

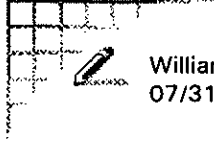
**NLWJC - Kagan**

**DPC - Box 050 - Folder-011**

**Race-Race Initiative Policy:**

**Education-Title V**

Race Initiative Policy -  
Educ - Title V



William R. Kincaid  
07/31/97 06:48:46 PM

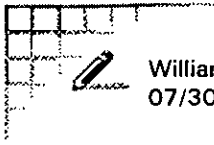
Record Type: Record

To: Elena Kagan/OPD/EOP, Michael Cohen/OPD/EOP

cc: Jonathan H. Schnur/OVP @ OVP, Robert M. Shireman/OPD/EOP, Kathryn B. Stack/OMB/EOP, Mary I. Cassell/OMB/EOP

Subject: Title V cleared

DOJ cleared, and ED took up to the Hill the Title V teacher preparation provisions today. According to ED's legislative office, Sen. Kennedy is expected to introduce the bill tomorrow, and Sen. Jeffords staff has said that he will work with us, as well.



William R. Kincaid  
07/30/97 08:44:31 PM

Record Type: Record

To: Elena Kagan/OPD/EOP  
cc: Michael Cohen/OPD/EOP  
Subject: Title V

I took part in the end of tonight's ED-DOJ-WH Counsel's office call. DOJ's *Adarand* concerns, at this point, do not go to the heart of the legislation itself, but are based more on the strength of the findings and the way that rationale is described. All believe that these concerns can be addressed without too much trouble.

Depending on the composition of the ED/Senate staff meeting set for tomorrow, it was agreed that ED could take up a DRAFT-stamped copy and walk through the bill for staff in the morning. Simultaneously, DOJ is going to pull together a meeting to agree on suggested wording changes on a few portions of the bill, with the understanding that ED will be in a position to deliver an administration-cleared draft by tomorrow afternoon. Fallback approach is for ED to reschedule the meeting with staff for the afternoon.

Reese Init Policy - Educ - Title V

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

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

-- President Clinton, 1997 State of the Union Address

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

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

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

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

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

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

first two years of teaching. The President's proposal will help recruit nearly 35,000 teachers over five years, meeting nearly 10% of the need for new teachers in high poverty urban and rural communities.

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

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

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

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

**Education announcement  
Qs & As**

**Recruiting and Retaining Teachers for High-Poverty Communities (Teaching Fellowships)**

- 1. Who would be eligible to receive a Teaching Fellowship?**  
Eligible candidates include undergraduate and graduate students, and adults making a career change into teaching, such as former military personnel, education paraprofessionals or teacher aides desiring full teacher certification and other mid-career professionals interested in the teaching profession.
- 2. Who would select the Teaching Fellowship recipients?**  
The President's initiative will provide grants to higher education institutions, in partnership with local schools and others. These partnerships will be responsible for selecting the National Teaching Fellowship recipients and for providing other support and professional development to those prospective teachers who commit to teach for three years in underserved urban or rural schools.
- 3. Why not just give grants directly to prospective teachers? Why are grants distributed the NTF Partners and then to prospective teachers?**  
Partnerships will be established between the higher education institutions, local schools and other partners which will allow for closer coordination between teacher preparation and the actual teaching environment. Also, scholarship recipients will participate in mentoring and other programs designed to provide additional professional support and development. New teachers will not be isolated and will have access to the best pedagogical practices and thinking during those first critical teaching years.
- 4. How many teachers would be recruited into the profession through this program?**  
The President's initiative will help recruit nearly 35,000 teachers over five years; meeting nearly 10% of the need for new teachers in high poverty urban and rural communities.
- 5. This proposal only meets 10% of the need, is it enough?**  
This is an area in which the federal government has not played a role in recent years, so we are moving from no effort to addressing 10% of a critical need. It is a significant dent in the problem, and will stimulate other efforts nationally. What we can -- and are doing -- is to provide funds to support the creation of innovative partnerships whose benefits will outlast the five-year grant program and enable us to continue to increase the number of new, highly-trained teachers going into high-poverty schools.
- 6. What types of expenses would be covered by the National Teaching Fellowship?**  
The scholarships could cover the costs of tuition, room and board, books and other expenses of completing the teacher preparation program -- as well as some costs of mentoring or additional professional development for scholarship recipients in their first two years of teaching.

7. **What happens if a National Teaching Fellowship recipient did not complete his/her commitment to teach for three years in a high-poverty school?**

Recipients who do not complete their three-year commitment would be required to repay the institution of higher education from which they received their teaching credentials.

8. **What is the funding level for the National Teaching Fellowship and how long is the program expected to last?**

In FY 1999 this program would be funded at a level of \$35 million, increasing to at least \$38 million in FY2003.

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

This administration remains strongly committed to increasing the diversity and upholding the quality of our Nation's teachers. Indeed, we share the view of many experts in the K-12 and higher education communities that the Minority Teacher Recruitment program, funded at \$2.2 million is not a sufficient Federal investment in recruiting and retaining a diverse population of high-quality teachers. The National Teaching Fellowships will make an additional \$35 million available to help attract teachers into underserved areas. And improvement of the diversity of those teachers in high-poverty communities is a critical priority -- and would be undertaken by those partnerships that would be awarding the National Teaching Fellowships.

