



A Back to School Special Report on the Baby Boom Echo: America's Schools Are Overcrowded and Wearing Out -- (September 8, 1998)

A Message from U.S. Secretary of Education Richard W. Riley

Our Schools Are Overcrowded And Wearing Out

This report marks the third year in a row that I have issued a special report on the "baby boom echo." As in previous years, we will once again set a new national enrollment record for elementary and secondary education, with 52.7 million students, public and private, representing an increase of 500,000 students over the 1997 school year enrollment. This year, we take a special look at suburban growth in five states (Maryland, Georgia, Colorado, Washington State, and California) and add a new chart on selected high-growth suburban districts.

We project that we will continue to set new enrollment records through 2006. By 2008, we estimate that 54.3 million young people will be attending school. Unlike at the end of the "baby boom" of the 1950s and 1960s, we will gain no respite from the current enrollment boom, as births will begin edging up from 4.1 million in 2008 to 4.5 million in 2018. The long-term implications of this immense wave of young people going to school require educators and community leaders to recognize that short-term solutions -- symbolized by the ever-present portable classrooms in countless school yards -- may not be sufficient to the task at hand.

Another record is being broken this year as millions of Americans go back to school. This year marks a new college enrollment record as well. We project that college enrollment will jump from 14,350,000 in 1997 to 14,590,000 -- an increase of 240,000 students. This should not come as a surprise, with 65 percent of all high school graduates now immediately going on to college and millions of adult Americans going back to college to brush up on their skills.

Closing the Gap in Fulton County, Georgia

Fulton County School District in Georgia is part of suburban Atlanta. One of the fastest growing school districts in the nation, Fulton County has built 18 new schools in the last ten years and will need to build 17 additional schools (14 elementary and 3 middle schools) to close the gap and meet enrollment needs in the next five years. Thirty-five of the school district's 36 elementary schools are over capacity, and overcrowding is most significant in North Fulton County. The school district is projecting an enrollment increase of 3,500 students a year, which is 32 percent higher than estimated capacity. The district currently uses 327 trailers as classrooms. In March 1997, Fulton County voters approved a one-cent Special Purpose Local Option Sales Tax to build and modernize local schools.

Enrollment pressures that are now affecting America's elementary and secondary schools will soon begin to be felt in our nation's colleges and universities as the number of public high school graduates increases by 17 percent in the next ten years. The state of California has the extraordinary task of educating an additional 537,000 high school students between 1998 and 2008. Texas will have close to 200,000 additional teenagers going to high school during the same period, and New York State, which recently raised its high school standards, will have close to one million young people in high school in 2008.

Record-breaking student enrollments and the expected increases during the next ten years bring with them the need for many more teachers. New estimates suggest that the nation's schools will need to hire about 2.2 million teachers over the next decade to meet the demands of the baby boom echo and the growing number of teacher retirements.

This need for more teachers will put pressure on school districts to lower their standards and hire unqualified individuals. Twenty-seven percent of newly hired teachers in the United States enter the profession without having fully met state licensing standards. School districts already face a shortage of qualified mathematics, science, special education and bilingual teachers. Unlike schools in other industrialized nations, school districts in America routinely assign teachers to teach outside of their field. As a result, almost a third of all teachers are teaching in a field in which they do not even have a minor.

Shortages of qualified teachers are being felt in many types of communities. In some of them, these shortages are due in large part to teachers retiring or resigning. Others, such as communities in California, Nevada, Florida and Texas whose populations are increasing rapidly, face great demand for increasing numbers of qualified teachers. Our nation's high-poverty urban and rural communities face the greatest shortages of qualified teachers. Schools in these areas will need more than 700,000 teachers in the next ten years.

If hiring remains the same, one-half to two-thirds of the 2.2 million teachers hired in the next decade will be first-time teachers. Thus, it is more important than ever that new teachers be well prepared so that they are able to teach all students to high standards. They must also receive strong professional support as they begin their teaching careers so that they remain in the teaching profession and continue to develop their

skills. Because many new teachers do not receive the support they need, 22 percent leave the profession within the first three years.

Setting one new national record in a year is always interesting, but setting two in one year -- for elementary and secondary school enrollment and for college enrollment -- should require American policy makers to step back and think about the many new demands of this "Education Era." One of the first implications is that policy makers need to better reflect the interest of the American people in education. Put simply, America needs to build many more schools, modernize thousands that are in disrepair, and train and hire 2.2 million teachers.

Building New Schools with Good Design in Mind

Even though Vancouver School District is the oldest school district in Washington State and not affluent (45 percent of its students qualify for the federal subsidized meal program), it is meeting the challenge of school overcrowding and developing a national reputation for building new schools with great distinction. With a 31 percent increase in school-age children in the last ten years, Vancouver voters have twice gone to the polls to pass substantial bond issues, enabling the district to build 8 new schools and retrofit or expand 11 others. Two of the new schools -- Skyview High School in 1997 and the Discovery Middle School in 1996 -- received national honors for architectural design. The district has also invested \$38 million in computer and technology infrastructure since 1990 and maintains more than 400 business and community partnerships.

As I stated in last year's report, there is no short-term solution to this long-term problem. The impact of baby boomers having babies later and increased immigration began to be felt in 1985. Now, 13 years later, the full force of rising enrollments is hitting thousands of school districts across the country. While much of this growth is concentrated in large states like California, Texas and Florida and gateway cities like New York, Los Angeles and Miami, the majority of states are facing the impact of an increased number of additional children showing up for each new school year.

Even in the Midwest where the school population is increasing modestly, and in some cases actually declining, numerous suburban school districts are facing record-breaking enrollment pressures. In **Blue Valley School District in Overland Park, Kansas**, enrollment has increased from 14,403 students in 1996 to 15,900 in 1998. In **Rosemount-Apple School District in Rosemount, Minnesota**, enrollment has increased by 1,713 students in the last two years. Enrollment in **Rockwood School District in Eureka, Missouri** has jumped by over 1,000 students since 1996. Missouri, Minnesota and Illinois are three states that are sprinkled with rapidly growing suburban school districts.

GAO Report: \$112 Billion in Unmet Needs

In a 1995 report, *School Facilities: Condition of America's Schools*, the General Accounting Office (GAO) estimated that billions of dollars were needed to upgrade and retrofit America's school buildings. According to the report, some 14 million students are enrolled in 25,000 of the nation's schools reporting extensive repair or replacement needs. About 60 percent of all schools report needing at least one major building feature to be replaced or extensively repaired. According to GAO, almost 12 million students attend schools with less-than-adequate roofs, 12 million students attend schools with less-than-adequate plumbing, and 15 million students attend schools with less-than-adequate heating, ventilation, and air conditioning systems.

GAO surveyed 10,000 schools and visited 41 schools in ten districts. Many of the specific facility problems cited by GAO are in overcrowded schools. In response to overcrowding, one district built temporary buildings that are now showing signs of major structural damage. Other districts have housed students in such temporary buildings for many years, used a large number of portable classrooms, and converted areas meant for other purposes into classrooms. These temporary solutions are problematic. GAO reported that 28 percent of all temporary buildings were in less-than-adequate condition, a higher percentage than for original buildings or permanent additions.

Several of the ten districts GAO visited reported that overcrowding due to an increasing school-age population was a problem. With the surge in school enrollment expected to continue into the future, finding solutions to the problem of inadequate facilities becomes even more urgent. Just as districts around the country face the problem of their schools falling down around them, their school-age populations are increasing and this growth shows no signs of slowing down in the long-term.

The great wave of new students filling our nation's classrooms is placing pressure on large urban school districts and suburban school districts across the country. In the **New York City** school system, enrollment increased by 121,803 students between 1985 and 1995 and now tops one million students. **Dade County School District**, covering **Miami, Florida** -- like New York City a gateway for new immigrants -- saw a 41 percent increase in its school-age population between 1985 and 1995.

Just up the Atlantic coast in Florida, **Broward County School District** ranks third in the nation in terms of overall growth. Enrollment grew by an average of 8,700 students per year in the last five years to 223,633 students in 1998. Between 1990 and 1995, Broward County built 21 schools and became the "portable" capital of the United States, with 2,000 portable classrooms currently in use. Recent state mandates to retire portable classrooms will exacerbate overcrowding," according to Broward District demographer Arthur Wittman.

Enrollment Growth in Las Vegas

Clark County School District in Nevada, which includes the expanding city of Las Vegas, comprises an area of land bigger than the entire state of New Jersey, and faces extraordinary pressures to keep up with new residents and their children. Enrollment jumped from 176,000 students in 1996 to 202,388 in 1998 and the district expects to have about 330,000 students in school by 2007. On average, the school district must find classroom space for an additional 12,000 to 15,000 students a year. The school district is currently spending \$1.8 billion to build new schools and retrofit old ones and it is not uncommon to open between 8 and 15 new schools a year. This November, voters will go to the polls to vote on a \$3.2 billion bond issue.

Much of the growth in our nation's schools is suburban in nature, as evidenced by the list of suburban districts on page 21. School districts as diverse as **Polk in Florida** (75,361 students), **Plano in Texas** (43,880 students), **Jordan in Utah** (72,887 students) and **Elk Grove in California** (41,991 students) are all confronting rapidly growing enrollment. **Fairfax County Public Schools in Virginia** (148,681 students), just outside the nation's capital, is a school district with a well-deserved reputation for excellence. The challenge that Fairfax faces is to maintain that excellence even as it manages an almost 20 percent increase in student population.

Hillsborough School District in Florida, which includes the city of Tampa and the surrounding area, has seen its enrollment increase from 143,884 in 1996 to 152,642 in 1998 and expects an average enrollment increase of 5,000 students per year for the next seven years. Hillsborough expects to build 9 more schools in the next five years and 12 more if funding becomes available. **Pasco School District in Florida**, largely rural and suburban in nature, is growing at a rate of 1,800 to 2,000 students per year. One new school is opening this year and five more are due to open in the next three to four years. In the meantime, Pasco is housing some 8,000 students in portable classrooms. School officials there hope to end this heavy reliance on portables given the fact that it is more cost efficient to build new schools.

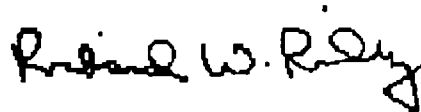
Crowded Classrooms in Suburban Denver

In **Jefferson School District in Colorado**, on the suburban outskirts of Denver, 13 new schools have been built since 1990, 9 others have been replaced, and the district has plans to modernize 43 others by 2002, with a capital improvement budget of \$425.5 million. The district currently has 503 portable classrooms. Most elementary classes have 25 to 29 students and high school classes have as many as 30 or more students per class.

