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OFFICE OF THE GENERAL COUNSEL

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FACSIMILE TRANSMISSION COVER SHEET

DATE: March 6, '97TO: Bill KincaidFAX NO: 456-7028FROM: Richard Mellman / OGC/EDNUMBER OF PAGES INCLUDING COVER SHEET: 26

COMMENT:

B.I.I. John Schner asked me to FAX this to you.
I'll be having a discussion tomorrow afternoon
w/ John on final "details"

Regards,

Richard

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600 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202-2110

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Letter from Secretary Riley

Dear Colleague,

A central part of the President's school improvement agenda in elementary and secondary education is vigorous support for community and state efforts to set very high standards in American education. Indeed, there is nothing more important in American education than setting and achieving the highest standards for our students, schools, and teachers.

For this reason, the President and I were extremely interested in a report on the quality of teaching in this country released on September 12 by a bipartisan panel of elected officials, business leaders, and educators from the "National Commission on Teaching and America's Future". This report, What Matters Most: Teaching for America's Future, found that two million new teachers will be needed in the next ten years to replace an aging teaching force, and that the nation is neither setting high enough standards for current or future teachers nor providing adequate help for teachers to meet high standards. The Commission challenged the nation to ensure that every child in the country has access to competent, qualified, and caring teachers by the year 2006.

While I joined Commission Members in releasing their report at the National Press Club in Washington D.C., the President was visiting an elementary school in Fresno, California, where he called on the nation to invest in quality teaching and help America's teachers meet the highest standards. The President sent a memorandum asking the U.S. Department of Education to notify state and local officials of federal resources available to help address the following challenges to promote excellence and accountability in teaching:

- ▶ recruiting talented people into teaching;
- ▶ setting high standards for teachers, including tough licensing and certification standards, and increasing dramatically the number of teachers who meet the demanding standards for accomplished teaching set by the National Board for Professional Teaching Standards;
- ▶ investing in high-quality teacher preparation and career-long professional development strategies to help teachers meet high standards; and
- ▶ rewarding and retaining good teachers, restoring enthusiasm and providing intensive assistance for teachers who need it, and counseling out of the profession or removing -- fairly, quickly, and cost-effectively -- teachers who are incompetent or burnt-out.

For this reason, I am sharing with you the enclosed materials on how federal resources can support your efforts to support high-quality teaching. I hope that you will find them useful in showing the array of U.S. Department of Education resources available to help your schools, communities, universities and state address these challenges. However, these resources can only play a supporting role to local and state efforts. Using federal funds to support your efforts to improve the quality of teaching should be done thoughtfully, ensuring that funds are used in a way that is consistent with your state or local school improvement strategy and with the underlying purposes of the relevant programs.

Specific questions about uses of funds can be directed to the contacts listed for the appropriate programs. Where program requirements impede the use of effective strategies to improve teaching and learning, my staff can help explore the possible use of waivers, schoolwide projects, and other strategies for tailoring the use of U.S. Department of Education program funds to your needs.

With help from teachers, principals, and others around the country, my department has also developed a number of other documents related to excellence in teaching that you may find helpful. I encourage your office to call 1-800-USA-LEARN to request any of these documents, including a brochure outlining the mission and principles of high-quality professional development, a guidebook on U.S. Department of Education and other federal programs available to support teacher education and professional development, and brief profiles of schools honored by the Department for their outstanding work in teacher professional development.

Quality teachers and quality teaching are the cornerstones of all of our school improvement efforts. The President and I look forward to working with you to ensure that all of our students have access to the well-prepared, high-quality teachers they need and deserve.

Yours,

Richard Riley

PART 1**IMPROVING SCHOOLS: THE CRITICAL ROLE OF GOOD TEACHERS AND GOOD TEACHING**

The enclosed documents identify federal programs available to support school, community, university, and state efforts to invest in good teachers and good teaching. This introductory paper places the issue of teacher quality in the context of broad trends in public education, and discusses some of the key challenges identified by President Clinton and by the National Commission on Teaching and America's Future.

Public Education in America: Promising Trends, But Progress is Not Fast Enough

New demands are facing our young people, our teachers, and our schools. Jobs in today's economy demand substantially higher levels of education, skills, and knowledge than ever before. The gap in lifetime earnings and opportunity between the well-educated and poorly educated is growing. And with an unprecedented 51.7 million students enrolled in K-12 education this fall, many schools face the challenge of educating record numbers of students. Preparation for productive employment, good citizenship, and a high quality of life depends on strong schools.

To respond to these growing needs, parents, educators, businesses, communities, states, and the U.S. Department of Education have been taking steps to improve teaching and learning in our schools. Many schools and communities are working together to raise expectations for children, make schools safe and drug-free, and provide students with access to computers, the internet, and other technologies that open new doors to learning.

But these promising efforts are still not enough to keep pace with the rising demands being placed on our schools. Despite positive trends including reduced drop-out rates, increased attendance in college, and tougher academic classes, a number of recent studies suggest U.S. students are showing only average performance in comparison with students from other nations. Moreover, while there are high-performing schools setting and achieving the highest standards for students and teachers even in the most challenging circumstances, too many schools are not keeping pace.

