

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	Re: Rhia D. Warren (partial) (1 page)	08/18/99	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Ruby Shamir (Subject Files)
OA/Box Number: 20366

FOLDER TITLE:

Education/School Construction/Baby Boom Echo - 8-19-99 [1]

2012-0565-S

ry1249

RESTRICTION CODES

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

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

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

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

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

RR. Document will be reviewed upon request.

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

FIRST LADY HILLARY RODHAM CLINTON
TALKING POINTS FOR RELEASE OF BABY BOOM ECHO REPORT

The White House

August 19, 1999

- Welcome and acknowledgements.
- This is the time of year when America's children are returning to school from their summer vacations. Parents are refocusing on what their kids will need for the new school year – new notebooks, backpacks, pencils and crayons – we know that their primary concern is the quality of their children's education. That's why we in Washington need to re-examine what we need to do to provide the best schools for our children -- not just for today but as we look into the future.
- Over the last few years, we have made great strides to improve educational opportunities for all of our children by focusing on raising academic standards, strengthening accountability, improving public school choice for parents and students, and making college a reality for more students -- particularly for students who have not traditionally had the opportunity to attend college.
- And we have seen some promising results. All 50 states have risen to the challenge set by the President with the passage of Goals 2000 and the Improving America's School Act by raising academic standards. This commitment to high standards is paying off for our children. Many states are demonstrating overall increases in math and reading scores. And, SAT and ACT scores are at their highest level in 27 years. Despite these accomplishments, we know that our job of providing a quality education for all of our children is far from done.
- Today, the President will unveil a new report that shows why now more than ever we need to rededicate ourselves to our children's education. As we enter the 21st century we know that the education and skills our children receive will be the key to their success in the global economy; that means we need to start early and ensure that all children have the opportunity to attend pre-school, make sure that kids get the attention they need in smaller classes and in modernized schools; we need to make sure we that we have high standards in every classroom and that we give teachers and students the tools they need to achieve those standards. These are some of the goals of the President's current education proposals.
- But teachers can't teach and children can't learn when they are in makeshift classrooms and places of disrepair. Last spring, I was Principal for a Day at a junior high school in Queens, New York. The school, which was originally built for 1,500 students, today houses over 2,000 students. On the day I visited they were putting in mobile classrooms so they could add 500 more students by September. The student body at this school was richly diverse, but there was simply no room for them to grow, and little opportunity for teachers to tap the individual potential of each student in this school. The teachers I spoke to all said that they wished they had more time with their students.

- These students and teachers are not alone. I have visited schools around the country -- including Washington DC, Chicago, and California -- and in each place, I have heard from teachers, students and school administrators who have similar needs.
- So we need to do more to try bring down the size of our schools and the number of students per teacher in each classroom. We have to provide more funds to modernize crumbling schools, and build more schools where they are needed. We need to close the achievement gap between the well-off and the poor, and make sure that teachers get the support they need. In this time of unprecedented prosperity in America, we can build and modernize our schools for the next century. Let's celebrate our prosperity by making a commitment that our schools will be worthy of the children they serve now and into the future.
- Introduce Secretary Riley.

DRAFT

The Baby Boom Echo Continues

DRAFT

New records.....

Total public and private school enrollment will rise to a record 53.2 million;

Total college enrollment will rise to a record 14.9 million.

Between 1989 and 2009.....

Elementary school enrollment will rise by 4.7 million, secondary enrollment by 3.6 million and college enrollment by 2.8 million;

Public high school enrollment is expected to increase by 29 percent, while elementary enrollment is projected to increase by 15 percent;

The number of public high school graduates will increase 18 percent;

Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 146 percent increase projected for Nevada, 85 percent for Arizona, 56 percent for California, and 51 percent for Florida;

Full-time college enrollment is projected to rise by 26 percent.

Between 1999 and 2009.....

Public high school enrollment is expected to increase by nearly 9 percent, while elementary enrollment is projected to decrease by less than one percent;

The number of public high school graduates will increase 16 percent;

Fifteen states will have at least a 15 percent increase in the number of public high school graduates, with a 77 percent increase projected for Nevada, 56 percent for Arizona, and a 40 percent for North Carolina;

The total number of public and private high school teachers is expected to rise by 75,000 - a 6 percent increase; a total of 2.2 million public elementary and secondary school teachers will be needed over the period to accommodate the new students and replace those teachers who retire or leave the profession for other reasons;

Full-time college enrollment is projected to rise by 14 percent.

Beyond 2009.....

Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early seventies, the number of births is not projected to fall off, but to increase slowly for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate that the number of births will continue to rise thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

April 28, 1999

PENCIL'S "PRINCIPAL FOR A DAY" EVENT/TOWN MEETING

DATE: Thursday, April 29
TIME: 9:30 a.m. - 1:30 p.m.
LOCATION: Virgil I. Grissom Junior High
New York, New York
FROM: Brenda Costello and
Natasha McMahan

I. PURPOSE

To serve as "*Principal for a Day*" at Virgil I. Grissom Junior High School, in South Ozone Park, New York and participate in a Town Hall Meeting hosted by Public Education Needs Civic Involvement in Learning (PENCIL).

II. BACKGROUND

On Thursday morning, you will serve as "*Principal for a Day*" at Virgil I. Grissom Junior High School located in Queens, New York. The Fifth Annual Principal for a Day project, organized by Public Education Needs Civic Involvement in Learning (PENCIL), will include over 1,050 business, civic and community leaders serving as principal for a day in one of New York City's public schools.

On Thursday afternoon, you will take part in a group discussion among hundreds of Principal for a Day participants including New York Schools Chancellor Rudy Crew, Senator Charles Schumer, Reverend Jesse Jackson, author James McBride, HBO CEO Jeff Bewkes and Mayor Guiliani.

Virgil I. Grissom Junior High School

Virgil I. Grissom Junior High School is located in South Ozone Park, Queens. Nearly 2,000 regular and special education students attend. A great number of students at Grissom represent more than 27 countries, including Guyana, Jamaica, Puerto Rico, the Bahamas, Haiti, the West Indies, South America and Asia. Many of these international students entered the school with little formal education. There are 6.3 percent of whites, 27.8 percent of blacks, and 36.6 percent of Asian and Native Americans at Grissom.

The diversity in student population creates a unique multi-cultural atmosphere within the school and has resulted in various programs developed to inspire the growth of these varying populations. Grissom Junior High has embraced the concept of interdisciplinary instruction and has been reorganized into "houses". Within each house, the administration can develop better inter curricular units and address the needs of all its students.

Each house is programmed using a "block" format. When scheduled for lunch, gym, shops and the talents, the house moves as a unit. Teachers within each house are now sharing common free time. Such common preparation periods allow the "team" to develop special

programs and projects. It allows the team to discuss, at length, the progress and needs of their students. It also allows for parent-teacher conferences in an atmosphere conducive to establishing a proper program for improving and meeting the needs of students, their parents and the teachers themselves. Block programming enhances the establishment of enrichment activities such as trips, guest speakers, as well as special programs.

Grissom's administrative staff consists of one principal and five assistant principals including a full time administrator for special education. The leadership is headed by Principal Rhia Warren, who believes in shared, cooperative management where all staff members are included in the process of administration. Grissom's guidance professionals consist of five full time counselors including one for its special education students and one for its bilingual parent and student population. Counselors meet with teams to coordinate inter-class transfers, Special Education needs, any special guidance related issues, and class organizations. Counselors at Grissom are an integral part of those teams and classes assigned to them.

Grissom's Support Programs

Grissom has a variety of support programs geared to enhance the achievements of students at all levels of learning. Its funded math, reading and writing programs assist those students identified as being below the state reference point in those key areas. Grissom also believes that "it does take a whole village to raise a child" and has a very successful parent volunteer program. The science curriculum encourages inquiry, research and hands-on experiences.

In addition, Grissom's special education program is the largest one of its kind in District 27. The program is unique in that all students are instructed departmentally by various teachers throughout the special education department. Every effort is made to mainstream as many students as possible and support is provided for the special education or regular education teachers to link within special education department and with the regular education teachers who receive these mainstreamed students.

Principal For A Day

Principal for a Day is one day of the year when educators open their schools to business executives and community leaders to offer them a firsthand look at the strengths, needs and hard-working students and administrators in our schools. This program increases awareness of education and the challenges faced by educators and provides a forum to develop a continuing relationship between educators, businesses and the community.

One day each year, senior community or business leaders, heads of city agencies, directors of not-for-profit groups, and the leaders in municipal and provincial government are each invited to "shadow" a school principal for half a day. In turn, each participating principal will visit the community leader's workplace on a mutually agreeable day within the school calendar year, and observe the way the business and community organizations work to meet their goals and challenges.

In 1994, Ramon Cortines, then New York City Schools Chancellor, established the *Principal*

for a Day initiative (PFAD). He asked leading New Yorkers from publishing, politics, business, entertainment, and other professions to make a commitment to spend one day in a school to, in his own words, "share your expertise and walk away knowing more about our public schools." PENCIL took over after the first year's initial success. Seven hundred people participated in the first *Principal for a Day*. As you may know, Tipper Gore, comedian Bill Cosby, journalist Jane Pauley, U.S. Education Secretary Richard Riley, attorney Johnnie Cochran, opera singer Beverly Sills, businessman Donald Trump, and designer Norma Kamali participated in the fourth annual "*Principal for a Day*" program in New York last May.

Public Education Needs Civic Involvement in Learning (PENCIL)

Public Education Needs Civic Involvement in Learning (PENCIL) was formed after the initial success of the first *Principal for a Day* (PFAD) program to further develop, fund, and build upon the opportunities created by PFAD. PFAD is now completely under the auspices of PENCIL, with cooperation from the Board of Education. Under PENCIL's direction, more than 1,000 people each year have participated in subsequent PFADs in 1995, 1996, and 1997. Past participants have also included actor Michael Douglas, sports commentator Walt Frazier, and publishers Arthur Sulzberger, Jr. and Mort Zuckerman.

PENCIL has become a powerful catalyst for ongoing partnerships between the private sector and the public schools on every level and is a vital source of energy for the one million children of New York City, their families, and their schools. PENCIL has undertaken numerous initiatives that have a direct impact on the quality of the education received by public school children. Some examples of projects initiated by PFADs and supported by PENCIL after *Principal for a Day* include: PENCIL Book Fund; Seminars Series & Public Awareness; New York City Youth Video Festival; Music Gives; and School Spotlights.

Format

You will arrive at Virgil I. Grissom Junior High School and be greeted by Principal Rhia Warren. You will then proceed to a Social Studies Class for a group discussion. Next, you will have a discussion with Every Parent Influences Children (EPIC). Upon conclusion of group discussions, you will have lunch with Principal Warren. After lunch, you will drop-by classrooms and then depart.

Later in the afternoon, you will join hundreds of *Principal for a Day* participants for the PENCIL Town Meeting, moderated by Charlie Rose. The town meeting will take place at the New York Public Library. Other participants in the Town Hall Meeting will include New York Schools Chancellor Rudy Crew, Senator Charles Schumer, Reverend Jesse Jackson, author James McBride, HBO CEO Jeff Bewkes and Mayor Guiliani.

III. PARTICIPANTS

Virgil I. Grissom Junior High School

- The First Lady
- Rhia Warren, Principal of Virgil I. Grissom Junior High School
- see attached list of EPIC participants.

Town Hall Meeting

- The First Lady
- see attached list of "Principal for a Day" participants

IV. SEQUENCE OF EVENTS

- You will arrive at Virgil I. Grissom Junior High School and be greeted by Principal Rhia Warren.
- You will proceed to a Social Studies Class for a group discussion.
- You will have a discussion with Every Parent Influences Children (EPIC).
- Upon conclusion of group discussions, you will have lunch with Principal Warren.
- After lunch, you will drop-by classrooms and then depart.
- Later in the afternoon, you will join hundreds of Principal for a Day participants for the PENCIL Town Meeting, moderated by Charlie Rose.
- The town meeting will take place at the New York Public Library.

V. PRESS

Principal for a Day

Pool Spray/WH Photo.

PENCIL Town Meeting

Open Press/WH Photo.

VI. REMARKS

None provided.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	Re: Rhia D. Warren (partial) (1 page)	08/18/99	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Ruby Shamir (Subject Files)
OA/Box Number: 20366

FOLDER TITLE:

Education/School Construction/Baby Boom Echo - 8-19-99 [1]

2012-0565-S
ry1249

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

RHIA D. WARREN

P6(b)(6)

[001]

EDUCATION:

BROOKLYN COLLEGE, Brooklyn, New York - 1988
Professional Diploma, Administration and Supervision
HOFSTRA UNIVERSITY, Hempstead, New York - 1978
Master of Science - Special Education
ST. JOHN'S UNIVERSITY, Jamaica, New York - 1971
Bachelor of Science - Elementary Education, N-6

PROFESSIONAL EXPERIENCE:

1996 - Present	PRINCIPAL J.H.S. 226, 121-10 Rockaway Blvd. South Ozone Park, N.Y. 11420
1995 - 1996	PRINCIPAL (Interim Acting) J.H.S. 226, 121-10 Rockaway Blvd. South Ozone Park, N.Y. 11420
1990 - 1995	ASSISTANT PRINCIPAL J.H.S. 226, 121-10 Rockaway Blvd. South Ozone Park, N.Y. 11420
1989 - 1990	ADMINISTRATIVE ASSISTANT/DEAN P.S. 183, 2-45 Beach 79 Street Rockaway Beach, N.Y. 11693
1988 - 1989	ASSISTANT PRINCIPAL (Acting) P.S. 183, 2-45 Beach 79 Street Rockaway Beach, N.Y. 11693
1984 - 1988	SPECIAL EDUCATION COORDINATOR/SUPERVISOR P.S. 183, 2-45 Beach 79 Street Rockaway Beach, N.Y. 11693
1982 - 1983	CLASSROOM TEACHER - MIS II P.S. 183, 2-45 Beach 79 Street Rockaway Beach, N.Y. 11693
1983 - 1984	CHARM/DANCE CLUB TEACHER P.S. 183, 2-45 Beach 79 Street Rockaway Beach, N.Y. 11693
1978 - 1982	CHARM/DANCE CLUB TEACHER P.S. 183, 2-45 Beach 79 Street Rockaway Beach, N.Y. 11693
1978 - 1985	CHARM/DANCE CLUB TEACHER P.S. 183, 2-45 Beach 79 Street Rockaway Beach, N.Y. 11693

OTHER PROFESSIONAL EXPERIENCE:

Present	PARTICIPANT , Principal's Center II, NYC Board of Education
1990-1993	CONSULTANT , The Principal's Center at Brooklyn College
1995 - Present	DISTRICT 27 STAFF DEVELOPER
Present	PARTICIPANT , Principal's Leadership Institute Cohort II - NYC Bd. of Ed.

RHIA WARREN

Page 2

COMMUNITY SERVICE:

1990-Present	Member, ABENY
1983 - Present	Member, Arverne Community Team
1984	Jesse Jackson Delegate Candidate, Democratic Primary
	Member, Jesse Jackson Democratic Club
1984 - 1990	Member, National Council of Negro Women
1983 - 1994	President National Association of Business & Professional Women
1979 - 1989	P.S. 183Q Dance Club performances at medical facilities
1968-1969	Counselor/Tutor, Community & University Services in Education (CAUSE) St. John's University/South Jamaica Cooperative

AWARDS & RECOGNITION:

1997 - 1998	CSA SUPERVISOR OF THE YEAR DISTRICT 27, JHS 226Q
1996 - 1997	MOST IMPROVED SCHOOL IN DISTRICT 27, Community School Board & Superintendent Isaacs
1997 - Present	FIRST PUNJABI BILINGUAL CLASS IN NYC & State, JHS 226
12/10/96	NEWSDAY/QUEENS PROFILE ARTICLE
4/6/97	DAILY NEWS ARTICLE, Community Crimefighter
1989	P.S. 183Q PARENT'S ASSOCIATION AWARD FOR OUTSTANDING
SERVICE	

PROFESSIONAL CERTIFICATION AND LICENSES:

- PRINCIPAL DAY ELEMENTARY/IS/JHS - New York City
- ASSISTANT PRINCIPAL DAY ELEM/IS/JHS - New York City
- SCHOOL ADMINISTRATOR AND SUPERVISOR - New York State Certification
- SCHOOL DISTRICT ADMINISTRATOR - New York State Certification
- PERMANENT TEACHER SPECIAL EDUCATION - New York City
- PERMANENT TEACHER N - 6 - New York City

References Available Upon Request

Greetings From Our Principal



Principal Rhia Warren

PRINCIPAL'S MESSAGE: **FORGING LINKS BETWEEN SCHOOL AND HOME**

For many years, educators and parents have known that each must reinforce the best efforts of the other in order to ensure the best possible education for the children in their charge. It is indeed heartening to see this very practical strategy adopted with increasing success in schools and communities throughout our nation. We at Virgil I. Grissom take very seriously our responsibility to prepare our children to survive and, hopefully, to thrive in a world that is far different from that of our adolescent years.

