



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Michael CohenORGANIZATION: DPCPHONE NUMBER: 456-5375FAX NUMBER: 456-7028FROM: Heather Moore / Terry BoznerPHONE NUMBER: 401-1078MESSAGE: This is the revised version of Title 5
legislative SPEES.Heather**CONFIDENTIALITY NOTICE**

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13 PAGE(S) TO FOLLOW

400 MARLAND AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to provide educational excellence throughout the nation.

① Reading & Math practices

Lighthouse - Ferris, Cullen

① focus on urban & poor rural communities

② No definition
of quality
(not even VATE)

③ Institutions involved
should be sufficient
Scale to have an
impact

- supply sig. % of new
teachers to district

④ No specific
requirements for
acad. progress

⑤ Scale & Monitor

- How many partnerships?
- How much of an partnership

DRAFT
6/26/97Specifications for HEA Title V: Educator Recruitment and PreparationI. Findings and Purpose: Authorization of Appropriations1. Findings

-- What teachers know and can do has a critical impact on student achievement, yet too often teachers are not receiving the initial preparation they need in order to teach children from diverse backgrounds to challenging standards. While outstanding teacher preparation programs exist in different regions of the country, too many prospective teachers do not receive high-quality preparation (aligned with challenging content and performance standards) in the subject areas they will teach, and in child development and teaching methods, in rigorous, clinically based programs.

-- In the next decade, American schools will need to hire two million teachers to educate an increasing number of students and to replace current teachers who will retire or leave the profession. Recent trends in the number of people preparing to enter teaching indicate that the normal operation of the labor market, by itself, will not produce the number of qualified teachers schools will require.

-- Schools are already having trouble recruiting qualified teachers. The National Commission on Teaching and America's Future found that 50,000 uncertified individuals annually enter teaching when schools, frequently those in urban and rural areas with large concentrations of children from low-income families, cannot find all the certified teachers they need. According to the Commission, 12 percent of newly hired teachers enter teaching without any relevant training, and an additional 14 percent enter without having met State licensure standards; fewer than three-quarters of all new teachers are fully qualified.

-- The Federal Government, by itself, cannot ensure needed improvements in teacher preparation or solve the problem of teacher shortages. However, the Government can make limited, targeted investments that: (1) encourage more institutions that operate teacher preparation programs, working in partnership with local educational agencies and States, to adopt the practices and strategies of the best programs; and (2) encourage more people to enter teaching, complete quality preparation programs, and teach in underserved communities.

2. Purpose

It is the purpose of this title to--

-- Authorize partnerships between institutions of higher education that operate exemplary teacher preparation programs, other institutions of higher education seeking to improve their programs, public elementary and secondary schools, and States, in order to improve the quality

*especially for
serving low
income
market*

of the initial preparation of teachers; and

-- Authorize support for partnerships to increase the number of students who enter teacher education programs, complete high-quality preparation programs, and teach in underserved urban and rural communities.

3. Authorization of Appropriations

There are authorized to be appropriated--

-- \$ _____ for FY 1999 and such sums as may necessary for the succeeding four years for Part A, "Lighthouse Partnerships"; and

-- \$ _____ for 1999 and such sums as may be necessary for the four succeeding years for Part B, "Recruiting New Teachers for Underserved Areas"

II. Part A: Lighthouse Partnerships

1. Definitions

A "lead institution" is an institution of higher education that: (1) operates an exemplary program of significant size in one or more areas of teacher preparation (which may include the preparation of education paraprofessionals or individuals with emergency teaching credentials who are seeking full teacher certification, of older students seeking new careers in teaching, and of educational administrators, in addition to more traditional teacher education programs); and (2) desires to assist other institutions in improving their programs and to serve as a national model for effective teacher preparation. A lighthouse institution must be an institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, except that two-year colleges that otherwise meet the program requirements may participate, as lead institutions, in lighthouse partnerships with four-year colleges with which they have articulation agreements related to teacher preparation.

A "partner institution" is an institution of higher education that: (1) prepares teachers for their initial entry into the teaching profession; and (2) desires to improve its program with assistance from a lighthouse institution.

A "lighthouse partnership" is a partnership of one or more lead institutions, a group of partner institutions, and representatives of State and local educational agencies, that is dedicated to improving the quality of teacher preparation programs. Within each partnership, a lead institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching shall act as the fiscal agent for the grant.

A "teacher preparation program" is a program operated by an institution of higher education that

*should be sent to LEAP,
not reg's d*

prepares students to obtain teacher licensure and to teach in elementary and secondary schools. Such program may also prepare students to become preschool teachers if the institution serves a State or school districts in which preschool education is provided as free, public education,

2. Grants to Lighthouse Partnerships

The Secretary shall carry out this program by making competitive grants to lighthouse partnerships. Each such grant shall be for a period of not to exceed five years. The Secretary shall make the continuation awards, for the second through fifth years, only after determining that the partnership is making satisfactory progress in carrying out the grant and, in particular, shall conduct an intensive review, with the assistance of outside experts, before making the award for the fourth year of the grant.

A lighthouse partnership may receive a second such grant, so long as it can demonstrate that it: (1) is succeeding in meeting the objectives of the program; and (2) has a plan for institutionalizing the activities it is carrying out under the program, over the second grant period, so that ~~it~~ those activities will continue once the second grant has expired. The same Secretarial review provisions that govern the first grant (annual satisfactory progress, intensive review after year three) would apply. No partnership may receive more than two grants.

3. Applications

In order to receive a grant under this program, eligible institutions shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

The application shall include:

- A designation of the lead institution that will serve as the fiscal agent for the grant;
- For each lead institution in the partnership, a description of the teacher preparation program operated by the institution, including information on the curriculum, the faculty, and the number and types of students served;
- For each lead institution in the partnership, evidence of the quality of the institution's teacher preparation program, covering the following areas:
 - The extent to which the institution provides a coherent program, in one or more areas of teacher education, that is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education;
 - The commitment of the institution to its program of teacher preparation, which

may include evidence on the role of teacher education within the overall mission of the institution, on the involvement of the institution's president, provost, or other top administrators in the teacher education program, and on the financial commitment of the institution to its teacher preparation program (such as information on the funding provided per student enrolled in teacher preparation, compared to the funding provided for students in other programs, or on the endowment of chairs and professorships in teacher education compared to those endowments in other areas);

-- The connections between the institution's teacher preparation program and its departments or schools of arts and sciences, as demonstrated through such evidence as the course requirements in arts and sciences for prospective teachers and the involvement of arts and sciences faculty members in the teacher preparation program (such as through joint development and teaching of courses, arts and sciences faculty members' supervision of student teachers, or joint faculty appointments);

-- The extent to which the institution operates a clinically based teacher preparation program, through which prospective teachers participate in intensive, structured clinical experiences, with extensive faculty involvement, throughout their preservice education, and evidence of the extent to which those experiences are integrated into the curriculum;

-- The extent to which the institution's program offers continuing assistance to its graduates during their initial years in the classroom;

-- The extent to which the institution maintains other connections with elementary and secondary education (and particularly (1) with urban and rural schools and school systems that serve concentrations of students from low-income families and (2) with the education reforms underway in the institution's State), as demonstrated through such evidence as strong involvement of the faculty (including the arts and sciences faculty) and the administration in elementary and secondary education; involvement of elementary and secondary educators in the continuing development and improvement of the teacher preparation program, and institutional policies that take into account, in faculty promotion and tenure decisions, service to elementary and secondary education.

-- The success of the institution in preparing teachers to teach diverse populations, as documented through such evidence as course offerings and requirements, the extent to which graduates have taken teaching positions in urban and rural schools in communities with concentrations of students from low-income families, and the extent to which the institution recruits and serves students (such as education paraprofessionals) from those communities;

- The extent to which the institution has incorporated the use of educational technology into its teacher preparation program and is preparing teachers to use technology to teach children to high standards;
 - The record of the institution in attracting a student body that reflects the diversity of the State or region served by the institution, and of employing a similarly diverse faculty;
 - The procedures the institution uses to measure the quality of its teacher preparation program (including the extent to which graduates improve their subject matter knowledge and teaching ability as a result of their participation in the program) and to improve its program in response to information generated through those procedures;
 - The success of the program in graduating students who are fully qualified to teach to high standards in the State or region served by the institution;
 - The quality of the program's graduates, as documented through such evidence as the graduates' record of obtaining (and retaining) teaching positions and the opinions of school district officials, in the State or region, of the quality of those graduates;
 - If applicable, the quality of the institution's program for the preparation of school principals and other school administrators, and of the success of that program; and
 - Involvement (and, preferably, leadership) of the institution in national, regional, and State efforts to improve teacher education and licensure;
- For each lead institution, evidence of the experience of the institution at creating or participating in networks with other institutions to improve the quality of teacher preparation programs;
- A description of the activities the partnership will carry out with a grant made available under this part, including:
- A description of the governance structure that the partnership will establish for the grant, which shall include the active involvement of high-level administrators of the lead institution(s) and representatives of: (1) both the teacher preparation program and the school or department of arts and sciences in the lead institution(s); (2) the partner institutions involved with the grant; (3) local educational agencies served by the lead institution(s) and one or more of the partner institutions; and (4) State officials with authority over teacher licensure

and teacher preparation in the State in which the lead institution(s) and one or more of the partner institutions are located;

-- A description of the procedures the lead institution(s) will use, after receiving the grant, to recruit and select partner institutions, which shall give priority to institutions that serve urban and rural communities with concentrations of students from low-income families;

-- A description of how each lead institution in the partnership will use the grant for additional development, refinement, assessment, and dissemination of information on its program, and of how it will work with the partner institutions on improvement of the partner institutions' teacher preparation programs;

-- A description of how the partnership will fully engage local educational agencies (particularly those serving concentrations of students from low-income families) in the activities carried out under the grant, and of how those activities will benefit those agencies;

-- A description of how the partnership will allocate the funds it receives under the grant among the activities it proposes to carry out, including (1) further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s); (2) technical assistance by the lead institution(s) to the satellite institutions; (3) subgrants to the partner institutions; (4) assistance to the local educational agencies in the partnership and other LEAs (as set forth below); and (5) joint activities with States (as set forth below);

-- A description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms underway in the States of the lead and the partner institutions, including a description of plans for coordinating activities carried out under the grant with activities carried out under the Eisenhower Professional Development program and the Goals 2000: Educate America Act; and

-- A description of the goals the partnership expects to achieve through the grant, and of the procedures the partnership will undertake to determine whether it is meeting those objectives.

