- The group proceeds to a speaking program in the library;
- Jean Tate, Principal, John Eaton Elementary School, makes welcoming remarks and introduces Representative Eleanor Holmes Norton;
- Representative Holmes Norton makes remarks and introduces Senator James Jeffords;
- Senator Jeffords makes remarks and introduces Arlene Ackerman, Superintendent, D.C. Public School System;
- Lenora Steinkamp, Kindergarten teacher at Eaton.
- Lenora Steinkamp makes remarks and introduces the First Lady.
- The First Lady makes remarks
- Upon conclusion, the First Lady proceeds to the Auditorium.
- Lenora Steinkamp, Kindergarten teacher, introduces the First Lady.
- The First Lady makes brief, informal remarks to the student body.
- Upon conclusion, the First Lady departs.

V. REMARKS

Provided by Christy Macy.

THE WHITE HOUSE
WASHINGTON

September 7, 1998

REMARKS ON NATIONAL SCHOOL MODERNIZATION DAY
AT PINE CREST ELEMENTARY SCHOOL IN SILVER SPRING, MARYLAND

DATE:	September 8, 1998
LOCATION:	All-Purpose Room Pine Crest Elementary School 202 Woodmoore Drive Silver Spring, MD
TIME:	1:00 pm to 3:15 pm
FROM:	Gene Sperling Minyon Moore

I. PURPOSE

To release new data on record school enrollment, and call attention to the need for school modernization: construction and renovation, smaller classes with well-qualified teachers, and education technology. Other events for "National School Modernization Day" have been organized in more than 80 sites across the country, and many of them will be downlinking the satellite transmission of your remarks at the school between 2:15 and 2:45 pm. VPOTUS, FLOTUS, several cabinet members, and roughly 50 Members of Congress are participating in the events nationally.

II. BACKGROUND

Since July, virtually every part of the White House has been working with the Education Department, education groups, and the Democratic leadership to organize back-to-school "modernization" events on September 8. More than 100 were being organized, and we have been able to confirm at least 80 events that will occur (see the attached map).

We have defined school modernization broadly to include (1) school construction and renovation, (2) smaller class sizes with well-qualified teachers, and (3) education technology. Each event determines its own participants, focus and activities. While they were provided with information about the Administration initiatives, the events were not organized for the purpose of lobbying Congress. However, you can exhort them to do so.

Pine Crest Elementary School is six years old and serves upwards of 400 students. It is very diverse, and nearly half are on free or reduced-price lunch. There are five portable buildings. Gov. Glendening's office is concerned that we not create the impression that he is failing to meet the need of the State's schools, and your remarks have been written with that concern in mind.

II. PARTICIPANTS

Event

POTUS

Secretary Riley

Principal Pamela Sobel

Teacher TBD (likely Carla McEachern)

Lt. Governor Kathleen Kennedy Townsend

Congressman Albert Wynn

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

- **The President** arrives Pine Crest Elementary School at 1:45 pm and is greeted by:
 - Pamela Sobel, Principal, Pine Crest Elementary School
 - Dr. Paul Vance, Superintendent, Montgomery County Schools
 - Ike Leggett, Chair, Montgomery County Council
- Off-stage announcement of **the President** at 1:55 pm, accompanied by Sec. Riley, Lt. Gov. Kennedy Townsend, Rep. Albert Wynn, Principal Pamela Sobel, and Teacher TBD (likely Carla McEachern)
- Principal Pamela Sobel makes welcoming remarks and introduces Lt. Gov. Kathleen Kennedy Townsend
- Lt. Gov. Townsend makes remarks and introduces Sec. Riley
- Sec. Riley speaks and introduces Rep. Al Wynn
- Rep. Al Wynn speaks and introduces teacher TBD (likely Carla McEachern)
- **At 2:15 (for satellite feed)**, teacher TBD (likely Carla McEachern) introduces **the President**.
- **The President** gives remarks, works a ropeline, and departs at 3:10

VI. REMARKS

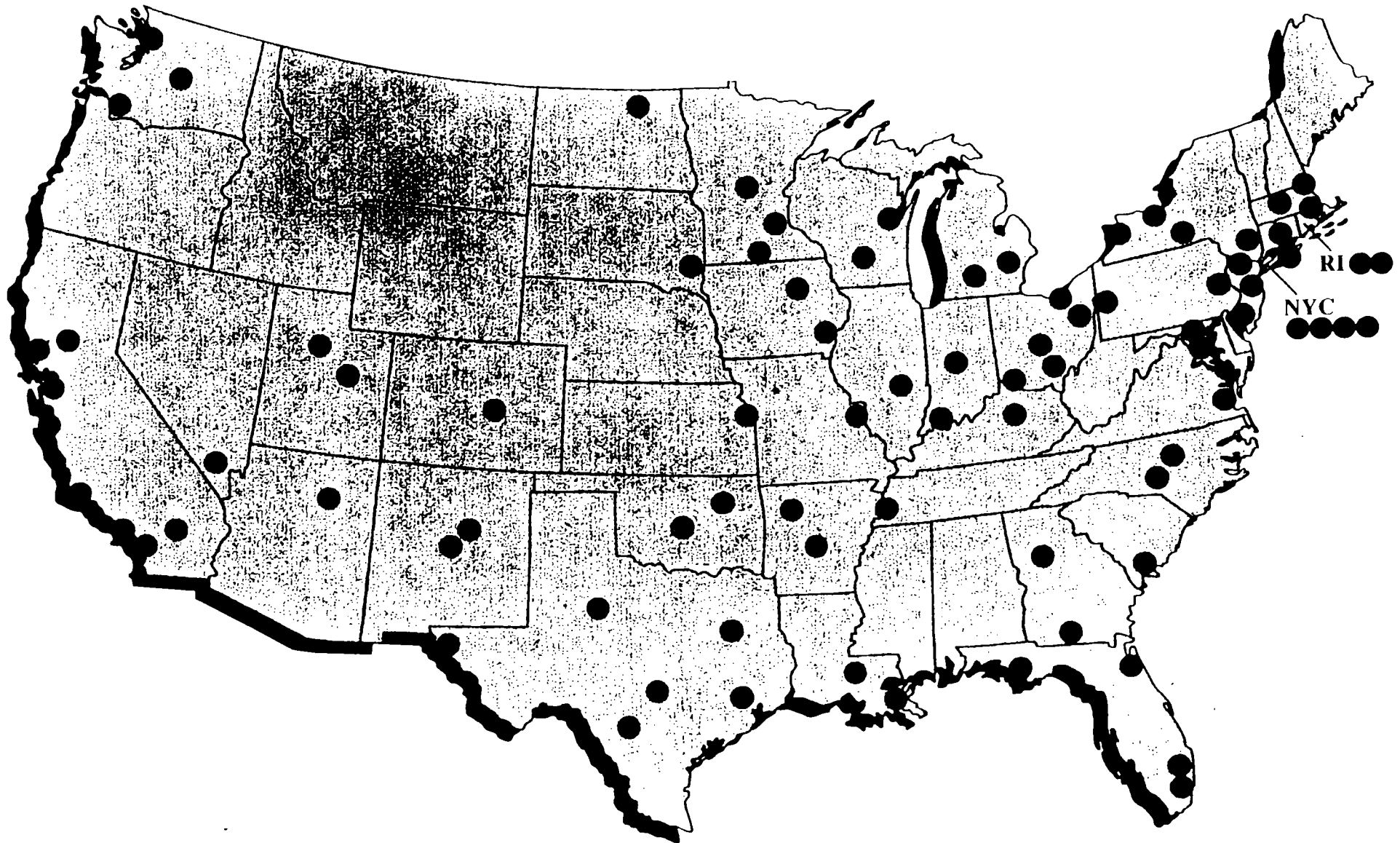
To be provided by speech writers.

VII. ATTACHMENTS

One-pager on the announcement and event

Color map of school modernization events taking place nationwide on Sept. 8

NATIONAL SCHOOL MODERNIZATION DAY ACTIVITIES SITES



FACTS ABOUT DC PUBLIC SCHOOLS REPAIR\CONSTRUCTION ISSUES:

Reports on the Poor Conditions of School Facilities: Several reports on the District's public schools have documented that the buildings are in poor condition. There are particular concerns about safety and problems with leaky school roofs. The majority of the District public schools were built more than 50 years ago. They generally have not been well maintained, and consequently, substantial deferred maintenance exists. A 1996 GAO report stated that 97 percent of the DC public schools reported a need to upgrade or repair on-site building to good overall condition. (See June 1996 GAO Report: School Facilities--Profiles of School Condition by State, State profile for the District of Columbia.)

March 1992-Parents United Law Suit: Parents United, an education advocacy group, filed a law suit on March 3, 1992, alleging failure of the DC officials to adequately inspect for and remedy violations of the DC Fire Prevention Code and other safety hazards in the public schools.

The Settlement of the Parents United Case: On November 3, 1997, a settlement was reached among Parents United, the Mayor, the Fire Chief, and the District of Columbia Public Schools Chief Executive Officer (General Becton), which laid the foundation for ensuring that DC public schools were free of DC Fire Code violations. It also required the DCPS to continue the necessary repairs and capital improvements to the school buildings as indicated in the System's Long-Range Facilities Master Plan. (See attached one page summary of settlement agreement.)

Under Past Administrations DC Schools Had Problems Opening On-Time: Last year the District of Columbia public school system opened three weeks late, commencing the 1997-98 school year on September 22, 1997. In July 1997 a DC Superior Court judge ordered that schools would be closed while roof work was performed. In August the DC public school system decided to delay the start of the school year until roof repairs were completed on September 22, 1997.

School Closings: Many observers believe that there is excess capacity in the school system and see a link between DCPS problems of dilapidated facilities and that excess capacity. The Rivlin Commission and the Committee on Public Education (COPE) have proposed closing unnecessary schools and using the proceeds from the sale or lease of these properties to fund capital improvements. At the same time, closing the most dilapidated properties would allow the schools to concentrate capital and operating dollars on a smaller number of schools.]

US Army Corps of Engineers Assistance to the School System: On April 17, 1998, US Army Corps of Engineers signed a Memorandum of Agreement with the DC, public schools for engineering, technical and procurement assistance for capital contracts. The FY 98 Capital Projects were prioritized into three categories:

1. Projects needed to support the "Summer Stars" summer school program;
2. Projects needed to be substantially completed during the summer to ensure that schools reopen on time on September 1, 1998;
3. Projects that could begin in the summer and carry over into the school year. (As the

Corps continues working on capital projects during the school year, they are coordinating with building principals so work will have least impact on school operations).

Projects included window replacements, air-conditioning system replacements (including chillers and cooling towers), boiler replacements, asbestos abatement, emergency generator replacements, elevator repairs and other interior and structural repairs. Also, a number of roofs were replaced this summer. For example, they replaced Eaton Elementary School's roof and the project was completed mid-August 1998.

US Army Corps personnel are all assessing all schools to help determine the capital improvement requirements. To date they are about halfway through this effort. Information from the assessments and from community meetings will be used to revise DCPS System's Long-Range Facility Master Plan.

Prior Announcements by the First Lady for Funding DC Public School Facility Repairs and Construction Projects: On March 04, 1997, First Lady Hillary Clinton, along with Secretaries Riley and Rubin, visited Ketcham Elementary school to announce \$18,252,080 going to DC's Control Board to be spent on the repair and construction needs of the DC public schools. (These proceeds from the privatization of **Connie Lee** were transferred to the Control Board from the Treasury Department on March 4, 1997. The amount of \$18,252,080 represents the full appraisal value of the shares of Connie Lee stock held by the Department of Education after deduction for costs and expenses related to the sale.)

Also, on October 07, 1997, First Lady Hillary Clinton and Acting Deputy Secretary Mike Smith visited Malcolm X elementary School to announce \$42 million awarded to the Control Board to assist in education reform or for repairs and construction of DCPS pursuant to the Student Loan Marketing Association Reorganization Act of 1996. The Control Board decided that all funds would be spent on repairs and construction. These funds were provided as a result of the privatization of **Sallie Mae**. There were approximately \$37 million in proceeds from the sale of S.L.M Holding Company common stock warrants (which was provided in September 1997) and \$5 million from the licensing fee relating to the company's ongoing use of the "Sallie Mae" name (which was transferred on October 6, 1997).

D.C. Schools Off to a Better Start This Year

Officials Pleased By Easy Opening

By VALERIE STRAUSS
Washington Post Staff Writer

The District's 146 public schools opened as scheduled yesterday for the first time in four years—amid more moves by Superintendent Arlene Ackerman to restructure the troubled system.

Ackerman, who visited several schools during the day, said that all major roof repairs had been completed before school bells rang and that she was delighted with the enthusiasm she saw from teachers, principals, students and parents.

"This was the third thing we said we had to do to make people start to believe that things could change," she said. "We had to raise test scores, and we did, and we had to have a successful summer school, and we did. Now we've opened schools on time."

The new superintendent has reorganized more administrative functions in her push to make the system more efficient and accountable. Joe Carrillo, brought in a few months ago as personnel chief, is now associate superintendent in charge of a newly created office to oversee the system's emerging relationship with charter schools.

Nearly 20 charter schools, which are publicly funded but operate outside the traditional bureaucracy, are scheduled to open in the city next week.

Carrillo helped oversee firings



At Birney Elementary, T'Aira Phillips, 9, hugs her pal Sabrina Smith, 7, as she talks with her mother before beginning the first day of the new school year.

this summer in much of the personnel office, long considered dysfunctional. Katrina Robertson Reed, president-elect of the American Association of School Personnel Administrators and a 30-year veteran of the Minnesota school system, has been hired as associate superintendent for administrative services—a newly organized office that will handle personnel, human resources, labor relations and management information systems.

Reed, who was acting superintendent of the Minneapolis school sys-

tem for six months last year and was in charge of human resources there, recently served as an adviser to Ackerman.

In starting classes on time, Ackerman did have an advantage: There was no judge this year decreeing that repair work could not be done while classes were in session—a ruling that caused the school system to delay opening last year by three weeks.

But at several schools yesterday, there were some teacher shortages because the personnel office did

not get the paperwork processed quickly enough, sources said. And at the African-centered School Within a School, none of the 156 students showed up because parents were concerned about the safety of the former Taft Junior High School building in Northeast Washington, where the students were told to report at the last minute because their regular school building is not ready.

At many schools, though, the first day went just fine, parents and principals said. Ackerman and her staff met daily for three months to make sure the opening went smoothly. They also took the unprecedented step of having junior and senior high school students pick up class schedules in August, so instruction could begin right away yesterday.

At Malcolm X Elementary School in Southeast Washington, new Principal Vaughn Kimbrough rushed around organizing more than 700 students—most of them in uniforms—into classes. The school was visited by Cora Masters Barry, wife of Mayor Marion Barry, who urged the youngsters to study hard.

At nearby Birney Elementary School, Marquette Jenkin, 7, was downright gloomy. Asked whether he was glad to be back, the boy answered, "No." Asked why, he said sullenly, "Because."

But Michael Lynn Jackson, 10, who was hugged by Principal Yvonne Morse, said he was glad to be starting fifth grade. He was escorted to school by his mother and grandmother, the latter counseling, "Everything in life is related to math, so study hard."

SAT Scores

Average scores for 1997

D.C.	199
Virginia	410
Alexandria	471
Arlington	523
Fairfax	540
Loudoun	523
Manassas	519
Manassas Park	489
Prince William	516
Stafford	520
Maryland	
Anne Arundel	513
Calvert	524
Charles	495
Howard	535
Montgomery	537
Prince George's	446
St. Mary's	510
U.S. AVERAGE	505

*Change in points from 1997

NOTE: Scores for Fauquier County.

SOURCES: College Board, school districts

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Importance

Reaching Higher

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DISTRICT

Our goals are ambitious:

to create an exemplary school system for the 77,000 students who depend on us to get the kind of education they need for college, for good jobs and for life in the 21st century.

Clearly, success won't happen overnight. We know that. The community knows that. But we do need to make steady progress, classroom by classroom, school by school, year by year.

We've already started.

"The move toward a standards-driven system is positive. It will give targeted academic standards to shoot for, requiring the total commitment of teachers, administrators and parents."

Yvonne St. Hill, teacher, Spingarn High

"There is good reason to be hopeful about the changes now coming at DCPS. I strongly endorse the single-minded focus on raising standards and high student achievement."

Rep. Eleanor Holmes Norton

We'll succeed by ...

Reaching higher, with more challenging expectations for students, principals, teachers, administrators and parents.

Staying focused on results, with regular assessments of student achievement and annual evaluations of schools, principals, teachers and administrators.

Providing extra supports for students who are behind and additional professional development for teachers and staff.

Putting our house in order so that students have the facilities and resources they need to learn well.

And **engaging parents, policymakers, business and civic partners, and citizens** in the work of improving schools.

The following pages briefly describe our goals, our accomplishments to date and the major work that lies ahead.

Improving academic achievement for all children is the No. 1 goal of the D.C. Public Schools. Our children must leave this school system with the knowledge and skills that will open doors. The first step is getting clear about what academic success looks like.

Start with high expectations

More challenging academic standards

Our new academic content standards and performance standards in English/language arts (reading, writing, listening and speaking) and math ask a lot from students. Content standards describe what students should know and be able to do in each subject. Performance standards show what good performance looks like in elementary school, middle school and high school.

We also have new content and performance standards in science. Teachers now have content standards for history, art, music, health and world languages. The next target areas will be geography and career/vocational education.

Contact: Office of Teaching and Learning,
576-6171

Ending social promotion

Higher expectations mean doing away with "social promotion," the process of allowing children to advance from grade to grade, regardless of whether they know the academic material. This practice means students sometimes graduate from high school with elementary-level skills.

Under our new promotion policy, students will not progress until they are ready. Decisions will be based mainly on student scores on the Stanford-9 Achievement Test (see next page) and the recommendations of teachers and principals. Students now in eighth grade will be the first group affected by our new high school graduation requirement.

We are giving children many opportunities to catch up — in after-school programs, Saturday Academies and summer school. Ending social promotion gives students a better chance to succeed.



In reading and math ...

In English/language arts, students at every level need to read the equivalent of 25 books a year, fiction and nonfiction. Our third-graders should be reading books that are appropriate for their grade level and that challenge them. Those books become more difficult as they move up through school. And all students need to be able to summarize and draw conclusions from what they read.

In math, elementary school students need to be able to add, subtract, multiply and divide. Depending on their grade level, we also want students to solve problems involving fractions and decimals (for example, which is larger: $\frac{1}{3}$, 30 percent, or .33), geometry, simple formulas, patterns and functions, and statistics. They need to know how to measure, estimate and use their math skills to solve problems, which get more complex in the higher grades.

"Large score increases on the Stanford-9 test are not going to happen overnight, but through steadily pushing ourselves and our children to do better, we'll see the gains."

Glennis Powell-Gill, principal, Eliot Junior High

Focus on results

Throughout the school system, teachers and staff should be asking one basic question about every policy, practice and program: Is it producing — or likely to produce — academic success for students? For schools, student achievement is what counts. It's our "bottom line." By holding ourselves more accountable, the community will have many ways to evaluate the performance of students, schools, principals and teachers. Specifically:

Stanford-9 Achievement Tests

Students in grades 1-11 are taking the Stanford Achievement Tests (Stanford-9) in reading and math in the fall and spring. This nationally recognized test, also used by cities such as Boston and

Philadelphia, measures the same kinds of real-world knowledge and skills as our new academic standards. The Stanford-9 gives teachers very detailed information about each student's strengths and weaknesses, so that they can develop specific teaching strategies for each child.

Our goal is for all schools to show some improvement this year. In 1998-99, we expect to have specific improvement targets for each school.

New report cards

We're piloting new, more detailed report cards for elementary school students. With input from teachers, principals and parents, we're using these report cards to show which academic standards each student has mastered and areas where he or she needs more help.

