

SUGGESTED TALKING POINTS

Release of the 1994 Goals Report and Community Action Toolkit

(See also, "21 Answers to Technical Questions about the 1994 Goals Report," "Selected Highlights of the Community Action Toolkit," and the September 28 news release of the National Education Goals Panel.)

General Talking Points

- I The U.S. is coming closer to reaching ambitious National Education Goals. We've made gains in math achievement, as well as factors related to school safety and the numbers of children who start school ready to learn. But it is going to take broad-based community support and concerted action on the part of the public and policymakers to speed progress in all the Goal areas.
- I The Goals Report is an "education scorecard" that charts where we have made progress and where we have struck out in providing the education all children and adults need for the 21st century.
- I The good news is we are making progress. Panel measures show that math achievement among 4th and 8th graders is up five percentage points in two years. Student alcohol is on a slight but steady downward trend. There are less threats and injuries to teens at school. And more babies are born with a healthier start that contributes to success in school and learning.
- I Overall, significant areas need attention. For example, the high school completion is relatively unchanged at 86%. We've not closed gaps between the number of white and minority students who go to college. And the number of 10th graders who report using illegal drugs is up 3 percentage points.
- I For the U.S. to continue its forward momentum, the Goals Report outlines steps parents, educators, policymakers and the public can take. The Panel is also offering a new Community Action Toolkit with resources to build support for education reform and add power to state and local strategies to achieve the Goals.
- I The Goals Report and Community Action Toolkit encourage each and every community to adopt education goals based on high expectations for all learners, regularly assess and report on progress, and engage the public in organized strategies to reach performance benchmarks. With that kind of commitment, next year, the Goals Panel should be able to report that the numbers are moving in the right direction.
- I To learn more about the Goals Report, the Community Action Toolkit or monthly teleconferences for citizens and educators, call 1-800-9-8-GOALS, ~~and contact my office at (provide address or phone number).~~

Points on the 1994 Report

- I** Just as the nation has a set of leading economic indicators to gauge economic health, education now has the 16 indicators developed by the Panel that measure educational health-- the education vital signs we need to mark the pulse of progress toward the Goals.
- I** The 16 indicators help determine how far this nation has come and how far we must go to meet the ambitious Goals codified with the passage of the Goals 2000: Educate America Act in March of 1994.
- I** Other studies may show a close-up of a single area, but the Goals Report provides a comprehensive picture of education improvement efforts spanning such issues as prenatal care to lifelong learning. The report contains the most recent, reliable and comparable information on the progress of the nation and the states.
- I** The Goals Report specifies where missing national and state data produce blank spots in the education picture that impede the public's ability to measure progress. The Panel is working at the federal, state and local levels to help fill these data gaps so citizens have accurate information with which to make informed decisions about the necessary education reforms.
- I** For the first time, the report also sets annual targets that show where we need to be each year in order to meet the Goals. Each community now can know what it must do to speed progress.
- I** Armed with this information, citizens can examine their children, their schools, and their communities, and set achievable goals for the future. Ask: How does my child stack up? How do our schools compare? What can I do to make a difference?

Points on the Toolkit

- I** In many communities across America, citizens are already working together as dedicated "education architects" to build a system of teaching and learning that will achieve the National Education Goals. The Community Action Toolkit is designed to add power to existing state and local efforts and help others mobilize effective teams to renew and improve education.
- I** The Toolkit provides valuable information and materials on the movement for National Education Goals and high standards for all children. It offers step-by-step guidance and resources aimed at helping communities plan and mount strategies to achieve the Goals, assess and report on their progress, and effectively engage the public. All the materials are available on computer diskette for easy duplication.

- I The Toolkit is an example of how the National Education Goals Panel puts the power of change into the hands of people. It is a valuable resource that localities can use to assess their own needs and form their own plans.

Points on Actions Citizens Can Take

- I We all must set higher expectations for every learner in order for the country to remain internationally competitive. Too many students leave the American education system without ever being seriously challenged, without ever discovering what they are capable of learning and doing, and without having gained the knowledge and skills they need for future success.
- I The National Education Goals are not a "federalization" of local schools, but ambitious targets for education renewal that every community can use in setting its own course and designing better systems of teaching and learning.
- I Parents can help to keep the momentum toward the Goals going by getting good prenatal care, monitoring their children's homework and limiting the amount of TV young people watch. We've got to encourage children read more, discuss what they learn and challenge themselves with tough courses, especially in math and science.
- I To win, everyone must play. The National Education Goals will not be achieved because education, business, civic and government leaders believe they are important. Everyone must get involved in monitoring and improving the many systems that support teaching and learning in America.
- I The Goals Process call upon citizens and communities to adopt goals based on high expectations for all learners, assess current strengths and weaknesses, set benchmarks to gauge progress, and build a strong accountability system that measures progress and reports on how far we have left to go.

NATIONAL EDUCATION GOALS PANEL

HOLD FOR RELEASE

September 28, 1994

11:00 A.M.

CONTACT: Debbie McLean/Allison McGee

(202) 667-0901

Ruth Chacon (202) 632-0952

1994 GOALS REPORT SHOWS SOME GAINS IN IMPROVING U.S. EDUCATION

Goals Panel Releases "Education Scorecard,"
Tools to Spark State and Community Action

WASHINGTON, D.C.-- The United States is coming closer to reaching ambitious National Education Goals, according to a new federal "education scorecard" that shows gains in math achievement, school safety and the numbers of children who start school ready to learn. The report, prepared annually by the National Education Goals Panel, uses a series of 16 core indicators to focus attention on the most critical conditions needed to reach the Goals and identifies specific actions that citizens, communities and governments can take to continue the forward momentum.

Good news summarized in the national scorecard (see attached) includes:

- | Mathematics achievement among 4th and 8th graders increased significantly-- up five percentage points in two years.
- | Fewer infants are born with health and developmental risks that can affect their ability to learn and do well in school. The one percent change since 1990 means that at least 22,500 more babies are born with a healthier start.
- | Student alcohol use has declined since 1991.
- | Incidents of threats and injuries to students at school have declined since 1991.

Other positive findings reported by the Panel in 1994 are:

- | The numbers of Advanced Placement examinations taken by 11th and 12th graders since 1991 increased markedly in English, mathematics, science and history.
- | The combined numbers of undergraduate and graduate science degrees earned by females increased 27% since 1979.
- | The U.S. high school team, composed entirely of public school students, won first place among 69 countries in the International Mathematical Olympiad-- earning the first perfect score in the 35-year history of the annual competition.
- | The U.S. was successful in reducing disparities between white and minority infants born with health and developmental risks.

-- more --

Page Two -- Goals Report

The 1994 report contains a scorecard for the nation and each of the 50 states. It tracks and analyzes the most recent, reliable and comparable information on progress toward the Goals-- originally forged by the President and governors at the historic Charlottesville Education Summit in 1989 and codified in the "Goals 2000: Educate America Act," enacted March 31, 1994.

"Just as the leading economic indicators gauge our nation's financial health and stability, the Panel's core indicators measure our nation's education vital signs," said Governor John McKernan of Maine, the Panel's outgoing chair, at a news event here today. "We're focusing on these 16 areas because they are central to achieving the Goals and can be acted upon by the public and policymakers."

McKernan said this fourth annual report of the Goals Panel is designed to help parents, educators and policy makers determine how far the nation has come and how far we must go to create a system of teaching and learning that prepares all children for the challenges of an increasingly complex global economy. Two additional volumes of national and state data will be available in October, offering more comprehensive findings across the Goal areas.

"Mapping the progress of the states and the nation in reaching the Goals is extremely important to our nation's future," said Goals Panel Executive Director Ken Nelson, a former Minnesota state legislator. "Citizens need accurate, reliable information to determine the strengths and weaknesses of their education systems and make wise decisions about necessary changes. As Vince Lombardi said: 'If you're not keeping score, you're just practicing.'"

Overall Progress Lagging

Members of the Goals Panel said that although we've made significant improvement in some areas, greater concerted effort will be required to speed the overall rate of change. Several of the core indicators reveal little or no discernible progress and cause for concern:

- | The proportion of 10th graders who report using illegal drugs is up three percent since 1991.
- | High school completion rates remain relatively unchanged at 86 percent.
- | The gap between white and black or Hispanic high school graduates enrolling in college or completing degrees has barely changed since 1990.
- | The U.S. has not reduced the gap in preschool participation between children from high- and low-income families over the past four years.
- | There are mixed findings regarding student safety-- particularly interesting given the September 1994 Phi Delta Kappa/Gallup Poll showing the public is very concerned about violence in schools. While the percentage of 8th and 10th graders bringing weapons to school increased, the number of 10th graders reporting that they were threatened or injured at school decreased by five percentage points.

Page Three -- Goals Panel

"If these indicators were used to measure our nation's economic vitality, we would urge the Federal Reserve, banks, businesses and consumers to take necessary steps to stimulate the economy," said Governor Evan Bayh of Indiana, the Panel's incoming chair. "Citizens have a right and a responsibility to get involved and monitor what their schools and communities are doing to achieve the National Education Goals."

Report Outlines Consequences, Offers Guidance for Parents

The 1994 Goals Report, "Building A Nation of Learners," draws relationships between findings and explains some of the consequences that individuals and the nation will face if we fail to make necessary changes. For example:

- I Nearly a quarter of the nation's adults score at the lowest levels of literacy. They are far less likely to be employed; they work fewer weeks, earn less and are more likely to live in poverty or receive Aid to Families with Dependent Children than adults with higher literacy skills. Yet nearly all adults believe they can read and write well. And when compared to residents of other countries, U.S. adults are more likely to believe their current job skills will be very useful in five years.
- I Parents without a high school education are less likely than others to read to their preschool children regularly and engage them in other activities that can prepare them for school. One infant is born every 34 seconds in the U.S. to a mother who has not completed high school, and the nation's high school graduation rate is not increasing.
- I While overall math achievement improved at grades four and eight, black and Hispanic student actually lost ground as white students moved ahead. Research indicates that students who have fallen behind in math by 8th grade are likely to continue to fall behind two years later.

The report identifies steps that parents can take to speed progress toward the Goals, such as receiving early and continuous prenatal care; making certain children are fully immunized; limiting TV watching; monitoring homework; controlling student absenteeism; and encouraging children to read for pleasure, discuss what they learn and take advanced math and science courses.

"The American people want their children to do well in school. We are a goal-minded people. If we help parents get more connected to their children's learning, I believe we will make good steady progress," said U.S. Secretary of Education Richard Riley.

Community Action Toolkit Available to Spur Local Reform

To help communities develop strategies and mobilize for coordinated action, the Goals Panel also released a new Community Action Toolkit. "The Toolkit is designed to add power and accelerate the many exciting and promising reform efforts taking place all across America," said State Representative Anne Barnes, a new member of the Goals Panel. "It offers resources to communities that want to increase public knowledge and understanding of education goals and standards and helps

Page Four -- Goals Panel

increase participation in broad-based and comprehensive strategies to achieve them."

The Panel's Toolkit includes a series of guide books, hands-on sample materials, a resource directory and step-by-step suggestions to help states and communities engage in the "Goals Process." Through the "Goals Process," communities set ambitious but realistic targets for educational improvement, assess and report on their current strengths and weaknesses and chart an aggressive course of action to reach their Goals." (See attached page on the "Goals Process.")

Each Toolkit features a computer disk version of all text-- so individual communities can tailor the materials to meet their specific needs-- and easy-to-reproduce handouts for mass distribution.

The Toolkit also contains case studies of communities that have successfully mobilized cooperative action to reach the Goals. For example, a coalition in Omaha, Nebraska, went directly to the citizens for a community consensus when they decided to implement change. Over 50,000 people shared their views via a ballot published in a newspaper and sent out by organizations involved in the effort. As a result, two initiatives were launched: a pilot project to teach students the most critical skills required in over 50 of the most prevalent jobs in the community; and a model program to double the number of children served by early childhood care and education.

