

**Potential counter-offer to Administration's 10/19 proposal
on Class Size Reduction and Teacher Quality**

1. Accept proposed change expanding flexibility of funds for districts with >10% non-fully certified teachers, with the following addition –

(c)(2)(B)(ii)...allow funds to be used for the purposes of helping teachers who have not met the certification requirements become certified **or who lack the content knowledge to teach effectively in the areas in which they provide instruction...** - *highlight*

2. Modify 310(c)(2)(A)(iii) to read as follows:

(iii) providing professional development (which may include such activities as *- Eisenhower activities* promoting retention and mentoring), **and other activities described in section xxx (see below) of the – [insert title of appropriation's bill]**, to teachers, including special education teachers and teachers of special-needs children, in order to meet the goal of ensuring that all instructional staff have the subject matter knowledge, teaching knowledge, and teaching skills necessary to teach effectively in the content area or areas in which they provide instruction, consistent with title II of the Higher Education Act of 1965.

3. Add a new (i) at the end to read as follows:

“(i) Notification – the Secretary shall, within 30 days of enactment of this Act, provide specific notification to each local education agency receiving funds under this part regarding the flexibility provided under section 310(c)(2)(B)(ii) and the activities described in (iii) that these funds may be used for.

4. Sec. 310(c)(4) – need to change “1999” to “2000” (*twice*)

Teacher Quality Proposal

Insert A

Account totals: National Activities = \$38 million
 Troops-to-Teacher = \$3 million
 Eisenhower State Grants = \$435 million + any new funds for
 teacher quality [Adm. Proposed \$574 million]

Insert B

(National Activities) Strike

*Transition to
Teaching
early Childhood
School Leadership
"Hometown"
Recruitment
Talented
Teachers
1 Teacher
Recruitment*

Insert C

Strike all after "Troops to Teachers program to carry out section 1702(b) and (c)"

Accept \$3 million for transfer for Troops-to-Teachers – need to check wit Sen. DeWine's staff on rest of Troops language.

Insert D

(Standards funding) Strike

Insert E

Strike and replace with the following language:

"Provided further, That any amount that a State receives under title II-B of the Elementary and Secondary Education Act of 1965 that is in excess of the allocation that it received under that part for the preceding fiscal year shall be allocated to local education agencies in accordance with section 2203.

All will be to Eisenhower

"Provided further, That each local educational agency shall ^{first} use all those excess funds to improve teacher quality by reducing the percentage of teachers who do not have state certification or are certified through emergency or provisional means, or improving the content knowledge of teachers to teach effectively in the areas in which they provide instruction, ~~through activities which may include: activities authorized under sec. 2210 of the Elementary and Secondary Education Act of 1965; establishing or providing opportunities for teachers to attend summer professional development institutes; carrying out initiatives to recruit and assist recent college graduates who have outstanding academic records and a baccalaureate degree in a field other than education, or experienced mid-career professionals, to become fully qualified teachers through nontraditional routes; initiatives to promote retention of highly qualified teachers who have a record of success in helping low-achieving students improve their academic success; activities to recruit, train, mentor, and retain fully qualified teachers and school-and-district level administrators; programs targeted specifically to improve the knowledge and skills of early childhood educators and caregivers; and initiatives providing mentoring to newly hired teachers.~~

*out of field
mentoring
retaining*

"Provided further, That each State agency of higher education may use those excess funds to carry out the activities under section 2211 of the Elementary and Secondary Education Act of 1965, including professional development institutes such as those providing multi-week sessions during the summer months, which provide intensive on-going professional development in partnership with local educational agencies.

**Potential counter-offer to Administration's 10/19 proposal
on Class Size Reduction and Teacher Quality**

1. Accept proposed change expanding flexibility of funds for districts with >10% non-fully certified teachers, with the following addition –

(c)(2)(B)(ii)...allow funds to be used for the purposes of helping teachers who have not met the certification requirements become certified **or who lack the content knowledge to teach effectively in the areas in which they provide instruction...**

2. Modify 310(c)(2)(A)(iii) to read as follows:

(iii) providing professional development (which may include such activities as promoting retention and mentoring), **and other activities described in section xxx (see below) of the – [insert title of appropriation's bill]**, to teachers, including special education teachers and teachers of special-needs children, in order to meet the goal of ensuring that all instructional staff have the subject matter knowledge, teaching knowledge, and teaching skills necessary to teach effectively in the content area or areas in which they provide instruction, consistent with title II of the Higher Education Act of 1965.

3. Add a new (i) at the end to read as follows:

“(i) Notification – the Secretary shall, within 30 days of enactment of this Act, provide specific notification to each local education agency receiving funds under this part regarding the flexibility provided under section 310(c)(2)(B)(ii) and the activities described in (iii) that these funds may be used for.

4. Sec. 310(c)(4) – need to change “1999” to “2000”

Teacher Quality Proposal

Insert A

Account totals: National Activities = \$38 million
 Troops-to-Teacher = \$3 million
 Eisenhower State Grants = \$435 million + any new funds for
 teacher quality [Adm. Proposed \$574 million]

Insert B

(National Activities) Strike

Insert C

Strike all after “Troops to Teachers program to carry out section 1702(b) and (c)”

Accept \$3 million for transfer for Troops-to-Teachers – need to check wit Sen. DeWine’s staff on rest of Troops language.

Insert D

(Standards funding) Strike

Insert E

Strike and replace with the following language:

“Provided further, That any amount that a State receives under title II-B of the Elementary and Secondary Education Act of 1965 that is in excess of the allocation that it received under that part for the preceding fiscal year shall be allocated to local education agencies in accordance with section 2203.

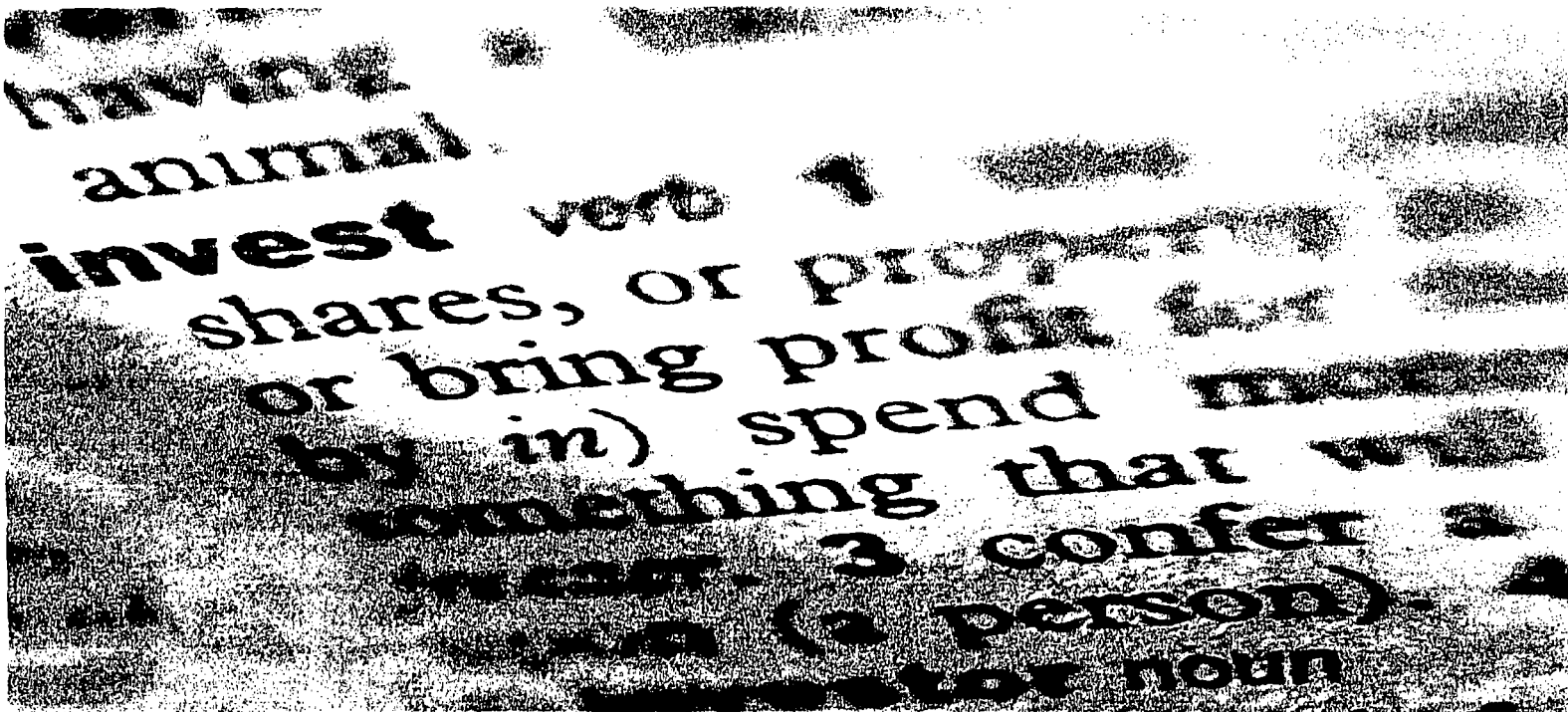
“Provided further, That each local educational agency shall use all those excess funds to improve teacher quality by reducing the percentage of teachers who do not have state certification or are certified through emergency or provisional means, or improving the content knowledge of teachers to teach effectively in the areas in which they provide instruction through activities which may include: activities authorized under sec. 2210 of the Elementary and Secondary Education Act of 1965; establishing or providing opportunities for teachers to attend summer professional development institutes; carrying out initiatives to recruit and assist recent college graduates who have outstanding academic records and a baccalaureate degree in a field other than education, or experienced mid-career professionals, to become fully qualified teachers through nontraditional routes; initiatives to promote retention of highly qualified teachers who have a record of success in helping low-achieving students improve their academic success; activities to recruit, train, mentor, and retain fully qualified teachers and school-and-district level administrators; programs targeted specifically to improve the knowledge and skills of early childhood educators and caregivers; and initiatives providing mentoring to newly hired teachers.

“Provided further, That each State agency of higher education may use those excess funds to carry out the activities under section 2211 of the Elementary and Secondary Education Act of 1965, including professional development institutes such as those providing multi-week sessions during the summer months, which provide intensive on-going professional development in partnership with local educational agencies.



REDUCING CLASS SIZE

A SMART WAY TO IMPROVE
AMERICA'S URBAN SCHOOLS



Council of the Great City Schools
October 2000

Report Prepared by

Manish Naik
Legislative and Research Specialist

Michael Casserly
Executive Director

Gabriela Uro
Manager of Intergovernmental Affairs

EXECUTIVE SUMMARY

The Council of the Great City Schools, a coalition of the nation's largest urban public school systems, surveyed its membership to determine how they were using federal class size reduction funds in the 2000-2001 school year. Thirty-two major urban school systems responded. Results indicated that—

- Federal class size reduction program is improving student achievement and is receiving strong teacher support (Preliminary data, like that gathered by the Fort Worth and Philadelphia public schools, show significant reading gains.).
- Approximately 4,069 first, second, third and other grade teachers were hired in 32 of the nation's largest urban school systems with second-year federal class size reduction funds.
- The 32 major city school systems received approximately \$242.8 million in federal class size funds for the 2000-2001 school year.
- All 32 major cities used their federal class size funds to hire new teachers.
- About \$187.0 million of the \$242.8 million received (77.0%) was spent by the 32 city school systems on teacher salaries and benefits.
- The 32 major cities devoted approximately \$36.6 million (15.1%) of their federal class size aid to professional development; \$10.3 million (4.2%) to recruiting expenses; and about 3% for administration.
- Twenty-seven cities used a portion of their federal class size reduction monies to provide professional development for new and veteran teachers; five cities did not use any of their class size reduction funds for professional development.
- Some 42,212 urban school teachers received professional development in the 27 cities using federal class size reduction funds for this purpose.
- Urban school districts spent their federal class size monies in 2000-2001 in approximately the same ways as they did in 1999-2000, except for a somewhat greater emphasis on recruiting efforts.
- The class size reduction program is becoming an essential ingredient in the efforts by urban schools to reform and to accelerate student achievement.
- The federal program is flexible enough to complement local and state efforts to reduce class sizes and to meet recruitment, hiring, and professional development needs.