We also are developing new school-by-school report cards that will include information on student achievement, student attendance, secondary school dropout rates, staff, parent and student satisfaction, school leadership (measured by parent and staff surveys), and market share (the percentage of families who send their children to the neighborhood school). We expect to publish the first report cards in Fall 1998.

Schools will be measured against the District's standards and their own performance, not against each other. We expect every school to get better every year.

Annual evaluations of principals, teachers and administrators

We're committed to having an excellent principal in every school. Starting in the 1997-98 school year, all principals have one-year appointments. They'll be evaluated based on several factors, including: student achievement (50 percent of the total); school climate (ranging from disciplinary problems to extracurricular activities); parent and community involvement; their ability to manage staff; and how well they use school funds.

In addition, evaluations of the Superintendent and all members of the staff are tied to gains in student achievement. A new system for evaluating teachers, which we hope to have in place in 1998-99, also will be weighted heavily toward the improved performance of students.

Contact:
Office of Educational Accountability,
541-6338



Extra support for students and staff

More reading and math

Students in every elementary classroom are learning reading, writing, speaking and listening (what we call literacy skills) for at least 90 minutes a day and math for at least 60 minutes. In secondary school, teachers in all subjects — from social studies to industrial arts — have been instructed to teach reading as part of every course. Our goal is to offer double periods of reading and math to high school students who are behind.

Contact:
Office of Teaching
and Learning, 576-6171

Extra classes, tutoring

Many schools have established Saturday Academies and before- and after-school programs for students needing extra help. Contact your local principal to see if your school is providing this extra help.

Our Everybody Reads literacy campaign is recruiting adults from throughout the city to tutor second-graders in reading. Common sense and research show that children who read well can learn anything — whether it's algebra or African-American history. We're working closely with similar tutoring programs, such as Everybody Wins and DC Reads.

Contact:
Literacy Program,
724-4235

Summer S.T.A.R.S.

Many students are years behind where they should be and need extra help to catch up. We expect our Summer S.T.A.R.S. (Students and Teachers Achieving Results and Success) program to serve up to 20,000 students. They will receive intensive instruction in reading and math for six weeks. The idea is not to punish these students but to give them the extra help they need.

Contact:
Summer S.T.A.R.S.,
724-4400

*"We're off to a good start —
the elimination of social promotion
in the elementary schools,
the promise to have
reading teachers in schools
and stronger math classes
in high schools.
But there is still much to be done."*

Alieze Stallworth, parent,
Lafayette Elementary, Jefferson Junior High, Coolidge Senior High



A school system driven by high standards expects all students to succeed — but not all at the same speed. Some students will need more time and assistance than others. Some students might be strong in math and weak in reading. Once testing has pinpointed these strengths and weaknesses, teachers and principals are in a much better position to target support where it's needed.

Special needs students

We are reducing the backlog of assessments needed to place students in appropriate programs and we intend to develop a system that will permit us to conduct evaluations year round. We are strengthening our programs for students with Limited English Proficiency, including hiring more staff and purchasing new textbooks.

Professional development for teachers

Teachers from every school in the city are learning how to translate the district's new standards into classroom practice. In turn, these "standards specialists" are working with other teachers from their schools to get these ideas into all classrooms as soon as possible.

Professional Development Institutes in 1997-1998. In August 1998, all schools will send teams that include the principal, teachers and at least one parent to a special summer institute. We plan to make professional development mandatory in 1998-99.

Leadership training for principals

Our new training for principals will focus on five key areas: goal-setting, instructional leadership, accountability, staff recruitment and training, and building relationships in the schools and with the community.

Contact:
Staff Development, 724-2490

Special help for the lowest-performing schools

Staff in our Targeted Assistance Schools, where student achievement is particularly low, are receiving extra assistance. Many are using reading and math programs, such as Success for All and Temple University's Laboratory for Student Success, that have helped improve student performance in other school districts. The 1998-99 budget earmarks \$2.5 million so that about 50 schools can take advantage of successful models like these.

Contact: School Auxiliary Support Services, 724-4400



Putting our house in order

We can't expect students to learn at high levels unless they're in good facilities and have quality books and other instructional materials. Though we still have a long way to go in this area, we have made important progress in the past year.

Improved facilities

More than 60 schools have new roofs, numerous boilers and chillers have been replaced, and dozens of schools have been renovated. Much more work is planned. We are committed to having our students in safe, sound and comfortable classrooms and schools.

Better customer service

As part of the District's new focus on customer service, administrative offices have extended their hours to better serve schools, while schools are taking steps to be more welcoming to families and students.

Improved information

New, more accurate systems are in place for monitoring student enrollment, staff employment, school budgets and security incidents. A top priority for 1998-99 is to get better and more timely budget and student performance information into the hands of principals, so they can better manage their schools.

More money to schools

To make more money available for schools, central office staff was reduced from 15 percent of the total DCPS workforce to 11 percent this year.

Increased community outreach

We are reaching out to the community — through additional community forums (citywide and school-based); focus groups and meetings with parents; regular testimony to Congress, the Control Board and city agencies; expanded partnerships with businesses and civic organizations and the faith community; and more timely communications with all sectors of the community.





How you can help

If you're a parent, make sure your child learns how to read, does his or her homework, comes to school and knows that you value education. Help us to make sure your child's principal and teachers are starting to deliver instruction that's based on the District's more challenging academic standards. This brochure describes the kinds of changes you should be seeing in all schools.

If you're a policymaker, give us the resources we need to do the job. And give us some time.

If you're a citizen, give us your time and energy. We need tutors, mentors, reading volunteers, coaches and partners.

What you should expect from us

The good news is that there are pockets of excellence all over the city — classrooms and schools where students are doing well. We're committed to building on these successes. There's no reason why all schools can't be doing just as well. We don't expect miracles. Nor should you. But you should expect:

Steady progress — higher test scores, better-maintained facilities, more effective teaching, increases in parent, staff and student satisfaction, and more resources in schools.

Clear goals — the new academic standards should clarify what students should know and be able to do at different grade levels.

Honest answers — we're committed to telling the truth, even when it's harsh. We intend to be clear about where we are and how far we need to go.

No surprises — students, staff and the community have the right to factual and timely information. That's why we are strengthening our communications, parent affairs and community relations staffs.

Problem-solving, not finger-pointing — there's plenty of blame to go around for the poor performance of D.C. students. Let's agree to focus on moving forward.

And a **relentless commitment** to improve student achievement — that's the measure by which all our actions should be judged.

"We are particularly encouraged by the establishment of higher standards that are focused on increasing student achievement."

Marie C. Johns, president and CEO
Bell Atlantic, Washington, D.C.

Office of the Superintendent
District of Columbia Public Schools

1512 14th Street, NW

Washington, D.C. 20004

202-724-8724

202-724-8724

The District's Web page will provide up-to-date information about what's being done to improve student achievement.
www.k12.dc.us

Call 724-8724 if you would like to be placed on our mailing list to receive **HomeRoom**, the school system's monthly newsletter.

Notice of Non-Discrimination

The District of Columbia Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, disability or political affiliation in its programs and activities. Discrimination will not be tolerated and persons engaging in such will be subject to disciplinary action. The following officer has been designated to handle inquiries regarding non-discrimination policies: Dr. Denise A. Baltimore, EEO Officer, Equal Employment Opportunities Office, 415 12th Street, NW, Washington, D.C. 20004, 724-4218

JOHN EATON SCHOOL'S HISTORY

John Eaton school is located in the upper northwest section of Washington, D.C., known as Cleveland Park. We serve students in grades pre-kindergarten through grade six.

John Eaton School was opened in 1911 in a small building that is now one of the wings of our school building. It was a new school when Cleveland Park was a fairly new neighborhood. Over the years, the school was expanded to meet the needs of a growing student body. The school has been remodeled a number of times. First, a second building was constructed in 1923 and connected to the existing building with a wide hall. The auditorium was added in 1931. In 1981 a complete renovation was begun and completed in 1982. The renovation in the 1980's changed the looks of our school. The library and school office were housed in a modern projection from the front of the building. The classrooms were renovated: some old walls were taken down, new walls were built, old rooms altered into new spaces, new facilities created out of old, and the entire building was centrally air-conditioned. The renovation was a school/community effort that not only brought about a school building designed to support the school program, but included students, teachers, support staff, parents, and our school neighbors in a process that allowed us to plan and act collaboratively on a "real" project. The results have been a most trusting relationship between the school and the community.

John Eaton School was named for John Eaton, who was an American Brigadier General (1865), superintendent of public instruction in Tennessee (1867-1869), a United States Commissioner of Education (1871-1886), president of Jackson College at Salt Lake City (1895-1896), and Inspector on Education in Puerto Rico 1898.

John Eaton has a multi-cultural and multi-lingual student population of over 400 students. Students attending Eaton reside in all quadrants of the city, however, the majority reside within the defined Eaton School boundary.

Eaton is one of eight Early Childhood Demonstration Centers. The Demonstration Centers are training sites for teachers and administrators in the District of Columbia Public School System.

John Eaton School has been recognized as a Model School by The Redbook Network of Successful Schools, and most recently as one of America's Best Schools by Redbook Magazine.

MISSION AND PHILOSOPHY OF JOHN EATON SCHOOL

John Eaton School is committed to excellence and individual growth for both students and staff. We believe that every student can learn and that we can provide them with many opportunities to succeed in each of the disciplines. To achieve our goal of excellence and multi-talented development, we have high expectations for all students. We work towards the establishment of developmentally appropriate practices and programs which recognize every child's innate ability to learn and ensure the intellectual, emotional, physical, and aesthetic well being of all students. We recognize and respect different learning styles and are committed to reaching each student.

We seek to offer an integrated curriculum that is challenging and meets the needs of our diverse student body. Teaching students to think, reason, and problem solve is accomplished through our social curriculum, writing, speaking, science, math, reading, social studies, and the arts.

John Eaton School provides a warm, friendly, stimulating, but non-threatening atmosphere. Both students and staff are constantly learning and growing. In the true sense of the term, we are a "community of learners". Through modeling, our staff demonstrates a caring community by working together and respecting one another.

We aim to promote cultural understanding, acceptance of differences, and effective communication skills among our diverse student population. We strive to promote parent participation in the education of their children by educating parents about the importance of participation, providing opportunities for such participation and enhancing their ability to participate.

Diana Rigg Uma Thurman BOTH



Editor's Profile

Eaton Elementary School

ADDRESS: 3301 Lowell St. NW, Washington 20008
(show me on a map)

PHONE: 202/282-0103

CROSS STREET: 33rd Street NW

Within
(mi.)

Achievement Scores, 1996-97 School Year, D.C. Public Schools

☐ This School ☒ School System Average

Math (95.4% of students tested)

Percent Lacking Basic Academic Skills

19.2%
58.6%

Percent with Basic Skills

30.8%
27.0%

Percent Proficient or Advanced

50.0%
14.4%

Reading (95.7% of students tested)

Percent Lacking Basic Academic Skills

12.4%
36.4%

Percent with Basic Skills

34.1%
40.5%

Percent Proficient or Advanced

53.4%
23.1%

Notes:

Lacking basic academic skills performance indicates little or no mastery of fundamental knowledge and skills at grade level tested.
Basic skills performance denotes partial mastery of knowledge and skills that are fundamental for satisfactory work at the grade level tested.
Proficient or advanced performance represents solid or superior academic performance. 42% of the students at this school qualified for free or reduced price lunch based on their families' income.

Source: D.C. School System, 1996-97 school year.

last published: Saturday July 18, 1998

Click Here for
the latest
**Up-to
the-Minute**
Sports Scores.



JEAN TATE'S BIOGRAPHY

Jean Tate was born and raised in the District of Columbia. She is a product of the District of Columbia Public School System. She attended Harrison Elementary, Garnet Paterson Junior High School and Calvin Coolidge High School. Ms. Tate decided in elementary school that she wanted to become a teacher. She completed her undergraduate work in elementary education at what was then The District of Columbia Teachers College, in 1965. In May 1991, she received a Master's Degree in Administration and Supervision with a concentration in elementary education from The University of the District of Columbia. Ms. Tate engaged in professional development, even as she was teaching, to keep abreast of current research and trends in education. She was consistently enrolled in additional graduate courses in local universities such as Georgetown, Trinity, George Washington, Catholic and Howard University.

Jean Tate began her teaching career at Bunker Hill Elementary School as a 5th grade teacher. During her 25-year tenure at Bunker Hill, she taught every intermediate grade from 4th grade to 6th grade. In 1979, she was selected to teach children who were academically gifted, and she served in this capacity for ten years. In 1989, Ms. Tate applied for and was selected as a mentor teacher whose responsibility was to assist teachers new to the District of Columbia Public School System with understanding and implementing the system's curriculum.

Upon completion of her tenure as a mentor teacher, Ms. Tate entered the Administrative Intern Program and interned at John Eaton Elementary School between 1992 and 1993. Subsequently, she served as an assistant principal in both Stuart-Hobson Middle School and Garrison Elementary School between the years of 1993 and 1995. In June of 1995, Ms. Tate applied for and was selected to serve as the Principal of John Eaton Elementary School, and she continues to serve in that capacity.

Ms. Tate has participated in numerous staff development activities and has been selected to chair numerous committees during her 32 year tenure in the District of Columbia Public School System. She has served as coordinator of the tutorial program in the Bunker Hill Afterschool Program; participated in IDEA at Agnes Scott College in Atlanta, Georgia, attended the National Elementary School Principal's Convention in Orlando Florida; and has been selected as a mentor principal for the LEAD program.

Ms. Tate's is the proud mother of two sons, Michael and Charles, both of whom are college graduates and are working in business.

ARLENE ACKERMAN
Superintendent
District of Columbia Public Schools

Arlene Ackerman has served in public education for 28 years. Her work experiences include classroom teacher at both the elementary and middle school levels; principal at the middle school level; Director, Upward Bound Program for first generation college-bound students; Director, Basic Skills Academy for at-risk high school youth; Assistant Superintendent, Special Services, Assistant Superintendent for Curriculum, Instruction and Academic Achievement; Deputy Superintendent/Chief Academic Officer; and currently, Superintendent. Ms. Ackerman possesses a strong leadership background with an unparalleled blend of academic credentials and professional accomplishments.

Ms. Ackerman is affiliated with such organizations as Phi Delta Kappa (Harvard University Chapter), the Association of Supervision and Curriculum Development, American Association of School Administrators, Private Industry Council (Advisory Board Member), Seattle University (Dean's Advisory Board), and Seattle Pacific University (Superintendent's Preparation Program Advisory Board).

Also, Ms. Ackerman has been honored in Who's Who in American Colleges and Universities, and has received numerous honors and awards including Uniquely University City Award for Outstanding Service, Apple for the Teacher Award (Iota Lambda Sorority), Distinguished Alumni Award (Harris Stowe Teachers College), and McDonnell Douglas Fellow (Urban Superintendents Program).

Ms. Ackerman is currently pursuing her doctoral in Administration, Planning and Social Policy through the Harvard Graduate School of Education, Urban Superintendents Program.

May 1, 1998

Congresswoman Eleanor Holmes Norton

District of Columbia

Congresswoman Eleanor Holmes Norton is serving her fourth term in the House of Representatives. She has been a legislative pioneer. In 1993, for the first time since the District as created, she got a historic debate and vote on statehood that dramatized the District's diminished democracy. That same year she won the right to vote on the House floor in the Committee of the Whole for the first time in the District's history. In 1995, when the Republicans took control of the Congress, they took her vote, an injustice she strives to reverse for her constituents who are the only Americans to pay federal taxes without full representation in the Senate and the House.

Even without a vote, she has continued to be a prolific legislator. Only 13 members of the 440-member House had more bills enacted than she; only 22 introduced more bills; and only seven members co-sponsored more bills than she. Except for the floor vote, the Congresswoman continues to have full rights and is a member of the House. She chaired two subcommittees in the 103rd Congress, votes in committee and has full legislative privileges.

Congresswoman Norton is a congressional leader. She was elected co-chair of the Congressional Women's Caucus and is a member of the Executive Committee of the Democratic Study Group, the policy arm of the House Democrats. She also is a member of the Congressional Black Caucus, Congressional Progressive Caucus, Congressional Arts Caucus, Congressional Diabetes Caucus, and the Environmental and Energy Study Conference.

Congresswoman Norton, a tenured professor of law at Georgetown University who still teaches a course there, came to Congress as a national figure. She chaired the Equal Employment Opportunity Commission under President Jimmy Carter. Even before she sought elective office, Ms. Norton had been named one of the 100 most important American women and one of the most powerful women in Washington. She has long been a nationally recognized writer and civil rights leader. She is the recipient of some 60 honorary degrees.

Among the Congresswoman's most significant legislative accomplishments in the 104th Congress were a law that increased funding for the EEOC and laws that bolstered the sagging economy of the District, including two revenue-producing projects, the D.C. Convention Center and the Sports Arena; renovation of the Navy Yard and the transfer of 4,000 new jobs there; a successful fight to keep 2,300 SEC jobs from moving from the District to Maryland; a bill that saved the District from losing almost \$200 million in road repair funds; and extra money for public safety and schools in the District.

After receiving her B.A. from Antioch College in Ohio, Congresswoman Norton simultaneously earned a law degree from Yale Law School and a Masters' degree in American Studies from Yale Graduate School. Yale Law School has awarded her the Citation of Merit as an Outstanding Alumnus of Yale Law School, and Yale Graduate School has awarded her the Yale Wilbur Cross Medal as an Outstanding Alumnus of the Graduate School.

Ms. Norton brings to Congress an unusually broad background and professional experience. She has served on the boards of three Fortune 500 companies, the board of the Rockefeller Foundation, as well as the Board of Governors of the D.C. Bar Association, and the boards of civil rights, civic, and national organizations. The Congresswoman is the mother of John Holmes Norton and Katherine Felicia Norton.

for life and a puckish sense of humor, part of the Yankee heritage of Vermont, though his Irish and Italian ethnic origin is certainly not standard Yankee. His standing in Vermont has been strong over the years: he survived the Republican sweep in 1980 and beat popular Governor Richard Snelling 63%-35% in 1986. In 1992, against Republican state Treasurer Jim Douglas, who attacked him for voting for the congressional pay raise and for the loss of dairy jobs, he won 54%-43%—a decisive margin, but no landslide. But his job approval rating in early 1997 was high and one potential opponent, state Senator Susan Sweetser, ran poorly in the 1996 House race. Possible 1998 challengers include Rutland Mayor Jeff Wennberg, former state Senator Sara Gear, state Representative Walter Freed and former Lieutenant Governor Barbara Snelling.

→ **Junior Senator.** Jim Jeffords is known, since he was first elected to the House in 1974, for having one of the most liberal records of all Republicans. Jeffords grew up in Rutland, son of a Vermont chief justice, went to Yale, served in the Navy, went to Harvard Law School and then returned to Shrewsbury in the Green Mountains and practiced law. He was elected state senator in 1966, at 32, and then state attorney general in 1968 and 1970. In 1974, he was elected to the House and in 1988, when Senator Robert Stafford retired, to the Senate. There he has had a record somewhat to the left of midpoint of the Senate, especially on cultural issues, and has usually voted more often with Democrats than any other Republican senator. In the Clinton years he voted for family and medical leave, motor voter, national service, the Brady bill and the 1994 crime package, despite anti-gun control feeling in Vermont; in July 1993 he announced he was supporting the not-yet-written Clinton healthcare plan—the only Republican member of Congress who ever did. He pushed for more funding for the National Endowment for the Arts, supported raising the minimum wage, supports abortion rights, favors banning discrimination against gays and lesbians. As chairman of the District of Columbia Subcommittee on Appropriations in the 104th Congress, Jeffords opposed the Republican plan for a limited number of school vouchers for students in the District, thus sentencing them to continue in the dreadful D.C. public schools, which with he must be familiar; he volunteers in the Everyone Wins! program in Capitol Hill schools to encourage kids to read.