Another example is the state of Colorado, which convened a statewide teleconference hosted by Governor Roy Romer, a member of the Goals Panel since 1990. Over 6,700 people participated from 141 locations. The state then held a series of meetings where local Goals teams shared ideas and developed an action plan. A "See For Yourself" campaign was launched, inviting residents to visit local schools to witness reforms taking place.

"The Community Action Toolkit is a valuable resource upon which states and localities can draw to assess the needs of their schools and communities. It puts the power of change into the hands of the people and helps build ownership in the Goals Process," said Barnes.

Dozens of national organizations and private sector interest groups are planning to distribute copies of the Toolkit, including the National Cable Television Association and Wal-Mart Stores, Inc. The Goals Panel is working with the Louisiana-based National TeleLearning Network to premiere a series of ten, interactive teleconferences for educators based upon the Toolkit and the Goals Process. And the September Satellite Town Meeting of the U.S. Department of Education will focus on the Toolkit's central theme of organizing communities for systemic education reform.

Immediate Priorities, Action Steps Offered to Support the Goals Process

The 1994 Goals Report identifies two actions, which are central to the Goals Process, for the immediate attention of federal, state and local policy makers: (1) supporting the development of challenging, world-class academic standards that are developed through consensus and are useful and adaptable; and (2) filling significant data collection gaps at the national and state levels that impede the ability to measure progress in each of the Goal areas.

Page Five -- Goals Panel

Said Governor Bayh, "An immediate priority is to improve the capacity of all levels of governance to collect and analyze data that will drive education improvement." Bayh announced that the Goals Panel will form a task force to work with federal, state and local data providers and users to address these ongoing needs. To build a solid and comparable information system, the Panel will explore such questions as: Do data collection efforts make good use of technology? Do they protect privacy? Are they cost-efficient and timely? Do they allow disaggregation so policy makers can target their efforts and resources?

Future plans for Panel reports include adding data for the two new Goals on parental involvement and teacher professional development; adding history and geography achievement to the list of core indicators and reporting national baselines for 1995; reporting new figures on our international standing in mathematics and science achievement for 1996; and adding science and arts achievement to the list of core indicators and reporting national baselines for 1997.

The National Education Goals Panel is a unique, bipartisan body of federal and state officials formed in July 1990 to assess state and national progress toward the National Education Goals. The recently-enacted "Goals 2000: Educate America Act" charges the Panel with: reporting on national and state progress; working to establish a system of academic standards and assessments; identifying promising and effective reform strategies; recommending actions for federal, state and local governments to take; and building a nationwide, bipartisan consensus on reforms needed to achieve the Goals.

SPECIAL NOTE TO REPORTERS: Portions of the Goals Report and Community Action Toolkit will be available on-line through the U.S. Department of Education (1-800-USA-LEARN) and Goal Line computer service of the Coalition for Goals 2000 (202-835-2000).

Please cite in your articles that readers can receive more information or order copies of the Goals Reports and Community Action Toolkits by calling 1-800-9-8-GOALS, or by writing the National Education Goals Panel at 1850 M. Street, N.W., Suite 270, Washington, D.C. 20036.

Reporters seeking information on the National Education Goals Panel after September 28 are encouraged to call Ruth Whitman Chacon, Goals Panel communications director, at (202) 632-0952.

UNITED STATES

| | | |
|----------|--------------------|------------------|
| Baseline | Most Recent Update | Overall Progress |
|----------|--------------------|------------------|

| | | | |
|--|---------------------------------|-------------------------|---|
| 1. Children's Health Index: Has the U.S. reduced the percentage of infants born with 2 or more health and developmental risks? (1990, 1991) [▲] | 14% | 13% | ↑ |
| 2. Immunizations: Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1992) | 55% | — | |
| 3. Family-Child Reading and Storytelling: Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993) | 66% | — | |
| 4. Preschool Participation: Has the U.S. reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991, 1993) | 28 points | 28 points | ↔ |
| 5. High School Completion: Has the U.S. increased the percentage of 18- to 20-year-olds who have a high school credential? (1992, 1993) | 87% | 86% ^{ns} | ↔ |
| 6. Mathematics Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? [▼] | | | |
| • Grade 4 (1990, 1992) | 13% | 18% | ↑ |
| • Grade 8 (1990, 1992) | 20% | 25% | ↑ |
| • Grade 12 (1990, 1992) | 13% | 18% ^{ns} | ↔ |
| 7. Reading Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? [▼] | | | |
| • Grade 4 (1992) | 25% | — | |
| • Grade 8 (1992) | 28% | — | |
| • Grade 12 (1992) | 37% | — | |
| 8. International Mathematics Achievement: Has the U.S. improved its standing on international mathematics assessments of 13-year-olds? (1991) [●] | U.S. below 5 out of 5 countries | — | |
| 9. International Science Achievement: Has the U.S. improved its standing on international science assessments of 13-year-olds? (1991) [●] | U.S. below 3 out of 5 countries | — | |
| 10. Adult Literacy: Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992) [■] | 52% | — | |
| 11. Participation in Adult Education: Has the U.S. reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional post-secondary education or technical training? (1991) | 27 points | — | |
| 12. Participation in Higher Education: Has the U.S. reduced the gap between White and Black high school graduates who: | | | |
| • enroll in college? (1990, 1992) | 14 points | 14 points | ↔ |
| • complete a college degree? (1992, 1993) | 16 points | 17 points ^{ns} | ↔ |
| Has the U.S. reduced the gap between White and Hispanic high school graduates who: | | | |
| • enroll in college? (1990, 1992) | 11 points | 8 points ^{ns} | ↔ |
| • complete a college degree? (1992, 1993) | 12 points | 18 points ^{ns} | ↔ |
| 13. Overall Student Drug and Alcohol Use: Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year: | | | |
| • using any illicit drug? (1991, 1993) [※] | 24% | 27% | ↓ |
| • using alcohol? (1991, 1993) | 72% | 69% | ↑ |
| 14. Sale of Drugs at School: Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992, 1993) | 18% | 20% ^{ns} | ↔ |
| 15. Student and Teacher Victimization: Has the U.S. reduced the percentage of students and teachers reporting that they were threatened or injured at school during the previous year? | | | |
| • 10th graders (1991, 1993) | 40% | 35% | ↑ |
| • public school teachers (1991) | 10% | — | |
| 16. Disruptions in Class by Students: Has the U.S. reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning? | | | |
| • 10th grade students (1992, 1993) | 17% | 18% ^{ns} | ↔ |
| • high school teachers (1991) | 33% | — | |

— Data not available.
^{ns} Interpret with caution. Change was not statistically significant.

[▲] See technical note on page 133.
[▼] See technical note on pages 134-135.
[●] See technical note on pages 135-136.

[■] See technical note on page 136.
[※] See technical note on page 137.

Essential Steps in the "Goals Process"

- 1) Adopt the National Education Goals or similar goals that reflect high expectations for all and cover the entire breadth of focus from prenatal care to lifelong learning.**
.....
- 2) Assess current strengths and weaknesses and build a strong accountability system to regularly measure and report on progress toward goals over time.**
.....
- 3) Set specific performance benchmarks to mark progress along the way and guide the change process.**
.....
- 4) Identify barriers and opportunities to goal attainment in the many systems that support teaching and learning.**
.....
- 5) Create and mount strategies to overcome barriers, seize opportunities, and meet the performance benchmark.**
.....
- 6) Make a long-term commitment to continuously evaluate accomplishments and shortcomings in meeting the community goals and be willing to modify your strategy as needed.**
.....

card 6/8/93
file (initials)

NATIONAL EDUCATION GOALS PANEL

FAX COVER SHEET

Let them know & will attend - no arrangements necessary. Start folder.

TO : Goals Panelists' Schedulers

FROM: Cindy Dixon

DATE: MAY 18 1993

NO. of pages following cover sheet:

SCHEDULERS FOR PANELISTS

| <u>Recipient</u> | <u>Office of</u> | <u>Phone</u> | <u>Fax</u> |
|------------------|------------------------|--------------|--------------|
| Susie Landow | Gov. Ben Nelson, Chair | 402-471-6028 | 402-471-6031 |
| Monica Nicol | Gov. Evan Bayh | 317-232-4567 | 317-232-3443 |
| Bonnie Smalley | Gov. Terry Branstad | 515-281-5211 | 515-281-6611 |
| Elizabeth Dial | Gov. Carroll Campbell | 803-734-9818 | 803-734-1843 |
| David Leckey | Gov. Arne Carlson | 612-296-0061 | 612-296-2089 |
| Walter White | Gov. John Engler | 517-335-7888 | 517-335-6949 |
| Cyndi Fortier | Gov. John McKernan | 207-287-3531 | 207-287-1034 |
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| Rosalyn Kelly | Carol Rasco | 202-456-2216 | 202-456-2878 |
| Karen Burchard | Sec. Richard Riley | 202-401-3043 | 202-401-0596 |
| Virginia White | Sen. Jeff Bingaman | 202-224-5521 | 202-224-2852 |
| Doris Wagley | Sen. Thad Cochran | 202-224-6417 | 202-224-3007 |
| Dolores Nouhan | Rep. Dale Kildee | 202-225-3611 | 202-225-6393 |
| Gretchen Gipson | Rep. William Goodling | 202-225-5836 | 202-226-1000 |

1850 M Street, NW Suite 270 Washington, DC 20036
(202) 632-0952 FAX (202) 632-0957

NATIONAL EDUCATION GOALS PANEL

May 18, 1993

MEMORANDUM

TO : Goals Panelists' Schedulers
FROM : Cindy Dixon
RE : NEGP Meeting on June 15, 1993

The next National Education Goals Panel meeting will be held on Tuesday, June 15, at the Holiday Inn - Capitol, 550 C Street, SW, Washington, DC 20202. The time of the meeting will be from 10:30 a.m. to 4:30 p.m.

I will be making travel arrangements for the Panelists and request your assistance in preparing the attached travel worksheet. As before, the National Education Goals Panel will provide airline tickets, either prepaid or by Federal Express, and will make reservations for lodging.

Since the hotel would like to have an idea of how many rooms to block off, please let me know how many reservations you will be needing no later than 2:00 p.m. on Thursday, May 20.

Please return the completed travel worksheet to me no later than Wednesday, May 26, by fax at (202) 632-0957.

If you have any questions, please feel free to contact me at (202) 632-0952. Thank you for your assistance.

Attachment

1850 M Street, NW Suite 270 Washington, DC 20036
(202) 632-0952 FAX (202) 632-0957

NATIONAL EDUCATION GOALS PANEL
TRAVEL WORKSHEET

TA #3CS60C4 _____

DATE: 5/18/93

TRAVELER: ★ _____

SSN: ★ _____

OFFICE: ★ _____

ADDRESS: ★ _____

PHONE: ★ _____

FAX: ★ _____

ASST: ★ _____

PH: ★ _____

MEETING: NEGP Meeting

DATE: 6-15-93

TRAVEL DATES: ★ _____

ARRIVING:

FROM CITY/STATE/AIRPORT: _____

CARRIER: _____ # _____

TIMES: DEPART - _____ ARRIVE - _____

DEPARTING:

FROM CITY/STATE/AIRPORT: _____

CARRIER: _____ # _____

TIMES: DEPART - _____ ARRIVE - _____

THIS TICKET IS: PREPAID / EXPRESS MAILED, DATE: _____

HOTEL: Holiday Inn-Capitol (602) PH: 484-7900

ADDRESS: 550 C St., SW, Washington, DC 20202

CONFIRM LATE ARRIVAL: _____ CONFIRMATION #: _____

CREDIT CARD: ★ _____ NUMBER: ★ _____ EXP: ★ _____

PLEASE FAX THIS FORM AS SOON AS POSSIBLE TO: CINDY DIXON

TRAVEL AGENCY CONTACT: _____ DATE: _____

Tickets must be purchased through NEGP on GSA contract carrier to take advantage of the government rate. Reimbursement to any traveler making separate travel arrangements or purchasing own ticket will not exceed the government rate without prior justification.