As I travel around America from school to school, I am struck by the depth of concern that so many parents have regarding the education of their children. Common sense tells these parents that crowded classrooms make no sense and that their children are losing the individual attention they deserve and need. Parents also recognize that a society that builds immaculate prisons but crowds its children into outdated school buildings is making a clear statement about its priorities.

Here I am reminded of a statement by Plato -- "that which is honored in a country is that which will be cultivated there." Are we prepared to honor our children by giving them the best education possible?

I believe that the American people are tuned into education and want the best for their children. And this I know for sure -- the need to build new schools and modernize old ones, and to provide our children with smaller classes and talented, dedicated, and well-prepared teachers is something that transcends urban, suburban and rural boundaries. America's schools are overcrowded and wearing out. This is why I believe the American people are prepared to support the goals of modernizing our nation's schools with first-rate facilities and technology, reducing class size, and recruiting talented and caring Americans of all ages into teaching.



Richard W. Riley
U.S. Secretary of Education

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[The Baby Boom Echo Continues]    [Suburban Growth
in California]

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DESIGN PRINCIPLES FOR PLANNING SCHOOLS AS CENTERS OF COMMUNITY

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*The following is a draft document based upon six design principles presented at the **National Symposium on School Design** sponsored by the U.S. Department of Education in October, 1998. The purpose of the symposium was to initiate a national conversation on how to engage parents and other community members in the process of building schools, and how schools can become centers for the entire community in the 21st Century.*

BACKGROUND

On June 18, 1998 a group of architects, planners, school board members, teachers and representatives from federal agencies met to review the research, share their experiences and consider best practices in designing environments of learning. The outcomes of this meeting included a set of "conditions" and a list of "principles" for designers. It was the consensus of the group that gathered in Washington that these conditions and principles embody the most important issues to be addressed in designing learning environments to meet the current and future educational needs of our nation. While the three conditions and eight principles were drafted at the June 18 meeting in Washington, a consolidation of the principles and expanded description of each was developed by a sub-committee following that initial meeting. At a national Symposium on the design of learning environments to be held October 5th, 1998 in Washington, D.C., these givens and principles, along with their explanations, will be further revised based on input collected from a wider audience.

CONDITIONS

- * Learning is a lifelong process
- * Design is always evolving
- * Resources are limited

PRINCIPLES

To meet the nation's needs we must design learning environments that:

1. Enhance teaching and learning and accommodate the needs of all learners

The quality of the learning environment impacts student achievement. In a sense, a school building is an important tool for learning and, like any tool, it can enhance the process or hinder it. We must insure that our school facilities are designed to facilitate what we know today about providing the best possible education for all students. While most of the existing facilities housing the 86,221 existing public school institutions in America were designed to sustain a model of education characterized by large-group, teacher-centered instruction occurring in isolated classrooms, current knowledge and research about learning

calls for new models. These new models of education are characterized by more active student involvement, by students doing rather than just receiving, creating rather than recreating, thinking, working and solving problems. They are supported by strategies such as cooperative, project-based and interdisciplinary learning, all requiring students to move about, work in various sized groups and be active. Furthermore, new models call for all students to learn to higher standards. This in turn has resulted in increased emphasis on learning styles, multiple intelligences and the special needs of each student. Educational facilities should be designed to support these and other examples of current best practices and on-going research in the learning sciences. It is also imperative that research on the impact of the physical environment on learning be accelerated.

2. Serve as center of the community

A successful school can strengthen a community's sense of identity, coherence and consensus. Like a new version of the old town square, it can serve as a community hub, a center for civic infrastructure, a place where students and others can learn about collaboration and the common good. The majority of school facilities currently in use, however, were designed to serve as stand alone instructional facilities where community access is limited rather than encouraged. In most cases, the auditoriums, sports facilities, food service, libraries, media center, computer labs, and other specialized areas of the school are available for use by the general public only on a very limited basis. In many cases, duplicate facilities are provided by local municipalities to serve the same functions. Factors limiting public use include physical design and layout, liability and jurisdictional policies.

Today's educational facilities should be designed to sustain the integral relationship between a school and its community. They should be places where creative configurations of space expand their use to encompass early learning and adult education; where learning occurs "after hours", late at night and on weekends; where school-to-school partnerships, links with businesses and collaboration with higher education are encouraged and supported. They should enable learners of all ages and serve as centers for lifelong learning. Today we know that 12 or 14 years of learning will not be enough to equip people for the rest of their lives. With learning we can't afford to think of graduation as a finish line, and that means that one of the most important end products of schools needs to be citizens who have learned how to continue to learn. Schools should support learning for people of all ages. In short, school facilities should allow access to flexible and comprehensive programs to meet all learning needs. They should provide space and programs for everything from early learning to adult education and training.

Schools should also serve a variety of community needs in partnership with a wide spectrum of public, civic and private organizations. They should provide spaces for public meetings and activities. They should provide access to communications technology. They should help meet the leisure, recreational and wellness needs of the community. They should support relationships with businesses which are productive for students and supportive of the local economy. They should provide spaces that facilitate the use of external experts and skilled community volunteers for a variety of functions, including mentorships, apprenticeships and providers of work-based and service learning. To these ends, schools should be inviting places rather than foreboding institutions. Their locations should encourage community use and their shared public spaces should be accessible, day and night, all year round, to the community.

Schools should also acknowledge the importance of families and serve as catalysts for parental and family engagement. If a school is to be successful in serving the needs of its community, these family needs must be addressed. Community and parent involvement in the design process can provide insights into the diverse social and cultural needs of families.

Further, this positive interdependence among students, staff family and community should be mirrored in the way other public, civic and private facilities in the community are used to extend the curriculum of the school and enhance student learning. When community sites become destinations for educational field trips and extended academic learning centers, the links between school and community are strengthened.

Schools should also be designed to support learning by everyone who works in them, from the principal to the teacher interns, to the English teacher and the secretarial staff. They should be places where all staff as well as students can collectively, continually enhance their capacity to think, do and create. To this end, they should incorporate spaces for collaborative work among staff along with adequate tools to support their learning.

The school design should model the highest standards of aesthetic quality for public projects. It should fit the landscape while reflecting the unique identity of the community it serves. It should capture the noble character of public architecture while becoming a visible symbol of individual self esteem, shared values, and should serve as a source of community pride.

3. Result from a planning/design process involving all stakeholders

Faith in the collective capacity of people to create possibilities and resolve problems is at the very heart of our democratic system. Not only do people have the right to participate in making the decisions which will affect them, but also, their participation will improve the quality of decisionmaking. In designing environments for learning, such democratic purposes and practices need to be honored. Schools should be planned by a representative group of the people who will use them, including educators, parents, students and representatives from community, civic and business organizations.

Such widespread community participation in designing schools is valuable for the diversity of perspective it brings to the process. By their very nature, communities are diverse. They include people who reflect differences in age, culture, ethnicity, gender, socioeconomic class, aspirations and abilities. These differences will enrich the design process by expanding the range of viewpoints and ideas that are considered.

Widespread participation in designing schools is also valuable for the sense of shared purpose it engenders. While communities encompass diversity, they are defined by a commitment to the common good. When members of a community are given opportunities to come together to take part in important work and make decisions, this commitment is strengthened. When members of a community become visionaries, creators and owners, rather than cogs on a bureaucratic wheel, they are more willing to work together to set goals, to solve problems and, ultimately, to provide their schools with the kind of intensified support they need to be successful.

To ensure widespread, fully informed, critical participation of all stakeholder groups in designing learning environments, adequate time and resources must be allocated to this process. Furthermore, such allocation must happen in advance of or in concert with the development of school district facilities master plans, educational specifications, technology plans and building designs.

4. Provide for health, safety and security

Health and safety have always been top priorities in schools. During the past decade, increasing instances of campus crime, youth violence, substance abuse and other unhealthy conditions have intensified this nation's concern for school safety. While we want to create learning environments that are open and inviting to the larger community, at the

same time they need to be designed to promote the health, safety and security of students, staff and community users.

At the most basic level, school designs need to address environmental safeguards and meet all safety codes. School buildings should be designed with healthy indoor environments. Exposure to toxic materials contained in the manufacture of building materials must be carefully monitored. Beyond this, They should incorporated physical features which enhance safety, such as carefully considered traffic patterns; and they should eliminate features which add to the potential for violence and crime, such as poorly lit and obscured places.

While the right kinds of doors and locks and alarm systems can help to make schools safer, in many cases, keeping schools safe requires changing behavioral norms and attitudes as well. A growing body of evidence suggests that the student behavior and attitudes can be significantly affected by the learning environment. Attractive, well-designed and well maintained facilities communicate respect for the people and activities housed in them. As such, they contribute to positive school climate, good discipline and productive learning. Likewise, size and scale can impact health and safety. When schools and classrooms are kept small enough to allow teachers and students to form personal relationships, a sense of community is established that promotes a safer environment. School and classroom populations should conform to current educational research by limiting the size of individual schools or developing schools-within-schools to maximize supervision and encourage healthy social interaction among students, teachers, administrators and community users.

Finally, the design of schools as centers of the community also offers opportunities to address student safety by providing for a wide range of after school programs. Since most student violence occurs between the hours of 3pm and 6pm, after school programs in everything from academics to crafts, parenting and even midnight basketball have proven to be an effective contributor to violence prevention programs.

5. Make effective use of all available resources

School buildings should be designed to maximize the impact of the physical environment on learning. School designs should ensure adequate storage and appropriate utilities to support the use of state of the art educational materials and manipulatives in all disciplines. They should provide flexible space for conducting large and small group instruction, for displaying and storing alternative educational and assessment materials and for teaching laboratory sciences and other activity-type classes. Whenever possible, they should allow specialized facilities such as kitchens, offices, and maintenance areas to do double duty by serving educational as well as operational functions. They should also make use of the building and landscape to serve as "three dimensional textbooks" through creative designs that manifest educational content such as mathematics, geometry, art, history and the sciences.

School buildings should be designed to maximize the use of natural resources. Architectural and engineering principles should be applied to the design of school facilities that maximize the use of renewable energy resources. Where it is possible to modify existing facilities to accomplish the necessary educational goals, the design process should also emphasize preservation and renovation over new construction. In many cases, reusing existing facilities, can preserve natural resources and in cases of historic significance, preserve valuable cultural assets for future generations.

School facilities should include technological resources that can facilitate new methods of instruction and new models of learning. With the effective use of technology, for instance, teachers can more easily become guides and coaches rather than deliverers of information; students can become workers, analyzing, evaluating, choosing and manipulating information rather than passively receiving it; curriculum

can be tailored to student desire and interest rather than a one-size-fits-all fare; and the learning environment can incorporate the larger world rather than being defined by the four walls of the classroom. While technology has the power to transform education in profound ways, most of today's educational facilities were designed for another era. Many of these facilities lack basic electrical power to support educational technology. Most lack the key technologies and structural features required to adequately support contemporary learning technologies.

