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FAX COVER SHEET

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FROM: BILL KINCAID

THIS FAX INCLUDES THE COVER SHEET PLUS 4 PAGES.

IF YOU DID NOT RECEIVE THE COMPLETE FAX, PLEASE CALL (202) 205-0704.

MESSAGE:

After we got off the phone, I flipped through my other book; I found the attachment which should meet your needs. Let me know if this isn't helpful or if there's something you don't understand.

Bill

PS - You will find that this includes post-91 data, but some of the questions have changed...

NATIONAL CENTER FOR EDUCATION STATISTICS

THE CONDITION OF EDUCATION 1995

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**U.S. Department of Education
Office of Educational Research and Improvement**

NCES 95-273

Student use of computers

- ◆ In 1993, more than two-thirds of all students in grades 1–12 used a computer either at home or at school, with a majority, 59 percent, using a computer at school.
- ◆ The percentage of students using a computer at school more than doubled between 1984 and 1993, increasing from 29 to 59 percent. Twenty-eight percent of students used a computer at home in 1993, up from 12 percent in 1984.
- ◆ Whites were more likely than blacks or Hispanics to use a computer either at home or at school, both in grades 1–6 and in grades 1–12. In 1993, approximately 40 percent of blacks and Hispanics in grades 1–6 did not use computers at all compared to 20 percent of their white counterparts.
- ◆ Between 1984 and 1993, the proportions of students in grades 7–12 who used a computer either at home or at school increased at similar levels across family income. On one hand, the gain for low income students can be explained primarily by their increased use of computers at school, which rose 32 percentage points; on the other, the gain for high income students can be explained by their increased use of computers at school, which rose 30 percentage points, and at home, which rose 29 percentage points.

In our increasingly technological society, computers are an essential tool. Exposure to computers in school may help young people gain the computer literacy they will need to function effectively in society. Many students have access to computers at home, but the amount of access is directly related to socioeconomic factors. Examining the extent to which students have access to computers either at home or in school may help predict how prepared students will be to enter an automated work force.

Percentage of students who used a computer at school or at home, by selected characteristics: October 1984, 1989, and 1993

Current education level, race/ethnicity, and family income level*	1984			1989			1993		
	Used a computer at school	Used a computer at home	Used a computer at home or at school	Used a computer at school	Used a computer at home	Used a computer at home or at school	Used a computer at school	Used a computer at home	Used a computer at home or at school
Total (Grades 1–12)	28.5	12.0	35.0	45.6	19.8	53.7	59.0	27.8	68.1
Grades 1–6									
Total	31.3	12.1	37.2	54.1	16.6	58.8	69.7	24.1	74.0
White	36.4	14.8	43.4	60.6	20.9	66.3	74.9	30.5	80.1
Black	15.5	5.3	18.8	36.0	6.2	37.9	56.6	8.7	59.1
Hispanic	16.9	3.6	19.1	42.5	5.2	43.7	57.8	7.1	59.5
Low income	19.1	2.5	20.6	40.9	3.3	42.0	59.8	4.0	60.5
Middle income	30.2	10.0	35.4	54.0	13.5	58.1	69.1	18.8	72.6
High income	43.4	25.0	54.5	64.4	34.6	73.0	78.4	51.4	87.3
Grades 7–12									
Total	30.7	14.3	38.5	47.0	23.0	57.0	61.2	29.7	70.4
White	33.6	17.1	43.0	49.0	27.6	61.0	63.5	37.0	74.8
Black	20.0	5.4	22.6	41.8	9.7	45.4	55.1	11.1	58.3
Hispanic	22.9	3.9	25.1	38.9	10.2	43.3	56.7	10.2	60.5
Low income	21.8	3.6	24.3	42.3	6.6	44.9	53.3	6.1	54.8
Middle income	30.2	10.8	35.7	46.3	18.4	54.3	61.2	23.7	68.4
High income	35.8	26.1	50.4	50.9	41.3	68.9	65.5	55.3	83.0

* Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Immediate transition from high school to college

- ◆ Sixty-two percent of 1993 high school graduates were enrolled in college the October following graduation—22 percent in 2-year colleges and 39 percent in 4-year colleges.
- ◆ Between 1973 and 1993, the proportion of high school graduates going directly to college increased from 47 to 62 percent. Historically, more students enroll in 4-year colleges, but the proportion of students choosing 2-year colleges was higher in 1993 than in 1973.
- ◆ High school graduates from low income families were twice as likely to go directly to college in 1993 than in 1973. Yet, only 50 percent of high school graduates from low income families went directly to college as compared to 79 percent of those from high income families.

Most college students enroll in college immediately after finishing high school. The percentage of high school graduates enrolled in college the October following graduation is a leading indicator of the total proportion of that year's graduates who will ever enroll in college. The percentage enrolling is a reflection not only of the accessibility of higher education to high school graduates but also of their assessment of the value of attending college compared to working, entering the military, traveling, and other possible pursuits.