TABLE OF CONTENTS

Introduction 4

The Research 4

The Program 6

Findings 7

Descriptions of Programs 13

Appendix A. Class Size Reduction Survey Results

Appendix B. Class Size Reduction Survey

Appendix C. Class Size Reduction Program

Reducing Class Size

A Smart Way to Improve America's Urban Schools

By the
Council of the Great City Schools

"The lesson to be learned here is that, politics and fights over financing aside, there no longer seems to be any question about the important benefits of reducing class size, especially in the early grades. Studies have shown that those benefits last for years. The challenge...is to keep the money flowing while rebuilding the physical plant to the point where smaller classrooms are the norm."

"In America; Room to Learn"
Bob Herbert
New York Times
May 8, 2000

INTRODUCTION

Improving the quality of public education has emerged as one of the nation's major concerns. And no where are these concerns more evident than in America's Great City Schools. Urban schools often face challenges that would daunt other organizations, public or private. The litany of hurdles confronting these schools and the children they enroll are now familiar, but the solutions to their problems have only recently emerged from the research: comprehensive early childhood education, extended time for learning before and after school and during summers, higher academic standards, better teaching and professional development for teachers, adequate facilities, stiffer accountability, and smaller class sizes.

Evidence has grown steadily in the last several years that reducing class sizes, in particular, can have a dramatic and long-lasting effect on student achievement, particularly the achievement of children in poverty. Reducing class size is shown to give every student more of the teacher's time and more individualized attention to grasp the academic material to meet high standards. This report is the second in a series of reports updating the nation on how the federal Class Size Reduction program is being used by America's urban public school systems.

THE RESEARCH

Research on the effects of reducing class size on student achievement has become clearer over the last five years. The new studies point increasingly to higher academic performance, greater parental satisfaction, and stronger teacher effectiveness in smaller classes. Some of the studies include:

1. The Tennessee Student Teacher Achievement Ratio (or Project STAR) study. Project STAR was a longitudinal study of some 6,000 children from 1985 to 1989. The project followed students from kindergarten to fourth grade, placed in three types of classes: small (13-17 children per class), regular (22-25 students per class), and regular with a full-time teacher aide. While no advantage was found in larger classes having a teacher aide, students in smaller classes showed significantly higher achievement on standardized tests than either of the larger classes. The higher rates of achievement were evident in the first grade and lasted through second and third grades. Results also showed that the greatest benefits of smaller classes were found in inner city schools with the poorest students.

New studies using the original STAR students are also demonstrating that the benefits of reduced class sizes continue into high school. For example, preliminary findings from the “Effects of Class Size Reduction in the Early Grades (K-3) on High School Performance” study show that students who were in smaller early elementary grade classes were more likely to graduate from high school on schedule and with higher class rankings than their counterparts from larger classes. Students from smaller classes were also more likely to have completed advanced courses than students from larger classes or from classes with a classroom aide. In addition, the “Effect of Attending a Small Class in Early Grades on College Attendance Plans” study found that students, particularly minority and poor students, from smaller classes were more likely to take a college entrance examination than their peers from larger classes.

2. The “Class Size reduction (CSR) program in California. Enacted in the summer of 1996, the California program provided funding to reduce classes in grades 1-3 to no more than 20 students. Preliminary evaluations of the program indicated significant student achievement gains in the 3rd grade—the only grade where it was possible to compare learners in CSR and non-CSR classes. Teachers in CSR classes also reported spending more time with weak readers and students with higher needs, and less time on discipline. Data also showed that the program has resulted in higher parental satisfaction.
3. “Student Achievement Guarantee in Education (SAGE) program” A five-year pilot program, SAGE was designed to increase the academic achievement of high poverty students by reducing the student-teacher ratio to 15:1 in kindergarten through third grade. In quasi-experimental studies done in both the 1997-98 and 1998-99 school years, SAGE students demonstrated statistically higher performance in language arts and mathematics than did students in comparable schools. Study results also indicated that African American students in smaller classes outperformed African American students in larger classes. Qualitative findings suggest that teachers in the SAGE program knew their students better, required less time for management and discipline, and had greater opportunities for one-on-one instruction. Similar results were found in a comparable 1996-97 study. The effectiveness of the program has led Wisconsin to expand the program into an additional 400-500 elementary schools.

4. NAEP Central City Study. A fourth analysis involved trends on NAEP reading and math scores in central cities. This preliminary analysis conducted by researchers from the Rand Corporation for the Council of the Great City Schools showed that lower pupil-teacher ratios had dramatic effects on student achievement in urban schools. Reducing the pupil-teacher ratio to 24:1 resulted in an average 5.8 NAEP percentile point gains among central city students. Reducing student-teacher ratios to 21:1 resulted in additional NAEP gains of 3.7 points, and to 18 produced additional NAEP gains among central city students of 1.6 points. The analysis showed that no central city with a pupil-teacher ratio above 18:1 had made significant improvement on reading or math scores in the last eight years.

THE PROGRAM

The federal Class Size Reduction program was signed into law on October 21, 1998 with the goal of placing 100,000 new teachers into America's classrooms. The law provides federal funds to local school systems to reduce class sizes to 18 in grades 1-3.

All (100%) of the program's funding in the first two years went to local school districts. The bulk of the funding was to be used for recruiting, hiring, and training of teachers. Up to 15% of the allocation in the first year and 25% in the second could be used, at local discretion, for professional development or teacher testing. No more than 3% of funds could be used for administration.

School systems received the first installment of the \$1.2 billion national program in July 1999. Some 80% of the program's funds were targeted to school systems with the highest rates of student poverty, the very school systems most likely to have the largest classes and where research indicated that the most benefit could be derived by lowering class sizes.

A 1999 survey by the Council of the Great City Schools of 40 urban school districts showed that the class-size reduction program provided over 3,500 teachers to the neediest urban children, as well as training for over 22,000 new and current urban school teachers.

The U.S. Department of Education estimated that some 29,000 teachers were hired nationally with class size reduction funds in the first year. These teachers allowed 61,000 others to provide instruction in smaller classes, benefiting approximately 1.7 million students in 90,000 classrooms (Department of Education, 2000).

Congress approved \$1.3 billion for the program's second year. The initiative was amended somewhat for the 2000-2001 school year to lift the proportion of funds that could be spent on professional development from 15% to 25%.

FINDINGS

The Council of the Great City Schools conducted a survey of its members in September 2000 asking for information on how second year funding was being used in 2000-2001. (A copy of the survey form is found in Appendix B.) Thirty-two (32) districts responded.

The thirty-two (32) urban districts responding to this survey indicated that they received approximately \$242.8 million in FY00 class size reduction funds and were able to hire or support 4,069 teachers for the 2000-2001 school year. The total salary and benefits of these teachers accounted for nearly \$187.0 million or about 77.0% of all class size funding received by these 32 major city school systems.

A number of respondents (27) also specified the number of new teachers they hired by grade. These districts indicated that the class size program enabled them to hire a total of 919 (29.9%) new first grade teachers, 567 (18.4%) second grade teachers, 1,072 (34.9%) third grade teachers, and 517 (16.8%) teachers in other grades¹.

Table 1. Total Number of New Teachers, Salaries, and Benefits Provided in Urban Schools with Federal Class Size Reduction Funds by Grade

	Grade One	Grade Two	Grade Three	Other Grades	Unspecified *	Total
Teachers	919	567	1,072	517	994	4,069
Salary and Benefits	\$33,705,614	\$21,748,506	\$35,818,546	\$20,218,146	\$75,516,344	\$187,007,156

*Since some respondents only provided totals, "Unspecified" represents the amount that was not provided by grade.

NEW TEACHERS

All 32 major urban school districts responding to this survey used a portion of their federal class size funds to hire new teachers. Four districts, in fact, used all of their class-size allocation for salaries and benefits of new teachers.

Twenty-seven of the 32 districts (84.4%) are using their federal funds to train new teachers. Some 1,794 (28.5%) new first grade teachers, 1,420 (22.5%) new second grade teachers, 1,466 (23.3%) new third grade teachers, and 1,626 (25.8%) teachers in other grades were provided professional development in the districts that were able to detail by grade where they targeted their training resources.

¹ Does not represent all teachers hired.

Table 2. Number of Teachers Receiving Professional Development in Urban Schools with Federal Class Size Reduction Funds by Grade

	Grade One	Grade Two	Grade Three	Other Grades	Unspecified *	Total
New Teachers	1,794	1,420	1,466	1,626	NA	NA
Current Teachers	3,929	2,170	3,804	3,778	NA	NA
TOTAL	5,723	3,590	5,270	5,404	22,225	42,212

*Since some respondents only provided totals, "Unspecified" represents the amount that was not provided by grade.

CURRENT TEACHERS

The major benefit of the class size reduction program is that it actually reduces the size of classes, but a secondary benefit involves the professional development available to current teachers. Twenty-two of the 32 districts responding to the survey indicated that they used a portion of their funds to provide professional development to veteran teachers.

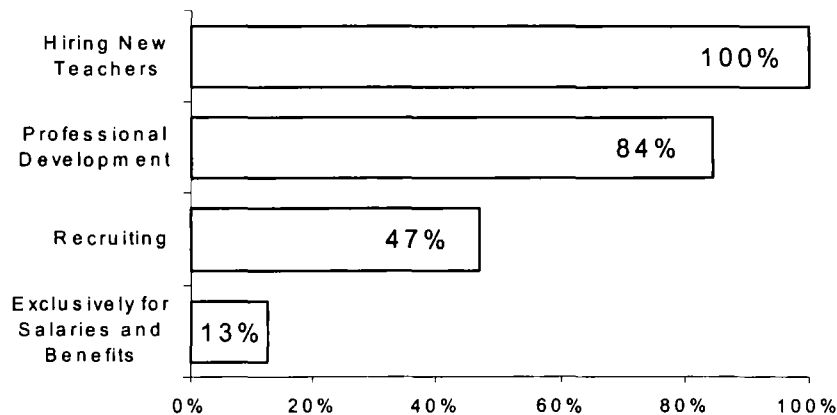
Approximately 3,929 (28.7%) veteran first grade teachers, 2,170 (15.9%) veteran second grade teachers, 3,804 (27.8%) veteran third grade teachers, and 3,778 (27.6%) teachers in other-grades were provided professional development in the districts that were able to detail by grade where they targeted their training resources. In addition, some veteran teachers were trained as mentors for new teachers, while others were kept up-to-date on the latest instructional practices.

Overall, some \$36.6 million of the class size funds received by the 32 responding cities was used to train 42,212 new and existing teachers in the nation's urban schools.

RECRUITING

The class-size reduction program also allows districts to use a portion of their federal funds to attract new teachers. Fifteen of the responding districts (46.9%) used part of their allocation on recruiting costs, spending some \$10.3 million or 4.2% of the districts' total class size funds. Most of this amount was used for advertising. Other common recruitment expenses included travel to interview teacher candidates, salaries, supplies, and other costs for district recruiting offices, hiring bonuses, and teacher certification.

