

Through Your Lens

**Student and Teacher Views of School
Facilities Across America**

www.ThroughYourLens.org



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Student and Teacher Views

Through Your Lens Contest

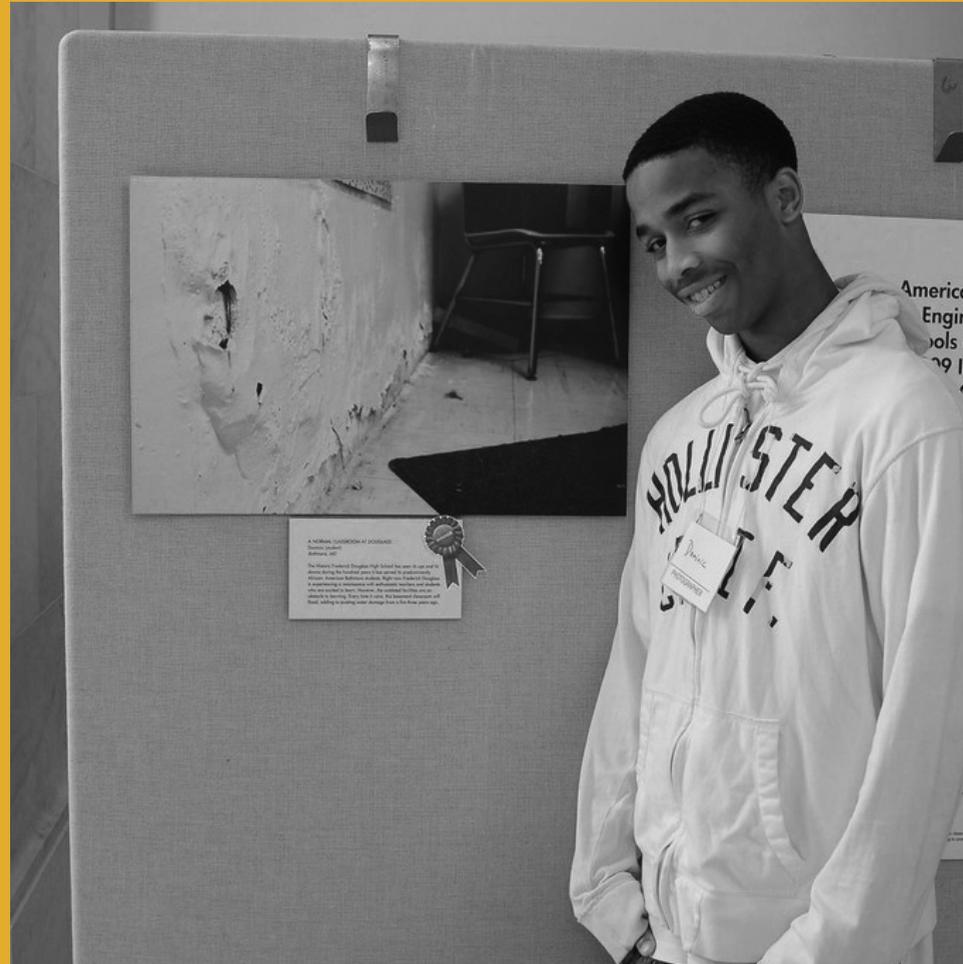
The 21st Century School Fund, Critical Exposure and Healthy Schools Campaign are pleased to share photos and essays from Through Your Lens, a photo and essay contest inviting students, teachers and community members to share what's great and what's troubling about our nation's public school buildings.

Students, teachers and community members from Maine to California submitted more than 400 photos and essays revealing the mostly unseen reality of our nation's school building conditions. The photos and stories were exhibited at the Rotunda of the Russell Senate Office Building from Oct. 5-9, 2009 to raise awareness of the need for a federal role in supporting the **renovation and construction of safe, healthy, and educationally appropriate school buildings** that are built and maintained in ways that are environmentally and fiscally responsible.

Contest Judged By:

- Avijit Halder, student from Born into Brothels
- Ed Kashi, award-winning photojournalist & filmmaker
- Jonathan Kozol, author of *Savage Inequalities*
- Kari Lydersen, author and journalist
- Wendy Puriefoy, executive director of the Public Education Network
- Stephen Voss, photographer
- Dana Carr, Department of Education

Why Do Public School Facilities Matter?



Public school buildings have a significant impact on the 55 million students and teachers who work and learn within their walls every day. Research indicates that the physical learning environment affects **student achievement** and **teaching quality**.

