



UNIVERSITY OF FLORIDA

Department of Special Education
College of Education

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August 21, 1998

Mr. Michael Cohen, White House
Domestic Policy Council
Old Executive Office Building, Room 224
Washington, DC 20502

Dear Mr. Cohen:

This letter is to express my interest in participating in the National School Safety Conference, Oct. 15, 1998 as announced by President Clinton in response to school violence and safety issues. I am enclosing my vita as evidence of my professional qualifications.

I am an Associate Professor in the Special Education Department at the University of Florida responsible for the teacher education program in emotional and behavioral disorders of school-aged children and youth. My research interests are in the area of aggression and violence of children and youth and in school-wide strategies to increase school safety and socially acceptable behaviors.

Many of my published research articles, presentations to the professional community, and inservice training for school district personnel have focused on effective strategies to work with disruptive, aggressive students in schools. Further, I am Principal Investigator of a large, four year federally-funded research project on the effects of school-wide conflict resolution and peer mediation programs. Recently, I was asked to edit a special edition of a prominent professional journal focusing on effective strategies and services for students who display potentially disruptive, disturbing, and violent behavior.

As a result of my research and development efforts, I believe I can contribute positively to a national discussion on school safety. More importantly, I can contribute proactive, preventative strategies that move away from the typical punitive, reactionary, and largely ineffective responses that many school professionals now employ.

If you would like further information or clarification of my interest or qualifications, please contact me at the University. Until then, thank you for your time and consideration.

Sincerely,

A handwritten signature in cursive script that reads "Stephen W. Smith".

Stephen W. Smith, Ph.D.
Associate Professor

Vita

STEPHEN W. SMITH

Education

Ph.D. University of Kansas, Lawrence, Kansas Major: Special Education (Emotional Disturbance) Minor: Educational Psychology and Research	1989
M.S. Southwest Missouri State University, Springfield, Missouri Major: Special Education (Mental Retardation)	1978
B.S. Southwest Missouri State University, Springfield, Missouri Double Major: Speech Therapy, Psychology (1976)	1975

Professional Experience

<i>Associate Professor</i> - University of Florida	present
<i>Principal Investigator</i> - Conflict Research Project	present
<i>Research Fellow</i> - Center for Effective Collaboration and Practice: The American Institutes for Research. Washington, DC	present
<i>Assistant Professor</i> - University of Florida Co-Principal Investigator, Teacher Attrition Research Project	8/90 - 5/95
<i>Visiting Assistant Professor</i> - University of Florida	8/89 - 5/90
<i>Project Coordinator</i> - Rural Special Education Preservice Project	8/88 - 8/89
<i>Practicum Supervisor</i> - University of Kansas	8/88 - 8/89
<i>Research Assistant</i> - University of Kansas Medical Center	8/86 - 8/88
<i>Special Education Teacher</i> (EMH) Springfield, Missouri Bissett Elementary School 1978-83 Central High School 1983-86	1978-1986

Awards

<u>Teacher of the Year</u> University of Florida, College of Education	1992, 1997
<u>UF Teaching Incentive Program Award</u> One of four in College of Education	1993
<u>National Award for Outstanding Scholarship on Teacher Education</u> Association of Colleges and Schools of Education in State Universities and Land Grant Colleges	1993

<u>Research Achievement Award (Top 100 UF Researchers)</u> University of Florida, Division of Sponsored Research	1992-93
<u>Carl Fenichel Memorial Lectureship Award</u> Presented by Council for Children with Behavioral Disorders (CCBD) for paper entitled "Individualized Education Programs (IEPs) in Special Education: Implications for the Field of Behavioral Disorders."	1989
<u>Departmental Academic Stipend Award</u>	1987-1988

Service

National

President, Teacher Educators of Children with Behavioral Disorders (1993-1994)

Member

- Delegate Assembly, Council for Exceptional Children, Division for Research
- Honors Committee, Council for Children with Behavior Disorders (CCBD)
- Fenichel Award Committee, CCBD
- Research and Evaluation Committee, National Association of Mediation in Education

State

Member

- Exceptional Student Education Research Council, Bureau of Student Services and Exceptional Education, Florida Department of Education
- Advisory Board, SED Outcomes Project, University of South Florida
- Work Group for Certification/Training of Teachers of Students with Behavior Disorders, Florida Bureau of Education for Exceptional Students
- Coalition for Education of Exceptional Students (CEES), CCBD representative
- Advisory Council - Multi-Agency Network for Severely Emotionally Disturbed Students, Florida (Districts IIIA & IIIB)
- Excellence in Children's Mental Health Think Tank, Multi-Agency Network for Severely Emotionally Disturbed Students, Florida (District IIIA)
- Honors Committee, Florida Federation Council for Exceptional Children
- Alachua County Youth Programs Task Force

University

Faculty-Student Minority Mentor Program, University of Florida
Peer Mediator, Dispute Resolution Center, University of Florida

College

Member

- College of Education Teacher of the Year Selection Committee
- Steering Committee, College of Education/P.K. Yonge At-Risk Research /Demonstration Project
- Research and Evaluation Sub Committee, College of Education/P.K. Yonge At-Risk Research /Demonstration Project
- Research Advisory Council
- College Curriculum Committee
- Proteach II Design Team, Unification of Elementary and Special Education Programs

Department

Chair, Department Petitions Committee

Chair, Faculty Search Committee

Faculty Advisor, Student Council for Exceptional Children

Member

- Severely Emotionally Disturbed Project Advisory Team
- PROTEACH Curriculum Review Committee
- Clinical Review Committee
- Long-Range Planning Committee
- Faculty Search Committee
- Doctoral Research Seminar Development Committee

Consultation

Consultant - Taiwan, Republic of China, Department of Education, sponsored by the National Changhua University of Education. Four day workshop with teachers and administrators in Changhua and Taipei, Taiwan	Fall, 1994
Content Expert, Key Validator - Office of Instructional Resources, University of Florida (Special Education Teacher State Certification Tests)	1990-present
Project Consultant - Teaching Appropriate Social and Behavioral Skills to Students with Disabilities, Volusia County, Florida	1990-1991
Project Consultant - Leavenworth USD 453, Leavenworth, Kansas Individualized Education Program (IEP) Project	Spring 1989
Consultant - Kansas State Department of Education Designed research to collect and analyze data regarding characteristics of Kansas students with behavior disorders	1986-1987

In-Service Presentations

Dealing with Disruptive Students (2 day Workshop) Columbia County, Fl.	Summer, 1990
Punishment Issues and Positive Behavior Management (1 day Workshop) Clay County, Fl.	Summer, 1990
Mainstreaming Strategies (1 day Workshop) St. Lucie County, Fl.	Fall, 1991
Dealing with Resistance to Change (2 day Workshop) St. Lucie County, Fl.	Fall, 1991
Practical Strategies for Dealing with Behavior Problems (1/2 day Workshop) Marion County, Fl.	Fall, 1996
School-Wide Conflict Resolution/Peer Mediation Programs for School-Based Personnel (1 day Workshop) Tempe, AZ.	Fall, 1996
Practical Strategies for Dealing with Behavior Problems (1 day Workshop) Marion County, Fl.	Spring, 1997

Quality of Individualized Education Programs (1/2 day Workshop) Fall, 1997
Palm Beach County, Fl.