**Table 3. Use of Federal Class Size Reduction Funds in Urban Schools
(% of 32 responding districts)**

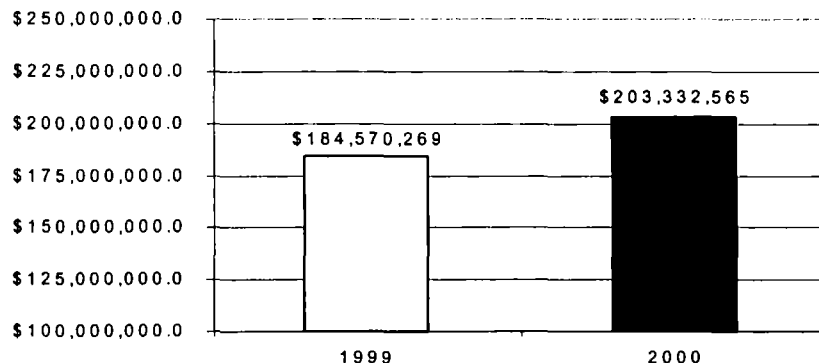


TRENDS BETWEEN 1999 AND 2000 IN SPENDING CLASS SIZE REDUCTION FUNDS

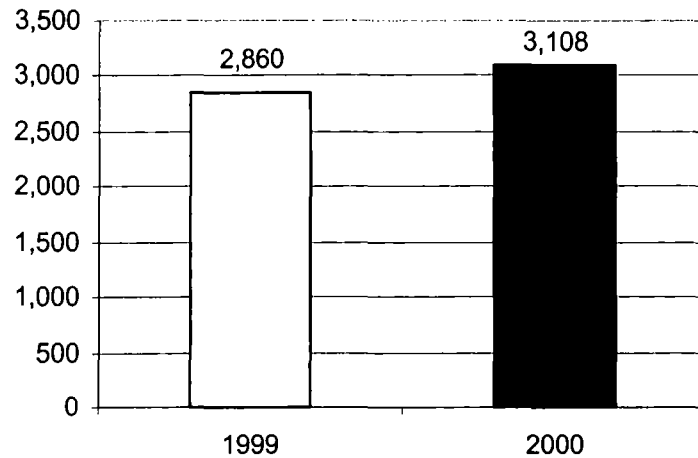
This report also examined trends in the use of class size reduction funds from last year to see if districts were changing priorities and to determine the effects of amendments to last year's legislation. The Council of the Great City Schools looked at responses from cities that participated in both last year's and this year's surveys. Twenty-six districts participated in both. The report found the following trends.

First, the amount of monies received by the 26 major cities increased slightly, \$18.8 million, due largely to the small increase in the overall appropriations last year. This increase allowed these districts to hire an additional 248 teachers in 2000-2001, compared with 1999-2000. Some \$16.3 million of the \$18.8 million increase (86.7%) was devoted to the salaries and benefits of newly hired teachers rather than to professional development.

Graph 1. Class Size Reduction Allocations to 26 Urban School Districts Responding to both 1999 and 2000 Surveys

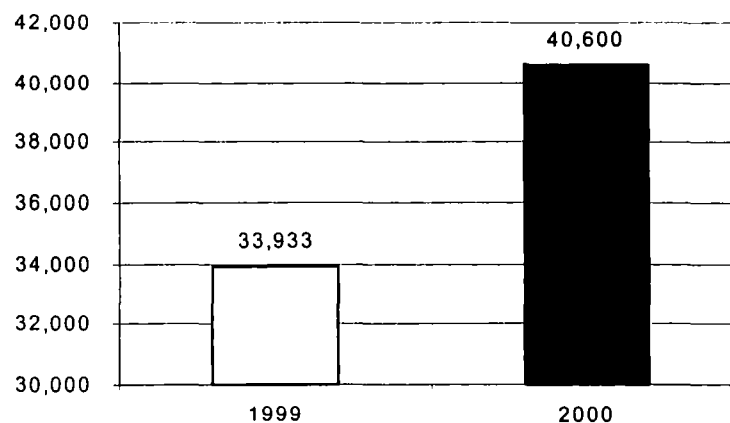


Graph 2. Number of Teachers Hired with Class Size Funds in the 26 Urban School Districts Responding to both 1999 and 2000 Surveys



Second, the number of teachers receiving professional development with federal class size reduction funds increased by 6,667 individuals from 1999-2000 to 2000-2001 in the 26 city school systems².

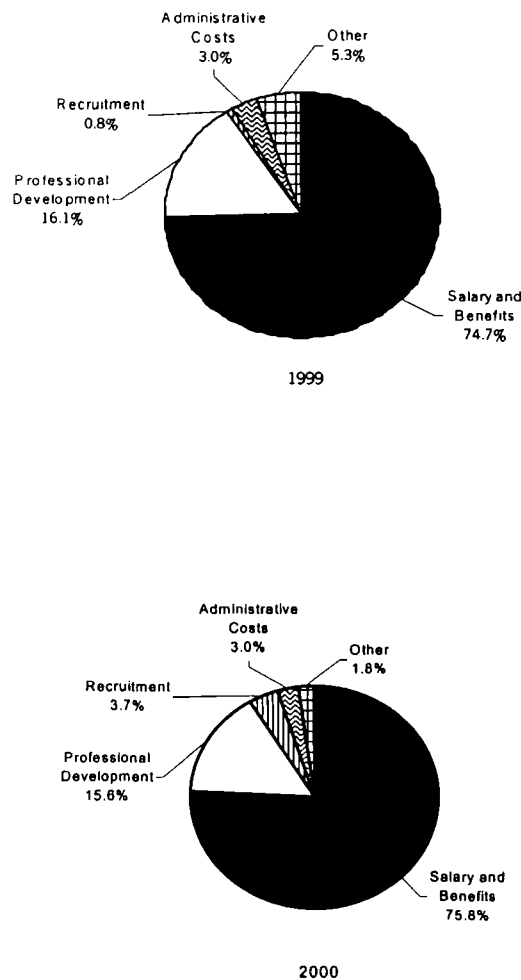
Graph 3. Number of Teachers Receiving Professional Development with Class Size Funds in the 26 Urban School Districts Responding to both 1999 and 2000 Surveys



² Does not include New York City.

Third, the pattern by which class size funding was spent in these urban districts remained largely unchanged between 1999-2000 and 2000-2001, despite amendments to the legislation. The proportion of funding devoted to the salaries and benefits of new teachers was 74.7% in 1999-2000 and 75.8% in 2000-2001. The proportion of class size reduction expenditures devoted to professional development declined slightly from 16.1% in 1999-2000 to 15.6% in 2000-2001. Finally, the proportion of program funding devoted to recruitment activities increased from 0.8% in the first year to 3.7% in the second.

Graph 4. Class Size Program Expenditures by Urban Schools³



³ Other expenditures include authorized, allowable carryover amounts, or dollars that were yet unprogrammed when survey data were collected.

Urban schools are clearly using federal class size reduction funds for their intended purposes. Approximately 81% of funding in both the first and second years of the program are being used to hire and support new teachers. Program spending on professional development has dipped slightly, despite the additional allowance for this activity, and spending on recruitment activities has increased.

Finally, local evaluations of efforts to reduce class sizes are beginning to be released and are showing increased student achievement and higher teacher satisfaction. These local programs and evaluations, where available, are described briefly in the next section. They demonstrate that the federal class size reduction program is becoming an integral part of urban school efforts to reform and to accelerate improvements in student achievement.

DESCRIPTIONS OF FEDERAL CLASS SIZE REDUCTION PROGRAMS IN SELECTED GREAT CITY SCHOOLS

DENVER

The Denver Public Schools has used its federal Class Size Reduction funds in the 2000-2001 school year to hire 25 new classroom teachers, as well as an additional 29 mentor teachers for its "Primary Lead Teacher Project". After a summer of training, the mentor teachers, known as Primary Lead Teachers, were assigned to low performing elementary schools, where their daily responsibilities included three hours of direct instruction. These mentor teachers provide reading, writing and math instruction during this period to small groups, and work individually with students in programs such as "Success in Early Reading", "Reading Recovery" and "Descubriendo La Lectura."

Primary Lead Teachers also assist with implementing building-wide, standards-based math and literacy instruction, and acting as their schools' liaisons for CBLA, CSAP, and other district-related activities. Primary Lead Teachers at each site, moreover, are responsible for coaching and mentoring new primary grade teachers. Mentors debrief teachers on instructional techniques and lesson plans. The mentors offer support in assessment, lesson planning, and classroom management, as well as providing release time for teachers to plan, observe, and share information on what works with other instructors.

Finally, Primary Lead Teachers plan and facilitate professional development for school staff, as well as professional study groups and school book clubs. In turn, elementary curriculum and Title I specialists provide regular, ongoing, and school-based coaching and mentoring to the Primary Lead Teachers. The Lead Teachers also attend bimonthly seminars focused on methods of balanced literacy instruction, implementation of math content standards, leadership, and coaching techniques, and student preparation for CSAP tests in reading, writing, and math.

Primary Lead Teachers work regularly with small groups of students, taking children from large classes during instruction periods and providing more individualized instruction.

Each Primary Lead Teacher works on a weekly basis with up to 15 teachers. Mentor teachers have established themselves as an integral part of primary instruction, and the coaching and staff development they provide have received strong positive reviews from other teachers. Mentor teachers have created and maintained a professional dialogue with instructional staff at the building level, and follow up staff development activities individually with demonstrations in each teacher's classroom. Primary Lead Teachers have gained the trust of classroom instructors by using their time effectively, locating and sharing valuable resources, supporting individualized and small group instruction, and providing expertise to new and veteran teachers.

FORT WORTH

The Fort Worth Independent School District (FWISD) used its federal CSR funds to reduce class sizes in 20 schools. Participating schools were those whose TAAS Reading or Math scores were below 70% passing, had high LEP or Special Education populations, a poverty rate of 80% or higher, and had double-digit mobility rates. Approximately sixty Class Reduction Teachers (CRT) were hired to reduce class sizes in Grades 1-3, and to work with the lowest-performing students at their grade level in reading. The size of reading classes after placing the CRT's was reduced from 22:1 to 11:1.

School principals were given the flexibility with the funds to implement one of three instructional models. The first was the "Reduced Classroom" model, which clusters children in greatest need of additional instruction. Half of this group works with the regular teacher all day, and the other half works with the CRT all day. The second model involved "Split Teaching," where the CRT was sent to work with one regular teacher in the morning, and a different teacher in the afternoon. In each session, the CRT and regular teacher can either team-teach, or split students into two groups. The final model used a "Reading Instruction" approach, where the CRT and a regular teacher work with four different groups of students from designated classrooms each day. The two teachers decide whether to team-teach or to take students in separate groups. The same four groups of children meet with the CRT for reading instruction each day throughout the school year.

"Limited English and below-level readers had greater opportunities for success with the intense, direct focus on reading; pacing could easily be adjusted in the smaller group to account for language content."

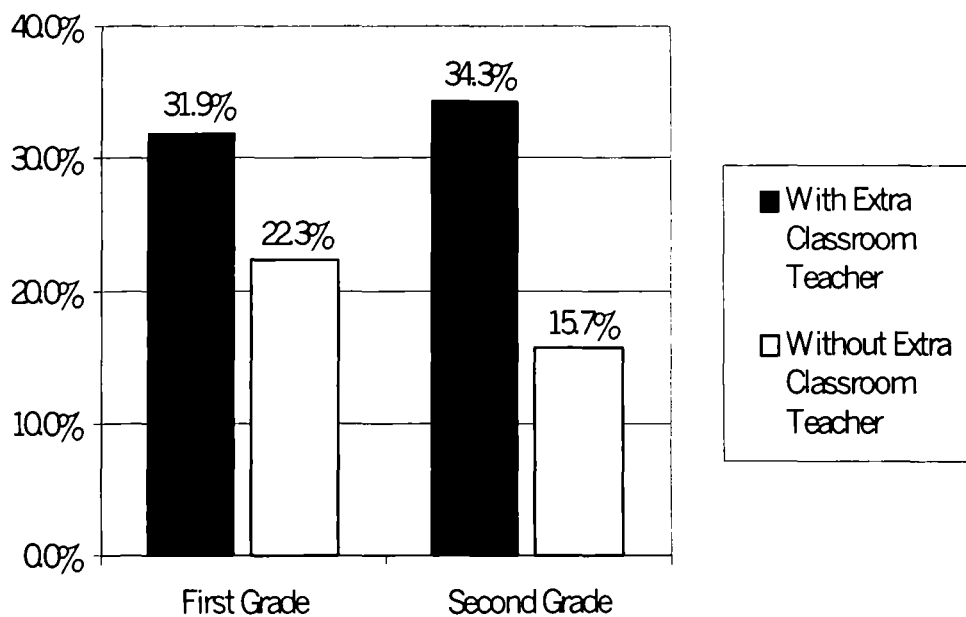
Principal, Fort Worth Independent School District

The results in the Fort Worth schools using the federal funds were significant. The Texas Primary Reading Inventory (TPRI) showed that most CRT schools showed substantial growth in reading in Grades 1 and 2, compared with other district schools that did not have CRT resources. First grade CRT classrooms gained 31.9% in reading on the TPRI, while regular first grade classrooms gained 22.3%. Second grade CRT classrooms gained 34.3% in reading on the TPRI, while regular second grade classrooms gained 15.7%. In addition, seventy-five percent (75%) of schools with CRT teachers showed a higher percentage of students with passing TAAS Reading scores in the third grade, compared with non-CRT schools. Third grade reading scores on TAAS actually declined in three schools that did not have a CRT.

