



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

April 17, 1997

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. 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 last fall by the National Commission on Teaching and America's Future, a bipartisan panel of elected officials, business leaders, and educators. This study, *What Matters Most: Teaching for America's Future*, reports that two million teachers will be needed in the next ten years to accommodate growing student enrollments and 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. In the President's *A Call to Action for American Education In the 21st Century*, outlined in his most recent State of the Union address, he described strategies to help ensure that there is a talented and dedicated teacher in every classroom in the nation. The President also asked the U.S. Department of Education to notify state and local officials of Department 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.

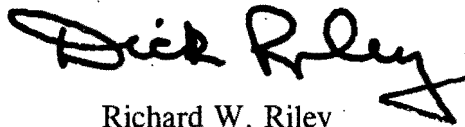
I am pleased to share with you the enclosed *Excellence & Accountability in Teaching: A Guide to U.S. Department of Education Programs and Resources* on how this Department's resources can accelerate state and local efforts to support high-quality teaching. I hope that you will find it useful in highlighting U.S. Department of Education resources available to help schools, communities, universities, and states address these challenges. If used thoughtfully, in ways that are consistent with state and local school improvement strategies and with the underlying purposes of the relevant programs, these resources can make significant contributions to the quality of teaching and learning in classrooms throughout the nation. 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.

Specific questions about the programs and resources included in the *User's Guide* can be directed to the contacts identified in the program descriptions. More general questions or comments can be addressed to our new Teacher Excellence Desk by telephone (202-260-4794) or by Internet (teacher_excellence@ed.gov).

In addition, with help from teachers, principals, colleges, and others around the country, this 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, brief profiles of schools recently honored by the Department for their outstanding work in teacher professional development, and a guidebook on programs offered by agencies throughout the federal government that support teacher education and professional development. The Department also will soon release a document identifying promising practices in each of the areas of challenge discussed in the enclosed materials.

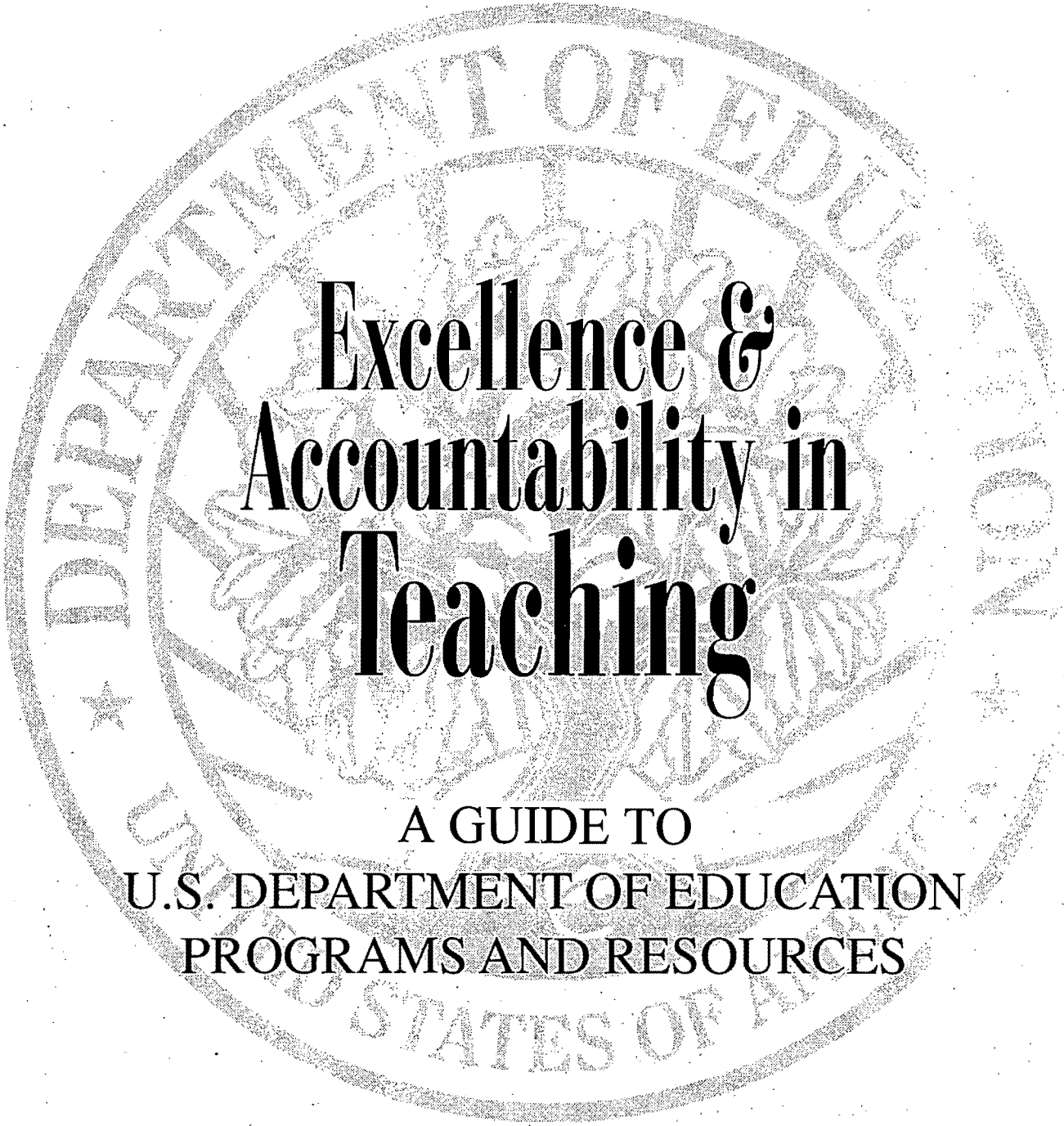
Quality teachers and quality teaching are cornerstones of all our school improvement efforts. The President and I look forward to working with you to ensure that all students have access to the well-prepared, high-quality teachers they need and deserve.

Yours sincerely,

A handwritten signature in black ink that reads "Dick Riley". The signature is stylized, with a large, sweeping "D" and a long, horizontal stroke at the end.

Richard W. Riley

Enclosure

The background of the page features a large, faint, circular seal of the U.S. Department of Education. The seal contains the text "DEPARTMENT OF EDUCATION" at the top and "UNITED STATES OF AMERICA" at the bottom, separated by two stars. In the center of the seal is an eagle with its wings spread, perched on a shield.

Excellence & Accountability in Teaching

A GUIDE TO
U.S. DEPARTMENT OF EDUCATION
PROGRAMS AND RESOURCES

General questions or comments about this *Guide*, or suggestions about how it or future material of this kind can be improved, may be directed to:

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E-mail: teacher_excellence@ed.gov

Questions about specific programs or resources identified in the *Guide* should be directed to the named contact.

This material is available in alternative formats.
Please contact the U.S. Department of Education to request this information.

**U.S. DEPARTMENT OF EDUCATION PROGRAMS THAT CAN
SUPPORT EXCELLENCE AND ACCOUNTABILITY IN TEACHING**

A GUIDE

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

The enclosed materials identify major U.S. Department of Education programs and resources that are available to support school, community, university, and state efforts to invest in good teachers and good teaching. This introduction places the issue of teacher quality -- and how these programs and resources can most effectively be used to promote it -- in the context of broad trends in public education and presents some of the key challenges identified by the President and by the National Commission on Teaching and America's Future.

Elementary and Secondary 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 year, 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, colleges, states, and the U.S. Department of Education are 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 steadily improving math scores, increased attendance in college, and tougher academic classes, a number of recent studies suggest that U.S. schools and students need to make even more progress. 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.

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, involving parents more in education, infusing the effective use of computers and technology into our schools, and 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 important efforts to raise the quality of teaching in America.

The Commission found that half the nation's aging teaching force will be replaced within 10 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

Did you know that Eisenhower and Goals 2000 funding can be used -- as part of broad state education plans to help all students master the basics and reach high academic standards -- to support the strengthening of state licensure standards for beginning teachers?

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 affect student learning and teacher effectiveness most significantly if they are integrated with local 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 allocation 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 U.S. Department of Education 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 the Goals 2000: Educate America Act, the School-to-Work Opportunities Act, the Elementary and Secondary Education Act, and new educational technology initiatives is support for the development of rigorous academic standards and comprehensive efforts by communities and states to help all students reach those standards. Because student learning depends on quality teaching, enabling teachers to meet high standards is also essential. To improve the practice of teaching, we need:

- ▶ Tougher standards for licensing new teachers and more rigorous requirements in hiring teachers set by school districts. 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), through leadership from the Council of Chief State School Officers, is working with more than 30 states to develop high-quality performance assessments of knowledge and skills for beginning teachers. These teacher standards are related directly to academic standards for students. Requiring tougher licensing and certification standards for teachers is drawing significant support from the nation's teachers, with 86 percent supporting competency requirements before obtaining certification.

Meanwhile, some states have moved ahead with tougher licensing requirements for new teachers, requiring entering teachers to meet rigorous standards within their first few years of teaching and undergo performance assessment conducted by state-trained observers. Experienced mentors and special clinics help prepare teachers for these assessments. School districts can also set rigorous requirements for newly-hired teachers and work with local schools of education and universities to ensure graduates 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, schools of education, and states have begun to help teachers gain national board certification and to reward board-

Did you know that the Clinton Administration has proposed \$105 million over five years to help the National Board for Professional Teaching Standards complete assessments in most fields and to help school districts and states defray the costs of teachers going through the Board's intensive review?

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 four percent annual bonus to board-certified teachers; just this year, North Carolina Governor Jim Hunt has proposed providing a 12 percent pay increase for board-certified teachers. These master teachers also serve 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, and 40 percent of our nation's teacher preparation programs in colleges and universities have received this 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 Cincinnati, 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 or removed. The Rochester, New York, school district has used similar strategies, along with annual salary advancement for teachers that is linked to performance. 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.

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

A number of promising recruiting strategies are being tried around the nation:

- ▶ Starting early. School districts and universities are working 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 seniors 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 and engineering, to the military, and to recent college graduates who did not major in education. 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 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 affect teaching and learning only 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 promote student and teacher learning.

- ▶ Teacher education: preparing the teachers of tomorrow. A number of universities have been working to upgrade the quality of their schools of education and are often working in close partnership with local schools and school districts. In San Antonio, for example, Trinity University has been working with several local schools to upgrade preparation for college students hoping to become teachers.

Did you know that Goals 2000 subgrants are being awarded across the nation to partnerships of school districts, universities, and others to improve the preparation of future and current 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.

- ▶ Ongoing training and professional development for current teachers. Learning new skills cannot stop on entering the teaching profession. High-quality, sustained professional development for all teachers is essential, and it involves a commitment to providing teachers the time to work together and acquire the skills needed to accomplish a well-defined school mission and to help all students reach challenging academic standards. But teachers do not always receive good professional development; the recently released Third International Mathematics and Science Study (TIMSS), for example, 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

Did you know that states and school districts can use the consolidated planning process under the Elementary and Secondary Education Act to develop strategies for how an array of federal funds will support high-quality professional development?

teach math and science. More attention is needed to provide teachers with the opportunity and time for acquiring the skills, knowledge, and professional development they need.

Fortunately, some schools and school districts are doing just that. For example, the Woodrow Wilson Elementary School in Manhattan, Kansas, was established as a "professional development school" where current and future teachers can go for assistance in upgrading their skills in math, science, and technology. The school, which helps teachers understand and use the widely acclaimed math standards developed by the National Council of Teachers of Mathematics, was recently named as one of five schools to win an award from the U.S. Department of Education for efforts to give teachers the skills they need to succeed. Please call 1-800-USA-LEARN to ask for brief profiles of these award-winning schools and 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 the skills of or removing -- incompetent teachers. Indeed, these strategies are drawing broad support from the nation's teachers, with 90 percent 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 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.

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

- ▶ Identifying teachers in need of intensive assistance and, when necessary, counseling them out of the profession or removing them. The Cincinnati school district has been 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, however, 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. Some U.S. Department of Education programs can be used either directly or indirectly by teachers and other 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 strategies 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 who can help students with limited English proficiency to reach high academic standards that a district or state has set for all students. Staff knowledgeable about federal programs at the school district, state, or U.S. Department of Education can help 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 where these provisions impede the ability of a school to help all students meet high academic standards?