4. Uses of Funds

Partnerships selected to receive grants shall use their grants for the following purposes:

-- Additional development, refinement, assessment of, and dissemination of information

on, the teacher preparation programs operated by the lead institution(s), including activities that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation;

-- Assistance by the lead institutions to the partner institutions in improving the partner institutions' teacher preparation programs, based on the experiences of the lead institutions and the particular needs of the partners;

-- Making subgrants to the partner institutions for implementation of program improvements at those institutions. Each partnership shall use at least ____ percent of its subgrant for this purpose;

-- Joint activities with the local educational agencies in the partnership, and other LEAs, that increase the involvement of classroom teachers and school administrators in the teacher preparation programs operated by the lead and partner institutions (and thereby make those programs more responsive to the needs of teachers and administrators), and other activities to improve teaching and administration in the schools of the LEAs.

-- Joint activities with States that result in the development and implementation of State policies to facilitate the improvement of teacher preparation programs within the States, as a component of comprehensive education reforms;

-- Cooperation and interaction with other lighthouse partnerships and with other institutions, organizations, and public agencies, on activities aimed at the improvement of teacher preparation nationally, including improvement of teacher licensure and relicensure requirements; and

-- Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the grant is achieving its objectives.

5. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding on the basis of the quality of the teacher preparation program(s) operated by the lead institution(s) in a proposed partnership, the quality of the activities the applicant desires to carry out under the grant, and the capacity of the applicant to carry out the proposed activities successfully.

In making selections, the Secretary shall seek to ensure that lighthouse partnerships represent a variety of approaches to teacher preparation, that lead institutions represent a variety of institutions of higher education, and that there is an equitable geographic distribution of awards. In addition, the Secretary shall give priority to applications for projects that are likely to result in improvement of teacher preparation in the areas of mathematics and reading.

After making his selections, the Secretary shall withhold the portion of each grant that will be used for technical assistance and subgrants to partner institutions until the lead institution has [lead institutions have] recruited the satellite institutions and identified those institutions to the Secretary. The lead institutions shall complete this process in no more than 9 (?) months.

6. National Activities

The Secretary may reserve up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Evaluation of the program, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- National conferences of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other institutions, agencies, and individuals who are interested in the improvement of teacher preparation;
- Other activities to enhance the success of the program carried out under this part or of teacher education more generally.

III. Part B: Recruiting New Teachers for Underserved Areas

1. Program Authorized

From funds appropriated for this part, the Secretary shall make grants to eligible applicants for programs (1) that provide scholarships and, as necessary, support services for students seeking to complete teacher preparation programs and to teach in underserved geographic areas; and (2) that thereby increase the number of new teachers nationally and increase the ability of schools in underserved areas to recruit a qualified teaching staff.

2. Definitions

An "eligible applicant" is a partnership of: (1) an institution of higher education that grants baccalaureate degrees and prepares teachers for their initial entry into the teaching profession; and (2) one or more local educational agencies that are in underserved geographic areas. Such a partnership may also include: (1) two-year colleges that operate teacher preparation programs and maintain articulation agreements, with the baccalaureate-granting institution, for the transfer of credits in teacher preparation; (2) State agencies that have responsibility for policies related to teacher preparation and licensure; and (3) other public and private, nonprofit agencies and organizations that serve, or are located in, communities served by the local educational agencies in the partnership, and that have an interest in teacher recruitment, preparation, and induction.

An "underserved geographic area" is a locality in which the percentage of children, ages 5-17, from families with incomes below the poverty level exceeds ____ percent. *[Note: Jim is obtaining Census data to analyze the impact of different poverty thresholds. Should have something by late in the week. It may be appropriate to include both a percentage threshold and a number (of poor kids) threshold.]*

"Support services" include academic advice and counseling; tutorial services; instruction in study skills, test-taking skills, or other subjects as needed to enable students to succeed in higher education; mentoring; outreach to participants' families; and, if funding cannot be arranged from other sources, child care and transportation.

3. Grant Conditions

Include same conditions as in #2 under Lighthouse program: peer review, five-year grants, mid-term review, one renewal if program is successful and institution has a plan to institutionalize.

Exceptions:

-- The Secretary shall have the authority to make planning grants to institutions that are not yet ready to implement programs under this part. Each planning grant shall be for a period of not more than one year. Institutions with planning grants will have to compete separately for regular program grants. The one-year planning grant period shall be in addition to the regular 5-year grant period.

-- Matching requirement -- The Federal share of the cost of activities carried out under a grant made under this part shall not exceed:

- 90 percent of the cost in the first year of the grant;
- 80 percent in the second year;
- 70 percent in the third year;
- 60 percent in the fourth year; and
- 50 percent in the fifth year and any succeeding year (including each year of the second grant, if an institution receives one).

These matching requirements shall not apply to planning grants. (I.e., they kick in in the first year of a regular grant.)

The non-Federal share may be provided in cash or in kind, fairly evaluated, and obtained from any non-Federal public or private source.

4. Uses of Funds

Eligible uses of funds are:

- If needed, the costs of planning for the implementation of the grant;
- Scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;
- Support services, if needed to enable scholarship recipients to complete postsecondary education programs;
- Payments to partner LEAs if needed to enable them to permit paraprofessional staff to participate in teacher preparation programs (such as the cost of "release time" for those staff); and
- If appropriate, paying the costs of additional courses taken by former scholarship recipients during their initial three (?) years of teaching. *[John King's idea -- Do we want to include?]*

5. Grant Applications

In order to receive a grant under this part, an eligible applicant shall submit an application at such time, in such form, and containing such information as the Secretary may require. The application shall include:

- a designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;
- Information on the quality of the institution's teacher preparation program, which may include the types of information described in section 5__ of this act [cross-reference the descriptions of institutional quality in the application for lighthouse schools];
- A description of the assessment the institution, the LEA partners, and other partners have undertaken to determine the most critical needs of the LEAs for new teachers (which may include teachers in particular subject areas or at certain grade levels (including the prekindergarten level), teachers who reflect the ethnic or racial makeup of the LEA's students, or teachers who are fluent in languages spoken by students in the LEA) and of how the project carried out under the grant will address those needs. The assessment must reflect the input of all significant entities in the community (including organizations representing teachers and parents) that have an interest in teacher recruitment, preparation, and induction ;
- A description of the project the applicant will carry out with the grant, including information on:
 - The recruitment and outreach efforts the institution will undertake to publicize

the availability of scholarships and other assistance under the program;

-- The number and types of students that the institution will serve under the program (which may include education paraprofessionals seeking to achieve full teacher certification, teachers who the partner LEAs have hired under "emergency certification" procedures, former military personnel or Peace Corps volunteers who desire to enter teaching, other persons who already have completed baccalaureate programs and seek to enter teaching, or more traditional candidates preparing to enter teaching through regular 4- or 5-year programs), and the criteria that the institution will use in selecting those students, including criteria to determine whether individuals have the capacity to benefit from the program and complete teacher certification requirements;

-- The activities the institution will carry out under the grant, including a description of, and justification for, any support services the institution will offer to participating students;

-- The amount of the scholarships the institution will provide to students; and

-- The procedures the institution will establish for entering into agreements with scholarship recipients regarding their fulfillment of the service commitment under this legislation (as set forth under #9 below).

-- A description of how the institution will use funds provided under the grant only to increase the number of students participating in its teacher preparation programs, or in the particular type or types of preparation programs that the grant would support;

-- A description of commitments, by the partner LEAs, to hire scholarship recipients in the schools of the LEA and in the subject areas or grade levels for which the recipients will be trained, and a description of the actions the grantee institution, the LEAs, and the other partners will take to facilitate the successful transition of those recipients into teaching;

6. Selection of Applicants

The Secretary, using a peer review process, shall select applicants to receive funding on the basis of: (1) the quality of the program that would be carried out under the application; (2) the quality of the teacher preparation program offered by the institution; and (3) the capacity of the institution, and the partnership, to carry out the grant successfully.

In making selections, the Secretary shall seek to ensure that grantees carry out a variety of approaches to preparing new teachers and that there is an equitable geographic distribution of awards.

In addition, the Secretary shall give priority to applications from historically black colleges and universities, Hispanic-serving colleges and universities, tribally controlled colleges, *[and other institutions that enroll significant numbers of minority students? -- probably need some consistency here with Title III]*

7. Amount and Duration of Assistance: Relation to Other Assistance

No individual may receive scholarship assistance under this program for more than 5 years of postsecondary education.

Scholarship funds awarded pursuant to this part shall be considered in determining edibility for student assistance under Title IV.

No individual may receive an award under this program that exceeds the cost of attendance, as defined in section 4__ of this Act, at the institution the individual is attending. A scholarship awarded under this part may shall not be reduced on the basis of the individual's receipt of other forms of Federal student financial assistance, but shall be taken into account in determining the eligibility of the individual for those other forms of Federal assistance.

Note: This provisions taken from section 524 of current law [re: Douglas Scholarships]

8. Scholarship Conditions

A recipients of scholarship assistance under this part shall continue to receive such assistance only as long as he or she is: (a) enrolled as a full-time student and pursuing a course of study leading to teacher certification; and (b) maintaining satisfactory progress as determined by the institution, except that the requirement to be enrolled full-time shall not apply to persons who are will be working in the public schools (as paraprofessionals, or as teachers under emergency credentials) while they are participating in the program.

9. Service Requirements

Each institution receiving a grant under this part shall enter into agreement with the students to whom it makes scholarships that provides for the following:

-- Each recipient who completes a teacher preparation program under this authority shall, within 5(?) years of completing that program, teach for at least three years full time in a school in an underserved geographic area.

-- Recipients who do not complete the full three years shall make repayment, on a pro rata basis, plus interest, at a time or over a period determined by the institution. Recipients who fail to complete a teacher preparation program or to become certified teachers shall repay the full amount of the scholarship, plus interest. The institutions shall collect such repayments and

provide them to the Department of Education at a time and in a manner established by the Secretary.

-- The institution may establish procedures for temporary waivers of the service requirement, such as for periods when recipients are unable to obtain teaching positions in underserved areas or are temporarily disabled and unable to pursue a full-time teaching career.

10. Evaluation

The Secretary shall provide for an evaluation of the program supported under this part. The evaluation shall assess such issues as:

-- Whether grantee institutions are successful in preparing scholarship recipients to teach to high standards;

-- Whether scholarship recipients are successful in completing teacher preparation programs, becoming fully certified teachers, and obtaining teaching positions in underserved areas, and whether they continue teaching in those areas over a period of years;

-- The impact of the program in assisting local educational agencies in underserved areas to recruit and retain teachers in the areas where they have the greatest needs;

-- The long-term impact on the grants on teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and

-- The relative effectiveness of different approaches for preparing new teachers to teach in underserved areas.