The FWISD was able to provide an additional CRT at four schools with funds from the second year of the federal program. The district's greatest challenge is retaining highly qualified teachers to implement standards-based programs. This challenge has been addressed by filling staff positions early, monitoring the program on a monthly basis, and providing ongoing professional development in team teaching, effective questioning, individualized instruction, and continued participation in Open Court and Reading Mastery Literacy Programs.

Fort Worth Student Gains in Reading on the Texas Primary Reading Inventory by Grade

	Classrooms with an Extra Teachers	Classes without an Extra Teacher
First grade	31.9%	22.3%
Second grade	34.3%	15.7%



New York City

The federal Class Size Reduction program has allowed the New York City Board of Education (NYCBOE) to ease overcrowding in its schools, where class sizes were almost 25% larger than the statewide average. In the first year of the program, each of New York City's 32 Community School Districts and its Special Education District received federal and state funds to hire teachers and reduce class size. When additional classroom space was not available, community districts were instructed to use funds to provide small group instruction for more children. The federal and state initiatives have reduced class size for approximately 90,000 students in the early grades, almost 30% of the city's K-3 population.

The school district's Division of Assessment and Accountability conducted an evaluation of the Reduced Class Size Program and found that teachers were overwhelmingly positive. Teachers indicated that students were producing higher quality work compared with regular classes. Teachers also indicated in the evaluations that students in the smaller classes were reading more and taking more interest in their work. Finally, teachers pointed that student motivation, self-confidence, and independence had increased in the smaller classes.

New York City is also using its class size reduction funds to mount an advertising campaign to recruit the best new teachers to its schools. This campaign will involve print, television, radio, online, and other media outlets; will encourage certified teachers throughout the country, college graduates, and others to teach in the nation's largest public school district; and will encourage teachers in particularly hard-to-staff areas to work in the district. The ads will also highlight a unique alternative certification pathway, which allows career-changing professionals a faster way to full instructional license. The alternative process is successful at bringing a large number of judges, attorneys, architects, firefighters, police officers, and doctors to New York City classrooms.

"An ordinary class has become a gifted class. They are thinking and responding at higher levels with an enhanced ability for learning..."

**Teacher Response
Early Grade Reduced Class Size Evaluation
NYCBOE Division of Assessment and
Accountability**

A recent report by the Educational Priorities Panel confirmed the benefits for students of the smaller classes in New York City, and the opportunities they provided teachers to better identify student needs, provide more individual attention, cover material more effectively, and improve student achievement (1999). The Educational Priorities Panel found that students in smaller classes tended to display greater enthusiasm for reading, and appeared to be learning faster than the year before. Parental involvement also increased, according to the report, and there was a noticeable decline in disciplinary problems. The Panel also found that reducing class sizes in New York City increased teacher morale and made it easier for schools to hire qualified and experienced teachers.

OKLAHOMA CITY

Oklahoma City Public Schools (OCPS) is using its federal funds to hire and train new teachers, and provide professional development to classroom teachers. In OCPS, veteran teachers who have special training as mentors and professional development instructors provide the professional development activities. OCPS has hired 48 new teachers with their Class-Size Reduction allocation, including 20 first grade teachers, 15 second grade teachers, and 13 third grade teachers. In addition to those hired with Class Size Reduction money, every elementary school in the district is eligible to send their new teachers to the professional development provided by the federal funds, allowing instructors in 67 buildings access to this unique opportunity.

Professional development is offered in a wide variety of areas, including workshops on "Learning Styles and Multiple Intelligences", "Positive Teacher-Parent Relationships", "Framework for Understanding Poverty", "Special Education Issues in Elementary Schools", and "Phonetic Tutoring from the Literacy Center". The training has allowed new teachers to improve instruction by gaining fresh resources, generating positive ideas for use in the classroom, and setting student expectations. The focused professional development also gives new teachers opportunities for site-based training, as well as improving their understanding of curriculum and assessment.

As part of their accountability efforts, OCPS is developing an annual report regarding the use of Class-Size Reduction funds and their impact on student learning and academic achievement. Results from the study of the program showed that reduced class size increased individualized attention, provided more time for instruction in core curriculum areas, increased availability of more teaching options, increased use of varied materials, reduced discipline problems, and accelerated educational progress.

"Compare student performance before and after class size was reduced."

- ❖ **Improved oral reading, math, and spelling**
- ❖ **Increased student confidence due to time for individualized and personalized instruction**
- ❖ **More on-on-one attention, thereby higher achievement**
- ❖ **Ability to cover more information**
- ❖ **Improved rapport with students**
- ❖ **Fewer discipline problems**
- ❖ **Better results on Accelerated Reader, ITBS, Benchmarks, and individualized Testing**

**Sample Responses
Class-Size Reduction Teacher Evaluation
Oklahoma City Public Schools**

PHILADELPHIA

The overwhelming majority of teachers hired by the School District of Philadelphia with federal Class-Size Reduction funds are “Literacy Intern Teachers”—teachers with emergency certification who hold undergraduate degrees, and in some cases, graduate and professional degrees. The Literacy Interns are given intensive professional development in early balanced literacy, are supported with mentors who are experts in reading, and paired with veteran teachers who have had intensive training in early literacy. The Literacy Interns work with veteran teachers to support and enhance the instructional program by focusing on individual students and small learning groups.

In 1999, the School District of Philadelphia hired more than 250 people with college degrees, including those making mid-career job changes, to serve as Literacy Interns in K-1 classrooms across the city. Interns are paired with veteran teachers, reducing the student-teacher ratio in these classrooms to 15:1.

The Literacy Intern Teacher program has proven to be an effective alternative to traditional teacher recruitment programs, bringing trained professionals to the classroom to support the reading and language development of students. The program provides the Philadelphia Public Schools with a successful method for attracting and retaining qualified and motivated individuals to the teaching profession and to fill positions in critical shortage areas. Preliminary data show that 82% of the Literacy Intern Teachers hired under the first year of the program have remained working for the school district—a higher retention rate than usually found for new, first-year teachers in Philadelphia. Some 44 of last year’s Literacy Intern Teachers are now teaching in their own classes, reducing the number of vacancies the system had to fill at the start of the 2000-2001 school year.

The more important effect, however, is the gains in student reading achievement. A preliminary comparative analysis of teacher-reported reading levels showed that in June 1999, prior to the implementation of the Reduced Class Size/Balanced Literacy initiative in Philadelphia, 27.5% of first graders in the city were ready to move onto second grade material. In June 2000, after the first year of the Philadelphia initiative, 47.7% of first graders in the Reduced Class Size classrooms were ready to move onto second grade material. An independent evaluation of the initiative showed that a majority of the veteran teachers felt that there was a significant increase in student progress as a result of the Literacy Interns: some teachers reported their classes had improved by 15% over past years (Research for Action, July 2000).

SAN FRANCISCO

The San Francisco Unified School District (SFUSD) has used its federal resources to reduce middle school classes, because of the K-3 Class-Size Reduction (CSR) program operating with state and local funds. Current class sizes at the middle school level (approximately 33:1) require an additional 17-18 FTEs to reduce classes to 20:1 in each subject area per grade level. Federal funds have been used by the San Francisco schools to reduce class sizes in language arts and mathematics to 20:1 in the eighth grade.

An eighth grade program was chosen by the district to complement the state-funded CSR in language arts and mathematics at grade nine, and to provide additional support to meet new, challenging language arts standards required for high school graduation. The class size reduction effort was also easier to implement in the eighth grade than in elementary schools where students work in core academic teams. There continues to be a need for extending CSR into grades four and five, but space and facilities limitations make expansion difficult without major renovations.

“...Substantial performance was seen in the performance levels for elementary schools and eighth grade in all subject areas. An explanation of these results is class size reduction at the elementary grade levels, and at the eighth grade.”

**Report of Standardized Testing Results for Spring 2000
San Francisco Unified School District**

The federal, state, and local efforts are also combined to provide an energetic program of teacher recruitment, testing, and professional development. The federal class-size investment allowed SFUSD to hire approximately 33 new and properly qualified English and Mathematics teachers. SFUSD provides test preparation workshops for any teacher candidates who are not fully credentialed. All candidates participate in a workshop before being assigned to classrooms, and are provided on-the-job support through mentor teachers and site-based instructional improvement activities.

All staff hired through the federal program are provided release time for curriculum-focused conferences, and professional development concentrating on effective instructional strategies to capitalize on the smaller class sizes. The program is similar to what was implemented as part of the overall K-3 CSR effort, but with emphasis on more sophisticated and appropriate material for the eighth grade. This includes algebraic content and reflective reading and writing skills. The professional development program is also available to private school instructors, consistent with the federal guidelines.

**SUMMARY OF 2ND YEAR FEDERAL CLASS SIZE REDUCTION EFFORTS
IN THE 32 RESPONDING GREAT CITY SCHOOL DISTRICTS**

Federal class size reduction funds directed to urban schools in 2000-2001	\$242,817,476
Number of teachers hired with 2 nd -year federal class size reduction funds	4,069
Amount of federal class size funds devoted to teacher salaries and benefits	\$187,007,156
Percentage of federal class size reduction funds devoted to teacher salaries and benefits	77.0%
Number of teachers receiving professional development with federal class size funds	42,212
Amount of federal class size funds devoted To professional development	\$36,616,077
Percentage of federal class size reduction funds devoted to professional development	15.1%
Amount of federal class size reduction funds devoted to recruitment	\$10,277,383
Percentage of federal class size reduction funds devoted to recruitment	3.5%
Percentage of cities that used funds to pay teacher salaries	100%
Percentage of cities that used funds to provide professional development	84.4%

REFERENCE LIST

Educational Priorities Panel (1999). *Smaller is Better: First-hand Reports of Early Grade Class Reduction in New York City Public Schools*. New York, NY.

Research for Action (2000). *"The Best Thing I ever Did..." Reduced Class Size/Balanced Literacy Implementation*. Philadelphia, PA.

United States Department of Education (2000). *The Class Size Reduction Program: Boosting Student Achievement in Schools Across the Nation*. Washington, DC.

