

Archived Information

Goal 2. Reform the U.S. education system to help make it the best in the world.

The Department's Goal 2 seeks to help states and local communities strengthen schools and the education infrastructure. This support is needed to attain the Goal 1 objectives of improving the educational performance of all children, so that the nation can meet the economic and social challenges of the 21st century.

The key to improving student performance is a focus upon comprehensive, aligned, and sustained education reform. States and communities—not the Federal government—are developing and implementing challenging academic standards and aligned assessments for every child to meet, which will ensure that all children know that their schools and communities have high expectations for their academic performance. To ensure a focus on the needs and progress of special populations, state assessments are to include all children, including those with disabilities or limited English proficiency, with reasonable adaptations or accommodations for students with special needs. States, school districts, and schools will report disaggregated results from these assessments to show student achievement for limited English proficient students, migrant students, students with disabilities, and economically disadvantaged students, as well as by gender and race/ethnicity. States and districts will use the results of these assessments to identify low-performing schools and will provide additional support to help these schools improve their performance.

An environment conducive to learning is a prerequisite for success. To learn, students must have schools that are safe and orderly. High-quality learning requires talented and dedicated teachers that provide instruction to support standards. In addition, teachers and students need access to advanced technology that assists in providing integrated instruction and helps students develop skills they will need for work and further education. Public school choice allows parents and students greater educational options to select a school program that best meets their particular educational needs and priorities.

Goal 2 includes the following six objectives:

Objective 2A: Every state has challenging standards and aligned assessments for all students in the core academic subjects with meaningful accountability for results. All students must have the opportunity to attain educational excellence. Educational excellence is more likely to occur when schools are held accountable for helping students achieve.

Objective 2B: A talented and dedicated teacher is in every classroom in America. Teachers, who are well-prepared and highly skilled, support, encourage, and inspire student excellence.

Objective 2C: All schools are safe, drug-free, in good repair, and free of overcrowding. If students are to learn effectively, schools must provide safe and drug-free environments within modern facilities supportive of learning.

Objective 2D: All families and communities are fully involved in a partnership of shared responsibilities with schools to support school improvement efforts. When families are involved in their children's education, learning improves. When families are involved in schools, schools improve. Family involvement is an essential part of ensuring educational excellence.

Objective 2E: All students and families are able to choose among high-quality public schools. Public school choice can help schools address the needs and interests of students and families, fostering improved learning.

Objective 2F: Schools use advanced technology for all students and teachers to improve education. Educational technology, when used effectively, can significantly improve teaching and learning in a cost-effective fashion.

Objective 2A: Every State has challenging standards and aligned assessments for all students in the core academic subjects, with meaningful accountability for results.

As we begin the 21st century, school systems in the United States face the challenge of ensuring that *all* students in *every* school have the opportunity to meet high expectations for achievement. To help meet this challenge, states are implementing system-wide strategies to align curriculum, assessments, teacher training, and instruction with challenging academic standards. State standards establish clear expectations for what students are expected to know and be able to do, and assessments that are aligned with those standards provide information about progress towards meeting those expectations, for all children and especially for at-risk children. States are also developing accountability systems to identify low-performing schools and ensure that their performance improves. All states now have standards in place, but independent reviews suggest that standards vary in rigor across the states, and implementation of standards in schools and classrooms varies as well. In some schools, and most often in high-poverty schools, student achievement and expectations remain low. Systemic changes take time, and helping all students meet higher standards is an ongoing responsibility shared by schools, teachers, students, and families.

Performance Indicators and Targets

1. *All states will have final assessment systems or negotiated agreements that will enable them to meet the criteria in the Title I law—including alignment, inclusion of limited English proficient and special education students, disaggregated reporting, and technical quality—for 2 or more core subjects by 2001.*
2. *Eighty percent of schools identified as needing improvement will report receiving assistance from their districts and states by 2005.*
3. *An increasing percentage of schools identified as needing improvement will make sufficient progress to move out of school improvement status.*

Our Role

The Elementary and Secondary Education Act (ESEA) requires States to have final standards and assessment systems in place by the 2000–2001 school year. To help states meet this statutory requirement, the Department of Education has widely circulated guidance and held training workshops for states on the evidence that they will need to submit to the Department to verify that standards and assessments are implemented. The Department is relying on peer review teams, including researchers and state and local practitioners, to review evidence on state standards and assessment systems and provide assistance. The Department is responsible for reviewing state accountability systems to ensure that they appropriately identify schools needing improvement. Effective implementation of standards and assessments is a continuous process of improvement. The Department's ongoing monitoring efforts will document completion of initial implementation and also provide support for improvements in the quality of states' standards, assessments, and accountability systems.

Meeting the goal of helping all children reach high standards is a cross-cutting objective in which every Federal elementary and secondary education program has a role to play to support activities aligned to strengthen achievement of standards for all children. The Department's largest elementary and secondary program, Title I of ESEA, focuses especially on ensuring improved outcomes against standards for

students in economically disadvantaged communities who are at risk of educational failure. In addition, the Carl D. Perkins Vocational and Technical Education Act of 1998 requires that states use their Federal vocational education funding to support the development and implementation of challenging academic standards. The Individuals with Disabilities Education Act requires that children with disabilities be included in state and district assessment programs, with appropriate accommodations.

Core Strategies

- **Ensure that states implement challenging standards, assessments, and accountability systems.**
 - Use a peer review process to examine the evidence submitted by states about their adoption of challenging performance standards, assessments, and accountability systems.
 - Provide technical assistance to states through peer consultants, regional labs, and regional training centers to support states in obtaining the information and assistance they need to help all students meet the standards.
 - Complete review and continue to monitor completion of final assessments as needed, through additional approvals, waivers, timelines, and compliance agreements.
 - Ensure that states make assessments inclusive of students with limited English proficiency (LEP) and students with disabilities through appropriate accommodations on assessments.
 - Provide technical assistance and guidance to ensure that high-stakes assessments are implemented so as not to unfairly deny educational benefits to students on the basis of race, national origin, sex, or disability.

