

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

September 12, 1996

September 12, 1996

MEMORANDUM FOR 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 need such assistance, try to restore their enthusiasm or counsel them out of the profession; and
- 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 date of this memorandum of the Federal resources available to address these challenges; and
- (2) Identifying and disseminating within 6 months promising State and local practices responding to each of these challenges.

Please report annually to me on how States and local communities are responding to these challenges.

WILLIAM J. CLINTON

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO:

Mike Cohen

PHONE:

ORGANIZATION:

FAX:

FROM:

JONATHAN SCHNUR, Special Assistant to the Secretary

PHONE:

(202) 401-3598FAX: (202) 401-0596

MESSAGE:

CONFIDENTIALITY NOTICE

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22 pages to follow

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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

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.

- ▶ 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.

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.

- ▶ 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.
- ▶ 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.

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~~h~~ 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.**

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- 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 ^{their} comprehensive strategy to ensure ^{their} 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. ^{support} And the district might use a portion of a bilingual education grant to prepare teachers for certification in teaching students with limited English proficiency. ✓

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 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

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 were 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:

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 Stnds").
- Provide ongoing training to help teachers meet high standards, including support for—and restoring the enthusiasm of—teachers who are most in need of assistance ("Ongoing Training").
- Help create accountability systems to identify and reward good teachers—and remove incompetent teachers quickly, fairly, and less expensively, or counsel them out of teaching ("Accountability").

Department programs generally fall into two categories, "formula grant" and "competitive grant." Since funding under formula grant programs is readily available to all eligible recipients, while funding under competitive grant programs is available only to those entities 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 (c) 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

[Signature]

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 (O) 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)	○4	○4	○5	●5	○5	SEAs, LEAs
Even Start - State Administered 3 (Title I, Part B) (Family Literacy)	○4	○4		○7		SEAs, LEAs, with public agencies, IHEs, or private NPOs
Migratory Children (Title I, Part C, 3 ESEA)	○4	○4	○5	○5	○5	SEAs (direct); LEAs (indirect)
Technology Literacy Challenge Fund (Title III, Part A, subpart 2) 3				○		SEAs, 1 LEAs
Safe and Drug-Free Schools and Communities (Title IV, Part A, ESEA)	?			○5		SEAs, Governors (direct); LEAs, community agencies (indirect)
Innovative Education Program Strategies (Title VI ESEA) 3	○	○	○	○	○	SEAs, LEAs (direct); IHEs, libraries, museums, NPOs (indirect)
Indian Education (Title IX, ESEA, Part A, subpart 1)	?			○5		LEAs

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
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	Account-ability	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	Account-ability	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	Accountability	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 &
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 purpose 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.

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

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 Stnds").
- Provide ongoing training to help teachers meet high standards, including support for—and restoring the enthusiasm of—teachers who are most in need of assistance ("Ongoing Training").
- Help create accountability systems to identify and reward good teachers—and remove incompetent teachers quickly, fairly, and less expensively, or counsel them out of teaching ("Accountability").

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

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 (c) 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

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 (O) 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 ^{the} 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.)

the

Letter from Secretary Riley

Dear _____:

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 this panel in releasing their report at the National Press Club, 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 also 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 the most 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 set by the National Board for Professional Teaching Standards,
- ▶ investing in high-quality teacher training and professional development 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 inexpensively -- teachers who are incompetent or burnt-out.

I hope that you will find the attached materials useful in showing the array of federal resources available to help schools, communities, universities and others in your state address these challenges. However, these materials may only provide a helpful start. Using federal funds to support 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 state or local school improvement strategy and with the underlying purposes of the relevant federal programs.

Specific questions about uses of funds should be directed to the contacts listed for the appropriate federal programs. Where program requirements impede 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 federal program funds to your needs.

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

Sincerely,

Richard Riley,
Secretary of Education

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more

① POTUS identified challenges shd be addressed
cannot not not to have excellent
accountants & teachers - the best school
of their day, at the present time
in report
② While there are still bad reviews, Fed doesn't need to
when possible - Don't let the Fed
rescue schools, it needs to be effective

(cut length in half)

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

Today, new demands are facing our schools, our teachers, and our young people. Jobs in today's economy are demanding 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.

To respond to these growing needs, parents, teachers, communities, states, and the U.S. Department of Education have been taking steps to improve teaching and learning in our schools. Some states and communities are raising expectations for children, setting challenging standards for basic and advanced academic skills that outline what students should know and be able to do at different grade levels. Others are working to make schools safe and drug-free, family-friendly, or rich with access to computers and the internet.

While these promising efforts are beginning to respond to extraordinary demands placed on our schools, the nation's progress in improving education is too modest. While there are positive trends in education such as declining drop-out rates and increased attendance in college and tough academic classes, a spate of recent studies suggest that U.S. students do only about average in comparison with students from other nations. American students are doing somewhat better than most of their international peers in reading, slightly above average in science, and slightly below average in math. Moreover, while there are high-performing schools setting the highest standards for students and teachers in the most challenging circumstances, too many schools fail to provide an adequate education for our children.

Modest progress and average performance is not good enough in American education. 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 improve teaching and learning in schools throughout the nation, setting the highest standards for our students and teachers.

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

Without quality teaching, however, not even the most promising school improvement effort will succeed. Setting high standards for students, infusing computers and technology into our schools, turning schools into havens of safety, discipline, and learning all depend on providing students with what access to talented, knowledgeable, and dedicated 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. And students will only become computer-literate and learn through technology if their can effectively incorporate computers into their classroom.]