10. **What role would diversity play in the selection and evaluation of the Teaching Fellowship Partners?**

Institutions of higher learning that apply for the partnership grants would be strongly encouraged to increase or maintain diverse faculty and student populations. One way that this can be accomplished is that special consideration will be given to those partnerships that include historically Black colleges and universities, Hispanic-serving colleges and universities and other institutions serving high-percentage minority populations. Also, higher education institutions can partner with schools and other organizations in the community that will enable them to increase the diversity of their partnership.

11. **How will the effectiveness of the Teaching Fellowship Partners be evaluated?**

The criteria for determining the success of the Teaching Fellowship Partners would be:  
(A) an increase in the production and retention of high-quality teachers prepared to teach to high standards in high-poverty schools; and  
(B) an increase in the diversity of the teaching force as a result of the Partnership's recruitment efforts.

12. **If you want to attract people to teach in inner cities, wouldn't it make more sense to just raise teacher salaries in the cities, so they can compete with suburban school districts?**

More competitive salaries could help, and that is a step that local school systems should consider. However, salaries alone are not the issue. Teachers leave urban schools at high rates within the first five years of entering teaching often because they don't feel they have been well prepared for the challenges of teaching in urban schools, and lack the support and help they need -- from experienced, mentor teachers and from higher education faculty -- in the first few years as teachers. The President's proposal directly addresses these concerns, by strengthening the preparation of teachers, and by helping teacher training programs and local school systems give new teachers the support they need.

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

*Note to Mike and Elena: This is a very sensitive issue to the Black Community. The Minority Teacher Recruitment Program is an existing but very small (\$2 million) program that provides fellowships to help minorities (and low income students) go into teaching. It is very popular with the African American community, which will be very upset if they believe that we are eliminating that program, even if we are replacing it with one thirty-five times the size. The response below is intended to underscore the notion that we are proposing an expansion of that program, not its elimination.*

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

**Improving the Quality of Teacher Preparation (Lighthouse Teacher Training Programs)**

**14. Why has the Administration decided to propose providing grants to teacher training programs that are already exemplary?**

ED has selected this approach for three reasons:

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

**15. Why has the Administration decided to target the preparation of teachers who will work in high-poverty communities?**

Often newly hired teachers in poor urban and rural areas are among the least prepared and most inadequately supported. The National Center for Education Statistics reports that in high-poverty communities 71% of physical science students and 33% of mathematics students are taking



classes with teachers who lack even a college minor in the field. Moreover, rates of attrition in urban districts can reach 50% in the first five years of teaching. Improving the recruitment, preparation, and retention of high-quality teachers in high-poverty communities is an essential step in expanding access to quality education. In addition, identifying the best techniques for preparing teachers for our nation's most challenging teaching assignments will provide a foundation for excellence in the preparation of all our teachers.

**16. How many lighthouse partnerships would be established?**

The President's proposal will create 10-15 lighthouse institutions, with 8-15 partners each. This will have an impact on 150 institutions of higher education, a sufficient number to have a significant impact on the field.

**17. How would the exemplary (lighthouse) teacher training institutions be selected?**

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

- ▶ alignment between the academic content taught to prospective teachers and the academic standards K-12 students are expected to meet -- so that the teachers will know the material they will be expected to teach,
- ▶ the use of standards for teaching excellence such as the National Board for Professional Teaching Standards, and standards for teacher education programs;
- ▶ production of high-quality teachers for high-poverty communities;
- ▶ strong collaboration with K-12 schools and a joint governance structure that includes them;
- ▶ strong clinical programs that include support during the beginning years of teaching;
- ▶ success in attracting a diverse student body and faculty;
- ▶ cooperation between the education program and arts and sciences; and
- ▶ integration of technology.

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

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

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

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

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

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

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

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

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

**22. How would the success of the Lighthouse Partnerships be evaluated?**

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

**Overall Issues**

**23. How will the President's proposal on teacher recruitment and preparation be paid for?**

This program will be included with the Department of Education's FY(( budget as a part of its Higher Education budget proposal. Funding will be within the discretionary limits as agreed to as a part of the balanced budget agreement

**24. Do you think Congress will pass this proposal?**

There is a widespread recognition of the importance of attracting and preparing people to enter teaching, in light of the large number of new teachers that must be hired in the next decade. This was a major theme of the report of bipartisan Commission on Teaching and America's Future, released last Fall under Gov. Hunt's leadership. We must address this issue.

Congress recognizes this as well, and Secretary Riley and his staff have had conversations with members in both houses and on both sides of the aisle about the need to improve the preparation of our Nation's teachers.

On Tuesday the House Education and Economic Opportunities Committee held a hearing on how to improve the quality of teaching. That committee is preparing to work on the reauthorization of the Higher Education Act in the Fall. This proposal will be transmitted as Title V of the Act, and the Committee is aware that we are working on this and is expecting our proposal. We look forward to working with members of the authorizing committees to enact this proposal.