Have you thought about how federal funds can be used to invest in teacher quality? A school district might apply for a Goals 2000 grant to work with local universities to prepare future teachers to meet tougher 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 Title I 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 programs," 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.

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

Investing in quality teaching depends on public recognition of the extraordinary demands placed on our teachers today, a willingness to accord respect and honor to teachers across America, and leadership from teachers, schools, and communities 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 and principals that work every day to motivate and educate their students.

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

Explanation of Following Materials and Conclusion

The materials that follow have been prepared to help the public understand how the many U.S. Department of Education programs and resources can support strategies to invest in quality teaching.

- ▶ Part II of this Guide presents important, general information about these programs and how they can be used most effectively to promote state and local efforts to support teacher excellence and accountability. It also contains charts of the Department's principal grant programs that can help meet each of the key challenges to improving the quality of the nation's teachers.
- ▶ Part III provides brief descriptions and contacts for the programs identified in those charts as well as for the Comprehensive Regional Assistance Centers. These centers can further help schools, school districts, universities, and states in their work to use the Elementary and Secondary Education Act programs to improve the quality of teaching. Each program and resource description also provides the name, phone number, and Internet address of a contact who can provide further information or assistance. In addition, the section of Part III on "Competitive Grant Programs" identifies those programs for which the Department has scheduled or

planned new competitions in the near future as well as how the Internet may be used to obtain copies of program application notices and program priorities published in the *Federal Register* directly from the Department's home page.

The Appendix to this *Guide* contains descriptions and contacts for other resources that can support efforts to improve teaching. Many of these research programs, technical assistance centers, and information clearinghouses focus on particular subject areas or promoting increased achievement among students with special needs.

In addition, the Department has established a new Teacher Excellence desk to assist anyone with more general questions or comments about these materials or how federal programs and resources can help them to meet the key challenges for improving teaching. Please call or write:

Teacher Excellence
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-0170
Phone: (202) 260-4794
E-mail: teacher_excellence@ed.gov

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.

April 1997

PART II: USING DEPARTMENT PROGRAMS TO SUPPORT EXCELLENCE AND ACCOUNTABILITY IN TEACHING

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

- **Recruit the most talented 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"); and
- **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").

The Department's programs generally fall into two categories. "Formula grant" programs make funding available to all eligible recipients; "competitive grant" programs provide funding only to those winning a grant competition. The charts separately identify those programs in each category that, depending upon a state or community's own goals and strategies, can most readily be used in efforts to meet these challenges.

As states and communities are developing goals and strategies for promoting a high-quality teaching force, some may be unsure where to begin looking among the Department's programs for help. For those in this situation, we suggest starting with the following programs.

WHERE TO START -- SOME SUGGESTIONS FORMULA GRANT PROGRAMS:

- **Goals 2000: High Standards and Education Reform**
- **Helping Disadvantaged Children Meet High Standards (Title I, ESEA)**
- **Eisenhower Professional Development (Title II, ESEA)**
- **Technology Literacy Challenge Fund (Title III, ESEA)**
- **Innovative Educational Program Strategies (Title VI, ESEA)**
- **Individuals With Disabilities Education Act -- Assistance to States (Part C, IDEA)**

OTHER PROGRAMS:

- **School-to-Work Opportunities Grants**
- **Star Schools Program**
- **Training Personnel for Education of Individuals With Disabilities**
- **Fund for the Improvement of Postsecondary Education**

Putting the Pieces Together

The programs and resources identified in the following materials can support efforts to create a truly high quality and diverse teaching force. But **how** can one actually use these programs? And, more important, **how** can they be used most effectively?

The U.S. Department of Education is committed to helping educators find answers to these questions. Given the Department's mission to promote excellence and equity in education, many of its programs focus on needs of particular populations or aspects of the school environment that are crucial to teaching and learning. Therefore, understanding how each Department program can contribute to improving teacher quality requires knowledge of: (1) the program's requirements; and (2) the particular role that the program can play, notwithstanding its particular focus, in helping all prospective and current teachers acquire the knowledge and skills they need to enable all children to succeed.

States and school districts will find some of the programs identified in the charts easier than others to use in their efforts to address the five challenges. Given program funding levels, the Department does not conduct competitions each year for all of its competitive grant programs. Moreover, 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.

However, **effective** use of these programs requires much more. Classroom teachers do not have students with a single set of needs or learning styles. Indeed, any given classroom -- indeed, any given student -- may need a teacher highly skilled not only in teaching content that reflects the school district's and state's standards, but teaching it in ways that address challenges resulting from lack of English proficiency, disabilities, migrancy, and a school environment marred by drugs and violence. Helping that teacher or prospective teacher to acquire the knowledge and skills he or she needs requires knowing how to coordinate the various federal programs that would be used to promote teacher excellence and accountability and how to integrate them into the professional development strategies and activities carried out with state and local funds.

Recent changes in the Elementary and Secondary Education Act (ESEA) along with provisions of the Goals 2000: Educate America Act and the School-to-Work Opportunities Act offer creative and powerful tools for accomplishing these objectives. These tools include:

- ▶ **Availability of Waivers.** While ESEA and other programs are very flexible, there may be situations in which a program's requirements seem to impede a school's, school district's, or state's ability to develop an integrated plan for promoting excellence and accountability in teaching. The ESEA now authorizes the Secretary to waive most program statutes and regulations (including general administrative regulation) that a school, district, or state demonstrates are hampering its efforts to improve teaching and learning, including funding for and implementation of high-quality professional development activities. This waiver authority extends to all ESEA formula and competitive programs identified in the charts. In addition, both the Goals 2000 and School-to-Work statutes extend the Secretary's waiver authority to most provisions of the Perkins Vocational and Applied Technology Act. Under Ed-Flex (the Education Flexibility Partnership Demonstration Program), the Secretary of Education has granted nine states their own authority to waive provisions of certain ESEA programs and the Perkins formula grant program. These states are Colorado, Kansas, Maryland, Massachusetts, New Mexico, Ohio, Oregon, Texas, and Vermont.
- ▶ **Consolidated State and Local Plans.** The ESEA also invites districts and states to revamp the very ways in which they plan the use of federal program funds. Districts and states are no longer required, as a condition of receiving federal formula grant funds, to develop and submit separate and detailed plans or applications for each federal program in which it wants to participate. Instead, for most formula grant programs, the ESEA now permits the use of a single consolidated plan that focuses specifically on what the district will do to promote cross-program coordination, integration of service provided under those programs with state and local-sponsored activities, and improved service delivery. Use of a consolidated plan does not eliminate federal program requirements and does not authorize commingling of program funds. Consolidated planning does, however, encourage thinking about how all of the individual federal programs included in the plan, notwithstanding their distinct purposes and different beneficiaries, can fit together and support the district's own program to improve teaching and learning.
- ▶ **Schoolwide Programs.** The ESEA authorizes schools in high poverty areas to use Title I, Part A funds along with funds provided by most other federal programs, to upgrade the entire education program of a school. As a schoolwide program, a school can use the funds it receives under nearly all federal programs (except the Individuals With Disabilities Education Act (IDEA)) as a common pool of resources. Federal funds used in the schoolwide program are required to supplement resources that the school otherwise would have available from non-federal funds. But instead of tracking all the funds, the school has to ensure only that where a particular federal program contributes to the

schoolwide program, the school's activities meet the intent and purposes of that program (rather than the individual requirements of the program).

- **Consolidated Administrative Funds.** The ESEA also authorizes states and school districts to consolidate administrative funds provided under the ESEA state formula grant programs and Goals 2000 into a common pool, thereby eliminating the need for tracking how a particular program's administrative funds are spent. The ESEA also authorizes this pool of funds to be used for a broad range of activities, including coordination of the federal programs with other federal and non-federal programs.

A Few Reminders

Many of the Department's programs are intended to provide additional support with which to address needs of a particular population of students (*e.g.*, students with disabilities or limited-English proficiency), or improvements in particular aspects of the learning environment (*e.g.*, safe-and drug-free schools, and enhanced use of technology). These programs can help fill important gaps in an overall plan for promoting excellence and accountability in teaching. For example, a school district that has decided to strengthen its efforts to recruit, train, or retain high-quality teachers of limited-English proficient students may want also to examine how Titles I and II of the ESEA and the bilingual education competitive grant programs can help it do so.

Each Department program has its own set of requirements and purposes, which need to be considered in order to use the programs properly to promote excellence and accountability of all teachers. 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 or amended 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. Using program funds to support tougher licensing and certification requirements for teachers where those programs benefit particular populations or focus on particular subject areas (*e.g.*, technology and violence-free and drug-free schools) will make sense where those populations or subject areas are one focus of licensing and certification requirements.

The charts contain a number of notes that are intended to remind the reader of these important considerations.

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 addressing the challenge, or improved professional development in general, is not at the heart of the program's purpose.
2. Superscript notes highlight the existence of a supplement, not supplant requirement, or basic program requirements that affect how recipients may use funds to support a particular challenge.
3. The charts use the following abbreviations:

ESEA	:	Elementary and Secondary Education Act
IDEA	:	Individuals with Disabilities Education Act
HEA	:	Higher Education Act
STWOA	:	School-to-Work Opportunities 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, Eisenhower Professional Development Program, "state agencies for higher education").

4. *Italics* are used in the charts 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. Section III of this Guide contains brief descriptions of each of the identified formula grant programs (Part A) and information about competitive grant programs for which the public can now apply (including application due dates) or for which the Department plans to hold competitions in the near future (Part B). This information also includes information on how those with Internet access can access further information about these competitions from the Department's Home Page. Section III also includes information about the Comprehensive Technical Assistance Centers, which are designed to assist states, school districts, and schools to use resources provided under the Elementary and Secondary Education Act -- including resources that are available to promote excellence and accountability in teaching -- in the most effective ways possible.

6. In addition to the Comprehensive Centers, the Department funds a number of more specialized centers, information clearinghouses, and other 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 in the Appendix to this *Guide*. In addition, the Department is conducting new competitions for service providers identified at the beginning of this section. While all other resources identified in this section are selected competitively, the Department does not anticipate new competitions for them in the near future.

**U.S. Department of Education Programs
That Promote Excellence and Accountability in Teaching**

Program	Recruit Talent	Prepare for Cert	Stronger Stnds.	Ongoing Training	Accountability
FORMULA GRANT PROGRAMS					
Goals 2000: High Standards and Education Reform (Goals 2000: Educate America Act, Title III) Grantees: States (direct); <i>School districts</i> (indirect)	○	●	●	●	●
Dwight D. Eisenhower Professional Dev. Program – State & Local Grants (ESEA, Title II, Part B) Grantees: States, (direct); School districts, <i>Higher ed institutions, Non-profit orgs.</i> (indirect)	○	●	●	●	●
Helping Disadvantaged Children Meet High Standards: Improving Basic Programs Operated by School Districts ¹ (ESEA, Title I, Part A) Grantees: States (direct); School districts (indirect)	○ ²	○ ²	○ ²	● ²	○ ²
Even Start (Family Literacy) (ESEA, Title I, Part B) Grantees: States (direct); <i>School districts (with Public agencies, Higher ed institutions, or Private non-profit orgs.)</i> (indirect)	○ ²	○ ²		○ ²	
Migrant Education ¹ (ESEA, Title I, Part C) Grantees: States (direct); <i>School districts</i> and other local operating agencies (indirect)	○ ²	○ ²	○ ²	○ ²	○ ²
Technology Literacy Challenge Fund ¹ (ESEA, Title III, Part A, subpart 2) Grantees: States (direct); <i>School districts</i> (indirect)				● ²	
Safe and Drug-Free Schools and Communities (ESEA, Title IV) Grantees: States, Governors (direct); School districts, <i>Community agencies</i> (indirect)				○ ²	

CHART KEY

CIRCLES: ● Primary focus of the program. ○ Not a primary focus of the program.
ITALICS: Funds for subgrantees are awarded on a competitive basis only.
NOTES: Special program requirements apply -- see notes on page 19..