Today's learning environments should be designed to accommodate the best uses of educational technology, both on and off of the school site. They should allow access to outside libraries and other sources of information and ideas. They should use technology to facilitate the use of external experts and skilled community volunteers for a variety of functions, including mentorships, apprenticeships and providers of work-based and service learning. They should support an advanced communications infrastructure through a variety of electronic networks for enhancing teaching and learning. Equally important, they need to support the new roles, relationships and organizational structure of the current technological society.

The design of environments for learning must also embrace the rich social and cultural diversity in every community and for every learner, respecting a full spectrum of needs and celebrating differences. Design teams should include representatives from all constituencies and facilities designs should incorporate creative manifestations of our nations rich mix of social and cultural assets.

School designs must also encourage the interface of learning and its application in the workplace. The wide range of resources contained in the workplace must become a more integral part of the learning environment, engaging the wide range of economic interests whose success depends on the performance of graduates in the workplace.

Finally, educational environments must be planned, designed and constructed within the limits of economic feasibility. Even as the economy is growing, the financial burden on the citizenry grows with it. As we look forward to the future, the decreasing productivity of the baby boom generation coupled with the added costs of programs like social security and Medicare will continue to limit the availability of public resources. For this reason, the physical infrastructure that we design now to support public education must be developed within economic limits that can be sustained by future generations.

6. Allow for flexibility and adaptability to changing needs

Change is a given in our world and in our schools. To effectively serve this changing world, learning environments must be able to adjust to a variety of conditions and strive for education of high quality in a variety of ways. As more effective educational programs and processes are researched and developed and schools implement them, new demands on facilities are likely to occur. As rapid expansion of technology is incorporated in schools, new facilities needs are emerging at unprecedented rates. As communities change, new demands on schools are likely to be created.

The design of learning environments need to accommodate diversity and local flexibility. They cannot afford to lock in too firmly on any permanent notion of facility, but rather remain open to a whole array of ideas about what constitutes school. They cannot afford to become too set on a fixed notion about the use of space, but rather incorporate spaces with multiple uses. They need to allow for what we do not yet know.

To insure that learning environments continue to meet the needs of the community in the best possible way, school district facilities master plans and educational specifications should be evaluated and updated on at least a five year cycle.

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AIArchitect

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 Home 

District Wide Planning: Schools as Community Resources

by Philip A. Hodgins, AIA

Scathing reports about the poor physical condition of America's schools flow from every media source these days. Studies offer evidence that, nationally, we are failing to provide adequate learning environments for today's children. In 1995, for instance, the General Accounting Organization reported that three-fourths of the nation's school buildings are living on borrowed time.

Some communities are just beginning to understand the reality of this devastating reality. And some have responded with responsible tactics. Across the nation, communities are realizing that their schools' precious tax dollars must be stretched farther than ever before. Some have formed strategic collaborations that consider the school building and site a valuable community resource. The school house may have always represented the community's identity, but the doors closed at night, weekends, and summers. A call for comprehensive districtwide planning has sounded throughout the nation. Architects hoping to provide progressive services to their school-concerned clients had better come prepared.

City-school collaborations

In 1987, the local YMCA linked arms with the community school district in Ankeny, Iowa, to create the nation's first such collaboration that included a new swimming pool and fitness facility for the community. The school district took responsibility for building an addition to their existing high school, the "Y" agreed to staff and operate the facility. Both entities worked to create a schedule--to accommodate community recreation and competition-level training. None of it would have been possible without sharing resources. Shortly thereafter, the city and school district combined referendums that initiated a series of community improvements that included a new middle school and public library physically adjoined by an ICN conference room and support facilities. A new family aquatics center has been added to the campus, and the master plan calls for the development of sports fields, fitness trails, concession stands, and restroom facilities.

Joint planning by city, school, and sports authorities allowed all entities an opportunity to design common drives and parking areas, as well as site utilities and common infrastructural amenities. For example, regulatory agencies allowed some flexibility in generating parking counts because the school's not needing summer parking freed space for the aquatic center's busiest time of year. Creatively combining resources allowed Ankeny to save enough money to remodel police and city administrative facilities.

Inclusive planning teams

When planning for her district, Dr. Veronica Stalker, superintendent of the Waukee (Iowa) Community Schools, has focused her efforts on bringing the entire community to the planning table. Using participatory planning sessions, she brings "no" voters and "yes" voters together to discuss the disparity between needs and tax-base realities. Her team includes architects, financial management consultants, attorneys, demographers, and a collection of dedicated citizens with a keen

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eye on the district's future needs. Her "customers" include farming families, blue-collar commuters, and families in trendy, newly developed, gated golf-course communities.

Student growth has been a steady 12 to 15 percent per year while tax-base growth, prejudiced heavily to commercial taxing, lags significantly behind. This is a district that hopes to effect progressive collaboration that includes creating new options for civic/community programming, expanding the use of their new high-school auditorium, relocating the public library to the existing middle-school site, and YMCA facilities' potentially combining resources with a competition-level swimming federation and providing family wellness and recreation opportunities.

"We know the community will deliver the students; we meet with developers weekly. We have a very dedicated board who takes a serious look at our five-year plan every three to six months," Stalker says. "Waukee citizens know that our schools are in transition and will be for quite some time--open and informed communication is vital.

Systemic alliances

Dr. Les Omotani, superintendent of schools in West Des Moines, took charge of his district at the peak of its suburban growth. Recognized recently in the George Lucas Educational Foundation film *Learn and Live*, this progressive district has adopted the mandate "Building a Learning Community" and infuses every level of planning with it.

"The philosophy we live by is rooted in the belief that absolutely everyone in this community is a learner and as well . . . a teacher." says Omotani. "Our facilities have been designed to provide for a myriad of cross-sectional activities, and each is staffed to support a diverse group of users all year long."

The results are enviable. There has been an increase in volunteerism. Computer labs at all school sites are booked well beyond school hours. There are waiting lists for recreational and community activities. Media resources are increasingly in demand. And a wildly successful community education program serves user groups from infants to senior citizens. Building on this success, Omotani has established two nationally acclaimed systemic alliances with both IBM (EDUQUEST) and XEROX. These alliances have provided a head start into the next century as they share innovative research in communications, training and motivational methodology, product enhancement and verification, and creative approaches to developing learning habits without the fear of failure. Using the school as the vehicle for more than the ABCs certainly is not a new idea; rather, it is one that seems difficult to ignore in today's planning efforts. Who better than educators and architects to bring a new solution to an old problem?

Philip Hodgin is a principal of RDG Bussard Dikis Inc., Des Moines. The examples he gives come from his firm's experiences.

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School Construction

The issue of decaying school buildings is as perennial as local bond referendums that are floated to pay for repairs. The same is true for classrooms that have become overburdened by the baby boomlet, an increase in school-aged children. Local and state budgets have not been able to keep up with demand for new schools and the repair of aging ones.

Unless school leaders can persuade wary voters to pass such bond referendums or raise local taxes, though, there's often little hope of change.

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Their plights have rarely received attention from Washington lawmakers. However, in early 1999 President Clinton and Secretary of Education Richard W. Riley are proposing \$25 billion in interest-free "School Construction and Modernization Bonds" to build or modernize up to 6,000 schools in FY 2000.

But members of the GOP majority in Congress warn that federal labor laws that apply to federally financed construction projects could drive up costs in some districts and wipe out the value of the interest aid. And in a continuation of the long-running philosophical debate between the GOP and the Democrats, Republicans are resistant to what they call federal interference in a local issue.

From Education Week's Archives

✓ "School Construction in U.S. Tops \$15 Billion," Feb. 17, 1999. Public school districts poured a record \$15 billion into construction last year, and the upward trend is likely to continue for at least a few more years, an annual study of industry trends shows.

✓ "Gore Lays Out Proposal for School Designs," Jan. 20, 1999. Vice President Al Gore has outlined a \$10 million grant proposal aimed at helping districts design better, more community-oriented schools as part of his new "Livability Agenda." The Community-Centered Schools grants would help districts create schools that would serve as anchors for neighborhoods or larger areas and play host to community activities after school hours.

"Californians To Vote on Huge Education Bond," Sept. 9, 1998. After several failed attempts at placing a school construction bond on recent state ballots, California lawmakers have stepped up and passed legislation for an unprecedented \$9.2 billion bond.

"Ga. Schools Tap New Source for Construction," June 3, 1998. School officials in Georgia pay close attention to the weather forecasts these days.

"States Boost Construction Investment," April 22, 1998. Like a lot of other states, Virginia has more than its share of overcrowded, out-of-date, and crumbling schools. In fact, state officials estimate it would cost in excess of \$6 billion to address the problem.

"Legal Challenge Delays Construction Projects," March 4, 1998. Nobody in the Plymouth-Canton, Mich., schools seems to be celebrating the first anniversary of passing a nearly \$800 million school bond that was supposed to pay for two new schools, dozens of computers, an new school buses.

"Clinton Revisits School Construction Platform," Feb. 25, 1998. In his State of the Union Address last month, President Clinton propose an ambitious, \$10 billion plan to provide no-interest school construction bonds. The initiative marks the second time in two years that the Clinton administration has proposed a program to help school districts pay the interest on construction bonds. What's surprising is that this new plan is even more expansive than the first, which fizzled last year during balanced-budget talks between Congress and the White House.

On the web

Secretary Riley's remarks on the \$25 billion FY2000 proposal are in his testimony before the U.S. Senate Appropriations Subcommittee on Labor, Health & Human Services and Education, March 3, 1999.

Learn about "School Construction and Modernization Bonds," as proposed by President Clinton on September 8, 1998, from the Department of Education.

Read "School Construction and Modernization," from the President's 10-point plan.

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FEBRUARY 17, 1999

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School Construction in U.S. Tops \$15 Billion

By Bess Keller

Public school districts poured a record \$15 billion into construction last year, and the upward trend is likely to continue for at least a few more years, an annual study of industry trends shows.

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SERIES



Of American Public Education



"It's exciting to see all the construction and all the attention paid to accommodating technology," said Jane Lieberth, the editor of *School Planning and Management* magazine, which published the survey this month.

Read our story, "Tax Bill Includes School Construction Relief," Oct. 7, 1998.

Districts erected new schools, added to existing ones, and completed major upgrades of their facilities to the tune of \$15.46 billion in 1998--almost \$3 billion above the previous year's sum, according to the report.

Just over half the money was spent on new schools, while a little over 25 percent went to additions to existing buildings and about 24 percent to renovation.

School leaders surveyed said that during 1999 they planned to complete more than \$16 billion in construction projects and start more than \$17 billion.

"Administrators Joining Preservationists To Save Schools," Oct. 7, 1998.

