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PROPOSED PANEL OUTREACH ACTIVITIES 1993 GOAL-REPORTING YEAR

NEGP Video

It is clear from reactions we have received from the general public to the Goals Panel efforts that they require additional materials and activities. The newly produced NEGP video can be used in creative ways to meet some of their needs.

- Produce a special version of the video for possible disseminators of the video to local audiences -- making it more attractive to them by "blackening" some time at the beginning or end of the tape for them to include their own message about meeting the Goals. Possible disseminators include Governors' offices, members of Congress, chief state school officers, national education groups, etc.
- Produce a special information kit to accompany the video which would include short pieces on the Goals and the standards setting effort. The kit could contain brochures designed specifically for various target audiences.
- Set up briefings with leaders of national education groups to solicit interest in disseminating the video out to membership and to offer the video as a presentation at their annual meetings.
- Explore arranging state-by-state events that would include participation of Governors in a designated day or week that recognizes the National Goals. The video could be used as a centerpiece to communicate to educators, business leaders, and the public how various states are advancing toward the Goals and what the implications the standards process are for those states.
- Contact education press and alert them to the video's availability. Contact education and public television networks for possible airings of the video.

Goals Reports -- Targeting to Different Audiences

It is evident after speaking to local community representatives and with the focus groups that the Goals Report won't be read or paid attention to unless local citizens are convinced that the data mean something to them. They need a progress report that is short, concise, and speaks their own language.

After receiving reactions and feedback on the 1992 Goals Report and its Executive Summary, we propose that instead of just one large Goals Report and Executive Summary of the full

report, the Panel consider developing a number of documents aimed at different audiences based on information in the upcoming report that is relevant to those audiences.

Examples of specific audiences -- stakeholders in the Goals process -- to which special Goals Report documents would be targeted include: parents, school board members, business leaders, teachers, etc.

National groups who represent such audiences (eg. National School Boards Association, U.S. Chamber of Commerce) have expressed an interest in assisting the Panel relevant information for their membership to be in the 1993 Report and in producing a document that would be targeted to their constituents.

Regional Hearings -- Receiving Reaction to Panel's Proposals

In 1991, the Panel conducted eight regional hearings to receive feedback from the regional/state/local level on how to measure progress toward the Goals.

To increase its national visibility and to show good faith toward including not only the K-12 constituent groups but the higher/adult education community as well, we suggest conducting six to eight regional hearings, scheduling two Panelists (1 Democrat and 1 Republican) as moderators for each. The agenda would include hearing feedback on issues surrounding Goal 5, such as the proposal for a National Collegiate Assessment System and accurately measuring international workforce skills and literacy. Timing for the hearings would be from late April through June.

Logistics and solicitation of presenters would be worked through the Panel office, the regional education laboratories, and other national organizations. Reaching out to national groups to secure local presenters would foster more cooperation and more feeling of input into the process from those groups.

National Conference on Readiness

There is a need to widely disseminate the Panel's adopted efforts to operationally define what is meant by readiness for school. It is an issue that is receiving a great deal of national attention and Panel staff suggest -- with the support of our Goal One advisors -- holding a national conference on readiness.

These advisors are in the process of amplifying, building on the definitions of the dimensions of readiness and wish to bring together early childhood specialists from around the country to receive reactions to their efforts. The conference would include presentations by the Panel's Goal One advisors and a forum for feedback and reaction.

This meeting would have to take place after the Goal One advisors have completed their work and there is time to disseminate the result of their efforts nationally. That timeline is

estimated to be mid to late fall 1993, though planning for such an event would have to be done during this goal-reporting year.

State Seminars on the NEGP Handbook

The interest in the Panel's handbook for local goals reports has been overwhelming. We published over 20,000 last year, and all were disseminated. This year, we have already have a back order for the updated version, which we just received from the printer.

We felt that the Panel should follow up with local communities and really get them informed and focused on putting together a quality local progress report. It would be impossible to hold a national conference, because the data available to local communities from their states varies so radically. Therefore, we thought it a good idea to have a statewide gathering of local communities to give them more direction on the measures the Panel has used and on what information is available to them from their own state.

Realistically, due to time and expense, we felt that we could propose to the Panel that staff contact and solicit participation from 3 to 5 states this year. Panel staff would be involved with helping states draft an agenda for the meeting, locate presenters, and working with state department of education employees who would be responsible for the state presentation and the logistics.

Well-Targeted Media Campaign -- Focus on Importance of Goals/High Standards

It is evident from various polls and the feedback we have received that there is a cloud of confusion about how and why we have national goals, and there is hardly any knowledge on the part of the general public about the national standard setting effort.

The Goals Panel was created to inform the public of the progress being made toward the Goals and its mission cannot really be achieved until the public understands why the Goals are important and what the Goals/measurement and national standards process can mean to their communities and their individual lives.

In order to inform the public and state/local policymakers, media outreach is needed to explain the Goals -- its measurement process and its importance to competitiveness. There is a great need for a broad-based campaign explaining the importance of the Panel's mission -- the national movement towards goals and standards and what it can mean to local schools, parents, teachers, business, the higher education community, and other stakeholders.

A well-targeted media campaign -- including dissemination of the NEGP video and public service announcements, placement of op-ed pieces, strategic news events, and free media activities, featuring Panelists -- can help clear up the cloud of confusion about the Goals and national standard setting and make it seem relevant to the general public.

This is not an attempt to have the Panel take control of outreach on the Goals -- that is be the exclusive spokesmen for the Goals. It is an attempt to have this unique, bipartisan body be nationally visible in educating the public about the critical importance of having national goals and world-class national standards and measuring their attainment continuously and accurately.

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WJF

ABSTRACT

Recommendations of the Technical Planning Subgroup on Citizenship

I. Available and Potential Indicators of Citizenship Achievement

A. Knowledge of Citizenship

Recommendation:

- Knowledge of citizenship (an understanding of our political, legal and economic systems and of the rights and duties of citizens) should be added to the "basic" academic subjects included in the state-by-state NAEP data collection activities, with information provided every three years at the 4th, 8th, and 12th grade levels.

B. Community Service

Recommendations:

- To the extent feasible, NAEP should include in its data collection supportive information for evidence of community service and the degree to which it is linked to the curriculum or just encouraged as a separate activity.
- The Panel, in collaboration with the Commission on National and Community Service, should identify common indicators that reflect quality indices of service learning in the civics or government curriculum, such as: offering credit for service and providing courses on civic involvement; emphasizing reflection on service; and offering sequential opportunities for service, beginning in the early grades and gradually becoming more sophisticated. This effort should result in a set of high-quality indicators for service learning that could become a basis for assessment of citizenship among the states, with evidence collected at the 4th, 8th, and 12th grades to parallel the academic subject assessments.
- Recommend that the Commission on National and Community Service make discretionary funding available to each participating state which has developed a data-collection system on community service as a condition of receiving funds.

C. Voter Registration

Recommendations:

- NAEP should include in its data collection supportive information for evidence of voter registration and the extent to which it is linked to the curriculum or encouraged as separate school-based activities.
- The governors should identify how many 18-year-olds in their states are registered to vote. If they presently have no way of reporting this figure, they should be asked to develop a mechanism for collecting this information.

II. Setting Standards for Citizenship

An effort to establish national standards in citizenship should be an occasion to bring together the different constituencies in the areas of civics knowledge and service learning in order to articulate what the nation's youth should both know and demonstrate to give meaning to the ideal of responsible citizenship.

Recommendation:

- Support should be given for the development of standards for knowledge of citizenship commensurate with the standard-setting efforts in other academic subjects. Performance standards for citizenship knowledge should ultimately include an action component -- community service learning.

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Center for Civic Education

NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT

Conducted by the

Center for Civic Education

in cooperation with the

National Council for the Social Studies

EXECUTIVE SUMMARY

September 29, 1992

GOAL OF CIVIC EDUCATION

The ultimate goal of civic education is the informed and responsible participation in the processes of self-government by citizens who are knowledgeable, competent, and committed to the fundamental values and principles of constitutional democracy.

To prepare students to participate competently and responsibly, civic education should foster the development of certain knowledge, skills, dispositions and commitments. This should include

- the capacity to use key concepts of politics and government,
- an understanding of the nature and functions of government
- an understanding of the foundations of the U.S. political system
- an understanding of the formal and informal institutions and processes of government,
- an understanding of public policy and its formation and implementation
- an understanding of the role of the citizen in the political system
- a capacity to monitor and influence public policy,
- the dispositions or traits of character that are conducive to the capacity for competent and responsible participation in the political system and that lead to its healthy functioning.
- a reasoned commitment to the fundamental values and principles essential to the preservation and improvement of constitutional democracy.