**U.S. Department of Education Programs
That Promote Excellence and Accountability in Teaching**

Program	Recruit Talent	Prepare for Cert	Stronger Stnds.	Ongoing Training	Accountability
Innovative Education Program Strategies ¹ (ESEA, Title VI) <i>Grantees: States, (direct); School districts, Higher ed institutions, Libraries, Museums, Non-profit orgs. (at the State's or School district's discretion) (indirect)</i>	○	○	○	○	○
Impact Aid (ESEA, Title VIII) <i>Grantees: School districts</i>	○	○	○	○	○
Indian Education -- Formula Grants to School Districts (ESEA, Title IX, Part A, subpart 1) <i>Grantees: School districts, and Schools funded by the Bureau of Indian Affairs under certain conditions</i>				○ ²	
SPECIAL EDUCATION					
Individuals With Disabilities Education Act -- Assistance to States ¹ (IDEA, Part B) <i>Grantees: States (direct); School districts (indirect)</i>	○ ²	○ ²	○ ²	○ ²	○ ²
Training Personnel for Education of Individuals with Disabilities ¹ (IDEA, Part D) <i>Grantees: States</i>	● ²	● ²	● ²	● ²	○ ²
Infants and Toddlers with Disabilities (IDEA, Part H) ¹ <i>Grantees: State Part H lead agencies (State educational agencies or other state agencies)</i>	○ ²	○ ²	○ ²	○ ²	○ ²

CHART KEY

CIRCLES: ● Primary focus of the program. ○ Not a primary focus of the program.
 ITALICS: Funds for subgrantees are awarded on a competitive basis only.
 NOTES: Special program requirements apply -- see notes on page 19..

**U.S. Department of Education Programs
That Promote Excellence and Accountability in Teaching**

Program	Recruit Talent	Prepare for Cert	Stronger Stnds.	Ongoing Training	Accountability
ADULT AND VOCATIONAL EDUCATION					
Adult Education Special Demonstration and Teacher Training¹ (Adult Ed Act, sec. 353) Grantees: States (direct); School districts, Higher ed institutions and other Non-profit orgs. (indirect)	○ ²	○ ²		○ ²	
Vocational Educational -- Basic Grants State Programs/State Leadership¹ (Carl D. Perkins Voc and Applied Tech Ed Act, Title II, Part A) Grantees: State boards of vocational ed	○ ²	○ ²	○ ²	● ²	○ ²
Local Activities¹ (Carl D Perkins Voc and Applied Tech Ed Act, Title II, Part C) Grantees: State boards of vocational ed (direct); School districts, Area voc ed schools, Other interm. ed agencies, Higher ed institutions (indirect)	○ ²	○ ²	○ ²	○ ²	○ ²
Tech-Prep Education (Carl D. Perkins Voc and Applied Tech Ed Act, Title III, Part E) Grantees: State boards of vocational ed (direct); Consortia of secondary entities (e.g., School districts and Higher ed institutions) (indirect) (formula or competitive grant at the State board's discretion)				○ ²	
SCHOOL-TO-WORK OPPORTUNITIES					
State Implementation Grants -- State and Local Partnerships (STWOA, Titles II and III) Grantees: State and local partnerships	○	○	○	○	

CHART KEY

CIRCLES: ● Primary focus of the program. ○ Not a primary focus of the program.
 ITALICS: Funds for subgrantees are awarded on a competitive basis only.
 NOTES: Special program requirements apply -- see notes on page 19..

NOTES

1. As the program has a supplement, not supplant requirement, program funds can help to support efforts to meet the challenges only if they supplement the level of state and local funds that otherwise would be spent doing so.
2. Consistent with the program's purpose, activities that promote teacher excellence and accountability must focus on particular subject areas or particular populations that the program may serve.

PART III: U.S. DEPARTMENT OF EDUCATION PROGRAMS AND RESOURCES

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PART A - FORMULA GRANT PROGRAMS

INTRODUCTION

The U.S. Department of Education's various formula grant programs provide funds to states, school districts and other local entities throughout the nation, either to provide additional support for underserved groups of children and adults or to help those entities address areas of particular educational need. Generally, each program requires prior submission of a plan or application, and has its own requirements that govern how and for whom funds may be spent. Within these limitations, formula grant programs may provide states, school districts, individual schools and other recipients with promising and immediate sources of financial support that can address -- along with the general need of teachers for high-quality professional development -- the challenges for promoting excellence and accountability in teaching.

Funding formulas and eligibility rules determine the amount of program funds available to recipients (and in the case of entities receiving funds from the state, whether they do so on a formula or competitive basis). **For those programs administered by states rather than by the Department of Education, more information on the programs and any special requirements they may have on how funds may be used may be obtained from the state educational agency or, in the case of the Carl D. Perkins Vocational and Applied Technology Education Act programs, from the state board for vocational education.**

PROGRAM DESCRIPTIONS

Goals 2000: High Standards and Education Reform (Goals 2000: Educate America Act, Title III)

Funds awarded to state education agencies and, through subgrants, to school districts are available to help develop and implement comprehensive state and local improvement plans that include strategies for promoting quality professional development. Subgrants from the state education agency to school districts support, among other things, continuing and sustained

professional development programs that can increase student learning, and improved teacher education programs, that are consistent with the Goals 2000 state improvement plan. Each state educational agency funds these activities on a competitive, peer-review, basis out of a portion of the Goals 2000 grant that it receives from the Department.

For more information, contact the state educational agency. School districts located in a state that does not participate in the Goals 2000 program may contact:

Thomas Fagan
Goals 2000 Program
600 Independence Avenue SW
Washington, DC 20202-6100
Phone: (202) 401-0039
e-mail: thomas_fagan@ed.gov

Dwight D. Eisenhower Professional Development Program - State & Local Grants (ESEA, Title II, Part B)

The Eisenhower Program is the federal government's largest program devoted specifically to supporting state and local efforts to stimulate and provide sustained and intensive high-quality professional development in all of the core academic subjects (but with a priority in mathematics and science). School districts receive funding from states to carry out activities that are consistent with local priorities, and have very wide discretion in determining the activities that will best enable all teachers to obtain the skills and knowledge they need to help all students achieve to high standards. Districts must contribute at least one-third of the cost of their Eisenhower-supported activities from state and local sources, other federal funds (such as Title I), cash, or in-kind contributions. In addition, the state educational agency receives program funds to support special initiatives designed to upgrade the quality of the state's teachers, while the state agency for higher education receives funds for competitive subgrants to institutions of higher education and nonprofit private organizations to improve the quality of teacher education and professional development programs. (While the scope of activities that the state agency for higher education may sponsor are quite broad, they do not extend to supporting efforts to recruit talented individuals into teaching.)

For more information, contact the state educational agency or the state agency for higher education.

Helping Disadvantaged Children Meet High Standards: Improving Basic Programs Operated by Local Educational Agencies (ESEA, Title I, Part A)

Title I, the largest federal education program for pre-K through 12 education, has one overriding goal: to improve teaching and learning for low-achieving children in high-poverty schools, to enable them to meet challenging academic content and performance standards. Under Part A of Title I, funds are provided to districts and schools, based on their number of poor children, to help low-achieving children acquire the knowledge and skills expected of all children. To receive Part A funds, districts must have a plan that includes a strategy the district will use, among other things, to provide professional development for teachers to improve the teaching of

academic subjects to enable all children to meet the state's student performance standards. Districts and schools have considerable flexibility in deciding how to use their Title I Part A funds, including the amount of Title I funds they devote to professional development of teachers and other staff who work with disadvantaged students. Moreover, schools with not less than 50 percent of children from low-income families are eligible to operate as schoolwide programs. Doing so permits schools to combine their federal, state and local resources to support comprehensive, schoolwide reform efforts that include professional development for all of the school's teachers.

For more information, contact the state educational agency.

Even Start Family Literacy Program (ESEA, Title I, Part B)

Even Start provides financial assistance through subgrants from the state educational agency to support programs that integrate early child education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Each program is to include special training of staff to develop the skills necessary to work with parents and young children in the full range of instructional services that the Even Start project would provide. Eligible applicants include school districts in partnership with a public or private nonprofit organization, another public agency, or an institution of higher education.

For more information, contact the state educational agency.

Migrant Education Program (ESEA, Title I, Part C)

The Migrant Education Program (MEP) provides supplemental assistance for high-quality programs for students who migrate to enable themselves or a family member to obtain temporary or seasonal agricultural or fishing work. The MEP reduces educational disruptions and other problems that result from repeated moves, helping these children overcome problems that inhibit their ability to meet challenging content and performance standards. Grants are awarded to state educational agencies who in turn make subgrants to school districts and other agencies to provide educational and support services for migrant students during periods in which they reside in the area. Local districts and other operating agencies are responsible for integrating MEP services with services provided by other ESEA and federal programs to meet the needs of migrant students and, subject to State approval, have flexibility in how they do so. To the extent feasible, local MEP projects include appropriate professional development including mentoring for teachers and other school personnel who work with migrant students.

For more information, contact the state educational agency.

Technology Literacy Challenge Fund (ESEA, Title III, Part A, subpart 2)

The Technology Literacy Challenge Fund provides funds to states, on a formula basis, to help their local districts use technology to strengthen their educational programs. The goals of the

Challenge Fund are to provide all teachers with the training and support they need to help students learn by using technology; to provide all schools with modern computers; to connect all classrooms to the information superhighway; and to make effective software and on-line learning resources an integral part of the curriculum in schools. Ninety five percent of the funds a state receives must be awarded to school systems on a competitive basis. For Fiscal Year 1997, the first year of the program, Congress has appropriated \$200 million, and the Administration has requested \$425 million for Fiscal Year 1998.

For more information, contact the state educational agency.

Safe and Drug-Free Schools and Communities (ESEA, Title IV, Part A, subpart 1)

This program supports comprehensive school- and community-based drug education and prevention activities, as well as activities designed to prevent violence. Funds are available to all districts on the basis of school enrollment, with additional funds being made available for districts that the state finds to be "high-need." Districts that use Safe and Drug-Free Schools and Communities money must assess needs and measure program outcomes, but may implement a broad range of age-appropriate prevention activities, including professional development of school personnel in prevention strategies and curriculum.

For more information, contact the state educational agency or Governor's office.

Innovative Education Program Strategies (ESEA, Title VI)

Title VI provides funds to permit districts to support activities that encourage school reform and educational innovation. It makes funds available to all districts, through the states, on the basis of school enrollment, with some weighting to districts with particularly high costs. Under this program, districts have the flexibility to use funds for any of the following primary areas: (1) technology related to implementing reform; (2) acquisition and use of instructional and educational material; (3) promising educational reform projects such as magnet schools; (4) programs for at-risk children; (5) literacy programs for students and their parents; (6) programs for gifted and talented students; (7) reform efforts consistent with Goals 2000; and (8) school improvement programs or activities authorized under the Title I program. Title VI funds may be used to support high-quality professional development that is related to any of these areas.

For more information, contact the state educational agency.

Impact Aid (ESEA, Title VIII)

The Impact Aid program makes formula grants to school districts that serve federally connected students (e.g. military dependents and children living on Indian lands) and to certain school districts containing a significant amount of federal property. In particular, payments made to school districts under sections 8002 and 8003 become part of the school district's general funds,

and may be used for any purpose, including professional development and efforts to promote excellence and accountability in teaching.

For more information, contact:

Catherine Schagh
Impact Aid Programs
600 Independence Ave., SW
Washington, DC 20202-6244
Phone (202) 260-3858
e-mail: catherine_schagh@ed.gov

**Indian Education - Grants to Local Educational Agencies
(ESEA, Title IX, Part A, subpart 1)**

The program provides grants to support school districts in their efforts to reform elementary and secondary education programs that serve Indian students in order to ensure that these programs are based on challenging state content standards and student performance standards, and are designed to assist Indian students to meet these standards. Funds are provided to school districts based on their enrollment of Indian children, and may be used to provide professional development for teachers and other school professionals who are new in the Indian community, and all teachers involved in this program who work with Indian children.