Retention Issues for Teachers Who Work with Students Who Exhibit Fall, 1997
Emotional Disturbance (1 day Workshop) Palm Beach County, Fl.

Assessment and Strategies for Functional Assessment of Significant Behavioral Summer 1998
Problems (1 day Workshop) Volusia County, Fl.

Scholarly Work

Smith, S. W., & Simpson, R. L. (1989). An analysis of individualized education programs for students with behavior disorders. Behavioral Disorders, 14, 107-116.

Smith, S. W. (1990). Comparison of individualized education programs (IEPs) for students with behavioral disorders and learning disabilities. Journal of Special Education, 24(1), 85-100.

Smith, S. W. (1990). Individualized education programs (IEPs) in special education: From intent to acquiescence. Exceptional Children, 57, 6-14.

Smith, S. W. (1991). Individualized education programs (IEPs) in special education: From intent to acquiescence. In S. A. Brannan (Ed.), Contemporary Readings in Special Education. Seattle: Kendall/Hunt.

Sindelar, P. T., Griffin, C. C., Smith, S. W., & Watanabe, A. K. (1992). Prereferral intervention: Encouraging notes on preliminary findings. The Elementary School Journal, 92, 245-259.

Brownell, M. T., & Smith, S. W. (1992). Attrition/retention of special education teachers: Critique of current research and recommendations for retention efforts. Teacher Education and Special Education, 15, 229-248.

Smith, S. W., Brownell, M. T., Simpson, R. L., & Deshler, D.D. (1993). Successfully completing the dissertation: Two reflections on the process. Remedial and Special Education, 14(3), 53-60.

Brownell, M. T., & Smith, S. W. (1993). Understanding special education teacher attrition: A conceptual model and implications for teacher educators. Teacher Education and Special Education, 16, 270-282.

Smith, S. W., & Farrell, D., T. (1993). Level system use in special education: Classroom intervention with prima facie appeal. Behavioral Disorders, 18, 251-264.

Smith, S. W., Slattery, W., & Knopp, T. (1993) Beyond the mandate: Developing Individualized Education Programs that work for students with autism. Focus on Autistic Behavior, 8(3), 1-15.

Smith, S. W., Siegel, E. M., O'Connor, A. M., & Thomas, S. B. (1994). Effects of cognitive-behavioral training on angry behavior and aggression of three elementary-aged students. Behavioral Disorders, 19, 126-135.

Brownell, M. T., Smith, S. W., McNellis, J. R., & Lenk, L. (1995). Career decisions in special education: Current and former teachers' personal views. Exceptionality, 5, 83-102.

- Smith, S. W., & Brownell, M. T. (1995). Individualized Education Programs: Considering the broad context of reform. Focus on Exceptional Children, 28(1), 1-12.
- Smith, S. W., & Kortering, L. (1997). Using computers to generate Individualized Education Programs: Rethinking the process. Journal of Special Education Technology, 13, 81-90.
- Brownell, M. T., Smith, S. W., McNellis, J. R., & Miller, M. D. (1997). Attrition in special education: Why teachers leave the classroom and where they go. Exceptionality, 7, 143-155.
- Smith, S. W., & Coutinho, M. J. (1997). Achieving the goals of the National Agenda: Progress and prospects. Journal of Emotional and Behavioral Disorders, 5, 2-5.
- Farrell, D., Smith, S. W., & Brownell, M. T. (1998). Teacher perceptions of level system effectiveness on the behavior of students with emotional or behavioral disorders. Journal of Special Education, 52, 89-98.
- Robinson, T. R., Smith, S. W., Miller, M. D., & Brownell, M. T. (in press). Cognitive behavior modification of hyperactivity and aggression: A meta analysis. Journal of Educational Psychology.
- Miller, M. D., Brownell, M. T., & Smith, S. W. (in press) Factors that predict staying in, leaving, or transferring from the special education classroom. Exceptional Children.
- Smith, S. W., & Gilles, D. L. Using the Individualized Curriculum Sequence model to promote generalization of social skills of students with emotional or behavioral disorders. (Submitted for publication).
- Matloff, G., & Smith, S. W. Implementing a school-wide conflict resolution/peer mediation program: A study of faculty considerations in a middle school. (Submitted for publication).

Invited Manuscripts

- Smith, S. W., Brownell, M. T., & McNellis, J. R. (1995). Reflections on "Career decisions in special education: Current and former teacher's personal views". Exceptionality, 5, 109-112.
- Brownell, M. T., Smith, S. W., & McNellis, J. R. (1997). Reflections on "Attrition in special education: Why teachers leave the classroom and where they go". Exceptionality, 7, 187-191.
- Robinson, T. R., & Smith, S. W. (1997). Current topics in review: Cognitive behavior modification. Intervention in School and Clinic, 33, 63-64.
- Ziegert, C. C., & Smith, S. W. (1997). Adults with learning disabilities: Learning from their success. Intervention in School and Clinic, 33, 135-136.
- Blatz, S. L., & Smith, S. W. (in press). Using a liaison to increase the effectiveness of interagency collaboration in correctional special education. Intervention in School and Clinic.
- Clark, D. M., & Smith, S. W. (in press). Facilitating friendships: Preparing the early elementary classroom for the inclusion of students with autism. Intervention in School and Clinic.
- Hardman, E., & Smith, S. W. (in press). Promoting positive interaction in the classroom. Intervention in School and Clinic.

Published Manuscripts (Nonrefereed)

Smith, S. W. (1992). Effects of a metacognitive strategy on aggressive acts and anger behavior of elementary and secondary-aged students. Florida Educational Research Council Research Bulletin, 24(1, 2), 1-45.

