

Archived Information

GOALS 2000 STATE AND LOCAL EDUCATION SYSTEMIC IMPROVEMENT

<p>Goal: <i>Goals 2000 (G2K):</i> To support comprehensive state and local education reform tied to high standards for all students. <i>Parental Information Resource Centers (PIRC):</i> To provide parents with training, information, and support to help them better understand their children's developmental and educational needs, and strengthen partnerships between parents and schools.</p> <p>Legislation: Title III of the Goals 2000: Educate America Act (State and Local Education Systemic Improvement) (U.S.C. 5881 et. seq.). This program is authorized through FY 1998. Title IV of the Goals 2000: Educate America Act (Parental Information and Resource Centers) (20 U.S.C. 5911 et. seq.).</p>	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$0 (G2K) \$0 (PIRC)	2000	\$491 (\$458-G2K) (\$33-PIRC)
	1990	\$0 (G2K) \$0 (PIRC)	2001	\$38 (\$0-G2K) (\$38-PIRC)
	1995	\$372 (\$362-G2K) (\$10-PIRC)	2002 (Requested)	\$0

Program Description

The purpose of Title III of the Goals 2000: Educate America Act is to support state efforts to develop clear and rigorous standards for what every child should know and be able to do, and to support corresponding state and district planning and implementation of school improvement efforts, focused on helping all students reach challenging state standards.

The purposes of Title IV of the Goals 2000: Educate America Act are to increase parents' knowledge of and confidence in child-rearing activities, such as teaching and nurturing their young children; (2) To strengthen partnerships between parents and professionals in meeting the educational needs of children from birth through age five and the working relationship between home and school; and (3) To enhance the developmental progress of children assisted under the program.

Goals 2000 distributes funds by formula to states. States, in turn, distribute funds to local school districts on a competitive basis. Goals 2000 has promoted standards-based, systemic education reform in every state and thousands of school districts and schools. Since 1995, almost \$2.65 billion in Goals 2000 funds have supported systemic reform efforts such as aligning assessments and accountability, professional development efforts, and broad community involvement and coordination to support high standards for students. Each state participating in the Goals 2000 program has developed a comprehensive plan to establish challenging academic standards for all students and to implement strategies to help all students reach those standards.

Parent Information Resource Center grants are four-year grants awarded to nonprofit organizations, which, in consortia with local education agencies, establish parental information and resource centers that provide training, information, and support to parents of children from birth through age five, parents of children enrolled in elementary and secondary schools, and individuals who work with these parents. All of the centers provide information and training to parents of preschool-age children through their Home Instruction Program for Preschool Youngsters (HIPPPY) or the Parents as Teachers (PAT) program. Both HIPPPY and PAT are widely replicated, home-based models that are effective in helping parents prepare their children for school success.

Program Performance

OBJECTIVE 1: HELP IMPROVE STUDENT ACHIEVEMENT IN CORE SUBJECTS THROUGH GOALS 2000 OPERATING IN CONCERT WITH OTHER FEDERAL PROGRAMS AND STATE AND LOCAL AGENCIES.

Indicator 1.1 Meeting or exceeding state performance standards: States and districts that have implemented systemic, standards-based reform will show increases in the percentage of students meeting or exceeding proficient levels in reading and math on their state assessment systems.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	
1999:	No data available	No target set	<p>Status: Unable to judge.</p> <p>Explanation: Goals 2000 began the Federal effort to promote systemic, standards-based reform and is aligned closely with ESEA Title I requirements for standards. With implementation beginning in 1995, state standards were expected to be in place in 1998 and aligned assessments in 2000. It is following such implementation that we expect to be able to measure progress of students against the standards.</p> <p>Source: Goals 2000 Evaluation Design study. <i>Frequency:</i> Planned. <i>Next collection update:</i> Planned. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: No formal verification procedure.</p> <p>Limitations of Data and Planned Improvements: Data will be collected and reported in accordance with ED <u>Standards for Evaluating Program Performance Data</u>.</p>
2000:	No Data Available	Baseline to be established	
2001:		Increase over baseline	
2002:			

OBJECTIVE 2: STIMULATE AND ACCELERATE STATE AND LOCAL REFORM EFFORTS.

