

DRAFT

December 1, 1999

MEMORANDUM FOR BRUCE REED

FROM: Andrew Rotherham
J.B. Buxton
Bethany Little
Kendra Brooks

12/1/99
12/1/99
12/1/99

SUBJECT: FY01 BUDGET IDEAS

This is a more detailed view of education related budget initiatives for the President's FY2001 budget request. An overview of the initiatives and more detailed explanations are included. Many of these ideas are still being fully developed, but this memo should give you an idea of where we are.

These initiatives can be considered in three categories, existing budget priorities, proposals from our Elementary and Secondary Education Act (ESEA) reauthorization proposal that should be included in this year's budget request, and new Presidential initiatives.

Existing Budget Priorities:

Class Size: We recommend no policy changes and an expansion of funding to continue on path to 100,000 teachers.

After-School: We recommend changing the policy to allow community-based organizations (including faith-based) to apply for and be the primary fiscal agent for a program so long as it is based at a school site. We also recommend an increase in funding so that programs reach a million students. *A more detailed description is included.*

Charter Schools: We recommend expanding funding to support 3,000 charter schools. OMB estimates that this requires approximately \$150 million over FY00 enacted levels.

ESEA Proposals For The Budget:

Title I and Title I Accountability: We recommend increasing the set-aside for Title I accountability to \$250 million to highlight the importance of this initiative during ESEA reauthorization and a comparable increase to the basic grants. In addition, the public school choice component of the provision agreed to as part of the budget negotiations

should be included along with the original accountability language we proposed in the FY00 request and our ESEA reauthorization proposal.

Teaching to High Standards: The President's ESEA reauthorization proposal would consolidate Goals 2000, the Eisenhower Professional Development Program, and Title VI into a standards based reform grant program. We recommend that the FY01 budget request reflect this proposal. At their FY00 enacted levels the Eisenhower program and Goals 2000 are a combined \$ 830 million. Although the Administration does not recommend funding the Title VI program in its budget request, the Teaching to High Standards initiative should reflect an inclusion of current Title VI funding (\$380 million FY00) and be funded at a minimum of \$1.21 billion.

Public School Choice OPTIONS Proposal: \$30 million The OPTIONS initiative is part of the President's ESEA reauthorization proposal. The initiative would create a grant program that would fund the demonstration, development, implementation, evaluation and dissemination of information of innovative public school choice projects. Funded projects would focus on areas such as new choice options for students within districts, partnering choice schools with other schools to disseminate information and stimulate improvement and overcome barriers to choice. The request covers \$28 million for approximately 40 new grants \$1.3 million for evaluation, and \$200,000 for peer review.

School Report Cards and Rewards for Performance: \$50 million. The President's ESEA proposal requires states to have easy to understand report cards on school, school districts and state performance. As public school choice expands it is important that parents have access to high quality, objective, and understandable information about schools. A common criticism of our report card requirement is that it is an unfunded mandate to states. By providing seed money to help states and localities develop report cards we undermine this argument. States that have already developed report cards could use the funding for dissemination.

The President's ESEA proposal contained language-authorizing rewards for performance. No dollar amount was specified. We are developing a proposal to attach money to this language in the budget and determine performance indicators for rewards.

A more detailed description of both proposals is included.

Troops to Teachers: \$18 million in FY00. The Troops to Teachers program was created in 1994 to help improve public school education by injecting the talent, skills, and experience of military service members and other federal civilian personnel into high-poverty schools. Recent studies have found that a significant number of mid-career professionals who possess strong subject matter skills are interested in beginning a teaching career-this program taps this valuable resource.

The new proposal will continue the recruiting, preparing and supporting retired military personnel as teachers in high-need subject areas and school districts. It will also support similar programs for other midcareer professionals by awarding grants to public agencies,

A handwritten signature is written over a large, hand-drawn circle containing the number '100'. The signature appears to be 'S. M. ...'.

institutions of higher education, and nonprofit organizations to recruit, prepare, and support career-changing professionals from diverse fields whose knowledge and experience could help them become successful teachers. This is part of our ESEA proposal and should be included in the budget. *A more detailed description is included.*

Presidential Initiatives:

Pay for Performance—\$20 million. This initiative is designed to complement the commitment laid out in the Action Plan from the 1999 National Education Summit to pilot pay-for performance initiatives in 10 states or school districts. The initiative would support, “Denver” style pay-for-performance initiatives in which all teachers receive an initial bonus for participating and additional rewards based on performance. Denver did participation by school with at least an 85 percent affirmative from school staff required for a school to participate. We should leave details of this nature up to the local districts that participate but require at least the participation of 250 teachers and cap participation at 500 per site. While large school districts are the obvious targets for grants of this type, partnerships of smaller school districts that meet the threshold should also be eligible.

With guaranteed bonuses of \$500 for participation and assuming that all 10 sites enroll the maximum of 500 teachers, the bonus component will cost \$2.5 million. For an additional \$12.5 million we can support pay incentives for performance of up to \$2500 per participation teachers for a total program cost of \$15 million. In addition, an administrative set-aside will have to be provided to each grantee for program implementation and at least an additional \$2 million should be included for promotion to attract potential grantees and rigorous evaluation of programs. *A more detailed description is included.*

Teacher recruitment: OMB is developing a teacher recruitment piece and NEC is examining a proposal by Representative Miller to increase teacher pay through federal tax-exemptions for teachers working in high-need communities. It is important that these proposals are linked to the pay for performance initiative.

Fund for Future Schools-- \$50 million given out by competitive grant for innovative regional, state, and local ideas that require upfront infusions of funding. As opposed to school-based only reforms these resources would be for structural changes at the school district, state, and/or regional level as well. For example, a school district could apply for funding to help implement one of the governance models proposed in the recent ECS report or rework the senior year of high school to focus on service learning. States or regional cooperatives could apply for funding for larger scale innovations such as college preparatory academies, innovative partnerships, or pioneering governance models.

Grant awards would be given out by an independent bipartisan board. Grant size and longevity would be determined by the board within broad parameters. Grant renewals would entail a step-down process for funding that would gradually transfer the program to fully state and local funding. Programs that don't meet performance indicators would not receive “step-down” funding. Essentially, the federal government would capitalize

promising initiatives, capture data on their effectiveness, and disseminate information. Based on our series of meetings with school officials there are a number of projects which they would like to undertake but cannot for lack of start up funds. *A more detailed description is included.*

Small Schools: The FY00 Appropriations bill contains a \$45 million provision supported by Representative Obey for competitive grants to school districts to help them create smaller learning communities for students in large high schools using strategies such as creating schools within schools, establishing career academies, restructuring the school day and other innovations that allow schools to ensure that every student receives personal attention and support. We recommend funding this initiative in our budget at \$200 million. *A more detailed description is included.*

Distance Learning Initiatives to Support Access to Challenging High School Coursework:

Total Budget Amount : \$200 million in new FY01 funding.

This would be a package of initiatives which would support the goal of providing every student access to challenging high school coursework including AP courses. The package would: 1) ramp up existing programs in technology; 2) create a new partnership program with software companies to spur the development of high quality course content for web-based delivery in areas such as AP, "honors," English as a Second Language, and remedial reading and writing courses; and (3) provide grants to schools and districts to support their efforts to prepare students and teachers to access these courses.

We have had initial discussions with APEX, which creates and sells web-based AP courses, about subsidizing the cost of R&D in return for cutting in half the cost of their software for poor districts. They are sending along some paper on their commitment.

Funding Specs:

Program	FY2000	FY2001 Proposed
E-Rate	\$2.25 billion	Maintain
Teacher Technology Training	\$75 million	\$125 million (+\$50)
Technology Literacy Challenge Fund	\$425 million	\$525 million (+\$100)
Partnership Program with Industry	New	\$25 million

A more detailed description is included.

School Leadership Institutes: \$20 million. Recognizing that without high quality school leadership, school reform is impossible the federal government would provide seed money to establish school leadership institutes. The Department of Education would fund a competitive grant program that would provide seed/capacity-building funds to for state or regional school leadership academies. Multi-year grants would be made to nonprofit partnerships composed of alliances of business groups, education stakeholders, and other relevant partners for example existing nonprofits or the armed services. The

nonprofit entities would be focused on training for existing school leaders and recruitment and training of new school leaders including non-traditional candidates.

A more detailed description is included

In addition we are exploring ways the administration could call upon/challenge a foundation (ideally Carnegie Commission) to put together a National Commission on School Leadership. There is a lot of disconnected work being done in the field and this could help bring it together, serve as a think tank, and focus national attention on this issue.

Test Prep for Minorities: \$25 million. To avoid ineffective programs, grantees would have to partner with a private for profit or non-profit test-prep service and offer course of sufficient duration and rigor as to be effective. Details of the NAACP proposal are sketchy and we are tracking down more information. *A more detailed description is included.*

SYNOPSIS OF KEY INITIATIVES

Putting the Community into the 21st Century Community Learning Centers Program:

Allowing Community-Based Organizations to Receive Federal Funds for After-School Programs

Summary

This proposal amends the grant program for the 21st Century Community Learning Centers grant program to allow non-profit community-based organizations (CBOs)—including faith-based organizations—to serve as the grantee for programs operated at a public school site in partnership with that public school. This change would recognize the central role that CBOs can play in delivering services to school, spurring innovative practices, and creating greater community involvement in the local school throughout the school year. The grant criteria would also be amended to require a clear academic focus. These changes would be made at no expense to the federal government.

Background and Rationale for Initiative

The 21st Century Community Learning Centers provides grants to public schools to offer opportunities for extended learning time to students and community members. The program has evolved into essentially an after-school and summer school program. Although public schools are required to partner with CBOs, CBOs can not receive direct funding from the federal government to run the programs. The Administration's current ESEA reauthorization proposal would allow up to 10% of funds in a given year to be awarded to nonprofit CBOs.

Our proposal would allow any and all funds to be granted to nonprofit CBOs, including faith-based organizations, but it would require that the programs be run at public schools and that CBOs be in partnership with that public school. This will allow organization with exceptional track records to benefit the children and families of local public schools by granting them access to direct contracts and federal dollars to run programs in partnership with local public schools. Such a scenario preserves the operation of after-school programs at public schools and allows those schools to tap any local expertise in running such programs.

The following points underscore the added value in funding CBOs to run programs at public school sites:

Why allow CBOs to run programs?

- **Experience.** CBOs are running after-school programs across the country. In fact, CBOs have more experience running after-school programs than do public schools. In places like New York, they are running programs at public schools. CBOs have also demonstrated their capabilities to run programs in the public interest in their running of Head Start operations.
- **Understand Children's Needs.** CBOs are local entities with experience working to support the needs of children, families and/or the community on a variety of issues and through multiple strategies.
- **Offer New Educational Approaches.** Involving CBOs increases the likelihood that the programs will enrich the school culture by introducing promising new educational and child development practices. CBOs can provide a new vision for educational enrichment and change in schools that have difficulty looking beyond current practices.
- **Improve Connection with Parents.** CBOs generally have built better relationship with school parents than the local public schools. These relationships can help enhance the connection between schools and parents for the regular school program.
- **Connections to the Community and Capital.** Nonprofits—be they social service organizations, educational entities, advocacy groups, or faith-based organizations—can bring connections to the business, philanthropic and nonprofit sector that many schools often lack.
- **Personnel Issues.** With CBOs as the grantees, the hiring of instructors for after-school will be more flexible and less tied to union bargaining agreements (where applicable). This will dramatically reduce costs for personnel and more easily allow non-traditional personnel for areas like the arts, sports and other curricular areas.

Why require programs to be run at public schools?

- **Appropriate to Location and Program Needs.** Public schools are the logical place to operate after-school programs, given the projected scale of the initiative, its educational agenda, and goal of connecting the regular school day with extended activities.

- **Licensing Requirements.** School buildings, mostly underutilized after 3:00 p.m., meet all public childcare-licensing requirements.
- **Facilities.** Public schools generally provide more access to things such as science equipment, computer technology, and libraries than do CBO facilities.
- **Convenience.** School based programs are convenient for parents, who do not have to worry about transporting their children to other sites.
- **Connecting After-School to Regular School.** School-based after-school programs seem to stand the best chance of connecting the school day with after-school learning activities, thereby creating an expanded platform for learning and supporting children's efforts to reach high academic standards.

The Track Record with CBOs

Head Start provides a good track record for the capacity of CBOs to run educational programs for children. Head Start grantees may be public or private, for-profit or nonprofit organizations or public school systems. The grantees are accountable for certain administrative, fiscal and program expectations and requirements. In the area of after-school, CBOs are running programs for school-age children across the country. In New York City, CBOs are receiving public and private funding to run programs at schools. For example, The After-School Corporation provides funding for 85 programs that are run by CBOs at public schools and the Virtual Y program offers after-school programs at over 200 New York City schools.

Initiative Design: Allowing CBOs to Compete for 21st Century Grant Funds

A redesigned 21st Century Community Learning Centers grant program would operate as follows:

- The grant competition would be opened up to allow CBOs, in partnership with public schools, to compete for any and all of the program funding.
- To be eligible for a grant award, programs must be run at public school sites.
- CBOs awarded a grant would have to demonstrate administrative, financial and program accountability for funds received (much in the same way public school recipients do now).
- Schools or CBOs that wish to terminate their relationship and their grant funds may do so (in the case that goals and efforts are incompatible).
- Private companies could be partners with CBOs or schools, but would not be eligible to receive direct grants.
- Grants would be required to have a clearer focus on academic achievement than in the current 21st Century program.

Cost

This amendment to the 21st Century Grant Program would not create additional costs, with the possible exception of auditing issues. That is, there may be more administrative work in ensuring fiscal propriety with independent CBOs than with district schools.

Possible Critiques of the Initiative

Critique: *CBOs won't guarantee a focus on academic learning.* Some people in the education community believe that CBOs bring a focus on the social development of children than the academic development—CBOs “in charge” of programs will dilute their academic content.

Response: Requiring CBOs to partner with public schools will lead to a collaboratively-developed program that will reflect a school's needs for enhancing student performance in core academic subjects. If problems develop in the program, the grant can be terminated for non-compliance or incompatibility between grant partners.

Critique: *CBOs will be hard to monitor and assess.* It will be difficult to judge a grantees capacity for managing a large grant—especially if it were to represent a substantial part of their budget. In addition, DOE has expressed some reservation about the process for auditing CBOs as a part of financial compliance checks.

Response: The Head Start program should be able to offer processes and mechanisms for ensuring the capacity of CBOs.

Critique: *Including faith-based organizations will essentially license state-sponsored religion.* By allowing faith groups to receive funds, the federal government will essentially condone faith-based instruction.

Response: By requiring programs to be located at public schools, faith-based groups can not infuse programs with faith-based content. Rather they will be bound by the Constitutional limits on public-funded activities (much like faith-based groups who receive Head Start funding).

Political Considerations

1. The proposal will engender opposition chiefly from the Department of Education, which doesn't want to have to deal with any more than the 10% number included in the ESEA reauthorization proposal. Liberal democrats who don't believe in allowing faith-based groups to receive federal funds will also oppose, but probably not strenuously given the requirement that programs be operated out of public schools.
2. The support for this will likely be soft, given that fiscal agent status is a little bit of inside baseball. That said, Republicans and New Democrats should support the proposal as a way to inject flexibility into the process and allow local communities to deploy best resources for the job. The Congressional Hispanic and Black Caucuses might line up behind this as their constituents will be likely to support and have confidence in CBOs and they are more likely to represent districts where schools need community help in developing new approaches to working with kids.
3. The proposal would run into politically rocky ground with the inclusion of private companies as eligible bidders and the contentious issue of firms making private profits from public funds. Private companies would be allowed to partner, however, with CBOs and/or public schools.

Rewards and School Report Cards

Background

The President's reauthorization proposal contains language authorizing the Secretary of Education to make rewards to states that have demonstrated significant statewide achievement gains in core subjects or have made progress in closing the achievement gap between low and high performing students, as measured by the NAEP for three consecutive years and have strategies for continuous improvement in place. The language is non-specific and no funding is attached.