Abstract

The Center for Civic Education with support from the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education and The Pew Charitable Trusts will develop and disseminate the National Standards for Civics and Government. The National Council for the Social Studies (NCSS) will cooperate with the Center in the developmental process. The project will begin on September 1, 1992 and be completed by August 31, 1994.

By supporting the development of standards in civics and government, the OERI and The Pew Charitable Trusts confirm the historic civic mission of American schooling. The responsibility of all schools to prepare informed, rational, humane, and participating citizens committed to American constitutional values and principles has been recognized since our founding. That responsibility was again recognized in Goal Three of the *National Education Goals Report* of October 1991, proclaiming that "By the year 2000...every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship...."

This project is based upon the belief that "civics and government" is a core subject which should be required of all students at all grade levels. Not only is there a body of knowledge which is essential to the effective functioning of all citizens; they also need to understand the central, shared values which undergird our republic. Only then can they participate intelligently and effectively in the political process and deal with increasingly complex and controversial issues. Developing standards for civics and government is a demanding undertaking, but one which is critical to the well-being of our constitutional democracy.

National standards are intended to provide direction and focus. They are expressions of what is valued in education. They are an important means of insuring a high quality education for all students. Standards will "raise the ceiling" for students who are currently above average and "lift the floor" for those experiencing the least success in school. Standards also are statements that can be used to judge the quality of a curriculum and methods of evaluation; but they are not mandates, and they are not a national curriculum.

National Standards in Civics and Government will state what students should know and be able to do, as well as the characteristics and dispositions they should exhibit as competent and responsible citizens in our constitutional democracy. These standards will be developed through a broad consensual process which will lead to their acceptance and implementation.

In developing National Standards for Civics and Government, *CIVITAS: A Framework for Civic Education* will serve as an important resource. *CIVITAS* was developed by the Center for Civic Education in collaboration with the Council for the Advancement of Citizenship, with support from The Pew Charitable Trusts. This framework, published in 1991 and widely distributed by NCSS, has been well received by legislators, scholars, teachers, and concerned citizens, and it has been accorded critical acclaim by its reviewers.

If ever "responsible citizenship" were needed it is now. Disenchantment, apathy, and alienation too often describe the feelings of substantial numbers of the electorate. Many young people appear even more disconnected from political life. It would be the ultimate irony of the twentieth century's world-wide democratic revolutions if the American republic should be endangered by disaffection or self-indulgence just as dictatorships are collapsing and democratic ideals and liberties are being sought in the idioms of Jefferson, Madison, and Lincoln. A primary means to avert such a problem is education for citizenship. The establishment of rigorous standards for the study of civics and government should be at the top of the American agenda, if we are to strengthen our democratic institutions, reinvigorate our civic life and realize the goals stated so eloquently in the Declaration of Independence and the Preamble to our Constitution.

Methods for achieving national consensus

National consensus on the standards will be achieved through a developmental process involving qualified individuals and groups. This process also provides an opportunity for any interested person or group to have a voice in the process at various stages in the creation of the standards. The following description of participants and the timeline that follows as item five illustrate this process.

Center for Civic Education. The overall administration of the project will be the responsibility of the Center. NCSS will assist in the developmental process by gathering comments on the draft documents from its committees such as those on Citizenship, Curriculum, Equity and Social Justice, Early Childhood/Elementary Education, and Testing and Evaluation. NCSS also will seek comments from its associated groups such as the Council of State Social Studies Supervisors, the National Social Studies Supervisors Association, and the College and University Faculty Association. In addition, NCSS will hold hearings and seek comments at meetings of its 110 affiliated state and local councils. NCSS will publish and distribute successive drafts of the standards as well as the completed document.

The following groups will be formed to assist in the developmental process:

National Advisory Committee. This committee of twenty-five persons will be composed of (1) individuals knowledgeable in the processes of developing and legitimizing educational standards in civics and government; (2) leading scholars in the fields of political science, history, the humanities (political philosophy and jurisprudence), and other social sciences; and (3) experienced teachers of civics and government. Its principal purpose will be to provide assistance to the Center in planning and conducting the developmental process and in legitimizing the standards with key audiences. The committee will meet in Washington, D.C., twice annually.

Standards Coordination Committee. This committee will consist of representatives of groups developing standards in the arts, English, civics and government, geography, history, and science, the group that developed standards in mathematics. It will provide a means of exchanging ideas, establishing compatible formats for the standards documents, and promoting the general goals of the movement to establish national standards.

Review Panels. The following panels will be established to review the document at various stages of its development. In addition, individuals from these groups will be called upon to assist in various tasks throughout the developmental process.

- **Scholars.** This panel will be composed of scholars in political science, history, the humanities (political philosophy and jurisprudence), and other social sciences. Several members of this group will also serve on the National Advisory Committee.
- **Teachers.** Two panels of teachers will be established.
 - A group of ten teachers in the Los Angeles area will meet periodically at the Center with staff and consultants including scholars as noted above.
 - A second, and larger group of teachers, will be established by the Center in consultation with the NCSS and the National Advisory Committee.
- **State Curriculum Supervisors.** This panel will be composed of one representative from each of eight state departments of education influential in the establishment of national curriculum goals and policy. States to be invited to serve

on this panel are California, Florida, Kansas, New York, North Carolina, Oklahoma, Texas, and Ohio.

Each of these eight state representatives will appoint a three to five member committee of teachers, curriculum experts, and scholars in his or her state to review and critique the document at several steps in its development. Each representative will be responsible for summarizing that committee's reviews for presentation to the Center and he/she will perform other related tasks. Meetings of this panel will take place at the annual meetings of the NCSS.

- **NCSS committees.** The NCSS will coordinate the review and critique of the document by the NCSS committees mentioned earlier. Representatives of these committees will meet with members of the National Advisory Committee during the NCSS annual meetings to allow for discussion of the project and feedback directly to the Center and the National Advisory Committee. In addition, these committees will review and critique the document during its development. NCSS staff will be responsible for compiling review comments for use by the Center staff developers.
- **National Review Committee.** This committee will be comprised of representatives of a number of organizations interested in participating in the developmental process. It will meet annually in Washington, D.C. (A tentative and partial list of organizations to be invited to appoint representatives to this committee is included below.) Members will be invited to participate in the developmental process by providing written comments on drafts of the document at appropriate points in the process and by attending various meetings in which drafts of the document will be presented and discussed.
- **Panel of the Center for Civic Education's state and congressional district coordinators.** This panel will be composed of the approximately 500 coordinators of the Center's nationwide programs in civic education. The panel will review the document at its annual meetings.
- **International Review Panel.** This panel will be composed of scholars from advanced industrialized democracies and emerging democracies. These scholars will provide written commentary on the document at several points in its development.
- **Evaluation experts.** This panel of experts in standards and assessment will help to insure the development of standards compatible with a system of assessments.

Timeline

1. **Format development (August-September 1992).** Center staff will develop a draft format for the standards and a prototype for the development of individual standards. The staff will be assisted by leading scholars, master teachers, and representatives of interested organizations. The document also will be subject to review by the
 - National Advisory Committee
 - Standards Coordination Committee
 - Panel of evaluation experts

Open hearings. Progress on the document and discussion of the format and model section on standards will take place at open meetings to be conducted by the Center and the NCSS during the annual meeting of the NCSS to be held in Detroit in November of 1992.
2. **Draft 1 development and review (October 1992-March 1993).** Center staff will develop Draft 1 of the document with the assistance of leading scholars and other consultants selected from the groups noted above. These participants will then be asked to review the completed draft.
3. **Draft 2 development and review (April-June 1993).** This draft will incorporate the results of the review of Draft 1. Draft 2 will then be reviewed by
 - Scholars
 - Teachers (L.A. Group)
 - Evaluation experts
 - State curriculum supervisors
 - Panel of Center's state and congressional district coordinators
 - NCSS Constituents
4. **Draft 3 development and review (July-mid October 1993).** This draft will incorporate the results of the review of Draft 2. It will then be reviewed by
 - Scholars
 - Teachers (both groups)
 - Evaluation experts
 - State curriculum supervisors
 - NCSS committees and affiliated councils
 - National Review Committee
 - Other interested individuals and groups

Note: The availability of Draft 3 for review by the general public will be publicized by the Center, the NCSS, and other cooperating organizations.
5. **Draft 4 development and review (late October 1993-January 1994).** This draft will be reviewed by all groups noted above and representatives of those groups at an open forum to be held in Washington, D.C. conducted by the Center and the NCSS. This draft will also be reviewed by scholars of other constitutional democracies and emerging democracies.

