

Bethany Little
Associate Director
White House Domestic Policy Council

Archived By
Joshua M. Beck
November 28, 2000

Box #3

Miscellaneous Files

- Education School Reporting
- Florida Representative Letters/ Civil Rights
- IDEA Letter
- Affirmative Action File
- Texas Civil Rights
- Troops for Teachers
- Universal Pre-school
- Vocational Education
- Voluntary National Tests
- Troops to Teachers
- Teachers
- Teacher Recruitment
- Teacher Training
- Special Education
- Religion in Schools
- Scholarships
- School Construction
- School Construction Statistics
- School Leadership
- Impact Aid
- New American High Schools
- National Oceanic and Atmospheric Administration
- Parental Involvement
- Pre-Paid Tuition
- Private Schools
- Hispanic Education Action Plan
- Higher Education
- Hispanic Education
- Charter Schools
- Dropout Rate File
- Education IRA's
- Financial Aid
- Goals 2000
- Gear Up
- Adult Education
- Affirmative Action
- After School Programs

ENCLOSURES FILED OVERSIZE ATTACHMENTS

18524

NBNA 15744

- Brain Development
- California Higher Education
- Charter Schools
- Teacher Empowerment Act
- Hispanic Education Excellence Memos and File
- Learning Development File
- Chicago Civil Rights
- Disabilities
- International Education
- Native American Education
- IDEA File
- School Uniforms
- Clearance For Education Meeting
- Laboratories at Brown University Packet
- Miscellaneous Research



UNITED STATES DEPARTMENT OF EDUCATION

November 10, 1999

THE DEPUTY SECRETARY

Dear Colleague:

In the Higher Education Amendments of 1998, the Congress addressed the importance of high quality teaching in increasing student achievement in America's schools. In addition to creating three new grant programs supporting improvements in preparing, certifying or licensing, and recruiting new teachers, the Amendments also mandated a new system of public accountability for teacher preparation programs in institutions of higher education.

Section 207 in Title II of the Higher Education Act, as amended, requires institutions of higher education with teacher preparation programs enrolling students receiving aid under Title IV of the Act to report annually to the state in which they are located information about their programs and graduates. States, in turn, are required to report annually to the Secretary of Education using information from institutional reports along with additional data on characteristics of the state's teaching force and requirements for teacher certification and licensure, including required assessments. The Secretary of Education is then required to submit to the Congress an annual report card on the quality of teacher preparation in the nation.

Preparation of the Secretary's annual report requires developing a new data collection system based on reports from states and institutions of higher education. Section 207 assigns responsibility for designing this system to the Department's National Center for Education Statistics (NCES). As part of the process, the Department has been soliciting suggestions from states, institutions of higher education, and others on proposed definitions of key terms and uniform reporting methods for this system that ensure high quality information and impose the least possible burden.

The Department published a notice in the Federal Register on July 28, 1999, inviting comment on its initial proposed data system until September 27. The Department is currently modifying that data system in light of those comments. After completing its changes, the Department will publish another notice in the Federal Register announcing an additional period of public comment on its proposed data system, as required by the Paperwork Reduction Act.

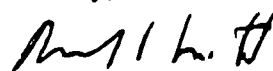
Section 207 calls for institutions of higher education to submit their first reports to States by April 7, 2000, and States to submit their first reports to the Secretary by October 7, 2000. However, following the guidance received from the Congress, and consistent with what we believe to be the underlying Congressional intent, the Department will provide

Page 2

institutions of higher education a full nine months from the date the final data system is published to submit their first reports to their states. States will then have six months after receiving reports from institutions to submit their first reports to the Department.

I also want to respond to concerns that the Department would use the authority provided in section 207(f)(3) to impose fines on institutions that fail to submit required information in a timely and accurate manner. The reporting requirements in section 207 are the centerpiece of a new system of public accountability that Congress recognized as vital to improving the quality of the nation's new teachers. The public needs the full support of all institutions with teacher preparation programs if these important accountability measures are to achieve their purpose. In the first year of the new reporting system, it is my expectation that we should be able to achieve full support through more positive approaches.