School construction completed in 1998:	
New buildings	57.9 billion
Additions	3.9 billion
Retrofit	3.7 billion
Total	\$15.5 billion
SOURCE: "School Planning and Management."	

The report gives several reasons for the boom: surging enrollments, a healthy economy, recognition of voter interest in education, and a perception that improvements in school facilities are needed.

"Ga. Schools Tap New Source for Construction," June 3, 1998.

More for New Schools

From 1983 through 1995, close to 60 percent of public school construction money was spent on existing buildings, the report notes. But over the past three years, with enrollment soaring, a little more than half has been spent on new schools.

The reporting service School Construction Alert, of the Wall Street firm Dun & Bradstreet, conducted the study in conjunction with the Dayton, Ohio-based magazine.

"States Boost Construction Investment," April 22, 1998.

The survey involved every U.S. school district. Paul Abramson, the editorial director of the magazine, analyzed the data.

Last year, more money went to high schools than to elementary or middle schools, though elementary schools ran a close second, the report notes.

"Clinton Revisits School Construction Platform," Feb. 25, 1998.

For background, previous stories, and Web links, see our Issues Page on [School Construction](#).

National medians:				
	cost per square foot	square foot per student	number of students	building cost (in millions)
Elementary	\$100	120.0	600	\$7
Middle	\$100	141.7	800	\$12
High	\$106.67	178.3	865	\$18
SOURCE: "School Planning and Management."				

That apparent change from early in the decade comes as the enrollment bulge reaches high schools.

"It's the children [of baby boomers] aging," Ms. Lieberth said. "Also, I think high schools are getting the most money because community use of them has come into its own, and school officials can get additional money from the town."

Nationally, the median capacities of the new buildings are 600 students for elementary schools, 800 students for middle schools, and 865 students for high schools, the report says.

On the Web

Read "Modernize School Buildings and Help Support School Construction," from the U.S. Department of Education's series of briefing papers for parents, "Partnership for Family Involvement in Education." It includes a [checklist](#) to help people decide what actions to take to improve their school facilities.

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JANUARY 20, 1999

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Gore Lays Out Proposal for School Designs

Washington

Vice President Al Gore has outlined a \$10 million grant proposal aimed at helping districts design better, more community-oriented schools as part of his new "Livability Agenda."

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The so-called Community-Centered Schools grants would help districts create schools that would serve as anchors for neighborhoods or larger areas and play host to community activities after school hours.

The grants, which would be administered by the Department of Education, will be included in President Clinton's upcoming fiscal 2000 budget plan.

The broader "livability" program unveiled last week is a \$1 billion initiative to, as Mr. Gore put it, "help communities across America grow in ways that ensure a high quality of life and strong, sustainable economic growth."

About 150 to 200 school design grants would be awarded the first year, ranging from \$40,000 to \$100,000, depending on the size of the district.

The money could be used to incorporate parents and community members into the design process to help "bring a fresh wave of creativity," and more cost efficiency, into the design process, Mr. Gore said last week.

Republican congressional leaders, meanwhile, remain skeptical of new programs in the face of tight constraints on federal spending overall under the balanced-budget plan that lawmakers and the Clinton administration agreed to in 1997. The GOP-controlled Congress would have to approve the livability and design initiatives.

"On the surface, it sounds like a good plan, but we wonder what [the president] intends to cut to pay for this increase," said Elizabeth Morra, a spokeswoman for Republicans on the House Appropriations Committee.

But the Education Department has made federal funding for school construction, and now, school design, a legislative priority.

The department showcased innovative school designs in a national symposium it co-sponsored with the American Institute of Architects in October.

--Joetta L. Sack

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Vol. 18, number 19, page 20



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Updated: June 9, 1999

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Urban schools redevelop pride Building boom topples barriers to safe learning

By Tamara Henry; Anthony DeBarros
Wed., June 2, 1999
FINAL EDITION
Section: LIFE
Page 1D

CHICAGO -- Public school buildings are being demolished, rebuilt, expanded, replaced, restored and spruced up in nearly every corner of this bustling city -- more than \$2 billion worth of work in City Hall's effort to boost student achievement. "Schools are supposed to inspire pride and motivate performance," Mayor Richard M. Daley says.

Before a five-year program was launched for the nation's third-largest school district in January 1996, thousands of students sat in dilapidated buildings. Leaking roofs forced teachers to play shell games with water buckets. Drafty windows in classrooms kept students in coats, hats and gloves.

"Today," Daley boasts, "we are turning school buildings into places kids can be proud of -- places where kids feel safe to learn and play." Across America, particularly in metropolitan areas like Chicago and its suburbs, the nation is rebuilding its school system.

A USA TODAY computer analysis finds that after a post-baby-boom lull in the 1980s, spending on construction is at a higher level than at any time since the early 1970s, fueled by everything from computers in the classroom to the push for smaller classes.

A survey by industry magazine School Planning & Management found that districts spent more than \$15 billion on school construction completed in 1998, up 27% since 1989 in inflation-adjusted dollars. The greatest boost, though, has been in spending on new schools. At \$7.9 billion in 1998, the total is up 64% since 1989, adjusted for inflation.

That's a sharp turnaround from the '70s and early '80s, when the end of the baby boom left classrooms empty and recession-weary voters repeatedly rejected tax increases. "There was relatively little building of any kind going on in the mid-'70s," says education consultant Paul Abramson, who conducts a construction survey for School Planning & Management magazine. "As we began to move into the '80s and the population began coming back, people were not ready to build new (schools) again. We had just been closing schools."

The '90s building boom has many faces. USA TODAY's analysis finds the results range from a two-room, \$750,000 schoolhouse for 18 pupils in Yosemite National Park to a 530,000-square-foot, \$75 million high school in Chesterton, Ind., complete with an indoor swimming pool and a 95-acre campus.

Even more ambitious projects are under way nationwide:

- * California is in the midst of a four-year, \$9.2 billion school construction and renovation program that officials say will accommodate 269,784 new students over the next five years.
- * The Charlotte-Mecklenburg County school system -- the largest in

North Carolina, with 100,000 students -- is in the early stages of a \$534 million building program, driven by rising enrollments and repair needs.

* New York City, which has spent \$7 billion in 10 years on school construction, reached a record this past year with \$1.1 billion in renovations and other school building projects. The school system is under a court order to eliminate hazardous school conditions and fulfill a responsibility to inspect, maintain and repair its 1,200 school buildings.

Tech fuels building boom But even with so much construction under way, experts agree that the nation has a long way to go to bring many school facilities up to acceptable levels. The federal government, in a 1996 study, put the price tag on renovating the nation's schools at \$112 billion.

Tech Fuels Building Boom

Despite the cost, the buildings are going up in record numbers because of four trends that will keep hammers pounding well into the new millennium:

* Enrollments are soaring as the children of baby boomers -- the "echo boom" that saw births peak in 1990 -- move through elementary school and into the higher grades. More than 46.8 million children attended public schools this year, up from 39.2 million in 1984. And the federal government projects increases through at least 2006.

That kind of growth, says the National Center for Education Statistics, will create the need for 6,000 new schools by 2005.

* Buildings are aging, casualties of deferred maintenance and obsolescence. The National Center for Education Statistics says 29% of schools built before 1970 haven't been renovated in almost 20 years. A 1998 study found that the nation's average school building was 42 years old.

* Technology is placing demands that older buildings can't meet. Outdated wiring and small rooms constructed before the computer age are prompting districts to build technology centers or design schools with the Internet at their core.

* The push to reduce class sizes and add special-education programs has taxed buildings. Districts not only need more classrooms; they need rooms that can be used for special purposes.

"This is a very steady, controlled boom," says economist Robert Murray of F.W. Dodge, a division of McGraw-Hill that tracks the construction industry. "And there's still upward potential."

Since 1996, 10 new schools have been built or are under construction in Chicago. Other projects in the city include 23 additions (buildings attached to the original structure) and 27 annexes (buildings not attached to the original structure).

There are 309 new roofs and 308 schools with new windows; 188 play lots and 53 parks have been added to school campuses. With the school system's student population at 430,000, Daley says the immediate needs are to reduce overcrowding and improve the learning environment at the city's 589 schools. "We've added enough new classrooms to the system to make room for another 18,000 students," he says.

Fixing 30 years of neglect

The school construction project is the largest in Chicago's history, as most of the school buildings have been "neglected for 30 years," says Paul Vallas, the school system's chief executive officer, who serves as superintendent. Most of the money comes from the city; some comes from the state.

Chicago schools had reached a crisis: Half the district's schools are more than 50 years old, and about 100 are 75 to 100 years old. The ancient school sites "look like the newsreels from Soweto, South Africa

-- shantytowns -- and guess where they're located? On the West Side, the South Side, just absolutely in the poorest areas," Vallas says. At the 82-year-old Rachel Carson Elementary School building, Rosa Alvarez, a third-grade bilingual teacher, says: "I always thought it was a black cloud over us. It was a cloudy day every day walking in."

The 1,250 pupils from pre-kindergarten through eighth grade were unable to see outside because the school's windows are plexiglass -- dubbed "glaucoma windows" by Vallas. "The longer you have them, the less you can see out of them."

In addition, Alvarez says, "we were like a can of sardines" because her 28 pupils occupied a "closet-size classroom" that required them to store their coats and sweaters in cabinets. "It was very difficult to teach, and I know it was difficult for students to learn."

Half of Carson's pupils now are housed in a new building constructed next door to the old building; the other half are in the old building, which has been renovated.

"It's heaven" in the new building, Alvarez says. "Just the learning is incredible. The children are motivated to come in. That really helps a lot, to have a classroom where you have windows with a nice view outside. The sunshine comes in."

Other schools targeted for Chicago's capital improvement program had been so overcrowded that classes were held in hallways, under stairwells and in auditoriums and closets. Science and some other courses were taught from carts pushed from room to room.

Students told Vallas, during a visit to one of the new schools, "We used to live in a dungeon, and now we live in a castle." Before all the school improvements could take place in Chicago, however, the political landscape had to change significantly, officials say.

There were nine teacher strikes between 1969 and 1987. Before any building could be done, Vallas and Gery Chico, the school board president, worked out a labor agreement that satisfied not only the teachers, but also female and minority contractors. The Illinois Legislature gave Daley complete control over the school system in 1995.

Others say the federal government needs to take more responsibility for school construction needs. Players such as former senator Carol Moseley-Braun, D-Ill., have pushed bills in Congress to help in school construction, but none has passed.

President Clinton has identified school construction as a national priority. And he should, says Joe Agron of American Schools & University. The nation will need 100,000 new classrooms to accommodate the 100,000 new teachers Clinton is pushing to hire to reduce class sizes, Agron says.