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. Finding half of the nation's teaching force is set to retire within ten years, and inadequate preparation and support for good teachers and good teaching, the commission 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".

Meeting these challenges will require a commitment across America to quality teaching. The central questions for all: how do we best help all students reach high academic standards, and ensure the highest quality teaching throughout our schools. To help communities and states address this challenge, 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. This information packet responds to this request.

Using Federal Resources to Invest in Quality Teaching and Address the Challenges Described in the President's Directive

To ensure quality teaching throughout our schools, the nation will need to make a firm and sustained commitment to help teachers meet high standards. Everyone involved in education -- including states, school boards, principals, teacher unions, colleges, businesses, parents, and teachers -- will need to ask what they can do to ensure the highest quality of teaching and learning in our schools. The President's directive highlights several areas of focus that, as part of comprehensive efforts to address this challenge, can make a real difference in helping to provide all of our students with access to outstanding and dedicated teachers.

Because only a small percentage of funding for K-12 education comes from the federal government, communities and schools should start by examining how well they use their own resources to recruit, prepare, and reward good teachers while holding teachers accountable for high standards. These areas of focus should be considered together as part of broad school improvement efforts aimed at raising the quality of teaching and learning throughout a community's schools. And these strategies should always be considered in light of the question: what decision, partnership, or allocation of resources will have the most powerful and enduring effect on the quality of teaching immediately and in the long-term.

Once a school, university, or state has conducted this analysis and begun to develop strategies for improving teacher quality, it will be an ideal time to explore what federal resources are available to help. A number of federal education programs can be used by states and communities to bring excellence and accountability to the teaching profession.

To this end, a brief description is provided below of each of the specific areas of focus identified in the President's Directive, along with a brief discussion of possible federal funding strategies to support community or state progress in these areas. The enclosed chart and appendices shows in greater detail from which federal programs it is possible to use funds to support strategies to raise teacher quality.

It is important to understand that these materials only provide a helpful start. As the Secretary of Education says in his cover letter to these materials, using federal funds to support 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 state or local school improvement strategy and with the underlying purposes of the relevant federal programs

Most federal funds support either key locally-designed reform strategies like raising standards, infusing technology into schools, keeping schools safe and disciplined, or to help disadvantaged children who need extra help master the basics and learn whether they are in poor schools, or have limited proficiency in English, or have learning or physical disabilities. Because the role of teachers in all of these efforts is critical, many of these programs can fund strategies to support teacher excellence and accountability as long as they continue to serve the purpose of the program. 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.

The remainder of this document should spark some initial ideas about creative use of federal funds to support strategies to raise teacher quality. Please work with your federal program staff at the school district, state, or U.S. Department of Education to explore in greater depth how to tailor the use of these programs to your needs. And most important will be working together with others in your community or state to analyze how you can upgrade the teaching profession in your area.

The following section provide brief examples of activities in the areas of focus identified in the President's Directive. At the end is a brief discussion on how to creatively use a variety of federal funds for these types of strategies.

Setting Rigorous Standards for Students and Teachers

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 is support for the development of rigorous academic standards in such core academic subjects as math, science, English, and comprehensive efforts by communities and states to help all students make progress toward these standards. Funds from these programs -- and others -- can be used to support the development of academic standards.

As the ability of students to learn depends heavily on the quality of teaching in the classroom, setting high standards for teachers is a critical ingredient in helping students reach high academic standards. Different types of standards can be set for teachers, including standards for:

- ▶ Advanced teaching skills and knowledge, especially standards developed by the National Teaching Standards Board. This board, chaired by North Carolina Governor Jim Hunt, has overseen a process for granting advanced teaching certification to experienced, accomplished teachers. The certification process is 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 unions, and states have begun to help teachers gain national board certification, and to reward board-certified teachers with incentives, bonuses, and salary increases. Board-certified teachers are also serving as coaches and trainers for other teachers in their schools.

- ▶ licensing teachers to enter the profession, or rigorous requirements in hiring teachers set by school districts. Unlike many other professions, there is no requirement for those seeking to enter the teaching field to get a license or demonstrate their proficiency in teaching. For this reason, the Interstate New Teacher Assessment and Support Consortium (INTASC) has been developing high quality performance assessments of knowledge and skills for beginning teachers.

In some cases, school districts and universities are already working together to invest in high-quality preparation for future teachers, and professional development and training for new teachers. As performance-based licensure is adopted by states or school districts, their work can focus on helping future and new teachers pass performance assessments to get licensed. Communities and 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.

[DELETE THIS PARAGRAPH. School districts can adopt National Teaching Board Standards as recognized standards for advanced proficiency and skill in teaching. School districts can insist that all entering teachers be qualified. School districts can develop systems and standards of knowledge, skills, [and performance? of professional responsibility like mentoring, etc?] that can be used as a basis for rewarding good teachers, for those teachers not meeting basic standards, identify them for intensive assistance, and if necessary, counsel them out of the profession or remove them quickly, inexpensively, and fairly. [These standards can be used as the basis for regular reviews of teachers.]]

Teacher recruitment

A first step in a long-term strategy to invest in quality teaching is aggressively recruiting talented and qualified teachers. Examples:

Starting early. Cincinnati high school academy for future teachers.

Working closely with universities. Identifying, bringing in...

Aggressive outreach to non-traditional sources of teachers, including business, the military, recent college graduates without education degrees, and creating high-quality pathways for them into successful teaching.