High performance school buildings

- accommodate students' varied learning needs;
- support rich and varied curricula, extra-curricular and athletic activities;
- provide teachers with practical and stimulating instructional space;
- welcome use by their communities; and
- use energy, materials, and land efficiently.

In contrast, buildings in poor condition

- limit educational opportunity;
- damage the morale of students and teachers;
- impair student and teacher health;
- restrict community use in order to protect buildings and grounds already suffering from deferred maintenance and repair; and
- strain our environment and budgets with high demand for natural resources.

Our nation's public school students and teachers can be found in high performance school buildings and in buildings in extremely poor condition.



Covering the Mistakes

Wendy from Chicago, IL

This is an example of how our classrooms look: paint falling off the walls and teachers trying to cover it with students' art.

FACT: Researchers looking at measures of school condition, crowding and cleanliness at 226 schools in Houston, Texas, found that these factors had significant effects on school attendance and drop-out rates.

(Branham 2004)

FACT: A study of teachers in the public schools of Chicago and the District of Columbia found that poor facilities affect teacher health and productivity, and make retention of teachers difficult.

(Schneider 2003)



Little Visitors

Brittney from Washington, DC

One thing that caught my eye was when I was in my Biology II class -- I noticed that there was a greenhouse on the other side. I thought that was pretty cool until I noticed that we always got little visitors from the greenhouse. The photo I have chosen to enter the contest was the door that leads to the greenhouse and how it is in need of repair because the wood is chipping off of it and it is slightly lifted off of the ground, **giving the opportunity for mice to come in and disrupt the science class.**



An Abundance of Empty Lots - A Lack of Safe Parks

Britanni from Los Angeles, CA

This empty lot across from my high school attracts trash, gangs, and causes safety issues. But what I also see here is the potential for a safe, accessible community park, something we lack in South Los Angeles. A green park could promote physical activity and a sense of community. I have hopes that this land can serve as a positive aspect of our community.



Dome

Cara from Portland, ME

This is a geodesic dome. **We use it at our school to grow plants inside all year. We also use it to learn.** It has solar panels so it stays warm even in the winter. All the kids here have had some part in building it. It also has a water tank inside that we are getting ready in order to have fish put in it.



Team Spirit

Allison from McKees Rocks, PA

This is the view of our football field from a third floor classroom. The photo was to express the sadness of what looking out a window in Sto-Rox is like. Not only is the field in bad condition but the screen itself is torn. **Seeing things like that puts a damper on the motivation to learn or even care about the school,** and brings our school spirit lower than it was the day before.



★ STUDENT WINNER

Speed Limit 20

Danielle from
Harrisburg, AR

I wanted to show people that **it isn't [only] our school that needs improvement but the whole town in general.** This sign shows perfectly my idea behind this. The sign was old, dirty, broken, and vines were growing on it. Not only is it a school sign, but the part that said school is tilted. It isn't the school's responsibility to fix it, though; it is the town's.

FACT: A national survey of 70,884 secondary school students found that various aspects of the school's physical environment are positively correlated with problem behaviors such as truancy and substance abuse.

(Kumar, O'Malley & Johnston 2008)

FACT: Teachers in schools in satisfactory condition are significantly more likely to express positive attitudes about their classroom experience than teachers in unsatisfactory buildings. (Earthman & Lemasters 2009)



Bathrooms Locked Up

Marcus
from Washington, DC

In Cardozo there are 8 functional bathrooms but only two are open for students. One bathroom is open for the male students and one for the female students. At my school, Cardozo, there are approximately over 800 students. **I feel that it is demeaning and degrading how the other bathrooms are locked while we are subjected to only one bathroom on the first floor.** To add on to it, the only open male student bathroom is a foul facility.

Inside the boy's restroom, there are roughly eight urinals and out of all eight approximately only five are functional. There is also poor maintenance of our bathrooms. There is rubbish all over the floors and flooded toilets. **This is the result of 400 students using one bathroom.**

It affects me dearly because there is only five minutes to change classes and if I am on the basement or third floor I won't be able to go to the bathroom on the first floor, and then make it to class on time. Also in **the DCPS Student Bill of Rights, Chapter 2401.5, it grants us, the students, the right to "safe and sanitary school buildings and facilities."** So why would you lock all other bathrooms and allow the only two you have open to be dreadfully unhygienic?



Protection from Filth

Clark from Afton, VA
The water fountains on the outside of our school are covered in mold and filth. This water fountain has been marked off so that it can't be used by any student because of the amount of filth on it.