Modest progress and average student performance are not good enough in American education. High-quality public education remains the cornerstone of our democracy and economy, and the key to realizing the American dream for those who are willing to work for it. Efforts must be redoubled to ensure high-quality teaching and learning in schools throughout the nation, helping all our students and teachers to reach the highest standards.

Quality Teaching: A Critical Element in All Efforts to Improve Schools

Without quality teachers and teaching, not even the most promising school improvement effort will succeed. Setting high standards for students, infusing the effective use of computers and technology into our schools, turning schools into havens of safety, discipline, and learning all depend in large part on providing students with access to talented, knowledgeable, dedicated, and caring teachers.

The National Commission on Teaching and America's Future's recent report, What Matters Most: Teaching for America's Future, describes this challenge, as well as promising efforts to raise the quality of teaching in America. The Commission found that half of the nation's aging teaching force will be replaced within ten years, and that there is inadequate preparation and support to ensure good teachers and good teaching for all of America's classrooms. The Commission also called on the nation to elevate the teaching profession and institute comprehensive strategies for helping teachers meet high standards. President Clinton joined the call for quality teaching, challenging the nation to ensure that every child has "dedicated outstanding teachers who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students."

To this end, the President challenged communities and states to recruit talented, diverse people into teaching, set challenging teacher licensure and certification standards, provide teachers with the training and support they need to meet these standards, reward good teachers, and identify low-performing or burnt-out teachers who need to receive intensive assistance or, if necessary, to be counseled out of the profession or removed.

Strategies in each of these areas will impact student learning and teacher effectiveness most significantly if they are integrated with broad school improvement efforts aimed at raising the quality of teaching and learning. Moreover, they should be considered in light of the question: what strategies, partnerships, or allocations of resources will have the most powerful and enduring effect on the quality of teaching and learning immediately and in the long-term.

Meeting these challenges will also require a commitment across America to supporting quality teaching. To help communities and states address these challenges, the President asked the Secretary of Education to make clear what federal resources are available to address these challenges and support high-quality teaching throughout the nation.

Setting Rigorous Standards for Students and Teachers

At the heart of such recent legislation as the Goals 2000: Educate America Act, the School-to-Work Opportunities Act, the reauthorization of the Elementary and Secondary Education Act, and new

technology programs is support for the development of rigorous academic standards and comprehensive efforts by communities and states to help all students reach these standards. Because student learning is made possible by quality teaching, enabling teachers to meet high standards is also essential. Standards for teachers include:

Did you know that Eisenhower and Goals 2000 funding could be used to support the development of state licensure standards for beginning teachers?

- ▶ Tougher standards for licensing new teachers, or more rigorous requirements in hiring teachers set by school districts. Unlike many other professions, there are often no rigorous requirements for those seeking to enter the teaching field to demonstrate their proficiency in teaching. States vary widely in the processes and standards used to license classroom teachers. For this reason, the Interstate New Teacher Assessment and Support Consortium (INTASC) has worked with more than 30 states to develop high quality and consistent performance assessments of knowledge and skills for beginning teachers. Indeed, requiring tougher licensing and certification standards for teachers is drawing significant support from the nation's teachers, with 86% supporting competency requirements before obtaining certification.

Meanwhile, some individual states have moved ahead with tougher licensing requirements for new teachers. Connecticut, for example, has required entering teachers to meet rigorous standards within their first few years of teaching, including a performance assessment conducted by state-trained observers over an extended period of time. Experienced mentors and special clinics help prepare teachers for these assessments. Connecticut is now further toughening these standards, requiring beginning teachers to submit portfolios of their work and samples of work from their students.

School districts can also set rigorous requirements for newly hired teachers, and work with local universities to ensure graduates from schools of education can meet these requirements.

- ▶ Standards for advanced teaching skills and knowledge, especially standards developed by the National Board for Professional Teaching Standards. Board members, the majority of whom are classroom teachers, oversee a process for granting advanced teaching certification to experienced, accomplished teachers. The certification process is performance-based and extremely rigorous, asking

teachers to demonstrate their skills through classroom teaching, videotapes of their teaching, lesson plans, and samples of their own and students' work.

Many school districts, teacher associations and unions, and states have begun to help teachers gain national board certification, and to reward board-certified teachers with incentives, bonuses, and salary increases. North Carolina, for example, will pay the fee for teachers to complete the National Board Certification assessments, provide three days of substitute time for teachers to undergo the review needed for certification, and provide a 4% annual bonus to board-certified teachers. Board-certified teachers are also serving as coaches and trainers for other teachers in their schools.

In St. Paul, the school district is collaborating with the teachers' union and the University of Minnesota to support teachers through the board certification process. The district pays the application fees and the university and other partners develop and conduct professional support programs for the candidates.