- Open hearings, draft available.** Upon request from participating organizations and within the limitations of its resources, the Center and the NCSS will conduct open meetings at national conferences and conventions of interested organizations to provide an opportunity for their members to comment on Draft 4.
6. **Final review and preparation for publication** (*February-April 1994*). A revised version of the document will be prepared for a final review by selected individuals and groups. The results of this final review will be used in preparing the manuscript for publication.
 7. **National certification.** (*February-April 1994*) Application will be made through procedures established by the National Education Goals Panel for certification of the Civics and Government standards as National Standards.
 8. **Publication and distribution** (*May-July 1994*). The NCSS will print and distribute the final document.

**Timeline for Development/Publication/Distribution
National Standards for Civics and Government**

<i>August-September 1992</i>	Format Development
<i>September-December 1992</i>	Open Hearings
<i>October 1992-March 1993</i>	Draft 1 Development and Review (Critical comments due March 1)
<i>April-June 1993</i>	Draft 2 Development and Review (Critical comments due June 1)
<i>July-mid October 1993</i>	Draft 3 Development and Review (Critical comments due October 15)
<i>Late October 1993- January 1994</i>	Draft 4 Development and Review Open Hearings (Critical comments due January 1)
<i>February-April 1994</i>	Final Review and Preparation for Publication
<i>February-April 1994</i>	National Certification
<i>May-July 1994</i>	Publication and Distribution

execsum.std
September 28, 1992



Center for Civic Education

DRAFT

National Standards for Civics and Government

Contents

1. Goal of Education in Civics and Government
2. Topics for which standards are to be developed
3. Model standard

January 28, 1992

EDUCATION IN CIVICS AND GOVERNMENT

GOAL

The goal of education in civics and government is informed and responsible participation in political life by citizens who are competent and committed to the fundamental values and principles of American constitutional democracy.

Competent participation as a member of a constitutional democracy requires the acquisition of a certain body of knowledge and skills. It also requires the development of certain civic dispositions or traits of character which enhance the citizen's effectiveness and contribute to the healthy functioning and improvement of the political order.

Many institutions help to develop citizens' knowledge and shape their civic character and commitments. Private associations such as the family, religious institutions, and community groups exert important influences. Mass communications and the community as a whole are additional sources of influence. Schools, however, bear a special and historic responsibility for the development of civic competence and responsibility and for the systematic acquisition of the understanding and skills important to civic membership. They fulfill that responsibility through both informal and formal curricula.

The informal curriculum—the environment of the classroom and the school, as well as the quality of human relations and discourse—should exemplify the dispositions and commitments to fundamental democratic values and principles essential to a democratic society in order to foster their attainment and emulation by students.

The formal curriculum should help students come to understand, deliberate upon, and make reasoned judgements about

- the purposes, functions, and limitations of government
- the foundations of the American political system
- the institutions and processes of American politics and government
- American politics and government in the context of world affairs
- the role of the citizen

TOPICS FOR WHICH STANDARDS ARE TO BE DEVELOPED

I. THE NATURE, FUNCTIONS, AND LIMITATIONS OF GOVERNMENT

A. Major theories of government regarding the

1. Relationship between human nature and government
2. Origins and purposes of government, e.g., the role of politics as one means of distributing resources, assigning rights and responsibilities, promoting common values, and managing conflict
3. Nature and sources of authority
4. Role of political leadership
5. Relationship of the individual to government

* B. Alternative types of governments, i.e., the fundamental characteristics of *limited systems* (liberal democracies) and *unlimited systems* (dictatorships and totalitarian systems)

1. Relationship between political and economic systems, i.e., theories of the relationship between markets and liberalism; markets and democracy; and differing views of the proper relationship between government and the economy
2. Relationship between political and social systems, i.e., the relationship between private associations (e.g., religious groups, charitable and service organizations, corporations, foundations, trade unions) and political systems
3. The relationship between the state and civil society (institutions, organizations, and relationships independent of the political authority of the state)

C. The nature and purpose of a constitution and alternative concepts of constitutional government, i.e., constitutions as descriptive of certain political systems or as prescriptive, that is, as imposing limitations on political power

2. **Assuming personal responsibilities**, e.g., developing and demonstrating the dispositions and traits of character required for responsible, competent participation essential to the preservation and improvement of constitutional democracy; participating in governing as an aspect of maturity and personal autonomy

D. Participation in the political life of the community

1. **Participating in elections, political parties, and governmental processes at local, state, and national levels**
- 2.* **Participating in civic movements based upon American notions of freedom and equality, e.g., extension of suffrage, civil rights and civil liberties**
3. **Monitoring and influencing the electoral process and public policy, i.e., its formulation, administration, enforcement, and adjudication at all levels of government**
4. **Providing* political leadership**
 - a. **Qualities necessary for political leadership**
 - b. **Functions of political leadership**
 - c. **Ethical and political dilemmas of leadership**
5. **Pursuing a career in public service, e.g., civil, foreign, and military service; public education**

D. The scope and limits of political participation

1. **Distinctions between political and civic participation**, e.g., working in a political campaign as opposed to volunteering in a hospital
2. **Forms of political participation**, i.e., alternative forms of participation and criteria for determining the legitimacy of various forms of participation, e.g., boycotts, civil disobedience

- D. **Alternative means of organizing governments**, i.e., presidential and parliamentary systems; unitary, federal, and confederate systems
- E. **Role of law in government**, i.e., the concept of law; sources of law; purposes and functions of law; varieties of legal systems (e.g., customary, common, and civil law systems); non-western systems; and international law, including human rights

II. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

- A. **American political or civic culture**, e.g., the United States as a nation and Americans as a people are defined by political purposes and principles rather than by race, religion, ethnicity, history, or culture.
- B. **Basic values and principles of American constitutional democracy** as embodied in the Declaration of Independence, the United States Constitution, state constitutions, and other basic documents
 - 1.* **Fundamental values**, e.g., individual rights (personal and public liberty, privacy, property, etc.), the public good, justice, equality, pluralism, truth, and patriotism
 - 2.* **Fundamental principles**, i.e., popular sovereignty and constitutional government, including the rule of law, separation of powers, checks and balances, majority rule/minority rights, civilian control of the military, popular control of the power of the purse, separation of church and state, federalism, local control, and the legitimacy of dissent
 - 3. **Tensions among values and principles**, e.g., between the classical liberal emphasis on individual rights and the classical republican emphasis on the public good; liberty and equality; freedom and order; (claims or arguments) for individual rights as opposed to (claims or arguments) for group rights; between equality of opportunity and equality of condition
 - 4. **Disparities between American ideals and realities**, e.g., the ideal of equality of opportunity and the reality of inequalities associated with family, gender, race, ethnicity, class, and age; recognition of the impossibility of achieving perfection or utopia and the inevitable imperfection of human beings

5. **Conflicting American views on the relationship between politics and individual and collective goals, e.g., the view that political participation is strictly a prudential means of protecting one's interests versus the view that politics is fulfilling and beneficial to others**
- C. **The character of American society, i.e., social diversity, including economic, religious, racial, ethnic, and geographic/regional variations; the distinction between political institutions and private voluntary associations and relationships, the importance of change, "frontiers", and new beginnings**
 - D. **The nature of political conflict in American society, i.e., political conflicts in the United States are frequently among divergent interests (e.g., conflicts among the medical and legal professions and the insurance industry over health care) rather than conflicts between a numerical majority and a numerical minority, and between constantly shifting coalitions**
 - E.* **The nature of the American legal system, e.g., the place of law in American society, essential principles of the American legal system, e.g., presumption of innocence, equality before the law, stare decisis,...**
 - F. **Civic dispositions or traits of public character essential to the preservation and improvement of American constitutional democracy, e.g., civility, individual responsibility, self-discipline, self-governance, civic mindedness, open-mindedness, skepticism, critical mindedness*, compromise, negotiation, *appreciation of diversity, compassion, persistence, and patriotism (loyalty to the nation and its fundamental values and principles) *Do we use the term "civic virtue"?**