For more information, contact:

David Beaulieu
Office of Indian Education Programs
600 Independence Ave., SW
Washington, DC 20202-6335
Phone: (202) 260-3774
e-mail: david_beaulieu@ed.gov

SPECIAL EDUCATION

**Individuals with Disabilities Education Act - Grants to States and Preschool Grant Programs
(IDEA, Part B)**

The IDEA, Part, B provides funds to states and school districts to help pay for the additional costs of services that are needed to enable all children ages three through twenty-one with disabilities, regardless of the level of severity of the disability, to receive a free and appropriate public education and to improve education opportunities. The program makes funds available through state educational agencies to all districts in a state on the basis of their relative number of students with disabilities receiving special education and related services. IDEA, Part B requires districts that receive funds to provide certain basic procedural safeguards for children with disabilities and their parents. It also requires the state to develop, 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 applications to the state procedures for using and implementing the state CSPD, as well as comprehensive plans for how the district will address the needs of its disabled students. These plans may include provision for the use of IDEA, Part B funds for professional development activities that will give teachers and other staff the skills that they need to enable their students with disabilities to have increased levels of academic achievement.

For more information, contact the state educational agency.

Training Personnel for Education of Individuals with Disabilities - Grants to State Educational Agencies (IDEA Part D, sec. 632)

The IDEA, Part D, provides assistance to states in establishing and maintaining programs to prepare special and regular education, related service, and early intervention personnel to meet the needs of infants, toddlers, children and youth with disabilities. State educational agencies are eligible to apply. Funds are provided to support the development and maintenance of the comprehensive system of personnel development (CSPD), as summarized above in the description of the IDEA, Grants to States and Preschool Grant Programs (IDEA, Part B).

For more information, contact the state educational agency.

Infants and Toddlers with Disabilities (IDEA, Part H)

The IDEA, Part H, provides financial assistance to states to develop and implement a statewide, comprehensive, coordinated, multi disciplinary, interagency program of early intervention services for infants and toddlers with disabilities and their families. Through this program, Part H funds are available to states to assist with preparation of teachers, and other service providers to meet high standards, certification and licensing requirements, if the state chooses to use the money that way. Under the program the 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 this activity. The CSPD must be consistent with the CSPD of the state prepared under part B of IDEA.

For more information, contact the state educational agency.

ADULT EDUCATION

Adult Education Special Demonstration and Teacher Training Projects (Adult Education Act, sec. 353)

States administer two categories of local-level projects: experimental demonstration projects that involve the use of innovative methods, systems, materials, or programs that may have national significance or will be of special value in promoting effective adult education programs; and

projects that train professional teachers, volunteers, and administrators, with a particular emphasis on full-time professional adult educators, minority adult educators, and teachers of adults with limited English proficiency, learning disabilities, or serious reading deficiencies. Eligible applicants include school districts, community-based organizations, public and private nonprofit agencies and institutions of higher education.

For more information, contact the state educational agency.

VOCATIONAL EDUCATION

Basic Grant

State Programs/State Leadership

(Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part A)

Under Title II, Part A of the Perkins Act, states may use up to 8.5 percent of their basic state grant for state leadership activities. These activities must include professional development, curriculum development and dissemination, and assessment of programs receiving federal assistance. Professional development may involve vocational teachers and academic teachers working with vocational students, corrections and community based educators and counselors, and in-service and preservice training of teachers in state-of-the-art programs and techniques with particular emphasis on minorities.

For more information, contact the state board of vocational education.

Local Activities

(Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part C)

States subgrant funds to school districts and other entities to help support secondary vocational education programs that the districts implement either by themselves or in conjunction with an area vocational education school or an intermediate education agency. The amount of Perkins funds that a district is eligible to receive depends on the relative size of its ESEA, Title I, Part A allocations, the number of students with individualized education programs, and the number of students enrolled in schools and adults enrolled in training programs. School districts must submit an application to the state board for vocational education that describes their plans for using program funds in ways that give priority to special populations. Uses of funds may include professional development of vocational instructors and academic instructors working with vocational education students that focuses on integrating vocational and academic instruction.

For more information, contact the state board of vocational education.

Tech-Prep Education

(Carl D. Perkins Vocational and Applied Technology Education Act, Title III, Part E)

Title III, Part E, supports ongoing training to help teachers. Each Tech-Prep Education program must include in-service training for teachers that (1) is designed to train teachers to effectively

implement Tech-Prep Education curricula; (2) provides for joint training for teachers from all participants in a Tech-Prep consortium; and (3) may provide such training in weekend, evening, and summer sessions, institutes or workshops.

For more information, contact the state board of vocational education.

SCHOOL-TO-WORK OPPORTUNITIES

State Implementation Grants

(School-to-Work Opportunities Act of 1994 (Title II and III))

All states have received School-to-Work Opportunities Development Grants to assist them in planning and developing statewide school-to-work systems. State Implementation Grants are awarded competitively to states to establish comprehensive, statewide school-to-work systems that offer young Americans access to education and training programs designed to prepare them for a first job in a high-skill, high-wage career, and to increase their opportunities for further education. A state receiving a first-year implementation grant passes 70 percent of its School-to-Work Opportunities grant to local partnerships. In the second year, it will pass 80 percent of its grant to local partnerships and in the third year and beyond it will pass 90 percent to local partnerships. The 50 states, the District of Columbia, and Puerto Rico are eligible to apply for state grants.

The School-to-Work program also provides special grants for local partnership, for urban and rural partnerships, grants to territories, and development and implementation grants for Indian youth

National School-to-Work Office
400 Virginia Avenue, SW
Room 210
Washington, D.C. 20024
Phone: (202) 401-6222
e-mail: stw@ed.gov

PART B - COMPETITIVE GRANT PROGRAMS

INTRODUCTION

The forgoing charts also identify the Department's competitive grant programs that also can contribute financial support to the efforts of states, school districts, schools and other entities as they work to address both professional development needs generally and the five challenges for promoting excellence and accountability in teaching, in particular. (Many of these competitive grant programs may fund activities in areas that extend beyond professional development or the improvement of teaching. Unless the Department limits application under these programs to those that support high-quality teaching, the programs will support this objective only if an application that addresses improvements in teaching is selected for funding over applications that address other areas.)

Unlike formula grant programs that are broad in scope and provide funding to all entities that meet basic eligibility requirements, with some exceptions competitive grant programs tend to be more narrowly focused. The Department of Education focuses competitive grant programs on the most outstanding applicants, and funds activities that reflect best practice or are most likely to yield significant results. Thus, the Department tends to make awards under competitive grant programs to those institutions, schools, teachers and other eligible applicants whose applications reflect clearest and most promising ideas about how additional funds can be used to improve teaching and learning.

A program's announcement inviting applications for new awards will identify the maximum length of time that the Department will fund a competitive grant awards under that program. Depending upon the requirements of a particular program, the Department generally is allowed to make awards or up to five years. After the initial year for which an award is made, a recipient's entitlement to future year awards depends upon factors such as the availability of appropriations and the degree to which the recipient has been able to demonstrate performance of the plans and activities contained in its approved application.

Awards under competitive grant programs are made only to those relatively few applicants whose applications, including proposed budgets, are found most likely to be successful (although a program's criteria for awards also might include other factors such as the need for geographical distribution of awards). Therefore, while appropriation levels for competitive grant programs generally are much smaller than for formula grant programs, the amount of available program funds distributed to a recipient under a competitive grant program may be much larger than the recipient receives under many formula grant programs.

**CURRENT OR UPCOMING DEPARTMENT OF EDUCATION
GRANT COMPETITIONS**
(as of April 18, 1997)

Of those competitive grant programs identified on the charts, the Department has either announced or plans to announce grant competitions and/or application due dates under the following competitive grant programs:

- Public Charter Schools Program (ESEA, Title X, Part C)
- Star Schools Program (ESEA, Title III, Part B)
- Centers and Services to Meet the Special Needs of Individuals with Disabilities; and Innovation and Development (Research) (IDEA, Parts C and E, combined)
- Training Personnel for Education of Individuals with Disabilities (IDEA Part D)
- Fund for the Improvement of Postsecondary Education (FIPSE) (HEA, Title X, Part A)
- Fulbright-Hays Seminars Abroad Program (Mutual Education and Cultural Exchange Act)
- Field Initiated Studies (Research) (ERDDIA, Part C)

The Department will announce in the future in the *Federal Register* and on its Web Site when new grant competitions will be scheduled for awards under other programs that can help to promote excellence and accountability in teaching.

Public Charter Schools Program
(ESEA, Title X, Part C)

This program provides financial assistance for the design and initial implementation of charter schools. Grants are awarded to state educational agencies in states with charter school laws. State educational agencies receiving funds conduct subgrant competitions for eligible applicants that are partnerships between chartering agencies and developers, which may include teachers, administrators and other school staff, parents, and other members of the community in which a charter school will be carried out. If an eligible state educational agency chooses not to participate, or applies and is not successful, the local eligible applicant may apply directly to the Department. Funds may be used for planning and design of the educational program, including efforts needed to ensure the high-quality of teachers and other staff, and for initial implementation of the charter school.

Competition:

Application deadline:	June
Estimated number of awards:	20-25 to states; hundreds more through state subgrants
Estimated range of awards:	\$250,000 to \$4,000,000 (states) \$25,000 to \$250,000 (other applicants)

John Fiegel
Public Charter Schools Program
School Improvement Programs
600 Independence Ave., SW
Washington, DC 20202-6140
Phone: (202) 260-2671
e-mail: john_fiegel@ed.gov

Star Schools Program
(ESEA, Title III, Part B)

The Star Schools Program supports telecommunications partnerships to provide telecommunications equipment and programming to underserved students, including those living in rural and urban areas. Through support from the Star Schools Program, more than 50,000 teachers along with a host of administrators, parents, and policy makers have participated in staff development and community awareness activities produced via satellite, compressed video technology, fiber optics, videodisc, and microcomputer-based networks. Eligible partnerships may take the form of either: (1) A public agency or corporation established for the purpose of developing and operating telecommunications networks to enhance educational opportunities; or (2) a partnership that includes three or more of the following, at least one of which must be an agency as described in (a) or (b): (a) a local educational agency with a significant number of elementary and secondary schools that are eligible for assistance under ESEA Title I funds, or elementary and secondary schools operated or funded for Indian children by the Department of the Interior; (b) a state educational agency; (c) an adult or family education program; (d) an institution of higher education or state higher education agency; (e) a teacher training center or academy; (f) a public or private agency with experience or expertise in the planning and operation of telecommunications networks or a public broadcasting entity; or (g) a public or private elementary or secondary school.

Competition:

Application deadline::	May 9, 1977
Estimated number of awards:	7 general projects and 1 dissemination project
Estimated range of awards:	\$2,000,000 General Projects; \$500,000 Dissemination Project

Jean Tolliver
Star Schools
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, D.C. 20208-5645
Phone: (202) 219-2116
e-mail: jtollive@inet.ed.gov

SPECIAL EDUCATION

Centers and Services to Meet the Special Needs of Individuals with Disabilities; and Innovation and Development (Research)

IDEA, Parts C and E, combined

The Centers and Services program (IDEA, Part C) includes a number of grant competitions that, together, support activities in a variety of areas. Depending on the competition, awards are made to support demonstration, research, training, dissemination and other activities (including, depending upon the application, professional development for teachers and other staff) designed to support persons with disabilities across the educational spectrum. Different competitions support activities that focus on, among other things: early intervention, special education, and related services for children who are deaf or blind; infants, toddlers and other preschool children; children with severe disabilities, including deaf-blindness, children and youth with severe emotional disturbances; model programs of postsecondary, vocational, technical, continuing, or adult education (with a minimum of funding for projects that serve the deaf); and education and transitional services for persons in transition from secondary school to postsecondary environments. The statute identifies the entities that are eligible to apply for each competition.

This Innovation and Development (Research) program (IDEA, Part E) supports projects to advance and improve the knowledge base and to improve the practice of professionals, parents and others providing early intervention, special education, and related services, including professionals in regular education environments, to provide children with disabilities effective instruction and enable them to learn successfully. Funds also support research and related activities, surveys, or demonstrations relating to physical education or recreation, including therapeutic recreation, for children with disabilities.

Competition:

An Urban Center on Implementing Inclusive Education for Children with Severe Disabilities as part of Systemic Education Reform Efforts (proposed priority) A requirement of this priority will be to provide training and technical assistance in the adoption, use and maintenance of inclusive education practices involving access to the general education curriculum in urban settings via direct technical assistance as well as distance learning and other innovative methods.