Sincerely,

A handwritten signature in dark ink, appearing to read "Marshall S. Smith", with a stylized flourish at the end.

Marshall S. Smith
Deputy Secretary (A)



THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

December 3, 1999

Dear Colleague:

I am writing to let you know I have transmitted to Congress the Initial Report of the Secretary on the Quality of Teacher Preparation. I am pleased to share a copy of this report with you. The report, required by Section 207(c) of the Higher Education Act of 1965, as amended, represents a turning point in our efforts to improve teacher quality. This report provides baseline information about the preparation of new teachers and state requirements for teacher licensing and certification. You will note that in future years the report will contain more data, some of which has not previously been collected by states and is therefore unavailable for this report. This report represents the first time we have collected such extensive information about state requirements for teacher preparation.

I know you share my belief that teachers are the key to ensuring a high quality education for all our children. The report demonstrates significant differences in state practice, but it also signals a greater focus on teacher quality and accountability for performance. I believe this initial report and the annual reports that follow will be important tools in forging innovative and constructive teacher preparation policies.

I hope you will find this report interesting and informative. Please let me know if you have any questions.

Yours sincerely,


Richard W. Riley

Enclosure

CONSULTATION ON HEA TITLE II REPORTING SYSTEM

Consultation Before July 1999 Draft

Consultative Committee:

Consultative Committee on Higher Education Amendments Title II, Washington, DC. Representing state licensure authorities, chief state school officers, teacher preparation programs, colleges and universities, teachers' unions, testing companies, national accrediting bodies, and, by open invitation, Congressional staff.

January 28-29, 1999

March 11-12, 1999

May 3-4, 1999

June 21-22, 1999

Focus Groups:

State focus group meetings-- State education officials, state licensure authorities, legislative staff, governors' offices, district school administrators and teachers, parents, state and local school board members, colleges and universities....

Boston, Massachusetts, April 21, 1999

Sacramento, California, April 26, 1999

Harrisburg, Pennsylvania, April 30, 1999

Albany, New York, May 6, 1999

Raleigh, North Carolina, May 13, 1999

Austin, Texas, May 17, 1999

Sacramento, California, May 20, 1999

Chicago, Illinois, June 28, 1999

Meetings with state education authorities:

Council of Chief State School Officers/TNTASC, Washington, DC.

February 25, 1999

June 24, 1999

State Higher Education Executive Officers, Arlington, VA, May 12, 1999.

Meetings with education associations:

American Association of Colleges for Teacher Education (AACTE), Washington, DC, February 25, 1999.

American Association of State Colleges and Universities AASCU, Washington, DC.

March, 1999

May, 1999

Education Trust. Washington, DC, March, 1999.

American Council on Education, Washington, DC, June 1, 1999.

Other meetings:

National Academy of Sciences, Washington, DC, Spring 1999.

National Council for Accreditation of Teacher Education, Washington, DC, June 23, 1999.

Consultation After July 1999 Draft

Meetings with state licensure authorities:

Virginia state licensure authorities, Roanoke Rapids, VA, August 10, 1999.

U.S. Department of Education, Washington, DC, October 8, 1999.

New England states (MA, CT, NH, VT), Boston, MA, October 22, 1999.

Following National Evaluation Systems Conference, Chicago, IL, October 27, 1999.

Educational Testing Service HEA Title II Meeting, Chicago, IL, November 9, 1999.

Council of Chief State School Officers/INTASC Meeting, Alexandria, VA, November 18, 1999.