11. National Activities

The Secretary may retain up to 5 (?) percent of the appropriation for this part for:

-- Peer review of applications;

-- Conducting the evaluation required under #10;

-- Activities to facilitate the exchange of information and ideas among participating partnerships, and other activities to enhance the success of the program carried out under this part.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Mike Cohen / Bill Kincard

ORGANIZATION: DPC

PHONE NUMBER: _____

FAX NUMBER: 456-5581

FROM: Heather Moore / Terry Dzier

PHONE NUMBER: 401-1078

MESSAGE: Here are some Q&As and examples
of good programs -

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OUR MISSION IS TO ENSURE EQUAL ACCESS TO EDUCATION AND TO PROMOTE EDUCATIONAL EXCELLENCE THROUGHOUT THE NATION.

Answers to commonly asked questions:***Lighthouse Partnerships***

1. Why has ED decided to propose providing grants to programs that are already exemplary? Isn't the lighthouse proposal just another demonstration program?

ED has selected this approach for three reasons:

- (1) there is a need to identify best practices in teacher education;
- (2) once best practices have been identified they must be widely disseminated; and
- (3) institutions of higher education and K-12 schools and school districts must be encouraged to work in partnership to improve teacher education.

This is not merely a demonstration program because each lighthouse partnership would be evaluated based upon demonstrated improvement in their partner institutions.

2. Why has ED decided to target the preparation of teachers who will work in high-poverty communities?

Often newly hired teachers in poor urban and rural areas are among the least prepared and most inadequately supported. The National Center for Education Statistics reports that in high-poverty communities 71% of physical science students and 33% of mathematics students are taking classes with teachers who lack even a college minor in the field. Moreover, rates of attrition in urban districts can reach 50% in the first five years of teaching. Improving the recruitment, preparation, and retention of high-quality teachers in high-poverty communities is an essential step in expanding access to quality education. In addition, identifying the best techniques for preparing teachers for our nation's most challenging teaching assignments will provide a foundation for excellence in the preparation of all our teachers.

3. What evidence is there that this approach would succeed?

The current crisis in teacher preparation demands a new and innovative approach to reform. However, the Alverno College/Phillip Morris Foundation project provides one model for the success of the lighthouse approach. Through this project Alverno College has joined with three other institutions of higher education seeking to implement components of the Alverno approach to work collaboratively to improve their programs.

noted
for its
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in preparing
teachers
for urban
schools

4. How many lighthouse partnerships would be established?

The precise number of lighthouse partnerships would depend upon the level of funding for the program and size of the grant requests. However, many experts in teacher education have suggested that 10-15 lighthouses, with 8-15 partners each, would have a significant impact on the field. Over time, as the program demonstrates results, and if additional funding is provided, more partnerships could be established.

5. *Who would select the exemplary institutions?*

The exemplary institutions would be selected by a rigorous peer review process based upon the criteria for excellence in teacher preparation outlined in the legislation.

Participants in the peer review process could include experts on teacher preparation, exemplary teachers, elementary and secondary school administrators, and faculty members from quality teacher education programs. *including*

6. *What role would geographic distribution play in the selection process?*

likely Although the legislation would not require one lighthouse partnership in each state, the program would involve over 100 colleges and universities from various states and regions. In addition, given the technology now available for communication, ED anticipates that each partnership ~~would~~ *could* involve institutions from different areas of the country.

7. *When and how would the partners be selected?*

The lighthouse partnerships would be selected through a two-step process. Applicants to be lead institutions would first be asked to submit a pre-application which would include a description of how they would go about selecting their partners. The most promising applicants would then be asked to select their partners and jointly develop a more detailed final application.

8. *What would be the role of K-12 schools and school districts?*

Applicants would be evaluated based on the extent of cooperation between the lead institution's teacher preparation program and K-12 schools and school districts, including the role elementary and secondary educators play in designing and implementing the teacher education programs. K-12 schools and school districts would also participate in the joint governance structure of the partnerships and be eligible for grants from the governing boards. The success of the partnerships would be evaluated based on improvement in the quality of teaching and student performance in the participating K-12 schools.

9. *What would be the role of states?*

States could work collaboratively with the lead institutions and/or partner institutions and could participate in the joint governance structure of each partnership. Ultimately, the

consistent best practices in teacher preparation identified through this program would ~~hopefully~~ *should help* provide direction for state-level reform of teacher education accreditation and teacher licensing requirements. In fact, state officials with authority over teacher licensing and preparation in the state where the lighthouse partnerships are located would be required *?* to be members of the governing board.

10. How would the success of the Lighthouse Partnerships be evaluated?

The Lighthouse Partnerships would be held accountable for documented institutional change in the teacher education programs of the partner institutions; the production of diverse, high-quality teachers prepared to teach to high standards of student achievement; the retention of graduates in the teaching profession and in high-poverty schools; and most importantly, improvement in the quality of teaching and student performance in the participating K-12 schools.

Recruiting and Retaining Teachers for High-Poverty Communities

11. What would happen to the current Minority Teacher Recruitment program? Is ED backing away from its commitment to improve the diversity of the nation's teachers?

ED remains strongly committed to increasing the number of teachers of color. Indeed, ED shares the view of many experts in the K-12 and higher education communities that the Minority Teacher Recruitment program, funded at \$2.2 million, is not a sufficient Federal investment in recruiting and retaining a diverse population of high-quality teachers. Therefore, ED wishes to expand its commitment to addressing this issue by making improving the diversity of teachers in high-poverty communities a central priority of the Recruitment Partnership program. It is also one of the criteria by which we would evaluate the success of the funded partnerships. *which? confusing*

12. What role would diversity play in the selection and evaluation of the Recruitment Partnerships?

The diversity of the faculty and student populations of the institutions of higher education applying for partnership grants would be central criteria for selection. In addition, special consideration would be given to partnerships which include historically Black colleges and universities, Hispanic-serving colleges and universities, or other "minority-serving" institutions of higher education. In the evaluation process, partnerships would be held accountable for increasing the number of teachers of color. *06C?*

13. How would the effectiveness of the Recruitment Partnerships be evaluated?

The criteria for determining the success of the Recruitment Partnerships would be:

- (1) an increase in the production and retention of high-quality teachers prepared to teach to high standards in high-poverty schools; and
- (2) an increase in the diversity of the teaching force as a result of the partnership's recruitment efforts.

14. Why isn't the recruitment proposal directly linked to the Lighthouse Partnerships? Shouldn't the teachers recruited under the proposal be prepared in the best institutions?

Supporting high-quality teacher preparation is central to both the Lighthouse Partnerships and the recruitment proposal. Thus institutions participating in the Lighthouse Partnerships would be eligible to apply for recruitment grants. However, ED also wants to encourage institutions not yet ready to make the system-wide commitment required in a Lighthouse Partnership to work with school districts to design innovative programs to recruit and prepare specific types of individuals such as paraprofessionals. These programs could then stimulate grassroots change in entire institutions. Therefore, while the recruitment proposal should complement the Lighthouse Partnerships, they should not be contingent upon each other.

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Examples of Quality Teacher Preparation Programs Serving High-Poverty Urban and Rural Communities

Alverno College, Milwaukee, Wisconsin

Mary Diez, Chair, Education Division (414) 382 - 6000

The teacher preparation program at Alverno College, a commuter college that has historically served first-generation college students, has an innovative, performance-based curriculum. ~~The curriculum focuses not only on what students should know, but on what they should be able to do.~~ To successfully complete the program students are expected to demonstrate their mastery of a variety of skills essential to good teaching including problem solving, community involvement, and the integration of content knowledge with classroom practice. Essays, case study analyses, and simulations are some of the creative ways Alverno faculty assess their students' progress. The clinical preparation of Alverno students is assessed by a panel of Alverno faculty and teachers and administrators at their K-12 schools upon completion of their extensive student teaching experience. With fewer than 500 students enrolled in the division of education, Alverno faculty and administrators are able to provide students with extensive individual attention and support. Forty percent of Alverno's graduates go on to teach successfully in Milwaukee's public schools which enroll over 75% students of color. Alverno also prepares proportionately more new teachers of color than any other area college. Currently, faculty and administrators at Alverno College are working with three other institutions seeking to improve their teacher preparation programs by adopting elements of the Alverno model.

Cincinnati Initiative for Teacher Education (CITE), Cincinnati, Ohio

Louis Castenell, Dean of Education (513) 556 - 6000

The Cincinnati Initiative for Teacher Education is a partnership between the University of Cincinnati and the Cincinnati public schools. To ensure a strong content background, students in the five-year CITE program enroll jointly in the College of Arts and Sciences and the College of Education and graduate with a bachelor's degree from each one. During their fourth year in the program students complete their education coursework and begin participating in field experiences in K-12 schools designed to prepare them for student teaching. A year-long internship, with 36 weeks of student teaching and continued professional development, completes the program. Students are supported during the internship by professional practice teams at each of the nine competitively-selected professional development schools comprised of a lead teacher, three or four mentor teachers, three or four interns and a University faculty member. Upon completion of the program students have earned 18 graduate credits and are well-prepared for challenging classroom assignments. Of the graduating class, 20% are students of color and 27% go on to teach in the Cincinnati public schools.

University of Texas at El Paso (UTEP), El Paso, Texas
Arturo Pacheco, Dean of Education (915) 747 - 5000

The teacher preparation program at the University of Texas at El Paso is the source for 70% of the beginning teachers in broad sections of Texas and New Mexico near the Mexican border. UTEP's president, dean of education, education faculty, and arts and sciences faculty are all committed to preparing high-quality teachers and increasing the diversity of the region's teaching force to better reflect the student population. The UTEP program is designed, implemented, and evaluated collaboratively by elementary and secondary school teachers and administrators, University faculty, the staff of the regional Texas Education Service Center, and community members. UTEP uses a field-based model of teacher education in partnership with 18 professional development schools. These professional development schools are public elementary and secondary schools in the area committed to school ^{improvement} reform, redesigning professional development, integrating technology, and reaching out to local communities for greater participation. The program also includes a community component in which pre-service teachers spend time learning about parent and community involvement and visiting the homes of their students' families.

meaning?

in nearby school districts?

This vignette is just not as clear as the
other 2 on why it is a good model.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Mike Cohen

ORGANIZATION: DPC

PHONE NUMBER: _____

FAX NUMBER: 456-5581

FROM: T. Dozier / Heather Moore

PHONE NUMBER: 401-0607 401-1078

MESSAGE: ~~Here is the side-by-side~~

Here is a less-detailed version of testimony.

I also sent it to you via e-mail.

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8 PAGE(S) TO FOLLOW

**Statement by Terry Dozier
Special Advisor to the Secretary
U. S. Department of Education
before the House Committee on Education and the Workforce
Subcommittee on Postsecondary Education, Training, and Lifelong Learning
July 15, 1997**

I am pleased to appear before you to testify about the Department of Education's proposal for the reauthorization of Title V of the Higher Education Act of 1965. This reauthorization comes at a time when it is particularly important that we, as a Nation, do more to develop our teacher workforce. I care deeply about this issue. As a former National Teacher of the Year, I was invited to the Department to provide a teacher's perspective on the work that we do. I know first-hand the importance of good teaching and of providing teachers with high-quality preparation and support.

