



NEW YORK STATE

# COUNCIL OF SCHOOL SUPERINTENDENTS

Seven Elk Street · Albany, New York · 12207-1002 · 518/449-1063 · FAX 518/426-2229

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## NO CHILD LEFT BEHIND ACT

### CRITICAL ISSUES FOR SCHOOL DISTRICT LEADERS

#### **BULLETIN #4: New Funding for Teacher and Principal Training and Recruitment**

On January 8, 2002, President Bush signed the *No Child Left Behind Act* (NCLB) – the latest reauthorization of the federal Elementary and Secondary Education Act. The legislation dramatically expands both the federal government’s financial support for education and its influence in the operations of the schools.

This bulletin summarizes one of the major new initiatives in the *No Child Left Behind Act* – **a new funding source for teacher and principal recruitment and training.**

The current federal budget provides \$229 million to New York State to support teacher and principal recruitment and training – ***an increase of \$50 million (28 percent)*** over the combined funding provided last year for two predecessor programs (Class Size Reduction and Eisenhower Professional Development).

Districts with high numbers of children in poverty will see the largest increases.

Districts will have significant flexibility in the use of funds from this program. Examples of allowable uses include recruitment incentives, class size reduction, professional development, mentoring and other retention initiatives, and career ladder programs.

Application elements for this program overlap with the state’s Professional Development Plan (PDP) initiative.

This bulletin is one of a series on issues arising from the *No Child Left Behind Act* which warrant careful attention by school district leaders.

## I. Overview of the Act and Bulletin Series

In January, President Bush signed the *No Child Left Behind Act* (NCLB) – the latest reauthorization of the federal Elementary and Secondary Education Act. The legislation dramatically expands both the federal government’s financial support for education and its influence in the operations of the schools.

Federal aid to New York schools is projected to rise by more than 20 percent for the 2002-03 school year. New accountability requirements will also take effect: all students in grades 3 through 8 are to be tested each year in math and English, schools that fail to make adequate progress in raising student achievement may face consequences, teachers and paraprofessionals will be required to hold or attain specific credentials.

This bulletin is one of a series on issues arising from the *No Child Left Behind Act* which warrant careful attention by school district leaders.

Taken together, the bulletins do not comprise a comprehensive summary of the Act. A short, reader-friendly summary of the complete law is available from the Learning First Alliance, a coalition of national education advocacy groups, including the American Association of School Administrators (AASA). The summary is available at:

<http://www.learningfirst.org/pdfs/nochildleft.pdf>

***Many aspects of the legislation are complex and some implementation issues are still under consideration by the federal and/or state education departments. For these reasons, it is very important to consult other sources beyond this bulletin.***

Additional information is available through the State Education Department’s *No Child Left Behind* website:

[http://www.emsc.nysed.gov/deputy/nclb/nclb\\_home.htm](http://www.emsc.nysed.gov/deputy/nclb/nclb_home.htm)

The American Association of School Administrators offers helpful information in two sections of its website:

[http://www.aasa.org/government\\_relations/esea/index.htm](http://www.aasa.org/government_relations/esea/index.htm)

[http://www.aasa.org/issues\\_and\\_insights/ESEA/ESEA\\_best\\_of\\_web\\_index.htm](http://www.aasa.org/issues_and_insights/ESEA/ESEA_best_of_web_index.htm)

The Council will attempt to advise superintendents of new developments concerning the implementation of the legislation through the web site and e-mail listserv.

## II. New Funding for Teacher and Principal Training and Recruitment

The *No Child Left Behind Act* authorizes substantial additional funding for teacher and principal recruitment, retention, and professional development activities. The Act also allows districts wide discretion in the use of funds. It also requires at least some districts to set aside some other federal aid to support professional development. The State Education Department notes that the planning requirements for this program encompass many of the elements of the state's Professional Development Plan (PDP) initiative.

The new law eliminates the federal Class Size Reduction and Eisenhower Professional Development programs and replaces them with a new "Teacher and Principal Recruitment and Training" program" (Title II, Part A). For New York State as a whole, funding for the new program is \$50 million (28 percent) greater than what was available from the two predecessor programs.

### *Allocations to Districts/Targeting within Districts:*

The law provides that districts are to receive a sum equal to what they received last year from Class Size reduction and Eisenhower *plus* a share of the statewide increase based upon their share of statewide population aged 5 to 17 (20 percent) and their share of children in poverty (80 percent).