As a result, Chicago officials feel strongly that the federal government needs to take a more direct role in meeting school construction needs. "If you're going to help the people of Kosovo, the people of South America, Africa and Asia, yes, the federal government should help with school construction," Daley says. "Our greatest resource in society is education -- our brains, not our muscles....If there's an extra \$5 billion, wouldn't it be good to help a rural school put a biology and computer lab in, a science lab in?"

Inset Text Box

3 Florida districts among 5 busiest

The top builders, by square footage, of school space started between January 1994 and June 1998:

* 1 Clark County School District, Las Vegas, 3.5 million square feet.

2 Hillsborough County School District, Tampa, 3.3 million square feet.

3 Miami-Dade County School District, 3.3 million square feet.

HRC Involvement/
Events and Columns

April 28, 1998

VISIT TO STEVENSON ELEMENTARY SCHOOL

DATE:	Wednesday, April 29
TIME:	9:30 am - 10:20 am
LOCATION:	Adlai Stevenson Elementary School Elk Grove Village, IL
FROM:	Brenda Costello

I. PURPOSE

To visit the Stevenson Elementary School and underscore President Clinton's commitment to modernizing the nation's schools, highlighting a renovated school and school district.

II. BACKGROUND

On Wednesday morning you will visit Stevenson Elementary School in suburban Chicago with Senator Carol Moseley-Braun to highlight the need to modernize and repair the nation's schools. Sen. Moseley-Braun has led the fight to bring attention to the country's deteriorating classrooms and provide funding for such repairs through legislation. You will briefly tour the school and deliver remarks to the school community.

Sen. Moseley-Braun continues to emphasize the scope of the problem and the important role the federal government can play in partnership with local school districts, without undermining local control of the schools. This effort shares wide support from groups such as the NEA, National PTA, AFT Principals Association and many more.

Crumbling Schools

Sen. Carol Moseley-Braun has been working on this issue since first coming to the Senate in 1993, and asked the General Accounting Office to assess the condition of America's schools. According to GAO, 62 percent of all school buildings reported needed repairs, and this widespread problem of "crumbling schools" is not confined to city schools. 38 percent of urban schools, 30 percent of rural schools and 29 percent of suburban schools are experiencing structural problems. Additionally, the GAO report concluded that America's schools do not have the technologies or facilities to support learning in the 21st century.

Sen. Moseley-Braun has sponsored several initiatives in the Senate, including the Public School Modernization Act of 1998, School Repair and Construction Act of 1997, and most recently an amendment which was defeated last week in the Senate (42 to 56).

President Clinton highlighted this issue three weeks ago with Sen. Moseley-Braun at the Rachel Carson School in Chicago. (See background and remarks attached). Sen. Moseley-Braun has vowed to continue to push the legislation.

Stevenson Elementary

Adlai Stevenson Elementary School, named for the late Adlai Stevenson II, son of the former Vice President, is located in Elk Grove Village, a Chicago suburb.

Approximately 600 students attend the Stevenson school, from pre-school (3-5 years old) to K-6th graders. Students are children of predominantly middle-class, white families in an area of single-family homes. The school has an active PTA, and offers free computer classes to parents during the school year, taught by staff and parent volunteers. Its curriculum includes early childhood and special needs children. Stevenson has 3 classes of multiply-impaired children, some fairly severe. You will see some students using assistive technology devices in the library.

Renovations totaling \$6.8 million at Stevenson Elementary were primarily used to modernize technology at the school. Improvements were made in the summer of 1996, including six additional classrooms, installing permanent walls, carpets, windows, heating and air conditioning systems, new lighting, as well as electrical updates to handle the latest technological needs. The electrical updates mean providing access to basic computer skills and educational enrichment tools via the Internet, interactive learning software, multimedia applications, and word processing and new desktop computers.

The computers at Stevenson are also available to parents who might not otherwise have access to computers, and give them a greater understanding for what their children are learning in school.

Schaumburg School District

Stevenson is one of many schools in the Schaumburg School District 54 that has been renovated, and school officials expect all 27 school sites in the district will have been renovated by the end of the summer, ending work that began eight years ago.

Renovations were funded entirely by the local constituents (via taxes), who voted for renovations in a district-wide referendum several years ago. Current tax caps are preventing further local funding, leaving the district to press for a federal partnership for future improvements.

The district serves over 16,000 students and is the largest elementary school district in the state. Student achievement scores on standardized tests are above both the national and state averages.

Format

You will briefly tour the school with Jan Hanson, Principal at Stevenson and Sen.

Moseley-Braun, visiting a two classrooms and the Library Media Center prior to your remarks in the gym. Fifth grader Marianna Gariti will introduce you.

The audience will be comprised of approximately 300 5th and 6th grade Stevenson students, school staff, PTA members, elected officials and guests of Sen. Moseley-Braun.

III. PARTICIPANTS

Tour

- The First Lady
- Jan Hanson, Principal
- Sen. Carol Moseley-Braun

Remarks

- The First Lady
- Dr. Lynne Rauch, Superintendent, Schaumburg School District
- Sen. Carol Moseley-Braun
- Marianna Gariti, student

IV. SEQUENCE OF EVENTS

- The First Lady, Senator Moseley-Braun, and Jan Hanson, Principal, proceed to Room 102 to observe a combination of regular education students and special needs students using technology to improve their reading levels.
- The First Lady, Senator Moseley-Braun and Jan Hanson then proceed upstairs to the Library Media Center to observe 5th graders reading to 2nd graders and observe 3rd graders giving instructional assistance to special needs students using technology
- The First Lady, Senator Moseley-Braun, and Jan Hanson then proceed to Room 208, a third grade class to observe students working on animal reports using laptop computers.
- The First Lady, accompanied by Senator Moseley-Braun, Dr. Lynne Rauch, Superintendent, and Marianna Gariti, 5th grade student are announced onto stage and proceed to their seats.
- Dr. Lynne Rauch makes welcoming remarks and introduces Senator Moseley-Braun.
- Senator Moseley-Braun makes remarks and introduces Marianna Gariti, 5th grade student.
- Marianna Gariti makes remarks and introduces the First Lady.
- The First Lady makes remarks and has the option to work a ropeline.
- The First Lady departs

V. PRESS

Tour: Open press / WH Photo.

Remarks: Closed press.

VI. REMARKS

Provided by Laura Schiller.

Public School Modernization Act of 1998

The Public School Modernization Act of 1998 (S. 1705) creates and expands tax incentives to help states and school districts meet their school modernization and construction priorities. The bill includes two major provisions:

(1) Qualified School Construction Bonds

The bill allows state and local governments to issue "qualified school construction bonds" to fund the construction, modernization, and rehabilitation of public schools. Bondholders, instead of receiving interest, would receive annual Federal income tax credits. The maximum term of the bonds would be 15 years.

A total of \$9.7 billion of authority to issue qualified school construction bonds would be allocated in each of fiscal years 1999 and 2000 -- 50 percent to states, and 50 percent to the 100 school districts with the largest numbers of poor children, plus up to 25 additional districts designated by the Secretary of Education.

The bond authority allocated to states would be based on the state's share of funding of the Basic Grants program under Title I of the Elementary and Secondary Education Act, excluding the 100 large districts and any others designated by the Secretary to receive bond authority directly from the Federal government. The bond authority allocated to the 100 large districts (plus the 25) would also be based on the amounts of Federal assistance received under Title I, Basic Grants.

A state, possession, or eligible school district would be permitted to carry forward any unused portion of its allocation until September 30, 2003.

Under the proposal, a bond would be treated as a qualified school construction bond if three requirements are met. First, the Department of Education must approve a school construction plan of the state, territory, or school district that: (1) demonstrates that a survey has been undertaken of the construction and renovation needs in the jurisdiction, (2) describes how the jurisdiction will assure that bond proceeds are used for the purposes of this proposal, and (3) explains how it will use its allocation to assist localities that lack the fiscal capacity to issue bonds on their own. Second, the issuing government must receive an allocation for the bond from the state, territory, or eligible district. Third, 95 percent or more of the bond proceeds must be used to construct or rehabilitate public school facilities.

(2) Qualified Zone Academy Bonds

The bill makes three changes to the existing qualified zone academy bonds (created in the Taxpayer Relief Act of 1997). First, the bill increases the amount of bonding authority available in fiscal year 1999 from \$400 million to \$1.4 billion, and adds an additional \$1.4 billion worth of bonding authority in fiscal year 2000. Second, the bill expands the list of

eligible activities to include new school construction. Third, the bill sets the maximum term of qualified zone academy bonds at 15 years.

Qualified zone academy bonds can be used by school districts, starting this year, for school improvement purposes. The subsidy mechanism is the same as with the new school construction bonds -- Federal tax credits to bondholders in lieu of interest -- but there are several requirements associated with zone academy bonds. First, schools must secure 10 percent of the funding for the school improvement project from the private sector before issuing the zone academy bonds. Second, the school must work with the private sector to enhance the curriculum and increase graduation rates and employment rates. Finally, in order to be eligible, the school must either have 35 percent of students eligible for the free and reduced-price lunch program, or be located in an empowerment zone or enterprise community.

The Joint Committee on Taxation estimates the total cost of this proposal is \$3.3 billion / 5 years and \$9 billion / 10 years.

Senator Moseley-Braun's 1997 Accomplishments

The Taxpayer Relief Act of 1997 contains two provisions that will help communities begin to address the needs of their crumbling schools.

First, the law creates a new category of no-interest bonds communities will be able to use to rehabilitate their dilapidated school buildings and revitalize their schools. It allows high-poverty school districts to issue \$800 million worth of these special bonds to repair and rebuild their crumbling schools, as well as pay for the teacher training, new equipment, and other costs needed to revitalize their schools.

The law also increases the small issuer arbitrage rebate exception for certain school facilities bonds, which will provide some small, rural schools relief from burdensome administrative requirements associated with the issuance of tax-free bonds.

The Education Infrastructure Act

Senator Moseley-Braun's Education Infrastructure Act was incorporated into the Improving America's Schools Act of 1994 (P.L. 103-382). The law authorizes federal grants to school districts to repair severely dilapidated school facilities.

The Senate version of the fiscal year 1998 Labor-HHS-Education Appropriations bill included \$100 million to fund this important program. The funds were deleted by a House and Senate conference committee.

Partnership to Rebuild America's Schools Act of 1997

President Clinton and Senator Moseley-Braun developed the Partnership to Rebuild America's Schools Act of 1997 (S. 456). The bill calls for the allocation of \$5 billion to help states and local school districts finance public elementary and secondary school repair, renovation, modernization, and construction projects.

Funds could be used to pay a portion of the interest costs on state or local bonds issued to finance school improvement projects. The federal subsidy would cut the cost of borrowing by up to 50 percent, and would leverage a total of \$20 billion worth of school improvements.