1850 M Street, NW Suite 270 Washington, DC 20036
(202) 632-0952 FAX (202) 632-0957

Bill -
OK open -
Any comments
Roz
Regret

Bill attended the
Working Group mtg.
yesterday - doesn't think
Monday's mtg. is one of
the more important ones.
It's your call.

TO: WORKING GROUP NATIONAL EDUCATION GOALS PANEL
 RE:
 ** PLEASE DELIVER AS SOON AS POSSIBLE TO:

| <u>RECIPIENT</u> | <u>OFFICE OF</u> | <u>PHONE</u> | <u>FAX</u> |
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| Rochelle Roberson | Jim Edgar, IL | 202-624-7760 | 202-724-0699 |
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| Bill Porter | | 303-866-4888 | 303-866-2003 |
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| Andy Hartman | Rep. William Goodling | 202-225-3725 | 202-225-9050 |
| Susan Wilhelm | Rep. Dale Kildee | 202-225-4368 | 202-225-1110 |
| Diane Stark | | 202-225-4527 | 202-225-9070 |
| | <u>OTHER KEY INDIVIDUALS</u> | | |
| Bayla White | OMB | 202-395-5880 | 202-395-4875 |
| Susan Tralman | NGA | 202-624-5383 | 202-624-5313 |
| Patty Sullivan | NGA | 202-624-7723 | 202-624-5313 |

FROM: Marty Orlando DATE: 10-20 TIME: 8:30a PAGES: 3

Document Dated: October 16, 1993

10/20/93 09:42

202 632 1032

NEGP

002/003

NATIONAL EDUCATION GOALS PANEL

October 20, 1993

To: NEGP Working Group Members
Press Secretaries to NEGP Members
Scheduling Secretaries to NEGP Members

From: Martin E. Orland, Acting Executive Director

Subject: Next Goals Panel Meeting and Working Group Meeting

Please note the date, time and place for the next National Education Goals Panel meeting:

Date: Monday, November 15, 1993

Time: 2:00 PM to 4:00 PM

Place: Holiday Inn Capitol Hill, 550 C St. SW, Washington DC 20202.

The principal agenda item will be to release, for review and comment, the Task Force Report on Criteria for Reviewing Nationwide Content Standards (The Malcom Group Report).

The meeting may be followed immediately by an Executive Session (no longer than one hour) to discuss the status of the search for an Executive Director. Current plans are also to set aside the time from 1:00 to 2:00 PM for a media event focusing on the release of the Malcom Report and the implications of the "Goals 2000: Educate America Act" for the activities of the NEGP.

Please also note the date and time for the next NEGP Working Group meeting:

Date: Wednesday, November 3, 1993

Time: 2:00 PM to 4:30 PM

Place: Not yet Determined (will advise by next week)

The purpose of the Working Group meeting will be threefold:

1. to discuss the agenda for the upcoming NEGP meeting;
2. to review Governor McKernan's overall Workplan for the year (including the implications of the Goals 2000 legislation for Panel activities; and,
3. to discuss strategies for improving communications among and between Working Group members, Panel staff

10/20/83 09:43 202 832 1032

NEGP

003/003

and the Panelists themselves. (This is the only Working Group meeting associated with the November 15 Panel meeting).

NEGP staff will call your offices to confirm attendance at the NEGP and Working Group meetings. Working Group members from outside the DC area are welcome to attend both of these meetings at Goals Panel expense. Please don't hesitate to call if you have any questions or comments.

1850 M Street, NW Suite 270 Washington, DC 20036
(202) 632-0952 FAX (202) 632-0957

NATIONAL EDUCATION GOALS PANEL

FAX COVER SHEET

TO : Goals Panelists' Schedulers
FROM : Cindy Dixon
DATE : November 2, 1993

No. of pages following cover sheet: 4

| <u>RECIPIENT</u> | <u>OFFICE OF</u> | <u>PHONE</u> | <u>FAX</u> |
|---------------------|------------------------|--------------|--------------|
| Susie Landow | Gov. Ben Nelson, Chair | 402-471-6028 | 402-471-6031 |
| Monica Whitfield | Gov. Evan Bayh | 317-232-4567 | 317-232-3443 |
| David Leckey | Gov. Arne Carlson | 612-296-0061 | 612-296-2089 |
| Rochelle Roberson | Gov. Jim Edgar | 202-624-7760 | 202-624-0689 |
| Nancy Harrison | Gov. John Engler | 517-335-7832 | 517-335-6949 |
| Joanne Snow Neumann | Gov. Michael Leavitt | 202-624-7704 | 202-624-7707 |
| Cyndi Fortler | Gov. John McKernan | 207-287-3531 | 207-287-1034 |
| Maria Sanchez | Gov. Roy Romer | 303-866-3041 | 303-866-2003 |
| Andy Paven | Sec. Richard Riley | 202-401-3022 | 202-401-0598 |
| Virginia White | Sen. Jeff Bingaman | 202-224-5521 | 202-224-2862 |
| Doris Wagley | Sen. Thad Cochran | 202-224-5054 | 202-224-3007 |
| Delores Nouhan | Rep. Dale Kildee | 202-225-3611 | 202-225-6393 |
| Gretchen Gipson | Rep. William Goodling | 202-225-5836 | 202-225-1000 |
| Rosalyn Kelly | Carol Rasco | 202-456-2216 | 202-456-2878 |

COMMENTS: PLEASE RESPOND TO THE FOLLOWING REQUEST ASAP!!!

1850 M Street, NW Suite 270 Washington, DC 20036
(202) 632-0952 FAX (202) 632-0957

NATIONAL EDUCATION GOALS PANEL

MEMORANDUM

DATE: November 2, 1993
TO: Goals Panelists' Schedulers
FROM: Cindy Dixon
RE: Upcoming Goals Panel Meeting

As you may already know, the next National Education Goals Panel meeting is scheduled for November 15, 1993. The location of the meeting will be at the Holiday Inn Capitol, 550 C Street, SW, Washington, DC 20202. The main topic of the meeting will be the release of the Malcom Report. The meeting will start at approximately 1:00 p.m. and should conclude by 5:00 p.m. A detailed agenda will not be determined until the working group meeting, scheduled for November 3. However, we will make sure you get a copy of the complete agenda as soon as it becomes available. If possible, please keep this timeframe open on your calendar.

Also, if arrangements have changed in your office and you are no longer the person I should be contacting regarding Goals Panel meetings, please let me know who the correct person is so that I can update our records.

If you have any questions, please contact me on (202) 632-0952. If possible, please try to respond by noon on Thursday, November 4. Thank you for your assistance.

THE WHITE HOUSE

WASHINGTON

Note to CHR to talk w/ Leving
on Tues. 11/9 re: lunch
before all was started

after HUD
mtg.

24 September 1993

Call for Roz:

From: Michael Stafford
301-718-0202

Re. Status of Invitation for CHR to speak in
Atlanta, October 12
American Health Information Management Association

Please call

Call for Roz:

From: Eric Payne \ had lunch with CHR today

CHR told him to contact you re setting up a meeting
with Donsia et. al. [he said ASAP]

Some dates/times to consider:

Monday, September 27 from 7-9:30am
Wednesday, September 29 10:00a.m. - 1:00pm

He furnished his home number in case the Monday time/date
slot works out: (home) P6/(b)(6)
(off.) 202-708-1480

Please call. \ pr

any day
except 10/20

Jackie

Donsia

Eric

Marcia Martin
CHR

Exec. Director

Homelessness
Council

10/14/93

Prior to 10/28
for 30 min.

Defunded

NATIONAL EDUCATION GOALS PANEL

file

National Education Goals Panel Ballot for Chairperson

Governor Evan Bayh of Indiana has been nominated to serve as chairperson of the Goals Panel for 1994-95. No other Panel members have been nominated.

This ballot is to determine the selection of the chairperson by a majority vote of Panel members. Please indicate your vote below and return by fax to the Goals Panel office at 202-632-0957 by noon Wednesday, July 27.

I vote for Governor Evan Bayh of Indiana chair of the Goals Panel for 1994-95.

✓
yes

Carol Hassen
Signature

7/27/94
Date

1200 M STREET, NW, Suite 270, Washington, DC 20030
(202) 632-0952 FAX (202) 632-0957

TRANSMISSION REPORT

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NATIONAL EDUCATION GOALS PANEL

National Education Goals Panel Ballot for Chairperson

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This ballot is to determine the selection of the chairperson by a majority vote of Panel members. Please indicate your vote below and return by fax to the Goals Panel office at 202-632-0957 by noon Wednesday, July 27.

I vote for Governor Evan Bayh of Indiana chair of the Goals Panel for 1994-95.


yes

Carol Harro
Signature

7/27/94
Date

TO: WORKING GROUP REPRESENTATIVES OF VOTING PANEL MEMBERS
RE:

**

PLEASE DELIVER AS SOON AS POSSIBLE TO:

| <u>RECIPIENT</u> | <u>OFFICE OF</u> | <u>PHONE</u> | <u>FAX</u> |
|-------------------------------------|--------------------------|--------------|--------------|
| <u>GOVERNORS</u> | | | |
| Bill Christopher | Evan Bayh, IN | 317-232-3280 | 317-232-3443 |
| Curt Johnson | Arne Carlson, MN | 612-296-0069 | 612-296-2089 |
| Alison Englund | Arne Carlson, MN | 202-624-5308 | 202-624-5425 |
| Danielle Buente | Jim Edgar, IL | 202-624-7760 | 202-724-0689 |
| Lori Gremel | John Engler, MI | 202-624-5840 | 202-624-5841 |
| Georgia Van Adestine | Engler, MI | 517-335-7824 | 517-335-0118 |
| Tom Houlihan | Jim Hunt, NC | 919-715-3535 | 919-733-2120 |
| Joanne Neumann | Michael Leavitt, UT | 202-624-7704 | 202-624-7707 |
| Corrine Hill | Michael Leavitt, UT | 801-538-1502 | 801-538-1557 |
| Bill Porter | Roy Romer, CO | 303-866-4666 | 303-866-2003 |
| Marguerite Sullivan | Christine T. Whitman, NJ | 202-638-0631 | 202-638-2296 |
| <u>ADMINISTRATION</u> | | | |
| Bill Galston | Carol Rasco | 202-456-2216 | 202-456-2878 |
| Patrick Lester | Carol Rasco | 202-456-2216 | 202-456-2878 |
| Jennifer Davis | Sec. Richard Riley | 202-401-3049 | 202-401-0596 |
| <u>CONGRESS</u> | | | |
| Marjorie Steinberg | Sen. Jeff Bingaman | 202-224-1808 | 202-224-2852 |
| Doris Dixon | Sen. Thad Cochran | 202-224-5054 | 202-224-9450 |
| Vic Klatt | Rep. Bill Goodling | 202-225-3725 | 202-225-9050 |
| John Barth | Rep. Bill Goodling | 202-225-3725 | 202-225-9050 |
| Susan Wilhelm | Rep. Dale Kildee | 202-225-4368 | 202-225-1110 |
| Jeff McFarland | Rep. Dale Kildee | 202-225-4527 | 202-225-9070 |
| <u>STATE LEGISLATORS</u> | | | |
| Jim Watt | Anne Barnes | 919-733-2578 | 919-715-5460 |
| Angela Bruce-Raeburn | Spencer Coggs | 608-266-5580 | 608-266-7038 |
| Jean Diener | Robert Connor | 302-577-3217 | 302-577-3269 |
| Doug Jones | Self | 208-420-1309 | 208-326-5280 |
| Cellular Phone: 208-420-1309 | | | |
| <u>OTHER KEY INDIVIDUALS</u> | | | |
| Aaron Bell | NCSL | 202-624-8672 | 202-737-1069 |
| Susan Traidman | NGA | 202-624-5383 | 202-624-5313 |
| Patty Sullivan | NGA | 202-624-7723 | 202-624-5313 |

FOLLOWING IS THE BALLOT FOR THE 1994-95 CHAIRPERSON OF THE GOALS PANEL TO SECURE A VOTE BY A MAJORITY OF PANEL MEMBERS, PLEASE COMPLETE AND RETURN BY FAX TO THE PANEL OFFICE - 202-632-0957 - BY NOON WEDNESDAY.

