



FAX TRANSMITTAL

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

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6 PAGE(S) TO FOLLOW

Answers to commonly asked questions:

Lighthouse Partnerships

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

ED has selected this approach for three reasons:

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

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

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

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

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

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

noted
for its
success
in prep
teachers
for urban
schools

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

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

institutions

5. Who would select the exemplary institutions?

The exemplary institutions would be selected by a rigorous peer review process based upon the criteria for excellence in teacher preparation outlined in the legislation. Participants in the peer review process could include experts on teacher preparation, exemplary teachers, elementary and secondary school administrators, and faculty members from quality teacher education programs. *including*

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

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

7. When and how would the partners be selected?

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

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

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

9. What would be the role of states?

States could work collaboratively with the lead institutions and/or partner institutions and *could* participate in the joint governance structure of each partnership. Ultimately, the best practices in teacher preparation identified through this program would *hopefully* provide direction for state-level reform of teacher education accreditation and teacher licensing requirements. In fact, state officials with authority over teacher licensing and preparation in the state where the lighthouse partnerships are located *should help* *?* *to be members of the governing board.*

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

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

Recruiting and Retaining Teachers for High-Poverty Communities

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

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

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

The diversity of the faculty and student populations of the institutions of higher education applying for partnership grants would be central criteria for selection. In addition, special consideration would be given to partnerships which include historically Black colleges and universities, Hispanic-serving colleges and universities, or other "minority-serving" institutions of higher education. In the evaluation process, partnerships would be held accountable for increasing the number of teachers of color. *060?*

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

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

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

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

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

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

Alverno College, Milwaukee, Wisconsin
Mary Diez, Chair, Education Division (414) 382 - 6000

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

Cincinnati Initiative for Teacher Education (CITE), Cincinnati, Ohio
Louis Castenell, Dean of Education (513) 556 - 6000

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

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

meaning

in nearby school districts?

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



National Council of Senior Citizens

8403 Colesville Road, Suite 1200 • Silver Spring, Maryland 20910-3314 • (301) 578-8800 • Fax (301) 578-8999

President
George J. Kourpias
Executive Director
Steve Protulis

November 6, 1998

Mr. John Podesta
Chief of Staff to the President
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500

Dear John:

The Older Americans Act (OAA) supports programs which are among the most universal, successful and efficient activities serving mature Americans and their families in thousands of communities across the nation. The OAA constitutes a touchstone of the course of national public policy affecting older persons, and its treatment by the Congress and the Administration is carefully followed by thousands of agencies, staff, volunteers and beneficiaries of OAA-supported services. Beyond the provision of core services, the OAA engages the talents and skills of tens of thousands of seniors in its Title V employment program and through the regular contributions of hundreds of thousands of volunteers. However, it is my observation that the aging community does not view the Administration or the Congress as strongly supportive of the OAA, either in legislative or fiscal terms.

To repeat: OAA programs are virtually universal in every American county and community. From senior centers to meals-on-wheels to local transportation programs, the OAA is a local presence. From legal services to health-maintenance and home care supports, to nursing home ombudsman programs, OAA support is vital to the ability of American communities to meet present senior needs and to plan for the needs of millions of boomers on the cusp of retirement.

Despite this level of importance, the Administration and the Congress has failed to support a reauthorization of the Act in a timely fashion and the Administration has supported only flat funding of the program over the past several years. In addition, under the omnibus act, Title XX services are cut by \$400 million, a loss of possibly \$120 million in elderly social services administered by the same OAA agency, volunteer and community network.

*Bruce
any chance of
\$ in OAA for
Auracorp service
intergenerational
programs?
KT*

*CC: KT
B. Reed
OPL*

*Tanya -
Anything
here?
BR*

I urge that the President instruct OMB to prepare a FY 2,000 OAA budget providing an 8% increase in funding (about \$100 million in total) for each title of the OAA. Such an increase would signal clearly to the aging service network and to millions of seniors and their families that the Administration ranks high the needs of American communities to provide critical senior services now and to chart the future of appropriate responses to the aging of the nation's population. In tandem with a progressive solution to the needs of the Social Security program, these steps would assure that the Administration is responding positively to a key segment of the Nation.

The attached material outlines some points regarding this suggestion. I would be most happy to talk to you regarding the Older Americans Act at your earliest opportunity.

