

Pat - - -

file w/ NEGP
mtg folder

*fax per instructions on next pg.
re: Galston for files*

*name
7/5/94*

NATIONAL EDUCATION GOALS PANEL

TO: NESIC-voting Members of the Working Group
FROM: National Education Goals Panel
RE: NEGP Nominees for NESIC

<u>RECIPIENT</u>	<u>OFFICE OF</u>	<u>PHONE</u>	<u>FAX</u>
Leo Martin	McKernan	207-287-3531	207-287-1034
Bill Porter	Romer	303-866-4666	303-866-2003
Georgia VanAdestine	Engler	517-335-7824	517-335-0118
Andy Cunningham	Nelson	402-471-2742	402-471-2528
Bill Christopher	Bayh	317-232-3280	317-232-3443
Alison Englund	Carlson	202-624-5425	202-624-5425
Terri Moreland	Edgar	202-624-7760	202-724-0689
Joanne Neumann	Leavitt	202-624-7704	202-624-7707
Aaron Bell	NCSL	202-624-8672	202-737-1069
Susan Wilhelm	Kildee	202-225-4368	202-225-1110
John Barth	Goodling	202-225-3725	202-225-9050
Doris Dixon	Cochran	202-224-5054	202-224-9450
Marjorie Steinberg	Bingaman	202-224-1808	202-224-2852
Bill Galston	Rasco	202-456-2216	202-456-2878
Jennifer Davis	Riley	202-401-3049	202-401-0596
Patty Sullivan	NGA	202-624-7723	202-624-5313

Attached are the results of Ballot #3 and a request for member signature by Friday, July 8, acknowledging the slate of Panel nominees to NESIC to be sent to the President.

FROM: Wurtz DATE: 6/30 TIME: 5pm PAGES: 1

NATIONAL EDUCATION GOALS PANEL

National Education Goals Panel Nominations to NESIC

The votes received in the 2 categories on Ballot #3 are listed below. Ballot #2 determined nominees in the other 2 categories after the willingness of candidates to serve was determined. This is the list of nominees the Goals Panel will submit to the President. He will select one nominee from this list in each category.

PROFESSIONAL EDUCATORS

Iris Carl (15 votes on Ballot #3)
Judith Lanier (13 votes on Ballot #3)
Richard Mills (10 votes on Ballot #3)

BUSINESS, INDUSTRY, ORGANIZED LABOR, POST-SECONDARY INSTITUTIONS

Ed Bales (10 votes on Ballot #3)
Diana Natalicio (12 votes on Ballot #3)
Al Shanker (14 votes on Ballot #3)

REPRESENTATIVES OF THE PUBLIC

Ja Net' Crouse (Decided by Ballot #2)
Wilhelmina Delco (Decided by Ballot #2)
Hilary Pennington (Decided by Ballot #2)

EDUCATION EXPERTS

Laurie Chivers (Decided by Ballot #2)
Bob Linn (Decided by Ballot #2)
Jim Ysseldyke (Decided by Ballot #2)

Before forwarding this list to the President, we have agreed to notify and ask all members to acknowledge the slate of final nominees. Please sign and return this list by fax to the Goals Panel office at (202) 632-0952 by 5:00 pm Friday, July 8.

Carol H. Rasco
Signature

7/5/94
Date

NATIONAL EDUCATION GOALS PANEL

UPDATED 4/11/94

FAX COVER SHEET

TO: Goals Panelists' Schedulers

FROM: *Cindy Dixon*DATE: *4/18/94 @ 2:35p*No. of pages following cover sheet: *2*

<u>RECIPIENT</u>	<u>OFFICE OF</u>	<u>PHONE</u>	<u>FAX</u>
Cyndi Fortier	Gov. John McKernan	207-287-3531	207-287-1034
Karen St. John	Gov. Evan Bayh	317-232-4567	317-232-3443
Joanne Overgaauw	Gov. Arne Carlson	612-296-0045	612-296-2089
Rachelle Roberson	Gov. Jim Edgar	202-624-7760	202-724-0689
Walter White	Gov. John Engler	517-335-7888	517-335-6949
Dorothy Mooso	Gov. Michael Leavitt	801-538-1514	801-538-1557
Susie Landow	Gov. Ben Nelson	402-471-6028	402-471-6031
Kieran Thompson	Gov. Roy Romer	303-866-3041	303-866-2003
Andy Paven	Sec. Richard Riley	202-401-3022	202-401-0596
Rosalyn Kelly	Carol Rasco	202-456-2216	202-456-2878
Virginia White	Sen. Jeff Bingaman	202-224-5521	202-224-2852
Doris Wagley	Sen. Thad Cochran	202-224-5054	202-224-9450
Delores Nouhan	Rep. Dale Kildee	202-225-3611	202-225-6393
Gretchen Gipson	Rep. William Goodling	202-225-5836	202-226-1000

COMMENTS:

NATIONAL EDUCATION GOALS PANEL

April 18, 1994

TO: Goals Panelist's Schedulers
FROM: Ken Nelson
Executive Director
RE: Upcoming Panel Events

After a very productive meeting with the Panelist's staff members, we have determined the most convenient dates for the next Panel Meeting and the release activities for the 1994 Goals Report. The dates are scheduled as follows:

PANEL MEETING

DATE: Saturday, July 16, 1994
TIME: A.M. (exact time to be announced)
LOCATION: Boston, MA (exact location to be announced)

NOTE: The Panel Meeting scheduled on July 16 will be held in Boston, Massachusetts. This location seemed more logical, since the majority of the Panel will be in town for the NGA Summer Meeting.

1994 REPORT RELEASE (PANEL MEETING, NEWS CONFERENCE and POLICYMAKER'S FORUM)

DATE: Wednesday, September 28
TIME: 5:00 p.m. - 8:00 p.m. (approximately)
LOCATION: Washington, DC

DATE: Thursday, September 29

8:30am
-
11am

DATE: Thursday, September 15, 1994
TIME: 8:00 a.m. - 5:00 p.m. (approximately)
LOCATION: Washington, DC

The National Education Goals Panel Office will be covering costs for air and ground transportation, and lodging expenses. The Goals Panel Office must purchase the airline ticket through our contract travel agency, due to government regulations. We will make lodging arrangements for the traveler, but he/she will be responsible for payment at the time of arrival and will later be reimbursed. In order for us to prepare travel arrangements, please complete the following travel arrangement form and return it by fax to Cindy Dixon. Our fax number is (202) 632-0957.

We will be providing more information on each of these activities at a later date. Please block these times on your principal's schedule. If you have any questions regarding these meetings, please contact me on (202) 632-0952.

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

TRAVEL REQUEST FORM
FOR
NATIONAL EDUCATION GOALS PANEL MEETING
SATURDAY, JULY 16, 1994

TRAVELER'S NAME _____

DATE OF DEPARTURE _____

DEPART FROM: _____

APPROX. TIME OF DEPARTURE _____

DATE OF RETURN _____

APPROX. TIME OF RETURN _____

HOTEL NEEDED _____ YES _____ NO

IF YES, DATES OF ARRIVAL _____ DATE OF DEPARTURE _____

CREDIT CARD # (to Confirm room for late arrival) _____

NATIONAL EDUCATION GOALS PANEL
Sheraton Hilton and Towers
Republican Ballroom A
40 Dalton Street
Boston, Massachusetts
July 16, 1994

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**NATIONAL EDUCATION GOALS PANEL
SUMMER MEETING**

**Sheraton Hotel and Towers
Republican Ballroom B
Boston, Massachusetts
Saturday, July 16, 1994
8:30 a.m. – 11:00 a.m.**

<u>TIME</u>	<u>TOPIC</u>
8:30 – 8:45	Welcome New Members
8:45 – 9:00	Community Action Toolkit
9:00 – 9:20	Technology Principles/Resolution
9:20 – 9:45	1994 Goals Report
9:45 – 10:15	"Prisoners of Time," Milt Goldberg
10:15 – 10:25	September 28/29 Report Release and Forum
10:25 – 10:30	NEGP Information Kit
10:30 – 11:00	Standards Update

TAB B
CATKI



GUIDE TO THE COMMUNITY ACTION TOOLKIT



A "DO-IT-YOURSELF" KIT FOR EDUCATION RENEWAL

In building and renovating homes, most people call in a team of qualified professionals to do the work—architects, plumbers, electricians, and other contractors with unique talents and skills to do the job.

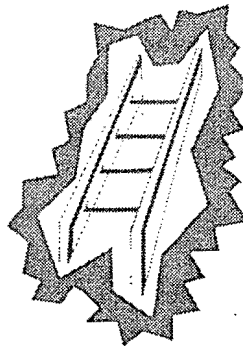
When it comes to rebuilding and renovating the U.S. education system, the same kind of teamwork is required. There is no single person or group of experts whose sole job it is to make schools better. Everyone in the community must pitch-in with their unique talents, skills, and perhaps most important, commitment.

In many communities across this great nation, concerned citizens are already working together as dedicated "education architects" to build a system of teaching and learning that will achieve the National Education Goals. This kit, created by the National Education Goals Panel, contains "tools" that can either add power to existing efforts or accelerate the process of mobilizing friends and neighbors into an effective team that can renew education and support lifelong learning in each community.

FEATURES OF THE COMMUNITY ACTION TOOLKIT

Guide to Goals and Standards

The Guide to Goals and Standards provides an overview on the National Education Goals and movement to set high expectations and standards for student learning and performance. It describes what is at stake and introduces the "Goals Process," whereby communities set their own education improvement goals, mount strategies to achieve them, and make a commitment to create an accountability system with specific performance benchmarks to monitor progress along the way.



WHAT IS THE NATIONAL EDUCATION GOALS PANEL?

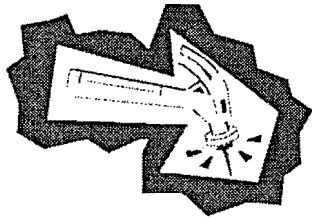
The National Education Goals Panel is a unique bipartisan body of federal and state officials created in July 1990 to assess state and national progress toward achieving the National Education Goals. The national and state leaders who established the Goals Panel believed that adopting the Goals without providing any process for measuring their success would be an empty gesture.

With the passage by Congress of the 1994 "Goals 2000: Educate America Act," the Goals Panel became a fully independent executive branch agency charged with monitoring and speeding progress toward eight National Education Goals. Under the legislation, the Panel is charged with a variety of responsibilities to support system-wide reform, including:

- Reporting on national and state progress toward the Goals over a 10-year period;
- 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 to achieve the Goals.

Panel members include eight Governors, four members of Congress, four state legislators, the U.S. Secretary of Education and the President's Domestic Policy Advisor.