Proposal

The statutory language in ESEA states that progress is measured by meeting National Assessment of Educational Progress (NAEP) standards for three consecutive years. This language is unworkable because the NAEP is not given every year in the same subject areas. The statutory language should be changed to allow the use of other nationally reliable standardized tests. For the first few years, rewards should also be given for states meeting or exceeding the performance criteria specified in the Education Accountability Act ahead of the statutory deadlines. This criteria includes curtailing out of field and uncertified teaching and having a plan in place to identify and turn around failing schools as specified in the President's 1999 ESEA reauthorization proposal. After the statutory deadlines for compliance with these provisions are reached the awards should become entirely performance based on overall score gains and closing the achievement gap. States that receive awards should have discretion over the use of the funds so long as they are used to improve education in the state's public schools and supplement not supplant existing efforts.

Cost:

The initial cost for rewards of this nature would be low as very few states would meet the threshold. \$10 million in the first two years, scaled up to \$50 million over 5 years would be adequate as performance awards are initiated.

Promoting Accountability and Awareness:

An Initiative to Provide Seed Funding to States for the Development and
Dissemination of School Report Cards

Summary

The President's ESEA reauthorization proposal requires states to develop report cards on school, district and state performance. As public choice expands and as schools and school systems become more accountable for their performance, it is important that parents have access to high quality, understandable and objective information about their public schools. A common criticism of our report card requirement is that it is an

unfunded mandate on the states. This initiative would provide \$50 million in seed money to the states to support the development and/or dissemination of required report cards and to undermine the claim that the requirement represents an undue fiscal burden. Funding would be sent on a formula basis to all states.

Background and Rationale for Initiative

Title XI, Part B, The Education Accountability Act, of the President's ESEA reauthorization proposal includes a requirement that on an annual basis report cards on state, district and school-level performance are distributed to all parents and the public. Included on the report cards would be information on student achievement, teacher qualifications, class size, school safety, and, where appropriate, the academic achievement of ethnic and racial subgroups, students with limited English proficiency and students with disabilities in order to help ensure that schools and school systems are held accountable for the achievement of all students.

The State of Report Cards in the States

According to the most recent *Education Week* survey of the states, in 1999, 36 states will publish annual report cards on individual schools or require schools or districts to do so. Another 4 states are set to begin publishing them next year, and one more will join the pack in 2001.

However, the quality and character of these report cards vary tremendously. Although states have acted to develop report cards prior to the proposed federal requirement under our ESEA reauthorization, the quality of the report cards tend to match the vigor of the school reform effort within states. Some states report basic information on testing results only, some provide statistics with no explanation, and others offer detailed summaries of student achievement and performance levels and measures. At the same time, just as some states have been dragged to standards and accountability, they are also having to be dragged to the position of providing public and accessible information on the state of their schools. The political and educational landscape in a number of states is working against revealing too much about the status of school performance and student achievement.

Content. A look at the content of report cards throughout the states reveals the following:

- just over half of the report cards produced by states offers information on state tests scores, attendance rates, and dropout rates
- 14 states include information on Advanced Placement participation and achievement
- 17 states include information about school safety
- 16 states provide data on teacher qualifications.

Comparability. While the ability to compare school performance is critical to promoting awareness and accountability for schools and school systems, fewer than half the states provide information on such comparisons:

- 20 states allow a school's performance to be compared with a district's
- 25 allow comparisons between school and average state performance
- 17 provide comparative data on national performance where applicable
- 9 provide data showing how schools are doing with similar student populations.

Disaggregation. While federal law for Title I now requires the disaggregation of student performance by gender and racial and ethnic subgroups, only 1 state (Texas) makes this information a central feature of its report card.

Dissemination. In addition to the uneven quality of state and local report cards, dissemination of report card information to parents and the public is poor. Although 26 states will make report cards available electronically via the World Wide Web by this year, only 13 will require that parents receive them at home.

Costs. Expenses vary from state to state depending on the detail of the report and its format. Providence, RI, which provides detailed reports on schools that can run more than 30 pages, reports that per school costs reach \$7,000 to \$8,000. Louisiana, which provides state, district and school-level report cards, spent approximately \$550,000 on a contract with a management group to produce and disseminate the information (data collection is a separate cost).

Critics of the report card requirement have claimed that it represents an unfunded mandate on states and localities. By providing seed funding, we would undermine this claim and force opponents to debate the concept on merit and content, not cost. Further, the absence of funding support could lead to dual report card systems, whereby states and localities provide one set of federally-mandated data for schools receiving Title I funding, and another set for all other schools. This would weaken the accountability and comparability of schools and districts and would fall short of the goal to promote awareness and accountability on school performance among parents and the public.

DPC Proposal

Faced with a deadline in one year for the development of report cards, states and localities need support in the development and dissemination of easy-to-understand, yet comprehensive information for parents and the public on their public schools.

In the FY2001 budget, the Department of Education would distribute to states by formula grant, funding to support the development and/or dissemination of report cards that meet the standard as agreed-upon in the reauthorized ESEA. States would use funds to defray the costs of development, including data collection and system requirements. States that have already developed satisfactory report cards or require less than the entire sum of their grant for development purposes would be allowed to use the funds for dissemination purposes, with the expectation that report cards go directly to parents and are easily accessed by the public. States can distribute money to local districts as appropriate.

Cost

The FY2001 budget would provide \$50 million on a formula basis to states for the development of required report cards and for dissemination. The formula would be developed based on such criteria as student population and numbers of schools and school districts.

Potential Criticisms of Current Approach

Critique: ***Schools need support in many areas to improve performance and report cards does not represent the most effective way to provide needed resources.*** In addition, some may argue that states should have the flexibility to decide where they need money to support our accountability requirements.

Response: In order to create a system with more accountability, good information on a variety of school performance measures must be able to compare schools on their achievement and progress. Report cards are a critical and necessary vehicle for communicating information about school performance and quality to parents.

Critique: ***This initiative will subsidize efforts with report cards that were occurring in the absence of a federal mandate and is unnecessary.*** Given that 41 states by 2001 will publish report cards prior to any federal mandate, this expenditure of money is providing support to states in an area where they are acting anyway. Better to use the money elsewhere to compel state action and progress.

Response: While states were acting to provide information on schools, it is of greatly uneven content and quality. It is in the interest of the federal government—and of parents and the public—to ensure that school, district and state report cards are developed and disseminated in way that spur accountability by increasing comparability and public understanding of school performance.

Political Considerations

1. By providing seed money to states and localities for report cards, we will undermine criticism that our ESEA requirement is an unfunded mandate and an undue burden. This will neutralize opposition on the basis of cost alone from both members of Congress and governors and clear the path for either acceptance of the report card concept or a debate on the merits and content of the information—not on its cost.
2. We should win support from states that have completed all or a substantial portion of the development of report cards, as they will receive funding for dissemination.

Transition to Teaching:

Expanding Troops to Teachers to Recruit Other Mid-Career Professionals into Teaching

Background and Rationale for Initiative

As a result of increasing enrollments, the retirement of many teachers and other attrition, this country will have to hire over 2 million teachers in the next decade. The problem of attrition is particularly acute among new teachers, 22 percent of who leave the profession after teaching for three years or less. Mid-career professionals interested in changing jobs are an important and largely untapped resource for addressing teacher shortages. Recent studies have shown that a significant number of mid-career professionals who possess strong subject matter skills are interested in beginning a teaching career.

Troops to Teachers was created in 1994 to help improve public education by injecting the talent, skills and experience of military and other federal civilian personnel into high-poverty schools. Since 1994 over 3,300 former military personnel have been hired as teachers in 48 states and the District of Columbia. The average program participant is 41 years old, and more than 83 percent of those hired have stayed in the classroom. Teachers recruited through Troops to Teachers are twice as likely as traditional public school teachers to teach science or math and three times as likely to be minorities.

DPC Proposal

The Transition to Teaching initiative was included as part of the Administration's ESEA proposal – the Educational Excellence for All Children Act of 1999. This initiative would build on the successes of the Department of Defense's Troops to Teachers program by recruiting, preparing and supporting talented mid-career professionals from diverse fields as teachers of high-need subjects areas in high-need schools. The initiative would preserve the Troops to Teachers initiative by requiring the Secretary of Education to allocate the necessary funding to DANTES (the Defense organization that runs the Troops to Teachers program) before funding other programs. Additional grants would then be awarded to public agencies, institutions of higher education, and nonprofit organizations to recruit, prepare and support career-changing professionals whose knowledge and experience could help them become teachers of high-need subjects in high-poverty schools. Funds could be used for stipends, training, or other costs, with a spending limit of \$5,000 per participant.

Cost

The Administration requested \$18 million for this initiative in our FY 2000 budget request, but we did not receive those funds specifically. There is some discussion about using FIE funds to fund the program anyhow, but it is unclear if that will happen. We would probably request a similar amount in FY 2001.

Performance-Based Pay

Background:

As part of the 1999 National Education Summit in Palisades, New York, the governors and assembled business leaders pledged to sponsor “pay for performance” initiatives for teacher salary in 10 locations as a strategy to make teacher pay more competitive with other professions. Despite considerable attention to the issue of teacher quality, teacher pay still remains far below other professions with the national average starting salary only approximately \$25,000, average teacher salary overall only approximately \$38,000, and the average maximum teacher salary in any state only about \$51,000.

At the time of the summit, Denver, Colorado was receiving considerable attention for its pay for performance pilot and Governor Ridge of Pennsylvania had set-aside \$1 million for school districts to establish pay-for-performance programs (which has sparked a pay-for-performance discussion in Philadelphia). The Denver program evaluates teacher performance on three-different measures with teachers electing which measure to use. The first is student performance on the Iowa Test of Basic Skills (ITBS) a nationally normed standardized test. The second is student performance on teacher-developed criterion-referenced measures. The final measure is net student progress after the teacher receives some sort of professional development related to their teaching.

12 elementary schools will participate in the first year of the Denver program. In order to participate, 85 percent of teachers at a school site had to affirmatively vote to participate. As a result, only 12 of the 82 elementary schools in Denver qualified to participate with a total participation of approximately 450 teachers. All teachers receive a \$500 bonus for participating and an additional \$1000 if they meet two (self-determined) goals for raising student achievement in one of the three categories.

During the DPC’s discussions with local school officials this fall the issue of teacher salary structure was raised on two fronts. First, local officials complained that because teacher pay was not competitive, particularly in high need areas such as math and science, they were having trouble attracting qualified candidates. Second, local officials pointed out that because teachers compensation systems are so rigid and based on input measures rather than output measures they felt that it hurt motivation and incentive to perform in the long run.

England is now introducing pay for performance for teachers as well. This Spring the first component of the Blair proposal will be put in place. In the “Green Book” published in December of 1998 outlining school improvement strategies, the Blair Administration proposed rewarding teachers for high performance as a way to reward successful teachers.

While teachers’ unions remain opposed to merit pay, they are open to the idea of rewards for effective teaching. One of the main complaints about merit pay schemes is that they are too subjective and based more on relationships with supervisors than performance.

Conversely, even testing experts in favor of merit pay agree that basing teacher pay on student test scores alone is an unfair and unreliable base for compensation. This argues for a hybrid approach such as Denver's that incorporates multiple measures for evaluation.

A second complaint about performance rewards for teaching is that the resources for compensation rarely exist. For example, several New York school districts that experimented with merit pay had to suspend the program after it became fiscally impossible to reward all eligible teachers. A common complaint from teachers about reform efforts is a lack of sustainability. By providing sufficient funding for 10 pilots, our proposal addresses this concern.

Critics of performance pay also argue that teaching is a collegial profession and that efforts to reward individual performance detract from this atmosphere. There is little data upon which to judge this argument lending credence to the need to pilot such programs and evaluate them.

One area of agreement about pay for performance plans is that teachers should have a voice in the development of the performance indicators. The Denver plan includes this component. Teacher buy-in is essential for program success.

DPC proposal:

Our initiative is designed to support the commitment laid out in the Action Plan from the 1999 National Education Summit to pilot pay-for performance initiatives in 10 states or school districts. The initiative should support "Denver" style pay-for-performance initiatives in which all teachers receive an initial bonus for participating and additional rewards based on performance. As aforementioned, Denver set parameters for school participation; however, we recommend leaving details of this nature up to the local districts that participate but require at least the participation of 250 teachers and cap participation at 500 per site. While large school districts are the obvious targets for grants of this type, partnerships of smaller school districts that meet the threshold should also be eligible.

Although there will be pressure from constituency groups and within the Administration to explicitly define every aspect of the program for local school districts, it would be a mistake to do so. First, by specifically defining programs we would stifle innovation and limit the value of data from this pilot. For example, the 1999 National Education Summit pledge was deliberately vague as to whether pay for performance plans had to have an individual teacher component or could be school-site-based. Second, entangling the federal government too much in the area of teacher pay raises numerous political problems that can be avoided with a more flexible program design. The proper federal role in supporting this type of initiative is to provide leadership and resources, broad parameters for participation, and to measure, compare, and disseminate results. The ideal initiative would provide resources to 10 sites within a context of broad discretion as to

program design. Ideally, both individual teacher bonuses and school-based bonuses will be piloted.

However, to ensure both sound policy and political viability, any program funded under this initiative should have the following characteristics:

- No teacher should receive less compensation as a result of participating in the program;
- Teachers should be involved in the development of performance indicators;
- Performance should be based on more than a single indicator;
- Student performance must be an indicator.

Cost:

Including a substantial evaluation component, 10 sites could be funded adequately for \$20 million annually including independent evaluation. With guaranteed bonuses of \$500 for participation and assuming that all 10 sites enroll the maximum of 500 teachers, the bonus component will cost \$2.5 million. For an additional \$12.5 million we can support pay incentives for performance of up to \$2500 per participating teachers for a total program cost of \$15 million. At least an additional \$2 million should be included for promotion to attract potential grantees and rigorous evaluation of programs and each site will have to be provided with funds to cover administrative, legal, and other expenses arising from implementation.

Fund for Future Schools

Background:

During our discussions with local school officials, a recurring theme was the inability to try innovative or new ideas because of a lack of funding. In fact, a common complaint of school leaders is that when not an actual problem, lack of funding is commonly used as an excuse to derail innovative reforms.

Currently the federal government funds “innovative practices” from two main accounts in the Department of Education, the Fund for the Improvement of Education (FIE) and the Title VI account. FIE is largely consumed by legislative earmarks and pet programs of lawmakers and as a result drives little innovation in states and localities around the country. Title VI, while a very flexible block grant, is sent to states and localities through a formula that rarely provides sufficient revenue for large scale reform. In practice there is little evidence that Title VI money drives innovation and the Administration recommends zero-funding the program each year in its budget request.

As the federal role in education evolves in conjunction with the emerging information-based economy, that role will increasingly become more strategic and less programmatic. For example, already the Title I program, the largest elementary and secondary program is moving toward becoming almost entirely flexible within the context of defined goals.

While we should continue to invest in what works throughout ESEA, it is equally important that we acknowledge that we don't know a lot of things that work. As Seattle Superintendent Joe Ocholeske put it during one discussion this fall, we don't know how to make some students proficient readers by the third-grade despite all the rhetoric to the contrary.

While the Obey-Porter Comprehensive School Reform program supports school-based reforms, there is no federal program targeted to statewide, district-wide, or multi-school initiatives or single school programs that fall outside the purview of Obey-Porter.

In England, a similar fund has been established to help disadvantaged schools try new strategies and cultivate bottom-up innovations. While the fund got off to a slow start, British officials report that in its second year results are encouraging. Hong Kong sponsors a similar effort to what we are proposing.

DPC Proposal:

An independent fund to support innovative regional, state, and local ideas that require upfront infusions of funding. As opposed to school-based only reforms these resources should support structural changes at the school district, state, and/or regional level. For example, a school district could apply for funding to help implement one of the governance models recommended in the recent ECS report which involves completely restructuring the school board-school relationship. Other ideas raised in our discussions included conducting a full service "Saturday" school to help students who need extra assistance, or rework the senior year of high school to focus on service learning outside of the school. States or regional cooperatives could apply for funding for larger scale innovations such as college preparatory academies, innovative partnerships among schools, or pioneering governance models.