States represented at these meetings (from conference lists):

Alabama	Illinois	Minnesota	North Carolina	Texas
Arizona	Indiana	Mississippi	Ohio	Utah
Arkansas	Iowa	Missouri	Oklahoma	Vermont
California	Kansas	Michigan	Oregon	Virginia
Colorado	Kentucky	Nebraska	Pennsylvania	Washington
Connecticut	Louisiana	Nevada	Puerto Rico	West Virginia
DC	Maine	New Hampshire	Rhode Island	Wisconsin
Delaware	Maryland	New Jersey	South Carolina	
Georgia	Massachusetts	New Mexico	South Dakota	
Hawaii	Michigan	New York	Tennessee	

Meetings with education associations:

At American Council on Education, Washington, DC, September 10, 1999.

American Council on Education
American Association of State Colleges and Universities
American Association of Colleges for Teacher Education
National Association of Independent Colleges and Universities
Other groups and individuals

At American Council on Education, Washington, DC, October 8, 1999.

American Council on Education
American Association of State Colleges and Universities
American Association of Colleges for Teacher Education
California State University
Association of Jesuit Colleges and Universities
National Association of Independent Colleges and Universities
Other groups and individuals

National Association for Equal Opportunity in Higher Education, Washington, DC,
November 4, 1999.

United Negro College Fund, Washington, DC, November 4, 1999.

Education Trust, Washington, DC.

Hispanic Association of Colleges and Universities, Washington, DC.

Meetings with testing companies:

National Evaluation Systems, Washington, DC, November 3, 1999.

Educational Testing Service, Chicago, IL, November 9, 1999.

Overview

from [signature] published 1/29/00

Good teaching is key to student achievement. As the public demands improved schools and increased student achievement, teachers' knowledge and skills are more important than ever before. More than half of the 2.2 million teachers that America's schools will need to hire over the next ten years will be first-time teachers, and they will need to be well-prepared for the challenges of today's classrooms. For these reasons, the nation's attention has increasingly focused on the role that institutions of higher education and states play in ensuring that new teachers have the content knowledge and teaching skills they need to teach all students to high standards.

In October 1998, Congress voiced its concern for the quality of teacher preparation by enacting Title II of the Higher Education Act (HEA). Title II authorizes new federal grant programs that support the efforts of states, institutions of higher education, and their school district partners to improve the recruitment, preparation, and support of new teachers. Title II also includes new accountability measures in the form of new reporting requirements for institutions and states on teacher preparation and licensing.

The need for this reporting is clear. Everyone agrees that new teachers must be better prepared to teach all students to high standards. Yet, there are no comprehensive national data available on how well institutions prepare teachers, what states require of individuals before they are allowed to teach, and how institutions and states are raising their standards for the teaching profession. The data that will be provided annually by institutions and states represent one way we can begin to measure the success of teacher education programs and state efforts to improve teacher quality.

Section 207 of Title II requires the annual preparation and submission of three reports on teacher preparation and licensing: one from institutions to states, a second from states to the Secretary of Education, and a third from the Secretary to Congress and the public. The U.S. Department of Education's National Center for Education Statistics has prepared this *Reference and Reporting Guide* for all institutional, state, and testing organization personnel who will participate in this public reporting of information.

In this three-stage reporting process, institutions will first report to their states on several items related to their teacher preparation programs. Institutions must also report this information to the public through publications such as school catalogs and promotional materials that the institution sends to prospective students, secondary school guidance counselors, and prospective employers of their graduates. States will then compile a more comprehensive report that covers all teacher preparation programs in their states and other information on state assessments and requirements for certification and licensure. Finally, the U.S. Department of Education (the Department) will compile all state reports into a national report.

By law, these reports must be submitted annually. For the first reporting cycle, institutions of higher education must submit their reports to their states no later than April 7, 2001. State entities (certification and licensure offices, state departments of education, and other offices designated as being responsible for Title II reporting) must submit their reports to the U.S. Department of Education by October 7, 2001. To help ensure that states have established adequate procedures for meeting these requirements and are en route to fulfilling their obligations under section 207 of the HEA, each state will be required to provide to the Department a report on procedures for state implementation by October 7, 2000.