GUIDE TO THE COMMUNITY ACTION TOOLKIT *continued*

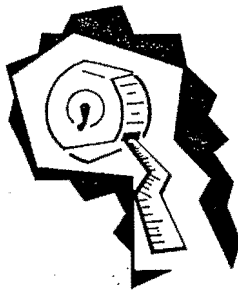


Community Organizing Guide

The Community Organizing Guide details a step-by-step process to mobilize communities to achieve the National Education Goals. Each element of a successful community action plan is described—including suggestions on how to identify a leadership team, develop a common vision, create and implement strategies, identify resources, troubleshoot, and evaluate results.

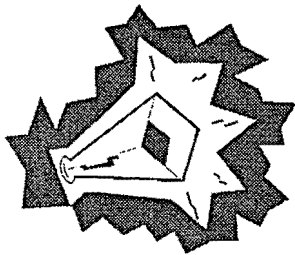
A Local Goals Reporting Handbook

The handbook describes how to set up a local reporting process to track progress in education reform—similar to the process used by the National Education Goals Panel in issuing its annual report showing how well the states and the nation are doing in reaching the National Education Goals. Community leaders will find references, sources, and helpful ideas to use in collecting data and preparing a local goals report.



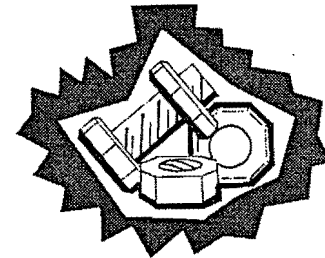
A Guide to Getting Out Your Message

The success of most initiatives is directly related to the success with which it is communicated. This guide features information to increase the impact of grass-roots communication techniques and media relations activities—including tips on how to craft messages, generate visibility and make news that will inform public opinion. The guide also includes valuable sample materials such as news releases, speeches, articles and public service announcements for your consideration.



Resource Directory

This notebook offers space to add your most valuable local notes and resources, and features a directory for quick reference to many organizations and reading materials that can support and enrich your community campaign to achieve the National Education Goals. A glossary of frequently used education terms is included.



Other Valuable Materials

The Toolkit includes camera-ready Handouts for easy duplication and distribution of select materials. The enclosed computer disk (in WordPerfect format) will allow you to modify and adapt all written materials to your needs. The audiotape features public service announcements which you may choose to use with radio stations in your community.

Response Card

Please take a moment to fill out and return the enclosed response card to let us know how you are using the *Community Action Toolkit*. Indicate whether you would like to receive more information from the National Education Goals Panel and your colleagues in communities across the country on their efforts to improve teaching and learning in the United States.

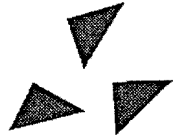


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TAB C
Technology

DRAFT RESOLUTION OF THE NATIONAL EDUCATION GOALS PANEL
PRINCIPLES FOR THE DEPLOYMENT AND USE OF NETWORK TECHNOLOGY
TO ACHIEVE THE NATIONAL EDUCATION GOALS

RESOLUTION OF THE NATIONAL EDUCATION GOALS PANEL

PRINCIPLES FOR THE DEPLOYMENT AND USE OF NETWORK TECHNOLOGY TO ACHIEVE THE NATIONAL EDUCATION GOALS

The National Education Goals Panel is charged with reporting

...on promising or effective actions being taken at the national, State, and local levels, and in the private sectors, to achieve the National Education Goals.

In light of the current national discussion about the role the National Information Infrastructure can and will play in almost every aspect of our lives, the Panel convened a task force to gather expert advice on how network technology could support attaining the National Education Goals.

The task force reminded us at every step of the way that network technologies are not a solution themselves; indeed, they are just one aspect of modern technologies, all of which must be properly coordinated and deployed as tools for education reform and restructuring.

The National Education Goals Panel believes that effective telecommunications and technology planning within a context of a comprehensive education reform agenda is critical if the National Education Goals are to be achieved. Therefore, to assist local communities, states and the federal government with their new and ongoing planning efforts, we offer the following guiding principles:

1. Invest in the appropriate technology infrastructure for real educational reform and restructuring:

Build easy-to-use, interoperable, and seamless systems which connect schools to each other as well as to homes and other information resources such as libraries, universities, museums, research and development centers, science laboratories, and community centers;

Ensure that schools have full and affordable electronic access to public information resources such as libraries, universities, and research and development centers;

Use licensing and regulatory authority to assist schools and libraries in securing connections to networks to support interactive learning and communications; and

Coordinate the network-technology related education activities conducted by federal departments and agencies as well as state agencies.

2. Provide extensive professional development and technical assistance for all teachers, administrators, and other school personnel:

Ensure that preservice education certification programs provide the opportunities for teachers to use technology in developing their pedagogical skills;

Redesign inservice opportunities and technical assistance strategies for learning on-line, for implementing standards-based curricula, and for developing a professional collegial community; and

Develop the means to update access to content and pedagogical resources and to communicate with other schools using similar reform approaches.

3. Promote a plan for improving student learning opportunities with technology:

Tie technology spending in states, districts, and schools to comprehensive planning for the integration of new technologies across the curriculum in support of state content and performance standards and systemic reform initiatives;

Redesign each area of the curriculum so as to engage students in collaborative interactive work, individual interactive research, and the creation of their own learning products and tools consistent with the evolving national content standards;

Develop and disseminate quality education applications for network technology; and

Develop new learning materials and activities that enable learners to access remote information resources and to produce and share their learning products.

4. Forge strategic connections among schools, communities, and the workplace:

Support ongoing evaluation of the effectiveness and impact of network technology to inform policymakers and educators;

Provide assistance to connect parents electronically for regular communications with their children's schools and teachers; and

Shape new public and private sector partnerships with the schools to use workplace tools (e.g., hardware and software) for learning and increasing the readiness of students for the workplace.

NATIONAL EDUCATION GOALS PANEL

MEMORANDUM

TO: Members of the National Education Goals Panel

FROM: Cynthia D. Prince, Ph.D.
Senior Education Associate

SUBJECT: Changes planned for the *1994 Goals Report*

DATE: July 16, 1994

BACKGROUND

At the February 1, 1994, meeting of the National Education Goals Panel, Governor John McKernan asked staff to explore new ways of making the data in the annual *Goals Report* more meaningful and understandable to parents, educators, and policymakers. Panel members' interest in modifying the approach used in the annual *Goals Report* was heightened by a January 1994 CATO Institute publication which reported progress on 14 fiscal indicators per state re: spending and taxing policies. Panel members suggested that staff seriously consider whether the Goals Panel might be able to produce a similar publication reporting national and state progress on a small number of core education indicators that would clearly convey to the reader the amount of progress the nation and the states are making toward the National Education Goals.

The purpose of this memorandum is to outline the major changes that are planned for the *1994 Goals Report* in order to address (a) the concerns and recommendations of Panel members, and (b) new Goals Panel reporting responsibilities specified in the *Goals 2000* legislation. The proposed changes have been extensively discussed and approved by the Goals Panel's Reporting Committee, composed of staff representatives of Governors Carlson, Engler, and McKernan, Secretary Riley, Senator Bingaman, and the National Governors' Association. The proposed changes have also been approved by the full Working Group, composed of staff representatives of all Panel members.

TWO ACTIONS ARE REQUIRED OF THE PANEL ON JULY 16, 1994:

- 1. TO APPROVE OR REVISE THE PROPOSED PLAN OF ACTION FOR THE *1994 GOALS REPORT*; AND**
- 2. TO DECIDE WHETHER TO INCLUDE MEASURES OF STATE, AS WELL AS NATIONAL, PROGRESS IN THE *1994 SUMMARY GUIDE*.**

PRIMARY CHANGES

As in the past, three Goals Panel documents will be prepared for release on September 28-29, 1994:

1. a national data volume;
2. a state data volume; and
3. a substantially revised *Summary Guide*.

The size of the national data volume will be reduced by approximately 50% (from approximately 120 indicators in the *1993 Goals Report* to approximately 60–65 indicators in the *1994 Goals Report*). The state data volume will continue to include four pages of data per state, and for the first time will include comparable state data on school violence and crime and at-school drug and alcohol use. Fewer copies of the national and state data volumes will be printed than in the past, and distribution of the printed copies will be targeted to the primary users of these data volumes. Increased use of technology will also enable readers to access these documents electronically in order to reduce printing and distribution costs.

The third document, the "*Summary Guide*," will undergo the most substantial changes:

1. It will become the central Goals Panel document and will increase in size and length.
2. It will be given a more descriptive title, since it will no longer be simply a summary of the findings in the national and state data volume.
3. Its primary audience, as specified in the *Goals 2000* legislation, will be policymakers (the President, Congress, Governors, State Legislators), but it will also be written so that it is understandable to parents and the general public.
4. It will highlight national progress on 16 core indicators from across the Goal areas, chosen with the assistance of the Goals Panel's Resource and Technical Planning Advisory Groups.
5. If the Panel chooses to do so, the *Summary Guide* will also highlight state progress on a very limited number of the same core indicators.
6. The *Summary Guide* will be more broadly disseminated than the national and state data volumes. It, too, will be available electronically.
7. Most importantly, the *Summary Guide* will address (in a limited fashion during this first year) a new Goals Panel reporting responsibility specified in the *Goals 2000* legislation, to identify actions that should be taken by Federal, State, and local governments to enhance progress toward achieving the National Education Goals and to provide all students with a fair opportunity-to-learn.

The remainder of this memorandum outlines the new approach that will be taken in the *1994 Summary Guide* to describe not only where the nation stands with relation to the Goals, but where the U.S. should be, and the actions necessary in order to reach our destination.

NEW DIRECTIONS FOR THE SUMMARY GUIDE

For the past three years the Goals Panel has measured progress toward each of the Goals by establishing baselines, reported as percentages, to report how well we are

doing (e.g., 37% of 2-year-olds were fully immunized in 1992, 86% of young adults had a high school credential in 1990, 20% of 8th graders met the Goals Panel's performance standard in mathematics in 1990, etc.). While this information does tell us where we currently stand, the Goals Panel has never set specific targets to determine where we should be each year if we expect to reach the National Education Goals by the Year 2000. Panelists have raised concern that simply reporting percentages may not be a very effective way to mobilize parents, educators, and policymakers to take action, since it is not clear whether, for example, an immunization rate of 37% is good or bad. Panel members have identified four ways that staff could make the *Summary Guide* more useful to policymakers:

1. Focus policymakers' attention on a small number of core indicators that are most critical to Goal attainment, so that the Panel's main messages about educational performance are not lost in large volumes of statistical data. If policymakers focus on improving performance on these core indicators, the nation should be able to raise its overall level of "educational health" over time.
2. Focus on indicators that are policy-actionable so that policymakers will have a better understanding of what they can do to improve educational performance.
3. Set challenging, yet meaningful, benchmarks for performance so that the reader clearly understands how far we are from where we should be.
4. Identify and prioritize data gaps at both the national and state levels that impede the Panel's ability to measure progress toward the Goals, so that the Panel can design short- and long-term strategies for filling them.