FROM: Nelson DATE: July 25 TIME: 11am PAGES: 1 more

file



NATIONAL EDUCATION GOALS PANEL

"Building a Nation of Learners"

NATIONAL EDUCATION GOALS

READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our nation's modern economy.

MATHEMATICS AND SCIENCE

By the year 2000, United States students will be first in the world in mathematics and science achievement.

ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

By the year 2000, every school in the United States will be free of drugs, violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

PARENTAL PARTICIPATION

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

STRATEGIC DIRECTIONS NATIONAL EDUCATION GOALS PANEL

INTRODUCTION

At the February 1, 1994 meeting of the National Education Goals Panel, members agreed to a set of future directions for the Panel's work. The decision areas reflect the activities mandated in the "Goals 2000: Educate America Act," which was signed into law in March 1994, and establishes the National Education Goals Panel as an independent agency. This paper outlines the decisions on strategic directions over the next five years.

VISION & MISSION

The Vision:

The Goals Panel will be the premier champion and catalyst in the country for achieving the National Education Goals. States and communities will make continuous improvement toward goal achievement through the year 2000. Students, parents, workers and businesses will realize tangible improvements as the result of increased educational performance.

The Mission:

The mission of the National Education Goals Panel is to catalyze fundamental change in schools, communities, states and the nation in order to achieve the National Education Goals.

The Goals Panel will achieve this mission by reporting on Goal achievement, encouraging the development of voluntary educational content standards, performance standards, assessment systems and opportunity to learn standards, as well as reporting on promising or effective policies and practices.

The Goals Panel will strive to build a nationwide, bipartisan consensus on the necessity of achieving the National Education Goals and on effective ways to achieve them.

STRATEGIC DIRECTIONS

Based on this vision and mission, the National Education Goals Panel has developed a strategic plan. The plan is based on consideration of both the Panel's strategic directions and available resources.

◦ REPORTING

The Panel will publish an annual report and restructure the summary into an assessment of progress clearly understandable by the American public. It will also prepare specialized, but short, reports aimed at audiences concerned with individual Goals or specialized subject areas.

The Panel will encourage state and local reporting, provide handbooks and limited technical assistance to states and communities.

The Panel will adopt additional policy positions urging particular gaps in data to be closed by either the federal government or the states. The Panel should reiterate its support for useful data improvement.

◦ CONTENT STANDARDS, PERFORMANCE STANDARDS AND STATE ASSESSMENT SYSTEMS

The Goals Panel will provide nominations to the President for vacancies on the National Education Standards Improvement Council (NESIC). The Panel will review the NESIC-proposed criteria for standards and assessments, and will also approve or disapprove the NESIC-certified standards.

◦ OPPORTUNITY TO LEARN STANDARDS

The Goals Panel will report on state opportunity to learn standards, strategies and their implementation.

◦ REPORTING ON PROMISING OR EFFECTIVE ACTIONS

The Goals Panel will work in conjunction with other organizations to identify large-scale policies, programs, and trends, and governmental changes that could have nationwide impact on Goal attainment.

The Panel will organize forums — including regional and state hearings — with Panel members, a variety of education reform professionals, and thinkers from other disciplines to explore more dramatic options for reaching the Goals. Prepare recommendations from these discussions and communicate results through a variety of strategies.

◦ BUILDING A NATIONWIDE, BIPARTISAN CONSENSUS ON NECESSARY REFORMS

Focus on policymakers, educators, parents and others concerned with education at the state and local level to stress the need for necessary reforms, implementation strategies, and the urgency for action.

Important Dates for the Goals Panel and Standards

September 1989

The President and 50 Governors convene an historic Education Summit at Charlottesville, Virginia, and agree to set education goals for the nation.

February 1990

Six National Education Goals are announced by the President and adopted by the Governors. Goal 3 states that students will demonstrate competence in challenging subject matter and exercise the rights and responsibilities of citizenship. Goal 4 states that American students will be first in the world in math and science achievement.

July 1990

The President and Governors form the National Education Goals Panel to issue annual reports on the progress of the nation and states towards the six Goals.

March 1991

Six resource groups of national experts suggest specific data that would objectively measure progress toward the Goals; and where good data did not yet exist, recommend what new information is needed. One of these recommendations is to measure progress against voluntary national education standards.

April/May 1991

Governors host eight regional public hearings across the country, gathering comments from education associations and the public on the selection of indicators.

June 1991

Congress establishes a National Council on Education Standards and Testing to explore the desirability and feasibility of establishing national education standards and a method to assess their attainment.

September 1991

The National Education Goals Panel releases its first annual report on national and state progress toward the goals.

- January 1992** The report *Raising Standards for American Education* is released, which advocates setting world-class education standards and a voluntary national system of assessments.
- March 1992** The Goals Panel is reconstituted to include members of Congress with equal numbers of Republicans and Democrats.
- May 1993** The Goals Panel convenes an advisory group headed by Shirley Malcom of the American Association for the Advancement of Science to recommend review criteria and procedures that the Goals Panel might be used to certify national education standards.
- September 7** The Goals Panel hosts a public forum in St. Paul, MN with Malcolm group advisors to solicit public comment on education standards.
- November 15, 1993** The Malcom group submits its report, *Promises to Keep: Creating High Standards for American Students* to the Goals Panel. Panel members adopt a "statement of principles" endorsing voluntary academic national standards.
- January 1994** The Goals Panel requests the Council of Chief State School Officers and the National Alliance of Business to form task forces to comment upon *Promises to Keep* and offer additional advice.
- March 31, 1994** President Clinton signs the Goals 2000: "Educate America Act." The law codifies the National Education Goals, and charges the Goals Panel with new responsibilities. It also establishes a National Education Standards and Improvement Council (NESIC), which in conjunction with the Panel will review and certify voluntary state and national education standards.

NATIONAL EDUCATION GOALS PANEL
Statement on Voluntary National Education Content Standards
adopted November 15, 1993

In 1990, the President and Governors agreed on six National Education Goals and committed themselves to a decade of sustained action to meet them. The National Education Goals Panel was created to measure and support the nation's progress toward meeting these Goals.

A consensus has emerged that to meet Goals 3 and 4, we Americans must agree on the results we expect from students in core academic areas, which is what "content" standards define.

The National Education Goals Panel strongly supports the development of clear, rigorous content standards by states and local communities, and it believes that voluntary national standards are essential to this effort. The following principles will serve as the foundation for continuing Goals Panel involvement in establishment of these standards:

Voluntary

The Panel will participate only in the establishment of voluntary national content standards that may serve as models and resources for state and local school reform efforts.

The Panel would oppose any federal effort to require States and local schools to use such national standards.

Academic

The Panel believes that voluntary national content standards should address only core academic areas, such as those stated in the National Education Goals.

Voluntary national content standards should not address non-academic areas such as student values, beliefs, attitudes and behaviors.

World Class

The Panel will endorse only those national content standards which, though uniquely American, are at least as challenging and rigorous as the academic expectations for students in other countries of the world.

Voluntary national content standards must not be compromised or watered down for any reason. The Panel believes that our focus should be on helping each student reach higher levels of academic achievement.

Bottom-Up Development

National and state content standards must be developed through a consensus-building process that involves educators, parents and community leaders from schools and neighborhoods across the country.

For these voluntary national education standards to be useful, they must be relevant to each community using them. The Panel has no intention of developing content standards on its own and would oppose any standards that were not developed through a broad-based, participatory process.

Useful and Adaptable

National voluntary content standards must allow local educators the flexibility to design their own curriculum plans within the broad outlines of the standards. Standards should focus on a limited set of the most important and lasting knowledge and skills so they are useful for teachers, parents and students, as well as represent the most important knowledge, skills and understandings we expect students to learn.

Voluntary national content standards will not be a "national curriculum," but rather provide a broad outline of the kind of knowledge and skills necessary "for responsible citizenship, further learning and productive employment in our modern economy." (Goal 3)

The establishment of national voluntary standards is an effort that has received strong support from the business community, Republican and Democrat Presidents, Governors, members of Congress, local educators and citizens from across the country.

We believe that, if treated with care and wisdom, these expectations of what students should know and be able to do will empower parents in every community in the nation to demand more of themselves, their children, their schools and their government.

NATIONAL EDUCATION GOALS PANEL MEMBERS

GOVERNORS

John R. McKernan, Jr., Maine, Chair (R)

Evan Bayh, Indiana (D)

Arne H. Carlson, Minnesota (R)

Jim Edgar, Illinois (R)

John Engler, Michigan (R)

Michael Leavitt, Utah (R)

E. Benjamin Nelson, Nebraska (D)

Roy Romer, Colorado (D)

MEMBERS OF THE ADMINISTRATION

Carol H. Rasco, Assistant to the President
for Domestic Policy (D)

Richard W. Riley, Secretary of Education (D)

MEMBERS OF CONGRESS

U.S. Senator Jeff Bingaman, New Mexico (D)

U.S. Senator Thad Cochran, Mississippi (R)

U.S. Representative Dale E. Kildee, Michigan (D)

U.S. Representative William F. Goodling, Pennsylvania (R)

STATE LEGISLATORS

State Representative Anne Barnes, North Carolina (D)

State Representative Spencer Coggs, Wisconsin (D)

State Senator Robert T. Connor, Delaware (R)

State Representative Doug Jones, Idaho (R)

EXECUTIVE DIRECTOR

Ken Nelson

National Education Goals Panel
1850 M Street, NW Suite 270 Washington, DC 20036
(202) 632-0952 FAX (202) 632-0957

THE WHITE HOUSE

WASHINGTON

January 30, 1995

MEMORANDUM TO CAROL RASCO ✓
BILL GALSTON

FROM:

KIM ROSS *Kim*

JAN 31 1995

SUBJECT:

file
NEGPMETTING SUMMARY

On Saturday, Gaynor McCown and I attended the National Education Goals Panel (NEGP) meeting which included several new members. The participants were as follows: Governors Evan Bayh (Chairman), Kirk Fordice, Jim Hunt, Roy Romer, Christine Todd Whitman, Secretary Richard Riley, Senator Jeff Bingaman, State Legislators Anne Barnes, Spencer Coggs and Doug Jones.

The entire meeting focused on the development of standards and the need for a review process. It began with presentations by the following individuals:

Shirley Malcom, American Association for the Advancement of Science and Chair of the Panel's 1993 Advisory Group on Standards, on the charge to that group and highlights of its report.

Gordon Ambach, Executive Director of the Council of Chief State School Officers (CCSSO), on current state standards activities and the recommendations of the CCSSO Task Force on Standards.

Roberts Jones, Executive Vice President of the National Alliance of Business, on the perspective of the business community and the recommendations and plans of the Business Task Force on Student Standards.

Michael Timpane, retired President of Teachers College, Columbia University, and Chair of the NEGP Higher Education Advisory Group on Standards, on the recommendations prepared by that advisory group.

Among the presenters there was consensus that standards are needed, that academic skills are needed for all students whether preparing for work or further academic study, and that the process of setting and refining standards has to be broadly consultative. The business group emphasized that there are market place "standards" that already exist. The Business Coalition for Education Reform -- a consortium of business leaders -- has undertaken a multi-year effort to define benchmarks for students graduating from high school. I would be happy to provide you with a more thorough summary of the recommendations by each of these groups. In the interest of a shorter memo now, I will focus on the discussion following the presentations.

