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WHITE HOUSE STAFFING MEMORANDUM

Date: 2-22-02 ACTION / CONCURRENCE / COMMENT DUE BY: 2-25-02, COB

PREPARING TOMORROW'S TEACHERS -- A SUMMARY OF KEY PROGRAMS:
 Subject: IMPROVING TEACHER QUALITY AND ENHANCING THE PROFESSION

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	HAWKINS	☒	☐
CARD	☒	☐	HUBBARD	☒	☐
BARTLETT	☒	☐	HUGHES	☒	☐
BLAKEMAN	☐	☐	IRASTORZA	☐	☐
BOLTEN	☒	☐	JOHNSON	☒	☐
BRIDGELAND	☒	☐	LINDSEY	☒	☐
CALIO	☒	☐	MIERS	☐	☒
CONNAUGHTON	☐	☐	RICE	☐	☐
DANIELS	☒	☐	RIDGE	☐	☐
FLEISCHER	☐	☒	ROVE	☒	☐
GERSON	☐	☒	SPELLINGS	☒	☐
GONZALES	☒	☐	CLERK	☐	☐
HAGIN	☐	☐	OTHER	☐	☐

REMARKS:

PLEASE SEND COMMENTS TO SARAH YOUSSEF, EXT. 65577, FAX 65557, NO LATER THAN
 CLOSE OF BUSINESS MONDAY, 2-25-02, WITH COPY TO STAFF SECRETARY. THANK YOU.

N/C

RESPONSE:

Harriet E. Miers
 Assistant to the President
 and Staff Secretary
 Ext. 62702

SS/ RM NO. _____

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RESPONSE:

No comment.
reph

Harriet E. Miers
 Assistant to the President
 and Staff Secretary
 Ext. 62702

SS/ RM NO.

WHITE HOUSE STAFFING MEMORANDUM

Courtney

Date: 2-22-02

ACTION / CONCURRENCE / COMMENT DUE BY: 2-25-02, COB

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No substantive comment. A few proofreading issues throughout - including (1) the word "State" is sometimes capitalized at other times not; (2) inconsistent spelling of "cleaning house" & (see pg. 16 of fax); (3) punctuation is inconsistent, etc.

RESPONSE:

Harriet E. Miers
Assistant to the President
and Staff Secretary
Ext. 62702

C. Elwood

Preparing Tomorrow's Teachers

*A Summary of Key Programs:
Improving Teacher Quality and
Enhancing the Profession*

Contents:

- **Overview**

- **Improving Teacher Quality**

- Teacher and Principal Training and Recruitment Fund

- Teacher Quality in Title I Schools

- Innovative and Alternative Routes to Licensure:

- Troops to Teachers

- Transition to Teaching

- Teach for America

- Early Childhood Professional Development

- Early Reading Initiatives:

- Early Reading First

- Reading First

- The "What Works Clearinghouse"

- Bilingual Education

- Special Education Initiatives:

- Personnel Preparation to Improve Services and Results for Children with Disabilities

- State Improvement Grant Program for Services to Children with Disabilities

- Math and Science Partnerships

- Improving Education through Technology

- Traditional American History Education

- Learn and Serve America

- **Enhancing the Teaching Profession**

- Teacher Protection Act

- Teacher Tax Deduction

- Expanded Loan Forgiveness

- New Funding Flexibility

No Child Left Behind: Improving Teacher Quality and Enhancing the Teaching Profession

This is the age of high standards and accountability in education. All students deserve a high quality education, and all taxpayers deserve to know how well their investment in public education is paying off. In this new environment, more and more is being expected of our teachers.

President Bush knows the challenges facing today's teachers, and in the *No Child Left Behind Act* and in his budget proposals, he addresses these challenges in two major ways: First, by providing assistance to states as they strive to *improve teacher quality*; second, by providing states with the tools for *enhancing the teaching profession*.

To help states meet this goal, states, districts and schools will be eligible to receive about \$3 billion for teacher training, recruiting and hiring in 2002. This represents an increase of more than 30 percent over the 2001 levels of funding. President Bush has proposed to continue this strong commitment in his 2003 budget.

Why Improve Teacher Quality?

Good Teaching Makes a Difference. We have compelling evidence that confirms what parents have always known – the quality of a teacher is a critical component of how well students achieve. Studies in both Tennessee and Texas found that students who had effective teachers greatly outperformed those who had ineffective teachers. For example, in the Tennessee study, students with highly effective teachers for three years in a row scored 50 percentage points higher on a test of math skills than those who had ineffective teachers.¹

All children deserve highly qualified teachers. The *No Child Left Behind Act* requires states to have a highly qualified teacher in every public school classroom by the end of the 2005-2006 school year. For example, all new teachers will have to be licensed by the state, hold at least a bachelor's degree, and pass a rigorous state test on subject knowledge and teaching skills.

Reaching this goal will require reform of traditional teacher training, which is usually conducted in colleges of education, as well as the innovative expansion of alternative routes to teacher licensure. It will also require more effective in-service training and professional development for teachers currently in the classroom.

Improving Teacher Quality: Where do we start?

Teacher Preparation. Many new teachers do not feel ready for the challenges of today's classrooms. Fewer than 30 percent feel "very well prepared" to implement curriculum and performance standards, and less than 20 percent feel prepared to meet the needs of diverse students or those with limited English proficiency.² *No Child Left Behind* gives states the opportunity to provide support for new teachers.

¹ W.L. Sanders & J.C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement* (Knoxville: University of Tennessee, 1996); and H. Jordan, R. Mendro & D. Weerasinghe, *Teacher Effects on Longitudinal Student Achievement* (paper presented at the CREATE annual meeting, 1997).

² U.S. Department of Education, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, National Center for Education Statistics (Washington, D.C., 1999).

Teacher Retention. New teachers are often left to "sink or swim," not receiving the nurturing and support they need. Not surprisingly, about 22 percent of new public school teachers leave the profession in the first three years.³ *No Child Left Behind* allows states to create or enhance programs designed to provide support and mentoring for new teachers. President Bush has also proposed an expansion of teacher loan forgiveness for educators who commit to teach in high-need schools for at least five years.

Mastery of Content. Only 35 states require teachers to pass a test of subject area knowledge,⁴ and often the passing scores are set so low that a candidate can pass the test by getting fewer than half of the test items correct.⁵ Low expectations such as these do not address the realities of higher academic standards. We know that there is a connection between a teacher's subject matter preparation and student academic achievement.⁶

Teachers with strong content area preparation have both the knowledge and the confidence to help their students meet the challenges of new and more rigorous standards. *No Child Left Behind* allows states to develop and expand teacher training in core subject areas.

Teacher Recruitment: Over the next decade, school districts will need to hire 2.2 million additional teachers.⁷ Where are these teachers going to come from? And how can we address this issue of *quantity* without diluting teacher *quality*?

States and educational organizations have been creative in pursuing different ways to recruit high quality individuals into the field of teaching. Recruitment strategies have been aimed at high performing undergraduate students, and programs such as *Teach for America* recruit recent college graduates to teach in high-need schools. Other approaches include providing alternative routes to licensure so that mid-career professionals who want to enter the classroom can do so through innovative programs that establish creative pathways into teaching. *Troops to Teachers* and the *Transition to Teaching* programs are two examples of such initiatives.

In *No Child Left Behind*, President Bush provides options for those states that want to expand or enhance such programs.

Flexibility for States. States will be able to access funding in a variety of flexible programs as they develop proposals using scientifically based research strategies designed to help teachers improve student academic achievement.

Starting Early. Research has shown the importance of children acquiring pre-reading and numeracy skills early on in life. The more prepared children are when they enter school, the more likely they will be on track to meet standards starting in the third grade. In *No Child Left Behind*, President Bush provides for teacher training programs that focus on cognitive and skills

³ U.S. Department of Education, *1993-1994 Schools and Staffing Survey*, National Center for Educational Statistics.

⁴ U.S. Department of Education; internal statistics.

⁵ R. Mitchell & P. Barth, "How Teacher Licensing Tests Fall Short," *Thinking K-16*, 3(1), The Education Trust (Spring 1999).

⁶ D.D. Goldhaber & D.J. Brewer, "Evaluating the Evidence on Teacher Education: A Rejoinder," *Educational Evaluation and Policy Analysis* (in press), and D.H. Monk & J. King, "Multi-level teacher resource effects on pupil performance in secondary math and science," In R.G. Ehrenberg (Ed.), *Contemporary Policy Issues: Choices and Consequences in Education*, pp. 29-58 (Ithaca, NY: ILR Press).

⁷ U.S. Department of Education, *A Back-to-School Special Report on the Baby Boom Echo: No End in Sight* (Washington, D.C., 1999).

development in preschool programs so children will be prepared to learn when they start school. Teacher training is also a major component of *Reading First*, a program that bolsters reading instruction in the early elementary grades so students will be on track to meet standards by third grade.

Enhancing the Teaching Profession

As we expect more and more of teachers, we have an obligation to ensure that they are treated like the dedicated professionals they are. It is most unfortunate that fewer than 12 percent of public school teachers report that they are "very satisfied" with the level of esteem in which society holds the teaching profession.⁸ For too long, teachers have not been afforded the professional respect they deserve.

That is about to change. The *No Child Left Behind Act* provides multiple avenues whereby the federal government, the states, and local educational agencies can elevate the teaching profession. For example, new flexibility is provided so that districts can use up to 50 percent of their non-Title I funds to increase teacher pay, lower class sizes by hiring additional teachers, and improve teacher training. Furthermore, President Bush has proposed that, starting next year, teachers be able to claim a federal tax deduction for up to \$400 of out-of-pocket classroom-related expenses. Other initiatives, including teacher liability coverage, will help to make the teaching profession more attractive, which in turn will encourage more teachers to stay in the profession and reward those who serve our children so well.

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⁸ U.S. Department of Education, *Progress Through the Teacher Pipeline: 1992-1993 College Graduates and Elementary/Secondary School Teaching as of 1997*, National Center for Education Statistics (1997).

Preparing, Training and Recruiting High Quality Teachers and Principals

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part A)

Purpose of the Program

This program represents the largest and most comprehensive federal investment in preparing, training and recruiting teachers and principals. Nearly \$3 billion will be made available to states through formula grants to prepare, train and recruit high-quality teachers. This program has three goals: (1) To increase student academic achievement through the use of strategies based on scientifically-based research in the areas of improving teacher and principal quality; (2) To increase the number of highly qualified teachers and principals; and (3) To hold educational agencies and schools accountable for improvements in academic achievement.

Resources

This new funding, providing \$2.85 billion to states, local educational agencies and partnerships for 2002, represents a more than 30 percent increase in teacher quality funds.

Highlights

- State applications will describe how the proposals are based upon scientifically-based research and how the activities are expected to increase student academic achievement, as well as how the proposals are aligned with state content standards and assessments.
 - States will be able to use their funds in a variety of ways to best meet their specific teacher needs:
 - Reforming teacher and principal certification and re-certification and/or promoting reciprocity agreements.
 - Providing support to new or current teachers or principals.
 - Establishing, expanding, or improving programs for alternative routes to licensure.
 - Developing effective recruitment and retention strategies, and/or establishing a clearinghouse for recruitment and placement.
 - Reforming tenure and implementing teacher testing.
 - Providing high quality professional development for both teachers and principals.
 - Supporting activities tied to state standards that improve instructional practices and improve student academic achievement.
 - Developing systems to measure the effectiveness of specific types of professional development in terms of student academic achievement and/or increased teacher subject mastery.
 - Assisting local educational agencies in the use of cost-effective, research-based professional development opportunities, and/or providing technical assistance.
 - Providing training in the efficient use of technology in the areas of instruction, student data analysis to inform decision making, school improvement and accountability.
 - Developing merit-based performance systems that provide differential and bonus pay for teachers in high-need subject areas or in high-poverty schools or districts.
-

- Developing teacher advancement initiatives that emphasize multiple pathways and pay differentiation.
 - Providing assistance to teachers so that they can meet new licensure requirements.
 - Encouraging men to become elementary teachers.
-

Teacher Quality and Title I

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title I, Part A)

Purpose of the Program

Title I, Part A funds are provided through a formula to schools and school districts with higher percentages of students from families that meet low-income criteria. The funds are then used to improve instruction in those schools and school districts so that students (especially those students with the greatest academic needs) will achieve their state's academic standards. The program includes several provisions designed to improve the quality of teachers in every school that receives Title I funds.

Resources

For fiscal year 2002, Congress appropriated \$10.35 billion for the Title I, Part A program. For fiscal year 2003, the President has requested an additional billion dollars for a total appropriation of \$11.35 billion. School districts must spend at least 5 percent of their Title I, Part A funds to ensure that teachers who are not highly qualified become highly qualified not later than the end of the 2005-2006 school year. Title I schools identified as in need of improvement must spend at least 10 percent of their Title I funds for high-quality professional development.

Highlights for States:

- States must submit a State plan that includes the steps the State will take to ensure that Title I schools provide instruction by highly qualified instructional staff.
- State plans must specify the steps the State will take to ensure that poor and minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children.
- States must disseminate a State report card that includes the percentage of teachers teaching with emergency or provisional credentials; as well as the percentage of classes not taught by highly qualified teachers.

Highlights for Schools and School Districts:

- School districts that receive Title I funds must ensure that all teachers hired after January 8, 2002 in programs supported by Title I funds are highly qualified. Similarly, all paraprofessionals hired after the same date must have completed two years of college, received an associate's degree, or met high standards of academic competence as demonstrated through a rigorous assessment.
 - School districts that receive Title I funds must notify parents that they can request information about the professional qualifications of their child's teachers.
 - Schools districts must develop plans that describe how they will use Title I funds in coordination with Title II funds to provide professional development to teachers, principals, and other staff members at Title I schools.
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Innovative and Alternative Routes to Licensure: Troops to Teachers Program

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, Subpt 1)

Both the Troops to Teacher program and the Transition to Teaching program seek to ensure that individuals who desire to enter the teaching profession have access to quality training that will prepare them to become highly qualified teachers.

Purpose of the Program

The Troops to Teachers program has two components: (1) It is designed to assist eligible members of the Armed Services to become highly qualified teachers by building upon their professional experience as the foundation for streamlined teacher training programs designed by the states, and (2) It provides the opportunity for states or partnerships to develop and implement innovative teacher certification/licensure programs for members of the Armed Services.