Sincerely,

A handwritten signature in cursive script that reads "Steve Protulis". The signature is written in black ink and is positioned below the word "Sincerely,".

Steve Protulis
Executive Director

cc: George J. Kourpias, President



National Council of Senior Citizens

President
George J. Kourpias
Executive Director
Steve Protulis

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Talking Points -- Older Americans Act

The following are some basic talking points that you might bring up with your Members of Congress. They are intended to give you some basic ideas that you might expand upon.

- For 33 years, the Older Americans Act (OAA) has been the country's most important community-based way to meet the service and participation needs of mature citizens, providing funding for senior centers, local transportation, respite care, adult day care, recreation, adult education, legal, Meals-on-Wheels and other essential services for over 3 million seniors;
- The OAA is specifically designed to assure that older persons in the greatest economic and social need are served. It is a critical program especially for minorities, Native Americans, and frail and isolated women who use community services which have proven effective;
- Among its most important functions is to provide resources for the nation's largest older worker program -- the Senior Community Service Employment Program -- which provides subsidized jobs and training to more than 90,000 low income workers 55 years of age and older;
- We are calling for reauthorization of the Act, which has been without authorizing legislation for over three years, by extending the current law for three years;
- The program should continue without a means test or mandatory "cost-sharing" for the services provided while continuing to target low income minority and other persons;
- The Senior Community Service Employment Program, now administered by 10 national sponsors and the states, is a model of public-private partnership and cooperation and should not be terminated by block-granting the program to the states, as they have traditionally been less efficient in administering senior employment programs;
- The Senior Community Service Employment Program in the OAA should be increased to support at least 70,000 enrollees (approximately \$500 million); and,
- The OAA's overall funding has remained flat or has declined for a number of years and should be increased to meet the needs of an aging population by at least 8% in all titles in the coming year.

As we reported earlier this week, the Congress completed action on the FY 1999 budget, but did not reauthorize the Older Americans Act. For most programs under the OAA, funding is the same as in FY 1998. There was a \$3 million increase for the Title VII State Long Term Care Ombudsman Program and an \$8 million increase for Title IV.

Line items of interest in the Labor/HHS appropriations are as follows:

<u>Program</u>	<u>FY98</u>	<u>FY99</u>
Older Americans Act		
Title III-B Supportive Services and Centers	309,500,000	300,319,000*
Title III-C1 Congregate meals	374,412,000	374,412,000
Title III-C2 Home delivered meals	112,000,000	112,000,000
Title III-D Frail elderly in-home service	9,763,000	9,763,000
Title III-F Preventive Health	16,123,000	16,123,000
Title IV Aging research, training and special projects	10,000,000	18,000,000**
Title V Community Service Employment		
For Older Americans	440,200,000	440,200,000
Title VI Grants to Indians	18,457,000	18,457,000
Title VII		12,181,000
ombudsman services		7,449,000***
prevention of elder abuse		4,732,000
Alzheimer's initiative (program transfer from HRSA to AoA)	5,970,000	5,970,000
AoA Administration	14,795,000	14,795,000
Operation Restore Trust (transfer from HCFA to AoA)	1,300,000	1,400,000

* Represents level funding with \$9.181 million transferred to Title VII.

** Most of increase is earmarked.

*** \$4.449 million from III-B plus \$3 million increase.

SAFEGUARD SENIOR INDEPENDENCE: REINVEST IN THE OLDER AMERICANS ACT

GOAL: An 8 percent increase in federal funds for community service programs under the Older Americans Act (OAA).

ACTION NEEDED: Contact your U.S. Senators and Representative and let them know how important the services provided by the Older Americans Act are to the seniors in your community.

TALKING POINTS:

1. The OAA provides a wide range of home and community based services in every locality in the nation. These services include congregate and home delivered meals, other in-home services such as chore and home health, transportation, elder abuse protections, nursing home ombudsman, senior employment, information and referral, adult day care, senior centers, direct funding for tribal governments, legal assistance and counseling including millions of hours of volunteer service by seniors for other seniors.

2. The primary goal and success of these community service programs has been to keep millions of frail older persons independent in their own homes as long as possible, avoiding premature institutionalization, and thus saving Medicare and Medicaid resources.

3. Since, 1980, there has been a 40 percent loss in the program's capacity at the state and community levels to provide services to older Americans due to a combination of the following factors: increased costs due to inflation, serving increasingly frail older persons in need of more extensive services and reduced federal funding.

