

**Report to the Council of Representatives
Education Directorate Major Initiatives**

<http://www.apa.org/ed>

January – July 2001

The APA Education Directorate and the Board of Educational Affairs (BEA) are pleased to announce that the Council of Representatives has approved funding for the first Education Leadership Conference (ELC). The conference will be held September 23-25, 2001 in Washington, DC. For more information, please contact the Directorate at 202-336-5970.

Introduction of Psychology as a Science and Profession

- Development of an APA high school psychology textbook began, which includes the organization of a focus group of high school psychology teachers to provide ideas and recommendations.
- Teachers of Psychology in Secondary Schools (TOPSS) recognized three outstanding psychology teachers with the TOPSS 2001 Teacher Awards.
- Three high school students received \$1,000 scholarships for their outstanding essays submitted to the 2001 TOPSScholars Competition. Four high school students were winners in the 2001 "Excellence in High School Psychology Research" Competition.
- Staff is working with the Board of Educational Affairs (BEA) Community College Working Group to further a proposal for a two-year college teacher affiliate category of APA membership and the establishment of the "Psychology Teachers at Community Colleges" (PT@CC).
- BEA awarded six block grants to support national and regional teaching conferences.
- The Task Force on Undergraduate Psychology Major Competencies is [developing](#) a statement of the competencies that undergraduate majors should have attained by the time of their graduation.

Preparation of Tomorrow's Psychologists for Teaching, Research, and Practice

- Petitions were approved for recognition of a specialty in Forensic Psychology, a proficiency in Psychopharmacology, and the renewal of a proficiency in the Treatment of Alcohol and Substance Abuse Disorders.
- The Preparing Future Faculty (PFF) initiative reviewed model programs through on-site visits and through the submission of semi-annual reports by its four lead institutions.
- Information and resources were collected for the Task Force on Distance Education and the September 2001 meeting of Task Force members.
- Graduate school openings were posted online at <http://www.apa.org/ed/gradopen.html>. The list provides information about graduate departments with openings in their programs to students who have not accepted an offer for graduate study.
- Education Advocacy staff is working to increase participation of psychologists in the National Health Service Corps scholarship and loan repayment programs aimed at placing health professionals in underserved areas.

- Education Advocacy staff is working to gain funding in the Bureau of Health Professions for psychology doctoral/post-doctoral training in areas of national need (e.g., elderly, rural, children).
- The Education Directorate sponsored initiatives for students and faculty at the Eastern Psychological Association, Western Psychological Association, and Southwestern Regional Association conventions.

Post-Degree Lifelong Learning Challenges and Opportunities

- The Office of Continuing Professional Education submitted a five-year business plan for the office to the APA Finance Committee.
- Ten new programs in the APA Independent Study Program series are being included in the 2001-2002 catalog currently in press.
- The 3rd Annual CPE *Winter Weekend*, entitled "Practice Update: Families Across the Life Span," was held in New Orleans, LA on February 8-11, 2001.
- Online registration for CPE workshops to be held at the 2001 APA convention was implemented.

Application of Psychology to Schools, Schooling, and Education

- The Center for Gifted Education Policy (CGEP) was established in the Education Directorate in February 2001 with a mission to generate public awareness, advocacy, clinical applications, and cutting edge research ideas that will enhance the achievement and performance of children and adolescents with special gifts and talents in all domains.
- CGEP is part of the *Pinnacle Project*, designed to bring together developed and developing talent in seven major disciplines including Psychology.
- Education Advocacy staff is working to increase role of psychologists in elementary and secondary education programs, including "gifted and talented" and "safe and drug-free" schools.
- The Task Force on Psychology in Early Education and Care is writing a final report on the role of psychology in early childhood.
- BEA's Technology Working Group is conducting a survey of psychological organizations regarding their views on what psychology students should know and be able to do in technology.
- Funded by a five-year cooperative agreement with the Centers for Disease Control, the Healthy Lesbian, Gay, and Bisexual Students Project (HLGBSP) conducted a needs assessment survey of nearly 1,000 school health and mental professionals regarding their training needs around sexual minority youth issues.

Quality Assurance in Education and Training

- Working with the APA Office on Program Consultation and Accreditation, the Committee on Accreditation (CoA) completed the Consumer Satisfaction Survey.
- The Council for Higher Education Accreditation (CHEA) accepted the CoA eligibility petition for recognition in February 2001.
- The Secretary of the National Advisory Committee on Institutional Quality and Integrity determined that the CoA was in full compliance with the recognition criteria.