Resources

To help states meet this goal, the budget for this initiative was increased five-fold from \$3 million to \$18 million in 2002. President Bush has proposed to increase funding for this program to \$20 million in 2003.

Highlights for Individuals

- Certain members of the Armed Services who hold a bachelor or advanced degree from an accredited institution of higher education are eligible to participate.
- Priority will be given to members who have experience in science, math, special education or vocational/technical subjects.
- Participants can receive a stipend of up to \$5,000 for training, or a bonus of up to \$10,000, if they agree to obtain their teacher license and teach for at least three years in a school (1) where at least 50 percent of the children come from low-income families or (2) that has a large percentage of children with disabilities.

Highlights for States and Partnerships

- Proposals for innovative teacher certification programs for military personnel must provide recognition of military experience and training.
 - Proposed courses must be made available near military installations and through the use of distance learning technology.
 - Proposed programs will utilize innovative and alternative methods for providing opportunities for classroom experiences.
-

Innovative and Alternative Routes to Licensure: Transition to Teaching Program

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, Subpt 1)

Both the *Troops to Teacher* program and the *Transition to Teaching* program seek to ensure that individuals who desire to enter the teaching profession have access to quality training that will prepare them to become highly qualified teachers.

Purpose of the Program

This program has two components: (1) It is designed to assist career professionals and recent college graduates to become highly qualified teachers by building upon their academic and professional experience as the foundation for streamlined teacher training programs designed by the states, and (2) It seeks to encourage states in the development and expansion of alternative routes to teacher licensure.

Resources

To help states implement these programs, funding was increased by 12 percent to \$35 million in 2002. President Bush has proposed to further increase the program to \$39.4 million in 2003.

Highlights for Individuals

- An individual with career experience or recent college graduates with an academic major are eligible to participate in this program.

Highlights for States and Partnerships

- Proposed programs shall establish, expand or enhance a teacher recruitment and retention program focused on mid-career professionals and recent college graduates.
- Programs can provide scholarships, stipends or bonuses of up to \$5,000 for teachers who participate in activities that have proven effective at retaining teachers in high-need schools.
- Programs can provide mentoring for new teachers and high-quality professional development for teachers currently in the classroom.
- Programs can include the development of a statewide or regionwide clearinghouse for the recruitment and placement of teachers.

##

Innovative and Alternative Routes to Licensure: Teach for America

Purpose of the Program

Teach for America is a national corps of outstanding recent college graduates who commit two years to teach in urban and rural public schools and who become lifelong leaders in the effort to expand opportunities for children. An independent nonprofit organization, it was started in 1990.

Teach for America recruits and selects members, places them in school districts, provides pre-service and in-service training, and provides a support network for members during and after service.

Resources

Teach for America is a public/private partnership. Teachers are paid by the school districts in which they teach. Costs for recruitment, placement, and training are paid by regional corporations, foundations, local governments, and national corporations and foundations.

The federal government supports *Teach for America* through the Corporation for National and Community Service (CNCS) as a program under AmeriCorps. In FY2002, AmeriCorps provided about \$2.6 million to *Teach for America* for administrative costs and training. In addition, all teachers in this program, as AmeriCorps members, are eligible for an AmeriCorps education award worth up to \$4,725, available over a seven-year period, to pay for higher education or to pay back student loans. Last year members accrued almost \$7 million in education awards under AmeriCorps. President Bush has proposed \$10 million in challenge grants be available through CNCS to support expansion of teaching and other national service programs under AmeriCorps.

Highlights

- Over the last decade, *Teach for America* has placed more than 7,000 teachers in school districts that have had difficulty in recruiting staff.
 - Today, approximately 1,700 corps members teach in 17 regions across the country, including New York City, Washington, DC, Chicago, Los Angeles, and Atlanta.
 - *Teach for America* has an aggressive expansion plan that is intended to more than double the number of members by 2005. At that point, they will reach up to 25 communities.
 - Independent studies reveal high levels of satisfaction with the program: 97% of principals respond they would hire corps members again and 80% of principals indicate they are more effective than other beginning teachers.
 - A detailed evaluation of the Houston program showed positive results. "The evaluation shows that *Teach for America* is a viable and valuable source of teachers and that they perform as well as, and in many cases better than, other teachers hired by the Houston Independent School District".
 - Alumni remain involved in education: 60% are working full-time in education, either as teachers, administrators, or in other positions. Of those working outside of education, 70% say some aspect of their job relates directly to education.
-

Early Childhood Educator Professional Development Program

Purpose of the Program

The Early Childhood Educator Professional Development Program authorizes the Department of Education to award competitive grants for professional development activities to improve the knowledge and skills of early childhood educators and caregivers who work in urban and rural communities with high concentrations of young children living in poverty. The professional development activities will focus on furthering children's language and literacy skills to help set them on the road to reading proficiently once they enter kindergarten.

These grants complement the President's Early Reading First initiative, which supports local efforts to enhance the school readiness of young children.

Resources

To help eligible organizations implement this program, funding was increased from \$10 million in 2001 to \$15 million in 2002. President Bush has proposed that \$15 million be appropriated again for this program in 2003.

Highlights for Individuals:

- The program will provide high-quality intensive professional development for preschool educators.
- Many of the currently funded projects are providing professional development opportunities that result in college credit or leads to a degree, credential, or certification in early childhood education. These projects can be expanded under this initiative.

Highlights for States and Partnerships:

- These grants are designed to improve the language, cognitive, and early reading skills of young children so that they will be better prepared for formal school experiences.
- These grants require that partnerships be formed between professional development providers and implementers of early childhood education programs.
- These grants result in the development of research-based models for professional development for early childhood educators that can be replicated in other communities with high percentages of disadvantaged young children.

##

Early Reading First
Effective, Research-based Instruction for Pre-School Children
(Elementary and Secondary Education Act as amended by No Child Left Behind: Title I, Part B, Subpart 1)

Purpose of the Program

Early Reading First is designed to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills for reading success, thereby preventing reading difficulties. Early Reading First will transform early childhood education programs into centers of excellence that provide a high-quality early education to young children, especially those from low-income families. Early Reading First will not only provide resources and training to pre-school teachers, but will also benefit teachers in all grades by helping to increase the number of children entering school ready to read and ready to learn.

Resources

To help implement this program, the budget for this first-time initiative in 2002 is \$75 million. President Bush has proposed to continue this strong commitment to Early Reading First in his 2003 budget.

Highlights for Individuals

- Teachers will participate in intensive high-quality, professional development.
- Early Reading First Programs are encouraged to provide incentives or stipends to teachers who participate in the professional development.

Highlights for partnerships:

- Early Reading First programs will be encouraged to bring together school-based preschools with community-based early education programs in partnerships, thus enhancing the capacity of both in providing the highest quality early education for young children.
 - Early Reading First programs will lay the groundwork for reading success in the elementary grades by providing young children, particularly children from low-income families, with language and print-rich environments and high-quality instruction in language, cognitive and early reading.
 - Early Reading First programs will align the curriculum and instruction in participating preschool programs with State content and performance standards for preschool and for kindergarten through third grade.
 - Early Reading First programs will use screening assessments and progress monitoring to identify young children who may be at risk for reading failure to ensure they are on the road to reading proficiently by the time they begin school. These screening assessments will help guide teachers in what approaches to take toward their pre-school students.
-

Reading First

Effective, Research-based Instruction in K-3 Classrooms

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title I, Part B, Subpart 1)

Purpose of the Program

Reading First is a bold, new national initiative directly aimed at helping every child in every State become a successful, fluent reader by third grade. Through the application of rigorous, scientifically based research, Reading First will help States and localities implement effective practices for classroom reading instruction and improve student achievement. Reading First grants will support programs and strategies that are based upon the evidence on how children learn to read. Since no child will become an effective reader without an effective teacher, the majority of Reading First state funds will be focused on professional development and instruction for teachers.

Resources

The budget for this initiative is \$900 million for FY2002. President Bush has requested an increase in funding for this program to \$1 billion in FY2003. All States will be eligible to receive funding after an expert panel approves their applications. States would then conduct their own subgrant competitions, primarily targeting their neediest and most under-performing districts and schools in accordance with legislative guidelines.

Highlights:

- Research-based programs, practices and assessments will form the foundation of all Reading First classroom reading instruction.
- States may retain up to 20 percent of their total awards to support statewide professional development, technical assistance and other program administration activities. They would be required to spend at least 60 percent of these funds on professional development for teachers in research-based methods of reading instruction.
- Reading First professional development and technical assistance activities may be offered to all K-3 reading teachers, not just K-3 reading teachers in schools receiving Reading First subgrants.
- Valid and reliable measures must be used both for classroom-based student assessments to inform on-going instructional decisions, and for overall program evaluation and accountability purposes.

##

The "What Works" Clearing House

(Office of Educational Research and Improvement)

Purpose of the Initiative

The purpose of the Clearinghouse is to provide educational practitioners and policymakers with an easily accessible and searchable web-based online database of scientific evidence about the effectiveness of educational products, practices, and programs that are intended to enhance important student results.

Highlights

- Educators will be able to access evidence regarding claims of effectiveness for interventions on a variety of important topics (e.g., emergent literacy, dropout prevention, beginning algebra, character development).
- Claims of effectiveness will be assessed with respect to the quality, quantity, and relevance of evidence, as well as the magnitude of effects of interventions--as determined through reviews of research employing rigorous standards and criteria.
- Curricula products, educational software, and professional training modules are examples of educational interventions for which evidence reviews will be conducted and reported in the Clearinghouse.
- The Clearinghouse will include information about the existence of necessary manuals, instructions, training materials, and other resources necessary to adopt the interventions in different sites.
- The Clearinghouse will also include a registry of evaluators who are prepared to conduct evaluation studies that will meet high quality standards as determined by the Clearinghouse.

##

Teacher Training in Bilingual Education

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title III)

Purpose of the Program

The National Professional Development Program provides discretionary grants to institutions of higher education, in partnership with schools or State educational agencies, for professional development activities to improve classroom instruction for limited English proficient students. Grants will support activities that are aimed at assisting teachers, administrators or other educational personnel to meet high professional standards.

Resources

For Fiscal Year 2002 the budget for the National Professional Development Program is \$37.5 million. Approximately 300 colleges and universities are expected to apply for funds. Applications are reviewed and scored by a panel of experts. The Department expects to award approximately 150 grants for Fiscal Year 2002.

Highlights

Applicants have flexibility in designing and implementing professional development programs to meet the needs of the local communities they serve. Allowable activities include, but are not limited to:

- Career Ladder programs to prepare paraprofessionals for certification and licensure as teachers of limited English proficient students.
- Programs to assist regular classroom teachers who work with limited English proficient students in completing English as a second language or bilingual education certification.
- Professional development activities that emphasize scientifically based reading approaches for reading teachers, new teachers, and other teachers of limited English proficient students.

##

Personnel Preparation to Improve Services and Results for Children with Disabilities

(Individuals with Disabilities Education Act (IDEA), Part D, Section 673)

Purpose of the Program

The Personnel Preparation to Improve Services and Results for Children with Disabilities program supports competitive grant awards to: (1) help address State-identified needs for qualified special education and regular education teachers, related services, and early intervention personnel to work with children with disabilities and (2) ensure that those personnel have the skills and knowledge, derived from practices that have been determined, through research and experience, to be successful, that are needed to serve those children.

Resources

For fiscal year 2002, Congress appropriated \$90 million for the Part D Personnel Preparation program under IDEA.

Highlights for Individuals:

- Individual students may receive scholarship support through grant awards to eligible entities, usually institutions of higher education.
- About half of the funds provided under grant awards are used for scholarship support.
- Students must work in the area(s) for which they receive training or repay part or all of the scholarship funds they receive.
- Training is provided to prepare personnel to serve children with those disabilities as defined under IDEA.

Highlights for Institutions of Higher Education (IHE):

- Most awardees under this program are IHEs.
 - The duration of awards varies from 3 to 5 years depending on the type of project.
 - About half of the funds received under a grant are to be used for scholarship support.
 - Cooperative efforts are made to partner with State and local educational agencies in order to promote continuous improvement of preparation programs.
 - Implement research-based scientifically validated personnel preparation models.
 - Address critical shortages of personnel to teach students with disabilities.
-

State Improvement Grant Program for Services to Children with Disabilities

(Individuals with Disabilities Education Act, Part D)

The State Improvement Grant program seeks to ensure that teachers of children with disabilities have the content and pedagogical skills to ensure that these children meet the same challenging state standards as non-disabled students. Seventy five percent of these State grants must be used for professional development.

Purpose of the Program

The State Improvement Grant program has as its primary purpose to assist State educational agencies, and their partners, in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance and dissemination of knowledge about best practices, to improve results for children with disabilities.

Resources

To help states meet this goal, the budget for this initiative has increased from \$18 million in 1999 to \$50 million in 2002.

Highlights for Individuals

- Special education teachers have received intensive training in scientifically validated reading intervention programs
- Special education teachers have received intensive training in scientifically based behavior intervention and school-wide behavior intervention strategies
- General education teachers have received training in accommodating and modifying their instruction to meet the instructional needs of the diverse group of learners in their classrooms.

Highlights for States and Partnerships

- States have been able to implement statewide initiatives to ensure that every child in every district will receive scientifically based reading instruction
 - States have developed partnerships with their universities to ensure that pre-service and in-service university instruction is aligned with state standards
 - States have increased their supply of special education teachers and regular education teachers through web based recruitment strategies
 - States have retained greater numbers of special education teachers through mentorship programs
-

Math and Science Partnerships

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part B)

Purpose of the Program

The Math and Science Partnership (MSP) program brings together efforts of the National Science Foundation and the U.S. Department of Education to improve teaching and learning in science, technology, engineering and mathematics education in grades preK-12.

The purpose of this program is to improve the performance of students in math and the sciences by encouraging the development of more rigorous math and science curricula aligned with state and local academic standards, encouraging institutions of higher education to assume greater responsibility for improving math and science teacher education, and bringing math and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills and to reinforce the relevance of math and science skills to real world applications.

