

Boston
trip notebook

Fig

To; Carol Rasco
From: Patrick Lester
Date: 7-12-94
Re; Briefing for 7-16 NEGP meeting in Boston

=====

The agenda for the 7/16 meeting is attached, but there are only two issues that you really should be aware of going in.

- (1) NESIC Nominations: Since Goals 2000 was signed by the President March 31, NEGP Working Group sessions have been preoccupied primarily with NEGP nominations for NESIC. Every member of the Goals Panel was allowed to make as many initial nominations as he or she chose. This lengthy list was narrowed through three rounds of balloting to the final list of 12 that is attached. The President is obliged to appoint 4 from this list to the 19 member panel.

At the last meeting of the Working Group (7-11) significant time was devoted to deciding whether or not these nominations should be made public. From the President's point of view, releasing the names might not be a good idea because of potential embarrassment for nominees not ultimately appointed, and the inevitable lobbying pressure that will be put on the White House once the names are known. The group decided, however, on a 7-6 vote to release the names at the 7-16 meeting because it was felt the information would be leaked anyway, and making them public in Boston would allow the members to put a positive spin on their choices.

- (2) Core Indicators for Goals: At Governor McKernan's request, the Working Group has developed 16 core indicators for the original 6 Goals, and yearly benchmarks for each indicator to determine national progress. The Working Group considered, but decided against, establishing similar measures for states. The Group also considered establishing minimum progress yearly benchmarks for each of the indicators, but it was felt that doing so might signal a retreat from the Goals, so the idea has been shelved for now.

Finally, the Working Group rejected the addition of a proposed smoking indicator to measure progress toward Goals 6 (safe and drug free schools). While there was some support for the idea, it was considered too contentious.

**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 – 9:15	Community Toolkit
9:15 – 9:30	Technology Principals/Resolution
9:30 – 10:00	Plan for 1994 Goals Report
10:00 – 10:30	"Prisoners of Time," Milt Goldberg
10:30 – 10:45	NESIC/Standards Update
10:45 – 10:55	September Report Release and Forum
10:55 – 11:00	NEGP Information Kit

ANNUAL MEETING

President Clinton to Address Nation's Governors

Members of Congress and other administration officials will meet with governors in Boston

President Bill Clinton will address the nation's governors at the NGA annual meeting in Boston, Mass., July 16-19.

President Clinton and Senate Minority Leader Robert Dole (R-Kan.) are expected to speak at the closing plenary session July 19. Both are expected to discuss national issues of importance to state and local governments, such as health care and welfare reform.

In addition, Senate Majority Leader George Mitchell (D-Maine) and Sen. Don Nickles (R-Okla.) will present a

Democratic and Republican perspective on the status of health care legislation in Congress at the opening plenary session on Sunday, July 17.

On Monday, July 18, U.S. Department of Transportation Secretary, Federico Peña will address NGA's Committee on Economic Development and Commerce about state-federal issues in transportation.

Later, at that same session, U.S. Trade Representative Mickey Kantor will speak to the committee about adoption and implementation of the General Agree-

ment on Tariffs and Trade.

When the NGA Committee on Natural Resources meets on Monday, July 18, Environmental Protection Agency Administrator Carol M. Browner is expected to discuss the administration's environmental priorities and pending environmental legislation, including the Safe Drinking Water Act, the Clean Air Act, and Superfund.

At the same session, Dr. John Graham, Director of Harvard's School of Public Health, will discuss risk-analysis in setting environmental policy.

A wide variety of other speakers will discuss important state issues ranging from the integration of children's services to telecommunications. ■

CHAIRMAN'S INITIATIVE

Partnerships Made Progress During NGA Chairman's Tenure

By Gov. Carroll A. Campbell Jr., South Carolina

During the past year, NGA has made significant progress in the priority areas identified in my "Partnerships for Progress" agenda.

Governors have helped to shape important national policies in the critical areas of health care reform, unfunded mandate relief, welfare reform, education, environmental protection, children's issues, and technology and telecommunications. And, as I had hoped, we have made progress in many of these areas by establishing partnerships—with the private sector, mayors, city administrators, county and state legislators, Congress, and the administration.

Much of this work will be ongoing; but I believe we have established a good basis from which to proceed and, in some areas, have made real breakthroughs in moving our positions forward.

Health Care

NGA's Health Care Leadership Team has continued to stay in close contact with the White House and Congress on the state implications of health care reform.

Welfare Reform

NGA closely consulted with the administration during the formulation of its welfare reform plan, seeking simplification and state flexibility to move welfare clients toward self-sufficiency.

Continued on page 2

HEALTH REFORM

NGA: Lawsuit Will Hinder Health Care Reform Efforts

A lawsuit that seeks to stop federal waivers that enable states to pursue health care reform will actually deny health care coverage to one and 1.5 million currently uninsured people and hinder national health care reform efforts, according to NGA.

The National Association of Community Health Centers (NACHC) filed a lawsuit seeking to enjoin the Department of Health and Human Services (HHS) from approving Section 1115a waivers for states seeking to implement statewide

Continued on page 5

In this issue . . .

POLICY POSITIONS

During their annual meeting, the governors will consider policy positions on a wide range of issues. *Page 3*

ENVIRONMENT

Cultivating Green Businesses, a new NGA report, features programs to commercialize new envirotechnologies. *Page 5*

BRIEFLY STATED

Missouri Gov. Carnahan signs an anticrime bill and Michigan Gov. Engler signs a tougher sentencing law. *Page 6*

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Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

NATIONAL
GOVERNORS'
ASSOCIATION

Hall of the States
444 North Capitol Street
Suite 267
Washington, DC 20001-1512

BULK RATE
ZIP +4 BARCODED
US POSTAGE PAID
WASHINGTON, DC
Permit No. 716



IMPORTANT DEADLINES

June 3, 1994: Last day special advance registration fee applies.

June 27, 1994: Last day to mail advance registration forms and payment.

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**EXECUTIVE OFFICE OF THE PRESIDENT
OFFICIAL TRAVEL AUTHORIZATION**
(Privacy Act Statement and instructions on back)

Carol H. Rasco

1. TYPE OF AUTHORIZATION

- TDY Amendment
(Show items amended)
 Invitational (Non EOP Employees Only) Relocation

2. Traveler (First name, middle initial, last name)

Assistant to the President for Domestic Policy

3. Title of Traveler

4. AGENCY/DIVISION

OPD/DPC

5. Office Phone

456-2216

6. Official Duty Station

Washington, DC

Actual Subsistence (unusual circumstances)*
Rate(s):

8. TRAVEL INFORMATION

PURPOSE: To attend National Governors' Association 1994 Annual Meeting

DATE(S): Travel Begin On 7 / 15 / 94

Travel End On 7 / 17 / 94

ITINERARY: Point of Origin (City, State) Washington, DC

Place(s) of Official Visitation (City, State) Boston, MA

Point of Return (City, State) Washington, DC

9. MODE OF TRAVEL					10. ESTIMATED COST		AMOUNT
(a) Commercial Transportation					Per Diem/Actual Subsistence		\$ 114.00
Rail		Air			Transportation		-0-
Coach	Extra Fare*	Coach Tourist	Business*	First-Class ‡	Rental Car		
		X			Miscellaneous (hotel)		264.00
‡ First Class must have approval of Agency Head or Deputy					TOTAL		\$ 378.00
(b) Privately Owned Vehicle					11. SPECIAL EXPENSE AUTHORIZED: 3XXHH		
Auto	Other	Rate auth per mile	<input type="checkbox"/> Determined more advantageous to government*		<input type="checkbox"/> Registration Fees (meeting, training, etc.)		
			<input type="checkbox"/> For convenience of traveler NTE common carrier cost		<input type="checkbox"/> Commercial Rental Car		
(c) <input type="checkbox"/> Gov't Owned Vehicle					<input type="checkbox"/> Excess Baggage not to exceed		
(d) <input type="checkbox"/> Other (specify)					<input type="checkbox"/> Other (Please identify)		
					12. ADVANCE REQUESTED	\$	
					<i>(meals and miscellaneous expenses only)</i>		

13. * Special Provisions/Remarks (Justification for first class/business/extra fare travel, annual leave enroute, actual subsistence, etc.)