Application deadline:

To be announced

Estimated number of awards:

To be announced

For the IDEA, Part C program:

Jane M. Williams

Research to Practice Division

Office of Special Education Programs

Room 4616, Switzer Building

330 C Street, SW

Washington, DC 20202

Phone: (202) 205-8294

e-mail: jane_williams@ed.gov

For the IDEA, Part E program

Scott Brown

Research to Practice Division

Office of Special Education Programs

Room 3522, Switzer Building

330 C Street, SW

Washington, DC 20202

Phone: (202) 205-8117

e-mail: scott_brown@ed.gov

Training Personnel for Education of Individuals with Disabilities (IDEA Part D)

The program supports grants for personnel training to increase the quality and quantity of personnel available to serve infants, toddlers, children, and youth with disabilities, and their families. State education agencies, institutions of higher education, and other appropriate nonprofit agencies and organizations are eligible to apply.

Competitions:

Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized Under the Individuals with Disabilities Education Act (proposed priority)
The purpose of this priority is to support a national center to promote the participation of minority institutions in personnel preparation competitions authorized by IDEA and to promote the professional development capacity of minority entities.

Application deadline:	To be announced
Estimated number of awards:	To be announced

An Academy: Linking Teacher Education to Advances in Research (proposed priority) Under this priority, applicants are required to design an approach, consistent with principles of effective professional development, for linking teacher education programs to recent advances in research on teaching reading to children with learning disabilities, using technology to enhance educational results for children with disabilities, and using positive behavioral supports to teach children with disabilities who exhibit challenging behaviors.

Application deadline:	To be announced
Estimated number of awards:	To be announced

Developing a National Plan for Training Personnel to Teach Blind and Low-Vision Children (Proposed Priority) Under this priority, the applicant is required to conduct a systemic and systematic needs assessment of the personnel shortage in this area and design a comprehensive approach for preparing capable and qualified personnel to education blind and low vision students.

Application deadline:	To be announced
Estimated number of awards:	To be announced

Ray Miner
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Office of Special Education Programs
Room 4611, Switzer Building
330 C Street, SW
Washington, DC 20202
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e-mail: ray_miner@ed.gov

HIGHER EDUCATION

Fund for the Improvement of Postsecondary Education (FIPSE)

(HEA, Title X, Part A)

The Fund for Improvement of Postsecondary Education (FIPSE) provides financial support for nationally significant activities that are designed to enhance the quality of education in the nation's institutions of higher education. The scope of activities that the Department may support is quite broad. It includes: encouragement of reform, innovation, and improvement in postsecondary (including graduate) education programs; creation of institutions and programs that promote new paths to career and professional training; promotion of use of technology; design and implementation of cost-effective methods of instruction and operation. In particular, FIPSE has funded a number of activities that focus on improving the quality of K-12 teaching, including: projects to (1) train teachers to assume ever-expanding educational and social responsibilities; (2) strengthen the skills of elementary school teachers in math and science, and of teachers at all levels to incorporate math and science into an interdisciplinary curriculum; (3) develop School-College partnerships that encourage colleges to share resources with schools in order to strengthen the training of both prospective and current K-12 teachers; and (4) explore new pathways into the teaching profession.

Competition:

FIPSE's current Comprehensive Program priorities are: 1. Access, Retention and Completion; 2. Improving Campus Climate for Learning; 3. Making More Productive Use of Resources to Improve Teaching and Learning; 4. Improving School-College Collaboration; 5. Curricular and Pedagogical Reform; 6. Faculty Development; and 8. Dissemination of Successful Innovations. However, the public is invited to submit proposals for other activities they believe also are important to the improvement of Postsecondary education.

Application deadline: October, 1997

Estimated number of awards: 70

NOTE: Guidance for the next round of applications (FY 1998) for the Comprehensive Program are expected to be available in approximately August, 1997. Preliminary proposals will be due in October, 1997, and full proposals will be due in mid-March, 1998. Awards will be made by June 30, 1998.

Brian Lekander
Office of Postsecondary Education
600 Independence Ave., SW
Room 3100, ROB-3
Washington, DC 20202-5175
Phone: (202) 708-5750
e-mail: brian_lekander@ed.gov

OTHER PROGRAMS

Fulbright-Hays Seminars Abroad Program

(Mutual Education and Cultural Exchange Act)

The program is intended to increase mutual understanding between people of the United States and other countries by offering qualified American educators opportunities to participate in short-term seminars abroad during the summer. The program provides opportunities for K-12 social studies teachers, administrators and state and school district curriculum specialists with responsibility for curriculum development in social studies, and for undergraduate faculty members from postsecondary institutions whose professional activities primarily include teaching undergraduate courses in the humanities, social sciences, or international affairs. Upon their return, participants are expected to share their broadened knowledge and experiences with students, colleagues, members of civic and professional organizations and the public in their home communities.

Competition:

A new competition is planned, but not yet announced, for awards to individual elementary and secondary school teachers and colleges and university faculty. No awards would be made to states or schools. The program does not intend to establish priorities.

Application deadline:

Late October, 1997 (projected)

Estimated number of awards:

130

Linda Byrd-Johnson
Center for International Education
Office of Postsecondary Education
600 Independence Ave., SW
Room 600 Portals Building
Washington, DC 20202
Phone: (202) 401-9775
e mail: linda_byrdjohnson@ed.gov

Field Initiated Studies (Research)

(ERDDIA, Part C)

Field-initiated studies grants support educational research projects where the topics and methods of study are generated by the investigators. There are five national research institutes within the Office of Educational Research and Improvement (OERI): (1) the National Institute on Student Achievement, Curriculum, and Assessment; (2) the National Institute on the Education of At-Risk Students; (3) the National Institute on Education Governance, Finance, Policy-Making, and Management; (4) the National Institute on Early Childhood Development and Education; and (5) the National Institute on Postsecondary Education, Libraries, and Lifelong Education support field-initiated studies. Each Institute conducts its own field-initiated studies competition.

Competition:

The Department particularly invites educational research and development projects that focus on one or more priorities in its published Research Priorities Plan. Those priorities include: Ensuring effective teaching through activities that focus on prospective and current teachers; improving curriculum, instruction, assessment and student learning; strengthening schools; supporting schools to affectively prepare diverse populations to meet high standards; promoting learning and formal and informal settings; improved early childhood learning; and understanding changing requirements for adult competence.

Application deadline:	June 9, 1997
Estimated number of awards:	7 per institute
Estimated Range of awards	\$100,000 to \$225,000

For information on the program or any of its individual competitions, contact:

Jackie Jenkins
National Institute on Student Achievement, Curriculum, and Assessment
U.S. Department of Education
555 New Jersey Avenue, NW
Room 510g
Phone: (202) 219-2232
FAX: (202) 219-2135
e-mail: Jackie_Jenkins@ed.gov

Beth Fine
National Institute on the Education of At-Risk Students
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208-5521
Phone: (202) 219-1323
FAX: (202) 219-2030
e-mail: Beth_Fine@ed.gov

Veda Bright
National Institute on Early Childhood Development and Education
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208
Phone: (202) 219-1935
FAX: (202) 219-4768
e-mail: veda_bright@ed.gov

Barbara Lieb

National Institute on Educational Governance, Finance, Policymaking, and Management.

U.S. Department of Education

555 New Jersey Ave., NW

Washington, DC 20208-5510

Phone: (202) 219-219/2032

FAX: (202) 219-2159

e-mail: barbara_lieb@ed.gov

Norman Brandt

National Institute on Postsecondary Education, Libraries and Lifelong Learning

U.S. Department of Education

555 New Jersey Ave., NW

Washington, DC 20208-5531

Phone: (202) 219-1662

FAX: (202) 501-3005

e-mail: norman_brandt@ed.gov

LEARNING MORE ABOUT NEW COMPETITIONS

Those interested in learning more about these competitions, and obtaining application packages may call or write the program Department of Education program contacts who are identified in the following program descriptions. In addition, the Department publishes notices in the *Federal Register* that announce each of the program competitions, and provide specific information about the competition such as how to obtain an application package, the estimated number and size of awards, and the date when completed application must be received. The *Federal Register* also contains notices of any program rules that apply to the competitions.

Those having access to the Internet may obtain copies of recent *Federal Register* grant announcements through the Department of Education's Home Page. To find program announcements:

1. Find the Department's Home Page at "<http://www.ed.gov/>"
2. Key into "Money Matters" ("<http://www.ed.gov/money.html>")
3. Key into "*Federal Register* Documents" ("<http://www.ed.gov/money.html#fr>")
4. Key into "Announcements" ("<http://www.ed.gov/legislation/FedRegister/announcements/index.html>")

For some competitive grant programs, the Department also establishes "absolute priorities." While program statutes may allow the use of funds for activities in a broad range of areas, the Department sometimes establishes absolute priorities, after giving the public an opportunity to comment on the "proposed" priority, to limit the applications it will review to those that address particular activities. The program application notice identifies whether the Department has established a funding priority for the competition, and in what part of the *Federal Register* the public can find the priority if it is not published in the application notice. *Federal Register* documents that contain recent priority notices also may be accessed through the Department's Home Page. To do so, after finding the page, "*Federal Register* Documents" (step 3 above) --

5. Key into "Federal Register Regulations, Priorities and Other Rules" ("<http://www.ed.gov/legislation/FedRegister/finrules/index.html>")

In addition, those wanting more information on any of these competitive grant programs, when competitions plan to be scheduled, application due dates, and any special requirements of these programs, may contact the individual identified in the following program descriptions.

NOTE: Those having access to the Internet can obtain this information -- and other information available through the Department of Education's Home Page -- through different access methods:

World Wide Web	http://www.ed.gov/
Gopher	gopher.ed.gov or select North America-->USA-->General-->U.S. Department of Education from the All/Other Gophers menu on your system
FTP	ftp.ed.gov (log on anonymous)
E-Mail	Send e-mail to almanac@inet.ed.gov to get instructions on usage of our mail server In the body of the message type send catalog (avoid use of signature blocks)
Telnet	No public telnet access is available. You must either have an appropriate WWW, Gopher, or FTP client at your site or be able to telnet to a public access client elsewhere.

PART C - COMPREHENSIVE REGIONAL ASSISTANCE CENTERS

In addition to its formula and competitive grant programs, the U.S. Department of Education funds important sources of technical assistance that can help to provide or locate special help to those working to meet the challenges for promoting excellence and accountability in teaching. A key source of technical assistance are the 15 Comprehensive Regional Assistance Centers, which the Department created to help states, school districts, schools, tribes, community-based organizations, and other grant recipients with the administration, integration and implementation of programs funded under the Elementary and Secondary Education Act (ESEA) so that all students can increase the levels of their achievement. These Regional Assistance Centers are designed to be able to provide high-quality comprehensive training and technical assistance to improve teaching and learning and to meet the needs of children served by ESEA programs. Hence, the Centers can play a key role in promoting state, school district and school efforts to secure excellence and accountability in teaching.