Manuscripts Under Preparation

Knopp, T. Y., & Smith, S. W. Changing teacher beliefs: Restructuring a curriculum for students with serious emotional disturbance.

Smith, S. W., & Travis, P. Conducting social competence research: Considering conceptual frameworks.

Smith, S. W., Robinson, T. R., & Austin, G. Conflict resolution and peer mediation. What's wrong with helping students help themselves.

Smith, S. W., & Hardman, L. Discipline in regular education: Review of the literature.

Unpublished Manuscripts

Smith, S. W. (1987). Individualized education program (IEP) analysis of Kansas students with behavior disorders: Findings and recommendations. Unpublished manuscript, University of Kansas, Lawrence, Kansas. (Submitted to Kansas State Department of Education)

Smith, S. W. (1987). Program Evaluation for Procedural and Substantive Efficacy (PEPSE). Unpublished manuscript, University of Kansas Medical Center: Kansas City, Kansas.

McGinley, K., Smith, S. W., & Thompson, B. (1989). Rural Abstracts/Bibliography. Unpublished manuscript, University of Kansas, Rural Special Education Preservice Project, Lawrence.

McGinley, K., Smith, S. W., & Thompson, B. (1989). Rural Special Education Preservice Project Seminar (Modules 1-6). Unpublished manuscript, University of Kansas, Rural Special Education Preservice Project, Lawrence.

Smith, S. W. (1989). Identification and Effective Use of Local Resources. Unpublished manuscript, University of Kansas, Rural Special Education Preservice Project, Lawrence.

Book Reviews

Smith, S. W. (1990). [Review of Helping delinquents change: A treatment manual of social learning approaches]. Behavioral Disorders, 15, 192-193.

Book/Manual Chapters

Smith, S. W., & Slattery, W. (1993). Individualized Education Programs for student with disabilities: How do we move beyond compliance? In Virginia State Department of Education (Ed.), Program Leadership for Serving Students with Disabilities (pp. 111-147). Richmond, VA.

Editorial Work

<i>Special Issue Editor</i>	<u>Journal of Emotional and Behavioral Disorders</u> (Vol. 5[1]). <i>The National Agenda for Achieving Better Results for Children and Youth with Serious Emotional Disturbance</i>
<i>Associate Editor</i>	<u>Intervention in School and Clinic</u>
<i>Consulting Editor</i>	<u>Behavioral Disorders</u> <u>Beyond Behavior</u> <u>Journal of Emotional and Behavioral Disorders</u> <u>Exceptionality</u> <u>Teacher Education and Special Education</u>
<i>Guest Reviewer</i>	<u>Remedial and Special Education</u> <u>Exceptional Children</u>
<i>Proposal Reviewer</i>	• 1992 American Educational Research Association (AERA) Annual Meeting (Special Education Research; Learning and Instruction) • 1993 American Educational Research Association (AERA) Annual Meeting, Special Education Research • 1993 Council for Exceptional Children (CEC) Annual Meeting (Division for Research) • 1994 American Educational Research Association (AERA) Annual Meeting (Special Education Research) • 1995 American Educational Research Association (AERA) Annual Meeting (Teaching and Teacher Education) • 1997 American Educational Research Association (AERA) Annual Meeting (Educational Policy & Politics, Teaching and Teacher Education)
<i>Grant Reviewer</i>	• 1993 U.S. Department of Education, Office of Special Education Programs, (Research Priorities, Division of Innovation and Development) • 1996 U.S. Department of Education, Office of Special Education Programs, (Research Priorities, Division of Innovation and Development)
<i>Book Reviewer</i>	Brooks/Cole Co. Allyn & Bacon Love Publishing

Presentations

National Invited Presentations

- Smith, S. W., & Brownell, M. T. (1992, April). New Ways of Doing Business Are Needed If We Are to Respond Effectively to the Need For Qualified Special Education Professionals (Discussants). Council for Exceptional Children-70th Convention, Baltimore, MD.
- Miller, M. D., Brownell, M. T., & Smith, S. W. (1995, May). Retention and Attrition in Special Education: Analysis of Variables that Predict Staying, Transferring, or Leaving. Paper presented at the National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention, and Attrition, Washington, DC.

- Brownell, M. T., Smith, S. W., McNellis, J., & Miller, M. D. (1995, May). Attrition of Special Educators: Why They Leave and Where They Go. Paper presented at the National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention, and Attrition, Washington, DC.
- Brownell, M. T., Smith, S. W., & Miller, M. D. (1995, July). Teacher Training, Retention, and Supply and Demand (Discussants). Office of Special Education Programs Research Project Directors' Conference, Washington, DC.
- Smith, S. W. (1997, July). School-Wide Strategies for Managing Behavior: A Panel Discussion (Discussant). Office of Special Education Programs Research Project Directors' Conference, Washington, DC.
- Smith, S. W. (1997, November). School-Wide Research on Preventing Emotional and Behavioral Disorders (Chair/Organizer, Prevention Strand). 21st Annual National Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ.
- Smith, S. W. (1998, July). Panel Discussion: Promises and Limitations of School-Wide Discipline Programs for Students with Disabilities (Panelist). Office of Special Education Programs Research Project Directors' Conference, Washington, DC.

National Refereed Paper Presentations

- Smith, S. W. (1989, April). Individualized Education Programs (IEPs) in Special Education: Implications for the Field of Behavioral Disorders. (Carl Fenichel Memorial Award Presentation.) Paper presented at the Council for Exceptional Children-67th Annual Convention, San Francisco, CA.
- Brownell, M. T., & Smith, S. W. (1993, April). A Conceptual Framework for Understanding Teacher Attrition/Retention in Special Education: Development and Validation Through Systematic Research. Paper presented at the American Education Research Association Annual Meeting, Atlanta, GA.
- Smith, S. W. (1993, April). Teacher Attrition in Special Education: Qualitative Inquiry into Teachers' Decisions to Stay in or Leave the Classroom. Paper presented at the American Education Research Association Annual Meeting, Atlanta, GA.
- Brownell, M. T., & Smith, S. W. (1993, November). Florida Special Education Teachers' Perceptions of the Workplace: Survey Results. Paper presented at the 16th Annual Teacher Education Division Conference, Orlando, FL.
- Brownell, M. T., Smith, S. W., & Miller, D. (1994, April). Effects of Historical, Personal, and Environmental Factors on Special Educators' Intent to Stay. Paper presented at the American Education Research Association Annual Meeting, New Orleans, LA.
- Smith, S. W., Brownell, M. T., & Miller, D. (1994, April). Teacher Perceptions of the Special Education Work Environment: Does Experience Make a Difference?. Paper presented at the American Education Research Association Annual Meeting, New Orleans, LA.
- Miller, D., Brownell, M. T., & Smith, S. W. (1994, April). Determinants of Teacher Satisfaction Among Special Educators. Paper presented at the American Education Research Association Annual Meeting, New Orleans, LA.

