

The College Board
Recommendations
for Reauthorization of
the Elementary and
Secondary Education
Act

The College Board Recommendations for Reauthorization of the Elementary and Secondary Education Act

The College Board is a national not-for-profit association of more than 5,200 member schools, colleges, and universities with a challenging mission: To connect students to college success and opportunity. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Both for individuals and for society as a whole, postsecondary education opens doors to opportunity. For individuals, a college degree increases earnings potential, elevates one's quality of life, and has even been linked to improved health outcomes. For society, a highly educated public reduces unemployment rates, increases civic participation, and builds the capacity to sustain the country's economic growth.¹ As such, the private and public value of higher education makes it imperative that we renew efforts to narrow the gaps in college access and success among individuals from different segments of society. That is the core principle behind the College Board's recommendations to Congress for strengthening the No Child Left Behind Act of 2001 (NCLB).

It is axiomatic that students who do not have a strong foundation in reading, writing, mathematics, and science are unlikely to meet the academic challenges of college.

Educators who do not have solid content knowledge and strong pedagogical skills may not sufficiently prepare students for college-level course work. Principals, teachers, and school counselors who do not have access to adequate resources, support, and professional development are hindered in their efforts to promote college readiness among all students. These scenarios are most pronounced in schools and districts with the highest proportions of low-income and minority students. As such, we believe that the reauthorization of NCLB must focus on fundamental issues related to academic preparation and rigor, improving the quality of instruction and school leadership, and raising standards and achievement for all students.

The goal of the No Child Left Behind Act of 2001 was to hold the nation accountable for educating all of its students. It focused on bringing to light growing achievement and attainment gaps and created a sense of urgency in placing high-quality teachers in classrooms. As the law expires, Congress has another opportunity to refocus the nation on its educational responsibilities and most pressing needs. We believe the country has a mounting obligation to close the gaps in college readiness, college enrollment, and college success, and that Congress should adopt the goal of increasing student preparation for success in *postsecondary education* as a primary focus of the nation's elementary and secondary education law.

Specifically, our recommendations suggest that Congress should address three critical needs when updating current law:

- Expand opportunities for more middle and high school students to participate in—and succeed in—rigorous academic course work that prepares them for success in college;
- Build highly effective learning communities among education professionals who are able to affect student achievement and postsecondary success—and give those professionals the support they need to be successful in schools and classrooms; and
- Establish models of voluntary national standards that states can use to support the development of curricula, instructional materials, and assessments that provide students with college readiness and workplace skills.

Recommendation 1: [Expand opportunities for more middle and high school students to participate in rigorous course work.](#)

A strong correlation exists between a student's participation in rigorous course work and his or her success in college. For example, new research shows that students earning Advanced Placement Program® (AP®) Exam grades of 3 or higher experience high levels of college performance and completion once they enroll in college. In 2006, more than 1.3 million students took a total of more than 2 million AP Exams, with nearly 60 percent of these students earning a grade of 3 or higher on an exam,² indicating course mastery that could enable them to earn college credit while still in high school. Accordingly, we believe Congress should strongly encourage all students to prepare for, and have the opportunity to succeed in, advanced-level courses such as AP.

Across the nation, every state and most school districts are exploring ways to raise standards and ensure that all students take challenging courses that prepare them for success in college and work. AP is recognized as a powerful tool for increasing academic rigor, improving teacher quality, and creating a culture of excellence in high schools. Students who take any of the 37 AP courses assume the intellectual responsibility of thinking for themselves, and they learn how to engage the world critically and

analytically—both inside and outside of the classroom. This is an invaluable experience for students as they prepare for college or work upon graduation from high school. Moreover, schools in which AP is widely offered—and accessible to all students—experience the diffusion of higher standards throughout the entire school curriculum.

AP is a time-tested program (established in the mid-1950s) with an existing infrastructure of tens of thousands of teachers and a network of hundreds of training sites across the country. Any new funds invested in AP will not need to be dedicated to creating a new system for teacher professional development, course development, or the administration and scoring of assessments. That system already exists as a result of efforts over the past 50 years, and as a result of the involvement of thousands of schools, colleges, and universities in the operation of the AP Program. Thus, new federal dollars invested in AP can go directly into teacher training and student preparation and support.

The principles and values of the AP Program can be stated simply:

- **AP supports academic excellence.** AP represents a commitment to high standards, hard work, and enriched academic experiences for students, teachers, and schools.
- **AP can enhance equity.** The AP Program should be open to all students, and we believe that every student should have access to AP courses and should be given the support he or she needs to succeed in these challenging courses.
- **AP can drive schoolwide academic reform.** Schools that use AP as an anchor for setting high standards and raising expectations for all students see significant returns not just in terms of AP participation, but in terms of increasing the overall quality and intensity of their academic programs.