**TITLE V - OPTION 3**

**Straightline**

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

Program requires matching contribution from local partners & IHE's

**Scholarships**

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

**Total Scholarships 33,818**

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

**Impact of Option 3**

Department of Education estimate is that the Teacher Recruitment program would cost an average of \$5,000 per prospective teacher per year, and that each prospective teacher would receive a scholarship for an average of two years. Making these assumptions, the Teacher Recruitment program would serve over 33,000 teachers over a five-year period.

"High-poverty" schools (those in which at least 50 percent of the students receive free or reduced-price lunches) will need to recruit some 350,000 new teachers over the next 5 years. Option 3 would thus meet about 10 percent of this need.

Under the Lighthouse program, the initial \$30 million appropriation would fund approximately 12 grants to "lead institutions." Each of these institutions would partner with approximately 10 additional IHEs, so the program would reach some 132 institutions in the first year.

Race Unit Policy - Education - TITLE V

Title V - Budget Figures

**Straightline**

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

**Scholarships**

	1999	2000	2001	2002	20003
<b>Scholarships</b>	7,778	8,978	10,527	12,601	15,514
First year	7,778	1,200	9,327	3,273	12,240
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<b>Title V Total</b>	65,000,000	66,690,000	68,423,940	70,202,962	72,028,239

total - 342.34 million

## IMPACT OF TEACHER RECRUITMENT PROGRAM IN "GOTHAM CITY"

### Needs of the city for teachers:

Over the next few years, 600 teachers will retire.

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

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

### Grant to Thomas Jefferson State University

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

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

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

*Is this what you need?!*

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## Path to Urban Teaching

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

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

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

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

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and plan to apply for Title V funds.

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

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

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

## Impact of Lighthouse Partnership Program

### *Challenges in Teacher Preparation*

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

### *Impact of Grant to Lighthouse Partnership*

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

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

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

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

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



# Clinton to Ask \$350 Million To Train Teachers for Poor

## Plan a Complement to National Standards

By JAMES BENNET

WASHINGTON, July 16 — President Clinton plans to ask Congress to spend \$350 million over the next five years to help recruit and train teachers for impoverished school districts, Administration officials said today.

Mr. Clinton is to announce the proposal in a speech on Thursday to the N.A.A.C.P.'s national convention in Pittsburgh. Officials said the plan would be the centerpiece of the speech, in which the President will call again for support of his effort to set national standards for education and to raise low expectations that, he will argue, are holding back many poor students.

The President is already negotiating with the Republican-controlled Congress for \$35 billion in college tuition assistance over the next five years. But he has come under fire from some liberals and members of minority groups, who contend that he is shorting the needs of students who are struggling in elementary or high school, with scant hope of attending college unless their education improves. In earlier budget negotiations, Mr. Clinton backed away from his proposal for \$5 billion to rebuild deteriorating public schools.

The new proposal, Administration officials said, dovetails with the President's broader effort to institute national voluntary testing against standards in reading and math, beginning in 1999. The President plans to say on Thursday that to meet those standards, poor students must have teachers with the background, the expertise and the commitment to help them succeed, officials said.

"We've got to set standards for those kids, and we've got to set standards for what's happening in those classrooms," one senior White House official said today.

The Department of Education estimates that because of rising enrollments and teacher retirements, the nation's public schools will need one million new teachers over the next five years.

Of those, about 350,000 will be needed in the poorest urban and rural schools, the Administration says. The hope is that the new program will help train 10 percent of this number, some 35,000.

If it wins Congressional approval, the program will begin in the fall of 1998. The Administration hopes the effort will not only increase the number of teachers in poor districts but also improve their preparation.

Under the plan, grants would be offered through the Department of Education to postgraduate education training programs. To qualify for the grants, the training programs would have to form partnerships with poor school districts, either urban or rural, to recruit and train teachers.

Further, they would have to identify particular needs that those teachers would fill, like expertise in mathematics or English. A teacher might also be intended to match a district's

"demographic needs" for, say, black or Hispanic educators to provide role models, said an official familiar with the plan's details.

The Administration's hope is that many training programs will compete for the grants, giving the Department of Education its pick of the best prepared. Each program would have to demonstrate that with the grant, it would increase the total number of teachers it prepares.

"They're going to have to increase their output for this," the official said, "not just maintain their output and shift their sources of funding."

The teacher training programs that received grant money would use it to help support students who promised to teach in poor districts for three years. Average tuition assistance for a participant would probably be about \$3,000 a year, the official said, although some programs might also offer transportation or child

care assistance to older students. "We're deliberately building some flexibility in here," he said.

In response to the proposal, Michael Casserly, executive director of the Council of the Great City Schools, a coalition of the nation's largest urban public school systems, said: "Finally somebody is paying attention to what the need is. The shortage of teachers in the cities is already profound, and most urban school districts have a real problem recruiting and training teachers."

Mr. Casserly called the proposal "a real constructive start."