CORE INDICATORS

On three occasions in June 1994, different representatives from the Goals Panel's Resource and Technical Planning Groups were convened to recommend what they considered to be the most important indicators of progress toward each of the Goals. The Panel's advisors were asked to choose a set of indicators for the core that were:

- a. comprehensive across the six original Goals;
- b. most critical in determining whether the Goals are actually attained;
- c. policy actionable; and
- d. updatable.

It is important to understand that the indicators selected for the core are not necessarily the ideal measures for the six original Goals. They do represent, however, the best currently available measures. The list will be expanded as other central measures become available for the original six Goals (e.g., student achievement levels in science), and the two new Goals on Teacher Training and Parent Participation. The 16 core indicators to be highlighted in this year's *Summary Guide* are as follows:

GOAL 1: SCHOOL READINESS

1. Children's Health Index
2. Immunizations
3. Family-child reading and storytelling
4. Preschool participation

GOAL 2: SCHOOL COMPLETION

5. High school completion

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

6. Mathematics achievement
7. Reading achievement

GOAL 4: MATHEMATICS AND SCIENCE

8. International mathematics achievement comparisons
9. International science achievement comparisons

GOAL 5: ADULT LITERACY AND LIFELONG LEARNING

10. Adult literacy
11. Participation in adult education
12. Participation in higher education

GOAL 6: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

13. Overall student drug and alcohol use
14. Sale of drugs at school
15. Student and teacher victimization
16. Disruptions in class by students

Baseline measures for these 16 indicators and the reasons for selecting them for the core are presented in Appendix A.

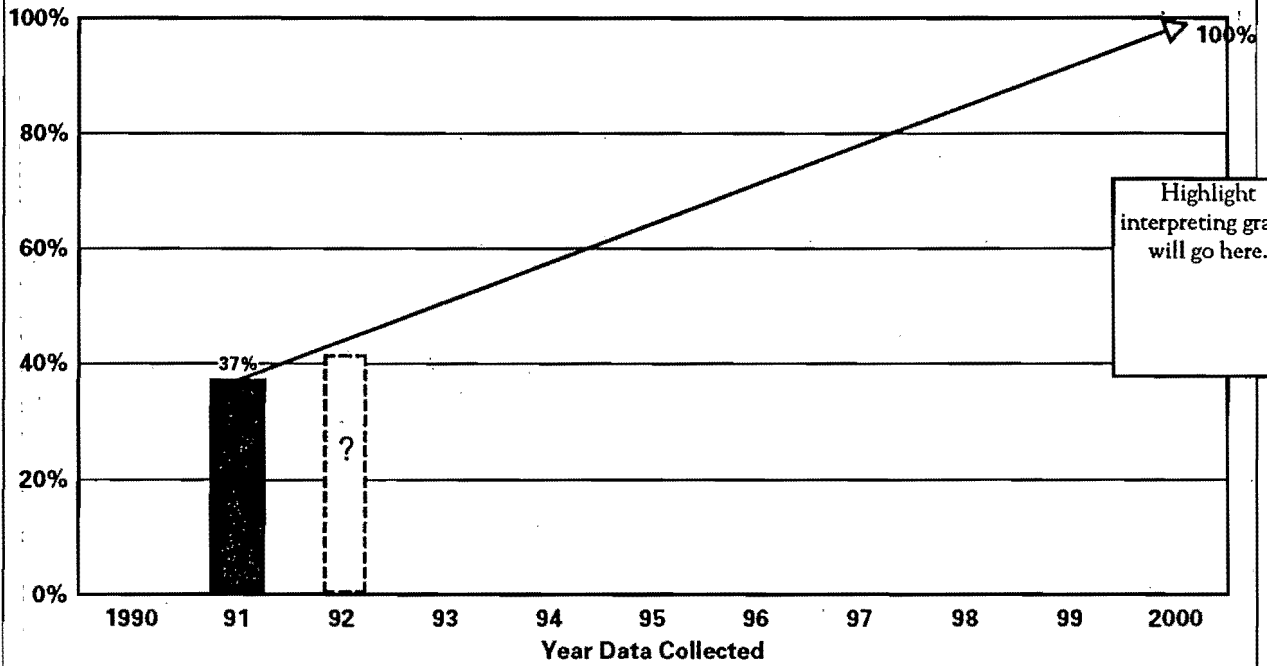
DEMONSTRATING PROGRESS

The approach proposed for use in the *1994 Summary Guide* to demonstrate progress is simply to draw a straight arrow from the baseline for each national indicator to 100% to emphasize how steep the climb will be if the U.S. is to achieve the target by the Year 2000 (see example exhibits which follow). (In the case of indicators we hope to decrease, such as sale of drugs at school, the Year 2000 target would be 0%.) Twenty-eight of the 34 respondents to an April 1994 Governors' survey agreed that using such an approach might help the public better understand how much we will need to improve if we are to meet the Goals by the Year 2000. Twenty-nine of the 34 respondents also expressed their willingness to develop a process in their own state to set voluntary improvement targets for the Year 2000 on a small set of core indicators, with several respondents stressing the importance of promoting this as a voluntary state activity in order to allow states with different starting points to set ambitious, yet realistic, goals for progress.

Exhibit 2

IMMUNIZATIONS

Percentage of 2-year-olds fully immunized against preventable childhood diseases¹



¹Four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles/mumps/rubella vaccine.

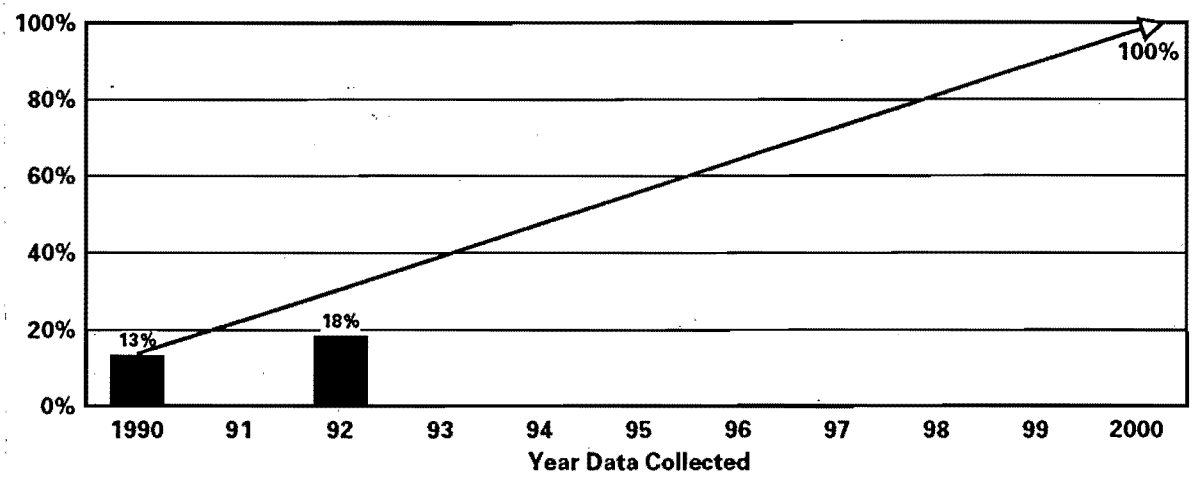
Source: National Center for Health Statistics and Centers for Disease Control

Exhibit 6

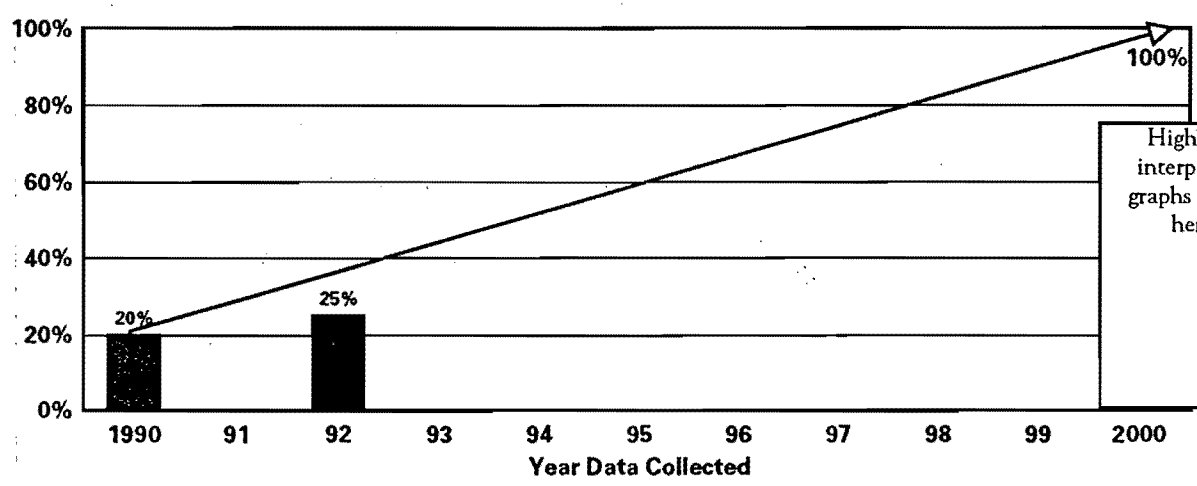
MATHEMATICS ACHIEVEMENT

Percentage of students who met the Goals Panel's performance standard¹ in mathematics

Grade 4

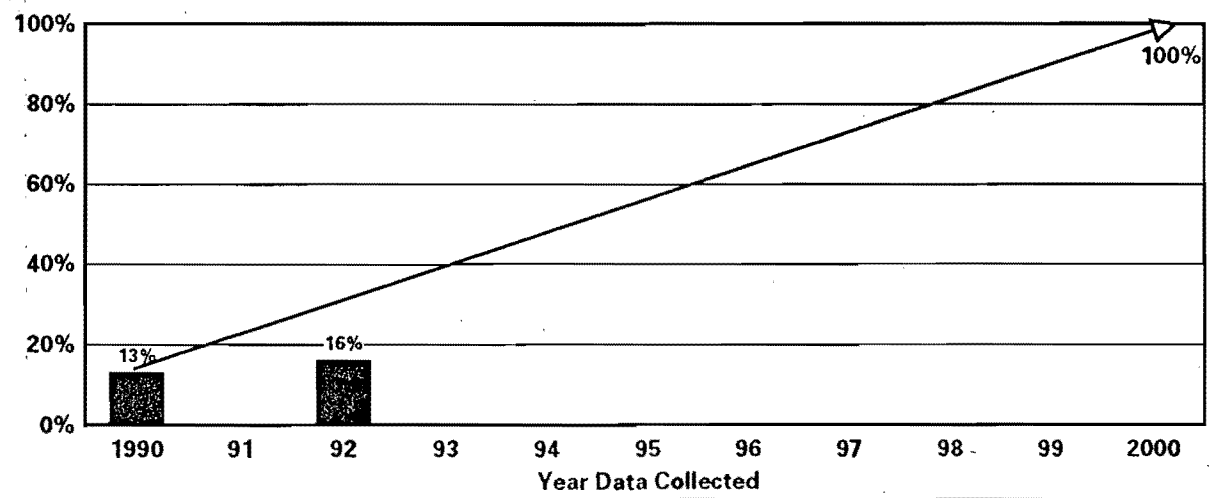


Grade 8



Highlight interpreting graphs will go here.