In 1997 Jeffords became chairman of the Labor and Human Resources Committee. Some conservatives wanted to substitute the less senior and more conservative Dan Coats; but Majority Leader Trent Lott, desirous of party unity and part of a singing quartet with Jeffords, persuaded Coats not to oppose Jeffords. Of his approach, Jeffords said, "The country demands that we be bipartisan. They're more involved in solving difficult situations we have for individuals, more than they are with political posturing and all. So, that's me. I'm independent, these are all well-known facts." But he also was careful not to block Republican initiatives: "I have told the members if we disagree, I won't hold up legislation that all Republicans except me want." His own stated policy goals seem almost quixotic: raising dollar limits on health insurance policies (he tried and failed to do that in the 1996 Healthcare Portability Act), increasing the percentage of the nation's workforce covered by company pensions, getting more people health insurance. But as chairman he took the lead on the Republican-backed TEAM Act to allow worker-management consultation, vehemently opposed by labor unions. On health care he promised "to go slow" on regulating managed care and said that micromanagement, such as the 48-hour maternity stay he backed in 1996, should be approached with caution. He promised to move ahead on OSHA reform, a Republican goal. He worked on reauthorization of the bipartisan IDEA special education bill, which passed in May 1997, and promised to work on reauthorizing the Higher Education Act. He supported the Kennedy-Hatch child health insurance bill and tobacco tax, but advanced his own bill, making the program optional for states.

Jeffords also tends to Vermont issues and his own special causes. In 1996 he maintained support for Vermont wind and solar energy projects, and he passed an amendment to increase food stamp eligibility for recipients of federal heating assistance. A history buff, he had a bill to catalogue and study unprotected Civil War sites, has sponsored a Revolutionary War and War of 1812 historic preservation study act and backs an historic corridor along the New York-

Vermont border.

In 1988 Jeffords's toughest hurdle in winning which a conservative opponent attacked him on issues, but Jeffords won 61%-39%. In 1994 he Senator Jan Backus clearly benefited from being though little known and not well financed, he did not come up until 2000, too long to allow a Democratic opponent could be Governor How

Representative-At-Large. The 1990s will go rejected all over the world—except in Vermont four times now elected Bernie Sanders, self-proclaimed a Socialist, but also very much a modern Vermont came here as part of the hippie invasion of 1969 him win election as mayor of Burlington in 1979. There he governed ably for eight years, using a center, expand low- and moderate-income housing in Champlain and switch the tax base from property companies using certain public facilities. In 1990 Republican Peter Smith two years before, by a summit agreement and his vote for the ban. Association came out against Smith, and Sanders only state with no limits on gun ownership at a Vermont's 251 cities and towns, and three go Socialist elected to the House, after Victor Meyer London of Manhattan's Lower East Side entire state.

Sanders's Socialist label doesn't matter much accepting him in their caucus, but they have gave him ranking minority position on a Government objections of Elijah Cummings and, when a I 1996, none less than George Stephanopoulos fundraiser. But Sanders adds to an almost perfect stamp. He formed a Progressive Caucus, with for the moment a quixotic agenda: progressive healthcare system, a 50% cut in military spending here Vermont speaks—support for family hormone). But Sanders has also been a practical Republican allies in targeting what they consider Jersey, for example, he passed an amendment mergers ("payoffs for layoffs"), and he passed defense contractor executives. With Budget Committee three-year phaseout of OPIC, which provides another amendment, which turned out to be peso bailout. With Gerald Solomon, whose battled Wisconsin's Steven Gunderson who was the House's leading backer of the North got into the 1996 Freedom to Farm Act. Sanders 1993, retention of low-income heating assistance maternity stays. He got Majority Leader Dick the "gag rules"—HMO directives to doctors insurance; Sanders has a patient right-to-know

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Vermont border.

In 1988 Jeffords's toughest hurdle in winning the seat in 1988 was the Republican primary, in which a conservative opponent attacked him on gun control, abortion, and church and family issues, but Jeffords won 61%–39%. In 1994 his serious competition was in the general. State Senator Jan Backus clearly benefited from being a woman in this culturally liberal state and, though little known and not well financed, held Jeffords to a 50%–41% win. Jeffords's seat does not come up until 2000, too long to allow any worthwhile predictions here; one serious Democratic opponent could be Governor Howard Dean.

Representative-At-Large. The 1990s will go down as the decade in which socialism was rejected all over the world—except in Vermont. At least in House elections: for Vermont has four times now elected Bernie Sanders, self-proclaimed Socialist, to Congress. Sanders is not just a Socialist, but also very much a modern Vermonter: the son of a Flatbush paint salesman, he came here as part of the hippie invasion of 1968. His rump, tieless, sincere persona helped him win election as mayor of Burlington in 1981 by 10 votes, after losing four statewide races. There he governed ably for eight years, using the city's prosperity to start a municipal day-care center, expand low- and moderate-income housing, put a pollution control facility on Lake Champlain and switch the tax base from property to hotel and restaurant fees and a utility tax on companies using certain public facilities. In 1990, he ran for Congress and reversed his defeat by Republican Peter Smith two years before, by capitalizing on Smith's support of the 1990 budget summit agreement and his vote for the ban on semiautomatic weapons. The National Rifle Association came out against Smith, and Sanders' opposition to gun control—Vermont is the only state with no limits on gun ownership at all—helped this urban-based Socialist carry 227 of Vermont's 251 cities and towns, and three gores and one grant. Sanders became only the third Socialist elected to the House, after Victor Berger of Milwaukee (1911–13, 1923–29) and Meyer London of Manhattan's Lower East Side (1915–23), and the only Socialist elected by an entire state.

Sanders's Socialist label doesn't matter much in the House. Initially Democrats balked at accepting him in their caucus, but they have granted him seniority as a Democrat since 1991, gave him ranking minority position on a Governmental Affairs subcommittee in 1997 over the objections of Elijah Cummings and, when a Democrat had the effrontery to run against him in 1996, none less than George Stephanopoulos came to Burlington to speak at a Sanders fundraiser. But Sanders adds to an almost perfectly liberal voting record his own particular stamp. He formed a Progressive Caucus, with 58 members in the 104th Congress, with what is for the moment a quixotic agenda: progressive tax reform, a Canadian-style single-payer healthcare system, a 50% cut in military spending over five years, a national energy policy and—here Vermont speaks—support for family farms (including opposition to bovine growth hormone). But Sanders has also been a practical and sometimes successful legislator, gaining Republican allies in targeting what they consider corporate welfare. With Chris Smith of New Jersey, for example, he passed an amendment barring Defense spending for defense contractor mergers ("payoffs for layoffs"), and he passed another barring defense spending on bonuses for defense contractor executives. With Budget Chairman John Kasich, he got the House to pass a three-year phaseout of OPIC, which provides risk insurance for foreign investments. He passed another amendment, which turned out to be moot, limiting taxpayer liability for the Mexican peso bailout. With Gerald Solomon, whose Upstate New York district borders Vermont, he battled Wisconsin's Steven Gunderson who was trying to end the milk marketing system; and he was the House's leading backer of the Northeast Dairy Compact which Senator Patrick Leahy got into the 1996 Freedom to Farm Act. Sanders also backed the Indoor Air Quality Act of 1993, retention of low-income heating assistance and the 1996 measure guaranteeing 48-hour maternity stays. He got Majority Leader Dick Armey to agree to a vote in the 105th Congress on the "gag rules"—HMO directives to doctors not to mention procedures not covered by insurance; Sanders has a patient right-to-know bill to prevent "gag rules" in HMOs.

Sanders was reelected 58%–31% in 1992, and considered running against Republican Senator

September 8, 1998

Biography of Lenora Steinkamp

Lenora Steinkamp was born and resided in Little Rock, Arkansas until May, 1993, when she and her family moved to Washington, D.C.

Lenora has a B.A. degree from the University of Arkansas, and a Masters degree in Early Childhood Education from the University of Central Arkansas. She has 66 additional graduate hours, and is certified in administrative supervision.

Ms. Steinkamp taught kindergarten in the Little Rock, Arkansas public schools for twelve years. As is apparent to the John Eaton community, her first love is teaching.

However, she took time to have a family, and successfully pursued other careers. For seven years, she owned and operated a professional catering business. She styled food for commercial photography, and is credited with magazine covers and commercial advertising campaigns for corporate clients. Also, she was featured in an article in Southern Living Magazine depicting holiday dining in her home. Then, as a licensed securities broker with an investment banking firm, she sold corporate and government bonds to institutional clients.

At present, Ms. Steinkamp is in her sixth year of teaching kindergarten at John Eaton. In addition, she sells residential real estate with Long & Foster, Realtors. She resides in the John Eaton neighborhood with her two sons, and husband.

PRESIDENT CLINTON ANNOUNCES NEW RECORD SCHOOL ENROLLMENT AND CALLS ON CONGRESS TO HELP IMPROVE, MODERNIZE SCHOOLS

"The ultimate national security of any country rests in the strength of its own citizens. And for us, that means we have got to prove that no matter how diverse we are, we can still offer a world-class education to every single American child." -President Clinton, August 31, 1998

"Baby Boom Echo" Yields 52.7 Million Schoolchildren this Fall. Joined by roughly 50 Members of Congress, and education, community and business leaders in more than 80 cities across the United States, President Clinton on Tuesday, September 8, will release a new Department of Education report -- the third annual Report on the Baby Boom Echo. The findings include:

- 52.7 million children attend public and private elementary and secondary schools in America today -- the highest school enrollment ever.
- 2.2 million teachers will need to be hired over the next ten years.
- A record 14.6 million students will attend college this year.

The report includes current and projected data on specific states, as well as data on recent growth in selected suburban communities across the country.

Communities Cite Needs, Successes on National School Modernization Day. According to a recent GAO Report, about 14 million students attend schools that need extensive repair or replacement of one or more buildings. Almost 60 percent of America's schools reported at least one major building feature in disrepair. In communities across the country, elected officials, parents, business leaders and others will gather to hear the President's remarks, and discuss their own communities' strategies for school construction and renovation, achieving smaller class sizes with well-qualified teachers, and taking advantage of new technologies. These local forums are part of National School Modernization Day on September 8.

President Clinton Calls for Immediate Action by Congress. The President will urge Congress to help America address these pressing needs by enacting -- in the next month before leaving Washington -- the education agenda that he first proposed in the State of the Union address, including:

- **BUILDING AND RENOVATING OVER 5,000 SCHOOLS.** The President has proposed School Modernization Tax Credits to help provide all students with safe, state-of-the-art school buildings. The proposal would use Federal tax credits to pay interest on nearly \$22 billion in bonds.
- **HIRING 100,000 TEACHERS TO REDUCE CLASS SIZE.** President Clinton is committed to helping local schools provide smaller classes with well-prepared teachers in the early grades. The initiative would provide \$12.4 billion over seven years to reduce class size in grades 1-3 to a nationwide average of 18 and help make sure that every child receives individual attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade.
- **HARNESSING TECHNOLOGY FOR EDUCATION.** The Clinton Administration has made an unprecedented commitment to bring technology into the classroom and ensure that all children are technologically literate by the dawn of the 21st century. However, the House appropriations bill cuts the President's request for educational technology by \$180 million, while the Senate cuts it by \$98 million. They eliminate \$75 million for technology teacher training, which would help new teachers learn to use technology effectively to strengthen instruction and enhance student learning, and they also cut \$50 million from the President's request for the Technology Literacy Challenge Fund, which would deny funding to 400 school districts to provide students and teachers with access to classroom computers, training and the latest educational software and telecommunications technology. The President will also continue to strongly oppose any effort by the Congress to repeal or delay the e-rate -- an expansion of universal service to provide discounted Internet access and telecommunications services to schools and libraries.

FACT SHEET: MODERNIZE SCHOOLS FOR THE 21ST CENTURY

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget proposes Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered up to half the interest on an estimated \$20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of School Modernization Bonds: Qualified School Construction Bonds (a new proposal) and expansion of the Qualified Zone Academy Bonds (created last year). The Department of the Treasury estimates that the revenue loss associated with the bonds would be \$5 billion over 5 years and over \$11 billion over 10 years.

Qualified School Construction Bonds

\$19.4 billion in zero-interest bonds (\$9.7 billion in 1999 and \$9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to their share of funds under the Title I Basic Grant formula in the preceding year. In addition, up to 25 additional school districts that are in particular need of assistance, such as districts with a low level of resources for school construction or a high level of enrollment growth, could receive these allocations. These funds would be spent in accordance with the school district's plans.

The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated in proportion to each State's share of funds under the Title I Basic Grant formula in the preceding year, after subtracting the Title I shares of the 100-125 school districts (above).

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100-125 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs, such as the need to provide access to students with disabilities, in the jurisdiction and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of the bonds. State plans would also describe how they will ensure that localities with the greatest need -- as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs -- would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by \$2.4 billion (an additional \$1 billion, to \$1.4 billion, in 1999, and \$1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.

THE NEED FOR SCHOOL MODERNIZATION ASSISTANCE

The President's proposal to create School Modernization Bonds is designed to address a nationwide school facilities crisis. These funds are necessary because: (1) the cost to repair existing schools is high, and States and communities can stretch their efforts and dollars further with these interest-free bonds; (2) enrollment growth is surging; and (3) better school facilities lead to better academic achievement.

The Cost to Repair Existing Schools Is High

In a 1995 report, School Facilities: Condition of America's Schools, the General Accounting Office (GAO) estimated that the cost of bringing the Nation's schools into good overall condition was \$112 billion. GAO's report indicated:

- One-third of all schools, serving 14 million students, need extensive repair or replacement;
- About 60 percent (including some schools in generally adequate condition) of all schools report needing at least one major building feature to be replaced or extensively repaired.

According to GAO: 28,100 schools serving 15 million students have less-than-adequate heating, ventilation, and air-conditioning systems; 23,100 schools serving 12 million students have less-than-adequate plumbing; and 21,100 schools serving 12 million students have less-than-adequate roofs.

GAO cited some horrific examples of the need for school repairs:

- Heating depends on a fireman's stoking a coal furnace by hand at a high school;
- Raw sewage was backed up on the front lawn of a junior high school because of defective plumbing
- At an elementary school, a ceiling weakened by leaking water collapsed just 40 minutes after students had left for the day; and
- Another elementary school had asbestos, chipping and peeling lead paint, and boarded windows.

Enrollment Growth is Surging

The National Center for Education Statistics projects that elementary and secondary enrollments will swell from 52.2 million in 1997 to 54.4 million in 2006. State and localities will need to build some 6,000 new schools to serve additional students in the next decade.

The Condition of Schools Is Related to Student Achievement

Several research studies indicate that the condition of school buildings affects student achievement. For instance, a 1991 study in the District of Columbia found that students in school buildings that were in poor condition had achievement 6 percent below students in schools that were in fair condition and 11 percent below students in schools in excellent condition.

HOW COULD SCHOOL MODERNIZATION BONDS HELP SCHOOLS IN MY AREA?

School Modernization Bonds would work differently in various communities. Below are three examples that illustrate differences among communities based on their: (1) school construction needs; (2) authority to issue bonds; and (3) ability to issue bonds.

School District A – A Rapidly Growing School District

School District A needs funds to construct additional schools to educate its rapidly growing enrollment. The State would allocate bond authority to School District A. When this community passes a bond initiative, it would then enter into an agreement with a financial company to sell the bonds to bond holders in order to raise funds to build schools in the community. The school district would use these funds to plan, design, and build additional schools. The community would repay the principal on the bonds to the bond holders, but it would not have to pay interest on the School Modernization Bonds. The bond holders would receive a tax credit equivalent to the amount of interest they would ordinarily have received on the loan.

School District B – A School District with School Buildings in Need of Renovation

School District B needs funds to renovate its aging school buildings. This school district would receive a direct allocation of bond authority from the Federal Government because it is one of the 100 school districts with the largest number of students in poverty. This community has already passed a bond initiative, so it does not have to go to its citizens to gain the authority to issue bonds. The district is still eligible to issue School Modernization Bonds because it has not yet issued all of the bonds its citizens authorized it to issue. It would issue the bonds through a financial company to raise the funds necessary to renovate its schools. School District B would use these funds to renovate its facilities taking into account the need to accommodate modern educational technologies; provide access to individuals with disabilities; improve the energy efficiency of its buildings; and to bring its buildings, including its roofs and boilers, into good overall condition. The bond holders would be repaid as they would under the example for School District A. One difference would be that School District B would be able to use money saved from its energy bill to help it repay the principal on the loan.

School District C – A School District on a Poor Indian Reservation

This poor public school district needs funds to renovate a school and build a new school but is unable to issue bonds itself because of its small tax base. School District C would receive a heavily subsidized loan from the State. The State would subsidize the loan either by contributing the State's own funds toward the loan or by decreasing the amount of the subsidy other communities would receive under School Modernization Bonds in the State. School District C would not issue the bond itself; the State would issue it on behalf of School District C and several other school districts. School District C would use the funds to plan, design, and construct its new building and to renovate its existing school. The State could guarantee that School District C would repay the loan by retaining State aid in event that the school district stopped making payments. School District C would pay only a portion of the principal on the loan to the State because the loan is subsidized. The bond holders would be repaid as described in the above examples, except the State rather than the community would repay the principal to the bond holders.

IMPACT OF INADEQUATE SCHOOL FACILITIES ON STUDENT LEARNING

A number of studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding.

Physical Building Conditions

Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilets, poor lighting, inadequate ventilation, and inoperative heating and cooling systems can affect learning as well as the health and morale of staff and students.

Impact on Student Achievement

- A study of the District of Columbia school system found, after controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition. (Edwards, 1991)
- Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments.
- Similarly, Hines' (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings.
- A study of North Dakota high schools, a state selected in part because of its relatively homogeneous, rural population, also found a positive relationship between school condition (as measured by principals' survey responses) and both student achievement and student behavior. (Earthman, 1995)
- McGuffey (1982) concluded that heating and air conditioning systems appeared to be very important, along with special instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study.
- Research indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988).

Impact on Teaching

- Lowe (1988) interviewed State Teachers of the Year to determine which aspects of the physical environment affected their teaching the most, and these teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors. In particular, the teachers emphasized that the ability to control classroom temperature is crucial to the effective performance of both students and teachers.
- A study of working conditions in urban schools concluded that "physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment." Building renovations in one district led teachers to feel "a renewed sense of hope, of commitment, a belief that the district cared about what went on in that building." In dilapidated buildings in another district, the atmosphere was punctuated more by despair and frustration, with teachers reporting that leaking roofs, burned out lights, and broken toilets were the typical backdrop for teaching and learning." (Corcoran et al., 1988)
- Corcoran et al. also found that "where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility."
- A Carnegie Foundation (1988) report on urban schools concluded that "the tacit message of the physical indignities in many urban schools is not lost on students. It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Similarly, Poplin and Weeres (1992) reported that, based on an intensive study of teachers, administrators, and students in four schools, "the depressed physical environment of many schools... is believed to reflect society's lack of priority for these children and their education."

Overcrowding

Overcrowded schools are a serious problem in many school systems, particularly in the inner cities, where space for new construction is at a premium and funding for such construction is limited. As a result, students find themselves trying to learn while jammed into spaces never intended as classrooms, such as libraries, gymnasiums, laboratories, lunchrooms, and even closets. Although research on the relationship between overcrowding and student learning has been limited, there is some evidence, particularly in high-poverty schools, that overcrowding can have an adverse impact on learning.

- A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques. (Rivera-Batiz and Marti, 1995)
- Corcoran et al. (1988) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism.

Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or on teaching anything beyond the barest minimum of required material. In addition, because teachers must constantly struggle simply to maintain order in an overcrowded classroom, the likelihood increases that they will suffer from burnout earlier than might otherwise be the case.

FIRST LADY HILLARY RODHAM CLINTON PROMOTES SCHOOL MODERNIZATION AND ANNOUNCES NEW GRANTS TO SUPPORT D.C. SCHOOL REFORM

September 8, 1998

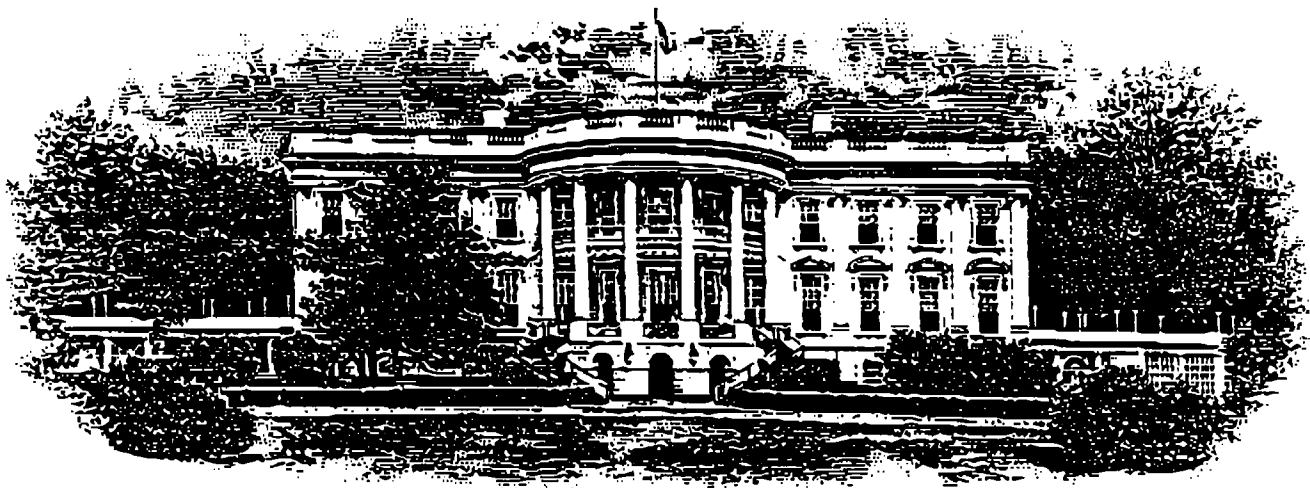
Today, the First Lady will visit John Eaton Elementary School in Washington, D.C., to highlight the importance of school modernization to educational success and to announce two grants from the Administration that will support school reform efforts in D.C.'s public schools. The First Lady's event takes place as the President, Vice President and Cabinet members celebrate "National School Modernization Day" in events around the country. In fact, over 80 communities nationwide will call attention to the need school modernization today by discussing practical investments in local schools. The First Lady will also highlight the District's successful start of the school year -- for the first time in four years, all 146 public schools in the District opened as scheduled as all major repairs were completed before school began.

New Report Demonstrates the Need for School Modernization. According to a new report released today titled "A Back to School Special Report on the Baby Boom Echo," total public and private school enrollment this fall will be a record 52.7 million, surpassing last fall's all time high by 500,000 students. New enrollments records will continue to be set for at least the next eight years -- and by 2008, 54.3 million young people are expected to be attending elementary and secondary school. In addition, the need for school renovation is more evident than ever. Several studies have indicated that student achievement is affected by the condition of school buildings: achievement is typically lower for students who occupy substandard buildings, compared to students in buildings of better quality. Perhaps nowhere is the need for modernization more apparent than in D.C., where many schools are in dire need of extensive repair. That is why it is so critical that Congress passes the President's initiative for a \$22 billion bond initiative to build, renovate and modernize more than 5,000 schools. Under his plan, the District of Columbia would received a total of \$85 million in bonds for building repair and construction for FY 99.

A New Grant to Support School Reform Efforts and High Standards for Reading. Today, the First Lady will announce a \$10 million grant for the D.C. Public School system this year to help advance the ongoing school reform efforts. Of this grant, almost \$7 million will fund reading specialists for every public school to ensure that children can meet new, higher standards for reading. The Administration will fund another \$10 million for math specialists next year, contingent upon funding from Congress. In addition, this grant will support efforts to improve instruction and teacher training, assist teachers in developing curriculum, and involve parents in the education of their children. The grant is intended to help the District's public school system implement system-wide and school-based academic and management reforms.

New Grant to Help Ensure D.C. Students are Ready for the World of Work. The First Lady will also announce a new grant of almost \$2 million from the Departments of Labor and Education to D.C. to implement its School-to-Career program. The program is part of the District's education reform efforts to better prepare its students for the jobs of the 21st century. It will place an on-site school-to-career coordinator in every D.C. high school, who will work to connect students to employers throughout the district, through internships and mentoring programs, and will promote career awareness and exploration in elementary and middle schools in the District.

EXECUTIVE OFFICE OF THE PRESIDENT



Office of Management and Budget FAX TRANSMITTAL COVER SHEET

Number of pages (including cover sheet) 2

Date: 9-4-98

To: Neera

Fax No. 62878 Voice No. _____

Comments: Here are the names of the people attending
the event on Tuesday.

From: Carol Thompson Cole

Fax No.: (202) 395-7294

Voice No.: (202) 395-3193

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. list	List of event attendees re: SSNs and DOBs (partial) (1 page)	09/04/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Eric Morse (Events)
OA/Box Number: 21192

FOLDER TITLE:

School Modernization Day [1]

2011-0619-S
rc305

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Kevin P. Chavous



[003]

P6/(b)(6)

Joselyn Williams

P6/(b)(6)

Carrie Thornhill

P6/(b)(6)

Alice M. Rivlin

P6/(b)(6)

P6/(b)(6)

Constance B. Newman

Barbara Bullock

Maudine Cooper

P6/(b)(6)

For Immediate Release
September 8, 1998

Contact: Nancy Mathis/Sarah Zak
National School-to Work Office (202) 401-6222

***FIRST LADY ANNOUNCES \$1.8 MILLION SCHOOL-TO-WORK GRANT TO
DISTRICT OF COLUMBIA***

First Lady Hillary Rodham Clinton today announced that the District of Columbia will receive a \$1.8 million award from the National School-to-Work Office, which is jointly administered by the U.S. Departments of Labor and Education.

The funds will be used to implement a School-to-Careers system (as School-to-Work is called in D.C.) that will serve the District's entire public school system and its 77,000 students.

"This award recognizes a commitment to competitiveness that D.C. has made to all its school children," said Mrs. Clinton. "I am pleased that our nation's capitol has done the hard work of organizing a School-to-Work partnership that will encourage academic excellence and open doors to the high-skill, high-wage jobs of the future. "The entire Washington community should play a role in making sure that our kids have a realistic view of what it will take to succeed in the 21st century and are adequately prepared to meet those challenges."

The District's School-to-Careers plan calls for employers such as BellAtlantic, the World Bank, Clyde's Restaurant Group, and the District government to provide adult mentors and work-based learning opportunities to students -- internships, apprenticeships and job-shadowing. In turn, the City's public schools will develop new curriculum that helps better prepare students for college and careers based on input from business, industry, organized labor, and professional organizations. Teachers will be offered opportunities for both additional training and summer internships in area businesses (including high-technology) so they can better demonstrate to students how classroom lessons are applied in the workplace.

The city of Washington began planning its School-to-Careers system with \$200,000 grant from the National School-to-Work Office in 1994 bringing the total STW investment in the District (including today's award) to \$2 million.

The National School-to-Work Office was established in 1994 through the School-to-Work Opportunities Act which passed with strong bi-partisan support. Its purpose is to provide states and local communities with venture capital to form partnerships among schools, parents, students, employers, organized labor and community organizations. Those partnerships connect the classroom with the world of work to show students how academic achievement is crucial to their success as working adults.

-2-

Currently, 42 states, Puerto Rico and now, D.C., have received STW implementation grants. The remaining states have received development funds and have applied for implementation grants. The National School-to-Work Office has also awarded grants in 189 local communities across the country.

*Note to Editors; a one-page description of D.C.'s School-to-Careers plan is attached.

District of Columbia State Implementation Grant

Awardee: Government of the District of Columbia (D.C. Public Schools)

Contact: Noel F. Meekins (202) 724-7170

Award Amount: \$1,800,000

School-to-Career, as School-to-Work is called in the District, is a cornerstone of the city's larger efforts to reform its education system and reinvent its entire local governance structure to better serve the needs of its 500,000 residents.

D.C.'s School-to-Career (STC) initiative has four, laudable goals to; enable all of the city's youth to enjoy upward mobility, participate fully in a knowledge driven economy, achieve long-term self-sufficiency, and become contributing members of the community.

A D.C. School-to-Careers Governing Council comprised of key employers, heads of city agencies, and other interested parties will steer the city's efforts to implement and sustain a comprehensive School-to-Work system. A School-to-Careers Office, housed within the School Reform Office of the D.C. Public Schools, is responsible for day-to-day operations. Each city high school will hire an on-site STC Coordinator.

D.C.'s efforts to offer School-to-Careers to all of the city's 77,000 public school students will begin with high school. Ninth graders will be asked to select a "career pathway" based on interest, aptitude, and discussions with their teachers, parents, and guidance counselors. Each "pathway" provides a framework and context for learning and career exploration. "Career Pathways" include: business and marketing; health and human services; arts and communication; engineering and science; and industrial technology. Students may move among "pathways" as their interests and aptitudes dictate.

In 9th grade, students will use their selected "pathways" as a means to focus on problem-based learning and career investigation. By 10th grade, students will "job shadow" an employee at the worksite. Eleventh graders will join in a structured relationship with an adult mentor who gives the students support, career guidance, and opportunities to learn about specific jobs. In the last year of high school, 12th graders work in internships -- paid or unpaid -- with employers for a specific period. At each grade level, work experience will be directly related to the student's selected "career pathway". In school, academics will be linked to work-based learning experiences. Finally, each student will be asked to prepare a plan for post-graduation which will address their plans for college and additional training.

The District hopes that by the second year of its implementation grant, it can begin to extend STC opportunities to elementary and middle school students through efforts geared toward career awareness and exploration (field trips to businesses, classroom visits from recognized professionals, job-shadowing, etc.) Additionally, internship for teachers will be offered through some of the STC partners including the D.C. Chamber of Commerce.

In an effort to include all of the city's students (85% of whom qualify for free or reduced lunch programs), STC is working to link with non-school hour services for both students and dropouts. The World Bank has committed to providing adult mentors and tutors, and STC has made connections with existing federal initiatives -- Job Corps, "One Stop" Centers, Summer Jobs, and the Individuals with Disabilities Act to build on efforts already underway.

Key partners include: the Metropolitan Washington Council, AFL-CIO; the Washington Teachers Union; Bell Atlantic; the World Bank; the University of the District of Columbia; the Washington Performing Arts Society; Clyde's Restaurant Group; and the Government of the District of Columbia.

BACKGROUND ON CLINTON-GORE SCHOOL MODERNIZATION PROPOSALS

-- Contents --

The attached documents regarding President Clinton's proposals to improve the learning environment may be distributed to the participants in your event and used for reference in preparation of your activities on September 8.

School Construction and Renovation

- ▶ Fact Sheet
- ▶ The Need for School Modernization Assistance
- ▶ How Could School Modernization Bonds Help Schools in My Area?
- ▶ Impact of Inadequate School Facilities on Student Learning
- ▶ State and Local Funding Estimate

Smaller Class Sizes with Well-Qualified Teachers

- ▶ Fact Sheet
- ▶ Small Classes Make a Difference
- ▶ State-by-State Funding Estimate

Access to Technology

- ▶ Educational Technology: Preparing America for the 21st Century
- ▶ The E-rate: Connecting America's Schools & Libraries to the 21st Century

FACT SHEET: MODERNIZE SCHOOLS FOR THE 21ST CENTURY

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget proposes Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered up to half the interest on an estimated \$20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of School Modernization Bonds: Qualified School Construction Bonds (a new proposal) and expansion of the Qualified Zone Academy Bonds (created last year). The Department of the Treasury estimates that the revenue loss associated with the bonds would be \$5 billion over 5 years and over \$11 billion over 10 years.

Qualified School Construction Bonds

\$19.4 billion in zero-interest bonds (\$9.7 billion in 1999 and \$9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to their share of funds under the Title I Basic Grant formula in the preceding year. In addition, up to 25 additional school districts that are in particular need of assistance, such as districts with a low level of resources for school construction or a high level of enrollment growth, could receive these allocations. These funds would be spent in accordance with the school district's plans.

The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated in proportion to each State's share of funds under the Title I Basic Grant formula in the preceding year, after subtracting the Title I shares of the 100-125 school districts (above).

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100-125 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs, such as the need to provide access to students with disabilities, in the jurisdiction and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of the bonds. State plans would also describe how they will ensure that localities with the greatest need -- as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs -- would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by \$2.4 billion (an additional \$1 billion, to \$1.4 billion, in 1999, and \$1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.

THE NEED FOR SCHOOL MODERNIZATION ASSISTANCE

The President's proposal to create School Modernization Bonds is designed to address a nationwide school facilities crisis. These funds are necessary because: (1) the cost to repair existing schools is high, and States and communities can stretch their efforts and dollars further with these interest-free bonds; (2) enrollment growth is surging; and (3) better school facilities lead to better academic achievement.

The Cost to Repair Existing Schools Is High

In a 1995 report, School Facilities: Condition of America's Schools, the General Accounting Office (GAO) estimated that the cost of bringing the Nation's schools into good overall condition was \$112 billion. GAO's report indicated:

- One-third of all schools, serving 14 million students, need extensive repair or replacement;
- About 60 percent (including some schools in generally adequate condition) of all schools report needing at least one major building feature to be replaced or extensively repaired.

According to GAO: 28,100 schools serving 15 million students have less-than-adequate heating, ventilation, and air-conditioning systems; 23,100 schools serving 12 million students have less-than-adequate plumbing; and 21,100 schools serving 12 million students have less-than-adequate roofs.

GAO cited some horrific examples of the need for school repairs:

- Heating depends on a fireman's stoking a coal furnace by hand at a high school;
- Raw sewage was backed up on the front lawn of a junior high school because of defective plumbing
- At an elementary school, a ceiling weakened by leaking water collapsed just 40 minutes after students had left for the day; and
- Another elementary school had asbestos, chipping and peeling lead paint, and boarded windows.

Enrollment Growth is Surging

The National Center for Education Statistics projects that elementary and secondary enrollments will swell from 52.2 million in 1997 to 54.4 million in 2006. State and localities will need to build some 6,000 new schools to serve additional students in the next decade.

The Condition of Schools Is Related to Student Achievement

Several research studies indicate that the condition of school buildings affects student achievement. For instance, a 1991 study in the District of Columbia found that students in school buildings that were in poor condition had achievement 6 percent below students in schools that were in fair condition and 11 percent below students in schools in excellent condition.

HOW COULD SCHOOL MODERNIZATION BONDS HELP SCHOOLS IN MY AREA?

School Modernization Bonds would work differently in various communities. Below are three examples that illustrate differences among communities based on their: (1) school construction needs; (2) authority to issue bonds; and (3) ability to issue bonds.

School District A – A Rapidly Growing School District

School District A needs funds to construct additional schools to educate its rapidly growing enrollment. The State would allocate bond authority to School District A. When this community passes a bond initiative, it would then enter into an agreement with a financial company to sell the bonds to bond holders in order to raise funds to build schools in the community. The school district would use these funds to plan, design, and build additional schools. The community would repay the principal on the bonds to the bond holders, but it would not have to pay interest on the School Modernization Bonds. The bond holders would receive a tax credit equivalent to the amount of interest they would ordinarily have received on the loan.

School District B – A School District with School Buildings in Need of Renovation

School District B needs funds to renovate its aging school buildings. This school district would receive a direct allocation of bond authority from the Federal Government because it is one of the 100 school districts with the largest number of students in poverty. This community has already passed a bond initiative, so it does not have to go to its citizens to gain the authority to issue bonds. The district is still eligible to issue School Modernization Bonds because it has not yet issued all of the bonds its citizens authorized it to issue. It would issue the bonds through a financial company to raise the funds necessary to renovate its schools. School District B would use these funds to renovate its facilities taking into account the need to accommodate modern educational technologies; provide access to individuals with disabilities; improve the energy efficiency of its buildings; and to bring its buildings, including its roofs and boilers, into good overall condition. The bond holders would be repaid as they would under the example for School District A. One difference would be that School District B would be able to use money saved from its energy bill to help it repay the principal on the loan.

School District C – A School District on a Poor Indian Reservation

This poor public school district needs funds to renovate a school and build a new school but is unable to issue bonds itself because of its small tax base. School District C would receive a heavily subsidized loan from the State. The State would subsidize the loan either by contributing the State's own funds toward the loan or by decreasing the amount of the subsidy other communities would receive under School Modernization Bonds in the State. School District C would not issue the bond itself; the State would issue it on behalf of School District C and several other school districts. School District C would use the funds to plan, design, and construct its new building and to renovate its existing school. The State could guarantee that School District C would repay the loan by retaining State aid in event that the school district stopped making payments. School District C would pay only a portion of the principal on the loan to the State because the loan is subsidized. The bond holders would be repaid as described in the above examples, except the State rather than the community would repay the principal to the bond holders.

IMPACT OF INADEQUATE SCHOOL FACILITIES ON STUDENT LEARNING

A number of studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding.

Physical Building Conditions

Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilets, poor lighting, inadequate ventilation, and inoperative heating and cooling systems can affect learning as well as the health and morale of staff and students.

Impact on Student Achievement

- A study of the District of Columbia school system found, after controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition. (Edwards, 1991)
- Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments.
- Similarly, Hines' (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings.
- A study of North Dakota high schools, a state selected in part because of its relatively homogeneous, rural population, also found a positive relationship between school condition (as measured by principals' survey responses) and both student achievement and student behavior. (Earthman, 1995)
- McGuffey (1982) concluded that heating and air conditioning systems appeared to be very important, along with special instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study.
- Research indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988).

Impact on Teaching

- Lowe (1988) interviewed State Teachers of the Year to determine which aspects of the physical environment affected their teaching the most, and these teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors. In particular, the teachers emphasized that the ability to control classroom temperature is crucial to the effective performance of both students and teachers.
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Overcrowded schools are a serious problem in many school systems, particularly in the inner cities, where space for new construction is at a premium and funding for such construction is limited. As a result, students find themselves trying to learn while jammed into spaces never intended as classrooms, such as libraries, gymnasiums, laboratories, lunchrooms, and even closets. Although research on the relationship between overcrowding and student learning has been limited, there is some evidence, particularly in high-poverty schools, that overcrowding can have an adverse impact on learning.