Brownell, M. T., Smith, S. W., & Miller, D. (1995, April). Teaching in Special Education: Why Teachers Leave and Where Do They Go? Paper presented at the American Education Research Association Annual Meeting, San Francisco, CA.

McNellis, J., Smith, S. W., & Brownell, M. T. (1996, April). Teaching Special Education in Rural Counties: Two Case Studies of Teacher Attrition. Paper presented at the American Education Research Association Annual Meeting, New York, NY.

Robinson, R. T., Smith, S. W., Miller, M. D., & Brownell, M. T. (1997, March). Cognitive Behavior Modification of Hyperactivity and Aggression: A Meta-Analysis. Paper presented at the American Education Research Association Annual Meeting, Chicago, IL.

International & National Presentations (Refereed)

Smith, S. W. (1988, February). Issues Related to the Regular Education Initiative and Students with Behavior Disorders, Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Smith, S. W. (1989, February). Behavioral Therapy for Students with Behavior Disorders: To Punish or Not to Punish, is that the Question?, Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Smith, S. W. (1989, November). Beyond Punishment: A Question of Designing Behavioral Interventions, 13th Annual National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Smith, S. W. (1990, February). Beyond Punishment: A Question of Designing Behavioral Interventions, Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Smith, S. W. (1990, April). Individualized Education Programs (IEPs)--From Beginning Intent to Current Acquiescence: Implications for Special Education, Council for Exceptional Children-68th Annual Convention, Toronto, Canada.

Smith, S. W. (1990, October). Beyond Punishment's Purview: Reasonable Behavior Reduction for Home and School, National Adolescent Conference, Programming for the Developmental Needs of Adolescents with Behavioral Disorders, Miami, FL.

Smith, S. W. (1991, February). Advocating for Students with Behavior Disorders: Staying Clear of Alligators in a Relatively Safe Swamp, Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Smith, S. W. (1991, April). Beyond Punishment's Purview: Issues to Consider Before Using Behavior Reduction Techniques, Council for Exceptional Children-69th Convention, Atlanta, GA.

Smith, S. W., & Brownell, M. T. (1991, November). Special Education Teacher Retention: Solving the Attrition Problem, 14th Annual Teacher Education Division Conference, Charlotte, NC.

- Smith, S. W. (1991, November). Behavior Management Through Student Empowerment: A Specific Technique for Students At Risk, Council for Exceptional Children Topical Conference on At-Risk Children and Youth, New Orleans, LA.
- Brownell, M. T., & Smith, S. W. (1992, April). Teacher Attrition in Special Education: Crisis in Our Urban Schools, Council for Exceptional Children-70th Convention, Baltimore, MD.
- Brownell, M. T., & Smith, S. W. (1992, November). Understanding Teacher Attrition in Special Education and Its Implication for Preservice Educators, 15th Annual Teacher Education Division Conference, Cincinnati, OH.
- Smith, S. W. (1992, November). Effects of a Metacognitive Strategy on Aggressive Acts and Anger Behavior of Elementary and Secondary-Aged Students, 16th Annual National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Smith, S. W., & Farrell, D. T. (1993, November). Level System Use in Special Education: Classroom Intervention with Prima Facie Appeal, 17th Annual National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Brownell, M. T., Smith, S. W., & Miller, M. D. (1994, November). Teacher Attrition in Special Education: Where Do They Go and Why?, 17th Annual Teacher Education Division Conference, San Diego, CA.
- Smith, S. W., & Williams, D. G. (1994, November). Generalizing Social Skills Training Using the Individualized Curriculum Sequencing Model, 18th Annual National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Farrell, D. T., & Smith, S. W. (1995, November). Level System Research: New Findings About Its Use for Students with Emotional and Behavioral Disorders, 19th Annual National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Pitts, J., & Smith, S. W. (1996, October). Consultation: Teaching Mediation Skills as a Hybrid of Counseling and Consultation, Annual Meeting of the Association for Counselor Education and Supervision, Portland, OR.
- Smith, S. W., & Travis, P. (1996, November). Conducting Social Competence Research: Considering Conceptual Frameworks, 20th Annual National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Smith, S. W., & Robinson, T. R. (1996, November). Conflict Resolution/Peer Mediation: A Review of the Research, 20th Annual National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Brownell, M. T., Miller, M. D., & Smith, S. W. (1997, April). Structural Model for Understanding the Antecedents of Teacher Attrition in Special Education, Council for Exceptional Children-75th Convention, Salt Lake City, UT.
- McNellis, J., Smith, S. W., & Brownell, M. T. (1997, April). Teacher Attrition in Special Education: Case Studies of Two Rural School Districts, Council for Exceptional Children-75th Convention, Salt Lake City, UT.

Smith, S. W., & Matloff, G. (1997, November). Implications for Inservice Training and Support to School Faculty Implementing Program Innovation, 20th Annual Teacher Education Division Conference, Savannah, GA.

Smith, S. W., Daunic, A., & Robinson, T. R. (1997, November). Preventing School Violence and Serious Emotional Disturbance: Research on School-Wide Conflict Resolution with Peer Mediation. 21st Annual National Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ.

Smith, S. W. (1997, November). Panel: Discussion of Prevention of Serious Emotional Disturbance (Moderator/Discussant). 21st Annual National Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ.

State Presentations (Refereed)

Smith, S. W. (1988, March). Bridging the Components of the Education for All Handicapped Children Act: Implications for Special Education Practitioners and the Notion of Special Education Reform, Missouri Federation Council for Exceptional Children Spring Conference, Lake of the Ozarks, MO.

Smith, S. W. (1988, September). Punishment: An Analysis of Issues and Considerations for Best Classroom Practice, Missouri Council for Children with Behavioral Disorders, University of Missouri, Columbia, MO.

Smith, S. W. (1988, October). The Jury is out on IEPs, Kansas Association for Children and Adults with Learning Disabilities Fall Conference, Lenexa, KS.

Smith, S. W. (1989, March). Is it Behavior Management or Punishment? An Analysis of Issues and Considerations for Best Classroom Practice, Missouri Federation Council for Exceptional Children Spring Conference, Lake of the Ozarks, MO.