Governor Romer proposed that the Goals Panel help the progress of the standards effort by taking NESIC "off the table." He suggested that a non-governmental organization take on the responsibility for reviewing the standards projects and the state standards -- a group that is not aligned with one strong viewpoint or another, but is respected for its professional expertise. To guide a reviewing organization, Governor Romer suggested the following questions:

1. Are they world class?
2. How are they compared to others?
3. Are there good things in others that aren't in mine?
4. Does it meet what's needed to develop good citizenship? Are they certifiable?

Governor Whitman agreed wholeheartedly with Governor Romer's first three questions but senses that very few people are comfortable with the certification question right now. The term "legitimate standards" makes people queazy, explained Gov. Whitman. She would prefer to have the business community, parents and teachers tell her if her state's standards are "legitimate." Gov. Romer and other Panel members agreed that the certification question was a source of conflict and was not necessary at this time if the other three questions could be answered by an appropriate group.

Several members suggested using the traditional peer review process for the standards review. The discussion eventually led to a scenario in which NEGP would be in charge of the process of looking at standards projects and state standards. They would, most likely, appoint a bipartisan group of experts to review the standards projects and the state standards. (Sound familiar?) Gov. Whitman agreed that the Goals Panel seemed to be a good organization to handle the standards review because of the representation of state and local governments as well as education and business. (The last part was an incorrect assumption.)

Gordon Ambach warned Panel members not to make the mistake of removing all responsibility for the National Education Goals from NEGP. He emphasized that the task of reporting progress on the Goals is critical to the education reform effort and should be done by the Goals Panel.

Several Panel members expressed their opinion that it was a mistake to let the U.S. Congress have any involvement with the National Education Goals. Proof was seen in the addition of two unachievable goals that Congress didn't expect anyone to take the Goals seriously. Secretary Riley explained that legislation was sent to the U.S. Congress because "we" wanted to make the National Education Goals a national priority and to take a national approach which he described as a "responsible block grant" (i.e., Goals 2000). He also expressed some concern about accountability and coordination.

Secretary Riley told the Panel that NESIC nominations had been sent to the President. However, he agreed to ask the President to hold the nominations and wait on appointing NESIC if this is legally possible.

Before the meeting was adjourned, the following decisions were made:

- Governor Bayh directed the Goals Panel staff to set up a special session for the Goals Panel in one month to (1) follow up on the discussion of NESIC, (2) review possible alternatives and (3) discuss NEGP's role in the standards effort.
- Secretary Riley promised to meet with Congressional leadership responsible for education to get a sense of what would be needed to satisfy concerns about the standards review process.
- The Chair asked that the Goals Panel staff, Working Group members (staff of Panel members), and Department of Education staff work together over the next four weeks to identify options for the standards review process.

NATIONAL EDUCATION GOALS PANEL

Holiday Inn Crowne Plaza
775 12th Street, SW
Washington, DC 20005

AGENDA

July 27, 1993
10:30 a.m. - 12:00 p.m.

Salon D

PAGES

Status Reports and Discussion:

- Legislative Update 1
 - Goals 2000
 - NEGP Funding
 - The Future of State NAEP
- Work Agenda/Staffing Plans 7
 - Update of Progress
 - Search for a New Executive Director
- Communications and Outreach Strategy 15
 - General Plans
 - Report Release Schedule
 - Specific Events Associated with the Report Release
- The 1993 Report 30
 - Update of Progress
 - Overview Publication

Overview of Afternoon Agenda

- Collegiate Assessment
- Standards Dialogue
- Network Technology Report

STATE OF NEBRASKA

EXECUTIVE SUITE

Box 94848

Lincoln, Nebraska 68509-4848

Phone (402) 471-2244



E. Benjamin Nelson
Governor

June 22, 1993

The Honorable William D. Ford
Chairman
Committee on Education and Labor
US House of Representatives
Washington, DC 20515

Dear Chairman Ford:

At the June 15 meeting of the National Education Goals Panel, the members present were unanimous in their support of President Clinton's June 3 letter to you on behalf of his Goals 2000 legislation. In particular, the panelists agreed with the following specific points raised by the President:

- * That expanding the definition and role of opportunity to learn standards beyond the provisions of the administration bill will impede states' efforts to focus on accountability and results;
- * That changing the bipartisan balance and responsibilities of the National Education Goals Panel will undermine the Panel's credibility and weaken our ability to achieve the national education goals;
- * That altering the six national education goals established in 1990 will unnecessarily confuse and disrupt constructive reform efforts occurring in thousands of communities throughout the nation.

I urge you to support the Goals 2000 legislation as introduced by the President and to work for its speedy passage.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ben Nelson".

E. Benjamin Nelson, Chairman
National Education Goals Panel
and Governor, State of Nebraska

National Education Goals Panel Meeting
July 27, 1993

Page 1

WILLIAM F. GOODLING, PENNSYLVANIA
CHAIRMAN



064366

WILLIAM F. GOODLING, PENNSYLVANIA
THOMAS E. PETRI, WISCONSIN
MARGE ROUKEMA, NEW JERSEY
STEVE GUNDERSON, WISCONSIN
RICHARD K. ARMEY, TEXAS
HARRIS W. FAWELL, ILLINOIS
PAUL B. HENRY, MICHIGAN
CASS BALLENGER, NORTH CAROLINA
SUSAN MOLNAR, NEW YORK
BILL BARRETT, NEBRASKA
JOHN A. BOEHNER, OHIO
RANDY "DUKE" CUNNINGHAM, CALIFORNIA
PETER HOEKSTRA, MICHIGAN
HOWARD "BUCK" MCKEON, CALIFORNIA
DAN MILLER, FLORIDA

WILLIAM (BILL) CLAY, MISSOURI
GEORGE MILLER, CALIFORNIA
AUSTIN J. MURPHY, PENNSYLVANIA
DALE E. KILDEE, MICHIGAN
PAT WILLIAMS, MONTANA
MATTHEW G. MARTINEZ, CALIFORNIA
MAJOR R. OWENS, NEW YORK
S. C. SAWYER, OHIO
M. PAYNE, NEW JERSEY
INSOELD, WASHINGTON
MINK, HAWAII
ROBERT E. ANDREWS, NEW JERSEY
JACK REED, RHODE ISLAND
TIM ROEMER, INDIANA
EJOT L. ENGEL, NEW YORK
XAVIER BECERRA, CALIFORNIA
ROBERT C. "BOBBY" SCOTT, VIRGINIA
GENE GREEN, TEXAS
LYNN C. WOOLSEY, CALIFORNIA
CARLOS A. ROMERO-BARCELO, PUERTO RICO
RON KLING, PENNSYLVANIA
KARAN ENGLISH, ARIZONA
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Received Gov's Office

July 2, 1993

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The Honorable E. Benjamin Nelson, Chairman
National Education Goals Panel
and Governor, State of Nebraska
P.O. Box 94848
Lincoln, Nebraska 68509-4848

Dear Governor Nelson:

Thank you for your letter informing me of the National Education Goals Panel's endorsement of President Clinton's letter regarding H.R. 1804, the Goals 2000: Educate America Act.

As you may know, the Committee on Education and Labor considered and voted to report H.R. 1804 on June 23, 1993. We hope to have the bill on the House floor sometime in July.

Your letter specifically endorses provisions of the President's letter concerning the opportunity to learn standards, the bipartisan nature of the Goals Panel, and altering of the National Education Goals. Let me address each of those points.

First, the Panel was concerned that the definition and the role of the opportunity to learn standards not be expanded beyond those in the bill transmitted by the Administration for fear that such an expansion will "impede states' efforts to focus on accountability and results." I find it difficult to understand this point since the national opportunity to learn standards are voluntary, just as the national content standards are. States may or may not follow them, or they may choose to modify either set of standards in any way they like if they decide to make them applicable to themselves. This point is made very clear in the grant program where States can receive funds by adopting their own standards and their own timelines for achieving those standards without any national certification. Therefore, our bill in no way impedes States' efforts to focus on accountability any more than did the original bill.

The Honorable E. Benjamin Nelson

Page 2

July 2, 1993

Second, the Panel was concerned about amendments that would upset the bipartisan balance of the Goals Panel. During Committee deliberations, we adopted an amendment that requires the Secretary of Education to serve as an ex-officio member of the Goals Panel if he or she were not one of the President's two appointments. As long as the President continues to appoint the Secretary of Education to the Panel, the bipartisan nature of the Panel will remain intact.

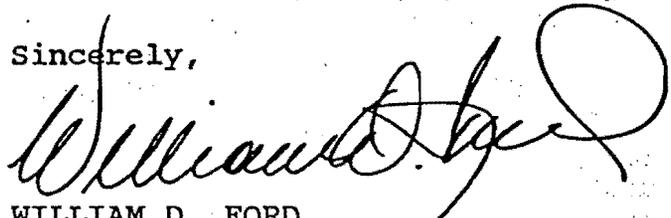
Third, the Panel was concerned about any amendments that would alter the six national education goals that were established by then-President Bush and the Governors. In the original text of the legislation transmitted by the President, one of the national education goals, goal 3, concerning student achievement, was altered with the inclusion of foreign languages and the arts. With that precedent, it is difficult to argue against further amendments to the goals.

We hope that the National Education Goals Panel will be able to fully support H.R. 1804 as we move to floor consideration because this legislation is so important to improving education.

Thank you again for writing.

With kind regards,

Sincerely,



WILLIAM D. FORD
Chairman

WDF:jmm

July 20, 1993

The Honorable Ted Kennedy
Chairman
Committee on Labor and Human Resources
United States Senate
632 Hart Office Building
Washington, D.C. 20015

Dear Mr. Chairman:

As you prepare to take S. 1150, the Goals 2000: Educate America Act, to the floor for consideration by the Senate, we ask that you take into consideration a series of amendments which we believe would strengthen the legislation reported by the Senate Committee on Labor and Human Resources in important ways. In addition, we would like to comment on the amendments that may be offered to the bill on the Senate floor.

While we have some concerns that we believe must be addressed, the National Governors' Association prefers S. 1150 over H.R. 1804. As reported by the House Education and Labor Committee, NGA finds H.R. 1804 unacceptable. We offer these comments and the enclosed proposed amendments as means of strengthening S. 1150 to ensure the support of the nation's Governors and hope that you will consider our proposed amendments as friendly.

Our first concern deals with the modifications to the goals and objectives. We understand that a number of amendments may be offered to add additional goals and objectives to the original six education goals. Without commenting on the worth of proposed changes, the National Governors' Association strongly objects to changes in general. We believe that a great deal of work has gone into building support for the existing goals and, as a result of this support, they have successfully served as the foundation for many education reform initiatives around the nation. To change the goals at this time draws into question the long-term commitment that we have made to achieving them. The nation's Governors agree with the President in his June 3 letter to William D. Ford on this issue and point out that the states are free to adapt the goals to their own needs. In fact, many states have done so. We urge you to endorse the national education goals as they stand and allow the nation to continue its progress towards reaching them.

Senator Ted Kennedy
July 20, 1993
Page Two

Second, we propose a number of amendments to the Senate bill that we believe are essential to strengthen the legislation to support the work of states in systemic education reform. This package of amendments contains the following provisions:

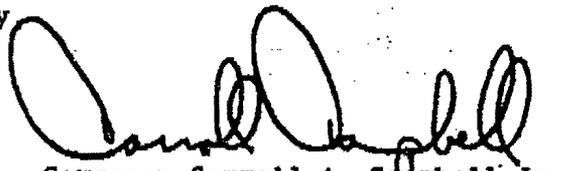
- Clarification that the certification of state content, performance, and opportunity-to-learn standards will not be mandated as a condition for state participation in any federal education programs;
- A modification to the provision on assessment certification to clarify that a single state, a group of states, or another entity could present a system of assessments for certification by the National Education Standards and Improvement Council (NESIC) if the material contained on the assessment reflected the national content standards certified by (NESIC) or, when presented by a single state, reflect the material in the national certified content standards or that particular state's content standards if certified by NESIC;
- A modification to the opportunity-to-learn standards provisions to assure that state and local prerogative is maintained in permitting states and locals to select the appropriate methods to assess a school's capacity and performance. In addition, states and locals should be permitted to select the appropriate methods to assist those schools that are not performing to meet the categories prescribed in the opportunity-to-learn section of the bill; and
- A modification to Title III to permit states to report the progress of schools in achieving the state opportunity-to-learn standards.