- ▶ New standards for schools of education that prepare future teachers. In 1995, the National Council for Accreditation of Teacher Education (NCATE) completed its latest revision of higher standards for schools of education. These standards are closely aligned with core academic and skill standards for student learning. So far, only 40% of our nation's teacher preparation programs in colleges and universities have received accreditation. Partly because of the new standards, and partly through their own initiative, a number of universities have begun to overhaul their undergraduate and graduate teacher education programs.
- ▶ Standards for rewarding teachers, and for identifying teachers that need intensive assistance and review. School districts can work with teachers and others to set clear, high standards for rewarding knowledge, skill, and performance, as well as for identifying teachers needing intensive assistance, or -- if necessary -- removal from the classroom. In Rochester, New York and several other communities, annual salary advancement for teachers is linked to performance. Low-performing teachers can be assigned to an intervention program where they gain assistance from colleagues and administrators, and if unable to improve, are counseled out of the profession. Experienced, expert teachers in Rochester can also apply to become more highly paid "lead teachers" who consult with beginning teachers and develop curricula while they continue their own teaching.

Teacher recruitment

With nearly half of the nation's teaching force retiring over the next ten years, a critical factor affecting the quality of teaching will be how well schools, communities, and universities

recruit talented people into the teaching profession. A number of promising recruiting strategies are being tried around the nation:

Did you know that funds from the School-to-Work Opportunities Act could be used to support the development of middle school and high school academies for future teachers?

- ▶ Starting early. School districts and universities can work together to create middle and high school programs that expose young people to the teaching profession. For example, the South Carolina Center for Teacher Recruitment has reached thousands of academically talented high school juniors and senior through its Teacher Cadet Program, offered in more than 140 high schools statewide. Teacher Cadets study education and have the opportunity to teach younger students under the tutelage of both school and university faculty. The center also targets minority middle-school students, encouraging them to take rigorous courses in school and aspire to a career in teaching.
- ▶ Aggressive outreach to non-traditional sources of teachers, and creating high-quality pathways to teaching. This includes outreach to the fields of business, engineering, as well as to the military, and to recent college graduates without education majors. For example, large California businesses and a local university created the California Mathematics and Science Teacher Corps program, recruiting retiring engineers and scientists and providing them with intensive preparation for teaching in the classroom.

Programs to prepare teachers' aides and other paraprofessionals to become teachers are also growing rapidly around the nation. Moreover, the organization Recruiting New Teachers, Inc. has conducted several national studies of teacher recruitment efforts and has several publications with practical information on how to improve such strategies.

- ▶ Streamlining hiring procedures and making it easier for teaching candidates to find out about available positions and for schools to hire qualified teachers. Too often, inaccessible and belated information about job openings can make it difficult for schools to hire quality prospective teaching candidates. The National Commission on Teaching and America's Future has suggested that school districts create a central electronic "hiring hall" that provides relevant information on all qualified candidates, and for districts to delegate more hiring and selection decisions to schools.

- ▶ Honoring good teachers and building public respect for the teaching profession. One of the most powerful strategies for recruiting talented, diverse people into teaching is to honor good teachers and encourage the public to value the teaching profession. While respect for the teaching profession must rest fundamentally on seeing good teaching in local schools, other steps include publicly recognizing good teachers and providing opportunities for exemplary teachers to talk and work with education, business, student, and community groups.

Helping Teachers Reach High Standards: Preparing Future Teachers and Providing Ongoing Training and Professional Development for Current Teachers

Setting high standards for teachers will only affect teaching and learning if teachers receive the preparation, support, and ongoing training they need to improve classroom practice. In every field, demands are being placed on the workforce for higher levels of knowledge, skill, and performance than ever before. Teaching is no exception.

This support includes rigorous, comprehensive, and clinically-based preparation for future teachers, ongoing opportunities for current teachers to learn and acquire new skills, such as the use of technology in the classroom, ensuring that school principals support good teaching, and organizing schools in ways that will promote student and teacher learning.

- ▶ Teacher education: preparing the teachers of tomorrow. A number of universities have been working with local school districts to upgrade the quality of their schools of education. In San Antonio, for example, Trinity University has been working with several local schools to upgrade preparation for college students hoping to become teachers. Trinity replaced its traditional four-year education major with five years of tough course work in core academic areas integrated with courses in education. In the fifth year, Trinity students become student teachers, working with expert teachers and university faculty to hone their skills.
- Did you know that Goals 2000 subgrants are awarded in 49 states to partnerships of school districts, universities, and others to improve the preparation of future and current teachers?**
- ▶ Ongoing training and professional development for current teachers. Learning new skills cannot stop upon entering the teaching profession. The recently released Third International Mathematics and Science Study (TIMSS) reports that U.S. teachers are provided with less time and training than teachers in other nations to learn and hone the skills needed to teach math and science. Much more attention is needed to providing teachers with time and the opportunity for acquiring the skills, knowledge, and professional development they need.

Fortunately, some schools and school districts are doing just that. For example, the Cincinnati school district has worked with community and business partners to develop a world-class training academy for teachers, the innovative Mayerson Training Academy. And five outstanding schools and school districts have also recently been recognized by the U.S. Department of Education for providing outstanding professional development to their teachers. Please call 800-USA-LEARN to ask for brief profiles of these award-winning school districts.

