

**To:** Flynn, Mike[Flynn.Mike@epa.gov]; Edwards, Jonathan[Edwards.Jonathan@epa.gov]; Rowson, David[Rowson.David@epa.gov]; Etzel, Ruth[Etzel.Ruth@epa.gov]; Jackson, Ryan[jackson.ryan@epa.gov]  
**Cc:** Claire Barnett[cbarnett@healthyschools.org]  
**From:** Claire Barnett  
**Sent:** Fri 7/14/2017 7:39:14 PM  
**Subject:** re EPA FY 18 budget  
[CHS- Infra -EH - caring for children feb 2017 -sigs.pdf](#)  
[CHS- EPA FY18 approps May 22, 2017- sign ons.pdf](#)  
[CHS- EPA \\$65M budget March 2017.pdf](#)

Mike Flynn, Acting Dpty Administrator

Ryan Jackson, CoS to Administrator Pruitt

Jon Edwards, Acting Admin for OAR

Dave Rowson, Director, Indoor Environments

Ruth Etzel, MD, Director, OCHP

## **BACK TO SCHOOL**

While the world is consumed with other issues, the nation's children are still returning to local schools – to school buildings that have earned a “D” rating from the Am. Society of Civil Engineers.

In COLORADO, my grandchildren start on August 16<sup>th</sup>, so it isn't too early to think about these buildings.

Consistent with our May 25<sup>th</sup> meeting at EPA and subsequent communications, our recommendation for the EPA FY 18 Budget is attached.

**\$1 per child enrolled in all schools and childcare arrangements, \$65M, and recommended allocations for various programs: OCHP, Indoor Env, Water, Chemical Safety, Research.**

The amount is less than a rounding error inside EPA, and an invisible budget item at the federal level, yet it would be sufficient to DISRUPT the current pattern of neglect: neglect of facilities and neglect of occupant health and safety.

Thank you

Claire L. Barnett

Att: Infrastructure and Children Policy Paper; Letter to Appropriators; memo/allocation of \$65M



Claire L. Barnett, MBA, Founder and Executive Director

Healthy Schools Network, Inc.

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Coordinator, National Coalition for Healthier Schools

*...providing the platform and the forum for environmental health at school ... since 2001*

HealthySchools.org – for children, health, environment, education and communities since 1995

NationalHealthySchoolsDay.org – celebrated every spring since 2002

CleaningforHealthySchools.org – green & healthy products for schools

## COALITION FOR HEALTHIER SCHOOLS

### Children Health and School/Child Care Infrastructure

#### **Budget: for (Non-Construction) Programs at US EPA - \$65 Million**

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*Prepared by HS Network, March 2017*

We deeply appreciate the interest our policy paper and related handouts have generated in this cross-cutting issue on the conditions of schools/child care centers and the risks to children's health and ability to learn. Importantly, members of congress have told us that they are aware that too many of our nation's school facilities are in poor condition and they have also told us that our schools do not always know how to prevent facility problems or how to address them once they arise. *EPA agrees.*

**EPA?** The federal voluntary guidance and grants on how to prevent and address school and child care facility problems has been managed on slender budgets by US EPA for nearly twenty years, as the attached EPA Voluntary Program Successes memo illustrates. EPA money has not built schools or repaired them, but the agency has provided federal leadership and grants to states, tribal nations, universities, and NGOs that have educated thousands of PK-12 and child care constituencies, school leaders, and personnel on achieving and maintaining healthy facilities. The deep expertise and the enthusiasm for this work lies in EPA's Office of Air and Radiation/Indoor Environments Division. EPA also supports pediatric environmental health research and public health services. Other EPA offices are also involved for their specific issue expertise, such as Chemical Safety and Pollution Prevention, Water, and Research.