This *Reference and Reporting Guide* is designed to assist states and institutions in the reporting process. The guide contains standard definitions of key terms and questionnaires for use by institutions and states in submitting their reports. States and institutions will find that most of the reporting requirements are fairly straightforward and will present few difficulties. For example, using the definitions in this guide, institutions should easily be able to provide data on the size and composition of their teacher preparation programs. Similarly, states should be able to provide data on their requirements for initial licensure or certification.

However, one reporting area—submission of the required institutional and state pass rates—is much more complicated. Most of the guide focuses on this issue. The guide describes the rules and required calculation methods and provides sample worksheets for reporting these pass rates. While the guide is written for people in states and institutions who will be compiling the reports, it also addresses the role that testing companies may play in the reporting process.

The guide makes two key assumptions about its audience. First, state approaches to preparing teachers vary, and this variation will probably affect the way annual reports are prepared and provided to the Secretary of Education. Second, the users of the guide are well informed about the structure of teacher preparation in their own states. Therefore, the guide does not strive to describe all of the variations found across teacher preparation programs and states. Instead, it focuses on the process of preparing the required accountability reports.

While the law and this guide prescribe the timeframe for reporting, calculation methods, and the data on which institutions and states must report, decisions about the process for compiling both institutional and state data are left up to each state, in collaboration with its institutions of higher education and testing companies. The guide gives several approaches as examples and describes the actions that would have to be taken at each step of the process. The Department hopes that these examples will be helpful to individuals who will be compiling the required reports.

In implementing the reporting requirements of Section 207, the Secretary does not intend to alter the historic relations between states and institutions of higher education, particularly independent colleges and universities. The purpose of the suggested reporting procedures, outlined in this Guide, is solely to assist institutions and states in providing timely, uniform, and accurate reports as required in HEA Title II. The reporting procedures adopted in each state must be in accordance with the state law of each individual state, and should, to the highest degree possible, reflect existing relationships between institutions and state agencies. The Secretary does not intend that any reporting procedures suggested by this guide be used for purposes other than completing the required institutional and state report cards.

This guide is organized as follows:

- Questions and answers that describe the reporting process and the guide to institutions, states, and testing companies;
- Suggested processes for assembling the data, verifying their accuracy, and reporting them; and
- Appendices containing the provisions of section 207 and 208 of the HEA; a glossary; institutional and state questionnaires with instructions for completion and submission; a table showing the assessment categories for reporting pass rate data; a sample state profile with all the required sections; and contacts at the U.S. Department of Education who can provide assistance.

Information on Institutional and State Reporting

General Questions and Answers

Must my state or institution prepare a report?

The reports mandated in Title II, Section 207 of the HEA are required of two groups:

(1) Institutions of higher education that conduct teacher preparation programs enrolling students who receive federal assistance under the Title IV of the HEA. Teacher preparation programs are diverse in their organization and structure, but if any of the following sets of conditions are true for your institution (and the teacher preparation program enrolls students who receive federal financial aid), Title II requires your institution to submit a report to your state:

- My institution has an administrative unit (for example, a school or college of education) responsible for the preparation of teaching candidates;
- My institution (or one or more administrative units within the institution) jointly administers a program with a school district for the preparation of teaching candidates;
- My institution prepares students to be eligible for certification or licensure by offering some or all of the state-required coursework in preparation for certification and licensure. This coursework includes courses in the content area or field of specialization, courses in the area of professional knowledge, and supervised practice that will result in individual eligibility for certification and licensure.

(2) States that receive HEA funds. Since every state receives HEA funding, every state must prepare the reports required by Title II.

What are the reporting requirements?

Section 207(f) requires each institution to report annually on:

- How well individuals who complete its teacher preparation program perform on initial state licensing and certification assessments in their areas of specialization, and
- Basic aspects of its program, such as number of students, amount of required supervised practice teaching, and the student-faculty ratio in supervised practice teaching.