David Haselkorn, the President of Recruiting New Teachers, Inc., may have said it best: "Teaching is the essential profession that makes all other professions possible." High standards, good facilities, and strong accountability measures are important. Without good teachers, however, we cannot ensure that our children are prepared to be the Nation's future scientists, doctors, and lawyers, and engineers, or that they become effective parents, workers, and participants in a democratic society. The new economy demands high-quality education more than ever before. Because teaching is key to student learning, the development of high-quality teachers is critically important.

As President Clinton emphasized in his *Call to Action for American Education in the 21st Century*, teachers must receive the education and support they need to help our children meet the challenges of the 21st century. Our Nation's goals in education will not be achieved

without the development of an excellent teacher workforce. As a Nation, we face significant challenges in this regard.

One of our challenges is in teacher recruitment. If current trends continue, over the next decade we will need to hire more than 2 million teachers because of increasing teacher retirements and an enrollment boom that will bring more students than ever before into our classrooms -- a total of almost 55 million students by the year 2006. High-poverty urban and rural schools will experience the most severe teacher shortages. Of the 2 million teachers needed, approximately 15%, or 345,000, will be hired in central cities, in schools with large concentrations of low-income students. An additional 207,000 teachers will be needed in isolated, and often poor, rural areas.

In addition, a critical gap exists between the diversity of our nation's students and that of their teachers. While a third of America's students are minority, only 13% of their teachers are. That gap is growing and is most severe in urban and rural schools. Our nation's schools need a diverse and excellent teaching force that can bring distinctive life experiences and perspectives into the classroom, provide valuable role models for minority and non-minority students alike, enrich the curriculum, assessment, and school climate, and strengthen connections to parents and communities.

Teacher shortages will continue to be concentrated in our Nation's underserved communities. Students in high-poverty urban and rural schools -- the very students who need the best teachers -- often have teachers who are the least qualified. For example, 71% of physical science students and 33% of English students in high-poverty schools take classes with teachers who lack even a college minor in their field.

Quality of preparation is a key factor in teachers' ability to facilitate student learning. Unfortunately, many teacher preparation programs in this country do not provide quality teacher education. Teachers often report feeling unprepared for the challenges of today's classrooms. While we would never ask our doctors to perform surgery after only a few weeks of clinical experience, we often ask new teachers to enter classrooms after only a few weeks of in-classroom training. New teachers often lack the deep content knowledge and the knowledge of effective classroom practices that they need in order to help children learn. Many teacher preparation programs do not prepare teachers to use technology effectively in the classroom. We cannot continue to fail in preparing teachers if we want to educate our children to high standards.

The need for effective teacher preparation in high-poverty settings is particularly great, given the complexity that poverty brings to the classroom. In urban school districts, rates of attrition can often reach fifty percent in the first five years of teaching, due in part to inadequate preparation and poor support -- a "sink or swim" approach toward new teachers. Teachers in high-poverty settings face many daunting challenges for which they need to be prepared, such as the diversity of their students, inclusion of students with learning and physical disabilities, increasing numbers of students with limited English proficiency, and students in crisis because of their home situations.

Given these challenges, States, school districts, colleges and universities, and the Federal Government will have to work hard to achieve the President's goal of ensuring a talented, dedicated, and well-prepared teacher in every classroom. Title V of the Higher Education Act is one vehicle through which the Federal Government, for its part, can address teacher quality in America.

We began the development of our Title V proposal by examining teacher development across the continuum -- beginning with recruitment and preparation, including the first critical years of teaching which educators call the induction period, and continuing through on-going professional development. We considered two questions: Where, in this continuum, can the Federal Government and Title V appropriately play a role? And how can Title V, through a targeted Federal investment, make a significant impact on teacher development in America?

In answering these questions, we have decided to focus Title V on three critical areas. Unlike the current Title V, which authorizes an array of disconnected programs, our proposal will focus on recruiting new teachers, preparing them well, and supporting them during induction.

We chose this focus for several reasons. The Federal Government already makes a significant investment in on-going professional development for current teachers through programs such as the Eisenhower Professional Development programs under the Elementary and Secondary Education Act of 1965. Those programs, however, are not adequate to promote the reforms that are needed to develop our future teaching force. The Federal Government's current efforts simply are not sufficient to address the teacher recruitment, preparation, and induction challenges that we face. In those areas, there is a critical gap in the Federal commitment to teacher development. Those are the arenas in which Title V can make a difference.

Furthermore, we have a window opportunity now to make a difference in the development of our teaching force. Our Nation will be preparing more teachers than ever before to teach in increasingly challenging classrooms. By addressing the development of those teachers, we have a unique opportunity to make a substantial impact through the reauthorization

of Title V.

We are considering a two-part proposal that addresses the communities with the greatest needs -- areas with high concentrations of low-income students. The proposal would encourage the recruitment of a diverse and excellent teaching force and support the highest-quality teacher preparation. Both parts of the proposal could address induction, the first critical years when 30 percent of new teachers leave the field in part because of poor support.

Recruiting New Teachers

The Federal Government, by itself, cannot solve all of our Nation's recruitment challenges. It can, however, be a catalyst that stimulates the recruitment of teachers where they are most needed.

We are considering a program whose objective is to increase the number of students, especially minority students, who complete high-quality teacher preparation programs and teach in high-poverty areas.

In developing our proposal, we are keeping in mind several guiding principles of effective recruitment programs. For example, it is important that institutions of higher education work in partnership with elementary and secondary school districts to determine the teaching needs of the districts. The partnership should then identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design preparation and induction programs tailored to those individuals. High-quality teacher preparation programs are critical, since individuals who are recruited must then be well prepared.

Recruitment efforts could focus on minorities, paraprofessionals, males, teachers in targeted subjects, or individuals with disabilities. Paraprofessionals are very strong candidates

for teacher recruitment, and recruiting minorities is very important because they are seriously underrepresented in the teaching profession. Above all, however, teachers must be recruited for the areas where they are most needed.

Financial support can help teacher candidates afford their teacher education, but support services can also be particularly important for individuals such as paraprofessionals for whom scholarships alone are often not enough.

A recruitment program based on those principles can help the nation to address its critical recruitment challenges.

Teacher Preparation

It is not enough to recruit new teachers. We must also ensure that they are well-prepared. However, we face major challenges in teacher preparation. Let me paint a picture for you of the diversity of teacher preparation programs in this country. There are 1,025 institutions that prepare teachers. They range in size from four graduates per year at schools like Wake Forest University and Livingstone College in North Carolina, to 1,794 graduates per year at Eastern Michigan University -- our Nation's largest producer of teachers. In addition to this large range in size, there is an equal range in the quality of programs that prepare teachers.

Therefore, we face three critical needs in teacher preparation.

First, as a Nation, we must identify best practices in teacher education. There is no consensus in the nation about the best ways to prepare teachers. There is, however, little disagreement about what teachers need to be able to know and do in the classroom. Teachers must have in-depth content knowledge of the subject matter that they teach. They must understand how children learn and know the latest research on child development. Successful

teachers must be able to use classroom management skills effectively. They must learn to work with diverse students and with parents. Teachers need to know a variety of approaches to working with students and then must be able to choose an appropriate strategy for different students and situations. Above all, prospective teachers need to be grounded in classroom practices that are based on the best available research, have records of demonstrated effectiveness in enabling students to achieve to high standards, and are replicable in diverse and challenging circumstances.

Even though we have all of this knowledge about what it takes to be an effective teacher, we do not have the research and evaluation of teacher preparation programs that would allow us to speak confidently about how best to prepare teachers. As a result, teacher preparation programs vary widely in approach and quality. In order to identify best practices for teacher preparation, we are proposing to focus on programs that prepare teachers for the most challenging settings -- our schools with the highest concentration of low-income students. If we can identify, evaluate, and disseminate the most effective methods of preparing teachers for our most challenging classrooms, we know these practices will be adaptable for the preparation of teachers for any of our Nation's classrooms.

Second, when exemplary practices are demonstrated and identified, they must be disseminated and spread to other institutions. Too often in the past, excellent programs, once identified, have remained islands of excellence.

Third, because high-quality teacher preparation demands the strong involvement of elementary and secondary schools, school districts and institutions of higher education must work together as true partners in preparing teachers. Unfortunately, elementary and secondary

schools often feel exploited in their relationships with institutions of higher education, because the schools are asked to help train student teachers and to hire them, without being given sufficient resources or a voice in how the teachers are prepared.

We are considering a targeted program to improve teacher preparation that would respond to these needs by identifying and spreading best practices in teacher education for high-poverty areas. It would encourage the evaluation of different approaches to teacher education and provide resources and technical assistance to those institutions committed to improving their teacher preparation programs.

Conclusion

A limited Federal investment in teacher recruitment and preparation can make a substantial impact in the development of new teachers. I look forward to working with you to ensure that the reauthorized Title V is a focused and effective answer to our Nation's challenges in teaching.

w/ comments

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before the House Committee on Education and the Workforce
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rule models ✓
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Conclusion

A limited Federal investment in teacher recruitment and preparation can make a substantial impact in the development of new teachers. I look forward to working with you to ensure that the reauthorized Title V is a focused and effective answer to our Nation's challenges in teaching.

Fifth year amount is \$135 million, straightlining lighthouses

	1999	2000	2001	2002	20003
Recruitment Amount	35,000,000	35,000,000	70,000,000	70,000,000	105,000,000
First Award	35,000,000	35,000,000	35,000,000	35,000,000	35,000,000
First Match	38,888,889	43,750,000	50,000,000	58,333,333	70,000,000
Second Award			35,000,000	35,000,000	35,000,000
Second Match			38,888,889	43,750,000	50,000,000
Third Award					35,000,000
Third Match					38,888,889
Total	38,888,889	43,750,000	88,888,889	102,083,333	158,888,889

Scholarships

	1999	2000	2001	2002	20003
Scholarships	7,778	8,750	17,778	20,417	31,778
First year	7,778	972	16,806	3,611	28,167
Second year	0	7,778	972	16,806	3,611

Total Scholarships	57,333
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Lighthouse Amount	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000
Title V Total	65,000,000	65,000,000	100,000,000	100,000,000	135,000,000

Fifth year amount is \$100 million, Straightline lighthouse

	1999	2000	2001	2002	20003
Recruitment Amount	35,000,000	35,000,000	55,000,000	55,000,000	70,000,000
First Award	35,000,000	35,000,000	35,000,000	35,000,000	35,000,000
First Match	38,888,889	43,750,000	50,000,000	58,333,333	70,000,000
Second Award			20,000,000	20,000,000	20,000,000
Second Match			22,222,222	25,000,000	28,571,429
Third Award					15,000,000
Third Match					16,666,667
Total	38,888,889	43,750,000	72,222,222	83,333,333	115,238,095

Scholarships

	1999	2000	2001	2002	20003
Scholarships	7,778	8,750	14,444	16,667	23,048
First year	7,778	972	13,472	3,194	19,853
Second year	0	7,778	972	13,472	3,194

Total Scholarships	45,270
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Lighthouse Amount	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000
Title V Total	65,000,000	65,000,000	85,000,000	85,000,000	100,000,000

Declining Minority College Admissions and Enrollments (DRAFT -- July 16, 1997)

Mike -
look at
these
-Bill

Question: Are you concerned about reports of declining enrollments of minority students in postsecondary education, such as in California and Texas?