Smith, S. W., & Brownell, M. T. (1993, February). More Questions than Answers: What is the Role of Teacher Educators in Special Education Teacher Attrition and Retention?, Florida Teacher Education Division Conference on Preparing Teachers for the 21st Century, Tampa, FL.

Brownell, M. T., Smith, S. W., Miller, M D., & McNellis, J. (1994, October). Working in Special Education: How do Florida's Teachers Perceive their Job?, Florida Federation Council for Exceptional Children State Conference, Tampa, FL.

Brownell, M. T., Smith, S. W., Miller, M D., & McNellis, J. (1995, October). Leaving the Classroom: Where Special Education Teachers Go and Why., Florida Federation Council for Exceptional Children State Conference, Daytona Beach, FL.

Brownell, M. T., & Smith, S. W. (1996, October). Special Education Teachers Leaving the Classroom: A Large and Small District's Response to What the Research Tells Us., Florida Federation Council for Exceptional Children State Conference, Sarasota, FL.

Smith, S. W., & Pitts, J. (1996, October). Student's Resolving Conflicts: Creation of a School-Wide Conflict Resolution Program., Florida Federation Council for Exceptional Children State Conference, Sarasota, FL.

Robinson, T. R., & Smith, S. W. (1997, October). Perception of a Peer Mediator Program and Conflict Resolution : Peer Mediators Speak Out., Florida Federation Council for Exceptional Children State Conference, Orlando, FL.

Local Presentations (Refereed)

Smith, S. W. (1990, February). Behavior Management Through Student Empowerment: A Specific Technique., Florida Council for Exceptional Children-Mental Retardation Drive-In Conference, Gainesville, FL.

Professional Organizations

President, (1993-94) Teacher Educators for Children with Behavioral Disorders

Vice President, (1992-93) Teacher Educators for Children with Behavioral Disorders

Treasurer, Florida Council for Children with Behavioral Disorders

Member, Council for Exceptional Children

- Council for Children with Behavioral Disorders
- Division for Research
- Division on Mental Retardation
- Teacher Education Division

American Educational Research Association

Funded Research

Preventing Serious Emotional Disturbance: Research on School-Wide Conflict Resolution with Peer Mediation (with Drs. David Miller & James Pitts). U. S. Office of Education, Office of Special Education Programs (Program for Children and Youth with Serious Emotional Disturbance), August, 1995 to July, 1999, \$700,000.

Investigation of Special Education Teacher Attrition in Florida (with Dr. Mary T. Brownell). U. S. Office of Education, Office of Special Education Programs (Field-Initiated Research), October, 1992 to September, 1995, \$493,504.

Identification of Variables Related to Teacher Attrition in Special Education (with Dr. Mary T. Brownell). Division of Sponsored Research, University of Florida (Research Development Award), May, 1991 to April, 1992, \$12,100.

Effects of a Metacognitive Strategy on Aggressive Acts and Anger Behavior of Students in Special Education. Florida Educational Research Council. December, 1991 to June, 1992, \$1,200.

Use and Effectiveness of Level Systems with Students with Emotional Handicaps. Florida Educational Research Council. January, 1994 to August, 1994, \$2,500.

Effects of Cognitive-Behavioral Training on Aggression and Anger of School-Aged Children and Youth. Spencer Foundation (Small Grants Program). \$12,000.

Investigation of Level Systems in Classrooms for Students with Emotional or Behavioral Disorders: A Quantitative and Qualitative Study (with Mr. Daniel Farrell). U. S. Office of Education, Office of Special Education Programs (Program for Children and Youth with Serious Emotional Disturbance, Student-Initiated Research) 1993. \$20,000.

Development, Validation, and Pilot of a Cognitive-Behavioral Intervention to Decrease Aggressive Behavior in Students with Significant Behavioral Problems (with T. Rowand Robinson, Doctoral Candidate). University of Florida, College of Education (College Research Incentive Fund). May, 1998 to June 1999, \$2,100.

Determining Effects of Teaching Adolescent Students a Cognitive Behavioral Intervention and Effect of Treatment Intensity on Inappropriate Modes of Anger Expression (with T. Rowand Robinson, Doctoral Candidate). Florida Educational Research Council. August, 1998 to December, 1998, \$2,474.

Submitted Research Grant Applications

Analysis of Individualized Education Programs (IEPs) for Exceptional Children: Implications for Special Education Practitioners and Special Education Reform. U. S. Office of Education, Department of Special Education and Rehabilitation Services (Student-Initiated Research) 1988.

Analysis of Computer-Assisted Individualized Education Programs (IEPs) for Exceptional Children: Assessment of Quality and Implications for Special Education Practitioners. U. S. Office of Education, Office of Special Education Programs (Field-Initiated Research) 1989.

Identification of Variables Related to Teacher Attrition in Special Education and Evaluation of an Intervention Designed to Increase Teacher Retention. (with Dr. Mary T. Brownell). U. S. Office of Education, Office of Special Education Programs (Field-Initiated Research) 1990.

Improving the Retention of Special Education Teachers (with Dr. Mary T. Brownell). U. S. Office of Education, Office of Special Education Programs (Research in Education of Individuals with Disabilities Program) 1991.

Research on Professional Collaboration to Improve Services for Students with Serious Emotional Disturbance: Enhancing Knowledge, Skills, and Strategies (with Dr. Gregory C. Valcante). U. S. Office of Education, Office of Special Education Programs (Program for Children and Youth with Serious Emotional Disturbance) 1993.

Research on a School-Wide Conflict Resolution Program with Peer Mediation: Preventing Serious Emotional Disturbance (with Drs. David Miller & James Pitts). U. S. Office of Education, Office of Special Education Programs (Program for Children and Youth with Serious Emotional Disturbance) 1994.

Research on Action Research: Improving Professional Collaboration to Improve Services for Students in Special Education Programs (with Drs. Dorene D. Ross & Greg C. Valcante). U. S. Office of Education, Office of Special Education Programs (Field-Initiated Research) 1994.

The Role of Beliefs in Effecting Change in Teachers' Philosophy and Practice (with Ms. Tanice Knopp). U. S. Office of Education, Office of Special Education, Student-Initiated Research) 1997. \$20,000.

Submitted Training Grant Applications

InCLASS Project: Innovative Classroom Learning thru Applied Skills and Strategies. U. S. Office of Education, Office of Special Education Programs (Training Personnel for the Education of Individuals with Disabilities) 1991.