Grade 12

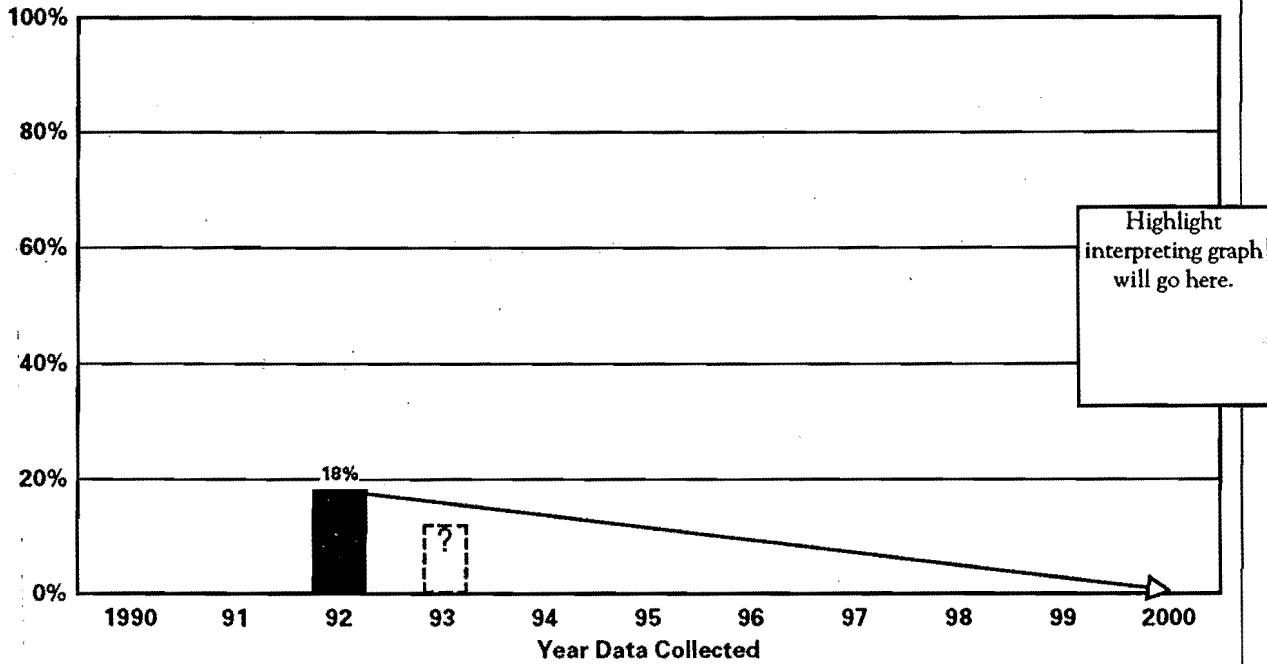


Source: National Center for Education Statistics

Exhibit 14

SALE OF DRUGS AT SCHOOL

Percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school¹ during the previous year



¹Or someone had actually sold or given them an illegal drug at school.

Source: University of Michigan

DATA GAPS

The following pages present three matrices to show the limitations of currently available information. The three matrices present:

1. data collection schedule for core indicators at the national level;
2. data collection schedule for core indicators at the state level; and
3. NAEP national/state schedule by subject and grade.

Clearly, even if we narrow the range of indicators we are monitoring in the *Summary Guide* to a core of 16, we are still quite constrained in our ability to provide regular updates, particularly at the state level. The matrices show that the Panel faces four categories of data gaps:

1. No current plans to collect any data for some core indicators.
Examples:
 - national/state student achievement data in civics, economics, foreign languages
 - comparable state data on family-child reading and storytelling, preschool participation, international science achievement comparisons, participation in adult education, teacher victimization, disruptions in class by students
2. No current plans to collect data more than once before the Year 2000 for some core indicators.
Examples:
 - national/state adult literacy data
 - national/state student achievement data in history, geography, the arts
3. Some core indicators are updated too infrequently to report regular progress.
Example:
 - state high school completion rates are only available every ten years from U.S. Census data collections
4. Although some core indicators will be updated several times during the decade, there are no current plans to collect data in the Year 2000 (or close to that time) in order to determine whether the nation and the states have actually achieved the Goal.
Examples:
 - national/state mathematics achievement
 - national/state reading achievement

Panel staff plan to form a Task Force to work with organizations such as the National Center for Education Statistics over the coming months to develop strategies to fill the Panel's most critical data needs.

Data Collection Schedule for Core Indicators at the National Level

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
Immunizations		X	X	X	X	X	X	X	X	X	X
Family-Child Reading and Storytelling				X		X	X				
Preschool Participation		X		X		X	X				
High School Completion	X	X	X	X	X	X	X	X	X	X	X
Mathematics Achievement	X		X				X				
Reading Achievement			X		X						
International Mathematics Achievement Comparisons IAEP ¹ TIMSS ²		X					X				
International Science Achievement Comparisons IAEP TIMSS		X					X				
Adult Literacy			X								
Participation in Adult Education		X				X					
College Enrollment and Completion		X	X	X	X	X	X	X	X	X	X
Overall Student Drug and Alcohol Use			X	X	X	X	X	X	X	X	X
Sale of Drugs at School			X	X	X	X	X	X	X	X	X
Student and Teacher Victimization		T	S	S	S,T	S	S	S	S,T	S	S
Disruptions in Class by Students (student, teacher reports)		T	S	S	S,T	S	S	S	S,T	S	S

¹IAEP is the International Assessment of Educational Progress.

²TIMSS is the Third International Mathematics and Science Study.

Data Collection Schedule for Core Indicators at the State Level

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
Immunizations					X	X	X	X			
Family-Child Reading and Storytelling											
Preschool Participation											
High School Completion	X										X
Mathematics Achievement	X		X				X				
Reading Achievement			X		X						
International Mathematics Achievement Comparisons			X								
International Science Achievement Comparisons											
Adult Literacy			X								
Participation in Adult Education											
College Enrollment and Completion											
Overall Student Drug and Alcohol Use		X		X		X		X		X	
Sale of Drugs at School				X		X		X		X	
Student and Teacher Victimization				S		S		S		S	
Disruptions in Class by Students											

NAEP Schedule by Subject, Grade, Level, and Year Collected

Subject	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Math											
National											
Grade 4	X		X				X				
Grade 8	X		X				X				
Grade 12	X		X				X				
State											
Grade 4			X				X				
Grade 8	X		X				X				
Grade 12							X				
Science¹											
National											
Grade 4	X						X				
Grade 8	X						X				
Grade 12	X						X				
State											
Grade 4							X				
Grade 8							X				
Grade 12							X				
Reading²											
National											
Grade 4	X		X		X						
Grade 8	X		X		X						
Grade 12	X		X		X						
State											
Grade 4			X		X						
Grade 8											
Grade 12											
Writing³											
National											
Grade 4	X		X								
Grade 8	X		X								
Grade 12	X		X								
State											
Grade 4											
Grade 8											
Grade 12											

¹In 1990, average science scores were reported; no achievement level data were available.

²In 1990, average reading scores were reported; no achievement level data were available.

³In 1990 and 1992, average writing scores were reported; no achievement level data were available.

Subject	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Civics National Grade 4 Grade 8 Grade 12 State Grade 4 Grade 8 Grade 12											
History National Grade 4 Grade 8 Grade 12 State Grade 4 Grade 8 Grade 12					X X X						
Geography National Grade 4 Grade 8 Grade 12 State Grade 4 Grade 8 Grade 12					X X X						
Arts National Grade 4 Grade 8 Grade 12 State Grade 4 Grade 8 Grade 12							X X X				
Economics National Grade 4 Grade 8 Grade 12 State Grade 4 Grade 8 Grade 12											
Foreign Languages National Grade 4 Grade 8 Grade 12 State Grade 4 Grade 8 Grade 12											

DECISION -- INCLUSION OF STATE DATA IN THE 1994 SUMMARY GUIDE

Given the abundance of data gaps at the state level, it is not possible to report state progress for more than three of the sixteen core indicators in the *1994 Summary Guide*. However, Panel members have stressed their concern that this document will not be particularly useful to state policymakers unless it includes state, as well as national, data. The table on the following page presents a way to include state data in the *Summary Guide* in a way that would enable policymakers to see at a glance whether their state is making progress with respect to the core indicators that are currently available at the state level. As new data become available at the state level, this list could be expanded.

Three types of arrows, such as those found in *Newsweek* (up, down, or flat), are used to describe whether performance is moving in the right direction. It is likely that data for two states could be presented on each page, adding a total of 25-28 pages to the Summary Guide.

DECISION: SHOULD THIS INFORMATION, ALTHOUGH LIMITED, BE INCLUDED THIS YEAR?

State X

How well is the state doing with respect to:	<u>Baseline</u>	<u>Most recent Update</u>	<u>Overall Progress</u>
1. Reducing the proportion of infants born with 2 or more health risks? (1-year change from 1990 to 1991)	13%	18%	↓
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	22%	26%**	↑
3. Reducing the proportion of all high school students who reported using marijuana at least once during the past 30 days? (3-year change from 1990 to 1993)	16%	15% ^{ns+}	↔
4. Reducing the proportion of all high school students who reported having five or more drinks in a row during the past 30 days? (3-year change from 1990 to 1993)	38%	41% ^{ns-}	↔

** Statistically significant improvement.

^{ns+} Change was in right direction, but was not large enough to be statistically significant.

^{ns-} Change was in wrong direction, but was not large enough to be statistically significant.