A Normal Classroom

Dominic from Baltimore, MD
The Historic Frederick Douglass High School has seen its ups and its downs during the hundred years it has served its predominantly African-American Baltimore students. **Right now Frederick Douglass is experiencing a renaissance with enthusiastic teachers and students who are excited to learn. However, the outdated facilities are an obstacle to learning.** Every time it rains, this basement classroom will flood, adding to existing water damage from a fire three years ago.

What are Current School Conditions?



Despite the importance of school buildings to the quality of teaching, learning, health, environment and community vibrancy, many of our nation's public school buildings are in poor condition. Evidence abounds that even after more than \$500 billion of capital outlays for school building improvements between 1995 and 2004, public school facilities, particularly in low-wealth communities, have substantial and meaningful deficiencies.

The Through Your Lens exhibit provides a personal perspective on what research has already demonstrated – that tremendous disparities exist between school building conditions across the country. While some students and teachers have the opportunity for high-quality education that is supported by great learning spaces, many others experience the hurt of attending school and working in deteriorated buildings. Some buildings in good condition are overly crowded, while others in poor condition have more space than they can effectively use. The photos and stories shared in this book provide **a window into the conditions** experienced by this country's 55 million schoolchildren and teachers every day.



The Heart Of Cardozo

Alexandria from Washington, DC

“Everyone has the right to get an education!!”

This may be true but not everyone has a right to learn in a beautiful school. I've been at Cardozo Senior High School since 2006. This is my last year at Cardozo and I want it to be my best year. **I love Cardozo but the condition at this school sometimes makes me want to transfer to another school.** Seeing this historic school in such condition makes me kind of sad for the next generation of students who will be starting their first year here.

When you're at a school for a long period of time, you kind of get used to the condition the school is in like nonworking water fountains, destroyed and broken lockers, and small and crowded classrooms. Sometimes when I look at other DC schools like School Without Walls and McKinley Technology High School, I get jealous because not only do they offer great programs, but those schools are beyond beautiful. They are amazing.

Just as amazing is Wilson High School's Aquatic Center. In early August of this year, Mayor Fenty opened the \$31 million facility. That decision made me a little disappointed. Cardozo's swimming pool hasn't been open for many years. What about us?

On the wall of Cardozo's closed pool it says, "Tradition of Pride." Is it really?

FACT: Our nation's public school infrastructure received a "D" rating on the 2009 Report Card for America's Infrastructure issued by the American Society of Civil Engineers.



Lunchtime at 9?

Mike from Chicago, IL

We have a great school with a beautiful building. The food in the cafeteria is even pretty good. But we don't have enough space for people to sit. Sure, this cafeteria sits nearly 400 students, but there are so many kids in the school, they need to start the first lunch period at 9:15 am and go through 2:15 pm. **When you eat at 9:15, it's hard to make it through the afternoon.** A bigger cafeteria would really help out here.



A Tale of Two Cities

Kerry from Washington, DC

Many of my students have submitted entries for this photo/essay contest because they want better school conditions. As I read through their entries, **all I could think about was how shameful it is that my students dream about having access to basic school infrastructure.** I am not talking about a state of the art computer lab, smart boards in every classroom or a renowned library. No, my students wish for a functioning cooling and heating system, working water fountains, sanitary bathrooms, etc. Why is this so hard to do in a city that just spent \$700 million on a baseball stadium?

Meanwhile, my students and I look outside the 11-inch view from my window and the absurdity becomes even greater. The first thing we see is Cardozo's brand new

\$5 million football field that the city recently completed. Anyone passing by the school would be impressed and might actually believe that it reflects a modernized facility inside. As one of my students wrote, "Don't be fooled!" Although Cardozo was supposed to have been modernized by now, the facility office pushed us to the bottom of the list of high schools to be renovated. So my students will have to continue to wait and beg for what they deserve.

Looking further out is a view of the rest of the city - our nation's capital. We see magnificent and modernized public buildings for city and national government leaders. When President Obama spoke to the nation's students, his focus was on the students' responsibility. **Yes, students need to be responsible, but the government needs to be responsible and provide a healthy and conducive learning environment for all children. No more excuses!**



Windows from 1941

Kristen from Scotts Valley, CA

The middle school was built in 1941. As you can see by the windows, layers of paint have been put on them to keep them "well maintained." Although the structures are awful here, the teachers are amazing.



In the Gym

Shanice from Newport News, VA

I picked this picture because it shows our gym and how the kids are active in class.