- 1) Air Fare provided in Kind
- 2) Actual expenses authorized

14(a) Requested by

Carol H. Rasco

15. Accounting data (Appropriation, division, project, vendor number)

114-2500 J102E

14(b) I certify that the travel herein was reviewed and determined to be essential for the accomplishment of agency programs and missions

Approval Official (Signature and Title)

[Signature]

16. Funds are available to defray travel cost specified above
Funds Manager's Certification (Signature)

[Signature]

17. Date

8 July 1994

18. Travel Authorization No.

X14LL1

**EXECUTIVE OFFICE OF THE PRESIDENT
OFFICIAL TRAVEL AUTHORIZATION**
(Privacy Act Statement and instructions on back)

Carol H. Rasco

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Assistant to the President for Domestic Policy

3. Title of Traveler

1. TYPE OF AUTHORIZATION

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 Invitational (Non EOP Employees Only) Relocation

4. AGENCY/DIVISION

OPD/DPC

5. Office Phone

456-2216

6. Official Duty Station

Washington, DC

7. Per Diem

Actual Subsistence (unusual circumstances)*
Rate(s):

8. TRAVEL INFORMATION

PURPOSE: **To attend National Governors' Association 1994 Annual Meeting**

DATE(S): Travel Begin On **7 15 94** Travel End On **7 17 94**

ITINERARY: Point of Origin (City, State) **Washington, DC**

Place(s) of Official Visitation (City, State) **Boston, MA**

Point of Return (City, State) **Washington, DC**

9. MODE OF TRAVEL

(a) Commercial Transportation				
Rail		Air		
Coach	Extra Fare*	Coach Tourist	Business *	First Class †
		<input checked="" type="checkbox"/>		

† First Class must have approval of Agency Head or Deputy

(b) Privately Owned Vehicle			
Auto	Other	Rate auth. per mile	<input type="checkbox"/> Determined more advantageous to government * <input type="checkbox"/> For convenience of traveler. NTE common carrier cost

(c) Gov't Owned Vehicle

(d) Other (specify)

10. ESTIMATED COST

	AMOUNT
Per Diem/Actual Subsistence	\$ 114.00
Transportation	-0-
Rental Car	
Miscellaneous (hotel)	264.00
TOTAL	\$ 378.00

11. SPECIAL EXPENSE AUTHORIZED

- Registration Fees (meeting, training, etc.)
 Commercial Rental Car
 Excess Baggage not to exceed
 Other (Please identify)

12. ADVANCE REQUESTED \$

(meals and miscellaneous expenses only)

13. * Special Provisions/Remarks (Justification for first class/business/extra fare travel, annual leave enroute, actual subsistence, etc.)

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2) Actual expenses authorized

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16. Funds are available to defray travel cost specified above

Funds Manager's Certification (Signature)

Approval Official (Signature and Title)

17. Date

8 July 1994

18. Travel Authorization No.

XN4LL1



Sheraton Boston
HOTEL & TOWERS

39 DALTON STREET, BOSTON, MA 02199
PHONE: (617) 236-2000, FAX: (617) 236-1702

CONFIRMATION

JUL 11 REC'D

30

07/04/94

ARRIVAL DATE	ARRIVAL TIME	DEPARTURE DATE	NO. GUESTS	ROOMS	ACCOMMODATIONS	RATE PER NIGHT
07/15/94		07/17/94	1	1	BEDROOM	\$ 132.00

THE SHERATON BOSTON THANKS YOU FOR YOUR RESERVATION. YOUR ROOM RESERVATIONS FOR THE NATIONAL GOVERNORS ASSOCIATION MEETING ARE CONFIRMED. THIS IS AN AMERICAN EXPRESS GUARANTEED RESERVATION.

NGA

MS CAROL RASCO
ASST TO THE PRESIDENT
THE WHITE HOUSE
WASHINGTON, DC 20500



RESERVATIONS OFFICE ONLY (617) 236-2020 FAX (617) 236-6095

CHECK IN TIME IS AFTER 3:00 P.M.

EASTBOUND—EXIT 22 ON MASS. TPK.
SOUTHBOUND—STORROW DRIVE—COPLEY SQ. EXIT
NORTHBOUND—RT. 3—MASS. AVE. EXIT



4

REGISTERING AT THE SHERATON BOSTON HOTEL/TOWERS

- Reservations held for arrival past 4pm require guarantee of payment. Reservations may be guaranteed by American Express, Carte Blanche, Diners, Mastercard, VISA or by one night's advance deposit.
- Reservation changes will be accepted based on availability.
- For your protection this reservation is not transferable.

DEPOSIT POLICY:

- Reservations not guaranteed by advance deposit or credit card, are subject to cancellation fourteen (14) days prior to arrival date.

CREDIT POLICY:

- The following credit cards are accepted for payment of hotel bill.

AMERICAN EXPRESS	MASTERCARD
CARTE BLANCHE	VISA
DINERS CLUB	JCB
EN ROUTE	DISCOVER

CANCELLATIONS AND CHANGES:

- Please do not be a no-show. Please, call the Sheraton Reservation Office to change or cancel your reservations. (See Deposit Policy)

GOING TO ANOTHER SHERATON CITY?

- For reservations at any Sheraton Worldwide: Hotel, Inn, Resort & All Suite, call 800-325-3535, free from anywhere in the Continental United States or Canada. Call 24 hours a day, 7 days a week.

IMPORTANT NOTICE:

- Room rates are confirmed in U.S. Currency.
- Applicable local tax will be charged in addition to the confirmed room rate.

RESERVATIONS OFFICE ONLY

(617) 236-2020

FAX (617) 236-6095

**PLEASE PRESENT THIS
CONFIRMATION AT REGISTRATION**

- All the above is subject to change without notice.

Directions to Sheraton Boston Hotel and Towers

From Mass Pike (90) East—Take Exit 22 (underground)—At fork, follow Prudential Center sign—Above ground you'll be on Huntington Avenue—Take a right at first light on Belvedere Street—Hotel is on your right.

From 93 South—Take Massachusetts Avenue/Roxbury exit (on left)—Take right at end of off-ramp onto Massachusetts Avenue—Follow Massachusetts Avenue for one mile—Take a right on Boylston St.—Take a right on Dalton St.—Hotel is on your left.

From 93 North—Take Storrow Drive exit (only one direction)—Take Fenway exit (on left)—Stay to the left going through four lights—You are now on Boylston Street—At fifth light, take a right onto Dalton Street—Hotel is on your left.

Please stop at front entrance for our doorman to assist you.

VALET PARKING IS AVAILABLE



NATIONAL GOVERNORS' ASSOCIATION
1994 Annual Meeting
July 16 - 19
Boston, Massachusetts

JUL 13 1994

The NGA Registration Center has received your registration for the NGA Annual Meeting. Please refer to the meeting registration brochure for important details related to registration, housing, and transportation, and also carefully note the following information:

NGA REGISTRATION CENTER

National Governors' Association
444 North Capitol Street, N.W., #267
Washington, DC 20001-1512
Attn: Laura Bailey

Telephone Number
(202) 624-5966
Fax Number
(202) 624-5980

HOTEL RESERVATIONS

Accommodations for meeting attendees are reserved in the following hotels:

Sheraton Boston Hotel
39 Dalton Street
Boston, MA 02199
(617) 236-2000
Check-in time: 3:00 p.m.
Check-out time: 12:00 noon

Colonnade Hotel
120 Huntington Avenue
Boston, MA 02116
(617) 424-7000
Check-in time: 3:00 p.m.
Check-out time: 12:00 noon

- Hotels will send reservation confirmations directly to attendees. Each hotel requires an advance deposit of one night's room charge. If you did not check "charge hotel room deposit" in the credit card authorization section of the registration form, please send a deposit directly to the hotel as soon as you receive your reservation confirmation.
- Advance arrangements must be made through your hotel's accounting department if you wish either to pay hotel charges using a purchase order, voucher, or claim, or to have hotel charges billed directly to you.

To change a confirmed hotel reservation:

- **On or before Monday, June 27:** write or fax the NGA Registration Center
- **Between Monday, June 27 and Friday, July 8:** call the NGA Registration Center
- **On or after Monday, July 11:** call the hotel directly

MEETING REGISTRATION

- Meeting credentials will not be issued until registration fees have been paid in full. If fee payment did not accompany your registration form, payment may be sent separately. **Payments should NOT be mailed to the NGA Registration Center after Monday, June 27.** After that date, all payments should be made on site.

MEETING REGISTRATION (continued)

- As part of meeting security, you will be asked as you register to present two forms of personal identification--one with a recent photograph and one to verify your business affiliation. Meeting credentials will be issued only upon presentation of acceptable identification.
- Refund of prepaid registration fees will be made (minus a \$25 nonrefundable processing charge) if written cancellation notice is postmarked no later than Friday, July 8, 1994. No refunds will be made for cancellations made after that date. Refunds will be issued approximately thirty days after the meeting.
- No-shows will be billed the applicable registration fee.
- Attendees who do not prepay their registration fees will be invoiced a \$25 handling fee for cancellations received or postmarked on or before Friday, July 8, 1994, and non-prepaid attendees who cancel after Friday, July 8, 1994, will be invoiced for the full registration fee.
- General Meeting Registration and News Media Registration, located in the Hynes Convention Center, will open on Saturday, July 16, and will be in operation daily throughout the meeting.

MEETING LOCATIONS

Most business sessions will be held at the **John B. Hynes Convention Center**, located at 900 Boylston Street in downtown Boston. Additional business sessions will be held at the **Sheraton Boston Hotel and Towers**, which is connected to the Convention Center by the Shops at Prudential. NGA meeting support operations will be located in both the Convention Center and the Sheraton Boston Hotel. Directional signs will be located throughout the Convention Center and the Sheraton Boston.

LATE ARRIVALS

Attendees who arrive in Boston after registration closes on Sunday or Monday evenings and who wish to attend either evening's social event should use the special shuttle transportation from the hotels to the event site, where temporary credentials will be provided. Two forms of identification will be required to obtain temporary credentials.