Resources

To help states and local communities reach these goals, the National Science Foundation will make up to \$160 million in grant awards and the Department of Education will award an additional \$12.5 million in 2002. The President's FY 2003 budget request includes increased levels of commitment to this program.

Highlights from the National Science Foundation

- The National Science Foundation will provide funding for up to five years to support grants that are comprehensive in nature and those that are more targeted in their focus.
- Proposals require partnerships among institutions of higher education, school districts, schools, and other entities, such as museums, science centers, state or tribal governmental agencies and community organizations.
- In all cases, these collaborations will unite the efforts of schools with math, science and/or engineering faculty, as well as educational faculty, from institutions of higher education.
- These proposals are expected to forge new and long-lasting collaborations between higher education and schools so that teachers are better prepared and students are better educated in mathematics and science.

Highlights from the Department of Education

- Proposals can be designed to engage classroom teachers in mathematical, scientific, or engineering research and development projects sponsored by institutions of higher education or other scientific institutions.
 - Proposals can also address how technology can be used in the classroom to deepen the scientific and mathematical understanding of teachers and promote higher student achievement.
 - In addition, differential salary scales can be established to make the math and science teaching profession more comparable to pay in the private sector. The effectiveness of such programs can then be evaluated.
-

Enhancing Education Through Technology

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part D)

Purpose of the Program

The primary goal of this program is to improve student academic achievement through the use of technology in elementary and secondary schools. Additional goals include (1) ensuring that every student is technologically literate by the end of the second grade, and (2) establishing research-based instructional methods through the effective integration of technology, professional development for teachers and curriculum development.

Resources

This program consolidates several predecessor programs into a single State formula grant program that provides \$700 million in 2002.

Highlights

- Funds are allocated to States proportionate to their Title I allocations and States may retain up to 5 percent. The balance is awarded to LEAs, one-half by formula, one-half competitively.
- At least 25 percent of the funding must be used to provide professional development.
- A significant qualification for competitive funds is the formation of partnerships between high-need districts and other districts and institutions with experience in the use of technology to enhance instruction.
- Funds are to be used to improve access to and use of technology.
- This program is designed to assist States in establishing comprehensive systems, including infrastructure, to effectively use technology to improve academic achievement.
- Public-private partnerships to increase access to technology in high-need schools are encouraged.
- Distance learning for elementary and secondary school is authorized.
- Rigorous evaluation at the State and local levels is an important goal.
- Local efforts to use technology to improve communication and promote family and parent involvement in education may be supported.
- A national study of the effects of technology on student achievement is planned.

##

Traditional American History Education

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, subpart 4)

Purpose of the Program

The Teaching American History grant program supports projects to raise student achievement by improving teachers' knowledge, understanding, and appreciation for traditional American history through intensive, ongoing professional development.

Resources

The Teaching American History program was funded for the first time in FY 2001. With this funding (\$50 million), the Department awarded grants to 60 local educational agencies (LEAs) and consortia across 33 states. For FY 2002, \$100 million is available for new grants to LEAs. The President is requesting \$50 million for this program in FY 2003.

Highlights:

- Grants are awarded to LEAs applying in partnership with one or more of the following:
 - Institutions of higher education
 - Non-profit history or humanities organizations
 - Libraries or museums
- LEA proposals will present projects designed to:
 - Develop and implement high-quality in-service and/or pre-service professional development that provides educators with rigorous content and appropriate teaching skills to prepare all students to achieve to higher standards in American history; and
 - Develop and implement strategies for sustained and on-going collaboration among teachers and outside experts to improve instruction in American history.

##

Learn and Serve America Programs: Teacher Education

Purpose of the program

Learn and Serve America (LSA) supports service-learning programs in schools and community organizations that help to encourage nearly one million students from kindergarten through college to meet community needs, while at the same time improving their academic skills and learning the habits of good citizenship. Service-learning combines service to the community with student learning in a way that improves both the student and the community. LSA grants are used in many ways, including providing training for both pre-service and in-service teachers.

Resources

The Corporation for National and Community Service funds state education agencies, state commissions on national and community service, nonprofit organizations, Indian tribes, and U.S. territories, which then select and fund local service-learning programs. Institutions of higher education and consortia are funded directly, and all projects are required to match federal funds with resources from the community.

Highlights

- A national study of Learn and Serve America programs suggests that effective service-learning programs improve academic grades, increase attendance in school, and develop personal and social responsibility.
 - Learn and Serve America supports six higher education pre-service teacher training programs. These programs use a variety of strategies to make service-learning a part of the core curriculum in teacher education.
 - A wide variety of approaches to training in-service teachers are used, including workshops, conferences, curriculum development, materials development, mini-grants, web sites and electronic communication, and the use of peer mentors.
 - All states provide training to teachers must demonstrate how state academic standards and service-learning are combined to improve academic achievement.
 - Teachers are trained to assist students in pursuing character education, active citizenship skills, and school-to-career opportunities.
 - Dissemination grants supported the distribution of high quality materials, including teacher education such as an introductory compact disc and an interactive web page addressing service learning, as well as guidebooks for both pre-service and in-service teachers.
 - Whether the goal is academic improvement, personal development, or both, students learn critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis.
 - The National Service-Learning Clearinghouse responds to teachers' questions about resources, reviews research, provides referrals to published and unpublished materials, and distributes bibliographies.
-

Teacher Liability Protection

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, Subpt 5)

Purpose of the Program

The Teacher Protection Act ensures that teachers, principals, and other school professionals can undertake reasonable actions to maintain order and discipline in the classroom without the fear of being hauled into court or subjected to frivolous lawsuits. It provides civil immunity in any State court to teachers, instructors, principals, administrators, and other education professionals for actions taken to maintain discipline, order or control in the school or classroom.

Highlights

Important components of this act include the following:

- Teachers are shielded from liability when they act within the scope of their employment and in accordance with applicable federal, state, and local laws (including civil rights laws).
- Protections are extended not only to teachers, but also to administrators and school professionals, nonprofessional employees responsible for maintaining discipline or safety, and individual school board members.
- Liability is limited unless a State specifically enacts overriding legislation, or State law limits teacher-liability in certain circumstances.
- The availability of punitive and non-economic ("pain and suffering") damages against teachers is limited when they are determined to be liable for their acts.
- Limits to liability will not apply if a teacher is involved in misconduct such as a violent crime, a sexual offense, violation of civil rights laws, or for misconduct that occurs while the educator is under the influence of drugs or alcohol.

##

Teacher Tax Deduction

(General Explanations of the Administration's Fiscal Year 2003 Revenue Proposals, p. 17)

Purpose of the Program

Teachers often use their own resources to provide classroom supplies, supplemental materials, and other classroom necessities. The Administration has proposed a tax deduction for teachers to help defray out-of-pocket classroom expenses. The deduction would not only cover classroom expenses such as books and school supplies; but it can also be used for professional enrichment opportunities and other training.

Resources

The President's budget proposal establishes this tax deduction, which is expected to provide \$16 million in tax savings to teachers in 2004, and \$577 million over five years.

Highlights

- All teachers would be able to deduct up to \$400 of qualified expenditures incurred after December 31, 2003 on their federal tax returns, thereby recovering a portion of their personal expenses.

##

Expanded Loan Forgiveness For Teachers

(Fiscal Year 2003 Budget of the United States Government, p. 112-113)

Purpose of the Program

Currently, teachers who were new Federal Family Education Loan or Ford Direct Student Loan borrowers as of October 1998, and taught in qualified low-income schools for 5 consecutive years, are eligible for up to \$5,000 in student loan forgiveness. The President's 2003 budget will substantially increase the amount of forgiveness for some teachers up to \$17,500 for each qualified individual.

Resources

The 2003 budget's expansion of this loan forgiveness is estimated to cost \$45 million in 2003 and a total of \$212 sets aside \$45 million for this proposed expansion, and a total of \$243 million over the next ten years.

Highlights

- Highly qualified teachers are eligible for this program if they teach math, science or special education in qualified low-income schools for five consecutive school years.

##

New Flexibility for States and School Districts

(Elementary and Secondary Education Act as amended by No Child Left Behind, Title VI, subpt 2)

Purpose of the Program

"Transferability" is a new option that allows states and local educational agencies (LEAs) the flexibility to transfer a portion of the funds that they receive under certain federal programs to other federal programs that better address their unique needs. These funds can then be used to support locally determined initiatives, including increased teacher pay, reducing class size, and bolstering professional development and training for teachers.

Resources

- States: Up to 50 percent of the non-administrative State-level funds allotted to a state for non-Title I programs may be transferred to certain other programs.
- LEAs: Up to 50 percent of the formula allocations under specific education programs may be transferred to any of the other specified programs and into, but not out of, Title I.

Highlights for States

- The programs among which funds may be transferred at the State level include:
 - Teacher and Principal Training and Recruitment [Section 2113(a)(3)]
 - Enhancing Education Through Technology [Section 2412(a)(1)]
 - Safe and Drug-Free Schools and Communities Governor's funds, with the agreement of the Governor [Section 4112(a)(1)]
 - Safe and Drug-Free Schools and Communities SEA funds [Section 4112(c)(1)]
 - 21st Century Community Learning Centers [Section 4202(c)(3)]
 - Innovative Programs [Section 5112(b)]
 - Subject to the 50% limitation, a state may also transfer those funds allotted to it under the provisions listed above to its allotment under Part A of Title I to carry out state-level activities under Part A of Title I.

Highlights for Local Education Agencies (LEAs)

- The programs among which funds may be transferred by LEAs are:
 - Teacher and Principal Training and Recruitment [Section 2121]
 - Enhancing Education Through Technology [Section 2412(a)(2)(A)]
 - Safe and Drug-Free Schools and Communities [Section 4112(b)(1)]
 - Innovative Programs [Section 5112(a)]
 - Funds may be transferred into, but not out of, Part A of Title I.
 - Transferred funds are subject to the requirements of the programs to which they are transferred.
 - Note: LEAs identified for improvement under Title I may transfer up to 30 percent, and LEAs identified for corrective action may not transfer funds.
-

WHITE HOUSE STAFFING MEMORANDUM

Date: 2-22-02ACTION / CONCURRENCE / COMMENT DUE BY: 2-25-02, COB

PREPARING TOMORROW'S TEACHERS -- A SUMMARY OF KEY PROGRAMS:

Subject: IMPROVING TEACHER QUALITY AND ENHANCING THE PROFESSION

02 FEB 25 PM 5:04

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	HAWKINS	☒	☐
CARD	☒	☐	HUBBARD	☒	☐
BARTLETT	☒	☐	HUGHES	☒	☐
BLAKEMAN	☐	☐	IRASTORZA	☐	☐
BOLTEN	☒	☐	JOHNSON	☒	☐
BRIDGELAND	☒	☐	LINDSEY	☒	☐
CALIO	☒	☐	MIERS	☐	☒
CONNAUGHTON	☐	☐	RICE	☐	☐
DANIELS	☒	☐	RIDGE	☐	☐
FLEISCHER	☐	☒	ROVE	☒	☐
GERSON	☐	☒	SPELLINGS	☒	☐
GONZALES	☒	☐	CLERK	☐	☐
HAGIN	☐	☐	OTHER	☐	☐

REMARKS:

PLEASE SEND COMMENTS TO SARAH YOUSSEF, EXT. 65577, FAX 65557, NO LATER THAN
CLOSE OF BUSINESS MONDAY, 2-25-02, WITH COPY TO STAFF SECRETARY. THANK YOU.

OK-NEC

RESPONSE:

Harriet E. Miers
Assistant to the President
and Staff Secretary
Ext. 62702

WHITE HOUSE STAFFING MEMORANDUM

702 FEB 25 2002

Date: 2-22-02 ACTION / CONCURRENCE / COMMENT DUE BY: 2-25-02, COB

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RESPONSE:

Legislation Officer (Howard) - sh

Harriet E. Miers
 Assistant to the President
 and Staff Secretary
 Ext. 62702

Preparing Tomorrow's Teachers

***A Summary of Key Programs:
Improving Teacher Quality and
Enhancing the Profession***

Contents:

- **Overview**

- **Improving Teacher Quality**

Teacher and Principal Training and Recruitment Fund

Teacher Quality in Title I Schools

Innovative and Alternative Routes to Licensure:

Troops to Teachers

Transition to Teaching

Teach for America

Early Childhood Professional Development

Early Reading Initiatives:

Early Reading First

Reading First

The “What Works Clearinghouse”

Bilingual Education

Special Education Initiatives:

Personnel Preparation to Improve Services and Results for Children with Disabilities

State Improvement Grant Program for Services to Children with Disabilities

Math and Science Partnerships

Improving Education through Technology

Traditional American History Education

Learn and Serve America

- **Enhancing the Teaching Profession**

Teacher Protection Act

Teacher Tax Deduction

Expanded Loan Forgiveness

New Funding Flexibility

No Child Left Behind: Improving Teacher Quality and Enhancing the Teaching Profession

This is the age of high standards and accountability in education. All students deserve a high quality education, and all taxpayers deserve to know how well their investment in public education is paying off. In this new environment, more and more is being expected of our teachers.

President Bush knows the challenges facing today's teachers, and in the *No Child Left Behind Act* and in his budget proposals, he addresses these challenges in two major ways: First, by providing assistance to states as they strive *to improve teacher quality*; second, by providing states with the tools for *enhancing the teaching profession*.

To help states meet this goal, states, districts and schools will be eligible to receive about \$3 billion for teacher training, recruiting and hiring in 2002. This represents an increase of more than 30 percent over the 2001 levels of funding. President Bush has proposed to continue this strong commitment in his 2003 budget.

Why Improve Teacher Quality?

Good Teaching Makes a Difference. We have compelling evidence that confirms what parents have always known – the quality of a teacher is a critical component of how well students achieve. Studies in both Tennessee and Texas found that students who had effective teachers greatly outperformed those who had ineffective teachers. For example, in the Tennessee study, students with highly effective teachers for three years in a row scored 50 percentage points higher on a test of math skills than those who had ineffective teachers.¹

All children deserve highly qualified teachers. The *No Child Left Behind Act* requires states to have a highly qualified teacher in every public school classroom by the end of the 2005-2006 school year. For example, all new teachers will have to be licensed by the state, hold at least a bachelor's degree, and pass a rigorous state test on subject knowledge and teaching skills.