The School Without Walls

Alex from Washington, DC

School Without Walls was first built in 1882. During her husband's presidency, Eleanor Roosevelt visited the school; she called it "dark and cold" and said that the building should be renovated. Her suggestion was not granted for more than half a century, when the school went under renovation two years ago. The school finally opened late this summer as a state of the art facility.

The school is expected to win a gold certification from the Leadership in Energy and Environmental Design board. Green features include reusing original parts of the school, eco-friendly appliances, classrooms dominated by large windows allowing natural lighting, using recycled materials, a fire-protection system, and thick insulation. The building now contains well more than the original 12 rooms. The renovated finish brought the total up to over 25 classrooms, over a dozen offices and teacher training rooms, an expansive second-story outdoor terrace, a high-tech media center, and a set of three multipurpose rooms that can be utilized as an auditorium, cafeteria, or three separate additional classrooms. All rooms in the building are fitted with top-of-the-line 'smart' Promethean Boards, a mix of a computer and a whiteboard. Despite these features, **the School Without Walls is a public school, not a private school.**



Do Not Drink the Water

Josiah from Baltimore, MD

The water fountains have been disconnected and we were told not to drink the water in the bathroom sink. Thanks for the warning but I don't think I'll be drinking lead water out of a rusted sink anytime soon. The school system provides bottled water for us but perhaps that money would be better spent on books and other materials lacking in the classroom.



Education is the Key to SUCCESS

Rebecca from Washington, DC

In my photo there are computers that are in the library of Cardozo Senior High School. **Out of all of these computers only about 3 work.** I took this photo because when I go to the library to type something up, there are no computers available because other people are using them. I would like to see more working computers with Internet access so that when I have to do a project, I would be able to go do research in there.



"Higher" Education

Shelby from Mesa, AZ

These staircases are too small to fit our 2,600 school population. **It is hectic getting to every class every day because there are so many students walking up and down the stairways.** Not only is this an inconvenience, but when it rains the concrete and metal edges on the stairs make it very easy to lose your footing and fall.

★ STUDENT WINNER

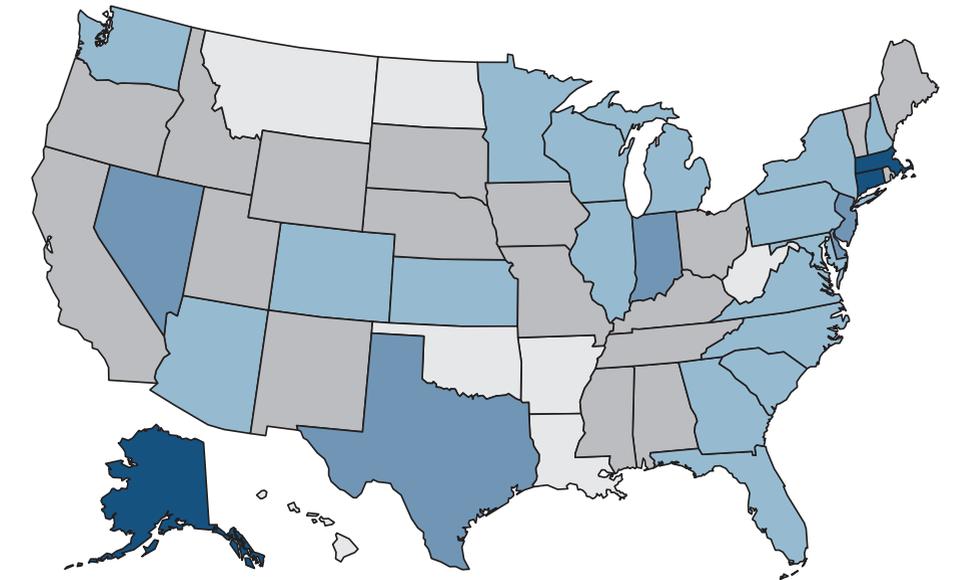
FACT: Total spending by states for new construction, additions, and major capital projects for PK-12 public school buildings from 1995 to 2004 varied dramatically across the country, from a low of \$2,004 per student in Montana and \$2,771 per student in West Virginia to highs of \$11,345 per student in Connecticut and \$12,842 per student in Alaska.

Public School Construction Investment Variations from State to State

Construction Expenditures per student (1995-2004)



National Average:
\$6,519 per student



Source: McGraw-Hill Construction

How Did We Get Here?