Ongoing Initiatives of the Education Directorate January – July 2001 Report

I. Office of Program Consultation and Accreditation

Site Visitor Workshops

Site visitor workshops were conducted throughout the year to prepare visitors to evaluate programs undergoing review for initial or continued recognition.

Outreach Activities

The Office of Program Consultation and Accreditation continued its outreach efforts to numerous education and training groups for the purpose of informing interested parties of accreditation activities, and encouraging feedback from such communities. Related groups included the: Academy of Clinical Science; American Board of Professional Psychology; Association of Counseling Center Training Agents; Association of Psychology Postdoctoral and Internship Centers; Association of Specialized and Professional Accreditors; Association of Veterans Administration Psychology Leaders; Canadian Psychological Association; Commission on Education and Training Leading to Licensure; Council of Chairs of Training Councils; Council of Counseling Psychology Training Programs; Council of Credentialing Organizations in Professional Psychology; Council of Directors of School Psychology Programs; Council of Graduate Departments of Psychology; Council of Higher Education Accreditation; Council of National Psychological Associations for the Advancement of Ethnic Minority Interests; Council of Specialties; Council of University Directors of Clinical Psychology; Federal Bureau of Prisons, Psychology Section; National Council of Schools of Professional Psychology; and National Register.

Accreditation Research Initiatives

Staff worked with the Committee on Accreditation (CoA) to complete the Consumer Satisfaction Survey in early 2001. Findings indicated that doctoral and internship programs were generally satisfied with various aspects of the accreditation process. To determine whether programs' policies, plans, and operations are consistent with the Committee on Accreditation's Guidelines and Principles (G&P), accreditation decision letters are currently being examined. Findings will provide information as to the domain strengths and weaknesses of doctoral and internship programs. Additionally, analyses are currently being conducted to determine the relationship between the number of core faculty and students for clinical, counseling, school, and combined accredited doctoral programs, and the number of years for which they are accredited.

Council for Higher Education Accreditation (CHEA) Update

Established in 1996 for the advancement of self-regulation through accreditation, CHEA has assumed the responsibility for non-governmental recognition of accrediting agencies. The review process for recognition by CHEA is a two step process; the agency is first determined eligible for recognition. If deemed eligible, a due date for the recognition petition will then be determined. The CoA provided CHEA with its eligibility petition for recognition, which was accepted in February 2001. The Committee is currently waiting a due date for the recognition petition.

U.S. Secretary of Education Update

On the basis of the last review by the U.S. Secretary of Education, the CoA was directed to submit an interim report in December 2000. Most recently, in May 2001, the CoA interim report was reviewed by the Secretary's National Advisory Committee on Institutional Quality and Integrity. The Advisory Committee determined that the CoA was in full compliance with the recognition criteria, and recommended a favorable response from the Secretary. CoA awaits for the formal response of the U.S. Secretary of Education.

II. Office of Continuing Professional Education

CPE Winter Weekends

The 3rd Annual CPE Winter Weekend, entitled "Practice Update: Families Across the Life Span," was held in New Orleans, Louisiana on February 8-11, 2001. The program was planned in collaboration with APA's Division of Psychotherapy (Division 29). Program evaluations from program participants indicated a high level of satisfaction with the program content and format, and a high level of interest in continuing this annual event. The 4th CPE Winter Weekend will be held in Orlando, Florida on February 7-10, 2002.

Sponsors of CPE

The Continuing Professional Education Committee (CPEC) approved 22 new organizations as sponsors of continuing professional education at its March 2001 meeting. The Office of Continuing Professional Education currently maintains records on the approval status of 656 APA-approved sponsors. CPEC requested public comment on a proposed addition to the Sponsor Approval System Criteria related to the eligibility of non-traditional program content for CE credit. The statement, entitled "Offering of CE Credit for Non-Traditional Curriculum Content," was published in the APA Monitor, and was distributed to APA governance groups, APA-approved sponsors, state psychological associations, APA divisions, and state boards of psychology. CPEC will consider the comments during its fall meeting, and a crosscutting agenda item will allow final comment by APA governance groups.

Five-Year Plan

The Office of Continuing Professional Education submitted a five-year business plan for the office to the APA Finance Committee. The plan includes the expansion of distance education learning resources and greater integration of educational tools and products offered by the CPE office.