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**CONSTRUCTION INITIATIVE:
DISTRIBUTION OF \$22.6 BILLION IN BONDING AUTHORITY
INITIAL ESTIMATES
S. 1705 (50 PERCENT FOR SCHOOL DISTRICTS)**

State		Estimated Allocation (000s)
Alabama	School Construction Bonds	
	SEA Allocation	188,621
	Birmingham City	39,997
	Mobile County	56,461
	QZABs	52,455
	State Total	337,534
Alaska	School Construction Bonds	
	SEA Allocation	36,902
	QZABs	7,537
	State Total	44,439
Arizona	School Construction Bonds	
	SEA Allocation	193,994
	Mesa Unified School District	24,703
	Tucson Unified District	39,260
	QZABs	53,246
	State Total	311,203
Arkansas	School Construction Bonds	
	SEA Allocation	145,925
	QZABs	32,518
	State Total	178,443
California	School Construction Bonds	
	SEA Allocation	952,974
	Bakersfield City Elementary	27,470
	Compton Unified	43,160
	Fresno Unified	80,447
	Long Beach Unified	69,115
	Los Angeles Unified	697,045
	Montebello Unified	31,435
	Oakland Unified	50,643
	Pomona Unified	25,840
	Sacramento City Unified	45,359
	San Bernardino City Unified	45,845
	San Diego City Unified	98,043
	San Francisco Unified	40,589
	Santa Ana Unified	38,573
	Stockton City Unified	34,480
	QZABs	376,680
	State Total	2,657,698

Colorado	School Construction Bonds	
	SEA Allocation	112,253
	Denver County 1	53,528
	QZABs	30,560
	State Total	196,341
Connecticut	School Construction Bonds	
	SEA Allocation	78,494
	Bridgeport Sch District	35,420
	Hartford Sch District	54,958
	New Haven Sch District	36,208
	QZABs	31,524
	State Total	236,604
Delaware	School Construction Bonds	
	SEA Allocation	36,902
	QZABs	7,630
	State Total	44,532
District Of Columbia	School Construction Bonds	
	SEA Allocation	75,395
	QZABs	9,842
	State Total	85,237
Florida	School Construction Bonds	
	SEA Allocation	231,777
	Broward County Sch District	89,008
	Dade County Sch District	291,657
	Duval County Sch District	66,958
	Escambia County Sch District	35,641
	Hillsborough County Sch	85,096
	Orange County Sch District	61,791
	Palm Beach County Sch District	60,501
	Pinellas County Sch District	52,118
	Polk County Sch District	42,614
	Volusia County Sch District	29,867
	QZABs	150,261
	State Total	1,197,289
Georgia	School Construction Bonds	
	SEA Allocation	299,538
	Atlanta City Sch District	86,192
	Chatham County Sch District	28,745
	Dekalb County Sch District	36,464
	Richmond County Sch District	25,116
	QZABs	85,499
State Total	561,554	

Hawaii	School Construction Bonds	
	SEA Allocation	40,984
	QZABs	9,046
	State Total	50,030
Idaho	School Construction Bonds	
	SEA Allocation	43,463
	QZABs	9485
	State Total	52,948
Illinois	School Construction Bonds	
	SEA Allocation	315,854
	City Of Chicago School District	595,601
	QZABs	136,584
	State Total	1,048,039
Indiana	School Construction Bonds	
	SEA Allocation	182,029
	Gary Community School Co	31,697
	Indianapolis Public School	62,669
	State Total	325,680
Iowa	School Construction Bonds	
	SEA Allocation	103,120
	QZABs	23,170
	State Total	126,290
Kansas	School Construction Bonds	
	SEA Allocation	95,734
	Wichita	31,087
	QZABs	24,310
	State Total	151,131
Kentucky	School Construction Bonds	
	SEA Allocation	212,921
	Jefferson Co	64,194
	State Total	331,471
Louisiana	School Construction Bonds	
	SEA Allocation	232,979
	Caddo Par Sch Brd	40,897
	East Baton Rouge Par Sch	41,153
	Jefferson Par Sch Brd	40,262
	Orleans Par Sch Brd	107,926
	State Total	542,548

Maine	School Construction Bonds	
	SEA Allocation	61,639
	QZABs	13003
	State Total	74,642
Maryland	School Construction Bonds	
	SEA Allocation	79,112
	Baltimore City P S System	149,630
	Baltimore County Public	34,907
	Prince Georges Co Public	42,839
	QZABs	44,409
State Total	350,897	
Massachusetts	School Construction Bonds	
	SEA Allocation	229,535
	Boston Sch District	89,668
	Springfield Sch District	35,775
	QZABs	62,655
State Total	417,633	
Michigan	School Construction Bonds	
	SEA Allocation	412,678
	Detroit City School District	363,675
	Flint City School District	46,404
	Grand Rapids City Sch District	34,523
	QZABs	137,136
State Total	994,416	
Minnesota	School Construction Bonds	
	SEA Allocation	130,886
	Minneapolis Special Sch	54,221
	Saint Paul Sch District	35,713
	QZABs	38,909
State Total	259,729	
Mississippi	School Construction Bonds	
	SEA Allocation	224,864
	Jackson Public School District	28,683
	QZABs	52,123
State Total	305,670	
Missouri	School Construction Bonds	
	SEA Allocation	189,077
	Kansas City Sch District 33	47,341
	St Louis City School District	77,713
	QZABs	53,936
State Total	368,067	

Montana	School Construction Bonds	
	SEA Allocation	52,274
	QZABs	10,886
	State Total	63,160
Nebraska	School Construction Bonds	
	SEA Allocation	46,138
	Omaha Public Schools	32,817
	QZABs	14,046
	State Total	93,001
Nevada	School Construction Bonds	
	SEA Allocation	13,846
	Clark County Sch District	57,971
	QZABs	10,290
	State Total	82,107
New Hampshire	School Construction Bonds	
	SEA Allocation	36,902
	QZABs	7,733
	State Total	44,635
New Jersey	School Construction Bonds	
	SEA Allocation	237,228
	Camden City	43,936
	Jersey City	45,705
	Newark City	87,398
	QZABs	70,842
	State Total	485,109
New Mexico	School Construction Bonds	
	SEA Allocation	96,870
	Albuquerque Public Schools	48,700
	QZABs	28,080
	State Total	173,650
New York	School Construction Bonds	
	SEA Allocation	412,507
	Buffalo City Schools	83,473
	New York City	1,611,612
	Rochester City Schools	58,423
	QZABs	294,721
	State Total	2,460,736
North Carolina	School Construction Bonds	
	SEA Allocation	262,774
	Mecklenburg County	34,623
	QZABs	61,668
	State Total	359,065

North Dakota	School Construction Bonds	
	SEA Allocation	36,902
	QZABs	7,692
	State Total	44,594
Ohio	School Construction Bonds	
	SEA Allocation	376,469
	Akron City Sd	37,195
	Cincinnati City Sd	70,108
	Cleveland City Sd	139,125
	Columbus City Sd	73,459
	Dayton City Sd	40,079
	Toledo City Sd	46,535
	QZABs	128,603
	State Total	911,573
Oklahoma	School Construction Bonds	
	SEA Allocation	134,270
	Oklahoma City Sch District	35,821
	Tulsa City Sch District	32,952
	QZABs	38,286
	State Total	241,329
Oregon	School Construction Bonds	
	SEA Allocation	117,410
	Portland Sch District LJ	37,977
	QZABs	30,239
	State Total	185,626
Pennsylvania	School Construction Bonds	
	SEA Allocation	444,218
	Philadelphia City S D	345,261
	Pittsburgh S D	62,677
	QZABs	141,386
	State Total	993,542
Puerto Rico	School Construction Bonds	
	SEA Allocation	494,937
	QZABs	119,775
	State Total	614,712
Rhode Island	School Construction Bonds	
	SEA Allocation	30,194
	Providence Sch District	41,994
	QZABs	10,961
	State Total	83,149

South Carolina	School Construction Bonds	
	SEA Allocation	167,082
	Charleston County Sch District	30,933
	QZABs	39,979
	State Total	237,994
South Dakota	School Construction Bonds	
	SEA Allocation	38,002
	QZABs	8,084
	State Total	46,086
Tennessee	School Construction Bonds	
	SEA Allocation	164,525
	Knox Co Sch District	23,860
	Memphis City Sch District	98,024
	Nashville-Davidson Co Sc	44,710
	QZABs	57,497
	State Total	388,616
Texas	School Construction Bonds	
	SEA Allocation	828,570
	Aldine ISD	31,393
	Austin ISD	39,433
	Brownsville ISD	49,978
	Corpus Christi ISD	32,234
	Dallas ISD	141,973
	El Paso ISD	67,606
	Fort Worth ISD	61,104
	Houston ISD	206,115
	Laredo ISD	34,663
	San Antonio ISD	78,386
	Ysleta ISD	42,640
	QZABs	270,506
	State Total	1,884,601
Utah	School Construction Bonds	
	SEA Allocation	66,771
	QZABs	14,048
	State Total	80,819
Vermont	School Construction Bonds	
	SEA Allocation	36,196
	QZABs	7,743
	State Total	43,939
Virginia	School Construction Bonds	
	SEA Allocation	198,345
	Norfolk Cty P S	32,815
	Richmond Cty P S	27,702
	QZABs	51,668
	State Total	310,530

Washington	School Construction Bonds	
	SEA Allocation	204,181
	Seattle	32,414
	QZABs	48,380
	State Total	284,975
West Virginia	School Construction Bonds	
	SEA Allocation	142,557
	QZABs	30,764
	State Total	173,321
Wisconsin	School Construction Bonds	
	SEA Allocation	168,546
	Milwaukee Sch District	163,855
	QZABs	54,162
	State Total	386,563
Wyoming	School Construction Bonds	
	SEA Allocation	33,059
	QZABs	7,578
	State Total	40,637
Outlying Areas	School Construction Bonds	26,975
	QZABs	8901
	Total	35,876
Potential reserve for additional LEAs (School Construction Bonds)		600,000
TOTAL		22,600,000

NOTE: Numbers may not add to totals due to rounding. Estimates are based on the best available data as of 2/10/98.

FACT SHEET: Smaller Classes with Better Teachers

President Clinton has proposed legislation to help communities and school districts reduce class size to a national average of 18 in grades 1-3. The initiative would provide \$12.4 billion over 7 years to help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade. The initiative will reduce class size in grades 1-3 to a nationwide average of 18 by providing funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds to boost teacher quality through teacher training, recruitment, and testing, and new teachers will be required to pass state competency tests. The legislation will:

Help Hire an Additional 100,000 Teachers to Reduce Class Size. States will allocate funding under this initiative to school districts to pay salaries and benefits for additional teachers to reduce class size in the early grades. Up to 90% of the funds allocated to school districts would be used for hiring teachers.

Make Sure These Teachers Are Prepared to Teach Well. States would be required to implement competency testing for new teachers, with each state selecting the tests it believes most appropriate for this purpose. Participating states and school districts would also have to ensure that individuals hired to fill these new positions be either fully certified or making satisfactory progress toward full certification.

At least 10% of the funds in this initiative would be used to promote high quality teaching by (1) training teachers in proven practices for teaching in small classes; (2) providing mentors or other support for newly hired teachers; and (3) providing incentives to recruit qualified teachers to high poverty schools. States could use a portion of their funds to toughen teacher certification requirements, as well as to develop more rigorous assessments of new teachers.

Hold Schools Accountable for Results. School districts receiving these funds would have to show that each school is making measurable progress in improving reading achievement within 3 years, or take necessary corrective actions such as providing additional teacher training, revising the curriculum, or implementing proven practices for teaching reading. School districts could lose funding if there is no subsequent improvement in reading achievement in those schools. School districts would also have to publish an annual school report card, providing parents and taxpayers with clear information on student achievement, class size, and teacher qualifications.

Target Funding to Areas of Greatest Need. The President's initiative would distribute funds to states on the basis of the Title 1 formula. Within the state, each high-poverty school district would receive the same share of these funds as it receives under Title 1; the remaining funds would be distributed within the state based on class size. Matching funds would be required from participating school districts, on a sliding scale ranging from 0-35%, with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or extend its efforts to other grades.

SMALL CLASSES MAKE A DIFFERENCE

According to a May 1998 Education Department report -- which analyzed the data and findings from the most carefully designed research studies on class size:

- **Smaller class size increases student achievement.** The report found that reducing class size from substantially above 20 students per class to below 20 students leads to gains in student achievement with the performance of the average student moving from the 50th percentile to somewhere above the 60th percentile. According to studies, students from smaller classes in North Carolina, Wisconsin, Indiana, and Tennessee outperformed their peers in larger classes. According to a follow-up study, students from smaller classes in Tennessee continued to outperform their peers in all academic subjects even after returning to larger classes in the 4th grade. An analysis of data on 10,000 4th graders in 203 school districts and 10,000 8th graders in 182 school districts across the United States shows that students in smaller classes performed better in 4th grade and 8th grade than comparable students in larger classes.
- **Smaller classes reduce discipline problems and increase instruction time for teachers.** In Burke County, North Carolina, the percentage of classroom time devoted to instruction increased from 80 percent to 86 percent, while the time devoted to non-instructional activities such as discipline decreased from 20 percent to 14 percent when class size was reduced. Students from Tennessee's STAR program worked harder and caused fewer discipline problems than students from larger classes even after the STAR students returned to large classrooms.
- **Smaller classes with well-prepared teachers make a difference.** Smaller classes will boost student achievement the most when teachers are prepared to teach well in these classes. A review of more than 100 research studies indicates that positive effects of smaller classes were more likely if teachers change their instructional methods and classroom procedures in the smaller classes. Class size reduction efforts resulting in student achievement gains in Wisconsin and North Carolina included a strong focus on professional development for teachers.
- **Smaller classes make the greatest impact in the early grades, and for disadvantaged and minority students.** The clearest evidence of positive effects of smaller classes on student performance is in the primary grades, particularly kindergarten through third grade. Research on class size reduction efforts in Tennessee, Indiana, Wisconsin, and North Carolina show clear academic gains for students in smaller classes through the third grade, while studies questioning the impact of class size have often focused on class size variation across all grade levels. The national study of 10,000 4th graders and 10,000 8th graders found the greatest impact of smaller classes on inner-city youth.

Class Size Reduction Initiative Estimated Impact

	Total Allocations FY 1999-2005
ALABAMA	\$212,269,243
ALASKA	29,163,203
ARIZONA	191,376,153
ARKANSAS	127,094,069
CALIFORNIA	1,397,655,780
COLORADO	118,415,890
CONNECTICUT	115,480,802
DELAWARE	30,741,974
DISTRICT OF COLUMBIA	36,240,369
FLORIDA	563,396,359
GEORGIA	327,427,717
HAWAII	33,900,890
IDAHO	36,857,172
ILLINOIS	548,174,868
INDIANA	192,301,609
IOWA	87,524,037
KANSAS	92,339,744
KENTUCKY	214,764,120
LOUISIANA	322,238,009
MAINE	48,746,392
MARYLAND	166,900,465
MASSACHUSETTS	245,702,459
MICHIGAN	549,709,510
MINNESOTA	146,072,173
MISSISSIPPI	210,023,658
MISSOURI	212,112,715
MONTANA	42,917,112
NEBRASKA	53,460,359
NEVADA	37,214,145
NEW HAMPSHIRE	30,007,357
NEW JERSEY	271,656,869
NEW MEXICO	105,219,567
NEW YORK	1,143,265,730
NORTH CAROLINA	234,278,899
NORTH DAKOTA	29,991,443
OHIO	504,298,107
OKLAHOMA	146,215,789
OREGON	114,806,227
PENNSYLVANIA	557,514,161
RHODE ISLAND	41,295,822
SOUTH CAROLINA	158,490,832
SOUTH DAKOTA	32,687,347
TENNESSEE	216,711,096
TEXAS	1,063,084,481
UTAH	55,663,942
VERMONT	29,562,521
VIRGINIA	185,270,647
WASHINGTON	182,511,317
WEST VIRGINIA	123,609,977
WISCONSIN	210,944,513
WYOMING	27,304,025
PUERTO RICO and OUTLYING AREAS	566,388,333
TOTAL	\$12,421,000,000*

* Reflects the withholding of \$2 million per year for national evaluation of the program.

** Average class size was estimated from reports of first, second, and third grade teachers of self-contained and departmentalized classes in the 1993-94 school year. Since the 1993-94 school year, several States have begun programs to reduce class size.

*** The number of new teachers funded in year 7 in each State estimated using state-specific estimates of newly hired teachers for grades 1-3. The teacher cost estimates include salary and benefits, and were derived from data reported in the 1993-94 Schools and Staffing Survey and the CPI for education.

EDUCATIONAL TECHNOLOGY: PREPARING AMERICA FOR THE 21ST CENTURY

New Initiatives for technology training for teachers, research, and learning "anytime anywhere" for adults

The Clinton Administration has made an unprecedented commitment to bringing technology into the classroom. As a central element of the President's lifelong learning agenda, the Administration believes that technology can help expand opportunities for American children to improve their skills, maximize their potential, and ready them for the 21st century. President Clinton and Vice President Gore have challenged the nation to assure that all children are technologically literate by the dawn of the 21st century, equipped with the communication, math, science, reading, and critical thinking skills essential for enhancing learning and improving productivity and performance.

They have asked the schools, teachers, parents, students, communities, private sector and governments to work together to achieve the four goals of the President's Technology Challenge:

- All teachers in the nation will have the training and support they need to help all students learn through computers and the information superhighway;
- All teachers and students will have modern computers in their classroom;
- Every classroom will be connected to the information superhighway; and
- Effective and engaging software and online resources will be an integral part of every school curriculum.

Educational technology continues to be a high priority and we have made significant progress on our goals to put modern computers in our classrooms and connect them to the information superhighway. With increasing access to computers and telecommunications we must be sure that teachers have the training and support as well. The 1997 NCES Survey found that 20 percent of teachers used advanced telecommunications for teaching and that in more than 50 percent of schools training for technology was left up to the teacher. The President's Committee of Advisors on Science and Technology's report in 1997 emphasized that "the substantial investment in hardware, infrastructure, software, and content will be largely wasted if K-12 teachers are not provided with the preparation and support they will need to effectively integrate information technology into their teaching." Additionally, the Nation's schools will require two million new teachers over the next 10 years.

In response to this significant need, the Administration's educational technology FY99 investments will place special emphasis on technology training for teachers, to help ensure that all new teachers entering the workforce can use technology effectively in the classroom and that there is at least one teacher who can serve as a technology expert in every school to help other teachers. In addition, the FY99 budget request provides funding for new research and expanding the role of technology for life long learning. These new initiatives will build on the programs already underway to achieve President Clinton's four technology goals and will help make significant progress in the areas that still need attention.

\$75 million to help train all new teachers in use of technology: This program will help ensure that all new teachers entering the workforce can integrate technology effectively in the curriculum, and can understand the new styles of teaching and learning enabled by technology. Currently most colleges of education do not adequately prepare teachers to use educational technology. While many of today's

college students are technology literate, incoming teachers require focused training on how to use new technologies to enhance student learning. Competitively awarded grants will be available to consortia of states, colleges of education, school districts, the private sector, and others. These grants could be used to support strategies such as: intensive summer institutes, faculty development and curriculum reform at colleges of education; and hands-on experience that pairs a preservice teacher with a local teacher that uses technology effectively. In addition, projects might be targeted at core subject areas, specific grade levels, or districts with large numbers of incoming teachers.

\$475 million for the Technology Literacy Challenge Fund: This is an increase of \$50 million over FY98, to provide the third installment of a \$2 billion investment over five years. This program provides funding to help states and local districts meet the Administration's four goals on educational technology. This year, states will be encouraged to devote at least 30 percent of the funds to provide teachers with the professional development they need to use technology effectively in the classroom. States have submitted plans that describe how they will finance educational technology, involve the private sector, and ensure the poorest school districts have access to technology.

\$106 million for the Technology Innovation Challenge Grant: This competitive grant program demonstrates innovative uses of educational technology by building partnerships between local school districts, universities, businesses, libraries, software designers, and others. Partners in the Challenge Grants continue to match federal funds by well over three-to-one. In 1998, for the first time, new awards will focus specifically on projects that developed or adopted innovative strategies to reach new and current teachers, administrators, and other educators to help them use and integrate advanced technology to improve teaching. Funding in 1999 will support a second competition for projects focusing on professional development and content, in addition to continuing the grant cycles from the previous four years.

\$10 million for Regional Technology in Education Consortia: These centers provide professional development, technical assistance and information dissemination to States, schools, districts, adult literacy centers, and other education institutions about the use of advanced technologies to improve teaching and student achievement. The six consortia also provide information on the various types and effective uses of hardware, software, and electronic networks, in order to help students meet challenging academic standards as well as technical assistance for E-Rate implementation.