Answer: These trends are disturbing and completely unacceptable. Educational opportunity is the touchstone of the American dream, and these declines raise a serious concern that the doors of college education are being closed to minority students. In addition, diversity in education helps prepare all our students to be productive citizens in the 21st century, so these developments should concern every American.

Question: What is your administration doing to address this problem?

Answer: We are working on several fronts to address this issue:

- We will continue to intervene in litigation in support of appropriate affirmative action programs. The Department of Education is looking for a good opportunity to challenge the Hopwood decision, and the Department of Justice has filed a brief challenging California's Proposition 209.
- In response to a complaint, the Office for Civil Rights at the Department of Education has indicated that it will investigate the current admissions policies at the three University of California law schools to determine if they violate federal civil rights law.
- The Office for Civil Rights is also conducting a review of the Texas higher education system to ensure that Texas has eliminated all remnants of its former de jure segregated system.
- And, more broadly, the Administration is pressing higher education officials to maintain and expand diversity, and offering assistance to them to do so. For example, we have called on colleges and universities burdened by new legal restrictions to develop new and creative approaches to achieving diversity, such as aggressively recruiting in secondary schools with high percentages of minority students and forming educational partnerships with such schools.

Straightline

	1999	2000	2001	2002	20003
Recruitment Amount	35,000,000	35,910,000	36,843,660	37,801,595	38,784,437
First Award	35,000,000	35,910,000	36,843,660	37,801,595	38,784,437
First Match	38,888,889	44,887,500	52,633,800	63,002,659	77,568,873
Second Award					
Second Match					
Third Award					
Third Match					
Total	38,888,889	44,887,500	52,633,800	63,002,659	77,568,873

Scholarships

	1999	2000	2001	2002	20003
Scholarships	7,778	8,978	10,527	12,601	15,514
First year	7,778	1,200	9,327	3,273	12,240
Second year	0	7,778	1,200	9,327	3,273

Total Scholarships	33,818
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Lighthouse Amount	30,000,000	30,780,000	31,580,280	32,401,367	33,243,803
Title V Total	65,000,000	66,690,000	68,423,940	70,202,962	72,028,239

total - 342.34 million

Examples of Quality Teacher Preparation Programs Serving High-Poverty Urban and Rural Communities

Alverno College, Milwaukee, Wisconsin

Mary Diez, Chair, Education Division (414) 382 - 6000

The teacher preparation program at Alverno College, a commuter college that has historically served first-generation college students, has an innovative, performance-based curriculum. The curriculum focuses not only on what students should know, but on what they should be able to do. To successfully complete the program students are expected to demonstrate their mastery of a variety of skills essential to good teaching including problem solving, community involvement, and the integration of content knowledge with classroom practice. Essays, case study analyses, and simulations are some of the creative ways Alverno faculty assess their students' progress. The clinical preparation of Alverno students is assessed by a panel of Alverno faculty and teachers and administrators at their K-12 schools upon completion of their extensive student teaching experience. With fewer than 500 students enrolled in the division of education, Alverno faculty and administrators are able to provide students with extensive individual attention and support. Forty percent of Alverno's graduates go on to teach successfully in Milwaukee's public schools which enroll over 75% students of color. Alverno also prepares proportionately more new teachers of color than any other area college. Currently, faculty and administrators at Alverno College are working with three other institutions seeking to improve their teacher preparation programs by adopting elements of the Alverno model.

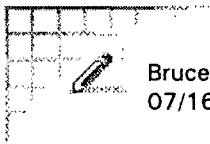
Cincinnati Initiative for Teacher Education (CITE), Cincinnati, Ohio

Louis Castenell, Dean of Education (513) 556 - 6000

The Cincinnati Initiative for Teacher Education is a partnership between the University of Cincinnati and the Cincinnati public schools. To ensure a strong content background, students in the five-year CITE program enroll jointly in the College of Arts and Sciences and the College of Education and graduate with a bachelor's degree from each one. During their fourth year in the program students complete their education coursework and begin participating in field experiences in K-12 schools designed to prepare them for student teaching. A year-long internship, with 36 weeks of student teaching and continued professional development, completes the program. Students are supported during the internship by professional practice teams at each of the nine competitively-selected professional development schools comprised of a lead teacher, three or four mentor teachers, three or four interns and a University faculty member. Upon completion of the program students have earned 18 graduate credits and are well-prepared for challenging classroom assignments. Of the graduating class, 20% are students of color and 27% go on to teach in the Cincinnati public schools.

University of Texas at El Paso (UTEP), El Paso, Texas**Arturo Pacheco, Dean of Education (915) 747 - 5000**

The teacher preparation program at the University of Texas at El Paso is the source for 70% of the beginning teachers in broad sections of Texas and New Mexico near the Mexican border. UTEP's president, dean of education, education faculty, and arts and sciences faculty are all committed to preparing high-quality teachers and increasing the diversity of the region's teaching force to better reflect the student population. The UTEP program is designed, implemented, and evaluated collaboratively by elementary and secondary school teachers and administrators, University faculty, the staff of the regional Texas Education Service Center, and community members. UTEP uses a field-based model of teacher education in partnership with 18 professional development schools. These professional development schools are public elementary and secondary schools in the area committed to school reform, redesigning professional development, integrating technology, and reaching out to local communities for greater participation. The program also includes a community component in which pre-service teachers spend time learning about parent and community involvement and visiting the homes of their students' families.



Bruce N. Reed
07/16/97 02:37:57 PM

Record Type: Record

To: Michael Cohen/OPD/EOP

cc:

Subject: reporters

James Bennet, NYTimes, 862-0300 *JS, as how tall*
Peter Baker, WPost, 334-4455
Hilary Stout, WSJ, 862-9233
Mimi Hall, USA Today, 703-276-3400
Elizabeth Shogren, LA Times, 861-9298

We'll deal with the wires later and CNN... Thanks.

ATTRACTING AND PREPARING TOMORROW'S TEACHERS: INVESTING IN QUALITY FOR THE 21ST CENTURY

To have the best schools, we must have the best teachers...and, we should challenge more of our finest young people to consider teaching as a career.

-- President Clinton, 1997 State of the Union Address

Today President Clinton proposed a \$350 million initiative to attract talented people of all backgrounds into teaching at low-income schools across the nation, and to dramatically improve the quality of training and preparation given to our future teachers. This new initiative will help bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years. In addition, it will upgrade the quality of teacher preparation at institutions of higher education that work in partnership with local schools in inner city and poor rural areas. The President's initiative will help recruit and prepare teachers nationwide to help our neediest students succeed in the 21st century.

A NATIONAL CHALLENGE: RECRUITING AND PREPARING THE BEST TEACHERS FOR THE CLASSROOMS THAT NEED THEM THE MOST.

Nationally, two million teachers must be hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force. The most severe shortages will occur in high-poverty urban and rural schools, which must hire 350,000 teachers over the next five years.

Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the qualifications or preparation needed to succeed and with high rates of attrition. In urban districts, up to 50% of teachers leave the profession within the first five years. In high poverty schools across the U.S., one-third of students take math from teachers with neither a major nor a minor in mathematics. Meeting our national challenge requires providing a sufficient number of well-prepared teachers to fill the expected vacancies in urban and rural schools.

MEETING THE CHALLENGE: RECRUITING NEW TEACHERS INTO HIGH- POVERTY SCHOOLS AND IMPROVING THE PREPARATION OF FUTURE TEACHERS IN THOSE SCHOOLS

Teaching Fellowships to Help Talented People from All Backgrounds Teach in High-Poverty Schools. The President's initiative will provide five-year competitive grants to institutions of higher education with high-quality teacher preparation programs, in partnership with local schools and others, to offer scholarships and other support to prepare prospective teachers who commit to teach in under served urban or rural schools for at least 3 years. Scholarships could cover costs of tuition, room, board, and other expenses of completing the teacher preparation program -- as well as some costs of mentorship or additional preparation for scholarship recipients in their first two years of teaching. The President's proposal will

help recruit nearly 35,000 teachers over five years, meeting nearly 10% of the need for new teachers in high poverty urban and rural communities.

Scholarships for young people and adults making a career change into teaching. Eligible scholarship recipients would include undergraduate and graduate students, former military personnel, education paraprofessionals or teacher aides desiring full teacher certification, and other mid-career professionals looking to enter into the teaching profession.

A commitment to bringing outstanding new teachers into high-poverty schools.

Eligibility would be limited to those making a commitment to teach in high-poverty schools for at least three years. Scholarship recipients who do not complete the full three years would repay the institution of higher education from which they received their teaching credentials.

Support for Institutions of Higher Education to Strengthen Preparation of Future Teachers in High-Poverty Schools

Improving teacher training in institutions of higher education placing graduates in high-poverty schools. The initiative will provide competitive five-year grants to 10-15 national “lighthouse” models of excellence -- institutions of higher education that operate the highest quality teacher education programs. Each institution receiving a “lighthouse” grants will use a majority of these resources to help 8-15 other institutions of higher education improve their teacher preparation programs, helping to improve the preparation of future teachers at 150 institutions of higher education across the nation. These institutions must place a large number of graduates in high-poverty urban or rural schools.

Drawing on research and best practices, and holding institutions of higher education accountable for performance. Grant recipients would draw on research and best practice for preparing future teachers, including such critical strategies as: forging strong links between schools of education and their universities’ departments of arts and science, providing future teachers with mentors and structured opportunities for teaching in elementary and secondary school classrooms, and incorporating the use of educational technology into teacher preparation. Continuation grants will be given to institutions making demonstrable progress toward clearly defined objectives.