Streamlining hiring procedures, making it easy for people to know where are jobs, connect them with hiring principals, etc. Identifying paraprofessionals who can make excellent teachers.

Paragraph on using different federal programs: A community looking for funds to support these recruiting strategies could apply for Goals 2000 subgrants from the state department of education that target preservice preparation to school districts working with universities and other non-profit organizations in education. These funds could be used for _____

Helping Teachers Reach High Standards:

If high standards are set for teachers, then future and current teachers must be given every feasible form of preparation, support and assistance to reach these standards. This includes high-quality preparation, ongoing opportunities to learn and acquire new skills such as the use of technology in the classroom, [ensuring good principals], and organizing schools in ways that are geared to supporting high-quality teachers.

In every field, demands are being placed on the workforce for higher levels of knowledge, skill, and performance than ever before. Teachers and the teaching field are no exception. Also, given the recognition that teachers are true professionals, schools need to be organized to support high-quality, professional teaching.

High-Quality Preparation of Future Teachers,

Ongoing Training and Professional Development for Current Teachers

Investing in Good Principals and Organizing Schools for Success:

As preparation and professional development have been a central focus of the Clinton Administration's education reform strategy, more federal funds than ever are available to help... While these are only a small portion of what is needed, they can support and spark broad efforts to do this.

IV. Rewarding Good Teachers and Assisting or Removing Incompetent Teachers

Standards will not fully impact school success, teacher professionalism, and student learning unless consequences are attached to performance and standards. While this is primarily a local and state decision, federal funds can be used to support the development of systems for rewarding good teachers and to support thoughtful and careful strategies for identifying and removing incompetent teachers.

Several areas and examples.

Goals, others for planning.

\$ for rewards?

\$ for identification and professional development to make a removal process fair, and linked to attempts to help teachers get better.

Add something on challenge of taking on new roles, and challenging assumptions that many of us have been comfortable with. Something at unions, others.

How federal programs and resources can support these local and state efforts

So, the superintendent and team of teachers working on a reform strategy are looking for support to initiate and carry out these efforts. They ask, what can our federal programs do to help. In fact, a wide array of federal programs and resources are available to help, and -- with a focus on teaching and learning, and new flexibility, built into the laws authorizing many of these programs -- can often be tailored to support a comprehensive local strategy.

The attached documents can help people to identify possible sources of support, and contacts are listed so that schools and districts and states can call for more additional details and information on how programs can be used to support a specific strategy.

But most important, begin with your own strategy, involve teachers, parents, and others in the design of the strategy. A few examples below can illustrate the range of ways federal programs can help:

2 paras on examples of creative combinations of federal funds, waivers, schoolwides.

Department Programs and Their Potential For Helping to Meet the Challenges For Promoting Excellence and Accountability in Teaching:

The following charts identify those Education Department (ED) 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 are --

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

ED 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 few entities found to have submitted the highest quality applications, these charts separately identify formula grant and competitive grant programs.

These charts illustrate the potential of Federal 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 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 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 Federal 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 systemic 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 ED 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 ED's grantees (e.g., State educational agencies), while those designated as "indirect" are recipients of subgrants from ED's 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, ED 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.)

ED Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Account-ability	Grantees
FORMULA GRANTS						
Goals 2000	●	●	●	●	16	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 (by formula)
Even Start - State Administered 3 (Title I, Part B)	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)				O		SEAs, 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, nonprofits (indirect)
Indian Education (Title IX, ESEA, Part A, subpart 1)				O5		LEAs
Impact Aid (Title VIII, ESEA)	O	O	O	O	O	LEAs

ED Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Account-ability	Grantees
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

ED Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Account-ability	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

ED Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Account-ability	Grantees
Jacob K. Javits Gifted and Talented		O4	O5	O5	O5	SEAs, LEAs, IHEs, public & prvt. agenices(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	O	O	O	O	
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
Development & Implementation Grant for Indians & Territories	O4	O4	O5	O5		Local partnerships

ED Program Funds Available for Activities to Improve Teaching						
Program	Recruit Talent	Prepare for Cert.	Stronger Stnds.	Ongoing Training	Account-ability	Grantees
National Challenge Grants for Technology		○	○	○	○	Consortia of SEAs, LEAs, IHEs, businesses, museums, other public & private agencies ⁸
Star Schools		○	○	○	○	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	?		O5		IHEs
Braille Training Projects	O4	?		O5		SEAs, public or 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)		○	○	O5		SEAs, SEAs & LEAs, higher ed, public or nonprofit private ed or research agencies & organizations
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.

*Info on funds used:
① Title I
② State comp fund*

DEPARTMENT OF EDUCATION PROGRAM DESCRIPTIONS

Formula Grant Programs

Goals 2000

Preservice Teacher Education and Professional Development Activities

Funds awarded to State education agencies and, through subgrants, to school districts are available to help develop and implement comprehensive state and local improvements plans that include strategies for promoting quality professional development. In addition, the GOALS program provides separate financial assistance to school districts through subgrants from the State education agency to support continuing and sustained professional development programs that will increase student learning, and to improve teacher education programs, 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 education agency.