4. Waiting lists of frail elders in need of these community services exist in almost every town and city in the nation. For example, 41 percent of the home delivered meals programs have a waiting list with an average of 2.5 months before services can be provided.

5. The growing scarcity of the kinds of community services provided by the Act is a family issue as more and more middle aged children struggle to support the independence of their aging parents; it is also an employer issue as workers must balance responsibility of their children, parents and the workplace.

6. The typical recipient of Older Americans Act services is woman over 75, living on a fixed and very limited income, who needs daily help in preparing meals or weekly transportation to a doctor.

7. The number of persons over age 85 is the fastest growing segment of the American population and will increase by 36 percent by the year 2005 and 40 percent by the year 2010.

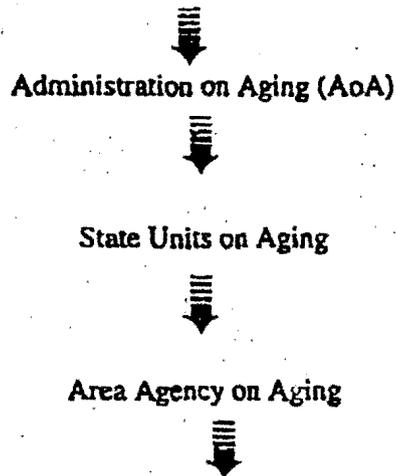
8. Throughout its 33 year history, the OAA has had bipartisan support at the federal, state and local levels and has consistently been cited as one of the nation's best success stories of intergovernmental partnership.

9. The OAA has proven that a small amount of federal dollars can leverage state and local government funding as well as private sector, foundation, participant and volunteer contributions.

What is the Aging Services Network?

The aging network is a complex system of federal, state, and local agencies, both public and private as well as organizations and institutions who are responsible for serving and/or representing the needs of older people. The network is involved in service systems development, advocacy, planning, research, coordination, policy development, training and education, administration, and direct service provision. The network is structured as follows:

Congress appropriates annual funding for the Older Americans Act (OAA)



Thousands of nutrition and supportive services providers

The idea to create a federal agency to serve older Americans was an outgrowth of the 1961 White House Conference on Aging (WHCoA). At the conclusion of the WHCoA, the Special Staff on Aging in the Office of the Secretary of Health, Education, and Welfare (now the Department of Health and Human Services) began drafting legislation that would create a national program devoted to improving the quality of life for older Americans. The legislation that makes both the program and the Administration on Aging a reality is the Older Americans Act (OAA) of 1965, signed into law by President Johnson. He said the OAA "clearly affirms our nation's high sense of responsibility toward the well-being of older citizens...every state and every community can move toward a coordinated program of both services and opportunities for older citizens." President Nixon said when adding the nutrition programs to the OAA, "the proper provision of congregate meals for the elderly people fosters social interaction, facilitates the delivery of supportive services and meets the emotional need, while at the same time improves nutrition."

OLDER AMERICANS ACT

Since 1965, the OAA has provided a wide range of home and community-based services including congregate and home-delivered meals, transportation, information and referral, advocacy assistance, adult day care, visitation and telephone reassurance, homemaker services, and legal and employment services. The OAA has provided a framework for millions of hours of volunteer service by seniors for other seniors in the community at large.

Programs operating through the OAA provide vital support for those elders who are at significant risk of losing their ability to remain independent in their own homes and communities. These services help older persons avoid costly facility based long-term care. Institutionalization deprives older persons of their independence, and may cost the U.S. taxpayer considerably more in tax dollars as Medicare and Medicaid costs escalate.

Despite increases in the older population, funding for OAA programs has declined in real terms by more than 40 percent since 1980. Even with some increases in state and local funding and contributions from participants, long waiting lists exist for aging services throughout the country.

Description of the OAA, by Title

Title I declares the objectives for older Americans which are joint responsibilities of federal, state and local governments.

Title II establishes the Administration on Aging within the Department of Health and Human Services.

Title III provides vital services to millions of older Americans. As the nation addresses the social and health needs of a rapidly increasing aging population, the congregate and home-delivered meals provide seniors with the opportunity to stay at home and away from costly institutionalization. The more than 15,000 senior centers that serve 15 million seniors provide a wide array of community-based supportive services, and foster health, independence, and a sense of community. Older Americans benefit through social interaction with individuals of all ages, through educational programming, counseling, health promotion, employment counseling and placement, recreational activities, transportation, information, assistance, and volunteer programs.