Reaching this goal will require reform of traditional teacher training, which is usually conducted in colleges of education, as well as the innovative expansion of alternative routes to teacher licensure. It will also require more effective in-service training and professional development for teachers currently in the classroom.

Improving Teacher Quality: Where do we start?

Teacher Preparation. Many new teachers do not feel ready for the challenges of today's classrooms. Fewer than 30 percent feel "very well prepared" to implement curriculum and performance standards, and less than 20 percent feel prepared to meet the needs of diverse students or those with limited English proficiency.² *No Child Left Behind* gives states the opportunity to provide support for new teachers.

¹ W.L. Sanders & J.C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement* (Knoxville: University of Tennessee, 1996); and H. Jordan, R. Mendro & D. Weerasinghe, *Teacher Effects on Longitudinal Student Achievement* (paper presented at the CREATE annual meeting, 1997).

² U.S. Department of Education, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, National Center for Education Statistics (Washington, D.C., 1999).

Teacher Retention. New teachers are often left to “sink or swim,” not receiving the nurturing and support they need. Not surprisingly, about 22 percent of new public school teachers leave the profession in the first three years.³ *No Child Left Behind* allows states to create or enhance programs designed to provide support and mentoring for new teachers. President Bush has also proposed an expansion of teacher loan forgiveness for educators who commit to teach in high-need schools for at least five years.

Mastery of Content. Only 35 states require teachers to pass a test of subject area knowledge,⁴ and often the passing scores are set so low that a candidate can pass the test by getting fewer than half of the test items correct.⁵ Low expectations such as these do not address the realities of higher academic standards. We know that there is a connection between a teacher’s subject matter preparation and student academic achievement.⁶

Teachers with strong content area preparation have both the knowledge and the confidence to help their students meet the challenges of new and more rigorous standards. *No Child Left Behind* allows states to develop and expand teacher training in core subject areas.

Teacher Recruitment: Over the next decade, school districts will need to hire 2.2 million additional teachers.⁷ Where are these teachers going to come from? And how can we address this issue of *quantity* without diluting teacher *quality*?

States and educational organizations have been creative in pursuing different ways to recruit high quality individuals into the field of teaching. Recruitment strategies have been aimed at high performing undergraduate students, and programs such as *Teach for America* recruit recent college graduates to teach in high-need schools. Other approaches include providing alternative routes to licensure so that mid-career professionals who want to enter the classroom can do so through innovative programs that establish creative pathways into teaching. *Troops to Teachers* and the *Transition to Teaching* programs are two examples of such initiatives.

In *No Child Left Behind*, President Bush provides options for those states that want to expand or enhance such programs.

Flexibility for States. States will be able to access funding in a variety of flexible programs as they develop proposals using scientifically based research strategies designed to help teachers improve student academic achievement.

Starting Early. Research has shown the importance of children acquiring pre-reading and numeracy skills early on in life. The more prepared children are when they enter school, the more likely they will be on track to meet standards starting in the third grade. In *No Child Left Behind*, President Bush provides for teacher training programs that focus on cognitive and skills

³ U.S. Department of Education, *1993-1994 Schools and Staffing Survey*, National Center for Educational Statistics.

⁴ U.S. Department of Education; internal statistics.

⁵ R. Mitchell & P. Barth, “How Teacher Licensing Tests Fall Short,” *Thinking K-16*, 3(1), The Education Trust (Spring 1999).

⁶ D.D. Goldhaber & D.J. Brewer, “Evaluating the Evidence on Teacher Education: A Rejoinder,” *Educational Evaluation and Policy Analysis* (in press), and D.H. Monk & J. King, “Multi-level teacher resource effects on pupil performance in secondary math and science,” In R.G. Ehrenberg (Ed.), *Contemporary Policy Issues: Choices and Consequences in Education*, pp. 29-58 (Ithaca, NY: ILR Press).

⁷ U.S. Department of Education, *A Back-to-School Special Report on the Baby Boom Echo: No End in Sight* (Washington, D.C., 1999).

development in preschool programs so children will be prepared to learn when they start school. Teacher training is also a major component of *Reading First*, a program that bolsters reading instruction in the early elementary grades so students will be on track to meet standards by third grade.

Enhancing the Teaching Profession

As we expect more and more of teachers, we have an obligation to ensure that they are treated like the dedicated professionals they are. It is most unfortunate that fewer than 12 percent of public school teachers report that they are “very satisfied” with the level of esteem in which society holds the teaching profession.⁸ For too long, teachers have not been afforded the professional respect they deserve.

That is about to change. The *No Child Left Behind Act* provides multiple avenues whereby the federal government, the states, and local educational agencies can elevate the teaching profession. For example, new flexibility is provided so that districts can use up to 50 percent of their non-Title I funds to increase teacher pay, lower class sizes by hiring additional teachers, and improve teacher training. Furthermore, President Bush has proposed that, starting next year, teachers be able to claim a federal tax deduction for up to \$400 of out-of-pocket classroom-related expenses. Other initiatives, including teacher liability coverage, will help to make the teaching profession more attractive, which in turn will encourage more teachers to stay in the profession and reward those who serve our children so well.

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⁸ U.S. Department of Education, *Progress Through the Teacher Pipeline: 1992-1993 College Graduates and Elementary/Secondary School Teaching as of 1997*, National Center for Education Statistics (1997).

Preparing, Training and Recruiting High Quality Teachers and Principals

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part A)

Purpose of the Program

This program represents the largest and most comprehensive federal investment in preparing, training and recruiting teachers and principals. Nearly \$3 billion will be made available to states through formula grants to prepare, train and recruit high-quality teachers. This program has three goals: (1) To increase student academic achievement through the use of strategies based on scientifically-based research in the areas of improving teacher and principal quality; (2) To increase the number of highly qualified teachers and principals; and (3) To hold educational agencies and schools accountable for improvements in academic achievement.

Resources

This new funding, providing \$2.85 billion to states, local educational agencies and partnerships for 2002, represents a more than 30 percent increase in teacher quality funds.

Highlights

- State applications will describe how the proposals are based upon scientifically-based research and how the activities are expected to increase student academic achievement, as well as how the proposals are aligned with state content standards and assessments.
 - States will be able to use their funds in a variety of ways to best meet their specific teacher needs:
 - Reforming teacher and principal certification and re-certification and/or promoting reciprocity agreements.
 - Providing support to new or current teachers or principals.
 - Establishing, expanding, or improving programs for alternative routes to licensure.
 - Developing effective recruitment and retention strategies, and/or establishing a clearinghouse for recruitment and placement.
 - Reforming tenure and implementing teacher testing.
 - Providing high quality professional development for both teachers and principals.
 - Supporting activities tied to state standards that improve instructional practices and improve student academic achievement.
 - Developing systems to measure the effectiveness of specific types of professional development in terms of student academic achievement and/or increased teacher subject mastery.
 - Assisting local educational agencies in the use of cost-effective, research-based professional development opportunities, and/or providing technical assistance.
 - Providing training in the efficient use of technology in the areas of instruction, student data analysis to inform decision making, school improvement and accountability.
 - Developing merit-based performance systems that provide differential and bonus pay for teachers in high-need subject areas or in high-poverty schools or districts.
-

- Developing teacher advancement initiatives that emphasize multiple pathways and pay differentiation.
 - Providing assistance to teachers so that they can meet new licensure requirements.
 - Encouraging men to become elementary teachers.
-

Teacher Quality and Title I

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title I, Part A)

Purpose of the Program

Title I, Part A funds are provided through a formula to schools and school districts with higher percentages of students from families that meet low-income criteria. The funds are then used to improve instruction in those schools and school districts so that students (especially those students with the greatest academic needs) will achieve their state's academic standards. The program includes several provisions designed to improve the quality of teachers in every school that receives Title I funds.

Resources

For fiscal year 2002, Congress appropriated \$10.35 billion for the Title I, Part A program. For fiscal year 2003, the President has requested an additional billion dollars for a total appropriation of \$11.35 billion. School districts must spend at least 5 percent of their Title I, Part A funds to ensure that teachers who are not highly qualified become highly qualified not later than the end of the 2005-2006 school year. Title I schools identified as in need of improvement must spend at least 10 percent of their Title I funds for high-quality professional development.

Highlights for States:

- States must submit a State plan that includes the steps the State will take to ensure that Title I schools provide instruction by highly qualified instructional staff.
- State plans must specify the steps the State will take to ensure that poor and minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children.
- States must disseminate a State report card that includes the percentage of teachers teaching with emergency or provisional credentials, as well as the percentage of classes not taught by highly qualified teachers.

Highlights for Schools and School Districts:

- School districts that receive Title I funds must ensure that all teachers hired after January 8, 2002 in programs supported by Title I funds are highly qualified. Similarly, all paraprofessionals hired after the same date must have completed two years of college, received an associate's degree, or met high standards of academic competence as demonstrated through a rigorous assessment.
 - School districts that receive Title I funds must notify parents that they can request information about the professional qualifications of their child's teachers.
 - Schools districts must develop plans that describe how they will use Title I funds in coordination with Title II funds to provide professional development to teachers, principals, and other staff members at Title I schools.
-

Innovative and Alternative Routes to Licensure: Troops to Teachers Program

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, Subpt 1)

Both the Troops to Teacher program and the Transition to Teaching program seek to ensure that individuals who desire to enter the teaching profession have access to quality training that will prepare them to become highly qualified teachers.

Purpose of the Program

The Troops to Teachers program has two components: (1) It is designed to assist eligible members of the Armed Services to become highly qualified teachers by building upon their professional experience as the foundation for streamlined teacher training programs designed by the states, and (2) It provides the opportunity for states or partnerships to develop and implement innovative teacher certification/licensure programs for members of the Armed Services.

Resources

To help states meet this goal, the budget for this initiative was increased five-fold from \$3 million to \$18 million in 2002. President Bush has proposed to increase funding for this program to \$20 million in 2003.

Highlights for Individuals

- Certain members of the Armed Services who hold a bachelor or advanced degree from an accredited institution of higher education are eligible to participate.
- Priority will be given to members who have experience in science, math, special education or vocational/technical subjects.
- Participants can receive a stipend of up to \$5,000 for training, or a bonus of up to \$10,000, if they agree to obtain their teacher license and teach for at least three years in a school (1) where at least 50 percent of the children come from low-income families or (2) that has a large percentage of children with disabilities.

Highlights for States and Partnerships

- Proposals for innovative teacher certification programs for military personnel must provide recognition of military experience and training.
 - Proposed courses must be made available near military installations and through the use of distance learning technology.
 - Proposed programs will utilize innovative and alternative methods for providing opportunities for classroom experiences.
-

Innovative and Alternative Routes to Licensure: Transition to Teaching Program

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, Subpt 1)

Both the *Troops to Teacher* program and the *Transition to Teaching* program seek to ensure that individuals who desire to enter the teaching profession have access to quality training that will prepare them to become highly qualified teachers.

Purpose of the Program

This program has two components: (1) It is designed to assist career professionals and recent college graduates to become highly qualified teachers by building upon their academic and professional experience as the foundation for streamlined teacher training programs designed by the states, and (2) It seeks to encourage states in the development and expansion of alternative routes to teacher licensure.

Resources

To help states implement these programs, funding was increased by 12 percent to \$35 million in 2002. President Bush has proposed to further increase the program to \$39.4 million in 2003.

Highlights for Individuals

- An individual with career experience or recent college graduates with an academic major are eligible to participate in this program.

Highlights for States and Partnerships

- Proposed programs shall establish, expand or enhance a teacher recruitment and retention program focused on mid-career professionals and recent college graduates.
- Programs can provide scholarships, stipends or bonuses of up to \$5,000 for teachers who participate in activities that have proven effective at retaining teachers in high-need schools.
- Programs can provide mentoring for new teachers and high-quality professional development for teachers currently in the classroom.
- Programs can include the development of a statewide or regionwide clearinghouse for the recruitment and placement of teachers.

###

Innovative and Alternative Routes to Licensure: Teach for America

Purpose of the Program

Teach for America is a national corps of outstanding recent college graduates who commit two years to teach in urban and rural public schools and who become lifelong leaders in the effort to expand opportunities for children. An independent nonprofit organization, it was started in 1990.

Teach for America recruits and selects members, places them in school districts, provides pre-service and in-service training, and provides a support network for members during and after service.

Resources

Teach for America is a public/private partnership. Teachers are paid by the school districts in which they teach. Costs for recruitment, placement, and training are paid by regional corporations, foundations, local governments, and national corporations and foundations.

The federal government supports *Teach for America* through the Corporation for National and Community Service (CNCS) as a program under AmeriCorps. In FY2002, AmeriCorps provided about \$2.6 million to *Teach for America* for administrative costs and training. In addition, all teachers in this program, as AmeriCorps members, are eligible for an AmeriCorps education award worth up to \$4,725, available over a seven-year period, to pay for higher education or to pay back student loans. Last year members accrued almost \$7 million in education awards under AmeriCorps. President Bush has proposed \$10 million in challenge grants be available through CNCS to support expansion of teaching and other national service programs under AmeriCorps.

Highlights

- Over the last decade, *Teach for America* has placed more than 7,000 teachers in school districts that have had difficulty in recruiting staff.
 - Today, approximately 1,700 corps members teach in 17 regions across the country, including New York City, Washington, DC, Chicago, Los Angeles, and Atlanta.
 - *Teach for America* has an aggressive expansion plan that is intended to more than double the number of members by 2005. At that point, they will reach up to 25 communities.
 - Independent studies reveal high levels of satisfaction with the program: 97% of principals respond they would hire corps members again and 80% of principals indicate they are more effective than other beginning teachers.
 - A detailed evaluation of the Houston program showed positive results. "The evaluation shows that *Teach for America* is a viable and valuable source of teachers and that they perform as well as, and in many cases better than, other teachers hired by the Houston Independent School District".
 - Alumni remain involved in education: 60% are working full-time in education, either as teachers, administrators, or in other positions. Of those working outside of education, 70% say some aspect of their job relates directly to education.
-

Early Childhood Educator Professional Development Program

Purpose of the Program

The Early Childhood Educator Professional Development Program authorizes the Department of Education to award competitive grants for professional development activities to improve the knowledge and skills of early childhood educators and caregivers who work in urban and rural communities with high concentrations of young children living in poverty. The professional development activities will focus on furthering children's language and literacy skills to help set them on the road to reading proficiently once they enter kindergarten.