Millions of children go to school everyday in substandard, unhealthy and over-crowded buildings. The burden of inadequate funds to address deferred maintenance and enrollment growth has compounded over decades. Despite the hundreds of billions of dollars spent by states and local school districts across the country on school renovation, repair and construction over the past decade, many of the nation's children – particularly those in high-poverty and predominantly minority school districts – **continue to attend school buildings that are unfit for teaching and learning.** As Senator Tom Harkin, a Congressional champion of school building improvement, has observed, thousands of schools across the country run the gamut between “in need of repair” and “crumbling as we speak.” The backlog in construction needs of local school districts has not been addressed because of tightening budgets.

In areas that have experienced significant growth in student populations, local and state governments have not been able to both build necessary new schools and meet standards for basic maintenance, repair and modernization of their existing schools.

Many school districts have decades of deferred maintenance because they lack funds to pay for basic upkeep and repair. This deferred maintenance has multiple negative consequences for students' health and opportunities to learn. And the scope of deferred maintenance is even greater than most realize: since 1995 the nation has not reduced its level of deferred maintenance. Nationally, using a conservative estimate and extremely modest standards, deferred maintenance in our PK-12 public

school buildings has grown from \$216 to \$271 billion. This is an average of about \$41 per square foot of space and about \$5,400 per student. A more aggressive estimate pegs the total national deferred maintenance, repair and renewal needs of our public school buildings at \$650 billion. The GAO estimated the cost of deferred maintenance in schools at approximately \$113 billion nationally in 1995; the problem has only continued to grow in the 15 years since.

Not only do school buildings with deferred maintenance suffer from often **distracting physical problems** -- such as leaks, faulty heating and cooling systems, broken water fountains and bathroom facilities -- but they also **lack proper maintenance.** Buildings that are not properly maintained present a multitude of health and safety risks; in particular, deteriorating buildings often have dangerously poor indoor air quality that is of special concern to the millions of students and teachers who suffer from asthma. Deferred maintenance also shortens the life cycle of many building systems, thereby increasing school systems' capital needs and further compounding problems of under-funding.



★ STUDENT WINNER

Broken Window

Ian from Baltimore, MD

This picture was taken in an old classroom-turned-office where one staff member tried to work on her computer in a corner during the winter. That broken window makes it almost unbearably cold in the large room. But just as the girl in the picture wordlessly portrays by staring plainly at the break, **defects like these are noticeable and powerful enough to disturb, but are no shock.**



Too Hot to Concentrate

Bonnie
from Baltimore, MD

Few teachers have the luxury of an air conditioning unit in the classroom and the make-shift installations are loud and unsightly. I can spend a lot of time preparing a lesson, assessing the learning styles of various students, and create hands-on activities geared towards a unique group of students in my classroom. But none of that seems to matter when it's above 90 degrees in the classroom.



Trailer Classroom

Julia from Crozet, VA

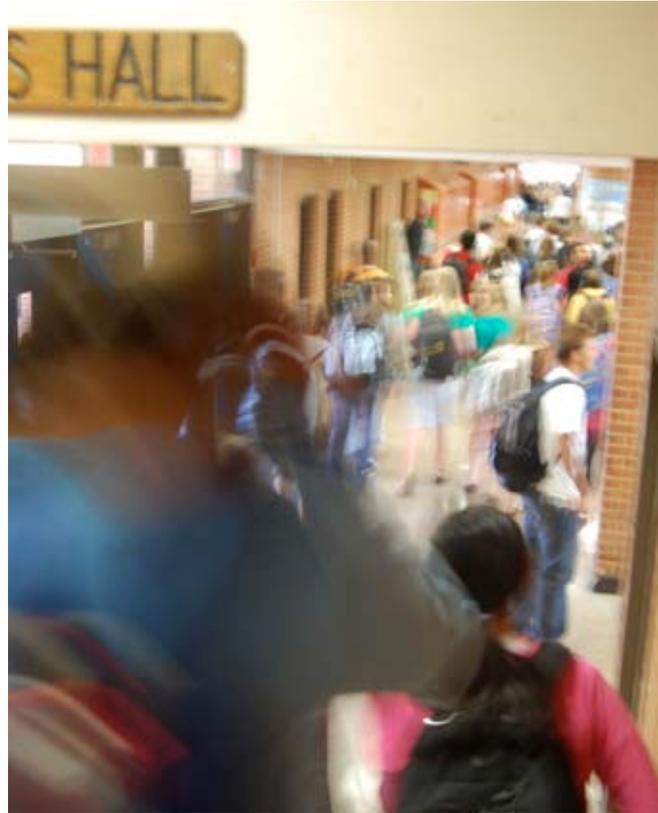
There are 6 trailer classrooms at our school, because there is not enough room in the actual building. The trailers stand on concrete cinder blocks, and this one has wires sticking out from the bottom of it.