#### **Recommendation for EPA Program Budgets**

EPA's myriad schools-focused guidance documents have been developed by expert staff in various program offices, not in one central location; none are line-itemed. Given that schools need to know how to prevent facility problems and how to make smart decisions on maintenance, repairs and renovations, **it is our recommendation, that now, in advance of any potential school allocation in a federal Infrastructure bill, EPA be funded at \$65 Million annually above its existing funding allocated to addressing schools/child care settings and children's health. A proposed break down follows.**

#### **Note on Other Agencies: ED and CDC**

The US Department of Education has no office, no staff, and no expertise on school facilities; ESSA does not touch environmental hazards in schools or address facilities.

The federal Centers for Disease Control and Prevention has several relevant offices, but has historically deferred to EPA on the physical environment. CDC's Division of School Health mentions the physical environment, but has never offered tools or grants to address that, consistent with CDC's new-ish Whole School-Whole Child school health model which ignores the physical environment. CDC's National Center for Environmental Health/Agency for Toxic Substances and Disease Registry (NCEH/ATSDR) partners with EPA on children's health, as does the National Institutes of Environmental Health Sciences (NIEHS). CDC's National Institutes of Occupational Safety and Health (NIOSH) which is authorized to help workers, is aware that it is challenged by what it terms "hybrid workplaces" like schools, where the occupants in the workplace far outnumber the actual employees whose interests NIOSH can address.

### **\$65 Million – Recommended Allocations**

#### **Office of Air and Radiation/Indoor Environment Division (OAR/IED) – \$35 Million**

- For federal leadership and coordination of a federal-state-NGO prevention partnership, inclusive of EPA other program offices, and other relevant federal agencies, and EPA grantees on children's health and on school/child care physical environments.
- Convening annual symposia for all federal offices participating, and for state/NGO grant partners to exchange information and learn more about problems, progress, and emerging opportunities
- Restore EPA's Indoor Air Quality Tools for School program and its grants, as well as EPA's other voluntary competitive grants to advance related guidelines and educational tools, including but not limited to: School IPM, School Chemical Clean Out, Cleaning and Maintenance for Schools, Radon, Clean School Bus, Design Tools for Schools, Energy Savings Plus Health, School Siting, and Healthy SEAT.
- Providing resources to EPA regional offices for regional grants to advance goals and objectives in this issue area
- National cooperative agreement grants and regional grants should be targeted at educating and building the nation's capacity to prevent school/child care facility problems and to address them effectively if they are found, with the following grantees:
  - Leading PK-12/child care and child health NGOs
  - City health agencies of top-20 largest school districts (NYC, LAUSD, Chicago, Houston, Philadelphia, Miami-Dade, etc.)
  - State education and or health agencies to adapt for state use Healthy SEAT, an assessment tool
  - Planning grants to states on healthy State School Environmental Health Guidelines should be in two phases - 1- an 18 month planning grant to establish state interagency plans for the state to improve school/child care facilities which may include facility assessments, tracking children's health and facility health, and benchmarking prevention; and 2- 2- year implementation grants, with commitment from the state for its own resources.

- OAR/IED should have staff and contractual resources sufficient to ensure the partnership succeeds and grants are managed effectively.

#### **Office of Children's Health Protection (OCHP) – \$5 Million**

- Amplify its federal leadership on children's environmental health through Co-chairing the federal Task Force on Risks to Children's Environmental Health
- Expand cooperative agreement grant support for the Pediatric Environmental Health Specialty Units (PEHSUs), co-designated and co-funded with CDC-NCEH/ASTDR so that these units can assist states, cities, communities, schools, and parents with environmental information and assessments of school-based or child-care based risks. This may include setting aside a limited pool of funds to be used to reimburse pediatric environmental health experts in concert with city or state health agencies for onsite investigations of schools/child care facilities by qualified facility professionals
- In concert with OAR/IED state planning grants, add grant support to state health agencies targeted at implementing a tracking and intervention program to assist children at risk or with exposures in these settings Council of State and Territorial Epidemiologists have a new work group on this topic).
- OCHP should have staff and contractual resources sufficient to ensure the partnership succeeds and grants are managed effectively.