Fifth year amount is \$100 million

	1999	2000	2001	2002	20003
Recruitment Amount	35,000,000	35,000,000	50,000,000	50,000,000	60,000,000
First Award	35,000,000	35,000,000	35,000,000	35,000,000	35,000,000
First Match	38,888,889	43,750,000	50,000,000	58,333,333	70,000,000
Second Award			15,000,000	15,000,000	15,000,000
Second Match			16,666,667	18,750,000	21,428,571
Third Award					10,000,000
Third Match					11,111,111
Total	38,888,889	43,750,000	66,666,667	77,083,333	102,539,683

Scholarships

	1999	2000	2001	2002	20003
Scholarships	7,778	8,750	13,333	15,417	20,508
First year	7,778	972	12,361	3,056	17,452
Second year	0	7,778	972	12,361	3,056

Total Scholarships	41,619
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Lighthouse Amount	30,000,000	30,000,000	35,000,000	35,000,000	40,000,000
Title V Total	65,000,000	65,000,000	85,000,000	85,000,000	100,000,000

Fifth year amount is \$135 million

	1999	2000	2001	2002	20003
Recruitment Amount	35,000,000	35,000,000	60,000,000	60,000,000	85,000,000
First Award	35,000,000	35,000,000	35,000,000	35,000,000	35,000,000
First Match	38,888,889	43,750,000	50,000,000	58,333,333	70,000,000
Second Award			25,000,000	25,000,000	25,000,000
Second Match			27,777,778	31,250,000	35,714,286
Third Award					25,000,000
Third Match					27,777,778
Total	38,888,889	43,750,000	77,777,778	89,583,333	133,492,063

	Scholarships				
	1999	2000	2001	2002	20003
Scholarships	7,778	8,750	15,556	17,917	26,698
First year	7,778	972	14,583	3,333	23,365
Second year	0	7,778	972	14,583	3,333

Total Scholarships	50,032
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Lighthouse Amount	30,000,000	35,000,000	40,000,000	45,000,000	50,000,000
Title V Total	65,000,000	70,000,000	100,000,000	105,000,000	135,000,000

Fifth year amount is \$100 million, Straightline lighthouse

	1999	2000	2001	2002	20003
Recruitment Amount	35,000,000	35,000,000	55,000,000	55,000,000	70,000,000
First Award	35,000,000	35,000,000	35,000,000	35,000,000	35,000,000
First Match	38,888,889	43,750,000	50,000,000	58,333,333	70,000,000
Second Award			20,000,000	20,000,000	20,000,000
Second Match			22,222,222	25,000,000	28,571,429
Third Award					15,000,000
Third Match					16,666,667
Total	38,888,889	43,750,000	72,222,222	83,333,333	115,238,095

Scholarships

	1999	2000	2001	2002	20003
Scholarships	7,778	8,750	14,444	16,667	23,048
First year	7,778	972	13,472	3,194	19,853
Second year	0	7,778	972	13,472	3,194

Total Scholarships	45,270
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Lighthouse Amount	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000
Title V Total	65,000,000	65,000,000	85,000,000	85,000,000	100,000,000

Fifth year amount is \$135 million, straightlining lighthouses

	1999	2000	2001	2002	20003
Recruitment Amount	35,000,000	35,000,000	70,000,000	70,000,000	105,000,000
First Award	35,000,000	35,000,000	35,000,000	35,000,000	35,000,000
First Match	38,888,889	43,750,000	50,000,000	58,333,333	70,000,000
Second Award			35,000,000	35,000,000	35,000,000
Second Match			38,888,889	43,750,000	50,000,000
Third Award					35,000,000
Third Match					38,888,889
Total	38,888,889	43,750,000	88,888,889	102,083,333	158,888,889

Scholarships

	1999	2000	2001	2002	20003
Scholarships	7,778	8,750	17,778	20,417	31,778
First year	7,778	972	16,806	3,611	28,167
Second year	0	7,778	972	16,806	3,611

Total Scholarships	57,333
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Lighthouse Amount	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000
Title V Total	65,000,000	65,000,000	100,000,000	100,000,000	135,000,000

Side-by-Side Notes on the AACTE Proposal

- The AACTE proposal does not have the specificity in describing selection criteria or uses of funding that our proposals do.
- The AACTE proposal makes no mention of planning grants or matching requirements.
- The AACTE proposal is a formula grant if the appropriation exceeds \$50,000,000 and a Secretary discretionary grant if under \$50,000,000.
- The AACTE proposal does not identify exemplary programs or establish partnerships between universities or other consortia.
- In general, the AACTE proposal is broad and leaves a considerable amount of room for interpretation.

Shared Priorities:

- focus on "strengthening collegiate-based teacher preparation programs"
- partnerships between IHE's and LEA's
- focus on training teachers for underserved urban and rural communities as well as diverse populations
- grant institutions should have a cooperative arrangement between the school of education and arts and sciences and should integrate technology
- focus on encouraging minority and nontraditional students to become teachers through use of support services and/or scholarships

Priorities not specifically reflected in our proposal:

- The AACTE proposal has a state component in which 10 percent of the funds are allocated to the state for specific purposes. The ED proposal does not include the state in its plan.
- The AACTE legislation specifically encourages prepared teachers to enter schools that are at least 50 percent minority.
- The AACTE proposal has a clause encouraging partnerships with graduate schools of education which "foster and facilitate the movement of minority students into post-graduate studies."

Shared proposal components: See the attached chart.

Feature	AACTE Proposal	Teacher Prep Proposal	Recruitment Proposal	Comments
Mission	Fund grant competition for colleges and universities to strengthen the capacity of institutions with teacher ed programs, encourage partnerships among IHE and local schools, support programs for paraprofessionals, encourage individuals to teach in urban and rural areas, recruit minorities, and encourage partnerships between IHE and others.	Fund exemplary teacher education consortia seeking to enhance their own programs, disseminate best practices, and support partner institutions in improving	Fund scholarships and support services offered by consortia of school districts, IHE's, and other education stakeholders to increase and diversify the pool of teachers committed to working in high-poverty school districts	<u>Similarities:</u> focus on improving pre-service training, underserved communities <u>Differences:</u> - AACTE grantees would be restructuring their programs, rather than creating partnerships between exemplary institutions and IHE's seeking to improve - AACTE proposal does not identify exemplary programs
Method of funding	Competitive grants of IHE if the appropriation is equal to or less than \$50,000,000. If the appropriation exceeds \$50,000,000 in a fiscal year, the funds are disseminated through a formula grant to the SEA's and IHE's.	Competitive grants to consortia of education stakeholders (e.g. community colleges, unions, community organizations, states, etc.) including school districts w/IHE's as fiscal agents	Competitive grants (both planning and programmatic) to consortia of education stakeholders (e.g. community colleges, unions, community organizations, states, etc.) including school districts w/IHE's as fiscal agents	<u>Similarities:</u> - under \$50,000,000, both proposals are Secretary discretionary grants awarded to the IHE as fiscal agents - no planning money in the ED teacher prep proposal or the AACTE proposal <u>Differences:</u> - grants in the ED proposal would go to a partnership and be administered by a single fiscal agent, while AACTE grants would go to IHE's through a discretionary grant if under \$50,000,000 and to SEA's and IHE's through a formula grant if over that amount
National programs	If funds are awarded through a formula grant, all states will, ideally, receive funding.	5% of funds to support peer review of applications, national conferences, program evaluation, and other activities to enhance the success of the initiative	5% of funds to support peer review of applications, national conferences, program evaluation, and other activities to enhance the success of the initiative	<u>Similarity:</u> <u>Differences:</u> AACTE has no plan for specific national programs

Planning grants		Development of the application of each consortium will require coming together to plan coordinated activities	- Separate planning grants will be available to be used to assess needs, identify pools, and design appropriate programs w/support services - Planning will be an allowable use of funds for regular programmatic grantees	<u>Similarity:</u> - no planning grants in ED teacher prep proposal or AACTE proposal <u>Differences:</u> - planning grants in ED recruitment proposal which go to partnerships
Selection priorities	IHE's: - strengthening collegiate-based teacher preparation programs - partnerships with elementary and secondary schools - targeted programs for non-traditional students - recruit individuals to teach in urban and rural areas - establish and maintain pre-college and pre-BA programs to recruit non-traditional candidates and minority youth to teaching	IHE's: - doing an excellent job preparing teachers - evidence of coherent programs - institutional and financial commitment to preparing teachers - collaboration between the education program and arts and sciences - strong clinical programs - production of minority teachers - commitment to underserved areas - reward structure for teacher ed faculty that supports clinical work Consortia: - strong partnership w/P-12 schools and a joint governance structure that includes them - evidence that the program is aligned with student content and performance standards and standards for teaching excellence - integration of technology	Partnerships: - provide quality teacher preparation (as determined with reference to teacher prep proposal criteria for exemplary institutions) - recruitment efforts focused on minorities, paraprofessionals, males, teachers in shortage subject areas, and individuals with disabilities - focus on immediate recruitment needs (college students, paraprofessionals) instead of middle and high school students "special consideration" for minority-serving institutions must fulfill "supplement, not supplant" provision requiring increased numbers and changed composition of teaching pool - students must go on to provide three years of service in underserved areas responsible for providing quality preparation and support services needed to achieve high rates of retention	<u>Similarities:</u> - institutional commitment to teacher preparation - commitment to underserved areas "special consideration" for minority serving institutions <u>Differences:</u> - no AACTE focus on exemplary institutions as in ED teacher prep proposal - no "supplement, not supplant" provision in AACTE proposal - no AACTE discussion of induction services - no AACTE discussion of technology or alignment with standards/GOALS 2000

Implementation grants	• Fiscal agent would be the IHE if the amount of the grant is under \$50,000,000 • Fiscal agent would be the SEA's and IHE's if the amount of the grant exceeds \$50,000,000 • Each state shall receive at least \$500,000 in a fiscal year • If the grant is awarded to the SEA, at least 90% of the allocation must go to the teacher prep program • of the 10% that is reserved for the state, at least 70% must be used for the advance of the legislation	• Fiscal agent would be the IHE • Grants would extend for five years subject to evaluation w/possible renewal contingent upon success • Funds would be used for further development of the exemplary institution's teacher preparation program, including work in partnership w/P-12 schools • Funds would support evaluation and dissemination of best practices • Networking between the exemplary consortia and the partner institutions would be funded by the grant • Funds would be used to support the improvement of teacher preparation at the partner institutions	• Fiscal agent would be the IHE • Partnerships would assess the needs of their school districts and focus on recruiting teachers to meet those needs • Funds would be used to provide scholarships as well as support services such as counseling, child care, and transportation • Funds would support induction services	<u>Similarities:</u> • under \$50,000,000 the fiscal agent would be the IHE <u>Differences:</u> • AACTE does not fund partnerships, improvements are aimed at individual institutions that are interested in improving their • no specifics on use of funds in AACTE implementation grants for the institutions • ED proposal stipulates a five year grant w/ possible renewal contingent, AACTE is a yearly grant
Matching requirements		• Applicants will be evaluated on demonstrated financial commitment of the IHE to the teacher prep program • Renewal will require a plan for institutionalization	• In-kind/cash matching requirement - Fed share of cost shall not exceed: 90% in 1st yr, 80% in 2nd yr, 70% in 3rd yr, 60% in 4th yr, 50% in 5th yr and any succeeding yr (Does not apply to planning grants) • Renewal will require a plan for institutionalization	<u>Similarities:</u> • no matching fund requirement in ED teacher prep proposal or AACTE proposal <u>Differences:</u> • no matching fund requirement in AACTE proposal, while there is one in the ED recruitment piece