Health Class

Samantha from New York, NY

This picture shows my health classroom. The building is dirty and part of this light fixture is missing. **Students deserve safe and clean learning environments** to work in and these things need to be fixed.



Blur

Reid from Charlottesville, VA

This image shows the fast pace and overcrowding of Western Albemarle High School. Built in the 1970s, the school cannot accommodate the large number of families who have since moved to the district. The **hallways are crowded and going from class to class is difficult.**

FACT: Public school enrollment between 1995 and 2009 grew by 5.2 million students and is projected to grow by another 2.8 million students by 2015.



My Dirty School

Carlos from San Francisco, CA

Condemned
Raggedy
Foul



Icky Sink

Claire from Port Townsend, WA

Since first grade my friends and I don't like to use the girls' bathroom. The sinks look all yucky and drips water. Kids forget to flush the toilets. The janitor tries to keep it clean, but I wish they could put in automatic sinks, soap dispensers, towels and toilets so it could stay cleaner and **my school could save water and paper.** I learned the sink is probably from 1956 and the blue won't come out. The district doesn't have much money for facilities, and the district just closed the third - fifth grade elementary school so now third grade is here too, moving into really old portables. That means another year using the icky sink!



Can You See Me Now?

Jada from New Orleans, LA

This is a classroom in Colton Academy. It is a storm-ravaged school nearly four years after Katrina. It has not reopened as a school yet.



What Time Is It?

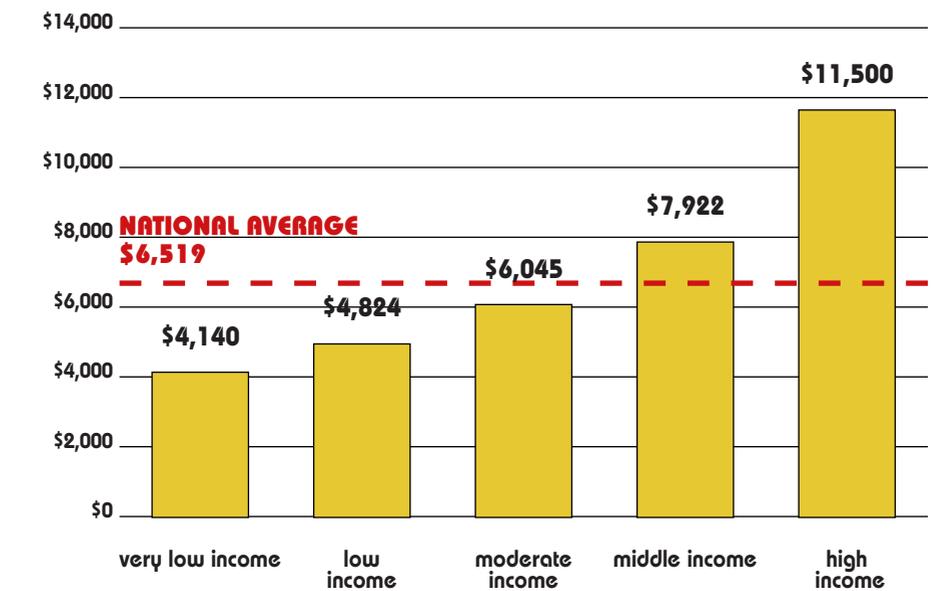
Allen from New Orleans, LA

We went on a field trip to schools around the city to see what schools looked like. All the schools were really different and had lots of problems. In my school, clocks were stuck on the time when Katrina hit. In this school, the clock was completely missing.

FACT: Schools in the poorest communities are in the worst condition. Construction spending between 1995 and 2004 in high wealth communities was three times higher than in the lowest wealth communities.

Construction Spending by Community Wealth, 1995-2004

(median household income by zip code)



■ expenditure per pupil

Source: McGraw-Hill Construction analyzed by BEST, Growth and Disparity report

What's Possible?

“If we want all students to have the opportunity to be successful, we must address the disparities in the quality of school buildings. For all students to achieve, all must be provided adequate resources: effective teachers, inspiring school leaders, and enriching classroom environments.”