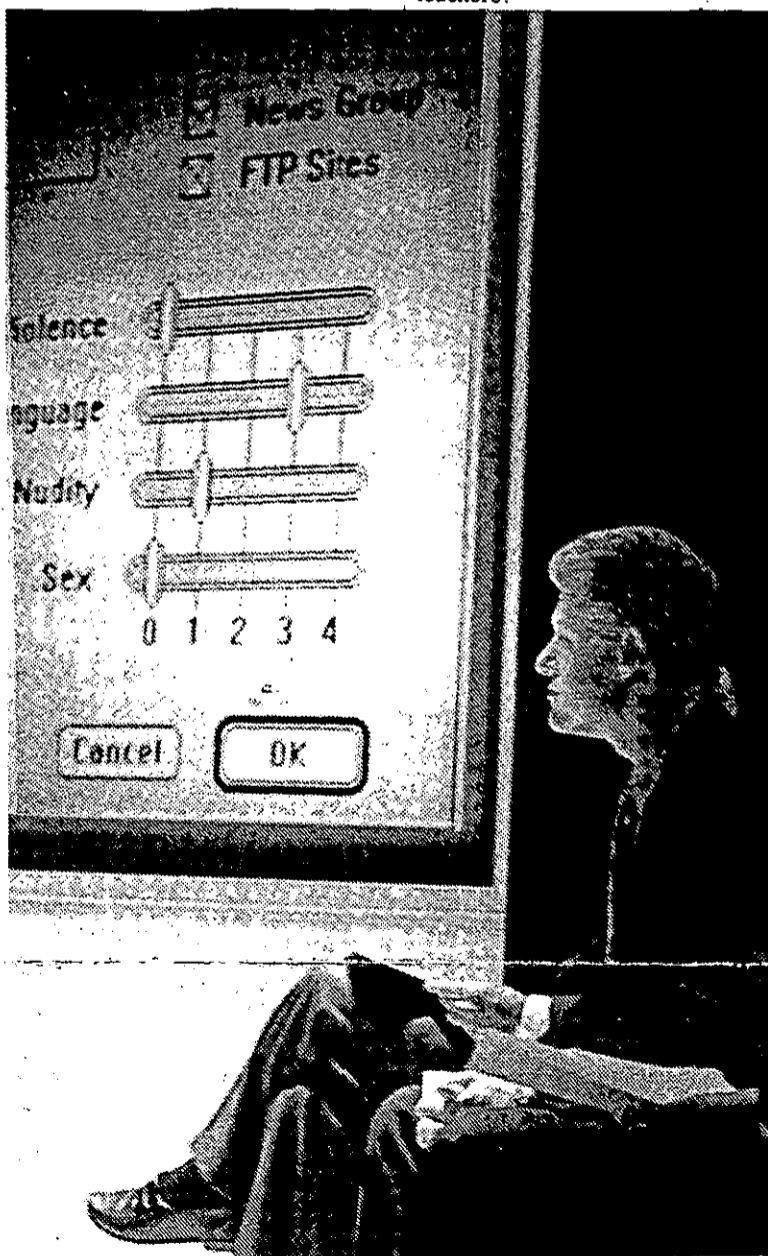
The President plans for the legislation creating the program to be sent to Congress later this summer. It is not clear what reception it will get; Republicans there rejected Mr. Clinton's \$5 billion plan to rebuild schools, with some calling it an unwarranted Federal intrusion into local affairs.

The Administration's proposal is modeled on a program run by the DeWitt Wallace-Reader's Digest Fund to recruit and train teachers for poor schools. That program supplies grants covering 80 percent of tuition costs for teacher training.

Since 1989, the fund has spent about \$40 million on 2,134 participants, said Bruce S. Trachtenberg, a spokesman.

"The next step," he said, "and the real test of the program, will be, How much of a success will they be as teachers?"

Race Unit  
Policy -  
Educ -  
Title V



Paul Hosefros/The New York Times

The New York Times

THURSDAY, JULY 17, 1997

## President Challenges Computer Industry

Saying he was pleased by the decision of one Internet provider to use technology to allow parents to block their children's access to inappropriate sites, President Clinton said yesterday that such safeguards should become "as common as food safety labels are today." In a meeting at the White House with industry officials Mr. Clinton called for the industry show that it is family friendly and to police itself.

# C.I.A. Officer Says His Briefings For Huang Were Simply Routine

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By FRANCIS X. CLINES

WASHINGTON, July 16 — Screened from public view, an official of the Central Intelligence Agency today told the Senate committee examining campaign finance abuses that briefings for John Huang on classified information about Asia had been part of routine procedure at the Commerce Department and had not been sought by Mr. Huang, a central figure in the inquiry.

In a melodramatic tableau, the committee erected an opaque screen to shield the face of the witness, John H. Dickerson, who briefed Mr. Huang every two weeks during his 14-month tenure as a political appointee in the Commerce Department, before he became a fund-raiser for the Democratic National Committee.

Mr. Dickerson offered little to bolster the effort by the investigating committee's majority Republicans to prove their suspicion that Mr. Huang shared classified information with his former employers at the Lippo Group, the Indonesian conglomerate that has developed close ties to commerce officials of the Chinese Government.