We know that we must use every resource at our command to meet this challenge and to give our children the skills and resources they will need to live full and productive lives. Working together, the Virgil I. Grissom Junior High School community - parents and educators - have developed this home/school compact guide to explain and describe how we all share responsibility for ensuring that each child whose future we guide will have the opportunity to run his/her strongest race in the years and decades ahead. This document reflects our shared commitment to our complementary missions as parents and educators and our deep belief that "every child can learn."

Sincerely,

Rhia Warren
Principal Virgil I. Grissom J.H.S. 226

EPIC MEETING
(Every Person Influences Children)

Parents Attending

1. Jonathon Hawes – President of the Parents Association
Child: Ebony Hawes (7th grade)
2. Marlene Cintron – Vice Pres. of the Parents Association
Child: Milagro Cintron (8th grade)
3. Alice Drobbin – Recording Sec. of the Parents Association
Child: Tracey Drobbin (7th grade)
4. Maritza Soto – Treasurer of the Parents Association
Child: Francesca Soto (8th grade)
5. Deowmattee Lokenauth
Child: Kameela Lokenauth (8th grade)
6. Sheila Peterson
Child: John Peterson (8th grade)
7. Luvenia Atkinson
Child: Artis Pough (7th grade)
8. Jose Ilag-Cheirs
Child: Krystle Cheirs (7th grade)
9. Coryne Hutchens
Child: LaToya Thompson (7th grade)
10. Fatima Nunez
Child: Angel Nunez Tavera (8th grade)

Parent Liaison for District 27

1. Cynthia Lapsley

Guidance Counselors

1. Iris Grover
2. Harvey Raiten

MEDIA ALERT

Principal For A Day

April 29, 1999

WHO:

Over 1,050 high profile business, civic and community leaders will spend the day as **PRINCIPAL FOR A DAY** throughout the five boroughs in one of New York City's public schools. Participants include:

The Reverend Jesse Jackson
David Komansky, *CEO Merrill Lynch*
Strauss Zelnick, *CEO BMG Ent.*
James McBride, *Author*
Lesley Stahl, *CBS*
Mayor Rudolph Giuliani
B.D. Wong, *Actor*
Don Hewitt, *Producer 60 Minutes*
Judy McGrath, *President MTV*
with Tyreese, *Musician*

Frances McDormand, *Award Winning Actor*
Jeff Bewkes, *Chairman & CEO HBO*
Doug E. Doug, *Actor, Cosby Show*
Kenneth Cole, *Fashion Designer*
Zoe Baird, *Markle Foundation*
Billy Baldwin, *Actor*
Jonathan Linen, *Vice Chair American Express*
Norma Kamali, *Fashion Designer*
Mary Wilson, *Former "Supreme"*

WHAT:

- **PENCIL's Fifth Annual Principal For A Day** inviting the private sector into New York City's public schools. Over 1,000 distinguished New Yorkers will interact with principals, students and teachers, bringing their expertise to the classroom & creating long-term partnerships.
- **PENCIL's Town Meeting** where Charlie Rose will moderate a discussion among hundreds of Principal for a Day participants including Schools Chancellor Rudy Crew, Senator Charles Schumer and Mayor Giuliani.
- **The Awards Reception** celebrating the fifth year of the program, and honoring five individuals and corporations that have created exemplary partnerships with the schools: NBC, Primedia, Norma Kamali, Arthur Barnes, and Manuel de Torres.

WHERE:

New York City's public schools in all five New York City Boroughs
8:00am to 2:00pm. The Town Meeting and Awards Reception at the New York Public Library 5:00pm - 6:30pm

WHY:

Principal For A Day leverages the involvement of thousands of business and community leaders and infuses millions of dollars, resources and an immeasurable amount of time, creativity and commitment from the private sector into New York City's public schools.

Please call us to arrange for reporters to cover Principals For A Day at individual schools 212-909-1732
Park Avenue Plaza 55 East 52nd Street New York 10055 (212) 909-1720 telephone (212) 909-1727 fax

Small Sampling of 1999 Principal For A Day Participants

David Komansky, *Merrill Lynch*
Jonathan Linen, *American Express*
Zoe Baird, *Markle Foundation*
Ken Miller, *CS First Boston*
The Reverend Jesse Jackson
Lesley Stahl, *CBS 60 Minutes*
Mayor Rudolph Giuliani
Jeff Bewkes, *HBO*
Arthur Barnes, *HIP*
Mary Wilson, *Former "Supreme"*
Norma Kamali, *Fashion Designer*
Alphonse Fletcher, Jr., *Fletcher Management*
Doug E. Doug, *Actor*
James McBride, *Author & Musician*
Robert Catell, *KeySpan Energy Corp.*
Mary Wang, *Tommy Hilfiger*
U.S. Senator Charles Schumer
Geoffrey Biosi, *The Beacon Investment Group*
Don Hewitt, *CBS 60 Minutes*
Strauss Zelnick, *BMG Entertainment*
Billy Baldwin, *Actor*
Anthony Fisher, *Fisher Brothers*
Mortimer B. Zuckerman, *New York Daily News*
Richard Sarnoff, *Random House Publishing*
David Checketts, *Madison Square Garden*
Steve Solomon, *Fuji Photo Film USA*
Preston Robert Tisch, *Loews*
Kenneth Cole, *Fashion Designer*
Eugene McGrath, *Consolidated Edison*
Frances McDormand, *Academy Award Winning Actor*
Nora McAniff, *People Magazine*
Diane von Furstenberg, *Fashion Designer*
Michael Lynton, *The Penguin Group*
Jane Pauley, *NBC Dateline*
Hardwick Simmons, *Prudential Securities*
John Sykes, *VH-1*
John Eyler, *FAO Schwarz*
Michael Wolf, *Booz Allen & Hamilton*
Polly Anthony, *Sony Music*
Reginald Brack, *Time Inc.*
Judy McGrath, *MTV*
Tyreese, *Musician*

UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

ADVISORY

ADVISORY

ADVISORY

WHO: President Clinton
U.S. Secretary of Education Richard W. Riley

WHAT: News conference to release *A Back-to-School Special Report on school enrollment*

WHEN: Thursday, August 19, 12:30 p.m. EDT

WHERE: 450 Old Executive Office Building

This fall, school enrollment is expected to reach an all-time high of 53.2 million students, surpassing last year's enrollment record of more than 52 million.

State-by-state enrollment projections have been prepared by the Education Department's National Center for Education Statistics.

The data will show that most states will have increased enrollments this fall and over the next ten years, with the largest increases in grades 9-12.

Clinton and Riley will be joined by:

Daniel Domenech, superintendent, **Fairfax County Schools, Va.**;
Dan Galloway, principal, Adlai E. Stevenson High School, **Lincolnshire, Ill.**;
Wendell Greer, principal, Manual Arts High School, **Los Angeles**;
Iris Metts, superintendent, **Prince Georges County Schools, Md.**

CONTACT: David Thomas or Julie Green, 401-3026.

NOTE: Reporters without recognized credentials must call the White House Office of Media Affairs, 456-7150, to arrange clearance.

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

of pages 1

To <u>Ruby</u>	From
Dept./Agency	Phone #
Fax # <u>456-6687</u>	Fax #

NSN 7540-01-317-7368

5099-101

GENERAL SERVICES ADMINISTRATION

The National Education Association's Friend of Education Award Presentation to the First Lady

**First Lady Hillary Rodham Clinton's Acceptance Remarks
Orlando, Florida
July 5, 1999**

Thank you. I am so pleased to be here with all of you. And I am extraordinarily honored to receive this very important and prestigious award from an organization that stands for the best in education, and therefore stands for the best in America. I am honored to be the 1999 Friend of Education, and I am honored to be with so many of you—thousands of you who prove every day that you are friends of education and friends of the children of America. And there isn't any better way to celebrate the 4th of July weekend than to be right here standing up for public education and America's children.

This, your 137th annual convention, chose as its theme, "Destination 2000: Quality Public Education for All." That is not only the goal of the NEA—that is and should be the goal for all Americans. I want to recognize your leadership that is helping to chart the way towards your goal, starting with your president. He has been an outspoken and passionate advocate for America's teachers, and a tireless crusader for the school reforms that we know are so vital if the goal of providing quality education for all is to be met. And so let me publicly thank Bob Chase for all he has done on behalf of education.

I also want to mention that at the Mental Health Conference last month, Bob came forward with a very innovative public/private partnership that combines the resources and expertise of the NEA with EchoStar Communications Corporation, the Dish Network, Future View, and the Learning First Alliance to provide 1,000 satellite TV dishes to schools and the education programming necessary to try to help our schools and our children be safer. That's the kind of groundbreaking work that we have come to expect from his leadership.

I also want to thank your vice president, Reg Weaver, and your secretary treasurer, Dennis Van Roekel. I want to thank Sheridan Pearce, and I want to thank all of you, starting with the Lamar County Education Association that nominated me for this award, and all of you who every day serve on the front lines, caring for our young people, giving them the skills and confidence they need to thrive in the 21st Century and to fulfill their God-given potential.

I know that in your ranks you include classroom teachers, college faculty, education support personnel, bus drivers, custodians, secretaries, counselors, building and grounds keepers, psychologists, and even students preparing to become teachers. All of you together hold the future of our children in your hands. And I am grateful for what you do every day.

I also want to thank you for the conference that you held during this convention that stressed the important and changing role of teachers in moving toward school improvement and came up with ideas for collaboration, risk taking, and personal responsibility. At every turn, you have been pushing the envelope of reform and looking for ways to make the ideas that sound good in speeches, or appear in papers, realities in classrooms across our nation.

So we may come here today from many different parts of America, but we understand fully that as we mark this very important Independence Weekend, our greatest task is to make sure that the American Dream stays alive and vibrant for every American. And those of us who understand what it will take in the 21st Century to make that dream live on, know we must do everything in our power to make a quality public education a reality for every single American today.

I want to thank you for your partnership for the last six-and-a-half years with the Administration. Through your hard work and the millions of people you represent, we can claim numerous victories. We have opened the doors to college wider than they have ever been before. Some of our most troubled

public schools at the beginning of this decade are now models of achievement and hope. Across the board, achievement scores are up for reading, math, and science. And the SAT scores are now at their highest level in two decades. And you, more than anyone, know that we cannot rest on the accomplishments that we have seen come to fruition because of the hard work of so many. We know that we cannot rest until we close the achievement gap between the well-off and the poor. We cannot rest when there are still too many schools failing our children and literally falling apart before our eyes. We cannot rest when too many teachers still do not have the support they need or the respect that they deserve.

So as you gather to set your priorities for this next year, I know that you are asking the toughest possible questions that need to be asked about how we chart our future for public education. How do we make sure that all students, all teachers, all schools meet the highest possible standards? How do we ensure that students receive educations that lift up their aspirations and ambitions? How do we support the changes, the reforms, and the new practices that many of you have pioneered?

I'd like to talk for just a few minutes about some of the ways that I think all of us who are Friends of Education should be working to fulfill the promise that you have established of providing that quality education. Let me start by saying that I know there are some who believe that vouchers are the way to improve our public schools; I believe they are dead wrong. There is simply no evidence that vouchers improve student achievement. Now we've been experimenting with vouchers in some jurisdictions, haven't we? And from those experiments—and some have gone on for a couple of years—we've found no evidence that any objective analysis could prove that these have made any difference in student achievement. But what they have done is to divert much-needed public funds for the few and have weakened the entire system.

Now since 1983, I have been a vigorous advocate of reforming and fixing schools that do not work. And I have taken positions on behalf of improved accountability and higher standards. And in those 16 years, I have seen that we do know how to turn around failing schools. What we have too often lacked is the staying power and the will to deliver on what we know would make a difference. But if we are to make that difference, then we have to make a solemn vow never to abandon our public schools or the children who attend them, but to instead redouble our efforts to pursue strategies that we know can make a difference. Because in every school district in America, you and I know, there are schools that are working against the most amazing odds. They are taking children who are poor and poorly prepared and are getting results.

We know a lot more today than we knew five or, certainly, 10 years ago about what we need to do to marshal the resources to make every school that successful. So let's build up our schools—not tear them down. And let's make sure that everyone has the same goal in mind—to make our public schools and our public school students the best in the entire world.

Now how do we do that? Well, first and foremost, we have to expect every single child to succeed and we have to hold every one of them to high academic standards. There should be no exceptions, no excuses, to our solemn commitment that every child can learn; every child deserves to be challenged, to have their imaginations sparked. And yet we know that that is not just the task in our schools; it has to start in our homes with parents and family members who value education. And we need a culture that cares more about what a child learns than what kind of sneakers he wears, and environments in which effort is rewarded and instant gratification is put in its proper place.

Now in order to achieve our hope that every child can learn, we have to be ready to provide the resources and the support to enable educators to help those students reach those high expectations. And there isn't a more important element than the quality of a child's teacher. As General John Stanford, the late superintendent of the Seattle system that so many of us admired—we will miss him for years to come—he used to say that, "The victory is in the classroom." And he understood, as a retired military leader, that that meant that the teachers in the classroom needed the power and authority to lead and the resources to be able to give their children what they know they needed.

I've been privileged in the last 16 years, first in Arkansas and then throughout the country, to meet with

and travel to countless schools and to visit with, by now, thousands of teachers. And I know that the vast majority of our teachers are dedicated and qualified professionals, but they are often not given the support they need. How many of you have ever had to reach into your own pocket to buy classroom supplies? So the second thing we've got to do is make sure the teachers have the resources they need.

We're facing a critical teacher shortage—we're going to have to recruit more teachers. But I agree with the NEA president that there's not only a teacher shortage, there's a respect shortage and a salary shortage as well. There is no way in today's complicated, information-overdrive world that we're going to get and keep those of you in the teaching profession to carry on the tradition of public education, unless you receive the salaries that your important work deserves. From my perspective, we have to look for ways of making sure the public understands that the task you are being asked to carry forward is the most important way we can keep faith with the next generation.

Now we're going to have to recruit more teachers. I agree with the President's proposal that we expand the already successful Troops to Teachers program. We should also provide loan forgiveness to new teachers committed to teaching in hard-to-serve areas. But we cannot lower the standards in this recruitment drive, and I am very much in agreement with the proposal that states be required to phase out emergency certification and improve state teacher certification systems. But then once we get the teachers that we so desperately need, we can't just open the door to the classroom, shut it and leave them there unprepared for the challenges they face with nowhere to turn for help.

Too often, you know so well, the least experienced teachers are assigned to the most difficult schools and the most difficult students. That's a disservice to young teachers and their students. And therefore it should be no surprise that one out of every three new teachers leaves the first year, and in some urban areas it's one out of every two. We're going to have to help our young—or maybe not so young but newly minted—teachers get their footing. To do that we've got to make sure that they teach in fields that they are prepared to teach in; that we not give, right off the bat, the toughest assignments to such young teachers; that we improve and extend teacher preparation programs and support mentoring, coaching, and peer assistance—things that NEA has pioneered. We also have to provide quality, ongoing professional development, not the one-day, one-shot workshops that are too often the case. I also think that teachers need the time to prepare their courses, consult with their peers about the strategies that work, and be recognized and rewarded for your knowledge and your skills.

Now, as part of the overall education proposals that the President and the Administration are promoting, we are including a proposal that states and school districts ensure that every child is taught by a fully qualified teacher and that the federal government would expand the kind of resources that could be available for high quality professional development opportunities, including—and I would have to be in this category as well—including more specialized training to use technology in the classrooms. There are so many of my friends who are teachers that are the first to admit, like so many of us who are parents, that we cannot keep up with the technology that our children are able to master. And so our teachers need more support and opportunities to do that.

We should also allow teachers to pursue advanced certification through the National Board of Professional Teaching Standards. I have worked with this issue for more than a decade, and I am very pleased that the Administration is providing for 100,000 more teachers over the next 10 years to become master teachers. It's an important step in ensuring we have the highest quality professionalism in the teaching profession that the public will recognize and reward.

Now we've been talking about teachers a lot in the national discussion, but we're also going to have to take a hard look at student responsibility as well. Because it is not just enough to try to move one part of the education equation, we have to look at all the component parts, and our students are going to have to be given a very strong message. It's the kind of message my father gave my brothers and me when we were growing up, and that was that school was our work. We were expected to do as well as we could. Yet somewhere we kind of got a mixed message from our culture about the importance of education, both generally and in certain of our ethnic and racial groups, and we need to start with a very clear and unambiguous message—that it is the job of children to learn. It is not only something that they should be doing for themselves, it is something they owe their families and their country. And if we send that

message, I think it will break through to families and it will break through to students. And one of the ways we're ending that is by calling for an end to social promotion.