APPENDIX A
CLASS SIZE REDUCTION SURVEY RESULTS



Council of the Great City Schools **Class-Size Reduction Follow-up Survey Results** **Main Findings**

School District	Federal Class Size Reduction Allocation for FY 2000	# of Teachers Hired with Federal Allocation	Total Salary and Benefits	# of Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs
Albuquerque	\$2,424,994	45	\$1,575,000	71	\$849,594	\$400
Atlanta	\$3,361,480	58	\$2,726,480	58	\$135,000	\$500,000
Chicago	\$24,133,714	612	\$18,038,407	1,000	\$3,174,000	\$2,696,253
Clark County (Las Vegas)	\$4,243,374	77	\$3,989,581	20	\$130,200	\$0
Cleveland *	\$5,414,952	164	\$6,547,478	486	\$576,279	\$0
Columbus, OH	\$3,304,251	83	\$3,304,251	0	\$0	\$0
Dallas	\$8,848,166	75	\$3,381,282	NA	\$4,712,428	\$123,000
Dayton	\$1,592,617	27	\$1,034,643	35	\$188,000	\$0
Denver	\$3,178,988	54	\$2,754,656	54	\$424,332	\$0
Des Moines	\$926,824	27	\$863,343	0	\$0	\$0
Detroit	\$14,248,477	260	\$13,640,640	399	\$333,648	\$0
Fort Worth	\$2,678,179	64	\$2,560,000	64	\$40,000	\$79,979
Houston	\$8,806,302	177	\$7,220,586	608	\$1,325,000	\$0
Jefferson County (Louisville)	\$2,997,455	95	\$2,950,816	0	\$0	\$0
Long Beach	\$2,918,310	8	\$442,280	880	\$1,261,030	\$1,215,000
Los Angeles	\$28,541,725	302	\$13,120,000	13,251	\$7,800,000	\$100,000
Miami	\$12,342,413	241	\$10,561,560	241	\$1,600,000	\$0
Milwaukee	\$6,731,092	102	\$6,206,672	2,400	\$524,420	\$0
Nashville	\$2,461,731	43	\$2,068,530	1,020	\$308,451	\$36,569
New York City	\$66,072,380	804	\$52,875,000	18,850	\$8,197,380	\$5,000,000
Norfolk	\$1,506,815	36	\$1,380,502	36	\$63,109	\$63,204

School District	Federal Class Size Reduction Allocation for FY 2000	# of Teachers Hired with Federal Allocation	Total Salary and Benefits	# of Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs
Oklahoma City	\$1,714,877	48	\$1,302,700	191	\$304,877	\$0
Orange County (Orlando)	\$2,770,810	74	\$2,643,280	0	\$0	\$16,283
Philadelphia	\$13,180,343	253	\$10,069,609	253	\$2,435,477	\$333,350
Pittsburgh	\$2,453,462	45	\$2,169,360	45	\$244,723	\$39,379
Portland, OR	\$1,675,260	36	\$1,626,466	0	\$0	\$0
Rochester	\$2,566,527	45	\$2,323,711	16	\$139,423	\$0
Sacramento	\$2,000,000	31	\$1,800,000	31	\$200,000	\$0
Salt Lake City	\$715,796	14	\$703,656	72	\$12,140	\$0
San Antonio	\$3,038,127	70	\$2,377,664	1,921	\$596,497	\$63,966
San Diego	\$4,167,085	65	\$3,074,003	127	\$968,069	\$10,000
San Francisco	\$1,800,950	34	\$1,675,000	83	\$72,000	\$0
TOTALS	\$242,817,476	4,069	\$187,007,156	42,212	\$36,616,077	\$10,277,383

n= 32

* Cleveland also had \$3,044,095 in carryover funds from their FY99 federal Class-Size Reduction allocation.



Council of the Great City Schools **Class-Size Reduction Follow-up Survey** **Hiring Teachers**

School District	# of Teachers Hired					Salaries and Benefits				
	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
Albuquerque	22	16	7		45					\$1,575,000
Atlanta			58		58			\$2,726,480		\$2,726,480
Chicago	76	73	463		612	\$2,254,807	\$2,146,600	\$13,637,000		\$18,038,407
Clark County			66	11	77					\$3,989,581
Cleveland	43	71	50		164	\$1,716,717	\$2,834,579	\$1,996,182		\$6,547,478
Columbus	48	17	10	8	83	\$1,965,658	\$669,238	\$376,498	\$292,858	\$3,304,251
Dallas	41	8	16	10	75					\$3,381,282
Dayton		3	24		27		\$114,960	\$919,683		\$1,034,643
Denver					54					\$2,754,656
Des Moines					27					\$863,343
Detroit	75	105	80		260	\$3,934,800	\$5,508,720	\$4,197,120		\$13,640,640
Fort Worth	27	20	17		64	\$1,080,000	\$800,000	\$680,000		\$2,560,000
Houston	102	30	35	10	177	\$4,160,997	\$1,223,829	\$1,427,811	\$407,949	\$7,220,586
Jefferson County					95					\$2,950,816
Long Beach				8	8				\$442,280	\$442,280
Los Angeles			44	258	302			\$1,900,000	\$11,220,000	\$13,120,000
Miami	74	79	88		241	\$3,242,969	\$3,462,088	\$3,856,503		\$10,561,560
Milwaukee	87	5	3	7	102	\$5,309,744	\$255,660	\$182,038	\$459,230	\$6,206,672
Nashville	10	14	10	9	43	\$481,000	\$673,540	\$481,000	\$432,990	\$2,068,530
New York City					804					\$52,875,000
Norfolk	9	9	9	9	36	\$345,125	\$345,125	\$345,125	\$345,127	\$1,380,502
Oklahoma City	20	15	13		48	\$543,500	\$403,800	\$355,400		\$1,302,700

School District	# of Teachers Hired					Salaries and Benefits				
	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
Orange County	23	20	22	9	74	\$821,560	\$714,400	\$785,840	\$321,480	\$2,643,280
Philadelphia	151	5	2	95	253	\$6,053,024	\$196,891	\$78,756	\$3,740,938	\$10,069,609
Pittsburgh	13	17	15		45	\$629,550	\$821,006	\$718,804		\$2,169,360
Portland	15	13	8		36	\$701,421	\$596,947	\$328,098		\$1,626,466
Rochester	9	19	16	1	45	\$464,742	\$981,123	\$826,208	\$51,638	\$2,323,711
Sacramento				31	31				\$1,800,000	\$1,800,000
Salt Lake City					14				\$703,656	\$703,656
San Antonio	58	12			70					\$2,377,664
San Diego	16	16	16	17	65					\$3,074,003
San Francisco				34	34					\$1,675,000
TOTAL	919	567	1,072	517	4,069	\$33,705,614	\$21,748,506	\$35,818,546	\$20,218,146	\$187,007,156

n= 32



Council of the Great City Schools

Class-Size Reduction Follow-up Survey

Professional Development

School District	New Teachers						Current Teachers						All Teachers	
	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Total Number	Total Cost
Albuquerque					26		22	16	4	3	45		71	\$849,594
Atlanta			20		20				38		38		58	\$135,000
Chicago	25	25	200		250	\$793,500	100	100	550		750	\$2,380,500	1,000	\$3,174,000
Clark County	8	7		5	20								20	\$130,200
Cleveland	43	71	50		164		110	136	76		322		486	\$576,279
Dallas					NA						NA		NA	\$4,712,428
Dayton		3	16		19			8	8		16		35	\$188,000
Denver					25						29		54	\$424,332
Detroit	32	35	32		99	\$127,043	86	113	101		300	\$206,605	399	\$333,648
Fort Worth		2	2		4	\$5,000	27	18	15		60	\$35,000	64	\$40,000
Houston	102	30	35	10	177		306	90	35		431		608	\$1,325,000
Long Beach *	54	48	66	45	213		90	105	102	130	427		880	\$1,261,030
Los Angeles	1,137	852	697	1,083	3,769	\$1,560,000	2,653	1,141	2,440	3,248	9,482	\$6,240,000	13,251	\$7,800,000
Miami	7	5	12		24		67	74	76		217		241	\$1,600,000
Milwaukee	300	300	300	300	1,200	\$262,210	300	300	300	300	1,200	\$262,210	2,400	\$524,420
Nashville					220						800		1,020	\$308,451
New York City													18,850	\$8,197,380
Norfolk				9	9	\$15,700	9	9	9		27	\$47,409	36	\$63,109
Oklahoma City	20	15	13	128	176		7	5	3		15		191	\$304,877
Philadelphia	46	2		29	77	\$741,232	105	3	2	66	176	\$1,694,245	253	\$2,435,477
Pittsburgh	2	1			3		11	16	15		42		45	\$244,723

School District	New Teachers						Current Teachers						All Teachers	
	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Total Number	Total Cost
Rochester	2	8	6		16	\$139,423							16	\$139,423
Sacramento													31	\$200,000
Salt Lake City			1		1		20	20	15	16	71		72	\$12,140
San Antonio					192						1,729		1,921	\$596,497
San Diego	16	16	16	17	65		16	16	15	15	62		127	\$968,069
San Francisco					34						49		83	\$72,000
TOTALS	1,794	1,420	1,466	1,626	6,803	3,644,108	3,929	2,170	3,804	3,778	16,288	10,865,969	42,212	36,616,077

n= 27

* In addition to regular class teachers, Long Beach is also providing professional development to 240 Special Education teachers



Council of the Great City Schools

Class-Size Reduction Follow-up Survey

Recruitment

School District	TOTAL	Advertising	Travel	Bonuses	Packages	Other	Description of Other / Notes
Albuquerque	\$400						
Atlanta	\$500,000			\$500,000			Hiring Bonuses
Chicago	\$2,696,253	\$129,000	\$630,000		\$1,200,000	\$747,253	
Dallas	\$123,000	\$24,000	\$24,000	\$75,000			
Fort Worth	\$79,979					\$36,000	Project Manager
Long Beach	\$1,215,000					\$1,215,000	Teacher Certification/Support
Los Angeles	\$100,000	\$100,000					
Nashville	\$36,569						Used for advertising/travel for interviews
New York City	\$5,000,000	\$5,000,000					Nationwide advertising campaign
Norfolk	\$63,204						\$18,000 for recruiting; \$45,204 for indirect costs
Orange County	\$16,283	\$3,000	\$12,500			\$783	Postage and supplies
Philadelphia	\$333,350					\$333,350	
Pittsburgh	\$39,379					\$39,379	
San Antonio	\$63,966	\$8,000	\$32,000		\$23,966		
San Diego	\$10,000	\$1,000	\$9,000				
TOTALS	\$10,277,383	\$5,265,000	\$707,500	\$575,000	\$1,223,966	\$2,371,765	

n= 15

APPENDIX B
CLASS SIZE REDUCTION PROGRAM SURVEY



Council of the Great City Schools

The following questions regard the funds your district has received from the federal Class-Size Reduction program.

1. Actual amount of your school district's Class-Size Reduction (CSR) grant award for the 2000-2001 school year (the second year of the program)?

2. Amount of 2000-2001 CSR funds district has spent on recruiting costs: **TOTAL:**

Advertising:

Travel to interview prospective teachers:

Hiring bonuses:

Hiring packages (paying for college tuition, moving expenses, etc.):

Other:

3. Please complete the table below regarding the teachers, and their salaries and benefits, your district pays for with federal Class-Size Reduction funds.

Teachers	Number of Teachers Hired w/Federal Class-Size Funds	Salary and Benefits
Grade One		
Grade Two		
Grade Three		
Other (Grades _____)		
TOTAL		

4. Please provide the number of current and new teachers who have received, or are planning to receive, professional development with CSR funds for the 2000-2001 school year, as well as the cost.

Grade Level	# of New Teachers	# of Current Teachers	Total
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			
TOTAL COST			

5. Please provide, on an attached sheet, any additional anecdotal information which demonstrates the success and importance of the Class-Size Reduction program in your district.

Feel free to contact Manish Naik or Gabriela Uro at (202) 393-2427 with any questions.

Please fax completed surveys to Manish Naik at (202) 393-2400.

Surveys must be returned by September 29, 2000.

APPENDIX C
CLASS SIZE REDUCTION PROGRAM

CLASS SIZE REDUCTION PROGRAM PL 106-113

SEC. 310 (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education - (1) shall make available a total of \$6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and (2) shall allocate the remainder by providing each State the same percentage of that remainder as it received of the funds allocated to States under Section 307(a)(2) of the Department of Education Appropriations Act, 1999.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which-

- (A) 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S. C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and
- (B) 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary and secondary schools within the boundaries of such agencies.

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new fully qualified teacher in that agency who is certified within the State (which may include certification through State or local alternative routes), has a baccalaureate degree, and demonstrates the general knowledge, teaching skills, and subject matter knowledge required to teach in his or her content areas, that agency may use funds under this section to (A) help pay the salary of a full- or part-time teacher hired to reduce class size, which may be in combination with other Federal, State, or local funds; or (B) pay for activities described in subsection (c)(2)(A)(iii) which may be related to teaching in smaller classes.

(c)(1) The basic purpose and intent of this section is to reduce class size with fully qualified teachers. Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with fully qualified teachers who are certified within the State, including teachers certified through State or local alternative routes, and who demonstrate competency in the areas in which they teach, to improve educational achievement for both regular and special needs

children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction is most effective.