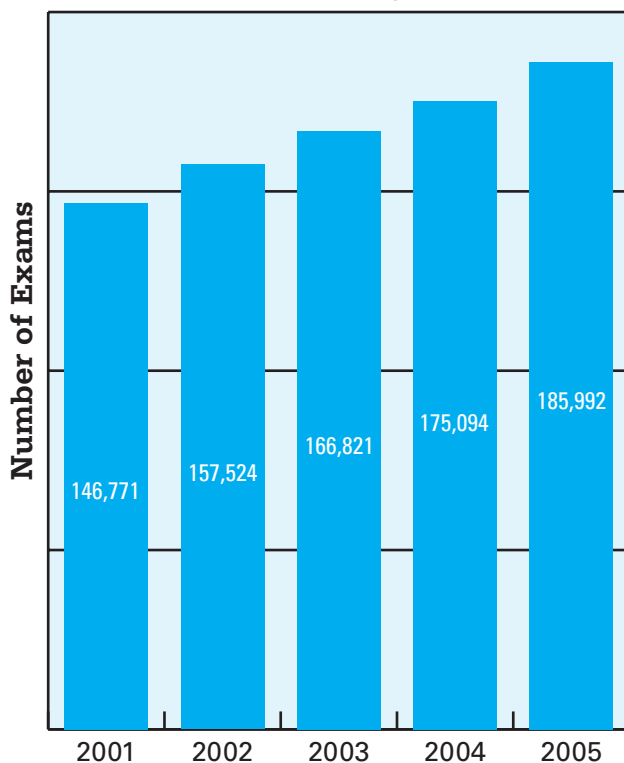
In 2001, the No Child Left Behind Act included provisions to provide federal support for expanded access to AP among low-income and underrepresented students. The federal Advanced Placement Incentive Program (APIP) provides states, districts, and a variety of nonprofit institutions with the resources to offset exam fees, purchase classroom and laboratory materials and supplies, fund professional development opportunities, and conduct best practices research. Since the inception of APIP, the following gains have been achieved across the nation:

- Steady increases in the number of low-income and minority public school students enrolling and succeeding in AP.
- Reliable federal support for low-income student AP Exam fees, which is often matched by state funding.
- Increased participation of teachers in Pre-AP® and AP professional development training and programs.
- International assessments rate American 15-year-olds sixteenth in reading, nineteenth in science literacy, and twenty-fourth in mathematics.
- Data show that U.S. twelfth-graders performed below the international average of 21 countries on a test of general knowledge in mathematics and science.
- About 6 percent of our undergraduates major in engineering; that percentage is the second-lowest among developed countries.

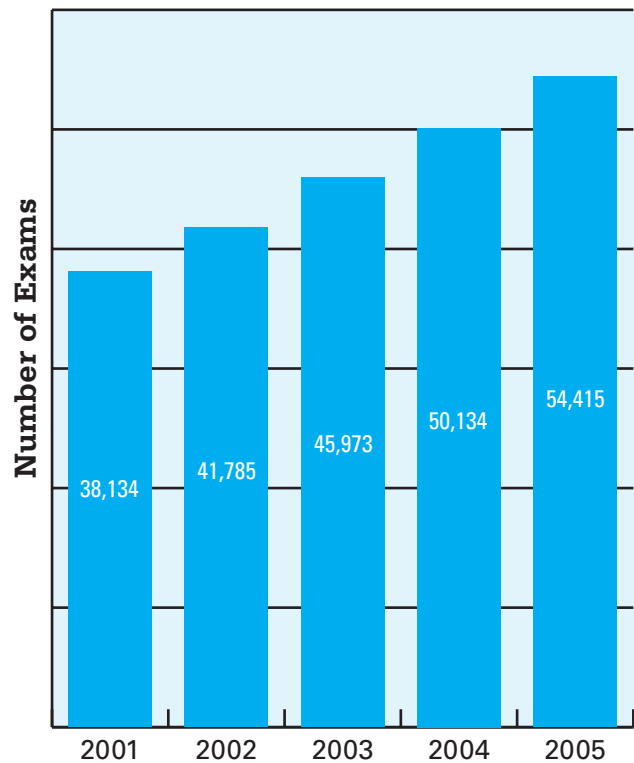
New research also shows that AP math and science students are more likely than other students to major in science, technology, engineering, or math (STEM) fields than students whose first exposure to college-level math and science courses is in college,³ but specific efforts are needed to increase participation in and development of these courses. According to the much-publicized report titled *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*, “laying a foundation for a scientifically literate workforce begins with developing outstanding K–12 teachers in science and mathematics.” The report details a series of current national challenges:

Among U.S. students who enroll and succeed in AP courses, however, the picture is quite different. For example, in the most recent *Trends in International Mathematics and Science Study* (TIMSS) assessments, AP Calculus students who earned a grade of 3 or better on the AP Calculus Exam ranked **first** in the world in advanced mathematics. Even AP Calculus students who earned a grade of 1 or 2 on the AP Calculus Exam—below “passing”—were ranked **second** in the world. AP Physics students, as compared to other U.S. physics students and physics students internationally, were also at the top of the ranking in that subject area.

AP Calculus AB
Number of Exams, 2001–2005



AP Calculus BC
Number of Exams, 2001–2005



Most significantly, there are many more U.S. students who could succeed in AP math and science courses if given the chance. By utilizing an existing diagnostic tool called AP Potential™, which is based on performance on the PSAT/NMSQT®, more students could be identified as having significant potential to succeed in AP courses. For example, this year we anticipate that more than 100,000 U.S. students will earn a 3 or above on the AP Calculus Exam—the grade typically required for college credit. But in a national analysis of the math proficiency of students enrolled in U.S. high schools during the 2005-06 academic year using AP Potential, we identified an additional 500,000 students who have the same academic background and likelihood of success in AP Calculus as the 100,000 students who currently are fortunate enough to have an AP Calculus course available to them.

In short, there are hundreds of thousands of high school students in the United States who are prepared and ready to succeed in rigorous high school courses such as AP. In many cases, the only thing preventing them from learning at this higher level is the lack of an AP teacher in their school or the lack of adequate encouragement and support to take the AP course.