Now I know that this is still controversial in some quarters. But I can only state that it is so unfair, and we really do cheat our children if we continue to promote them to the next grade if they don't have the necessary skills and knowledge to do the work required. But we also do them a terrible disservice if we do set that bar of achievement higher and then we don't provide the help and resources needed to enable them to catch up. You know, when I came in earlier, this year's National Teacher of the Year was addressing you, and I particularly like the words that Andrew Baumgartner has said about the joy he receives in teaching. He says it comes when "I look into the face of a young child and watch confusion turn to concentration, concentration to surprise, and finally surprise into the pride of accomplishment." Well, too often we stop at confusion, and we've got to do more to give every child the chance to reach the pride of accomplishment.

That means we need extended learning time. That means we need after-school and summer programs. That means we need smaller classroom sizes. I believe, and I can see that many of you do as well, that reducing class size is one of the most critical investments we can make, not only in our children's future, but in our teachers' ability to succeed. Too many teachers have to spend more time keeping order, dealing with personal problems, trying to understand what one child out of 30 or 35 needs, than maintaining high academic standards for the entire classroom. We also now have evidence. We have the evidence that backs up our anecdotal or our intuitive feeling. Studies like the recent Project Star in Tennessee confirm what parents and teachers have always known—that students do learn better in small class sizes with good teachers, particularly in the early grades. They are more likely to graduate from high school, more likely to excel academically and go on to college than their peers in overcrowded classrooms. And we have also learned from these studies that minority students, in particular, benefit from the greater personal attention they receive in smaller classes. So I'm very pleased that the Congress voted last year to reduce classroom sizes in the early grades and to begin to hire more teachers at the end of this session. And now there are those who are challenging the funding for the next installment to be sure that we get the teachers in the classroom. So we have to be vigilant and we have to make sure that the idea of 100,000 new teachers is actually translated into the funding necessary to bring that about.

Now some people have said to me, when I argue strongly for smaller class size, that they are well aware of classrooms here around the United States, and other countries, where very large class sizes don't make any difference. Well, that may be all well and true. But lots of us have firsthand experience that our children are coming to school with a lot more problems than they had a generation ago. We also know, as a friend of mine said, that with the advent of 24-hour information, particularly with the television and the Internet, it is harder to maintain a child's attention. One friend said that she stands in front of that classroom and she looks at these children, and she can just see this sort of mental remote control button being pushed as her students are looking for more entertaining channels than learning math or conjugating sentences. And so we have to do everything we can to get that personal attention that only an adult with a group of children can hold if the numbers are small enough.

We also have to do more about the sizes of some of our schools—they have gotten too big and there are too many children who feel anonymous from the start of the school year to the end of it. I was recently Principal for a Day at a school in Queens, New York. I was at a junior high school, and that school in Ozone Park was built for 1,500 students, and today houses over 2,000 students. And the day I visited they were putting in mobile classrooms so they could add 500 more by next September. Now these were youngsters of the junior high age—need I say any more? Not only that, they had 27 or 28 different languages, many were first generation immigrants, many came from struggling homes, many the children of single parents. These children I met were impressive and well spoken, but there was just such a crush of them that the teachers I spoke with about what it was like teaching there kept saying to me, "I wish I had more time with each of my students." So we need to do more to try bring down the size of our schools, especially in areas where there are a lot of other problems that have to be addressed. We need to do more with the schools within schools idea to see what potential they hold. And we have to provide more funds to modernize crumbling schools, and build more schools where schools are needed.

You know, this is a problem all across America—in cities, in suburbs, and rural communities. And

surely in this time of unprecedented prosperity in America, we can build and modernize our schools for the next century. I'm as delighted as every American when the DOW climbs, first over 10,000 and then over 11,000. But we have too many schools that are not wired for computers; we have too many others where the plaster on the ceiling is falling on the heads of the children and teachers. Let's celebrate our prosperity by making a commitment that our schools will be worthy of the children they serve now and into the future.

And we'll need your help to make that happen. The President is going back to Congress for the third year in a row to push for school construction legislation, and I hope that we can persuade the Congress that this is an urgent priority.

And while we are creating safer conditions for learning, we also have to make sure that our schools are safe. I want to thank the NEA and many of you for the work you did in your schools and in your communities in the wake of the tragedy of Littleton. You know all too well that too many children bring guns to school, too many children believe that violence and aggression is the way to solve problems, and we're going to have to take every possible effort to make our schools safe. I know that you've really talked a lot about that in your conference, and I want to thank you for your partnership with the Administration, with private sector partners, and with others—because teachers and principals need help. Everyone who works in a school—from the custodians, or the counselors, or the teacher's aids—everyone needs help in knowing how to target those children who need extra help and make sure they get it; to diffuse difficult situations; to provide cooling off periods; and to remove from schools those students who are disruptive and are disrupting the learning of others.

Our schools need more help from our parents and our communities, and we also need more social workers and counselors who are trained to see the early warning signs in the schools. I would also like to see nation-wide hotlines where students, and even teachers, can make referrals, anonymously if necessary, to try to bring attention to those students who are on the brink of homicidal or suicidal activity. And then we have to do everything possible to keep guns out of the hands of children, and we need to stand firm on behalf of the sensible gun control legislation that passed the Senate and then was watered down in the House. It does not make sense for us at this point in our history to turn our backs on the reality that there are too many guns and too many children have access to those guns—and we have to act to prevent that.

And let me also pledge my support to you in continuing an effort that I have been involved in for many years to reach out to parents and other adults so that they understand the importance of the early years of development and how critical they are to successful learning later on. You know, a parent is a child's first teacher, and we have to do more to get that message out to every parent. It is incredibly important that every parent here—Secretary Riley has said on many occasions—that if family members would read to their children just 20 or 30 minutes a day, it would literally revolutionize American education. So let me ask you to join in that effort to convince everyone you can reach about the importance of reading. And let me also ask you to stand with me in pushing for universal access to quality, affordable preschool programs for every child. And that includes Head Start, home visitations, high quality child care, early Head Start—whatever it takes to enable working parents to know that their children are well-cared for and are being well-prepared for school.

I also hope that you will continue to stand behind the charter school/public school movement, because I believe that parents do deserve greater choice within the public school system to meet the unique needs of their children. I recently, a few years ago, gave a commencement at a school in Washington, D.C., that has very selective admissions criteria. And the students there know that when they go there they are going to have to take much harder classes, they are going to have to study Latin, and they really are going to have to apply themselves. And every year the school system and the application process had hundreds more students applying than they could possibly accommodate in that one school. And I said to the people in the school and in the school system, "Why don't you start another school like that?" Because clearly these students and their parents want to be held accountable for this higher curricular standard.

Well, slowly but surely, we're beginning to create schooling opportunities through the public school

charter system that are providing those kinds of options for parents and students—raising academic standards, empowering educators. And I invite educators to be at the forefront of this. Because I know that the NEA has already helped to create a number of charter schools. And I'm very pleased that you have done this, because I think when we look back on the 1990s, we will see that the charter school movement led by experienced, committed, expert educators will be one of the ways we will have turned around the entire public school system.

I also want to commend you for your partnerships with businesses and other private sector employers, because I know how important their critical role is in supporting our public schools. The kind of support that businesses should give goes to the very heart of knowing that this is where their future workforce will come from, and this is where they have to be playing an important role. I also hope that we will continue to do all that we can to help families to balance their work and family/parenting responsibilities. We still have too many families that have to make the wrong choice between caring for their children and bringing in that income, they don't even get to come to the parent/teacher conferences. And then there becomes a kind of cycle of indifference that sets in; they can't participate, therefore they withdrawal, therefore they seem like they don't care. We need businesses to understand that they need to support parents in supporting their children's schools and teachers.

So there's a lot ahead of us that you'll be voting on and considering and talking about at this conference, and already have during the last several days. But I am very optimistic about the future of public education, because I think that word is finally beginning to spread—that we have the best schools, the smartest kids that you can find anywhere in the world. What we haven't done is to make sure that that is available to all of our children. That is your goal; that is your mission. And as we close this 4th of July weekend, there isn't any more important mission, in terms of its critical role in creating the America that will be here a hundred years from now.

Just imagine, a hundred years from now as we close the 21st Century, the NEA will be meeting somewhere, maybe in Cyberspace, and you'll be thinking both about the future challenges you face and you'll be looking back and thinking about what the past century looked like. I am very hopeful that not just at that very long date ahead of us, but in the years to come, the commitment to public education that marks the United States as unique will be reinvigorated, will be better supported, and will produce results for our children in every corner of our land. I will do all that I can, working with you to make that happen. And I will do all that I can, speaking on your behalf to the broader public, to make sure that everyone in America understands that we have a stake in the success of public education.

Some of you have been very interested in the work that the President has done and that I and others have tried to help him with, and the peace process in Northern Ireland. But I will never forget, on one of my trips to Belfast, meeting with a group of citizens and hearing about their difficulties, being told that it was the first time there had been any convening of people from both communities in a single room sitting down and talking about the issues that all of us worry about around our kitchen tables. It was important for the Catholic and Protestant women there to hear that each of them would often say a silent prayer when their husband or their son went off to work or out the door to play. It was important for each of them to see each other with human eyes unveiled by centuries of distrust. And one of the participants said, "But you know, Mrs. Clinton, our biggest obstacle is that our children have never gone to school together. They've always been separate systems. They've never learned to play together, to learn together, to work together, to build a better future together." And she went on to say, "You know, one of the great gifts that America has is that you've educated everybody together."

I believe that what she said should be heard by every American. Because sometimes our debates about reforming our schools and our public education system lose sight of that fundamental reality—that undergirding our democracy is public education—an idea that America has invested in and nurtured, and which does very well in most places for most children. One only has to look at how well the United States is positioned today. Our economy is booming, we are demonstrating to the world—from Belfast to Pristina, the Middle East to Africa—what it takes for a very diverse society to be successful. And, yes, we still have problems and we have flaws, but there is no place I'd rather be than right here thanking you for what you've done to help make America as great as it is and will be.

Thank you all very much.

[Read our Privacy Policy](#)

Iris T. Metts, Ed.D

Appointed as Superintendent of Prince George's County Public Schools on July 1, 1999. Prior to this post, Dr. Metts was the Secretary of Education for the State of Delaware from 1997-1999. As the Secretary of Education for Delaware, Dr. Metts led Delaware's comprehensive education reform effort, recognized as one of the best standards, assessment and accountability programs in the nation. Dr. Metts has more than 30 years of professional experience in education.

Daniel A. Domenech, Ph.D.

Appointed as the Superintendent of Fairfax County Public Schools in January 1998. Dr. Domenech administers the 12th largest school system in the U.S. with 152,000 students, 234 schools and centers, 27,000 employees, and an operating budget of \$1.2 billion dollars. Mr. Domenech is recognized as one of the top 100 educators in North America to successfully implement educational reform agendas in the districts served. Prior to his current post, Mr. Domenech was the President of the Northeast Region Voyager Expanded Learning Program. He has an extensive background of educational experience with over 30 years as a public school educator.

Wendell Greer is the principal of the Manual Arts High School in Los Angeles, California since 1994. Manual Arts High School is a year round school located in Los Angeles' inner city and supports a largely Latino, African-American and Belizean student body. It is comprised of 4,000 students in grades 9-12 and 170 faculty members. This high school is part of the Sonoma State University and California State Department of Education network. The network provides technical assistance to high schools aspiring to become a U.S. Department of Education New American High School.

STAGE PARTICIPANTS

for 8/19/99 event

• Iris T. Metts, Ed.D

Appointed as Superintendent of Prince George's County Public Schools on July 1, 1999. Prior to this post, Dr. Metts was the Secretary of Education for the State of Delaware from 1997-1999. As the Secretary of Education for Delaware, Dr. Metts led Delaware's comprehensive education reform effort, recognized as one of the best standards, assessment and accountability programs in the nation. Dr. Metts has more than 30 years of professional experience in education.

• Daniel A. Domenech, Ph.D.

Appointed as the Superintendent of Fairfax County Public Schools in January 1998. Dr. Domenech administers the 12th largest school system in the U.S. with 152,000 students, 234 schools and centers, 27,000 employees, and an operating budget of \$1.2 billion dollars. Mr. Domenech is recognized as one of the top 100 educators in North America to successfully implement educational reform agendas in the districts served. Prior to his current post, Mr. Domenech was the President of the Northeast Region Voyager Expanded Learning Program. He has an extensive background of educational experience with over 30 years as a public school educator.

- Wendell Greer is the principal of the Manual Arts High School in Los Angeles, California since 1994. Manual Arts High School is a year round school located in Los Angeles' inner city and supports a largely Latino, African-American and Belizean student body. It is comprised of 4,000 students in grades 9-12 and 170 faculty members. This high school is part of the Sonoma State University and California State Department of Education network. The network provides technical assistance to high schools aspiring to become a U.S. Department of Education New American High School.

• (one more stage participant joining - TBD)

November 16, 1997, Sunday, Final Edition

SECTION: METRO; Pg. B01

LENGTH: 1618 words

HEADLINE: Good Isn't Good Enough For Fairfax School System; New Superintendent Was Chosen to Battle Complacency

BYLINE: Jay Mathews; Victoria Benning, Washington Post Staff Writers

BODY:

Every time Whitman High School Principal John V. O'Farrell celebrated another triumph of his mostly middle-class student body in South Huntington, N.Y. -- such as 80 percent of the seniors going on to four-year colleges -- his restless, workaholic superintendent, Daniel A. Domenech, said the same thing:

"Yeah, John, you're right. But what are you doing for the other 20 percent?"

It became a kind of catechism during Domenech's 13 years in that 5,600-student district on Long Island's North Shore -- a part of Domenech's habitual questioning of any sign of complacency.

His new mission is to pose those uncomfortable questions in Fairfax County, where school officials see self-satisfaction as one of their biggest obstacles. In choosing Domenech last week to lead the nation's largest suburban school system, Fairfax School Board members said they expect him to raise the bar in a district that has been coasting on its good reputation.

Fairfax, board members said, has been content to measure itself against other school districts instead of setting its own goals for academic achievement.

"We've been resting on our laurels," said board member Robert E. Frye Sr. (At Large). "Our SAT scores, number of National Merit semifinalists and [other] test scores are such that they are the envy of other districts. So there is a tendency for us to become complacent. But we can be, and should be, much better."

School Board Chairman Kristen J. Amundson (Mount Vernon) said she wants Domenech to help the county define what constitutes success for Fairfax students.

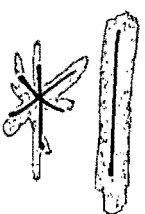
"When the test scores or whatever come in, we find ourselves asking, 'Is it good enough?' " Amundson said. "Who knows, since there is no standard? That's the direction I want to advocate for."

Domenech, 52, who will start a 3 1/2-year contract as Fairfax school superintendent on Jan. 1, has been preparing for such an opportunity throughout his long career in public education.

He worked intensely to improve the academic skills of the lowest-achieving students in South Huntington. Then he raised standards in less than two years in Long Island's struggling Roosevelt district as the head of a state-appointed rescue team. He was appointed chancellor of New York City schools in 1995 -- a job he lost the next day because Mayor Rudolph W. Giuliani persuaded a school board member to change his vote.

The confidence in his abilities, friends say, allowed Domenech to shrug off that disappointment with no more than a few expletives.

"He has a tremendous ego," said Michael J. Kampel, a longtime South Huntington school board member. "Anything Dan does, he puts 100 percent into it."



But the goal that Domenech and his admirers on the Fairfax School Board seem determined to achieve -- improving a school system that is already quite good -- is not an easy task, education analysts say. It often means building support among parents and teachers for new academic requirements and longer school days. And in a high-performing district, they are likely to ask why change is necessary, said Linton Deck, a former Fairfax school superintendent who now directs the Center for Support of Professional Practice in Education at Vanderbilt University.

"Taking over the chief executive officer's job of an organization that is already in very good shape is a very daunting challenge," Deck said. "It's not easy to come up with a vision that will energize people to make a good thing better."

Consider the experience of Fairfax's last superintendent, Robert R. Spillane. Spillane came to Fairfax 12 years ago with a national reputation for reviving Boston's troubled school system. Although he raised test scores, strengthened the curriculum and launched many new classroom programs during his tenure in Fairfax, he could not persuade the county to commit to such changes as merit pay for teachers and a longer elementary school schedule.