Grant awards would be given out by an independent bipartisan board. Grant size and longevity would be determined by the board within broad parameters. Grant renewals would entail a step-down process for funding that would gradually transfer the program to fully state and local funding. Programs that don't meet performance indicators would not receive "step-down" funding. Essentially, the federal government would capitalize promising initiatives, capture data on their effectiveness, and disseminate information. Based on our series of meetings with school officials there are a number of projects which they would like to undertake but cannot for lack of start up funds.

No grant should:

- Be for more than 20 percent of the total appropriation for the fund (i.e. \$10 million);
- Be for a purpose explicitly prohibited by federal law (i.e. national testing, vouchers, etc.).

The board would be composed in such a way as to maintain a bipartisan division regardless of which party controls the White House and would include representatives from the education and business communities. The assistant secretaries of education for elementary and secondary education and educational research and improvement would represent the administration on the board. The threshold for grant approval would be structured to ensure that ideas are approved with bipartisan support from board members.

Cost:

\$50 million annually given out by competitive grant and less administrative and evaluation expenses of the board.

Small Schools

Improving Student Achievement with Smaller High School Learning Environments

Background and Rationale for Initiative

Incidents of school violence, like the recent tragedy in Littleton, Colorado, have caused serious alarm among parents and students who are unsure what has caused such tremendous alienation and aggression in our teenagers. Although there have been calls for tougher gun control laws and stricter discipline policies, more and more educators are pointing to a systemic problem -- the model of the American high school, one of the most enduring and unchanging institutions in our society. One indicator of our failure to adjust high schools to the changing needs of the population is the alarmingly high Hispanic dropout rate (30 percent for students born in the United States and 44 percent for those born outside the country). Hispanics are the fastest growing segment of our society, yet our high schools are clearly not engaging or serving these students. Finally, we are failing to prepare many students for the academic challenge of higher education and lifelong learning. While record numbers of high school graduates are going on to college, almost half of entering college freshmen drop out by the end of their second year. Close to thirty percent of students entering a four-year college have to take remedial courses.

Although experts cite a variety of factors that contribute to the decline of our high schools, including academic mediocrity, poor teaching, insufficient counseling services and waning parental involvement, most cite the same remedy for these ills -- create smaller schools with smaller classes. Since the end of World War II, the number of schools nationwide has declined seventy percent, while average enrollment has grown fivefold. More than 25 percent of American high schools enroll more than 1,000 students, and enrollments of 2,000 and 3,000 are common. The conventional wisdom in building these enormous schools was that they would offer students more academic and extracurricular opportunities. However, more and more large schools are being built because of the need to educate rapidly growing numbers of high school students. There

are currently 13.5 million students attending secondary school in America, and they will enroll an additional 1.3 million students in the next decade.

Research shows that small schools can offer a strong core curriculum and, in most cases, a level of academically advanced courses comparable to large schools. Smaller schools also have better attendance records, lower dropout rates and fewer discipline problems. A 1996 study found that students in smaller schools were more likely to be involved in extracurricular activities and to hold positions of responsibility. Finally, research backs up the conventional wisdom that smaller schools are safer and more productive because students feel less alienated, more nurtured and more connected to caring adults, while teachers feel that they have more opportunity to get to know and support their students. A 1997 study of charter schools showed that the most common reason parents chose a charter school over a traditional public school was the smaller size of the charter school. Fifty-three percent of parents surveyed cited the schools' small size, ranking that factor ahead of higher standards, greater educational philosophy, greater parental involvement and better teachers.

There is no agreement on what a "small school" looks like, but there is a general consensus that a high school should have no more than 600 students. The University of Illinois *Small Schools Workshop* describes "good" small schools as having a curriculum integrated around a coherent focus and philosophy of education, teachers that collaborate and discuss the needs of their students, a sense of leadership and investment in the school, and the involvement of families and community. Many of these characteristics are also associated with charter schools, and indeed, charter schools tend to be significantly smaller than their traditional counterparts. In addition to charter schools, models of small schools include freestanding small schools, autonomous schools-within-schools, and scatterplexes, with two or more small schools at different sites that share a principal.

DPC Proposal

This proposal would build on an initiative introduced by Congressman Obey to establish smaller learning communities in America's high schools. The program would offer competitive grants to school districts that submit a plan to create smaller learning environments for students by building smaller schools or by breaking up larger schools using strategies such as creating schools-within-schools, establishing career academies, restructuring the school day and other innovations that allow schools to ensure that every student receives personal attention and support. A competitive priority could be offered to do not just create smaller schools, but also build those schools around the *Small Schools Workshop* criteria detailed above. Allowable uses of federal funds could include planning and implementation costs, professional development, team building, facility renovation, additional planning time, extended learning time, legal and accounting consulting, supplies and other relevant costs.

Cost

The Obey initiative is funded at \$45 million in the FY 2000 budget, however the FY 2001 request would probably be for \$200 million, and we are still determining how many schools that would fund.

Possible Critiques of the Initiative

Critique: *Many of the fastest growing districts are desperately struggling to simply keep up with enrollment. How can they be expected to build small schools?*

Response: The advantage of this program is that it will defray the additional costs to those districts of building more, smaller schools. There is little question of how to do this quickly and efficiently, and federal support could mean an area would have more, smaller schools that better meet students' needs rather than a large, impersonal high school.

Political Considerations

4. This proposal would differ somewhat from the Obey proposal in that money could be used to create new small schools (not just to break existing schools down into smaller units), and money could be used for some facilities renovation and construction. It is unclear if these things would be acceptable to Obey, or if they would change the program beyond his original intention. Also, if we take on the renovation/construction issues, we need to decide how far to go. Would we finance or subsidize the building of new schools? Perhaps it could be tied into moving the school construction proposal to the discretionary side (offer a priority for building small high schools).
5. The Obey proposal is an appropriations initiative, and there is no separate authorization for the program. It is not included as part of our ESEA proposal, but it might make sense to try and get it included in legislation in order to guard against its disappearance after one year.

21st Century Schools Distance Learning Initiative: Providing Access to Challenging Coursework for Students from Rural and Inner City Districts

Summary

The 21st Century School Distance Learning Initiative is designed to ensure that students have access to challenging high school coursework regardless of the location of their school. Within two years, any student—no matter his or her place of schooling—will be able to take high school AP coursework. To accomplish this ambitious goal, the initiative would include a package of proposals. First, it would increase or maintain existing support for three key technology access programs: E-Rate, the Technology Literacy Challenge Fund, and the Technology Teacher Training Program. Second, it would develop a public-private partnership with leading course software developers, which would subsidize the cost of high quality Web-based course development in return for cut-

rate prices for high poverty school districts. Third, it would offer a grant program for districts to support their efforts to provide challenging coursework for their students. The cost of the new components of the package would be \$50 million for course development and grants and \$150 million in increased funding for current programs.

Background and Rationale

The federal government has a historic role in supporting education for children who gain the most from it: children in high poverty schools. Lacking the necessary fiscal and community resources, high poverty schools are generally unable to provide high quality educational opportunities. It's these schools—the schools that harbor the most pressing needs—that disproportionately lack qualified teachers, access to technology, and other resources that augment the most basic curriculum.

This Administration has not only continued to provide investments in disadvantaged communities through such programs as Head Start and Title I, but it has committed to shaping a federal role in education that holds all students to high standards, expects they can achieve, and holds schools accountable for results. In addition, the Administration has fought to make college affordable to all Americans so that students who work hard and prepare themselves to enter college will not face prohibitive financial barriers to higher education.

However, many high schools in poor rural and inner city school districts include another type of barrier: poor access to challenging coursework that students deserve—and need to enter college. Faced with higher proportions of unlicensed and out of field teachers, especially in areas like math and science, little in the way of community financial and professional resources, and smaller numbers of students interested or prepared to take challenging courses, these schools are unable to provide AP courses, honors electives and other important offerings like foreign languages. Fewer than 60% of high schools offer AP courses to their students. That means 2 out of 5 high schools do not have access to coursework that research shows is the best predictor of college success. And those high schools are disproportionately located in poor communities.

One way to bridge this gap is through distance learning technology. Not new to American schools, but still scarce among them, distance learning encompasses Web-based courses, compressed video, and courses televised via satellite. Distance learning technology can help provide coursework for students who attend schools unable to offer certain courses, need alternatives to traditional education, or seek more high quality offerings in areas such as English as a second language and remedial writing and reading at the high school level.

The following represent some current state-level efforts in distance learning at the high school level:

- Florida and Iowa have created Virtual High Schools, whereby students from across the state can access coursework in a variety of disciplines. Coursework is delivered via the World Wide Web.
- Virginia delivers AP courses via satellite. Nearly 2,000 students took courses through this means in the 1998-99 school year in the state.
- Mississippi and North Carolina offers courses on compressed video, which is gaining acceptance as costs are coming down.
- The Massachusetts-based Concord Consortium (federally funded) offers courses nationally and trains teachers to develop and teach courses for the Web.
- Universities around the country are partnering with states and school districts to offer college level and credit courses to high school students. The University of Nebraska has created a for-profit subsidiary to develop and offer on-line courses.

Of the three technologies, Web-based instruction appears to have the most currency. It provides for lower equipment and transaction costs, uses a technology which is in schools at present and with which most students are familiar, and it is more immune to technological obsolescence than compressed video and television as it can adapt to new software and delivery mechanisms utilizing the Web.

A Federal Role

There are a number of issues involved in attempting to provide access to challenging and needed coursework for under-served schools and student populations. Among them are the following:

- Training teachers to use technology and course software
- Accessing the equipment needed to support Web-based courses
- The cost of connectivity
- The quality of course content and its cost

At present, the federal government is supporting initiatives that focus on the first three issues. The Teacher Training Technology Program, the Technology Literacy Challenge Fund, and E-Rate are all working to provide schools with the capacity to access and use computer technology and connect to the World Wide Web in an affordable way. The Star Schools and Technology Innovation grants have also provided seed funding to partnerships endeavoring to offer access to educational opportunities through distance learning. The latter two programs, however, are small and have been frozen to concentrate on supporting currently funded initiatives.

The last issue—course content and cost—remains a hurdle. The quality of current offerings on the Web is of considerable variance. Much of the reason is that the cost of course development is very high. The Southern Regional Education Board reports that states in this game have found course development to be roughly \$200,000 per course; private developers quote numbers in excess of \$700,000 per course. To add to the problem, software developers with access to the capital needed for high quality R&D efforts are generally unwilling to jump into the on-line high school course market

because of the multiplicity of standards, curriculum requirements and assessments across states. Where developers are coming into the market—for example APEX in developing AP courses—they are doing so where the standards are national in scope. At the same time, their products are not cheap and generally unaffordable for the student populations that needs them most.

With ongoing initiatives in training, equipment and connectivity, the key area for federal involvement and support is in the area of course development and subsidy. Through this approach, the federal government would allow states to continue their own efforts to offer coursework based on their standards and unique needs (e.g., Florida's Virtual High School), but provide quality content and take the pressure off of course development.

Initiative Design

The initiative is a package composed of three distinct pieces:

1. Propose increased funding for the Technology Teacher Training program and the Technology Literacy Challenge Fund and continuing the funding plan for the E-Rate program.
2. A public private partnership with a group of course developers. In exchange for a hefty subsidy of course development for AP courses, courses in ESL, foreign languages, and other challenging coursework, course/software developers would offer the courses at major discounts (or free) to eligible high poverty schools.
3. A competitive grant program for states and districts to allow schools to apply for course access and to help defray the costs of additional expenses needed to support such an initiative. Such activities might include other initiatives at the local level to prepare teachers and students to offer AP courses, specific distance learning scheduling and personnel issues and efforts to partner with community colleges and local Community Technology Centers for access to needed facilities and equipment. The grant program could also subsidize state and school efforts to offer access to college-level and credit courses.

We have had initial discussions with APEX, which creates and sells web-based AP courses, about subsidizing the cost of R&D in return for cutting in half the cost of their software for poor districts. APEX is very interested in a partnership of this breadth and scope and the group is sending along some paper on a potential commitment.

Cost

The new costs associated with this initiative would be \$50 million to support the partnership with industry and a grant program for states and districts. The cost breakdown would be as follows:

- \$25 million for subsidizing the development of up to 16 AP courses and courses in other areas such as ESL, foreign language, remedial needs, and in math and science. At \$500,000 per course (APEX's initial offer), the project could subsidize the development of 50 high quality courses.
- \$300,000 per course (very rough estimate) for other 8 (\$2.4 million)
- \$25 million grant program to offer access to courses and seed local efforts to provide courses to students.

The initiative would also seek increased funding in the amount of \$150 million:

- Maintain E-Rate at \$2.25 billion commitment
- Increase Teacher Technology Training funds from current level of \$75 million to \$125 million.
- Increase Technology Literacy Challenge Fund appropriation from \$425 million to \$525 million (OMB plans this request).

Together with the new course development and access initiative, the total new costs would be \$170 million.

Possible Critiques of the Approach

Critique: *Effort would fund development without guarantee that schools would take-up discount rate courses on the Web.* The subsidy of industry would have to occur before districts signaled a desire to pay for courses at discount rates or target other resources to support this effort.

Response: The efforts already occurring in states are testament to the demand for such services. That said, the initiative would warrant a lot of outreach to eligible communities (concomitant perhaps with E-Rate outreach efforts).

Critique: *Given the small size of the course development industry, partnering with companies will end up undercutting competition in the industry.*

Response: This danger does exist, but if the partnership were opened up, bid out, and committed to not doing a sole source contract, then it could actually increase competition in the industry.

Political Considerations

- Sen. Kennedy is the major supporter for the Star Schools Program (it was his creation) and the Senate in general likes the program. It will be frozen for next year and an initiative like this could attract support.
- Republicans and Democrats have supported AP fee assistance and would likely support this effort to increase access to AP courses and other challenging coursework. The College Board's government relations shop reports that Sen. Bingaman (D-NM), Rep. Cunningham (R-CA), and Sen. Hutchison (R-TX) are among the program's most ardent supporters.

- The rural support aspect of the initiative could win support among Republicans who pushed for the Rural Education Act in the House's ESEA reauthorization proposal. Although that initiative was more of Super Ed-Flex accountability model dressed up in a rural education rescue program, the issue of supporting rural educational needs is a real one that should develop broad support. Inner city advocates should also line up.
- There is the potential for opposition from two areas: those who see this as a move towards national standards and curriculum and 2) those who see this as a move towards faceless education that might support home schooling and the like. Both arguments are fairly weak, but the language describing and promoting the initiative would need to be sensitive. I.e., national course curriculum and virtual school terms could stir unnecessary opposition. Teachers unions, for example, will be especially sensitive to the latter issue.

School Leadership for the 21st Century:

An Initiative to Fund Independent School Leadership Centers in States
To Enhance the Quality of Public School Leadership

Summary

In recognition that without quality school leaders, school reform is destined to fail, the Administration proposes to support state-level efforts to increase the quality of current school leaders. This initiative would assist the creation and support of independent school leadership centers in a select number of states. The centers would be run by nonprofit or public-private partnerships, would not be directed by state departments of education or state administrator preparation programs at universities and colleges, and would tap local leadership expertise in the public and private sector. The issue of school leadership has broad political appeal and support for the initiative should be strengthened by the independent nature of the centers. Seed funding would be provided on a matching basis and grants would be awarded on a 3-5 year basis. The budget amount for FY2001 would be \$20 million.

Background and Rationale for Initiative

School reform in the 1990s has trained its sights on any number of places. Developing school and student standards, assessment and accountability systems, charter schools, school-based management and improving teacher quality have been the dominant strategies employed by the states to improve the quality of their public K-12 schools. What few seem to be talking about, however, is the one area in public schools central to all of these reform strategies: school leadership.

The role of school leaders—principals and assistant principals, superintendents and assistant superintendents, and select teachers—in school improvement should not be underestimated. If states are serious about improving public schools and the educational opportunities for young people, they must begin to focus on the development of school leaders who can lead school change and improvement efforts. While policy has rightly

focused on areas such as accountability, teacher quality, and school-based decision-making, the spotlight has yet to shine with adequate intensity on one of the lodestones of reform: the principalship.