In addition to paying a portion of the interest cost on bonds, states would have the flexibility to use the funds to finance school improvement projects in ways that best suit their needs. States could, for example, capitalize revolving loan funds, provide various forms of credit enhancement to local school districts, or leverage additional private-sector resources.

School Repair and Construction Act of 1997

In November, Senator Moseley-Braun introduced the School Repair and Construction Act of 1997 (S. 1472), an innovative tax credit proposal to help bring down the cost of building and renovating school buildings.

The plan calls for the distribution of \$1 billion worth of allocable tax credits to states every year. States would distribute the credits to school districts, which would offer the credits to developers and builders who lower the cost of building or renovating school buildings.

Education Facilities Improvement Act

Senator Moseley-Braun and Senate Minority Leader Tom Daschle introduced the Education Facilities Improvement Act (S. 1160), a scaled-back and modified version of the Partnership to Rebuild America's Schools Act.

The Senators propose to pay for the bill by modifying the rules governing foreign tax credits -
- reducing the length of time these tax credits can be carried backwards, and increasing the length of time they may be carried forward.

Copies of the GAO reports may be obtained from any of Senator Moseley-Braun's offices.

Washington (202) 224-2854 -- Chicago (312) 353-5420
Springfield (217) 492-4126 -- Fairview Heights (618) 632-7242



CAROL MOSELEY-BRAUN
UNITED STATES SENATOR - ILLINOIS
324 HART OFFICE BUILDING
WASHINGTON, DC 20510

Buildings

Percentage of Schools Reporting at Least One Inadequate
Building of any Type
(ranked by % of schools)

District of Columbia	49 %	Oklahoma	30 %
Alaska	45 %	New Mexico	30 %
Washington	44 %	Rhode Island	29 %
California	43 %	Indiana	29 %
West Virginia	42 %	Mississippi	28 %
Arizona	41 %	Missouri	27 %
Massachusetts	41 %	Texas	27 %
Delaware	40 %	Tennessee	27 %
Alabama	39 %	Virginia	27 %
Louisiana	39 %	• Georgia	26 %
Oregon	39 %	Arkansas	25 %
Maine	38 %	Wyoming	24 %
Kansas	38 %	Nevada	23 %
Minnesota	38 %	North Dakota	23 %
New Hampshire	38 %	Michigan	22 %
Ohio	38 %	Vermont	21 %
South Carolina	37 %	Pennsylvania	21 %
North Carolina	36 %	Hawaii	21 %
Nebraska	35 %	South Dakota	21 %
Utah	34 %	Montana	20 %
New York	33 %	New Jersey	19 %
Wisconsin	33 %	Iowa	19 %
Colorado	32 %		
Idaho	32 %		
Florida	31 %		
Maryland	31 %		
Kentucky	31 %		
Illinois	31 %		
Connecticut	30 %		

Source: General Accounting Office, *Profiles of School Condition by State*



CAROL MOSELEY-BRAUN
UNITED STATES SENATOR - ILLINOIS
324 HART OFFICE BUILDING
WASHINGTON, DC 20510

Building Features

Percentage of Schools Reporting at Least One Inadequate

Building Feature
(ranked by % of schools)

District of Columbia	91 %	Tennessee	56 %
Ohio	76 %	North Carolina	55 %
Massachusetts	75 %	Kansas	55 %
California	71 %	Oklahoma	54 %
Delaware	70 %	Vermont	53 %
New Mexico	69 %	New Jersey	53 %
Alaska	69 %	South Carolina	52 %
West Virginia	67 %	Michigan	52 %
New York	67 %	Iowa	50 %
Maryland	67 %	Mississippi	50 %
Arizona	64 %	Louisiana	50 %
Oregon	63 %	Wisconsin	49 %
Illinois	62 %	North Dakota	49 %
Utah	62 %	Wyoming	49 %
Rhode Island	61 %	Missouri	48 %
Washington	60 %	Texas	46 %
Maine	60 %	South Dakota	45 %
Virginia	60 %	Montana	45 %
Alabama	59 %	Nebraska	44 %
Kentucky	59 %	Nevada	42 %
New Hampshire	59 %	Arkansas	42 %
Connecticut	58 %	Pennsylvania	42 %
Colorado	58 %	Georgia	37 %
Hawaii	57 %		
Florida	57 %		
Minnesota	57 %		
Indiana	56 %		
Idaho	56 %		

Source: General Accounting Office, *Profiles of School Condition by State*



CAROL MOSELEY-BRAUN
UNITED STATES SENATOR - ILLINOIS
324 HART OFFICE BUILDING
WASHINGTON, DC 20510

Environment for Learning

Percentage of Schools Reporting at Least One Unsatisfactory Environmental Factor (ranked by % of schools)

California	87 %	Minnesota	66 %
Oregon	84 %	Delaware	65 %
Ohio	83 %	Maryland	65 %
West Virginia	82 %	Tennessee	64 %
Alaska	80 %	Oklahoma	64 %
Massachusetts	80 %	Idaho	64 %
Florida	80 %	Kentucky	63 %
New Hampshire	78 %	Alabama	63 %
Hawaii	78 %	Colorado	63 %
New York	76 %	Arkansas	62 %
New Mexico	75 %	North Dakota	62 %
Rhode Island	75 %	Nebraska	61 %
Kansas	74 %	Michigan	61 %
Washington	74 %	Wisconsin	60 %
District of Columbia	73 %	Texas	60 %
Utah	72 %	Virginia	58 %
Maine	71 %	Missouri	58 %
Illinois	70 %	Vermont	58 %
Montana	69 %	Pennsylvania	57 %
New Jersey	69 %	Nevada	57 %
Arizona	69 %	Mississippi	54 %
Connecticut	68 %	South Dakota	50 %
Wyoming	68 %	Georgia	48 %
North Carolina	68 %		
Iowa	67 %		
Indiana	67 %		
South Carolina	66 %		
Louisiana	66 %		

Source: General Accounting Office, *Profiles of School Condition by State*

March 3, 1997

D.C. SCHOOL CONSTRUCTION ANNOUNCEMENT

DATE: March 4, 1997
TIME: 10:00 - 11:00 a.m.
LOCATION: Ketcham Elementary School
1919 15th St. SE, Anacostia
FROM: Pauline Abernathy

I. PURPOSE

To announce that the federal government is giving \$18 million to the D.C. Control Board for the repair of DC schools.

II. BACKGROUND

Connie Lee Privatization

We will be announcing that \$18.3 million is being transferred tomorrow from the federal government to the D.C. Financial Responsibility and Management Authority (the Control Board) for the repair and construction of D.C. elementary and secondary public schools. The \$18.3 million comes from the privatization of the Construction Loan Insurance Corporation (Connie Lee).

Until it was privatized last Thursday, Connie was a Government Sponsored Enterprise. It was established by Congress in 1986 to provide insurance for bonds issued for colleges, universities and teaching hospitals. Connie Lee insures the timely payment of principal and interest on the bonds. The Education Department had held 1.9 million Connie Lee shares in return for providing 14% of Connie Lee's start-up costs.

Since 1994, the Treasury Department has worked on legislation to privatize Connie Lee and Sallie Mae. Last year, the President signed the Student Loan Marketing Association (Sallie Mae) Reorganization Act of 1996, which provided frameworks for privatizing Sallie Mae and Connie Lee. The law directed the Treasury to sell the Education Department's Connie Lee shares back to Connie Lee and to provide the proceeds to the D.C. Control Board for school construction.

The Treasury worked hard to ensure that the shares were sold at a fair market price. Senator Jeffords (then chair of the Senate Subcommittee on D.C.) is responsible for the proceeds being dedicated to D.C. school construction. Senator Dodd sponsored the Administration's bill, and along with Senator Jeffords shepherded it through Congress.

The law directing the privatization of Connie Lee also set up a process for privatizing Sallie Mae. If Sallie Mae's shareholders vote in favor of privatization later this year, the District would receive some of the proceeds for school construction, but it would be spread out over the next 10 years.

DC School Construction Needs

A 1996 GAO report indicates that almost one-half of the District's public schools are in need of extensive repair, compared to one-third of schools nationally. General Becton estimates that over the next 10 years District schools will require \$2 billion in repairs. The Connie Lee funds will provide \$18 million of the \$87 million Becton says he needs this year to ensure that the schools open on time next fall. The attached *Washington Post* article details how money was wasted and mismanaged under former school Superintendent Franklin Smith. For example, between 1991 and 1996, \$15 million-\$20 million that was slated for school repair was spent on administrative salaries. Becton plans to close a significant number of schools before next fall because the District has many schools that are only half full and it cannot afford to maintain and operate them.

Ketcham Elementary School

Ketcham is one of the schools that will benefit from the Connie Lee's privatization funds. The school needs roof repairs, electrical repairs, window guards and frame repair, replastering and repainting of walls and ceilings, plumbing and boiler room maintenance, and replacement of the drinking fountains.

Ketcham serves over 500 students, from Head Start to sixth grade. All of its students receive AFDC. The school is proud of its many partnerships. It partners with the FBI and D.C. Patrol Board employees and Smith College alumnae who tutor and mentor and take the children on field trips. The school has also partnered with the National Park Service's Frederick Douglass museum, located two blocks away, and participates in Reading Is Fundamental. Finally, the principal, in partnership with the local Private Industry Council, has hired three parents formerly on welfare to be teachers aides.

President's National School Construction Proposal

The President's FY98 Budget contains a separate national school construction proposal to help states and communities finance school construction and repairs. (See attached description of the proposal.) The President's national proposal leverages local dollars by reducing State and local interest or other financing costs, rather than providing a direct grant to pay directly for school construction. The direct grant of \$18 million for D.C. school construction from Connie Lee's privatization recognizes the pressing needs in the District and the District's special relationship to the federal government. Under the President's national proposal, the District could apply to the Education Department for funds to reduce its interest or other financing costs. If enacted, the proposal would likely provide less than \$18 million for D.C., but would help leverage more than \$18 million for school construction. We expect to send the final legislation to the Hill soon.

III. PARTICIPANTS

Tour Participants:

HRC

Principal Romaine Thomas (married to D.C. Council member Harry Thomas)

General Julius Becton, CEO, DC Public Schools

Secretary Riley

Secretary Rubin

Note: Members of Congress, Dr. Brimmer, Assistant Principal Francis Riddle and others will follow in a second tour.