Percentage of high school graduates who were enrolled in college the October following graduation, by type of college, family income, and race/ethnicity: 1972-93

October	Type of college			Family income ¹			Race/ethnicity		
	Total	2-year	4-year	Low	Middle	High	White	Black	Hispanic
1972	49.2	—	—	26.1	45.2	63.8	49.7	44.6	(²)
1973	46.6	14.9	31.7	20.3	40.9	64.4	47.8	32.5	48.8
1974	47.6	15.2	32.4	—	—	—	47.2	47.2	(²)
1975	50.7	18.2	32.6	31.2	46.2	64.5	51.1	41.7	(²)
1976	48.8	15.6	33.3	39.1	40.5	63.0	48.8	44.4	(²)
1977	50.6	17.5	33.1	27.7	44.2	66.3	50.8	49.5	48.8
1978	50.1	17.0	33.1	31.4	44.3	64.0	50.5	46.4	(²)
1979	49.3	17.5	31.8	30.5	43.2	63.2	49.9	46.7	(²)
1980	49.3	19.4	29.9	32.5	42.5	65.2	49.8	42.7	49.6
1981	53.9	20.5	33.5	33.6	49.2	67.6	54.9	42.7	(²)
1982	50.6	19.1	31.5	32.8	41.7	70.9	52.7	35.8	(²)
1983	52.7	19.2	33.5	34.6	45.2	70.3	55.0	38.2	46.7
1984	55.2	19.4	35.8	34.5	48.4	74.0	59.0	39.8	(²)
1985	57.7	19.6	38.1	40.2	50.6	74.6	60.1	42.2	(²)
1986	53.8	19.3	34.5	33.9	48.5	71.0	56.8	36.9	42.3
1987	56.8	18.9	37.9	36.9	50.0	73.8	58.6	52.2	(²)
1988	58.9	21.9	37.1	42.5	54.7	72.8	61.1	44.4	(²)
1989	59.6	20.7	38.9	48.1	55.4	70.7	60.7	53.4	52.7
1990	60.1	20.1	40.0	46.7	54.4	76.6	63.0	46.8	(²)
1991	62.5	24.9	37.7	39.5	58.4	78.2	65.4	46.4	(²)
1992	61.9	23.0	38.9	40.9	57.0	79.0	64.3	48.2	58.2
1993	61.5	22.4	39.1	50.4	56.9	79.3	62.9	55.6	(²)

— Not available.

¹ Revised from previously published figures.

² Due to the small sample size for the Hispanic category, 3-year averages were calculated. The 3-year average for 1992 is the average percentage of graduates enrolled in college in 1991, 1992, and 1993.

NOTE: Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 22-1 Percentage of 25- to 29-year-olds who have completed high school,* by race ethnicity and sex: 1971-94

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	77.7	79.1	76.5	81.7	83.0	80.5	58.8	56.7	60.5	48.3	51.3	45.0
1972	79.8	80.5	79.2	83.4	84.1	82.7	64.1	61.7	66.0	47.6	47.1	47.0
1973	80.2	80.6	79.8	84.0	84.2	83.9	64.1	63.2	64.9	52.3	54.2	50.0
1974	81.9	83.1	80.8	85.5	86.0	85.0	68.4	71.5	65.8	54.1	55.9	52.0
1975	83.1	84.5	81.7	86.6	88.0	85.2	71.1	72.3	70.1	53.1	52.2	53.0
1976	84.7	86.0	83.5	87.7	89.0	86.4	74.0	72.8	74.9	58.1	57.6	58.0
1977	85.4	86.6	84.2	88.6	89.2	88.0	74.5	77.5	72.0	58.0	61.9	54.0
1978	85.3	86.0	84.6	88.5	88.8	88.2	77.4	78.7	76.3	56.5	58.5	54.0
1979	85.6	86.3	84.9	89.2	89.8	88.5	74.7	74.0	75.3	57.1	55.5	58.0
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.8	78.3	57.9	57.0	58.0
1981	86.3	86.5	86.1	89.8	89.7	89.9	77.6	78.8	76.6	59.8	59.1	60.0
1982	86.2	86.3	86.1	89.1	89.1	89.1	81.0	80.4	81.5	61.0	60.6	61.0
1983	86.0	86.0	86.0	89.3	89.3	89.3	79.5	79.0	79.9	58.4	57.8	58.0
1984	85.9	85.6	86.3	89.4	89.4	89.4	79.1	75.9	81.7	58.6	56.7	60.0
1985	86.2	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5	61.0	58.6	63.0
1986	86.1	85.9	86.4	89.6	88.7	90.4	83.5	86.4	81.0	59.1	58.2	60.0
1987	86.0	85.5	86.4	89.4	88.9	90.0	83.5	84.5	82.6	59.8	58.6	61.0
1988	85.9	84.7	87.1	89.7	88.4	90.9	80.9	80.9	80.9	62.3	59.9	64.0
1989	85.5	84.4	86.5	89.3	88.2	90.4	82.3	80.5	83.8	61.0	61.0	61.0
1990	85.7	84.4	87.0	90.1	88.6	91.6	81.8	81.4	82.0	58.2	56.6	59.0
1991	85.4	84.9	85.8	89.8	89.2	90.5	81.8	83.6	80.1	56.7	56.4	57.0
High school graduate - Diploma or equivalency certificate												
1992	86.3	86.1	86.5	90.6	90.3	91.1	80.9	82.7	79.3	60.9	61.1	60.0
1993	86.7	86.0	87.4	91.2	90.7	91.8	82.7	84.8	80.8	60.9	58.2	63.0
1994	86.1	84.5	87.6	91.1	90.0	92.3	84.1	82.8	85.3	60.3	58.0	63.0

* 12 years of schooling completed for 1971-91 and high school diploma or equivalency certificate for 1992-94.