#### **Water Quality - \$5 Million**

- Finalize and disseminate new guidance for child care and schools on contaminants in drinking water, following the guidance into the field with sustained voluntary grants to cities, states, key constituencies.
  - Create and maintain and enforce the use of an easily searchable online database for school/child care required reports on testing at the tap for contaminants in drinking water.
- Water Quality Office should have staff and contractual resources sufficient to ensure the partnership succeeds and grants are managed effectively.

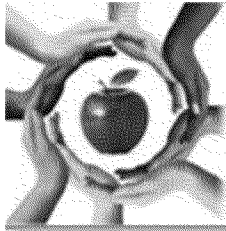
#### **Office of Chemical Safety and Pollution Prevention (OCSPP) - \$10 Million**

- Reducing risks from toxic chemicals and heavy metals in schools/child care requires updated guidance and grants targeted at the field on: PCBs, lead paint indoors and outside, asbestos, elemental mercury, School Chemical Clean Out Campaign, and close cooperation with state agencies engaged in school/child care siting, construction, and renovation.
- Toxics reduction grants to reduce legacy toxics stored in or embedded in schools/child care facilities should be offered to state environment agencies, advised by education agencies

- Smaller national and regional grants should be targeted at educating schools/child care operators on 1- legacy toxics in facilities and or in storage, and 2- advancing with the states and national NGOs model green procurement policies and opportunities
- OCSPP should have staff and contractual resources sufficient to ensure the partnership succeeds and grants are managed effectively.

**ORD- Office of Research and Development \$10 Million**

- *America's Children and the Environment (ACE)*, a report produced periodically by OCHP has noted the need for more indicator data on children's exposures, while others have urged studies on pre- and post- facility renovation assessments of children's health and learning, or studies on children's health in tandem with NIOSH's Health Hazard Evaluation program. These are complex, hard to organize studies that would benefit the field and help refine EPA and other agencies' goals and objectives.
- ORD should have staff and contractual resources sufficient to ensure the partnership succeeds and grants and managed effectively.



# Coalition *for* Healthier Schools

...providing the national platform and  
the forum for environmental health at school, since 2001...

Coordinated by Healthy Schools Network

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May 22, 2017 - *via email and hard copy*

Chairmen and Ranking Members  
US Senate Environment and Public Works Committee  
US Senate Appropriations Committee  
House of Representatives Energy and Commerce Committee  
House of Representatives Appropriations Committee

## **RE: FY 18 Appropriations to Educate Schools/Childcare on Health and Facilities**

America's School Infrastructure earned a D+ this year from the American Society of Civil Engineers and a D in 2013. If this were your child, you would look for fresh help. In the case of school facilities, congress has the opportunity to invest in proven voluntary programs that prevent the neglect of infrastructure and prevent risks to children's health and learning.

Schools are the places where children spend most of their time when not at home: every school day there are some 55M children in 130,000 public and private schools, and another six million in child care. Decades of research have shown that indoor environmental exposures to pollutants can be more intense than outdoor exposures; that schools are largely unaware of how facility neglect impacts children; and that schools and childcare facilities are filled with asthma triggers such as dusts, molds, chemical fumes, pests and pesticides, other contaminants. Poor indoor environments in schools decrease seat time, attendance, and test scores, and increase asthma and other health events, and thus **increase the nation's health costs for children and** for personnel.

We urge congress to increase funding for **US EPA's proven, voluntary programs** that educate schools and childcare centers on how to manage their facilities to prevent and address common problems: Indoor Air pollution, dampness and molds, lead in drinking water, pests and pesticides, hazardous chemical storage, legacy toxics like PCBs, and more. The EPA programs also support public health services for children with suspected school-based environmental exposures.