In addition to raising the achievement level of all students, Fairfax board members want Domenech to pay special attention to the needs of the district's growing number of immigrant and low-income students. Here, too, Spillane's record illustrates the political difficulties Domenech may run into.

When Spillane tried to start full-day kindergarten at a half-dozen Fairfax elementary schools in low-income neighborhoods, the School Board rejected the plan, worried that parents throughout the county would demand the same thing, which would be too expensive to provide. Similarly, the district's policy of smaller classes at schools in poorer neighborhoods has drawn criticism from some parents in other parts of the county where classrooms are crowded.

Domenech also will need to sell his vision of academic excellence in a county where 70 percent of residents don't have school-age children -- a figure that keeps growing because of Fairfax's aging population.

Domenech says he understands all this and finds Fairfax to be an exciting challenge. He had left public education this summer, quitting his job as a Long Island regional superintendent after three years because of the long hours and low pay, and joining an educational products company. Then a consultant contacted him about the Fairfax opening about a month ago.

"I had always had a great impression of Fairfax," he said. "The more I thought about it, the more it rekindled my passion for education."

A former sixth-grade teacher in Queens, N.Y., Domenech said he had wanted to be an educator since he was 15 and had a job teaching English to newly arrived immigrant children at a summer camp.

His friends say he has an ingrained concern for the ill-equipped pupils who remind him of himself as a 9-year-old Cuban immigrant at St. Charles Borromeo School in Brooklyn. In South Huntington, that concern prompted him to seek more resources for the youngest and lowest-achieving students, and Long Island educators said he is likely to do the same in Fairfax.

He also probably will focus on augmenting teaching and administrative skills and pursue educational trends such as students cooperating with other students in class, and tests that measure analytical rather than memorization skills.

But he will be politically savvy enough to move very slowly on any changes at the beginning, concentrating first on winning over his staff and his board, parents and former colleagues in South Huntington said.

With something approaching awe, admirers describe Domenech's ability to motivate staff. "When he talks to you, you would think you are the only person in the world that matters to him," said O'Farrell, the Whitman High principal in South Huntington.

South Huntington, a small part of the much larger town of Huntington, is an economically diverse district, with Salvadoran immigrant families living in tiny apartments along East Pulaski Road and wealthy lawyers living in

mansions in the West Hills neighborhood. But most residents are middle- or lower-middle-class. They take pride in their schools and recognized Domenech's unusual qualities almost from the moment he arrived as superintendent in 1981.

Domenech made changes not by edict but by encouraging staff to pursue ideas they shared with him. O'Farrell said he proposed an alternative school for potential dropouts. The superintendent asked many questions and told O'Farrell to prepare a detailed proposal. Then he sold the idea to the school board and kept his hands off while O'Farrell opened the new school in a teen center building across the street from Whitman High.

Domenech expanded bilingual education for the district's growing Hispanic minority. He experimented with elementary school classes that combined several age groups. He had several managerial maxims he shared with O'Farrell, such as "Keep the wolves away from my door" and "Perception is always somebody's reality."

When enrollment and revenue dropped in the early 1990s, forcing him to close schools and lay off staff, he used the opportunity to reorganize the entire system so that two schools concentrated just on kindergarten through second grade, part of his strong emphasis on early childhood education.

Friends say it is a measure of his resiliency that when parents objected to losing their neighborhood school system and voted down the school budget in protest, Domenech stuck with the plan and persuaded voters to approve a second, virtually unchanged budget.

In Fairfax, several community leaders who met Domenech last week said he will do better than Spillane at building support for his ideas, particularly on the School Board.

Spillane, they said, came to view the board as a nuisance he had to live with, instead of trying to win it over.

Domenech, for his part, describes himself as a "Jekyll and Hyde" personality, able to adapt to the situation.

"I know that people describe me as abrasive and tough. I can and will be," he said. "But I can be sensitive and warm and fuzzy if I have to be."

Mathews reported from South Huntington, Benning from Fairfax.

FAIRFAX COUNTY SCHOOLS AT A GLANCE

Student enrollment: 149,830

The number of students whose first language is not English is 28,338.

10,419 students are enrolled in English as a Second Language classes.

About 27,000 students have family incomes low enough to qualify for free or reduced-price school lunches.

91 percent of graduates continue on to post-secondary education, compared with 61.9 percent nationally.

Ethnic makeup

American Ind./Alaskan 0.3%

Asian or Pacific Islander 13.8%

Hispanic 9.8%

African American 11.3%

White 63.5%

SOURCE: Fairfax County Public Schools

GRAPHIC: Photo, James M. Thresher; Chart, John Anderson, Gary Jones, left, and Jim Dyke, right, chairmen of a citizens advisory committee on the Fairfax superintendent search, talked last week to Daniel A. Domenech, who was ultimately chosen.

A BACK TO SCHOOL SPECIAL REPORT

“THE BABY BOOM ECHO: NO END IN SIGHT”

August 19, 1999

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

In the next few weeks, 53.2 million young people will start school and in doing so break the national enrollment record for elementary and secondary education. This new enrollment figure represents an increase of 447,000 children over last year. College enrollment will also set another milestone climbing to a record 14.9 million students. This is the second year in a row that this nation has broken the college enrollment record.

The crush of young people entering our nation's schools, both public and private, as well as our system of higher education reflects the continuing impact of the baby-boom echo and the increasing recognition by many more Americans that investing in education is pivotal to individual success.

This is the fourth year in a row that I have issued a special report on the baby-boom echo, the 25% increase in our nation's birth rate that began in the mid 1970's and reached its peak in 1990, with the birth of 4.1 million children. Coupled with rising immigration and new efforts to expand pre-K programs, this extraordinary jump in the birth rate has led to an unprecedented pressure on our nation's educational system.

As a result, many of our nation's schools are overcrowded and wearing out. The sight of portable classrooms filling up school playgrounds is increasingly common. This year, as last year, educators will also be working overtime to find the qualified teachers they need to prepare this next generation of Americans.

This enrollment increase once again reminds us that the current baby-boom echo is unlike the post World War II baby-boom that was followed by a sharp decline in the birth rate in the early 1970's. While this report gives us only a "snapshot" of current enrollment increases, I believe that we are far better off seeing these figures as part of a "long, slow, rising wave" that shows no sign of stopping.

Enrollment has been rising since 1985, a total of 14 years, and it will continue to climb for another 7 years until the year 2006. Enrollment will then plateau briefly before increases start showing up at the preprimary and elementary grades again. As Figure 1 indicates there is no end in sight to the rising birth rate.

There is no short-term fix to the very long-term fact of more and more young people entering our nation's school system. While many school districts are using portable classrooms and resorting to double sessions the fact remains that this nation simply has to build more schools. During the 20-year period, 1989 to 2009, this nation is being asked to provide a high quality education to an additional 8.3 million children, and help an additional 2.8 million Americans go on to gain a college education.

A strong future perspective also suggests that we should even now be looking down the road and recognize that the children who now make up the current "baby-boom echo" will, in time, begin to have their own children and families. This is why it is so important for this nation to build new schools that will last for decades and truly be centers of community and learning for all Americans.

Several aspects of the "baby-boom echo" deserve our attention.

Expanding pre-K; Starting school younger

While many more young people are starting pre-k programs (figure 3) we are still not meeting the need as a nation to offer quality pre-primary education to all the families that want it for their 3 to 5 year old children. New research tells us that an early investment in helping young people prepare for their formal education can pay many educational dividends and that parental involvement is more important than ever.

As a result, an increasing number of state governors, as well as the federal government, have been working hard to expand pre-k opportunities. In 1998, about two-thirds of children ages 3 to 5, or 7.8 million children, were enrolled in some form of pre-k program. A total of 4.3 million children are currently not enrolled in pre-k programs.

I believe that increasing pre-K opportunities for children, with particular attention to training, increased parental involvement and making sure these centers have high quality teachers and child care providers, will be a major area of new educational investment in the coming decade. While a new emphasis is being placed on expanding high quality pre-k programs to serve some of our nation's youngest children, another changing enrollment pattern also deserves attention.

More High School Students than ever before

In the next ten years, (see figure 4) the most rapid enrollment increases will take place in America's high schools and colleges and universities. Put simply, the children who make up the "baby boom echo" are getting older. Many of America's high schools will face years of intense pressure as they seek to ease over-crowding while raising standards of achievement for all of their students.

In the next ten years, secondary school enrollment will increase by 9%, and the number of high school graduates will increase by 16%. Secondary school enrollment will rise from 14.9 million in 1999 to 16.2 million in 2009, an increase of 1.3 million high school students. The state of California will lead the nation as it seeks to educate an additional 261,000 high school students (Table 7). Texas and Illinois will also see significant increases in their high school populations.

High school enrollment will increase by 50% in the state of Nevada, which will see a 77% jump in the number of high school graduates. Arizona, Georgia and North Carolina will encounter increases of over 20% in high school enrollment. As Figure 7 indicates every region in the country will be facing enrollment increases in secondary education between 1999-2009.

There are several important policy implications to the increasing number of young people attending our nation's high schools. High schools, on average, cost more than double to build than elementary schools. According to a 1999 report on school construction by School Planning and Management magazine, the average elementary school costs \$7 million to build while the average high school costs \$18 million.

Many school districts continue to build large high schools even though the National Association of Secondary School Principals suggests that the ideal high school unit should have a maximum of 600 students. About 60% of all high school students now go to schools with at least 1,000 students. The number of schools with over 1500 students has actually doubled (**Tom since when?**) and the number of students attending schools with enrollment exceeding 1500 has increased by 40%.

A second major policy implication relates to teaching. High schools will need more math and science teachers, and they are already hard pressed now to find enough teachers for demanding subjects like physics and calculus.

A recent department study entitled, "*Answers in the Tool Box*," notes that "finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters post-secondary education will complete a bachelor degree."

The same study goes on to state, "that the impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced -- and positively--for African American and Latino students than any other pre-college indicator of academic resources. The impact for African-American and Latino students is also much greater than it is for white students."

The implications of this study are profound. High schools with rigorous programs of academic intensity and high quality teachers can lift many more minority students into our nation's college ranks. Yet, high schools with large numbers of African-American and Latino students are often the very schools that have the largest number of teachers "teaching out of field" -- over 22%. Indeed, the teacher shortage in high poverty schools for teachers in mathematics, physical science and biological/life sciences is over 50%.

The West & South lead Nation in growth

Regionally, the West and South will continue to lead the nation in enrollment increases in elementary and secondary education. Between 1989 and 2009, the West will see enrollment increase of over 35%, while the South will see almost a 20% increase during the same period of time.

Some states will encounter enormous increases in enrollment over this 20-year period. Nevada, for example, will see a 105% jump and Arizona will see a 66% increase during this twenty-year time period. In sheer numbers, California leads the nation as an additional 1.68 million students enter that state's classrooms between 1989 to 2009.

While many states have already gone through their great periods of high growth during the last ten years, some states, primarily in the West and Southwest, show no let up. California, for example, will see its student population increase by over 7% in the next 10 years, a total of 428,000 additional students. (Table 3). Texas will have to educate an additional 316,000 students.

Nevada, Arizona, Idaho and New Mexico are also states that will see continued enrollment pressures. Georgia will lead the enrollment growth in the Southeast, with an increase of 115,000 students over the next 10 years. Illinois will lead the Midwest with 60,000 more students expected between 1999-2009.

Crush of students is both urban and suburban

The New York City school system continues to be the school system with the largest enrollment increases in the nation followed by the Dade County School system (Miami) and Los Angeles Unified in California (Table 5). The state of Florida, which saw its overall enrollment increase by 33% in the last ten years, has 7 of the top 25 school districts when it comes to enrollment increases.

As Table 5 indicates the 25 school districts that have had the greatest growth between 1987 and 1997 are a mix of both urban and suburban school districts. Suburban school districts surrounding Atlanta (Gwinnett County, Cobb County, Fulton County) and Washington, D.C. (Montgomery County, Prince Georges County), for example, have seen rapid growth in their school populations between 1987 and 1997.

Finding Enough Teachers

The increase in young people going to school will accelerate the demand to find more well-trained teachers. A total of 2.2 million teachers are needed to meet enrollment increases in the next ten years and to offset the large number of teachers who are about to retire. As Figure 12 indicates many current teachers who were hired in the late 1960's and 1970's and are now close to retirement. We are on the verge of a massive wave of retirements as this large cohort of experienced teachers begins to leave the profession.

The shortage of teachers is already particularly pronounced in science, math, special education, bilingual education and foreign languages. While the effort of many urban school districts to recruit new teachers makes headline news, one "untold" story is the increasing difficulty that many poor, rural communities continue to face in recruiting the teachers they need.

The need to find new teachers is leading some school districts to develop new incentive packages ranging from a \$1,000 signing bonus in Howard County, Maryland to \$20,000 signing bonus in the state of Massachusetts for certified teachers.

One of the greatest problems that school districts face once they hire new teachers is to keep them. New teachers are often compelled to "sink or swim" often receiving the toughest assignments in addition to supervising extracurricular activities. As a result, 22% of all new teachers leave the profession in the first three years.

School Construction Still Lags Behind

Between 1990 and 1994 school construction in this nation remained essentially flat. Hit hard by the economic recession at the beginning of the decade many school districts delayed building new schools and even delayed basic maintenance even though enrollment continued to rise. School districts also faced stiff opposition from voters in passing school bonds. In 1991, 50% of all school bonds were defeated.

In 1990, school construction contracts totaled \$9.5 billion according to the National Clearinghouse Educational Facilities. By 1994, the number of school construction contracts had increased only slightly to \$11.9 billion. During that same period of time, an additional 2.8 million children entered our nation's public school system.

In a landmark 1995 report, *School Facilities: Condition of America's Schools*, the General Accounting Office (GAO) estimated that a total of \$112 billion was needed to repair and modernize this nation's school stock. (Figure 13). The report stated that,

“One third of all schools need extensive repair or replacement. Nearly 60% of schools have at least one major building problem, and more than half have inadequate environmental conditions.”

School construction began to finally pick up in 1995. Total contracts awards for school construction increased from \$14 billion in 1995 to \$18 billion in 1998. As a result, the total number of school construction contracts has increased from 7,185 in 1995 to 8,215 in 1998. Voters have increased support for school bonds as well with the percentage of schools bonds passing rising from a low 50% in 1991 to 67% in 1998.

In 1998, primary school construction accounted for 49% of these contracts; middle and junior high schools for 17.3%; senior high schools for 29.3%; and vocational schools for 4.4%. Four large states – Texas (\$1.9 billion), California (\$1.3 billion), Florida (\$1.1 billion) and New York (\$1.1 billion) lead the nation in spending to repair, modernize and increase their school stock. The National Clearinghouse for Educational Facilities estimates that \$19.5 billion will be spent in 1999 to build and modernize our nation's school buildings.

Despite this recent spurt, school construction and modernization badly lags behind other efforts to improve our nation's infrastructure. The average age of a public school building is 42 years old and schools buildings begin rapid deterioration after 40 years. In 1998, the American Society of Civil Engineers gave school modernization and construction the lowest grade possible an "F" in its Report Card for America's Infrastructure.

While significant progress has been made in giving our nation's schools increased access to the internet, with close to 90% of all schools connected in 1998 compared to just 30% in 1994, wiring class rooms still lags behind. According to the American Society of Civil Engineers 1998 report, "forty-six percent lack basic wiring to support computer systems."

Setting New College Enrollment Records

Our nation's colleges and universities are also setting a new national enrollment record. In 1999, 14.9 million Americans will be studying in our nation's higher education system. College and university enrollment will jump 10% in the next ten years and an increasing majority of college students will be full-time students.

Enrollment is projected to increase by 1.5 million between 1999-2009 and comes at a time when many colleges and universities are already at full capacity and become more selective in their acceptance processes. Continuing, a 20 year trend, the majority of these students will be women. In 1999, 8.5 million women will go to college compared to 6.4 million men.

The projected enrollment increase in our nation's high schools coupled with the fact that two-thirds of all high schools graduates now going directly on to college, will only increase the competition that American high school seniors already feel to go to the college of their choice. Some college applicants already feel "stranded" on waiting lists and a growing number of colleges and universities are adopting the unusual approach of admitting young people not just in the "fall" semester but also in the "spring" and "summer" semesters as well.

Conclusion: now is the time to act

This report like the previous three special reports on the "baby-boom echo" seeks to alert the American people that now is the time to be investing in our nation's young people, whether it is building more schools, hiring more talented teachers or setting higher standards. America's schools are full of optimistic young people who deserve the best education possible as we prepare them for the 21st century and America's schools are full up as well.