Three trends in public education highlight the pivotal role school leaders are playing in school improvement and the need to support them:

1. **Devolution of Decision-making.** Decisions about schooling—from budgets to curriculum to instruction—are moving out of state capitals and centralized processes and into local districts and schools. With that devolution of authority comes much greater responsibility for superintendents, principals and other school leaders.
2. **School-Based Assessment and Accountability.** The devolution of decision making has largely come about as a result of the move by states to systems of standards and rigorous accountability. In holding schools accountable, states are giving districts—and districts are giving schools—greater flexibility about how they reach the standards set for them. In these new systems, school leaders are being asked to play much bigger roles in crafting instructional approaches, restructuring their organizations, working with the local community, and using resources strategically than they have previously.
3. **The Focus on Improving Teacher Quality.** The federal government and state governments have focused many political and fiscal resources in recent years on efforts to ensure teacher quality. Initiatives aimed to improve teacher preparation, support, development, and retention have been undertaken. However, many of these efforts will matter little in the face of bad school leadership that does not understand how to support and develop teachers. Improving the quality of school leadership is an important complementary investment for guaranteeing better quality teachers.

A Federal Role

There are a number of places that resources from the federal government could be used to leverage improvements in the quality of school leadership. As with teachers, recruitment of quality candidates and reforming preparation practice is critical to ensuring that future ranks of school leaders are exceptionally prepared for the job.

However, reforming licensure and preparation standards can't carry the entire load of enhancing the capacity of school leaders. Attention must also be paid to the ongoing learning and development needs of these school administrators. School leaders need high-quality and ongoing development and opportunities to develop networks and to learn best practices in fields beyond education. At present, there is no federal program focused solely on school leadership and only a handful of programs that allow funds to be used to support the development of school leaders.

Perhaps the most appropriate role the federal government could play, and the place where its resources can best leverage change, is in the seeding of state-level partnerships

that focus on the needs of school leaders and provide ongoing development opportunities for the current ranks. Further, the federal government can serve as a catalyst for bringing nontraditional partners into the effort, such as the business community, to disseminate its lessons in leadership to those in charge of improving the public schools.

Initiative Design: School Leadership Centers

The Department of Education would fund a competitive grant program that would provide seed/capacity-building funds to state or regional School Leadership Centers. Multi-year grants would be made to nonprofit public-private partnerships composed of alliances of business groups, education stakeholders, and other relevant partners such as existing nonprofits or the armed services.

The centers would be focused on providing training for principals and superintendents, as well as provide services for assistant principals and superintendents and select teachers. Where states had enabling legislation to this effect, Centers could also focus on recruiting nontraditional candidates into the profession and constructing alternate pathways. Centers could not be run by state departments of education, university or college schools of education, or the federal government's regional education labs, although these organizations could be partners in the effort.

Funds would be awarded on a 3-5 year basis. Centers would be expected to offer training and services to support school leaders in areas such as instructional leadership, management practices, school organization, school design, community engagement, and school board relationships. Centers would also be expected to involve leaders and best practices from fields other than education. An Advisory Board to the Secretary, made up of national leaders in the areas of education, business, nonprofits and the armed services, will be assembled to advise the Secretary on choosing grants.

Cost

The grant program would provide \$20 million for funding demonstration centers around the country. Grantees would receive funding in the \$200,000 - \$300,000 range per year for three to five years. Funding would support approximately 20 Centers in states or regions. Grant recipients would be required to provide a 50% match, 30% of which could be in-kind.

Possible Critiques of the Initiative

Critique: ***Independent centers aren't guaranteed to support state agendas for school improvement.*** Without being tied into state educational community, the Centers may run programs that don't support the goals and standards in the state.

Response: Centers that are run by the establishment are much less likely to run innovative programs that provide new approaches to school leadership. At the same time, effective centers will be aligned with the state's standards and goals and will help fashion leaders better equipped to reach the standards.

Political Considerations

1. The issue of school leadership engenders broad political support across political parties with Republicans being traditionally very receptive of a focus on leadership.
2. Senator Kennedy introduced S. 1180 in the past session (signed onto by Dodd, Daschle, Dorgan, Murray, Levin and Schumer) that included funding for a national center for principal preparation and support and efforts to recruit people into the principalship.
3. Creating independent centers will likely be strongly opposed by the higher education administrator preparation programs and other groups who are setting national standards for administrators. They will see this as undermining their role in states.
4. The administrator groups will like the focus on principals and superintendents, but will probably oppose the independent nature of them.
5. Teacher groups will want to include language that involves teacher leaders (which we've included) and about school leaders, especially principals, as "instructional leaders." I think the less we include in the mandate for these Centers, the better—with the exception of independent entities that are public-private partnerships, which include both traditional and nontraditional stakeholders in school leadership.

Closing the Achievement Gap:

Providing Free, High Quality Test Preparation Courses to
High Need Students

****We are still researching this proposal including getting more detailed demographic information about SAT test takers. Here is a framework so far..***

Summary

SAT scores are an important component of college admission and historically minority and low income students have not scored as well as their white and more affluent classmates for many reasons including not having access to high-quality test preparation activities that are common in many communities. There is a federal role to help solve this problem by providing funds to increase access to college entrance exam preparation. Under the model we are proposing, partnerships of high schools, leaders in the test prep industry and community based organizations would compete for a grant to offer college test preparation as well as other related services.

Background/Rationale

Because every child deserves an equal chance at academic success and because, for the moment, standardized testing as a part of college admissions will remain a fixture on the educational landscape, each student regardless of financial standing should have equal training and preparation for college entrance exams. Quality test preparation courses are important to success on college exams but are often beyond the financial reach of most

families adding to the disadvantages many financially needy students face when competing with privileged students in college admissions. Free college test preparation courses could help students with college aspirations who have demonstrated through coursework that they are capable of succeeding in college.

While this program should be aimed at low-income students, by default through this criteria it will target minority students. The College Board report *Reaching the Top: A Report of the National Task Force on Minority High Achievement* found that:

- In 1995, African-Americans, Latino's and Native American's accounted for only 13% of the bachelor's degrees, 11% of professional degrees and 6% of doctoral degrees awarded by U.S. Colleges and Universities despite making up about 30% of the under 18 population.
- This year, Blacks, Hispanics, and Native Americans made up only about one in twenty of the students who had very high scores on the SAT 1, which are scores typical of students admitted to highly selective colleges and universities.

One of the College Board's recommendations for action is for national and community organizations concerned with improving minority education to work with educational reformers and researchers to expand and strengthen supplementary education opportunities available to underrepresented students. The objective should be to provide the same education opportunities for underrepresented minorities that are equivalent in scope and quality available to many youngsters from the nation's most academically successful groups.

Recently, the NAACP also highlighted this issue as an emerging problem and called for increasing access to test preparation services for disadvantaged students.

Last year California State Senator Hayden introduced the College Preparation Partnership Program in California that offers very low cost or free college test preparation courses. Districts were able to apply for money and choose which schools would receive the funds that met the eligibility criteria. In California, schools that receive money for college exam prep are able to use the money either to contract with an unspecified college prep service, or to use the money to train the teaching staff to do the college exam prep instruction.

DPC Proposal

Key Components

The Federal government will offer leadership and resources for communities to create partnerships to increase access to test preparation programs for disadvantaged students.

Partnerships

The program would require the high school to partner with a test preparation program with a proven track record and established curriculum with an option to add least one

community based organization. Commercial test preparation companies involved would have to demonstrate an established curriculum and have a proven track record. Programs would have to offer a minimum of 25 hours of instruction over no less than 4 weeks to ensure rigor and quality and discourage one-time preparation activities which research shows are ineffective.

Eligibility

This initiative would offer competitive grants to high schools or LEA's based on the California model. Grants would be given to schools would be those with a low college attendance rate, high numbers of low-income pupils, and demonstrated school-based efforts to improve the school's college preparatory curriculum and college attendance rates. Eligible students would receive the free college test prep courses. Students in the top 50% of their class who fall under 200% of the poverty line would be eligible.

Priority

A competitive priority would be given to schools that couple test preparation with other relevant services including counseling, college application and financial aid assistance.

Cost

The California Preparation Partnership Program is able to serve 50,000 students with a \$9 million budget with an expected increase of 4.5% next year. **We are still in the process of collecting data in order to make a correct cost estimate.**

Critiques

Issue

Teacher unions could object that this proposal because unlike the California model which allows grant funds to be used to train the current teaching staff to be college test prep instructors, doesn't provide for this. This proposal would not allow funds to be used to train teachers as instructors in order to ensure that students are receiving the high quality test preparation through established providers.

Response

Providing high quality test preparation is a key to the success of this grant. We want to fund what works and has proven results with research to prove their effectiveness. Training teachers is a bigger risk in terms of quality control.

Issue

The President's Initiative on Race asked the Department of Education to do a study on the usefulness of college test preparation. The final analysis of the report showed that there was no reason to expand funding to include college test prep, but that expanding the

AP program would be more effective. The data showed that minority students are more likely to prepare for the SAT or ACT than whites and middle-income students.

Response

The study concluded that because non-white, low-income students had similar rates of test preparation, it is unnecessary to put any money into subsidized test preparation, but rather that funding should be focused on expanding the AP program (which is not surprising considering the Department runs the program). However, the study failed to control the methods of college preparation and quality of instruction. For example, a student might be getting tutoring for reading and could count this as college test preparation. We do not think that the study is conclusive.

Political Considerations

1. This proposal supports the Administration's position on affirmative action programs that expand opportunities for minorities and support states that are developing innovative ways to reach the goal of equality in education.
2. The NAACP has been working to reduce the weight of the SAT and ACT on college admissions, but is strongly in favor of state subsidized college test preparation courses. They are working closely with Senator Hayden's office in California and are reaching out to states and are generating momentum on this issue. So far they have found states and schools to be very receptive to the idea and there is growing interest in the California model.

Closing the Achievement Gap:
Providing Free, High Quality Test Preparation Courses to
High Need Students

Summary

Recognizing that SAT scores are an important component to college admission and that historically, minority and low income students have not scores as well as their white classmates in part because test preparation is too expensive, there is a federal role to assist in a solution to this problem by providing funds to subsidize college test preparation. Partnerships of high schools, leaders in the test prep industry and community based organizations would compete for a grant to offer college test preparation as well as other related services. There is growing support for such a program from organizations like the NAACP who are becoming active in this issue.

Background/Rationale

Because every child deserves an equal chance at academic success and because, for the moment, standardized college testing is not going to disappear, each student regardless of financial standing should have equal training and preparation for college entrance exams. Because college prep courses are important to the success on college exams but are often beyond the financial reach of most families, many financially needy students are at an extreme disadvantage when it comes to competing with privileged students in college admissions. Free college test preparation courses could help students with college aspirations who have demonstrated through coursework that they are capable of succeeding in college, many of who, historically, have not done well on college entrance exams. Targeting this program to our neediest schools would serve more minority students without explicitly. The College Board report- *Reaching the Top: A Report of the National Task Force on Minority High Achievement* found that:

- In 1995, African-Americans, Latino's and Native American's accounted for only 13% of the bachelor's degrees, 11% of professional degrees and 6% of doctoral degrees awarded by U.S. Colleges and Universities despite making up about 30% of the under 18 population.
- This year, Blacks, Hispanics, and Native Americans made up only about one in twenty of the students who had very high scores on the SAT 1, which are scores typical of students admitted to highly selective colleges and universities.

One of their recommendations for action is for national and community organizations concerned with improving minority education to work with educational reformers and researchers to expand and strengthen supplementary education opportunities available to underrepresented students. The objective should be to provide the same education opportunities for underrepresented minorities that are equivalent in scope and quality available to many youngsters from the nation's most academically successful groups.

Last year Senator Hayden introduced the College Preparation Partnership Program in California that offers very low cost or free college test preparation courses. Districts were able to apply for

money and choose which schools would receive the funds that met the eligibility criteria. In California, schools that receive money for college exam prep are able to use the money either to contract with an unspecified college prep service, or to use the money to train the teaching staff to do the college exam prep instruction. The Federal government will offer leadership and resources for communities to build a strong college preparation program for its students.

Key Components

Partnerships

The program would require the high school to partner with either Kaplan, Princeton Review or the College Board with an option to add least one community based organization.

Eligibility

This initiative would offer competitive grants to high schools or LEA's based on the California model. Grants would be given to schools would be those with a low college attendance rate, high numbers of low-income pupils, and demonstrated school-based efforts to improve the school's college preparatory curriculum and college attendance rates. Eligible students would receive the free college test prep courses. Students in the top 25% of their class who fall under 200% of the poverty line would be eligible.

Priority

A competitive priority would be given to schools that offer a variety of services like counseling, college application and financial aid assistance

Cost

The California Preparation Partnership Program is able to serve 50,000 students with a \$10 million budget with an expected increase of 4.5% next year. Our program would provide \$25 million and serve 350 school sites and serve 100,000 students.

Critiques

1. Teacher unions could have a problem with this proposal, in that the California model allows grant funds to be used to train the current teaching staff to be college test prep instructors. This proposal would not allow funds to be used to train teachers as instructors in order to ensure that students are receiving the highest quality test preparation.

Response

Providing high quality test preparation is a key to the success of this grant. We want to fund what works and has shown results-Kaplan and Princeton Review have research to prove their effectiveness whereas training teachers is a bigger risk in terms of quality control.

1. The President's Initiative on Race asked the Department of Education to do a study on the usefulness of college test preparation. The final analysis of the report showed that there was no reason to expand funding to include college test prep, but that expanding the AP program would

be more effective. The data showed that minority students are more likely to prepare for the SAT or ACT than whites and middle-income students.

Response

The study concluded that given non white, low income students had similar rates of test preparation, taking that to mean that it is unnecessary to put any money into subsidized test preparation, but rather into expanding the AP program (which is not surprising considering the Department runs the program). However, the study failed to control the methods of college preparation and quality of instruction. For example, a student might be getting tutoring for reading and could count this as college test preparation. We do not think that the study is conclusive. Free college test preparation would provide increased access to high quality programs and would lead to increased admission of underrepresented groups in colleges and universities.

Political Considerations

1. This proposal supports the Administration's position on affirmative action programs that expand opportunities for minorities and support states that are developing innovative ways to reach the goal of equality in education.
2. The NAACP has been working to reduce the weight of the SAT and ACT on college admissions, but is strongly in favor of state subsidized college test preparation courses. They are working closely with Senator Hayden's office in California and are reaching out to states and are generating momentum on this issue. So far they have found states and schools to be very receptive to the idea and there is growing interest in the California model.

Closing the Achievement Gap

Summary

Recognizing that SAT scores are an important component to college admission and that historically, minority and low income students have not scores as well as their white classmates in part because test preparation is too expensive, there is a federal role to assist in a solution to this problem by providing funds to subsidize college test preparation. Partnerships of high schools, leaders in the test prep industry and community based organizations would compete for a grant to offer college test preparation as well as other related services. There is growing support for such a program from organizations like the NAACP who are becoming active in this issue.

Background/Rationale

Because every child deserves an equal chance at academic success and because, for the moment, standardized college testing is not going to disappear, each student regardless of financial standing should have equal training and preparation for college entrance exams. Because college prep courses are important to the success on college exams but are often beyond the financial reach of most families, many financially needy students are at an extreme disadvantage when it comes to competing with privileged students in college admissions. Free college test preparation courses could help students with college aspirations who have demonstrated through coursework that they are capable of succeeding in college, many of who, historically, have not done well on college entrance exams. Targeting this program to our neediest schools would serve more minority students without explicitly. The College Board report- *Reaching the Top: A Report of the National Task Force on Minority High Achievement* found that:

- In 1995, African-Americans, Latino's and Native American's accounted for only 13% of the bachelor's degrees, 11% of professional degrees and 6% of doctoral degrees awarded by U.S. Colleges and Universities despite making up about 30% of the under 18 population.
- This year, Blacks, Hispanics, and Native Americans made up only about one in twenty of the students who had very high scores on the SAT 1, which are scores typical of students admitted to highly selective colleges and universities.

One of their recommendations for action is for national and community organizations concerned with improving minority education to work with educational reformers and researchers to expand and strengthen supplementary education opportunities available to underrepresented students. The objective should be to provide the same education opportunities for underrepresented minorities that are equivalent in scope and quality available to many youngsters from the nation's most academically successful groups.