Evaluation Criteria	Success of federal initiative: ▶ evidence that improvements have been made to exceed state criteria for teacher preparation ▶ established partnerships between IHE's and schools ▶ success at recruiting and retaining non-traditional students and minorities for teaching ▶ evidence that grantees are training teachers to teach in underserved areas, and that they are staying in those areas	Success of grantee: ▶ improvement in the P-12 schools with which they are partners ▶ retention in teacher education programs and production of well qualified teachers who teach in field ▶ documented institutional change in partner institutions, based on quality indicators ▶ increase in the diversity of students, who teach willingly and effectively in underserved areas ▶ technological proficiency of graduates	Success of grantee: ▶ evidence that the teachers teach to high standards ▶ evidence that grantees are meeting their recruitment goals ▶ evidence that the teacher prep students graduate, become certified, are placed in the classroom, and remain teaching in high need communities ▶ evidence that grantees increase the numbers of minority teachers and teachers in high poverty areas	<u>Similarities:</u> ▶ improved student performance ▶ retention in teaching profession and underserved areas ▶ focus in the partnership between the IHE's and the schools <u>Differences:</u> ▶ AACTE proposal focuses on change in the grantee, ED teacher prep proposal focuses on change in partners ▶ AACTE evaluation criteria do not specifically mention standards or technology
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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid Mike Cohen

ORGANIZATION: DPC

PHONE NUMBER: _____

FAX NUMBER: 456-7028 5581

FROM: Terry Dozier

PHONE NUMBER: 401-0607

MESSAGE: Here are the email messages
we've sent Gus for and David
Haselkorn's list of possible names

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5 PAGE(S) TO FOLLOW

IMPACT OF TEACHER RECRUITMENT PROGRAM IN "GOTHAM CITY"

Needs of the city for teachers:

Over the next few years, 600 teachers will retire.

City will also need to hire an additional 200 teachers because of growth in enrollment.

City enrollment is 60 percent minority, but the current teaching force is only 20 minority. Gotham City would like to increase the level of minority representation in the teaching force.

Grant to Thomas Jefferson State University

TJSU operates an outstanding teacher training program. The University enters into an agreement with the Gotham City School District to train some of the teachers the district needs – particularly minority teachers, as well as teachers in the subject areas where the district is having trouble recruiting qualified people.

TJSU currently graduates 300 prospective teachers annually. The U.S. Department of Education makes an \$800,000 five-year grant to TJSU-Gotham City partnership, which the university uses to produce an additional 160 graduates over the 5-year period of the grant. The University uses 60 percent of the grant for scholarships for those 160 students (average of \$3000 per student). It uses the remaining funds for support services and other grant activities.

By the end of the grant period, the 160 new teachers, 100 of whom are minority, have graduated from TJSU and entered the Gotham City teaching force. The grant to TJSU has thus provided for 20 percent of the five-year need in Gotham City for new teachers. TJSU has also increased its production of new fully certified new teachers by about more than 10 percent, helping to meet the national need for new teachers.

Is This what you need?!

Path to Urban Teaching

The public school system in Urbantown, U.S.A., is facing a growing mismatch between its student population and the available teaching force. Approximately 61 percent of the students served by the school system are African American, while only about 37 percent of the available teaching force is African American. Furthermore, 1996-97 projections indicate that at least 166 African American teachers will be eligible for retirement by the year 2005.

In response to this growing disparity, concerned administrators of the public school system have joined forces with local institutions of higher education, teachers' unions, and a wide array of community leaders to build a program to recruit and train minority teachers. Their collaboration led them to recognize that a rich pool of candidates was within their reach—teacher aides, substitute teachers, and other paraprofessionals already working in the schools. The group has proposed to specifically target minority and male applicants who could be trained to return to the school system as well-prepared teachers. They have called the program “Path to Urban Teaching” and plan to apply for Title V funds.

Applicants would be required to be employees of the school system and to have strong recommendations. They would go through a careful screening and selection process. Each scholar would need more than 60 transferable credits toward completing the teacher education program and above average grades. Most importantly, potential scholars would need a demonstrated commitment to children in urban areas, as well as an interest in primary education, special education, or secondary education.

Recognizing that individual scholars might face challenges they have not faced before, the program would offer a teacher education program specifically geared to meet their needs. In particular, the scholars might lack experience in taking such exams as the National Teachers

Exam (NTE): there would be a course to assess a scholar's weaknesses relative to the NTE; a course on volunteerism; and one made up of instructional modules on an array of urban education topics. Courses would be available in the evenings and over the summer to accommodate participants' schedules. Finally, the program would be structured to emphasize all cultures--with a specific focus on the urban student--and to build on the real-world experiences of the participants.

Scholars would be offered both financial and academic support services such as academic advising, tutoring, counseling, family orientation, and day care services. The program would closely monitor grades, require a supervised field experience (in addition to employment with the public school system); and in-class performance would be evaluated at least twice each semester. Upon completion of the program, graduates would seek employment in the public schools fulfilling a pledge each one would make upon entry to the program.

The program would be considered successful if scholars made good grades, saw the program through to completion, and most important, became valued teachers within the Urbantown Public Schools who remained committed to teaching in the community.

Memo

To: Terry Dozier
From: David Haselkorn
Subject: Some Possibilities for Title V Program Names
Date: July 16, 1997

- ▶ AmeriTeach (or AmeriTeach Scholars/AmeriTeach Fellows/AmeriTeach 2000)
- ▶ Pride (Partnerships for Recruiting, Inspiring, and Developing Educators)
- ▶ Teacher Leadership Corps
- ▶ Break Through Educators for Schools of Tomorrow ("Best" Scholars)
- ▶ New Century Teachers/New Century Teaching Scholars (NCT Scholars)
- ▶ Teachers for Tomorrow
- ▶ Teaching's Next Generation
- ▶ Congressional Teaching Fellows
- ▶ Presidential Teaching Fellows
- ▶ Congressional Teaching Scholars
- ▶ Presidential Teaching Scholars
- ▶ Martin Luther King Teaching Fellowships or Scholarships (MLK Scholars/MLK Fellows),
- ▶ Mary McCloud Bethune Fellows Scholars
- ▶ Horace Mann Scholars
- ▶ Hope Teaching Scholars/Fellows
- ▶ National Partnership for Teaching Excellence
- ▶ Urban Education Service Corps
- ▶ A+ Scholars
- ▶ FutureBridge Scholars
- ▶ TeacherBridge Fellows
- ▶ Cosby/Levin Fellows (named after Bill Cosby's son, a prospective teacher, and Gerald Levin's son a slain teacher in urban schools)
- ▶ New Vision Teaching Scholars
- ▶ New Vision Teachers

Impact of Lighthouse Partnership Program

Challenges in Teacher Preparation

- Teaching is key to student learning, yet many teachers report feeling unprepared for today's classrooms.
- 30% of teachers leave the profession in the first three years, often because of poor preparation and support.
- Teachers face the greatest challenges in high-poverty urban and rural schools.
- As a Nation, we have not done the research and evaluation that would tell us the best ways to prepare teachers.

Impact of Grant to Lighthouse Partnership

Working Together: Thomas Jefferson State University, nearby school districts, and a number of partner institutions of higher education have formed a high-quality teacher preparation partnership to improve teacher education for high-poverty areas.

A Model for Teacher Preparation: At TJSU, the entire university has made a commitment to preparing teachers for the communities in the region that need them most: urban schools and those in outlying rural areas which have high concentrations of low-income students. The teachers that the university graduates are complete rigorous performance assessments and are well-prepared for the challenges of the high-poverty schools in which many of them will be teaching. TJSU uses part of its grant to evaluate its programs and to disseminate this information: what works, and what doesn't work, in teacher preparation?

Addressing the Needs of School Districts: TJSU works in close partnership with ten school districts in its region to prepare teachers well for the communities in which they will be teaching. The teachers and administrators in these districts help to design the teacher preparation programs at the university; master teachers work with the university to help prepare teacher candidates; and education faculty work in the local schools with student teachers and others. TJSU also focuses on recruiting, preparing, and retaining minority candidates in its teacher preparation programs because the area's students are much more diverse than the teacher force.

Spreading Best Practices: TJSU has partnered with twelve other institutions of higher education: two community colleges and ten 4-year colleges and universities that want to improve their teacher education programs. The partners vary in size, type of students served, and region of the country. With the grant, TJSU helps its partner institutions to improve their teacher education programs by providing technical assistance and financial resources to implement program improvements.

Impact: Improved teaching and learning in the high-poverty elementary and secondary schools with which TJSU and its partner institutions work. All institutions have increased the diversity of the teachers they prepare.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Mike Cohen

ORGANIZATION: DPC

PHONE NUMBER: _____

FAX NUMBER: 456-5581

FROM: Terry Dozier

PHONE NUMBER: 401-0607

MESSAGE: Numbers

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3 PAGE(S) TO FOLLOW

Title V - Option 1

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First year	7,778	972	14,583	3,333	23,365
Second year	0	7,778	972	14,583	3,333

Total Scholarships	50,032
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Lighthouse Amount	30,000,000	35,000,000	40,000,000	45,000,000	50,000,000
Title V Total	65,000,000	70,000,000	100,000,000	105,000,000	135,000,000

Impact of Option 1

Department of Education estimate is that the Teacher Recruitment program would cost an average of \$5,000 per prospective teacher per year, and that each prospective teacher would receive a scholarship for an average of two years. Making these assumptions, the Teacher Recruitment program would serve over 50,000 teachers over a five-year period.

"High-poverty" schools (those in which at least 50 percent of the students receive free or reduced-price lunches) will need to recruit some 350,000 new teachers over the next 5 years. Option 1 would thus meet about 14 percent of this need. Adding in the teachers produced under the Lighthouse Partnerships program, Title V should meet a full 20 percent of the need.

Under the Lighthouse program, the initial \$30 million appropriation would fund approximately 12 grants to "lead institutions." Each of these institutions would partner with approximately 10 additional IHEs, so the program would reach some 132 institutions in the first year. By the fifth year, when the appropriation grows to \$50 million, the number of participating institutions should approach 210.