- Barack Obama, Senator from Illinois, on Growth & Disparity: A Decade of U.S. Public School Construction, report 2006

Students and teachers in every community **deserve** public school buildings that are:

- **supportive of teaching and learning;**
- **healthy, clean, and in good repair;**
- **environmentally sound;**
- **community-centered; and**
- **cost effective to build, operate and maintain, thereby optimizing public investment.**

Our current federal education policies hold students and teachers to high standards of achievement; however, in many places we are handicapping their ability to reach these goals by compelling them to attend school in substandard buildings. All students and teachers have **the right to adequate, appropriate learning conditions** within which they can strive for and achieve the standards being set for them.

Improving the condition of school buildings – so that all students can not only attend school in buildings without health and safety concerns, but also experience what it is like to study in a building whose physical structure and design supports learning – is essential to ensuring that public education realizes its **transformative potential** and truly serves as the path to a better life for all students and communities.



Noyes Haiku

Russell (photo) and Malia (haiku) from Washington, DC

Pristine rooms, stairs, halls...

I see no writing on walls.

Did I dream this up?

FACT: In 2008, Maryland enacted a High Performance Buildings Act which requires that new schools receiving state public school construction funds be constructed to be high performance buildings.

FACT: Building Educational Success Model Policies (2006) states: "The State should establish a process and procedure that allocates funding for school building improvements and/or new construction according to need on an equitable and fair basis throughout the State and within school districts."



Snapshot

Amanda from Fort Lauderdale, FL

I took a picture of my friend in our photography class, and I really liked the shot because it gives the viewer a peek into our classroom. Our classroom is really neat, **we have a variety of things that help us express our creativity**, like our computers, the software on them, the books our teacher collects, etc. Another thing I tried to highlight in the photo is the colors of the books and posters in the room. I think this picture shows a positive view of my school, because not many schools around the country have access to a classroom quite like ours.



Function Meets Fashion

Jerome from Bakersfield, CA
Our building was fashioned from an old lumber and hardware store that had been vacant for several years. Classrooms were created, offices and foyers incorporated and the beauty is truly evident. The curves, the lines, the clean open feel resonates throughout, making everyone feel welcome and comfortable with enough hint of business/education to keep students engaged.



Opposites Attract

Eliana from Portland, ME

The first picture is a negative. It is a hallway located in one of the many wings of our school. This hallway includes foreign language and some 7th and 8th grade classrooms. The lighting is dark, the colors are dreary and the walls are bare. When students come to school they should not be greeted by darkness but by light; they should be greeted with vibrant colors and not by dull. **When students walk into school their surroundings should not discourage them but should encourage them.** The walls would be much better if they had some sort of color; posters about classes, recycling, and other things we should remember like maybe signing up for a sport or bringing in the money needed to attend the monthly school dances.



My second picture shows a positive about my school. It is of the courtyard located in the middle of the building. **The courtyard has many roses, bushes, trees, and even a green house.** During the spring some students choose to eat in the courtyard, and although there are few tables, they always manage to fit. During the last few weeks of school, a mother duck comes and has ducklings. They waddle around for everyone to see until finally, someone comes to get them to bring them to where they belong. The mother duck has come year after year - always bringing life and love with her, and never leaving without.



Eyes on Learning

Colleen from Hollywood, FL
I could almost remember the first day I walked on campus as a freshman thinking “oh my” how immense the school appeared to me. On that same day tremendous high hopes for my education gathered within me for my upcoming years here at Dillard High. So now even two years later as a junior I still seem to marvel at the imperial building structure of my school. In that same thought **I believe every student should be able to marvel at their school’s breathtaking architecture.**



Julia Richman Education Complex Ceramics Studio

Cathy from New York, NY

The six schools in the Julia Richman Education Complex share a ceramics teacher, seen here with a class in our state-of-the-art ceramics studio. Elementary, middle, and high school students learn the skills of pottery **surrounded by all of the equipment and tools they need to create their works of art.**



How Can We Change This?

We must take **collective responsibility** for eliminating substandard school buildings that are barriers to educational achievement, environmental sustainability, and vibrant communities. No single governmental entity can achieve this alone. Rather, we must create a new federal, state, and local partnership to ensure that all communities have sufficient resources to provide high-quality school buildings.

The federal government's role in this new partnership should include: funding support targeted to low-wealth districts; policy support to help states collect better information on school building conditions; the development and dissemination of standards; and the creation of a national database on school facilities. A new partnership among federal agencies, states, and localities should also facilitate better planning and coordination of efforts to **improve school buildings and surrounding neighborhoods.**

The students and teachers who shared their perspectives in this contest confirmed the need for a new partnership to facilitate high-quality school buildings in every community. Now, we must affirm their stories and experiences by raising our voices for the necessary change.