Certifying Rural Out-of-Field Teachers and University Students in Emotional Disturbance. U. S. Office of Education, Office of Special Education Programs (Training Personnel for the Education of Individuals with Disabilities) 1992.

Project Therapeutic Recreation - Special Education (with Dr. Candace Ashton). U. S. Office of Education, Office of Special Education Programs (Improving the Preparation of Personnel to Serve Children with High Incidence Disabilities) August, 1998 to July, 2001, \$638,779.
Pending.

Funded Training Grants

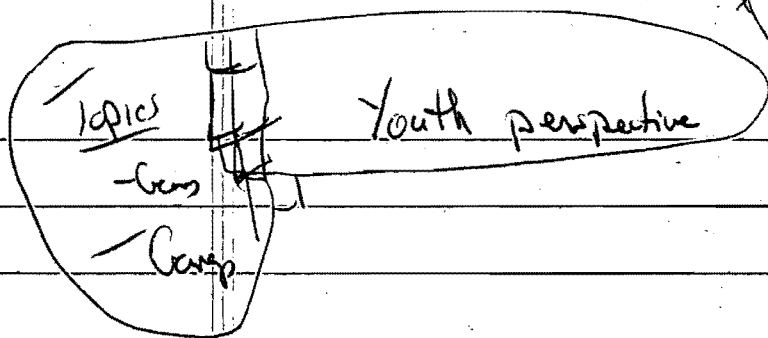
Preparing Special Education Personnel to Work in Rural Areas. U. S. Office of Education, Office of Special Education Programs (Division of Personnel Preparation) Funded May, 1989 \$16,640.

Program for Recruiting and Retaining Racial and Ethnic Minority Students in Special Education Training Programs (with Dr. Paul T. Sindelar and Addison Watanabe). U. S. Office of Education, Office of Special Education Programs (Preparation of Personnel for Careers in Special Education) Funded August, 1990 to July, 1993, \$233,310.

Miscellaneous Funding

Research Support Program for New Faculty Award. University of Florida, Division of Sponsored Research. 1990. \$12,000.

Graduate Research Assistantship Program Award. University of Florida, Division of Sponsored Research. 1990. \$5,248.



① Reorder - better

② H.A. start once

Just

3:00 all

1:30 - my g

Break out Sessions

- Root Causes
- Youth Violence
- What Works
- Vch 11

• Mental Health Interv

↳ early warning sig

• Law Enforcement Secret issues

Role of Law Enforcement

① M-H M-H - all coaches

② Crisis Intervention

③ Partnerships with Law Enforcement

- Commit policy in all cities
- Secret means

Camp

④ Sch - all

⑤ Root Causes of Vch in Yg People

- Paralyt Shels
- 0-3
- Healthy Family
- Vch 1 Early Violence

Melio

Gen Gen Vch

Pers

1 Youth Violence: Park Can 0-2 → Nara (A) boy

2 Law & Public Partnership + Safety M - Lesson

3 Mental Health/Crisis Interventions - Risk

4 Schools, Open Access - Tanya

Greeters

~~Sgt~~

Prince

~~Mayor~~

Sell 3rd Chair - Mark Emery

?

Chair of City Bld

parents - 2

teachers - 2

Audience

- 100 people

Principal intro Rely
Rely intro Potter

NEA runs

Call the Principal

Principal

Rely

Potter

School Contract

August 28, 1998 (10:38AM)

Outline

<u>TIME</u>	<u>POTUS</u>	<u>WH</u> <u>CONFERENCE</u>	<u>SATELLITE</u> <u>FEED</u>
7:30 - 8:30a	TODAY Show w/ kids		
8:30 - 10:00a		Breakout Sessions led by AG, Riley, Shalala (others tbd?) on topics tbd [<i>WH</i> <i>Conference Center?</i>]	
11:00 - 12:30	Presidential Address followed by panel	Presidential Address followed by panel [<i>East Room</i>]	Presidential Address followed by panel w/3 or 4 uplink sites
12:30 - 2:00p		LUNCH	
2:00 - 3:00p		Listening Session w/ participants led by First Lady; including reports from morning sessions by Cabinet Members	Participate in listening session via phone and uplink 3 or 4 sites
3:00 - 4:30p		Best Practices Panel?	Best Practices Panel w/ability to phone in questions

August 10, 1998 (1:20PM)

Proposed Program for White House Conference on School Safety October 15, 1998

Theme: Reaching Out: Everyone has a role in creating safe school environments

Presidential Remarks

Morning Panel

Panel prefaced by 6-10 minute MTV-produced video of kids talking about their safety/violence concerns

Panelists would include:

- Parent (quantify problem)
- Expert #1
- Expert #2
- Youth (2)
- Law enforcement Official
- Teacher
- Principal or Superintendent
- Mayor or other local elected official
- Clergy

Structure of session also provides for audience participation. Complete program is downlinked by satellite to (#tbd) cities.

Direct Presidential Address to Students

President gives an 8-12 minute talk directly to students via network, cable, satellite (tbd); following the President's remarks, teachers in classrooms across the country use pre-distributed (through newspapers? internet?) discussion guide to conduct classroom discussions about safety issues.

Expert Panel
- set up
- key issues - e.g. - media role
- relevant address accomplished

Every Child Should be Safe in Every School

Parental Speech 11:00

Describe

- 1 - Families / self / Center who is
- 2 - School need to be involved and take a role in the
- 3 - Prevent crime among young children put knowledge into the

allied committee?

Listening Session with Participants led by First Lady

Conference participants have an opportunity to communicate their views and ideas. First Lady will lead and moderate discussion. Attorney General, Secretary Riley and Secretary Shalala will sit on panel to respond.

Panel on Model School Safety Strategies

Short videos (approx. 8 min. each) will introduce two or three model school safety strategies. Panel composed of one or two experts on each strategy will answer audience and offsite questions and respond to comments. Could be moderated by First Lady, Reno or Riley.