- **Improve low-performing schools.**
 - Monitor and enforce provisions for state and local assistance to support effective school improvement and meaningful restructuring for low-performing schools and public school choice for students in schools that do not improve.
 - Develop new real-time reporting on the longitudinal progress of low-performing Title I schools through the Integrated Performance and Benchmarking System (IPBS).
 - Provide direct assistance to, and help to build the capacity of, states and local educational agencies to turn around low-performing schools, including by assisting states in strengthening their accountability systems.

- **Facilitate and monitor ED-FLEX.**
 - Provide technical assistance to ED-FLEX states, including developing a synthesis of best practices for using the ED-FLEX authority.
 - Monitor ED-FLEX states for timeliness and accuracy of results-based submissions and follow-up improvement actions.

- **Research and development**
 - Examine different accountability approaches to identify best practices in developing systems that support improved student performance, with attention to disaggregating data for minorities and special populations.
 - Develop a long-term research and analytic agenda to identify desirable features of standards and assessments and alignment of classroom instruction to the standards that states can apply to benchmark the quality of their own standards and assessments.

Objective 2B: A talented and dedicated teacher is in every classroom in America.

Educators, parents, and policy-makers agree that every child deserves a caring, competent, and qualified teacher. Research shows that the quality of teaching in our classrooms is the most important in-school factor in improving student achievement. That is why policy-makers at all levels are focusing on teacher quality—specifically on the issues of teacher preparation, licensing and certification standards, professional development, and school leadership—to improve teaching and learning in the nation’s schools.

We face numerous national challenges, however, as we seek to ensure effective teaching in all of our classrooms. Over the next decade school districts will need to hire more than 2 million teachers, over half of whom will be first-time teachers. In the past, states have met the quantity challenge by lowering standards for teachers. This is no longer a viable option. Teachers today need to know and be able to do more than ever before to successfully educate an increasingly diverse student population to new, higher standards. These concerns about quantity and quality in turn create issues of equity as students in high-poverty areas—those who need the best prepared teachers—often are taught by those who are the least prepared to address the challenges that poverty brings to the classroom.

If we are to meet these challenges, we must end the traditional disconnect between K-12 and postsecondary education systems by promoting new K-16 partnerships. As the states implement new, higher standards for K-12 students, a reexamination of teacher standards and the content of teacher education programs is essential. Teaching and learning in our nation will improve only when institutions of higher education connect more fully and directly to K-12 schools so that the initial preparation of teachers and their ongoing professional development are informed by research, grounded in practical experience, and aligned with K-12 student content and performance standards. Meeting our nation’s teaching quality challenges also requires harnessing the power of new technologies to better prepare and provide ongoing high-quality professional development to the widest audience possible.

While K-16 partnerships can improve the preparation, licensing, and ongoing professional development of teachers, they do not directly address the strong school leadership that must exist to support quality teaching. Ensuring the conditions necessary for effective teaching begins with developing school principals and other administrators who understand instruction and know how to create learning communities within schools in which teachers and students can do their best work.

Performance Indicators and Targets

- 1. Increasing numbers of States will develop standards for teachers that are linked to standards for students and include, as part of the process of certification and licensure of new teachers, a content knowledge test and performance-based assessment of teaching skills.*
- 2. Increasing percentages of new and experienced teachers will report that they feel very well prepared to implement new, higher content standards; address the needs of students with limited English proficiency; address the needs of students with disabilities; and integrate educational technology into the grade or subject they teach.*
- 3. The number of National Board Certified Teachers will continually increase and will reach 50,000 by 2005.*

4. *The percentages of teachers whose professional development activities focus on an in-depth study of their subject matter and include common planning periods, mentoring, and weekly collaborative meetings with other teachers will increase annually.*
5. *The percentage of teachers who leave teaching within their first three years in the profession will decrease.*
6. *For key subject areas and high-poverty districts, the percentage of individuals who are teaching on waivers will decline 10 percent over the next five years.*

Our Role

The role of the Department of Education is to support and encourage state and district efforts to improve teaching in the United States. The Education Department addresses this objective through programs aimed at improving teacher quality, including the Teacher Quality Enhancement Grants Program (Title II HEA) and the Eisenhower Professional Development Program, and through support of the National Board for Professional Teaching Standards. The Education Department addresses teacher training through its service program support for at-risk and special education students, and its support for particular instruction areas such as reading and technology. In addition, the Education Department supports research on policies and practices that will improve teaching and learning in the United States, and the Education Department supports reporting of data on teacher quality through the Title II HEA accountability reports.

Core Strategies

The Education Department's cross-office professional development team will continue to coordinate the Department's core teacher improvement activities that support good teaching by sharing information and strategies.

- **Promote K-16 partnerships to improve the recruitment, preparation, and retention of new teachers.**
 - Support strategies for reducing shortages of qualified teachers in high-need subject and geographic areas, including a national job bank and clearinghouse on teacher recruitment, and a program to recruit and train both military personnel and other midcareer professionals to become teachers.
 - Support fundamental improvements in teacher education at institutions of higher education through both financial supports tied to performance accountability, and public reporting of accountability data through Title II HEA.
 - Launch large-scale, high-quality distance learning for initial teacher preparation and professional development.
 - Identify and study Effective Teacher Preparation Program award-winners and aggressively disseminate best practices and lessons learned.
 - Identify low-performing districts and encourage the use of Federal funds to increase the availability of high-quality teachers, and to promote the allocation of high-quality teachers within and among districts without discrimination.
- **Develop and support rigorous licensing standards for teachers.**
 - Support stakeholder organizations in developing teacher performance-based standards and licensing, including the Interstate New Teacher Assessment and Support Consortium (INTASC) for licensing of new teachers, and the National Board for Professional Teaching Standards (NBPTS) for certifying accomplished teachers.