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

The Eisenhower Program is the federal government's largest program devoted specifically to enhancing the professional development of teachers and other school staff. The reauthorized Eisenhower Program, which replaces the former Eisenhower Mathematics and Science Education Program, supports state and local efforts to stimulate and provide sustained and intensive high-quality professional development in all of the core academic subjects. Under Eisenhower, districts receive funding to carry out activities that are consistent with local needs, 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. Eisenhower funds must pay for no more than two-thirds of the cost of activities that they support; districts may pay the remaining costs with funds from state and local sources, other federal funds (such as Title I), cash and in-kind contributions.

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

Title I, the largest federal education program for pre-K through 12 education, has one overriding goal: to improve teaching and learning for 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 to help close the achievement gap between high- and low-poverty schools by targeting additional resources on districts based on their number of poor 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, high-poverty schools that adopt schoolwide programs can combine all of their resources to support a comprehensive

reform effort that includes professional development for all of the school's teachers.

**Education of Migratory Children
(Title I, Part C, ESEA)**

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. The MEP is operated by the state through subgrants to school districts and other agencies that need additional funds to support special activities for migrant students during periods in which they reside in that area. Local districts are responsible for integrating MEP services with services provided by other ESEA and federal programs, but may use MEP funds in a wide variety of ways, if approved by the state, to meet the identified needs of migrant children. To the extent feasible, districts that receive MEP funds must provide for professional development programs that include mentoring for teachers and other school personnel who work with migrant students.

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

(NARRATIVE NEEDED)

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

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.

Innovative Education Program Strategies (Title VI, ESEA)

Title VI provides funds to permit districts to support activities that encourage school reform and educational innovation. It makes funds available to all districts in the nation 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.

Indian Education (Title IX, ESEA, Part A, subpart 1)

(NARRATIVE NEEDED)

Impact Aid (Title VIII, ESEA)

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. Funds generally may be used for general education purposes, and teachers are frequently responsible for distributing and collecting survey forms used to identify eligible students. Section 8002 and 8003 go to LEAs, and most of the program are general fun money that may be used for any purpose, including professional development.

Individuals With Disabilities Education Act - Assistance to States (IDEA, Part B)

The IDEA, Part B provides funds to districts to help pay for the additional costs of programs that are needed to enable all children with disabilities, regardless of the level of severity of this disability, to receive a free and appropriate public education and to secure full education opportunities. The program makes funds available 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, as well as comprehensive plans for how the district will address the needs of its disabled students. These plans may include 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.

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

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.

Louis Danielson
Division of Personnel Preparation Director
Office of Special Education
U.S. Department of Education
Room 3523, Switzer Building
330 C Street, SW
Washington DC 20202
Phone: (202) 205-8119

Infants & Toddlers with Disabilities (IDEA, Part H)

Part H of IDEA provides financial assistance to states to develop and complement a statewide, comprehensive, multidisciplinary, interagency program of early intervention services for infants and toddlers with disabilities and their families. Through this program, the 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.

Adult Education Special Demonstration and Teacher Training Projects

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.

George Spicely, Frances Littlejohn, or Laurette Crum
Division of Adult Education and Literacy
600 Independence Avenue, SW
Washington, DC 20202-7240
Phone: (202) 205-9685
Fax: (202) 205-8973
Internet: George_Spicely@ED.Gov

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

Under Title IIA of the Perkins Act, states may use up to 8.5 percent of funds they receive as part of their basic state grant for state programs and 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 for vocational education.

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

This program provides funds to school districts and other entities to help support secondary school 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 Chapter I allocations, the number of students with individualized education programs, and the number of students enrolled in schools and adults 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 population; 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. As of June, 1996, Congress is considering changes to the Perkins program and ways in which states and local providers offer vocational education assistance.

Tech-Prep Education (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 Pre 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.

Ronald Castaldi, Chief
State Administration Branch
Office of Vocational and Adult Education
300 C Street, SW, Room MES 4317
Washington, DC 20202
Phone: (202) 205-8991 Fax: (202) 205-5522
e-mail: Ronald_Castaldi@ed.gov

Competitive Grant Programs

Bilingual Education Program Development and Implementation Grants

Provides grants to develop and implement new comprehensive, coherent, and successful bilingual or special alternative instructional programs for limited English proficient (LEP) students. Programs of instruction may include early childhood, kindergarten through twelfth grade, gifted and talented, and vocational and applied technology. Eligible applicants include one or more local education agencies applying alone or in collaboration with an institution of higher education, community based organizations or a local or state education agency. A community based organization or institution of higher education, with the approval of a local education agency, may apply for a grant to develop family education programs, early childhood education programs or supplemental instructional programs for LEP students.

Ana Garcia
Office of Bilingual Education and Minority Languages Affairs
MES Switzer Building, Room 5620
600 Independence Avenue, SW
Washington, DC 20202-6510
(202) 205-5426

Bilingual Education Program Enhancement Grants

Provides grants to carry out highly focused, innovative, locally designed projects to expand or enhance existing bilingual education or special alternative instruction programs for limited English proficient (LEP) students. Eligible applicants include one or more local educational agencies applying alone or in collaboration with an institution of higher education, community based organization or state educational agency. In addition, a community-based organization or institution of higher education with the approval of a local education agency may apply for a grant to enhance family education programs, early childhood education programs, or supplemental instructional programs for LEP students.