Please note:

1. Notion of statistical significance does not apply to #1 above (Children's Health Index) because it is based on population data from birth certificates, not sample data.
2. Updates in column 2 are not actual data. They are merely used to illustrate the four ways we could indicate overall progress.

FUTURE CONSIDERATIONS: KEY POLICY ISSUES FOR THE GOALS PANEL

One of the primary drawbacks to setting all national education targets at 100%, as we plan to do in 1994, is that the public may perceive 100% targets for every indicator as unattainable and may simply give up any attempts to achieve the Goals. An alternative that Panel staff and the Reporting Committee agree holds considerable promise in the future is for the Goals Panel to establish a range of acceptable progress that the public might view as more realistic, yet still extremely challenging.

The U.S. unemployment rate provides a good analogy. It is not considered necessary for every American to be working to conclude that we are at full employment. In fact, 95% employment may be considered fully successful. Similarly, a 95% immunization rate might still be considered fully successful as an indicator of national progress toward Goal 1. The main question policymakers must determine is where the lower limit of the range of acceptable progress should be set. That is, if 100% is ideal, would 95–100% still be considered acceptable? 90–100%? 85–100%? Would it even be cost effective for policymakers to seek out the remaining 5–10%? Should the acceptable range of progress for each indicator be based on the starting point (e.g., at least a 50% increase from the baseline) rather than a predetermined target? Should policymakers set a wider range of acceptable progress for indicators that are more difficult to influence by changes in public policy (e.g., overall student drug and alcohol use), but set a narrower range for those that can be more easily affected by policy actions? Would any educational target less than 100% be misinterpreted as backing off from the original Goals?

The Goals Panel's advisors have emphasized that these decisions are not technical in nature. Rather, these decisions are a result of reasoned judgment by policymakers and the public. Panel staff and the Reporting Committee realize that this approach will require sufficient time for public discussion and Panel discussion to build stronger reasoned judgment and to give the approach richer expression so that it is not misinterpreted. The Goals Panel is in a unique position to stimulate public discussion about these issues, beginning with the release of the *1994 Goals Report*, and we are enthusiastic about continuing to explore these issues for possible use in future Goals Reports.

APPENDIX A

CORE INDICATORS

CORE INDICATORS FOR 1994 GOALS REPORT

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT						
GOAL 1							
<p>1. Children's Health Index</p> <ul style="list-style-type: none"> ● Reduce the overall percentage of U.S. children born with 2 or more health risks. <p><i>1990 baseline: 14%</i></p> <ul style="list-style-type: none"> ● Eliminate disparities between the proportions of White and minority infants born with 2 or more health risks: <p><i>1990 baselines: (gap in percentage points between minority and White)</i></p> <table data-bbox="247 1122 661 1268"> <tr> <td>American Indian/ Alaskan Native</td> <td>16</td> </tr> <tr> <td>Black</td> <td>9</td> </tr> <tr> <td>Hispanic</td> <td>2</td> </tr> </table>	American Indian/ Alaskan Native	16	Black	9	Hispanic	2	<ul style="list-style-type: none"> a. Addresses one of three major Goal 1 domains (children's health and nutrition. b. Combines six potentially modifiable birth characteristics that have been empirically linked to children's later health, academic achievement, and behavior. The at-birth health risks are: <ul style="list-style-type: none"> ● Late (third trimester) or no prenatal care ● Low maternal weight gain (less than 21 pounds) ● Three or more older siblings ● Mother smoked during pregnancy ● Mother drank alcohol during pregnancy ● Closely spaced birth (within 18 months of a previous birth) c. Advantage of an index over a single indicator (e.g., prenatal care) is that the index provides an indicator of the percentage of children who are at risk on <u>multiple</u> measures. Reducing the percentage of children born with <u>multiple</u> risks (i.e., 2 or more) is where we should be most concerned. d. Large racial/ethnic differences indicate that it is also important to concentrate on reducing disparities among groups, since children in some racial/ethnic groups are at greater risk than others. e. Indicator can be updated every year from 1990 through 2000, and is available at both national and state levels. f. Including the Children's Health Index as a core data element reinforces the message that parents play a critical role in achieving the Goals, and that parents' behavior (even before birth) affects children's school success.
American Indian/ Alaskan Native	16						
Black	9						
Hispanic	2						

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT
<p>GOAL 1</p>	
<p>2. Immunizations</p> <ul style="list-style-type: none"> ● Increase the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases.¹ <p><i>1991 baseline: 37%</i></p> <p>¹Four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles/mumps/rubella vaccine.</p>	<ul style="list-style-type: none"> a. Addresses one of three major Goal 1 domains (children's health and nutrition. b. Important to include a measure of the level of health care <u>services</u> preschool-aged children are actually receiving, not simply conditions at birth. c. Important to monitor immunizations of 2-year-olds, since this is where there is greatest concern. At age 5 nearly all children have been immunized because immunizations are required by state laws for school entry. Not true at age 2, and this is where greatest efforts should be targeted, since most U.S. children are weaned by this age and are no longer protected by their mothers' antibodies against infectious diseases. d. Indicator can be updated every year at the national level, from 1991 to 2000. Comparable state level immunization data should also be available next year in time for inclusion in the 1995 Goals Report. e. Including immunizations as a core data element reinforces the message that parents play a critical role in achieving the Goals and that parents' behavior affects children's school success.

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT
GOAL 1	
<p>3. Family-Child Reading and Storytelling</p> <ul style="list-style-type: none"> ● Increase the percentage of 3- to 5-year-olds whose parents¹ read to them or tell them stories regularly.² <p><i>1993 baseline: 66%</i></p> <p>¹Parent or another family member.</p> <p>²Regularly = read to every day or told a story three or more times in previous week.</p>	<ul style="list-style-type: none"> a. Addresses one of three major Goal 1 domains (parent involvement). b. Early, regular reading to children is emphasized by the early childhood education field as one of the most important things parents can do with their children to influence their later school success, serve as their child's first teacher, instill a love of books and reading, etc. c. However, some parents have relatively low levels of literacy skills, and in some cultures storytelling and oral traditions play a more central role than reading books aloud. Therefore, the recommended core indicator includes both reading and storytelling, since both activities are highly desirable. d. Indicator can be reported three times at the national level before the Year 2000 in order to measure progress (1993, 1995, 1996). (However, no comparable data are currently available at the state level.) e. Including family-child reading and storytelling as a core data element reinforces the message that parents play a critical role in achieving the Goals, and that parents' behavior affects children's school success.

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT
<p>GOAL 1</p>	
<p>4. Preschool Participation</p> <ul style="list-style-type: none"> ● Eliminate disparities in preschool¹ participation rates between 3- to 5-year-olds² from high-income³ families and those from low-income⁴ families. <p><i>1993 baseline:</i> <i>(gap in percentage points between high-income and low-income)</i></p> <p>[to be calculated]</p> <p>¹Includes nursery schools, prekindergarten programs, preschools, daycare centers, and Head Start. ²Excluding those enrolled in kindergarten. ³High income is defined as [x]. ⁴Low income is defined as [y].</p>	<ul style="list-style-type: none"> a. Addresses one of three major Goal 1 domains (preschool experiences). b. There is growing consensus in the early childhood education field that participation in a group setting promotes positive educational development among 3- to 5-year-olds. c. Since the first objective for Goal 1 specifies that "all children will have <u>access</u> to high-quality and developmentally appropriate preschool programs that help prepare children for school," it is essential to monitor the extent to which factors such as family income are barriers to preschool participation. Thus, this indicator is framed in terms of equity -- the goal is <u>not</u> that all 3- to 5-year-olds will attend preschool, since experts agree that the decision to send a child to preschool should be based on informed parental choice. Instead, the goal is that the gap in preschool participation rates will be eliminated between children from high-income families and those from low-income families. d. Indicator can be reported four times at the national level before the Year 2000 in order to measure progress (1991, 1993, 1995, 1996). (However, no comparable data are currently available at the state level.)

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT				
GOAL 2					
<p>5. High School Completion</p> <ul style="list-style-type: none"> ● Increase the percentage of 19- to 20-year-olds¹ who have a high school credential² to at least 90%. <p><i>1990 baseline:</i> 86%</p> <ul style="list-style-type: none"> ● Eliminate disparities in high school completion rates between White and minority students aged 19-20.¹ <p><i>1990 baselines:</i> <i>(gap in percentage points between White and minority)</i></p> <table data-bbox="247 1003 667 1079"> <tr> <td>Black/White gap</td> <td>6</td> </tr> <tr> <td>Hispanic/White gap³</td> <td>26</td> </tr> </table> <p>¹ Does not include those still enrolled in high school. ² Includes traditional high school diploma and alternative credential. ³ Hispanic rates may vary more than rates for other groups because of a small sample size.</p>	Black/White gap	6	Hispanic/White gap ³	26	<ul style="list-style-type: none"> a. Indicator is the most direct measure of this Goal. b. Indicator can be updated every year at the <u>national</u> level from 1990 through 2000. However, the only currently available <u>comparable state</u> data are obtained from the U.S. Census, which means that baseline data collected in 1990 can not be updated until 2000. c. Although the nation is very close to achieving the 90% high school completion rate specified in the Goal, the high school completion rates for Black and Hispanic students are lower than the completion rate for White students. d. Thus, in addition to attaining a 90% high school completion rate by the end of the decade, the U.S. must also close the gap in completion rates between White and minority students if we are to achieve Goal 2.
Black/White gap	6				
Hispanic/White gap ³	26				