- Provide financial assistance to states to subsidize the candidate fee for teachers seeking National Board Certification.
 - Strengthen comprehensive state licensing systems for new teachers by providing support through Title II HEA.
- **Strengthen and coordinate professional development.**
 - Focus all Federal professional development dollars (for example, Eisenhower, Title I, Vocational Education, and Bilingual Education) so that they support intensive, high-quality professional development that is focused on results for students.
 - Support induction programs for new teachers and professional development in the critical shortage areas of bilingual education, special education, and instructional technology.
 - Disseminate aggressively results-based professional development guidance, including the Principles of High-Quality Professional Development, and disseminate best practices and lessons learned from award-winning Model Professional Development Programs.
- **Strengthen school leadership.**
 - Work with Congress to enact legislation that would lead to the development of innovative approaches to recruiting, preparing, and supporting current and prospective superintendents, principals, and assistant principals as instructional leaders.
 - Create a network of outstanding principals who support each other’s work and mentor aspiring school leaders.
 - Study the practices of effective instructional leaders and disseminate best practices and lessons learned.
- **Support research and development.**
 - Support research on teacher testing, including analyses of current practices, ways to improve existing tests, and viable alternatives.
 - Produce biennial reports on teacher quality.
 - Coordinate research efforts across principal offices within the Department to facilitate a coherent department-wide approach to research and evaluation on teaching and teacher development, and to ensure a stable data collection system on indicators of teaching quality.
 - Develop improved methods of measuring teacher quality, including assessments of teachers’ classroom performance.

Objective 2C: All schools are safe, drug-free, in good repair, and free of overcrowding.

Schools must provide an orderly, safe, and drug-free environment if students are to learn effectively. The use of alcohol, tobacco, and other drugs by young people is a continuing problem for our society, although rates of use in schools remain much lower than use outside of school. Schools nationally are comparatively safe places, and students in school today are not significantly more likely to be victimized than in previous years. Crime in school facilities or on the way to school has fallen and most school crime is theft, not serious violent crime. However, a small proportion of schools experience high rates of crime and violence and many others have moderate or severe problems. Research also shows the need to address the after school period (violent crimes by juveniles peak between 3 and 4 p.m.)

Drug and violence prevention activities and programs play a critical role in helping schools establish and maintain drug-free, safe, and orderly learning environments. Prevention, early intervention, and intensive services for those children who need them, including positive behavioral support for students with emotional disturbance, can reduce violence and other troubling behaviors in schools. Understanding the causes of violence and knowledge of evidence-based practices can help schools identify and address warning signs early, so children can get the help they need before it is too late.

In order to support effective learning, schools must also be of adequate size to accommodate their student enrollment, and be in good physical condition. However, one in four schools—enrolling approximately 11 million students—report that at least one type of onsite building is in less than adequate condition, and about 3.5 million students attend schools where at least one type of building is in poor condition or needs to be replaced. Ventilation is the environmental condition most frequently reported as unsatisfactory (26 percent of schools); problems with physical security, as well as heating, air quality, and acoustics or noise, are each cited by about one-fifth of schools (many schools report more than one type of problem).¹³ Many school districts also face the need to build new schools to accommodate enrollment growth. Public school enrollment in grades K-12 is expected to continue to rise for the foreseeable future, especially at the high school level.

Performance Indicators and Targets

1. *By 2005, the prevalence of past-month use of illicit drugs among school-aged children will decrease to 11 percent for eighth-graders, 18 percent for tenth-graders, and 20 percent for twelfth-graders.*
2. *By 2005, the prevalence of past-month use of alcohol among school-aged children will decrease to 21 percent for eighth-graders, 32 percent for tenth-graders, and 41 percent for twelfth-graders.*
3. *By 2005, the annual rate of marijuana use in schools will decrease to 5 percent for twelfth-graders.*
4. *By 2005, the annual rate of alcohol use in schools will decrease to 5 percent for twelfth-graders.*
5. *By 2003, the annual rate of students 12 to 18 who report experiencing serious violent crime, in school or going to and from school, will continually decrease to 7 per 1,000, as measured against the 1998 baseline.*
6. *By 2005, the percentage of high school students who report being in a physical fight on school property will decrease to 11 percent, as measured against the 1999 baseline.*
7. *By 2004, 90 percent of local education agencies receiving funds for school renovation will report that the adequacy of their school facilities is improving (baseline to be established in 2002).*

¹³ National Center for Education Statistics, *Conditions of America's Public School Facilities: 1999*, U.S. Department of Education, Office of Educational Research and Improvement, 2000.

Our Role

The Department of Education supports safe, drug-free, and orderly learning environments through the Safe and Drug-Free Schools and Community Act program (SDFSCA). The SDFSCA State Grants Program provides funds to governors and state education agencies to support a broad range of drug and violence prevention strategies. Governors' program funds go to local grantees, mainly community groups and organizations. The state education agency funds flow to school districts, primarily by a formula based on enrollment. All states and more than 97 percent of school districts participate in the program. SDFS also has a national program component, a broad discretionary authority that funds programs to prevent drug use and violence, such as training, demonstrations, direct services to districts with severe drug and violence problems, information dissemination, and program evaluation. In addition, the SDFSCA program also makes grants to postsecondary institutions to fund drug and violence prevention programs on their campuses.