Ana Garcia

Office of Bilingual Education and Minority Languages Affairs
MES Switzer Building, Room 5620
600 Independence Avenue, SW
Washington, DC 20202-6510
(202) 205-8077

Bilingual Education Teachers and Personnel Grants

Makes grants to provide preservice and in-service professional development for bilingual teachers, administrators, pupil services personnel, and other educational personnel who are either involved in, or preparing to be involved in, the provision of educational services for limited English proficient students. Makes grants to provide for national professional development institutes that assist schools or departments of education in institutions of higher education to improve the quality of professional development programs for personnel serving, preparing to serve, or who may serve limited English proficient students. Grants may be made to institutions of higher education that have consortia arrangements with local or state education agencies; state education agencies; and local education agencies for in-service professional development programs.

Cindy Ryan
U.S. Department of Education
Office of Bilingual and Minority Languages Affairs
MES Building, Room 5082
600 Independence Avenue, SW
Washington, DC 20202-6510
Phone: (202) 205-8842

Bilingual Education Career Ladder Program

Provides grants to upgrade the qualifications and skills of noncertified educational personnel, especially educational paraprofessionals, to meet high professional standards including certification and licensure as bilingual education teachers.

Cindy Ryan
Office of Bilingual Educational and Minority Languages Affairs
MES Building, Room 5082
600 Independence Avenue, SW
Washington, DC 20202-6510
Phone: (202) 205-8842

Comprehensive School Grants

Makes funds available to assist in the implementation of schoolwide bilingual education or special alternative instructional programs for reforming, restructuring, and upgrading all relevant programs and operations, within an individual school, that serve all (or virtually all) children and youth of limited English proficiency in schools with significant concentrations of such children and youth. Grants be made to one or more local education agencies applying alone or in collaboration with an institution of higher education, community-based organizations, or a local or state education agency.

Harry Logel
U.S. Department of Education
Office of Bilingual and Minority Languages Affairs
MES Building, Room 5611
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-5530

Systemwide Improvement Grants

Makes funds available to assist in the implementation of districtwide bilingual education or special alternative instructional programs to improve, reform, and upgrade relevant programs and operations, within an entire local education agency that serves a significant number of children and youth of limited English proficiency. Applicants may include one or more local educational agencies applying alone or in collaboration with an institution of higher education, community-based organizations, other local educational agencies, or state educational agency.

Harry Logel
U.S. Department of Education
OBEMLA, Fifth Floor, Switzer Building, SW
Washington, DC 20202
Phone: (202) 205-5530 and (202) 205-5426

Foreign Language Assistance Programs

Makes grants available to establish, improve, or expand foreign language programs for elementary and secondary students. Local educational agencies and state education agencies may apply for grants.

Petraine Johnson
U.S. Department of Education
Office of Bilingual and Minority Languages Affairs
MES Building, Room 5082
600 Independence Avenue, SW
Washington, DC 20202-6510
Phone: (202) 205-8766

Fulbright-Hays Seminars Abroad Program

Increases mutual understanding between people of the United States and other countries by offering qualified American educators opportunities to participate in short-term seminars abroad. Undergraduate faculty members from postsecondary institutions whose professional activities primarily include teaching introductory courses in the humanities or social sciences; secondary school social studies teachers; administrators and curriculum specialists of state or local education agencies with direct responsibility for curriculum development in social studies.

Linda Byrd Johnson
Center for International Education

Advanced Training and Research Branch
L'Enfant Plaza, SW, 2100 Corridor
Washington, DC 20202
Phone: (202) 401-9775.

Magnet Schools Assistance in Desegregating Districts

Assists eligible local education agencies and consortia of these agencies in planning, establishing, and operating magnet schools that are part of an approved desegregation plan and that are designed to bring together students from different social, economic, and racial backgrounds. Local educational agencies and consortia of these agencies.

Sylvia Wright
U.S. Department of Education
School Improvement Programs
Room 4500, Portals Building, SW
Washington, DC 20202
Phone: (202) 206-3778

Women's Educational Equity Program

Promotes educational equity for women and girls including those who suffer multiple discrimination based on gender and race, ethnic origin, disability or age. Through development and dissemination of model education programs and materials, this program enables local education agencies to meet the requirements of Title IX of the Education Amendments of 1972. The program awards two types of grants: (1) grants to implement effective gender-equity policies and programs in schools; and (2) grants to research and develop model gender equity programs.

Carrolyn Andrews
U.S. Department of Education
School Improvement Programs
Room 4500 Portals Buildings
Washington, DC 20202-6140
Telephone: (202) 260-2670.

Programs to Encourage Minority Students to Become Teachers (Higher Education)

Supports projects to develop a new minority teaching program to increase the number of minority individuals, including language minority individuals, teaching profession. Institutions of higher education may apply for this program.

Janice Wilcox
U.S. Department of Education
Division of Higher Education Incentive Programs
Portals Building, Room C-80, SW
Washington, DC 20202
Phone: (202) 260-3207

Even Start Family Literacy Programs

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 education agency.

NOTE: For information on the special Even Start set-asides for **migrant families**, contact:

Bayla White
U.S. Department of Education
Office of Migrant Education
Room 4100, Portals Building
1250 Maryland Avenue, SW
Washington, DC 20202
Phone: (202) 260-1224

NOTE: For information on the special Even Start set-asides for **Indian tribes, tribal organizations and statewide literacy initiatives**, contact:

Patricia McKee
U.S. Department of Education
Office of Compensatory Education Programs
Room 4400, Portals Building
1250 Maryland Avenue, SW
Washington, DC 20202
Phone: (202) 260-0991

Jacob K. Javits Gifted and Talented Students Education Grant Program (Demonstration)

Provides demonstration grants for personnel training and other activities to build a nationwide capability to meet the special educational needs of gifted and talented students in elementary and secondary schools; to encourage the development of rich and challenging curricula for all students; and to supplement and make more effective the expenditure of state and local funds on gifted and talented education. The program focuses on students who may not be identified through traditional assessment methods (including economically disadvantaged individuals, individuals of limited English proficiency, and individuals with disabilities) and on programs designed to develop or improve the capability of schools in an entire state or region. State and local education agencies, and institutions of higher education, may apply, as well as public and private agencies, Indian tribes and tribal organizations as defined by the Indian Self-Determination and Education Assistance Act, and native Hawaiian organizations.