III. AMERICAN POLITICS AND GOVERNMENT: INSTITUTIONS AND PROCESSES

- A. **American federal system, i.e., the concept of federalism; federalism and democracy; federalism and individual rights; federalism and the U.S. Constitution, conflict over the respective roles of federal, state, and local governments**
- B. **The federal government and the types of policies decided at this level**

1. **Institutions**, i.e., legislative, executive (including administrative agencies and independent regulatory commissions), and judicial branches
 2. **Processes**, i.e., legislative, executive (including the bureaucracy), and judicial
- C. State and local government, varieties of organization, and the types of policies decided at these levels**
1. **Institutions**, i.e., legislative, executive, judicial, and other governmental entities (e.g., school boards, water and power districts, flood control agencies)
 2. **Processes**, i.e., legislative, executive, and judicial; including various forms of citizen participation
- D.** Intergovernmental relations**, i.e., the importance of intergovernmental relations in public policy
- E. The politics of public policy: its formulation and implementation** at local, state, and federal levels; the public agenda and the process of making public policy regarding economic issues (domestic and international), social issues, civil rights and civil liberties issues, public safety issues, and environmental issues.
- F. Nature of American political parties**; nature of electoral representation; problem of achieving fair and equal representation; selection of candidates and campaigns
- F. Voluntary associations**
1. **Interest groups, unions, and professional organizations** and how they affect public policy and the civic culture, as well as how they perform functions usually associated with government, e.g., social welfare, education
 2. **Religious, charitable, service and other civic groups** and how they affect public policy and the civic culture, as well as how they perform functions usually associated with government, e.g., social welfare, education
- G. Political communication**
1. **Television, radio, and the press**

2. **Public opinion formation**
3. **Political persuasion, rhetoric, propaganda by individuals, political parties, interest groups, and government**

IV. AMERICAN POLITICS AND GOVERNMENT IN THE CONTEXT OF WORLD AFFAIRS

- A. **United States' foreign policy: the American role in world affairs, i.e., the ends and means of American foreign policy; the historical context of American foreign policy; military preparedness; relationships with other nations and international organizations**
- B. **Impact of global developments on the United States (federal, state, and local governments), i.e., economic, demographic, political, social, environmental**
- C. **The political, economic, and cultural impact of America on the rest of the world**

V. THE ROLE OF CITIZEN

- * A. **Citizens as originators and recipients of political communication**
- B. **Rights of the citizen, e.g., freedom of speech, religion, association, and assembly; due process of law, equal protection of the law, private property; the status and rights of aliens compared to citizens**
- C. **Responsibilities of the citizen**
 1. **Assuming public responsibilities, e.g., obeying the law, voting, jury service, military service in time of war or national emergency, paying taxes, being informed and attentive to public policy issues, willingness to serve in public offices at local, state, or national levels. Further responsibilities include:**
 - a. **Rethinking, reexamining, reflecting on, and reaffirming basic constitutional principles**
 - b. **Monitoring the adherence of political leaders and governmental agencies to constitutional principles**

MODEL STANDARD
partial draft

The following is a partial draft of a standard. The format is similar to that used for the math standards.

**Standard V-B-1: Monitoring and Influencing Public Policy
and the Political Process**

Rationale

In a representative democracy citizens do not participate primarily in direct policy formulation and administration on a daily basis. They delegate authority to democratically chosen leaders and then monitor their performance. When government fails to meet the expectations of citizens, they have the right to attempt to influence policy either by taking direct action or by choosing new leaders. A fundamental responsibility of self-government, therefore, is that citizens participate in the electoral process and evaluate existing policies to determine whether they adequately protect their rights and advance the public good.

This citizen "watchdog" or monitoring process is complex. It requires a fund of knowledge and sophisticated intellectual and participatory skills. Effective monitoring of public policy requires understanding the ways in which government actions impinge upon one's own and others' lives; an ability to assess the extent to which existing policies or alternatives are more or less likely to achieve specific goals, and the capacity to evaluate public policy using a defensible set of values or criteria. Realistically, no citizen can be expected to monitor all aspects of public policy. Therefore, one needs to make informed judgments about which issues to follow closely and attempt to influence.

Content Standard

In grades 9-12, the civics and government curriculum should include the continuing development of the knowledge and skills required for students to

- a. Acquire, analyze, and evaluate information regarding the formulation, implementation, adjudication, and enforcement of public policy at all levels of government

- b. Identify the levels/agencies of government responsible for specific matters of public policy. This includes the ability to differentiate among matters that are the responsibility of
 - local, state, or national levels of government
 - legislative, executive, or judicial branches of government and agencies within these branches
- c. Identify matters of public policy that may concern one's personal interests and/or the public good
- d. Identify issues which ought to be of concern but which are not being addressed adequately by public policy
- e. Identify and use the resources of governmental and nongovernmental agencies dealing with issues at hand

Elaboration of standards. Each element of a specific standard will be elaborated upon as follows.

- a. Students should demonstrate the ability to acquire, analyze, and evaluate information regarding the formulation, implementation, adjudication, and enforcement of public policy at local, state, and national levels.
 - **Key concepts** to be listed here and defined in a glossary
 - **Scope of inquiry** will outline the **historical and contemporary perspectives** to be covered under each standard topic
 - **Illustrative learning activities** will be included under each standard or in an appendix
 - **Primary and secondary sources with which students should be familiar**, e.g., C-SPAN, *The Congressional Record*, observations and hearing records of city council meetings, position papers of public and private interest groups

Performance Standard

Illustrative performance standards will be provided specifying three levels of performance such as basic, proficient, and advanced.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Divider Title: H

NECTL FACT SHEET

National Education Commission on Time and Learning

Authority

On January 30, 1991, Senator Jeff Bingaman (D-New Mexico) introduced legislation to establish a commission to study the feasibility of lengthening the public school day and year in the United States.

The Commission began its work in April, 1992 and is scheduled to issue its final report in April, 1994.

The charge of the Commission

The National Education Commission on Time and Learning is charged with examining the quality and adequacy of time U.S. students spend on study and learning.

To carry out this purpose, the Commission is receiving testimony at public hearings from a broad spectrum of experts and the public, and making site visits to schools. These activities are conducted in urban, suburban and rural areas across the nation.

In addition to these activities, the Commission is examining data, research and responses to questionnaires in the process of preparing its final report.

The Commission's report will be presented to the U.S. Congress and the Secretary of the U.S. Department of Education. The law requires the Commission to submit a final report which shall include an analysis and recommendations concerning:

- the length of the academic day and the academic year in elementary and secondary schools throughout the United States and in schools of other nations;
- the time children spend in school learning academic subjects such as English, mathematics, science, history and geography;

- the use of incentives for students to increase their educational achievement in available instruction time;
- how children spend their time outside school with particular attention to how much of that time can be considered "learning time" and how out-of-school activities affect intellectual development;
- the time children spend on homework, how much of that time is spent on academic subjects, the importance that parents and teachers attach to homework, and the extent to which homework contributes to student learning;
- year-round professional opportunities for teachers and how teachers can use their time to acquire knowledge and skills that will permit them to improve their performance and help raise the status of the profession;
- how school facilities are used for extended learning programs;
- the appropriate number of hours per day and days per year of instruction for United States public elementary and secondary schools;
- if appropriate, a model plan for adopting a longer academic day and academic year for use by United States elementary and secondary schools by the end of this decade, including recommendations regarding mechanisms to assist states, school districts, schools, and parents in making the transition from the current academic day and year to an academic day and year of a longer duration;

- suggestions for such changes in laws and regulations as may be required to facilitate states, school districts, and schools in adopting longer academic days and years; and
- an analysis and estimate of the additional costs, including the cost of increased teacher compensation, to states and local school districts if longer academic days and years are adopted.

Commission Membership

The Commission is made up of nine members, three each appointed by the Senate, the House of Representatives, and the former Secretary of Education.

John Hodge Jones chairs the Commission. He is Superintendent of Schools in Murfreesboro, Tennessee.

Carol Schwartz is vice-chair. She has served on the District of Columbia School Board and City Council.

Michael J. Barrett is a State Senator in Massachusetts.

B. Marie Byers is Vice-President of the Washington County School Board.

Christopher T. Cross is Executive Director of the Education Initiative of the Business Roundtable.