TRANSPORTATION

- Unless otherwise notified by NGA, attendees will need to make their own arrangements for transportation from their point of arrival in Massachusetts to their hotel in Boston.

May, 1994

NATIONAL GOVERNORS' ASSOCIATION
1994 Annual Meeting
July 16 - 19
Boston, Massachusetts

REGISTRATION ACKNOWLEDGMENT

Name: Carol Rasco
 Assistant to the President
 The White House
 Washington, DC 20500

Date: 07/08/94

Registration ID: 601140

Hotel	Nights	Rate
Sheraton Boston Hotel & Towers Single Arrival: 07/15/94 Departure: 07/17/94	2	132.00

Registration Status

Special Attendee (27)

SUMMARY			
Registration Fee	Session Fee	Cancellation Fee	Total Registration Fee
0.00	0.00	0.00	0.00
			Amt Rcvd: 0.00
			Bal Due:

SCHEDULE

CAROL H. RASCO

ASSISTANT TO THE PRESIDENT FOR DOMESTIC POLICY

TRAVEL SCHEDULE INFORMATION

SKYPAGE NUMBER: 1-800-SKYPAGE

PIN: 2074765

FRIDAY, JULY 15

3:45 WH Car enroute to National
Airport

4:30 Northwest Flight to Boston
Flight 38

6:05 Arrive in Boston

AT AIRPORT CHR WILL BE MET BY UNIFORM
STATE TROOPER OR AIRPORT REPRESENTATIVE WITH
CHR'S NAME ON SIGN: PERSON WILL ESCORT
CHR TO BOSTON COACH SEDAN (TRANSPORT TO
HOTEL)

CHR WILL THEN HAVE TO GO BACK TO BAGGAGE
AREA TO RETRIEVE BAGGAGE IF SHE HAS OTHER
THAN CARRY-ON (this according to Susan
Ade, : P6/b(6))

PHONE NUMBER FOR TRANSPORT: 617-954-2537
Contacts: Bob Burnette or Roger Spelta

LODGING:

Sheraton Boston Hotel and Towers
39 Dalton Street
Boston, MA 02199
Phone: 617-236-2000
Fax: 617-236-1702
Confirmation: #30RA07151132G
(STANDARD CHECKOUT TIME IS 12:00 NOON -
IF YOU WILL NEED LATER TIME, INFORM
DESK PERSONNEL AT TIME OF CHECK-IN)

CHR will have to pick up credentials
at Hines Convention Center (for NGA)
Registration Desk Open Saturday,
July 16, 9:00 - 5:00 (final program
will be included in materials CHR
will pick-up) **Third Level**
(Walkway from hotel to Convention Center)

**NATIONAL EDUCATION GOALS PANEL
SUMMER MEETING**

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

TIME

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9:15 – 9:30	Technology Principals/Resolution
9:30 – 10:00	Plan for 1994 Goals Report
10:00 – 10:30	"Prisoners of Time," Milt Goldberg
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10:45 – 10:55	September Report Release and Forum
10:55 – 11:00	NEGP Information Kit



DEMOCRATIC GOVERNORS' ASSOCIATION

TO: Democratic Governors &
Key Staff

FROM: Katie Whelan, Executive Director

RE: 1994 DGA Schedule

DATE: 11 July 1994

Governor Evan Bayh

State of Indiana
Indianapolis, IN

Governor Mel Carnahan

State of Missouri
Jefferson City, MO

EXECUTIVE COMMITTEE

Governor Gaston Caperton

State of West Virginia

Governor Howard Dean

State of New Hampshire

Governor Bob Miller

State of Nevada

Governor Ann Richards

State of Texas

Governor Roy Romer

State of Colorado

Governor Bruce Sundlun

State of Rhode Island

Governor John Waihee

State of Hawaii

Governor David Walters

State of Oklahoma

Katherine Whelan

Executive Director

The purpose of this memorandum is to confirm the DGA events that will take place at the NGA meeting in Boston, Massachusetts.

SATURDAY, JULY 16, 1994

DGA GOVERNORS'-ONLY MEETING

Location: Residence of Tom & Nicole Hynes
180 Clyde Street
Brookline, Massachusetts

Phone: (617)731-6924

Contacts: Carol Sullivan and Kaliope Poulianos

Time: 1:30pm - 4:00pm

Transportation: DGA shuttle vans for staff members attending the meeting will depart from the main entrance (39 Dalton Street) of the Sheraton at 1:00pm.

Other: The meeting location is approximately a 20 minute drive from Logan Airport and a 15 minute drive from the Sheraton. Maps will be provided.

The meeting will focus on the 1994 elections and health care. We will be joined by White House Deputy Chief of Staff Harold Ickes, Strategic Pollster Geoff Garin, Assistant to the President for Intergovernmental Affairs Marcia Hale, White House Communications Director Mark Gearan and DNC Political Director Don Sweitzer.



DEMOCRATIC GOVERNORS' ASSOCIATION

Governors' Only Meeting

Saturday, July 16, 1994

Private Residence
180 Clyde Street
Brookline, Massachusetts
(617)731-6924

1:30pm - 4:00pm

Tentative Agenda

Meeting Chair: Governor Evan Bayh

Governor Evan Bayh
 State of Indiana
Chair

Governor Mel Carnahan
 State of Missouri
Vice Chair

EXECUTIVE COMMITTEE

Governor Gaston Caperton
 State of West Virginia

Governor Howard Dean
 State of Vermont

Governor Bob Miller
 State of Nevada

Governor Ann Richards
 State of Texas

Governor Roy Romer
 State of Colorado

Governor Bruce Sundlun
 State of Rhode Island

Governor John Waihee
 State of Hawaii

Governor David Walters
 State of Oklahoma

Katherine Whelan
Executive Director

I. Health Care

Status Report

Harold Ickes, Assistant to the President and
 Deputy Chief of Staff

Geoff Garin, Pollster, Garin-Hart Strategic
 Research Group

Marcia Hale, Assistant to President for
 Intergovernmental Affairs

Health Care Politics:

Governor Lawton Chiles

Governor Howard Dean

-Discussion-

II. 1994 Overview

Communications - Mark Gearan

Politics - Don Sweitzer

III. "Avoiding Potholes on the Road to Re-Election"

Geoff Garin, Pollster, Garin-Hart Strategic Research

IV. NGA Business

Governor Howard Dean

DGA Resolutions

Democratic Governors of the United States and U.S. Territories

Democratic Governors

Attending Saturday Meeting at the Hynes Residence

Governor Cecil Andrus	(ID)	No
Governor Evan Bayh	(IN)	Yes
Governor Gaston Caperton	(WV)	Yes
Governor Mel Carnahan	(MO)	No
Governor Tom Carper	(DE)	No
Governor Bob Casey	(PA)	Not yet confirmed
Governor Lawton Chiles	(FL)	Yes
Governor Mario Cuomo	(NY)	No
Governor Howard Dean	(VT)	Yes
Governor Edwin Edwards	(LA)	No
Governor Alexander Farrelly	(VI)	Not yet confirmed
Governor Joan Finney	(KS)	No
Governor Jim Folsom	(AL)	No
Governor Jim Hunt	(NC)	Yes
Governor Brereton Jones	(KY)	No
Governor Bruce King	(NM)	Yes
Governor Mike Lowry	(WA)	No
Governor A.P. Lutali	(AS)	Yes
Governor Ned Ray McWherter	(TN)	Not yet confirmed
Governor Bob Miller	(NV)	Yes
Governor Zell Miller	(GA)	No
Governor Ben Nelson	(NE)	Not yet confirmed
Governor Roy Romer	(CO)	No
Governor Pedro Rossello	(PR)	Yes
Governor William Donald Schaefer	(MD)	No
Governor Mike Sullivan	(WY)	Yes
Governor Bruce Sundlun	(RI)	Yes
Governor Froilan Tenorio	(CNMI)	Not yet confirmed
Governor Jim Guy Tucker	(AR)	Yes
Governor John Waihee	(HI)	Yes
Governor David Walters	(OK)	Yes

16 acceptances

12 regrets

5 not yet confirmed

*Duplicate of fax
to GHR in Arkansas*

Carol:

Attached is an internal document I prepared on the impact (or lack of impact) of state level reforms. This has not been edited for outside use, but I thought you might be interested in it for context for your speaking engagement. I am also attaching suggested NGA talking points I prepared at the request of Intergovernmental, though I don't know what they plan to do with them.

Finally, I also want to point out that Bob Dole's recent plan caps Medicaid payments to the states with no accompanying relief on state responsibilities under Medicaid, which would cause huge budget shortfalls to the states. Preliminary CEA estimates are that states would experience a budget shortfall of \$101 billion dollars over 7 years.

Please call if you have any questions.

Draft talking points for NGA

As a Governor grappling with the health care issue every day, I'm glad that after more than a year of debate and discussion, the Congress is moving full speed ahead on health care reform. This Congress has already brought health care reform further than any previous Congress in history. There should be no turning back now -- we must move forward and pass a bill with universal coverage.