NOTE: Beginning in 1992, the Current Population Survey changed the questions it used to obtain the educational attainment of respondents. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 22-2 Percentage of 25- to 29-year-old high school graduates* who have completed 1 or more years of college, by race/ethnicity and sex: 1971-94

Year	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	43.6	48.7	38.4	44.9	50.2	39.5	30.9	29.0	32.2	30.6	38.3	22.8
1972	45.1	50.7	39.5	46.3	52.3	40.2	33.3	31.7	34.6	32.1	37.2	28.3
1973	45.3	51.4	39.4	46.6	53.0	40.2	33.5	33.5	33.5	31.6	39.4	24.5
1974	48.9	53.8	44.1	50.4	55.6	45.2	35.4	36.9	34.1	39.2	44.1	34.5
1975	50.1	56.0	44.1	51.2	57.3	44.9	38.7	41.0	36.8	41.1	50.4	32.6
1976	52.1	58.2	46.0	53.8	60.1	47.4	37.2	40.5	34.7	36.3	42.3	31.2
1977	53.2	58.0	48.5	54.8	59.9	49.7	41.7	44.2	39.6	41.1	42.6	39.5
1978	54.4	59.3	49.6	55.9	61.4	50.3	44.9	45.2	44.4	43.6	47.2	40.1
1979	54.1	57.7	50.6	55.7	59.4	51.9	41.7	40.7	42.5	44.0	50.7	38.0
1980	52.3	55.8	49.0	53.8	57.3	50.3	42.3	43.6	41.3	39.9	45.5	34.7
1981	50.1	52.7	47.5	51.2	54.1	48.3	42.5	43.0	42.2	39.6	41.7	37.7
1982	49.9	51.5	48.3	50.7	52.2	49.1	45.8	47.4	44.6	39.6	40.6	38.7
1983	50.6	52.1	49.0	51.6	53.4	49.7	41.6	42.0	41.2	42.9	41.1	44.6
1984	50.1	50.9	49.3	51.0	51.7	50.3	41.6	41.6	41.7	45.6	47.5	44.0
1985	50.8	51.5	50.1	51.8	52.5	51.2	42.7	42.4	42.9	44.2	45.9	42.9
1986	51.0	51.4	50.8	52.3	52.8	51.8	43.4	41.5	45.2	42.9	42.8	43.0
1987	50.7	50.4	51.0	51.4	51.5	51.4	43.0	38.4	47.0	44.6	46.3	43.1
1988	50.8	51.6	50.1	51.8	52.4	51.2	41.2	42.9	39.7	44.9	44.3	45.6
1989	51.3	52.0	50.5	52.8	53.4	52.2	42.1	42.2	41.9	44.3	44.8	43.9
1990	52.0	51.8	52.1	53.6	53.4	53.8	44.1	43.0	45.0	40.1	40.4	39.8
1991	53.1	52.3	53.8	54.9	54.7	55.1	43.2	38.3	47.7	42.2	40.9	43.4
Some college or more												
1992	56.7	56.0	57.4	58.8	58.3	59.2	44.7	42.3	46.9	46.8	44.5	49.6
1993	58.9	57.6	60.1	61.0	60.3	61.6	48.4	43.6	52.5	48.8	46.1	51.9
1994	60.5	58.9	62.0	62.7	61.0	64.3	49.6	48.7	50.3	51.5	48.3	55.0

*12 years of schooling completed for 1971-91 and high school diploma or equivalency certificate for 1992-94.

SOURCE: Beginning in 1992, the Current Population Survey changed the questions it used to obtain the educational attainment of respondents. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 22-3 Percentage of 25- to 29-year-old high school graduates* who have completed 4 or more years of college, by race/ethnicity and sex: 1971-94

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	22.0	25.8	18.1	23.1	27.0	19.1	11.5	12.1	10.9	10.5	15.4	5.8
1972	23.7	27.3	20.2	24.9	28.6	21.1	13.1	11.6	14.3	7.8	9.5	6.4
1973	23.6	26.8	20.5	24.8	28.3	21.3	12.7	11.3	13.8	10.8	12.4	9.2
1974	25.3	28.7	21.8	27.2	31.1	23.2	11.5	12.3	11.0	10.1	8.9	11.2
1975	26.3	29.7	22.9	27.5	31.1	23.7	14.7	15.3	14.2	16.6	19.7	13.4
1976	28.0	32.0	24.1	29.3	33.5	25.0	17.6	16.5	18.6	12.7	17.9	8.2
1977	28.1	31.2	25.1	29.8	33.4	26.3	16.9	16.5	17.3	11.5	11.3	11.7
1978	27.3	30.2	24.4	28.9	32.6	25.3	15.2	13.6	16.5	17.1	16.4	17.9
1979	27.0	29.9	24.2	28.6	31.6	25.5	16.6	17.8	15.7	12.9	14.2	11.4
1980	26.3	28.1	24.5	28.0	30.1	26.0	15.0	14.0	15.8	13.2	15.0	11.8
1981	24.7	26.6	22.8	26.3	28.4	24.2	14.9	15.4	14.5	12.5	14.4	10.9
1982	25.2	26.9	23.4	26.7	28.8	24.6	15.6	14.6	16.4	15.9	17.8	14.2
1983	26.2	27.8	24.6	27.4	29.4	25.4	16.2	16.5	15.9	17.8	16.8	18.8
1984	25.5	27.1	24.0	27.0	28.5	25.4	14.8	17.1	13.0	18.1	17.0	19.2
1985	25.7	26.9	24.6	27.3	28.6	26.0	14.4	12.9	15.6	18.2	18.6	17.7
1986	26.0	26.7	25.3	28.1	29.1	27.1	14.2	11.9	16.3	15.3	15.4	15.2
1987	25.6	26.1	25.2	27.6	28.0	27.1	13.8	14.0	13.6	14.5	15.7	13.4
1988	26.4	27.6	25.2	28.0	29.1	26.9	14.8	15.3	14.4	18.1	19.8	16.3
1989	27.3	28.3	26.5	29.5	30.5	28.5	15.4	15.0	15.6	16.5	15.7	17.2
1990	27.1	28.0	26.2	29.3	30.0	28.6	16.4	18.6	14.5	14.0	12.9	15.2
1991	27.2	27.0	27.3	29.7	29.7	29.8	13.4	13.7	13.1	16.3	14.4	18.1
Bachelor's degree or more												
1992	27.3	26.9	27.8	30.0	29.5	30.4	13.7	14.2	13.2	15.6	14.3	17.0
1993	27.3	27.2	27.4	29.8	30.0	29.5	16.1	14.8	17.2	13.6	12.1	15.3
1994	27.0	26.6	27.4	29.7	29.8	29.6	16.2	14.0	17.9	13.3	11.3	15.5