Indicator 2.1 Standards for core subjects: All states will have content and performance standards in place in reading and mathematics.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	
<i>States with content standards</i>			<p>Status: Positive movement toward target.</p> <p>Explanation: Goals 2000 is aligned closely with ESEA Title I, which requires states to have content and performance standards in place by 1998. The challenges to states in developing and implementing content and performance standards were more difficult than those anticipated in the timeline established in IASA for implementation. As a result, several states requested and received waivers allowing extensions of the deadlines for having performance standards in place.</p> <p>Source: Title I peer review records. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2000. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Data supplied by Title I Program Office. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvements: Title I peer review guidance directs determination of status of content and performance standards. By design and by the legislation, Title I peer review records are the authoritative data source for this indicator.</p>
1999:	48	All	
2000:	No Data Available	All	
2001:		All	
2002:			
<i>States with performance standards</i>			
1999:	29	All	
2000:	No Data Available	All	
2001:		All	
2002:			

Indicator 2.2 Aligned assessments: By 2000-01, all states will have assessments aligned to content and performance standards for mathematics and reading or language arts.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>States are required to have aligned assessments in place by 2000-01; in 1999, no states submitted evidence to ED that they have final assessments in place.</i>		<p>Status: No 1999 data, but progress toward target is likely.</p> <p>Explanation: Goals 2000 is aligned closely with ESEA Title I requirements, which require states to have aligned assessments by 2000-01. Goals 2000 is using the Title I process for evaluating progress in developing aligned assessments. In 2000, it is expected that states will begin to submit evidence that they have developed and are implementing aligned assessments. ED distributed peer review guidance for aligned assessments in fall 1999 and conducted technical workshops for states.</p>	<p>Source: Title I peer review records. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2000. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Verified by Department of Education attestation process and <u>ED Standards for Evaluating Program Performance Data</u>.</p> <p>Limitations of Data and Planned Improvements: Title I peer review guidance directs determination of assessment alignment. By design and by the legislation, Title I peer review records are the authoritative data source for this indicator.</p>	
Year	Actual Performance			Performance Targets
1999:	N/A			N/A
2000:	No Data Available			40
2001:				All
2002:				
Indicator 2.3 School's alignment of key processes: Principals in states or districts with standards will indicate that increasing percentages of schools have curriculum, instruction, professional development, and assessments aligned to standards.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Percentage reporting curriculum and instruction aligned</i>		<p>Status: Positive trend toward targets.</p> <p>Explanation: In the 1998-99 school year, for reading and mathematics, 69 percent of principals reported that their schools have curriculum and instruction aligned with standards to a great extent, 70 percent reported that changes in professional development have occurred as a result of the implementation of standards, 38 percent reported assessments aligned to standards to a great extent, and 26 percent reported alignment in all three of these areas.</p> <p>Questions yielding data for the 1997-98 school year are similar to, but not exactly the same as, questions yielding the data for the 1998-99 school year.</p>	<p>Source: National Longitudinal Survey of Schools, unpublished tabulations. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001 for 1999-2000. School-Level Implementation of Standards-based Reform, 1999. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Data supplied by Westat. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvements: Data is self-reported from principals.</p>	
Year	Actual Performance			Performance Targets
1998:	51			
1999:	69			Continuous increase
2000:	No Data Available			75
2001:				N/A
2002:				
<i>Percentage reporting professional development aligned</i>		<p>Status: Positive trend toward targets.</p> <p>Explanation: In the 1998-99 school year, for reading and mathematics, 69 percent of principals reported that their schools have curriculum and instruction aligned with standards to a great extent, 70 percent reported that changes in professional development have occurred as a result of the implementation of standards, 38 percent reported assessments aligned to standards to a great extent, and 26 percent reported alignment in all three of these areas.</p> <p>Questions yielding data for the 1997-98 school year are similar to, but not exactly the same as, questions yielding the data for the 1998-99 school year.</p>	<p>Source: National Longitudinal Survey of Schools, unpublished tabulations. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001 for 1999-2000. School-Level Implementation of Standards-based Reform, 1999. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Data supplied by Westat. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvements: Data is self-reported from principals.</p>	
Year	Actual Performance			Performance Targets
1998:	41			
1999:	70			Continuous increase
2000:	No Data Available			75
2001:				N/A
2002:				
<i>Percentage reporting assessments aligned</i>		<p>Status: Positive trend toward targets.</p> <p>Explanation: In the 1998-99 school year, for reading and mathematics, 69 percent of principals reported that their schools have curriculum and instruction aligned with standards to a great extent, 70 percent reported that changes in professional development have occurred as a result of the implementation of standards, 38 percent reported assessments aligned to standards to a great extent, and 26 percent reported alignment in all three of these areas.</p> <p>Questions yielding data for the 1997-98 school year are similar to, but not exactly the same as, questions yielding the data for the 1998-99 school year.</p>	<p>Source: National Longitudinal Survey of Schools, unpublished tabulations. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001 for 1999-2000. School-Level Implementation of Standards-based Reform, 1999. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Data supplied by Westat. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvements: Data is self-reported from principals.</p>	
Year	Actual Performance			Performance Targets
1998:	35			
1999:	38			Continuous increase
2000:	No Data Available			75
2001:				N/A
2002:				