 Last year Senator Hayden introduced the College Preparation Partnership Program in California that offers very low cost or free college test preparation courses. Districts were able to apply for money and choose which schools would receive the funds that met the eligibility criteria. In California, schools that receive money for college exam prep are able to use the money either to

contract with an unspecified college prep service, or to use the money to train the teaching staff to do the college exam prep instruction. The Federal government will offer leadership and resources for communities to build a strong college preparation program for its students.

Key Components

Partnerships

The program would require the high school to partner with either Kaplan, Princeton Review or the College Board with an option to add least one community based organization.

Eligibility

This initiative would offer competitive grants to high schools or LEA's based on the California model. Grants would be given to schools would be those with a low college attendance rate, high numbers of low-income pupils, and demonstrated school-based efforts to improve the school's college preparatory curriculum and college attendance rates. Eligible students would receive the free college test prep courses. Students in the top 25% of their class who fall under 200% of the poverty line would be eligible.

Priority

A competitive priority would be given to schools that offer a variety of services like counseling, college application and financial aid assistance

The California Preparation Partnership Program is able to serve 50,000 students with a \$10 million budget with an expected increase of 4.5% next year. Our program would provide \$25 million and serve 350 school sites and serve 100,000 students.

Critiques

Teacher unions could have a problem with this proposal, in that the California model allows grant funds to be used to train the current teaching staff to be college test prep instructors. This proposal would not allow funds to be used to train teachers as instructors in order to ensure that students are receiving the highest quality test preparation.

The President's Initiative on Race asked the Department of Education to do a study on the usefulness of college test preparation. The final analysis of the report showed that there was no reason to expand funding to include college test prep, but that expanding the AP program would be more effective. The data showed that minority students are more likely to prepare for the SAT or ACT than whites and middle-income students. The reality is that the SAT is used very heavily in the college admissions process and underrepresented groups are not doing well on the exams. The California model, while still early, could prove to be successful in leveling the playing field in college entrance exams and helping to put more minority students in college.

•
.

• *Political Considerations*

This proposal supports the Administration's position on affirmative action programs that expand opportunities for minorities and support states that are developing innovative ways to reach the goal of equality in education.

The NAACP has been working to reduce the weight of the SAT and ACT on college admissions, but is strongly in favor of state subsidized college test preparation courses. They are working closely with Senator Hayden's office in California and are reaching out to states and are generating momentum on this issue. So far they have found states and schools to be very receptive to the idea and there is growing interest in the California model.

DRAFT

FY2001 EDUCATION BUDGET IDEAS:

FUNDING ISSUES:

Class Size: No policy changes. Expand funding to continue on path to 100,000 teachers.

 **After-School:** Change policy to allow community-based organizations (including faith-based) to apply for and be the primary fiscal agent for a program so long as it is based at a school site. Increase funding to \$700-900 million.

Charter Schools: Expand funding to support 3,000 charter schools. OMB estimates this is an add of approximately \$150 million over FY00 enacted levels.

ESEA ISSUES:

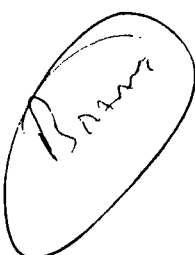
 **Title I and Title I Accountability:** In addition to an overall increase in Title I the accountability set-aside should be increased over the FY00 request of \$200 million, ideally to \$250 million. Congress agreed to a \$134 million set-aside for FY01.

Teaching to High Standards: The President's ESEA reauthorization proposal would consolidate Goals 2000, the Eisenhower Professional Development Program, and Title VI into a standards based reform grant program. The FY01 budget request should reflect this proposal. At their FY00 enacted levels the Eisenhower program and Goals 2000 are a combined \$ 830 million. Although the Administration does not recommend funding the Title VI program in its budget request, the Teaching to High Standards initiative should reflect an inclusion of current Title VI funding (\$380 million FY00) and be funded at a minimum of \$1.21 billion.

Public School Choice OPTIONS Proposal: \$30 million The OPTIONS initiative is part of the President's ESEA reauthorization proposal. The initiative would create a grant program that would fund the demonstration, development, implementation, evaluation and dissemination of information of innovative public school choice projects. Funded projects would focus on areas such as new choice options for students within districts, partnering choice schools with other schools to disseminate information and stimulate improvement, and overcome barriers to choice. The request covers \$28 million for approximately 40 new grants \$1.3 million for evaluation, and \$200,000 for peer review.

 **School Report Cards:** \$50 million. The President's ESEA proposal requires states to have easy to understand report cards on school, school districts and state performance. As public school choice expands it is important that parents have access to high quality, objective, and understandable information about schools. A common criticism of our report card requirement is that it is an unfunded mandate to states. By providing seed

money to help states and localities develop report cards we undermine this argument. States that have already developed report cards could use the funding for dissemination.



Troops to Teachers: \$18 million in FY00. The Troops to Teachers program was created in 1994 to help improve public school education by injecting the talent, skills, and experience of military service members and other federal civilian personnel into high-poverty schools. Recent studies have found that a significant number of mid-career professionals who possess strong subject matter skills are interested in beginning a teaching career-this program taps this valuable resource.

The new proposal will continue the recruiting, preparing and supporting retired military personnel as teachers in high-need subject areas and school districts. It will also support similar programs for other midcareer professionals by awarding grants to public agencies, institutions of higher education, and nonprofit organizations to recruit, prepare, and support career-changing professionals from diverse fields whose knowledge and experience could help them become successful teachers. This is part of our ESEA proposal and should be included in the budget.

DPC INITIATIVES:



Pay for Performance—\$20 million. This initiative is designed to complement the commitment laid out in the Action Plan from the 1999 National Education Summit to pilot pay-for performance initiatives in 10 states or school districts. The initiative would support, “Denver” style pay-for-performance initiatives in which all teachers receive an initial bonus for participating and additional rewards based on performance. Denver did participation by school with at least an 85 percent affirmative from school staff required for a school to participate. We should leave details of this nature up to the local districts that participate but require at least the participation of 250 teachers and cap participation at 500 per site. While large school districts are the obvious targets for grants of this type, partnerships of smaller school districts that meet the threshold should also be eligible.

With guaranteed bonuses of \$500 for participation and assuming that all-10 sites enroll the maximum of 500 teachers, the bonus component will cost \$2.5 million. For an additional \$12.5 million we can support pay incentives for performance of up to \$2500 per participation teachers for a total program cost of \$15 million. At least an additional \$2 million should be included for promotion to attract potential grantees and rigorous evaluation of programs.



Fund for Future Schools-- \$50 million given out by competitive grant for innovative regional, state, and local ideas that require upfront infusions of funding. As opposed to school-based only reforms these resources would be for structural changes at the school district, state, and/or regional level as well. For example, a school district could apply for funding to help implement one of the governance models proposed in the recent ECS report, conduct a full service “Saturday” school to help students who need extra assistance, or rework the senior year of high school to focus on service learning. States or regional cooperatives could apply for funding for larger scale innovations such as

college preparatory academies, innovative partnerships, or pioneering governance models.

Grant awards would be given out by an independent bipartisan board. Grant size and longevity would be determined by the board within broad parameters. Grant renewals would entail a step-down process for funding that would gradually transfer the program to fully state and local funding. Programs that don't meet performance indicators would not receive "step-down" funding. Essentially, the federal government would capitalize promising initiatives, capture data on their effectiveness, and disseminate information. Based on our series of meetings with school officials there are a number of projects which they would like to undertake but cannot for lack of start up funds.

Rewards/Incentive fund for Title I: The President's ESEA proposal contained language-authorizing rewards for performance. No dollar amount was specified. We are developing a proposal to attach money to this language in the budget and determine performance indicators for rewards.

Small Schools: The FY00 Appropriations bill contains a \$45 million provision supported by Representative Obey for competitive grants to school districts to help them create smaller learning communities for students in large high schools using strategies such as creating schools within schools, establishing career academies, and restructuring the school day and other innovations that allow schools to ensure that every student receives personal attention and support. This initiative should be funded in our budget at \$200 million.

Distance Learning Initiatives to Support Access to Challenging High School Coursework:

Total Budget Amount (excluding E-Rate) \$665 million

This would be a package of initiatives which would endeavor to help every state develop a Virtual High School entity to harness the power of technology to ensure students everywhere access to a challenging high school curriculum. The package would: 1) ramp up existing programs in technology and 2) create a new partnership program with software companies to spur the development of high quality course content for web-based delivery in areas such as AP, "honors," English as a Second Language, and remedial reading and writing courses.

We have had initial discussions with APEX, which creates and sells web-based AP courses, about subsidizing the cost of R&D in return for cutting in half the cost of their software for poor districts. They are sending along some paper on their commitment.

Funding Specs:

Program	FY2000	FY2001 Proposed
E-Rate	\$2.25 billion	Maintain
Teacher Technology Training	\$75 million	\$125 million

Technology Literacy Challenge Fund \$425 million
Partnership Program with Industry New

\$525 million
\$15 million

School Leadership Institutes: \$20 million. Recognizing that without high quality school leadership, school reform is impossible the federal government would provide seed money to establish school leadership institutes. The Department of Education would fund a competitive grant program that would provide seed/capacity-building funds to for state or regional school leadership academies. Multi-year grants would be made to nonprofit partnerships composed of alliances of business groups, education stakeholders, and other relevant partners for example existing nonprofits or the armed services. The nonprofit entities would be focused on training for existing school leaders and recruitment and training of new school leaders including non-traditional candidates.

Administration would partner with/challenge a foundation (ideally Carnegie Commission) to put together a National Commission on School Leadership. There is a lot of disconnected work being done in the field and this could help bring it together, serve as a think tank, and focus national attention on this issue. **Amount: \$1 million**

Test Prep for Minorities: \$25 million would fund 350 sites at \$70,000 per site. To avoid ineffective programs, grantees would have to partner with a private for profit or non-profit test-prep service and offer course of sufficient duration and rigor as to be effective. Details of the NAACP proposal are sketchy and we are tracking down more information.

Teacher recruitment: We are developing a teacher recruitment piece, details to follow.

Bigger Isn't Better: (I thought you'd like that little tribute, Andy)
Improving Student Achievement with Smaller High School Learning Environments

Background and Rationale for Initiative

Incidents of school violence, like the recent tragedy in Littleton, Colorado, have caused serious alarm among parents and students who are unsure what has caused such tremendous alienation and aggression in our teenagers. Although there have been calls for tougher gun control laws and stricter discipline policies, more and more educators are pointing to a systemic problem -- the model of the American high school, one of the most enduring and unchanging institutions in our society. One indicator of our failure to adjust high schools to the changing needs of the population is the alarmingly high Hispanic dropout rate (30 percent for students born in the United States and 44 percent for those born outside the country). Hispanics are the fastest growing segment of our society, yet our high schools are clearly not engaging or serving these students. Finally, we are failing to prepare many students for the academic challenge of higher education and lifelong learning. While record numbers of high school graduates are going on to college, almost half of entering college freshmen drop out by the end of their second year. Close to thirty percent of students entering a four-year college have to take remedial courses.

Although experts cite a variety of factors that contribute to the decline of our high schools, including academic mediocrity, poor teaching, insufficient counseling services and waning parental involvement, most cite the same remedy for these ills -- create smaller schools with smaller classes. Since the end of World War II, the number of schools nationwide has declined seventy percent, while average enrollment has grown fivefold. More than 25 percent of American high schools enroll more than 1,000 students, and enrollments of 2,000 and 3,000 are common. The conventional wisdom in building these enormous schools was that they would offer students more academic and extracurricular opportunities. However, more and more large schools are being built because of the need to educate rapidly growing numbers of high school students. There are currently 13.5 million students attending secondary school in America, and they will enroll an additional 1.3 million students in the next decade.

Research shows that small schools can offer a strong core curriculum and, in most cases, a level of academically advanced courses comparable to large schools. Smaller schools also have better attendance records, lower dropout rates and fewer discipline problems. A 1996 study found that students in smaller schools were more likely to be involved in extracurricular activities and to hold positions of responsibility. Finally, research backs up the conventional wisdom that smaller schools are safer and more productive because students feel less alienated, more nurtured and more connected to caring adults, while teachers feel that they have more opportunity to get to know and support their students. A 1997 study of charter schools showed that the most common reason parents chose a charter school over a traditional public school was the smaller size of the charter school. Fifty-three percent of parents surveyed cited the schools' small size, ranking that factor

ahead of higher standards, greater educational philosophy, greater parental involvement and better teachers.

There is no agreement on what a “small school” looks like, but there is a general consensus that a high school should have no more than 600 students. The University of Illinois *Small Schools Workshop* describes “good” small schools as having a curriculum integrated around a coherent focus and philosophy of education, teachers that collaborate and discuss the needs of their students, a sense of leadership and investment in the school, and the involvement of families and community. Many of these characteristics are also associated with charter schools, and indeed, charter schools tend to be significantly smaller than their traditional counterparts. In addition to charter schools, models of small schools include freestanding small schools, autonomous schools-within-schools, and scatterplexes, with two or more small schools at different sites that share a principal.

DPC Proposal

This proposal would build on an initiative introduced by Congressman Obey to establish smaller learning communities in America’s high schools. The program would offer competitive grants to school districts that submit a plan to create smaller learning environments for students by building smaller schools or by breaking up larger schools using strategies such as creating schools-within-schools, establishing career academies, restructuring the school day and other innovations that allow schools to ensure that every student receives personal attention and support. A competitive priority could be offered to charter schools in order to encourage the proliferation of the other positive qualities of charter schools discussed above. Allowable uses of federal funds could include planning and implementation costs, professional development, team building, facility renovation, additional planning time, extended learning time, legal and accounting consulting, supplies and other relevant costs.

Cost

The Obey initiative is funded at \$45 million in the FY 2000 budget, however the FY 2001 request would be for \$200 million, and should fund approximately ?? schools.

Possible Critiques of the Initiative (Advantages and Disadvantages)

Critique: *Many of the fastest growing districts are desperately struggling to simply keep up with enrollment. How can they be expected to build small schools?*

Response: The advantage of this program is that it will defray the additional costs to those districts of building more, smaller schools. There is little question of how to do this quickly and efficiently, and federal support could mean an area would have more, smaller schools that better meet students’ needs rather than a large, impersonal high school.

Critique: *This is a soft response to troubling school safety issues when we should be investing in more school security officers, equipment, and alternative schools.*

Response: There is significant evidence that smaller schools are safer, and federal money could be used for security or other school safety enhancements.

Political Considerations

1. This proposal would differ somewhat from the Obey proposal in that 1) money could be used to create new small schools, not just break existing schools down into smaller units; 2) money could be used for some facilities renovation and construction; and 3) money could go to fund charter schools. It is unclear if these things would be acceptable to Obey, or if they would change the program beyond his original intention.
2. Any major opposition to the initiative would probably come from a decision to give a competitive priority to charter schools. There is always the traditional anti-charter lobby that will oppose any effort to funnel more federal funding into charter schools. A decision to include this priority would have to weigh this opposition against the potential plurality of benefits associated with charter schools and the desire to encourage more public school choice.
3. The Obey proposal is an appropriations initiative, and there is no separate authorization for the program. It is not included as part of our ESEA proposal, but it might make sense to try and get it included in legislation in order to guard against its disappearance after one year.

Transition to Teaching:

Expanding Troops to Teachers to Recruit Other Mid-Career Professionals into Teaching

Background and Rationale for Initiative

As a result of increasing enrollments, the retirement of many teachers and other attrition, this country will have to hire over 2 million teachers in the next decade. The problem of attrition is particularly acute among new teachers, 22 percent of who leave the profession after teaching for three years or less. Mid-career professionals interested in changing jobs are an important and largely untapped resource for addressing teacher shortages. Recent studies have shown that a significant number of mid-career professionals who possess strong subject matter skills are interested in beginning a teaching career.

Troops to Teachers was created in 1994 to help improve public education by injecting the talent, skills and experience of military and other federal civilian personnel into high-poverty schools. Since 1994 over 3,300 former military personnel have been hired as teachers in 48 states and the District of Columbia. The average program participant is 41 years old, and more than 83 percent of those hired have stayed in the classroom. Teachers recruited through Troops to Teachers are twice as likely as traditional public school teachers to teach science or math and three times as likely to be minorities.