Denis P. Doyle is a Senior Fellow at the Hudson Institute.

Norman E. Higgins is Principal of Piscataquis Community High School in Dover-Foxcroft, Maine.

William E. Shelton is President of Eastern Michigan University.

Glenn R. Walker is Principal of Clifton-Clyde High School in Clyde, Kansas.

How to reach the Commission?

The Commission is located at:

1255 22nd Street, NW - Suite 502
Washington, DC 20202-7591

PHONE: (202) 653-5019

FAX #: (202) 653-5047

The Executive Director is:

Milton Goldberg

NATIONAL EDUCATION GOALS PANEL

February 25, 1993

TO: National Education Goals Panel Members
FROM: Dr. Wilmer S. Cody, Executive Director
SUBJECT: Upcoming National Education Goals Panel Meeting, March 3, 1993

Attached are materials for the fifteenth meeting of the National Education Goals Panel on **Wednesday, March 3, 1993 at the Hyatt Regency on Capitol Hill, Washington D.C.** An informal briefing for Panelists and their staff will begin at **9:30 a.m. in the Bunker Hill/Lexington Rooms.** The public session will be held from **10:00 a.m. through 1:00 p.m. in the Capitol Room.** Press availability is scheduled for after the meeting at approximately 1:00 p.m.

We are also enclosing a videotape about the Panel, *Building a Nation of Learners: Goals and Standards for American Education.* We would like your approval of this product before we begin disseminating it. If you cannot watch the video before the meeting, it will be shown during the informal briefing at 9:30 a.m.

If you or your staff have any questions, please call me at (202)-632-0952. I look forward to meeting with you on Wednesday.

NATIONAL EDUCATION GOALS PANEL
Hyatt Regency Washington on Capitol Hill
400 New Jersey Avenue, N.W.
Washington, D.C. 20001

AGENDA

March 3, 1993
9:30 a.m. – 10:00 a.m.

Bunker Hill/Lexington Rooms

9:30 – 10:00 Informal Briefing

- a) Overview of Afternoon Agenda
- b) A video presentation, *Building a Nation of Learners: Goals and Standards for American Education*.

Supplemental Materials (back pocket of briefing book):

- Leadership Assignments of Panel Members
- Response to the 1992 Goals Report – Feedback from the Resource Group Conveners (with TAB C)
- 92-06: Assessing Citizenship – The Goal 3 Technical Planning Subgroup on Citizenship (with TAB F)

MARCH 2, 1993

MEMORANDUM

TO: SECRETARY RILEY
FR: MIKE COHEN
RE: NATIONAL EDUCATION GOALS PANEL MEETING

The National Education Goals Panel meets on Wednesday, March 3. There is an informal (closed) briefing session for Panel members and staff at 9:30; the public session starts at 10:00. You need to be at both sessions.

OBJECTIVES

Your primary objectives for this meeting should be to:

- o Communicate the Administration's and your personal support for achieving the Goals and the work of the Goals Panel.
- o Communicate your hope that the Panel will place greater emphasis in the future on the mission of educating the public and educators about the importance of the goals, and mobilizing support for the efforts necessary to achieve them.
- o Explain and seek support for the Goals 2000 legislation, especially the roles of the NEGP, NESAC, and the Commission on Opportunity to Learn

OVERVIEW OF MEETING AGENDA

Approval of December 16, 1992 Meeting Summary

Since you weren't at the December meeting, you have no responsibility for approving the minutes of that meeting. It would be useful for you to skim them quickly, however, for it will give you a good feel for some of the ongoing discussions about content standards, assessments and NESAC.

Draft NEGP Agenda for 1993

The NEGP staff has proposed a work plan for 1993. My understanding is that the work plan is to be discussed, but not considered for approval. This is to give you and the other Administration representative an opportunity to reflect on it before being asked to make decisions.

The plan includes specific activities with respect to each of the

goals, as well as proposed leadership assignments for each panel member. Your proposed assignments are related to: (1) establishing NESAC; and (2) Determining the content of the NEGP annual report on the federal role in achieving the goals with respect to funding, flexibility and the impact of federal mandates. These are reasonable and appropriate assignments for you.

The plan also includes a set of specific activities related to the development of indicators for each goal. My biggest concern about the plan is not it's particulars, but rather the fact that it is so heavily built around indicator and measurement issues, and pays so little attention to the broader need to educate the public about the goals. In fact, later in the agenda there will be a discussion of the Panel's outreach efforts--and a preliminary plan for outreach. However, the outreach plan itself is largely built around the Panel's workplan with respect to indicator development, rather than on the need to achieve the goals.

I recommend that you use this session to press for a Panel mission and workplan that focuses more heavily on mobilizing public support, and less heavily on indicator development.

Communicating the Goals Panel Message: Feedback and Outreach Proposals

NEGP has several sources of data on how the Goals and the Goals Panel report are seen by a variety of constituencies. Essentially, the data suggest that the goals are still not widely known or understood, and that the NEGP reports have done little to improve the situation. Based on this, the staff and the public relations consultants have suggested a number of changes to the reporting format used by NEGP, as well as a variety of outreach activities, such as a video, regional hearing, national conferences, media campaigns, etc.

I believe the recommended activities are probably reasonable. However, NEGP is a long way from having a strategic plan for outreach, and they need this in order to sensibly develop and implement any specific activities.

I recommend that, during this discussion, you press for the NEGP staff and the staff of the Panel members to work quickly to develop such a strategic plan. You might press for consideration of the following kinds of questions:

- o Who are the key audiences the panel must reach, in order to create a sense of urgency and a press for action to reach the goals?
- o What are the right messages to send to these audiences?
- o What are the most effective means of reaching these audiences?

Developing Standards for Citizenship

This session will consist of discussion of three efforts related to citizenship, civics education and service.

David Hornbeck will be discussing recommendations on how to measure and promote student involvement in community service. It would be appropriate to use this as a forum to promote the President's National Service plan.

Chuck Quigly will discuss the work of the Center for Civic Education in developing national standards for civics. This work, in its early stages, is being supported in part by a grant from OERI.

The most significant aspect of this work appears to be the narrow range of interests involved in the development process. The briefing materials suggest that teachers, curriculum experts and scholars are the key players in the process. Public officials, leaders of community service efforts, civic leaders, advocacy groups and others involved in the public policymaking process do not appear to have much of a role in defining what students should know and be able to do in order to participate in our democracy.

This situation is, in all likelihood, paralleled by efforts to develop content standards in other fields. This is one of the reasons that we have proposed NESAC as a certifying body--so that narrowly defined efforts don't become national standards by default, simply because they obtained the necessary funding.

I recommend that you use this forum to raise questions about who is involved in the standard-setting process.

Commission on Time and Learning

You don't need to do anything but listen to this one.

BACKGROUND OF PRESENTERS
(in order of presentation)

PHYLLIS BLAUNSTEIN

Phyllis Blaunstein joined The Widmeyer Group in 1989 as a senior associate, serving as a lead strategist for education and corporate clients.

Based on her years of experience as a leader in the national education scene, Blaunstein serves as the primary liaison with the education community. She works with private sector organizations, foundations, and public policy groups to better understand the culture, politics, traditions, and leaders in that community. Blaunstein is an expert in state policy and regulations, and she provides insights and strategies for clients who wish to make an impact on the state and federal policy process.

Blaunstein has worked with a variety of clients in developing marketing and outreach efforts, disseminating research and other findings, producing educational television programming, and repositioning relationships with individuals and organizations. Recently, she provided guidance and direction for the outreach efforts of the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills, and conducted focus group research to create a plan to disseminate research for the Rockefeller Foundation.

Prior to working with The Widmeyer Group, she held a number of positions in academia, the federal government, and non-profit organizations. She was executive director of the National Association of State Boards of Education, where she developed policy research, dissemination programs and outreach efforts for state and federal policymakers and practitioners.

Blaunstein served as special assistant to the deputy commissioner of the U.S. Office of Education Bureau for the Education of the Handicapped, and participated in the drafting and passage of the regulations for P.L. 94-142, the Education for All Handicapped Children Act. Trained as an audiologist and speech pathologist, she also taught at the University of Tennessee, directed the University of Tennessee Research Hospital Speech and Hearing Clinic, and taught secondary school English.

SCOTT WIDMEYER

Scott Widmeyer has provided strategic counsel and media relations expertise to corporations, government agencies, trade and professional associations, public policy groups, and labor unions on a broad range of complex policy issues and business challenges.