We believe that these amendments are essential and urge you to incorporate them into the committee amendment. Enclosed are further descriptions of these amendments. We would be glad to discuss these provisions with you if you have further questions.

Sincerely



Governor Roy Romer
Chair
National Governors' Association



Governor Carroll A. Campbell Jr.
Vice Chair
National Governors' Association

Enclosure

Amendments proposed to § 1150:

Title I:

Oppose any changes to the goals and objectives. We made a ten year commitment to the National Education Goals and we believe that they should not be changed in mid-course.

Title II:

Amendment: Clarify that the certification of either state content and performance standards and/or opportunity-to-learn standards will not be mandated as a condition of participating in federal programs, obtaining waivers in federal programs, or receiving federal funds. This language would be added in both the section on content and performance standards and opportunity-to-learn standards.

Amendment: Clarify that a single state, a group of states, or another entity could have a system of assessments certified as long as the assessment reflects the national content standards certified by NESIC or the state content standards certified for an individual state.

Amendment: Modify the opportunity-to-learn provision to clarify that while states must consider the factors contained in the opportunity-to-learn standards certified by NESIC, states must be able to pick and choose the specific criteria that it will use to meet the opportunity-to-learn standards. The consortia charged with developing national opportunity-to-learn standards could also develop a menu of model criteria. States could select the appropriate criteria for the purpose of assessing a school's capacity and performance. We would provide language that speaks to the need to recognize the diverse ways in which states might help school improve.

For example, the federal list includes the "quality and availability of curriculum, instructional materials, and technologies". Under our proposal this standard would remain, but states would have the discretion to choose the most appropriate way to achieve it.

Title III:

The Senate bill requires that, as a condition of participating in the State Systemic Reform grant program, a state must establish a strategy and timeline for adopting opportunity-to-learn standards and a strategy and timeline for achieving the state's opportunity-to-learn standards in every school in the state.

Amendment: Modify the language to require that the state be required to show schools' progress towards meeting the state's opportunity-to-learn standards.

NEGP 1993 WORKPLAN BY TOPIC AREA - July 1993 Update

A. GOAL 1: SCHOOL READINESS

LEADERS: Senator Bingaman, Representative Goodling, Governor Carlson and Governor Nelson

PRINCIPAL NEGP STAFF LIAISON: Emily Wurtz

MAJOR ISSUES: Establishing a mechanism for guiding early childhood assessments; refining definition of "readiness for school" and promoting its adoption by local communities; initiating communication with Goals 3/4 on articulating the relationship between goals 1 and 3/4.

WORKPLAN STATUS:

1) Establishing mechanism for guiding early childhood assessments. The Goal 1 Resource Group last met under the leadership of Dr. Ernest Boyer in Washington on June 16. The Resource Group met with staff of the "leadership team" (as the Technical Planning Group did in May) to review draft legislative language proposed by Representative Goodling to create an expert oversight body to monitor improvements in early childhood assessments. Senator Cochran is sponsoring parallel legislative language in the Senate. Members of the Goal 1 Resource Group expressed the need to articulate the implications of the 5 dimensions of readiness for the work on standards going on in Goals 3/4.

2) Elaborating on the definition of five dimensions of readiness and promoting its adoption. The Technical Planning Group met to revise its draft paper defining the 5 dimensions of readiness May 19 under the leadership of Dr. Lynn Kagan. That draft underwent internal review and critique, and has been mailed to requesting bidders of a National Center for Education Statistics contract to conduct an early childhood assessment as well as to all members of the Resource and Technical Planning Groups.

The group also advises NEGP staff on indicators to profile in the 1993 Goals Report, including results of a Teacher Survey created by the TPG and administered through NCES's Fast Response Survey System. They will assist in planning additional outreach strategies for promoting the adoption and use of the five readiness dimensions in early childhood policies nationwide.

B. GOAL 2: SCHOOL COMPLETION

LEADERS: Governor Branstad and Governor Nelson

PRINCIPAL NEGP STAFF LIAISON: Leslie Lawrence

MAJOR ISSUES: Adopting a core set of definitions related to measures of dropouts, school completion and other Goals-related indicators as part of a voluntary student record system.

WORKPLAN STATUS:

At the April 21 NEGP meeting, a resolution based on the work of the Technical Planning Group on Core Data Elements was adopted by the Panel. Some of the specific recommendations of the Resolution include: 1) that administrative record systems in education contain a minimum set of data elements with which to measure progress toward the six national Education Goals; 2) that the definitions of these elements be consistent with those currently being established by the National Center for Education Statistics and the Council of Chief State School Officers; and, 3) that the National Education Goals Panel reviews this minimum set of recommended data elements periodically, taking into account emerging information technologies and data needs.

C. GOALS 3 & 4: CHALLENGING SUBJECT MATTER AND CITIZENSHIP

LEADERS: Representative Kildee and Governors Bayh, Campbell and Carlson

PRINCIPAL NEGP STAFF LIAISON: Edward Fuentes

MAJOR ISSUES: Use of NAEP achievement levels to monitor progress, indicators for monitoring citizenship, expansion of NAEP by Congress, ESEA Chapter 1 re-authorization related to the Goals, standards and assessments.

WORKPLAN STATUS:

1) Measuring progress in student achievement. A new Technical Planning Subgroup headed by Dr. Ramsay Selden was formed in April to recommend to the Panel how to report new NAEP data in the 1993 Goals Report. Among the specific issues addressed by the Subgroup is the alignment of the NAEP math assessment with the NCTM standards, the reporting of NAEP scores using the achievement levels developed by the National Assessment Governing Board (NAGB), and the potential for linking state NAEP scores with international data from the International Assessment of Educational Progress (IAEP). The group met in late April and had several subsequent conference calls. A group progress report was presented at the June 15 Panel meeting. On July 8, the Subgroup met with the Goals Panel Leadership Team on the use of NAEP data and discussed a recently released GAO report on the viability of NAGB NAEP achievement levels and the NAGB response to that report. A decision memo on the use of NAEP data resulting from the July 8 has been drafted for presentation to the Panel at its July 27 meeting.

2) Citizenship. A resolution on the subject of citizenship was adopted by the NEGP at the April 21 NEGP meeting. It includes recommendations for improved data collections and reporting in the areas of student knowledge, voter participation and service learning.

3) Relevant Federal Legislation. Staff and the Leadership Team will review relevant legislation in areas such as the future of Chapter 1 and NAEP. One or more Panel resolutions may be drafted for future NEGP consideration.

D. GOALS 3 & 4: ESTABLISHING A NATIONAL EDUCATION STANDARDS AND IMPROVEMENT COUNCIL

LEADERS: Secretary Riley, Representative Goodling, Governor Campbell and Governor Romer

PRINCIPAL NEGP STAFF LIAISON: Emily Wurtz

MAJOR ISSUES: Legislative authorization, appointment of NESIC members, developing a report recommending criteria and processes for NESIC and Panel review and approval of nationwide standards.

WORKPLAN STATUS:

A new Technical Planning Group under the leadership of Dr. Shirley Malcom has been established to recommend review criteria and processes for certifying national education standards and to consider their implications for assessment. Among the specific topics to be explored are how these standards might be benchmarked to those of other nations, defining the consensus-building process that needs to be employed in creating the standards, and the general processes and guidelines that should be used for judging their adequacy. The Group reported the results of its initial progress and plan of action at the June 15 NEGP meeting.

On July 16, a subgroup met with staff of the "leadership team" and a representative of the Goal 1 Resource Group to discuss how to review subject-specific standards in ways that promote the cross-disciplinary purposes stated under Goals 3 and 5 (egs., "...that all students learn to use their minds well..." under Goal 3). On July 27, the Technical Planning Group will meet with the Goals Panel for an update on standards development and the concerns of important minority and disability constituencies. The group plans to apply the criteria upon which they agree to the NCTM standards and continue soliciting comments and input from the field during August. A draft report of the group is scheduled for mid-September.

Both the workplan and schedule could be affected by legislation establishing the NESIC. The intent is for this group's work to contribute directly and constructively to NESIC's initial work agenda.

E. GOAL 5: ADULT LITERACY/WORKFORCE SKILLS

LEADER: Senator Cochran, Presidential Assistant Rasco, Governor Engler, and Governor Romer

PRINCIPAL NEGP STAFF LIAISON: Cindy Prince

MAJOR ISSUES: Panel response to the Resource Group recommendations on workplace literacy, defining what it means to be literate, to compete in a global economy, and to exercise the rights and responsibilities of citizenship for purposes of monitoring progress.

WORKPLAN STATUS:

In July plans were finalized for the National Education Goals Panel and the National Institute for Literacy to launch a joint 2-year project intended to build public investment in achieving Goal 5 by defining and setting standards that identify what all adults should know and be able to do. The National Adult Literacy Survey (NALS), to be released in September 1993 by the U.S. Department of Education, will provide profiles of the English literacy performance of different adult populations in the U.S., thereby providing a partial baseline measure for Goal 5. The joint NEGP/NIFL project will extend the work of NALS by defining and setting standards for this Goal. The project will result in (1) a set of writings from adult learners that define what adults need to know in order to be literate and participate fully in civic and economic life from their own perspectives; (2) a set of 15 commissioned papers investigating the policy implications of NALS from the perspectives of various key constituencies; (3) a set of 5 commissioned papers investigating what we can learn from other state and national standard-setting efforts to help us develop a comprehensive system of standards for adult literacy; and (4) an analytic study which draws from the first three sets of documents to define and propose standards for Goal 5 and propose policy directions and priorities for achieving this Goal based on what we learn from NALS.

Panel staff are also working with the National Center for Education Statistics, Educational Testing Service, and state adult literacy directors to profile state and national data from NALS for the 1993 Goals Report.

F. GOAL 5: COLLEGIATE ASSESSMENT

LEADER: Governor Bayh and Governor Carlson

PRINCIPAL NEGP STAFF LIAISON: Edward Fuentes

MAJOR ISSUES: Whether to pursue the creation of a national collegiate assessment system; and if so, in what form?

WORKPLAN STATUS:

A series of four national public hearings were held during April and May to review and critique the recommendations made last year by the Task Force on Collegiate Assessment for creating a new national collegiate assessment system. A summary report on the feedback received to the Task Force proposal was prepared and presented on June 15. A draft Panel resolution on Collegiate Assessment has been prepared based upon the Goal 5 Task Force recommendations and the concerns that arose from the public hearings. This resolution will be considered at the Panel's July 27 meeting.

G. GOAL 6: DISCIPLINED ENVIRONMENT

LEADERS: Governor McKernan and Presidential Assistant Rasco

PRINCIPAL NEGP STAFF LIAISON: Leslie Lawrence

MAJOR ISSUES: Define the term "disciplined environment conducive to learning" and develop new indicators with which to measure this term.

WORKPLAN STATUS:

The Task Force on defining a "disciplined environment conducive to learning" met on June 22nd to discuss a draft document prepared by Panel staff. A meeting has been scheduled for July 28th with members of the leadership team and the Task Force Chair to discuss possible enhancements to the document, as well as timelines.