As I visit schools across the country local educators are often astonished to discover that they are not alone in confronting the problem of overcrowded schools and school buildings that are wearing out. Across the country from Broward County, Florida, the "portable classroom capital of America" to Los Angeles, California, which is preparing to build over 50 new schools, the need to build more schools is immediate and real.

We have more children in our schools than ever before and there is no end in sight to the many children who will be filling up our nation's classrooms in the years ahead. Now is not the time to be short sighted. This nation has a rare opportunity, in this time of peace and prosperity, to accept the challenge of educating the millions of young people who are now entering our schools in record numbers and in the years to come.

The Baby Boom Echo Continues

New records.....

Total public and private school enrollment will rise to a record 53.2 million;

Total college enrollment will rise to a record 14.9 million.

Between 1989 and 2009.....

Elementary school enrollment will rise by 4.7 million, secondary enrollment by 3.6 million and college enrollment by 2.8 million;

Public high school enrollment is expected to increase by 29 percent, while elementary enrollment is projected to increase by 15 percent;

The number of public high school graduates will increase 18 percent;

Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 146 percent increase projected for Nevada, 85 percent for Arizona, 56 percent for California, and 51 percent for Florida;

Full-time college enrollment is projected to rise by 26 percent.

Between 1999 and 2009.....

Public high school enrollment is expected to increase by nearly 9 percent, while elementary enrollment is projected to decrease by less than one percent;

The number of public high school graduates will increase 16 percent;

Fifteen states will have at least a 15 percent increase in the number of public high school graduates, with a 77 percent increase projected for Nevada, 56 percent for Arizona, and a 40 percent for North Carolina;

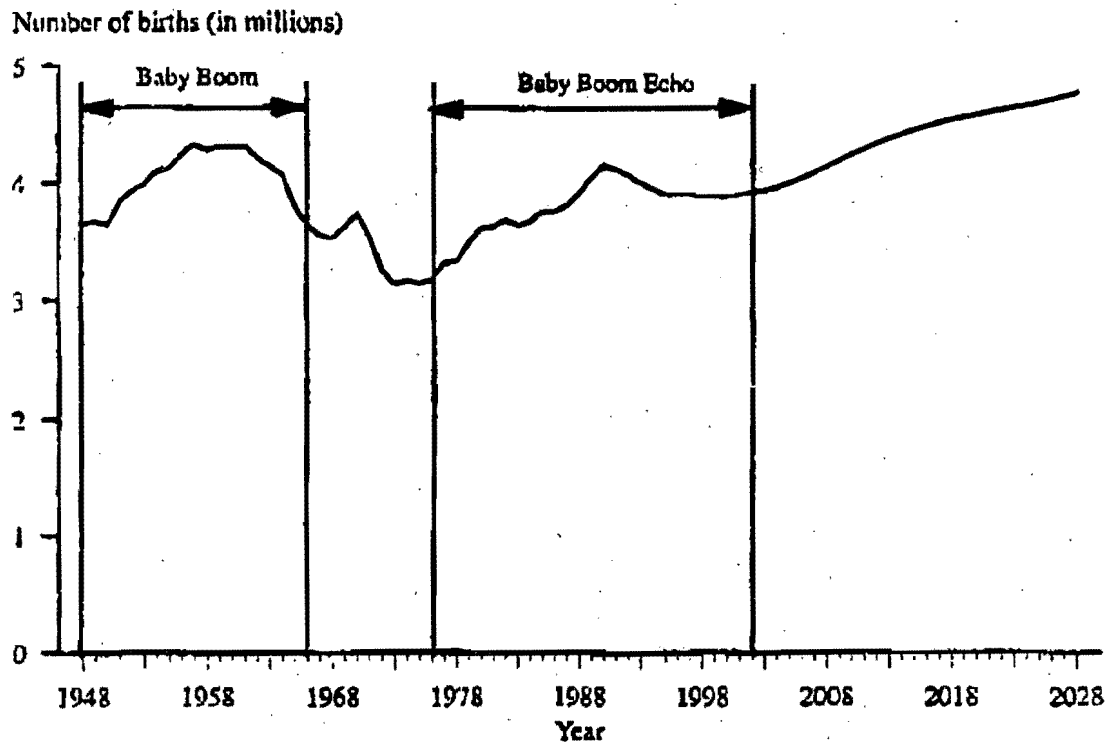
The total number of public and private high school teachers is expected to rise by 75,000 - a 6 percent increase; a total of 2.2 million public elementary and secondary school teachers will be needed over the period to accommodate the new students and replace those teachers who retire or leave the profession for other reasons;

Full-time college enrollment is projected to rise by 14 percent.

Beyond 2009.....

Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early seventies, the number of births is not projected to fall off, but to increase slowly for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate that the number of births will continue to rise thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

Figure 1.--Annual number of births, with projections: 1948 to 2028

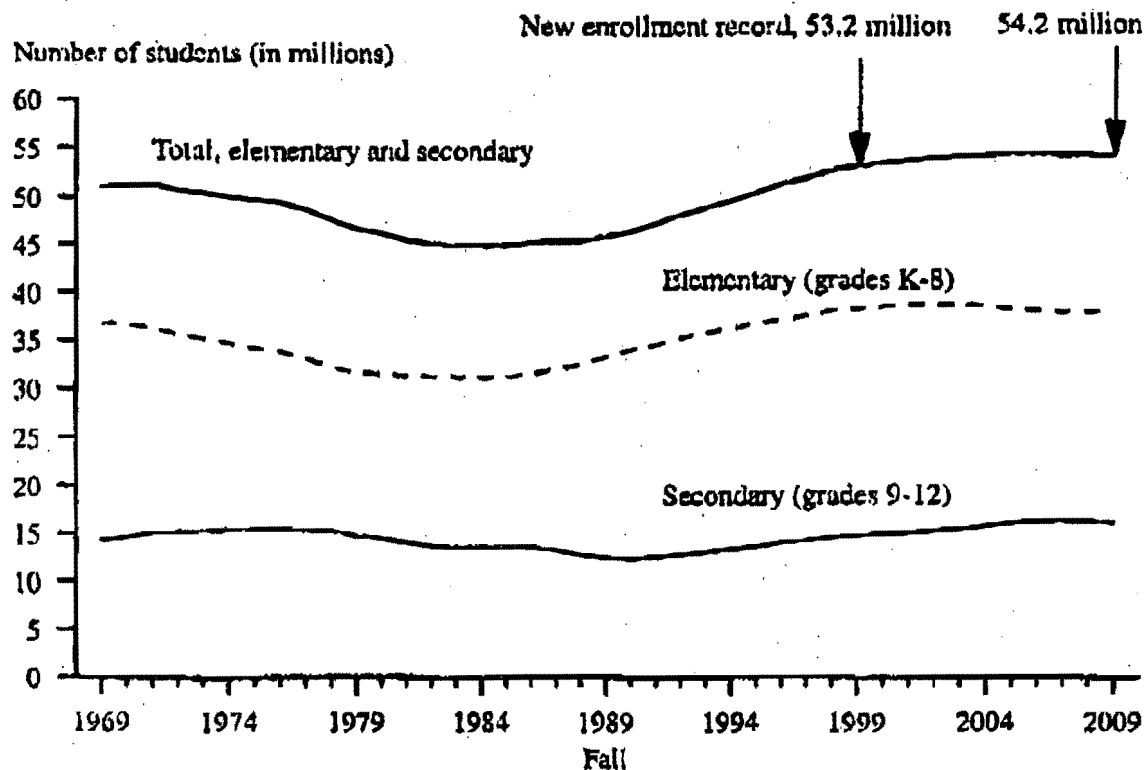


The surge in the number of births after World War II, nicknamed the "baby boom," lasted through the early 1960s. At the peak in 1957, 4.3 million births were recorded, an increase of 19 percent from 1948.

In contrast, the "baby boom echo," which began in the late 1970s, reached 4.1 million births at its peak in 1990, reflecting a 25 percent increase from 1977. Unlike the decline in the post-baby boom era, when births dropped down to 3.1 million in the early 1970s, the number of births in the post-baby boom echo era is expected to remain fairly stable at nearly 4 million for about a decade. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

Figure 2.--Enrollment in public and private elementary and secondary schools: Fall 1969 to fall 2009



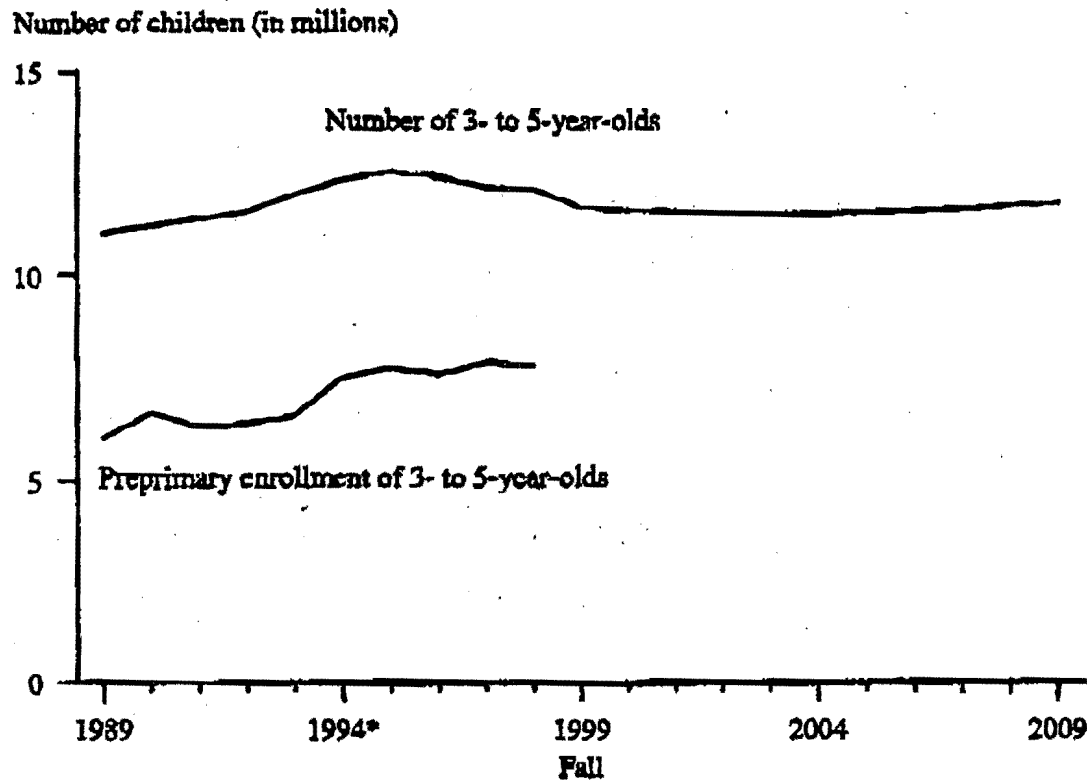
In fall 1999, public and private school enrollment is projected to surpass the previous high of 1998, and is expected to increase every year through 2006.

From fall 1972 to fall 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the school-age population over that period.

From fall 1985 to fall 1999, the pattern changed again as enrollment increased significantly at the elementary school level. Elementary school enrollment is projected to continue growing slowly through 2002, and then decline slightly, ending at a level in 2009 similar to 1998. In contrast, secondary school enrollment is expected to rise by 9 percent between 1999 and 2009, from 14.9 million to 16.2 million, as current elementary school students move into high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998*; and *Projections of Education Statistics to 2009*.

**Figure 2A.--Number of 3- to 5-year-olds and preprimary enrollment:
1989 to 2009**



Enrollment in preprimary education has increased in recent years, reaching about 7.8 million in 1998. About two-thirds of 3- to 5-year-olds attended preprimary programs in 1998, but about 4.3 million were not enrolled. Enrollment rates differed by age, with about 39 percent of 3-year-olds, 67 percent of 4-year-olds, and 89 percent of 5-year-olds enrolled in preprimary programs.

*Some of the enrollment increase in 1994 is attributable to changes in survey procedures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

**Table 1.--Enrollment in public elementary and secondary schools,
by grade: Fall 1983 to fall 2009**

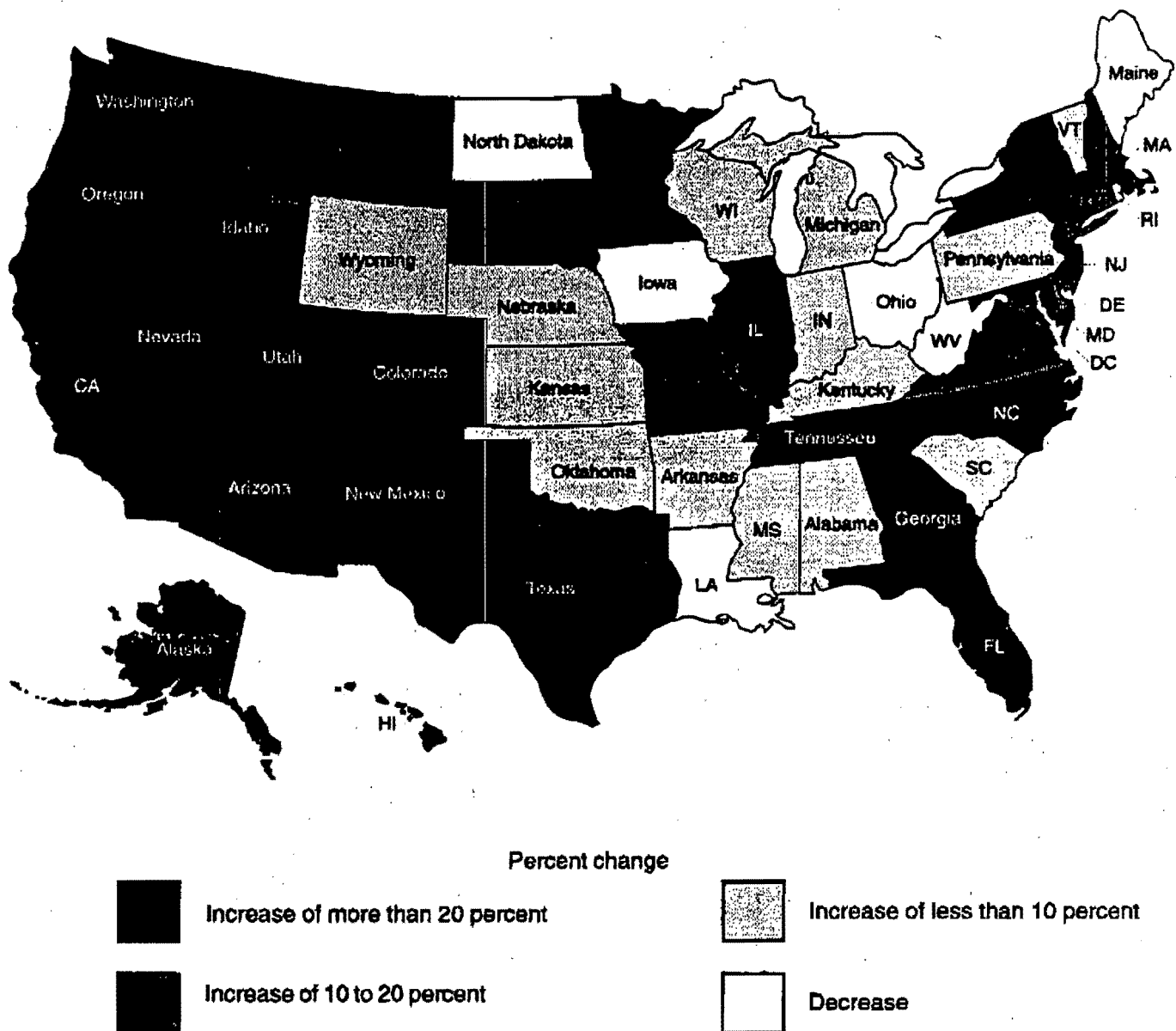
(Numbers in thousands)

Year	Total enrollment	Prekindergarten/ kindergarten		Grades 1 to 5		Grades 6 to 8		Grades 9 to 12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1983	39,252	2,859	7.3	14,511	37.0	9,611	24.5	12,271	31.3
1984	39,208	3,010	7.7	14,638	37.3	9,257	23.6	12,304	31.4
1985	39,422	3,192	8.1	14,942	37.9	8,900	22.6	12,388	31.4
1986	39,753	3,310	8.3	15,347	38.6	8,764	22.0	12,333	31.0
1987	40,008	3,388	8.5	15,799	39.5	8,745	21.9	12,076	30.2
1988	40,189	3,433	8.5	16,187	40.3	8,882	22.1	11,687	29.1
1989	40,543	3,486	8.6	16,607	41.0	9,059	22.3	11,390	28.1
1990	41,217	3,610	8.8	16,919	41.0	9,350	22.7	11,338	27.5
1991	42,047	3,686	8.8	17,183	40.9	9,636	22.9	11,541	27.4
1992	42,823	3,817	8.9	17,344	40.5	9,927	23.2	11,735	27.4
1993	43,465	3,922	9.0	17,432	40.1	10,150	23.4	11,961	27.5
1994	44,111	4,047	9.2	17,582	39.9	10,269	23.3	12,213	27.7
1995	44,840	4,173	9.3	17,809	39.7	10,359	23.1	12,500	27.9
1996	45,611	4,203	9.1	18,054	39.7	10,508	23.0	12,847	28.2
1997	46,127	4,198	9.1	18,286	39.6	10,589	23.0	13,054	28.3
Projected									
1998	46,844	4,100	8.8	18,686	39.9	10,726	22.9	13,330	28.5
1999	47,244	4,053	8.6	18,837	39.9	10,811	22.9	13,543	28.7
2000	47,533	4,031	8.5	18,859	39.7	10,985	23.1	13,658	28.7
2001	47,785	4,009	8.4	18,782	39.3	11,228	23.5	13,767	28.8
2002	48,010	3,992	8.3	18,624	38.8	11,459	23.9	13,935	29.0
2003	48,154	3,982	8.3	18,461	38.3	11,593	24.1	14,119	29.3
2004	48,286	3,978	8.2	18,353	38.0	11,578	24.0	14,376	29.8
2005	48,392	3,979	8.2	18,286	37.8	11,456	23.7	14,669	30.3
2006	48,418	3,984	8.2	18,239	37.7	11,327	23.4	14,868	30.7
2007	48,362	3,995	8.3	18,215	37.7	11,245	23.3	14,907	30.8
2008	48,255	4,013	8.3	18,218	37.8	11,190	23.2	14,833	30.7
2009	48,126	4,037	8.4	18,245	37.9	11,144	23.2	14,699	30.5

NOTE.--Projected numbers may not add up to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*; and special tabulations.