Press Conference Participants:

Principal Romaine Thomas

HRC

Senator Jim Jeffords

Senator Chris Dodd

Delegate Eleanor Norton

Mayor Marion Barry

Dr. Andrew Brimmer

General Julius Becton

Audience:

Secretary Rubin

Secretary Riley

Treasury Undersecretary John (Jerry) Hawke

Rep. Jim Moran (D-VA)

Oliver Sockwell, President and CEO of Connie Lee

Kevin Chavous, D.C. Council's chair of the Education Committee

Bruce McClaren, Chair, DC Schools Emergency Board of Trustees (Becton's boss)

General Charles (Chuck) Williams, COO of the DC Public Schools, hired by Becton

Don Reeves, chair of the elected school board and member of the Emergency Board of Trustees

Linda Moody, Ward 8, elected DC school board member

Benjamin Bonham, Ward 6, elected DC school board member

IV. SEQUENCE

- HRC and Secretary Rubin arrive at the school.
Greeters: Secretary Riley, Principal Thomas, General Becton, Dr. Brimmer, General Williams, and Senators Dodd and Jeffords.

- HRC, General Becton, Secretaries Rubin and Riley, and Principal Thomas will look at the school repair needed in Mrs. Caroline Brooks' 6th grade classroom. Note: Members of Congress and Dr. Brimmer will follow in a second tour.
- HRC's tour group will proceed across the hall to see the vacant counselor's office with ceiling damage. [This part is closed press.]
- HRC's tour group will proceed to another room and classroom to observe window damage.
- Following the tour, the tour group will proceed to the auditorium for press announcement.
- Principal Thomas makes brief remarks and introduces HRC.
- HRC makes remarks and introduces Senator Jeffords
- Senator Jeffords makes remarks and introduces Senator Dodd
- Senator Dodd makes remarks and introduces Delegate Norton
- Delegate Norton makes remarks and introduces Mayor Barry
- Mayor Barry makes remarks and introduces Dr. Brimmer
- Dr. Brimmer makes remarks and introduces General Becton
- General Becton makes remarks and opens for Q&A
- General Becton will close Q&A
- Following Q&A, HRC departs.

V. PRESS

Open Press.

VI. REMARKS

Provided by June Shih.

VII. ATTACHMENTS

Bios for participants

Description of the President's national school construction initiative

February 18, 1997 Washington *Post* article on D.C. school repair needs

Q&A on D.C. from OMB

Chronology of the First Lady's visits to D.C. schools

**FIRST LADY HILLARY RODHAM CLINTON
D.C. SCHOOL CONSTRUCTION GRANT ANNOUNCEMENT
WASHINGTON, D.C.
MARCH 4, 1997**

Thank you Principal Thomas. I am delighted to be here at Ketcham Elementary. This is a hopeful day not only for this school but for schools all across this city. I thank every one for joining us -- including Congressman Jim Moran and Councilman Kevin Chavous whom I see sitting in the audience.

We are gathered here today to announce that the District of Columbia will be receiving more than \$18 million from the federal government for school repair and reconstruction. The funds come from a very unique source -- the proceeds from the privatization of Connie Lee, the institution that insures college and university bonds. And I am very pleased that Oliver Sockwell, the president and CEO of Connie Lee, who is himself an alumnus of the D.C. public schools, could join us today.

As we have just seen this morning at Ketcham, the need for repair and reconstruction in the District's schools could not be greater. The school is overdue for electrical, gutter, window and plumbing repairs. Water fountains need to be replaced and the boiler room needs maintenance. Because of a persistently leaky roof, the teachers, students, and administrators live in fear of rainy days. Principal Thomas has had to close classrooms where mold has begun to grow or plaster ceilings are on the verge of collapse. I commend her, the teachers and students of Ketcham for making the best of a difficult situation.

But our children deserve better. They deserve safe and spacious schools, places where their greatest challenge is not to stay warm in a classroom without heat or to stay dry in hallways plagued by leaky ceilings, but to understand an algebra problem or perform well on a spelling test. Today's announcement takes us a modest, but certain, step toward that goal.

And many of the people standing here played crucial roles in making these funds available. I want to start by thanking Treasury Secretary Robert Rubin, who has been one of the Administration's most passionate and innovative champions of the revitalization of America's cities, including the District. He and Undersecretary Hawke who is also with us today, led our efforts to privatize Connie Lee, making sure that the government received a fair price for its shares.

Secretary Rubin has also led efforts to reform the Community Reinvestment Act rules and to support the Administration's Community Development Financial Institutions Fund, an initiative that is bringing credit and opportunity to hard-working people living in some of our most disadvantaged neighborhoods, including here in the District.

I am also delighted that Education Secretary Richard Riley could be with us today. Secretary Riley has been working hard to make sure all of our children are equipped with the high-quality educations they will need to thrive in the 21st century. And he played a leading role

in developing the President's national school construction initiative. As many of you know, the initiative, which is part of the President's balanced budget plan, will help communities across the nation, including Washington, finance much-needed school construction and repair.

It's pretty safe to say that without the leadership of our next speakers, we would not be standing here today. Senators Jeffords and Dodd were chief sponsors of the Student Loan Marketing Association Reorganization Act of 1996, which provided the framework for the privatization of Connie Lee, and shepherded the bill to passage in Congress. The senators, along with Delegate Norton, who is also here with us today, convinced their colleagues that there was no better use for the proceeds from the privatization than to help Washington make its schools safe for its children. I know firsthand that Senator Jeffords has worked tirelessly on behalf of D.C. schools, both as a Senator and as a citizen. Last June, I had the chance to visit Tyler Elementary, where the Senator mentors and reads with a student during lunch hours.

I am also pleased to be joined to today by Mayor Barry, General Julius Becton, the CEO of the D.C. schools and Dr. Andrew Brimmer, chair of the D.C. Control Board, who will tell us about the importance of these funds to the District's schools and their students.

It took many people to make today's announcement possible. It will take many more people to make sure that every boy and girl in this city is given the opportunity and the education to fulfill his or her God-given potential. And I believe every one of us has the time, talent and skill to contribute to that effort.

I have seen with my own eyes how different sectors of our community can make a difference. Just last month, at Cleveland Elementary, I saw how members of one law firm had helped reinvigorate an entire community by tutoring students, repairing school facilities, and helping parents with legal problems. A few weeks later, I accompanied the President to Garrison Elementary, where he and General Becton announced a new commitment to bring universities, college students and Americorps members together to help elementary school students with their reading skills.

So I am confident that if we all pitch-in and keep working together, we can transform this city's schools into the nation's pride.

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School Construction Initiative

January 22, 1997

...the first time in the history of this country, I have proposed a program where the United States government will help communities who are willing to make an extra effort themselves to do more to provide facilities for their young people that are decent and clean and healthy and conducive to good learning." -Remarks to the Hillsborough Community, September 5, 1996

President Proposes A New Initiative to Help Local Communities and States Rebuild The Nation's Schools. Expanding and improving lifetime educational opportunities for all Americans is a key Clinton administration objective. As America moves into the 21st century, our schools should too. If our schools are in no shape for the future, our students won't be either.

KEY ELEMENTS OF THE SCHOOL CONSTRUCTION INITIATIVE

- **Reduces the Total Costs of Financing New School Construction and Renovation.** This initiative would reduce interest, or other financing costs, on new school construction and renovation projects by up to 50%, depending on need.
- **Federal Funds Would Leverage Additional Spending on School Construction and Renovation.** One of the key criteria in distributing funds to projects will be the extent to which the spending is incremental -- above what would have occurred without this initiative.
- **Goal of 25% Increase in School Construction Over 4 Years.** National spending on school construction and renovation is currently about \$10 billion a year or \$40 billion over 4 years. By focusing on incremental or net additional construction projects, this initiative aims to ensure that \$5 billion spent over four years spurs \$20 billion in school construction spending. This would increase school construction by at least \$10 billion to a total of \$50 billion over 4 years -- increasing school construction by 25%.
- **Eligible projects** would include construction of elementary and secondary school facilities, renovations to ensure health and safety of students, improvements of the basic infrastructure (e.g. electrical, plumbing and heating systems), increases in energy efficiency, improvements required by the Americans with Disabilities Act, construction that prepares facilities for installation of modern educational technology, or construction necessary for the establishment of charter and community schools.
- **State and Local Governments Maintain Responsibility and Control.** States will administer the subsidies, although a portion of the funds will be made available for school districts with the largest numbers of poor children to apply directly to the U.S. Department of Education. State participation would be voluntary.

There is compelling evidence of the need for this initiative:

- **One-Third of All School -- Serving 14 Million Students -- Need Extensive Repair Or Replacement.** According to a recent General Accounting Office report, about 60 percent of schools have at least one major building feature in disrepair, such as leaky roofs and crumbling walls. Over 50 percent have at least one environmental problem, such as poor indoor air quality. [Source: General Accounting Office Report: "School Facilities: America's Schools Report Differing Conditions," June 14, 1996]
- **Schools Do Not Have The Physical Infrastructure To Allow Our Students To Meet The Challenges Of The 21st Century.** Many schools do not have the physical infrastructure to make the best use out of computers, printers, and other equipment. Almost half (46 percent) of the schools report inadequate electrical wiring for computers and communications technology, and over half (52 percent) of schools report six or more insufficient technology elements (such as fiber optics cabling, phone lines for modems, and wiring for computers). [Source: General Accounting Office, "School Facilities: America's Schools Not Designed or Equipped for 21st Century"]
- **Expected Enrollment Growth Imposes Additional Burdens.** Many school districts also face the need to build new schools to accommodate enrollment growth. Public school enrollment in grades k-12 is expected to rise 20% between 1990 and 2004. [Source: U.S. Department of Commerce, *Statistical Abstract of the United States, 1995*, p. 151]

September 7, 1998

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

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

I. PURPOSE

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

II. BACKGROUND

Overview:

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

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

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

National School Modernization Day

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

New Report Highlighting Need to Address Problem

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

D.C.'s Infrastructure Problem

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

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

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

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

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

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

D.C. School Reform Grant for Reading Specialists

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

D.C. School-to-Work Grant

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

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

John Eaton Elementary School:

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

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

III. PARTICIPANTS

Meet and Greet

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

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

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

Speaking Program Participants

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

Audience

60 parents, teachers and community leaders.

IV. SEQUENCE OF EVENTS

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

V. REMARKS

Provided by Christy Macy.

THE WHITE HOUSE
WASHINGTON

September 7, 1998

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

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

I. PURPOSE

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

II. BACKGROUND

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

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

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

II. PARTICIPANTS

Event

POTUS

Secretary Riley

Principal Pamela Sobel

Teacher TBD (likely Carla McEachern)

Lt. Governor Kathleen Kennedy Townsend

Congressman Albert Wynn

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

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

VI. REMARKS

To be provided by speech writers.

VII. ATTACHMENTS

One-pager on the announcement and event

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

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

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

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

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

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

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

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

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

FACT SHEET: MODERNIZE SCHOOLS FOR THE 21ST CENTURY

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

Qualified School Construction Bonds

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

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

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

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

Qualified Zone Academy Bonds

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

THE NEED FOR SCHOOL MODERNIZATION ASSISTANCE

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

The Cost to Repair Existing Schools Is High

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

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

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

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

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

Enrollment Growth is Surging

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

The Condition of Schools Is Related to Student Achievement

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

HOW COULD SCHOOL MODERNIZATION BONDS HELP SCHOOLS IN MY AREA?