Online Registration for Workshops

The Office of Continuing Professional Education implemented online registration for CPE workshops to be held at the 2001 APA convention, and a system for managing the new initiative of offering CE credit for selected convention sessions at the 2001 convention.

Independent Study Programs

Ten new programs in the APA Independent Study Program series will be included in the 2001-2002 catalog currently in press. In addition, plans are underway for online ordering of APA Independent Study Programs, as well as providing secure access for taking Independent Study exams online.

III. Office of Graduate Education and Training

APPIC Working Conference on Competencies

Office staff is participating in the planning of a working conference on competencies as they relate to professional education and training goals. The Education Directorate is assisting in the sponsorship of the working conference with the Association of Psychology Postdoctoral Internship Centers (APPIC).

Collaboration with Higher Education Associations

Staff attended and participated in conferences and meetings of the American Association of Higher Education (AAHE), the Association of American Colleges and Universities (AACU), and the Council for Higher Education Accreditation (CHEA). Presentations at conferences included the planning and implementation of programs involving future faculty.

Council of Specialties (CoS), Council of Credentialing Organizations in Professional Psychology (CCOPP), Council of Chairs of Training Councils (CCTC)

Support was provided for meetings of CoS, CCOPP, and CCTC in which issues related to education, training, credentialing and specialization in psychology were discussed.

Commission for Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)

The annual meeting of CRSPPP was held in which issues related to education, training, and petitions for specialties and proficiencies in psychology were reviewed and discussed. Petitions were submitted and approved for recognition of a specialty in Forensic Psychology, a proficiency in Psychopharmacology and the renewal of a proficiency in the Treatment of Alcohol and Substance Abuse Disorders. CRSPPP also has reviewed its criteria and procedures for recognition.

Graduate Study in Psychology Publication and Graduate Openings Online

Information was collected from graduate departments of psychology for the publication (working in cooperation with the Departments of Publication, MIS and Research) and the graduate openings list electronically. The publication provides information related to employment outcomes of graduates, enrollment information, degree and admission requirements, tuition costs, availability of internships, and other relevant information.

An online graduate openings list provides information about graduate departments that have openings available to students who have not accepted an offer for graduate study. The list is located at <http://www.apa.org/ed/gradopen.html>.

Preparing Future Faculty (PFF)

There is ongoing review and evaluation of various initiatives located at the following four lead institutions: Miami University of Ohio, University of Colorado at Boulder, University of Georgia, and the University of New Hampshire. Staff reviewed the model programs through on-site visits and through the submission of semi-annual reports by the four lead institutions. Also, activities have included the collection of bibliographic information, and participation by staff and members of the lead and partner institutions in a Summer Working Conference in Boston, MA. The Council of Graduate Schools (CGS), the American Association of Higher Education (AAHE), the Pew Charitable Foundation, and an anonymous donor sponsor the PFF initiative.

Task Force on Distance Education

Office staff is currently supporting the coordination of conference calls, the collection of information and resources, and the planning of a September meeting of Task Force members. Issues related to distance education that will be addressed by the Task Force members include: accreditation of programs, assessment of learning outcomes, clinical supervision of students, current capacity (knowledge base of faculty and availability of high-tech hardware) of programs, licensure and credentialing processes, student socialization and collaborative learning, quality and equivalence of didactic coursework and training.

Trilateral Forum on Professional Psychology

An annual meeting was held that included representatives from the United States, Canada, and Mexico hosted this year by the U.S. in Washington, DC, with APPIC and APA acting as co-sponsors. Representatives provided presentations and perspectives on the following issues: globalization of the profession, development of competency constructs in education, cultural competency, technology and its implications for virtual and physical mobility, and an ethics meta-code.

IV. Office of Precollege and Undergraduate Education in Psychology

Precollege

National Standards for the Teaching of High School Psychology

The *National Standards for the Teaching of High School Psychology* document, approved by Council in August 1999, is available as a resource to psychology teachers at <http://www.apa.org/ed/natlstandards.html>. A National Standards Working Group is in the process of revising the document as part of the planned three-year cycle of development.

Psychology Teacher Network

Psychology Teacher Network (PTN), the bimonthly newsletter published for teachers of introductory psychology, is available online for High School Teacher Affiliates. The newsletter focuses on enhancing teaching skills and addressing the critical needs of psychology educators at all levels.

Unit Lesson Plans

Eleven unit lesson plans for teachers of introductory psychology are now available: Learning, Psychological Disorders, Motivation & Emotion, Stats Pack: Statistics Without Fear, Memory, Development, Introduction to Psychology, Personality, Sensation and Perception, Biological Bases of Behavior, and Cross-Cultural Psychology. Two new unit lesson plans are being developed: States of Consciousness and Treatment of Disorders.