\$75 million for a new Research Initiative: Improved understanding of learning processes and advances in computing and communications technologies have the potential to improve the quality of education and training available to Americans of all ages. This initiative will be funded by the Department of Education (\$50 million) and National Science Foundation (\$25 million), working together to expand Federal support of research focused on applying these new tools to the improvement of education and training and evaluating the real benefits achieved. The new funding will support work in areas such as:

- A deeper understanding of the learning process, and the contribution that technology and new approaches to teaching can make to improvements in student performance in reading and math;
- New learning technologies such as an "intelligent tutoring systems," and modeling and simulations; and
- Evaluation of strategies for successful, large-scale and sustained adoption of research-proven learning technology.

\$30 million to promote Learning Anytime Anywhere Partnerships: Many Americans want to improve their skills so they can compete for the higher wage jobs, but find it difficult to participate in traditional on-campus instruction. New technologies such as the Internet make it possible to provide access to learning “anytime anywhere” -- making it easier for Americans who live in remote rural areas, have a disability, or have competing family and work demands to have access to individualized, up-to-date, affordable education and training. The Department of Education will provide \$30 million in competitive grants to support partnerships among educational institutions, software developers, subject matter specialists, and private employers to develop new means of delivering distance learning, assessing the competencies of distance learners, and ensuring quality and accountability.

\$10 million for Community-Based Technology Centers: This new program establishes computer learning centers in low income communities. These centers will provide access to technology for disadvantaged students and adults unable to purchase computers for use at home. Computer learning centers provide a wide range of benefits to community members. For students, the centers provide after school access to information resources and educational software, allowing them to have access to new learning opportunities and acquire the technology and information management skills. Furthermore, schools are increasingly requiring computer access outside of the school day. The Computer Learning Centers address that problem by providing access to the Internet, electronic mail, and creating web sites to complete class projects. Computer centers will also allow parents to communicate with teachers and view online classroom work, where available.

THE E-RATE: CONNECTING AMERICA'S SCHOOLS AND LIBRARIES TO THE 21st CENTURY

"In this Education Age, access to up-to-date telecommunications in the classroom is a critical tool to supplement traditional learning. It is an extraordinary resource for teachers and students. It is the blackboard of the future."

—U.S. Secretary of Education Richard W. Riley, June 10, 1998

Technology is the new basic in America's classrooms -- an essential learning tool children must master to be successful citizens in the 21st century. We must work together to make sure that all students have access to the kinds of tools needed for the Information Age.

The Universal Service Fund for Schools and Libraries (commonly known as the E-rate) will place technology at the fingertips of all children by providing discounted telecommunications to schools and libraries. The E-Rate is a modern expansion of the fundamental principle of universal service which has ensured that families have affordable access to telephone service for more than 60 years. This expansion of Universal Service provides schools and libraries with affordable access to prepare students and communities for the Information Age.

Although 78% of *schools* are wired to the Internet, only 27% of *classrooms* -- *the places where students learn* -- are connected to the Internet. Poor and minority students face a growing digital divide with only 14% and 13% connectivity, respectively. By providing schools and libraries with discounted telecommunications and Internet services and inside wiring, the E-rate is one of the most critical initiatives to ensure that all students can access the opportunities provided by technology.

The E-rate costs the average American family less than a penny a day on their long distance telephone bill. This small investment will help provide for all children to access technology, whether in the most rural town library or urban school, opening doors to the best libraries and museums in the world for students who otherwise would never have access to them.

THE E-RATE WILL:

PROVIDE AMERICANS WITH HIGH-PAYING JOBS: The E-rate will help give students access to information age tools that will prepare them for the workforce of the 21st century. Currently hundreds of thousands of jobs requiring computer skills are going unfilled because of a lack of qualified workers. And there will be a 60% growth in computer-related jobs between now and the year 2005.

GIVE ALL KIDS A CHANCE TO SUCCEED: Schools and libraries will receive discounts of 20%-90% for telecommunications services to put computers in classrooms and resource centers. By providing schools and libraries in the poorest urban and rural areas the largest discounts, the E-rate gives the kids who most need it equal access to these critical learning technologies. It will help strengthen our schools and bridge the fault line that too often exists between rich and poor students and rural, suburban and urban schools.

The E-rate will help to build a strong and successful future for our children.

JIM JEFFORDS



UNITED STATES SENATOR • VERMONT

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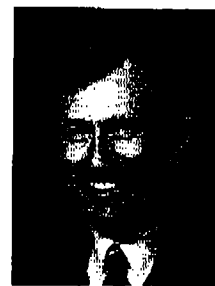
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JIM JEFFORDS



UNITED STATES SENATOR • VERMONT

Senator James M. Jeffords

United States Senator - Vermont

Chairman, Senate Committee on Labor and Human Resources

Born in Rutland, Vermont, on May 11, 1934, James Merrill Jeffords is the son of the late Marion H. Jeffords and the late Olin M. Jeffords, former Chief Justice of the Vermont Supreme Court. After attending public schools in Rutland, Jeffords received his B.S.I.A. degree from Yale University in 1956 and his LL.B. from Harvard Law School in 1962. Jeffords served active duty with the U.S. Navy from 1956 to 1959, and retired from the U.S. Naval Reserve as a Captain in 1990. He is married to Elizabeth Daley and has two children, Leonard and Laura. Jeffords' residence is in Shrewsbury, Vermont.

Jeffords served as a Vermont State Senator for Rutland County from 1967 to 1968 and held his first statewide office as Vermont Attorney General from 1969 to 1973.

From 1975 to 1988 Jeffords served as Vermont's Congressman At Large. As a member of the House of Representatives he was the ranking republican member of the House Education and Labor Committee and served on the House Agriculture Committee. Jeffords co-founded the Congressional Arts Caucus and was one of six founders of the Congressional Solar Coalition. He served as Chairman of the House Environmental Study Conference from 1978 to 1979 and was an advisor to the Law of the Sea Conference.

In 1988 Jeffords was elected to the United States Senate where he is currently serving in his second term. Jeffords is Chairman of the Senate Labor and Human Resources Committee, which has jurisdiction of federal health care, education, labor and retirement policy. Jeffords is also a member of the Senate Finance Committee, Senate Veterans' Affairs Committee and the Special Committee on Aging. He is the Co-Chairman of the Northeast-Midwest Senate Coalition.

Jeffords has been honored by various organizations during his tenure in Congress for work on numerous issues.

As a legislator who has left his fingerprints on virtually every piece of education legislation that has passed Congress in the last twenty years, Jeffords has been recently honored by: the Child Welfare League of America, receiving its 1995 Congressional Advocate of the Year award; the Committee for Education Funding, receiving its 1995 James O'Hara Educational Leadership award; the New England Association of Educational Opportunity Program Personnel, receiving its 1995 Shirley Chisholm Award; the United States Student Association, receiving its 1994 Legislator of the Year award; and the National Coalition for Literacy, receiving its 1996 Advancement of Literacy award.

As a co-author of the 1990 Clean Air Act and a leader in the protection of the environment, Jeffords has been honored by: the League of Conservation Voters, receiving its 1994 Hero of the Desert Award and in 1994 won the endorsement of the Sierra Club in his successful re-election bid.

As the author of legislation that for the first time brought the federal government under disability access requirements, Jeffords has been honored by: the American Brain Injury Association, receiving its 1996 Silvio Conte Award, the National Organization for Rare Disorders, receiving its 1996 Outstanding Service to the Public Health award.

As a co-author of the Civil Rights Act of 1991 and constant supporter of equal rights, Jeffords has been honored by the the National Association for the Advancement of Colored Person's Legal Defense Fund, receiving it's 1990 Equal Justice Award; and the National Women's Political Caucus, receiving its 1990 Good Guy Award.

In 1996 Jeffords was also listed as a "Deficit Hawk," by the Concord Coalition and honored by the U.S. Chamber of Commerce receiving its "Spirit of Enterprise Award."

Jeffords, a member of the Senate Quartet, is a black belt in Tae Kwon Do and enjoys cross country and downhill skiing.

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Congresswoman Eleanor Holmes Norton District of Columbia



Congresswoman Eleanor Holmes Norton is serving in her fourth term in the House of Representatives. She has been a legislative pioneer. In 1993, for the first time since the District was created, she got a historic debate and vote on statehood that dramatized the District's diminished democracy. That same year she won the right to vote on the House floor in the Committee of the Whole for the first time in the District's history. In 1995, when the Republicans took control of the Congress, they took her vote, an injustice she strives to reverse for her constituents who are the only Americans to pay federal taxes without full representation in the Senate and the House.

Even without a vote, she has continued to be a prolific legislator. Only 13 members of the 440-member House had more bills enacted than she; only 22 introduced more bills; and only seven members co-sponsored more bills than she. Except for the floor vote, the Congresswoman continues to have full rights and is a member of the House. She chaired two subcommittees in the 103rd Congress, votes in committee and has full legislative privileges.

Congresswoman Norton is a congressional leader. She was elected co-chair of the Congressional Women's Caucus and is a member of the Executive Committee of the Democratic Study Group, the policy arm of the House Democrats. She also is a member of the Congressional Black Caucus, Congressional Progressive Caucus, Congressional Arts Caucus, Congressional Diabetes Caucus, and the Environmental and Energy Study Conference.

Congresswoman Norton, a tenured professor of law at Georgetown University who still teaches a course there, came to Congress as a national figure. She chaired the Equal Employment Opportunity Commission under President Jimmy Carter. Even before she sought elective office, Ms. Norton had been named one of the 100 most important American women and one of the most powerful women in Washington. She has long been a nationally recognized writer and civil rights leader. She is the recipient of some 60 honorary degrees.

Among the Congresswoman's most significant legislative accomplishments in the 104th Congress were a law that increased funding for the EEOC and laws that bolstered the sagging economy of the District, including two revenue-producing projects, the D.C. Convention Center and the Sports Arena; renovation of the Navy Yard and the transfer of 4,000 new jobs there; a successful fight to keep 2,300 SEC jobs from moving from the District to Maryland; a bill that saved the District from losing almost \$200 million in road repair funds; and extra money for public safety and schools in the District.

After receiving her B.A. from Antioch College in Ohio, Congresswoman Norton simultaneously earned a law degree from Yale Law School and a Masters' degree in American Studies from Yale Graduate School. Yale Law School has awarded her the Citation of Merit as an Outstanding Alumnus of Yale Law School, and Yale Graduate School has awarded her the Yale Wilbur Cross Medal as an Outstanding Alumnus of the Graduate School.

Ms. Norton brings to Congress an unusually broad background and professional experience. She has served on the boards of three Fortune 500 companies, the board of the Rockefeller

Foundation, as well as the Board of Governors of the D.C. Bar Association, and the boards of civil rights, civic, and national organizations. The Congresswoman is the mother of John Holmes Norton and Katherine Felicia Norton.



[Back to the Home Page](#)

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004. fax	Lenora Steinkamp to Neera Tanden re: Intro of The First Lady at John Eaton School (partial) (1 page)	09/07/1998	P6/b(6)

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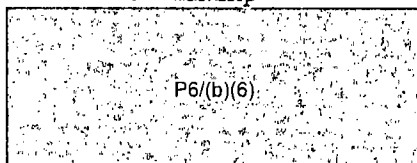
September 7, 1998

VIA FAX # 456-2878

[4 page(s)]

To: Ms. Neera Tanden
Office of the First Lady
The White House

From: Lenora Steinkamp Long & Foster, Realtors



{004}

Re: Introduction of The First Lady at John Eaton School

Neera:

Attached please find the text of my proposed remarks in introduction of The First Lady tomorrow. In addition, I enclose my summary biography.

Please feel free to suggest any changes. I will be in and out today. If I am not at home, please call the cell number.

I look forward to hearing from you. Thank you for your effort in making this a special day for the boys and girls at John Eaton.

Sincerely,

A handwritten signature in cursive script that reads "Lenora".

Lenora

Washington, D.C., September 8, 1998

Remarks by Lenora Steinkamp in Introduction of The First Lady, Hillary Clinton, to Parents, Faculty and Guests at John Eaton Elementary School

Many years ago, during the beginning of my teaching career, I was sent to teach in a school that had been built around the turn of the century, and little had been done to it since. When I first walked into my dark classroom, I knew something had to be done!! I quickly enlisted the help of my father and, with lots of help from the children, we painted our classroom.

Even as a fairly new teacher, I knew that the children would be more likely to learn in a bright, inviting learning environment. I learned alot that year, and so did the children. It became very clear to me how important the learning environment is, and how it affects learning.

In fact, we communicate how much we value children by the learning environment we provide. We must demonstrate that we care enough to give children a bright, safe environment that is conducive to learning.

When my own boys were school age, parents in our neighborhood talked a lot about our childrens' education. Sometimes, the little girl down the street would ride over on her bike with her mom. We sat on the back porch while the children played and talked about our children, their education, and all the other things moms hope for and talk about. It became real clear to me that the mom of the little girl named Chelsea, cared so very much about children, and especially about children learning. She, too, believed then, and believes now, that children deserve the best possible learning environment. Chelsea's mom has continued to be a friend of education, and a friend of mine. And so, it is with deep personal pride and great pleasure that I introduce to you this morning Chelsea's mom, a true first friend of education, and The First Lady of the United States, Hillary Clinton.

Washington, D.C., September 8, 1998

Remarks by Lenora Steinkamp in Introduction of The First Lady, Hillary Clinton, to Students at John Eaton Elementary School

Good morning BOYS and GIRLS.

Most of you know me as Mrs. Steinkamp, one of the kindergarten teachers at John Eaton. But some of you may not know that I used to live in Arkansas, and that I have two sons. When my boys were your age, they used to play with a little girl named Chelsea, who lived in the same neighborhood. They discovered that Chelsea had a big back yard that was great fun.

I discovered that Chelsea had a great mom, and she and I became friends. She came here today because she cares that you learn as much as you can every day. She believes in each of you, and wants you to do your very best in school.

So, I am very proud to introduce you to Chelsea's mom, my friend, a first friend of education, the First Lady of the United States, Hillary Clinton.

3PP

FAX

TO: Neera Tanden

FR: KAREN BATES

RE: ATTACHED DRAFT

#: 456-2878

Attached is a draft of Arlene's comments, as promised. I'll call you first thing tomorrow (or you can reach me at home today) to make sure the program hasn't changed.

-K

DRAFT REMARKS OF ARLENE ACKERMAN
JOHN EATON SCHOOL
September 8, 1998

Thank you, Principal _____, for that warm welcome. When I was a principal, my school was my second home, and when I had visitors, it was like having visitors come to my house. It is clear to me that you have taken that same kind of pride in your school, and when I walk the halls, I can see the evidence of it. I want to congratulate you on your leadership and thank you for making us feel welcome in your school.

As I look around this room, I feel truly lucky. This morning, I have the honor of introducing Congresswoman Eleanor Holmes Norton, who represents the District of Columbia in the United States Congress. Congresswoman Norton has been a tremendous supporter of the District's public schools -- through thick and thin -- and she has given me invaluable advice and guidance during my time as Superintendent. As the sole representative of the District of Columbia, Congresswoman Norton has a big job on Capitol Hill, but she doesn't let that discourage her. She pours herself into her job, and, I can assure you, she makes the views of the District's residents heard, loud and clear.

We also have with us this morning Senator Jim Jeffords, from the state of Vermont. Senator Jeffords may be from New England, but he has made Washington, D.C. his second home. He has demonstrated his commitment to the citizens of the nation's Capital, and, especially, to the District's children, in both his words and his actions. Senator Jeffords has been an ally of the District's public schools through good times and bad and, like Mrs. Norton, he has helped to communicate to his colleagues the progress we are making to turn this system around. I am truly grateful for the support of both Congresswoman Norton and Senator Jeffords.

As if that wasn't enough, we at the District of Columbia Public Schools have a strong and committed supporter in the White House. The First Lady has demonstrated a long-standing commitment to children, and she has shown her interest in and support for our reform efforts time and again, most recently by providing the district with a \$5 million federal grant to help fund our Summer STARS program. I doubt that any of my colleagues in other school districts across the country have the kind of friends that we have here in Washington, DC. The challenges we face at the District of Columbia Public Schools are great, but with support like this, I know that we will succeed in making the school system exemplary.

We are making progress. After years of neglect left the district's school infrastructure literally crumbling, we implemented a capital improvement program that put new roofs on over sixty schools in 1997 and an additional 35 schools, including John Eaton, last summer. We will replace dilapidated boilers and dysfunctional windows in schools across the city this fall. After we stabilize our school buildings, we are hopeful that funds will be available to begin to modernize them, installing state-of-the-art science labs and cutting-edge computer technology. This fall, we will begin a discussion with our key stakeholders -- parents, students and members of the community -- about what the school house of the future should look like. I expect that to be a very interesting and productive conversation, and I hope that all of you will participate in it.

In the meantime, we know that children and teachers need to be in safe, secure school buildings, so that they can focus their energy on teaching and learning. With the help of Congress and the Clinton administration, we have finally moved out of crisis mode on the facilities front. As you all know, school opened on time on September 1. Leaky roofs had been repaired or replaced, buildings were ready to receive students, and textbooks and supplies were in place. During my travels around the district last week, I saw children engaged in learning in every school that I visited.

Last year, we also undertook a major academic reform effort. We put in place clear standards for student performance, so that teachers, students, and parents clearly understood what children should know and be able to do. We implemented accountability measures for both students and staff. We provided the supports that students needed to meet the new standards -- including the Summer STARS program, which had almost 25,000 participants -- and we stepped up professional development for teachers and school administrators. And it paid off. Standardized test scores in reading and math were up in every grade that was tested between spring 1997 and spring 1998. Here at Eaton, scores increased _____.

We are going to keep building on that momentum this year. We will put standards in place in additional subject areas, and continue to push students to meet and exceed those standards. We will revise our teacher evaluation system, to tie it more closely to student achievement, as we did last year with principal evaluations. We will continue working to reengineer the district's central administration, to better support schools, and we will keep reaching out to our parents, and to all our partners in education, for input and support. Working together, I know that we will achieve our goal: to make the Washington, DC school system exemplary.

Now, I am pleased to introduce a key partner in this effort, Congresswoman Eleanor Holmes Norton.

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Eaton Elementary School

ADDRESS: 3301 Lowell St. NW, Washington 20008
([show me on a map](#))

PHONE: 202/282-0103

**CROSS
STREET:** 33rd Street NW

Achievement Scores, 1996-97 School Year, D.C. Public Schools

☐ This School ☐ School System Average

Math (95.4% of students tested)

Percent Lacking Basic Academic Skills

19.2% - Eaton

58.6% - District

Percent with Basic Skills

30.8% - Eaton

27.0% - District

Percent Proficient or Advanced

50.0%

14.4%

Reading (95.7% of students tested)

Percent Lacking Basic Academic Skills

12.4%

36.4%

Percent with Basic Skills

34.1%

40.5%

Percent Proficient or Advanced

53.4%

23.1%

Notes:

Lacking basic academic skills performance indicates little or no mastery of fundamental knowledge and skills at grade level tested.

Basic skills performance denotes partial mastery of knowledge and skills that are fundamental for satisfactory work at the grade level tested.

Proficient or advanced performance represents solid or superior academic performance. 42% of the students at this school qualified for free or reduced price lunch based on their families' income.