Universal coverage is crucial not only to our nation's health, but to my state's fiscal health as well. States have been unable to increase spending in areas like crime and education due to the rising number of uninsured and the increases in Medicaid spending. Medicaid costs have increased more than 400% since 1980, and threaten to further overwhelm state budgets unless we work together to solve this problem and cover everyone.

The biggest losers in a non-universal system would be middle class working families. Without universal coverage, the middle class will see their costs go up to pay for subsidies for the poor, and those with insurance coverage will continue to pay for those without.

That's the problem we have today: the poor get government help, and the rich can afford it on their own. It's the middle class that lose their coverage when they change a job, that take out loans to pay the costs of an illness, that give up better jobs for fear of losing the coverage they have now.

Some in Congress are urging the quick fix: pass some insurance reforms, provide government subsidies for the poor, and call that universal even though it isn't. We've tried that at the state level -- it doesn't solve the problem.

Others say we should set a target and see if market reforms alone will get us there. As a Governor I can tell you: the only acceptable target is coverage for everyone, and the only way to get us there is through shared responsibility and universal coverage.

When it comes to health care, the middle class have been squeezed for too long, it's time everyone do their part so that everyone has solid coverage.

Incremental Reforms: State Experience Proves They Don't Solve the Problem

"At least 37 states have enacted insurance reforms essentially identical to the [Dole] reforms proposed in Congress. I think any insurance commissioner would say these reforms are a necessary but not sufficient way to decrease the number of uninsured. To say they're going to improve access are a bit misguided." -- Patricia Butler; Health Care Consultant [Boston Globe, 7/3/94]

Many federal health reform proposals, such as the Dole plan and the Rowland-Bilirakus plan, reject the goal of universal coverage and focus instead on expanding "access" through a patchwork of incremental reforms including small group market reforms, insurance reforms, low-income subsidies, community rating, medical savings accounts, voluntary alliances, tax credits and malpractice reforms. Proponents of these plans argue that these measures will, in themselves, make health care more accessible and affordable, increasing coverage and controlling costs as a result. Republican health strategist William Kristol noted these bills were "straightforward reforms that make insurance more stable, accessible, and affordable."¹

However state-level experience with these very same reforms, implemented in recent years, has had no appreciable effect on total coverage levels or costs. Overall coverage levels have gone down nationwide, particularly among working people. And state health care spending, state Medicaid spending, and per capita health spending have all gone up. Even states that have conducted demonstrations aimed specifically at increasing coverage through voluntary measures have fallen fall short of their goals, with results analysts call "disappointing."²

State level experience proves that incremental reforms alone don't solve the problem -- costs for government go up, costs for businesses go up, costs for families go up, and more and more middle class working people continue to lose their coverage.

How many states have passed incremental reforms?

Beginning in the late 1980s and early 1990s, health care reform activity heightened significantly at the state level, with more than 32 states passing incremental health reform measures between 1989 and 1992, and more than a dozen more acting in 1993 and 1994.³ All tolled, more than 45 states have passed many of the incremental health reforms proposed in the Cooper, Dole, and Rowland-Bilirakus bills.

¹ Boston Globe, July 3, 1994

² Testimony of W. David Helms, Ph.D., before the United States Senate Committee on Finance

³ Intergovernmental Health Policy Project, George Washington University, 1994

The CBO analyzed a Dole-style incremental reform bill proposed in 1992, and found that *"guaranteed health insurance coverage for small businesses, the pooling of risk, and the prohibition on denying coverage on account of a person's health would reduce the cost of insurance for people considered to be bad risks but would increase the cost of insurance for good risks."*⁸

Conservative economist Mark Pauley noted this phenomenon in analyzing the likely impact of the current Dole plan, saying the measures would *"probably do almost nothing, or maybe even make things worse."* He explains: *"To the extent you force insurers to take all comers or in other ways not charge what they cost, the insurer has to raise what they charge other people. You exchange some insured healthy people for some uninsured unhealthy people. The net effect of that is probably somewhat of a loss."*⁹

The recent experience in New York State, where community rating was implemented without universal coverage, bears out some of these predictions. Although there are some differences in levels of community rating among different states and different federal proposals, an analysis in the Wall Street Journal noted that *"almost one year after New York State adopted stiff insurance reforms, fewer people have health care coverage than under the old system."*¹⁰ The reason: young people dropped coverage as rates went up, causing rates to rise further: between 20-35% for some insurers.

5. The promise of better rates or cheaper benefits has not enticed non-insuring small businesses to purchase insurance

Beginning in 1986, 11 states and non-profit groups began a demonstration program aimed at specifically at increasing coverage by making health insurance both more affordable and available to uninsured small businesses and individuals. Of the 11 demonstration projects, all used voluntary measures: 10 developed new, less expensive insurance products or subsidized existing insurance products, and one developed a health insurance information and referral service.

These demonstrations reached relatively few of the small businesses and individuals previously uninsured. Leading the study to conclude that *"there is little evidence that voluntary efforts alone will close the gap on the uninsured problem."*¹¹

What can we conclude from the state experience?

State-level experience with incremental reforms call into question the idea that these changes will alone increase coverage and control costs. First, state level reforms

⁸Estimates of Health Care Proposals from the 102nd Congress, July 1992

⁹Boston Globe, July 3, 1994

¹⁰"New York Finds Fewer People Have Health Insurance a Year After Reform", *WSJ*, 5/27/94

¹¹Testimony of W. David Helms, Ph.D., before the United States Senate Committee on Finance

Reform Measure	Number of states with these reforms	% states with these reforms
Guaranteed Issue	35	70%
Guaranteed Renewal	42	84%
Portability	37	74%
Community Rating	19	38%
Rating Bands	34	68%
Voluntary Alliances ⁴	20	40%
Tax Incentives	13	26%
Medical Savings Accounts	12	24%
Low-Income Subsidies/Medicaid Expansions	46	92%

Unfortunately, states have been unable to extend these reforms to the entire state, because of federal restrictions (ERISA) on states to affect the employer-based market. In other words, many middle-class working people do not benefit from these state reforms.

Even states which have enacted more sweeping reforms have been hampered by federal restrictions such as ERISA and Medicaid.

What has been the impact of state-level incremental reforms?

While many states have passed and implemented reforms in the past two years, others have had small group market reforms and other insurance reforms in place for two to three years, allowing time for measurable results. With very few exceptions, the health care situation, in terms of both costs and coverage, is no better after incremental reforms than it was before.

⁴ Includes purchasing pools for publicly funded programs, voluntary private pools, statewide purchasing cooperatives, regional cooperatives and competing cooperatives

1. The number of uninsured has increased -- mainly among working people

While the U.S. population as a whole grew by only 1.3 million, the number of uninsured Americans grew by 6.4 million people. Of the 6.4 million newly uninsured, nearly 4.8 million of them -- more than 75% -- work.⁵

2. State spending on health care has rapidly increased

State spending on health care has increased by more than 44% between 1988 and 1992, and Medicaid spending has increased by more than 150% (87-93). State spending on health care has far outpaced spending on other needed programs, rising more than twice as fast as state spending on police, and roughly 50% faster than state spending on education.⁶

3. Increased coverage has been limited to high cost populations and low-income women and children

Expansions in coverage at the state level (including low-income subsidies and Medicaid expansions) have largely been focused on indigent residents and low-income children and the unemployed, expanding coverage in these categories but bringing no relief to the middle class.

In fact, while 14 states that passed reforms with low-income subsidies or Medicaid expansions did successfully increase coverage from 1988 to 1993 in the state as a whole, half of those same states had a decrease in coverage among working people.⁷

4. Insurance reforms without universal coverage can increase private insurance premiums

As insurance reforms have taken effect, populations traditionally excluded by insurers due to their high cost are brought into the system, and their costs are spread among other insured people. This causes insurance premiums to rise, compelling young, healthy people to drop coverage in a non-compulsory system. This causes further premium increases, and the cycle continues.

⁵ 1988 and 1993 March CPS, Bureau of the Census

⁶ State Government Finances, Commerce Dept. 1988, 1992, HCFA Office of the Actuary, Form 64

⁷ March CPS, 1988 and 1993, Bureau of the Census (Alaska, Arizona, Arkansas(✓), Colorado(✓), Hawaii, Indiana, Kentucky(✓), Montana, Nebraska(✓), New Mexico(✓), Oregon, Tennessee(✓), Utah(✓), Vermont(✓), Washington)

have been most beneficial to limited groups of people, namely high-cost populations and low-income populations. Secondly, state level reforms haven't had as broad an impact as states would like, in part because of their limited reach. Most of the working population do not really benefit from reforms applying to the small group market, and without ERISA pre-emptions or waivers, states have limited ability to influence the security and quality of coverage for working families. Unfortunately none of the federal reforms rooted in incremental changes fully remove these barriers, so it is hard to imagine they would have any greater effect than state-level efforts.

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





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.