These grants complement the President's Early Reading First initiative, which supports local efforts to enhance the school readiness of young children.

Resources

To help eligible organizations implement this program, funding was increased from \$10 million in 2001 to \$15 million in 2002. President Bush has proposed that \$15 million be appropriated again for this program in 2003.

Highlights for Individuals:

- The program will provide high-quality intensive professional development for preschool educators.
- Many of the currently funded projects are providing professional development opportunities that result in college credit or leads to a degree, credential, or certification in early childhood education. These projects can be expanded under this initiative.

Highlights for States and Partnerships:

- These grants are designed to improve the language, cognitive, and early reading skills of young children so that they will be better prepared for formal school experiences.
- These grants require that partnerships be formed between professional development providers and implementers of early childhood education programs.
- These grants result in the development of research-based models for professional development for early childhood educators that can be replicated in other communities with high percentages of disadvantaged young children.

##

Early Reading First **Effective, Research-based Instruction for Pre-School Children**

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title I, Part B, Subpart 1)

Purpose of the Program

Early Reading First is designed to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills for reading success, thereby preventing reading difficulties. Early Reading First will transform early childhood education programs into centers of excellence that provide a high-quality early education to young children, especially those from low-income families. Early Reading First will not only provide resources and training to pre-school teachers, but will also benefit teachers in all grades by helping to increase the number of children entering school ready to read and ready to learn.

Resources

To help implement this program, the budget for this first-time initiative in 2002 is \$75 million. President Bush has proposed to continue this strong commitment to Early Reading First in his 2003 budget.

Highlights for Individuals

- Teachers will participate in intensive high-quality, professional development.
- Early Reading First Programs are encouraged to provide incentives or stipends to teachers who participate in the professional development.

Highlights for partnerships:

- Early Reading First programs will be encouraged to bring together school-based preschools with community-based early education programs in partnerships, thus enhancing the capacity of both in providing the highest quality early education for young children.
 - Early Reading First programs will lay the groundwork for reading success in the elementary grades by providing young children, particularly children from low-income families, with language and print-rich environments and high-quality instruction in language, cognitive and early reading.
 - Early Reading First programs will align the curriculum and instruction in participating preschool programs with State content and performance standards for preschool and for kindergarten through third grade.
 - Early Reading First programs will use screening assessments and progress monitoring to identify young children who may be at risk for reading failure to ensure they are on the road to reading proficiently by the time they begin school. These screening assessments will help guide teachers in what approaches to take toward their pre-school students.
-

Reading First

Effective, Research-based Instruction in K-3 Classrooms

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title I, Part B, Subpart 1)

Purpose of the Program

Reading First is a bold, new national initiative directly aimed at helping every child in every State become a successful, fluent reader by third grade. Through the application of rigorous, scientifically based research, Reading First will help States and localities implement effective practices for classroom reading instruction and improve student achievement. Reading First grants will support programs and strategies that are based upon the evidence on how children learn to read. Since no child will become an effective reader without an effective teacher, the majority of Reading First state funds will be focused on professional development and instruction for teachers.

Resources

The budget for this initiative is \$900 million for FY2002. President Bush has requested an increase in funding for this program to \$1 billion in FY2003. All States will be eligible to receive funding after an expert panel approves their applications. States would then conduct their own subgrant competitions, primarily targeting their neediest and most under-performing districts and schools in accordance with legislative guidelines.

Highlights:

- Research-based programs, practices and assessments will form the foundation of all Reading First classroom reading instruction.
- States may retain up to 20 percent of their total awards to support statewide professional development, technical assistance and other program administration activities. They would be required to spend at least 60 percent of these funds on professional development for teachers in research-based methods of reading instruction.
- Reading First professional development and technical assistance activities may be offered to all K-3 reading teachers, not just K-3 reading teachers in schools receiving Reading First subgrants.
- Valid and reliable measures must be used both for classroom-based student assessments to inform on-going instructional decisions, and for overall program evaluation and accountability purposes.

The “What Works” Clearing House

(Office of Educational Research and Improvement)

Purpose of the Initiative

The purpose of the Clearinghouse is to provide educational practitioners and policymakers with an easily accessible and searchable web-based online database of scientific evidence about the effectiveness of educational products, practices, and programs that are intended to enhance important student results.

Highlights

- Educators will be able to access evidence regarding claims of effectiveness for interventions on a variety of important topics (e.g., emergent literacy, dropout prevention, beginning algebra, character development).
- Claims of effectiveness will be assessed with respect to the quality, quantity, and relevance of evidence, as well as the magnitude of effects of interventions--as determined through reviews of research employing rigorous standards and criteria.
- Curricula products, educational software, and professional training modules are examples of educational interventions for which evidence reviews will be conducted and reported in the Clearinghouse.
- The Clearinghouse will include information about the existence of necessary manuals, instructions, training materials, and other resources necessary to adopt the interventions in different sites.
- The Clearinghouse will also include a registry of evaluators who are prepared to conduct evaluation studies that will meet high quality standards as determined by the Clearinghouse.

##

Teacher Training in Bilingual Education

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title III)

Purpose of the Program

The National Professional Development Program provides discretionary grants to institutions of higher education, in partnership with schools or State educational agencies, for professional development activities to improve classroom instruction for limited English proficient students. Grants will support activities that are aimed at assisting teachers, administrators or other educational personnel to meet high professional standards.

Resources

For Fiscal Year 2002 the budget for the National Professional Development Program is \$37.5 million. Approximately 300 colleges and universities are expected to apply for funds. Applications are reviewed and scored by a panel of experts. The Department expects to award approximately 150 grants for Fiscal Year 2002.

Highlights

Applicants have flexibility in designing and implementing professional development programs to meet the needs of the local communities they serve. Allowable activities include, but are not limited to:

- Career Ladder programs to prepare paraprofessionals for certification and licensure as teachers of limited English proficient students.
- Programs to assist regular classroom teachers who work with limited English proficient students in completing English as a second language or bilingual education certification.
- Professional development activities that emphasize scientifically based reading approaches for reading teachers, new teachers, and other teachers of limited English proficient students.

##

Personnel Preparation to Improve Services and Results for Children with Disabilities

(Individuals with Disabilities Education Act (IDEA), Part D, Section 673)

Purpose of the Program

The Personnel Preparation to Improve Services and Results for Children with Disabilities program supports competitive grant awards to: (1) help address State-identified needs for qualified special education and regular education teachers, related services, and early intervention personnel to work with children with disabilities and (2) ensure that those personnel have the skills and knowledge, derived from practices that have been determined, through research and experience, to be successful, that are needed to serve those children.

Resources

For fiscal year 2002, Congress appropriated \$90 million for the Part D Personnel Preparation program under IDEA.

Highlights for Individuals:

- Individual students may receive scholarship support through grant awards to eligible entities, usually institutions of higher education.
- About half of the funds provided under grant awards are used for scholarship support.
- Students must work in the area(s) for which they receive training or repay part or all of the scholarship funds they receive.
- Training is provided to prepare personnel to serve children with those disabilities as defined under IDEA.

Highlights for Institutions of Higher Education (IHE):

- Most awardees under this program are IHEs.
 - The duration of awards varies from 3 to 5 years depending on the type of project.
 - About half of the funds received under a grant are to be used for scholarship support.
 - Cooperative efforts are made to partner with State and local educational agencies in order to promote continuous improvement of preparation programs.
 - Implement research-based scientifically validated personnel preparation models.
 - Address critical shortages of personnel to teach students with disabilities.
-

State Improvement Grant Program for Services to Children with Disabilities

(Individuals with Disabilities Education Act, Part D)

The State Improvement Grant program seeks to ensure that teachers of children with disabilities have the content and pedagogical skills to ensure that these children meet the same challenging state standards as non-disabled students. Seventy five percent of these State grants must be used for professional development.

Purpose of the Program

The State Improvement Grant program has as its primary purpose to assist State educational agencies, and their partners, in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance and dissemination of knowledge about best practices, to improve results for children with disabilities.

Resources

To help states meet this goal, the budget for this initiative has increased from \$18 million in 1999 to \$50 million in 2002.

Highlights for Individuals

- Special education teachers have received intensive training in scientifically validated reading intervention programs
- Special education teachers have received intensive training in scientifically based behavior intervention and school-wide behavior intervention strategies
- General education teachers have received training in accommodating and modifying their instruction to meet the instructional needs of the diverse group of learners in their classrooms.

Highlights for States and Partnerships

- States have been able to implement statewide initiatives to ensure that every child in every district will receive scientifically based reading instruction
 - States have developed partnerships with their universities to ensure that pre-service and in-service university instruction is aligned with state standards
 - States have increased their supply of special education teachers and regular education teachers through web based recruitment strategies
 - States have retained greater numbers of special education teachers through mentorship programs
-

Math and Science Partnerships

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part B)

Purpose of the Program

The Math and Science Partnership (MSP) program brings together efforts of the National Science Foundation and the U.S. Department of Education to improve teaching and learning in science, technology, engineering and mathematics education in grades preK-12.

The purpose of this program is to improve the performance of students in math and the sciences by encouraging the development of more rigorous math and science curricula aligned with state and local academic standards, encouraging institutions of higher education to assume greater responsibility for improving math and science teacher education, and bringing math and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills and to reinforce the relevance of math and science skills to real world applications.

Resources

To help states and local communities reach these goals, the National Science Foundation will make up to \$160 million in grant awards and the Department of Education will award an additional \$12.5 million in 2002. The President's FY 2003 budget request includes increased levels of commitment to this program.

Highlights from the National Science Foundation

- The National Science Foundation will provide funding for up to five years to support grants that are comprehensive in nature and those that are more targeted in their focus.
- Proposals require partnerships among institutions of higher education, school districts, schools, and other entities, such as museums, science centers, state or tribal governmental agencies and community organizations.
- In all cases, these collaborations will unite the efforts of schools with math, science and/or engineering faculty, as well as educational faculty, from institutions of higher education.
- These proposals are expected to forge new and long-lasting collaborations between higher education and schools so that teachers are better prepared and students are better educated in mathematics and science.

Highlights from the Department of Education

- Proposals can be designed to engage classroom teachers in mathematical, scientific, or engineering research and development projects sponsored by institutions of higher education or other scientific institutions
 - Proposals can also address how technology can be used in the classroom to deepen the scientific and mathematical understanding of teachers and promote higher student achievement.
 - In addition, differential salary scales can be established to make the math and science teaching profession more comparable to pay in the private sector. The effectiveness of such programs can then be evaluated.
-

Enhancing Education Through Technology

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part D)

Purpose of the Program

The primary goal of this program is to improve student academic achievement through the use of technology in elementary and secondary schools. Additional goals include (1) ensuring that every student is technologically literate by the end of the second grade, and (2) establishing research-based instructional methods through the effective integration of technology, professional development for teachers and curriculum development.

Resources

This program consolidates several predecessor programs into a single State formula grant program that provides \$700 million in 2002.

Highlights

- Funds are allocated to States proportionate to their Title I allocations and States may retain up to 5 percent. The balance is awarded to LEAs, one-half by formula, one-half competitively.
- At least 25 percent of the funding must be used to provide professional development.
- A significant qualification for competitive funds is the formation of partnerships between high-need districts and other districts and institutions with experience in the use of technology to enhance instruction.
- Funds are to be used to improve access to and use of technology.
- This program is designed to assist States in establishing comprehensive systems, including infrastructure, to effectively use technology to improve academic achievement.
- Public-private partnerships to increase access to technology in high-need schools are encouraged.
- Distance learning for elementary and secondary school is authorized.
- Rigorous evaluation at the State and local levels is an important goal.
- Local efforts to use technology to improve communication and promote family and parent involvement in education may be supported.
- A national study of the effects of technology on student achievement is planned.

##

Traditional American History Education

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, subpart 4)

Purpose of the Program

The Teaching American History grant program supports projects to raise student achievement by improving teachers' knowledge, understanding, and appreciation for traditional American history through intensive, ongoing professional development.

Resources

The Teaching American History program was funded for the first time in FY 2001. With this funding (\$50 million), the Department awarded grants to 60 local educational agencies (LEAs) and consortia across 33 states. For FY 2002, \$100 million is available for new grants to LEAs. The President is requesting \$50 million for this program in FY 2003.

Highlights:

- Grants are awarded to LEAs applying in partnership with one or more of the following:
 - Institutions of higher education
 - Non-profit history or humanities organizations
 - Libraries or museums
- LEA proposals will present projects designed to:
 - Develop and implement high-quality in-service and/or pre-service professional development that provides educators with rigorous content and appropriate teaching skills to prepare all students to achieve to higher standards in American history; and
 - Develop and implement strategies for sustained and on-going collaboration among teachers and outside experts to improve instruction in American history.

##

Learn and Serve America Programs:Teacher Education

Purpose of the program

Learn and Serve America (LSA) supports service-learning programs in schools and community organizations that help to encourage nearly one million students from kindergarten through college to meet community needs, while at the same time improving their academic skills and learning the habits of good citizenship. Service-learning combines service to the community with student learning in a way that improves both the student and the community. LSA grants are used in many ways, including providing training for both pre-service and in-service teachers.

Resources

The Corporation for National and Community Service funds state education agencies, state commissions on national and community service, nonprofit organizations, Indian tribes, and U.S. territories, which then select and fund local service-learning programs. Institutions of higher education and consortia are funded directly, and all projects are required to match federal funds with resources from the community.