Widely recognized for his work on public policy issues, particularly the areas of education and health, Widmeyer designed the media strategies that generated national attention for, among others, the American Federation of Teachers (AFT), Carnegie Council for Adolescent Development, the National Center on Education and the Economy, the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS), and the National Commission to Prevent Infant Mortality (NCPIM).

Prior to founding The Widmeyer Group in 1987, Widmeyer was a vice president at Ogilvy & Mather, Public Affairs. He managed the American business community's successful media campaign in support of the U.S. Canada Trade Agreement and directed public affairs efforts for the March of Dimes Foundation and the Centers for Disease Control. Over the past 15 years, he has worked with the Carter, Reagan, and Bush Administrations on various projects. Widmeyer also served for six years as communications director for the American Federation of Teachers.

A West Virginia native and former reporter for the Charleston Daily Mail, Widmeyer was press secretary to Jay Rockefeller in his first team as Governor of West Virginia. In 1983-84, he served as deputy press secretary to Walter Mondale, heading up press efforts in the southeastern United States, including Alabama, Georgia, Mississippi, and Florida.

Widmeyer is a member of the Board of Directors of the March of Dimes Foundation (MoD), chair of the MoD Communications Committee, and is the chair of the communications committee for the National Press Club.

DAVID W. HORNBECK

David W. Hornbeck serves as co-director of the National Alliance for Restructuring Education, and as Senior advisor to the National Center on Education and the Economy, The Business Roundtable and other private sector, non-profit and government institutions interested in significantly restructuring education. One of his recent clients was the state of Kentucky, for which he served as a primary architect of their sweeping 1990 reform legislation. Until recently, Mr. Hornbeck was a partner in the Washington, DC law firm of Hogan & Hartson, working with the firm's large education law practice.

For twelve years (1976-1988), Mr. Hornbeck was State Superintendent of Schools in Maryland. In that capacity, he had responsibility for all of elementary and secondary education, prison education, instructional technology and vocational rehabilitation. He was a particularly strong advocate of initiatives on behalf of at-risk students, early childhood education, education technology, gifted and talented students, special education, and a strong assessment program.

Mr. Hornbeck's leadership has extended beyond Maryland's borders for some years. Among his national activities, he has served as President of the Council of Chief State School Officers; Chairman of the Board of Trustees of the Carnegie Foundation for the Advancement of Teaching; Chairman of the Carnegie Corporation's Task Force on the Education of Early Adolescence that issued the report Turning Points; Chairman of the National Commission on Chapter I; a member of the Board of Directors of the Children's Defense Fund; and, a member of W.T. Grant Foundation Commission that issued The Forgotten Half.

Mr. Hornbeck's undergraduate degree is in history from Austin College (Sherman, Texas). That institution also awarded him an honorary Doctor of Law degree. He holds a Diploma in Theology from Oxford University (Oxford, England) and Union Theological Seminary (New York City), and has his law degree from the University of Pennsylvania.

Mr. Hornbeck is married. His wife serves as the Children and Families Program Officer for the Baltimore Community Foundation. He has two sons, both of whom are teachers.

CHARLES N. QUIGLEY

Charles N. Quigley is the Executive Director and Founder of the Center for Civic Education, a nonprofit corporation established in 1969 and affiliated with the State Bar of California.

Under Quigley's direction, the Center has developed education programs that promote students' knowledge of the institution of American constitutional democracy, and that foster the skills necessary for participation as responsible citizens.

One curricular program of the Center "We the People... The Citizen and the Constitution," focuses on simulated congressional hearings. Established in 1987 under the Commission on the Bicentennial of the United States Constitution, this program is currently funded by the U.S. Department of Education by act of Congress. Another program, "Law in a Free Society," for students K-12, is supported by the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice, and has been in operation since 1969.

In addition, Mr. Quigley directed the development and publication in 1991 of CIVITAS: A Framework for Civic Education, a comprehensive model for teaching civics in grades K-12. Building on CIVITAS, the Center was awarded grants from the U.S. Department of Education and The Pew Charitable Trusts to develop National Standards for Civics and Government, a two-year project begun in 1992.

Most recently, the Center has launched The American Youth Citizenship Competition, a civics and public policy program for middle school students in California, sponsored by The Walt Disney Company.

Mr. Quigley has authored and edited numerous publications on civics, and has served on state and national commissions and task forces. In 1992, he received the prestigious Hilda Taba Award from the California Council for the Social Studies.

JOHN H. BUCHANAN, JR.

John H. Buchanan, Jr. served for nearly ten years as the first Chairman of People for the American Way, a nonpartisan constitutional liberties organization. He is currently Chairman, Public Policy and Senior Vice President for the organization and its chief liaison with Congress.

Born in Paris, Tennessee on March 19, 1928, Mr. Buchanan is the son of the late Dr. John H. Buchanan and Ruby Lowrey Buchanan. He is a graduate of Samford University (formerly Howard College) and Southern Theological Seminary and did graduate work in economics at the University of Virginia. He holds honorary Doctor of Law degrees from Samford University and Southwestern Baptist University, Bolivar, Missouri.

An ordained Baptist minister, Mr. Buchanan has served as pastor of churches in Virginia, Tennessee, Alabama and the District of Columbia.

For 16 years, he represented the Sixth District of Alabama in the U.S. Congress, serving as a senior member of the House Education and Labor, and Foreign Affairs Committees.

As a member of the Education and Labor Committee, he served as ranking minority member of the Post Secondary and Vocational Education Subcommittee. He was deeply involved in the writing of major education legislation.

He was a member of the United States delegation to the 28th United Nations General Assembly and the 6th Special Session, and served as a member of the U.S. delegations to the U.N. Human Rights Commission meetings in 1978-1980.

Mr. Buchanan is President of the Council for the Advancement of Citizenship, and Vice Chairman of the Republican Mainstream Committee. He is also a Senior Associate of the Kettering Foundation.

MILTON GOLDBERG

Dr. Milton Goldberg is the Executive Director of the National Education Commission on Time and Learning. This Commission, created by the U.S. Congress in legislation sponsored by Senator Jeff Bingaman (D-NM), is charged with exploring all aspects of how time can be more efficiently used to improve student learning in and out of school. This includes issues related to the length of the school day and year, the more efficient use of school facilities, and the roles of families, business, and communities.

Most recently Dr. Goldberg served as Director of the Office of Research for the U.S. Department of Education. In 1983, the National Commission on Excellence in Education for which he was the Executive Director issued the landmark report, A Nation At Risk. He has worked in the public schools as a teacher, principal, and curriculum director. In 1979-80, Dr. Goldberg was Deputy Assistant Secretary for Dissemination and Professional Development in the U.S. Department of Education.

Dr. Goldberg has been a U.S. Representative at international conferences on Secondary and Urban Education, Curriculum Improvement, and Science and Mathematics Education. He has written extensively and made many presentations on educational quality and improvement, and the relationship between research and practice.

LEADERSHIP ASSIGNMENTS OF PANEL MEMBERS
(Panelist assignments by work area will be finalized prior to the March 3 meeting)

ROLE: Provide guidance to NEGP staff and Working Groups, review recommendations prepared for Panel consideration, make recommendations to the Panel on consensus items, make introductions to the Panel on information/discussion items.

A. GOAL 1: SCHOOL READINESS

LEADERS: TBD

MAJOR ISSUES: Establishing an Early Childhood Commission

*Immune
Pop Ed
Hood St.
Health Care
Ref B.*

B. GOAL 2: SCHOOL COMPLETION

LEADERS: TBD

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

*summer
jobs*

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

LEADERS: TBD

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

*Ed. A. bill
discussed*

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

LEADERS: TBD

MAJOR ISSUES: Legislative authorization, appointment of NESAC members, criteria for Panel adoption of national standards.

E. GOAL 5: ADULT LITERACY/WORKFORCE SKILLS

LEADER: TBD

*Worker
training*

MAJOR ISSUES: Panel response to the Resource Group recommendations on workplace literacy, development of multiple definitions of adult literacy for purposes of monitoring progress.

F. GOAL 5: COLLEGIATE ASSESSMENT

Not sure

LEADER: TBD

MAJOR ISSUES: Whether to pursue the creation of a national collegiate assessment system.