DPC Proposal

The Transition to Teaching initiative was included as part of the Administration's ESEA proposal – the Educational Excellence for All Children Act of 1999. This initiative would build on the successes of the Department of Defense's Troops to Teachers program by recruiting, preparing and supporting talented mid-career professionals from diverse fields as teachers of high-need subjects areas in high-need schools. The initiative would preserve the Troops to Teachers initiative by requiring the Secretary of Education to allocate the necessary funding to DANTES (the Defense organization that runs the Troops to Teachers program) before funding other programs. Additional grants would then be awarded to public agencies, institutions of higher education, and nonprofit organizations to recruit, prepare and support career-changing professionals whose knowledge and experience could help them become teachers of high-need subjects in high-poverty schools. Funds could be used for stipends, training, or other costs, with a spending limit of \$5,000 per participant.

Cost

The Administration requested \$18 million for this initiative in our FY 2000 budget request, but we did not receive those funds specifically. There is some discussion about using FIE funds to fund the program anyhow, but it is unclear if that will happen. We would probably request a similar amount in FY 2001.

Pay for Performance

Background:

As part of the 1999 National Education Summit in Palisades, New York, the governors and assembled business leaders pledged to sponsor “pay for performance” initiatives for teacher salary in 10 locations as a strategy to make teacher pay more competitive with other professions. Despite considerable attention to the issue of teacher quality, teacher pay still remains far below other professions with the national average starting salary only approximately \$25,000, average teacher salary overall only approximately \$38,000, and the average maximum teacher salary in any state only about \$51,000.

At the time of the summit, Denver, Colorado was receiving considerable attention for its pay for performance pilot and Governor Ridge of Pennsylvania had set-aside \$1 million for school districts to establish pay-for-performance programs. The Denver program evaluates teacher performance on three-different measures with teachers electing which measure to use. The first is student performance on the Iowa Test of Basic Skills (ITBS) a nationally normed standardized test. The second is student performance on teacher-developed criterion-referenced measures. The final measure is net student progress after the teacher receives some sort of professional development related to their teaching.

12 elementary schools will participate in the first year of the Denver program. In order to participate, 85 percent of teachers at a school site had to affirmatively vote to participate. As a result, only 12 of the 82 elementary schools in Denver qualified to participate with a total participation of approximately 450 teachers. All teachers receive a \$500 bonus for participating and an additional \$1000 if they meet two (self-determined) goals for raising student achievement in one of the three categories.

During the DPC’s discussions with local school officials this fall the issue of teacher salary structure was raised on two fronts. First, local officials complained that because teacher pay was not competitive, particularly in high need areas such as math and science, they were having trouble attracting qualified candidates. Second, local officials pointed out that because teachers compensation systems are so rigid and based on input measures rather than output measures they felt that it hurt motivation and incentive to perform in the long run.

England is now considering introducing pay for performance for teachers as well. In the “Green Book” published in December of 1998 outlining school improvement strategies, the Blair Administration proposed rewarding teachers for high performance as a way to reward successful teachers.

While teachers’ unions remain opposed to merit pay, they are open to the idea of rewards for effective teaching. One of the main complaints about merit pay schemes is that they are too subjective and based more on relationships with supervisors than performance. Conversely, even testing experts in favor of merit pay agree that basing teacher pay on student test scores alone is an unfair and unreliable base for compensation. This argues

for a hybrid approach such as Denver's that incorporates multiple measures for evaluation.

A second complaint about performance rewards for teaching is that the resources for compensation rarely exist. For example, several New York school districts that experimented with merit pay had to suspend the program after it became fiscally impossible to reward all eligible teachers. A common complaint from teachers about reform efforts is a lack of sustainability. By providing sufficient funding for 10 pilots, our proposal addresses this concern.

Critics of performance pay also argue that teaching is a collegial profession and that efforts to reward individual performance detract from this atmosphere. There is little data upon which to judge this argument lending credence to the need to pilot such programs and evaluate them.

One area of agreement about pay for performance plans is that teachers should have a voice in the development of the performance indicators. The Denver plan includes this component. Teacher buy-in is essential for program success.

DPC proposal:

Our initiative is designed to support the commitment laid out in the Action Plan from the 1999 National Education Summit to pilot pay-for performance initiatives in 10 states or school districts. The initiative should support "Denver" style pay-for-performance initiatives in which all teachers receive an initial bonus for participating and additional rewards based on performance. As aforementioned, Denver set parameters for school participation; however, we recommend leaving details of this nature up to the local districts that participate but require at least the participation of 250 teachers and cap participation at 500 per site. While large school districts are the obvious targets for grants of this type, partnerships of smaller school districts that meet the threshold should also be eligible.

Although there will be pressure from constituency groups and within the Administration to explicitly define every aspect of the program for local school districts, it would be a mistake to do so. First, by specifically defining programs we would stifle innovation and limit the value of data from this pilot. For example, the 1999 National Education Summit pledge was deliberately vague as to whether pay for performance plans had to have an individual teacher component or could be school-site-based. Second, entangling the federal government too much in the area of teacher pay raises numerous political problems that can be avoided with a more flexible program design. The proper federal role in supporting this type of initiative is to provide leadership and resources, broad parameters for participation, and to measure, compare, and disseminate results. The ideal initiative would provide resources to 10 sites within a context of broad discretion as to program design.

However, to ensure both sound policy and political viability, any program funded under this initiative should have the following characteristics:

- No teacher should receive less compensation as a result of participating in the program;
- Teachers should be involved in the development of performance indicators;
- Performance should be based on more than a single indicator.

Cost:

Including a substantial evaluation component, 10 sites could be funded adequately for \$17 million annually. With guaranteed bonuses of \$500 for participation and assuming that all-10 sites enroll the maximum of 500 teachers, the bonus component will cost \$2.5 million. For an additional \$12.5 million we can support pay incentives for performance of up to \$2500 per participation teachers for a total program cost of \$15 million. At least an additional \$2 million should be included for promotion to attract potential grantees and rigorous evaluation of programs.



Basic Information

Topical Heading School Reform

Administering Office Office of Elementary and Secondary Education (OESE)

CFDA # 84.332A

Program Title Comprehensive School Reform Demonstration Program

Who May Apply(Categories) State Education Agencies

Current Competitions SEA applications for federal formula awards starting in 1998

Type of Assistance(Categories) Formula Grants

Type of Assistance(Specify) Formula grants under Title I, section 1502 (\$120,000,000 appropriated under Title I in FY 1999), and under the Fund for the Improvement of Education (FIE) (\$25,000,000 appropriated under FIE in FY 1999).

Appropriations

Fiscal Year 1998 \$145,000,000

Fiscal Year 1999 \$145,000,000

Awards Information

Number of New Awards Anticipated 52

Average Award \$2,788,462

Range of Awards \$318,175 - \$16,293,800

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation P.L. 105-78; P.L. 105-277; Elementary and Secondary Education Act, Title I, Part E, 20 U.S.C. 6492, and Title X, Part A, U.S.C. 8001.

Program Description This program, first funded in 1998, provides formula grants to state education agencies (SEAs) for competitive grant awards to local education agencies and participating schools. Schools receive annual awards of not less than \$50,000 to adopt or develop comprehensive school reforms based on reliable research and effective practices. SEAs are encouraged to give competitive preference to LEAs that target funds on schools that have low levels of student achievement and high dropout rates.

Funds appropriated under Title I are allocated to states on the basis of each state's share of prior year Title I Basic Grants. In turn, SEAs make competitive subgrants to schools eligible for Title I funds. Funding provided through the Fund for the Improvement of Education is used for additional state allocations based on each state's share of school-age children. SEAs may subgrant their FIE funds to any public school in the state.

The Department is authorized to reserve up to 1 percent of CSRD funds for the Outlying Areas (the Virgin Islands, American Samoa, Guam, and the Northern Marianas) and the Bureau of Indian Affairs, and up to 1 percent for national evaluation of the program.

Types of Projects All participating schools must use program funds to adopt or develop research-based comprehensive school reform approaches that: (1) employ innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics; (2) have a comprehensive design for effective school functioning, including instruction, assessment, classroom management, and professional development that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students to meet challenging state content and performance standards and addresses needs identified through a school needs assessment; (3) provide high-quality and continuous teacher and staff professional development and training; (4) have measurable goals for student performance and benchmarks for meeting those goals; (5) are supported by school faculty, administrators, and staff; (6) provide for the meaningful involvement of parents and the local community in planning and implementing school improvement activities; (7) utilize high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement; (8) include a plan for the evaluation of the implementation of school reforms and the student results achieved; (9) identify how other resources (federal/state/local/private) available to the school will be utilized to coordinate services to support and sustain the school reform.

Education Level K-12

Subject Index Comprehensive Programs, Research

Contact Information

Name William Kincaid
Internet Address William_Kincaid@ed.
Mailing Address U.S. Department of Education
OESE, Comprehensive School Reform Demonstration Program
400 Maryland Avenue, SW
Room 2W106, FOB6
Washington, DC 20202-6254
Fax (202) 260-4023
Telephone (202) 205-4292

This program was last edited on 02/11/99
Number of visits to this site: 117232



Deanne E. Benos
11/24/99 01:02:31 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP
cc: Eric P. Liu/OPD/EOP@EOP
Subject: National Teachers Academy.

Andy --

Eric asked that I provide information to you on Chicago Public Schools National Teachers Academy Project -- for reference to your National Principals Academy plans. The Chicago plan just received \$4 million for a demonstration project in Illinois in the budget.

I have small packet of materials on the project that I have put in your box today with more details. This is the synopsis: Relying on a consortium of higher education institutions, community groups, mid-career placement centers, professional development centers, etc., the academy would improve the overall size and quality of the teaching community by forming an aggressive teacher recruitment/retention plan and a continuing professional development plan.

Chicago Public Schools (CPS) will operate a laboratory school fully staffed by master teachers, and recruit the most promising candidates (both from universities and mid-career placement services offering the services of retired military officers, scientists, etc.) possible to fulfill their student teaching requirements there. CPS will also form a partnership with the Illinois Math & Science Academy (which was created by Speaker Hastert in his days in the Illinois State Legislature) to provide continuing professional development for their staff.

I hope this is helpful!

Deanne

ROD R. BLAGOJEVICH
5TH DISTRICT, ILLINOIS

COMMITTEE ON
NATIONAL SECURITY

COMMITTEE ON
GOVERNMENT REFORM
AND OVERSIGHT

Congress of the United States
House of Representatives

Washington, DC 20515-1305

331 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-1305
(202) 225-4061
FAX: (202) 225-5603

4064 NORTH LINCOLN AVENUE
CHICAGO, IL 60618
(773) 868-3240
FAX: (773) 868-0036

11 CONTI PARKWAY
ELMWOOD PARK, IL 60707
(708) 583-1948

*Andy -
This is the paper
on the Chicago
Teachers Academy
project I emailed
you about.
Deanne.*

April 19, 1999

*11/23/99 -
The Kevitt
has \$4 million
in the FY2000
budget*

D.B.

The Honorable John Edward Porter
Chairman
Labor, Health, Human Services
& Education Subcommittee
House Appropriations Committee
2358 Rayburn House Office Building
Washington, D.C. 20515

Dear Chairman Porter:

We are writing to urge your support for an important education project being developed in our home state of Illinois: the first National Teachers Academy. We are pursuing Federal funding in the form of a \$6 million demonstration project grant.

A joint endeavor of Chicago Public Schools, the Illinois Math & Science Academy, the National Teachers Academy is being designed to help schools meet the growing challenges of educating our children in the 21st century. Promoting improved teacher training, recruitment and curriculum development, the Academy will pair up both student teachers and existing teachers with high quality training programs.

The National Teachers Academy will be funded upon a four-way reciprocal partnership, including both primary and secondary schools, higher educational institutions, education foundations and community groups. Student teachers from the University of Illinois will complete their certification requirements in a laboratory-styled setting at a Chicago Public School run by a full staff of master teachers. Likewise, existing teachers from Chicago and across the State of Illinois will be provided continuing professional and curriculum development opportunities through a new Teaching Institute at the Illinois Math & Science Academy. Consortia will also be developed with career placement organizations and other community groups to recruit and certify mid-career professionals such as scientists, retired public officials and police officers into the teaching profession.

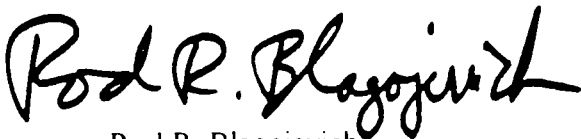
As you may know, the coming decade is expected to bring one of the largest teacher shortages in our nation's history. This will take place at the same time that our teachers must be more prepared than ever to prepare our children for a global workforce.

Due to increased student enrollment and teacher attrition, the tremendous demand for two million new teachers will put many school districts in the precarious position of choosing between quantity and quality. Already the National Commission on Teaching and America's Future has reported that 50,000 unqualified teachers have been hired annually on emergency or substandard licenses to meet this growing demand. Furthermore, the National Center for Education Statistics reports that 39 percent of teachers in high need rural and urban communities have neither a college major or minor in their primary field of coursework

It is our belief that the creation of a successful National Teachers Academy demonstration project in Illinois will remedy many of these problems in Illinois and serve as a valuable model for future successes in addressing these issues throughout America. The Labor, Health, Human Services and Education Subcommittee's allocation of \$6 million to the project will complement a significant statewide investment and provide the necessary planning and implementation costs to attain these goals.

We recognize the many difficult decisions you must make throughout the appropriations process this year, but we hope that you will give this matter your utmost consideration.

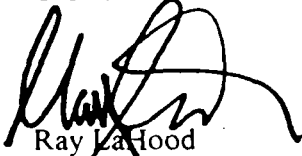
Sincerely,



Rod R. Blagojevich
Member of Congress



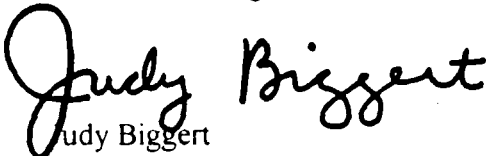
Richard J. Durbin
U.S. Senate



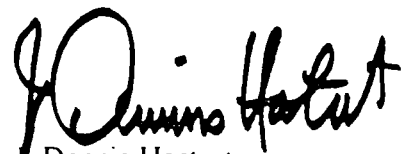
Ray LaHood
Member of Congress



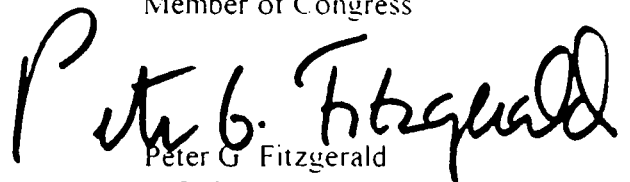
William O. Lipinski
Member of Congress



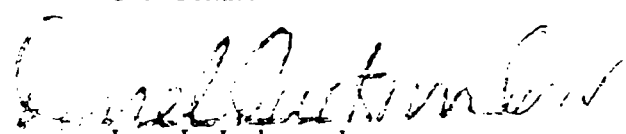
Judy Biggert



J. Dennis Hastert
Member of Congress



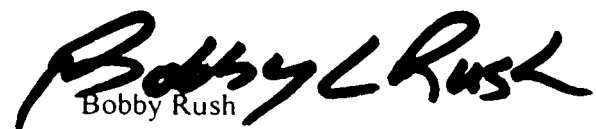
Peter G. Fitzgerald
U.S. Senate



Jesse L. Jackson, Jr.
Member of Congress



Danny K. Davis
Member of Congress



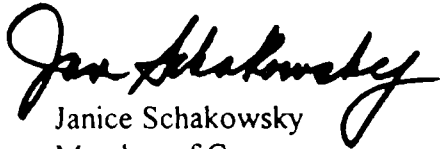
Bobby Rush

Member of Congress



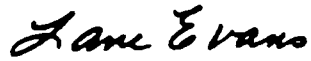
Luis V. Gutierrez

Member of Congress



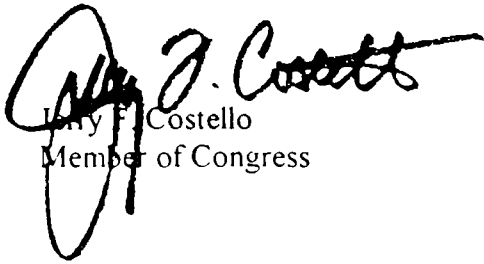
Janice Schakowsky

Member of Congress



Lane Evans

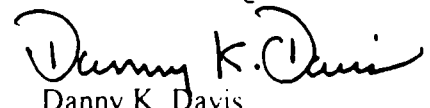
Member of Congress



Jerry F. Costello

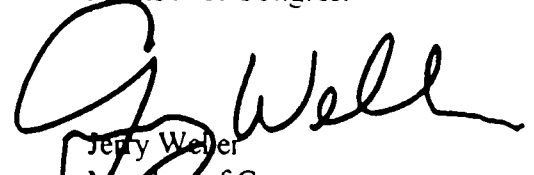
Member of Congress

Member of Congress



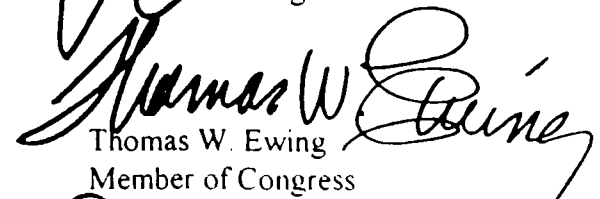
Danny K. Davis

Member of Congress



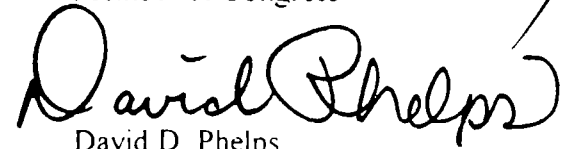
Jerry Weller

Member of Congress



Thomas W. Ewing

Member of Congress



David D. Phelps

Member of Congress



A Pioneering
Educational Community

Stephanie Pace Marshall, Ph.D.
President

April 1, 1999

Dear Member of the Illinois Delegation:

I am writing to request your support for the Consortium for the Advancement of Teaching, a partnership of the Illinois Mathematics and Science Academy (IMSA) and the Chicago Public Schools that could result in national models for teacher recruitment, preparation and continuing professional staff development. The Consortium is seeking \$6.3 million in federal funding for our demonstration project. I ask your support in two ways:

- Signing onto the Illinois Delegation letter to Labor, Health, Human Services and Education Subcommittee Chairman John Porter that is being circulated by Congressman Rod Blagojevich's Office in support of the \$6.3 million demonstration project in Illinois; and
- Cosponsoring the "Teachers for the 21st Century" bill (HR1223) to promote the implementation of high quality teacher training and recruitment programs nationwide.

Recently, representatives from the Chicago Public Schools and the Illinois Mathematics and Science Academy met separately with Speaker Dennis Hastert to discuss plans for individual efforts to address the critical issues of teacher supply and quality of teaching. With the Speaker's encouragement and the assistance of Congressman Rod Blagojevich's Office, IMSA and the Chicago Public Schools have developed this collaborative and synergistic proposal that leverages the impact of our proposed efforts in teacher preparation and continuing professional development. You may be aware that the Illinois Mathematics and Science Academy is located in Speaker Hastert's home district and that he was instrumental in its creation in 1985.

The Consortium for the Advancement of Teaching seeks to create two centers for professional development: the National Teaching Academy of Chicago, a pre-K through 12th grade Chicago Public School on the campus of the University of Illinois in Chicago, and The Institute for the Advancement and Renewal of Learning and Teaching, on the campus of the Illinois Mathematics and Science Academy in Aurora. University faculty and master teachers at the Teaching Academy in Chicago will train and mentor new teachers on best practice instruction in all subject areas that can be applied in classrooms throughout Chicago. Master teachers and experts in mathematics and science at the Institute in Aurora will provide ongoing and continuous teacher training and professional development for Illinois teachers in the critical needs area of mathematics, science and technology. Connected to the vibrancy of exemplary schools for which IMSA is already distinguished, both sites will embody research-based best practices and



education reform in action and will collectively share our research and innovations throughout Illinois.

Within the next decade, Illinois and the Nation will need 2,000,000 additional teachers due to increased student enrollments and teacher attrition—far more than the current teacher preparation pipeline can supply. This situation already is placing many school districts in the precarious position of hiring 50,000 under-qualified teachers annually. The problem is most severe in urban and rural school districts, and in the fields of mathematics, science and technology. The Consortium will address this qualified teacher supply and pipeline problem by: increasing the number and quality of teachers; creating replicable models for teacher preparation and professional development; and establishing demonstration sites for dissemination of best practices.

We recognize the many difficult decisions you must make throughout the appropriations process. We believe this proposal can uniquely serve the interests of Illinois and the nation in an area of critical national importance—the quality of our teachers for the 21st century. We respectfully request that you give this proposal your serious consideration.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Marshall".

Stephanie Pace Marshall, Ph.D.
President



Board of Education

CITY OF CHICAGO

129 SOUTH CLARK STREET - 8TH FLOOR
CHICAGO, ILLINOIS 60603

TELEPHONE (773) 553-1808
FAX (773) 553-1801

OFFICE OF THE BOARD

GERY J. CHICO
PRESIDENT

TRUSTEES
NORMAN R. BOBINS
DR. TARIQ BUTT
AVIS LEVELLE
GENE R. SAFFOLD

March 31, 1999

Speaker Dennis Hastert
H232 Capital Building
Washington, DC 20515

Dear Speaker Hastert:

In early March, you met with representatives from both the Chicago Public Schools and the Illinois Mathematics and Science Academy on the same day in Washington, D.C. Separately, we asked for your support in developing the National Teaching Academy in Chicago and the Institute for the Advancement and Renewal of Learning and Teaching in Mathematics, Science and Technology in Aurora.

Recognizing that these projects were complimentary and had the potential to serve not just as models for Illinois but the nation, you asked our staffs to work together in developing a proposal for your consideration that addressed the critical need of teacher quality, teacher supply, and teacher mentors for aspiring and existing educators.

We immediately started working together and recognized that a natural partnership exists between our two entities that will be long-lasting. Our respective new facilities are scheduled to open in the Fall of 2001 and mutual planning efforts are now underway. Attached, you have an abstract of a proposal requesting immediate federal assistance for the newly formed Teachers for the 21st Century Consortium for the Advancement of Teaching. We focused our joint efforts on planning, design and dissemination of model programs and are requesting \$6.3 M to support these efforts. An executive summary, full concept paper and budgets are attached.

Thank you for inspiring this partnership. We are confident that you will be pleased with the results.

Sincerely,

Gery J. Chico
President
Chicago School Reform Board of Trustees

Stephanie Pace Marshall, Ph.D.
President
Illinois Mathematics and Science Academy

Attachments

**Teachers for the 21st Century
Consortium for the Advancement of Teaching
Executive Summary**

Purpose: The Consortium for the Advancement of Teaching will result in increased student learning by:

1. Increasing the number and quality of teachers;
2. Creating replicable model for teacher preparation and professional development; and
3. Establishing demonstration sites for dissemination of best practices

Means: Two synergistic and collaborative efforts are underway that could serve as national models for teacher preparation and continuing professional staff development: the proposed National Teaching Academy of Chicago and the Institute for the Advancement and Renewal of Learning and Teaching in Mathematics, Science and Technology in Aurora.

Cost: National Teaching Academy of Chicago, a Chicago Public School

Program Planning, Design & Dissemination	\$11,028,750
Construction	<u>\$40,000,000</u>
Total Cost	\$51,028,750
Requested Appropriation	\$ 3,569,750

The Illinois Mathematics & Science Academy Institute in Aurora

Program Planning, Design & Dissemination	\$ 5,001,000
Construction	<u>\$10,000,000</u>
Total Cost	\$15,001,000
Requested Appropriation	\$ 2,761,000

Total Request:

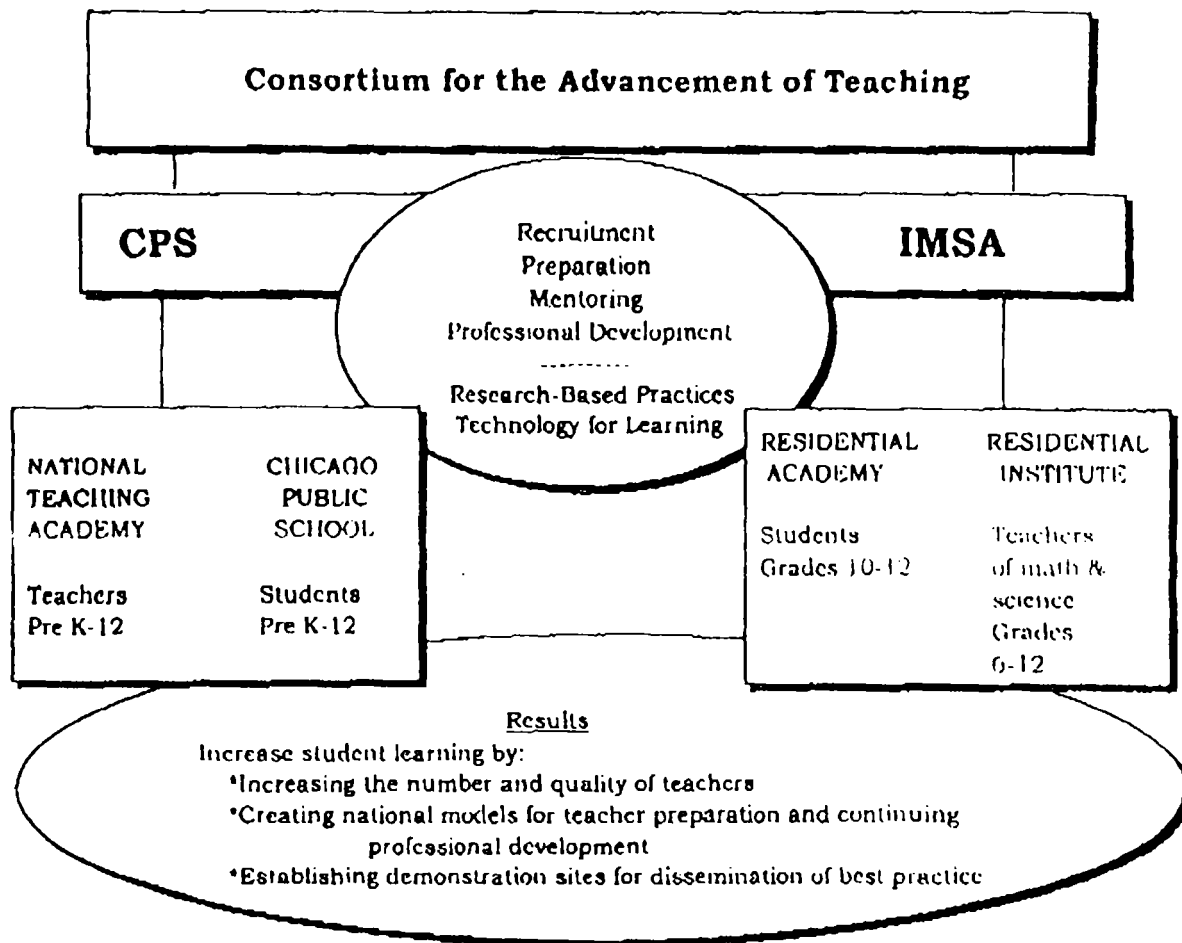
\$6,330,750 in Federal Appropriation

Local Contacts:

Michael Palmisano	630.907-5070
Vice President for Public Policy & Service	
Illinois Math and Science Academy	
Jean Franczyk	773.553-1600
Chief of Staff to the	
Chicago School Reform Board of Trustees	

TEACHERS FOR THE 21ST CENTURY

Consortium for the Advancement of Teaching



School districts across the country face common concerns about teacher shortages and quality of teaching. They know that today's college graduates face a range of opportunities much more lucrative than teaching, and they worry that those who do select teaching for a career might not be prepared to teach in today's classrooms. Education administrators also know that too many of their current teachers are not accessing opportunities to enhance their skills, especially in the demanding fields of mathematics, science and technology.

In Illinois, two synergistic and collaborative efforts are underway that could serve as national models for teacher preparation and continuing professional staff development: the proposed National Teaching Academy of Chicago on the campus of the University of Illinois, and the proposed Institute for the Advancement and Renewal of Learning and Teaching in Mathematics, Science and Technology on the campus of the Illinois Mathematics and Science Academy (IMSA) in Aurora. These two innovative efforts have joined together to form the Consortium for the Advancement of Teaching.

The National Teaching Academy of Chicago

The National Teaching Academy is a pre-K through 12th grade Chicago Public School that combines classroom instruction and student learning with teacher recruitment and preparation. Master teachers will train and mentor incoming teachers on best practices instruction in all subject areas that can be applied in hundreds of classrooms throughout the city. The Chicago Public Schools, in partnership with the University of Illinois at Chicago and the Golden Apple Foundation for Excellence in Teaching, will create the Academy which is scheduled to open in August 2001. It will serve as a demonstration site whereby educators from other school districts nationwide can observe models of best practices in urban settings in curriculum, instruction, teacher training, recruitment, and educational partnerships. The Academy's mission is to provide the highest quality teacher preparation for teachers who want to teach in Chicago's urban environment.

The Institute for the Advancement and Renewal of Learning and Teaching in Mathematics, Science and Technology

This residential professional development center will serve as a change agent to accelerate the transformation of mathematics and science learning and teaching in Illinois. Through intensive learning on-site, on-line and distance learning opportunities offered all year long for extended periods of time, and through interactions with experts in mathematics and science, IMSA faculty/master teachers, students, and professional learning networks, the Institute will extend and leverage the pioneering work of the Illinois Mathematics and Science Academy for other schools throughout Illinois and the nation. This residential Institute would enable teachers and education leaders to update and deepen their content knowledge, understanding and use of research findings, and applications of technology to ensure that students acquire the mathematics and science knowledge and skills to be academically competitive today and successful as learners, leaders, workers and citizens for the 21st century. The creation and integration of The Institute with IMSA, an exemplary educational laboratory for gifted and talented high school students in mathematics and science, would create an unparalleled learning enterprise for mathematics and science innovation in Illinois.

The partnership of these entities, The Consortium for the Advancement of Teaching, will result in increased student learning by:

1. Increasing the number and quality of teachers;
2. Creating replicable models for teacher preparation and professional development; and
3. Establishing demonstration sites for dissemination of best practices.

Increased Numbers and Quality of Teachers

Within the next decade, Illinois and the Nation will need 2,000,000 additional teachers due to increased student enrollments and teacher attrition --far more than the current teacher preparation pipeline can supply. This situation already is placing many school districts in the precarious position of hiring 50,000 under-qualified teachers annually. The problem is most severe in urban and rural school districts, and in the fields of mathematics, science and technology. The Consortium will address this qualified teacher supply and pipeline problem through:

- ◆ *Recruiting Illinois' best and brightest high school and college students to explore careers in teaching.*
- ◆ *Creating alternative pathways to teacher licensure to attract early and mid-career professionals in mathematics and science fields to the teaching profession.*

- ♦ *Preparing teachers*, in partnership with the University of Illinois in Chicago, at the National Teaching Academy of Chicago and The Institute in Aurora. Both sites will offer programs where teacher candidates will observe research-based best practices in curriculum, instruction and applications of technology, and learn how to design and deliver effective learning experiences. The Institute will focus on the critical need areas of mathematics, science and applications of technology at the middle and secondary school levels, and the Chicago Academy will focus on all levels of teaching opportunities preK through 12th grade under the guidance of master teachers and university faculty.
- ♦ *Mentoring and supporting* early career teachers through an alumni network of on-site and on-line support by trained mentors/fellows in the field, and by supporting career teachers in their pursuit of advanced certification through the National Board of Professional Teaching Standards.
- ♦ *Providing professional development*, through The Institute in Aurora, in mathematics and science content and teaching skills, problem-based learning, applications of technology, Internet resources, and standards-led systems of learning and teaching, thereby increasing the supply of master teachers, mentors and fellows for the Chicago Academy and for Illinois. The Chicago Academy will provide professional development through the Academy Resident Program where practicing teachers will spend a semester acquiring skills in standards-led systems of learning, teaching and professional development. These practicing teachers will establish comparable delivery standards to take back to their school or school district.