Highlights

- A national study of Learn and Serve America programs suggests that effective service-learning programs improve academic grades, increase attendance in school, and develop personal and social responsibility.
 - Learn and Serve America supports six higher education pre-service teacher training programs. These programs use a variety of strategies to make service-learning a part of the core curriculum in teacher education.
 - A wide variety of approaches to training in-service teachers are used, including workshops, conferences, curriculum development, materials development, mini-grants, web sites and electronic communication, and the use of peer mentors.
 - All states provide training to teachers must demonstrate how state academic standards and service-learning are combined to improve academic achievement.
 - Teachers are trained to assist students in pursuing character education, active citizenship skills, and school-to-career opportunities.
 - Dissemination grants supported the distribution of high quality materials, including teacher education such as an introductory compact disc and an interactive web page addressing service learning, as well as guidebooks for both pre-service and in-service teachers.
 - Whether the goal is academic improvement, personal development, or both, students learn critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis.
 - The National Service-Learning Clearinghouse responds to teachers' questions about resources, reviews research, provides referrals to published and unpublished materials, and distributes bibliographies.
-

Teacher Liability Protection

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, Subpt 5)

Purpose of the Program

The Teacher Protection Act ensures that teachers, principals, and other school professionals can undertake reasonable actions to maintain order and discipline in the classroom without the fear of being hauled into court or subjected to frivolous lawsuits. It provides civil immunity in any State court to teachers, instructors, principals, administrators, and other education professionals for actions taken to maintain discipline, order or control in the school or classroom.

Highlights

Important components of this act include the following:

- Teachers are shielded from liability when they act within the scope of their employment and in accordance with applicable federal, state, and local laws (including civil rights laws).
- Protections are extended not only to teachers, but also to administrators and school professionals, nonprofessional employees responsible for maintaining discipline or safety, and individual school board members.
- Liability is limited unless a State specifically enacts overriding legislation, or State law limits teacher-liability in certain circumstances.
- The availability of punitive and non-economic ("pain and suffering") damages against teachers is limited when they are determined to be liable for their acts.
- Limits to liability will not apply if a teacher is involved in misconduct such as a violent crime, a sexual offense, violation of civil rights laws, or for misconduct that occurs while the educator is under the influence of drugs or alcohol.

##

Teacher Tax Deduction

(General Explanations of the Administration's Fiscal Year 2003 Revenue Proposals, p. 17)

Purpose of the Program

Teachers often use their own resources to provide classroom supplies, supplemental materials, and other classroom necessities. The Administration has proposed a tax deduction for teachers to help defray out-of-pocket classroom expenses. The deduction would not only cover classroom expenses such as books and school supplies; but it can also be used for professional enrichment opportunities and other training.

Resources

The President's budget proposal establishes this tax deduction, which is expected to provide \$16 million in tax savings to teachers in 2004, and \$577 million over five years.

Highlights

- All teachers would be able to deduct up to \$400 of qualified expenditures incurred after December 31, 2003 on their federal tax returns, thereby recovering a portion of their personal expenses.

##

Expanded Loan Forgiveness For Teachers

(Fiscal Year 2003 Budget of the United States Government, p. 112-113)

Purpose of the Program

Currently, teachers who were new Federal Family Education Loan or Ford Direct Student Loan borrowers as of October 1998, and taught in qualified low-income schools for 5 consecutive years, are eligible for up to \$5,000 in student loan forgiveness. The President's 2003 budget will substantially increase the amount of forgiveness for some teachers up to \$17,500 for each qualified individual.

Resources

The 2003 budget's expansion of this loan forgiveness is estimated to cost \$45 million in 2003 and a total of \$212 sets aside \$45 million for this proposed expansion, and a total of \$243 million over the next ten years.

Highlights

- Highly qualified teachers are eligible for this program if they teach math, science or special education in qualified low-income schools for five consecutive school years.

##

New Flexibility for States and School Districts

(Elementary and Secondary Education Act as amended by No Child Left Behind, Title VI, subpt 2)

Purpose of the Program

“Transferability” is a new option that allows states and local educational agencies (LEAs) the flexibility to transfer a portion of the funds that they receive under certain federal programs to other federal programs that better address their unique needs. These funds can then be used to support locally determined initiatives, including increased teacher pay, reducing class size, and bolstering professional development and training for teachers.

Resources

- States: Up to 50 percent of the non-administrative State-level funds allotted to a state for non-Title I programs may be transferred to certain other programs.
- LEAs: Up to 50 percent of the formula allocations under specific education programs may be transferred to any of the other specified programs and into, but not out of, Title I.

Highlights for States

- The programs among which funds may be transferred at the State level include:
 - Teacher and Principal Training and Recruitment [Section 2113(a)(3)]
 - Enhancing Education Through Technology [Section 2412(a)(1)]
 - Safe and Drug-Free Schools and Communities Governor’s funds, with the agreement of the Governor [Section 4112(a)(1)]
 - Safe and Drug-Free Schools and Communities SEA funds [Section 4112(c)(1)]
 - 21st Century Community Learning Centers [Section 4202(c)(3)]
 - Innovative Programs [Section 5112(b)]
 - Subject to the 50% limitation, a state may also transfer those funds allotted to it under the provisions listed above to its allotment under Part A of Title I to carry out state-level activities under Part A of Title I.

Highlights for Local Education Agencies (LEAs)

- The programs among which funds may be transferred by LEAs are:
 - Teacher and Principal Training and Recruitment [Section 2121]
 - Enhancing Education Through Technology [Section 2412(a)(2)(A)]
 - Safe and Drug-Free Schools and Communities [Section 4112(b)(1)]
 - Innovative Programs [Section 5112(a)]
 - Funds may be transferred into, but not out of, Part A of Title I.
 - Transferred funds are subject to the requirements of the programs to which they are transferred.
 - Note: LEAs identified for improvement under Title I may transfer up to 30 percent, and LEAs identified for corrective action may not transfer funds.
-

WHITE HOUSE STAFFING MEMORANDUM

Date: 2-22-02ACTION / CONCURRENCE / COMMENT DUE BY: 2-25-02, COBPREPARING TOMORROW'S TEACHERS -- A SUMMARY OF KEY PROGRAMS:Subject: IMPROVING TEACHER QUALITY AND ENHANCING THE PROFESSION

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	HAWKINS	☒	☐
CARD	☒	☐	HUBBARD	☒	☐
BARTLETT	☒	☐	HUGHES	☒	☐
BLAKEMAN	☐	☐	IRASTORZA	☐	☐
BOLTEN	☒	☐	JOHNSON	☒	☐
BRIDGELAND	☒	☐	LINDSEY	☒	☐
CALIO	☒	☐	MIERS	☐	☒
CONNAUGHTON	☐	☐	RICE	☐	☐
DANIELS	☒	☐	RIDGE	☐	☐
FLEISCHER	☐	☒	ROVE	☒	☐
GERSON	☐	☒	SPELLINGS	☒	☐
GONZALES	☒	☐	CLERK	☐	☐
HAGIN	☐	☐	OTHER	☐	☐

REMARKS:

PLEASE SEND COMMENTS TO SARAH YOUSSEF, EXT. 65577, FAX 65557, NO LATER THAN
CLOSE OF BUSINESS MONDAY, 2-25-02, WITH COPY TO STAFF SECRETARY. THANK YOU.

RESPONSE: _____

Harriet E. Miers
Assistant to the President
and Staff Secretary
Ext. 62702

Preparing Tomorrow's Teachers

*A Summary of Key Programs:
Improving Teacher Quality and
Enhancing the Profession*

Contents:

- **Overview**

- **Improving Teacher Quality**

Teacher and Principal Training and Recruitment Fund

Teacher Quality in Title I Schools

Innovative and Alternative Routes to Licensure:

Troops to Teachers

Transition to Teaching

Teach for America

Early Childhood Professional Development

Early Reading Initiatives:

Early Reading First

Reading First

The “What Works Clearinghouse”

Bilingual Education

Special Education Initiatives:

Personnel Preparation to Improve Services and Results for Children with Disabilities

State Improvement Grant Program for Services to Children with Disabilities

Math and Science Partnerships

Improving Education through Technology

Traditional American History Education

Learn and Serve America

- **Enhancing the Teaching Profession**

Teacher Protection Act

Teacher Tax Deduction

Expanded Loan Forgiveness

New Funding Flexibility

No Child Left Behind: Improving Teacher Quality and Enhancing the Teaching Profession

This is the age of high standards and accountability in education. All students deserve a high quality education, and all taxpayers deserve to know how well their investment in public education is paying off. In this new environment, more and more is being expected of our teachers.

President Bush knows the challenges facing today's teachers, and in the *No Child Left Behind Act* and in his budget proposals, he addresses these challenges in two major ways: First, by providing assistance to states as they strive *to improve teacher quality*; second, by providing states with the tools for *enhancing the teaching profession*.

To help states meet this goal, states, districts and schools will be eligible to receive about \$3 billion for teacher training, recruiting and hiring in 2002. This represents an increase of more than 30 percent over the 2001 levels of funding. President Bush has proposed to continue this strong commitment in his 2003 budget.

Why Improve Teacher Quality?

Good Teaching Makes a Difference. We have compelling evidence that confirms what parents have always known – the quality of a teacher is a critical component of how well students achieve. Studies in both Tennessee and Texas found that students who had effective teachers greatly outperformed those who had ineffective teachers. For example, in the Tennessee study, students with highly effective teachers for three years in a row scored 50 percentage points higher on a test of math skills than those who had ineffective teachers.¹

All children deserve highly qualified teachers. The *No Child Left Behind Act* requires states to have a highly qualified teacher in every public school classroom by the end of the 2005-2006 school year. For example, all new teachers will have to be licensed by the state, hold at least a bachelor's degree, and pass a rigorous state test on subject knowledge and teaching skills.

Reaching this goal will require reform of traditional teacher training, which is usually conducted in colleges of education, as well as the innovative expansion of alternative routes to teacher licensure. It will also require more effective in-service training and professional development for teachers currently in the classroom.

Improving Teacher Quality: Where do we start?

Teacher Preparation. Many new teachers do not feel ready for the challenges of today's classrooms. Fewer than 30 percent feel "very well prepared" to implement curriculum and performance standards, and less than 20 percent feel prepared to meet the needs of diverse students or those with limited English proficiency.² *No Child Left Behind* gives states the opportunity to provide support for new teachers.

¹ W.L. Sanders & J.C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement* (Knoxville: University of Tennessee, 1996); and H. Jordan, R. Mendro & D. Weerasinghe, *Teacher Effects on Longitudinal Student Achievement* (paper presented at the CREATE annual meeting, 1997).

² U.S. Department of Education, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, National Center for Education Statistics (Washington, D.C., 1999).

Teacher Retention. New teachers are often left to “sink or swim,” not receiving the nurturing and support they need. Not surprisingly, about 22 percent of new public school teachers leave the profession in the first three years.³ *No Child Left Behind* allows states to create or enhance programs designed to provide support and mentoring for new teachers. President Bush has also proposed an expansion of teacher loan forgiveness for educators who commit to teach in high-need schools for at least five years.

Mastery of Content. Only 35 states require teachers to pass a test of subject area knowledge,⁴ and often the passing scores are set so low that a candidate can pass the test by getting fewer than half of the test items correct.⁵ Low expectations such as these do not address the realities of higher academic standards. We know that there is a connection between a teacher’s subject matter preparation and student academic achievement.⁶

Teachers with strong content area preparation have both the knowledge and the confidence to help their students meet the challenges of new and more rigorous standards. *No Child Left Behind* allows states to develop and expand teacher training in core subject areas.

Teacher Recruitment: Over the next decade, school districts will need to hire 2.2 million additional teachers.⁷ Where are these teachers going to come from? And how can we address this issue of *quantity* without diluting teacher *quality*?

States and educational organizations have been creative in pursuing different ways to recruit high quality individuals into the field of teaching. Recruitment strategies have been aimed at high performing undergraduate students, and programs such as *Teach for America* recruit recent college graduates to teach in high-need schools. Other approaches include providing alternative routes to licensure so that mid-career professionals who want to enter the classroom can do so through innovative programs that establish creative pathways into teaching. *Troops to Teachers* and the *Transition to Teaching* programs are two examples of such initiatives.

In *No Child Left Behind*, President Bush provides options for those states that want to expand or enhance such programs.

Flexibility for States. States will be able to access funding in a variety of flexible programs as they develop proposals using scientifically based research strategies designed to help teachers improve student academic achievement.

Starting Early. Research has shown the importance of children acquiring pre-reading and numeracy skills early on in life. The more prepared children are when they enter school, the more likely they will be on track to meet standards starting in the third grade. In *No Child Left Behind*, President Bush provides for teacher training programs that focus on cognitive and skills

³ U.S. Department of Education, *1993-1994 Schools and Staffing Survey*, National Center for Educational Statistics.

⁴ U.S. Department of Education; internal statistics.

⁵ R. Mitchell & P. Barth, “How Teacher Licensing Tests Fall Short,” *Thinking K-16*, 3(1), The Education Trust (Spring 1999).

⁶ D.D. Goldhaber & D.J. Brewer, “Evaluating the Evidence on Teacher Education: A Rejoinder, *Educational Evaluation and Policy Analysis* (in press), and D.H. Monk & J. King, “Multi-level teacher resource effects on pupil performance in secondary math and science,” In R.G. Ehrenberg (Ed.), *Contemporary Policy Issues: Choices and Consequences in Education*, pp. 29-58 (Ithaca, NY: ILR Press).

⁷ U.S. Department of Education, *A Back-to-School Special Report on the Baby Boom Echo: No End in Sight* (Washington, D.C., 1999).

development in preschool programs so children will be prepared to learn when they start school. Teacher training is also a major component of *Reading First*, a program that bolsters reading instruction in the early elementary grades so students will be on track to meet standards by third grade.

Enhancing the Teaching Profession

As we expect more and more of teachers, we have an obligation to ensure that they are treated like the dedicated professionals they are. It is most unfortunate that fewer than 12 percent of public school teachers report that they are "very satisfied" with the level of esteem in which society holds the teaching profession.⁸ For too long, teachers have not been afforded the professional respect they deserve.

That is about to change. The *No Child Left Behind Act* provides multiple avenues whereby the federal government, the states, and local educational agencies can elevate the teaching profession. For example, new flexibility is provided so that districts can use up to 50 percent of their non-Title I funds to increase teacher pay, lower class sizes by hiring additional teachers, and improve teacher training. Furthermore, President Bush has proposed that, starting next year, teachers be able to claim a federal tax deduction for up to \$400 of out-of-pocket classroom-related expenses. Other initiatives, including teacher liability coverage, will help to make the teaching profession more attractive, which in turn will encourage more teachers to stay in the profession and reward those who serve our children so well.

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⁸ U.S. Department of Education, *Progress Through the Teacher Pipeline: 1992-1993 College Graduates and Elementary/Secondary School Teaching as of 1997*, National Center for Education Statistics (1997).