(2)(A) Each such local educational agency may use funds under this section for

- (i) recruiting (including through the use of signing bonuses, and other financial incentives), hiring, and training fully qualified regular and special education teachers (which may include hiring special education teachers to team-teach with regular teachers in classrooms that contain both children with disabilities and non-disabled children) and teachers of special-needs children, who are certified within the State, including teachers certified through State or local alternative routes, have a baccalaureate degree and demonstrate the general knowledge, teaching skills, and subject matter knowledge required to teach in their content areas;

- (ii) testing new teachers for academic content knowledge and to meet State certification requirements that are consistent with title II of the Higher Education Act of 1965; and

- (iii) providing professional development (which may include such activities as promoting retention and mentoring) to teachers, including special education teachers and teachers of special-needs children, in order to meet the goal of ensuring that all instructional staff have the subject matter knowledge, teaching knowledge, and teaching skills necessary to teach effectively in the content area or areas in which they provide instruction, consistent with title II of the Higher Education Act of 1965.

(B)(i) Except as provided under clause (ii) a local educational agency may use not more than a total of 25 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).

- (ii) A local educational agency in an Ed-Flex Partnership State under Public Law 106-25, the Education Flexibility Partnership Act, and in which 10 percent or more of teachers in elementary schools as defined by section 14101(14) of the Elementary and Secondary Education Act of 1965 have not met applicable State and local certification requirements (including certification through State or local alternative routes), or if such requirements have been waived, may apply to the State educational agency for a waiver that would permit it to use more than 25 percent of the funds it receives under this section for activities described in subparagraph (A)(iii) for the purpose of helping teachers who have not met the certification requirements become certified.

- (iii) If the State educational agency approves the local educational agency's application for a waiver under clause (ii), the local educational agency may use the funds subject to the waiver for activities described in subparagraph (A)(iii) that are needed to ensure that at least 90 percent of the teachers in elementary schools are certified within the State.

(C) A local educational agency that has already reduced class size in the early grades to 18 or less children (or has already reduced class size to a State or local class size reduction goal that was in effect on the day before the enactment of the Department of Education Appropriations Act, 2000, if that State or local educational agency goal is 20 or fewer children) may use funds received in this section—

(i) to make further class size reductions in grades kindergarten through 3;

(ii) to reduce class size in other grades; or

(iii) to carry out activities to improve teacher quality, including professional development.

(D) If a local educational agency has already reduced class size in the early grades to 18 or fewer children and intends to use funds provided under this section to carry out professional development activities, including activities to improve teacher quality, then the State shall make the award under subsection (b) to the local educational agency.

(3) Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.

(4) No funds made available under this section may be used to increase the salaries or provide benefits, other than participation in professional development and enrichment programs, to teachers who are not hired under this section. Funds under this section may be used to pay the salary of teachers hired under section 307 of the Department of Education Appropriations Act, 1999.

(d)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(a)(2) of the Elementary and Secondary Education Act of 1965.

(2) Each State and local educational agency receiving funds under this section shall publicly report to parents on its progress in reducing class size, increasing the percentage of classes in core academic areas taught by fully qualified teachers who are certified within the State and demonstrate competency in the content areas in which they teach, and on the impact that hiring additional highly qualified teachers and reducing class size, has had, if any, on increasing student academic achievement.

(3) Each school receiving funds under this section shall provide to parents upon request, the professional qualifications of their child's teacher.

(e) If a local educational agency uses funds made available under this section for professional development activities, the agency shall ensure for the equitable participation of private nonprofit elementary and secondary schools in such activities.

Section 6402 of the Elementary and Secondary Education Act of 1965 shall not apply to other activities under this section.

(f) ADMINISTRATIVE EXPENSES--A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative costs.

(g) REQUEST FOR FUNDS--Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's program to reduce class size by hiring additional highly qualified teachers.

(h) No funds under this section may be used to pay the salary of any teacher hired with funds under section 307 of the Department of Education Appropriations Act, 1999, unless, by the start of the 2000-2001 school year, the teacher is certified within the State (which may include certification through State or local alternative routes) and demonstrates competency in the subject areas in which he or she teaches.

PRESIDENT CLINTON AND VICE PRESIDENT GORE:

FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

OCTOBER 13, 1998

- State-by-State Information
- Background on President Clinton's and Vice President Gore's Smaller Class Size and School Modernization Initiative

PRESIDENT CLINTON AND VICE PRESIDENT GORE: FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

October 13, 1998

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** 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 help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

President Clinton and Vice President Gore Will Fight To Ensure That Class Size Reduction and School Modernization Are Included In This Year's Budget.

In his 1998 State of the Union Address, President Clinton said, "My balanced budget will help to hire 100,000 new teachers... to reduce class size in the 1st, 2nd, and 3rd grades to an average of 18 students... a school construction tax cut to help communities modernize or build 5,000 schools."

Since then, he has been fighting to enact his class size reduction initiative and his school modernization tax credit proposal. The Administration is eager to work with the Congress to get the job done -- and Republicans in Congress should agree with the President and parents that smaller classes and more modern schools are a top priority.

PRESIDENT CLINTON AND VICE PRESIDENT GORE: FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

- **State-by-State Information**
- **Background:**
 - Fact Sheet: President Clinton's Initiative for Smaller Classes With Better Teachers
 - Evidence That Smaller Class Sizes Make A Difference
 - Fact Sheet: President Clinton's Tax Cut to Modernize Schools for the 21st Century
 - Why School Modernization Assistance Is Needed, With State-by-State Evidence
 - How School Modernization Tax Cut Could Help Schools in Your Area
 - Impact of Inadequate School Facilities on Student Learning

ALABAMA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO ALABAMA

- **Over The Next Seven Years, Alabama Would Receive \$212.3 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$212.3 million over seven years. This could fund about 2,161 teachers in 2005, helping Alabama cut class sizes in the early grades.
- **Alabama Would Receive Tax Credits on \$285.1 Million of Bonds To Help Build or Modernize 88 Schools.** President Clinton's school modernization initiative would provide tax credits on \$285.1 million of bonds for Alabama to help build or modernize an estimated 88 schools.

ALASKA:
**PRESIDENT CLINTON IS FIGHTING FOR SMALLER
CLASS SIZES AND MORE MODERN SCHOOLS**

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

**WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION
PROPOSAL WOULD MEAN TO ALASKA**

- **Over The Next Seven Years, Alaska Would Receive \$29.2 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$29.2 million over seven years. This could fund about 179 teachers in 2005, helping Alaska cut class sizes in the early grades.
- **Alaska Would Receive Tax Credits on \$36.9 Million of Bonds To Help Build or Modernize 11 Schools.** President Clinton's school modernization initiative would provide tax credits on \$36.9 million of bonds for Alaska to help build or modernize an estimated 11 schools.

ARIZONA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO ARIZONA

- **Over The Next Seven Years, Arizona Would Receive \$191.4 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$191.4 million over seven years. This could fund about 1,828 teachers in 2005, helping Arizona cut class sizes in the early grades.
- **Arizona Would Receive Tax Credits on \$258.0 Million of Bonds To Help Build or Modernize 80 Schools.** President Clinton's school modernization initiative would provide tax credits on \$258.0 million of bonds for Arizona to help build or modernize an estimated 80 schools.

ARKANSAS: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO ARKANSAS

- **Over The Next Seven Years, Arkansas Would Receive \$127.1 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$127.1 million over seven years. This could fund about 1,360 teachers in 2005, helping Arkansas cut class sizes in the early grades.
- **Arkansas Would Receive Tax Credits on \$145.9 Million of Bonds To Help Build or Modernize 45 Schools.** President Clinton's school modernization initiative would provide tax credits on \$145.9 million of bonds for Arkansas to help build or modernize an estimated 45 schools.

CALIFORNIA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO CALIFORNIA

- **Over The Next Seven Years, California Would Receive \$1,397.7 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$1,397.7 million over seven years. This could fund about 9,271 teachers in 2005, helping California cut class sizes in the early grades.
- **California Would Receive Tax Credits on \$2,281.0 Million of Bonds To Help Build or Modernize 705 Schools.** President Clinton's school modernization initiative would provide tax credits on \$2,281.0 million of bonds for California to help build or modernize an estimated 705 schools.

COLORADO: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO COLORADO

- **Over The Next Seven Years, Colorado Would Receive \$118.4 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$118.4 million over seven years. This could fund about 1,053 teachers in 2005, helping Colorado cut class sizes in the early grades.
- **Colorado Would Receive Tax Credits on \$165.8 Million of Bonds To Help Build or Modernize 51 Schools.** President Clinton's school modernization initiative would provide tax credits on \$165.8 million of bonds for Colorado to help build or modernize an estimated 51 schools.

CONNECTICUT: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO CONNECTICUT

- **Over The Next Seven Years, Connecticut Would Receive \$115.5 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$115.5 million over seven years. This could fund about 676 teachers in 2005, helping Connecticut cut class sizes in the early grades.
- **Connecticut Would Receive Tax Credits on \$205.1 Million of Bonds To Help Build or Modernize 63 Schools.** President Clinton's school modernization initiative would provide tax credits on \$205.1 million of bonds for Connecticut to help build or modernize an estimated 63 schools.

DELAWARE: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO DELAWARE

- **Over The Next Seven Years, Delaware Would Receive \$30.7 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$30.7 million over seven years. This could fund about 212 teachers in 2005, helping Delaware cut class sizes in the early grades.
- **Delaware Would Receive Tax Credits on \$36.9 Million of Bonds To Help Build or Modernize 11 Schools.** President Clinton's school modernization initiative would provide tax credits on \$36.9 million of bonds for Delaware to help build or modernize an estimated 11 schools.

DISTRICT OF COLUMBIA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO DISTRICT OF COLUMBIA

- **Over The Next Seven Years, District of Columbia Would Receive \$36.2 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$36.2 million over seven years. This could fund about 230 teachers in 2005, helping District of Columbia cut class sizes in the early grades.
- **District of Columbia Would Receive Tax Credits on \$75.4 Million of Bonds To Help Build or Modernize 23 Schools.** President Clinton's school modernization initiative would provide tax credits on \$75.4 million of bonds for District of Columbia to help build or modernize an estimated 23 schools.

FLORIDA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO FLORIDA

- **Over The Next Seven Years, Florida Would Receive \$563.4 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$563.4 million over seven years. This could fund about 4,718 teachers in 2005, helping Florida cut class sizes in the early grades.
- **Florida Would Receive Tax Credits on \$1,047.0 Million of Bonds To Help Build or Modernize 324 Schools.** President Clinton's school modernization initiative would provide tax credits on \$1,047.0 million of bonds for Florida to help build or modernize an estimated 324 schools.

GEORGIA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO GEORGIA

- **Over The Next Seven Years, Georgia Would Receive \$327.4 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$327.4 million over seven years. This could fund about 3,044 teachers in 2005, helping Georgia cut class sizes in the early grades.
- **Georgia Would Receive Tax Credits on \$476.1 Million of Bonds To Help Build or Modernize 147 Schools.** President Clinton's school modernization initiative would provide tax credits on \$476.1 million of bonds for Georgia to help build or modernize an estimated 147 schools.

HAWAII: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO HAWAII

- **Over The Next Seven Years, Hawaii Would Receive \$33.9 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$33.9 million over seven years. This could fund about 261 teachers in 2005, helping Hawaii cut class sizes in the early grades.
- **Hawaii Would Receive Tax Credits on \$41.0 Million of Bonds To Help Build or Modernize 13 Schools.** President Clinton's school modernization initiative would provide tax credits on \$41.0 million of bonds for Hawaii to help build or modernize an estimated 13 schools.

IDAHO: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO IDAHO

- **Over The Next Seven Years, Idaho Would Receive \$36.9 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$36.9 million over seven years. This could fund about 370 teachers in 2005, helping Idaho cut class sizes in the early grades.
- **Idaho Would Receive Tax Credits on \$43.5 Million of Bonds To Help Build or Modernize 13 Schools.** President Clinton's school modernization initiative would provide tax credits on \$43.5 million of bonds for Idaho to help build or modernize an estimated 13 schools.

ILLINOIS: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO ILLINOIS

- **Over The Next Seven Years, Illinois Would Receive \$548.2 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$548.2 million over seven years. This could fund about 4,359 teachers in 2005, helping Illinois cut class sizes in the early grades.
- **Illinois Would Receive Tax Credits on \$911.5 Million of Bonds To Help Build or Modernize 282 Schools.** President Clinton's school modernization initiative would provide tax credits on \$911.5 million of bonds for Illinois to help build or modernize an estimated 282 schools.