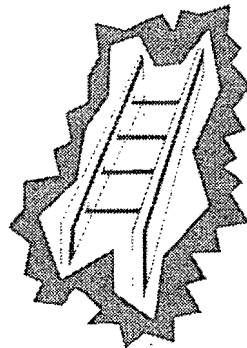
When it comes to rebuilding and renovating the U.S. education system, the same kind of teamwork is required. There is no single person or group of experts whose sole job it is to make schools better. Everyone in the community must pitch-in with their unique talents, skills, and perhaps most important,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

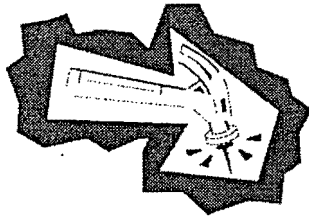
The National Education Goals Panel is a unique bipartisan body of federal and state officials created in July 1990 to assess state and national progress toward achieving the National Education Goals. The national and state leaders who established the Goals Panel believed that adopting the Goals without 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*

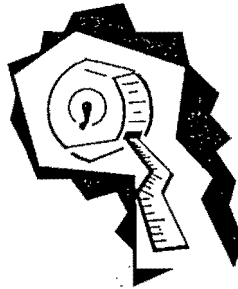


Community Organizing Guide

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.

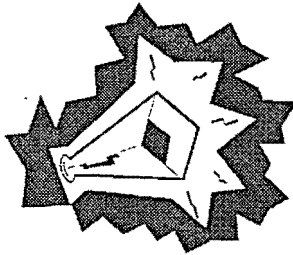
A Local Goals Reporting Handbook

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.



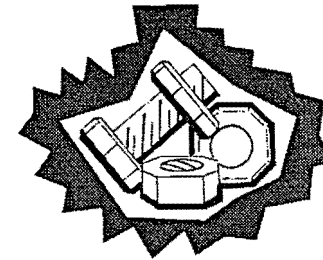
A Guide to Getting Out Your Message

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.

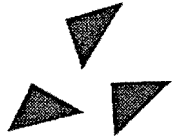


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DRAFT RESOLUTION OF THE NATIONAL EDUCATION GOALS PANEL
PRINCIPLES FOR THE DEPLOYMENT AND USE OF NETWORK TECHNOLOGY
TO ACHIEVE THE NATIONAL EDUCATION GOALS

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.

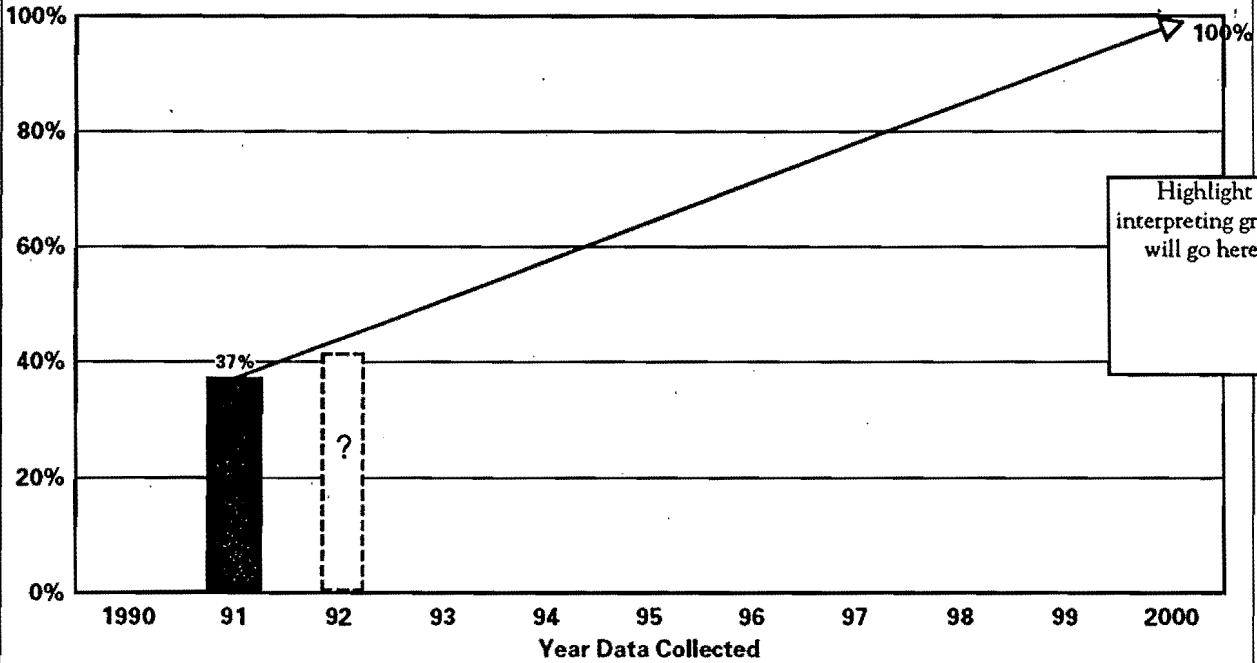
DEMONSTRATING PROGRESS

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.

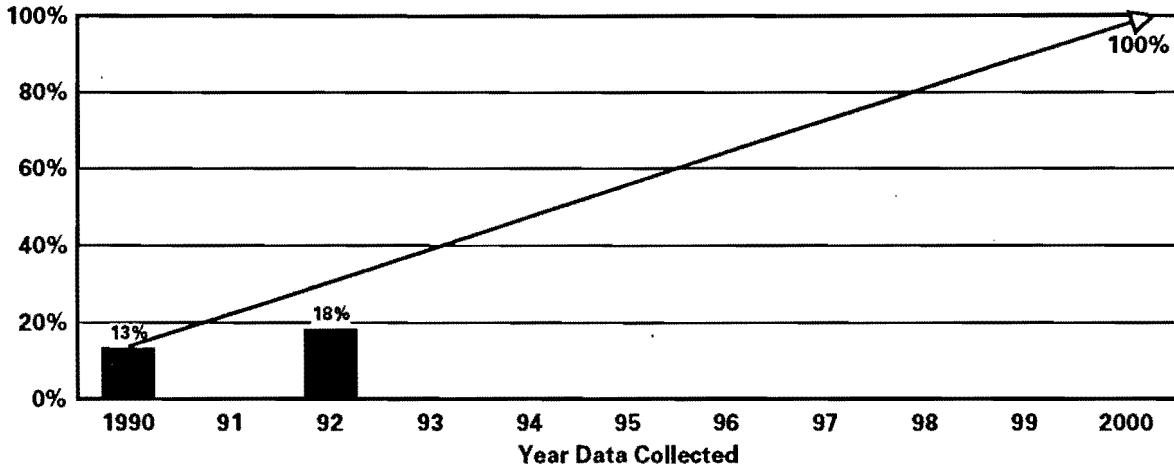
Source: National Center for Health Statistics and Centers for Disease Control