Preparing, Training and Recruiting High Quality Teachers and Principals

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part A)

Purpose of the Program

This program represents the largest and most comprehensive federal investment in preparing, training and recruiting teachers and principals. Nearly \$3 billion will be made available to states through formula grants to prepare, train and recruit high-quality teachers. This program has three goals: (1) To increase student academic achievement through the use of strategies based on scientifically-based research in the areas of improving teacher and principal quality; (2) To increase the number of highly qualified teachers and principals; and (3) To hold educational agencies and schools accountable for improvements in academic achievement.

Resources

This new funding, providing \$2.85 billion to states, local educational agencies and partnerships for 2002, represents a more than 30 percent increase in teacher quality funds.

Highlights

- State applications will describe how the proposals are based upon scientifically-based research and how the activities are expected to increase student academic achievement, as well as how the proposals are aligned with state content standards and assessments.
 - States will be able to use their funds in a variety of ways to best meet their specific teacher needs:
 - Reforming teacher and principal certification and re-certification and/or promoting reciprocity agreements.
 - Providing support to new or current teachers or principals.
 - Establishing, expanding, or improving programs for alternative routes to licensure.
 - Developing effective recruitment and retention strategies, and/or establishing a clearinghouse for recruitment and placement.
 - Reforming tenure and implementing teacher testing.
 - Providing high quality professional development for both teachers and principals.
 - Supporting activities tied to state standards that improve instructional practices and improve student academic achievement.
 - Developing systems to measure the effectiveness of specific types of professional development in terms of student academic achievement and/or increased teacher subject mastery.
 - Assisting local educational agencies in the use of cost-effective, research-based professional development opportunities, and/or providing technical assistance.
 - Providing training in the efficient use of technology in the areas of instruction, student data analysis to inform decision making, school improvement and accountability.
 - Developing merit-based performance systems that provide differential and bonus pay for teachers in high-need subject areas or in high-poverty schools or districts.
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- Developing teacher advancement initiatives that emphasize multiple pathways and pay differentiation.
 - Providing assistance to teachers so that they can meet new licensure requirements.
 - Encouraging men to become elementary teachers.
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Teacher Quality and Title I

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title I, Part A)

Purpose of the Program

Title I, Part A funds are provided through a formula to schools and school districts with higher percentages of students from families that meet low-income criteria. The funds are then used to improve instruction in those schools and school districts so that students (especially those students with the greatest academic needs) will achieve their state's academic standards. The program includes several provisions designed to improve the quality of teachers in every school that receives Title I funds.

Resources

For fiscal year 2002, Congress appropriated \$10.35 billion for the Title I, Part A program. For fiscal year 2003, the President has requested an additional billion dollars for a total appropriation of \$11.35 billion. School districts must spend at least 5 percent of their Title I, Part A funds to ensure that teachers who are not highly qualified become highly qualified not later than the end of the 2005-2006 school year. Title I schools identified as in need of improvement must spend at least 10 percent of their Title I funds for high-quality professional development.

Highlights for States:

- States must submit a State plan that includes the steps the State will take to ensure that Title I schools provide instruction by highly qualified instructional staff.
- State plans must specify the steps the State will take to ensure that poor and minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children.
- States must disseminate a State report card that includes the percentage of teachers teaching with emergency or provisional credentials, as well as the percentage of classes not taught by highly qualified teachers.

Highlights for Schools and School Districts:

- School districts that receive Title I funds must ensure that all teachers hired after January 8, 2002 in programs supported by Title I funds are highly qualified. Similarly, all paraprofessionals hired after the same date must have completed two years of college, received an associate's degree, or met high standards of academic competence as demonstrated through a rigorous assessment.
 - School districts that receive Title I funds must notify parents that they can request information about the professional qualifications of their child's teachers.
 - Schools districts must develop plans that describe how they will use Title I funds in coordination with Title II funds to provide professional development to teachers, principals, and other staff members at Title I schools.
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Innovative and Alternative Routes to Licensure: Troops to Teachers Program

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, Subpt 1)

Both the Troops to Teacher program and the Transition to Teaching program seek to ensure that individuals who desire to enter the teaching profession have access to quality training that will prepare them to become highly qualified teachers.

Purpose of the Program

The Troops to Teachers program has two components: (1) It is designed to assist eligible members of the Armed Services to become highly qualified teachers by building upon their professional experience as the foundation for streamlined teacher training programs designed by the states, and (2) It provides the opportunity for states or partnerships to develop and implement innovative teacher certification/licensure programs for members of the Armed Services.

Resources

To help states meet this goal, the budget for this initiative was increased five-fold from \$3 million to \$18 million in 2002. President Bush has proposed to increase funding for this program to \$20 million in 2003.

Highlights for Individuals

- Certain members of the Armed Services who hold a bachelor or advanced degree from an accredited institution of higher education are eligible to participate.
- Priority will be given to members who have experience in science, math, special education or vocational/technical subjects.
- Participants can receive a stipend of up to \$5,000 for training, or a bonus of up to \$10,000, if they agree to obtain their teacher license and teach for at least three years in a school (1) where at least 50 percent of the children come from low-income families or (2) that has a large percentage of children with disabilities.

Highlights for States and Partnerships

- Proposals for innovative teacher certification programs for military personnel must provide recognition of military experience and training.
 - Proposed courses must be made available near military installations and through the use of distance learning technology.
 - Proposed programs will utilize innovative and alternative methods for providing opportunities for classroom experiences.
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Innovative and Alternative Routes to Licensure: Transition to Teaching Program

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, Subpt 1)

Both the *Troops to Teacher* program and the *Transition to Teaching* program seek to ensure that individuals who desire to enter the teaching profession have access to quality training that will prepare them to become highly qualified teachers.

Purpose of the Program

This program has two components: (1) It is designed to assist career professionals and recent college graduates to become highly qualified teachers by building upon their academic and professional experience as the foundation for streamlined teacher training programs designed by the states, and (2) It seeks to encourage states in the development and expansion of alternative routes to teacher licensure.

Resources

To help states implement these programs, funding was increased by 12 percent to \$35 million in 2002. President Bush has proposed to further increase the program to \$39.4 million in 2003.

Highlights for Individuals

- An individual with career experience or recent college graduates with an academic major are eligible to participate in this program.

Highlights for States and Partnerships

- Proposed programs shall establish, expand or enhance a teacher recruitment and retention program focused on mid-career professionals and recent college graduates.
- Programs can provide scholarships, stipends or bonuses of up to \$5,000 for teachers who participate in activities that have proven effective at retaining teachers in high-need schools.
- Programs can provide mentoring for new teachers and high-quality professional development for teachers currently in the classroom.
- Programs can include the development of a statewide or regionwide clearinghouse for the recruitment and placement of teachers.

##

Innovative and Alternative Routes to Licensure: Teach for America

Purpose of the Program

Teach for America is a national corps of outstanding recent college graduates who commit two years to teach in urban and rural public schools and who become lifelong leaders in the effort to expand opportunities for children. An independent nonprofit organization, it was started in 1990.

Teach for America recruits and selects members, places them in school districts, provides pre-service and in-service training, and provides a support network for members during and after service.

Resources

Teach for America is a public/private partnership. Teachers are paid by the school districts in which they teach. Costs for recruitment, placement, and training are paid by regional corporations, foundations, local governments, and national corporations and foundations.

The federal government supports *Teach for America* through the Corporation for National and Community Service (CNCS) as a program under AmeriCorps. In FY2002, AmeriCorps provided about \$2.6 million to *Teach for America* for administrative costs and training. In addition, all teachers in this program, as AmeriCorps members, are eligible for an AmeriCorps education award worth up to \$4,725, available over a seven-year period, to pay for higher education or to pay back student loans. Last year members accrued almost \$7 million in education awards under AmeriCorps. President Bush has proposed \$10 million in challenge grants be available through CNCS to support expansion of teaching and other national service programs under AmeriCorps.

Highlights

- Over the last decade, *Teach for America* has placed more than 7,000 teachers in school districts that have had difficulty in recruiting staff.
 - Today, approximately 1,700 corps members teach in 17 regions across the country, including New York City, Washington, DC, Chicago, Los Angeles, and Atlanta.
 - *Teach for America* has an aggressive expansion plan that is intended to more than double the number of members by 2005. At that point, they will reach up to 25 communities.
 - Independent studies reveal high levels of satisfaction with the program: 97% of principals respond they would hire corps members again and 80% of principals indicate they are more effective than other beginning teachers.
 - A detailed evaluation of the Houston program showed positive results. "The evaluation shows that *Teach for America* is a viable and valuable source of teachers and that they perform as well as, and in many cases better than, other teachers hired by the Houston Independent School District".
 - Alumni remain involved in education: 60% are working full-time in education, either as teachers, administrators, or in other positions. Of those working outside of education, 70% say some aspect of their job relates directly to education.
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Early Childhood Educator Professional Development Program

Purpose of the Program

The Early Childhood Educator Professional Development Program authorizes the Department of Education to award competitive grants for professional development activities to improve the knowledge and skills of early childhood educators and caregivers who work in urban and rural communities with high concentrations of young children living in poverty. The professional development activities will focus on furthering children's language and literacy skills to help set them on the road to reading proficiently once they enter kindergarten.

These grants complement the President's Early Reading First initiative, which supports local efforts to enhance the school readiness of young children.

Resources

To help eligible organizations implement this program, funding was increased from \$10 million in 2001 to \$15 million in 2002. President Bush has proposed that \$15 million be appropriated again for this program in 2003.

Highlights for Individuals:

- The program will provide high-quality intensive professional development for preschool educators.
- Many of the currently funded projects are providing professional development opportunities that result in college credit or leads to a degree, credential, or certification in early childhood education. These projects can be expanded under this initiative.

Highlights for States and Partnerships:

- These grants are designed to improve the language, cognitive, and early reading skills of young children so that they will be better prepared for formal school experiences.
- These grants require that partnerships be formed between professional development providers and implementers of early childhood education programs.
- These grants result in the development of research-based models for professional development for early childhood educators that can be replicated in other communities with high percentages of disadvantaged young children.

##

Early Reading First **Effective, Research-based Instruction for Pre-School Children**

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title I, Part B, Subpart 1)

Purpose of the Program

Early Reading First is designed to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills for reading success, thereby preventing reading difficulties. Early Reading First will transform early childhood education programs into centers of excellence that provide a high-quality early education to young children, especially those from low-income families. Early Reading First will not only provide resources and training to pre-school teachers, but will also benefit teachers in all grades by helping to increase the number of children entering school ready to read and ready to learn.

Resources

To help implement this program, the budget for this first-time initiative in 2002 is \$75 million. President Bush has proposed to continue this strong commitment to Early Reading First in his 2003 budget.

Highlights for Individuals

- Teachers will participate in intensive high-quality, professional development.
- Early Reading First Programs are encouraged to provide incentives or stipends to teachers who participate in the professional development.

Highlights for partnerships:

- Early Reading First programs will be encouraged to bring together school-based preschools with community-based early education programs in partnerships, thus enhancing the capacity of both in providing the highest quality early education for young children.
 - Early Reading First programs will lay the groundwork for reading success in the elementary grades by providing young children, particularly children from low-income families, with language and print-rich environments and high-quality instruction in language, cognitive and early reading.
 - Early Reading First programs will align the curriculum and instruction in participating preschool programs with State content and performance standards for preschool and for kindergarten through third grade.
 - Early Reading First programs will use screening assessments and progress monitoring to identify young children who may be at risk for reading failure to ensure they are on the road to reading proficiently by the time they begin school. These screening assessments will help guide teachers in what approaches to take toward their pre-school students.
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Reading First

Effective, Research-based Instruction in K-3 Classrooms

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title I, Part B, Subpart 1)

Purpose of the Program

Reading First is a bold, new national initiative directly aimed at helping every child in every State become a successful, fluent reader by third grade. Through the application of rigorous, scientifically based research, Reading First will help States and localities implement effective practices for classroom reading instruction and improve student achievement. Reading First grants will support programs and strategies that are based upon the evidence on how children learn to read. Since no child will become an effective reader without an effective teacher, the majority of Reading First state funds will be focused on professional development and instruction for teachers.

Resources

The budget for this initiative is \$900 million for FY2002. President Bush has requested an increase in funding for this program to \$1 billion in FY2003. All States will be eligible to receive funding after an expert panel approves their applications. States would then conduct their own subgrant competitions, primarily targeting their neediest and most under-performing districts and schools in accordance with legislative guidelines.

Highlights:

- Research-based programs, practices and assessments will form the foundation of all Reading First classroom reading instruction.
- States may retain up to 20 percent of their total awards to support statewide professional development, technical assistance and other program administration activities. They would be required to spend at least 60 percent of these funds on professional development for teachers in research-based methods of reading instruction.
- Reading First professional development and technical assistance activities may be offered to all K-3 reading teachers, not just K-3 reading teachers in schools receiving Reading First subgrants.
- Valid and reliable measures must be used both for classroom-based student assessments to inform on-going instructional decisions, and for overall program evaluation and accountability purposes.

##

The “What Works” Clearing House

(Office of Educational Research and Improvement)

Purpose of the Initiative

The purpose of the Clearinghouse is to provide educational practitioners and policymakers with an easily accessible and searchable web-based online database of scientific evidence about the effectiveness of educational products, practices, and programs that are intended to enhance important student results.

Highlights

- Educators will be able to access evidence regarding claims of effectiveness for interventions on a variety of important topics (e.g., emergent literacy, dropout prevention, beginning algebra, character development).
- Claims of effectiveness will be assessed with respect to the quality, quantity, and relevance of evidence, as well as the magnitude of effects of interventions--as determined through reviews of research employing rigorous standards and criteria.
- Curricula products, educational software, and professional training modules are examples of educational interventions for which evidence reviews will be conducted and reported in the Clearinghouse.
- The Clearinghouse will include information about the existence of necessary manuals, instructions, training materials, and other resources necessary to adopt the interventions in different sites.
- The Clearinghouse will also include a registry of evaluators who are prepared to conduct evaluation studies that will meet high quality standards as determined by the Clearinghouse.