INDIANA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO INDIANA

- **Over The Next Seven Years, Indiana Would Receive \$192.3 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$192.3 million over seven years. This could fund about 1,452 teachers in 2005, helping Indiana cut class sizes in the early grades.
- **Indiana Would Receive Tax Credits on \$276.4 Million of Bonds To Help Build or Modernize 85 Schools.** President Clinton's school modernization initiative would provide tax credits on \$276.4 million of bonds for Indiana to help build or modernize an estimated 85 schools.

IOWA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO IOWA

- **Over The Next Seven Years, Iowa Would Receive \$87.5 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$87.5 million over seven years. This could fund about 897 teachers in 2005, helping Iowa cut class sizes in the early grades.
- **Iowa Would Receive Tax Credits on \$103.1 Million of Bonds To Help Build or Modernize 32 Schools.** President Clinton's school modernization initiative would provide tax credits on \$103.1 million of bonds for Iowa to help build or modernize an estimated 32 schools.

KANSAS: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO KANSAS

- **Over The Next Seven Years, Kansas Would Receive \$92.3 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$92.3 million over seven years. This could fund about 939 teachers in 2005, helping Kansas cut class sizes in the early grades.
- **Kansas Would Receive Tax Credits on \$126.8 Million of Bonds To Help Build or Modernize 39 Schools.** President Clinton's school modernization initiative would provide tax credits on \$126.8 million of bonds for Kansas to help build or modernize an estimated 39 schools.

KENTUCKY: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO KENTUCKY

- **Over The Next Seven Years, Kentucky Would Receive \$214.8 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$214.8 million over seven years. This could fund about 2,048 teachers in 2005, helping Kentucky cut class sizes in the early grades.
- **Kentucky Would Receive Tax Credits on \$277.1 Million of Bonds To Help Build or Modernize 86 Schools.** President Clinton's school modernization initiative would provide tax credits on \$277.1 million of bonds for Kentucky to help build or modernize an estimated 86 schools.

LOUISIANA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO LOUISIANA

- **Over The Next Seven Years, Louisiana Would Receive \$322.2 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$322.2 million over seven years. This could fund about 3,564 teachers in 2005, helping Louisiana cut class sizes in the early grades.
- **Louisiana Would Receive Tax Credits on \$463.2 Million of Bonds To Help Build or Modernize 143 Schools.** President Clinton's school modernization initiative would provide tax credits on \$463.2 million of bonds for Louisiana to help build or modernize an estimated 143 schools.

MAINE:
PRESIDENT CLINTON IS FIGHTING FOR SMALLER
CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

**WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION
PROPOSAL WOULD MEAN TO MAINE**

- **Over The Next Seven Years, Maine Would Receive \$48.7 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$48.7 million over seven years. This could fund about 431 teachers in 2005, helping Maine cut class sizes in the early grades.
- **Maine Would Receive Tax Credits on \$61.6 Million of Bonds To Help Build or Modernize 19 Schools.** President Clinton's school modernization initiative would provide tax credits on \$61.6 million of bonds for Maine to help build or modernize an estimated 19 schools.

MARYLAND: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO MARYLAND

- **Over The Next Seven Years, Maryland Would Receive \$166.9 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$166.9 million over seven years. This could fund about 1,125 teachers in 2005, helping Maryland cut class sizes in the early grades.
- **Maryland Would Receive Tax Credits on \$306.5 Million of Bonds To Help Build or Modernize 95 Schools.** President Clinton's school modernization initiative would provide tax credits on \$306.5 million of bonds for Maryland to help build or modernize an estimated 95 schools.

MASSACHUSETTS: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO MASSACHUSETTS

- **Over The Next Seven Years, Massachusetts Would Receive \$245.7 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$245.7 million over seven years. This could fund about 1,952 teachers in 2005, helping Massachusetts cut class sizes in the early grades.
- **Massachusetts Would Receive Tax Credits on \$355.0 Million of Bonds To Help Build or Modernize 110 Schools.** President Clinton's school modernization initiative would provide tax credits on \$355.0 million of bonds for Massachusetts to help build or modernize an estimated 110 schools.

MICHIGAN: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO MICHIGAN

- **Over The Next Seven Years, Michigan Would Receive \$549.7 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$549.7 million over seven years. This could fund about 3,377 teachers in 2005, helping Michigan cut class sizes in the early grades.
- **Michigan Would Receive Tax Credits on \$857.3 Million of Bonds To Help Build or Modernize 265 Schools.** President Clinton's school modernization initiative would provide tax credits on \$857.3 million of bonds for Michigan to help build or modernize an estimated 265 schools.

MINNESOTA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO MINNESOTA

- **Over The Next Seven Years, Minnesota Would Receive \$146.1 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$146.1 million over seven years. This could fund about 1,148 teachers in 2005, helping Minnesota cut class sizes in the early grades.
- **Minnesota Would Receive Tax Credits on \$220.8 Million of Bonds To Help Build or Modernize 68 Schools.** President Clinton's school modernization initiative would provide tax credits on \$220.8 million of bonds for Minnesota to help build or modernize an estimated 68 schools.

MISSISSIPPI: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO MISSISSIPPI

- **Over The Next Seven Years, Mississippi Would Receive \$210.0 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$210.0 million over seven years. This could fund about 2,458 teachers in 2005, helping Mississippi cut class sizes in the early grades.
- **Mississippi Would Receive Tax Credits on \$253.5 Million of Bonds To Help Build or Modernize 78 Schools.** President Clinton's school modernization initiative would provide tax credits on \$253.5 million of bonds for Mississippi to help build or modernize an estimated 78 schools.

MISSOURI: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO MISSOURI

- **Over The Next Seven Years, Missouri Would Receive \$212.1 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$212.1 million over seven years. This could fund about 2,220 teachers in 2005, helping Missouri cut class sizes in the early grades.
- **Missouri Would Receive Tax Credits on \$314.1 Million of Bonds To Help Build or Modernize 97 Schools.** President Clinton's school modernization initiative would provide tax credits on \$314.1 million of bonds for Missouri to help build or modernize an estimated 97 schools.

MONTANA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO MONTANA

- **Over The Next Seven Years, Montana Would Receive \$42.9 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$42.9 million over seven years. This could fund about 442 teachers in 2005, helping Montana cut class sizes in the early grades.
- **Montana Would Receive Tax Credits on \$52.3 Million of Bonds To Help Build or Modernize 16 Schools.** President Clinton's school modernization initiative would provide tax credits on \$52.3 million of bonds for Montana to help build or modernize an estimated 16 schools.

NEBRASKA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO NEBRASKA

- **Over The Next Seven Years, Nebraska Would Receive \$53.5 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$53.5 million over seven years. This could fund about 587 teachers in 2005, helping Nebraska cut class sizes in the early grades.
- **Nebraska Would Receive Tax Credits on \$79.0 Million of Bonds To Help Build or Modernize 24 Schools.** President Clinton's school modernization initiative would provide tax credits on \$79.0 million of bonds for Nebraska to help build or modernize an estimated 24 schools.

NEVADA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO NEVADA

- **Over The Next Seven Years, Nevada Would Receive \$37.2 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$37.2 million over seven years. This could fund about 300 teachers in 2005, helping Nevada cut class sizes in the early grades.
- **Nevada Would Receive Tax Credits on \$71.8 Million of Bonds To Help Build or Modernize 22 Schools.** President Clinton's school modernization initiative would provide tax credits on \$71.8 million of bonds for Nevada to help build or modernize an estimated 22 schools.

NEW HAMPSHIRE: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO NEW HAMPSHIRE

- **Over The Next Seven Years, New Hampshire Would Receive \$30.0 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$30.0 million over seven years. This could fund about 254 teachers in 2005, helping New Hampshire cut class sizes in the early grades.
- **New Hampshire Would Receive Tax Credits on \$36.9 Million of Bonds To Help Build or Modernize 11 Schools.** President Clinton's school modernization initiative would provide tax credits on \$36.9 million of bonds for New Hampshire to help build or modernize an estimated 11 schools.

NEW JERSEY: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO NEW JERSEY

- **Over The Next Seven Years, New Jersey Would Receive \$271.7 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$271.7 million over seven years. This could fund about 1,637 teachers in 2005, helping New Jersey cut class sizes in the early grades.
- **New Jersey Would Receive Tax Credits on \$414.3 Million of Bonds To Help Build or Modernize 128 Schools.** President Clinton's school modernization initiative would provide tax credits on \$414.3 million of bonds for New Jersey to help build or modernize an estimated 128 schools.

NEW MEXICO: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO NEW MEXICO

- **Over The Next Seven Years, New Mexico Would Receive \$105.2 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$105.2 million over seven years. This could fund about 1,077 teachers in 2005, helping New Mexico cut class sizes in the early grades.
- **New Mexico Would Receive Tax Credits on \$145.6 Million of Bonds To Help Build or Modernize 45 Schools.** President Clinton's school modernization initiative would provide tax credits on \$145.6 million of bonds for New Mexico to help build or modernize an estimated 45 schools.

NEW YORK: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO NEW YORK

- **Over The Next Seven Years, New York Would Receive \$1,143.3 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$1,143.3 million over seven years. This could fund about 6,650 teachers in 2005, helping New York cut class sizes in the early grades.
- **New York Would Receive Tax Credits on \$2,166.0 Million of Bonds To Help Build or Modernize 670 Schools.** President Clinton's school modernization initiative would provide tax credits on \$2,166.0 million of bonds for New York to help build or modernize an estimated 670 schools.

NORTH CAROLINA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO NORTH CAROLINA

- **Over The Next Seven Years, North Carolina Would Receive \$234.3 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$234.3 million over seven years. This could fund about 2,368 teachers in 2005, helping North Carolina cut class sizes in the early grades.
- **North Carolina Would Receive Tax Credits on \$297.4 Million of Bonds To Help Build or Modernize 92 Schools.** President Clinton's school modernization initiative would provide tax credits on \$297.4 million of bonds for North Carolina to help build or modernize an estimated 92 schools.

NORTH DAKOTA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO NORTH DAKOTA

- **Over The Next Seven Years, North Dakota Would Receive \$30.0 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$30.0 million over seven years. This could fund about 352 teachers in 2005, helping North Dakota cut class sizes in the early grades.
- **North Dakota Would Receive Tax Credits on \$36.9 Million of Bonds To Help Build or Modernize 11 Schools.** President Clinton's school modernization initiative would provide tax credits on \$36.9 million of bonds for North Dakota to help build or modernize an estimated 11 schools.

OHIO: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO OHIO

- **Over The Next Seven Years, Ohio Would Receive \$504.3 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$504.3 million over seven years. This could fund about 4,031 teachers in 2005, helping Ohio cut class sizes in the early grades.
- **Ohio Would Receive Tax Credits on \$783.0 Million of Bonds To Help Build or Modernize 242 Schools.** President Clinton's school modernization initiative would provide tax credits on \$783.0 million of bonds for Ohio to help build or modernize an estimated 242 schools.

OKLAHOMA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO OKLAHOMA

- **Over The Next Seven Years, Oklahoma Would Receive \$146.2 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$146.2 million over seven years. This could fund about 1,561 teachers in 2005, helping Oklahoma cut class sizes in the early grades.
- **Oklahoma Would Receive Tax Credits on \$203.0 Million of Bonds To Help Build or Modernize 63 Schools.** President Clinton's school modernization initiative would provide tax credits on \$203.0 million of bonds for Oklahoma to help build or modernize an estimated 63 schools.

OREGON: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO OREGON

- **Over The Next Seven Years, Oregon Would Receive \$114.8 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$114.8 million over seven years. This could fund about 847 teachers in 2005, helping Oregon cut class sizes in the early grades.
- **Oregon Would Receive Tax Credits on \$155.4 Million of Bonds To Help Build or Modernize 48 Schools.** President Clinton's school modernization initiative would provide tax credits on \$155.4 million of bonds for Oregon to help build or modernize an estimated 48 schools.

