

# Archived Information

## EISENHOWER FEDERAL ACTIVITIES

**Goal: To improve the teaching and learning of all students through the provision of high-quality instructional materials and information about effective programs, and through the expansion of a cadre of highly accomplished teachers.**

**Relationship of Program to Volume 1, Department-wide Objectives:** The Eisenhower Professional Development Program: Federal Activities supports Objective 1.4 (a talented and dedicated teacher is in every classroom in America) and Objective 2.3 (every eighth grader masters challenging mathematics, including the foundations of algebra and geometry) by supporting the National Board for Professional Teaching Standards. In addition, the program supports Objective 2.3 by promoting access to high-quality math and science materials through the Eisenhower National Clearinghouse.

FY 2000—\$23,300,000

FY 2001—\$25,000,000 (Requested budget for National Activities for the Improvement of Teaching and School Leadership, which is proposed to replace Eisenhower Federal Activities)

OBJECTIVE 1: PROVIDE ACCESS TO HIGH-QUALITY INSTRUCTIONAL MATERIALS AND INFORMATION ABOUT EXEMPLARY PROGRAMS IN MATHEMATICS AND SCIENCE EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOLS.

**Indicator 1.1 Utility: At least 80 percent of customers who use clearinghouse products will report that the products meet their needs in terms of being easy to access, up to date, and of value to their work.**

Targets and Performance Data				Assessment of Progress			Sources and Data Quality
<i>Percent of customers who report that products are:</i>							<b>Status:</b> 2000 target exceeded.  <b>Explanation:</b> The clearinghouse has placed increasing emphasis on customer satisfaction. The respondents in the data in the performance table represent those sample members who remembered the clearinghouse materials well enough to respond.
Year	Actual Performance		Performance Targets			<b>Source:</b> Preliminary Report on FY 1999 Performance from the Clearinghouse and Cross-Consortia Evaluation Team, 1999. <i>Frequency:</i> Biennially. <i>Next Update:</i> 2001.  <b>Validation Procedure:</b> Data supplied by the Clearinghouse and the Eisenhower Cross-Consortia Evaluation Team. The Clearinghouse and the Cross-Consortia Evaluation Team use an internal review procedure to ensure common terminology and data collection and analysis procedures.  <b>Limitations of Data and Planned Improvements:</b> The survey had an overall response rate of 30 percent (147 out of 491 sample members). An independent, national evaluation will provide data in 2000.	
	Easy to Access	Up to Date	Value to Work	Easy to Access	Up to Date		Value to Work
1998:	64%	73%	74%				
<b>1999:</b>	<b>89%</b>	<b>96%</b>	<b>91%</b>	<b>No target set</b>			
2000:				72%	72%		72%
2001:				76%	76%		76%
2002:				80%	80%	80%	

OBJECTIVE 2: CONTRIBUTE TO THE IMPROVEMENT OF THE TEACHING AND LEARNING OF ALL STUDENTS BY EXPANDING THE CADRE OF HIGHLY ACCOMPLISHED TEACHERS.

Indicator 2.1 Standards and assessments developed: The number of standards and assessments developed, approved, and offered by the board will increase annually.			Assessment of Progress	Sources and Data Quality
Targets and Performance Data			<b>Status:</b> The 1999 target has been met.  <b>Explanation:</b> The board has been able to continue the development of standards and assessments because of continued financial support from the Federal government and other sources.	<b>Source:</b> Board reports, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.  <b>Validation Procedure:</b> Data supplied by the board. Data corroborated by other information from the board.  <b>Limitations of Data and Planned Improvements:</b> None.
Year	Actual Performance	Performance Targets		
1998:	7			
<b>1999:</b>	<b>12</b>	<b>12</b>		
2000:		16		
2001:		19		
2002:		25		

Indicator 2.2 Teachers certified: The number of teachers who will be awarded Board certification will increase annually and will reach a cumulative total of 22,000 by 2002.			Assessment of Progress	Sources and Data Quality
Targets and Performance Data			<b>Status:</b> Target exceeded.  <b>Explanation:</b> Thirty-eight states and 146 school districts offer some kind of incentive for teachers to apply for national board certification; these incentives have helped to increase the number of applicants for national board certification. (These incentives include supports, such as fee support, salary supplements, and license portability.) In addition, the national board certification is generally viewed as providing a high-quality product.	<b>Source:</b> Board reports, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.  <b>Validation Procedure:</b> Data supplied by the board. Data corroborated by other information available on nationally board certified teachers.  <b>Limitations of Data and Planned Improvements:</b> None.
<i>Cumulative number of teachers certified</i>				
Year	Actual Performance	Performance Targets		
1997:	924			
1998:	1,835			
<b>1999:</b>	<b>4,803</b>	<b>3,600</b>		
2000:		7,900		
2001:		15,000		
2002:		22,000		