Rewarding Good Teachers, and Dealing with Low-Performing or Burnt-Out Teachers

While these are local and state decisions, federal funds can be used to support the development of systems and standards for rewarding good teachers and thoughtful and careful strategies for identifying -- and improving or removing -- incompetent teachers. Indeed, these strategies are drawing broad support from the nation's teachers, with 90% agreeing that making it easier to remove incompetent teachers would have a positive effect on the quality of teaching.

- ▶ Rewarding good teachers for knowledge, skill, and performance. Good teachers and good teaching should be rewarded, and many schools

Did you know that Title 1 funds could be used to provide bonuses to high-performing teachers to compensate them for coaching other teachers in need of assistance?

and school districts have begun to do so. For example, a number of states and school districts (including North Carolina, Ohio, and New Mexico, and the St. Paul school district) provide financial rewards and greater responsibilities to teachers who gain certification from the National Board for Professional Teaching Standards.

- ▶ Identifying teachers in need of intensive assistance and, when necessary, counseling them out of the profession or removing them. The Rochester and Cincinnati school districts are pioneering the use of a peer review of low-performing teachers. Teachers in these programs receive intensive assistance and support, with most improving their performance in the classroom. When performance does not improve, some teachers are counseled to leave the profession or are removed.

Using U.S. Department of Education Resources to Address Critical Challenges Affecting the Quality of Teaching

Since only a small percentage of funding for K-12 education comes from the federal government, communities and schools should first examine how well they use their own resources to recruit, prepare, and reward good teachers while holding teachers accountable to high standards.

Once a local community or state has conducted this analysis and has begun to develop strategies for helping teachers reach high standards, it can explore what federal resources are available to help. A number of U.S. Department of Education programs can be used by educators, colleges, communities, and states to help bring excellence and accountability to the teaching profession.

Using federal funds to complement state and local resources to improve the quality of teaching should be done thoughtfully, ensuring that funds are used in a way that is consistent both with local and state school

improvement strategy and with the underlying purposes of the relevant federal programs. For example, funds from the bilingual education program might be used to help recruit and prepare teachers that can help students with limited English proficiency to reach high academic standards that a district or state has set for all students. It will be important to work with federal program staff at the school district, state, or U.S. Department of Education to explore in greater depth how to tailor these programs to your needs.

Did you know that schools, school districts, and states may apply to the Secretary of Education for waivers of statutory and regulatory provisions in many federal programs if they impede the ability of a school to help all students meet high academic standards?

Thinking About Comprehensive Strategies to Invest in Quality Teaching, and the Use of Federal Funds to Support These Strategies

Investing in quality teaching will depend on public recognition of the extraordinary demands placed on our teachers today, a willingness to accord respect and honor to teachers across America, and a commitment to take whatever steps are necessary to ensure our students have access to the talented, dedicated, and well-prepared teachers they need and deserve.

Efforts to support good teaching can be bolstered by critical steps identified by the President and discussed in this document: recruiting new teachers, setting the highest standards for teachers and helping them reach those standards, rewarding good teachers, and identifying low-performing teachers in need of assistance or other forms of

intervention. However, these steps should not be considered in isolation from one another, or from broader local and state efforts to improve schools and boost student achievement. Moreover, the design and implementation of strategies to improve teaching, learning, and schooling should rely heavily on the leadership of classroom teachers that work every day to motivate and educate their students.

Communities and states should consider drawing on an array of U.S. Department of Education resources to support a comprehensive strategy to ensure students have access to good teachers and teaching.

Conclusion and Explanation of Enclosed Materials

The remainder of this document provides examples of some approaches and resources that can be used to address the issues identified in the President's

Directives. The enclosed chart and appendices highlight the federal programs that might support strategies to invest in quality teaching. Finally, the enclosed guide provides brief descriptions of U.S. Department of Education programs.

Working together, our nation can provide all of our students with the talented, caring, diverse, and well-prepared teachers our children need and deserve. As part of broad efforts to improve schools, meeting this challenge can help all students reach high academic standards and be prepared for the 21st century.

Enclosures

Have you thought about how an array of federal funds can be used to invest in teacher quality? A school district, for example, might apply for a Goals 2000 grant to work with local universities to prepare future teachers to meet state licensing requirements, and to identify and support two accomplished teachers in every school to become certified by the National Board for Professional Teaching Standards. A district might also use a portion of its Eisenhower professional development funds to train outstanding teachers to mentor new teachers, and to review the performance of -- and provide intensive assistance to -- low-performing teachers. And the district might use a portion of a bilingual education grant to prepare teachers for certification in teaching students with limited English proficiency.

Have you thought about the use of schoolwide programs to invest in professional development and improving teaching quality throughout the school? Many high-poverty schools receiving Title I funding are eligible to become "schoolwide projects", where they can -- if they develop a plan for helping all of their students meet high academic standards -- further combine funds to provide sustained professional development so their teachers are fully equipped to help students meet high standards.