Other ways that the Department helps to promote safe, drug-free, and orderly learning environments include research conducted by the Office of Educational Research and Improvement, research, training, technical assistance activities funded by the Office of Special Education and Rehabilitative Services, and after-school programs funded through the 21st Century Community Learning Centers program. Under the Individuals with Disabilities Education Act, the Department also provides direct funds to states and LEAs to guarantee a free appropriate public education and support effective services for children with disabilities, including students with emotional disturbance

In addition to addressing drug and violence prevention, the Department is concerned about the quality of the external, physical environment that supports learning. The Department of Education is being petitioned by states and local education agencies to help them respond to the unprecedented demand for school repair and construction. The Department of Education has proposed school construction and modernization legislation, which would help finance \$24.8 billion in bonds for school construction, repair, and modernization. This assistance would be targeted on the highest poverty schools. The Department has also proposed the creation of the School Renovation program, which would provide \$1.3 billion to help local education agencies (LEAs) renovate their schools, including \$125 million in grants and \$1.125 billion in loan subsidies. The loan subsidies would leverage about \$6.5 billion in seven-year, no-interest loans.

Core Strategies

- **Support state and local school construction efforts.**
 - Support state and local efforts to plan to effectively meet their school construction needs and to finance their school construction bonds.
 - Continue to provide technical assistance related to school construction and renovation through the National Clearinghouse for Educational Facilities.

- **Improve program quality of drug and violence prevention efforts.**
 - Promote the use of the Principles of Effectiveness, which address characteristics of effective programs to prevent youth drug use and violence and promote school discipline and safety, and highlight the activities of states that are particularly successful in implementing the Principles.
 - Encourage states, districts, and schools to include elements related to school safety, discipline, and drug use in state report cards or other public reporting mechanisms.
 - Support the hiring of program coordinators to assess drug and violence problems, and identify effective, research-based strategies to address youth drug use and violence.

- **Target drug and violence prevention program support to high-need areas.**
 - Target Safe and Drug-Free Schools funds to LEAs with significant need and high-quality plans to use funding.
 - Provide technical assistance on school safety and drug and violence prevention to high-need areas and monitor results. Strengthen the Department’s capacity to provide resources to districts and communities that experience a major crisis in a school to help meet unanticipated needs, such as crisis counseling for students and staff.

- **Research, demonstration, evaluation, and dissemination**
 - Provide grants to states, LEAs, and institutions of higher education to promote schoolwide drug and violence prevention programs and positive behavioral interventions and supports.
 - Work with other Federal agencies, experts, and organizations to identify exemplary program models for preventing youth drug use and violence and promoting school discipline.
 - Collaborate with the Department of Justice to provide school safety information to the public, including the *Annual Report on School Safety*.
 - Support and coordinate data collection activities through consultation with other Federal agencies in the development of instruments to improve usefulness and avoid duplication of effort (e.g., Department of Health and Human Services (HHS) [Monitoring the Future, National Institute on Drug Abuse (NIDA); Youth Risk Behavior Surveillance System (Centers for Disease Control); Health Behaviors of School Children (National Institute of Child Health and Human Development); School Violent Death Study (CDC)] and Department of Justice [National Crime Victimization Survey]).
 - Formulate an interagency violence-prevention research agenda.
 - Conduct research on school killings to examine reasons why students commit these crimes.
 - Support promising and innovative approaches to initiate or expand counseling programs in elementary schools through the Elementary School Counseling Demonstration program.
 - Support research in effective school planning, design, construction, and financing.

- **Coordination with related program support**
 - Support efforts around the country by communities and organizations to implement high-quality programs designed to create safe, disciplined, and drug-free environments, for example through the Safe Schools/Healthy Students initiative, supported jointly by the Department of Education, the Department of Health and Human Services, and the Department of Justice (and in 2001, the Department of Labor).
 - Align the drug-control portion of the Department of Education’s GPRA Plans and Reports with the National Drug Control Strategy, including the interagency-developed, target-focused Action Plans for Demand Reduction.
 - Foster the coordination of efforts by the Safe and Drug Free Schools program and the Office of Special Education Programs to promote academic success, social skills, and personal achievement of students with emotional and behavior problems.
 - Expand the 21st Century Community Learning Centers program to keep schools open as safe havens and to provide extended learning opportunities for the whole community.
 - Support the creation of the Smaller Learning Communities program, which would provide \$45 million to assist communities to create smaller, more intimate learning environments.
 - Coordinate Safe and Drug-Free Schools program efforts with other education reform initiatives that relate to school safety and discipline, including (in addition to the Smaller Learning Communities program) initiatives promoting smaller class sizes and better prepared teachers.
 - Support art education media literacy projects to improve the ability of at-risk youth to interpret the artistic content of images, including violent messages, transmitted through electronic media and create arts projects presenting alternative, non-violent messages.

Objective 2D: All families and communities are fully involved in a partnership of shared responsibilities with schools to support school improvement efforts.

Family involvement in their children's learning is a greater predictor of academic achievement than socioeconomic status or parents' educational level. Getting families and community members involved in children's learning can be a powerful force for school improvement efforts. Thirty years of research have shown that when families are involved, chances for student academic success are increased.