Figure 4.--Percent change in public elementary and secondary enrollment, by state: Fall 1989 to fall 2009



Source: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

Over the twenty-year period from 1989 to 2009, public elementary and secondary school enrollment is projected to increase by 19 percent. The increases are most notable among the western states, with Nevada expecting the largest rate of increase at 105 percent.

**Table 2.—Enrollment in grades K-12 in public and private elementary and secondary schools,
by region and state: Fall 1989, 1999, 2004, and 2009**

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private.....	45,898	53,213	54,369	54,174	15.9	1.8	18.0
Private, total.....	5,355	5,971	6,082	6,048	11.5	1.3	12.9
Public schools							
Public, total.....	40,543	47,244	48,286	48,126	16.5	1.9	18.7
Northeast.....	7,200	8,207	8,249	7,959	14.0	-3.0	10.5
Connecticut.....	462	547	545	519	18.5	-5.2	12.3
Maine.....	214	209	199	193	-2.2	-7.5	-9.6
Massachusetts.....	826	967	979	938	17.2	-3.1	13.6
New Hampshire.....	172	203	203	199	18.2	-1.9	15.9
New Jersey.....	1,076	1,252	1,279	1,253	16.4	0.0	16.4
New York.....	2,566	2,936	2,968	2,860	14.4	-2.6	11.5
Pennsylvania.....	1,655	1,833	1,821	1,753	10.8	-4.4	5.9
Rhode Island.....	136	153	151	145	12.7	-5.3	6.7
Vermont.....	95	106	103	100	12.0	-5.5	5.9
Midwest.....	9,849	10,842	10,867	10,681	10.1	-1.5	8.5
Illinois.....	1,797	2,154	2,245	2,215	19.8	2.8	23.2
Indiana.....	954	1,001	1,026	1,022	4.9	2.1	7.1
Iowa.....	478	497	482	473	3.8	-4.8	-1.2
Kansas.....	431	469	462	464	8.7	-1.0	7.6
Michigan.....	1,577	1,680	1,673	1,617	6.6	-3.8	2.5
Minnesota.....	740	854	843	829	15.5	-3.0	12.1
Missouri.....	808	913	915	902	13.0	-1.2	11.7
Nebraska.....	271	291	287	288	7.3	-1.0	6.1
North Dakota.....	118	117	111	110	-0.5	-6.5	-7.0
Ohio.....	1,764	1,839	1,810	1,760	4.2	-4.3	-0.3
South Dakota.....	127	143	141	144	12.1	1.0	13.2
Wisconsin.....	783	884	873	859	12.9	-2.8	9.7
South.....	14,605	17,002	17,428	17,421	16.4	2.5	19.3
Alabama.....	724	754	766	763	4.2	1.2	5.4
Arkansas.....	435	463	465	458	6.3	-1.0	5.3
Delaware.....	98	114	114	113	16.2	-0.7	15.4
District of Columbia.....	81	76	72	70	-6.3	-7.7	-13.5
Florida.....	1,790	2,381	2,440	2,396	33.0	0.6	33.9
Georgia.....	1,127	1,425	1,516	1,541	26.5	8.1	36.8
Kentucky.....	631	655	652	639	3.8	-2.5	1.3
Louisiana.....	783	785	760	751	0.3	-4.4	-4.1
Maryland.....	699	845	863	849	21.0	0.4	21.5
Mississippi.....	502	509	513	509	1.4	-0.1	1.3
North Carolina.....	1,081	1,317	1,388	1,354	21.9	2.8	25.2
Oklahoma.....	579	619	598	587	7.0	-5.2	1.4
South Carolina.....	616	650	637	621	5.5	-4.6	0.7
Tennessee.....	820	944	982	986	15.2	4.5	20.3
Texas.....	3,329	4,036	4,213	4,352	21.2	7.8	30.7
Virginia.....	985	1,132	1,160	1,150	14.9	1.6	16.8
West Virginia.....	328	297	291	283	-9.3	-4.7	-13.6
West.....	8,889	11,193	11,742	12,064	25.9	7.8	35.7
Alaska.....	109	133	136	142	21.5	7.1	30.1
Arizona.....	608	892	982	1,011	46.7	13.4	66.4
California.....	4,772	6,022	6,306	6,450	26.2	7.1	35.2
Colorado.....	563	706	733	750	25.4	6.2	33.2
Hawaii.....	169	201	214	227	18.3	13.0	33.7
Idaho.....	215	256	275	297	19.1	16.0	38.1
Montana.....	151	165	164	169	8.8	2.5	11.4
Nevada.....	187	325	372	383	74.1	17.6	104.8
New Mexico.....	296	348	367	390	17.7	12.0	31.8
Oregon.....	472	553	562	567	17.1	2.5	20.0
Utah.....	439	488	506	534	11.4	9.4	21.9
Washington.....	810	1,008	1,031	1,045	24.4	3.6	28.9
Wyoming.....	97	96	94	100	-0.8	4.2	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey;
Projections of Education Statistics to 2009.

Table 3.--Fifteen states with the largest enrollment increases in public elementary and secondary schools: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 1999 to 2009
	1999	2009	
California.....	6,022	6,450	428
Texas.....	4,036	4,352	316
Arizona.....	892	1,011	119
Georgia.....	1,425	1,541	115
Illinois.....	2,154	2,215	60
Nevada.....	325	383	57
Utah.....	488	534	46
Colorado.....	706	750	44
Tennessee.....	944	986	43
New Mexico.....	348	390	42
Idaho.....	256	297	41
North Carolina.....	1,317	1,354	37
Washington.....	1,008	1,045	36
Hawaii.....	201	227	26
Indiana.....	1,001	1,022	21

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

Table 4.--Fifteen states with the largest percent increases in public elementary and secondary enrollment: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Percent change, 1999 to 2009
	1999	2009	
Nevada.....	325	383	17.6
Idaho.....	256	297	16.0
Arizona.....	892	1,011	13.4
Hawaii.....	201	227	13.0
New Mexico.....	348	390	12.0
Utah.....	488	534	9.4
Georgia.....	1,425	1,541	8.1
Texas.....	4,036	4,352	7.8
California.....	6,022	6,450	7.1
Alaska.....	133	142	7.1
Colorado.....	706	750	6.2
Tennessee.....	944	986	4.5
Wyoming.....	96	100	4.2
Washington.....	1,008	1,045	3.6
Illinois.....	2,154	2,215	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

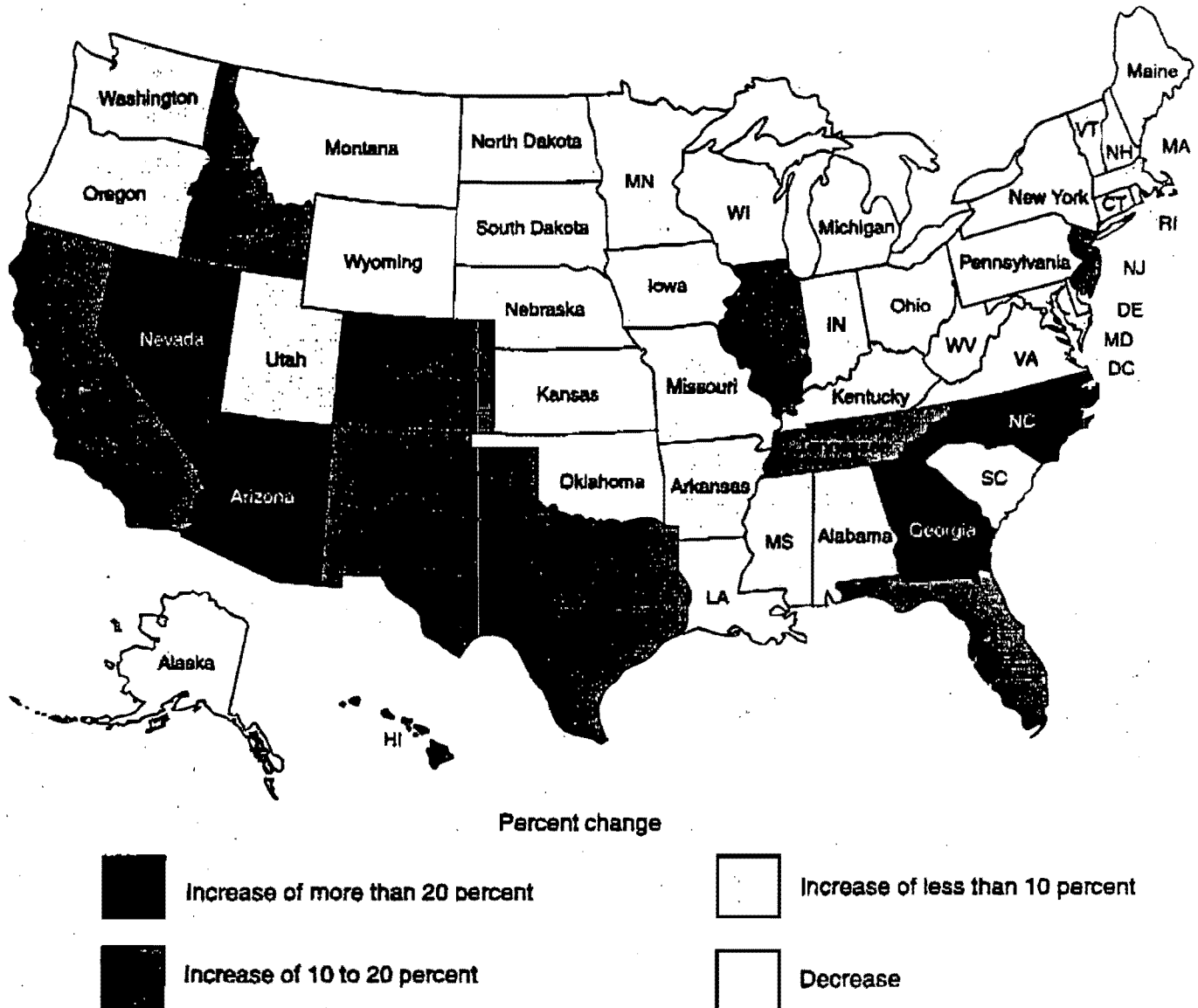
**Table 5.--Twenty-five school districts with the largest increases in enrollment:
Fall 1987 to fall 1997**

School district	City	State	Rank	Enrollment		Enrollment increase, 1987 to 1997	Percent change, 1987 to 1997
				1987	1997		
New York City	New York City	New York	1	939,933	1,071,853	131,920	14
Dade County School District	Miami	Florida	2	253,323	345,958	92,635	37
Los Angeles Unified	Los Angeles	California	3	589,311	680,430	91,119	15
Clark County School District	Las Vegas	Nevada	4	100,027	190,822	90,795	91
Broward County School District	Fort Lauderdale	Florida	5	137,366	224,799	87,433	64
City of Chicago	Chicago	Illinois	6	419,537	477,610	58,073	14
Palm Beach County School District ...	West Palm Beach	Florida	7	89,944	142,724	52,780	59
Orange County School District	Orlando	Florida	8	88,878	133,826	44,948	51
Guilford County Schools	Greensboro	North Carolina	9	23,984	59,903	35,919	150
Gwinnett County School District	Lawrenceville	Georgia	10	58,047	93,509	35,462	61
Hillsborough County School District ..	Tampa	Florida	11	118,031	152,781	34,750	29
Wake County Schools	Raleigh	North Carolina	12	59,687	89,772	30,085	50
Montgomery County Public Schools ..	Rockville	Maryland	13	96,271	125,023	28,752	30
Dallas Independent	Dallas	Texas	14	130,885	157,622	26,737	20
Cobb County School District	Marietta	Georgia	15	63,564	88,266	24,702	39
Prince Georges County Public Schools	Upper Marlboro	Maryland	16	104,412	128,347	23,935	23
Philadelphia City	Philadelphia	Pennsylvania	17	189,031	212,865	23,834	13
Hawaii Department of Education	Honolulu	Hawaii	18	166,139	189,887	23,748	14
Baltimore County Public Schools	Towson	Maryland	19	81,152	104,708	23,556	29
Fulton County School District	Atlanta	Georgia	20	39,709	62,798	23,089	58
Duval County School District	Jacksonville	Florida	21	105,049	126,979	21,930	21
Cypress-Fairbanks Independent	Houston	Texas	22	34,073	55,593	21,520	63
Charlotte-Mecklenburg	Charlotte	North Carolina	23	74,680	95,795	21,115	28
Pinellas County	Largo	Florida	24	88,866	109,309	20,443	23
Fort Bend	Sugar Land	Texas	25	28,738	49,093	20,355	71

NOTE.--Some changes may be affected by school district boundary changes. Selection of districts based on the most recent complete data on all school districts (1997), and the change from 1987.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey.

Figure 5.--Percent change in public secondary enrollment in grades 9 to 12, by state: Fall 1999 to fall 2009



Source: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

Overall, public high school enrollment is projected to increase 9 percent over the next ten years. Nevada has the largest projected percent increase at 50 percent, from 89,000 students in 1999 to 133,000 students in 2009. Another western state, Arizona, has the second largest projected percent increase at 35 percent, from 243,000 students in 1998 to 329,000 students in 2009.

Other states outside the western region with large public secondary percent enrollment increases expected by 2009 include North Carolina with a 22 percent projected increase, Georgia with a projected increase of approximately 21 percent, and Illinois, with an expected 17 percent increase.