PART 2**Guide to the Following Charts and Program Descriptions****U.S. Department of Education Programs That Can Support
Excellence and Accountability in Teaching**

The following charts identify those U.S. Department of Education programs that we believe can most readily contribute to efforts of state and local educators to meet each of the five key challenges for promoting excellence and accountability in teaching. These challenges (and their abbreviations used on the charts) are --

- Recruit the most talented, diverse people into teaching ("Recruit Talent").
- Prepare future teachers to meet high licensing and certification standards ("Prepare for Cert").
- Help support tougher licensing and certification requirements for teachers ("Stronger Stnds").
- Provide ongoing training to help teachers meet high standards, including support for—and restoring the enthusiasm of—teachers who are most in need of assistance ("Ongoing Training").
- Help create accountability systems to identify and reward good teachers—and remove incompetent teachers quickly, fairly, and less expensively, or counsel them out of teaching ("Accountability").

Department programs generally fall into two categories, "formula grant" and "competitive grant." Since funding under formula grant programs is readily available to all eligible recipients, while funding under competitive grant programs is available only to those entities that submit the highest-quality applications, the charts separately identify formula grant and competitive grant programs.

The charts illustrate the potential of Department programs across the educational spectrum -- regardless of their scope or potential beneficiaries -- to support one or more of the challenges. However, except for funds of those programs that a school uses in a schoolwide program established under Title I, Part A of the Elementary and Secondary Education Act (ESEA), program funds can help to support these challenges only if the use of those funds (a) supports activities that meet the program's statutory purposes, (b) benefits those students (or teachers of those students) whom the program serves, and (c) otherwise complies with all applicable program requirements and any approved program plans or applications. For certain programs, these requirements include the need for program funds to "supplement, and not supplant" funds that, in the absence of program funds, would be available from state and local sources to support activities. The charts contain a number of footnotes that are intended to remind the reader of these important considerations.

We recognize that few, if any, recipients of funds under the programs identified in the charts will be able to find ways to use the resources of all these programs as they work to address the five challenges. In some cases, such as a school district's use of funds provided under Title I, Part A of the ESEA to help establish tougher local certification requirements, only those local-level recipients that want to establish their own special requirements for teachers of certain students (or who will teach in certain schools) will be able to exercise the flexibility and creativity needed to use a particular program's funds. Still, the charts confirm the breadth of Department programs that recipients can consider using as they endeavor to address the five challenges in ways that will most improve the quality of teaching and the achievement of all students.

[NOTE: Still Working on this section.]

Putting the Pieces Together

With the following charts and materials, we now know **what** Department programs and resources can be used to help educators at all levels create the kind of high quality and diverse teaching force that will be able to help all students succeed. However, the big and difficult questions are still before us: **How** can these programs be used to improve teacher excellence and accountability and, in particular, **how** can they be used most effectively?

Department of Education staff are committed to helping educators, parents, the business community, and others answer these questions. In doing so, the first task will be to learn the role that each of these programs can play, regardless of its focus on a particular population or subject area, in helping all teachers and future teachers acquire the knowledge and skills they need to enable all children to succeed. However, this is not the end of the road. Having up to 50 separate Federal programs that each supports a larger State or local professional development effort is simply not an answer.

Students in any classroom in any school in the nation not only have different learning styles, but may be limited-English proficient, disabled, migrant, and in need of a safe and drug-free learning environment. While the Department has programs that focus on needs of particular groups or pivotal subject areas, individual classroom teachers need the benefit of programs and activities that fit together. Hence, the various professional development activities that can be supported by each program will need to be brought together as parts of a coherent plan for school change and improvement. Therefore, the second task is to learn how schools, school districts, states, and higher education institutions can weave all of their professional development activities into a coordinated, integrated and harmonized professional development activities.

In this regard, recent changes in the Elementary and Secondary Education Act (ESEA) [reauthorized in the Improving America's Schools Act] give these entities a number of new tools the help provided by individual federal programs into the school's or district's own professional development strategies. They include:

[ADD BRIEF DISCUSSION OF CONSOLIDATED STATE AND LOCAL PLANS, SCHOOLWIDE PROGRAMS, WAIVERS ETC. AS AVAILABLE TOOLS FOR PROMOTING COORDINATION OF PROGRAMS AND INTEGRATION INTO STATE AND LOCAL ACTIVITIES.]

Keys to Understanding the Charts

1. A filled circle (•) indicates not only that program funds can be used to address this challenge, but also that this use of funds is a primary focus of the program.

A circle (◦) in a column indicates that program funds can be used to address this challenge, but that this use of funds is not a primary focus of the program.

2. For a few programs, footnotes clarify circumstances in which only particular recipients can use funds to support one or more of the challenges, or in which certain entities (e.g., universities) can participate in the program and receive funds only by working with another entity (e.g., a school district).

3. The Charts use the following abbreviations:

ESEA:	Elementary and Secondary Education Act
IDEA:	Individuals with Disabilities Education Act
HEA:	Higher Education Act

For simplicity, the charts use the term "States" to identify grantees that are state departments of education (more formally known as "state educational agencies" and, in the case of the Title II, ESEA, Professional Development Program, the "state agencies for higher education").