Performance Indicators and Targets

- 1. The percentage of students who come to school ready to learn and with their homework completed, as rated by their teachers, will increase substantially during the next five years, especially among children from low-income families.*
- 2. The percentage of parents who meet with teachers about their children's learning will increase to 75 percent by 2005, and the gap in participation in parent-teacher conferences between high- and low-poverty schools will close by that time.*
- 3. The percentage of parents who say that the school actively encourages and facilitates family involvement will steadily increase.*
- 4. By 2002, the number of children participating in after-school programs will double, from 1.7 million to 3.4 million children.*

Our Role

To help all children to achieve high standards and to improve schools, the Department of Education initiated a unique public-private partnership in 1994, known as the Partnership for Family Involvement in Education. Partnership members belong to one of four sectors:

- Family/School Partners (major parent and education associations, schools, school districts, and postsecondary institutions)
- Employers for Learning (local and national businesses and business associations)
- Community Organizations (such as the Boy Scouts of America, Girl Scouts USA, and the National Urban League)
- Religious Groups (including 33 national faith communities that represent 75 percent of religiously affiliated Americans)

The Partnership and its more than 6,200 members focus on specific national activities (e.g., the America Reads Challenge, 21st Century Community Learning Centers, and GEAR UP), receive publications issued by the Department on family involvement and participate in conferences and regional meetings cosponsored by the Partnership.

In addition, parental and community involvement is promoted through the Education Department's programs—Title I, Even Start, the Parent Information Resource Centers, special education, bilingual education, migrant education, and postsecondary education. The Department has developed a Compact Initiative, which includes the provision of training and materials, to help Title I schools meet their Title I parent/school compact responsibilities and improve children's outcomes in reading. These compacts are

built around the principle of shared responsibility for learning among schools, parents, and communities. The Compact Initiative provides guidance on how to form parent/school Compacts, with research-based, standards-based family involvement materials that teachers can provide to families for work at home with their children.

Core Strategies

- **Financial support for Federal programs that support families to help their children learn**
 - Support programs that directly assist parents, such as Title I, Parent Information Resource Centers, and IDEA parent information centers.
 - Support programs that work with parents to extend learning time, including the 21st Century Community Learning Centers.
 - Expand state projects and local postsecondary school partnerships that foster an increased level of parental and community involvement like those under GEAR UP.

- **Partnership for Family Involvement in Education (PFIE)**
 - Involve local partners in PFIE's lead initiatives: 21st Century Community Learning Centers (“the after-school initiative”), the America Reads Challenge, America Goes Back to School, GEAR UP, Title I “Compact for Learning,” Compact for Reading, the early childhood initiative and partnering with arts organizations and museums.
 - Continue to seek out new partners through outreach efforts that promote family-school-community partnerships including opportunities for doing so through PFIE's Memorandum of Understanding with America's Promise and at PFIE's regional conferences on each day three of the Improving America's Schools conferences.
 - Work with member organizations from education, business, community groups, and faith communities to build local coalitions and to further their own family involvement activities.
 - Continue to measure customer satisfaction through a customer satisfaction survey of Partner organizations. Longitudinal results, comparing 1998 to 1999 show increases among partners who stated that their involvement in the Partnership was valuable to them. In 1998, 86 percent of family school groups and 73 percent of employers surveyed said that they had benefited from their participation in the Partnership for Family Involvement in Education. In 1999, 89 percent of family school groups and 82 percent of employers agreed.
 - Collaborate with major national business conferences, the Conference Board and *Working Mother* magazine's annual CEO Summit to highlight the efforts of employers who strengthen employee involvement in education and build business-education partnerships that support systemic reform in local schools. Undertake joint projects with the Department of Labor including teleconferences and materials that focus on employee involvement in education.
 - Expand Web site supported by USA Today by including graphics format partnership-building templates, online searchable database of Partners' efforts and activities, and an electronic newsletter.
 - Develop guides. In an initiative launched by the President, materials and effective practices guides on the involvement of faith communities have been developed. New efforts include online guides in graphics formats for designing partnership efforts that support family involvement in education.
 - Work with Arts Partnerships to strengthen after-school and family involvement efforts.

- **Expanded outreach, collaboration, and technical assistance**
 - Coordinate Federal program assistance and training materials for family involvement in children's learning in Title I and other programs for at-risk students with other outreach activities across the Department. Work with America's Promise and its Communities of Promise to

strengthen family involvement in education through technical assistance workshops and "train the trainers" programs.

- Support parents of children with disabilities through IDEA technical assistance and dissemination and parent information centers.
- Increase outreach to Hispanic families through local summits and other activities at the regional and local levels, in collaboration with the White House Initiative on Educational Excellence for Hispanic Americans. Provide materials on family involvement and afterschool in Spanish translation.
- Enhance outreach through Office for Civil Rights (OCR) partnering with advocacy organizations and through sharing information with minority parents of English language learners.

■ **Research**

- Develop and implement a long-range applied research agenda to strengthen family involvement in children's learning in collaboration with OERI and Partners such as the Afterschool Alliance who are working to strengthen family involvement in education.
- Evaluate annually the performance of the Partnership for Family Involvement in Education.
- Undertake recognition activities that identify and publicize effective Partnership activities.
- Provide research-based materials for partnership-building efforts in online and hardcopy formats.

Objective 2E: All students and families are able to choose among high-quality public schools.

Public school choice represents an important strategy to provide options to students with different learning needs. Some public school choice programs have been used to reduce the isolation of minority students. Other options encourage greater flexibility in school offerings to address the needs of students, families, and communities. Another goal of public school choice is to allow students to transfer out of schools identified for improvement. Ultimately, public school choice is meant to promote options for students to attend a school other than their assigned neighborhood school. According to a 1999 survey of parents, approximately 15 percent of all U.S. students in grades K-12 attended a public school that their families chose (National Household Education Survey, 1999). Public school choice operates through various mechanisms, including charter schools, magnet schools, open enrollment policies, and postsecondary options.