"I am assuming he used the information properly," Mr. Dickerson said.

Asked repeatedly whether Mr. Huang might have received detailed information on such sensitive subjects as Chinese investment opportunities and political succession in Beijing, Mr. Dickerson replied that it was hypothetically possible.

But he stressed that in 37 routine briefings, he had found no reason to doubt the loyalty of Mr. Huang, an American citizen whose security clearance permitted him to read documents designated "secret." He said he presumed Mr. Huang had kept any such documents properly secured in an office safe.

Democratic defenders of the Clinton Administration said that Mr. Huang had been briefed less often than other officials at Commerce

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and that he had declined the opportunity to upgrade his clearance to "top secret."

"He said, 'That's just too much work, and it's too much money — skip it,'" said another witness, Robert P. Gallagher, an official of the Commerce Department who oversaw the security briefings there.

During a long day in which details were punctuated by testy partisan exchanges, the Republican majority on the Senate Governmental Affairs Committee followed the employment trail of Mr. Huang from private industry into the Clinton Administration. It began with his leading position as American adviser to the Lippo conglomerate, controlled by the Riady family, which developed close political ties to Bill Clinton when he was Governor of Arkansas.

Mr. Huang, who has thus far declined to testify without at least partial immunity, had various political supporters petition the Clinton Administration in 1993 to give him a Government job. The committee released one letter to the White House in which Maeley Tom, a California state legislative assistant active in Asian-American politics, praised Mr. Huang, who was then executive vice president of the Lippo Bank of California, as "the political power that advises the Riady family on issues and where to make contributions."

On Tuesday, the committee released what it said was the first direct evidence of foreign money being funneled into American politics: In a memorandum, Mr. Huang sought reimbursement in 1992 from Lippo, his employer, for a \$50,000 donation he had sent to the Democratic National Committee.

Mr. Huang was eventually given a post at Commerce but then moved on to a key fund-raising job at the Democratic National Committee for President Clinton's re-election campaign. Republicans are trying to prove that Chinese interests used Mr. Huang to wield illegal influence in American politics.

Testimony today by Gary A. Christopherson, former associate director of White House personnel, noted that to avoid any impropriety, Mr. Huang's Commerce job had been delayed until after he had arranged a California fund-raiser for the Democrats as a private citizen. But Mr. Christopherson stressed that he had never seen evidence of political pressure from Clinton lieutenants to secure the Commerce position for Mr. Huang.

Republicans disagreed. They were skeptical about each stage in Mr. Huang's appointment by the White House and his subsequent role as a zealous fund-raiser in which ultimately half of the \$3 million he raised for the Democrats' 1996 campaign had to be returned as either illegal or suspect.

"It seems apparent that Mr. Huang was involved and served as a conduit for several illegal campaigns during the last election cycle," declared the committee chairman, Senator Fred Thompson of Tennessee, who had some contentious exchanges with the ranking Democrat, John Glenn of Ohio.

At one point, Mr. Glenn complained that the Republicans were attributing a "nefarious purpose" to the appointment of Mr. Huang, a process that personnel officials testified was routine and similar to more than 200 other appointments at the Commerce Department.

"I've seen nothing so far in any of the intelligence reports that we've been involved with that indicated that information was ever passed," Senator Glenn said of the suspicions of espionage by Mr. Huang.

Senator Thompson, clearly nettled, quickly replied: "But he clearly had access to information that would have been, theoretically, of interest to Lippo. And to say that because we haven't proved he's a spy yet is totally missing the mark and totally an attempt to divert our attention off of serious procedural matters, substantive matters — trying to find out what happened in this last Presidential campaign."

While Republican questioners depicted Mr. Huang as intent on secret dealings with foreign interests, they got little support from Mr. Dickerson, his briefer from the C.I.A. The witness testified that he did not know of a decision by superiors in the Commerce Department that Mr. Huang should be "walled off" from all substantive policy responsibilities for China.

In earlier testimony today, former Under Secretary of Commerce Jeffrey Garten said he had decided to limit Mr. Huang's responsibilities because he had found him inexperienced and "totally unqualified" for all but administrative responsibilities in his patronage job as deputy assistant secretary. "He should not have been involved with China in any way at all," Mr. Garten said.

"Generally I didn't want Huang to work on anything" except administrative duties and some limited responsibility for Taiwan, Mr. Garten told the panel. He dismissed an "outstanding" job rating of Mr. Huang by others in the department as simply part of the hyperbole of patronage jobs.

He said he was surprised to learn recently that Mr. Huang had visited the Chinese Embassy at least six times while he was at the Commerce Department.

But Mr. Dickerson testified that those visits, and some phone calls to the Chinese, were not surprising since Mr. Huang's immediate superior in the field of international trade, Assistant Secretary Charles Meissner, had directed that Mr. Huang be routinely given classified information on Asia.

As much as the screened-in testimony provided a focus for the day,

Senator Joseph I. Lieberman, Democrat of Connecticut, observed that "the whole question of briefing Mr. Huang has a certain, it's not quite Keystone Kop quality," because on the one hand his responsibilities were to be limited, while on the other he was to be treated as an Asia specialist.