4. In the Charts of Department formula grant programs, *italics* are used to designate those subgrantees for which funds are available only on a competitive, rather than on a formula, grant basis. In addition, those "grantees" designated as "direct" are Department grantees (e.g., state departments of education), while those designated as "indirect" receive subgrants from Department grantees (e.g., school districts that receive ESEA Title I, Part A funds from their respective state department of education).

5. The Charts is followed by brief descriptions of each of the identified formula and competitive grant programs that recipients may be able to use for financial support in addressing one or more of the challenges. Also included are sources for obtaining further information.

6. A few portions of the chart are shaded. They reflect those programs that the Department typically focuses on particular areas of school reform, and that likely could help the public to improve teaching only if the Department announced its intent to accept grant applications that proposed projects in this area..

7. In addition to these identified programs, the Department funds a number of service providers that may be able to provide technical assistance, although not funds, to help other entities address the five challenges. These service providers are identified and described under "Resource/Research Guide" following the narrative descriptions of the programs included in the charts. (These service providers are selected competitively. However, the Department does not anticipate new competitions in the immediate future.)

U.S. Department of Education Programs That Can Promote Excellence and Accountability in Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds. ¹	Ongoing Training	Accountability	Grantees
FORMULA GRANTS						
HIGH STANDARDS AND EDUCATION REFORM						
Goals 2000 - State and Local Education Systemic Improvement (Goals 2000: Educate America Act, Title III)	○	●	●	●	○	States (direct); <i>School Districts</i> (indirect) ²
ELEMENTARY AND SECONDARY EDUCATION						
Dwight D. Eisenhower Professional Dev. Program - State & Local Grants (ESEA, Title II, Part B)	● ³	●	●	●	●	States, School Districts (direct); School Districts, <i>Higher Ed, Non-profit Orgs.</i> (indirect)
Helping Disadvantaged Children Meet High Standards: Improving Basic Programs Operated by School District (ESEA, Title I, Part A) ⁴	○ ⁵	○ ⁵	○ ⁶	● ⁶	○ ⁶	States (direct); School Districts (indirect)
Even Start (Family Literacy) (ESEA, Title I, Part B)	○ ⁵	○ ⁵		○ ⁶		States (direct); <i>School Districts (with public agencies, Higher Ed, or private Non-profit Orgs.)</i> (indirect)
Migrant Education (ESEA, Title I, Part C) ⁴	○ ⁵	○ ⁵	○ ⁶	○ ⁶	○ ⁶	States (direct); <i>School Districts</i> and other local operating agencies (indirect)
Technology Literacy Challenge Fund (ESEA, Title III, Part A, subpart 2) ⁴				● ⁶		States (direct); <i>School Districts</i> (indirect) ²

CHART KEY

CIRCLES = ● Primary focus of the program. ○ Non-primary focus of the program.
 SHADED PROGRAM = Dept. of ED must establish program focus in these areas.

ITALICS = Funds for subgrantees are awarded on a competitive basis only.
 FOOTNOTES = Special program requirements apply - see pages 9 and 10.

U.S. Department of Education Programs That Can Promote Excellence and Accountability in Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds. ¹	Ongoing Training	Accountability	Grantees
Safe and Drug-Free Schools and Communities (ESEA, Title IV)				○ ⁶		States, Governors (direct); School Districts, <i>community agencies</i> (indirect)
Innovative Education Program Strategies (ESEA, Title VI) ⁴	○	○	○	○	○	States, (direct); School Districts; <i>High Ed, libraries, museums, Non-profit Orgs.</i> (at the State's or School District's discretion) (indirect)
Impact Aid (ESEA, Title VIII)	○	○	○	○	○	School Districts
Indian Education - Formula Grants to School District (ESEA, Title IX, Part A, subpart 1)				○ ⁶		School Districts, and schools funded by the Bureau of Indian Affairs under certain conditions
SPECIAL EDUCATION						
Individuals With Disabilities Education Act-Assistance to States (IDEA, Part B) ⁴	○ ^{5,7}	○ ^{5,7}	○ ^{6,7}	○ ^{6,7}	○ ^{6,7}	States (direct); School Districts (indirect)
Training Personnel for Education of Individuals with Disabilities (IDEA, Part D) ⁴	○ ^{5,8}	○ ^{5,8}	○ ^{6,8}	○ ^{6,8}	○ ^{6,8}	School Districts ⁹
Infants and Toddlers with Disabilities (IDEA, Part H) ⁴	○ ^{5,10}	○ ^{5,10}	○ ^{6,10}	○ ^{6,10}	○ ^{6,10}	Part H lead agencies (State Ed Agencies or other state agencies)
ADULT EDUCATION						
Adult Education Special Demonstration and Teacher Training (Adult Ed Act, sec. 353) ⁴	○ ⁵	○ ⁵		○ ⁶		States (direct); <i>School Districts, Higher Ed and other Non-profit Orgs.</i> (indirect)