Performance Indicators and Targets

1. *By 2005, one-fourth of all public school students in grades K-12 will attend a school that they or their parents have chosen, up from 15% in 1999.*
2. *By 2005, 45 states will have charter school legislation, up from 38 in 1999.*
3. *By 2005, there will be at least 4,900 charter schools in operation around the nation, up from 1700 in 1999.*

Our Role

The Education Department promotes choice in public education primarily by supporting charter schools and magnet schools through the Public Charter Schools Program (PCSP) and Magnet School Assistance Program (MSAP). PCSP provides startup funds for planning, designing, and initial implementation of charter schools, for disseminating information about successful charter schools, and for evaluating the effects of charter schools on other public schools and students. MSAP provides funds to help school districts establish new or significantly revised magnet schools. Title I Part A also supports public school choice by providing a small percentage of funds for schools identified as needing improvement. Districts receiving these funds must provide students the option to transfer to another public school of their parents' choice that has not been identified as needing school improvement, if such transfers are feasible.

ED will continue to support and expand choice within the public schools. Public schools of choice should have equitable participation in Federal programs and public schools of choice should be carefully monitored for educational quality and equity of access. Research should look at effective choice mechanisms, both domestically and worldwide.

Core Strategies

- **Provide financial support for public schools of choice.**
 - Support schools of choice through the planning and startup costs of charter schools funded by the Public Charter Schools Program and through funding the Magnet School Assistance program.
 - Ensure that Federally supported choice options include equal access for low-income, minority, and disabled students.

- Support school choice within Title I through ensuring effective support for students in schools in need of improvement to transfer to another public school of their parents’ choice that has not been identified as needing improvement, in districts where such transfers are feasible.
 - Ensure that charter schools receive the level of Title I support for which they are eligible, provided they meet low-income eligibility criteria.
- **Improve the quality of choice schools through information and technical assistance.**
- Improve information, ease of access, and networking over the continually updated and improved charter schools’ Web site.
 - Provide ongoing information and assistance to technical assistance providers, such as the Equity Assistance Centers, the Regional Education Laboratories, and the Comprehensive Regional Assistance Centers to enhance their ability to inform magnet and charter schools about program requirements, performance indicators, and successful approaches to implementing schools of choice.
 - Ensure that schools of choice fully comply with access requirements under Federal civil rights provisions.
- **Support high quality research and evaluation.**
- Explore the effectiveness of public school choice programs. For example, examine the extent to which disadvantaged students have access to choice programs and identify strategies for overcoming barriers to the development and use of public school choice programs.
 - Study school choice programs in other countries.
 - Study the effects of Federal and state policies on school choice. For example, examine the effect that Federal and state policies regarding special education, per pupil expenditures, transportation, and facilities have on public school choice.

Objective 2F: Schools use advanced technology for all students and teachers to improve education.

Research has found that educational technology, when used effectively, can significantly improve teaching and learning. To support schools in incorporating technology into their curricula, the Department, as mandated by Congress, developed a national plan for educational technology. This plan includes the four goals of the Technology Literacy Challenge:

1. All teachers in the Nation will have the training and support they need to help students learn using computers and the Internet.
2. All teachers and students will have modern multimedia computers in their classrooms.
3. Every classroom will be connected to the Internet.
4. Effective software and online learning resources will be an integral part of every school's curricula.

Significant progress has been made on these goals, particularly in the areas of student and teacher access to multimedia computers and the Internet. Despite this progress challenges remain. For the next several years, the Department's programs will need to continue to focus on: (1) closing the "digital divide" by increasing home and school access to computers and the Internet for children from high-poverty communities; (2) providing educators with the training and support they need to use technology effectively in their classrooms; and (3) supporting the development of the next generation of technology applications for teaching and learning.

Performance Indicators and Targets

1. *The percentage of public school instructional rooms connected to the Internet will be 100 percent.*
2. *Students in high-poverty schools will have access to educational technology that is comparable to the access of students in low-poverty schools.*
3. *Students with disabilities will have access to educational technology and adaptive technologies that allow for educational opportunities that are, at a minimum, comparable to those of other students.*
4. *Increasing percentages of teachers will indicate that they feel very well prepared to integrate educational technology into instruction.*
5. *Increasing percentages of teachers will report that they have access to and use digital content in their teaching.*
6. *Students increasingly will have access to educational technology in core academic subjects.*
7. *Indicators of student technology literacy will show that increasing percentages of students are technologically literate.*

Our Role

The Department's educational technology programs are designed to help reach the four goals. For example, the Technology Literacy Challenge Fund (TLCF) helps school districts to implement their local technology plans. Districts use program funds for purposes including acquiring hardware and software, providing professional development in the effective use of technology, and integrating educational technology into curricula. The Preparing Tomorrow's Teachers to Use Technology Program assists public and private entities to develop and implement programs that prepare prospective teachers to use technology effectively in their classrooms. The Community Technology Centers Program supports efforts to provide access to computers and technology to adults and children in low-income communities

who would otherwise lack such access. In addition, the Department provides national leadership in such areas as promoting equal access to technology; ensuring Internet safety; encouraging new strategies for software development; and planning the nation's long-term policy for educational technology.