Exhibit 6

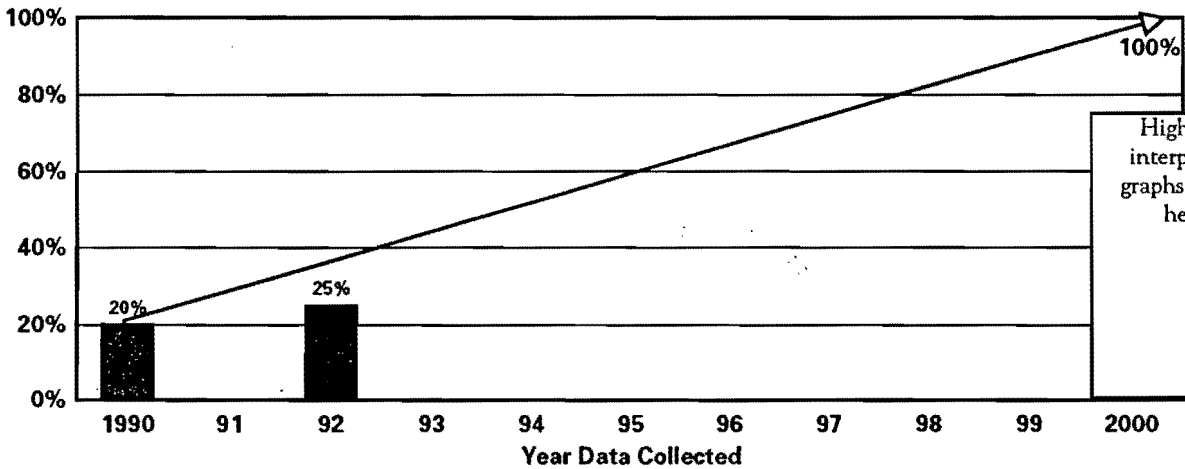
MATHEMATICS ACHIEVEMENT

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

Grade 4

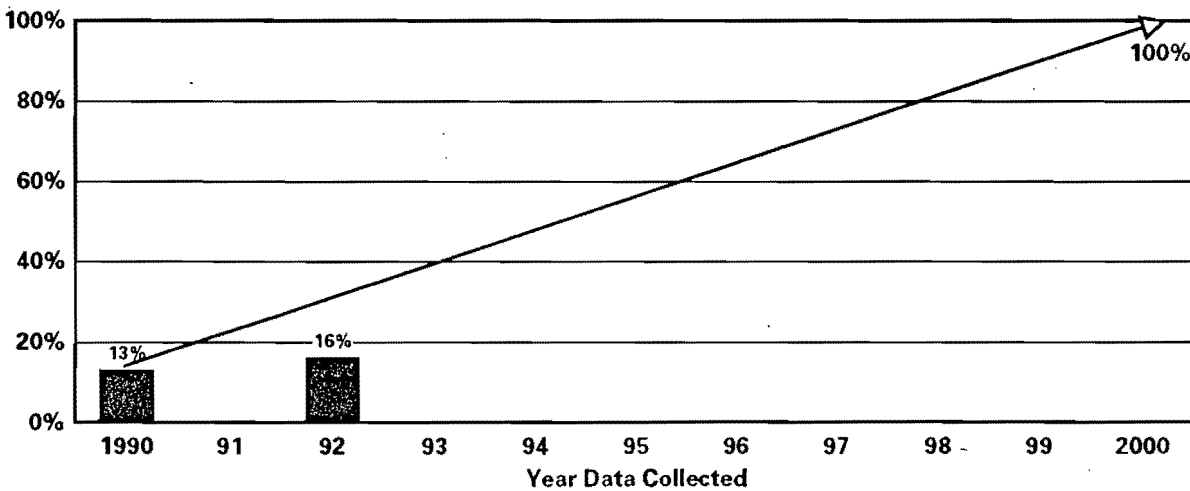


Grade 8



Highlight interpreting graphs will go here.

Grade 12

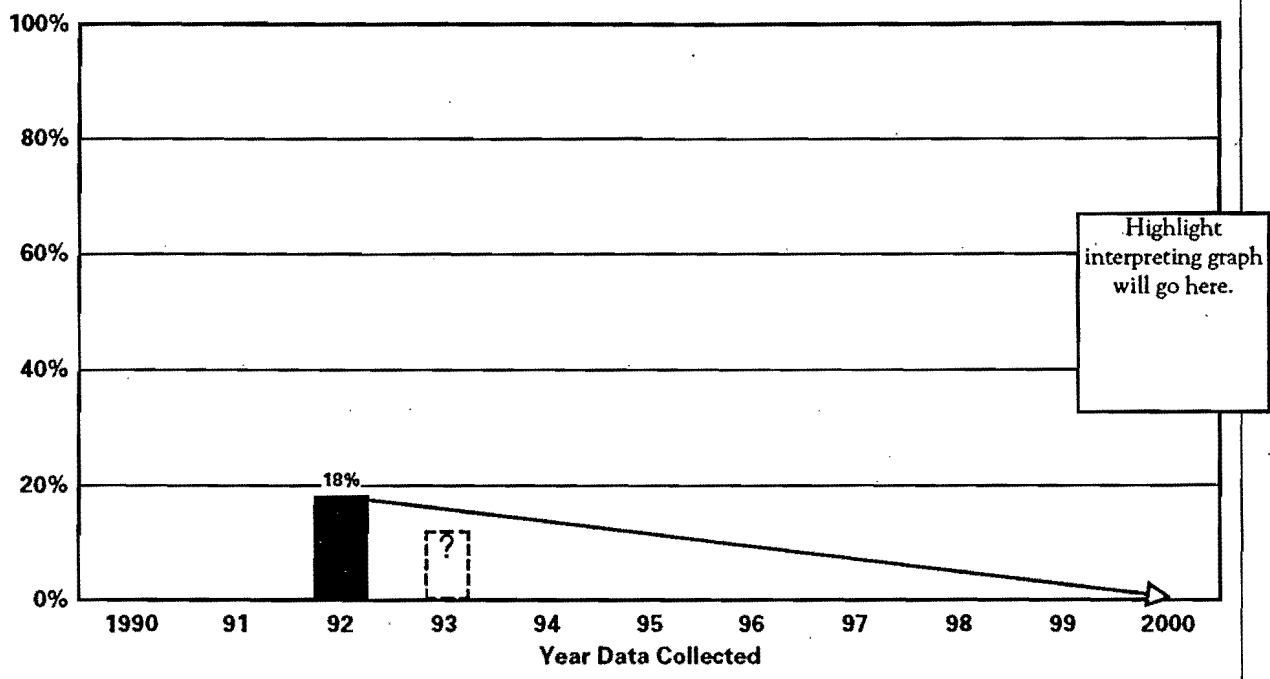


Source: National Center for Education Statistics

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 border="0" style="width: 100%;"> <tr> <td>American Indian/ Alaskan Native</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Black</td> <td style="text-align: right;">9</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: right;">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
GOAL 1	
<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
GOAL 1	
<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: (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>	<p>a. Addresses one of three major Goal 1 domains (preschool experiences).</p> <p>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.</p> <p>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.</p> <p>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.)</p>

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: 86%</i></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: (gap in percentage points between White and minority)</i></p> <table border="0"> <tr> <td>Black/White gap</td> <td>6</td> </tr> <tr> <td>Hispanic/White gap³</td> <td>26</td> </tr> </table> <p>¹Does not include those still enrolled in high school. ²Includes traditional high school diploma and alternative credential. ³Hispanic 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 comparable <u>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> 4th 8th 12th 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="231 1104 693 1299"> <thead> <tr> <th></th> <th>4th</th> <th>8th</th> <th>12th</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>		4th	8th	12th	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.)
	4th	8th	12th														
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: [to be calculated]</i></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"> 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. 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. 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="241 743 619 815"> <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%	<ol style="list-style-type: none"> 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. 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. 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.) 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><u>1992 baselines:</u></p> <p>Students xx%</p> <p>Teachers yy%</p>	<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.

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><i>1992 baseline:</i> Students 17%</p> <p><i>1991 baseline:</i> 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.



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 Baldrige-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.

Colorado

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%	[available in time for 1994 Report]	
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%	[available in time for 1994 Report]	
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%	[available in time for 1994 Report]	

--- Data not available.

** 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:

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.

Delaware

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)	15%	[available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	19%	18% ^{ns-}	↔
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)	-----	[available in time for 1994 Report]	
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)	-----	[available in time for 1994 Report]	

--- Data not available.


** 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:

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.

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)	16%	[available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	23%	27% ^{ns+}	
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)	10%	[available in time for 1994 Report]	
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)	30%	[available in time for 1994 Report]	

--- Data not available.

** 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:

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.

Illinois

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)	14%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	-----	-----	
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)	-----	[Available in time for 1994 Report]	
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)	-----	[Available in time for 1994 Report]	

--- Data not available.

** 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:

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.

Indiana

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)	-----	-----	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	21%	24% ^{ns+}	↔
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)	-----	[Available in time for 1994 Report]	
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)	-----	[Available in time for 1994 Report]	

--- Data not available.

** 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:

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.

Maine

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)	12%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	-----	31%	
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)	-----	[Available in time for 1994 Report]	
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)	-----	[Available in time for 1994 Report]	

--- Data not available.

** 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:

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Michigan

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)	15%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	20%	23% ^{ns+}	↔
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)	-----	[Available in time for 1994 Report]	
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)	-----	[Available in time for 1994 Report]	

--- Data not available.

** 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:

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Minnesota

DRAFT

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)	12%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	29%	37%**	↑
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)	-----	[Available in time for 1994 Report]	
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)	-----	[Available in time for 1994 Report]	

--- Data not available.

** 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.

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Mississippi

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)	15%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	-----	8%	
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)	11%	[Available in time for 1994 Report]	
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)	37%	[Available in time for 1994 Report]	

--- Data not available.

** 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:

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Nebraska

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)	15%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	30%	32% ^{ns+}	↔
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)	10%	[Available in time for 1994 Report]	
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)	37%	[Available in time for 1994 Report]	

--- Data not available.

** 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.

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New Mexico

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)	15%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	13%	14% ^{ns+}	↔
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)	11%	[Available in time for 1994 Report]	
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)	45%	[Available in time for 1994 Report]	

--- Data not available.

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North Carolina

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)	15%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	11%	15%**	↑
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)	14%	[Available in time for 1994 Report]	
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)	41%	[Available in time for 1994 Report]	

--- Data not available.

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Pennsylvania

DRAFT

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)	15%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	21%	26% ^{ns+}	↔
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)	-----	[Available in time for 1994 Report]	
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)	-----	[Available in time for 1994 Report]	

--- Data not available.

** Statistically significant improvement.

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Please note:

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Utah

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%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	-----	27%	
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)	8%	[Available in time for 1994 Report]	
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)	19%	[Available in time for 1994 Report]	

--- Data not available.

** 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:

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Wisconsin

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)	18%	[Available in time for 1994 Report]	
2. Increasing the proportion of 8th graders who met the Goals Panel's performance standard in mathematics? (2-year change from 1990 to 1992)	29%	32% ^{ns+}	↔
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)	-----	[Available in time for 1994 Report]	
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)	-----	[Available in time for 1994 Report]	

--- Data not available.