Raise Your Voice:
You can take action for quality school facilities
online at
www.ThroughYourLens.org



Exhibit on Capitol Hill

The Through Your Lens Exhibit showcased photos and stories from students and teachers in the Rotunda of the Russell Senate Office Building on Capitol Hill from October 5-9, 2009. Students from Washington, D.C. and Baltimore, MD joined Congressional staffers and others concerned about public school facilities to discuss their photos, stories, and experiences in their school buildings. Briauna Wills, a student at Baltimore Freedom Academy, sharply contrasted the positive academic opportunities at her school with the dismal building conditions and their negative impact on her education. With Congress considering legislation to fund the repair, renovation and construction of safe, healthy, and green school buildings, Erik Fatemi, who works on the Senate Appropriations Committee for Senator Tom Harkin, a long-time advocate of a targeted federal role in school construction, discussed the importance of local voices raising attention about the condition of school facilities and the need for improved school buildings.

Excerpts from Briauna's opening reception speech:

I chose to join the "Through Your Lens Exhibit" because I love my school and teachers but I hate the building we are in. I feel imprisoned at my school with the cages on the windows and doors, bad lighting and broken windows. I am so embarrassed by my school building that I tell people I go to Digital Harbor, a Baltimore City school with beautiful new facilities. My school has so many horrible deficiencies like bad ventilation, uneven heating, and faulty electrical wiring. I have asthma and so do a lot of my friends. Because of the lack of air conditioning and poor ventilation we often miss a lot of class time, especially when the seasons change.

My freshman year my whole class had to sit with their feet on their chairs in a certain class because the sockets on the floor were old and had wires shooting out from them and my teacher didn't want us to get shocked.

Read Briauna's full speech and view the exhibit at www.ThroughYourLens.org.



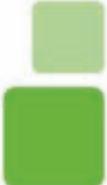
Project Created By

**21st CENTURY
SCHOOL FUND**

The 21st Century School Fund does research, provides technical assistance and advocates for effective facility planning, management, and design to secure high performance school buildings for ALL children. 21CSF works with local public schools in the District of Columbia and nationally with partners in the Building Educational Success Together (BEST) collaborative. www.21csf.org


CRITICAL EXPOSURE

Critical Exposure teaches youth how to use the power of photography and their own voices to become effective advocates for school reform and social change. Through our unique approach that combines art and advocacy, we seek to empower youth, engage the public, and create the political will for policy change. www.criticalexposure.org

 healthy
schools
campaign

Healthy Schools Campaign, an independent not-for-profit organization, is a leading authority on healthy school environments and a voice for people who care about our environment, our children, and education. HSC advocates for policies and practices that allow all students, teachers and staff to learn and work in a healthy school environment. www.healthyschoolscampaign.org



Partners

- **Advancement Project** (Los Angeles, CA)
- **ACLU of Maryland** (Baltimore, MD)
- **Campaign for Fiscal Equity** (New York, NY)
- **Campaign for High School Equity** (Washington, DC)
- **Center for Cities and Schools, University of California, Berkeley** (Berkeley, CA)
- **Center for Innovative School Facilities, Innovation Partnership** (Portland, OR)
- **Communities for Public Education Reform** (New York, NY)
- **Designs for Change** (Chicago, IL)
- **Education Law Center** (Newark, NJ)
- **National Clearinghouse for Educational Facilities** (Washington, DC)
- **National Trust for Historic Preservation** (Washington, DC)
- **New Visions for Public Schools** (New York, NY)
- **Philadelphia Education Fund** (Philadelphia, PA)
- **Public Education Network** (Washington, DC)
- **Save Our Schools** (New Orleans, LA)



Special Thanks

To all the students and teachers who shared photos and stories as part of this contest – your contributions will help generate the public and political support needed to ensure that all students can learn in high-quality public schools.

Thank you to our sponsors whose generous support helped make this project possible:

- American Federation of Teachers (AFT)
- AmSan
- Driehaus Foundation
- Pilot Imaging
- The Schott Foundation for Public Education

Special thanks to Senator Tom Harkin (D-IA), who sponsored the Through Your Lens exhibit in the Russell Senate Office Building as a continuation of his leadership in ensuring that all students and teachers can access high performing schools; and to his staff for their invaluable assistance in making this exhibit a reality.

Special thanks to Jennifer Stanovich for donating her time and talent to the design of this book.