But Republicans, led by Senator Arlen Specter of Pennsylvania, underlined their own suspicions that Mr. Huang had secretly stayed in touch with his Lippo colleagues and exploited classified information.

"Might there have been some question in your mind about leaving a top-secret intelligence report in Mr. Huang's possession that could be faxed to Lippo?" Mr. Specter asked Mr. Gallagher, of the Commerce Department.

In response, Mr. Gallagher first pointed out that "top secret" documents had not been handled in the briefings. He then noted that Mr. Huang had received the full security clearance for his job, that of "secret."

As the hearing proceeded, Senator Thompson emphasized that the process was a matter of "piece by piece" labor, not some singular epiphany.

"We have to piece it together because maybe some people who have answers are taking the Fifth Amendment," he complained of Mr. Huang and others. "Maybe some people who have answers have already fled this nation."

The New York Times

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Revised Initiative - Policy - Education -  
Title V of HEA

DRAFT  
6/26/97

## Specifications for HEA Title V: Educator Recruitment and Preparation

### I. Findings and Purpose: Authorization of Appropriations

#### 1. Findings

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

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

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

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

#### 2. Purpose

It is the purpose of this title to--

-- Authorize partnerships between institutions of higher education that operate exemplary teacher preparation programs, other institutions of higher education seeking

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to improve their programs, public elementary and secondary schools, and States, in order to improve the quality of the initial preparation of teachers; and

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

### 3. Authorization of Appropriations

There are authorized to be appropriated--

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

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

## II. Part A: Lighthouse Partnerships

### 1. Definitions

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

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

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

A "teacher preparation program" is a program operated by an institution of higher education that prepares students to obtain teacher licensure and to teach in elementary

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

## 2. Grants to Lighthouse Partnerships

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

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

## 3. Applications

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

The application shall include:

-- A designation of the lead institution that will serve as the fiscal agent for the grant;

--For each lead institution in the partnership, a description of the teacher preparation program operated by the institution, including information on the curriculum, the faculty, and the number and types of students served;

-- For each lead institution in the partnership, evidence of the quality of the institution's teacher preparation program, covering the following areas:

-- The extent to which the institution provides a coherent program, in one or more areas of teacher education, that is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education;

-- The commitment of the institution to its program of teacher preparation, which may include evidence on the role of teacher education within the

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

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

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

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

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

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

-- The extent to which the institution has incorporated the use of

educational technology into its teacher preparation program and is preparing teachers to use technology to teach children to high standards;

-- The record of the institution in attracting a student body that reflects the diversity of the State or region served by the institution, and of employing a similarly diverse faculty;

-- The procedures the institution uses to measure the quality of its teacher preparation program (including the extent to which graduates improve their subject matter knowledge and teaching ability as a result of their participation in the program) and to improve its program in response to information generated through those procedures;

-- The success of the program in graduating students who are fully qualified to teach to high standards in the State or region served by the institution;

-- The quality of the program's graduates, as documented through such evidence as the graduates' record of obtaining (and retaining) teaching positions and the opinions of school district officials, in the State or region, of the quality of those graduates;

-- If applicable, the quality of the institution's program for the preparation of school principals and other school administrators, and of the success of that program; and

-- Involvement (and, preferably, leadership) of the institution in national, regional, and State efforts to improve teacher education and licensure;

-- For each lead institution, evidence of the experience of the institution at creating or participating in networks with other institutions to improve the quality of teacher preparation programs;

-- A description of the activities the partnership will carry out with a grant made available under this part, including:

-- A description of the governance structure that the partnership will establish for the grant, which shall include the active involvement of high-level administrators of the lead institution(s) and representatives of: (1) both the teacher preparation program and the school or department of arts and sciences in the lead institution(s); (2) the partner institutions involved with the grant; (3) local educational agencies served by the lead institution(s) and one or more of the partner institutions; and (4) State officials with authority over teacher licensure and teacher preparation in the State in which the lead institution(s) and one or more of the partner institutions are located;

- A description of the procedures the lead institution(s) will use, after receiving the grant, to recruit and select partner institutions, which shall give priority to institutions that serve urban and rural communities with concentrations of students from low-income families;
- A description of how each lead institution in the partnership will use the grant for additional development, refinement, assessment, and dissemination of information on its program, and of how it will work with the partner institutions on improvement of the partner institutions' teacher preparation programs;
- A description of how the partnership will fully engage local educational agencies (particularly those serving concentrations of students from low-income families) in the activities carried out under the grant, and of how those activities will benefit those agencies;
- A description of how the partnership will allocate the funds it receives under the grant among the activities it proposes to carry out, including (1) further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s); (2) technical assistance by the lead institution(s) to the satellite institutions; (3) subgrants to the partner institutions; (4) assistance to the local educational agencies in the partnership and other LEAs (as set forth below); and (5) joint activities with States (as set forth below);
- A description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms underway in the States of the lead and the partner institutions, including a description of plans for coordinating activities carried out under the grant with activities carried out under the Eisenhower Professional Development program and the Goals 2000: Educate America Act; and
- A description of the goals the partnership expects to achieve through the grant, and of the procedures the partnership will undertake to determine whether it is meeting those objectives.