* 12 years of schooling completed in 1971-91 and high school diploma or equivalency certificate for 1992-94.

NOTE: Beginning in 1992, the Current Population Survey changed the questions it used to obtain the educational attainment of respondents. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Note on educational attainment

The Current Population Survey, which is used for Indicators 6, 22, 29, 30, 32, and others, changed the questions used to determine a respondent's educational attainment beginning in 1992.

Before 1992, the questions were 1) "What is the highest grade or year of regular school ... has ever attended?" and 2) "Did ... complete the grade?" There were 19 response categories for grades 1 through 8: 1st through 4th year of high school, and 1st through 6th year of college.

If respondents attended, for example, grade 12 but did not complete it, it was assumed that they had completed grade 11. If the highest grade respondents had completed was 9, 10, or 11, they were classified as high school dropouts. If the highest grade completed was 12 or greater, they were considered to have completed high school. If it was the 4th year of college or greater, they were considered to have completed college.

Beginning in 1992, the two questions were changed to a single question: "What is the highest level of school ... has completed or the highest degree ... has received?" In the new response categories, several of the lower levels have been collapsed into a single summary category such as "1st, 2nd, 3rd, or 4th grades." At the high school level, a new category "12th grade, no diploma" was added. The biggest change was in the categories for high school completion and beyond, which are as follows:

- High school graduate—high school diploma or equivalent (for example, GED)
- Some college but no degree
- Associate's degree in college—Academic program
- Associate's degree in college—Occupational or vocational program
- Bachelor's degree (For example: BA, AB, BS)
- Master's degree (For example: MA, MS, MEng, MEd, MSW, MBA)
- Professional school degree (For example: MD, DDS, DVM, LLB, JD)
- Doctoral degree (For example: PhD, EdD)

The new question puts more emphasis on credentials received beginning at the high school level, and it puts less emphasis on the level attended or completed in college if that attendance did not lead to a credential.

These changes created some uncertainty about the comparability of measures, such as high school completion rates and college completion rates over time.

High school completion: The earlier education attainment question did not deal explicitly with high school equivalency certificates. Therefore, it is possible that a person who attended grade 10, dropped out without completing it, and later took the GED test and received a high school equivalency credential would not have been counted as a high school completer. The new question, however, explicitly treats these people as high school graduates. Since 1988, an additional question was added to the October Current Population Survey that explicitly asked respondents whether they had taken the GED. The vast majority of those who responded "yes" were classified as high school graduates using the attainment question.

The earlier education attainment question treated people who completed grade 12 as high school graduates. However, the new question added a new response category called "12th grade, no diploma," and these respondents were not treated as graduates. However, the number of people in this category has been very small. In summary, it appears that the change has had minor effects on measured high school completion rates.

College completion: With the increasing prevalence of people taking more than 4 years to finish college (i.e., receive a bachelor's degree), some analysts have worried that the college completion rate based on "4th year or higher of college completed" would overstate the bachelor's degree (or higher) completion rate. However, the college completion rates among 25- to 29-year-olds in 1992 and 1993 using the new question are very similar to the completion rates in 1990 and 1991 using the old questions. In summary, it appears that the change has had a very small effect on measured college completion rates.

Some college. With the new question, someone who attends college for only a few months should respond "Some college," but with the old questions they should have responded "Attended first year of college and did not complete it." In the past, the calculation of the percentage of the population with 1 to 3 years of college excluded these people. However, with the new question, the information to exclude them is not available, and those with only a few months of college are included in the category "Some college." So, in principle, the percentage of people with "Some college" or an associate's degree would be expected to be larger than the percentage with 1 to 3 years of college. Therefore, it does not appear useful to compare the percentage with "Some college or an associate's degree," using the new item, to the percentage who completed "1 to 3 years of college," using the old item.

Indicators 29 and 30 use labor force statistics for the civilian population and annual earnings for wage and salary workers with different levels of educational attainment. The discussion above suggests that the "high school graduate with no further education" category based on the new items is larger than before because it includes equivalency graduates but smaller than before because it excludes those who completed "12th grade, no diploma," and those with only a few months of college. The latter group is now included in the "1 to 3 years of college" category.

Nevertheless, the employment and earnings of the respondents who have been added and dropped from each category are similar; therefore, the net effect of the misclassification on employment rates and average annual earnings are likely to be minor. For this reason, it was decided that it would be useful to continue the series—that is, to compare the employment rates and average annual earnings of recent cohorts with "Some college or an associate's degree" to older cohorts who completed "1 to 3 years of college."