AP is not for the elite, it is for the prepared. The tremendous potential of AP to drive reform in a powerful way in all of our nation's schools is well established, and no other program has as strong an impact on overall student and teacher quality as AP. We urge Congress to assign a high priority to providing additional support for expanded access to and success in AP courses, especially for low-income students and students traditionally underrepresented in AP classrooms.

In particular, we recommend the following provisions:

- Upgrade the Advanced Placement Incentive Program (APIP) to a formula grant to states that would ensure the greatest level of access to the program and its resources, and increase support for the program to ensure that states receive sufficient funding to implement high-quality AP expansion initiatives.
- Increase opportunities for middle and high school teachers to participate in Pre-AP and AP professional development programs, including support for specific outreach to teachers of traditionally underrepresented students.

- Provide incentives for partnerships between colleges of arts and sciences and colleges of education to create strong preservice teacher education programs that graduate science and math teachers with the qualifications and skills to enter the profession as AP teachers.
- Offer incentives to teachers who satisfactorily complete Pre-AP and AP training.
- Provide additional professional development support for AP teachers in the federal Math and Science Partnership (MSP) program.

Recommendation 2: Build highly effective learning communities with professionals who are able to affect student achievement and postsecondary success.

Research shows that effective teachers are linked to improved student achievement, and both standards and assessments ultimately rest on good teaching. Findings also have revealed that effective school leaders have a significant influence on student success. Many contend that leadership is second only to instruction in the classroom in terms of its impact on student achievement, and the effect of leadership is usually greatest in schools most in need of improvement.

However, efforts to establish college-going cultures within schools, and to produce more high school graduates who enroll and succeed in college, require a third key support that is urgently needed to close achievement and attainment gaps, particularly among low-income and minority students: qualified school counselors. Our recommendations address the need to improve the support system for all three groups of professionals: teachers, principals, and school counselors.

Data illustrate the significant influence of these education leaders and professionals on student performance, especially in the nation's most challenged schools. Studies show that effective teachers, principals, and school counselors play a vital role in improving student outcomes and building aspirations, but also reveal a harsh snapshot of their professional realities.

For teachers:⁴

- Forty-six percent of the new teachers who enter elementary or secondary schools will leave the classroom within five years, and nearly half of the current teachers have already served for 20 years or more.
- Elementary and secondary school teaching is one of the nation's lowest paid entry-level professions.
- Forty percent of middle school students in the physical sciences (including chemistry, geology, and physics) are taught by unqualified teachers, with the proportion in biology approaching 30 percent, and that in math exceeding 20 percent. The comparable figures in high schools range between 8 and 15 percent.

For principals:⁵

- In addition to dealing with safety, labor relations, resources, students, facilities, staff recruitment, professional development, transportation, parents, technology, food services, the community, fund-raising, elected officials, test results, state and federal regulations, and a host of other responsibilities, principals must serve as instructional leaders who work to improve student learning as the bottom line. Principals identify instructional leadership as one of the most significant challenges they face.
- Less attention has been paid to in-service and professional development programs for practicing principals, but such training is vital.

For school counselors:⁶

- Student-to-counselor ratios average 315:1 at public high schools and 241:1 at private high schools.
- School counselors at private schools spend an average of 58 percent of their time on postsecondary education counseling, while counselors in public schools spend an average of only 25 percent of their time on postsecondary education counseling.
- Research indicates that most school counselor graduate training programs do not include course work in college readiness counseling. Few programs offer such courses to train preservice school counselors to actively prepare middle and high school students, parents, and families for the college readiness process.

While accountability in education is critical, and linking accountability to improved student outcomes is appropriate, education professionals need ongoing support to create and sustain effective learning environments. They need competitive salaries, advanced and sustained professional development, and time to reflect upon and enhance their skills. New surveys report that professionals are leaving the education field in droves due to higher-paying alternatives, a lack of support and direction, and job-related stress. Given these conditions, ensuring school effectiveness and promoting college readiness for all students will be challenging without addressing the professional needs of teachers, principals, and school counselors.

The No Child Left Behind Act provides districts with the flexibility and resources to apply professional development and other funds as states and districts see fit. However, reports show that while available, professional development funds are not being applied to these key areas or being used as incentives to support and entice teachers, principals, and school counselors to schools in need of improvement.

To support teachers, principals, and school counselors and attract future professionals to these fields, we recommend that Congress target funds at the following areas:

- The compensation, equitable distribution, and retention of teachers through provisions that:
 - Enable the use of federal funds as leverage to secure additional state and private funding that can support immediate salary increases of an average of 15 to 20 percent, with a phased-in 50 percent increase in the future.
 - Provide additional compensation for teaching in challenging schools, shortage disciplines, and high-level courses.
 - Support mentoring programs.
 - Develop teacher career ladders.
- The high-level development of principals through provisions that:
 - Support in-service training, particularly in schools cited for improvement.
 - Prioritize the development of instructional leadership.
 - Provide incentives for principal placement in schools cited for improvement.

- The inclusion and expansion of the role of school counselors through provisions that:
 - Support the hiring of additional school counselors in low-income schools and in schools cited for improvement.
 - Build systemic school counseling programs that promote collaboration between teachers, principals, and school counselors on issues of teaching and learning.
 - Support more extensive and enriched professional development for counselors, focusing on trends and strategies in school counseling, curricula, instructional techniques, technology, academic and career advising, access and equity, multicultural counseling, and data-driven programs.
 - Ensure the availability of a qualified school counselor in every school to implement a systemic school counseling program that provides academic and career counseling for postsecondary school options, including a commitment to encouraging all students to consider college as a postsecondary school option.