Comprehensive Regional Assistance Centers

Region I: Connecticut, Maine, Massachusetts, New Hampshire,
Rhode Island, Vermont

Education Development Center, Inc.
Newton, MA
Phone: (617) 969-7100 ext 2533
FAX: (617) 965-6325
e-mail: WendeA@edc.org

Region II: New York State

New York Technical Assistance Center
New York University
New York, NY
Phone: (212) 998-5110
FAX: (212) 995-4199
995-4041
e-mail: millrla@is2.nyu.edu

Region III: Delaware, District of Columbia, Maryland, New Jersey,
Ohio, Pennsylvania

George Washington University
Arlington, VA
Phone: (703) 528-3588
FAX: (703) 528-5973
e-mail: crivera@gwis2.circ.gwu.edu

Region IV: Kentucky, North Carolina, South Carolina, Tennessee, Virginia,
West Virginia

Appalachia Educational Laboratory, Inc.
Charleston, WV
Phone: (304) 347-0441
FAX: (304) 347-0489
e-mail: buckleyp@ael.org

Region V: Alabama, Arkansas, Georgia, Louisiana, Mississippi

Southeast Comprehensive Assistance Center
Metairie, LA
Phone: (504) 838-6861
FAX: (504) 831-5242
e-mail: htran@sedl.org

Region VI: Iowa, Michigan, Minnesota, North Dakota, South Dakota,
Wisconsin

University of Wisconsin
Madison, WI
Phone: (608) 263-4326
FAX: (608) 263-3733
e-mail: mcoyne@macc.wisc.edu

Region VII: Illinois, Indiana, Kansas, Missouri, Nebraska, Oklahoma

University of Oklahoma
Norman, OK
Phone: (405) 325-1711
FAX: (405) 325-1824
e-mail: steffens@uoknor.edu

Region VIII: Texas

Intercultural Development Research Association
San Antonio, TX
Phone: (210) 684-8180
FAX: (210) 684-5389
e-mail: cmontec@txdirect.net
acortez@txdirect.net

Region IX: Arizona, Colorado, New Mexico, Nevada, Utah

New Mexico Highlands University
Albuquerque, NM
Phone: (505) 242-7447
FAX: (505) 242-7558
e-mail: martinez@cesdp.nmhu.edu

Region X: Idaho, Montana, Oregon, Washington, Wyoming

Northwest Regional Educational Laboratory
Portland, OR
Phone: (503) 275-9479
FAX: (503) 275-9625
e-mail: simone@nwrel.org
sundermc@nwrel.org

Region XI: Northern California

Far West Laboratory for Educational Research
San Francisco, CA
Phone: (415) 565-3009
FAX: (415) 565-3012
565-2024
e-mail: bfarr@wested.org

Region XII: Southern California (Counties: Imperial, Inyo, Los Angeles, Mono, Orange, San Bernardino, San Diego)

Los Angeles County Office of Education
Downey, CA
Phone: (310) 922-6343
FAX: (310) 940-1798
e-mail: mothner_henry@laoe.edu

Region XIII: Alaska

South East Regional Resource Center
Juneau, AK
Phone: (907) 586-6806
FAX: (907) 463-3811
e-mail: billb@akrac.k12.ak.us

Region XIV: Florida, Puerto Rico, Virgin Islands

Educational Testing Service
Tucker, GA
Phone: (770) 723-7443
FAX: (770) 723-7436
e-mail: thensley@ets.org

Region XV: American Samoa, Commonwealth of the Northern Mariana Islands,
Federated States of Micronesia, Guam, Hawaii, Republic of the
Marshall Islands, the Republic of Palau.

Pacific Region Educational Laboratory
Honolulu, Hawaii 96813
Phone: (808) 533-6000
FAX: (808) 533-7599
e-mail: heineh@prel.hawaii.edu

For more information on the comprehensive technical assistance centers, contact:

Steven L. Brockhouse
School Improvement Programs
Room 4500, Portals Building
1250 Maryland Avenue, SW
Washington, DC 20202-6140
Phone: (202) 260-2476
e-mail: steve_brockhouse@ed.gov



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO:

Mike Cohen

PHONE:

ORGANIZATION:

FAX:

FROM: JONATHAN SCHNUR, Special Assistant to the SecretaryPHONE: (202) 401-3598FAX: (202) 401-0596

MESSAGE:

CONFIDENTIALITY NOTICE

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22 pages to followPHOTOCOPY
PRESERVATION

mre (dov) 456-7028

Letter from Secretary Riley

Dear Colleague,

A central part of the President's school improvement agenda 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 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 12th 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 the Commission 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 my department to notify state and local officials of federal resources available to help address the following challenges that will be essential in promoting 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,
- ▶ 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.

I hope that you will find the attached materials useful in showing the array of U.S. Department

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elementary & secondary

in elementary and secondary education

pre-elementary

e+5

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 both with your state or local school improvement strategy and with the underlying purposes of the relevant programs.

Specific questions about uses of funds should 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.

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.

Sincerely,

Richard Riley,
Secretary of Education

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 quickly. 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 all depend on strong schools.

To respond to these growing needs, parents, teachers and other 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 like declining drop-out rates and increased attendance in college and tough academic classes, a spate of recent studies still suggest that U.S. students are showing only average performance in comparison with students from other nations. (U.S. students are doing somewhat better than average in reading, slightly above average in science, and slightly below average in math.) 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, 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 Ingredient in All Efforts to Improve Schools

Without quality teachers and teaching, however, 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. [For example, students will only benefit from challenging standards in math if their math teachers have the knowledge and skills needed to help students learn well.]

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 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 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 that need intensive assistance or if necessary to leave the classroom..

Meeting these challenges will 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 invest in quality teaching and help teachers meet high standards.

Using U.S. Department of Education Resources to Invest in Quality Teaching and Address the Challenges Described in the President's Directive

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. New strategies should then be integrated with broad school improvement efforts aimed at raising the quality of teaching and learning throughout a community's schools. And all efforts to improve teaching 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.

Once a local community or state has conducted this analysis and 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 bring excellence and accountability to the teaching profession. The attached materials should be helpful in understanding how to utilize these resources for this purpose.

It is important to understand that these materials only provide a helpful start. As the Secretary of Education states in his cover letter, using federal funds to complement state and local resources in supporting specific activities aimed at improving the quality of teaching should be done thoughtfully, ensuring that funds are used in a way that is consistent both with your 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 your district or state has set for all students.

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 Directive. The enclosed chart and appendices highlight the federal programs that might support strategies to invest in quality teaching. Finally, the attached guides provide a brief overview of how federal programs work and short descriptions of relevant U.S. Department of Education programs. These materials are intended to encourage creative thinking about using federal funds to invest in quality teaching, and 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.

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 Title 1 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:

- ▶ Standards for advanced teaching skills and knowledge, especially standards developed by the National Teaching Standards Board. This Board, the majority of whom are classroom teachers, oversees a process for granting advanced teaching certification to experienced, accomplished teachers. The certification process is performance-based and extremely rigorous, asking teachers to demonstrate quality 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 certification process. The district pays the application fees and the university and other partners develop and conduct professional support programs for the candidates.

VAPTS

- pay fee

- prof. dev

- bonus

Incentive for low test scores

Talk 7

T

- Wrong*
- ▶ 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 requirements for those seeking to enter the teaching field to get a license or demonstrate their proficiency in teaching. States vary widely in the processes and standards used to license classroom teachers, but generally these standards are not rigorous enough. 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.

perf. standards for license not assessments

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, including a performance assessment that is conducted by state-trained observers through observation or videotape over a long period of time. Experienced mentors and special clinics help prepare teachers for these assessments. Connecticut is now further toughening these standards, requiring new 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.

- Each 100 - budget stalling - align teacher prep.*
- ▶ New Standards for schools of education that prepare future teachers. In 1995, the National Council for Accreditation of Teacher Education (NCATE) completed its latest, toughened revision of 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 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.

- Any GLE example*
- ▶ Standards for rewarding teachers, and for identifying teachers that need intensive assistance and review. School districts can work with teacher unions 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 sometimes wind up leaving the profession. Experienced, expert teachers in Rochester can also apply to become more highly paid "lead teachers" who consult with beginning teachers and develop curriculum while they continue their own teaching.
- Is this work at*

Any paid reference from DELE

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:

Starting early. School districts and universities can work together to create high schools that expose teenagers to student teaching and the study of education. For example, Cincinnati created a "high school academy for future teachers".

- ▶ 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 degrees. 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 teacher's aides and other paraprofessionals to become teachers are also growing rapidly around the nation. Moreover, the organization, "Recruiting New Teachers" 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, 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 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 having outstanding teachers give speeches at local schools or universities.

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. 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 preparing 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.
- ▶ Ongoing Training and Professional Development for Current Teachers. Learning new skills does not stop once someone enters the teaching profession. The recently released Third International Math and Science Study (TIMS) 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 just this week, five outstanding school partnerships were given by the U.S. Department of Education for providing outstanding professional development to their teachers. Brief profiles of these schools and partnerships are enclosed in this packet of information.

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

While these are primarily 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 removing incompetent teachers.

- ▶ Rewarding Good Teachers for Knowledge, Skill, and Performance. Good teachers and good teaching should be rewarded, and many schools and school districts have begun to do so. For example, a number of states and school districts (including North Carolina, Ohio, New Mexico, and the St. Paul school district) provide financial rewards and greater responsibilities to teachers who gain certification from the National Teaching Standards Board.

- NR
- ▶ 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 ~~peer~~ review of low-performing teachers by other teachers. Teachers in these programs receive intensive assistance and support, with most improving their performance in the classroom. When necessary, some teachers are counseled to leave the profession or are removed.
- ✓

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 their schools and boost student achievement.

Communities and states should consider drawing on an array of federal resources to support ~~your~~ comprehensive strategy to ensure ~~your~~ students have access to good teachers and teaching. For example, a school district 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 Teaching Standards. The district might 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.

✓

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Moreover, many high-poverty schools receiving Title 1 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 tailor the use of funds from many of their federal programs to address their needs. School districts and states may also 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. Please feel free to call the Department's waiver hotline, 202-____ for more information on how to apply for waivers.

✓

Of course, more important than how federal programs are utilized to invest in teacher quality

10

are broad community and state efforts to improve teaching and learning throughout their schools. Working together, our nation can provide all of our students with the talented, caring, well-prepared, and dedicated teachers our children need and deserve. As part of broad effort to improve schools, meeting this challenge can help all students reach high academic standards and be prepared for the 21st century. ✓

I assume we're talking about ETS funding - shouldn't we say that?

Guide to the Following Charts: U.S. Department of Education Programs and Their Potential For Helping to Meet the Challenges For Promoting Excellence and Accountability In Teaching:

don't use "Directive" - will be misinterpreted as directive to USA/COA.

The following charts identify those U.S. Department of Education programs that we believe State and local educators can most readily use to meet each of the challenges for promoting excellence and accountability in teaching contained in the White House Directive. These five 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 Strds").
- 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 found to have submitted the highest quality applications, these charts separately identify formula grant and competitive grant programs.

(c) These 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, funds of a particular program can do so 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 © otherwise comports 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 Title I, Part A funds to help support the establishment of tougher licensing and certification

permissible at all

11

requirements, only those recipients that want to establish their own special requirements for teachers of certain students (or who will teach in certain schools) will be able exercise the flexibility and creativity needed to enable them to use a particular program's funds. Still, the charts confirm that 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.

Keys to Understanding the Charts

1. A circle (○) in a column indicates that program funds can be used to address this challenge.

A filled circle (●) indicates not only that program funds can be used to address this challenge, but also that this use of funds is part of the central purpose of the program -- to help promote system-wide reform of teaching and learning.

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:

LEA:	local educational agency
SEA:	state educational agency
SAHE:	state agency for higher education
IHE:	institution of higher education
CBO:	community-based organization
NPO:	non-profit organization

4. In the chart of programs that Department funds by formula grant, *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 educational agencies), while those designated as "indirect" are recipients of subgrants from Department grantees (e.g., school districts that receive Title I, Part A funds from their State educational agency).

5. The charts are 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 meeting one or more of the challenges. Each description includes a source for obtaining further information. In addition, 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 following the narrative descriptions of the programs included in the charts. (These service providers were selected competitively, but are not treated as competitive grant programs because no new competitions are anticipated in the near future.)

12/6/96

A few notes on this package:

1. Thank you for your quick review of these documents. We need a fast turn-around in order to meet a deadline from the President and put this package on the World Wide Web by next week. You are also invited to participate in a meeting to be held at 2:00 p.m. on Monday, December 9, 1996 in the Secretary's conference room to discuss any unresolved issues.
2. For competitive grant programs - please provide any changes or additions to program name, including where applicable Title and part of program, that are needed to ensure that the public - including teachers - know what these programs are. The issue here is not accuracy or precision, but comprehension. Also, we know that formula grant program subgrantees that get funds on a competitive basis still need to be identified in the chart.
3. Footnotes to charts reflect an attempt to collapse a previous list of 60 or so. Are there any that do not work? Are there any missing that are absolutely essential? Again, we are favoring simplicity and comprehension over absolute precision.