Section 207(b) requires each state to compile these institutional data and to report:

- Its licensing and certification requirements (including passing scores on required examinations);
- The percentage of teaching candidates who passed licensing assessments—statewide, for each institution, and for alternative routes to certification;
- Information on its use of waivers of certification requirements;
- Alternative routes by which individuals may become teachers;
- Proposed state criteria for assessing the performance of institutions' teacher preparation programs; and
- Other areas that bear on the overall quality of new teachers.

(See Appendix A for the actual text of the law.)

What process will states and institutions use to prepare the annual reports?

Institutions and states will need to work together to develop effective reporting processes, and this guide offers several examples of procedures that institutions and states might adopt. In order to help them to meet the reporting requirements with confidence in their data and with a minimum of burden, the Department has developed standard questionnaires, and instructions for their completion, for both institutions and states. (See Appendices C and D.) An interactive electronic version of the state questionnaire will be on the Department's web site, and the Department will make available an interactive electronic version of the institutional questionnaire that states may put on their web sites.

Institutions and states should assess their current data resources regarding the characteristics and outcomes of teacher preparation programs and certification and licensure requirements. This assessment will allow them to determine where current and reliable data exist and how they may be used to prepare all items on the questionnaires.

Institutions and states must report on all of the items on the questionnaires, using the definitions and methods for calculating pass rates and other statistics developed by the Department. For the convenience of states and institutions, these questionnaires are available in a web-based version. Institutions and states are encouraged to use these standard questionnaires. However, a state may choose to collect information from institutions using another reporting format—as long as it includes, at a minimum, the information requested on the standard questionnaire. If states choose to design their own reporting formats, they are encouraged to do so through collaboration with their institutions and through the use of standardized spreadsheets or reports that minimize the burden on institutions.

The Department will collect data from states using a standard web-based form and will pre-fill much of the information for each state. States will need to review and approve this information and then to complete those items on the questionnaire that the Department has not already supplied. The Department will provide administrative and technical support for this web-based submission. (Information on how to receive technical assistance can be found in appendix G.)

Questions and Answers about Pass Rates

How will institutions get the information they need to report pass rate data?

While this guide provides the method to be used to calculate pass rates, it is the states' responsibility to develop their own procedures to ensure that institutions obtain the test scores and pass rate information that they need in order to verify and report pass rate calculations in a timely manner.

While circumstances in each state vary, the information that institutions need for reporting pass rates on state assessments are held generally by three different sources:

- Institutions, which know who completed their teacher preparation programs for specific areas of specialization, but which may not maintain files of the test results of these program completers;

(See Appendix A for the actual text of the law.)

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American Council on Education



identical letters were sent to Representatives
Goodling, McKeon, Clay, Martinez,
and Senators Kennedy, Jeffords

Government and Public Affairs

1999 AUG -5 A 10:09

August 4, 1999

The Honorable William F. Goodling
U.S. House of Representatives
2107 Rayburn House Office Building
Washington, DC 20515

Dear Representative Goodling:

We write to express our concern about delays in the implementation of Section 207 (Title II) of the Higher Education Act Amendments of 1998, the teacher preparation accountability provisions for states and institutions of higher education (IHEs). We support accountability and believe that IHEs and other segments of the education system can and should comply with the appropriate accountability requirements. Delays in issuing the reporting requirements will make it difficult to do so.

The statute required the National Center for Education Statistics (NCES) to publish, by July 7, 1999, the definitions and a uniform methodology for states and IHEs to use in submitting their annual reports. The undersigned associations were represented on the consultative committee formed by NCES. Several meetings were held and substantial work was accomplished toward that end.

A notice inviting public comment on the proposed definitions and procedures was published in the Federal Register on July 28, but the document setting out those definitions and procedures is still not available. The allowed comment period is ticking away, but no comment is possible without that document.

The first reports by IHEs are due April 7, 2000. They will now have much less time to develop reporting systems than the nine-month period allowed in the statute. A \$25,000 fine can be imposed on IHEs for failure to file an accurate and timely document. Therefore, these delays are of great concern to the higher education community, which stands ready to implement the law, but lacks the appropriate tools to do so.