#### 4. Uses of Funds

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

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



- Assistance by the lead Institutions to the partner institutions in improving the partner institutions' teacher preparation programs, based on the experiences of the lead institutions and the particular needs of the partners;
- Making subgrants to the partner institutions for implementation of program improvements at those institutions. Each partnership shall use at least \_\_\_\_\_ percent of its subgrant for this purpose;
- Joint activities with the local educational agencies in the partnership, and other LEAs, that increase the involvement of classroom teachers and school administrators in the teacher preparation programs operated by the lead and partner institutions (and thereby make those programs more responsive to the needs of teachers and administrators), and other activities to improve teaching and administration in the schools of the LEAs.
- Joint activities with States that result in the development and implementation of State policies to facilitate the improvement of teacher preparation programs within the States, as a component of comprehensive education reforms;
- Cooperation and interaction with other lighthouse partnerships and with other institutions, organizations, and public agencies, on activities aimed at the improvement of teacher preparation nationally, including improvement of teacher licensure and relicensure requirements; and
- Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the grant is achieving its objectives.

##### 5. Selection of Applications

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

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

After making his selections, the Secretary shall withhold the portion of each grant that will be used for technical assistance and subgrants to partner institutions until the lead institution has [lead institutions have] recruited the satellite institutions and identified those institutions to the Secretary. The lead institutions shall complete this process in

no more than 9 (?) months.

#### 6. National Activities

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

-- Peer review of applications;

-- Evaluation of the program, and measurement of its effectiveness in accordance with the Government Performance and Results Act;

-- National conferences of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other institutions, agencies, and individuals who are interested in the improvement of teacher preparation;

-- Other activities to enhance the success of the program carried out under this part or of teacher education more generally.

### III. Part B: Recruiting New Teachers for Underserved Areas

#### 1. Program Authorized

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

#### 2. Definitions

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

An "underserved geographic area" is a locality in which the percentage of children, ages 5-17, from families with incomes below the poverty level exceeds \_\_\_ percent. *[Note: Jim is obtaining*

*Census data to analyze the impact of different poverty thresholds. Should have something by late in the week. It may be appropriate to include both a percentage threshold and a number (of poor kids) threshold.]*

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

### 3. Grant Conditions

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

Exceptions:

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

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

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

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

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

### 4. Uses of Funds

Eligible uses of funds are:

- If needed, the costs of planning for the implementation of the grant;
- Scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;

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

### 5. Grant Applications

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

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

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

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

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

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

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

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

## 6. Selection of Applicants

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

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

In addition, the Secretary shall give priority to applications from historically black colleges and universities, Hispanic-serving colleges and universities, tribally controlled colleges, *[and other institutions that enroll significant numbers of minority students? --*

*probably need some consistency here with Title III]*

#### 7. Amount and Duration of Assistance; Relation to Other Assistance

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

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

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

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

#### 8. Scholarship Conditions

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

#### 9. Service Requirements

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

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

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

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

#### 10. Evaluation

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

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

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

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

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

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

#### 11. National Activities

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

-- Peer review of applications;

-- Conducting the evaluation required under #10;

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

## Proposed Additions to Title V Draft

- (1) On page 1, following the first "Findings" paragraph, which ends with "rigorous, clinically based programs," insert the new paragraph:

--There exist in schools throughout the US a number of rigorous educational programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances. However, a thorough knowledge of instructional programs meeting these criteria -- such as Success for All, Roots and Wings, Core Knowledge, Direct Instruction, College Preparatory Initiative, High Schools That Work, International Baccalaureate, and Advanced Placement -- is generally not a central component of teacher academic training. The result is that newly prepared teachers often do not have a knowledge base of effective classroom practices.

- (2) On page 3, at the end of the first paragraph, which ends with "education is provided as free, public education," add the following as part of that paragraph:

With respect to activities supported by this act, a teacher preparation program is one that includes as a central component of the training of teachers a thorough knowledge of instructional programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances.

- (3) On page 3, above the last line, which begins with "The commitment of the institution...", insert the new paragraph:

--The extent to which the institution provides prospective teachers with a thorough knowledge of instructional programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances.

- (4) On page 5, at the end of the paragraph which begins with "Evidence of the experience of the institution" and ends with "programs," add the additional words:

including networks established for the support of instructional programs solidly based on research, with records of demonstrated effectiveness in improving



student achievement of higher academic standards, and known to be replicable in diverse and challenging circumstances.

- (5) On page 6 , insert at the top of the page a new paragraph:

--A description of how the institution will incorporate into its assistance to satellite institutions and local education agencies knowledge and experience concerning instructional programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances.

- (6) On page 6, at the end of the paragraph that begins with "Assistance to their satellite institutions", add the words:

and incorporating knowledge of instructional programs solidly based on research, with records of demonstrated effectiveness in improving student achievement of higher education standards, with supportive networks of researchers and experienced practitioners, and known to be replicable in diverse and challenging circumstances.