U.S. Department of Education Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Accountability	Grantees
FORMULA GRANTS						
Goals 2000 (Improving Schools and Setting High Standards for Students)	●	●	●	●	○	SEAs (direct); 1 LEAs (indirect)
Dwight D. Eisenhower Professional Dev. Program - State & Local Grants (Title II, Part B, ESEA)	●2	●	●	●	●	SEAs, SAHEs (direct); LEAs, IHEs, nonprofit (indirect)
Helping Disadvantaged Children Meet 3 High Standards: Improving Basic Programs Operated by LEAs (Title I, Part A, ESEA)	O4	O4	O5	●5	O5	SEAs, LEAs
Even Start - State Administered 3 (Title I, Part B) (Family Literacy)	O4	O4		O7		SEAs, LEAs, with public agencies, IHEs, or private NPOs
Migratory Children (Title I, Part C, 3 ESEA)	O4	O4	O5	O5	O5	SEAs (direct); LEAs (indirect)
Technology Literacy Challenge Fund (Title III, Part A, subpart 2) 3				O		SEAs, 1 LEAs
Safe and Drug-Free Schools and Communities (Title IV, Part A, ESEA)	?			O5		SEAs, Governors (direct); LEAs, community agencies (indirect)
Innovative Education Program Strategies (Title VI ESEA) 3	O	O	O	O	O	SEAs, LEAs (direct); IHEs, libraries, museums, NPOs (indirect)
Indian Education (Title IX, ESEA, Part A, subpart 1)	?			O5		LEAs

U.S. Department of Education Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Account-ability	Grantees
Impact Aid (Title VIII, ESEA)	O	O	O	O	O	LEAs
Individuals With Disabilities Education Act - Assistance to States (IDEA Part B)	O6	O6	O6	O6	O6	SEAs(direct); LEAs (indirect)
Training Personnel for Education of Individuals with Disabilities (IDEA Part D) 3	O4	O4	O5	O5	O5	SEAs (and IHEs for states whose SEAs do not apply)
Infants and Toddlers with Disabilities (IDEA Part H) 3	O7	O7	O7	O7	O7	Part H lead agency (SEAs or other state agency)
Adult Education Special Demonstration and Teacher Training 3	O4	O		O5		SEAs; LEAs, IHEs and other NPOs
Carl D. Perkins Vocational Educational Act - State Programs/State Leadership (Title II, Part A) 3	O4	O4	O5	O5	O5	State Board of Vocational Ed.
Carl D. Perkins Vocational Educational Act (Title II, Part C) 3	O4	O4		O5	O5	State Board of Vocational Ed.
Tech-Prep Education (Title III, Part E)				O5		State Board of Vocational Ed.
COMPETITIVE GRANTS						
Bilingual Education						
Program Development 3	O4	O4	O5	O5	O5	LEAs, SEAs, CBOs, IHEs
Program Enhancement Grants 3	O4	O4	O5	O5	O5	LEAs, SEAs, CBOs, IHEs

U.S. Department of Education Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Accountability	Grantees
Teacher and Personnel Grants	●4	●5	O5	O5	O5	IHEs with LEAs, SEAs; LEAs & SEAs doing in-service training
Career Ladder Program	●4	●5	O5	O5	O5	IHEs with LEAs
Comprehensive School Grants 3	O4	O4	O5	O5	O5	LEAs alone; LEAs with other LEAs, IHEs, CBOs and SEAs
Systemwide Improvement 3	O4	O4	O5	O5	O5	LEAs alone; LEAs with IHEs, CBOs, SEAs
Foreign Language Assistance Program	O4	O4		O5		LEAs; SEAs
Fullbright-Hays Seminars Abroad				O		Teachers
Magnet Schools	O4			O5		LEAs
Women's Education Equity Program	O4		O4	O5		LEAs; SEAs; IHEs; NPOs; student & community groups; teachers
Encourage Minority Students to Become Teachers (Higher Education)	●	●				IHEs; LEAs; SEAs; and/or CBOs
Even Start						
Indian Tribes	O4	O4		O5		Indian tribes/organizations
Migrant	O4	O4		O5		SEAs, LEAs, NPOs, etc.
Statewide Literacy Initiative			O5	O5	O5	SEAs

U.S. Department of Education Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Accountability	Grantees
Jacob K. Javits Gifted and Talented		O4	O5	O5	O5	SEAs, LEAs, IHEs, public & prvt. agencies (Indian tribes & orgs.; Native Hawaiian orgs.)
Field Initiated Studies (OERI)	O	O	O	O	O	IHEs, SEAs, LEAs and individuals
Partnership for Excellence and Accountability in Teaching	●	●	●	●	O	LEAs, SEAs, IHEs; other organizations (only 1 contract awarded)
Performance-Based Teacher Assessment, Certification and Assistance Systems		O	●	O	●	LEAs, SEAs, IHEs; other organizations (only 1 contract awarded)
Fund for the Improvement of Education	O	O	O	O	O	SEAs, LEAs, IHEs; other public & prvt. agencies, orgs. or institutions
Eisenhower Professional Development - Federal Activities (Title II, Part A)	●	●	●	●	●	LEAs, SEAs, ed. Service agencies, IHEs, state agencies for higher ed., public & private agencies
Christa McAuliffe Fellowship Program				●		Chief State School Officers
Public Charter Schools	O4			O5	O5	SEAs, LEAs, IHEs, NPOs, students & CBOs, parents & teachers
School-to-Work (ED&DOL)						
State Implementation	O4	O4	O5	O5		State & local partnerships
Local Partnership	O4	O4	O5	O5		Local partnerships
Urban and Rural		O4	O5			Local partnerships

U.S. Department of Education Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Account-ability	Grantees
Development & Implementation Grant for Indians & Territories	O4	O4	O5	O5		Local partnerships
National Challenge Grants for Technology		O	O	O	O	Consortia of SEAs, LEAs, IHEs, businesses, museums, other public & private agencies 8
Star Schools (Distance Learning and Technology)		O	O	O	O	Partnerships of public agency or corp.; partnerships of 3 or more orgs. and either LEA or SEA 1
Rehabilitation						
Rehabilitation Training Programs 9	O4	O4		O5		SEAs, public or private nonprofit agencies & orgs including IHEs
Distance Learning 11/10	O4	O		O5		IHEs
Braille Training Projects	O4	O		O5		SEAs, public or nonprofit agencies & orgs. including IHEs.
Special Education						
Training Personnel for Education of Individuals with Disabilities (IDEA Part D)	O4	O4	O5	O5	O5	SEAs; IHEs; appropriate NPOs
Innovations and Development (IDEA Part E)		O	O	O5		SEAs, SEAs & LEAs, higher ed, public or nonprofit private ed or research agencies & organizations

U.S. Department of Education Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Accountability	Grantees
Technology, Educational Media, and Materials for Individuals with Disabilities (IDEA Part G)				O11		SEAs and LEAs, higher ed, public agencies and private nonprofit and for-profit organizations. 12

NOTES

1. In States whose SEAs choose not to apply for funding, LEAs may apply to the Department for funds on a competitive basis.
2. Allowable for SEAs and LEAs only.
3. The program has a supplement, not supplant, requirement.
4. Funds may be used, as indicated, only to recruit or prepare new teachers to work with students whom the program may serve.
5. Funds may be used, as indicated, only to further the express purposes of the program, and to improve the teaching and learning of those whom the program may serve.
6. State grantee develops, as part of its statewide system, and include 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 the activity. LEA subgrantees must include in their application to the state procedures for using and implementing the state CSPD.
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 the activity. The CSPD must be consistent with the CSPD of the state under part B of IDEA.

8. Consortia must include at least one school district located in a high-poverty area.
9. Rehabilitation counselors are being trained, not teachers, and long term training has work/repay requirement.
10. Long term training has work/repay requirement.
11. Funds must be used to advance the availability, quality, use and effectiveness of technology, and educational media and materials in the education of children and youth with disabilities, and the provision of related services and early intervention services to infants and toddlers with disabilities.
12. Funds cannot be awarded to grantees unless they agree to coordinate their activities, as appropriate with the state entity reviewing funds under the Technology-Related Assistance for Individuals with Disabilities Act of 1988.

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5. The charts are 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 meeting one or more of the challenges. Each description includes a source for obtaining further information. In addition, 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 following the narrative descriptions of the programs included in the charts. (These service providers were selected competitively, but are not treated as competitive grant programs because no new competitions are anticipated in the near future.)

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**CHERISHING OUR CHILDREN,
STRENGTHENING EDUCATIONAL OPPORTUNITY**
September 12, 1996

Promoting charter schools and excellence and accountability in teaching. Today, President Clinton travels to Fresno, California, where he will highlight new financial support for charter schools in the state, and Presidential support for new recommendations announced today on promoting excellence and accountability in teaching.

An urgent report. The National Commission on Teaching and America's Future issued a report today urging a renewed focus on the quality of teaching in this country. This report is particularly urgent because of the need for 2 million new high quality teachers in the classroom over the next ten years to meet record breaking student enrollment and the impending retirement of an aging teaching force. The panel of teachers, and business, education and elected leaders called for higher standards, rewards for greater skills, and a redesign of America's schools.

A Presidential Directive. Citing this new report, the President is calling America's attention to four critical challenges to ensure that every child has the dedicated and high-quality teachers he or she deserves:

- * **Recruiting and retaining** the most talented people into teaching;
- * **Requiring tough licensing and certification standards** for teachers, and investing in high-quality preparation and ongoing training to help teachers meet those standards;
- * **Remove incompetent teachers quickly, fairly, and at less cost than at present;** and
- * **Creating systems for identifying and rewarding good teachers** for achieving outstanding levels of knowledge and skills.

President Clinton issued a directive to Secretary of Education Riley to help promote excellence and accountability in teaching and to assist states and local communities in meeting these challenges by:

- * Notifying state and local education officials within 90 days of the federal resources available to address these needs;
- * Identifying promising state and local practices which respond to these challenges, and disseminating these examples nationwide within six months; and
- * Reporting annually on how states and local communities are meeting these challenges.

Charter schools. President Clinton also announced support to launch charter schools in California and throughout the nation. Charter schools empower parents and teachers to create new choices within public education, and encourages them to try out innovative and effective approaches to teaching and learning. Earlier today, Secretary Riley announced:

- * **A Charter Schools grant to California of \$1.25 million,** which, along with a \$727,423 grant last year, will be used to support the development of about 50 charter schools. These grants will be used to:
 - * **Help charter schools raise standards.** Existing charter schools will use grants to develop challenging academic standards, assessments, and performance benchmarks by which the schools will be held accountable;
 - * **Provide seed capital** for teachers, parents, community groups, museums and others to develop innovative new chartered public schools.

Clinton Administration's Public Charter Schools Program

- **Public Charter Schools Program enacted as part of the Improving America's Schools Act of 1994.** This new program supports public school choice by supporting the planning, development and initial implementation of charter schools. Under this program, states that have the authority under State law to approve charter schools are eligible to compete for three-year grants under the Federal Charter Schools Program.
- **Schools of choice within the public school system.** Charter schools expand choice in education for all families, providing options within the public school system for people dissatisfied with their schools. A charter school school's teachers, administrators, parents and students have chosen to be part of the charter school. No one is forced to teach at or attend these schools.
- **The Public Charter Schools Program has helped launch over 200 charter schools.** In its first year of operation, the Charter Schools Program provided \$5.4 million to 11 states, and helped launch over 200 charter schools. As of this Fall, there are over 300 operating charter schools nationwide.
- **President Clinton has challenged every state to pass laws permitting the establishment of Public Charter Schools.** In his 1996 State of the Union address, President Clinton challenged every state to provide for the establishment of public charter schools. As of July 1996, 25 states and the District of Columbia have laws permitting the establishment of charter schools. At the beginning of the Clinton Administration, there were only a handful of states with charter school laws, and fewer than 20 operating charter schools. Five states have enacted charter schools laws since his 1996 State of the Union Challenge.
- **President's Goals is to support 3,000 charter schools over five years.** Under the President's 5-year balanced budget plan, by 2001 this program would help create 3,000 charter schools serving approximately 860,000 students nationwide.
- **Preliminary Successes of Charter Schools.** Because charter schools are a new development in education, evidence of effectiveness is only beginning to develop, but there are clear signs of success:
 - The 42 graduates -- all former dropouts -- of St. Paul, Minnesota's City Academy have been accepted into postsecondary education programs.
 - At Los Angeles' Vaughn Next Century Learning Center, language arts scores improved from the 9th to the 39th percentile and math score jumped from the 14th to the 57th percentile. Vaughn has also gone from have the worst attendance rate in the Los Angeles Unified School District to have one of its best.