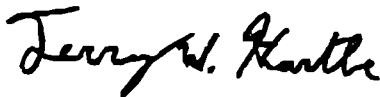
We are fearful that the sound recommendations of the consultative committee may have been compromised by subsequent actions of Department of Education personnel. We are particularly concerned that these unexplained delays in the publication of definitions and procedures will make it extremely difficult for our member institutions to comply with Section 207 requirements in the time frame outlined in law.

Representative William F. Goodling
August 4, 1999
Page 2

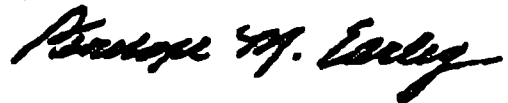
We hope that the authorizing committees would suggest that the Secretary consider two courses of action for the Department of Education. First, recommend that the timetable be delayed to allow IHEs the full nine-month period allowed in the law to compile their reports once the final definitions and methodology are published. Second, encourage the Department to be lenient with respect to the first-year reporting requirements by IHEs, with no imposition of punitive fines.

Thank you for your assistance on this matter. If you have any questions, we would be pleased to discuss this issue in greater detail.

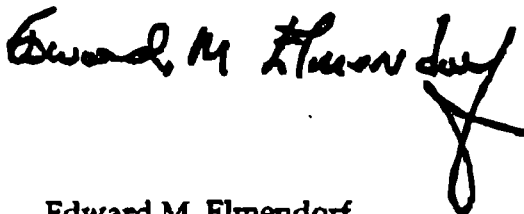
Sincerely,



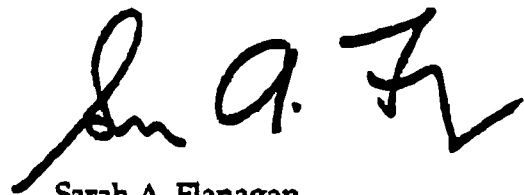
Terry W. Hartle
Senior Vice President
American Council on Education



Penelope M. Earley
Senior Director
American Association of Colleges
for Teacher Education



Edward M. Elmendorf
Vice President, Division of Government
Relations and Policy Analysis
American Association of State
Colleges and Universities



Sarah A. Flanagan
Vice President for Government
Relations and Policy Development
National Association of Independent
Colleges and Universities

Bcc: The Honorable Richard Riley

September 9, 1999

Hon. Richard Riley
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0498

Dear Dick:

We are writing in regard to the State and institutional reporting requirements authorized under Section 207 of the Higher Education Amendments of 1998. The National Center for Education Statistics (NCES) did not meet the statutorily imposed deadline of July 7, 1999, for developing and publishing definitions and a uniform methodology for States and institutions of higher education to use in submitting annual reports. While notice inviting public comment was included in the July 28th Federal Register, it is our understanding that the comment period is only now beginning in earnest, as the data system proposed by the U.S. Department of Education to meet the accountability provisions of Section 207 was available on-line just ~~this week~~ *ready*.

By status, the first institutional reports will be due on April 7, 2000. Yet, because of the delay in providing notification and opportunity for comment on the common definitions, institutions of higher education will not have the time that we intended they have (9 months beyond the 9 months provided to NCES for developing the common definitions) to complete their reports to the States.

In keeping with the intent of the Higher Education Amendment of 1998, we would request that you provide institutions of higher education a full nine months to comply with the reporting requirements outlined in Section 207. In addition, it is our hope that during this period you will not exercise your authority to impose the \$25,000 fine on institutions of higher education.

Secretary Riley
Page 2

We appreciate your consideration of our request.

Sincerely,

James M. Jeffords
Goodling

William F.