High School Teacher Workshops

In the first half of 2001, workshops for high school psychology teachers were held in conjunction with the Midwestern Psychological Association (MPA) Annual Meeting (Chicago, IL), and the University of San Diego. The workshops serve as an important means of outreach to high school teachers to provide resources and activities supporting the teaching and learning of psychology. Additionally, the Nationwide Psychology Program funded annually by APF supports local initiatives directed on behalf of high school psychology teachers.

Teacher and Student Awards

Psychology students participated in the Intel Science and Engineering Fair, where four participants were awarded monetary prizes in the Behavioral Sciences category. Three students received \$1,000 scholarships for their outstanding essays submitted to the 2001 TOPSScholars Competition. TOPSS recognized three outstanding psychology teachers with the TOPSS 2001 Teacher Awards.

Two and Four Year Colleges

Block Grants

Block grants approved by the Board of Educational Affairs (BEA) provide financial support for undergraduate teaching conferences. BEA awarded six grants in 2001.

G. Stanley Hall Lectures

In 2001, four distinguished psychologists were invited to present G. Stanley Hall lectures at the APA Convention and regional psychological association meetings. The G. Stanley Hall Lecture Series features scholars who have achieved prominence both within their field and as educators. Conducted in collaboration with The Society for the Teaching of Psychology (APA Division 2), lecture topics selected represent areas commonly covered in introductory psychology courses.

Regional Events

The Education Directorate, in partnership with Psi Beta, hosts up to five regional events annually for two-year college faculty and students. Directorate staff continued work with BEA's Community College Working Group (CCWG) to develop a web site that features information and resources for psychology faculty and students at two-year colleges.

New Affiliate Category Proposal

The CCWG continues efforts to further its proposal for a two-year college affiliate category of APA membership and the establishment of the "Psychology Teachers at Community Colleges" ([PT@CC](#)). Additionally, based upon the results of a survey sent to two-year colleges, a report to describe the psychology teaching environment in these schools is being written.

Resources for Teachers

Resources for teachers of psychology were provided in mass mailings to TOPSS members and psychology teachers at community colleges. Regular mass mailings to psychology teachers serve as additional means of outreach from the Education Directorate and facilitate the sharing of information and resources to support teaching and learning in psychology.

Psychology Partnerships Project

The Steering Committee for the Psychology Partnerships Project (P3) is taking a leadership role in its efforts to guide the completion or transition of various P3 projects. Steering Committee members are preparing a final report on the Psychology Partnerships Project. The P3 Service Learning Working Group is continuing its work on activities funded jointly by APA and Campus Compact to provide a unique opportunity to establish service learning as a credible pedagogy within the discipline of psychology. The P3 Assessment Working Group has completed a project funded by the Carnegie Academy for the Scholarship of Teaching and Learning to develop a rubric for assessing scientific reasoning.

Undergraduate Curriculum in Psychology

To address issues of the undergraduate curriculum in psychology, staff is working with a new BEA Task Force on Undergraduate Major Psychology Competencies. The Task Force met in June 2001 to begin to describe desired learning outcomes of the undergraduate psychology major.

V. Center for Gifted Education Policy

Mission and Goals

This Center was established in the Education Directorate in February 2001 as a result of funding by the American Psychological Foundation (APF). Its mission is to generate public awareness, advocacy, clinical applications, and cutting-edge research ideas that will enhance the achievement and performance of children and adolescents with special gifts and talents in all domains (including the academic disciplines, the performing arts, sports, and the professions).

The four central goals of the center include:

- Generating visibility for the psychological and educational needs of gifted children and adolescents.
- Forging alliances with professionals in various national organizations who have interests in developing the next generation of talent in their fields.
- Publishing materials for use by parents, APA members, and education researchers.
- Providing linkages to centers, schools, and programs that currently serve gifted children and adolescents.

Pinnacle Project

CGEP is directing the *Pinnacle Project*, sponsored by the APF's Esther Katz Rosen Fund. The *Project* will bring together at a summit seven established masters in the arts and sciences, seven graduate students/assistant professors, and seven extraordinarily talented high school students. The summit will:

- Publicize the talent development needs of gifted adolescents
- Establish a venue for fertilization of ideas about talent development across disciplines.
- Provide an opportunity for highly gifted adolescents to learn from and be guided by mentors in their fields of interest.
- Plan investigations that would serve as a basis of mentoring relationships
- Discuss in a safe forum the joys, psychological stresses, and expectations associated with talent development at the very highest levels.