G. GOAL 6: DISCIPLINED ENVIRONMENT

*Crime
Drug Ed.*

LEADER: TBD

MAJOR ISSUES: Develop new indicators for a "disciplined school environment."

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

LEADERS: TBD

MAJOR ISSUES: What to include in the Report.

I. ROLE OF EDUCATIONAL TECHNOLOGY IN ACHIEVING THE GOALS.

LEADER: TBD

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

NATIONAL EDUCATION GOALS PANEL

RESPONSE TO THE
1992 GOALS REPORT

Feedback from
Resource Group Conveners

March 3, 1993

GOAL 1 RESOURCE GROUP

Ernest L. Boyer
The Carnegie Foundation for the
Advancement of Teaching

March 3, 1993

Memorandum

TO: Marty Orland/Cindy Prince
FROM: Ernie Boyer, Goal 1
RE: Comments on the 1992 Goals Report
DATE: February 19, 1993

The following is a synopsis of the feedback received from Ernest Boyer, Convener of the Goal 1 Resource Group. Dr. Boyer conveyed his remarks by telephone to Panel staff.

In general, Dr. Boyer believes that the Report is laid out clearly, is well written, and presents the reader with a wealth of information through well designed tables. Overall, a splendid piece of work on which he bestows an A+.

If there is a weakness, however, it is the Report's two-part format. In Dr. Boyer's opinion, it would be more logical to move the data to the front of the document. Dr. Boyer enumerates three disadvantages of the two Part format:

1. it results in a structure that is bifurcated and confusing;
2. data in Part II may be overlooked;
3. there is a feeling among critics that the two part format is an attempt to deny that indirect data do exist and avoid the realities of this in any political sense.

Dr. Boyer realizes that the two-part issue has been considered by the Panel on more than one occasion and need not be revisited yet again. He does suggest, however, that it would be fair to state, for example for Goal 1, that there are some indirect data that have relevance to children's preparedness for school dealing with health, preschool, and family life. While these data are not judged to be direct measures of the Goal, they were judged to be important enough to appear elsewhere in the Report.

For example, the 1992 Report statement that "as was the case last year, we do not have a direct measure of readiness" could be followed by:

We have, however, included general trend lines in another section of the Report that indicate whether we are providing a good climate for school readiness. These data are not as powerful as a direct measure of readiness, but they do say something about the environment in which children are growing up and do have an effect on their readiness for school.

In this way, Dr. Boyer believes, the critics could not diminish the importance of the Report and the data within it.

GOAL 2 RESOURCE GROUP

Raphael Valdivieso
Academy for Educational Development

March 3, 1993

Academy for Educational Development

AED

February 25, 1993

Dr. Marty Orland
National Education Goals Panel
1850 M Street, NW, Suite 270
Washington, D.C. 20036

Dear Marty:

I think we have come to understand much better the complexity of measuring progress towards our national education goals. We also know better what we still need to know. But it seems to me that we now need to convey what we do know in a more direct, simple manner in order to permeate the public's awareness.

This is not a criticism of the annual report and executive summary formats. I think they are very well done and are useful to policymakers and analysts.

For the public, we need to focus on only one or two measures for each goal and make them as common and meaningful to the public as, say, the unemployment rate. I realize only too well how difficult it is to get beyond all the qualifications and nuances inherent in any of our measures but we need to do just that if we are going to develop direct, motivating messages to the public about progress towards the goals.

I praise in retrospect the decision of the Panel to keep the direct measures for the goals separate from the additional information within the format of the annual report. But now I suggest we need a further separation and simplification of the direct measures in some other format besides the annual report. A format that lends itself to being picked up in the evening news or newspaper headlines.

But this is just the beginning of what I believe is needed. Ultimately, all of us who are associated with the national goals want the goals to motivate and focus the energies and actions of citizens on progress to achieving the goals. But we are now relying only on an information approach for outreach to the public. I suggest we use a social marketing approach to reach out to the public.

I can not go into any detail about social marketing in this letter but I have enclosed a schematic illustration of the two approaches to outreach in order to convey some of the differences in the two approaches.

1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 862-1900
Telex 197601 ACADED WSH
Fax (202) 862-1947

Dr. Marty Orland
Page 2
February 25, 1993

Because we use social marketing extensively in our public health and social development work at the academy, I would be pleased to arrange for one or two of our most knowledgeable experts to make a presentation on social marketing to the NEGP staff. This could be a first step in exploring the use of social marketing in communicating "the Panel's findings about where we stand in relation to achieving the Goals."

Sincerely,

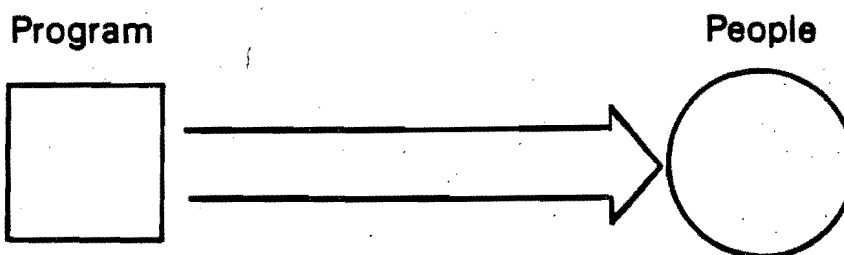
A handwritten signature in cursive script that reads "Ray".

Rafael Valdivieso

TWO WAYS TO LOOK AT OUTREACH

A. The Information Approach

Goal: I want people to ..."X".



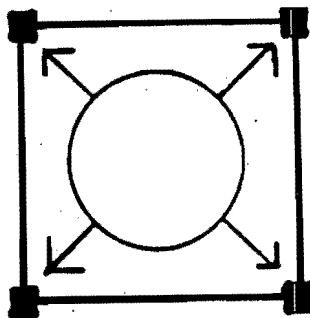
1. What do they know about "x"?
2. What are they missing or wrong about "x"?
3. What do they need to know about "x"?

B. The Social Marketing Approach

Goal: I want people to ..."X".

1. What do they want in order to be happy about X?

2. What barriers are they facing in adopting X?



3. What support can I offer them that will make doing X easier?

4. What can I do to help them like, trust, and relate to what I tell them about X?

GOAL 3 RESOURCE GROUP

Lauren Resnick
University of Pittsburgh

March 3, 1993

Memorandum

To: Ed Fuentes, Marty Orland
From: Lauren Resnick
Re: Comments on the 1992 Goals Report
Date: February 11, 1993

The report was waiting for me at the hotel last night. Thanks. I haven't had time to do a thorough review, but I "read through" the whole thing. I can't comment on the detailed substance on the basis of this superficial review. However, the exercise did give me some overall impressions that will perhaps be useful to you.

My reactions have to do with presentation and communication. I make them with some hesitation because I am aware of the multiple considerations -- political, professional, etc. -- that must be taken into account in deciding on how to present this information. Nevertheless, here goes:

I have the impression that the report is undecided about whether it wants to be a report to the general public or a resource book for education policy people and researchers who need to dig in to the data in a deep way.

At first, I was reading with an eye to the general public's reaction. I think that it would not communicate well. First off, it is awfully big and intimidating. It is really several separate reports (and perhaps would be better published as separates) -- a report on the agreed upon indicators; a report on additional, unofficial indicators, state reports, and the essay on American education in global context.

Chapter 2 is the heart of the mandated reporting. Although it is to some extent organized around straightforward questions (a good feature), the introductory texts to each section are too long and are rather academic in tone. The graphics are generally good, but they don't appear right next to the text that they go with. In addition, there are so many different formats and codes that it takes some work to interpret them all.

The same comment holds even more strongly for Chapter 3. It's chock full of information, but it's hard to imagine many members of the goals panel really reading it in detail--much less a more general policy public. The state indicators section seems ok -- straightforward, standard format. I can imagine people actually using that information easily.

Next, I read thinking that the report was perhaps best thought of as a technical document for the research community and those few policy people who wanted to really dig into the evidence. (Then, presumably, an executive summary would be prepared that would be a punchy summary of the main message.) But the current version of the Report isn't quite right for that audience either. The first thing I noticed was that, although sources of the graphs were given with each graph, information was not given (or at least was not apparent) concerning where the data actually came from--e.g., which international comparison; which study of dropouts. The nature and size of samples could not always be determined. The impression I have is that the graphs were mostly lifted whole from various reports. In the original context many of the kinds of questions I am raising were probably answered; but when the graphics are borrowed for a new context the information gets lost. Also, there are some mysterious comments--such as "this information *modifies*" last year's (p. 34). What does it mean to modify last year's information?