Barack
in an
cell

Outline

<u>TIME</u>	<u>POTUS</u>	<u>WH</u> <u>CONFERENCE</u>	<u>SATELLITE</u> <u>FEED</u>
7:30 - 8:30a	TODAY Show w/ kids		
10:00 - noon	Presidential Address followed by panel*	Presidential Address followed by panel*	Presidential Address followed by panel* w/3 or 4 uplink sites
12:00 - 12:15	Direct address to students		
12:00 - 1:30p		LUNCH	
1:30 - 2:30p		Listening Session w/ participants led by First Lady	Participate in listening session via phone and uplink 3 or 4 sites
2:30 - 4:00p		Best Practices Panel <i>AG / Policy</i>	Best Practices Panel w/ability to phone in questions
4:00 - 4:30		Closing Session(tbd)	
5:30p	Attend Reception for Participants	Reception	

August 28, 1998 (10:38AM)

Outline

<u>TIME</u>	<u>POTUS</u>	<u>WH</u> <u>CONFERENCE</u>	<u>SATELLITE</u> <u>FEED</u>
7:30 - 8:30a	TODAY Show w/ kids		
8:30 - 10:00a		Breakout Sessions led by AG, Riley, Shalala (others tbd?) on topics tbd [<i>WH</i> <i>Conference Center?</i>]	
11:00 - 12:30	Presidential Address followed by panel	Presidential Address followed by panel [<i>East Room</i>]	Presidential Address followed by panel w/3 or 4 uplink sites
12:30 - 2:00p		LUNCH	
2:00 - 3:00p		Listening Session w/ participants led by First Lady, including reports from morning sessions by Cabinet Members	Participate in listening session via phone and uplink 3 or 4 sites
3:00 - 4:30p		Best Practices Panel?	Best Practices Panel w/ability to phone in questions

BACKGROUND ON CLINTON-GORE SCHOOL MODERNIZATION PROPOSALS

-- Contents --

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

School Construction and Renovation

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

Smaller Class Sizes with Well-Qualified Teachers

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

Access to Technology

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

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

Qualified School Construction Bonds

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

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

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

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

Qualified Zone Academy Bonds

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

THE NEED FOR SCHOOL MODERNIZATION ASSISTANCE

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

The Cost to Repair Existing Schools Is High

In a 1995 report, School Facilities: Condition of America's Schools, the General Accounting Office (GAO) estimated that the cost of bringing the Nation's schools into good overall condition was \$112 billion. GAO's report 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, a 1991 study in the District of Columbia found that students in

school buildings that were in poor condition had achievement 6 percent below students in schools that were in fair condition and 11 percent below students in schools in excellent condition.

HOW COULD SCHOOL MODERNIZATION BONDS HELP SCHOOLS IN MY AREA?

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

School District A -- A Rapidly Growing School District

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

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

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

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

This poor public school district needs funds to renovate a school and build a new school but is unable to issue bonds itself because of its small tax base. School District C would receive a heavily subsidized loan from the State. The State would subsidize the loan either by contributing the State's own funds toward the loan or by decreasing the amount of the subsidy other communities would receive under School Modernization Bonds in the State. School District C would not issue the bond itself; the State would issue it on behalf of School District C and several other school districts. School District C would use the funds to plan, design, and construct its new building and to renovate its existing school. The State could guarantee that

School District C would repay the loan by retaining State aid in event that the school district stopped making payments. School District C would pay only a portion of the principal on the loan to the State because the loan is subsidized. The bond holders would be repaid as described in the above examples, except the State rather than the community would repay the principal to the bond holders.

Impact of Inadequate School Facilities on Student Learning

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

Physical Building Conditions

Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilets, poor lighting, inadequate ventilation, and inoperative heating and cooling systems can affect 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.

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

State		Estimated Allocation (000s)
Alabama	School Construction Bonds	
	SEA Allocation	188,621
	Birmingham City	39,997
	Mobile County	56,461
	QZABs	52,455
	State Total	337,534
Alaska	School Construction Bonds	
	SEA Allocation	36,902
	QZABs	7,537
	State Total	44,439
Arizona	School Construction Bonds	
	SEA Allocation	193,994
	Mesa Unified School District	24,703
	Tucson Unified District	39,260
	QZABs	53,246
	State Total	311,203
Arkansas	School Construction Bonds	
	SEA Allocation	145,925
	QZABs	32,518
	State Total	178,443
California	School Construction Bonds	
	SEA Allocation	952,974
	Bakersfield City Elementary	27,470
	Compton Unified	43,160
	Fresno Unified	80,447
	Long Beach Unified	69,115
	Los Angeles Unified	697,045
	Montebello Unified	31,435
	Oakland Unified	50,643
	Pomona Unified	25,840
	Sacramento City Unified	45,359
	San Bernardino City Unified	45,845
	San Diego City Unified	98,043
	San Francisco Unified	40,589
	Santa Ana Unified	38,573
	Stockton City Unified	34,480
	QZABs	376,680
	State Total	2,657,698
Colorado	School Construction Bonds	
	SEA Allocation	112,253
	Denver County I	53,528
	QZABs	30,560
	State Total	196,341
Connecticut	School Construction Bonds	

Indiana	School Construction Bonds	
	SEA Allocation	182,029
	Gary Community School Co	31,697
	Indianapolis Public School	62,669
	QZABs	49,285
	State Total	325,680
Iowa	School Construction Bonds	
	SEA Allocation	103,120
	QZABs	23,170
	State Total	126,290
Kansas	School Construction Bonds	
	SEA Allocation	95,734
	Wichita	31,087
	QZABs	24,310
	State Total	151,131
Kentucky	School Construction Bonds	
	SEA Allocation	212,921
	Jefferson Co	64,194
	QZABs	54,356
	State Total	331,471
Louisiana	School Construction Bonds	
	SEA Allocation	232,979
	Caddo Par Sch Brd	40,897
	East Baton Rouge Par Sch	41,153
	Jefferson Par Sch Brd	40,262
	Orleans Par Sch Brd	107,926
	QZABs	79,331
	State Total	542,548
Maine	School Construction Bonds	
	SEA Allocation	61,639
	QZABs	13003
	State Total	74,642
Maryland	School Construction Bonds	
	SEA Allocation	79,112
	Baltimore City P S System	149,630
	Baltimore County Public	34,907
	Prince Georges Co Public	42,839
	QZABs	44,409
	State Total	350,897
Massachusetts	School Construction Bonds	
	SEA Allocation	229,535
	Boston Sch District	89,668
	Springfield Sch District	35,775
	QZABs	62,655
	State Total	417,633
Michigan	School Construction Bonds	
	SEA Allocation	412,678
	Detroit City School District	363,675
	Flint City School District	46,404

	Richmond Cty P S	27,702
	QZABs	51,668
	State Total	310,530
Washington	School Construction Bonds	
	SEA Allocation	204,181
	Seattle	32,414
	QZABs	48,380
	State Total	284,975
West Virginia	School Construction Bonds	
	SEA Allocation	142,557
	QZABs	30,764
	State Total	173,321
Wisconsin	School Construction Bonds	
	SEA Allocation	168,546
	Milwaukee Sch District	163,855
	QZABs	54,162
	State Total	386,563
Wyoming	School Construction Bonds	
	SEA Allocation	33,059
	QZABs	7,578
	State Total	40,637
Outlying Areas	School Construction Bonds	26,975
	QZABs	8901
	Total	35,876
Potential reserve for additional LEAs (School Construction Bonds)		600,000
TOTAL		22,600,000
NOTE: Numbers may not add to totals due to rounding. Estimates are based on the best available data as of 2/10/98.		