Table 6.—Enrollment in grades 9 to 12 in public and private secondary schools, by region and state: Fall 1989, 1999, 2004, and 2009

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private.....	12,583	14,891	15,808	16,163	18.3	8.5	28.4
Private.....	1,193	1,348	1,431	1,464	13.0	8.6	22.7
	Public schools						
Public, total.....	11,390	13,543	14,376	14,699	18.9	8.5	29.0
Northeast.....	2,124	2,399	2,575	2,509	13.0	4.6	18.1
Connecticut.....	123	152	168	158	23.0	4.3	28.3
Maine.....	62	61	59	52	-1.1	-13.7	-14.7
Massachusetts.....	235	268	300	284	13.7	6.2	20.7
New Hampshire.....	47	60	64	59	26.9	-1.6	24.9
New Jersey.....	310	337	366	372	8.5	10.4	19.8
New York.....	776	882	948	943	13.7	7.0	21.6
Pennsylvania.....	507	564	593	568	11.1	0.7	12.0
Rhode Island.....	37	43	45	42	15.9	-2.2	13.4
Vermont.....	26	33	33	30	30.4	-10.2	17.1
Midwest.....	2,852	3,262	3,379	3,345	14.4	2.5	17.3
Illinois.....	517	640	724	750	23.8	17.1	45.0
Indiana.....	283	292	303	315	3.0	8.1	11.4
Iowa.....	140	163	155	151	16.1	-7.4	7.5
Kansas.....	117	144	140	140	22.9	-2.9	19.3
Michigan.....	449	473	498	472	5.3	0.0	5.3
Minnesota.....	211	273	277	265	29.3	-2.9	25.6
Missouri.....	232	268	277	273	15.6	2.0	17.9
Nebraska.....	77	91	89	87	19.0	-4.3	13.9
North Dakota.....	33	39	36	34	19.3	-13.8	2.9
Ohio.....	525	547	549	536	4.1	-2.0	2.0
South Dakota.....	34	45	43	43	34.5	-5.5	27.0
Wisconsin.....	234	287	289	279	22.7	-2.9	19.2
South.....	3,988	4,691	4,959	5,171	17.6	10.2	29.7
Alabama.....	198	203	204	216	2.4	6.6	9.1
Arkansas.....	124	135	137	139	9.1	2.8	12.2
Delaware.....	27	34	35	36	27.1	4.2	32.5
District of Columbia.....	21	17	18	16	-17.1	-8.8	-24.4
Florida.....	486	667	740	748	37.0	12.3	53.8
Georgia.....	298	373	424	458	27.1	20.9	53.7
Kentucky.....	179	187	183	189	4.4	0.9	5.4
Louisiana.....	201	218	205	207	8.4	-5.3	2.6
Maryland.....	192	236	255	254	22.8	7.9	32.5
Mississippi.....	133	138	134	144	3.9	4.3	8.4
North Carolina.....	311	356	420	432	14.3	21.5	39.0
Oklahoma.....	158	183	177	171	15.9	-6.2	8.7
South Carolina.....	172	187	184	181	8.5	-3.3	5.0
Tennessee.....	230	256	274	292	11.3	14.3	27.2
Texas.....	885	1,093	1,152	1,262	23.5	15.4	42.5
Virginia.....	273	313	331	341	14.8	8.9	25.0
West Virginia.....	100	90	86	86	-10.2	-4.8	-14.5
West.....	2,427	3,191	3,464	3,674	31.5	15.1	51.4
Alaska.....	28	38	39	39	37.9	2.3	41.1
Arizona.....	156	243	294	329	55.7	35.1	110.4
California.....	1,302	1,664	1,829	1,926	27.8	15.7	47.9
Colorado.....	155	203	215	227	31.0	11.4	45.9
Hawaii.....	46	56	59	65	21.5	16.8	41.9
Idaho.....	58	78	78	90	33.3	16.1	54.8
Montana.....	41	52	49	49	24.4	-4.4	19.0
Nevada.....	49	89	117	133	79.3	50.4	169.6
New Mexico.....	93	110	112	123	18.3	11.9	32.4
Oregon.....	132	167	174	175	26.8	4.6	32.6
Utah.....	115	151	149	163	31.8	8.1	42.5
Washington.....	224	308	322	326	37.2	5.9	45.4
Wyoming.....	27	32	28	28	18.3	-12.0	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys;
Projections of Education Statistics to 2009.

Table 7.--Fifteen states with the largest enrollment increases in grades 9 to 12 in public schools: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 1999 to 2009
	1999	2009	
California.....	1,664	1,926	261
Texas.....	1,093	1,262	168
Illinois.....	640	750	110
Arizona.....	243	329	85
Florida.....	667	748	82
Georgia.....	379	458	79
North Carolina.....	356	432	77
New York.....	882	943	62
Nevada.....	89	133	45
Tennessee.....	256	292	37
New Jersey.....	337	372	35
Virginia.....	313	341	28
Indiana.....	292	315	24
Colorado.....	203	227	23
Maryland.....	236	254	19

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

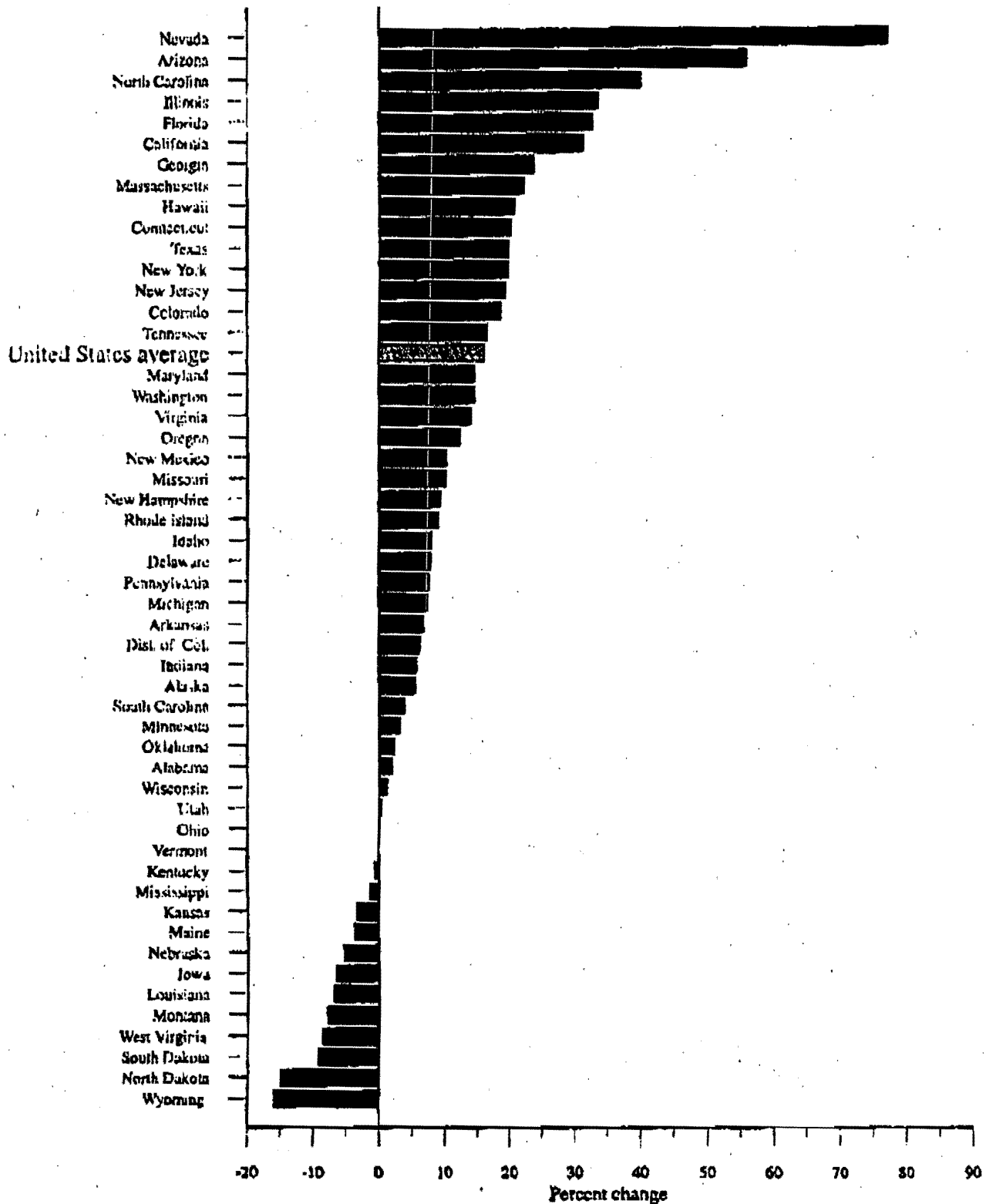
Table 8.--Fifteen states with the largest percent increases in enrollment in grades 9 to 12 in public schools: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Percent change, 1999 to 2009
	1999	2009	
Nevada.....	89	133	50.4
Arizona.....	243	329	35.1
North Carolina.....	356	432	21.5
Georgia.....	379	458	20.9
Illinois.....	640	750	17.1
Hawaii.....	56	65	16.8
Idaho.....	78	90	16.1
California.....	1,664	1,926	15.7
Texas.....	1,093	1,262	15.4
Tennessee.....	256	292	14.3
Florida.....	667	748	12.3
New Mexico.....	110	123	11.9
Colorado.....	203	227	11.4
New Jersey.....	337	372	10.4
Virginia.....	313	341	8.9

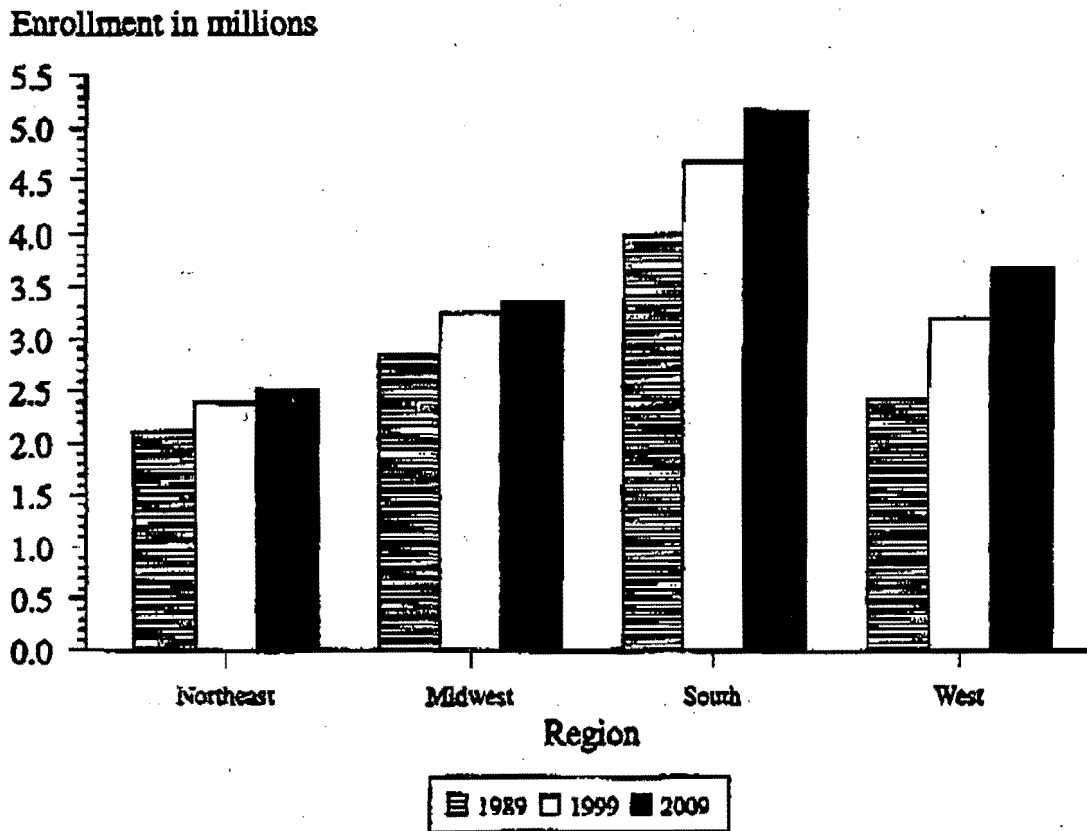
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 8.--Percent change in number of public high school graduates,
by state: 1998-99 to 2008-09**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 7A.-Enrollment in grades 9 to 12 in public schools, by region:
Fall 1989, 1999, and 2009**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

1988-89, 1998-99, 2003-04, and 2008-09

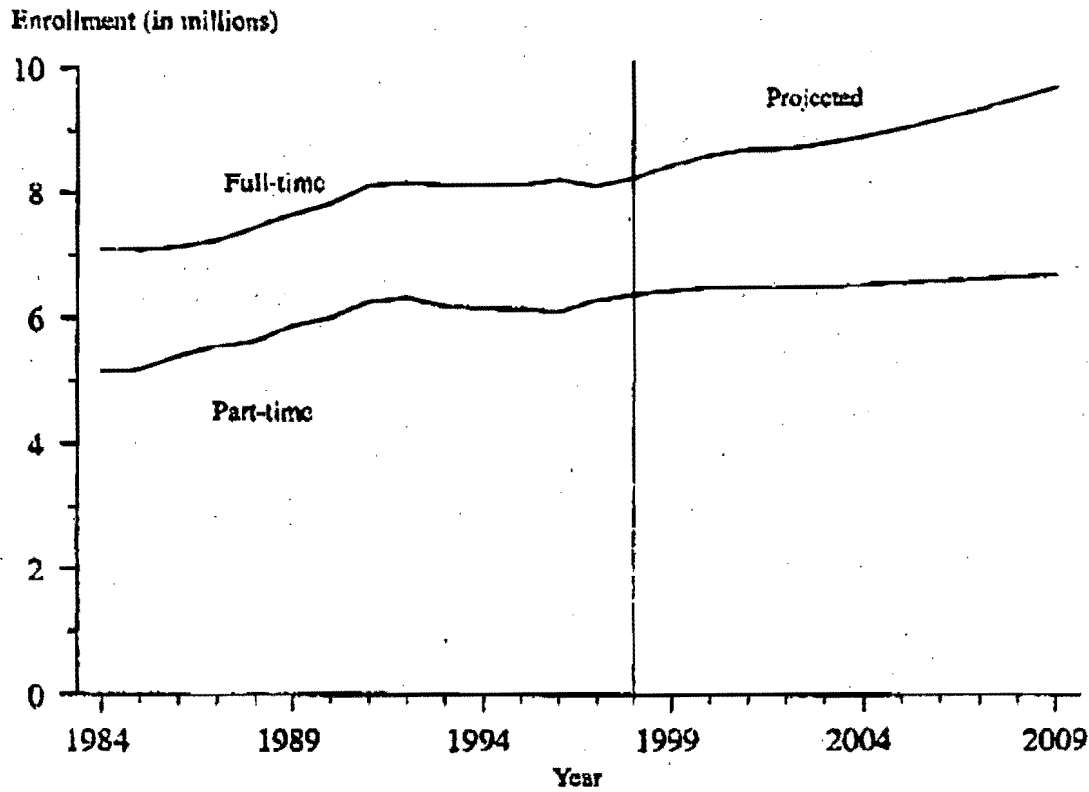
(Numbers in thousands)

Region and state	1988-89	Projected 1989-99	Projected 2003-04	Projected 2008-09	Percent change, 1988-89 to 1998-99	Percent change, 1998-99 to 2008-09	Percent change, 1988-89 to 2008-09
Public and private.....	2,727	2,798	2,982	3,248	2.6	16.1	19.1
Private.....	268	291	311	338	8.6	16.2	26.1
Public Schools							
Public, total.....	2,459	2,507	2,672	2,910	2.0	16.0	18.3
Northeast.....	478	443	480	511	-7.3	15.5	7.0
Connecticut.....	31	29	33	35	-6.4	20.1	12.4
Maine.....	14	12	13	11	-14.6	-3.7	-17.8
Massachusetts.....	57	52	59	63	-10.1	22.2	9.8
New Hampshire.....	11	12	13	13	2.5	9.4	12.1
New Jersey.....	76	71	76	85	-6.5	19.4	11.6
New York.....	155	139	149	166	-10.1	19.7	7.7
Pennsylvania.....	119	114	122	122	-4.4	7.6	2.9
Rhode Island.....	9	8	9	9	-4.8	9.0	3.7
Vermont.....	6	7	7	7	10.5	0.0	10.5
Midwest.....	663	660	691	714	-0.5	8.2	7.6
Illinois.....	117	126	149	169	8.4	33.5	44.7
Indiana.....	64	59	57	62	-7.7	5.7	-2.5
Iowa.....	34	35	34	33	2.2	-6.4	-4.4
Kansas.....	27	29	29	28	7.8	-3.4	4.2
Michigan.....	102	90	94	97	-11.3	7.3	-4.8
Minnesota.....	53	57	61	59	7.6	3.3	11.2
Missouri.....	52	52	55	57	0.4	10.2	10.6
Nebraska.....	19	20	20	19	8.6	-5.3	2.9
North Dakota.....	8	9	9	7	8.3	-14.9	-7.8
Ohio.....	125	114	113	114	-8.7	0.0	-8.6
South Dakota.....	8	10	10	9	17.1	-9.1	6.5
Wisconsin.....	55	58	62	59	6.3	1.2	7.6
South.....	837	841	890	977	0.5	16.2	16.7
Alabama.....	43	38	36	39	-12.8	2.0	-11.1
Arkansas.....	28	27	27	29	-3.3	6.8	3.3
Delaware.....	6	6	7	7	6.0	7.9	14.4
District of Columbia.....	4	3	2	3	-29.0	6.3	-24.5
Florida.....	91	103	120	137	13.7	32.7	50.9
Georgia.....	62	64	69	80	4.0	23.8	28.7
Kentucky.....	39	37	35	37	-4.0	-0.6	-4.6
Louisiana.....	37	38	37	35	1.4	-6.8	-5.4
Maryland.....	46	47	50	54	2.1	14.6	17.0
Mississippi.....	24	24	22	24	-1.1	-1.3	-2.3
North Carolina.....	70	62	73	87	-11.0	40.0	24.5
Oklahoma.....	37	36	36	37	-2.8	2.3	-0.6
South Carolina.....	37	32	33	34	-12.3	3.9	-9.0
Tennessee.....	49	46	48	54	-5.2	16.5	10.5
Texas.....	177	194	209	233	9.7	19.8	31.4
Virginia.....	65	63	67	72	-2.8	14.0	10.8
West Virginia.....	23	20	18	18	-12.9	-8.5	-20.3
West.....	481	563	611	708	17.0	25.7	47.1
Alaska.....	6	7	7	7	19.9	5.5	26.4
Arizona.....	32	38	47	59	18.6	55.9	85.0
California.....	245	291	315	382	18.9	31.3	56.0
Colorado.....	36	38	42	45	6.6	18.5	26.3
Hawaii.....	10	10	11	12	-2.2	20.8	18.1
Idaho.....	13	16	15	17	25.9	8.1	36.1
Montana.....	10	11	11	10	5.9	-7.8	-2.4
Nevada.....	9	13	17	23	38.6	77.1	145.6
New Mexico.....	15	17	17	18	8.3	10.3	19.4
Oregon.....	27	29	31	33	8.4	12.3	21.7
Utah.....	23	30	28	30	30.0	0.3	30.4
Washington.....	49	57	61	65	16.7	14.6	33.8
Wyoming.....	6	6	6	5	6.3	-15.9	-10.7

NOTE:--Percents computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys;
Projections of Education Statistics to 2009.