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT																
GOAL 3																	
<p>6. Mathematics Achievement</p> <ul style="list-style-type: none"> ● Increase the percentage of students in Grades 4, 8, and 12 who meet NEGP's performance standard in mathematics (i.e., performance at the Proficient or Advanced level on NAEP). <p><i>1990 baselines:</i> <u>4th</u> <u>8th</u> <u>12th</u> 13% 20% 13%</p> <ul style="list-style-type: none"> ● Eliminate disparities between the percentages of (a) White and minority students, and (b) male and female students who meet NEGP's performance standard. <p><i>1990 baselines:</i> <i>(gap in percentage points between White and minority, male and female)</i></p> <table border="0" data-bbox="251 1112 719 1299"> <thead> <tr> <th></th> <th><u>4th</u></th> <th><u>8th</u></th> <th><u>12th</u></th> </tr> </thead> <tbody> <tr> <td>American Indian/ Alaskan Native</td> <td>12</td> <td>15</td> <td>12</td> </tr> <tr> <td>Black</td> <td>15</td> <td>18</td> <td>14</td> </tr> <tr> <td>Hispanic</td> <td>12</td> <td>18</td> <td>12</td> </tr> </tbody> </table> <p>Female < male 1 3 6</p>		<u>4th</u>	<u>8th</u>	<u>12th</u>	American Indian/ Alaskan Native	12	15	12	Black	15	18	14	Hispanic	12	18	12	<ul style="list-style-type: none"> a. Student achievement results in mathematics and reading are perhaps the most essential measures of the nation's overall educational progress. (N.B.: Additional student achievement data in other subject areas will be added to the set of core data elements when (a) NAEP data become available in these areas, and (b) achievement levels have been set to indicate the percentage of students "who have demonstrated competency over challenging subject matter.") b. Recommendation is to profile student achievement at three grades (4, 8, and 12), since specified in the wording of the Goal. c. Indicator can be updated three times at the national level for Grades 4, 8, and 12 between 1990 and 2000 (1990, 1992, 1996). d. Indicator can be updated three times at the state level for Grade 8 (1990, 1992, 1996) and twice at the state level for Grade 4 (1992, 1996) between 1990 and 2000. e. In addition to increasing the overall percentages of students in Grades 4, 8, and 12 who meet NEGP's performance standard, it is essential to reduce disparities in performance between White and minority students, and between male and female students. (In mathematics, gaps between males and females are minimal at Grade 4, but are greater at increasingly higher grades. Males outperformed females in mathematics on baseline.)
	<u>4th</u>	<u>8th</u>	<u>12th</u>														
American Indian/ Alaskan Native	12	15	12														
Black	15	18	14														
Hispanic	12	18	12														

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT																				
GOAL 3																					
<p>7. Reading Achievement</p> <ul style="list-style-type: none"> ● Increase the percentage of students in Grades 4, 8, and 12 who meet NEGP's performance standard in reading (i.e., performance at the Proficient or Advanced level on NAEP). <p><i>1992 baselines: 4th 8th 12th</i> 25% 28% 37%</p> <ul style="list-style-type: none"> ● Eliminate disparities between the percentages of (a) White and minority students, and (b) male and female students who meet NEGP's performance standard. <p><i>1992 baselines:</i> <i>(gap in percentage points between White and minority, male and female)</i></p> <table border="0"> <thead> <tr> <th></th> <th><u>4th</u></th> <th><u>8th</u></th> <th><u>12th</u></th> </tr> </thead> <tbody> <tr> <td>American Indian/ Alaskan Native</td> <td>16</td> <td>16</td> <td>19</td> </tr> <tr> <td>Black</td> <td>24</td> <td>26</td> <td>27</td> </tr> <tr> <td>Hispanic</td> <td>18</td> <td>21</td> <td>22</td> </tr> <tr> <td>Male<female</td> <td>6</td> <td>11</td> <td>11</td> </tr> </tbody> </table>		<u>4th</u>	<u>8th</u>	<u>12th</u>	American Indian/ Alaskan Native	16	16	19	Black	24	26	27	Hispanic	18	21	22	Male<female	6	11	11	<ul style="list-style-type: none"> a. Student achievement results in mathematics and reading are perhaps the most essential measures of the nation's overall educational progress. (N.B.: Additional student achievement data in other subject areas will be added to the set of core data elements when (a) NAEP data become available in these areas, and (b) achievement levels have been set to indicate the percentage of students "who have demonstrated competency over challenging subject matter.") b. Recommendation is to profile student achievement at three grades (4, 8, and 12), since specified in the wording of the Goal. c. Indicator can be updated twice at the national level for Grades 4, 8, and 12 between 1990 and 2000 (1992, 1994). d. Indicator can be updated twice at the state level (Grade 4 only) between 1990 and 2000 (1992, 1994). e. In addition to increasing the overall percentages of students in Grades 4, 8, and 12 who meet NEGP's performance standard, it is essential to reduce disparities in performance between White and minority students, and between male and female students. (In reading, gaps between males and females are fairly small at Grade 4, but are greater at increasingly higher grades. Females outperformed males in reading on baseline.)
	<u>4th</u>	<u>8th</u>	<u>12th</u>																		
American Indian/ Alaskan Native	16	16	19																		
Black	24	26	27																		
Hispanic	18	21	22																		
Male<female	6	11	11																		

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT
GOAL 4	
<p>8. International mathematics achievement comparisons</p> <ul style="list-style-type: none"> ● Reduce the number of countries in which 13-year-olds outperform U.S. students in more than one area of mathematics. <p><i>1991 baseline:</i></p> <p>4 out of 5 countries outperformed the U.S. in more than one area of mathematics.</p>	<ul style="list-style-type: none"> a. Most direct measure of the Goal available. b. Why compare 13-year-olds? International mathematics performance of 13-year-olds has always been profiled in the annual Goals Reports, since at that age the majority of students are still receiving mathematics instruction in the participating countries. However, participation in advanced mathematics courses becomes increasingly selective at higher grades in some countries, increasing the likelihood that samples of older students would yield biased international comparisons. c. International mathematics comparisons will be available for 1991 and 1995. Although different assessment instruments will be used each time, the new assessment instrument (TIMSS) will still allow international rankings to be made in order to determine performance of U.S. relative to other countries. d. International mathematics comparisons available for states in 1992 only.

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT
GOAL 4	
<p>9. International science achievement comparisons</p> <ul style="list-style-type: none"> ● Reduce the number of countries in which 13-year-olds outperform U.S. students in more than one area of science. <p><i>1991 baseline:</i></p> <p>5 out of 5 countries outperformed the U.S. in more than one area of science.</p>	<ul style="list-style-type: none"> a. Most direct measure of the Goal available. b. Why compare 13-year-olds? International science performance of 13-year-olds has always been profiled in the annual Goals Reports, since at that age the majority of students are still receiving science instruction in the participating countries. However, participation in advanced science courses becomes increasingly selective at higher grades in some countries, increasing the likelihood that samples of older students would yield biased international comparisons. c. International science comparisons will be available for 1991 and 1995. Although different assessment instruments will be used each time, new assessment instrument (TIMSS) will still allow international rankings to be made in order to determine performance of U.S. relative to other countries.

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT
GOAL 5	
<p>10. Adult literacy</p> <ul style="list-style-type: none"> ● Increase the percentage of adults aged 16 and older who scored at or above Level 3 in prose literacy on the National Adult Literacy Survey (NALS). <p><u>1992 baseline:</u> 52%</p>	<ul style="list-style-type: none"> a. Most direct measure of the "literacy" portion of the Goal available, even though there are currently no plans to administer NALS once again before the year 2000. b. Prose literacy chosen as illustrative (rather than performance on document literacy or quantitative literacy scales), since prose tasks are closest to what most people think of as traditional literacy tasks. (Since performance across three scales is generally quite similar, not necessary to show all three.) c. Level 3 and above recommended as performance target since analyses of 1992 NALS data showed clear distinctions between economic profiles of adults at Levels 1/2 and those at Levels 3/4/5 re: earnings, employment status, number of weeks worked, welfare dependency, etc. Literacy field generally considers those adults performing below Level 3 to lack the skills and knowledge necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship. d. Baseline data available for 12 states.

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT
GOAL 5	
<p>11. Participation in adult education</p> <ul style="list-style-type: none"> ● Eliminate disparities in adult education participation between adults aged 17 years and older (a) who have a high school diploma or less, and (b) who have completed a college degree or some postsecondary education or technical training. <p><i>1991 baseline:</i> [to be calculated]</p>	<p>a. Most direct measure of the "lifelong learning" portion of the Goal available.</p> <p>b. Adults with a high school diploma or less were targeted, since analyses of previous labor and education data indicate that adults with the highest levels of education and skills are the ones most likely to receive additional training. Those least likely to receive additional training to upgrade their current levels of skills and qualify for better jobs are those who may need it most, i.e., adults with a high school diploma or less. Increased efforts should be targeted toward this population of adults if the nation expects to achieve this Goal.</p> <p>c. National indicator available in 1991 and 1995; no comparable state data available.</p>

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT
GOAL 5	
<p>12. Participation in higher education</p> <ul style="list-style-type: none"> ● Eliminate disparities in college entrance rates between white and minority high school graduates who enroll in two- or four-year colleges immediately after graduation. <p><i>1991 baselines:</i> <i>(gap in percentage points between White and minority)</i> Black/White gap 17 Hispanic/White gap 11</p> <ul style="list-style-type: none"> ● Eliminate disparities in college completion rates between White and minority students aged 25-29. <p><i>1992 baselines:</i> <i>(gap in percentage points between White and minority)</i> Black/White gap 15 Hispanic/White gap 12</p>	<ul style="list-style-type: none"> a. Enrolling in college immediately after high school is not necessarily the optimal choice for all students. However, there is widespread agreement that no student who chooses to go to college should be denied access. Thus, this indicator is framed in terms of equity -- the goal is not that all students should go to college, but that the gap in college enrollment and completion rates will be eliminated between White and minority students. b. College completion rates are considered as important to monitor as college enrollment, since minority students both enroll and complete college at lower rates than White students. c. National data available annually. No comparable state data available, nor recommended. Since state level data would include a broad mix of students schooled in state, out-of-state, and from outside the U.S., it would not be particularly useful to monitor this indicator at the state level.

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT				
GOAL 6					
<p>13. Overall student drug and alcohol use</p> <ul style="list-style-type: none"> ● Reduce the percentages of 10th graders reporting that they used illicit drugs or alcohol during the previous year. <p><u>1992 baselines:</u></p> <table data-bbox="241 743 630 820"> <tr> <td>Any illicit drug</td> <td>xx%</td> </tr> <tr> <td>Alcohol</td> <td>70%</td> </tr> </table>	Any illicit drug	xx%	Alcohol	70%	<ul style="list-style-type: none"> a. Although Goal 6 refers to making <u>schools</u> alcohol- and drug-free, data on alcohol and drug use are not available at the school level. Instead, the percentages of <u>students</u> who report using alcohol and drugs are recommended as proxies. b. Although NEGP's advisors recognize that schools have little control over what students do when they are not on the school campus, they recommend that reducing <u>overall</u> student drug and alcohol use should be a core indicator of U.S. progress toward this Goal. Rationale: student drug and alcohol use at any time (whether at school or outside of school) can affect students' learning. c. Profiles of students in Grade 10 recommended as illustrative. (Grade 8 data not recommended because behavioral patterns in junior high markedly different from in high school. Grade 12 also not recommended because population of students still in school changes markedly and can skew measures of student drug/alcohol use.) d. National data available annually. Comparable state data collected for approximately 30 states, beginning in 1993, and updated every two years thereafter.
Any illicit drug	xx%				
Alcohol	70%				

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT
GOAL 6	
<p>14. Sale of drugs at school</p> <ul style="list-style-type: none"> ● Reduce the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year. <p><i>1992 baseline: 18%</i></p>	<ul style="list-style-type: none"> a. Best available measure of the extent to which schools are drug-free. b. Important to include sale of drugs at school as a core indicator because this is an indicator over which schools can exert considerable control. c. Profiles of students in Grade 10 recommended as illustrative. (Grade 8 data not recommended because behavioral patterns in junior high markedly different from in high school. Grade 12 also not recommended because population of students still in school changes markedly and can skew measures of student drug/alcohol use.) d. National data available annually. Comparable state data available for approximately 30 states, beginning in 1993, and updated every two years thereafter.