Source: D.C. School System, 1996-97 school year.

last published: Saturday July 18, 1998

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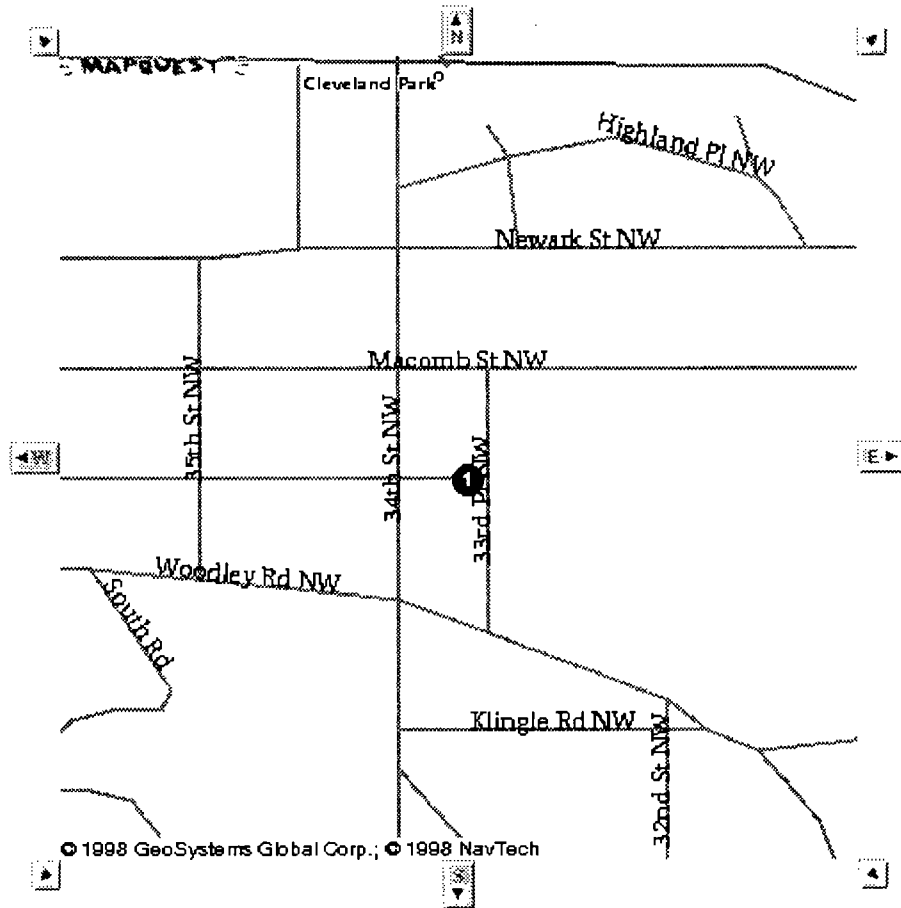
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Eaton Elementary School

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**John Eaton Elementary School
34th and Lowell Streets, NW
Washington, DC 20008
Jean D. Tate, Principal
(202) 282-0103
Fax #: (202) 282-0074**

BIO for Jean D. Tate

- I was born and raised in the District of Columbia.**
- I am a product of the District of Columbia Public School System (Harrison Elementary, Garnet Paterson Junior High School, Calvin Coolidge High School)**
- I decided early in life that I wanted to be a teacher (Elementary School)**
- I completed my undergraduate work in elementary education at what was then, The District of Columbia Teachers College, in 1965.**
- My Masters 's Degree in Administration and Supervision, with an elementary education concentration, was completed in May of 1991 from The University of The District of Columbia.**
- I consistently enrolled in additional graduate courses while teaching to keep abreast of current research and trends in education at local universities (Georgetown, Trinity, George Washington, Catholic, Howard).**
- I began my teaching career at Bunker Hill Elementary School as a 5th grade teacher.**
- During my twenty-five year tenure at Bunker Hill, I taught every intermediate grade (4th, 5th, and 6th).**
- In 1979, I was selected to teach children who had been identified as academically talented. I served in this capacity for ten years.**
- In 1989, I applied for and was selected, as a mentor teacher. In this capacity, I worked with a cadre' of teachers who were new to the District of Columbia Public School System. My responsibility was to assist them in understanding and implementing the DCPS curriculum, develop effective management skills, and adopt appropriate instructional strategies.**
- Upon completion of my tenure as a mentor teacher, I entered the Administrative Intern Program. I was an intern from 1992-1993 at John**

Eaton Elementary School.

-Upon completion of my internship, I served as an assistant principal in two schools, Stuart-Hobson Middle School and Garrison Elementary School (1993-1995).

-In June of 1995 I applied for the Principalship of John Eaton Elementary School. I was selected as the principal that summer and continue in that capacity.

-I have participate in numerous staff development activities and have been selected to chair numerous committees during my 32 year tenure in the District of Columbia Public School System:

- *Coordinator of the tutorial program in the Bunker Hill Afterschool Program**

- *Participated in IDEA at Agnes Scott College in Atlanta Georgia**

- *Attended the NAESP Convention (National Elementary School Principal's) in Orlando, FL, (1998),**

- *Member of the National Sorority of Phi Delta Kappa, an educational sorority.**

- *Selected as a mentor principal for the LEAD Program (1998-1999)**

-I am most proud of being the mother of two grown sons, both of which are college graduates and working for corporate America (Michael and Charles). This is my greatest accomplishment.

Education has been my life's work. It is with pride that I say that I am a teacher even though I currently have the title of administrator.



JOHN EATON ELEMENTARY SCHOOL
34th & Lowell Streets, N. W.
Washington, D. C. 20008
Jean D. Tate, Principal

Phone: (202) 282-0103 Fax: (202) 282-0074

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FROM: Jean D. Tate
Principal

RE: BLO for Jean D Tate

FAX NUMBER: 456-2878

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COMMENTS/REMARKS: As per your request,
this is a capsule of my educational
experience

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CONTACT JOHN EATON ELEMENTARY SCHOOL AT (202) 282-0103.

BACKGROUND ON CLINTON-GORE SCHOOL MODERNIZATION PROPOSALS

-- Contents --

The attached documents regarding President Clinton's proposals to improve the learning environment may be distributed to the participants in your event and used for reference in preparation of your activities on September 8.

School Construction and Renovation

- ▶ Fact Sheet
- ▶ The Need for School Modernization Assistance
- ▶ How Could School Modernization Bonds Help Schools in My Area?
- ▶ Impact of Inadequate School Facilities on Student Learning
- ▶ State and Local Funding Estimate

Smaller Class Sizes with Well-Qualified Teachers

- ▶ Fact Sheet
- ▶ Small Classes Make a Difference
- ▶ State-by-State Funding Estimate

Access to Technology

- ▶ Educational Technology: Preparing America for the 21st Century
- ▶ The E-rate: Connecting America's Schools & Libraries to the 21st Century

FACT SHEET: MODERNIZE SCHOOLS FOR THE 21ST CENTURY

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget proposes Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered up to half the interest on an estimated \$20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of School Modernization Bonds: Qualified School Construction Bonds (a new proposal) and expansion of the Qualified Zone Academy Bonds (created last year). The Department of the Treasury estimates that the revenue loss associated with the bonds would be \$5 billion over 5 years and over \$11 billion over 10 years.

Qualified School Construction Bonds

\$19.4 billion in zero-interest bonds (\$9.7 billion in 1999 and \$9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to their share of funds under the Title I Basic Grant formula in the preceding year. In addition, up to 25 additional school districts that are in particular need of assistance, such as districts with a low level of resources for school construction or a high level of enrollment growth, could receive these allocations. These funds would be spent in accordance with the school district's plans.

The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated in proportion to each State's share of funds under the Title I Basic Grant formula in the preceding year, after subtracting the Title I shares of the 100-125 school districts (above).

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100-125 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs, such as the need to provide access to students with disabilities, in the jurisdiction and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of the bonds. State plans would also describe how they will ensure that localities with the greatest need -- as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs -- would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by \$2.4 billion (an additional \$1 billion, to \$1.4 billion, in 1999, and \$1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.

THE NEED FOR SCHOOL MODERNIZATION ASSISTANCE

The President's proposal to create School Modernization Bonds is designed to address a nationwide school facilities crisis. These funds are necessary because: (1) the cost to repair existing schools is high, and States and communities can stretch their efforts and dollars further with these interest-free bonds; (2) enrollment growth is surging; and (3) better school facilities lead to better academic achievement.

The Cost to Repair Existing Schools Is High

In a 1995 report, School Facilities: Condition of America's Schools, the General Accounting Office (GAO) estimated that the cost of bringing the Nation's schools into good overall condition was \$112 billion. GAO's report indicated:

- One-third of all schools, serving 14 million students, need extensive repair or replacement;
- About 60 percent (including some schools in generally adequate condition) of all schools report needing at least one major building feature to be replaced or extensively repaired.

According to GAO: 28,100 schools serving 15 million students have less-than-adequate heating, ventilation, and air-conditioning systems; 23,100 schools serving 12 million students have less-than-adequate plumbing; and 21,100 schools serving 12 million students have less-than-adequate roofs.

GAO cited some horrific examples of the need for school repairs:

- Heating depends on a fireman's stoking a coal furnace by hand at a high school;
- Raw sewage was backed up on the front lawn of a junior high school because of defective plumbing
- At an elementary school, a ceiling weakened by leaking water collapsed just 40 minutes after students had left for the day; and
- Another elementary school had asbestos, chipping and peeling lead paint, and boarded windows.

Enrollment Growth is Surging

The National Center for Education Statistics projects that elementary and secondary enrollments will swell from 52.2 million in 1997 to 54.4 million in 2006. State and localities will need to build some 6,000 new schools to serve additional students in the next decade.

The Condition of Schools Is Related to Student Achievement

Several research studies indicate that the condition of school buildings affects student achievement. For instance, a 1991 study in the District of Columbia found that students in school buildings that were in poor condition had achievement 6 percent below students in schools that were in fair condition and 11 percent below students in schools in excellent condition.

HOW COULD SCHOOL MODERNIZATION BONDS HELP SCHOOLS IN MY AREA?

School Modernization Bonds would work differently in various communities. Below are three examples that illustrate differences among communities based on their: (1) school construction needs; (2) authority to issue bonds; and (3) ability to issue bonds.

School District A -- A Rapidly Growing School District

School District A needs funds to construct additional schools to educate its rapidly growing enrollment. The State would allocate bond authority to School District A. When this community passes a bond initiative, it would then enter into an agreement with a financial company to sell the bonds to bond holders in order to raise funds to build schools in the community. The school district would use these funds to plan, design, and build additional schools. The community would repay the principal on the bonds to the bond holders, but it would not have to pay interest on the School Modernization Bonds. The bond holders would receive a tax credit equivalent to the amount of interest they would ordinarily have received on the loan.

School District B -- A School District with School Buildings in Need of Renovation

School District B needs funds to renovate its aging school buildings. This school district would receive a direct allocation of bond authority from the Federal Government because it is one of the 100 school districts with the largest number of students in poverty. This community has already passed a bond initiative, so it does not have to go to its citizens to gain the authority to issue bonds. The district is still eligible to issue School Modernization Bonds because it has not yet issued all of the bonds its citizens authorized it to issue. It would issue the bonds through a financial company to raise the funds necessary to renovate its schools. School District B would use these funds to renovate its facilities taking into account the need to accommodate modern educational technologies; provide access to individuals with disabilities; improve the energy efficiency of its buildings; and to bring its buildings, including its roofs and boilers, into good overall condition. The bond holders would be repaid as they would under the example for School District A. One difference would be that School District B would be able to use money saved from its energy bill to help it repay the principal on the loan.

School District C -- A School District on a Poor Indian Reservation

This poor public school district needs funds to renovate a school and build a new school but is unable to issue bonds itself because of its small tax base. School District C would receive a heavily subsidized loan from the State. The State would subsidize the loan either by contributing the State's own funds toward the loan or by decreasing the amount of the subsidy other communities would receive under School Modernization Bonds in the State. School District C would not issue the bond itself; the State would issue it on behalf of School District C and several other school districts. School District C would use the funds to plan, design, and construct its new building and to renovate its existing school. The State could guarantee that School District C would repay the loan by retaining State aid in event that the school district stopped making payments. School District C would pay only a portion of the principal on the loan to the State because the loan is subsidized. The bond holders would be repaid as described in the above examples, except the State rather than the community would repay the principal to the bond holders.

IMPACT OF INADEQUATE SCHOOL FACILITIES ON STUDENT LEARNING

A number of studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding.

Physical Building Conditions

Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilets, poor lighting, inadequate ventilation, and inoperative heating and cooling systems can affect learning as well as the health and morale of staff and students.

Impact on Student Achievement

- A study of the District of Columbia school system found, after controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition. (Edwards, 1991)
- Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments.
- Similarly, Hines' (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings.
- A study of North Dakota high schools, a state selected in part because of its relatively homogeneous, rural population, also found a positive relationship between school condition (as measured by principals' survey responses) and both student achievement and student behavior. (Earthman, 1995)
- McGuffey (1982) concluded that heating and air conditioning systems appeared to be very important, along with special instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study.
- Research indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988).

Impact on Teaching

- Lowe (1988) interviewed State Teachers of the Year to determine which aspects of the physical environment affected their teaching the most, and these teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors. In particular, the teachers emphasized that the ability to control classroom temperature is crucial to the effective performance of both students and teachers.
- A study of working conditions in urban schools concluded that "physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment." Building renovations in one district led teachers to feel "a renewed sense of hope, of commitment, a belief that the district cared about what went on in that building." In dilapidated buildings in another district, the atmosphere was punctuated more by despair and frustration, with teachers reporting that leaking roofs, burned out lights, and broken toilets were the typical backdrop for teaching and learning." (Corcoran et al., 1988)
- Corcoran et al. also found that "where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility."
- A Carnegie Foundation (1988) report on urban schools concluded that "the tacit message of the physical indignities in many urban schools is not lost on students. It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Similarly, Poplin and Weeres (1992) reported that, based on an intensive study of teachers, administrators, and students in four schools, "the depressed physical environment of many schools... is believed to reflect society's lack of priority for these children and their education."

Overcrowding

Overcrowded schools are a serious problem in many school systems, particularly in the inner cities, where space for new construction is at a premium and funding for such construction is limited. As a result, students find themselves trying to learn while jammed into spaces never intended as classrooms, such as libraries, gymnasiums, laboratories, lunchrooms, and even closets. Although research on the relationship between overcrowding and student learning has been limited, there is some evidence, particularly in high-poverty schools, that overcrowding can have an adverse impact on learning.

- A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques. (Rivera-Batiz and Marti, 1995)
- Corcoran et al. (1988) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism.

Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or on teaching anything beyond the barest minimum of required material. In addition, because teachers must constantly struggle simply to maintain order in an overcrowded classroom, the likelihood increases that they will suffer from burnout earlier than might otherwise be the case.

Qualified Zone Academy Boards.

**CONSTRUCTION INITIATIVE:
DISTRIBUTION OF \$22.6 BILLION IN BONDING AUTHORITY
INITIAL ESTIMATES
S. 1705 (50 PERCENT FOR SCHOOL DISTRICTS)**

State		Estimated Allocation (000s)
Alabama	School Construction Bonds	
	SEA Allocation	188,621
	Birmingham City	39,997
	Mobile County	56,461
	QZABs	52,455
	State Total	337,534
Alaska	School Construction Bonds	
	SEA Allocation	36,902
	QZABs	7,537
	State Total	44,439
Arizona	School Construction Bonds	
	SEA Allocation	193,994
	Mesa Unified School District	24,703
	Tucson Unified District	39,260
	QZABs	53,246
	State Total	311,203
Arkansas	School Construction Bonds	
	SEA Allocation	145,925
	QZABs	32,518
	State Total	178,443
California	School Construction Bonds	
	SEA Allocation	952,974
	Bakersfield City Elementary	27,470
	Compton Unified	43,160
	Fresno Unified	80,447
	Long Beach Unified	69,115
	Los Angeles Unified	697,045
	Montebello Unified	31,435
	Oakland Unified	50,643
	Pomona Unified	25,840
	Sacramento City Unified	45,359
	San Bernardino City Unified	45,845
	San Diego City Unified	98,043
	San Francisco Unified	40,589
	Santa Ana Unified	38,573
	Stockton City Unified	34,480
	QZABs	376,680
	State Total	2,657,698

Colorado	School Construction Bonds	
	SEA Allocation	112,253
	Denver County 1	53,528
	QZABs	30,560
	State Total	196,341
Connecticut	School Construction Bonds	
	SEA Allocation	78,494
	Bridgeport Sch District	35,420
	Hartford Sch District	54,958
	New Haven Sch District	36,208
	QZABs	31,524
	State Total	236,604
Delaware	School Construction Bonds	
	SEA Allocation	36,902
	QZABs	7,630
	State Total	44,532
District Of Columbia	School Construction Bonds	
	SEA Allocation	75,395
	QZABs	9,842
	State Total	85,237
Florida	School Construction Bonds	
	SEA Allocation	231,777
	Broward County Sch District	89,008
	Dade County Sch District	291,657
	Duval County Sch District	66,958
	Escambia County Sch District	35,641
	Hillsborough County Sch	85,096
	Orange County Sch District	61,791
	Palm Beach County Sch District	60,501
	Pinellas County Sch District	52,118
	Polk County Sch District	42,614
	Volusia County Sch District	29,867
	QZABs	150,261
	State Total	1,197,289
Georgia	School Construction Bonds	
	SEA Allocation	299,538
	Atlanta City Sch District	86,192
	Chatham County Sch District	28,745
	Dekalb County Sch District	36,464
	Richmond County Sch District	25,116
	QZABs	85,499
	State Total	561,554

Hawaii	School Construction Bonds	
	SEA Allocation	40,984
	QZABs	9,046
	State Total	50,030
Idaho	School Construction Bonds	
	SEA Allocation	43,463
	QZABs	9485
	State Total	52,948
Illinois	School Construction Bonds	
	SEA Allocation	315,854
	City Of Chicago School District	595,601
	QZABs	136,584
	State Total	1,048,039
Indiana	School Construction Bonds	
	SEA Allocation	182,029
	Gary Community School Co	31,697
	Indianapolis Public School	62,669
	QZABs	49,285
	State Total	325,680
Iowa	School Construction Bonds	
	SEA Allocation	103,120
	QZABs	23,170
	State Total	126,290
Kansas	School Construction Bonds	
	SEA Allocation	95,734
	Wichita	31,087
	QZABs	24,310
	State Total	151,131
Kentucky	School Construction Bonds	
	SEA Allocation	212,921
	Jefferson Co	64,194
	QZABs	54,356
	State Total	331,471
Louisiana	School Construction Bonds	
	SEA Allocation	232,979
	Caddo Par Sch Brd	40,897
	East Baton Rouge Par Sch	41,153
	Jefferson Par Sch Brd	40,262
	Orleans Par Sch Brd	107,926
	QZABs	79,331
	State Total	542,548

Maine	School Construction Bonds	
	SEA Allocation	61,639
	QZABs	13003
	State Total	74,642
Maryland	School Construction Bonds	
	SEA Allocation	79,112
	Baltimore City P S System	149,630
	Baltimore County Public	34,907
	Prince Georges Co Public	42,839
	QZABs	44,409
	State Total	350,897
Massachusetts	School Construction Bonds	
	SEA Allocation	229,535
	Boston Sch District	89,668
	Springfield Sch District	35,775
	QZABs	62,655
State Total	417,633	
Michigan	School Construction Bonds	
	SEA Allocation	412,678
	Detroit City School District	363,675
	Flint City School District	46,404
	Grand Rapids City Sch District	34,523
	QZABs	137,136
State Total	994,416	
Minnesota	School Construction Bonds	
	SEA Allocation	130,886
	Minneapolis Special Sch	54,221
	Saint Paul Sch District	35,713
	QZABs	38,909
State Total	259,729	
Mississippi	School Construction Bonds	
	SEA Allocation	224,864
	Jackson Public School District	28,683
	QZABs	52,123
State Total	305,670	
Missouri	School Construction Bonds	
	SEA Allocation	189,077
	Kansas City Sch District 33	47,341
	St Louis City School District	77,713
	QZABs	53,936
	State Total	368,067