Patricia O'Connell Ross
Office of Educational Research and Improvement
U.S. Department of Education
Room 502A Capital Place
555 New Jersey Avenue, NW, Washington, DC 20202
(202) 219-2169

Field Initiated Studies (OERI)

Field-initiated studies grants support educational research projects where the topics and methods of study are generated by the investigators. Following the recommendations of the National Research Council, OERI is building a stable, regular schedule of field-initiated grants educational reform and improvement. OERI is organized into five national research institutes: (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; (5) The National Institute on Postsecondary Education, Libraries, and Lifelong Education. The Assistant Secretary of OERI and the National Research Policy and Priorities Board have agreed on priorities for education: Early Childhood Learning, Student Learning, Effective Teaching, Strengthening Schools, Student Diversity, Learning Beyond the Classroom, and Adult Competencies. Each Institute conducts its own field-initiated studies competition. Information on these competitions can be obtained by calling the number listed below.

Dorothy Yates
Office of Educational Research and Improvement
555 New Jersey Ave., Room 510
Washington, DC 20208
(202) 219-2079

Partnership for Excellence and Accountability in Teaching

(Narrative needed)

Fund for the Improvement of Education

FIE provides support for nationally significant programs to improve the quality of education, assist all students in meeting challenging state content standards, and contribute to the achievement of the National Education Goals. A wide variety of specific activities may be funded under this program. State and local education agencies; institutions of higher education; and other public and private agencies and organizations may apply.

Lois Weinberg and Beverly Farrar
U.S. Department of Education
Office of Educational Research and Improvement
555 New Jersey Avenue, NW, Room 502H
Washington, DC 20208-5645
Phone: (202) 219-2147 or (202) 219-1301, respectively

Dwight D. Eisenhower Professional Development-Federal Activities (Title II, Part A)

The program awards grants for projects of national significance that contribute to the development and implementation of high-quality professional development activities in the core academic subjects. State education agencies, state agencies for higher education, local education agencies, education service agencies, institutions of higher education, and other public and private agencies, organizations, and institutions, are eligible to apply.

Carolyn Warren
The U.S. Department of Education
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208-5543
Phone: (202) 219-2206

Christa McAuliffe Fellowship Program

Provides fellowships to permit experienced and outstanding teachers to have sabbaticals for study, research or academic improvement to increase the teacher's knowledge in an area of expertise, learn a new area of expertise, increase professional abilities, or enhance teachers' abilities to work with special populations. Teachers are selected by a State panel typically consisting of educators, teachers and parents on the basis of an evaluation of the teacher's abilities and commitment to remain a teacher, and a proposal for work during the fellowship period.

For more information, contact the Council of Chief State School Officers.

Angela Clifford
1 Massachusetts Avenue, NW
Washington, D.C. 20001
Phone: (202) 408-5505

Public Charter Schools Program

This program provides financial assistance for the design and initial implementation of charter schools. Grants are awarded to State Educational Agencies (SEAs) in states with charter school laws. SEAs 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 SEA 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 and for initial implementation of the charter school.

John Fiegel
Public Charter Schools Program
School Improvement Programs
Room 4500 Portals
600 Independence Avenue, SW

Washington, DC 20202-6140
Phone: (202) 260-2671

State Development and Implementation Grants

School-to-Work Opportunities State Development Grants are non-competitive grants intended to assist States in planning and developing statewide school-to-work systems. State Implementation Grants are competitive grants for 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 improvement 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.

Contact: School-to-Work Opportunities Team, (202) 401-6222.

Implementation Grants to Local Partnerships and High Poverty Areas (Urban and Rural)

These competitive grants are awarded directly to local partnerships and to local urban and rural partnerships in high poverty areas, to begin implementation of School-to-Work Opportunities Initiatives that will eventually be included in state-wide school-to-work systems. The purposes of local grants parallel those of the State Implementation Grants, but are to be achieved by local partnerships at the local level. To be eligible, a partnership must demonstrate that it has built a sound planning and development base for School-to-Work Opportunities programs and that it is ready to begin implementation. The program statute identifies the entities, including school districts, that must be included for a partnership to be eligible for a grant. School-to-Work Opportunities Team, (202) 401-6222.

Development Grants to Territories and Development and Implementation Grants for Indian Youth

School-to-Work Opportunities Development Grants to Territories are non-competitive grants provided to partnerships in the Territories for the development of comprehensive school-to-work systems. Competitive Indian Program Grants are provided to eligible local partnerships to develop or implement School-to-Work Opportunities programs serving Indian youth and involving schools funded by the Bureau of Indian Affairs. School-to-Work Opportunities Team, (202) 401-6222.