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U.S. Department of Education Programs That Can Promote Excellence and Accountability in Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds. ¹	Ongoing Training	Accountability	Grantees
VOCATIONAL EDUCATION						
Vocational Educational - State Programs/State Leadership (Perkins Voc and Applied Tech Ed Act, Title II, Part A) ⁴	○ ⁵	○ ⁵	○ ⁶	● ⁶	○ ⁶	State Boards of Vocational Ed
Vocational Educational Act - Local Activities (Perkins Voc and Applied Tech Ed Act, Title II, Part C) ⁴	○ ⁵	○ ⁵	○ ⁶	○ ⁶	○ ⁶	State Boards of Vocational Ed (direct); School Districts, area voc ed schools, other interm. Ed Agencies, Higher Ed. Institutions (indirect)
Tech-Prep Education (Perkins Voc and Applied Tech Assist Act, Title III, Part E)				○ ⁶		State Boards of Vocational Ed (direct); consortia of secondary entities (e.g., School Districts and Higher Ed institutions) (indirect) (formula or competitive at the State Board's discretion)

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U.S. Department of Education Programs That Can Promote Excellence and Accountability in Teaching						
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FORMULA GRANTS						
HIGH STANDARDS AND EDUCATION REFORM						
Goals 2000 - State and Local Education Systemic Improvement (Goals 2000: Educate America Act, Title III)	○	●	●	●	○	States (direct); <i>School Districts</i> (indirect) ²
ELEMENTARY AND SECONDARY EDUCATION						
Dwight D. Eisenhower Professional Dev. Program - State & Local Grants (ESEA, Title II, Part B)	● ³	●	●	●	●	States, School Districts (direct); School Districts, <i>Higher Ed, Non-profit Orgs.</i> (indirect)
Helping Disadvantaged Children Meet High Standards: Improving Basic Programs Operated by School District (ESEA, Title I, Part A) ⁴	○ ⁵	○ ⁵	○ ⁶	● ⁶	○ ⁶	States (direct); School Districts (indirect)
Even Start (Family Literacy) (ESEA, Title I, Part B)	○ ⁵	○ ⁵		○ ⁶		States (direct); <i>School Districts (with public agencies, Higher Ed, or private Non-profit Orgs.)</i> (indirect)
Migrant Education (ESEA, Title I, Part C) ⁴	○ ⁵	○ ⁵	○ ⁶	○ ⁶	○ ⁶	States (direct); <i>School Districts</i> and other local operating agencies (indirect)
Technology Literacy Challenge Fund (ESEA, Title III, Part A, subpart 2) ⁴				● ⁶		States (direct); <i>School Districts</i> (indirect) ²

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COMPETITIVE GRANT PROGRAMS (con.)

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U.S. Department of Education Programs That Can Promote Excellence and Accountability in Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds. ¹	Ongoing Training	Accountability	Grantees
Indian Tribes	○ ⁵	○ ⁵		○ ⁶		Indian tribes/organizations (federally recognized)
Migrant	○ ⁵	○ ⁵		○ ⁶		School Districts; State; public and private agencies, Non-Profit Orgs.
Statewide Literacy Initiatives			○ ⁶	○ ⁶	○ ⁶	States
Foreign Language Assistance (ESEA, Title VII, Part B)	○ ⁵	○ ⁵		○ ⁶		Schools Districts; States
Fund for the Improvement of Education (FIE) (ESEA, Title X, Part A)	○	○	○	○	○	States; School Districts; Higher Ed institutions; other public & private agencies, orgs. or institutions
Christa McAuliffe Fellowship (supported as part of FIE)				●		Council of Chief State School Officers (direct); Individual teachers (indirect)
Jacob K. Javits Gifted and Talented Children Education (ESEA, Title X, Part B)		○ ⁵	○ ⁶	○ ⁶	○ ⁶	States, School Districts, Higher Ed institutions, public & private agencies (Indian tribes & orgs.; Native Hawaiian orgs.)
Magnet Schools Assistance (ESEA, TITLE V, Part A)	○ ⁵			○ ⁶		School Districts

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COMPETITIVE GRANT PROGRAMS (con.)

U.S. Department of Education Programs That Can Promote Excellence and Accountability in Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds. ¹	Ongoing Training	Accountability	Grantees
Public Charter Schools (ESEA, Title X, Part C)	○ ⁵			○ ⁶	○ ⁶	States, School Districts, Higher Ed institutions, Non-Profit Orgs., Community-Based Orgs., parents and teachers, and others interested in forming charter schools
Star Schools (Distance Learning and Technology) (ESEA, Title III, Part B)		○	○ ⁶	○ ⁶	○ ⁶	Partnerships of public agencies or corps., partnerships of three or more orgs. and either School Districts or States ¹
Technology Innovation Challenge Grants (ESEA, Title III, Part A, subpart 2)		○	○ ⁶	○ ⁶	○ ⁶	Consortia of States, School Districts, Higher Ed institutions, businesses, museums, other public and private agencies ¹¹
BILINGUAL EDUCATION (ESEA TITLE VII, Part A)						
Teacher and Personnel Grants	● ⁵	● ⁶	○ ⁶	○ ⁶	○ ⁶	Higher Ed institutions with School Districts, States; and Schools Districts & States performing in-service training
Career Ladder Program	● ⁵	● ⁶	○ ⁶	○ ⁶	~ ○ ⁶	Higher Ed institutions in consortia with at least one State or School Districts
Program Development and Implementation Grants ⁴	○ ⁵	○ ⁵	○ ⁶	○ ⁶	○ ⁶	School Districts alone or in collaboration with States, Community-Based Orgs. or Higher Ed institutions