US EPA, unique among the federal agencies, has a twenty-year history of successes in educating and convening PK-12 and childcare owner-operators and personnel, as well as NGOs and state and local health agencies. The lead offices are: 1- US EPA Office of Air and Radiation/Indoor Environments Division (Reducing Risks from Indoor Air) which, on a tiny budget, educated over 42,000 school and childcare stakeholders through guidelines, grants, annual symposia, and webinars; and, 2- **EPA's Office of Children's Health Protection (OCHP)** which partners with the National Institutes of Environmental Health Sciences on research and with the federal Centers for Disease Control and Prevention on pediatric environmental health services. Overall, the two primary EPA offices and other schools-focused programs at EPA help reduce exposures to children and personnel in school/childcare facilities, and help preserve educational facilities as valued community assets.

**We urge an increase of \$65 million to US EPA's budget over FY 16, as follows:**

- **\$35M for EPA's Indoor Environments Division**-Reducing the Risks of Indoor Air to advance healthy indoor environments in schools and child care centers with guidelines, grants to the field, annual symposia, webinars, and to provide federal leadership on school infrastructure concerns;

- **\$5M** for EPA's Office of Children's Health to strengthen pediatric environmental health capacity to address children with suspected exposures in schools and child care settings;
- **\$10M** for EPA's Office of Chemical Safety to strengthen its guidelines and enforcements that address legacy toxics in schools such as asbestos, lead, PCBs, and pesticides, and to encourage the safe management of hazardous chemicals in schools;
- **\$10M** for EPA's Office of Research to strengthen and expand its research into children's exposures in the school/child care settings; and,
- **\$5M** for EPA's Office of Water Quality to improve and disseminate guidance and grants address lead and other contaminants of drinking water in schools and child care facilities.

Sincerely,

**Organizations**

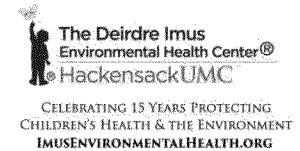
The Association of Asthma Educators (PA)  
 Association of School Business Officials International (ASBO)  
 Breast Cancer Prevention Partners  
 Californians for Pesticide Reform  
 Cancer Prevention Coalition for Los Angeles  
 Center for Environmental Health  
**Children's Environmental Health Network**  
 Coalition for Environmentally Safe Schools (MA)  
 The Deirdre Imus Environmental Health Center(R) Hackensack UMC  
 Education Law Center  
 Empire State Consumer Project  
 First Focus  
 Green Schools National Network  
 Healthy Legacy (MN)  
 Health Promotion Consultants (VA)  
 Health Resources in Action  
 Healthy Schools Network  
 Improving Kids' Environment  
 IPM Institute of North America  
 Learning Disabilities Association of Georgia  
 Learning Disabilities Association of Illinois  
 Learning Disabilities Association of Maine  
 Learning Disabilities Association of New Jersey  
 Learning Disabilities Association of South Carolina  
 Learning Disabilities Association of Tennessee  
 Learning Disabilities Association of Utah  
 Maryland Children's Environmental Health Coalition  
 Midwest Pesticide Action Center  
 National Center for Environmental Health Strategies  
 Nontoxic Certified (NY)  
 PAN North America (CA)  
 Parents For Students Safety (TN)  
 Partners for a Healthier Community (MA)  
 Pennsylvania Integrated Pest Management Program  
 Pioneer Valley Asthma Coalition (MA)  
 Project Green Schools (MA)  
 Regional Asthma Management and Prevention (RAMP), (CA)  
 School-Based Health Alliance  
 School Based Health Alliance of Arkansas  
 South Texas Asthma Coalition

Toxics Information Project (TIP) (RI)  
Valley Community Healthcare (CA)

**Individuals (Organizational affiliations for information purposes only)**

Gary Arthur, Issaquah Education Association  
Carl R. Baum, MD, FAAP, FACMT, Yale School of Medicine  
Augusta Gross Ph.D. (NY)  
Kate Hewett (SC)  
Jerry Lamping (TX), Take Care of Your Classroom Air  
Larry K. Lowry, Southwest Center for Pediatric Environmental Health  
Daniel Lefkowitz (NY)  
Virginia Mott (ME)  
Christina Olbrantz, Columbia University  
Larry K. Olsen, Dr.P.H., MCHES, A.T. Still University  
Joseph Ponessa Ph. D., Rutgers University  
Chelsea Alexandra Schafer, California State University, Northridge\*  
Alexandra W. Sipiora (IL)  
Mariana Torchia (CA)