** Statistically significant improvement.

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PRELIMINARY REPORT:

**RECOMMENDED CRITERIA AND PROCEDURES FOR CERTIFYING STATE
AND VOLUNTARY NATIONAL STANDARDS FOR EDUCATION**

Council of Chief State School Officers¹

July, 1994

Introduction

Educational standards are currently being developed or completed through more than a dozen national projects and by many states. This effort is motivated by a desire to change the quality of learning and teaching that occur in our schools. The standards are intended, in each subject and across subjects, to set more rigorous expectations for our students: deeper, more ambitious knowledge of the content of education.

This is one of the most significant and exciting developments in the history of American education. It is a new way of doing business. The standards will provide definitive, substantive reference points for our entire education system, serving both as goals for students to strive for and as guideposts around which educational strategies and policies can be organized.

With the signing of Goals 2000, the National Education Standards and Improvement Council (NESIC) is established. The Council, with the National Education Goals Panel, has responsibility for promoting the development of these standards at the national and state levels and for certifying them. How should standards be reviewed, evaluated, and used by a variety of constituencies in the

¹Note: This preliminary report is for the sole purpose of informing the National Education Goals Panel of progress on its project with CCSSO. It is not to be reproduced without the express permission of NEGP and CCSSO.

education system? By what criteria of quality, usefulness, and appropriateness should they be judged for certification? How should the perspectives of important sectors in the system, particularly the states, which have responsibility for establishing and using standards, be taken into account in the process of certifying standards?

These recommendations which respond to these questions come out of a project by the Council of Chief State School Officers for the National Education Goals Panel to advise the Goals Panel and the incoming NESIC on their work related to standards. There are three important reasons why this effort is important for the states. First, the biggest factor affecting the potential impact of voluntary national standards will be whether or not the standards are used by the states. It is through their adoption and implementation by states that standards will acquire reality and impact. NEGP and NESIC need to be informed about criteria for review of national standards which will yield certified standards most useful to the states.

Second, the states, and others, must respond in some fashion to the national voluntary standards being developed by various groups, whether certified or not by NESIC. NESIC and NEGP can perform a valuable service to the states through review and evaluation of the quality of standards. If not done by NESIC and NEGP, the separate states would have to independently undertake these reviews to determine the desirability of state adoption of the standards.

Third, NESIC and NEGP need advice on the ways certification of state standards can be most helpful for improving education in the states. This will be a very significant and sensitive role for NESIC; it should be advised on this role as fully as possible.

These preliminary recommendations on the criteria and processes for certification are put forward by CCSSO to guide NEGP and NESIC and the states. In addition to developing these recommendations, CCSSO has had a set of states "try out" the criteria on their current standards and overall reform efforts (reported

separately). The states involved reflect a range of situations in terms of region, size, and nature of reform efforts.

We hope these recommendations guide this important effort. In preparing the recommendations, we have reviewed the report of the NEGP Task Force, Promises to Keep. Some of our recommendations concur; others differ markedly.

Proposed Criteria for Evaluating State and National Standards

NESIC has authority to stimulate development of standards and to set priorities for the certification of both voluntary national standards and state standards, subject by subject or in sets of subjects. NESIC can determine which subjects shall be certified and in what order or combination: it must determine the overall framework under which standards are to be considered for certification.

We recommend the same basic criteria and processes be applied to certifying voluntary national and state standards, but some particular considerations should be addressed for each level of standards. Both state and national voluntary standards should be developed and reviewed for certification under the general principles or concepts described below.

We believe the process of developing and certifying standards should, in itself, be generative and inspiring, exciting and intellectually challenging, and result in high quality products on the part of participating states and standards projects. NESIC should consider why states or national projects would be motivated to participate: why would they put themselves forward to be "certified?" How can the process be structured to encourage them? It should be fair, collaborative, and intrinsically rewarding; and it should be continuous and self-renewing, keeping in mind that teaching and learning--education--is a journey and not a destination.

Certification of standards should convey a status which is exemplary, a "best practice," rather than a status of minimum threshold or minimum qualifications.

Submissions by states or national projects should not be dry listings of standards but include illustration of the standards through examples of "best practice" at the school, student, or teacher level. The examples would demonstrate both the nature of the teaching and learning intended by the standards and evidence that such expectations are being reached. Examples would convey to students, teachers, and the public the high achievement and performance our society needs from our students. Submissions might include student or school performance examinations and portfolios.

Certifications of this character would provide exemplars for approaches to teaching and learning. They would set marks for states and standard setters in other subjects to strive for. Certification would be a recognition of outstanding quality rather than a license to "do business." The awards would be very individual to the states or standards projects, but they would be based on demanding criteria, clear and fair, as suggested below. This approach would inspire continual elevation of standards and the conceptions of learning that are possible.

Criteria for Certification

For the consideration of standards, the criteria laid out below are suggested. These recommendations encompass some, but go beyond, the recommendations made to the Goals Panel in Promises To Keep, the report of the Technical Planning Group on the review of educational standards. Promises to Keep differentiated the treatment of certification of national standards and certification of state standards. It laid out a number of criteria for national standards, each subject to be considered separately, and then opined that state standards should be considered in sets of subjects. We take a different approach, believing a single set of substantive criteria can and should be used for both types of standards. We believe this for two principal reasons. First, the same substantive review criteria should apply to

standards developed at each level. Second, if state standards can be reviewed only in sets, no state standards in any subject could be certified until NESIC had certified standards for all subjects in the set. Such a barrier is neither necessary nor desirable.

These recommendations include a combination of **qualifying conditions** for the consideration of standards; **review criteria** for evaluating standards; and, recommendations for handling the **process** of submission and review. We tried to be parsimonious, simple, and flexible, while addressing the purposes of certification. Each set of voluntary national or state standards to be considered by NESIC and NEGP must meet these qualifying conditions and be evaluated against the review criteria that follow.

Qualifying Conditions for Standards--

1. The standards are challenging and for **all students**.
2. The standards must be developed through an **open, public process**, and reflect a broad consensus.
3. The standards must encompass the **elementary, middle, and secondary** levels of education, with indications of achievement goals at points throughout these levels.
4. **Content and performance** standards must be included and certified **together**.
5. Content and performance standards must be **definitive and assessable**. (Standards are effective only to the extent they are used with a supportive and appropriate assessment system.)
6. The standards can be certified only if there is evidence they **can be achieved** and are in use in a state or local district. Examples of student performance that meets the standards should be included as part of the

submission. The conditions needed for students to reach this level of performance in the example should be described. This evidence should not be construed as submission of opportunity to learn standards, unless the state explicitly requests that.

7. The standards must be part of an **overall program strategy** for school improvement by the state, or part of a comprehensive program by an applicant for national voluntary standards. For national voluntary standards, the applicant must address the relation of the standards to those certified in other subjects.

Review Criteria--

8. The standards must be **internationally competitive** and comparable to the best in the world.
9. The standards must reflect **sound scholarship** and the **best available knowledge** about how students learn to a high level in the subject matter.
10. The standards must be **important and focused**. They should focus on "a limited set of the most important and enduring knowledge and skills..." (Promises, p. 13), particularly those that are addressed in National Goals 3 and 4.
11. The standards should be **useful**, promoting students' self-managed ability to apply and integrate knowledge and skills from various subjects "for citizenship, employment and life-long learning." (Promises, p. iii)
12. Standards themselves should **challenge, inspire, and elevate** the educational enterprise; the standards being reviewed should invite states and localities to use them, and they should inspire students and teachers to perform at new heights.

13. Standards should be **usable, adaptable, and cumulatively feasible** for implementation over time by states and others. This means that it must be conceivable that students could reach all of the standards in combination, given the necessary time and resources.
14. The standards must be **balanced** on several dimensions (adapted from Promises):
 - o between depth of understanding and breadth of coverage;
 - o between specificity and adaptability;
 - o between theoretical knowledge and application; and
 - o among subject areas, as cumulative sets.

The certification of standards by NESIC and NEGP should use this review process:

- 1) The process used to review standards should be **encouraging and positive**. It should not use a threshold or minimum requirements approach, such as used for the Bureau of Standards or standards for clean air. Rather, the approach should recognize best practice and outstanding examples of what can be done. Further, the processes and criteria used by NESIC should be open and public themselves.
- 2) There must be a strong, logical **connection** between standards reviewed and certified by **NESIC** and those addressed by the **National Skills Standards Board**. Both boards must work to achieve this connection.
- 3) Standards may be organized by **traditional subject matter disciplines or by other conceptual structures of knowledge**.
- 4) Standards may be submitted and considered **either subject by subject or in combinations or interdisciplinary sets** of subjects; if

one by one, they must contain explicit consideration of their relation to other standards that have been submitted--for logical connections, cumulative feasibility, etc.

- 5) Substantive principles and **criteria** for national voluntary standards and for state standards should be the **same**.

Unresolved Issues

Many of the issues involved in the process and criteria for certification of standards are not addressed in this statement. Three issues arising from our deliberations follow:

1. The periodic renewal of certifications must be addressed. Standards should not be certified permanently, but by what process should the certifications be reviewed? How often should certification be renewed? Should NESIC have a process to "de-certify" standards because their features, their effectiveness, or the conditions in which they are used change?
2. The certification process must be able to deal with new approaches in the future whose nature we cannot anticipate. How can that be provided-for?
3. Should there be only one set of certified national voluntary standards in a subject, or might there be multiple sets? How should NESIC review competing sets of standards in the same subject?