Recommendation 3: [Establish models of voluntary national standards that states can use to support the development of curricula, instructional materials, and assessments that provide students with college readiness and workplace skills.](#)

Preparing students for college before they enter high school is critical to ensuring that students complete a college degree. In building a college-going culture, expanding access to rigor and creating more effective learning communities should not exist in isolation. States and school districts need a framework from which to prepare students for success in rigorous courses that spans from primary school all the way through high school.

The No Child Left Behind Act requires states to develop challenging academic content standards. States must create annual assessments that measure what children know and

can do in reading and math in grades 3 through 8, and at least one assessment in grades 10 through 12 for reading or language arts and mathematics. Beginning in 2007, science must be included.

Raising standards contributes to increasing aspirations and postsecondary school success. However, acceptance of these linkages often does not translate into action and implementation at the state, district, or school levels. According to the final report of the Commission on No Child Left Behind, *Beyond NCLB: Fulfilling the Promise to Our Nation's Children*, the disconnects in state standards impede the advances in education reform necessary to improve student achievement and increase the country's ability to compete on a global scale. For example, the Commission found that:⁷

- A 2006 Thomas B. Fordham Foundation report found that state standards were vague and emphasized skills rather than knowledge.
- The Northwest Evaluation Association (NWEA) found that the cut scores for proficiency on state tests varied widely.
- Researchers have compared state proficiency levels to those on the National Assessment of Educational Progress (NAEP) and have detailed how state results consistently exaggerate the percentage of students deemed proficient or above the reading and mathematics compared with NAEP results.
- According to Achieve, state tests are less likely than NAEP to assess advanced content and high-level cognitive skills.
- More information is needed to clarify whether the expectations of the NAEP and the states conform to what is clearly an emerging consensus on the need to raise the bar in order to help students reach what really constitutes college and workplace readiness.

According to Achieve's 2006 report, *Closing the Expectations Gap: An Annual 50-State Progress Report on the Alignment of High School Policies with the Demands of College and Work*, states face a series of challenges in aligning curricula. They include difficulty in engaging postsecondary education and business leaders in defining expectations, establishing a clear target for college readiness, identifying workplace expectations, and phasing in new standards.

K–12 education systems need clear and specific definitions of the knowledge and skills that students should master by

the time they graduate in order to be prepared for college success. Operating without this information is costly. Almost \$17 billion is spent annually on remediation by higher education institutions and businesses, funds that could be redirected in a variety of areas.⁸ In addition, most college students who take remedial courses fail to earn a bachelor's degree.⁹ For those who do graduate, remedial course work increases the time and cost of attaining a degree because students generally do not receive college credit for the courses. By aligning curricula, instruction, assessments, and professional development to clear definitions of college readiness, schools can help reduce the need for remediation in college and close achievement gaps among student groups, ultimately increasing the likelihood that students will complete a college degree.

To address the disparities in state standards and prepare students and faculty for the demands of more rigorous course work, the College Board has developed the College Board Standards for College Success™. The College Board Standards for College Success make explicit these college readiness skills so that states, school districts, and schools can better align their educational programs to clear definitions of college readiness.

The design of the College Board Standards for College Success reflects the specific purposes of this framework—to vertically align curricula, instruction, assessments, and professional development across six levels, beginning in middle school and leading to AP and college readiness by the senior year of high school. The College Board Standards for College Success are, therefore, more specific than most standards documents because they are intended to provide guidance for curriculum supervisors and teachers to design instruction and assessments in middle school and high school that lead toward AP and college readiness.

Unlike most state standards for mathematics and English language arts, which historically have not been developed explicitly to prepare students for college admission and success, the College Board Standards for College Success set culminating expectations for student proficiency that are anchored in definitions of college readiness developed through analyses of first-year college courses, surveys of college faculty, and analyses of college admissions and placement examinations. Expectations for each of the courses building toward these culminating expectations were also developed by reviewing national standards

documents, state standards frameworks, selected district curriculum frameworks, and textbooks. The College Board Standards for College Success thus articulate a continuum of student performance expectations that both align to developmentally appropriate benchmarks of student proficiency in middle school and high school and prepare students for college success.

Specifically, these standards provide:

- A model for creating new, more rigorous state standards that align with the knowledge and skills students require in order to prepare for success in college and work, and that enable our nation's high school and college graduates to successfully compete with students from other nations on international assessments, especially in math and science.
- A framework for demonstrating the subject-matter content students need to master as they navigate the “path to college and work,” starting in middle or high school, and building curricula and assessments around that content.
- A resource for helping teachers and students understand the standards they must meet beginning in grade 6 in order to achieve success in AP and in college admissions tests such as the SAT®.

Given our extensive involvement in the effort to increase academic standards, we are compelled to recommend the following provisions in NCLB to further stimulate the alignment of K–12 and higher education standards and increase academic rigor that can support the preparation of all students for college enrollment and success:

- Support convening opportunities within the states for P–16 councils, and among K–12 and higher education institutional representatives and business leaders, with a focus on building consensus on the knowledge, skills, and education levels necessary for postsecondary school success and workplace readiness.

- Consider the inclusion of the College Board Standards for College Success as one of the national voluntary models of content standards in English language arts, mathematics, and science.
- Provide incentives to states to incorporate elements of the College Board Standards for College Success into their standards revision processes.
- Support additional professional development related to the most effective use of standards as an instructional tool by teachers and other school leaders.