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage reporting curriculum and instruction, professional development, and assessments aligned</i>				
Year	Actual Performance	Performance Targets		
1998:	No data available			
1999:	26	Continuous increase		
2000:	No Data Available	50		
2001:		N/A		
2002:				

OBJECTIVE 3: PROMOTE EXCELLENT TEACHING THAT WILL ENABLE ALL STUDENTS TO REACH CHALLENGING STATE AND/OR LOCAL STANDARDS.

Indicator 3.1 Teachers' knowledge of standards: Increasing percentages of teachers will report that they feel very well prepared to implement state or district content and performance standards.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: No 1999 data reported, but progress toward target is likely.</p> <p>Explanation: Data is collected from a biennial survey. As increasing numbers of states have content and performance standards in place for longer periods of time, it is expected that teacher preparedness to teach to these standards will increase.</p>	<p>Source: Teacher Quality: A Report on the Preparation & Qualifications of Public School Teachers, 1999. <i>Frequency:</i> Biennially. <i>Next collection update:</i> 2001 for 2000. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Data validated by NCES review procedures and NCES statistical standards.</p> <p>Limitations of Data and Planned Improvements: Data is self-reported data.</p>
1998:	38%			
1999:	No data available	Continuous increase		
2000:	Data Collected Biennially	50%		
2001:		Continuous increase		
2002:				

OBJECTIVE 4: PROMOTE PARENTAL AND COMMUNITY INVOLVEMENT IN STUDENT LEARNING THROUGH THE PARENT INFORMATION AND RESOURCE ASSISTANCE CENTERS (PIRCS).

Indicator 4.1 Parent Information Resource Centers beneficiaries: Parents will report that they are more knowledgeable about education issues after receiving information and services from the PIRCS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Parents reporting increased knowledge about education issues</i>				
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge.</p> <p>Explanation: The program is expected to be reauthorized with the ESEA. The Department has proposed evaluation activities and requested funds for national activities that could be used for evaluation. Data for this indicator would be collected through the planned evaluation.</p>	<p>Source: Planned national evaluation. <i>Frequency:</i> Planned. <i>Next collection update:</i> Planned. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: N/A.</p> <p>Limitations of Data and Planned Improvements: N/A.</p>
1999:	No data available	N/A		
2000:	Baseline to be established	N/A		
2001:		Baseline to be established		
2002:				