Processes Proposed for NESIC to Use for Review and Certification

The processes used by NESIC will be crucial for enabling the states and

national projects to develop standards and apply for certification in a constructive and beneficial manner. Not only must NESIC address the enormous responsibilities of creating processes of quality control for developing, certifying, and disseminating state and voluntary national standards, NESIC also must create these processes so they inspire the field to enthusiastically expend its best efforts to participate. Setting visionary standards can be one of the most inspiring and exciting contributions to education. NESIC must elicit this enthusiasm and yet operate with good judgement, prudence, and intelligence to make the process credible and reliable.

Overall Organizing Framework for Standards. Perhaps the most important issue for NESIC is to determine the overall organizing framework within which national voluntary and state subject-matter standards will be reviewed. NESIC must be able to certify quality in the current framework of subject-matter standards, but it must be able to certify standards under new concepts for organizing knowledge. We conclude with comments on this point.

Several of the criteria included in Promises to Keep would confine NESIC to an organizing framework for standards limited to considering standards only by single subjects or by a discipline-based structure. That is one way of classifying subject matter which may be valid and useful. But, other ways exist which encompass similar content and performance expectations in different ways. Several states are organizing their content domains in such ways. The challenge is to provide flexibility for considering the content standards while maintaining attention to essential knowledge. With respect to national standards, consideration must be given to whether standards are missing or whether the standards which are available or being prepared are organized sensibly and coherently. With respect to state standards, some consideration of adequacy must be made concerning the coverage and organization of the standards.

To assist NESIC in addressing this matter, we recommend the following: First, NESIC should commission preparation of alternative frameworks for organizing

subject-matter content. Several useful and valid ways of conceiving these frameworks should be explored, and some of the more compelling ones should be developed, described, and analyzed.

Second, NESIC should commission preparation of a complete set of skills that could be applied flexibly and be approached by standards projects and by states in a variety of ways. Knowledge in the traditional disciplines, cross-cutting skills, and other goals of schooling can be organized in various ways. NESIC could ask that these be addressed, allowing standards projects and states to address them and organize them in their own manner.

This complete set should encompass academic skills, work-related skills, and other goals of schooling. One formulation would be to conceive of academic competencies in part traditionally but also as needing to be applied to work-related situations. In addition, it would be recognized that students ultimately need to acquire skills that are specific to performance on particular jobs. Finally, it would be recognized that students acquire other personal and human goals through schooling. Stated this way, all of the skills encompassed in the standards addressed by NESIC and the National Skills Standards Board would be included and addressed, but they could be organized and approached in a wide variety of ways.

Third, NESIC should invite the states to submit systems of standards and related assessments structured around a submission and review process aimed at quality through individuality, flexibility, and recognition. States electing to submit their standards would enter a creatively-developed application, to be evaluated for its substance, coherence, level of ambition, connection with a well-articulated reform strategy, and other criteria. Certification by NESIC would be made in the form of awards and would be publicized from among submissions in a given review period. State approaches would take on many distinct forms and themes, but they would be evaluated against the standard set of criteria recommended in the preceding section.

This approach has the advantage of promoting comprehensiveness and vision

on the part of the states, while avoiding some of the negative consequences of more conventional approaches that could be taken re certifying minimum standards and assessments. We think this approach would engender excitement on the part of states in participating in certification and review, while permitting flexibility in whether and how they participate.

Together, these suggestions constitute a solution for NESIC to address the completeness and organization of standards without specifying a single organizing scheme.

Conclusion

The Council of Chief State School Officers appreciates the opportunity to make these recommendations on the certification of state and voluntary national standards. These are very important issues: this is a critical moment in the development of our education system. The effectiveness of certifying standards depends upon the intelligence and judgement which NESIC and the Goals Panel use in designing the criteria and process for making the certifications. We hope these recommendations can inform both the criteria and the process.

QUESTIONS:

- 1) Where does change need to happen if the nation is going to reach the Goals by the year 2000?
- 2) Can reform happen inside the school building? Or does it need to occur within the whole community?
- 3) How do you feel communities should begin to address the need for reform?
- 4) What types of groups need to be "at the table?"

BACKGROUND:

The National Telelearning Network (NTN) Goals Series

The National Telelearning Network (NTN) is producing a series of ten seminars addressing each of the National Education Goals, and their objectives for education reform and high-performance learning for everyone. The National Education Goals Panel is acting as a technical advisor and offering guidance and support to insure that program content is sound and accurate.

The Series

The overall message of the ten seminars:

Reform effort after reform effort, one time-tested truth as stood clear -- those most closely involved with the business of teaching and learning, those with the greatest stakes, those on the front lines -- teachers, students, parents and concerned citizens in communities across America -- these are the people with the greatest power to effect true change.

But we know today, that one group cannot do it alone -- education is no longer a K-12 experience that occurs within the school building -- but it is an experience that begins before a child is born and continues much after the receipt of a high school diploma. And because of this, it is necessary that the schools and communities work collaboratively.

The audience:

Professional development aimed at educators and other practitioners at the local level.

The Teleconference on September 29, 1994, 1:00 pm - 3:00 pm:

I. Video Goals Report

Message: At the half-way mark between the announcement of the National Education Goals in 1989 and the targeted data for achieving them, we are still a long ways from reaching the Goals. The Goals are achievable when various facets of the community work together and set specific benchmarks as part of the "Goals Process."

Content: The segment will include information about what we know at the national level, focusing in on the 16 core indicators.

Time: 5 - 10 minutes

II. Introduction to the Goals Process

Message: The Goals Process is an important part of how to reform education.

The Goals Process:

- Adopt the National Education Goals or similar goals that cover the entire breadth of focus from prenatal care to lifelong learning.
- Build a strong accountability system to regularly measure and report on progress over time.
- Set high expectations and specific performance benchmarks to mark progress along the way.
- Identify barriers to goal attainment.
- Create and mount strategies to overcome barriers and meet the performance benchmark.
- Make a long-term commitment to continuously evaluate accomplishments and shortcomings in meeting the community goals and be willing to modify your strategy as needed.

Content: From the *Guide to Goals and Standards* and the *Community Organizing Guide* from the NEGP Community Tool Kit.

Time: 5 – 10 minutes

III. Using the Goals Process at the Community Level

Message: Educators are critical players in education reform, but they cannot and should not reform the education system without support and ownership of the rest of the community.

Content: There will be two pieces to this section. The first will be a pre-taped meeting of a community -- a community that is starting on reform efforts, trying to include the right types of people, hitting various barriers, etc. This pre-taped meeting will be done with actors, and will probably have actual local players as "coaches" to help the conversation along, bring the actors back to reality, etc.

The pre-taped video will then be used during this section as "discussion continuers." As we see it, we will have four national experts (education, business, civic/religious, media) that will discuss what they see on the tape, and offer their suggestions/comments -- as well as take questions from callers and possibly a live audience.

Time: 90 minutes

The Goals Process: Toward More Informed "Education Consumers"

To achieve the National Education Goals, citizens must be engaged and have access to knowledge with which they can make good decisions and manage change. This is the heart of the *Goals Process*. Whether a community embraces the National Education Goals or adopts its own goals specifically tailored to reflect local priorities, it needs accurate information that defines current educational strengths and weaknesses.

Simply put, the *Goals Process* helps communities figure out where they need and want to go, where they are in relation to that destination, and what they have to do to get from one point to the other. Through the *Goals Process*, communities set ambitious but realistic targets for educational improvement, assess their current strengths and weaknesses, and chart a course of aggressive action to reach their goals.

There are several essential steps in the *Goals Process*. First, each community should adopt goals that reflect high expectations for all and cover the entire breadth of focus from prenatal care to lifelong learning. Next, a community should build a strong local accountability system that tracks progress over time and incorporates specific performance benchmarks to mark progress along the way.

With a baseline and benchmarks established, communities need to identify barriers and opportunities to goal attainment and mount strategies to address them; make a long-term commitment to continuously evaluate accomplishments and shortcomings in meeting the community goals; and, perhaps most important, modify the strategy according to what is learned each step of the way.

Much as the National Education Goals Panel monitors and reports on progress toward the Goals, people in states and communities across the United States are holding themselves accountable by preparing local goals reports and making a commitment to use the *Goals Process* to move from a rhetorical vision to a new reality.

Armed with this information, citizens can pose questions of themselves, their schools, and their communities. How is my child doing? How do our schools compare? Does our community have high expectations for all learners? Are we making sufficient progress toward our goals? Have I done all I can to make a difference? You have a right to know and an obligation to ask.

Every citizen has a responsibility to become a more informed education consumer — both the 25 percent of Americans who have children in school and the 100 percent whose livelihood and well-being ultimately hang in the balance.

Start by Knowing Your Destination

As Alice makes her way through the myriad adventures in Wonderland, she asks for direction from the Cheshire Cat:

"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where —" said Alice.

"Then it doesn't matter which way you go," said the Cat.

Elements of the Goals Process

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