On July 13, Panel staff met with staff from the National Center for Education Statistics (NCES) and other experts in the area of sampling and measurement, to discuss the use of the Schools and Staffing Survey (SASS) in the 1993 *Goals Report*, and possible enhancements to the survey for future administrations. In brief, the group recommended that NCES include new items on disciplined school environments in the next administration of the SASS and that the Panel wait to decide on the use of the national Goal 6 data on these topics in the 1993 Report pending further NCES analysis. These analysis will be completed by the end of July.

H. REPORT ON THE FEDERAL ROLE RELATED TO EDUCATION FUNDING, PROGRAM FLEXIBILITY AND THE IMPACT OF FEDERAL MANDATES ON THE STATES.

LEADERS: Secretary Riley, Senator Cochran, Representative Kildee, Governors Branstad, Engler and Nelson

PRINCIPAL NEGP STAFF LIAISON: Edward Fuentes

MAJOR ISSUES: What to include in the Report.

WORKPLAN STATUS:

NEGP staff are currently analyzing data from the Office of Management and Budget updating the financial information reported annually on the Federal contribution to achieving the Goals. In addition, new program information is being updated from Federal agencies with initiatives supporting the Goals. A meeting of the Federal Role Leadership Group staff has been scheduled for July 23 to plan what other information should be reported on this topic in the 1993 Report or in other NEGP publications.

I. ROLE OF EDUCATIONAL TECHNOLOGY IN ACHIEVING THE GOALS.

LEADER: Senator Bingaman and Governor McKernan

MAJOR ISSUES: Investigate how interactive communications networks can be established and used to improve the quality of teaching and learning.

PRINCIPAL NEGP STAFF LIAISON: Martin Orland

WORKPLAN STATUS:

The Task Force on Educational Technology, led by Dr. Bob Palaich, has completed their draft report on how network technology can be used to help achieve the national education goals. This report, to be summarized for the Panel at the July 27 meeting, specifies how teaching and learning can be enhanced by employing these new technologies, and provides a blueprint for high priority investments, policies and collaborations seen as necessary for implementing this network technology vision.

ASSIGNMENTS BY PANELIST.

Governor Bayh -- Goals 3 & 4 (challenging subject matter ...), Goal 5 (collegiate)

Governor Branstad -- Goal 2, Federal Role

Governor Campbell -- Goals 3 & 4 (challenging subject matter ...), NESIC

Governor Carlson -- Goal 1, Goals 3 & 4 (challenging subject matter ...), Goal 5 (collegiate)

Governor Engler -- Goal 5 (adult literacy/workforce), Federal role

Governor McKernan -- Goal 6, Education technology

Governor Nelson -- Goal 1, Goal 2, Federal role

Governor Romer -- NESIC, Goal 5 (adult literacy/workforce)

Secretary Riley -- NESIC, Federal role

Presidential Assistant Rasco -- Goal 5 (adult literacy/workforce), Goal 6

Senator Bingaman -- Goal 1, education technology

Senator Cochran -- Goal 5 (adult literacy/workforce), Federal role

Representative Goodling -- Goal 1, NESIC

Representative Kildee -- Goals 3 & 4 (challenging subject matter ...), Federal role

THE NATIONAL EDUCATION GOALS PANEL

COMMUNICATIONS AND OUTREACH STRATEGY

July 27, 1993

Prepared by NEGP Communications

TABLE OF CONTENTS

The Context

| | |
|---|---|
| The Public Must Be Engaged | 1 |
| Baseline Information on Public Attitudes and Opinions | 2 |

The Challenge: Bridging the Gap and Mobilizing for Action

| | |
|----------------------------|---|
| Communications Goals. | 4 |
| Key Assumptions | 4 |

The Approach

| | |
|------------------------|---|
| Social Marketing | 6 |
| Audiences .. | 8 |
| Priorities. | 8 |

The Plan: A Comprehensive Communications and Outreach Strategy

| | |
|--|----|
| Three Phases of Activity | 10 |
| Communications Tools and Tactics | 11 |

THE CONTEXT

The Public Must Be Engaged

"Until we get members of the general public [thinking about the Goals], I don't think we've achieved our purpose."

-- US Secretary of Education Richard Riley

The National Education Goals, forged through unprecedented consensus among the Governors, Administration and Congress, is an unparalleled accomplishment in the revitalization of US public education.

The joining of forces to create the goals holds considerable promise in establishing the policy climate necessary for systemic education reform. However, national mobilization around the Goals will be seriously hampered if the general public is not intimately involved.

Focus group research conducted by the National Education Goals Panel showed that while the public is positive, even enthusiastic about the need for national education goals and standards, people feel alienated from the process of developing and using the goals to shape what and how US students should learn.

People ask, "Where did the goals come from?" "Who was involved?" "What are we supposed to do with them?" Indeed, most individuals are hard-pressed to state the goals. Focus group participants asked to prioritize a list of goals could not distinguish the actual goals from some equally challenging "dummy" goals.

Yet, there is a vast difference between making the public generally aware and achieving a more sophisticated level of *informed* public opinion necessary to reach consensus, then mobilize action.

Three Components to Generate Consensus and Change Behavior

Empowering our nation to accomplish the National Education Goals requires a three-step approach that goes beyond providing the public with accurate information.

Step 1: Raise public awareness and arouse concern in order to build commitment.

- Step 2: Elevate the level of understanding and educate the public on the complexities of issues in order to reach more informed public judgment.
- Step 3: Mobilize the public for action to effect change.

Simply put, a fundamental challenge facing the National Education Goals Panel is to generate consensus among the public about what is wrong with education and how to fix it.

Baseline Information on Public Attitudes and Opinions

Analysis of recent polls and public opinion studies underscores the need for a comprehensive communications and outreach strategy on national education goals and standards.

The 24th Annual Gallup Poll of the Public's Attitudes Toward Public Schools revealed that people believe:

- They are reasonably well-informed about their schools, want to see schools improve and are willing to provide the support to bring about improvement.
- There is overwhelming public support for a national public school curriculum, national goals and standards and a national testing program to measure progress toward meeting those goals.
- Little progress toward achieving the goals has been made, and government officials-- especially at the federal level-- have abdicated responsibility for reforming schools.

Despite significant reform efforts at the national, state and local levels, NEGP focus groups reflect that the public feels left out of the discussions and decisions made by the experts. They feel their concerns have been ignored. And they are skeptical about the commitment of the system and our leaders to broad-scale, sustained efforts.

A significant body of work from the Public Agenda Foundation reveals a sizable gap between citizen and expert definitions of the problems and solutions associated with US education and economic competitiveness. For example:

- When the *public* thinks about the problems in the schools, they focus almost exclusively on "moral" aspects such as attitudes and motivation. Yet, *experts* say that the 21st century work force

will need to learn new and more advanced skills than those of students in the 1940s, 1950s and 1960s.

- The *public's* top education priority is to make sure all students graduate with at least an 8th grade education. *Experts*, on the other hand, emphasize the need for lifelong learning and stress on-the-job training.

A 1992 study by Louis Harris and Associates points to a huge "reality gap" between how employers and higher educators, on the one side, and students and their parents, on the other side, rate the quality of education. "Until this gap is closed, little progress can be made in ensuring that America has a truly educated work force."

THE CHALLENGE

BRIDGING THE GAP AND MOBILIZING FOR ACTION

Communication Goals

The National Education Goals Panel can bridge the perception gap, generate consensus and engage the public in responsible action with a communications and outreach strategy designed to achieve several broad goals.

- Underscore how and why high standards can improve the quality and nature of learning.
- Create opportunities for citizens to gain and exercise the knowledge and discretion that leads to informed public judgment.
- Spark public imagination and inventiveness with "pictures" of excellence that help media and citizens effect change by envisioning the range of possibilities.
- Stimulate bottom-up, community-based reform that addresses local needs within the context of national priorities.
- Sustain political support for achieving the Goals, particularly in communities with leaders elected since the historic Charlottesville summit.
- Strengthen relations with the education, business, labor, civic, association and government communities whose involvement is vital to education improvement.
- Boost identification with the Goals so stake-holders and end-users pose and answer the "so what," "why care," and "how will this help me" questions that are vital to sustained public commitment.

Key Assumptions

Several underlying principles must guide the implementation of Goals Panel outreach and communications.

- 1) NEGP communications must be designed to shape public behavior, as well as influence attitudes.

- 2) Priority audiences we must engage are the media and the general public, the "activist" public, parents, students, educators and decision-makers in policy and governance circles.
- 3) Appropriate use of all forms of media-- print and electronic, news and editorial, specialized and general interest-- is integral to maximize exposure and reach targeted audiences.
- 4) Activities must be aligned with opportunities in the external environment, expand upon past success and build on organizational assets; e.g., the strong history and commitment to the Goals, current initiatives in states and localities, passage of federal and state legislation, and complementary efforts of other organizations.
- 5) Communications must be designed in clear, direct and accessible language and vehicles that media and the public can easily understand and use.
- 6) Media coverage can not be spurious-- the Goals Panel will make news and keep the issues in the public limelight as it makes progress in accomplishing its mission.
- 7) Form follows function: the vehicles and tools we use to communicate will be determined according to the audiences, messages and actions we seek to influence.
- 8) Outreach activities must be predicated on healthy two-way communications-- a feedback loop and sensitive scanning system that keeps the public apprised of the Goals Panel work and the Panel members and staff in close touch with changing public sentiment and concern.

THE APPROACH

Social Marketing

"Building consensus for change is not just a catch phrase for the 1990s. It is a critical strategy."

-- Gov. Terry E. Branstad, Iowa

A comprehensive effort to generate consensus and action around national education goals and standards should build on successful social marketing strategies.

What is social marketing? The idea is straightforward and simple: it applies marketing research and techniques commonly used in business to social issues and causes. Just as commercial marketing creates and articulates a need for services and products, social marketing aims to raise awareness about issues and motivate people to act on them. The issue-- in this case, national goals and standards-- becomes the product.

To get people to "buy" into an issue, social marketing uses a full range of marketing tools and persuasion techniques, including:

- Market research
- Message development
- Slogans
- Advertising and public service announcements (PSAs)
- Partnerships, particularly with business
- Celebrity endorsements
- Incentives
- Staged media events

As with product marketing, social marketing repeatedly reinforces a campaign message. It aims, first, to familiarize people with an issue, before inciting them to action. The ultimate goal is to develop a central and salient message that addresses peoples' hopes and concerns and motivates them to act.

Social marketing techniques have been used successfully on behalf of a number of issues. Most people are familiar with the anti-smoking, seat belt and designated driver initiatives. Other examples include national campaigns by the Children's Defense Fund and Planned Parenthood to raise a climate of concern about teen pregnancy; the Environmental

Media Association's efforts to engage Hollywood stars as spokespeople on the environment; and the California advocacy group Children NOW!, which was established four years ago to market children's issues to policymakers and media.

Each of these organizations uses key social marketing techniques, especially PSAs, celebrity endorsements and business partnerships. Children NOW!, for example, gained wide exposure by using prominent Californians-- Jackie Joyner-Kersey, Peter Uberroth, Jaime Escalante-- to grade California on the quality of its services for children. The Harvard Alcohol Project created the designated driver concept and persuaded TV shows and alcohol advertisers to promote it. The American Heart Association continues to drive home its anti-smoking message through frequent print and televised PSAs and through partnerships with businesses across the country.

Social marketing is a natural technique for business and community leaders who market products and services every day. However, it is essential to keep in mind that social marketing does not have some of the advantages of commercial marketing.

- There is a significant resource gap. Social marketing campaigns might raise a fraction of the millions of dollars corporations spend to market toothpaste or chocolate chip cookies.
- There is no immediate economic payoff, such as increased sales, that can provide additional funds to be reinvested in the effort.
- The product is less tangible-- one can't go to a store and purchase it. This is particularly the case with education reform, because people don't yet visualize the alternative.