- (7) On page 7, at the end of the paragraph that begins with "In making selections", add the words:

and a capacity to conduct training in teacher preparation activities supported by this act.

## THE WHITE HOUSE AT WORK

Thursday, July 17, 1997

### TODAY: PRESIDENT ADDRESSES THE NAACP CONVENTION AND THE NATIONAL ASSOCIATION OF BLACK JOURNALISTS

Today, President Clinton travels to Pittsburgh to address the 88th Annual Convention of the National Association for the Advancement of Colored People. The NAACP is the nation's largest and oldest continuing civil rights organization. The President continues onto Chicago to address the National Association of Black Journalists. As he did in the San Diego announcement last month, the President will underscore his continuing commitment to serious examination and exploration of racial and ethnic diversity in America. To achieve a part of the President's goal of building one America, we need greater educational opportunities for all. That is why the President is announcing an education initiative to recruit and prepare teachers to teach in urban and rural communities so that every school in every community may have the highest-quality education.

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

#### A National Challenge: Recruiting and Preparing the Best Teachers for the Classrooms That Need Them the Most.

- Nationally, two million teachers must be hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force. The most severe shortages will occur in high-poverty urban and rural schools, which must hire 350,000 teachers over the next five years.
- Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the qualifications or preparation needed to succeed and with high rates of attrition. In urban districts, up to 50% of teachers leave the profession within the first five years. In high poverty schools across the U.S., one-third of students take math from teachers with neither a major nor a minor in mathematics. Meeting our national challenge requires providing a sufficient number of well-prepared teachers to fill the expected vacancies in urban and rural schools.

#### Meeting the Challenge: Recruiting New Teachers into High-Poverty Schools and Improving Their Preparation.

- The initiative includes teaching fellowships to help talented people from all backgrounds teach in high-poverty schools.
- The initiative also includes support for institutions of higher education to strengthen preparation of future teachers in high-poverty schools.

## Draft Proposal for Title V of the HEA

### 1. Teacher Preparation

- Goal: to identify and spread best practices in teacher education.
- Five-year competitive grants would be awarded to partnerships between institutions that do an excellent job preparing teachers, other institutions (including community colleges), State education agencies, and school districts. The partnerships would designate "lead" institutions as fiscal agents.
- After receiving the grants, each of these exemplary institutions would partner with a number of other institutions (that are not exemplary yet, but have made a commitment to improvement) to help them improve their teacher preparation programs.
- Criteria by which exemplary programs would be chosen include:
  - evidence that the teacher preparation program is aligned with student content and performance standards, standards for teaching excellence, and standards for teacher education programs;
  - evidence of the production of quality teachers;
  - institutional and financial commitment to preparing teachers;
  - strong partnership with K-12 schools and a joint governance structure that includes them;
  - strong clinical programs that include support through induction;
  - collaboration between the education program and arts and sciences;
  - evidence of coherent programs;
  - integration of technology;
  - production of minority teachers; and
  - commitment to underserved areas.
- Program funding would be used for:
  - further development of the exemplary teacher preparation program, including work in partnership with K-12 schools;
  - evaluation and dissemination of best practices;
  - networking with the partner institutions; and *8-12 wannabes*
  - improvement of teacher preparation at the partner institutions.
- Strong evaluation component in which institutions would be held accountable for:
  - improvement in the K-12 schools with which they are partners;
  - retention in teacher education programs and production of well qualified teachers who teach "in field;"
  - increase in the diversity of students, who teach willingly and effectively in underserved areas;
  - documenting institutional change in partner institutions, based on quality indicators;
  - the technological proficiency of their graduates.

## ***2. Teacher Recruitment***

- Goal: to increase the number of students, especially minority students, who complete high quality teacher preparation programs and teach in underserved areas.
- Five-year competitive grants would be awarded to partnerships between school districts and higher education institutions, in conjunction with entities such as community colleges, unions, community organizations, and states.
- Grantees would meet criteria for quality teacher preparation.
- Partnerships would assess the needs of their school districts and provide a focus on recruiting teachers to meet those needs.
- The legislation would encourage the targeting of minorities, paraprofessionals, males, teachers in shortage subject areas, and individuals with disabilities.
- Individuals recruited into the program would commit to teach for three years in underserved areas. Grantees, not individual students, would be held accountable for this commitment -- for preparing and supporting students, during their preparation and first years of teaching, so that grantees' retention rates are high.
- The program would focus on immediate recruitment needs (college students, paraprofessionals) instead of middle and high school students.
- The program would include a "special consideration" for minority-serving institutions (although other institutions would be eligible for grants, as well).
- Programs would provide scholarships as well as support services such as counseling, child care, and transportation.
- "Supplement, not supplant" provision would require institutions to increase the numbers and change the make-up of teachers produced.
- Strong evaluation component in which partnerships would be held accountable for:
  - evidence that grantees are meeting their recruitment goals;
  - evidence that students graduate, become certified, are placed in the classroom, and remain teaching in high need communities;
  - evidence that grantees increase the numbers of minority teachers and teachers in high poverty areas; and
  - evidence that the teachers teach to high standards.