For further information on this issue, see Robert Kominski and Paul M. Siegel; "Measuring Education in the Current Population Survey," *Monthly Labor Review*, September 1993.

May 8, 1996

Mrs. Berta Laney
American Embassy, Seoul
Unit # 15550
APO AP 96205-0001

Dear Mrs. Laney:

I enjoyed visiting with you recently and wanted to follow up on our conversation about the Reading Recovery program.

It is my understanding that there have been no proposals in Congress to eliminate funding for the Reading Recovery program in particular, since Reading Recovery is not a federal program. However, it is possible that Reading Recovery programs ^{in some public schools} ~~may~~ will be affected by recent cuts and other changes in the federal Title I program. As you know, many public schools depend on Title I as the ^a ~~primary~~ source of funding for their Reading Recovery programs.

^{appropriation bill signed}
Under the ~~budget agreement~~ ^{reached} last month, funding for the Title I program was maintained at approximately the same level as the 1995 - 1996 school year. Although the Clinton Administration had initially proposed a 7% increase in Title I, the funding levels agreed to in the ^{bill} ~~budget~~ will help preserve education programs, like Reading Recovery, that invest in our children and help them succeed in school. ~~The Administration also supported a change in the Title I funding formula that~~ allocates a larger proportion of Title I funding to schools with the highest percentages of low-income students.

Ultimately, most schools that depend on Title I funds for their Reading Recovery programs can continue to do so ^{at} ~~under~~ the Title I funding level for the 1996 - 1997 school year. It is likely that some relatively affluent public schools might lose Title I funding as a result of the ~~budget cuts and changes in the program's funding formula~~. However, the number of schools that would no longer be able to offer Reading Recovery as a result of these funding changes should be minimal.

I very much appreciate your interest in this important program.

With warm regards, I am

Sincerely yours,

Hillary Rodham Clinton

FAX MESSAGE

TO: Bill KincaidFROM: Liz BowyerNUMBER OF PAGES TO FOLLOW: 1

MESSAGE:

Updated Ready Recovery memo -
I incorporated your ~~original~~ changes,
but kept the original structure of
the memo.

Q: Are funds for the Reading Recovery program being zeroed-out in the federal budget?

A: No. There have been no proposals in Congress to eliminate federal funding for the Reading Recovery program in particular, since Reading Recovery is not a federal program. It is possible, however, that some public schools could lose the federal funds that they currently allocate for Reading Recovery as a result of cuts and other changes in the Title I program. As you know, the Title I program provides funds to schools for educational services and programs that help disadvantaged and poor students. At many public schools, Title I is the primary source of federal funding for Reading Recovery.

In their FY 1996 appropriations bill, House Republicans voted for major cuts in Title I funding for the 1996 - 1997 school year, which would have seriously hindered the ability of many public schools to offer programs like Reading Recovery. Many school districts have ^{had} already notified teachers (~~Reading Recovery teachers??~~) that they ^{might} not be rehired next year. Now, however, ~~Republicans have reportedly decided to maintain funding for the Title I program at the approximate FY 1995 level (although this will be uncertain until the bill emerges from conference).~~

The Clinton Administration is proposing a 7% increase in Title I funding in our FY 1997 budget. We are also proposing a change in the Title I funding formula that would cause a larger proportion of Title I funds to be allocated to schools with the highest percentages of low-income students. While this shift in funding would benefit the at-risk students who need Title I the most, it may cause some more affluent schools to lose some or all of their Title I funding. The Administration also supports the elimination of a school reform block grant called the Title VI (formerly Chapter II) program, which some schools might have used to help fund Reading Recovery programs.

The bottom line is that most schools that use Title I funds for Reading Recovery programs can continue to do so as long as Title I funding levels are maintained. It is likely that some relatively affluent public schools would lose Title I funding as a result of the Administration's budget proposal. However the number of schools that would no longer be able to offer Reading Recovery as a result of the changes would be minimal.

bill 401-4353

under a
the compromise
FY '96 appropriations
bill Title I will
be funded

Title I -
funded

[I would start with a short version of the answer, like this:]

Q: Are funds for the Reading Recovery program being zeroed-out in the federal budget?

A: No. Reading Recovery is not itself a federal program, but rather is a popular program for helping disadvantaged elementary school students learn to read better, which is often paid for with federal Title I funds. If the large cuts in Title I included in the House Appropriations bill were to become enacted, then many schools that use Title I to pay for Reading Recovery would have to discontinue services. The Administration, on the other hand, has consistently proposed *increases* in Title I. Most schools that use Title I to offer Reading Recovery can continue to do so as long as Title I funds are maintained, although some schools may be affected by Title I program changes designed to channel additional funds into higher-poverty schools.

[Then, I would use the rest of the material in a longer answer, set up as follows]:

Q: But if my local school district says that Reading Recovery is being “zeroed out,” what might they be talking about?

A: [Insert more detailed answers, as edited].

[I would also add the following paragraph, between the existing 3rd and 4th paragraphs:]

Finally, as a result of changes in the 1994 ESEA Reauthorization, which the Clinton Administration supported, some districts that formerly spent their Title I dollars largely or exclusively in their elementary schools are now required to fund services in their highest poverty secondary schools. As a result, some lower-poverty elementary schools that were formerly served will no longer receive Title I funds. Also as a result of the reauthorization, some districts with very small numbers or percentages of disadvantaged children are made ineligible for Title I. However, it is unlikely that the funding these schools received previously would have been sufficient to support Reading Recovery (or other effective programs).

not a federal program

Q: Are funds for the Reading Recovery program being zeroed-out in the federal budget?