The participating disciplines are Psychology (master is Martin E. Seligman, Ph.D., past-President and member of BEA), Biology, Mathematics, Fiction Writing, Journalism, Music, and History.

Outreach Activities

The Center has received over 150 e-mail messages and calls asking for information about the Center, requesting to know how they can help, or congratulations. A list based on these inquiries is being generated for use as a listserv to draw participants' attention to the Center website. This new website can be seen at <http://www.apa.org/ed/cgep.html>, and includes general information about the center and about gifted education centers around the world, notable events, recent literature from key journals and magazines, a listserv for interested individuals, convention information, and links to the APF and Education Directorate sites.

Legislation

In collaboration with the Education Advocacy staff and the National Association for Gifted Children, work has begun to ensure that funding for gifted education is embedded in the Elementary and Secondary Education Act reauthorization. Two pieces of legislation are under consideration: one to support the National Research Center for Gifted and Talented Education and the other is a new initiative that would give grants to states to generate innovations in gifted education.

Consultation

Several organizations have contacted the Center for advice about test development, gifted education programming, and the development of gifted programs for the poor and disadvantaged. Some of these organizations include: the National Evaluation Systems in New York State, the Ministry of Education of Singapore, the Barr Foundation (Nicaragua), and the Qatari Center for the Gifted and Talented.

VI. Center for Psychology in Schools and Education (CPSE)

Healthy Lesbian, Gay, and Bisexual Students Project (HLGBSP)

CPSE staff continues work in collaboration with APA's Office of Lesbian and Gay Concerns on a project to develop materials on the topic of HIV prevention for gay/lesbian/bisexual youth in schools. This project is funded by a five-year cooperative agreement with the Centers for Disease Control's Division of Adolescent and School Health. A series of meetings with school stakeholder groups has been conducted, and an extensive literature review of the existing professional literature pertaining to lesbian, gay and bisexual students in the journals of health, mental health, and counseling professionals has been written. Additionally, a major needs assessment of 3,800 school professionals was conducted. Project staff, in collaboration with APA's Internet Services staff, created a searchable database of research articles that are relevant to lesbian, gay, and bisexual adolescents. The database is searchable from the HLGBSP website at <http://www.apa.org/ed/hlgb.html>.

Learner-Centered Psychological (LCP's) Principles: Guidelines in School Redesign and Reform

Copies of the LCP's continue to be distributed, and the publication is available for downloading from the CPSE website in both text and graphic format (<http://www.apa.org/ed>). Individuals and organizations that have requested copies of the LCP's have been sent a survey regarding how the LCP's are being used in improving teaching and learning. Results will be available in the fall of 2001.

Psychology in Early Education and Care

Spearheaded by the CPSE staff and BEA, the Task Force met in May and is currently drafting a summary report on the role of psychology in early childhood.

Outreach Activities

CPSE works with a number of national education groups on a regular basis, including teachers, school administrators, and school mental health professionals. Presentations on CPSE initiatives have taken place with the following groups: American Counseling Association, National Assembly on School-Based Healthcare, Society for Research in Child Development, American School Counselors Association, and the CDC-DASH annual conference.

VII. Education Governance and Communications

Board of Educational Affairs (BEA)

BEA members and working groups (Technology, Advocacy, and Curriculum) reflect the broad scope of issues across all levels of education and training in psychology. Currently, BEA is developing plans for the first annual *Education Leadership Conference* to be held in the fall of 2001 in Washington, DC. The conference is being designed to build an infrastructure in the discipline related to education in psychology and psychology in education. Annual reports from BEA and all Education Committees are located on the Education Directorate website at <http://www.apa.org/ed/about.html>.

Outreach Activities

In 2001, the Education Directorate sponsored initiatives for faculty and students at the Eastern Psychological Association (EPA) Convention, Southwestern Psychological Association (SWPA) Convention, and Western Psychological Association (WPA) Convention. Information and articles are provided for all regional psychological association newsletters throughout the year. Education staff continues to participate in national and regional teaching conferences and to disseminate information about resources available in the Directorate.