Montana	School Construction Bonds	
	SEA Allocation	52,274
	QZABs	10,886
	State Total	63,160
Nebraska	School Construction Bonds	
	SEA Allocation	46,138
	Omaha Public Schools	32,817
	QZABs	14,046
	State Total	93,001
Nevada	School Construction Bonds	
	SEA Allocation	13,846
	Clark County Sch District	57,971
	QZABs	10,290
	State Total	82,107
New Hampshire	School Construction Bonds	
	SEA Allocation	36,902
	QZABs	7,733
	State Total	44,635
New Jersey	School Construction Bonds	
	SEA Allocation	237,228
	Camden City	43,936
	Jersey City	45,705
	Newark City	87,398
	QZABs	70,842
	State Total	485,109
New Mexico	School Construction Bonds	
	SEA Allocation	96,870
	Albuquerque Public Schools	48,700
	QZABs	28,080
	State Total	173,650
New York	School Construction Bonds	
	SEA Allocation	412,507
	Buffalo City Schools	83,473
	New York City	1,611,612
	Rochester City Schools	58,423
	QZABs	294,721
	State Total	2,460,736
North Carolina	School Construction Bonds	
	SEA Allocation	262,774
	Mecklenburg County	34,623
	QZABs	61,668
	State Total	359,065

North Dakota	School Construction Bonds	
	SEA Allocation	36,902
	QZABs	7,692
	State Total	44,594
Ohio	School Construction Bonds	
	SEA Allocation	376,469
	Akron City Sd	37,195
	Cincinnati City Sd	70,108
	Cleveland City Sd	139,125
	Columbus City Sd	73,459
	Dayton City Sd	40,079
	Toledo City Sd	46,535
	QZABs	128,603
	State Total	911,573
Oklahoma	School Construction Bonds	
	SEA Allocation	134,270
	Oklahoma City Sch District	35,821
	Tulsa City Sch District	32,952
	QZABs	38,286
State Total	241,329	
Oregon	School Construction Bonds	
	SEA Allocation	117,410
	Portland Sch District LJ	37,977
	QZABs	30,239
State Total	185,626	
Pennsylvania	School Construction Bonds	
	SEA Allocation	444,218
	Philadelphia City S D	345,261
	Pittsburgh S D	62,677
	QZABs	141,386
State Total	993,542	
Puerto Rico	School Construction Bonds	
	SEA Allocation	494,937
	QZABs	119,775
State Total	614,712	
Rhode Island	School Construction Bonds	
	SEA Allocation	30,194
	Providence Sch District	41,994
	QZABs	10,961
State Total	83,149	

South Carolina	School Construction Bonds	
	SEA Allocation	167,082
	Charleston County Sch District	30,933
	QZABs	39,979
	State Total	237,994
South Dakota	School Construction Bonds	
	SEA Allocation	38,002
	QZABs	8,084
	State Total	46,086
Tennessee	School Construction Bonds	
	SEA Allocation	164,525
	Knox Co Sch District	23,860
	Memphis City Sch District	98,024
	Nashville-Davidson Co Sc	44,710
	QZABs	57,497
	State Total	388,616
Texas	School Construction Bonds	
	SEA Allocation	828,570
	Aldine ISD	31,393
	Austin ISD	39,433
	Brownsville ISD	49,978
	Corpus Christi ISD	32,234
	Dallas ISD	141,973
	El Paso ISD	67,606
	Fort Worth ISD	61,104
	Houston ISD	206,115
	Laredo ISD	34,663
	San Antonio ISD	78,386
	Ysleta ISD	42,640
	QZABs	270,506
	State Total	1,884,601
Utah	School Construction Bonds	
	SEA Allocation	66,771
	QZABs	14,048
	State Total	80,819
Vermont	School Construction Bonds	
	SEA Allocation	36,196
	QZABs	7,743
	State Total	43,939
Virginia	School Construction Bonds	
	SEA Allocation	198,345
	Norfolk Cty P S	32,815
	Richmond Cty P S	27,702
	QZABs	51,668
	State Total	310,530

Washington	School Construction Bonds	
	SEA Allocation	204,181
	Seattle	32,414
	QZABs	48,380
	State Total	284,975
West Virginia	School Construction Bonds	
	SEA Allocation	142,557
	QZABs	30,764
	State Total	173,321
Wisconsin	School Construction Bonds	
	SEA Allocation	168,546
	Milwaukee Sch District	163,855
	QZABs	54,162
	State Total	386,563
Wyoming	School Construction Bonds	
	SEA Allocation	33,059
	QZABs	7,578
	State Total	40,637
Outlying Areas	School Construction Bonds	26,975
	QZABs	8901
	Total	35,876
Potential reserve for additional LEAs (School Construction Bonds)		600,000
TOTAL		22,600,000

NOTE: Numbers may not add to totals due to rounding. Estimates are based on the best available data as of 2/10/98.

FACT SHEET: Smaller Classes with Better Teachers

President Clinton has proposed legislation to help communities and school districts reduce class size to a national average of 18 in grades 1-3. The initiative would provide \$12.4 billion over 7 years to help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade. The initiative will reduce class size in grades 1-3 to a nationwide average of 18 by providing funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds to boost teacher quality through teacher training, recruitment, and testing, and new teachers will be required to pass state competency tests. The legislation will:

Help Hire an Additional 100,000 Teachers to Reduce Class Size. States will allocate funding under this initiative to school districts to pay salaries and benefits for additional teachers to reduce class size in the early grades. Up to 90% of the funds allocated to school districts would be used for hiring teachers.

Make Sure These Teachers Are Prepared to Teach Well. States would be required to implement competency testing for new teachers, with each state selecting the tests it believes most appropriate for this purpose. Participating states and school districts would also have to ensure that individuals hired to fill these new positions be either fully certified or making satisfactory progress toward full certification.

At least 10% of the funds in this initiative would be used to promote high quality teaching by (1) training teachers in proven practices for teaching in small classes; (2) providing mentors or other support for newly hired teachers; and (3) providing incentives to recruit qualified teachers to high poverty schools. States could use a portion of their funds to toughen teacher certification requirements, as well as to develop more rigorous assessments of new teachers.

Hold Schools Accountable for Results. School districts receiving these funds would have to show that each school is making measurable progress in improving reading achievement within 3 years, or take necessary corrective actions such as providing additional teacher training, revising the curriculum, or implementing proven practices for teaching reading. School districts could lose funding if there is no subsequent improvement in reading achievement in those schools. School districts would also have to publish an annual school report card, providing parents and taxpayers with clear information on student achievement, class size, and teacher qualifications.

Target Funding to Areas of Greatest Need. The President's initiative would distribute funds to states on the basis of the Title 1 formula. Within the state, each high-poverty school district would receive the same share of these funds as it receives under Title 1; the remaining funds would be distributed within the state based on class size. Matching funds would be required from participating school districts, on a sliding scale ranging from 0-35%, with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or extend its efforts to other grades.

SMALL CLASSES MAKE A DIFFERENCE

According to a May 1998 Education Department report -- which analyzed the data and findings from the most carefully designed research studies on class size:

- **Smaller class size increases student achievement.** The report found that reducing class size from substantially above 20 students per class to below 20 students leads to gains in student achievement with the performance of the average student moving from the 50th percentile to somewhere above the 60th percentile. According to studies, students from smaller classes in North Carolina, Wisconsin, Indiana, and Tennessee outperformed their peers in larger classes. According to a follow-up study, students from smaller classes in Tennessee continued to outperform their peers in all academic subjects even after returning to larger classes in the 4th grade. An analysis of data on 10,000 4th graders in 203 school districts and 10,000 8th graders in 182 school districts across the United States shows that students in smaller classes performed better in 4th grade and 8th grade than comparable students in larger classes.
- **Smaller classes reduce discipline problems and increase instruction time for teachers.** In Burke County, North Carolina, the percentage of classroom time devoted to instruction increased from 80 percent to 86 percent, while the time devoted to non-instructional activities such as discipline decreased from 20 percent to 14 percent when class size was reduced. Students from Tennessee's STAR program worked harder and caused fewer discipline problems than students from larger classes even after the STAR students returned to large classrooms.
- **Smaller classes with well-prepared teachers make a difference.** Smaller classes will boost student achievement the most when teachers are prepared to teach well in these classes. A review of more than 100 research studies indicates that positive effects of smaller classes were more likely if teachers change their instructional methods and classroom procedures in the smaller classes. Class size reduction efforts resulting in student achievement gains in Wisconsin and North Carolina included a strong focus on professional development for teachers.
- **Smaller classes make the greatest impact in the early grades, and for disadvantaged and minority students.** The clearest evidence of positive effects of smaller classes on student performance is in the primary grades, particularly kindergarten through third grade. Research on class size reduction efforts in Tennessee, Indiana, Wisconsin, and North Carolina show clear academic gains for students in smaller classes through the third grade, while studies questioning the impact of class size have often focused on class size variation across all grade levels. The national study of 10,000 4th graders and 10,000 8th graders found the greatest impact of smaller classes on inner-city youth.

Class Size Reduction Initiative Estimated Impact

	Total Allocations FY 1999-2005
ALABAMA	\$212,269,243
ALASKA	29,163,203
ARIZONA	191,376,153
ARKANSAS	127,094,069
CALIFORNIA	1,397,655,780
COLORADO	118,415,890
CONNECTICUT	115,480,802
DELAWARE	30,741,974
DISTRICT OF COLUMBIA	36,240,369
FLORIDA	563,396,359
GEORGIA	327,427,717
HAWAII	33,900,890
IDAHO	36,857,172
ILLINOIS	548,174,868
INDIANA	192,301,609
IOWA	87,524,037
KANSAS	92,339,744
KENTUCKY	214,764,120
LOUISIANA	322,238,009
MAINE	48,746,392
MARYLAND	166,900,465
MASSACHUSETTS	245,702,459
MICHIGAN	549,709,510
MINNESOTA	146,072,173
MISSISSIPPI	210,023,658
MISSOURI	212,112,715
MONTANA	42,917,112
NEBRASKA	53,460,359
NEVADA	37,214,145
NEW HAMPSHIRE	30,007,357
NEW JERSEY	271,656,869
NEW MEXICO	105,219,567
NEW YORK	1,143,265,730
NORTH CAROLINA	234,278,899
NORTH DAKOTA	29,991,443
OHIO	504,298,107
OKLAHOMA	146,215,789
OREGON	114,806,227
PENNSYLVANIA	557,514,161
RHODE ISLAND	41,295,822
SOUTH CAROLINA	158,490,832
SOUTH DAKOTA	32,687,347
TENNESSEE	216,711,096
TEXAS	1,063,084,481
UTAH	55,663,942
VERMONT	29,562,521
VIRGINIA	185,270,647
WASHINGTON	182,511,317
WEST VIRGINIA	123,609,977
WISCONSIN	210,944,513
WYOMING	27,304,025
PUERTO RICO and OUTLYING AREAS	566,388,333
TOTAL	\$12,421,000,000*

* Reflects the withholding of \$2 million per year for national evaluation of the program.

** Average class size was estimated from reports of first, second, and third grade teachers of self-contained and departmentalized classes in the 1993-94 school year. Since the 1993-94 school year, several States have begun programs to reduce class size.

*** The number of new teachers funded in year 7 in each State estimated using state-specific estimates of newly hired teachers for grades 1-3. The teacher cost estimates include salary and benefits, and were derived from data reported in the 1993-94 Schools and Staffing Survey and the CPI for education.

EDUCATIONAL TECHNOLOGY: PREPARING AMERICA FOR THE 21ST CENTURY

New Initiatives for technology training for teachers, research, and learning "anytime anywhere" for adults

The Clinton Administration has made an unprecedented commitment to bringing technology into the classroom. As a central element of the President's lifelong learning agenda, the Administration believes that technology can help expand opportunities for American children to improve their skills, maximize their potential, and ready them for the 21st century. President Clinton and Vice President Gore have challenged the nation to assure that all children are technologically literate by the dawn of the 21st century, equipped with the communication, math, science, reading, and critical thinking skills essential for enhancing learning and improving productivity and performance.

They have asked the schools, teachers, parents, students, communities, private sector and governments to work together to achieve the four goals of the President's Technology Challenge:

- All teachers in the nation will have the training and support they need to help all students learn through computers and the information superhighway;
- All teachers and students will have modern computers in their classroom;
- Every classroom will be connected to the information superhighway; and
- Effective and engaging software and online resources will be an integral part of every school curriculum.

Educational technology continues to be a high priority and we have made significant progress on our goals to put modern computers in our classrooms and connect them to the information superhighway. With increasing access to computers and telecommunications we must be sure that teachers have the training and support as well. The 1997 NCES Survey found that 20 percent of teachers used advanced telecommunications for teaching and that in more than 50 percent of schools training for technology was left up to the teacher. The President's Committee of Advisors on Science and Technology's report in 1997 emphasized that "the substantial investment in hardware, infrastructure, software, and content will be largely wasted if K-12 teachers are not provided with the preparation and support they will need to effectively integrate information technology into their teaching." Additionally, the Nation's schools will require two million new teachers over the next 10 years.

In response to this significant need, the Administration's educational technology FY99 investments will place special emphasis on technology training for teachers, to help ensure that all new teachers entering the workforce can use technology effectively in the classroom and that there is at least one teacher who can serve as a technology expert in every school to help other teachers. In addition, the FY99 budget request provides funding for new research and expanding the role of technology for life long learning. These new initiatives will build on the programs already underway to achieve President Clinton's four technology goals and will help make significant progress in the areas that still need attention.

\$75 million to help train all new teachers in use of technology: This program will help ensure that all new teachers entering the workforce can integrate technology effectively in the curriculum, and can understand the new styles of teaching and learning enabled by technology. Currently most colleges of education do not adequately prepare teachers to use educational technology. While many of today's

college students are technology literate, incoming teachers require focused training on how to use new technologies to enhance student learning. Competitively awarded grants will be available to consortia of states, colleges of education, school districts, the private sector, and others. These grants could be used to support strategies such as: intensive summer institutes, faculty development and curriculum reform at colleges of education; and hands-on experience that pairs a preservice teacher with a local teacher that uses technology effectively. In addition, projects might be targeted at core subject areas, specific grade levels, or districts with large numbers of incoming teachers.

\$475 million for the Technology Literacy Challenge Fund: This is an increase of \$50 million over FY98, to provide the third installment of a \$2 billion investment over five years. This program provides funding to help states and local districts meet the Administration's four goals on educational technology. This year, states will be encouraged to devote at least 30 percent of the funds to provide teachers with the professional development they need to use technology effectively in the classroom. States have submitted plans that describe how they will finance educational technology, involve the private sector, and ensure the poorest school districts have access to technology.

\$106 million for the Technology Innovation Challenge Grant: This competitive grant program demonstrates innovative uses of educational technology by building partnerships between local school districts, universities, businesses, libraries, software designers, and others. Partners in the Challenge Grants continue to match federal funds by well over three-to-one. In 1998, for the first time, new awards will focus specifically on projects that developed or adopted innovative strategies to reach new and current teachers, administrators, and other educators to help them use and integrate advanced technology to improve teaching. Funding in 1999 will support a second competition for projects focusing on professional development and content, in addition to continuing the grant cycles from the previous four years.

\$10 million for Regional Technology in Education Consortia: These centers provide professional development, technical assistance and information dissemination to States, schools, districts, adult literacy centers, and other education institutions about the use of advanced technologies to improve teaching and student achievement. The six consortia also provide information on the various types and effective uses of hardware, software, and electronic networks, in order to help students meet challenging academic standards as well as technical assistance for E-Rate implementation.

\$75 million for a new Research Initiative: Improved understanding of learning processes and advances in computing and communications technologies have the potential to improve the quality of education and training available to Americans of all ages. This initiative will be funded by the Department of Education (\$50 million) and National Science Foundation (\$25 million), working together to expand Federal support of research focused on applying these new tools to the improvement of education and training and evaluating the real benefits achieved. The new funding will support work in areas such as:

- A deeper understanding of the learning process, and the contribution that technology and new approaches to teaching can make to improvements in student performance in reading and math;
- New learning technologies such as an "intelligent tutoring systems," and modeling and simulations; and
- Evaluation of strategies for successful, large-scale and sustained adoption of research-proven learning technology.

\$30 million to promote Learning Anytime Anywhere Partnerships: Many Americans want to improve their skills so they can compete for the higher wage jobs, but find it difficult to participate in traditional on-campus instruction. New technologies such as the Internet make it possible to provide access to learning “anytime anywhere” -- making it easier for Americans who live in remote rural areas, have a disability, or have competing family and work demands to have access to individualized, up-to-date, affordable education and training. The Department of Education will provide \$30 million in competitive grants to support partnerships among educational institutions, software developers, subject matter specialists, and private employers to develop new means of delivering distance learning, assessing the competencies of distance learners, and ensuring quality and accountability.

\$10 million for Community-Based Technology Centers: This new program establishes computer learning centers in low income communities. These centers will provide access to technology for disadvantaged students and adults unable to purchase computers for use at home. Computer learning centers provide a wide range of benefits to community members. For students, the centers provide after school access to information resources and educational software, allowing them to have access to new learning opportunities and acquire the technology and information management skills. Furthermore, schools are increasingly requiring computer access outside of the school day. The Computer Learning Centers address that problem by providing access to the Internet, electronic mail, and creating web sites to complete class projects. Computer centers will also allow parents to communicate with teachers and view online classroom work, where available.

THE E-RATE: CONNECTING AMERICA'S SCHOOLS AND LIBRARIES TO THE 21st CENTURY

"In this Education Age, access to up-to-date telecommunications in the classroom is a critical tool to supplement traditional learning. It is an extraordinary resource for teachers and students. It is the blackboard of the future."

--U.S. Secretary of Education Richard W. Riley, June 10, 1998

Technology is the new basic in America's classrooms -- an essential learning tool children must master to be successful citizens in the 21st century. We must work together to make sure that all students have access to the kinds of tools needed for the Information Age.

The Universal Service Fund for Schools and Libraries (commonly known as the E-rate) will place technology at the fingertips of all children by providing discounted telecommunications to schools and libraries. The E-Rate is a modern expansion of the fundamental principle of universal service which has ensured that families have affordable access to telephone service for more than 60 years. This expansion of Universal Service provides schools and libraries with affordable access to prepare students and communities for the Information Age.

Although 78% of *schools* are wired to the Internet, only 27% of *classrooms* -- *the places where students learn* -- are connected to the Internet. Poor and minority students face a growing digital divide with only 14% and 13% connectivity, respectively. By providing schools and libraries with discounted telecommunications and Internet services and inside wiring, the E-rate is one of the most critical initiatives to ensure that all students can access the opportunities provided by technology.

The E-rate costs the average American family less than a penny a day on their long distance telephone bill. This small investment will help provide for all children to access technology, whether in the most rural town library or urban school, opening doors to the best libraries and museums in the world for students who otherwise would never have access to them.

THE E-RATE WILL:

PROVIDE AMERICANS WITH HIGH-PAYING JOBS: The E-rate will help give students access to information age tools that will prepare them for the workforce of the 21st century. Currently hundreds of thousands of jobs requiring computer skills are going unfilled because of a lack of qualified workers. And there will be a 60% growth in computer-related jobs between now and the year 2005.

GIVE ALL KIDS A CHANCE TO SUCCEED: Schools and libraries will receive discounts of 20%-90% for telecommunications services to put computers in classrooms and resource centers. By providing schools and libraries in the poorest urban and rural areas the largest discounts, the E-rate gives the kids who most need it equal access to these critical learning technologies. It will help strengthen our schools and bridge the fault line that too often exists between rich and poor students and rural, suburban and urban schools.

The E-rate will help to build a strong and successful future for our children.