A: ~~There~~ There have been no proposals in Congress to eliminate federal funding for the Reading Recovery program ~~in particular~~. It is possible, however, that some public schools could lose the federal funds that they currently allocate for Reading Recovery as a result of cuts and other changes in the Title I program. As you know, schools use funds from the Title I program to provide educational services and programs for disadvantaged and poor students. At many public schools, Title I is the primary source of federal funding for Reading Recovery.

for the 96-97 school year

FY 96

~~In the appropriations bill,~~ ^{voted for} Initially, House Republicans were ~~proposing~~ major cuts in Title I funding in next year's budget, which would have seriously hindered the ability of many public schools to offer programs like Reading Recovery. Now, however, Republicans have reportedly decided to maintain funding for the Title I program at ~~the~~ FY 1995 level (although this will be uncertain until the bill emerges from conference).

approximately

Many school districts have already notified teachers that they may not be required next year

The Clinton Administration is proposing a 7% increase in Title I funding in our 1997 budget. We are also proposing a change in the Title I program that would cause a larger proportion of Title I funds to be allocated to schools with the highest percentages of low-income students, rather than distributing the funds evenly throughout school districts. While this shift in funding would benefit the at-risk students who need Title I the most, it may cause some of the more affluent public schools around the country to lose some or all of their Title I funding. The Administration also supports the elimination of a school reform block grant called the Title VI (formerly Chapter II) program, which some schools may use to fund Reading Recovery programs.

help

Attached insert

? 11

proposal

The bottom line is that most schools that offer the Reading Recovery program will continue to do so as long as Title I funding levels are maintained. It is ~~conceivable~~ ^{likely} that some of the ~~most~~ ^{relatively} affluent public schools will lose Title I funding as a result of the Administration's ~~changes in the program~~ ^{budget}. According to the Department of Education, however, the number of students affected by this funding shift will be minimal.

~~who will no longer be~~ schools that would ~~not~~ ^{no longer} be able to offer Reading Recovery as a result of these changes would be minimal.

bill 401-4353



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY

M E M O

TO: Brenda Costello
FROM: Bill Kincaid (205-0704) *Bill*
DATE: February 21, 1996
RE: Philadelphia Dropout Information

Attached are some figures put together by our Planning and Evaluation Service.

As you will see, the annual number of dropouts that PES came up with differs by a few thousand from the number that you received from YouthBuild. It's possible that YouthBuild is simply counting something different.

A word of caution: although PES indicated that the national figure provided makes for the most relevant comparison, it still not allow an exact "apples to apples" comparison (for example, the grade levels are somewhat different).

The person who provided this information, Val Plisko, is out of the building right now, but if you have questions about what any of this means, please call me and I will try to get some answers for you.

One additional note: Jon Schnur, who has worked extensively on a partnership that we have with the Philadelphia School District, suggested that, if you haven't already done so, you might want to consider inviting the Superintendent, David Hornbeck, to the event. Hornbeck has been promoting an aggressive "Children Achieving" agenda for improving the Philadelphia schools. However, lately he has run into some budget difficulties, and has received some negative press as a result. Hornbeck's Chief of Staff is Terry Dalmuth, 215-299-3652.

Hope all this is helpful.

Dropout Information for Philadelphia

In 1993-94, 6,153 students (aged 16+ in grades 7-12) dropped out of school. Using midyear enrollment for grades 7-12 of 88,308, the dropout rate for Philadelphia was 7 percent. The largest number of dropouts each year are between 9th and 10th grades.

(Source of data is Carlos Rodriguez, Office of Research, Philadelphia City School District).

For comparison purposes, the most relevant national figure is the dropout rate for 15-24-year olds in grades 10 to 12. In 1993, that rate was 4.5 percent nationally. Unfortunately, the NELS* data on dropouts is not complete. Between the spring of the 8th grade and the spring of the 12th grade, 11.6 percent of the NELS class of 1992 had dropped out of school--over a four-year period 11.6 percent had dropped out.

— that's dropped out from the previous year.

* National Education Longitudinal Study.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE UNDER SECRETARY

THE UNDER SECRETARY

600 Independence Avenue, SW
FOB-10, Rm 5164
Washington, DC 20202-8100

Telephone Number: (202) 401-3389

Fax Number: (202) 401-3095

FAX COVER SHEET

TO: Liz Bowyer

FAX: 456- ~~2222~~ 5709

FROM: Bill Kincaid

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 2

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) 401-3389.

MESSAGE:

Here ~~is one approach~~ is one approach
you might consider. I'm sure you
would want to flesh it out some,
but I think it gets the point
across. You might even omit the
explicit reference to Gardner.

I'll be back later this afternoon. Let
me know if you would like me to look at a
revised draft.

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202-8100

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

My experience as a tutor helped me begin to understand an important insight that others, including professor Howard Gardner, have identified through research. The idea is that different children can be intelligent in different ways. One child may be a whiz at reading, but struggle, at first, when it comes to mathematics. Another may be a gifted artist or musician, but be at a loss when asked to write. It isn't a simple matter of whether a child is bright not. The implication is that children learn differently from each other. One child may learn a story best by reading it for herself, another by singing the story aloud with other students, a third through an interactive computer program based on the story, a fourth by writing a poem. We as parents, educators, and members of the community should remember this as we try to teach our children in ways that all can learn -- striving to locate each child's gifts and help them use those gifts to become better achievers. A second insight is that all students can learn more if we have high expectations for them, and help them build on their strengths.