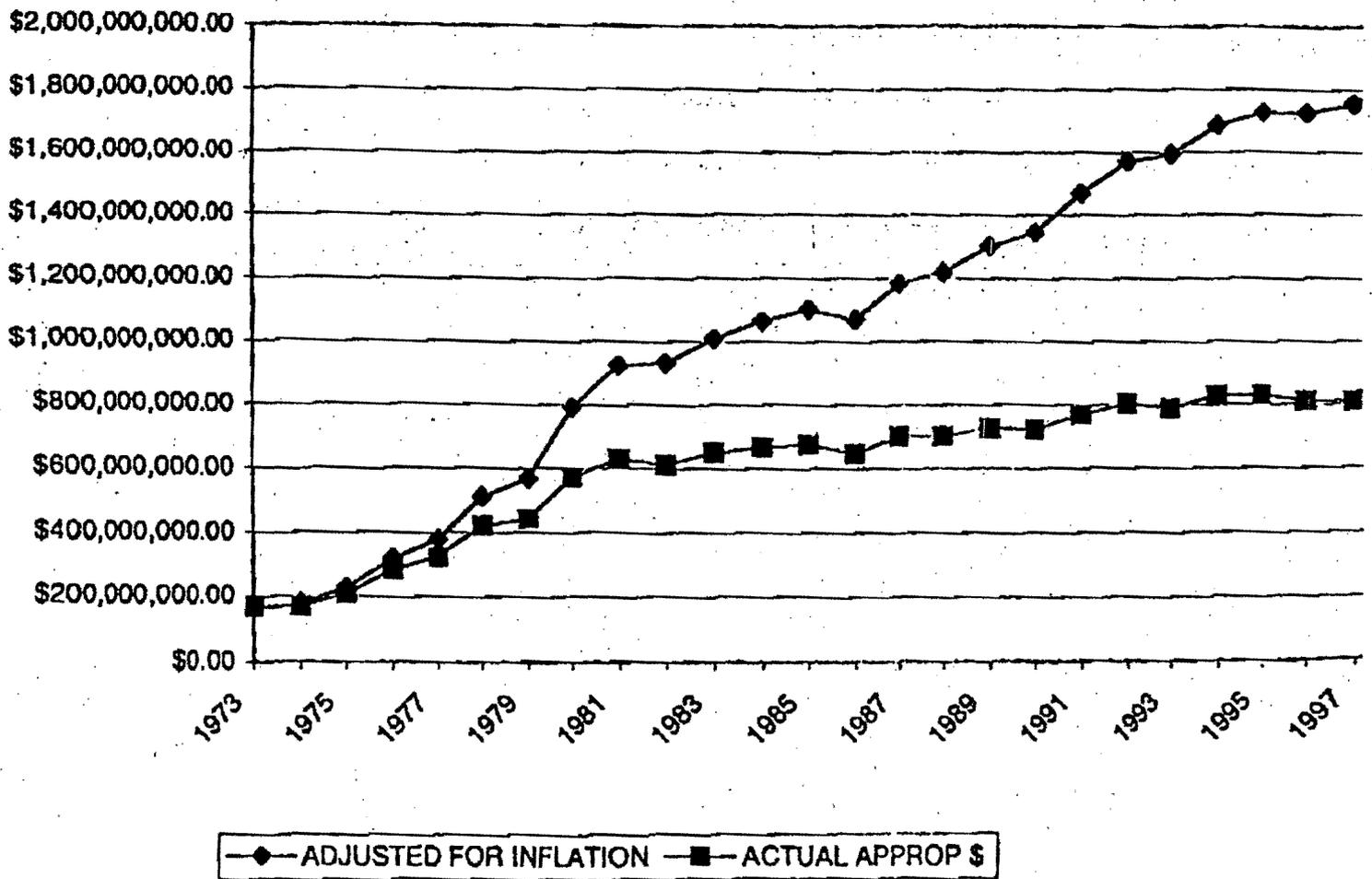
Title IV of the OAA, which supports aging training, research, and other demonstration programs, is in particular need of increased funds next year. Budget authority has been reduced by more than one-half since 1980 with a 90 percent reduction in FY 1995. The activities supported by these programs have helped expand our knowledge about problems and needs of America's elders, design and test innovative service ideas, and ensure a trained workforce to carry out the Act's programs.