*CONTACT: Claire L. Barnett, Coordinator, Coalition for Healthier Schools and Executive Director, Healthy Schools Network,  
[cbarnett@healthyschools.org](mailto:cbarnett@healthyschools.org), (m) 202 -543-7555*



**CALL FOR CHILDREN'S INITIATIVE:  
SCHOOL INFRASTRUCTURE AND ENVIRONMENTAL HEALTH  
Caring for Our Future – 61 Million Children in School and Child Care**

February 2017

**Federal Children's Initiative: Environmental Health at School** will recognize children's unique vulnerability to environmental health hazards, reduce environmental risks in crumbling and badly maintained PK-12 schools, generate benefits for all children, save taxpayer money, and provide local jobs in thousands of communities across the country.

**The Initiative addresses INFRASTRUCTURE and CHILDREN'S HEALTH**

**1. Fund Facility Infrastructure and Transportation:** Any federal infrastructure bill must address the dire need for environmental improvements to existing public PK-12 schools and child care facilities, resulting in buildings which are built, renovated, and **operated to promote children's health and learning**, and to be resilient to severe storms. Targeted actions and investments, with a priority on low-wealth schools, must address eliminating lead, asbestos, radon, and PCBs; reducing indoor dampness; conducting energy retrofits for heating, ventilation, and lighting systems; and ensuring less polluting school vehicles and safe routes to school.

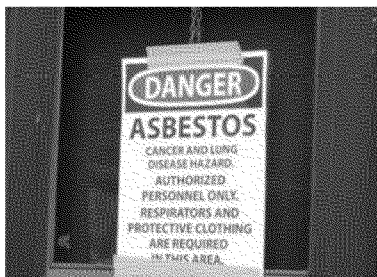
**2. Establish Public Health Services for Children at Risk or with Environmental Exposures:** Federal-state environmental health services to help children at risk or with exposures in schools/child care can be achieved by scaling up existing voluntary CDC, EPA, and NIEHS programs, research, and grants. These can provide public health services (tracking, interventions, reporting, and education) of children in partnership with city and state health agencies and with pediatric environmental health experts nationwide.

The Federal Initiative should be led by HHS/CDC and EPA, advised by ED, and an appointed advisory committee **composed of representatives of children's environmental health, child health, school facility, and environment NGOs, parents, and education leaders.** Federal leaders must include **CDC's National Center for Environmental Health/Agency for Toxic Substances and Disease Registry and NIOSH; EPA's Indoor Environments Division and its Office of Children's Health; and Transportation's Safe Routes to School**, as well as appropriate child care offices. The **Children's Initiative** must include funds for convening annual symposia attended by schools, agencies, advisers, and grantees, and funding for the Education Facilities Clearinghouse.

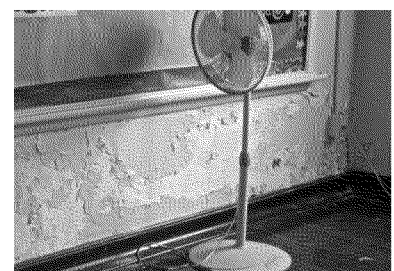
*Providence (RI) Journal, 2015*



*Cedar Rapids, IA, KCRG/New, 2015*



*J Roseman, H&S Consultant to AFT*



**Evidence: Healthy learning places help children learn and stay healthy.** Public health is what society does to ensure the conditions for people to be healthy. There are increasing numbers of high-risk learners who are poor or minority children—or have asthma, other chronic illnesses, or special learning issues—in schools and in child care, facing hazards common in schools, such as lead, pesticides, and poor indoor air in dark, dirty, damp buildings.

**US EPA:** Good ventilation reduces absences, improves staff productivity, and boosts test scores, such as 14-15% higher scores on standardized tests than in other classrooms, see <http://tinyurl.com/hsuov4l>.