Title V - Option 2

	1999	2000	2001	2002	20003
Recruitment Amount	35,000,000	35,000,000	50,000,000	50,000,000	60,000,000
First Award	35,000,000	35,000,000	35,000,000	35,000,000	35,000,000
First Match	38,888,889	43,750,000	50,000,000	58,333,333	70,000,000
Second Award			15,000,000	15,000,000	15,000,000
Second Match			16,666,667	18,750,000	21,428,571
Third Award					10,000,000
Third Match					11,111,111
Total	38,888,889	43,750,000	66,666,667	77,083,333	102,539,683

	Scholarships				
	1999	2000	2001	2002	20003
Scholarships	7,778	8,750	13,333	15,417	20,508
First year	7,778	972	12,361	3,056	17,452
Second year	0	7,778	972	12,361	3,056

Total Scholarships	41,619
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Lighthouse Amount	30,000,000	30,000,000	35,000,000	35,000,000	40,000,000
Title V Total	65,000,000	65,000,000	85,000,000	85,000,000	100,000,000

Impact of Option 2

Department of Education estimate is that the Teacher Recruitment program would cost an average of \$5,000 per prospective teacher per year, and that each prospective teacher would receive a scholarship for an average of two years. Making these assumptions, the Teacher Recruitment program would serve over 41,000 teachers over a five-year period.

"High-poverty" schools (those in which at least 50 percent of the students receive free or reduced-price lunches) will need to recruit some 350,000 new teachers over the next 5 years. Option 2 would thus meet about 12 percent of this need.

Under the Lighthouse program, the initial \$30 million appropriation would fund approximately 12 grants to "lead institutions" Each of these institutions would partner with approximately 10 additional IHEs, so the program would reach some 132 institutions in the first year. By the fifth year, when the appropriation grows to \$40 million, the number of participating institutions should approach 170.

Answers to commonly asked questions:***Lighthouse Partnerships***

1. Why has ED decided to propose providing grants to programs that are already exemplary? Isn't the lighthouse proposal just another demonstration program?

ED has selected this approach for three reasons:

- (1) there is a need to identify best practices in teacher education;
- (2) once best practices have been identified they must be widely disseminated; and
- (3) institutions of higher education and K-12 schools and school districts must be encouraged to work in partnership to improve teacher education.

This is not merely a demonstration program because each lighthouse partnership would be evaluated based upon demonstrated improvement in their partner institutions.

2. Why has ED decided to target the preparation of teachers who will work in high-poverty communities?

Often newly hired teachers in poor urban and rural areas are among the least prepared and most inadequately supported. The National Center for Education Statistics reports that in high-poverty communities 71% of physical science students and 33% of mathematics students are taking classes with teachers who lack even a college minor in the field. Moreover, rates of attrition in urban districts can reach 50% in the first five years of teaching. Improving the recruitment, preparation, and retention of high-quality teachers in high-poverty communities is an essential step in expanding access to quality education. In addition, identifying the best techniques for preparing teachers for our nation's most challenging teaching assignments will provide a foundation for excellence in the preparation of all our teachers.

3. What evidence is there that this approach would succeed?

The current crisis in teacher preparation demands a new and innovative approach to reform. However, a current project involving Alverno College provides one model for the success of the lighthouse approach. Through this project Alverno College, noted for its success in preparing teachers for urban schools, is collaborating with three other institutions of higher education seeking to implement components of the Alverno approach.

4. How many lighthouse partnerships would be established?

The precise number of lighthouse partnerships would depend upon the level of funding for the program and size of the grant requests. However, many experts in teacher education have suggested that 10-15 lighthouse institutions, with 8-15 partners each, would have a significant impact on the field. Over time, as the program demonstrates results, and if additional funding is provided, more partnerships could be established.

5. How would the exemplary institutions be selected?

The exemplary institutions would be selected by a rigorous peer review process based upon the criteria for excellence in teacher preparation outlined in the legislation. These would include evidence of:

- ▶ alignment with student content and performance standards, standards for teaching excellence such as the National Board for Professional Teaching Standards, and standards for teacher education programs;
- ▶ production of high-quality teachers for high-poverty communities;
- ▶ strong collaboration with K-12 schools and a joint governance structure that includes them;
- ▶ strong clinical programs that include support during the beginning years of teaching;
- ▶ success in attracting a diverse student body and faculty;
- ▶ cooperation between the education program and arts and sciences; and
- ▶ integration of technology.

Participants in the peer review process could include experts on teacher preparation, exemplary teachers, elementary and secondary school administrators, and faculty members from quality teacher education programs.

6. What role would geographic distribution play in the selection process?

Although the legislation would not require one lighthouse partnership in each state, the program would likely involve over 100 colleges and universities from various states and regions. In addition, given the technology now available for communication, ED anticipates that each partnership could involve institutions from different areas of the country.

7. When and how would the partners be selected?

The lighthouse partnerships would be selected through a two-step process. Applicants to be lead institutions would first be asked to submit a pre-application which would include a description of how they would go about selecting their partners. The most promising applicants would then be asked to select their partners and jointly develop a more detailed final application.

8. What would be the role of K-12 schools and school districts?

Applicants would be evaluated based on the extent of cooperation between the lead institution's teacher preparation program and K-12 schools and school districts, including the role elementary and secondary educators play in designing and implementing the teacher education programs. K-12 schools and school districts would also participate in the joint governance structure of the partnerships and be eligible for grants from the governing boards. The success of the partnerships would be evaluated based on improvement in the quality of teaching and student performance in the participating K-12 schools.

9. What would be the role of states?

State education officials with authority over teacher licensing and preparation would be required to be members of the Lighthouse Partnership governing board. Ultimately, the best practices in teacher preparation identified through this program should help provide direction for state-level reform of teacher education and licensing requirements.

10. How would the success of the Lighthouse Partnerships be evaluated?

The Lighthouse Partnerships would be held accountable for documented institutional change in the teacher education programs of the partner institutions; the production of diverse, high-quality teachers prepared to teach to high standards of student achievement; the retention of graduates in the teaching profession and in high-poverty schools; and most importantly, improvement in the quality of teaching and student performance in the participating K-12 schools.

Recruiting and Retaining Teachers for High-Poverty Communities

11. What would happen to the current Minority Teacher Recruitment program? Is ED backing away from its commitment to improve the diversity of the nation's teachers?

ED remains strongly committed to increasing the number of teachers of color. Indeed, ED shares the view of many experts in the K-12 and higher education communities that the Minority Teacher Recruitment program, funded at \$2.2 million, is not a sufficient Federal investment in recruiting and retaining a diverse population of high-quality teachers. Therefore, ED wishes to expand its commitment to addressing this issue by making improving the diversity of teachers in high-poverty communities a central priority of the Recruitment Partnership program. This priority is also one of the criteria by which we would evaluate the success of the Recruitment Partnerships.

12. What role would diversity play in the selection of the Recruitment Partnerships?

The diversity of the faculty and student populations of the institutions of higher education applying for partnership grants would be central criteria for selection. In addition, special consideration would be given to partnerships which include historically Black colleges and universities, Hispanic-serving colleges and universities, or other "minority-serving" institutions of higher education.

13. How would the effectiveness of the Recruitment Partnerships be evaluated?

The criteria for determining the success of the Recruitment Partnerships would be:

- (1) an increase in the production and retention of high-quality teachers prepared to teach to high standards in high-poverty schools; and
- (2) an increase in the diversity of the teaching force as a result of the partnership's recruitment efforts.

ATTRACTING AND PREPARING TOMORROW'S TEACHERS: INVESTING IN QUALITY FOR THE 21ST CENTURY

To have the best schools, we must have the best teachers...and, we should challenge more of our finest young people to consider teaching as a career.

-- President Clinton, 1997 State of the Union Address

Today President Clinton proposed a \$350 million initiative to attract talented people of all backgrounds into teaching at low-income schools across the nation, and to dramatically improve the quality of training and preparation given to our future teachers. This new initiative will help bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years. In addition, it will upgrade the quality of teacher preparation at institutions of higher education that work in partnership with local schools in inner city and poor rural areas. The President's initiative will help recruit and prepare teachers nationwide to help our neediest students succeed in the 21st century.

A NATIONAL CHALLENGE: RECRUITING AND PREPARING THE BEST TEACHERS FOR THE CLASSROOMS THAT NEED THEM THE MOST.

Nationally, two million teachers must be hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force. The most severe shortages will occur in high-poverty urban and rural schools, which must hire 350,000 teachers over the next five years.

Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the qualifications or preparation needed to succeed and with high rates of attrition. In urban districts, up to 50% of teachers leave the profession within the first five years. In high poverty schools across the U.S., one-third of students take math from teachers with neither a major nor a minor in mathematics. Meeting our national challenge requires providing a sufficient number of well-prepared teachers to fill the expected vacancies in urban and rural schools.

MEETING THE CHALLENGE: RECRUITING NEW TEACHERS INTO HIGH- POVERTY SCHOOLS AND IMPROVING THEIR PREPARATION

Teaching Fellowships to Help Talented People from All Backgrounds Teach in High-Poverty Schools. The President's initiative will provide five-year competitive grants to institutions of higher education with high-quality teacher preparation programs, in partnership with local schools and others, to offer scholarships and other support to prepare prospective teachers who commit to teach in under served urban or rural schools for at least 3 years. Scholarships could cover costs of tuition, room, board, and other expenses of completing the teacher preparation program -- as well as some costs of mentorship or additional preparation for scholarship recipients in their first two years of teaching. The President's proposal will help recruit nearly 35,000 teachers over five years, meeting nearly 10% of the need for new

teachers in high poverty urban and rural communities.

Scholarships for young people and adults making a career change into teaching. Eligible scholarship recipients would include undergraduate and graduate students, former military personnel, education paraprofessionals or teacher aides desiring full teacher certification, and other mid-career professionals looking to enter into the teaching profession.

A commitment to bringing outstanding new teachers into high-poverty schools.

Eligibility would be limited to those making a commitment to teach in high-poverty schools for at least three years. Scholarship recipients who do not complete the full three years would repay the institution of higher education from which they received their teaching credentials.

Support for Institutions of Higher Education to Strengthen Preparation of Future Teachers in High-Poverty Schools The initiative will provide competitive five-year grants to 10-15 national "lighthouse" models of excellence -- institutions of higher education that operate the highest quality teacher education programs. Each institution receiving a "lighthouse" grants will use a majority of these resources to help 8-15 other institutions of higher education improve their teacher preparation programs, helping to improve the preparation of future teachers at 150 institutions of higher education across the nation. These institutions must place a large number of graduates in high-poverty urban or rural schools.

Drawing on research and best practices, and holding institutions of higher education accountable for performance. Grant recipients would use the most proven and effective strategies, such as: forging strong links between schools of education and their universities' departments of arts and science, providing future teachers with mentors and structured opportunities for teaching in elementary and secondary school classrooms, and incorporating the use of educational technology into teacher preparation. Continuation grants will be given to institutions making demonstrable progress toward clearly defined objectives.