Edward M. Kennedy
Clay

William L.

cc Terry W. Hartle, Senior Vice President
American Council on Education

Penelope M. Earley, Senior Director
American Association of Colleges for Teacher Education

Edward M. Elmendorf, Division of Government Relations and Policy
Analysis
American Association of State Colleges and Universities

Sarah A. Flanagan, Vice President for Government Relations and
Policy Development
National Association of Independent Colleges and Universities

Katie Haycock, Director
The Education Trust



THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

September 15, 1999

Honorable William F. Goodling
House of Representatives
Washington, DC 20515

Dear Bill:

Thank you for your letter regarding the State and institutional reporting requirements for teacher preparation programs as authorized in Section 207 of Title II of the Higher Education Amendments of 1998.

Section 207 is critical to improving the quality of teacher preparation in our country, and I thank you for your guidance about how it can best be implemented. The Department has undertaken numerous efforts to receive input from States and institutions of higher education on how we can meet the law's requirements for establishment of a data system on the quality of teacher preparation based on uniform definitions of key terms and uniform reporting methods, in a manner that both ensures high quality information and imposes the least possible burden. The National Center for Education Statistics (NCES) worked closely with States and institutions of higher education through its "Consultative Committee," which began its work in January 1999. In April, responding to concerns brought to our attention by constituent groups, NCES proposed a series of State-level focus groups with representatives from States that had developed or were developing teacher accountability systems. Congressional staff members concurred with the decision to hold focus groups, with the understanding that this effort would delay the release of the draft proposed data system. The information gained through this special outreach effort justified the additional time.

The Department published a notice in the Federal Register on July 28, 1999, inviting comment on a proposed data system. This comment period will last until September 27. After that, the Department will modify the proposed data system in light of public comment and, as required by the Paperwork Reduction Act, make the Department's proposed data system available to the public for another 30-day period of public comment. I expect that this process of reviewing and responding to public comment, and of securing the required approval of the Office of Management and Budget, will not permit us to establish a final reporting system until early December.

Section 207 calls for institutions of higher education with teacher preparation programs to submit their reports to States by April 7, 2000, and States to submit their reports to the Secretary by October 7, 2000. However, following the guidance received from Congress, and consistent with what we believe to be the underlying Congressional intent, we want to give institutions of higher education a full nine months from the finalization of the data



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system to submit their first annual report cards to their States. We also want States to have six months after receiving the institutions' reports to submit to the Department their first annual State report cards. While we have worked very hard to develop procedures that should enable institutions and States to complete their reports in much less time, we recognize that this reporting is new, and that many institutions and States may need additional time this coming year to become informed about their reporting responsibilities.

Therefore, once the data system is finalized, we expect to advise institutions and States that they will have an additional few months beyond the statutory reporting dates to submit their respective reports. It is our hope that after receiving the State reports, the Department will be able to make up some time, and submit to the Congress the first Secretary's Annual Report on the Quality of Teacher Preparation as close as possible to April 7, 2001, the date specified in section 207(d). I add only that these delays in reporting should be a one-time event; in subsequent years, States and institutions should have ample time to meet the reporting schedule established in the statute.

Finally, I want to respond to concerns that the Department would use the authority provided in section 207(f)(3) to impose fines on institutions that fail to submit required information in a timely and accurate manner. The reporting requirements in Title II of the Higher Education Act are the centerpiece of a new system of public accountability that Congress recognized as vital to improving the quality of the nation's new teachers. The public needs the full support of all institutions with teacher preparation programs if these important accountability measures are to achieve their purpose. In this initial year of implementing the new reporting system, it is my expectation that we can achieve full support through positive approaches rather than through the imposition of fines.

I very much appreciate your guidance and support as we work together to ensure that teachers enter their profession with the knowledge and skills they need to enable all of the nation's children to succeed.

Yours sincerely,



Richard W. Riley

**THE SECRETARY OF EDUCATION**

WASHINGTON, D.C. 20202

September 15, 1999

Honorable William L. Clay
House of Representatives
Washington, DC 20515

Dear Bill:

Thank you for your letter regarding the State and institutional reporting requirements for teacher preparation programs as authorized in Section 207 of Title II of the Higher Education Amendments of 1998.