	QZABs	119,775
	State Total	614,712
Rhode Island	School Construction Bonds	
	SEA Allocation	30,194
	Providence Sch District	41,994
	QZABs	10,961
	State Total	83,149
South Carolina	School Construction Bonds	
	SEA Allocation	167,082
	Charleston County Sch District	30,933
	QZABs	39,979
	State Total	237,994
South Dakota	School Construction Bonds	
	SEA Allocation	38,002
	QZABs	8,084
	State Total	46,086
Tennessee	School Construction Bonds	
	SEA Allocation	164,525
	Knox Co Sch District	23,860
	Memphis City Sch District	98,024
	Nashville-Davidson Co Sc	44,710
	QZABs	57,497
	State Total	388,616
Texas	School Construction Bonds	
	SEA Allocation	828,570
	Aldine ISD	31,393
	Austin ISD	39,433
	Brownsville ISD	49,978
	Corpus Christi ISD	32,234
	Dallas ISD	141,973
	El Paso ISD	67,606
	Fort Worth ISD	61,104
	Houston ISD	206,115
	Laredo ISD	34,663
	San Antonio ISD	78,386
	Ysleta ISD	42,640
	QZABs	270,506
	State Total	1,884,601
Utah	School Construction Bonds	
	SEA Allocation	66,771
	QZABs	14,048
	State Total	80,819
Vermont	School Construction Bonds	
	SEA Allocation	36,196
	QZABs	7,743
	State Total	43,939
Virginia	School Construction Bonds	
	SEA Allocation	198,345
	Norfolk Cty P S	32,815

	Albuquerque Public Schools	48,700
	QZABs	28,080
	State Total	173,650
New York	School Construction Bonds	
	SEA Allocation	412,507
	Buffalo City Schools	83,473
	New York City	1,611,612
	Rochester City Schools	58,423
	QZABs	294,721
	State Total	2,460,736
North Carolina	School Construction Bonds	
	SEA Allocation	262,774
	Mecklenburg County	34,623
	QZABs	61,668
	State Total	359,065
North Dakota	School Construction Bonds	
	SEA Allocation	36,902
	QZABs	7,692
	State Total	44,594
Ohio	School Construction Bonds	
	SEA Allocation	376,469
	Akron City Sd	37,195
	Cincinnati City Sd	70,108
	Cleveland City Sd	139,125
	Columbus City Sd	73,459
	Dayton City Sd	40,079
	Toledo City Sd	46,535
	QZABs	128,603
	State Total	911,573
Oklahoma	School Construction Bonds	
	SEA Allocation	134,270
	Oklahoma City Sch District	35,821
	Tulsa City Sch District	32,952
	QZABs	38,286
	State Total	241,329
Oregon	School Construction Bonds	
	SEA Allocation	117,410
	Portland Sch District IJ	37,977
	QZABs	30,239
	State Total	185,626
Pennsylvania	School Construction Bonds	
	SEA Allocation	444,218
	Philadelphia City S D	345,261
	Pittsburgh S D	62,677
	QZABs	141,386
	State Total	993,542
Puerto Rico	School Construction Bonds	
	SEA Allocation	494,937

FACT SHEET: Smaller Classes with Better Teachers

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

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

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

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

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

Target Funding to Areas of Greatest Need. The President's initiative would distribute funds to states on the basis of the Title 1 formula. Within the state, each high-poverty school district would receive the same share of these funds as

it receives under Title 1; the remaining funds would be distributed within the state based on class size. Matching funds would be required from participating school districts, on a sliding scale ranging from 0-35%, with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or extend its efforts to other grades.

SMALL CLASSES MAKE A DIFFERENCE

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

Class Size Reduction Initiative Estimated Impact

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

TEXAS	1,063,084,481
UTAH	55,663,942
VERMONT	29,562,521
VIRGINIA	185,270,647
WASHINGTON	182,511,317
WEST VIRGINIA	123,609,977
WISCONSIN	210,944,513
WYOMING	27,304,025
PUERTO RICO and OUTLYING AREAS	566,388,333
TOTAL	\$12,421,000,000*

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

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

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

EDUCATIONAL TECHNOLOGY: PREPARING AMERICA FOR THE 21ST CENTURY

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

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

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

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

Educational technology continues to be a high priority and we have made significant progress

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

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

\$75 million to help train all new teachers in use of technology: This program will help ensure that all new teachers entering the workforce can integrate technology effectively in the curriculum, and can understand the new styles of teaching and learning enabled by technology. Currently most colleges of education do not adequately prepare teachers to use educational technology. While many of today's college students are technology literate, incoming teachers require focused training on how to use new technologies to enhance student learning. Competitively awarded grants will be available to consortia of states, colleges of education, school districts, the private sector, and others. These grants could be used to support strategies such as: intensive summer institutes, faculty development and curriculum reform at colleges of education; and hands-on experience that pairs a preservice teacher with a local teacher that uses technology effectively. In addition, projects might be targeted at core subject areas, specific grade levels, or districts with large numbers of incoming teachers.

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

\$106 million for the Technology Innovation Challenge Grant: This competitive grant program demonstrates innovative uses of educational technology by building partnerships between local school districts, universities, businesses, libraries, software designers, and

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

others. Partners in the Challenge Grants continue to match federal funds by well over three-to-one. In 1998, for the first time, new awards will focus specifically on projects that developed or adopted innovative strategies to reach new and current teachers, administrators, and other educators to help them use and integrate advanced technology to improve teaching. Funding in 1999 will support a second competition for projects focusing on professional development and content, in addition to continuing the grant cycles from the previous four years.

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

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

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

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

\$10 million for Community-Based Technology Centers: This new program establishes computer learning centers in low income communities. These centers will provide access to

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

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

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

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

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

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

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

THE E-RATE WILL:

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

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

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