##

Teacher Training in Bilingual Education

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title III)

Purpose of the Program

The National Professional Development Program provides discretionary grants to institutions of higher education, in partnership with schools or State educational agencies, for professional development activities to improve classroom instruction for limited English proficient students. Grants will support activities that are aimed at assisting teachers, administrators or other educational personnel to meet high professional standards.

Resources

For Fiscal Year 2002 the budget for the National Professional Development Program is \$37.5 million. Approximately 300 colleges and universities are expected to apply for funds. Applications are reviewed and scored by a panel of experts. The Department expects to award approximately 150 grants for Fiscal Year 2002.

Highlights

Applicants have flexibility in designing and implementing professional development programs to meet the needs of the local communities they serve. Allowable activities include, but are not limited to:

- Career Ladder programs to prepare paraprofessionals for certification and licensure as teachers of limited English proficient students.
- Programs to assist regular classroom teachers who work with limited English proficient students in completing English as a second language or bilingual education certification.
- Professional development activities that emphasize scientifically based reading approaches for reading teachers, new teachers, and other teachers of limited English proficient students.

##

Personnel Preparation to Improve Services and Results for Children with Disabilities

(Individuals with Disabilities Education Act (IDEA), Part D, Section 673)

Purpose of the Program

The Personnel Preparation to Improve Services and Results for Children with Disabilities program supports competitive grant awards to: (1) help address State-identified needs for qualified special education and regular education teachers, related services, and early intervention personnel to work with children with disabilities and (2) ensure that those personnel have the skills and knowledge, derived from practices that have been determined, through research and experience, to be successful, that are needed to serve those children.

Resources

For fiscal year 2002, Congress appropriated \$90 million for the Part D Personnel Preparation program under IDEA.

Highlights for Individuals:

- Individual students may receive scholarship support through grant awards to eligible entities, usually institutions of higher education.
- About half of the funds provided under grant awards are used for scholarship support.
- Students must work in the area(s) for which they receive training or repay part or all of the scholarship funds they receive.
- Training is provided to prepare personnel to serve children with those disabilities as defined under IDEA.

Highlights for Institutions of Higher Education (IHE):

- Most awardees under this program are IHEs.
 - The duration of awards varies from 3 to 5 years depending on the type of project.
 - About half of the funds received under a grant are to be used for scholarship support.
 - Cooperative efforts are made to partner with State and local educational agencies in order to promote continuous improvement of preparation programs.
 - Implement research-based scientifically validated personnel preparation models.
 - Address critical shortages of personnel to teach students with disabilities.
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State Improvement Grant Program for Services to Children with Disabilities

(Individuals with Disabilities Education Act, Part D)

The State Improvement Grant program seeks to ensure that teachers of children with disabilities have the content and pedagogical skills to ensure that these children meet the same challenging state standards as non-disabled students. Seventy five percent of these State grants must be used for professional development.

Purpose of the Program

The State Improvement Grant program has as its primary purpose to assist State educational agencies, and their partners, in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance and dissemination of knowledge about best practices, to improve results for children with disabilities.

Resources

To help states meet this goal, the budget for this initiative has increased from \$18 million in 1999 to \$50 million in 2002.

Highlights for Individuals

- Special education teachers have received intensive training in scientifically validated reading intervention programs
- Special education teachers have received intensive training in scientifically based behavior intervention and school-wide behavior intervention strategies
- General education teachers have received training in accommodating and modifying their instruction to meet the instructional needs of the diverse group of learners in their classrooms.

Highlights for States and Partnerships

- States have been able to implement statewide initiatives to ensure that every child in every district will receive scientifically based reading instruction
 - States have developed partnerships with their universities to ensure that pre-service and in-service university instruction is aligned with state standards
 - States have increased their supply of special education teachers and regular education teachers through web based recruitment strategies
 - States have retained greater numbers of special education teachers through mentorship programs
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Math and Science Partnerships

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part B)

Purpose of the Program

The Math and Science Partnership (MSP) program brings together efforts of the National Science Foundation and the U.S. Department of Education to improve teaching and learning in science, technology, engineering and mathematics education in grades preK-12.

The purpose of this program is to improve the performance of students in math and the sciences by encouraging the development of more rigorous math and science curricula aligned with state and local academic standards, encouraging institutions of higher education to assume greater responsibility for improving math and science teacher education, and bringing math and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills and to reinforce the relevance of math and science skills to real world applications.

Resources

To help states and local communities reach these goals, the National Science Foundation will make up to \$160 million in grant awards and the Department of Education will award an additional \$12.5 million in 2002. The President's FY 2003 budget request includes increased levels of commitment to this program.

Highlights from the National Science Foundation

- The National Science Foundation will provide funding for up to five years to support grants that are comprehensive in nature and those that are more targeted in their focus.
- Proposals require partnerships among institutions of higher education, school districts, schools, and other entities, such as museums, science centers, state or tribal governmental agencies and community organizations.
- In all cases, these collaborations will unite the efforts of schools with math, science and/or engineering faculty, as well as educational faculty, from institutions of higher education.
- These proposals are expected to forge new and long-lasting collaborations between higher education and schools so that teachers are better prepared and students are better educated in mathematics and science.

Highlights from the Department of Education

- Proposals can be designed to engage classroom teachers in mathematical, scientific, or engineering research and development projects sponsored by institutions of higher education or other scientific institutions
 - Proposals can also address how technology can be used in the classroom to deepen the scientific and mathematical understanding of teachers and promote higher student achievement.
 - In addition, differential salary scales can be established to make the math and science teaching profession more comparable to pay in the private sector. The effectiveness of such programs can then be evaluated.
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Enhancing Education Through Technology

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part D)

Purpose of the Program

The primary goal of this program is to improve student academic achievement through the use of technology in elementary and secondary schools. Additional goals include (1) ensuring that every student is technologically literate by the end of the second grade, and (2) establishing research-based instructional methods through the effective integration of technology, professional development for teachers and curriculum development.

Resources

This program consolidates several predecessor programs into a single State formula grant program that provides \$700 million in 2002.

Highlights

- Funds are allocated to States proportionate to their Title I allocations and States may retain up to 5 percent. The balance is awarded to LEAs, one-half by formula, one-half competitively.
- At least 25 percent of the funding must be used to provide professional development.
- A significant qualification for competitive funds is the formation of partnerships between high-need districts and other districts and institutions with experience in the use of technology to enhance instruction.
- Funds are to be used to improve access to and use of technology.
- This program is designed to assist States in establishing comprehensive systems, including infrastructure, to effectively use technology to improve academic achievement.
- Public-private partnerships to increase access to technology in high-need schools are encouraged.
- Distance learning for elementary and secondary school is authorized.
- Rigorous evaluation at the State and local levels is an important goal.
- Local efforts to use technology to improve communication and promote family and parent involvement in education may be supported.
- A national study of the effects of technology on student achievement is planned.

##

Traditional American History Education

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, subpart 4)

Purpose of the Program

The Teaching American History grant program supports projects to raise student achievement by improving teachers' knowledge, understanding, and appreciation for traditional American history through intensive, ongoing professional development.

Resources

The Teaching American History program was funded for the first time in FY 2001. With this funding (\$50 million), the Department awarded grants to 60 local educational agencies (LEAs) and consortia across 33 states. For FY 2002, \$100 million is available for new grants to LEAs. The President is requesting \$50 million for this program in FY 2003.

Highlights:

- Grants are awarded to LEAs applying in partnership with one or more of the following:
 - Institutions of higher education
 - Non-profit history or humanities organizations
 - Libraries or museums
- LEA proposals will present projects designed to:
 - Develop and implement high-quality in-service and/or pre-service professional development that provides educators with rigorous content and appropriate teaching skills to prepare all students to achieve to higher standards in American history; and
 - Develop and implement strategies for sustained and on-going collaboration among teachers and outside experts to improve instruction in American history.

##

Learn and Serve America Programs:Teacher Education

Purpose of the program

Learn and Serve America (LSA) supports service-learning programs in schools and community organizations that help to encourage nearly one million students from kindergarten through college to meet community needs, while at the same time improving their academic skills and learning the habits of good citizenship. Service-learning combines service to the community with student learning in a way that improves both the student and the community. LSA grants are used in many ways, including providing training for both pre-service and in-service teachers.

Resources

The Corporation for National and Community Service funds state education agencies, state commissions on national and community service, nonprofit organizations, Indian tribes, and U.S. territories, which then select and fund local service-learning programs. Institutions of higher education and consortia are funded directly, and all projects are required to match federal funds with resources from the community.

Highlights

- A national study of Learn and Serve America programs suggests that effective service-learning programs improve academic grades, increase attendance in school, and develop personal and social responsibility.
 - Learn and Serve America supports six higher education pre-service teacher training programs. These programs use a variety of strategies to make service-learning a part of the core curriculum in teacher education.
 - A wide variety of approaches to training in-service teachers are used, including workshops, conferences, curriculum development, materials development, mini-grants, web sites and electronic communication, and the use of peer mentors.
 - All states provide training to teachers must demonstrate how state academic standards and service-learning are combined to improve academic achievement.
 - Teachers are trained to assist students in pursuing character education, active citizenship skills, and school-to-career opportunities.
 - Dissemination grants supported the distribution of high quality materials, including teacher education such as an introductory compact disc and an interactive web page addressing service learning, as well as guidebooks for both pre-service and in-service teachers.
 - Whether the goal is academic improvement, personal development, or both, students learn critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis.
 - The National Service-Learning Clearinghouse responds to teachers' questions about resources, reviews research, provides referrals to published and unpublished materials, and distributes bibliographies.
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Teacher Liability Protection

(Elementary and Secondary Education Act as amended by No Child Left Behind: Title II, Part C, Subpt 5)

Purpose of the Program

The Teacher Protection Act ensures that teachers, principals, and other school professionals can undertake reasonable actions to maintain order and discipline in the classroom without the fear of being hauled into court or subjected to frivolous lawsuits. It provides civil immunity in any State court to teachers, instructors, principals, administrators, and other education professionals for actions taken to maintain discipline, order or control in the school or classroom.

Highlights

Important components of this act include the following:

- Teachers are shielded from liability when they act within the scope of their employment and in accordance with applicable federal, state, and local laws (including civil rights laws).
- Protections are extended not only to teachers, but also to administrators and school professionals, nonprofessional employees responsible for maintaining discipline or safety, and individual school board members.
- Liability is limited unless a State specifically enacts overriding legislation, or State law limits teacher-liability in certain circumstances.
- The availability of punitive and non-economic ("pain and suffering") damages against teachers is limited when they are determined to be liable for their acts.
- Limits to liability will not apply if a teacher is involved in misconduct such as a violent crime, a sexual offense, violation of civil rights laws, or for misconduct that occurs while the educator is under the influence of drugs or alcohol.

##

Teacher Tax Deduction

(General Explanations of the Administration's Fiscal Year 2003 Revenue Proposals, p. 17)

Purpose of the Program

Teachers often use their own resources to provide classroom supplies, supplemental materials, and other classroom necessities. The Administration has proposed a tax deduction for teachers to help defray out-of-pocket classroom expenses. The deduction would not only cover classroom expenses such as books and school supplies; but it can also be used for professional enrichment opportunities and other training.

Resources

The President's budget proposal establishes this tax deduction, which is expected to provide \$16 million in tax savings to teachers in 2004, and \$577 million over five years.

Highlights

- All teachers would be able to deduct up to \$400 of qualified expenditures incurred after December 31, 2003 on their federal tax returns, thereby recovering a portion of their personal expenses.

##

Expanded Loan Forgiveness For Teachers

(Fiscal Year 2003 Budget of the United States Government, p. 112-113)

Purpose of the Program

Currently, teachers who were new Federal Family Education Loan or Ford Direct Student Loan borrowers as of October 1998, and taught in qualified low-income schools for 5 consecutive years, are eligible for up to \$5,000 in student loan forgiveness. The President's 2003 budget will substantially increase the amount of forgiveness for some teachers up to \$17,500 for each qualified individual.

Resources

The 2003 budget's expansion of this loan forgiveness is estimated to cost \$45 million in 2003 and a total of \$212 sets aside \$45 million for this proposed expansion, and a total of \$243 million over the next ten years.

Highlights

- Highly qualified teachers are eligible for this program if they teach math, science or special education in qualified low-income schools for five consecutive school years.

##

New Flexibility for States and School Districts

(Elementary and Secondary Education Act as amended by No Child Left Behind, Title VI, subpt 2)

Purpose of the Program

“Transferability” is a new option that allows states and local educational agencies (LEAs) the flexibility to transfer a portion of the funds that they receive under certain federal programs to other federal programs that better address their unique needs. These funds can then be used to support locally determined initiatives, including increased teacher pay, reducing class size, and bolstering professional development and training for teachers.

Resources

- States: Up to 50 percent of the non-administrative State-level funds allotted to a state for non-Title I programs may be transferred to certain other programs.
- LEAs: Up to 50 percent of the formula allocations under specific education programs may be transferred to any of the other specified programs and into, but not out of, Title I.

Highlights for States

- The programs among which funds may be transferred at the State level include:
 - Teacher and Principal Training and Recruitment [Section 2113(a)(3)]
 - Enhancing Education Through Technology [Section 2412(a)(1)]
 - Safe and Drug-Free Schools and Communities Governor’s funds, with the agreement of the Governor [Section 4112(a)(1)]
 - Safe and Drug-Free Schools and Communities SEA funds [Section 4112(c)(1)]
 - 21st Century Community Learning Centers [Section 4202(c)(3)]
 - Innovative Programs [Section 5112(b)]
 - Subject to the 50% limitation, a state may also transfer those funds allotted to it under the provisions listed above to its allotment under Part A of Title I to carry out state-level activities under Part A of Title I.

Highlights for Local Education Agencies (LEAs)

- The programs among which funds may be transferred by LEAs are:
 - Teacher and Principal Training and Recruitment [Section 2121]
 - Enhancing Education Through Technology [Section 2412(a)(2)(A)]
 - Safe and Drug-Free Schools and Communities [Section 4112(b)(1)]
 - Innovative Programs [Section 5112(a)]
 - Funds may be transferred into, but not out of, Part A of Title I.
 - Transferred funds are subject to the requirements of the programs to which they are transferred.
 - Note: LEAs identified for improvement under Title I may transfer up to 30 percent, and LEAs identified for corrective action may not transfer funds.
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