National Challenge Grants for Technology in Education

The National Challenge Grants support activities designed to enhance the use of technology in teaching and technology-enhanced curricula. The program provides assistance to consortia of school districts, state educational agencies, institutions of higher education, businesses, museums, and other public and private agencies. The consortium must include at least one school district serving students in a high-poverty area or other area with the greatest need for technology. In each Challenge Grant community, members of the consortium make a

substantial commitment of their own resources to the project in the form of equipment, software development, technical support, telecommunications services and funds. The grant itself augments these local investments and supports new curriculum design, teacher training, and the evaluation of educational effectiveness. Activities that the consortia undertake may include professional development as part of a project designed generally to improve student learning or to help integrate quality educational technologies into the school curriculum.

OERI currently funds 43 consortia.

Challenge Grants for Technology in Education
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Ave., NW
Room 606
Washington, DC 20208-5544
Phone: (202) 208-3882

Star Schools Program

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 education 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.

Jean Tolliver
Star Schools
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, D.C. 20208
Telephone: (202) 219-2116

Rehabilitation - Training Programs

Supports projects for training (including inservice training), traineeships, and related activities, including the provision of technical assistance, to help increase the number of qualified personnel trained in providing rehabilitative and related services to individuals with disabilities.

The Department funds six categories of programs: Rehabilitation long-term training; Experimental and innovative training; State vocational rehabilitation unit in-service training; rehabilitation continuing education programs; Rehabilitation short-term training; and Training of interpreters for individuals who are deaf and individuals who are deaf-blind. States and public or non-profit agencies and organizations, including Indian tribes and institutions of higher education are eligible to apply.

Rehabilitative Services Administration
U.S. Department of Education
MES Building, Room 2531
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-5482

Rehabilitation - Distance Learning Through Telecommunications

Provides assistance to institutions of higher education to support regional partnerships that use telecommunications to provide in-service training programs, including certificate or degree granting programs concerning vocational rehabilitative services and related services for vocational rehabilitation professionals.

Rehabilitative Services Administration
U.S. Department of Education
MES Building, Room 2531
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-5482

Rehabilitation - Braille Training Projects

Supports grants or contracts with States and public or nonprofit agencies including institutions of higher education to pay the cost of training in the use of Braille for persons providing vocational rehabilitation services or educational services to youth and adults who are blind.

Rehabilitative Services Administration
U.S. Department of Education
MES Building, Room 2531
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-5482

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

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.

Louis Danielson
Division of Personnel Preparation Director
Office of Special Education
U.S. Department of Education
Room 3523, Switzer Building
330 C Street, SW
Washington DC 20202
Phone: (202) 205-8119

Innovation and Development (IDEA Part E)

Funds projects to advance and improve the knowledge base and improves 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.

Louis Danielson
Special Education Programs
Department of Education
Room 3523 Switzer Building
600 Independence Avenue, SW
Washington, DC 20202
Phone: (202) 205-8119

**Technology, Educational Media, and Materials for Individuals with Disabilities
(IDEA, Part G)**

This program funds projects and centers that advance the availability, quality, use, and effectiveness of technology, assistive 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. The entities eligible to apply are institutions of higher education, State and local educational agencies, public agencies, and private nonprofit or for-profit organizations. The grantee must agree, however, to coordinate its activities, as appropriate, with the State entity receiving funds under the Technology-Related Assistance for Individuals with Disabilities Act of 1988.

Louis Danielson
The Office of Special Education and Rehabilitative Services
U.S. Department of Education
Room 3623, Switzer Building
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-8119

RESOURCES/ RESEARCH GUIDE

Comprehensive Regional Assistance Centers

The U.S. Department of Education has established 15 comprehensive Regional Assistance Centers to help states, school districts, schools, tribes, community-based organizations, and other grant recipients with the administration, integration and implementation of programs funded under Improving America's Schools Act (IASA). The Centers will provide high-quality comprehensive training and technical assistance to improve teaching and learning and to meet the needs of children served by IASA programs.

Contact:

Desegregation Assistance Centers (Title IV of the Civil Rights Act of 1964)

Provides funds for technical assistance, where requested, to school districts faced with issues arising as a result of school desegregation. Technical assistance may include appropriate teacher training needed to implement a desegregation program.

Arthur Cole
U.S. Department of Education
Office of School Improvement Programs
Office of Elementary and Secondary Education
Room 4500, Portals Building
1250 Maryland Avenue, SW
Washington, DC 20202
Phone: (202) 260-3693

Eisenhower National Clearinghouse for Mathematics and Science Education (ENC)

OERI's Eisenhower National Clearinghouse (ENC) collects, catalogues and disseminates K-12 curriculum materials and resources in mathematics and science. Its catalogue is available online through a toll-free number (800) 362-4448 as well as through the Internet ([enc.org](http://www.enc.org) via Telnet or <http://www.enc.org> via WWW). ENC provides teachers with a variety of additional services, including a technical help desk and reference service, print publications, and 12 demonstration sites located throughout the nation. ENC collaborates with existing regional and national networks and coordinates its demonstration site activities with the Eisenhower Regional Consortia for Mathematics and Science Education.

Len Simutis, Director
Eisenhower National Clearinghouse
The Ohio State University
1929 Kenny Road
Columbus, OH 43210-1079
Phone: (800) 821-5785 or (614) 292-7784

Eisenhower Regional Mathematics and Science Education Consortia

The program supports grants to establish regional consortia that disseminate exemplary mathematics and science instructional material and provide technical assistance in the use of improved teaching methods and assessment tools to benefit elementary and secondary school students, teachers and administrators. The Office of Educational Research and Improvement (OERI) makes at least one award in each area served by the regional education laboratories. Eligible recipients include State educational agencies, school districts, institutions of higher education, regional laboratories and combinations of these entities, and are administered through regional boards that are broadly representative of the agencies and organizations participating in the consortium. OERI currently funds 10 consortia, each of which offers services to schools and districts in a specific geographic area.