Replicable Models for Teacher Preparation and Professional Development

Models for teacher recruitment, preparation, support and continued professional learning will be designed so that they are replicable in and adaptable to other settings. Both sites will invite and create opportunities for research and study to continuously improve the models and their replicability, and to assess their impact on teacher development, student learning, and adaptability to other settings.

Demonstration Sites for Dissemination of Best Practices

The Consortium creates two entities that will embody research-based best practices and education reform in action. Research and dissemination partners will be sought from higher education, federal education laboratories and research centers, and museums. Workshops and seminars, customized learning opportunities, on-line access to information resources, and print and electronic products will support dissemination efforts.

The Consortium Will Benefit Chicago, Illinois and the Nation by:

- ♦ **Increasing the supply of well-qualified teachers**, especially those trained for teaching in urban settings and in mathematics, science and technology, through recruitment of talented high school and college students and career professionals in mathematics and science, exceptional teacher training, and mentoring and support for beginning teachers.
- ♦ **Improving the quality of the teaching workforce** through high quality teacher training, mentoring and support by master teachers, and providing continuing professional development.
- ♦ **Attracting business and residential growth and public and private sector investments** in schools and communities where schools have high student achievement.

TEACHERS FOR THE 21ST CENTURY
Consortium for the Advancement of Teaching

FY2000 Request

**Institute for the Advancement and Renewal of Learning and Teaching in
Mathematics Science and Technology**

	Request	In-Kind Support
Planning		
Architectural Concept/Plans	150,000	
Strategic Plan and Model Design	120,000	160,000
Research and Marketing Study	125,000	25,000
Travel	30,000	15,000
Consultants	50,000	
Subtotal	\$475,000	\$200,000
Design		
Math and Science Teacher "retooling" Program	225,000	
Mentoring/Fellows Program	75,000	
Alternative Certification Program	75,000	
Standards-Based Curriculum Alignment On-Line Course	75,000	
Mathematics and Science Model Curriculum	225,000	172,000
Summer Research Institutes	75,000	65,000
Professional Development Delivery Standards	75,000	
Internet-Based Learning Software		125,000
Technical Support	50,000	100,000
Clerical Support	50,000	
Equipment	48,000	
Field Testing	185,000	75,000
Subtotal	1,158,000	\$537,000
Dissemination		
Professional Development Statewide		968,000
Residential Scholars Lecture Series		60,000
Minority Recruitment		125,000
Technology Infrastructure:		150,000
• Satellite Dish	150,000	
• Computers and Equipment	150,000	50,000
Facility Renovation	300,000	150,000
Internet Toolkit Dissemination Statewide	300,000	
Subtotal	900,000	\$1,503,000
Indirect Costs @ 9%	228,000	
Total FY2000	\$2,761,000	\$2,240,000
Construction Cost		\$10,000,000

TEACHERS FOR THE 21ST CENTURY
Consortium for the Advancement of Teaching

FY2000 Request

National Teaching Academy of Chicago

	Request	In-Kind Support
Planning		
Architectural Concept/Plans	200,000	2,800,000
Strategic Plan and Model Design	120,000	110,500
Research and Marketing Study	125,000	
Travel	30,000	15,000
Consultants	100,000	
Subtotal	\$575,000	\$2,925,500
Design		
Pre K-12 Curriculum Development Program	1,000,000	680,000
Prospective Teacher Training Program	75,000	50,000
Mentoring/Fellows Program/ Alumni Network	150,000	500,000
Prospective Teacher Recruitment/Retention Program	75,000	43,500
Summer Research Institute	75,000	
Professional Development Delivery Standards	75,000	
Alternative Certification Program	300,000	1,800,000
Technical Support	150,000	50,000
Clerical Support	50,000	
Subtotal	1,950,000	3,123,500
Dissemination		
Technology Infrastructure:		750,000
• Satellite Dish	150,000	
• Computers and Equipment	300,000	
Academy Resident	300,000	660,000
Subtotal	750,000	\$1,410,000
Indirect Costs @ 9%	294,750	
Total FY2000	\$3,569,750	\$7,459,000
Construction Cost		\$40,000,000



A Pioneering
Educational Community

Stephanie Pace Marshall, Ph.D.
President

April 1, 1999

The Honorable John Edward Porter
Chairman
Labor, Health, Human Services
& Education Subcommittee
2358 Rayburn House Office Building
Washington, D.C. 20515

Dear Chairman Porter:

Although you will receive a letter addressed to the Illinois Delegation, I am writing to request your support for a unique and innovative partnership of the Illinois Mathematics and Science Academy, the Chicago Public Schools, and the University of Illinois that we believe will result in important national models for teacher recruitment, preparation and continuing professional development of teachers. This partnership is called The Consortium for the Advancement of Teaching. In order to provide initial support for program design, planning and dissemination, we are pursuing Federal funding in the form of a \$6.3 million demonstration project grant.

The partnership was created with encouragement and support of Speaker Hastert in whose district IMSA resides. (You may recall that Speaker Hastert was instrumental in creating the Academy.) The partnership seeks to create the National Teaching Academy of Chicago, a pre-K through 12th grade Chicago Public School on the campus of the University of Illinois in Chicago, and The Institute for the Advancement and Renewal of Learning and Teaching, on the campus of the Illinois Mathematics and Science Academy in Aurora. University faculty and master teachers at the Teaching Academy in Chicago will train and mentor new teachers on best practice instruction in all subject areas that can be applied in classrooms throughout Chicago. Master teachers and experts in mathematics and science at the Institute in Aurora will provide continuous and ongoing teacher training and professional development to Illinois teachers in the critical needs area of mathematics, science and technology. Connected to the vibrancy of exemplary schools for which IMSA is already distinguished, both sites will embody research-based best practices and education reform in action.

Within the next decade, Illinois and the Nation will need 2,000,000 additional teachers due to increased student enrollments and teacher attrition—far more than the current teacher preparation pipeline can supply. This situation already is placing many school districts in the precarious position of hiring 50,000 under-qualified teachers annually. The problem is most severe in urban and rural school districts, and in the fields of mathematics, science and technology. The

1500 West Sullivan Road
Aurora, IL 60506-1000
630-907-5037 Phone
630-907-5062 Fax
marshall@imsa.edu



Consortium will address this qualified teacher supply and pipeline problem by: increasing the number and quality of teachers; creating replicable models for teacher preparation and professional development; and establishing demonstration sites for dissemination of best practices.

We believe this proposal can uniquely serve the interest of Illinois and the nation in an area of critical national importance—the quality of our teachers for the 21st century. We recognize the many difficult decisions you must make throughout the appropriations process. Your demonstrated commitment to education has distinguished your tenure in Congress. We respectfully request that you give this proposal your serious consideration.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Marshall". The signature is fluid and elegant, with a long horizontal flourish at the end.

Stephanie Pace Marshall, Ph.D.
President

773/553-1657

THIS SEARCH	THIS DOCUMENT	GO TO
Next Hit	Forward	New Bills Search
Prev Hit	Back	HomePage
Hit List	Best Sections	Help
	Doc Contents	

H.R.1995

Teacher Empowerment Act (Reported in the House)

SEC. 2034. TEACHER OPPORTUNITY PAYMENTS.

(a) *IN GENERAL*- A local educational agency receiving funds under this subpart may (or, in the case of a local educational agency described in section 2033(c)(3), shall) provide funds directly to a teacher or a group of teachers seeking opportunities to participate in a professional development activity of their choice.

(b) *NOTICE TO TEACHERS*- Local educational agencies distributing funds under this section shall establish and implement a timely process through which proper notice of availability of funds will be given to all teachers within schools identified by the agency and shall develop a process whereby teachers will be specifically recommended by principals to participate in such program by virtue of--

(1) their lack of full certification to teach in the subject or subjects in which they teach; or

(2) their need for additional assistance to ensure that their students make progress toward meeting challenging State content standards and student performance standards.

(c) *SELECTION OF TEACHERS*- In the event adequate funding is not available to provide payments under this section to all teachers seeking such assistance, or identified as needing such assistance pursuant to subsection (b), a local educational agency shall establish procedures for selecting teachers which provide a priority for those teachers described in paragraph (1) or (2) of subsection (b).

(d) *ELIGIBLE PROGRAM*- Teachers receiving a payment under this section shall have the choice of attending any professional development program that meets the criteria set forth in subsection (a) or (b) of section 2033.

Subpart 4--National Activities

SEC. 2041. ALTERNATIVE ROUTES TO TEACHING.

★ [(a) *TEACHER EXCELLENCE ACADEMIES*-

(1) IN GENERAL- The Secretary may award grants on a competitive basis to eligible consortia to carry out activities described in this subsection.

(2) USE OF FUNDS-

(A) IN GENERAL- An eligible consortium receiving funds under this subsection shall use the funds to pay the costs associated with the establishment or expansion of a teacher academy in an elementary or secondary school facility that carries out the activities promoting alternative routes to State teacher certification specified in subparagraph (B), the model professional development activities specified in subparagraph (C), or all such activities.

(B) PROMOTING ALTERNATIVE ROUTES TO TEACHER CERTIFICATION- The activities promoting alternative routes to State teacher certification specified in this subparagraph are the design and implementation of a course of study and activities providing an alternative route to State teacher certification that--

(i) provide opportunities to highly qualified individuals with a baccalaureate degree, including mid-career professionals from other occupations, paraprofessionals, former military personnel, and recent college or university graduates with records of academic distinction;

(ii) provide stipends, for not more than 2 years, to permit individuals described in clause (i) to participate as student teachers able to fill teaching needs in academic subjects in which there is a demonstrated shortage of teachers;

(iii) provide for the recruitment and hiring of master teachers to mentor and train student teachers within such academies; and

THIS SEARCH

[Next Hit](#)

[Prev Hit](#)

[Hit List](#)

THIS DOCUMENT

[Forward](#)

[Back](#)

[Best Sections](#)

[Doc Contents](#)

GO TO

[New Bills Search](#)

[HomePage](#)

[Help](#)

THIS SEARCH

[Next Hit](#)

[Prev Hit](#)

[Hit List](#)

THIS DOCUMENT

[Forward](#)

[Back](#)

[Best Sections](#)

[Doc Contents](#)

GO TO

[New Bills Search](#)

[HomePage](#)

[Help](#)

H.R.1995

Teacher Empowerment Act (Reported in the House)

(iv) include a reasonable service requirement for individuals completing the alternative certification program established by the consortium.

(C) MODEL PROFESSIONAL DEVELOPMENT- The model professional development activities specified in this subparagraph are activities providing ongoing professional development opportunities for teachers, such as--

(i) innovative programs and model curricula in the area of professional development which may serve as models to be disseminated to other schools and local educational agencies; and

(ii) developing innovative techniques for evaluating the effectiveness of professional development programs.

(3) PRIORITY- The Secretary shall award not less than 1 grant to a consortium that--

(A) includes a high-need local educational agency located in a (rural) area; and

(B) proposes the extensive use of distance learning in order to provide the applicable course work to student teachers.

(4) SPECIAL RULE- No single participant in an eligible consortium may retain more than 50 percent of the funds made available to the consortium under this subsection.

(5) APPLICATION- To be eligible to receive a grant under this subsection, an eligible consortium shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

(6) ELIGIBLE CONSORTIUM- In this subsection, the term 'eligible consortium' means a consortium for a State that--

(A) shall include--

(i) the State agency responsible for certifying teachers;

(ii) not less than 1 high-need local educational agency;

(iii) a school of arts and sciences; and

(iv) an institution that prepares teachers; and

(B) may include local educational agencies, public charter schools, public or private elementary or secondary schools, educational service agencies, public or private nonprofit educational organizations, museums, or businesses.

(b) CONTINUATION OF TROOPS-TO-TEACHERS PROGRAM-

(1) PURPOSE- It is the purpose of this subsection to authorize the continuation after September 30, 1999, of the teachers and teachers' aide placement program known as the 'troops-to-teachers program', which was established by the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, under section 1151 of title 10, United States Code.

(2) TRANSFER OF FUNDS TO CONTINUE PROGRAM- Subject to the requirements of this subsection, the Secretary of Education may provide a transfer of funds to the Defense Activity for Non-Traditional Education Support of the Department of Defense to permit the Defense Activity to carry out the troops-to-teachers program under section 1151 of title 10, United States Code, notwithstanding the termination date specified in subsection (c)(1)(A) of such section.

(3) DEFENSE AND COAST GUARD CONTRIBUTION- The Secretary of Education may not make a transfer of funds under paragraph (2) unless the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, agree to cover not less than 25 percent of the costs associated with the activities conducted under the troops-to-teachers program. The contributions may be in the form of in-kind contributions or cash expenditures, which may include the use of private contributions made for purposes of the program.

THIS SEARCH

[Next Hit](#)

[Prev Hit](#)

[Hit List](#)

THIS DOCUMENT

[Forward](#)

[Back](#)

[Best Sections](#)

[Doc Contents](#)

GO TO

[New Bills Search](#)

[HomePage](#)

[Help](#)

THIS SEARCH

[Next Hit](#)

[Prev Hit](#)

[Hit List](#)

THIS DOCUMENT

[Forward](#)

[Back](#)

[Best Sections](#)

[Doc Contents](#)

GO TO

[New Bills Search](#)

[HomePage](#)

[Help](#)

H.R.1995

Teacher Empowerment Act (Reported in the House)

(4) ELIGIBLE MEMBERS- After September 30, 1999, the troops-to-teachers program shall have a primary focus of recruiting members of the Armed Forces who are retiring after not less than 20 years of active duty.

(5) PLACEMENT PRIORITY- The Defense Activity for Non-Traditional Education Support shall cooperate with the Department of Education in efforts to notify high-need local educational agencies of the services available to them under the troops-to-teachers program.

SEC. 2042. EISENHOWER NATIONAL CLEARINGHOUSE FOR MATHEMATICS AND SCIENCE EDUCATION.

The Secretary may award a grant or contract, in consultation with the Director of the National Science Foundation, to continue the Eisenhower National Clearinghouse for Mathematics and Science Education.

Subpart 5--Funding

SEC. 2051. AUTHORIZATION OF APPROPRIATIONS.

(a) FISCAL YEAR 2000- For the purpose of carrying out this part, there are authorized to be appropriated \$2,019,000,000 for fiscal year 2000, of which \$15,000,000 are authorized to be appropriated to carry out subpart 4.

(b) OTHER FISCAL YEARS- For the purpose of carrying out this part, there are authorized to be appropriated such sums as may be necessary for fiscal years 2001 through 2004.

Subpart 6--General Provisions

SEC. 2061. DEFINITIONS.

For purposes of this part--

(1) ARTS AND SCIENCES- The term 'arts and sciences' means--

(A) when referring to an organizational unit of an institution of higher education, any academic unit that offers 1 or more academic majors in disciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and

(B) when referring to a specific academic subject matter area, the disciplines or content areas in which academic majors are offered by the arts and sciences organizational unit.

(2) HIGH-NEED LOCAL EDUCATIONAL AGENCY- The term 'high-need local educational agency' means a local educational agency that serves an elementary school or secondary school located in an area in which there is--

(A) a high percentage of individuals from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)));

(B) a high percentage of secondary school teachers not teaching in the content area in which the teachers were trained to teach; or

(C) a high teacher turnover rate.

(3) OUT-OF-FIELD TEACHER- The term 'out-of-field teacher' means a teacher--

(A) teaching a subject for which he or she is not fully qualified, as determined by the State; or

(B) who did not receive a degree from an institution of higher education with a major or minor in the field in which he or she teaches.

(4) SCIENTIFICALLY BASED RESEARCH- The term 'scientifically based research'--

(A) means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to professional development of teachers; and

(B) shall include research that--

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

[Prev Hit](#)
[Hit List](#)

[Back](#)
[Best Sections](#)
[Doc Contents](#)

[HomePage](#)
[Help](#)