As noted above, the statewide *average* increase in funding for this purpose amounts to 28 percent over the predecessor programs.

*SED expects to post allocations on its website by the last week of July.*

The federal law requires districts to target funds to schools that:

- (a) have the lowest proportion of highly qualified teachers;
- (b) have the largest average class size; or
- (c) have been identified for school improvement.

### *Allowable Uses of Funds:*

Districts have much greater flexibility in the use of funds – they are not restricted to class size reduction or professional development. Examples of allowable uses include:

Hiring highly qualified teachers;

Reducing class size (not restricted to early grades);

Providing professional development for teachers, principals, and paraprofessionals (not restricted only to mathematics or science);

Developing and implementing means to recruit and retain highly qualified teachers, principals, and pupil services personnel (e.g., mentoring);

Reforming tenure systems;

Providing merit pay;

Testing teachers in their subject areas;

Establishing innovative professional development programs which may include partnerships with institutions of higher education;

Providing professional development on improving classroom behavior and teaching children with different learning styles;

Developing teacher advancement plans to emphasize multiple career paths and pay differentiation; and

Establishing programs for exemplary teachers.

***Local Planning Requirements:***

SED notes that a number of the Federal Title II-A requirements are “highly congruent with New York’s Professional Development Plan (PDP) requirements” and that the district’s portion of the district NCLB application addressing Title II-A should “...summarize the relevant components of your PDP as appropriate.”

The law requires districts to conduct a needs assessment with the involvement of teachers and to describe in its application how the district, teachers, paraprofessionals, principals, and other relevant school personnel, and parents collaborated in preparing the application.

***Required Use of Other Federal Funds for Professional Development:***

The law also requires districts to use other federal funds to support professional development activities.

For example, districts are required to spend a minimum of 25 percent of their Title II-D (Enhancing Education Through Technology) funds on professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning and technology literacy.

Further, districts are required to spend at least 5 percent but not more than 10 percent of their Title I-A allocation for professional development to help all teachers to become “highly qualified” (See *NCLB Bulletin #3: Higher Qualifications for Teachers and Paraprofessionals*).

***Professional Development Defined:***

The law defines “professional development” in exhaustive detail and requires that professional development activities funded through this title meet the criteria in the definition. Included within the definition are activities that:

- improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- are an integral part of broad schoolwide and districtwide educational improvement plans;
- improve classroom management skills;
- are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and are not 1-day or short-term workshops or conferences;
- support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- advance teacher understanding of effective instructional strategies that are based on scientifically based research;
- are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under the Act;
- as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- include instruction in the use of data and assessments to inform and instruct classroom practice; and
- include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.

### III. Commentary

This initiative may represent one of the more positive elements of the entire *No Child Left Behind Act*.

As noted, the statewide increase for this purpose amounts to \$50 million, or 28 percent, over the amount appropriated for the predecessor programs in last year's federal budget. To give a sense of scale, here is what the current year's New York State Budget appropriates for similar purposes:

Mentor-Teacher Internships: \$5 million

Teachers of Tomorrow (recruitment incentives): \$25 million

Teacher Centers: \$31 million

Teacher Support Aid (salary enhancement for the Big 5 Cities): \$67 million.

Also as noted, the new legislation provides districts with considerable flexibility in the use of funds – almost any initiative related to improving teacher quality or retention could be funded through this program.

Obviously, however, districts which previously received funds through the federal Class Size Reduction and/or Eisenhower Professional Development may need to continue to support activities funded through those programs from this new source.

Also, the new allocation formula will target the much of the overall increase in funding to districts with high concentrations of children in poverty: these districts should receive increases above the statewide average of 28 percent, while other districts will receive smaller increases.

Finally, the prospect for further dramatic increases in funding for this program – and other NCLB programs is uncertain, given the re-emergence of federal budget deficits. For example, President Bush's proposed federal budget for next year would freeze funding for this program at current year levels.

#### **IV. Other Resources**

For further information on this topic, consider:

SED application materials:

<http://www.emsc.nysed.gov/deputy/nclb/cla/conslocapphome.htm>

New York State United Teachers has prepared extensive materials on the NCLB for use by their local leaders, including a fact sheet on this Title:

[http://www.nysut.org/research/bulletins/2002nclb\\_grants.html](http://www.nysut.org/research/bulletins/2002nclb_grants.html)