The Title V program is one of the most effective employment, training, and service programs for older Americans. A majority of program participants are older women; 40 percent are minorities and all have incomes at or below 125 percent of the poverty level. This program IS administered by the Department of Labor provides the most economically disadvantaged seniors with an opportunity to remain independent and self-sufficient while contributing critical services which helps support the rest of the Act.

Title VI provides Native Americans, Alaskan Natives, and Native Hawaiians with important services for their aging population. Increased appropriations are needed for these services in order to serve some of the hardest to reach populations in the United States

Title VII supports the ombudsman program and legal counseling on consumer fraud, elder abuse, housing, health insurance, pensions, and income maintenance programs. These programs have provided vital service to millions of seniors and their families while also saving the government money.

THE OLDER AMERICANS ACT APPROPRIATIONS ADJUSTED FOR INFLATION



Straightline

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

Scholarships

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

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

total - 342.34 million

Attracting and Preparing Tomorrow's Teachers: Investing in Quality for the 21st century

President Clinton proposed today 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 five years, will support 10-15 national models of excellence for teacher preparation, and will help upgrade the quality of teacher preparation at more than 150 institutions of higher education in partnership with local schools. The President's initiative will help recruit and prepare teachers nationwide to help our neediest students succeed in the 21st century.

A national challenge: bringing talented, dedicated, and well-prepared teachers to classrooms across the nation -- especially in our poorest schools.

This nation will need two million teachers hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force -- 350,000 of which will be needed in our highest poverty schools.. High-poverty urban and rural schools will experience the most severe shortages and present the greatest challenge in hiring new teachers.

This nation and the new economy will require our teachers to meet higher standards than ever. Because all of our students will need to achieve much higher standards than ever before in order to succeed in the new economy, our teachers must also meet higher standards than ever. Fortunately, we have learned a lot about what it takes to be a high-quality teacher -- good teachers know their subject areas well and understand how to meet such critical challenges as motivating students to learn, maintaining disciplined classrooms, helping students master basic skills and challenging academic material, involving parents in their children's education, and making effective use of technology in the classroom. But effective strategies for recruiting and preparing teachers are needed to ensure that the demand for many more teachers does not undermine quality.

Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the preparation needed to succeed. ___ in ten teachers in urban schools leave the school within three years, and ___ in ten math teachers in urban schools neither have a college major or minor in math. Yet, students in poor urban or rural schools depend heavily on the quality and consistency of their teachers.

This nation has an opportunity to get it right: recruiting and preparing tomorrow's teachers can enhance the success of efforts to improve schools for decades. All of the most promising efforts to improve schools -- from raising educational standards to bringing technology into our schools to helping children to read by the end of the third grade -- depend on good teachers and good teaching. This nation has an important window of opportunity over the next few years to affect

educational quality for decades.

Meeting the challenge -- recruiting 35,000 outstanding new teachers into high-poverty schools across the nation and improving the preparation and training of future teachers nationwide. The President's proposal will help recruit nearly 35,000 teachers over five years; meeting nearly 20% of the need for new teachers in high poverty urban and rural communities.

"National Teaching" Fellowships to help talented people from all backgrounds go to teach in our nation's poorest schools. The President's initiative will provide 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 underserved 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.

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.

Strong local partnerships to prepare future teachers well. Scholarships would be awarded by partnerships involving institutions of higher education, local schools, and others that recruit and effectively prepare talented people of all backgrounds to teach in underserved schools. Partnerships would compete for five-year grants to support the scholarships and related activities.

Supporting national models of excellence for teacher preparation that will provide direct assistance to help 150 institutions of higher education better prepare tomorrow's teachers.

Supporting 10-15 national "lighthouse" models of excellence to demonstrate world-class strategies for preparing future teachers. Five-year grants would be awarded through a highly competitive process to institutions of higher education

operating the highest quality teacher education programs in partnership with local schools and others. These “lighthouse” models would set the highest standards for preparing new teachers.

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

Helping improve the preparation of future teachers at 150 institutions of higher education across the nation. Each institutions receiving a “lighthouse” grant would commit to using most of these resources to help ___ other institutions of higher education and local school systems improve their teacher preparation programs.