With these general comments, what would I recommend? I'm not sure. For the policy and general audience the task is to provide something readable and easily summarizable without oversimplifying. I'd like to see (but am not sure whether/how it can be done) a standard format developed for charting year to year changes in the basic indicators--a set of simple, familiar graphs that will be updated each year, that people can become familiar with.

One of the problems to solve is how to do this without making insignificant changes appear significant. There are footnotes and text here and there that warn against treating a couple of percentage points as indicating real change--but many readers will either not notice those or just plain ignore them. The basic reporting, in graphs and/or tables, needs to make highly visible differences that are significant and try to not

report at all or visually downplay differences that are not or may not be "real." I have a couple of ideas about how to do this--but I am not an expert and I think there are people who are (e.g., John Tukey and people who have worked on Exploratory Data Analysis). I would go to them.

I think the suggestions just made imply developing a short "official" report plus a separate technical report with lots of backup material. But then it would be important to provide more of the additional information I alluded to above -- which studies are being used, etc.

I hope this helps. Sorry I didn't have time for a more detailed reading. I'll be glad to talk some more if you'd like.

GOAL 4 RESOURCE GROUP

Alvin Trivelpiece
Oak Ridge National Laboratory

March 3, 1993

OAK RIDGE NATIONAL LABORATORY

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February 1, 1993

Dr. Wilmer S. Cody, Executive Director
National Education Goals Panel
1850 M Street NW-Suite 270
Washington, D. C. 20036

Dear Dr. Cody:

I offer the following responses to the two specific questions posed in your January 15 letter. You state in your letter that "the annual National Education Goals Report represents the Panel's best opportunity to inform policy leaders, school practitioners and the American public about our progress in achieving the six National Education Goals." The diversity of the intended audiences makes the problem of reporting particularly challenging.

1) *How might the annual Goals Report's overall structure and contents be strengthened to best communicate the Panel's findings about where we stand in relation to achieving the Goals?*

The graphics in the Goals Panel Report need to be more attractive and imaginative. They should be user friendly and easily understood by the different audiences. A benchmark might be the kind of graphics one sees in publications such as USA Today.

The Panel might also look into the penetration of the 1991 and 1992 Reports into the educational community and the general public. Who reads the report and how is it used? Answers to these questions will help shape the design and structure of future reports. Several surveys suggest that many people still do not know about the goals. The Panel might add a page to reports inviting response from readers.

Perhaps the Panel should give more attention to the complexity of the problem. These problems will require more than a decade for even partial solution. This message should be unambiguous and clear in future reports.

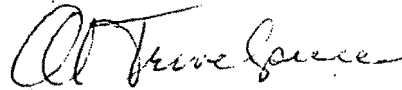
2) *In addition to the annual Goals Report, are there other kinds of publications about our status and progress relative to the Goals that would serve the Panel's objectives?*

To reach a wider audience, a broader distribution is necessary. We need different formats for different audiences. The Goals Panel might issue short, easy to read progress reports. These should be concise and easier to handle than the 1991 and 1992 reports. The format could include pocket size tri-folds and paper back size. The 1991 and 1992 reports are bulky and difficult to transport. Trade press entities such as R&D Magazine, and Popular Science (e.g., August 1992 issue) which have run educational materials in the past could carry the Panel's message to many people.

Recognizing the importance of electronic media, the Panel might include video press releases and audio tapes with actualities for use by local television and radio outlets. The Goals Panel should also consider using other electronic sources for reporting progress. The Panel could post summary information from reports on selected electronic bulletin boards. In many cases, these postings are self propagating.

The satellite broadcast format used by America-2000 is also a potential way of reaching more audiences. This town meeting format also allows for participants to ask questions of the presenters. America 2000 has also employed a Daily Report Card that is widely available *via* electronic networks. I hope these comments are helpful to you and the Goals Panel.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alvin W. Trivelpiece".

Alvin W. Trivelpiece

c: Ed Fuentes
Emily Wertz

GOAL 5 RESOURCE GROUP

Mark Musick
Southern Regional Education Board

March 3, 1993

Memorandum

To: Marty Orland
From: Mark Musick, Goal 5
Re: Comments on the 1992 National Goals Report
Date: February 19, 1993

The following is a synopsis of the feedback received from Mark Musick, convener of the Goal 5 Resource Group. Dr. Musick conveyed his remarks by telephone to Panel staff.

Dr. Musick had the following specific suggestions for improvement:

1. To the extent possible, more emphasis should be placed on the state level data. While there is intense interest in state-level information, the Report provides only limited data that would allow one to compare state progress. Efforts should be made in future Reports to expand the number of state-level indicators across the Goal areas.
2. The Report should not attempt to satisfy the data demands and needs of the technical community. There are other organizations and agencies who are responsible for satisfying these demands. The Goals Panel should be devoting its time and efforts to reaching policymakers, practitioners and the general public.
3. The Panel may want to consider publication "spinoffs" from the National Goals Report that are targeted at specific audiences. SREB, for example spins off about 15 4-page documents/bulletins yearly from their fact book. Focus groups of parents, business people etc. can be used to inform the Panel what is most important to highlight for their peers and colleagues.

GOAL 6 RESOURCE GROUP

John W. Porter
Urban Education Alliance

March 3, 1993



JOHN W. PORTER, Ph.D.

CEO, Urban Education Alliance, Inc., and
President Emeritus, Eastern Michigan University

DETROIT
FLINT
LANSING
PONTIAC
SAGINAW

January 27, 1993

Dr. Martin Orland
Associate Director
National Education Goals Panel
1850 M Street NW
Suite 270
Washington, DC 20036

Dear Dr. Orland:

I am responding to a request from Dr. Wilmer Cody, indicating that he would like my views on how the overall structure and content of the annual Goals Report might be strengthened to best communicate the Panel's findings. He also asked whether there are other kinds of publications about the status and progress of the goals that would serve the Panel's objectives.

I have reviewed the second Annual Report, and the second Executive Summary Report. They are excellent documents for researchers and interested technicians, but do not have much influence on practitioners. As a result, I have concluded that there are three tasks that need to be undertaken by the Goals Panel to make the documents more relevant to practitioners:

First, I believe it would be important to translate the six goals into a Goals Progress Report such as a one-page "Report Card" that could include more detailed backup. (In the Executive Summary (green book) for Goal 2, page 11, there is an excellent high school completion status report that could serve as the backup to this one-page report card.) Also, this information could be presented on one page by setting the standard at 90 percent and showing (by graph) that 85 percent of the 19- and 20-year-olds had high school completion status. In my view this can be done for Goals 1, 2, 3, and 4, even though I realize there is some debate about readiness in Goal 1. I do not think this can be done effectively for Goal 5 or Goal 6. Thus, there is work to be done.

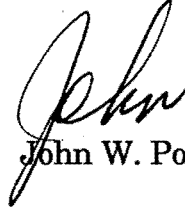
Dr. Martin Orland
Page Two
January 28, 1993

Second, specifically for Goal 6 and more generally for Goal 5, we need to define--in simple terms--exactly what is a safe school, a drug-free school, and a disciplined school. This has not been done, and in order to do the "Report Card" that I have suggested in Item 1, such a definition must be articulated and translated into this one-page measure that I have suggested above.

Third, I think it is very important that we set up some means by which every one of the 15,000 school districts in America could--on a voluntary basis--be able to judge themselves against the National Education Goals. At the present time, that is not possible, with the exception of Goal 2 and possibly Goal 3. I believe the Panel needs to provide an opportunity for the citizens in any community, the school board in any community, and, indeed, the administration in any community to be able to compare itself against the one-page report card. This would strictly be voluntary, but it would certainly provide a strong emphasis toward having school systems think more seriously about organizing their delivery systems to show progress toward the goals. At the present time, I must tell you that few school systems are taking the Goals seriously.

I believe these are three very powerful and influential steps that, if taken, could enhance the current publications. If I can be of any further assistance on these three recommendations, feel free to give me a call.

Sincerely,



John W. Porter

**
Good
seed of
idea
here*

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NATIONAL EDUCATION GOALS PANEL

ASSESSING CITIZENSHIP

THE GOAL 3
TECHNICAL PLANNING SUBGROUP
ON CITIZENSHIP

Report to the
National Education Goals Panel

July 31, 1992

92-06