**National Research Council:** Schools that are clean, dry, and quiet; control dusts and particulates; and have good indoor air promote attendance and achievement, see <http://tinyurl.com/zmamzmb>.

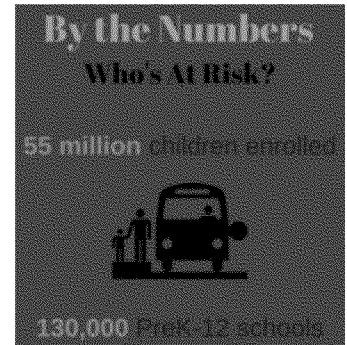
**IOM:** There is sufficient evidence to prevent environmental exposures in indoor environments, see <http://tinyurl.com/j5kzuhe>.

**John Musso, Executive Director  
Association of School Business Officials International (ASBO)  
Reston, VA**

“ASBO International urges Congress to launch an initiative that funds school infrastructure projects and promotes healthy learning environments for all students. We encourage the initiative to have an advisory committee that includes all K–12 stakeholders at the table, including school business officials, to ensure school districts have the sufficient funding and support they **need to make this initiative a success.**”

**Jerome Paulson, MD, FAAP, Professor Emeritus of Pediatrics and  
Environmental and Occupational Health, George Washington University School of Medicine and Health  
Sciences and Milken Institute School of Public Health\*, Washington, DC**

“Environmental health threats in child care centers and in PK-12 schools compromise children’s health and learning, yet there is no federal, state, or local agency that is funded and staffed to protect children in these settings from environmental health hazards.”



Portland, OR: water fountain closed due to lead, 2016, photo by parent



EPA/5: school chemical storage hazards



Carbon dioxide in classroom: adult critical thinking declines at 1,000 ppm CO<sub>2</sub>

**Background on Recommendations:** The reports below, collaboratively developed by scores of state and national NGOs, recommend ripe opportunities to scale up existing agency programs to deliver effective infrastructure and public health programs benefiting children’s health and ability to learn.

- *Towards Healthy Schools: Reducing Risks to Children*, the 4<sup>th</sup> triennial national report from Healthy Schools Network, profiles successes and challenges in the states and finds all children at risk of exposures, see <http://tinyurl.com/hn4g84b>.
- *Blueprint for Protecting Children’s Environmental Health: An Urgent Call to Action*, from the Children’s Environmental Health Network, calls for children-first in all policy making, see <http://tinyurl.com/hpzzyft>.
- *Environmental Health at School* conferences in 2015-16, led by Healthy Schools Network, engaged 76 senior staff from CDC, EPA, NIOSH, pediatric environmental health experts, and advocates from 46 different organizations, see <http://tinyurl.com/jozgrot>.
- *Reducing Environmental Exposures in Child Care*, Environmental Law Institute, 2011, see <http://tinyurl.com/zg5y9es>.

Information contact: [info at healthyschools dot org](mailto:info@healthyschools.org)

## ADDITIONAL STATEMENTS OF SUPPORT

\*Organizational affiliations given for information purposes only.

**Claire L. Barnett, MBA, Executive Director, Healthy Schools Network, Albany, NY**

"What adult would not want a clean, dry, and quiet workplace with good indoor air and lighting? Unfortunately, too many schools have ignored these factors, then everyone suffers - the children, the taxpayers, the staff, and the facility as a community asset. We need a real priority on children."

**Judy Braiman, President, Empire State Consumer Project, Rochester, NY**

"We do not want any existing protections taken away. Children need to be educated in a safe and healthy environment."

**Stacey Chacker, Asthma Regional Council of New England, Boston, MA**

"Asthma is a leading chronic illness among children and teens in the U.S., and is a major reason why kids miss school. Chronic absenteeism contributes to delays in learning— such as not reading at grade level by the third grade, which in turn is an indicator for long-term health. Our schools— particularly those in our urban communities— need investments in their infrastructure to make them healthy places to learn and to prosper for all our nation's children. We urge our President-elect to invest in America's future— our youth!"