While marketing techniques can be easily applied to social causes to net high visibility, the effort's success depends more on persistence and cleverness than money to get the message across and engage the public. Without a large advertising budget, a social marketing campaign must depend on motivated partners to help spread and disseminate the message. Without a tangible product to sell, a social marketing campaign must build a powerful sense of urgency and ownership around its cause.

To mount a cogent social marketing campaign in support of national education goals and standards, education, business and community leaders -- led by the Goals Panel -- must pool their resources, build partnerships, engage state and local leaders and gain the participation and support of prominent citizens.

Audiences

The National Education Goals Panel must communicate with a variety of inter-related target audiences. They are the "users" or "consumers" of information, our communications product.

As Figure 1 illustrates, everyone is a member of the general public. But not all of us are activists. Among the activist public, we find many business leaders, executives and employees, association and community group leaders and members, policymakers and lawmakers, educators, researcher, parents and students-- to name just a few.

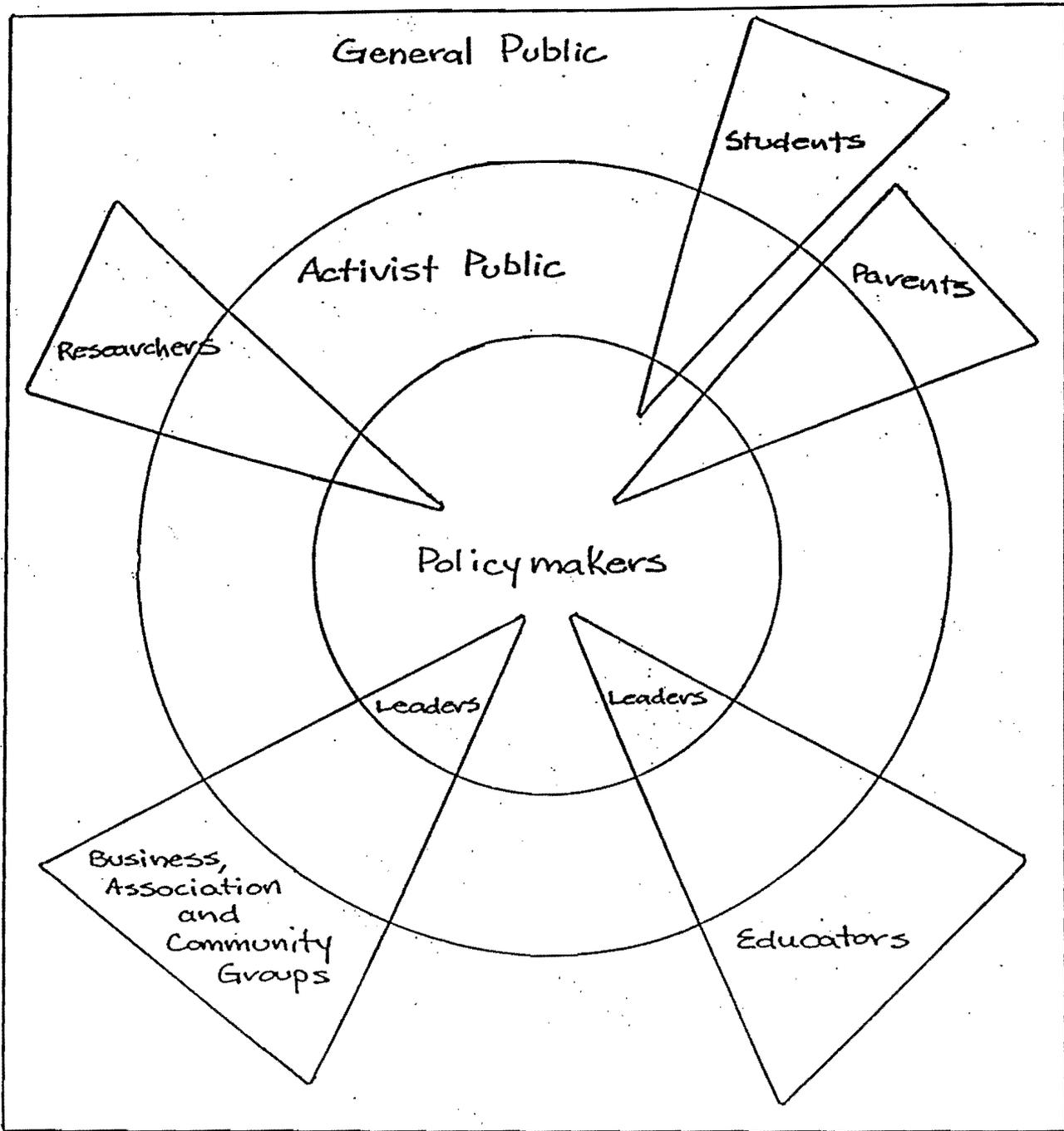
Just as we address young children differently than adults, we must tailor unique social marketing messages and use different communications vehicles to motivate each of these distinct target audiences.

NEGP's current communication vehicles reach many, but not all, of its target publics. There is a heavy concentration on technical issues and data that is useful for policymakers and leaders. Yet given our challenge to engage the public at large, the NEGP communications and outreach strategy must build on this foundation to develop and refine additional vehicles that will reach the many other groups whose participation is key.

Priorities

The NEGP communications and outreach strategy seeks to influence all of the above mentioned audiences. However primary targets include:

- Mass media, which reaches large majorities in all the target populations and reinforces other communications.
- Parents and students, whose buy-in to the National Education Goals is central for school reform.
- Citizens who do not have children in schools, but on whom we depend for fiscal and political support of education.
- Leaders and members of the education, business, civic, association and policy making communities.



THE PLAN

A COMPREHENSIVE COMMUNICATIONS AND OUTREACH STRATEGY

Three Phases of Activity

Pending final approval of the budget and procurement of services to accomplish the tasks, the National Education Goals Panel will be prepared to launch a three-phase communications and outreach strategy.

Phase I

Capacity Development

Activities conducted June - September 1993

- Developing and testing salient messages for media and public outreach;
- Creating appropriate audio, video and print communications vehicles;
- Identifying and strengthening new and existing alliances and resources to create opportunity;
- Pre-campaign polling to determine baseline information about public attitudes and awareness.

Phase II

Launch of the National Public Awareness Campaign

Activities conducted September - October 1993

A highly visible launch event will be organized to generate excitement, bring political and media attention to the Goals and invigorate an advocacy base among the public and educators for further national, state and local initiatives.

- Release the 1993 Goals Report.
- Release results of an NEGP-commissioned poll on public attitudes and opinions.
- Preview PSAs and print materials.

Phase III

Focused and Sustained Media and Public Outreach

Activities begin October 1993

The purpose is to secure ongoing coverage and visibility at the national, state and local levels; build further strategic alliances; and leverage the interest generated during the fall of 1993.

- Campaign roll-out in target communities
- Post-campaign polling to measure effectiveness.

Communications Tools and Tactics

The following list summarizes a variety of communications tools and tactics to be used throughout the three phases of NEGP outreach activity. (Roman numerals indicate in which phases the activities will occur.)

Complete message design and testing. (I)

Forge and strengthen strategic alliances with business, government, community and association leaders and members. (I, II, III)

Create and disseminate new and existing print materials (I, II, III):

- 1993 Goals Report (I, II)
- National Education Goals Panel Overview (Executive Summary) (I)
- Target audience brochures/publications (I, II, III)
- Fact sheets (I, II, III)
- Publication on goals and standards (I, II, III)
- Goals Panel newsletter (I, III)
- Briefing papers (III)
- Handbooks and community action guides (III)
- Task force and technical planning group reports (I, III)

Conduct media and public speaker training. (I, II, III)

Conduct media relations (I, II, III):

- Develop news media and information kits. (I, II, III)
- Hold select news conferences and briefings at national, state and local levels. (I, II, III)
- Place op-ed articles in newspapers and magazines. (II, III)
- Conduct editorial board meetings and reporter briefings. (II, III)
- Prepare talking points and speeches. (I, III)

Conduct media relations (continued):

- Coordinate media outreach with other organizations. (I, III, III)
- Produce and promote video and audio news releases. (III)
- Place feature news stories in national and local media. (III)
- Place articles in trade journals and periodicals. (III)
- Syndicate a monthly "Goals" column for print media. (III)
- Syndicate a monthly "Goals" radio commentary to stations. (III)
- Conduct satellite media tours to expand TV coverage. (III)
- Maintain an accurate data base and mailing list. (I, II, III)

Produce public service advertisements for radio, TV and print media and secure prime placement through network, station and media liaison. (I, II, III)

Solicit and secure philanthropic support for NEGP communications. (I, III)

Identify speaking, presentation and exhibit opportunities. (I, II, III)

Conduct Panel meetings and/or special events in schools and communities. (I, II, III)

Work to incorporate campaign themes and information on the Goals in radio and TV entertainment programming. (III)

Prepare special magazine and newspaper inserts for adults and children's media. (III)

Produce NEGP videos for general and target audiences and prepare an implementation kit to boost effective use. (III)

Organize statewide and community events and briefings. (III)

Showcase, develop and disseminate model policies and programs for state legislatures, school boards and community groups. (III)

Create an 800-service "Goal Line" providing pre-recorded tips, activities and suggestions for families and community members. (III)

Develop materials for grassroots visibility (III)

- Stickers, refrigerator magnets, pins
- Posters for homes and schools
- Posters for buses, subways, shopping carts

Create media guidebook to help local leaders generate visibility. (III)

Conduct teleconferences, seminars and workshops on select issues of priority importance to Goals Panel members. (III)

Develop and electronic bulletin board and network to link activists on the National Education Goals. (III)

To participate in and learn more about the National Education Goals Panel communications and outreach efforts, contact Ruth Whitman Chacon at 202-632-0952.

NATIONAL EDUCATION GOALS PANEL

July 27, 1993

TO: Members of the National Education Goals Panel
FROM: Cynthia Prince, Senior Education Associate
SUBJECT: Progress report on the 1993 National Education Goals Report

Background

Production of the 1993 National Education Goals Report is proceeding on schedule, with an anticipated release date of September 30, 1993. At the June 15th Panel meeting, members decided to publish the 1993 Goals Report as two separate volumes (national and state) in order to make information easier to locate and to make the document easier to use. At the same time, the Panel decided (a) to eliminate the two-part reporting structure used in previous reports, but (b) to continue distinguishing direct measures of the Goals and objectives from background indicators considered important for understanding Goal or objective attainment. Headings will be used to maintain clear distinctions between these types of indicators in this year's report.

Major New Data

Since 1993 marks the Panel's third consecutive reporting year, a large number of indicators now have both baselines and updates. Some original indicators have been replaced with more current information or with new baselines when changes in survey instruments have made updates impossible.

The majority of new exhibits in the 1993 Goals Report are expected to be new direct measures of Goals 3 and 5. If available in time, we hope to include NAEP achievement data in Reading for students in Grades 4, 8, and 12 to measure the proportion of students who have met the Panel's performance standard.

We are also anticipating a wealth of new information to measure progress toward Goal 5 from the 1992 National Adult Literacy Survey. New exhibits will present data on employment, earnings, and voting behavior by literacy ability, and adults' perceptions of their own literacy abilities. State literacy data will be available for the first time for as many as thirteen states, if all participants agree to release their data for inclusion in the Goals Panel's report.

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National Education Goals Panel Meeting
July 27, 1993

Page 30

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National Education Goals Panel Meeting
July 27, 1993

Page 30

Overview Publication

For the past two years, the Panel has produced an Executive Summary emphasizing major findings from the full *Goals Report*. In lieu of an Executive Summary this year, staff plan to produce a brief 24-30 page "Overview." In addition to highlighting the major findings from the *Goals Report*, the Overview will convey messages to parents, teachers, businesses, and communities about the importance of the Goals and steps that these target audiences can take to help achieve them.

Weekly Working Group meetings will be held throughout the month of August to review all graphs and text for the state and national volumes and the Overview.