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT				
GOAL 6					
<p>15. Student and teacher victimization</p> <ul style="list-style-type: none"> ● Reduce the percentages of 10th grade students and public school teachers reporting that they were threatened or injured at school during the previous year. <p><i>1992 baselines:</i></p> <table data-bbox="256 784 562 857"> <tr> <td>Students</td> <td>xx%</td> </tr> <tr> <td>Teachers</td> <td>yy%</td> </tr> </table>	Students	xx%	Teachers	yy%	<ul style="list-style-type: none"> a. Best available measure of the extent to which schools are safe. b. Important to combine both threats and injuries, with or without weapons, to produce an overall indicator. Although injuries and use of weapons are considered more serious offenses than threats or victimization without a weapon, threats to student and teacher safety are more prevalent and should therefore be included in an overall measure of school safety. c. Profiles of students in Grade 10 recommended as illustrative in order to be internally consistent for Goal 6, even though evidence suggest that threats and injuries to younger students (Grade 8) highest among the three grades sampled (8, 10, 12). d. National data available annually for students. National data collected in 1991, 1994, and 1998 for teachers. e. Comparable state data on <u>student</u> victimization available beginning in 1993 and updated every two years thereafter. No comparable state data on <u>teacher</u> victimization.
Students	xx%				
Teachers	yy%				

CORE INDICATOR	REASONS FOR INCLUDING INDICATOR AS A CORE DATA ELEMENT
GOAL 6	
<p>16. Disruptions in class by students</p> <ul style="list-style-type: none"> ● Reduce the percentages of 10th grade students and high school teachers reporting that disruptions often interfere with teaching and learning. <p><u>1992 baseline:</u> Students 17%</p> <p><u>1991 baseline:</u> Teachers 33%</p>	<ul style="list-style-type: none"> a. Best available measure of the extent to which schools are disciplined, although NEGP advisors consider this a necessary but not sufficient condition for learning to take place. b. Important to monitor both student and teacher perceptions, since teachers likely to have lower tolerance threshold for class disruptions than students. c. Profiles of students in Grade 10 recommended as illustrative in order to be internally consistent for Goal 6. d. National data available annually from student reports. National data collected in 1991, 1994, and 1998 from teacher reports. However, no comparable state data available from either student or teacher reports.

TAB E
Report Release

Overview of Activities
Release of 1994 Goals Report
and
Community Action Toolkit

"BUILDING A NATION OF LEARNERS"

September 28-29 Public Forum and Teleconferences

A variety of media activities and public forums are being planned to release the 1994 National Education Goals Report and the Panel's new Community Action Toolkit. Together, the activities emphasize the Panel's commitment to providing not only valuable data, but tools to help communities engage the public and organize support for Goal attainment. The lead events, summarized below and elaborated in the following pages, are designed to reach target audiences of media, policymakers and constituency group leaders in the education, business, civic and government arenas.

ACTIVITIES AT A GLANCE

Wednesday, September 28, 1994

- 7:00 - 8:15 pm **Tentative** Welcoming Reception
- 8:30 - 9:30 pm National Teleconference on the Goals for Community Leaders. Sponsored by the US Department of Education, Corporation for Public Broadcasting, USA Today, and Coalition for Goals 2000.

Thursday, September 29, 1994

- 9:00 am - 12:30 pm Washington Forum: "Building a Nation of Learners"
Panel members provide an overview and discuss the importance of key findings from the 1994 Report.
- 1:00 - 3:00 pm National Teleconference on the Goals for Educators and other Practitioners. Produced by the National Telelearning Network.

OBJECTIVES

The plan for release of the 1994 Goals Report and Community Action Toolkit is designed to address several priorities.

- Enhance news coverage by providing opportunities and sufficient time for media to digest and report intelligently on the full breadth and scope of data we present. Reporters will receive "embargoed" copies of the Goals Report and Community Action Toolkit in advance. They will also be invited to attend a staff-led data briefing to review information in the Goals Report and answer detailed questions.
- Provide opportunities for NEGP's Partner Organizations (approximately 150 education, civic, business and government groups with a state and/or local affiliate structure) to:
 - Discuss the findings and implications of the data in the Goals Report.
 - Build support for the "Goals Process" at the state and local levels, as characterized in previous Goals Reports and the Community Action Toolkit.
- Fulfill several of the "Activities and Results to Achieve" in the strategic plan adopted by the Panel on February 15, 1994, which says that the Panel shall:
 - "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."
 - "Promote the urgency for action by focusing efforts on policymakers, educators, parents and others concerned with education at the state and local level."

FOR CONSIDERATION IN SCHEDULING PARTICIPATION

Panel members may be asked to participate in select national media opportunities on September 28-29, including editorial board meetings with major daily newspapers and syndicated radio and TV talk shows. Also for those interested, NEGP Communications will arrange one-on-one interviews between Panel members and home-state reporters.

Panel members are encouraged to attend all events, but should concentrate their attendance on Thursday morning from 9:00 to 12:30 p.m.

FULL AGENDA AND DETAILS

Wednesday, September 28

9:00 – 7:30 pm Optional participation in pre-scheduled editorial board meetings, talk shows and select media interviews.

7:00 – 8:15 pm (Tentative) Welcoming reception.

8:30 – 9:30 pm Kick-off of Washington conference and opening teleconference:
"A Public Forum: Building a Nation of Learners"

Participants to include leaders from education, governance, civic and business groups.

Live, televised "National Town Meeting" and presentation of a video Goals Report

Sponsored through the Corporation for Public Broadcasting, the Goals 2000 Project of the US Department of Education, USA Today, the Coalition for Goals 2000, and the National Education Goals Panel.

Message: The Goals are achievable when various facets of the community work together, set high expectations for student learning and performance, and make a commitment to develop strategies and accountability systems to monitor and speed progress toward the Goals.

Audience: Community leaders and citizens.

Approach: Lively, half-hour program showing Goal-related success stories, followed by a half-hour, interactive "National Town Meeting" with participants in PBS-affiliates and other downlink sites across the country.

Thursday, September 29

6:00 – 8:00 am Early morning news and talk shows.

9:00 – 12:30 pm Continuation of the Washington conference.

Approach: Bring together members of the Panel with leading education reform advocates, state and local leaders, and innovative thinkers from disciplines outside of education to explore more dramatic options to achieve the Goals.

Purpose: To discuss findings and implications of Goals Report.
To spark local goals reporting and state benchmark setting activities.
To explore promising and effective strategies to achieve the Goals.
To identify more effective public engagement strategies.

Thursday, September 29 (continued)

9:00 – 9:50 Opening and introduction

"The Top 16 Indicators to Watch"

Panel members provide an overview and discuss the importance of key findings from the 1994 Report.

"Results to Achieve Today"

Ken Nelson outlines how the remainder of the morning will be spent in three breakout sessions to more fully explore the data in three different categories-- the before school years, the formal school years, and years after high school.

10:00 – 11:25 Three concurrent break-out sessions featuring Panelists and members of the NEGP Resource Groups as "lead discussants" in roundtables to explore such questions as:

- What conclusions can we draw from the entire body of Goals Report data in this category?
- What are the implications of this data?
- Given these implications, what can the Panel, the various levels of government represented on the Panel, and the various Partner Organizations and constituency groups do to help local communities achieve the Goals?

Each session will have a moderator and recorder. Twenty minutes to a half hour will be reserved for questions to be posed by the assembled audience to the lead discussants in each break-out session.

11:30 – 12:30 Closing session to formally release the Community Action Toolkit and report back on the conclusions and/or priority issues raised in each of the break-out sessions.

1:00 – 3:00 Live, 2-hour teleconference for educators and other practitioners on the Community Action Toolkit and the "Goals Process."

This program is the first in a series of ten daytime teleconferences on the National Education Goals.

The series is produced by the National Telelearning Network (NTN), a independent company offering professional development opportunities and inservice training for school personnel — with technical guidance and assistance provided by the National Education Goals Panel.

Thursday, September 29 (continued)

All Day Select, pre-scheduled telephone interviews with radio and print reporters in home states; and in-person interviews with Washington, DC-based news bureaus covering for home states.

NOTE: With the exception of the outgoing and incoming NEGP Chairs, Panel members will not have formal speaking roles in the teleconferences.

However, all Panel members may want to consider coordinating a "downlink" site or "miniconference" in the home state on Wednesday evening and promoting the educator's teleconference on Thursday afternoon.

NEGP Communications will prepare promotional packets and information kits for those interested in working on the teleconferencing activities.

For more information on these and other communications activities of the National Education Goals Panel, please contact: Ruth Whitman Chacon, NEGP Communications Director at (202) 632-0952.

NATIONAL EDUCATION GOALS PANEL

Update on Goals Panel Action on Education Standards

The Goals 2000: Educate America Act assigns the Goals Panel the duty to review criteria and standards proposed for certification submitted to it by NESIC. Upon a 2/3 vote, the Panel may disapprove these NESIC actions.

To inform these decisions, and to help concerned stakeholders inform NESIC, the Panel has requested advice from several sources. A year ago we convened a technical planning group headed by Shirley Malcom that in November submitted its report, Promises to Keep. That report identified a variety of issues relating to the certification of standards and recommended initial potential review criteria and procedures for certifying standards.

Currently, four critical stakeholder groups have been asked to review and extend that advice regarding the certification of education standards:

States: CCSSO Task Force

Who: Chief State School Officers from 12 states representing diverse approaches to standards policy.

What: 1) Documenting how states currently approach setting standards; 2) Recommending additional criteria and procedures likely to make the process appealing to states to engage in; 3) Trying out proposed criteria on current state policy

When: Met twice - March 23 and June 21
Draft paper currently being revised
Final paper expected July 16, and currently available from the Goals Panel upon request

Observations of special note:

1. The paper will document differing state approaches to setting standards, including some that focus on agreeing to achievement levels on the state's testing instruments and others that focus first on developing state and community agreement regarding the content to be taught.
2. The Task Force recommends making the application process stimulating, encouraging of self-reflection and supportive of related state reform efforts, more like applying for a Baldrige award than engaging in a competition for external approval.
3. The states recommend holding national standards to the same criteria of cumulative feasibility and adequacy to which sets of state standards are held.