Conclusion

The majority of new higher-wage jobs in the United States will require some degree of postsecondary education, including higher-level mathematics and communications skills. Interestingly, new research also shows that employers do not want to hire high school graduates until they are well in their twenties, creating a large gap between the end of a

person's secondary education and his or her entry into jobs with adequate wages and benefits.¹⁰

The mission of the College Board is to connect students to college success. As a more than 100-year-old membership association of secondary schools, colleges, and universities, we have benefited from a unique insight and perspective in developing programs and advocating for policies that seek to close the preparation and attainment gap between high school and college.

As Congress moves forward in reauthorizing the No Child Left Behind Act, we urge a much stronger focus on postsecondary school preparation as it pertains to rigor, more extensive and effective professional development for education leaders and professionals, and the alignment of standards and curricula to college and workplace readiness skills. In a period of increasing demand for skills within the workplace, we believe that Congress has the opportunity and responsibility to guide the nation in ensuring that today's students will be able to prosper as they assume positions of leadership and responsibility in the global community.

Notes

1. Sandy Baum and Kathleen Payea. *Education Pays: The Benefits of Higher Education for Individuals and Society*. Rev. ed. New York, NY: The College Board, 2006.
2. College Board. *Advanced Placement Report to the Nation*. New York: The College Board, 2007.
3. College Board. *Frequently Asked Questions About the AP Program*. New York: The College Board, 2006.
4. College Board. *Teachers and the Uncertain American Future*. New York: The College Board, 2006.
5. College Board. *A Report on the Design and Development of the College Board Leadership Institute for Principals*. New York: The College Board, 2006.
6. Patricia M. McDonough. *Counseling and College Counseling in America's High Schools*. Los Angeles, CA: The National Association for College Admission Counseling, 2006.
7. The Commission on No Child Left Behind. *Beyond NCLB: Fulfilling the Promise to our Nation's Children*. Washington, DC: The Aspen Institute, 2007.
8. Jay P. Greene. *The Cost of Remedial Education*. Midland, MI: Mackinac Center for Public Policy, 2000.
9. Clifford Adelman. *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, 2004.
10. Paul E. Barton. *High School Reform and Work: Facing Labor Market Realities*. Princeton, NJ: Educational Testing Service, 2006.

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The College Board

Legislative Recommendations for Reauthorizing the No Child Left Behind Act (NCLB)

- New legislative language is formatted in “**bold**” -

ISSUE: Expand opportunities for more middle and high school students to participate in rigorous coursework.	
COLLEGE BOARD RECOMMENDATION	LEGISLATIVE LANGUAGE
<p>Upgrade the Advanced Placement Incentive Program to a State formula grant, changing the current competitive award to a noncompetitive award that would ensure the greatest level of access to the program and its resources.</p>	<p>SEC. 1705. ADVANCED PLACEMENT INCENTIVE PROGRAM GRANTS.</p> <p>(a) GRANTS AUTHORIZED</p> <p>(1) GRANTS TO PARTNERSHIPS</p> <p>For any fiscal year for which the funds appropriated under section 1002(g) are less than \$100,000,000, the Secretary is authorized to award grants, on a competitive basis, to eligible entities to carry out the authorized activities described in subsection (d).</p> <p>(2) GRANTS TO STATE EDUCATIONAL AGENCIES. -</p> <p>(A) IN GENERAL. - For any fiscal year for which the funds appropriated under section 1002(g) equal or exceed \$100,000,000 -</p> <p style="padding-left: 40px;">(i) if an eligible entity in the State was previously awarded a grant under paragraph (1), and the grant period has not ended, the Secretary shall reserve funds in a sufficient amount to make payments to the entity in accordance with the terms of the grant; and</p> <p style="padding-left: 40px;">(ii) the Secretary is authorized to award grants to State educational agencies to enable such agencies to award subgrants, on a competitive basis, to eligible entities to carry out the authorized activities described in subsection (d).</p> <p>(B) ALLOTMENT. - The Secretary shall allot the amount made available under this paragraph for a fiscal year based on the number of children eligible to be counted under section 1124(c) in the State in relation to the number of such children so counted in all the States.</p> <p>(C) MINIMUM ALLOTMENT. - The amount of any State educational agency’s allotment under subparagraph (B) for any fiscal year may not be less than one-half of 1 percent of the amount made available under this part for such year.</p> <p>(1) IN GENERAL - From amounts made available under section 1703 for a fiscal year, the Secretary shall award grants, on a competitive basis, to eligible entities to enable those entities to carry out the authorized activities described in subsection (d).</p> <p>(3) (2) DURATION AND PAYMENTS -</p> <p>(A) DURATION - The Secretary, or State educational agency as appropriate, shall award a grant under this section for a period of not more than 3 years.</p> <p>(B) PAYMENTS - The Secretary shall make grant payments under this section on an annual basis.</p>