M E M O

TO: The First Lady
FROM: Bill Kincaid
DATE: December 5, 1995
RE: Comments on Education Chapter

Overall, I thought this was terrific -- lots of great stories and wonderful thoughts about improving education. However, I did have several concerns, some big, some minor. I have made and marked suggested edits on most of these. A couple of the changes would really have to be made by you.

Here are the comments that require elaboration:

p. 211, and throughout -- Just so you are aware, the concept that **"it takes a whole village to raise a child"** is, amazingly enough, the source of considerable controversy among right-wing groups. It shows up often in the anti-Goals 2000 literature. The objection is that this is a way of saying the traditional family is inadequate and inviting government intervention. It probably also conjures up third-world images that these folks don't like. Selecting and emphasizing this theme could instantaneously put you off on the wrong foot with a certain audience.

pp. 211-212 -- **"multiple intelligences"** -- This phrase in particular, and the discussion/concept in general, may raise some red flags unnecessarily. It sounds very exotic and abstract. Building on the chapter's opening lines, I think you could build up to your "main point" (p. 213) very effectively with a much more limited discussion that speaks in terms of aptitudes and talents without going into great depth on Howard Gardner's theories. If nothing else, I think relegating "spiritual/values" to just another category of intelligence is asking for trouble. And will most people understand what "kinesthetic/body" intelligence is all about?

p. 213 -- Several suggestions here.

I would cut the last sentence of the first full paragraph -- it strikes me as too harsh.

In the following paragraph, I have suggested several edits to emphasize that you are a parent, too, and also to make the tone less preachy.

Regarding "the bell curve", I don't think your meaning will be clear to all readers, plus it connotes Charles Murray's book -- why make it sound like you are intentionally getting into that fight? You are just using common sense to stick up for kids.

p. 215 -- Last full paragraph -- I think the first two sentences would make a great lead-in to your discussion of HIPPY. They are not as good a lead-in to Head Start, and so the third sentence makes for an awkward transition (and will seem, in the eyes of some, to cast preschool as a family substitute, rather than as a family support). Suggestion: Go straight from the first two sentences here into HIPPY and Parents as Teachers (thus emphasizing strengthening the family role first), then you can move into Head Start, beginning by saying "The importance of early learning is also one of the driving ideas behind Head Start.... Finally, you can pick up again at the top of page 218, with "We work at home (and in preschool) to prepare children This also allows you to wind up with the budget pitch, instead of just sticking it into the middle.

If nothing else, I would do away with the bracketed sentence on p. 215.

p. 218 -- "teacher resistance" tends to make it sound like all teachers are barriers to reform, which you obviously don't mean.

p. 222 -- We don't want to give the impression that portfolio's are designed to entirely replace conventional exams -- the ideal is multiple forms of assessment.

Without the other changes, "they" is vague.

p. 228 -- The Administration's policy has been to de-emphasize "national standards." All that we have at the national level are a collection of voluntary model standards -- they have never been adopted nationally and probably never will be. The real emphasis is on state standards -- I have suggested edits in line with this.

p. 230 -- Again, I wouldn't use "national here" -- but otherwise this is a great description of Goals 2000.

p. 234 -- Can you make the "values system" more concrete -- such as by using examples like honesty, trustworthiness, self-discipline. Otherwise, this is a bit loaded. I'm sure you know the health center is likely to draw fire from some.

p. 235 -- No state needs federal "authority" to create charter schools.

Thank you for asking me to review this. I hope my comments are helpful. Let me know if you have any questions.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE UNDER SECRETARY

THE UNDER SECRETARY

600 Independence Avenue, SW
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Telephone Number: (202) 401-3389

Fax Number: (202) 401-3095

FAX COVER SHEET

TO: Liz Boyer
FAX: 456 - 22 39
FROM: Bill Kincaid

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 5

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) 401-3389.

MESSAGE:

Here's the Public Agenda material we
discussed. It is focused on career
success, so I don't know that it should
lead you to change the wording of the
sentences we discussed.

Have a good weekend!

THE PUBLIC AGENDA FOUNDATION

October 6, 1995

Start new Bill
Polling Jack / cc.
✓



Dear Colleague:

A year ago we released a comprehensive study of citizens' views on education reform entitled, *First Things First: What Americans Expect from the Public Schools*. We did not anticipate the overwhelming response this study would receive nor the impact it would have on the reform debate. *First Things First* clearly conveyed to readers why the priorities of many educators and reformers were out of sync with the views of the general public.

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Our latest study, *Assignment Incomplete: The Unfinished Business of Education Reform*, takes up where *First Things First* left off. Our findings, in and of themselves, are interesting and at times surprising. They are also the basis for the launch of a joint Public Agenda-Institute for Educational Leadership initiative to engage citizens in town meetings across the country in genuine productive deliberation about their expectations of public education.