**Figure 11.--Enrollment in public and private 2-year and 4-year colleges,
by attendance status: Fall 1984 to fall 2009**



Total college enrollment is expected to reach a record 14.9 million students in 1999. From 1989 to 1999, full-time and part-time enrollment increased at fairly similar rates, 10 and 9 percent, respectively. That situation is projected to change as large numbers of high school graduates enter college during the late 1990s and early 2000s. Between 1999 and 2009, full-time enrollment is projected to increase by close to 14 percent, while part-time enrollment is projected to increase by 4 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

410 21

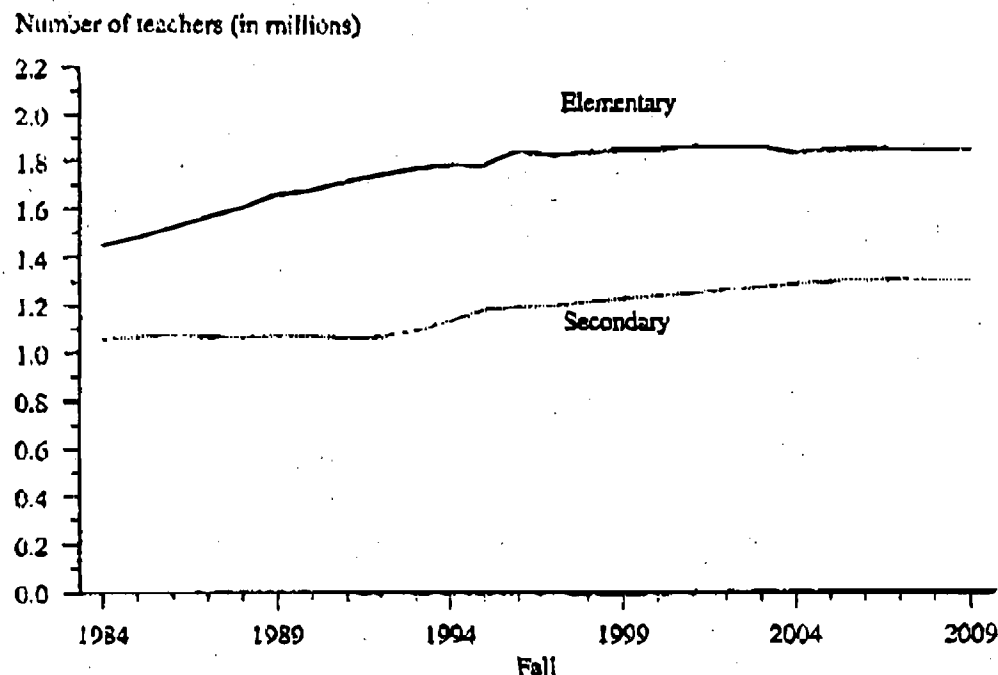
Table 10.--Total enrollment in public and private 2-year and 4-year colleges, by sex, attendance status, and control of institution: Fall 1979 to fall 2009

(Numbers in thousands)

Year	Total enrollment	Sex		Attendance status		Control		First-time freshmen
		Males	Females	Full-time	Part-time	Public	Private	
1979	11,570	5,683	5,887	6,794	4,776	9,037	2,533	2,503
1980	12,097	5,874	6,223	7,098	4,999	9,457	2,640	2,588
1981	12,372	5,975	6,397	7,181	5,190	9,647	2,725	2,595
1982	12,426	6,031	6,394	7,221	5,205	9,696	2,730	2,505
1983	12,465	6,024	6,441	7,261	5,204	9,683	2,782	2,444
1984	12,242	5,864	6,378	7,098	5,144	9,477	2,765	2,357
1985	12,247	5,818	6,429	7,075	5,172	9,479	2,768	2,292
1986	12,504	5,885	6,619	7,120	5,384	9,714	2,790	2,219
1987	12,767	5,932	6,835	7,231	5,536	9,973	2,793	2,246
1988	13,055	6,002	7,053	7,437	5,619	10,161	2,894	2,379
1989	13,539	6,190	7,349	7,661	5,878	10,578	2,961	2,341
1990	13,819	6,284	7,535	7,821	5,998	10,845	2,974	2,257
1991	14,359	6,502	7,857	8,115	6,244	11,310	3,049	2,278
1992	14,487	6,524	7,963	8,162	6,325	11,385	3,103	2,184
1993	14,305	6,427	7,877	8,128	6,177	11,189	3,116	2,161
1994	14,279	6,372	7,907	8,138	6,141	11,134	3,145	2,133
1995	14,262	6,343	7,919	8,129	6,133	11,092	3,169	2,169
1996	14,300	6,344	7,956	8,213	6,087	11,090	3,210	2,193
Projected								
1997	14,390	6,313	8,077	8,114	6,276	11,214	3,175	2,278
1998	14,608	6,297	8,311	8,242	6,366	11,390	3,218	2,349
1999	14,881	6,370	8,511	8,449	6,432	11,602	3,279	2,408
2000	15,072	6,432	8,639	8,600	6,471	11,750	3,322	2,481
2001	15,158	6,471	8,688	8,690	6,469	11,816	3,342	2,492
2002	15,168	6,486	8,682	8,702	6,466	11,823	3,345	2,505
2003	15,262	6,525	8,736	8,787	6,475	11,894	3,368	2,568
2004	15,400	6,577	8,823	8,895	6,505	12,000	3,400	2,567
2005	15,556	6,628	8,928	9,019	6,537	12,119	3,437	2,577
2006	15,739	6,691	9,048	9,169	6,570	12,258	3,481	2,629
2007	15,929	6,763	9,166	9,325	6,604	12,403	3,526	2,693
2008	16,144	6,852	9,291	9,503	6,640	12,568	3,576	2,750
2009	16,336	6,937	9,399	9,666	6,670	12,715	3,621	2,795

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009; Digest of Education Statistics, 1997*; and special tabulations.

Figure 9.--Classroom teachers in public and private elementary and secondary schools: Fall 1984 to fall 2009

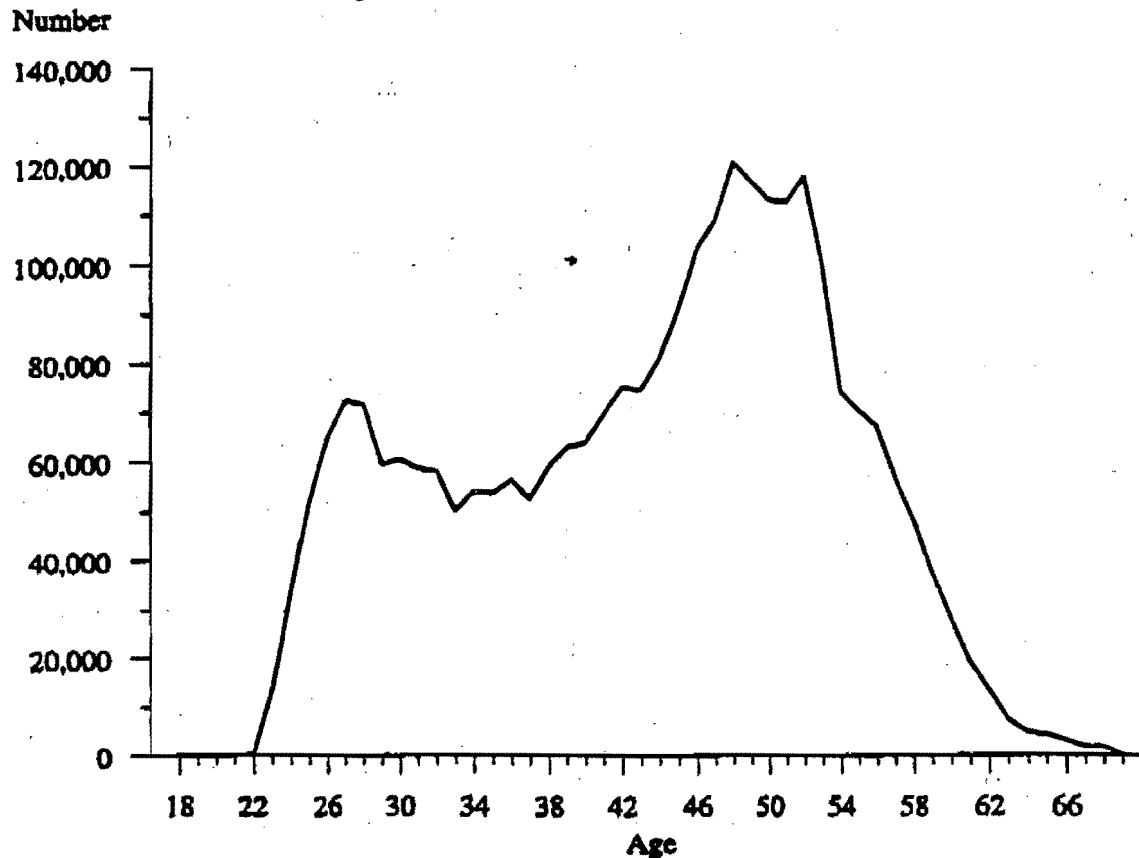


The number of secondary school teachers is projected to increase at a greater rate than the number of elementary school teachers. Assuming a relatively stable pupil/teacher ratio between 1999 and 2009, the number of elementary teachers is expected to hold steady at about 1.9 million. The number of secondary teachers is projected to increase 6 percent, rising from 1.2 million to 1.3 million teachers.

Filling teaching positions with qualified teachers, particularly in specific subjects, is an important issue for many schools. Most public school teachers (92 percent of departmentalized and 93 percent of general elementary teachers) were full certified in their main teaching assignment in 1998. However, emergency and temporary certification was higher among teachers with 3 or fewer years of experience. About 12 percent of general elementary teachers with 3 or fewer years of experience had emergency or temporary certification. The results were similar for departmentalized teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998 and Projections of Education Statistics to 2009*; and *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*.

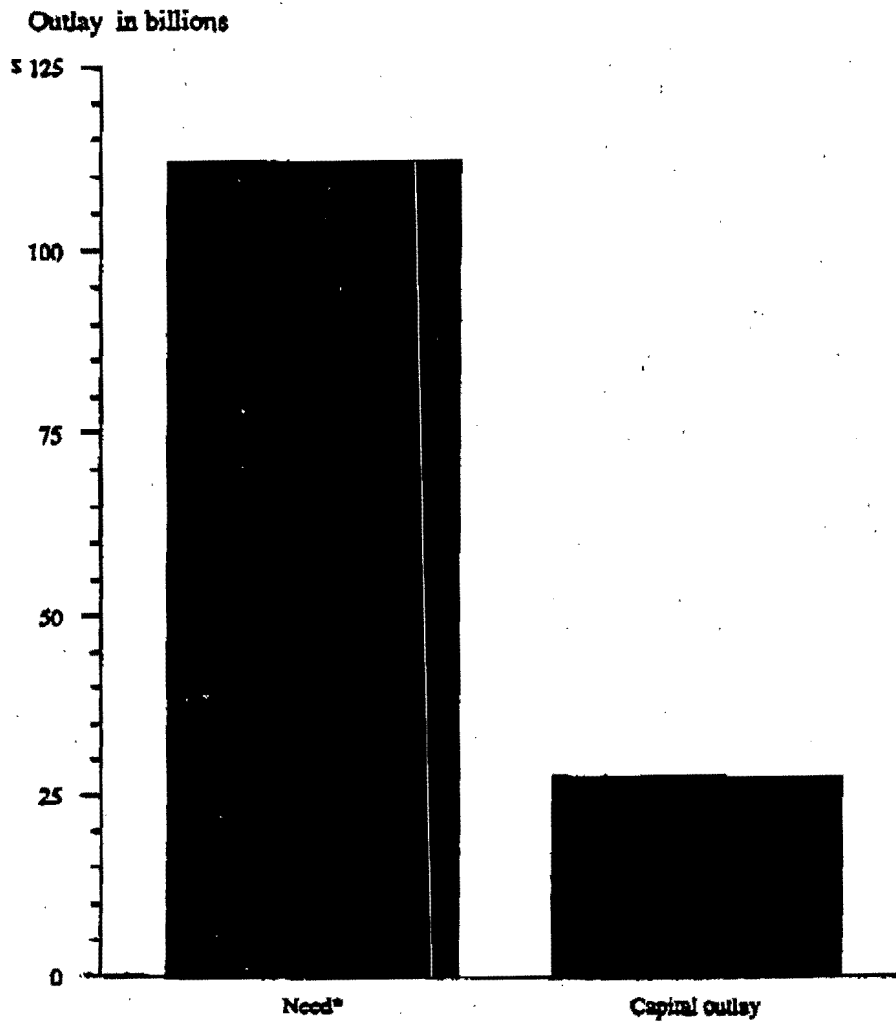
Figure 10.--Estimated age distribution of full-time-equivalent public school teachers: 1998-99



The influx of the baby boom echo students into classrooms creates a need for more teachers as these students move from elementary school through high school. However, the highest concentration of teachers in the 1998-99 school year is in the mid-40s to early 50s age range, many of whom were originally hired during the earlier rise in enrollment during the late 1960s and early 1970s. This means that a large number of teachers will be nearing the end of their teaching career within the next five to ten years. An estimated 2.2 million public school teachers will need to be hired over the next ten years to both meet enrollment increases and replace those teachers who retire or leave the profession for other reasons.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," *Projections of Education Statistics to 2008, Digest of Education Statistics*, "Common Core of Data," and unpublished data.

Figure R.--Comparison of need for school construction and modernization and capital outlay for schools: 1995-96



*Need as reported in General Accounting Office report, *School Facilities: Condition of America's Schools*.

SOURCE: General Accounting Office, *School Facilities: Condition of America's Schools*, and *Digest of Education Statistics*, 1998.

General Projection Methodology

Total enrollment is projected using expected grade retention rates and college enrollment rates drawn from institutional data from the National Center for Education Statistics (NCES); demographic data and population projections from the Bureau of the Census; and historical and projected economic data from DRI/McGraw-Hill Economic Forecasting Service. Grade retention rate (cohort survival), exponential smoothing, and multiple linear regression are the major projection techniques used to forecast these rates.

For school enrollment, the grade retention rates were projected using exponential smoothing. State-level public school enrollment projections were based on the grade retention rate and the enrollment rate methods, yielding a composite projection that takes into account shifts in state migration patterns. Individual state governments produce projections based on additional or alternative factors which may lead to more accurate projections for their own state. The NCES state projections program is designed to use a consistent model for all states that enables state to state comparisons.

For college enrollment, the age-specific enrollment rates were projected using econometric models by taking into account the effects of demographic changes and economic conditions. For graduates of public high schools by state, projections were developed on the basis of grade 12 enrollment.

Demographic assumptions used by NCES are consistent with Bureau of the Census middle series of population projections which assumes a fertility rate of 2.10 births per woman by the year 2009, a net immigration of 820,000 per year, and a further reduction in the mortality rate. Economic assumptions for disposable income and unemployment rates are consistent with DRI/McGraw-Hill's trend forecast scenario.

For more information on the methodological details on the assumptions and methods used to develop these projections, and details on data sources, see *Projections of Education Statistics to 2009*, pages 125 through 128.