Collaboration with all APA Divisions continues with the Directorate's co-listing of education and training related convention programs that are published in an annual Education Convention Brochure. The 2001 brochure is available online at <http://www.apa.org/ed/miniconvbrochure.html> and will be mailed prior to the San Francisco convention. Also highlighted in the brochure are BEA and Education Committee-sponsored sessions and social hours.

Education staff develop articles on a regular basis for the *APA Division Dialogue*, *International Psychologist*, *APAGS*, and *Welcome* newsletters, and work with *Monitor on Psychology* staff to ensure timely and broad coverage of issues in education and training.

Education and Technology

The Education Directorate continues to put time and resources into its website and to remain up-to-date regarding advances in technology and education. Staff work to conceptualize and update all information available from the Directorate's program/content areas and to present it in a user-friendly manner to constituent groups. Professional development continues as staff attends conferences and seminars and

applies new information to the Education website. Online slide presentations and audiocasts are in development for posting in August. Additionally, an *Education Leadership Forum* was developed as a means for educators to discuss issues of importance in education and training, also to be introduced online in August.

VIII. Education Advocacy

Bureau of Health Professions (BHPr)

Building on several recent legislative successes, Education Advocacy staff is focusing its attention primarily on Senate and House Appropriations Committees in the first session of the 107th Congress. With the help of Van Scoyoc Associates, a well-known Washington consulting firm, the first priority has been to seek approximately \$6 million for a separate psychology education and training program within the Bureau of Health Professions. This is the first step in a multiyear initiative to establish a 15-20 million-dollar program. The proposed Graduate Psychology Education (GPE) program will provide funds to train *health service psychologists* to work with other professions in the provision of services to underserved (e.g., children, elderly, chronically ill, disabled). Funding would be provided to APA accredited doctoral, internship or postdoctoral residencies for basic or advanced training. Funds would be used for trainee stipends, clinical teaching psychologists, faculty and curriculum development, model demonstration programs and technical assistance. Funding would be awarded through a competitive grant process.

National Health Service Corps (NHSC)

In the area of (re)authorizing legislation, Education Advocacy staff continues their efforts to expand psychology's inclusion in the National Health Service Corps Programs. Although the authorization expired at the end of FY 2000, legislative action was postponed until this Congress. The Senate Subcommittee on Public Health, chaired by Senator Bill Frist (R-TN) is expected to release their draft bill mid-July. The House is planning to use the Senate bill as their working document. APA gained support from key Members of Congress including Senators Bill Frist (R-TN), Ted Kennedy (D-MA), and Tom Harkin (D-IA), as well as the Bureau of Primary Health Care (BPHC), the NHSC Advisory Council, and prominent rural health organizations for its recommendations. These included support for clarifying the eligibility of psychology in the NHSC programs, emphasizing site development to facilitate the provision of psychological services, and promoting an interdisciplinary approach to health care that includes psychologists in underserved areas. Education Advocacy staff has worked to change the term "clinical psychologist" to "health service psychologist."

Elementary/Secondary Education Act (ESEA)

The House and Senate have completed initial floor consideration for the reauthorization of the Elementary and Secondary Education Act (ESEA). The ESEA has moved on a fast track in response to both the overwhelming public interest in education and the President's focused attention in the area. Staff in Education Advocacy is leading APA's efforts to ensure psychology's inclusion in ESEA. Based on meetings with representatives of all four APA Directorates, the focus is on efforts to seek legislative changes to promote APA's interests in areas such as teacher professional development, gifted and talented education, and safe and drug free schools. Areas such as testing and assessment will be monitored. Two important goals have been to include psychology as a science in the legislation, and ensure that teachers have an understanding of psychology and its application to improving teaching and learning. APA's PPO will continue to advocate for its agenda during House/Senate conference committee consideration of the ESEA reauthorization. The conference committee is charged with resolving the differences between the House (H.R. 1) and Senate (S.1) versions of the ESEA reauthorization legislation.

Education Advocacy Grassroots Activities

Phase I in the development of the *Federal Education Advocacy Coordinators (FEDAC) network* is underway. Seven of the ten Regional FEDAC positions are now filled, with the other three expected to be

filled by the end of the summer. A meeting of the current regional FEDACs is planned for those attending the APA convention in San Francisco. A 2 1/2-day training workshop and hill visits is scheduled for the fall, in conjunction with the Education Leadership Conference. Education Advocacy staff is also continuing to offer advocacy training workshops for APA members and students. "Taking Advantage of the Powers that Be" was presented at the spring meeting of the Association of Psychology Postdoctoral and Internship Centers (APPIC) in New Orleans.