**Sally Darney, MAT, PhD, Cary, NC**

"As a parent and life-long health scientist I support these recommendations for optimizing healthy environments for children as we undertake infrastructure improvements."

**Dr. David Dyjack, Executive Director, National Environmental Health Association, Denver, CO**

"EnVIRONMENTAL Health Professionals work hard every day to make the air we breathe, the water we drink, the food we eat and the homes we live in safe and secure."

**Margaret Frericks, Improving Kids' Environments, Indianapolis, IN**

"Indiana has a new law: schools must prevent idling, limit asthma triggers, and repair water damages. The state health agency can also investigate"

**Julie Gast, PhD, Utah State University\*, Logan, UT**

"As the chair of the School Health Education and Services section of the American Public Health Association, I support funding to ensure schools are creating healthy and safe schools for our youth."

**Katie A Gallagher, University of Massachusetts\*, Holyoke, MA**

"The cleanliness and health of a facility has a direct impact on student learning. Support environmental health strategies like no idling laws, working HVAC systems, and updated drinking water plumbing for public school facilities and directly impact the future of our youth."

**Deirdre Imus, President & Founder, The Deirdre Imus Environmental Health Center®, Hackensack-Meridian, Hackensack, NJ**

"Schools should be safe, nurturing environments that foster health and well-being - not threaten it. Reducing chemical exposures in schools is long overdue, and will not only improve academic performance, but will help kids feel better in and out of the classroom, now and in the future."

**Shelley Kramer, Cancer Prevention Coalition for Los Angeles, Los Angeles, CA**

"I have been involved with healthy schools, healthy products and information for consumers on avoidable risks of illness and cancer from environmental toxins for the past 23 years. I support this initiative."

**Daniela Kunz, Parents For Student Safety, Franklin, TN**

"There must be requirements and a national standard for safer, healthier schools...."

**Jerry Lamping, Take Care of Your Classroom Air (TCYCA), Boerne, TX**

"Clean Air is required in factories for the making of computers, electronics, drugs, food and beverages. Clean air must also be required in classrooms for the development of young human beings. Unclean air affects lungs, hearts, the nervous system, blood vessels and brains especially during their development."

**Kathleen McCabe, Health Resources in Action, Boston, MA / Tamaki West, Massachusetts Asthma Action Partnership, Boston, MA**

"Uncontrolled asthma can result in school absenteeism and missed work for a parent of a child with asthma. Asthma is the leading cause of school absenteeism nationwide. In Massachusetts more than one in three children with current asthma missed school or daycare because of their asthma at least once a year. We call on the President-elect to invest in the infrastructure of our nation's public schools, as well as scaling up existing federal programs that are proven to work."

**Robin Organ, Executive Director, Green Schools, Mansfield, MA/National**

"Help us develop the next generation of environmental leaders who understand the importance of having healthy bodies, a healthy environment, and a healthy and robust workforce. We thank you for championing such a vital cause, and are happy to support you in this endeavor and others around protecting our children and our future."

**Jerome Paulson, MD, FAAP, Professor Emeritus of Pediatrics and Environmental and Occupational Health, George Washington University School of Medicine and Health Sciences and Milken Institute School of Public Health\*, Washington, DC**

"Environmental health threats in child care centers and in PK-12 schools compromise children's health and learning, yet there is no federal, state, or local agency that is funded and staffed to protect children in these settings from environmental health hazards."

**Leslie Rubin, MD, Developmental Pediatric Specialists, Atlanta, Georgia**

"Improving the health of children through preventing exposure to adverse environmental factors improves their chances to be healthy successful adults and to contribute positively to society - as a corollary failure to do so will inevitably increase the costs to society in the future..."

**John Schlitt, School Based Health Alliance, Washington, DC**

"How can we expect our children to thrive in sick schools? We can do better to systematically remedy the toxic environments where young people learn, play, and grow."