ISSUE: Expand opportunities for more middle and high school students to participate in rigorous coursework.	
COLLEGE BOARD RECOMMENDATION	LEGISLATIVE LANGUAGE
	<p>(4) (3)-DEFINITION OF ELIGIBLE ENTITY – In this section, the term “eligible entity” means a – a State educational agency, local educational agency, or national nonprofit educational entity with expertise in advanced placement services.</p> <p style="padding-left: 40px;">(A) State educational agency (if grants are awarded under subsection (a)(1));</p> <p style="padding-left: 40px;">(B) local educational agency; or</p> <p style="padding-left: 40px;">(C) national nonprofit educational entity with expertise in advanced placement services.</p> <p style="text-align: center;">-----</p> <p>(c) PRIORITY – In awarding grants under this section, the Secretary or State educational agency if grants are awarded under subsection (a)(2), shall give priority to an eligible entity that submits an application under subsection (b) that –</p> <p style="text-align: center;">-----</p> <p>(d) AUTHORIZED ACTIVITIES –</p> <p style="text-align: center;">-----</p> <p>(2) STATE EDUCATIONAL AGENCY – In the case of an eligible entity that is a State educational agency for grants awarded under subsection (a)(1), the entity may use grant funds made available under this section to award subgrants to other eligible entities local educational agencies to enable the local educational agencies to carry out the activities under paragraph (1).</p>
Increase funding for the Advanced Placement Incentive Program to ensure that each State receives sufficient funds to meet its AP expansion needs and targets.	<p>SEC. 1002. – AUTHORIZATION OF APPROPRIATIONS.</p> <p style="text-align: center;">-----</p> <p>(g) ADVANCED PLACEMENT. – For the purposes of carrying out part G, there are authorized to be appropriated \$122,000,000 such sums for fiscal year 2008 2002 and each 5 succeeding fiscal years.</p>
Maintain existing language as part of definition of Adequate Yearly Progress (AYP), which specifically allows for States to use increased participation in AP as an option academic indicator.	<p>SEC. 111(b)(2)(C) DEFINITION. – “Adequate yearly progress” shall be defined by the State in a manner that –</p> <p style="text-align: center;">-----</p> <p>(vii) in accordance with subparagraph (D), at the State’s discretion, may also include other academic indicators, as determined by the State for all public school students, measured separately for each group described in clause (v), such as achievement on additional State or locally administered assessments, decreases in grade-to-grade retention rates, attendance rates, and changes in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses.</p>
Modify current law annual State report card language which includes as “optional,” information on the percentage of students completing AP and pass rates on AP to require that such information be included in the annual State report card.	<p>SEC. 111(h)(1) ANNUAL STATE REPORT CARD.</p> <p style="text-align: center;">-----</p> <p>(C) REQUIRED INFORMATION. – The State shall include in its annual State report card –</p> <p style="text-align: center;">-----</p> <p style="padding-left: 40px;">(ix) the percentage of students completing advanced placement courses, and the rate of passing of advanced placement tests.</p> <p>(D) OPTIONAL INFORMATION. – The State may include in its annual State report card such other information as the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State’s public elementary schools and public secondary schools. Such information may include information regarding–</p> <p style="text-align: center;">-----</p> <p style="padding-left: 40px;">(vi) the percentage of students completing advanced placement courses, and the rate of passing of advanced placement tests; and</p>

ISSUE: Expand opportunities for more middle and high school students to participate in rigorous coursework.	
COLLEGE BOARD RECOMMENDATION	LEGISLATIVE LANGUAGE
<p>Increase opportunities for middle and high school teachers to participate in pre-AP and AP professional development programs, particularly for teachers that teach low-income and other disadvantaged students.</p> <p>Offer stipends to teachers who satisfactorily complete pre-AP and AP training.</p>	<p>SEC. 2113. STATE USE OF FUNDS.</p> <p style="text-align: center;">-----</p> <p>(c) STATE ACTIVITIES. – The State educational agency for a State that receives a grant under section 2111 shall use the funds described in subsection (a)(3) to carry out one or more of the following activities, which may be carried out through a grant or contract with a for-profit or nonprofit entity:</p> <p style="text-align: center;">-----</p> <p>(19) funding projects which provide increased opportunities for middle and high school teachers to participate in pre-Advanced Placement and Advanced Placement professional development, particularly for teachers that teach low-income and other disadvantaged students, and which may include providing stipends to teachers who satisfactorily complete such training.</p> <p>SEC. 2123. LOCAL USE OF FUNDS.</p> <p>(a) IN GENERAL. – A local educational agency that receives a subgrant under section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:</p> <p style="text-align: center;">-----</p> <p>(11) funding projects which provide increased opportunities for middle and high school teachers to participate in pre-Advanced Placement and Advanced Placement professional development, particularly for teachers that teach low-income and other disadvantaged students, and which may include providing stipends to teachers who satisfactorily complete such training.</p> <p>SEC. 1705. ADVANCED PLACEMENT INCENTIVE PROGRAM GRANTS.</p> <p style="text-align: center;">-----</p> <p>(d) AUTHORIZED ACTIVITIES. –</p> <p>(1) IN GENERAL. – Subject to paragraph (2), an eligible entity shall use grant funds made available under this section to expand access for low-income individuals to advanced placement incentive programs that involve –</p> <p style="padding-left: 40px;">(A) teacher training, including projects which provide increased opportunities for middle and high school teachers to participate in pre-Advanced Placement and Advanced Placement professional development, particularly for teachers that teach low-income and other disadvantaged students, and which may include providing stipends to teachers who satisfactorily complete such training;</p>
<p>Provide incentives for partnerships between colleges of arts and sciences and colleges of education to create strong pre-service teacher education programs that graduate science and math teachers with the qualifications to enter the profession as AP teachers.</p> <p>Provide additional professional development support for AP teachers in the Mathematics and Science Partnership program.</p>	<p>SEC. 2202. GRANTS FOR MATHEMATICS AND SCIENCE PARTNERSHIPS.</p> <p style="text-align: center;">-----</p> <p>(c) AUTHORIZED ACTIVITIES. – An eligible partnership shall use funds provided under this part for one or more of the following activities related to elementary schools or secondary schools:</p> <p style="text-align: center;">-----</p> <p>(11) establishing pre-service programs that graduate teachers who have the qualifications to enter the profession to teach Advanced Placement courses in subjects related to mathematics and science, and which in partnership with school districts, provide on-going professional development support for graduates and other Advanced Placement teachers in mathematics and science.</p>