KEY STRATEGIES
<p><u>Strategies Continued from 1999</u></p> <ul style="list-style-type: none"> <li>❖ Eisenhower National Clearinghouse:             <ul style="list-style-type: none"> <li>➤ To improve the accessibility and quality of clearinghouse products, the program will work with the Department's leadership teams, the National Science Foundation, other agencies, and the Eisenhower Regional Consortia to develop comprehensive strategies for disseminating products to target audiences, tracking use of products, and obtaining customer feedback to ensure that the products are used effectively to improve mathematics and science education.</li> </ul> </li> <li>❖ National Board for Professional Teaching Standards:             <ul style="list-style-type: none"> <li>➤ To identify resources, coordinate services, collaborate, sustain efforts to improve professional development, and provide incentives and encourage teachers to apply for board certification, the program will facilitate collaboration among grantees, state and local education agencies, institutions of higher education, professional organizations, and local partners.</li> <li>➤ To assist the Department in achieving its goals, the program will work with the board to use board-certified teachers as speakers, peer reviewers, and other resources.</li> </ul> </li> </ul> <p><u>New or Strengthened Strategies</u></p> <ul style="list-style-type: none"> <li>❖ Eisenhower National Clearinghouse:             <ul style="list-style-type: none"> <li>➤ To further standardization of procedures and enhancement of coordination among resource providers, the program will facilitate clearinghouse collaboration with other Federal clearinghouses.</li> </ul> </li> </ul>

### KEY STRATEGIES (CONTINUED)

- ❖ National Board for Professional Teaching Standards:
  - To ensure that appropriate resources are targeted to the highest-need schools, the board and the Department will track the number of nationally board-certified teachers who work in high-poverty schools and develop strategies to increase their numbers. As of early February 2000, data on the poverty level of the schools of Nationally Board Certified teachers were available for only 2,287 of the 4,803 teachers. Data on those 2,287 teachers show that 16.7 percent work in high-poverty schools—e.g., schools with 50 percent or more of their students eligible for free lunch. It is important to note that the 2,287 teachers are not a representative sample of all nationally board certified teachers.

### HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ The clearinghouse annually contact other Federal agencies to collect math and science education materials and to update the Directory of Federal Resources that it produces.
- ❖ To improve the compatibility of databases and increase electronic access to educational materials, the clearinghouse helped to found the Gateway to Educational Materials, a consortium of Federal agencies active in math and science education. The clearinghouse director serves as co-chair of the consortium governing board.
- ❖ The clearinghouse advises the National Air and Space Administration, the Environmental Protection Agency, and the National Endowment for the Humanities on technology and database issues for their K–12 curriculum projects and activities.
- ❖ The clearinghouse participates in the interagency Federal Dissemination Experts Network to assist in integrating Federal educational resources into a national dissemination system.
- ❖ The clearinghouse also collaborates extensively with the Eisenhower Regional Consortia on product development and dissemination.
- ❖ The Board works directly with Department grantees, such as the National Alliance of Black School Educators, and with Department-funded regional laboratories, the Interstate New Teacher Assessment and Support Consortium, and the National Council for Accreditation of Teacher Education, and engages in Department-funded research.

### CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ A 1997 national evaluation recommended that the clearinghouse focus on “ease of use” when designing products and that it more clearly link all clearinghouse products and services, print or electronic, to improve customer access. The FY 1999 customer rating of 89 percent for “easy to access” is evidence of clearinghouse improvement in this area.
- ❖ The 1997 national evaluation also recommended that the clearinghouse pursue mechanisms that distribute its products and services at the level of teachers. Clearinghouse products and services such as workshops are targeted at teachers. A national evaluation in 2000 will assess improvements in reaching teachers.
- ❖ The clearinghouse has a mandate to disseminate information broadly. It is difficult for a single entity with limited resources to meet all of the constantly changing needs of such a wide audience.
- ❖ For the board, the certification fee is seen as a barrier by some teachers. This is especially the case in the states and districts where no incentives (fee supports, salary supplements) are offered. Currently 38 states and 146 districts offer some kind of incentive, but there is a challenge to get more state legislatures and districts to offer incentives.
- ❖ Many teachers throughout the country are still not aware of the board and the certification process. When the development of all 25 standards and assessments is complete, outreach efforts will become the board’s number one priority.
- ❖ In many states and localities, there is very little professional support for teachers who want to undertake the board assessment process.
- ❖ Full utilization of the board will occur only when all states and localities enact meaningful incentives for teachers to apply for and maintain national board certification. Because not all states and districts offer incentives and supports, some teachers face obstacles in applying for certification.

### INDICATOR CHANGES

#### From FY 1999 Annual Plan (two years old)

Adjusted—None.

Dropped—None.

#### From FY 2000 Annual Plan (last year’s)

Adjusted

- ❖ Indicator 2.1, on the utility of clearinghouse products, was adjusted to match the measures of quality used on the clearinghouse/cross-consortia customer survey.

Dropped

- ❖ Object 1 and Indicator 1.1, on demonstration activities, were dropped because of continued lack of funding for projects in this category.

New—None.