Section 207 is critical to improving the quality of teacher preparation in our country, and I thank you for your guidance about how it can best be implemented. The Department has undertaken numerous efforts to receive input from States and institutions of higher education on how we can meet the law's requirements for establishment of a data system on the quality of teacher preparation based on uniform definitions of key terms and uniform reporting methods, in a manner that both ensures high quality information and imposes the least possible burden. The National Center for Education Statistics (NCES) worked closely with States and institutions of higher education through its "Consultative Committee," which began its work in January 1999. In April, responding to concerns brought to our attention by constituent groups, NCES proposed a series of State-level focus groups with representatives from States that had developed or were developing teacher accountability systems. Congressional staff members concurred with the decision to hold focus groups, with the understanding that this effort would delay the release of the draft proposed data system. The information gained through this special outreach effort justified the additional time.

The Department published a notice in the Federal Register on July 28, 1999, inviting comment on a proposed data system. This comment period will last until September 27. After that, the Department will modify the proposed data system in light of public comment and, as required by the Paperwork Reduction Act, make the Department's proposed data system available to the public for another 30-day period of public comment. I expect that this process of reviewing and responding to public comment, and of securing the required approval of the Office of Management and Budget, will not permit us to establish a final reporting system until early December.

Section 207 calls for institutions of higher education with teacher preparation programs to submit their reports to States by April 7, 2000, and States to submit their reports to the Secretary by October 7, 2000. However, following the guidance received from Congress, and consistent with what we believe to be the underlying Congressional intent, we want to give institutions of higher education a full nine months from the finalization of the data

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I very much appreciate your guidance and support as we work together to ensure that teachers enter their profession with the knowledge and skills they need to enable all of the nation's children to succeed.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Dick Riley', written in a cursive, flowing style.

Richard W. Riley



THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

September 15, 1999

Honorable Edward M. Kennedy
United States Senate
Washington, DC 20510

Dear Ted:

Thank you for your letter regarding the State and institutional reporting requirements for teacher preparation programs as authorized in Section 207 of Title II of the Higher Education Amendments of 1998.

Section 207 is critical to improving the quality of teacher preparation in our country, and I thank you for your guidance about how it can best be implemented. The Department has undertaken numerous efforts to receive input from States and institutions of higher education on how we can meet the law's requirements for establishment of a data system on the quality of teacher preparation based on uniform definitions of key terms and uniform reporting methods, in a manner that both ensures high quality information and imposes the least possible burden. The National Center for Education Statistics (NCES) worked closely with States and institutions of higher education through its "Consultative Committee," which began its work in January 1999. In April, responding to concerns brought to our attention by constituent groups, NCES proposed a series of State-level focus groups with representatives from States that had developed or were developing teacher accountability systems. Congressional staff members concurred with the decision to hold focus groups, with the understanding that this effort would delay the release of the draft proposed data system. The information gained through this special outreach effort justified the additional time.

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Richard W. Riley



THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

September 15, 1999

Honorable James M. Jeffords
United States Senate
Washington, DC 20510

Dear Jim:

Thank you for your letter regarding the State and institutional reporting requirements for teacher preparation programs as authorized in Section 207 of Title II of the Higher Education Amendments of 1998.

Section 207 is critical to improving the quality of teacher preparation in our country, and I thank you for your guidance about how it can best be implemented. The Department has undertaken numerous efforts to receive input from States and institutions of higher education on how we can meet the law's requirements for establishment of a data system on the quality of teacher preparation based on uniform definitions of key terms and uniform reporting methods, in a manner that both ensures high quality information and imposes the least possible burden. The National Center for Education Statistics (NCES) worked closely with States and institutions of higher education through its "Consultative Committee," which began its work in January 1999. In April, responding to concerns brought to our attention by constituent groups, NCES proposed a series of State-level focus groups with representatives from States that had developed or were developing teacher accountability systems. Congressional staff members concurred with the decision to hold focus groups, with the understanding that this effort would delay the release of the draft proposed data system. The information gained through this special outreach effort justified the additional time.

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