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

School District A – A Rapidly Growing School District

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

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

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

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

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

IMPACT OF INADEQUATE SCHOOL FACILITIES ON STUDENT LEARNING

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

Physical Building Conditions

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

Impact on Student Achievement

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

Impact on Teaching

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

Overcrowding

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

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

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

FACTS ABOUT DC PUBLIC SCHOOLS REPAIR\CONSTRUCTION ISSUES:

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

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

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

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

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

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

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

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

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

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

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

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

Investing in Smaller Classes and Modern Schools: A State-by-State Analysis

School Modernization Initiative: Distribution of \$24.8 Billion in Tax Credit Bonds Initial Estimates (50 Percent For School Districts)

State		Estimated Allocations (000s)
Alabama	School Modernization Bonds	
	State Allocation	198,625
	Birmingham City Sch District	42,222
	Mobile County Sch District	65,175
	Montgomery County Sch District	27,709
	QZABs	39,448
	State Total	373,179
Alaska	School Modernization Bonds	
	State Allocation	39,571
	QZABs	5,981
	State Total	45,552
Arizona	School Modernization Bonds	
	State Allocation	213,365
	Mesa Unified School District	28,025
	Tucson Unified District	43,079
	QZABs	36,720
	State Total	321,189
Arkansas	School Modernization Bonds	
	State Allocation	166,889
	QZABs	24,472
	State Total	191,361
California	School Modernization Bonds	
	State Allocation	1,164,985
	Bakersfield City Element	32,721
	Compton Unified	50,259
	Fresno Unified	97,028
	Long Beach Unified	99,780
	Los Angeles Unified	806,378
	Montebello Unified	36,711
	Oakland Unified	62,990
	Pomona Unified	29,939

	Sacramento City Unified	59,525
	San Bernardino City Unified	54,396
	San Diego City Unified	111,540
	San Francisco Unified	47,777
	Santa Ana Unified	41,161
	Stockton City Unified	42,988
	QZABs	291,025
	State Total	3,029,203
Colorado	School Modernization Bonds	
	State Allocation	120,450
	Denver County 1	60,560
	QZABs	22,289
	State Total	203,299
Connecticut	School Modernization Bonds	
	State Allocation	116,114
	Hartford School District	58,040
	QZABs	21,461
	State Total	195,615
Delaware	School Modernization Bonds	
	State Allocation	40,765
	QZABs	5,981
	State Total	46,746
District Of Columbia	School Modernization Bonds	
	State Allocation	105,560
	QZABs	8,065
	State Total	113,625
Florida	School Modernization Bonds	
	State Allocation	239,259
	Brevard County School District	33,722
	Broward County School District	107,095
	Dade County School District	314,150
	Duval County School District	78,949
	Escambia County School District	40,368
	Hillsborough County School	101,710
	Marion County School District	28,273
	Orange County School District	66,573
	Palm Beach County School	67,731
	Pinellas County School District	62,684
	Polk County School District	50,692
	Volusia County School District	35,907
	QZABs	110,558

	State Total	1,337,671
Georgia	School Modernization Bonds	
	State Allocation	332,981
	Atlanta City School District	99,773
	Chatham County School District	33,884
	De Kalb County School District	42,075
	Richmond County School District	32,622
	QZABs	64,746
	State Total	606,081
Hawaii	School Modernization Bonds	
	State Allocation	43,331
	QZABs	6,354
	State Total	49,685
Idaho	School Modernization Bonds	
	State Allocation	48,686
	QZABs	7,139
	State Total	55,825
Illinois	School Modernization Bonds	
	State Allocation	346,082
	City Of Chicago School District	676,817
	QZABs	102,458
	State Total	1,125,357
Indiana	School Modernization Bonds	
	State Allocation	222,511
	Indianapolis Public School	66,549
	QZABs	37,713
	State Total	326,773
Iowa	School Modernization Bonds	
	State Allocation	117,914
	QZABs	17,291
	State Total	135,205
Kansas	School Modernization Bonds	
	State Allocation	102,347
	Wichita	34,237
	QZABs	17,624
	State Total	154,208
Kentucky	School Modernization Bonds	
	State Allocation	233,260

	Jefferson Co	71,644
	QZABs	39,678
	State Total	344,582
Louisiana	School Modernization Bonds	
	State Allocation	261,780
	Caddo Parish School Board	47,398
	East Baton Rouge Parish	51,045
	Jefferson Parish School	52,204
	Orleans Parish School Board	125,077
	QZABs	59,452
	State Total	596,956
Maine	School Modernization Bonds	
	State Allocation	66,985
	QZABs	9,823
	State Total	76,808
Maryland	School Modernization Bonds	
	State Allocation	107,136
	Baltimore City Public Sch	166,809
	Prince Georges County Public	45,631
	QZABs	31,941
	State Total	351,517
Massachusetts	School Modernization Bonds	
	State Allocation	262,846
	Boston School District	93,495
	QZABs	45,686
	State Total	402,027
Michigan	School Modernization Bonds	
	State Allocation	469,260
	Detroit City School District	380,708
	Flint City School District	49,595
	QZABs	101,687
	State Total	1,001,250
Minnesota	School Modernization Bonds	
	State Allocation	143,106
	Minneapolis	55,098
	St. Paul	39,692
	QZABs	28,227
	State Total	266,123
Mississippi	School Modernization Bonds	

	State Allocation	260,246
	Jackson Public School District	26,976
	QZABs	40,223
	State Total	327,445
Missouri	School Modernization Bonds	
	State Allocation	213,240
	Kansas City 33	48,589
	St. Louis City	83,632
	QZABs	41,371
	State Total	386,832
Montana	School Modernization Bonds	
	State Allocation	54,877
	QZABs	8,047
	State Total	62,924
Nebraska	School Modernization Bonds	
	State Allocation	72,261
	QZABs	10,596
	State Total	82,857
Nevada	School Modernization Bonds	
	State Allocation	15,722
	Clark County School District	67,119
	QZABs	7,433
	State Total	90,274
New Hampshire	School Modernization Bonds	
	State Allocation	38,929
	QZABs	5,981
	State Total	44,910
New Jersey	School Modernization Bonds	
	State Allocation	249,670
	Camden City	47,467
	Jersey City	50,070
	Newark City	89,032
	Paterson City	36,868
	QZABs	53,682
	State Total	526,789
New Mexico	School Modernization Bonds	
	State Allocation	108,229
	Albuquerque Public Schools	56,636
	QZABs	20,197

	State Total	185,062
New York	School Modernization Bonds	
	State Allocation	460,562
	Buffalo City SD	90,092
	New York	1,866,149
	Rochester City SD	70,609
	Syracuse City SD	37,847
	QZABs	225,282
	State Total	2,750,541
North Carolina	School Modernization Bonds	
	State Allocation	275,889
	Charlotte-Mecklenburg School	39,202
	Cumberland County School	29,265
	QZABs	45,687
	State Total	390,043
North Dakota	School Modernization Bonds	
	State Allocation	40,765
	QZABs	5,981
	State Total	46,746
Ohio	School Modernization Bonds	
	State Allocation	418,471
	Akron City SD	40,065
	Cincinnati City SD	78,330
	Cleveland City SD	138,533
	Columbus City SD	81,917
	Dayton City SD	44,202
	Toledo City SD	53,040
	QZABs	94,681
	State Total	949,239
Oklahoma	School Modernization Bonds	
	State Allocation	158,560
	Okla City	43,340
	Tulsa	38,806
	QZABs	29,527
	State Total	270,233
Oregon	School Modernization Bonds	
	State Allocation	127,107
	Portland Sch District 1j	42,147
	QZABs	21,859
	State Total	191,113

Pennsylvania	School Modernization Bonds	
	State Allocation	485,092
	Philadelphia City SD	349,704
	Pittsburgh SD	69,930
	QZABs	103,193
	State Total	1,007,919
Puerto Rico	School Modernization Bonds	
	State Allocation	555,252
	QZABs	81,421
	State Total	636,673
Rhode Island	School Modernization Bonds	
	State Allocation	30,342
	Providence Sch District	43,226
	QZABs	7,752
	State Total	81,320
South Carolina	School Modernization Bonds	
	State Allocation	193,905
	Charleston County School	36,639
	QZABs	31,233
	State Total	261,777
South Dakota	School Modernization Bonds	
	State Allocation	41,794
	QZABs	6,128
	State Total	47,922
Tennessee	School Modernization Bonds	
	State Allocation	199,532
	Memphis City School District	108,222
	Nashville-Davidson County	47,902
	QZABs	41,187
	State Total	396,843
Texas	School Modernization Bonds	
	State Allocation	986,562
	Aldine ISD	36,254
	Austin ISD	46,698
	Brownsville ISD	60,467
	Corpus Christi ISD	38,560
	Dallas ISD	143,717
	El Paso ISD	78,516
	Fort Worth ISD	69,682

	Houston ISD	240,453
	Laredo ISD	39,341
	Mcallen ISD	27,169
	Pharr-San Juan-Alamo ISD	27,876
	San Antonio ISD	88,245
	Ysleta ISD	49,185
	QZABs	216,955
	State Total	2,149,680
Utah	School Modernization Bonds	
	State Allocation	73,952
	QZABs	10,844
	State Total	84,796
Vermont	School Modernization Bonds	
	State Allocation	37,866
	QZABs	5,981
	State Total	43,847
Virginia	School Modernization Bonds	
	State Allocation	215,788
	Norfolk City Public School	34,540
	Richmond City Public School	30,517
	QZABs	36,613
	State Total	317,458
Washington	School Modernization Bonds	
	State Allocation	214,684
	Seattle	36,170
	QZABs	34,244
	State Total	285,098
West Virginia	School Modernization Bonds	
	State Allocation	155,021
	QZABs	22,732
	State Total	177,753
Wisconsin	School Modernization Bonds	
	State Allocation	185,657
	Milwaukee Sch District	191,285
	QZABs	41,839
	State Total	418,781
Wyoming	School Modernization Bonds	
	State Allocation	37,255
	QZABs	5,981

State Total		43,236
Outlying Areas	School Modernization Bonds	34,522
	QZABs	7,532
	Total	42,054
BIA schools	School Modernization Bonds	400,000
Potential reserve for additional LEAs (School Modernization Bonds)		750,000
Total		24,800,000

QZAB: Qualified Zone Academy Bond

NOTE: Numbers may not add due to rounding. Estimates are based on best available data as of 2/19/99.

Last Updated on February 19, 1999 (eal)

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[Wyoming]