ISSUE: Build highly effective learning communities with professionals who are able to affect student achievement and postsecondary success.	
COLLEGE BOARD RECOMMENDATION	LEGISLATIVE LANGUAGE
<p>To support teachers, principals, and school counselors and attract future professionals to these fields, we recommend that Congress target funds at the following areas:</p> <ul style="list-style-type: none"> • The compensation, equitable distribution, and retention of teachers through provisions that: <ul style="list-style-type: none"> ○ Enable the use of federal funds as leverage to secure additional State and private funding with the goal of increasing the rate of compensation for highly qualified teachers by 50 percent during the authorization period of this Act. 	<p>SEC. 2113(c) STATE ACTIVITIES. – The State educational agency for a State that receives a grant under section 2111 shall use the funds described in subsection (a)(3) to carry out one or more of the following activities, which may be carried out through a grant or contract with a for-profit or nonprofit entity:</p> <p style="text-align: center;">-----</p> <p>(19) Developing and implementing a public-private effort, in which funds are matched by private organizations in an amount equal to 100 percent of the amount, to increase the compensation of highly qualified teachers in the State with the goal of increasing the rate of compensation for highly qualified teachers by 50 percent during the authorization period of this Act.</p>
<ul style="list-style-type: none"> ○ Provide additional compensation for teaching in challenging schools, shortage disciplines, and high level courses. 	<p><i>NOTE: Maintain Current Law</i></p> <p>SEC. 2123. LOCAL USE OF FUNDS.</p> <p>(a) IN GENERAL. – A local educational agency that receives a subgrant under section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:</p> <p style="text-align: center;">-----</p> <p>(2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including –</p> <p style="padding-left: 40px;">(A) providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach –</p> <p style="padding-left: 80px;">(i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and</p> <p style="padding-left: 80px;">(ii) in schools in which there exists a shortage of highly qualified teachers;</p> <p style="padding-left: 40px;">(B) recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and</p>

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	<p>(C) establishing programs that –</p> <ul style="list-style-type: none"> (i) train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and nondisabled children); (ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students; (iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and (iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.
<ul style="list-style-type: none"> ○ Support mentoring programs. 	<p><i>NOTE: Maintain Current Law</i></p> <p>SEC. 2123. LOCAL USE OF FUNDS.</p> <p>(a) IN GENERAL. – A local educational agency that receives a subgrant under section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:</p> <p style="text-align: center;">-----</p> <p>(4) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide –</p> <ul style="list-style-type: none"> (A) teacher mentoring from exemplary teachers, principals, or superintendents; (B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively; (C) incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or (D) incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

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<ul style="list-style-type: none"> ○ Develop teacher career ladders 	<p><i>NOTE: Maintain Current Law</i></p> <p>SEC. 2113(c) STATE ACTIVITIES.</p> <p>The State educational agency for a State that receives a grant under section 2111 shall use the funds described in subsection (a)(3) to carry out one or more of the following activities, which may be carried out through a grant or contract with a for-profit or nonprofit entity:</p> <p style="text-align: center;">-----</p> <p>(14) Developing, or assisting local educational agencies in developing, teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.</p>
<ul style="list-style-type: none"> • The high-level development of principals through provisions that: <ul style="list-style-type: none"> ○ Support in-service training, particularly in schools cited for improvement. ○ Prioritize the development of instructional leadership. ○ Provide incentives for placement in schools cited for improvement. 	<p>SEC. 2151. – NATIONAL ACTIVITIES OF DEMONSTRATED EFFECTIVENESS.</p> <p style="text-align: center;">-----</p> <p>(b) SCHOOL LEADERSHIP. –</p> <p>(1) IN GENERAL. – The Secretary is authorized to establish and carry out a national principal recruitment program to assist high-need local educational agencies in recruiting and training principals (including assistant principals) through such activities as –</p> <ul style="list-style-type: none"> (A) providing financial incentives to aspiring new principals; (B) providing stipends to principals who mentor new principals; (C) carrying out professional development programs in instructional leadership and management; and (D) providing incentives that are appropriate for teachers or individuals from other fields who want to become principals and that are effective in retaining new principals. <p>(E) providing incentives for effective principals in a high performing school to transfer to a school identified as in need of improvement.</p> <p>(2) GRANTS. – If the Secretary uses sums made available under section 2103(b) to carry out paragraph (1), the Secretary shall carry out such paragraph by making grants, on a competitive basis, to –</p> <ul style="list-style-type: none"> (A) high-need local educational agencies; (B) consortia of high-need local educational agencies; and (C) partnerships of high-need local educational agencies, nonprofit organizations, and institutions of higher education.