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U.S. Department of Education Programs That Can Promote Excellence and Accountability in Teaching						
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Program Enhancement Grants ⁴	○ ⁵	○ ⁵	○ ⁶	○ ⁶	○ ⁶	School Districts alone or in collaboration with States, Community-Based Orgs., or Higher Ed institutions
Comprehensive School Grants ⁴	○ ⁵	○ ⁵	○ ⁶	○ ⁶	○ ⁶	School Districts alone; School Districts with other School Districts, Community-Based Orgs. and States
Systemwide Improvement Grants ⁴	○ ⁵	○ ⁵	○ ⁶	○ ⁶	○ ⁶	School Districts alone; School Districts with Higher Ed institutions, Community-Based Orgs., States
SPECIAL EDUCATION						
Centers and Services to Meet Special Needs of Individuals with Disabilities (IDEA, Part C)	○	○	○	○	○	States, School Districts, Higher Ed institutions, Non-Profit Orgs. and other entities as identified in the program statute
Training Personnel for Education of Individuals with Disabilities (IDEA, Part D)	○ ⁵	○ ⁵	○ ⁶	○ ⁶	○ ⁶	States; Higher Ed institutions; appropriate Non-Profit Orgs.
Innovations and Development (Research) (IDEA, Part E)		○ ⁵	○ ⁶	○ ⁶		States & School Districts, Higher Ed institutions, other Public or Private Non-Profit Orgs
Technology, Educational Media, and Materials for Individuals with Disabilities (IDEA, Part G)				○ ⁶		States and School Districts, Higher Ed institutions, Public agencies and Private Non-Profit and For-Profit Orgs ¹²

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COMPETITIVE GRANT PROGRAMS (con.)

8

U.S. Department of Education Programs That Can Promote Excellence and Accountability in Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds. ¹	Ongoing Training	Account-ability	Grantees
REHABILITATIVE SERVICES						
Rehabilitation-Braille Training Projects (Rehab. Act of 1973, sec. 803 (b))	○ ⁵	○		○ ⁶		States and public or nonprofit agencies and orgs, including Higher Ed institutions
HIGHER EDUCATION						
Fund for the Improvement of Postsecondary Education (FIPSE) (HEA, Title X, Part A)	○	○	○	○	○	Higher Ed institutions, Non-profit orgs..
Encourage Minority Students to Become Teachers (Higher Ed Act, Title V, Part E)	●	●				Higher Ed institutions in partnership with School Districts; States; and/or Community-Based Orgs..
OTHER						
Field-Initiated Studies (OERI) (Ed Research Devel., Dissem., and Improv. Act)	○	○	○	○	○	Higher Ed institutions, State, School Districts and individuals
Fulbright-Hays Seminars Abroad (Mutual Ed and Cultural Exch Act)				○		Teachers; Faculty; States; School Districts

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NOTES

1. Grantees may have considerable difficulty supporting this challenge with funds provided under programs that benefit particular populations or focus on particular subject areas where those populations or subject areas are not themselves the focus of licensing and certification requirements.
2. In States whose State Education Agency chooses not to apply for funding, the School District may apply to the Department for funds on a competitive basis.
3. Allowable for State Education Agency and School District only.
4. The program has a supplement, not supplant requirement.
5. Consistent with the program's purpose, funds may be used, as indicated, to recruit or prepare new teachers to work with particular populations or in particular subject areas that the program may serve.
6. Consistent with the program's purpose, funds may be used as indicated, to benefit particular populations or focus on particular subject areas that are the focus of the program.
7. State grantee develops, as part of its statewide system, and includes in its application a comprehensive system of personnel development (CSPD) for ensuring an adequate supply of qualified personnel to carry out the purposes of the IDEA, which may include support of this challenge. School District subgrantees must include in their application to the state procedures for using and implementing the state CSPD.
8. Funds are provided to support the development and maintenance of the CSPD described in number 7.
9. In States whose State Education Agency chooses not to apply for funding, the Institution of Higher Education may apply to the Department for funds.

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10. State grantee develops, as part of its statewide system, and includes in its application a CSPD for ensuring an adequate supply of qualified personnel to carry out the purposes of the IDEA, which may include this activity. The CSPD must be consistent with the CSPD of the state under part B of IDEA.
11. Consortia must include at least one school district located in a high-poverty area.
12. In order to receive funds, the grantee must agree to coordinate its activities, as appropriate with the state entity receiving funds under the Technology-Related Assistance for Individuals with Disabilities Act of 1988.