Core Strategies

- **Continue to provide national leadership.**
 - Revise the current national educational technology plan, setting new goals and strategies to help shape the next generation of technology applications for teaching and learning.
 - Assist states and local districts in developing and updating their comprehensive educational technology plans.
 - Support state and local efforts to provide accommodations to students with disabilities.
 - Encourage and assist States and districts to evaluate progress toward achieving local, state, and National educational technology goals and their impact on student achievement.
 - Facilitate coordination of research, development, dissemination, and evaluation across Federal agencies.
- **Provide major financial support to strengthen access to educational technology in all schools and eliminate the digital divide between schools serving concentrations of low-income students and other schools.**
 - Provide support for building and maintaining the technology infrastructure of the nation's schools, particularly targeting high-poverty schools through such programs as the E-rate and the Technology Literacy Challenge Fund (TLCF).
 - Continue to support state and local efforts to end the "digital divide" by increasing the capacity of high-poverty urban and rural communities to provide access to technology to students and adults in a variety of settings.
- **Improve teacher preparation for 21st century classrooms .**
 - Continue to encourage TLCF subgrantees to use at least one-third of their TLCF funds to support teacher training in the effective use of technology.
 - Continue to support public and private efforts to prepare teachers to integrate technology effectively into teaching from the first day that they enter the classroom.
 - Encourage states to adopt technology standards that are included in teacher certification and recertification processes.
 - Support training for teachers in the use of technology to improve the teaching of students with disabilities and limited English proficiency.
 - Support the development of innovative uses of technology for professional development, including distance learning and online mentoring, to improve teaching overall and especially to address shortages of teachers for mathematics, science, bilingual/ESL students, and advanced placement classes.
- **Improve research, development, dissemination, and evaluation.**
 - Develop electronic, online data collection systems as an integral component of all technology programs.
 - Engage the high-technology, research, and education communities in the development of next-generation learning technologies.
 - Continue to evaluate the effectiveness of technology interventions.

- Conduct cooperative international research and knowledge-sharing activities with major international organizations, including Asian Pacific Economic Cooperation (APEC), Organization for Economic Cooperation and Development (OECD), and International Association for Educational Assessment (IAEA).

Goal 2. External Factors and Management Challenges

External Factor: State capacity and willingness to implement high standards may be weakened by pressures felt by states and communities should they initially view meeting the standards to be very challenging for a significant proportion of their students.

Response: The setting of standards for curriculum and assessments is ultimately a state responsibility, but the Federal government can facilitate and support change. Federal leadership and recognition will reinforce state efforts in setting high standards. ESEA Title I requires each state to evaluate its schools and local educational agencies based on student assessments that are aligned with challenging content and performance standards. IDEA and civil rights statutes support and strengthen ESEA Title I requirements that all students be appropriately included in state assessments. The Federal peer review process and clear guidance on criteria for acceptable assessments provide a way to hold states accountable for implementing high standards under ESEA provisions while promoting continuous review and improvement.

External Factor: Local schools' capacity to invest in adequate long-term improvements is threatened by pressures school systems feel to demonstrate short-term gains.

Response: For the new and demanding reforms to succeed, school systems will need to undertake long-term investments in professional development, technology, and school construction. The Department's support—although less than 10 percent of total elementary and secondary expenditures—is of great importance in financing long-term capacity improvements. Measures for school construction and expanded professional development will provide badly needed assistance to states and communities for long-term improvements. The Department can also work with technical assistance providers to highlight the importance of sustained professional development.

External Factor: American society's tolerance for drug and alcohol use is a countervailing influence against substance abuse education and prevention programs.

Response: Efforts within the Administration, such as that by the Office of National Drug Control Policy that supports public announcements campaigns, use Federal leadership and Federal resources to discourage tolerance of drug and alcohol use. The Department is also increasing dissemination of best practices information on preventing drug and alcohol use and proposes to direct more resources to those areas with the greatest need.

External Factor: Educators do not universally embrace public school choice, thus reducing choice options.

Response: Some school officials are reluctant to channel money toward choice options and away from their control. Although local school officials are required to ensure that public schools of choice are high quality, the Federal government can facilitate the opportunities for choice schools. Federal support is key during the start-up phase when capital is particularly difficult to obtain. The Department also supports and publicizes studies on charter school effectiveness and ensures fair participation for these schools in Federal grant programs.

Goal 2. Strengthening Coordination

The Department of Education recognizes that, in addition to its oversight of the many Department programs described above, assistance and support from other Federal agencies is also important. We work with other agencies in the following major activities:

- v **Joint Administration and Management:** The Departments of Education and the Department of Labor jointly administer the School-to-Work (STW) initiative and improve the management of the program by aligning grant making, audit, technical assistance, budget, and performance reporting functions. The Education Department works with the Department of Energy in promoting “energy-smart” schools and with the Departments of the Treasury and Agriculture in implementing the Qualified Zone Academy Bonds Program.
- v **Special Populations:** The Office of Special Education and Rehabilitative Services (OSERS), the Department of Labor’s Offices for Youth Opportunities and Job Corps, the President’s Council on Youth With Disabilities, and the Social Security Administration work together to ensure that all students, including students with disabilities and out-of-school youth, have access and accommodations to participate in School-to-Work activities.
- v **Data Coordination:** The Education Department provides support for the Census Bureau’s Current Population Survey (CPS) to make possible the inclusion of questions on computer and Internet access at home. The Education Department supports and coordinates data collection activities through consultation in the development of instruments to improve usefulness and avoid duplication of effort (e.g., Department of Health and Human Services (HHS) [Monitoring the Future, National Institute on Drug Abuse (NIDA); Youth Risk Behavior Surveillance System (Centers for Disease Control); Health Behaviors of School Children (National Institute of Child Health and Human Development); School Violent Death Study (CDC)] and Department of Justice [National Crime Victimization Survey]).
- v **Information Dissemination and Technical Assistance:** The Education Department supports various initiatives to provide information and technical assistance to the field (e.g., with the Department of Justice, continues to produce the *Annual Report on School Safety* and an implementation guide to *Early Warning: Timely Response*; with the Department of Justice and the Department of Health and Human Services, supports technical assistance to Safe Schools/Healthy Students initiative grantees and continues to produce satellite training sessions on violence prevention strategies; with the Department of Justice, supports the National Center for Conflict Resolution, the National Resource Center for Safe Schools, and the Youth Court Training and Technical Assistance Programs; with HHS, supports the National Coordinating Committee on School Health).
- v **Improving Teacher Recruitment:** The Education Department is working closely with the Department of Defense’s Troops to Teachers program to expand it and to reauthorize a new, broader program that would be administered by the Education Department. The Education Department is also partnering with the Department of Labor and the Immigration and Naturalization Service to change current policies and practices that are barriers to the hiring of foreign teachers in shortage areas.
- v **Encourage Research:** The Education Department, the National Science Foundation, and the National Institute of Child Health and Human Development jointly fund an interagency research initiative that focuses on the use of information and computer technologies in improving school readiness for reading and mathematics, initial teaching of reading and mathematics, and teacher

preparation in reading, mathematics, and science. With the National Science Foundation, The Education Department cosponsored a study of educational technology and instructional practice.