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MEMORANDUM TO THE SECRETARY OF EDUCATION

Subject: Promoting Excellence and Accountability in Teaching

Every child needs -- and deserves -- 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.

In order to make sure every child has the teachers he or she deserves, as a Nation we must:

- Recruit and retain the most talented people into teaching;
- Require tougher licensing and certification standards for teachers, invest in high quality preparation and ongoing training to help teachers meet these standards, and increase dramatically the number of teachers who meet the demanding standards set by the National Board for Professional Teaching Standards;
- Remove incompetent teachers quickly, fairly and at less cost than at present, and for those teachers who are burnt-out, try to restore their enthusiasm or counsel them out of the profession.
- Create systems for identifying and rewarding good teachers for achieving outstanding levels of knowledge and skills, especially as reflected in National Board standards or other standards of quality adopted by states or local school districts.

I hereby direct you to assist states and local communities in meeting these challenges by:

- (1) Notifying state and local education officials within 90 days of the federal resources available to respond to these challenges;
- (2) Identifying and disseminating within 6 months promising state and local practices responding to each of these challenges; and,
- (3) Reporting annually on how states and local communities are responding to these challenges.

What Matters Most:
Teaching for
America's Future

Report of the National Commission on
Teaching & America's Future

September 1996

The National Commission on Teaching & America's Future

James B. Hunt Jr. (Chair)

Governor, State of North Carolina, Raleigh, North Carolina

Anthony J. Alvarado

Superintendent, Community School District 2, New York, New York

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Ernesto Cortes Jr.

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Jim Edgar

Governor, State of Illinois, Springfield, Illinois

Dolores A. Escobar

Dean, College of Education, San Jose State University, San Jose, California

Norman C. Francis

President, Xavier University of Louisiana, New Orleans, Louisiana

Keith Gelger

Former President, National Education Association, Washington, D.C.

Christine Gutierrez

Teacher & Assistant Coordinator, Humanitas Program, Thomas Jefferson High School, Los Angeles, California

James Kelly

President & Chief Executive Officer, National Board for Professional Teaching Standards, Southfield, Michigan

Juanita Millender-McDonald

Congresswoman, State of California, Washington, D.C.

Lynne Miller

Professor of Education Administration and Leadership, University of Southern Maine, Gorham, Maine

Damon P. Moore

Teacher, Dennis Middle School, Richmond, Indiana

Annette N. Morgan

Representative, District 39, Missouri House of Representatives, Jefferson City, Missouri

J. Richard Munro

Chairman, Executive Committee of the Board of Directors, Time Warner Inc., New York, New York

Hugh B. Price

President & Chief Executive Officer, National Urban League, Inc., New York, New York

David Rockefeller Jr.

Chairman, Rockefeller Financial Services, Inc., New York, New York

Ted Sanders

President, Southern Illinois University, Carbondale, Illinois

Albert Shanker

President, American Federation of Teachers, Washington, D.C.

Lynn F. Stuart

Principal, Cambridgeport School, Cambridge, Massachusetts

Robert L. Wehling

Senior Vice President, The Procter & Gamble Company, Cincinnati, Ohio

Arthur E. Wise

President, National Council for Accreditation of Teacher Education, Washington, D.C.

Richard Wisniewski

Director, Institute for Educational Innovation, University of Tennessee, Knoxville, Tennessee

Linda Darling-Hammond

(Executive Director), Teachers College, Columbia University, New York, New York

Executive Summary

This report offers what we believe is the single most important strategy for achieving America's educational goals: A blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools. The plan is aimed at ensuring that all communities have teachers with the knowledge and skills they need to teach so that all children can learn, and all school systems are organized to support teachers in this work. A caring, competent, and qualified teacher for every child is the most important ingredient in education reform.

The Commission's proposals are systemic in scope—not a recipe for more short-lived pilots and demonstration projects. They require a dramatic departure from the status quo—one that creates a new infrastructure for professional learning and an accountability system that ensures attention to standards for educators as well as students at every level—national, state, local school district, school, and classroom.

This Commission starts from three simple premises:

1. *What teachers know and can do is the most important influence on what students learn.*
2. *Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.*
3. *School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach and teach well.*

We propose an audacious goal for America's future. With a decade—by the year 2006—we will provide every student in America with what should be his or her educational birthright: access to competent, caring, qualified teaching in schools organized for success. This is a challenging goal to put before the nation and its educational leaders. But if the goal is challenging and requires unprecedented effort, it does not require unprecedented new theory. Common sense suffices: American students are entitled to teachers who know their subjects, understand their students and what they need, and have developed the skills required to make learning come alive.

However, based on its two-year study, the Commission identified a number of barriers to achieving this goal. They include:

- Low expectations for student performance.
- Unenforced standards for teachers.
- Major flaws in teacher preparation.
- Painfully slipshod teacher recruitment.

- Inadequate induction for beginning teachers.
- Lack of professional development and rewards for knowledge and skill.
- Schools that are structured for failure rather than success.

We offer five major recommendations to address these concerns and accomplish our goal.

I. Get serious about standards, for both students and teachers.

- Establish professional standards boards in every state.
- Insist on accreditation for all schools of education.
- Close inadequate schools of education.
- License teachers based on demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skill.
- Use National Board standards as the benchmark for accomplished teaching.

II. Reinvent teacher preparation and professional development.

- Organize teacher education and professional development programs around standards for students and teachers.
- Develop extended, graduate-level teacher-preparation programs that provide a yearlong internship in a professional development school.
- Create and fund mentoring programs for beginning teachers, along with evaluation of teaching skills.
- Create stable, high-quality sources of professional development.

III. Fix teacher recruitment and put qualified teachers in every classroom.

- Increase the ability of low-wealth districts to pay for qualified teachers; and insist that districts hire only qualified teachers.
- Redesign and streamline district hiring.
- Eliminate barriers to teacher mobility.
- Aggressively recruit high-need teachers and provide incentives for teaching in shortage areas.

- Develop high-quality pathways to teaching for a wide range of recruits.

IV. Encourage and reward teacher knowledge and skill.

- Develop a career continuum for teaching linked to assessments and compensation systems that reward knowledge and skill.
- Remove incompetent teachers.
- Set goals and enact incentives for National Board Certification in every state and district. Aim to certify 105,000 teachers in this decade, one for every school in the United States.

V. Create schools that are organized for student and teacher success.

- Flatten hierarchies and reallocate resources to send more dollars to the front lines of schools; invest more in teachers and technology and less in nonteaching personnel.
- Provide venture capital in the form of challenge grants to schools for teacher learning linked to school improvement and rewards for team efforts that lead to improved practice and greater learning.
- Select, prepare, and retain principals who understand teaching and learning and who can lead high-performing schools.

Developing recommendations is easy. Implementing them is hard work. The first step is to recognize that these ideas must be pursued together—as an entire tapestry that is tightly interwoven. Pulling on a single thread will create a tangle rather than tangible progress. The second step is to build upon the substantial work that has been undertaken over the past decade. All across the country, successful programs for recruiting, educating, and mentoring new teachers have sprung up. Professional networks and teacher academies have been launched; many education school programs have been redesigned; higher standards for licensing teachers and accrediting education schools have been developed; and a National Board for Professional Teaching Standards is now fully established and beginning to define and reward accomplished teaching. All these endeavors, and those of many others, form the foundation of this crusade.

Not for Distribution

Likely Questions on Education Event

Q. Its 2 weeks before the election, and the President is just now issuing a directive to his Secretary to improve teaching. What has the Administration done for the past 4 years?

A. Lots. President Clinton and Secretary Riley have focused on improving the quality of teaching since the beginning of the Administration. They have:

- **Strengthened the Eisenhower Professional Development Program**, which provides federal support for teacher training and professional development, by:
 - Focusing it on helping teachers develop the knowledge and skills to teach their students to meet challenging academic standards, and expanding state and local flexibility in how the funds can be used to meet these purposes;
 - Seeking increased funding, and fighting cuts proposed by the Congress in the past 2 years.
- **Provided funding for the National Board for Professional Teaching Standards**, to help this independent body develop standards of excellence and ways of measuring teachers against these standards. Funding was approximately \$5 million per year.
- **Enacted and funded Goals 2000**, which helps raise academic standards for students and provides funds to support teacher professional development, curriculum development, and other ways of improving classroom teaching.
- **Initiated the Technology Learning Challenge**, which provides funds to almost 30 communities around the country, enabling them to incorporate technology into their teaching and learning programs, and to train teachers in the use of technology. The President has proposed the Technology Literacy Challenge, which requests \$2.5 Billion over five years to strengthen classroom teaching through the use of technology.
- **Developed and widely disseminated a report on research findings and effective practices in professional development programs for teachers.**
- **Secretary Riley appointed to his staff a former National Teacher of the Year, Terry Dozier, as his special advisor on teaching -- the first time a practicing teacher has been appointed to a position in the Secretary of Education's office.**
- **Terry Dozier has organized a network of teacher leaders from around the country (called the "Goals 2000 Teacher Forum", but not technically part of the Goals 2000 Act)-- state and national teachers of the year, and others who have received recognition for excellence in teaching. These teachers meet annually on a national**

basis, interact with each other through the internet on a daily basis, and meet frequently with other teachers in their own states. They are outstanding teachers who share ideas with each other about how to be even better teachers, and then share those ideas with thousands of teachers in their states and communities.

- **In his speech to business leaders and governors at the March 1996 National education Summit, the President called for recruiting the most talented people into the profession, setting higher standards for teachers, rewarding excellence in teaching, and for fair process for removing incompetent teachers -- processes that are much faster and far less costly than at present.**

Q. This report is all about elevating the status of teachers. Isn't this an attempt by the teachers unions -- which are represented on commission by Al Shanker and Keith Geiger -- to raise teacher pay? And isn't the President's support for these recommendation just another example of his being beholden to the teachers unions?

A. First, this report is about improving the quality of teachers, for all of our children. If their status goes up as a result of the steps they recommend, that would be fine. Teachers deserve the respect and support of students, parents, and the entire community.

Second, while Shanker and Geiger are on this panel, so are others you don't normally think of as beholden to teachers unions. Gov. Jim Edgar of Illinois. The Vice President of Procter & Gamble. David Rockefeller Jr. The President of the National Urban League. And 3 college president. These individuals are not beholden to any special interest. What is significant is that people from government, of both parties, teachers, community leaders, business leaders, individuals from higher education have united around a common agenda to improve education.

Third, while we believe that these recommendations will be good for teachers, students and parents, they are also tough on teachers. They call for making it tougher to become and remain a teacher. They call for teachers to meet demanding standards of quality and excellence. They call for teachers to assume more responsibility for the success of the schools. And they call for making it faster, cheaper and easier to fire incompetent teachers -- just as the President has. This is not what you would get if this report were about making things easier for teachers.

Fourth, President Clinton has a long history of fighting for what he believes in for improving education. In 1983, as Governor of Arkansas, Bill Clinton was one of only three governors in the nation who insisted that sitting teachers take and pass a basic skills test in order to keep their licenses and remain in the classroom. The Arkansas' Education Association adamantly opposed this proposal, and it became law over its vigorous objections -- and the AEA refused to endorse Bill Clinton again until his 1990 campaign for Governor.

Possible Questions from California Press

Q. California charter schools law places a ceiling of 100 on the number of charter schools that can be established. There is bipartisan legislation pending to increase that cap to 300. Do you favor this step.

A. The President clearly favors making charter schools widely available. His own balanced budget plan calls for federal support for 3,000 charter schools over five years.

The decision of how fast to expand charter schools in California is best left to educators and education officials in California.

Note: The current law gives the California State Board of Education the authority to waive the 100-school cap, and the Board has already done this. It is likely that the State Board will waive the cap again at its meeting today, increasing to 118 the number of charters granted in the state.

Note: There is apparantly some issue in California about home schools -- where parents educate their kids at home -- applying to become charter schools, and geting state funding. I haven't been able to tell if the issue is about parents getting money from the state for educating their kids at home, or local school districts getting money by counting the kid in the "home charter school" as part of their enrollment base.

Either way -- best approach is to duck the question.