**Anne Turner-Henson, PhD, RN, FAAN, UAB School of Nursing\*, Birmingham, AL**

"Frederick Douglas stated it is easier to build strong children than repair broken men. For U.S. schools to be GREAT, we need school environments with healthy indoor air quality, dry buildings, free from toxic chemicals, thermal comfort, clean, quiet and well maintained environments. Healthy school environments promote quality education and support learning."

## **ORGANIZATIONS**

21st Century School Fund,  
Washington, D.C.

Advocates for Children of New York,  
New York, NY

American School Health Association,  
McLean, VA

Association of School Business Officials  
International (ASBO), Reston, VA

Asthma and Allergy Foundation of America,  
Landover, MD

Asthma Regional Council of New England,  
Boston, MA

Breast Cancer Fund, San Francisco, CA

Cancer Prevention Coalition for Los  
Angeles, Los Angeles, CA

Child Care Aware of America,  
Arlington, VA

Children's Environmental Health Network,  
Washington, D.C.

Collaborative for High Performance  
Schools, Sacramento, CA

Council of State and Territorial  
Epidemiologists, Atlanta, GA

Connecticut Foundation for  
Environmentally Safe Schools (ConnFESS),  
Newtown, CT

The Deirdre Imus Environmental Health  
Center, Hackensack University Medical  
Center, Hackensack, NJ

Empire State Consumer Project,  
Rochester, NY

Green Schools, Mansfield, MA/National  
Health Resources in Action, Boston, MA

Healthy Schools Network,  
Albany, NY/ National

Institute for Health and the Environment,  
University at Albany, Albany, NY

Issaquah Education Association,  
Issaquah, WA

Learning Disabilities Association of Illinois,  
Palos Hills, IL

Learning Disabilities Association of Maine,  
Windham, ME

Learning Disabilities Association of South  
Carolina, Irmo, SC

Learning Disability Association of  
Tennessee, Memphis, TN

Maryland Children's Environmental Health  
Coalition, Glenwood, MD

Massachusetts Asthma Action Partnership,  
Boston, MA

Massachusetts Coalition for Occupational  
Safety and Health, Boston, MA

National Association of School Nurses,  
Silver Spring, MD

National Environmental Health Association,  
Joanne Zurcher, Washington, D.C.

Natural Resources Defense Council,  
Washington, D.C.

NEA Healthy Schools Caucus, Salem, OR

Parents For Students Safety, Franklin, TN

School Based Health Alliance,  
Washington, D.C.

Society for Public Health Education,  
Washington, D.C.

Take Care of Your Classroom Air  
(TCYCA), Bernie, TX

Women for a Healthy Environment:  
Healthy Schools PA, Pittsburgh, PA

## **INDIVIDUALS**

\*Organizational affiliations given for information  
purposes only.

Rosemary Ahtuanguaruk, Native Village of  
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San Francisco\*, San Francisco, CA

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University\*, Chicago, IL

Carl Baum, MD, FAAP, FACMT, Yale  
School of Medicine\*, New Haven, CT

Sally Darney, Cary, NC

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Blacksburg, VA

Michelle V. Fanucchi, University of  
Alabama at Birmingham\*, Birmingham, AL

Katie A Gallagher, University of  
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Mary Gant, Retired, National Institutes of  
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Julie Gast, Utah State University\*,  
Logan, UT

Robyn Gilden, PhD, RN, University of  
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Baltimore, MD

Marc Aaron Guest, American Public Health  
Association\*, Lexington, KY

Irena Gorski, Johns Hopkins Bloomberg  
School of Public Health\*, Baltimore, MD

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\*Organizational affiliations given for information purposes only.

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“Children are our future and they can't learn if they are in a toxic environment. Health issues are a major barrier to good education.”

**Maryjane Puffer, The Los Angeles Trust for Children's Health, Los Angeles, CA**

“Through our work with Los Angeles' school based health centers, we know that many of our children, the most vulnerable children, are exposed to environmental insults that exacerbate their fragile health conditions. On behalf of The Los Angeles Trust for Children's Health, I urge you to support our efforts to make every child healthy and able to succeed in school.”

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