PENNSYLVANIA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO PENNSYLVANIA

- **Over The Next Seven Years, Pennsylvania Would Receive \$557.5 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$557.5 million over seven years. This could fund about 3,497 teachers in 2005, helping Pennsylvania cut class sizes in the early grades.
- **Pennsylvania Would Receive Tax Credits on \$852.2 Million of Bonds To Help Build or Modernize 264 Schools.** President Clinton's school modernization initiative would provide tax credits on \$852.2 million of bonds for Pennsylvania to help build or modernize an estimated 264 schools.

RHODE ISLAND: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO RHODE ISLAND

- **Over The Next Seven Years, Rhode Island Would Receive \$41.3 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$41.3 million over seven years. This could fund about 268 teachers in 2005, helping Rhode Island cut class sizes in the early grades.
- **Rhode Island Would Receive Tax Credits on \$72.2 Million of Bonds To Help Build or Modernize 153 Schools.** President Clinton's school modernization initiative would provide tax credits on \$72.2 million of bonds for Rhode Island to help build or modernize an estimated 153 schools.

SOUTH CAROLINA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO SOUTH CAROLINA

- **Over The Next Seven Years, South Carolina Would Receive \$158.5 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$158.5 million over seven years. This could fund about 1,528 teachers in 2005, helping South Carolina cut class sizes in the early grades.
- **South Carolina Would Receive Tax Credits on \$198.0 Million of Bonds To Help Build or Modernize 61 Schools.** President Clinton's school modernization initiative would provide tax credits on \$198.0 million of bonds for South Carolina to help build or modernize an estimated 61 schools.

SOUTH DAKOTA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO SOUTH DAKOTA

- **Over The Next Seven Years, South Dakota Would Receive \$32.7 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$32.7 million over seven years. This could fund about 395 teachers in 2005, helping South Dakota cut class sizes in the early grades.
- **South Dakota Would Receive Tax Credits on \$38.0 Million of Bonds To Help Build or Modernize 12 Schools.** President Clinton's school modernization initiative would provide tax credits on \$38.0 million of bonds for South Dakota to help build or modernize an estimated 12 schools.

TENNESSEE: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO TENNESSEE

- **Over The Next Seven Years, Tennessee Would Receive \$216.7 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$216.7 million over seven years. This could fund about 2,161 teachers in 2005, helping Tennessee cut class sizes in the early grades.
- **Tennessee Would Receive Tax Credits on \$331.1 Million of Bonds To Help Build or Modernize 102 Schools.** President Clinton's school modernization initiative would provide tax credits on \$331.1 million of bonds for Tennessee to help build or modernize an estimated 102 schools.

TEXAS: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO TEXAS

- **Over The Next Seven Years, Texas Would Receive \$1,063.1 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$1,063.1 million over seven years. This could fund about 11,155 teachers in 2005, helping Texas cut class sizes in the early grades.
- **Texas Would Receive Tax Credits on \$1,614.1 Million of Bonds To Help Build or Modernize 499 Schools.** President Clinton's school modernization initiative would provide tax credits on \$1,614.1 million of bonds for Texas to help build or modernize an estimated 499 schools.

UTAH: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO UTAH

- **Over The Next Seven Years, Utah Would Receive \$55.7 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$55.7 million over seven years. This could fund about 515 teachers in 2005, helping Utah cut class sizes in the early grades.
- **Utah Would Receive Tax Credits on \$66.8 Million of Bonds To Help Build or Modernize 21 Schools.** President Clinton's school modernization initiative would provide tax credits on \$66.8 million of bonds for Utah to help build or modernize an estimated 21 schools.

VERMONT: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO VERMONT

- **Over The Next Seven Years, Vermont Would Receive \$29.6 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$29.6 million over seven years. This could fund about 241 teachers in 2005, helping Vermont cut class sizes in the early grades.
- **Vermont Would Receive Tax Credits on \$36.2 Million of Bonds To Help Build or Modernize 11 Schools.** President Clinton's school modernization initiative would provide tax credits on \$36.2 million of bonds for Vermont to help build or modernize an estimated 11 schools.

VIRGINIA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO VIRGINIA

- **Over The Next Seven Years, Virginia Would Receive \$185.3 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$185.3 million over seven years. This could fund about 1,648 teachers in 2005, helping Virginia cut class sizes in the early grades.
- **Virginia Would Receive Tax Credits on \$258.9 Million of Bonds To Help Build or Modernize 80 Schools.** President Clinton's school modernization initiative would provide tax credits on \$258.9 million of bonds for Virginia to help build or modernize an estimated 80 schools.

WASHINGTON: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO WASHINGTON

- **Over The Next Seven Years, Washington Would Receive \$182.5 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$182.5 million over seven years. This could fund about 1,361 teachers in 2005, helping Washington cut class sizes in the early grades.
- **Washington Would Receive Tax Credits on \$236.6 Million of Bonds To Help Build or Modernize 73 Schools.** President Clinton's school modernization initiative would provide tax credits on \$236.6 million of bonds for Washington to help build or modernize an estimated 73 schools.

WEST VIRGINIA: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO WEST VIRGINIA

- **Over The Next Seven Years, West Virginia Would Receive \$123.6 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$123.6 million over seven years. This could fund about 1,047 teachers in 2005, helping West Virginia cut class sizes in the early grades.
- **West Virginia Would Receive Tax Credits on \$142.6 Million of Bonds To Help Build or Modernize 44 Schools.** President Clinton's school modernization initiative would provide tax credits on \$142.6 million of bonds for West Virginia to help build or modernize an estimated 44 schools.

WISCONSIN: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO WISCONSIN

- **Over The Next Seven Years, Wisconsin Would Receive \$210.9 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$210.9 million over seven years. This could fund about 1,547 teachers in 2005, helping Wisconsin cut class sizes in the early grades.
- **Wisconsin Would Receive Tax Credits on \$332.4 Million of Bonds To Help Build or Modernize 103 Schools.** President Clinton's school modernization initiative would provide tax credits on \$332.4 million of bonds for Wisconsin to help build or modernize an estimated 103 schools.

WYOMING: PRESIDENT CLINTON IS FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- ***Smaller Class Sizes Matter:*** According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- ***More Modern Schools Matter:*** One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- ***School Modernization Proposal:*** To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget include Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- ***Class Size Proposal:*** President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will 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.

WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION PROPOSAL WOULD MEAN TO WYOMING

- **Over The Next Seven Years, Wyoming Would Receive \$27.3 Million To Cut Class Sizes.** President Clinton is fighting for a down-payment on his class size reduction proposal, which would provide \$27.3 million over seven years. This could fund about 257 teachers in 2005, helping Wyoming cut class sizes in the early grades.
- **Wyoming Would Receive Tax Credits on \$33.1 Million of Bonds To Help Build or Modernize 10 Schools.** President Clinton's school modernization initiative would provide tax credits on \$33.1 million of bonds for Wyoming to help build or modernize an estimated 10 schools.

PRESIDENT CLINTON AND VICE PRESIDENT GORE: FIGHTING FOR SMALLER CLASS SIZES AND MORE MODERN SCHOOLS

Background Information

- Fact Sheet: President Clinton's Initiative for Smaller Classes With Better Teachers (Page 1)
- Evidence That Smaller Class Sizes Make A Difference (Page 2)
- Fact Sheet: President Clinton's Tax Cut to Modernize Schools for the 21st Century (Page 3)
- Why School Modernization Assistance Is Needed, With State-by-State Evidence (Page 4-5)
- How School Modernization Tax Cut Could Help Schools in Your Area (Page 6)
- Impact of Inadequate School Facilities on Student Learning (Page 7-8)

FACT SHEET: PRESIDENT CLINTON'S INITIATIVE FOR SMALLER CLASSES WITH BETTER TEACHERS

President Clinton is fighting for his smaller class size proposal to help communities and school districts reduce class size to a national average of 18 in grades one to three. The initiative would provide \$1.1 billion in fiscal year 1999 -- and \$12.4 billion over seven 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 would reduce class size 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 President's initiative would:

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 percent 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.

EVIDENCE THAT SMALLER CLASS SIZES MAKE A DIFFERENCE

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

- **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 are 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.

FACT SHEET: PRESIDENT CLINTON'S TAX CUT TO 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, President Clinton is fighting for Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This new initiative provides tax credits in lieu of interest payments for investors in two types of School Modernization Bonds: Qualified School Construction Bonds and an expansion of the Qualified Zone Academy Bonds (which were 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.

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.

WHY SCHOOL MODERNIZATION ASSISTANCE IS NEEDED

President Clinton's school modernization initiative 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 1996 report, 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 revealed:
 - 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 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, one study 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.

School Conditions By State

	Share of Schools With At Least One Building In Need of <u>Extensive Repair</u>	Share of Schools With At Least One Unsatisfactory Environmental <u>Condition*</u>	Share of Schools That Need To Spend Over The National Average To Bring Their Facilities <u>Into Good Condition</u>	Share of Schools That Lack Telephone <u>Lines For Modems</u>
NATION	33%	58%	21%	56%
Alabama	39.1%	57.7%	20.9%	55.4%
Alaska	44.6	72.5	42.6	53.8
Arizona	40.8	56.8	29.7	58.1
Arkansas	24.9	51.5	8.3	56.4
California	42.9	77.0	25.7	68.1
Colorado	32.2	53.2	20.2	56.8
Connecticut	30.0	60.0	29.7	51.9
Delaware	40.5	52.8	31.7	82.9
District of Columbia	49.3	68.3	48.8	52.7
Florida	31.2	71.6	33.8	63.2
Georgia	26.2	39.5	14.6	53.0
Hawaii	21.4	65.6	18.7	79.5
Idaho	31.9	53.2	13.3	58.8
Illinois	31.0	57.6	28.2	63.4
Indiana	29.2	55.6	36.3	55.0
Iowa	18.8	51.4	12.6	43.8
Kansas	38.3	67.0	17.2	44.4
Kentucky	30.9	53.0	26.2	55.7
Louisiana	38.6	56.5	23.6	65.5
Maine	37.5	59.0	11.8	63.8
Maryland	30.7	63.3	34.1	66.7
Massachusetts	40.8	71.3	18.4	66.9
Michigan	21.6	56.6	8.8	58.1
Minnesota	38.5	55.2	19.3	41.0
Mississippi	28.5	49.1	7.2	55.8
Missouri	27.3	51.2	13.7	59.1
Montana	20.4	55.1	6.0	37.5
Nebraska	35.2	55.5	18.4	45.7
Nevada	23.2	39.5	13.1	26.2
New Hampshire	38.4	70.6	15.4	58.6
New Jersey	19.1	46.1	16.4	33.5
New Mexico	29.9	63.2	25.8	58.5
New York	32.8	60.4	38.6	55.3
North Carolina	36.1	58.7	16.6	62.6
North Dakota	23.0	54.9	6.7	36.5
Ohio	38.0	68.0	22.8	70.5
Oklahoma	30.5	53.4	8.4	57.7
Oregon	38.9	73.8	16.9	65.1
Pennsylvania	21.0	48.3	21.2	44.2
Rhode Island	29.3	61.1	9.9	52.1
South Carolina	36.9	46.5	28.0	50.3
South Dakota	21.3	40.5	9.4	35.4
Tennessee	27.2	52.4	12.5	65.6
Texas	27.1	49.5	15.8	38.4
Utah	34.1	58.2	19.8	71.0
Vermont	21.4	51.3	13.3	61.4
Virginia	27.4	48.1	28.9	52.9
Washington	44.2	65.5	42.3	61.1
West Virginia	41.9	71.8	18.1	51.5
Wisconsin	32.8	50.5	13.2	46.4
Wyoming	24.4	54.8	8.5	33.8

*Environmental conditions include lighting, heating, ventilation, indoor air quality, acoustics for noise control, and physical security.

Source: General Accounting Office, June 14, 1996.

HOW PRESIDENT CLINTON'S SCHOOL MODERNIZATION TAX CUT COULD HELP SCHOOLS IN YOUR AREA

President Clinton's school modernization tax cut 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 -- 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 -- 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 the learning as well as the health and the 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 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. (1988) 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, indeed 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.