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<ul style="list-style-type: none"> • The inclusion and expansion of the role of school counselors through provisions that: <ul style="list-style-type: none"> ○ Support the hiring of additional school counselors in low-income schools and in schools cited for improvement. ○ Build systemic school counseling programs that promote collaboration between teachers, principals, and school counselors on issues of teaching and learning. ○ Support professional development, focusing on trends and strategies in school counseling, curriculum, instructional techniques, technology, academic and career advising, access and equity, multicultural counseling, and data-driven programs. ○ Ensure the availability of a qualified school counselor in every school to implement a systemic school counseling program that provides academic and career counseling for postsecondary options, including college for all students. 	<p>SEC. 2113(c) STATE ACTIVITIES.</p> <p>The State educational agency for a State that receives a grant under section 2111 shall use the funds described in subsection (a)(3) to carry out one or more of the following activities, which may be carried out through a grant or contract with a for-profit or nonprofit entity:</p> <p style="text-align: center;">-----</p> <p>(4) Developing and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel. only—</p> <p style="padding-left: 40px;">(A) if the State educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and</p> <p style="padding-left: 40px;">(B) in a manner consistent with mechanisms to assist local educational agencies and schools in effectively recruiting and retaining highly qualified teachers and principals.</p> <p style="text-align: center;">-----</p> <p>SEC. 2123. LOCAL USE OF FUNDS.</p> <p>(a) IN GENERAL. – A local educational agency that receives a subgrant under section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:</p> <p>(1) Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel. only—</p> <p style="padding-left: 40px;">(A) if the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and</p> <p style="padding-left: 40px;">(B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.</p> <p style="text-align: center;">-----</p> <p>SEC. 5421. – ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS.</p> <p>(c) USE OF FUNDS. –</p> <p>(1) IN GENERAL. – The Secretary is authorized to award grants to local educational agencies to enable the local educational agencies to initiate or expand elementary school or secondary school counseling programs that comply with the requirements of paragraph (2).</p> <p>(2) REQUIREMENTS. – Each program funded under this section shall –</p> <p style="padding-left: 40px;">(C) increase the range, availability, quantity, and quality of counseling services in the elementary schools and secondary schools of the local educational agency particularly in schools identified as in need of improvement;</p>

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	<p>(D) expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists;</p> <p>(E) use innovative approaches to increase children’s understanding of peer and family relationships, work and self, decision making, or academic and career planning, or to improve peer interaction;</p> <p>(F) provide counseling services in settings that meet the range of student needs;</p> <p>(G) include in-service training appropriate to the activities funded under this Act for teachers, instructional staff, and appropriate school personnel, including in-service training in appropriate identification and early intervention techniques by school counselors, school social workers, school psychologists, other qualified psychologists, and child and adolescent psychiatrists;</p> <p>(H) involve parents of participating students in the design, implementation, and evaluation of the counseling program;</p> <p>(I) involve community groups, social service agencies, or other public or private entities in collaborative efforts to enhance the program and promote school-linked integration of services;</p> <p>(J) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section;</p> <p>(K) ensure a team approach to school counseling in the schools served by the local educational agency by working toward ratios recommended by the American School Health Association of one school counselor to 250 students, one school social worker to 800 students, and one school psychologist to 1,000 students; and</p> <p>(L) ensure that school counselors, school psychologists, other qualified psychologists, school social workers, or child and adolescent psychiatrists paid from funds made available under this section spend a majority of their time counseling students or in other activities directly related to the counseling process.</p> <p>(M) build systemic school counseling programs that promote collaboration between teachers, principals, and school counselors on issues of teaching and learning.</p> <p>(N) support professional development for school counselors, focusing on trends and strategies in school counseling, curriculum, instructional techniques, technology, academic and career advising, access and equity, multicultural counseling, and data-driven programs.</p> <p>(O) ensure the availability of a qualified school counselor in every school to implement a systemic school counseling program that provides academic and career counseling for postsecondary options, including encouraging all students to plan for college enrollment and success.</p>

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<p>We encourage Congress to provide incentives to States to incorporate elements of the <i>College Board Standards for College Success™</i> into their standards revisions processes.</p> <p>Further, we recommend the following provisions of NCLB to further stimulate the alignment of standards and increased academic rigor that can support the preparation of all students for college enrollment and success:</p> <p>Support convening opportunities for P-16 councils with representation from k-12, higher education and businesses on the skills and education levels necessary for postsecondary success and workplace readiness.</p> <p>Support additional professional development related to the most effective use of standards as an instructional tool by teachers and other school leaders.</p>	<p>SEC. 6111. GRANTS FOR STATE ASSESSMENTS AND RELATED ACTIVITIES.</p> <p>The Secretary shall make grants to States to enable the States –</p> <p>(1) to pay the costs of the development of the additional State assessments and standards required by section 1111(b), which may include the costs of working in voluntary partnerships with other States, at the sole discretion of each such State; and</p> <p>(2) if a State has developed the assessments and standards required by section 1111(b), to administer those assessments or to carry out other activities described in this subpart and other activities related to ensuring that the State’s schools and local educational agencies are held accountable for results, such as the following:</p> <p style="padding-left: 40px;">(A) Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by section 1111(b).</p> <p style="padding-left: 40px;">(B) Establishing or strengthening existing State-based P-16 councils composed of State education officials and representatives of elementary and secondary education, postsecondary education and business communities, to address issues related to –</p> <p style="padding-left: 80px;">(i) Alignment of K-12 standards, assessments, and curricula with the expectations of postsecondary education and the workforce;</p> <p style="padding-left: 80px;">(ii) Alignment of teacher preparation/certification with K-12 standards;</p> <p style="padding-left: 80px;">(iii) Adoption and/or improvement by States of high-quality standards and assessments in science, technology, engineering and mathematics subject areas;</p> <p style="padding-left: 80px;">(iv) Systemic issues, especially related to the improvement of struggling schools and teacher recruitment; and</p> <p style="padding-left: 80px;">(v) Alignment and rigor for all students by supporting secondary school college preparatory programs with outcomes directly tied to college and work readiness, as validated by external examinations, such as the Advanced Placement program.</p>