- v **Collaborate With Agencies Across Government to Support After-School Learning:** The Education Department works through the National Performance Review with the Departments of Health and Human Services, Housing and Urban Development, the Departments of Agriculture and Justice, the Corporation for National Service, and many others to coordinate efforts that make the most of children's out-of-school time.

- v **Increase Internet Access:** The Education Department collaborates with the Schools and Libraries Division at the Federal Communications Commission for effective implementation of the Universal Service rate for educational access for schools and libraries (the E-rate).

Goal 2. Evaluation Highlights

Goal 2 has six objectives. Highlights of the evaluation studies to describe our progress in meeting these six objectives are as follows:

Objective 2A: States develop challenging standards and assessments for all students in the core academic subjects.

Profiles of State Standards, Assessments, and Accountability Systems: Profiles of each state on standards, assessments, and accountability policies are developed. They are used to develop criteria for benchmarking the quality of state accountability systems.

Moving Standards to the Classroom: The Impact of Goals 2000 Systemic Reform on Reading and Mathematics Instruction and Achievement: This study explores factors, especially those related to professional development, that contribute to teachers' preparedness to implement state content standards in their classrooms and the impact on student achievement in reading and mathematics. It will also look at the degree to which teachers' curricula and classroom practices are aligned with state content standards and assessments.

Objective 2B: A talented and dedicated teacher is in every classroom in America.

National Evaluation of the Eisenhower Professional Development Program: This study examines the quality and effectiveness of Eisenhower professional development activities on change in teaching practices.

Evaluation of the State and Teacher Recruitment Programs under Title II HEA: This evaluation will assess the impact of reforms in several key areas of teacher preparation including recruitment and support services for teacher preparation students, alternative routes to initial teacher certification, and raising standards for initial teacher certification. The evaluation will study effective and ineffective practices in these areas through a series of integrated case studies of states and local recruitment programs, and through surveys of districts and preservice teachers.

Evaluation of the Partnership Program under Title II HEA: This study will assess the impact of Partnership grants in establishing a partnership of an institution of higher education, a K-12 school district, and a school of arts and sciences, and helping that partnership to work more closely together to improve the content and structure of teacher training offered to preservice teachers. The study includes an optional component to measure the impact of two or three promising teacher education program models on improving the knowledge, skills and practices of new teachers.

Evaluating the Institutional Change in the Program Preparing Tomorrow's Teachers to Use Technology (PT3): This evaluation will assess the impact of the PT3 grants in enabling implementation grantees to make innovative and sustained reforms in how teacher preparation programs train future teachers to use technology in classroom instruction. The primary methodology for this evaluation will be a series of in-depth case studies of teacher preparation programs, a survey of project directors, and a survey of faculty members at teacher education programs.

Objective 2C: Schools are strong, safe, disciplined, and drug-free.

Quality and Impact of Safe and Drug-Free Schools Program Activities: This study will provide information regarding the quality of the prevention efforts that the SDFS program is supporting, along

with examining the feasibility of studying the relationship between program quality and student outcomes.

Study of the Safe and Drug-Free Schools Program Middle School Coordinator Initiative: This study will investigate the extent to which providing Federal resources to support full-time prevention coordinators makes a positive difference in SDFSCA programming.

Objective 2D: Families and communities are fully involved with schools and school improvement efforts.

Evaluation of 21st Century Community Learning Centers (CCLCs) assesses the longitudinal impact of this after school program on elementary and middle school students and their parents (e.g., in-school academic achievement, behavior and attitudes, out-of-school behavior and safety) and for parents (e.g., school involvement, educational expectations and attitudes, and concerns about safety). The study also gathers information through case studies and surveys to support a broader understanding of the experiences and patterns of participation in 21st CCLCs and the key components and elements of these programs?

Compact for Reading Evaluation in Four Sites: This evaluation will examine the process and outcomes of developing and implementing family/school compacts and structured family involvement in reading when directly linked to in-school reading interventions in four sites – Washington State; Santa Ana, Calif.; Boston, Mass.; and Kansas City, Mo.

What Works in Family Involvement – A Review of the Literature and Synthesis of Best Practice: This study examines what works in family involvement by looking at the research on factors associated with successful family involvement and best practices schools used to involve families in supporting in-school interventions.

Objective 2E: Greater public school choice will be available to students and families.

Public Charter Schools Program Evaluation: This study examines the role of the charter school program in supporting the expansion of charter schools and the impacts that these schools may have on students, student achievement, staff and parents.

Evaluation of the Magnet Schools Assistance Program: This study will look at the extent to which the MSAP is fulfilling its purposes and will provide analyses on impacts of student achievement.

Objective 2F: Schools use advanced technology for all students and teachers to improve education.

Professional Development for the 21st Century Classroom: This study will describe the current status of professional development in educational technology and model approaches to professional development.

Study of the Technology Learning Challenge Fund (TLCF) Program: This study examines the ways in which districts target and spend TLCF funds to strengthen their capacities to acquire and integrate educational technology in schools.

Formative Evaluation of the E-rate Program: This study will examine patterns of participation and uses of E-rate funds.

State and District Policy and Data Use Practices Study: This study will create profiles of policy and data collection activities for states and districts to examine implementation and use of educational technology.