Addie Bryant Coordinator
Eisenhower Federal Activities Program
555 New Jersey Avenue, NW
Washington, DC 20208-5645
Phone: (202) 219-2087 Fax: (202) 219-2087

Eric Directory and Clearinghouse (Educational Resources Information Center)

The Educational Resources Information Center (ERIC), funded by the U.S. Department of Education, is a nationwide information network that acquires, catalogs, summarizes, and provides access to education information from all sources. The data base and ERIC document collections are housed in about 3,000 locations worldwide, including most major public and university library systems. ERIC produces a variety of publications and provides extensive user assistance, including AskERIC, an electronic question answering service for teachers on the Internet (askeric@ericir.syr.edu). The ERIC system includes 16 subject-specific clearinghouses, the ERIC Processing and Reference facility, and ACCESS ERIC -- which provides introductory services.

For more information call ACCESS ERIC at 800-LET-ERIC (1-800-538-3742).

National Center for Research in Vocational Education (NCRVE)

The Office of Vocational and Adult Education (OVAE) under the Perkins Act funds a research center to carry out applied research and development, dissemination and training activities that address nationally significant problems and issues in vocational education. Awards are made to institutions of higher learning or consortia of institutions of higher learning. The current Center, the University of California, Berkeley, along with its six partner institutions -- the University of Illinois; the University of Minnesota; MPR Associates, Inc.; Teachers College, Columbia University; the University of Wisconsin; Virginia Polytechnic Institute and State University; and the Rand Corporation -- is funded by OVAE.

The National Center for Research in Vocational Education
University of California, Berkeley
2150 Shattuck Avenue, Suite 1250
Berkeley, CA 94720-1674

Jackie Friederich or Pariece Wilkins
Division of National Programs

Office of Vocational and Adult Education
U.S. Department of Education
Room 4526, Switzer Building
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-9071 or (202) 205-9673

National Education Research and Development Centers

The Office of Educational Research and Improvement (OERI) funds research and development centers across the country to carry out sustained research and development initiatives that address nationally significant problems and issues in education. Center awards are made to eligible higher education agencies, institutions of higher education in consort with public or nonprofit organizations, or to interstate agencies established by special compacts.

Ten centers are currently funded by OERI through 2001. They cover student achievement, assessment, cultural diversity, early childhood, education reform, postsecondary education, literacy, reading, at risk students, and gifted and talented students. An additional Center on Policymaking To Support Teaching Excellence will be funded in 1997. Information on funding of the new center can be obtained from OERI, National Institute of Education, Governance, Finance, Policymaking and Management, New Jersey Ave, NW; Washington DC 20208. Phone (202) 501-6070

PRO-NET Professional Development Network

Building Professional Development Partnerships with Adult Educators (PRO-NET) is a three-year project (contract) supported by the Division of Adult Education and Literacy which promotes professional development for adult education educators. PRO-NET is a national vehicle for collecting and disseminating information about effective practices in adult education professional development. Activities in this project support Section 383 of the Adult Education Act.

PRO-NET Resources:

- Professional Development Resource Guide for Adult Educators
- National Professional Development Conferences
- Online action research project
- Technical assistance to professional development organizations for Adult Educators

Contact: James Parker (202) 205-5499

Regional Educational Laboratories

The Office of Educational Research and Improvement (OERI) funds ten Regional Educational Laboratories to promote knowledge-based school improvement, to help educators solve their most pressing and difficult issues, and to help all students meet high standards. Laboratories work with schools and school districts, states, research institutions and community-based organizations to develop, assess and refine ways to implement effective educational reform.

Under the guidance of regional governing boards, Laboratories:

- work with states and localities to develop and implement broad-based comprehensive school improvement strategies through provision of information, training and technical assistance, and development or implementation of research-based programs;
- promote widespread access to information regarding research and best practice, and create communities of learners to engage collaboratively with the Laboratory in development and dissemination; and
- provide objective support for regional forums to discuss and debate emerging policy issues.

Currently laboratory contracts run through 2001, when they will be recompeted. Information on Regional Educational Laboratory programs can be obtained through OERI, state and local support division; Office of Reform Assistance and Dissemination; 55 New Jersey, SW, Washington DC 20208. Phone (202) 219-2088.

Regional Technology in Education Consortia

These regional consortia, which consist of State educational agencies, institutions of higher education, and nonprofit organizations, help States, school districts, schools, adult literacy centers and other institutions use advanced technology to support improved teaching and student achievement. Their primary goal is to provide technical assistance that can help to ensure that technology is used effectively to promote school reform. In the area of professional development, the regional consortia work with institutions of higher education and other organizations to improve pre-service education so that new teachers are able to use new technology effectively, and with schools, school districts and State educational agencies on activities that can help existing teachers integrate technology into the curriculum in ways that can best promote student achievement.

The Office of Educational Research and Improvement (OERI) currently funds six consortia, each of which has a specific subject-matter or geographic focus.

Catherine Mozer Connor
Regional Technology in Education Consortia Program
Office of Educational Research and Improvement
U.S. Department of Education
Room 506a, Capitol Place
555 New Jersey Avenue, NW
Washington, DC 20208-5644
Phone: (202) 208-8070