Business: NAB Task Force

Who: Leaders of high performance companies

What: 1) Conducting internal self-studies of knowledge and skills their companies require to hire, retain, and promote employees; 2) Meeting to prepare paper recommending how standards be reviewed to insure that they reflect what employers need; 3) Launching associated multi-year effort to assist standards efforts and inform business community about it.

When: Task Force members currently being selected
Meeting planned for October
Final Paper expected in November; Planning paper available upon request

Observations of special note:

1. As the business community begin their work they have expressed initial concern that standards should focus on the knowledge and skills critical for success in the workplace. Business leaders anticipate a need to distill what is essential for students' success from all that scholars and academics may recognize as desirable to know.
2. Concern has been expressed that standards may be developed and therefore certified in traditional subject areas without a mechanism to examine the best way to integrate "the various standards being promulgated on a subject-by-subject basis."
3. Concern has been expressed that the national content standards will add up to more than a student or school can feasibly do. They fear "the sum of these efforts reflects unrealistic requirements no student can reasonably be expected to achieve."
4. The business task force intends to produce new information identifying the knowledge and skills required by task force members, high performance corporations, to hire, retain and promote employees.

Higher Education Task Force

Who: Mike Timpane chairs group including 10 distinguished higher education leaders. Meeting co-hosted by the American Council on Education (ACE) and National Association of Independent Colleges and Universities.

What: 1) Preparing individual comments on Promises to Keep and the role of higher education in education

Higher Education Task Force continued

standards; 2) Writing advisory paper for Goals Panel and NESIC; 3) Discussing these issues within the higher education community.

When: One meeting scheduled July 14
Paper expected in early August

Observations of special note:

1. Representatives of the higher education task force have expressed concern about how to preserve academic freedom and autonomy of teachers while at the same time securing community involvement and political support for the standards.

2. Others have indicated the need to integrate the operation of the college admissions process with the use of the K-12 standards, including the need to document high levels of performance that predict success in college study with the need to help all students achieve higher standards.

Standards Projects

Who: Tony de Souza of the Geography Standards project, chairing projects developing national education standards (in arts, civics, foreign language, English, math, history, science, and social studies).

What: Preparing a white paper commenting upon and proposing possible review criteria and procedures.

When: Meetings May 16 and sometime in early August
Paper expected in early August.

Observations of special note:

The standards projects have not yet agreed on their collective recommendations. One must note the extensive effort and consensus-building process each has undertaken absent clear indications of how content and performance standards would ultimately be defined or the review criteria and procedures to which they would be held.

The papers resulting from these efforts will be shared with Goals Panel members and forwarded as background information to NESIC members as soon as they are announced. Communication among the 4 groups is occurring by, whenever possible, inviting representatives from each task force to attend the meetings of the other groups.

NATIONAL EDUCATION GOALS PANEL

National Education Standards and Improvement Council: Nominations from the Goals Panel

The Goals 2000: Educate America Act creates the National Education Standards and Improvement Council to review and certify education standards voluntarily submitted to it. These standards will play an important role assisting communities improve student achievement and preparing them for citizenship, employment and further learning. The Council is expected to help schools, communities, scholars, and business consider what we expect children to know and be able to do.

The Council is to be composed of 19 members appointed by the President from 4 slates of candidates. Nominees will be submitted by the National Education Goals Panel, the Speaker of the House of Representatives, the Majority Leader of the Senate, and the Secretary of Education. Candidates will be proposed in four categories specified in the law (see attached). One candidate will be selected from the slate of three nominated in each category by the Goals Panel.

In March the Goals Panel collected nominations of over 200 potential candidates suggested by Panel members and organizations or associations representing the professional roles called for in the legislation. Between April and July the Panel undertook a deliberative review process and agreed upon the following slate of nominees.

The candidates nominated by the Goals Panel in each of the four categories called for in the legislation are:
1) as professional educators - Iris Carl, Judith Lanier, and Richard Mills; 2) as representatives of business, industry, organized labor and post-secondary institutions - Ed Bales, Diana Natalicio, and Al Shanker; 3) as representatives of the public - Ja Net' Crouse, Wilhelmina Delco, and Hilary Pennington; and 4) as education experts - Laurie Chivers, Robert Linn, and James Ysseldyke. See attached for further biographic information.

The Goals Panel is pleased to nominate highly qualified individuals representing a wide range of the competencies and role types called for in the law. Combined with the lists of candidates nominated by the Senate, House, and Secretary, we anticipate the appointment of a Council of outstanding individuals.

Experts from Goals 2000: Educate America Act

1. The Panel Role Nominating Candidates

"The Goals Panel shall nominate 12 individuals for membership on the Council, of whom 3 individuals shall be nominated from each of the categories described in clauses (i) and (iv) of subparagraph (A)."

2. Categories of Nominees called for by the law

"The members of the Council shall be appointed from among the following categories of individuals:

- (i) "Professional educators, including elementary and secondary classroom teachers, preschool educators, related services personnel, and other school-based professionals, State or local education agency administrators, and other educators.
- (ii) "Representatives of business and industry, organized labor, and post-secondary institutions.
- (iii) "Representatives of the public, including representatives of advocacy, civil rights and disability groups, parents, civic leaders, State or local education policymakers, (including members of State, local, or tribal school boards).
- (iv) "Education experts, including experts in measurement and assessment, curriculum, school finance and equity, and school reform."

3. Additional Qualifications specified by the law

"To the extent feasible, the membership of the Council shall be geographically representative of the United States and reflect the diversity of the United States with regard race, ethnicity, gender, and disability characteristics."

"Not less than one-third of the individuals nominated and appointed under subsection (b) shall have expertise or background in the educational needs of children who are from low-income families, from minority backgrounds, have limited English proficiency, or have disabilities."

BIOGRAPHIC INFORMATION REGARDING GOALS PANEL NOMINEES TO NESIC

PROFESSIONAL EDUCATORS

"including elementary and secondary classroom teachers, preschool educators, related services personnel, and other school-based professionals, State or local education agency administrators, and other educators"

IRIS CARL was president of the National Council of Teachers of Mathematics (NCTM) while they developed the academic content standards other disciplines are now seeking to parallel. A past Teacher of the Year, she was also a member of the NCTM Commission on Standards for School Mathematics, the National Council on Education Standards and Testing (NCEST), and the Goals Panel's Goals 3 and 4 Technical Planning Group. She is currently Director of Mathematics for Houston Independent School District, and a member of the National Academy of Education Panel's Trial State Assessment Project.

JUDITH LANIER is president of the Michigan Partnership for New Education, a coalition of state government, business and labor, and K-12 and postsecondary educators that develops programs to improve teacher education. A former teacher, she is currently the President of the Holmes Group, a board member of Educational Testing Services, and a member of the National Board for Professional Teaching Standards. Dr. Lanier is the former Dean of Education at Michigan State University, and former Director of the Institute for Research on Teaching.

RICHARD MILLS has been Vermont's State Commissioner of Education since 1988. Among the strategies on his agenda to restructure education for high performance are education goals, a common core of learning, a student performance assessment based on portfolios, and a teacher majority Professional Standards Board. He currently serves on the boards of the National Center for Education and the Economy, the New Standards Project, and the National Assessment Governing Board.

BUSINESS, INDUSTRY, ORGANIZED LABOR, AND POST-SECONDARY

"Representatives of business and industry, organized labor, and post-secondary institutions."

EDWARD BALES is Director of Education at Motorola University, the training component of this Baldridge-award winning company. He is a leader in developing education/business partnerships in this country and abroad. Beginning in 1990, Mr. Bales has continuously expanded Motorola's role in the application of principles which have made the corporation a world-class organization against which others benchmark their programs.

DIANA NATALICIO is President of the University of Texas at El Paso, a leader in developing strong relationship between the university and the local elementary and secondary education system. An applied linguist, Natalicio has degrees in Spanish and Portuguese. She has served on the US-Mexico Commission for Educational and Cultural Exchange, the Texas Business and Education Coalition and many other education and civic groups.

ALBERT SHANKER is president of the American Federation of Teachers and senior vice-president of the AFL-CIO. A former teacher, Mr. Shanker is a strong advocate of national education standards and standards-driven reform. He is presently involved in a number of activities that link directly to the standards issue, including the National Board for Professional Teaching Standards and the National Academy of Education's evaluation of the trial-state NAEP.

REPRESENTATIVES OF THE PUBLIC

"including representatives of advocacy, civil rights and disability groups, parents, civic leaders, State or local education policymakers, (including members of State, local, or tribal school boards)."

JA NET' CROUSE is Chairman of the National PTA Education Commission. Previously, she was Vice President for Region 2 of the National PTA and president of the Delaware PTA. Dr. Crouse has been a school board member and chaired an education committee for the League of Women Voters. She is currently a member of both the Delaware Math Coalition and Social Studies Commission.

WILHELMINA DELCO is a state legislator in the Texas House of Representatives. She is former vice-chair of the National Assessment Governing Board, and serves on many other state and national education groups. She is dedicated to education reform and an advocate for minority education.

HILARY PENNINGTON is president and co-founder of Jobs for the Future. She is one of the chief architects of the American youth apprenticeship movement which has worked to improve the school-to-work transition. She has advised federal and state legislators in their attempts to draft school-to-work transition legislation that offers work-based learning opportunities and career pathways for all youth.

EDUCATION EXPERTS

"including experts in measurement and assessment, curriculum, school finance and equity, and school reform."

LAURIE CHIVERS, as the Deputy State Superintendent of Public Instruction for the State of Utah, develops budget and

legislative recommendations for public education in Utah. She works with the governor, state legislators, and local school districts and boards to ensure that the needs of students and school districts are reflected as legislation and budgets are developed. Dr. Chivers was the Minority Education Policy Director for the United States Senate, and also served as the Director of Finance in the Utah State Office of Education.

ROBERT LINN is Professor of Education at the University of Colorado and co-director of the National Center for Research on Evaluation, Standards, and Student Testing. He is former president of the Division of Evaluation and Measurement of the American Psychological Association as well as the National Council on Measurement in Education. Presently he is the co-chair of the National Academy of Education's evaluation of the trial-state NAEP and chair of the standards subcommittee of the National Academy of Science's Board on Testing and Assessment.

JAMES YSSELDYKE is director of the National Center on Educational Outcomes for Students with Disabilities. He was also director of the University of Minnesota Institute for Research on Learning Disabilities for six years. Dr. Ysseldyke possesses extensive background and recognized leadership in areas of student evaluation, program evaluation, special education policy, and nonbiased assessment.