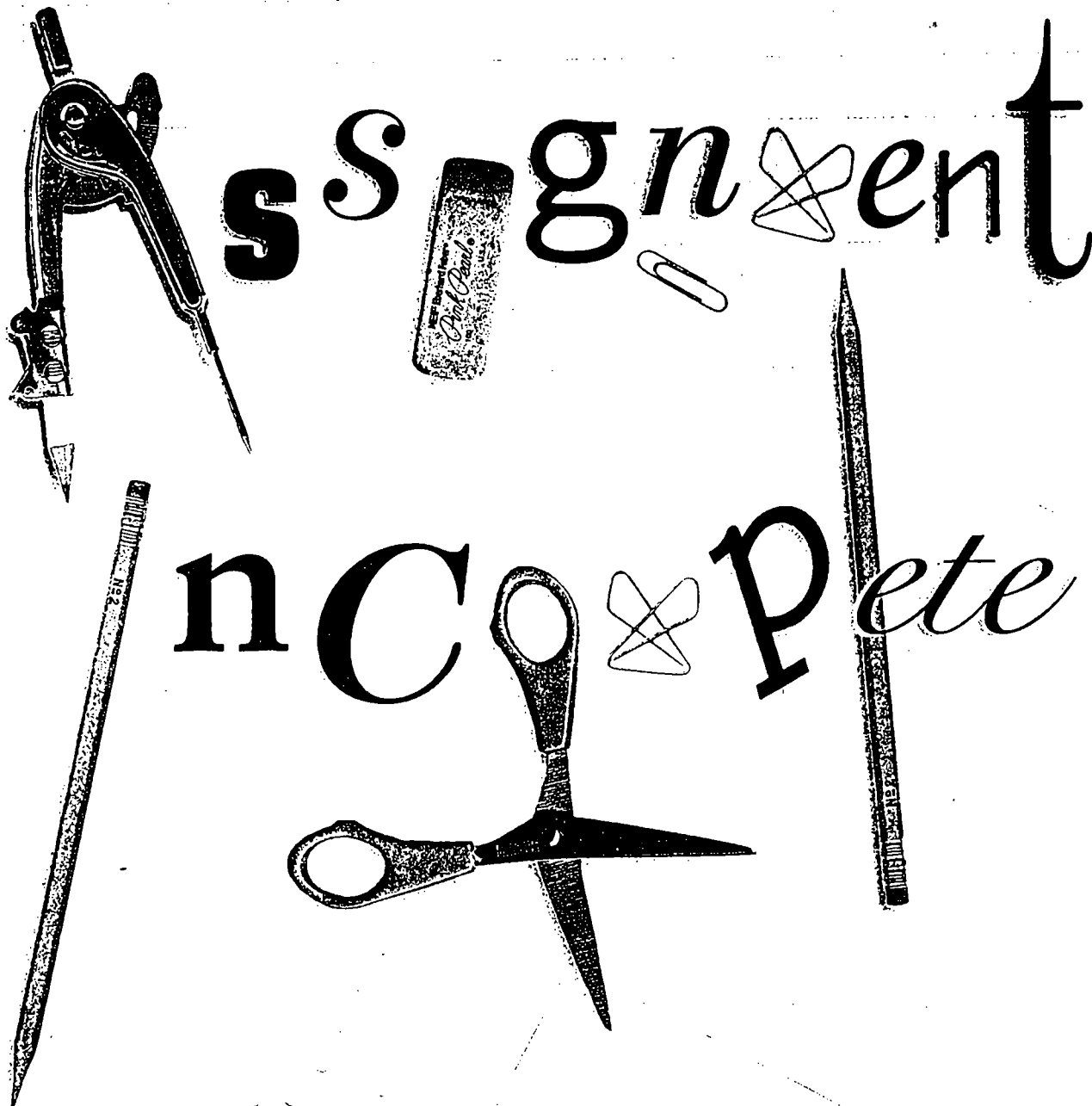
Assignment Incomplete explores why support for public schools is in jeopardy; why Americans are so focused on the basics; whether people are really committed to higher standards; and whether they value education in and of itself. It is clear from this study that while citizens may not yet be ready to abandon the public school system, unless schools begin to deliver on what the public considers to be essential elements of education, support for public schools is in jeopardy.

Assignment Incomplete also comments on Americans' attitudes toward the value of education itself. In a nutshell, Americans want their children to succeed socially and academically, but many are skeptical of the value of high academic achievement. This finding surely has implications for those who continue to glamorize mediocre levels of learning in the face of global forces that daily put a higher premium on knowledge.

As with *First Things First*, I think you will find *Assignment Incomplete* a thought-provoking study. I hope it will also be useful to you as you continue to address the country's education needs.

Sincerely,

Deborah Wadsworth
Executive Director



**Assignment Incomplete:
The Unfinished Business of Education Reform**

A REPORT FROM PUBLIC AGENDA

compared to just 6%) and Steinbeck or Hemingway (69% compared to just 8%) should be required.

People in this group would also require that students take biology and chemistry (86% compared to 49% for other Americans), and over half (55%) want to add calculus. As might be expected, these lovers of learning are themselves quite well-educated — 35% of college graduates fall into this group. They are also more likely to be suburbanites, rather than rural, small-town, or city dwellers.

How Important Is Academic Achievement?

Based on focus group discussions, many Americans — particularly those who have not themselves had the benefit of college or other advanced education — are willing to let educators decide what their children should learn. Clearly, people want the fundamentals (basics, a sense of responsibility, computer skills) to be at the heart of their child's education. Beyond that, however, many people assume that educators have better judgment than they do about what children should learn. So how important is academic achievement to most Americans?

Results from this study suggest that, for most Americans, academic achievement itself (at least at the highest levels) is not a primary goal. A plurality (41%) of people believe that inner drive and motivation are more important factors in career success, with "an excellent education" coming in a fairly distant second. (See Table 7) Leaders are somewhat more likely to select academics as the key: 32% give it the highest rating, perhaps reflecting the role education has played in their own careers.

Surprisingly, teachers give academics a lower rating than either the public or leadership. Only 11% of teachers say academics are the most important factor in career success, compared to 50% of teachers who pick inner drive and 33% who opt for "dealing well with people."

Personality Counts

The conviction that personal character and social skills are more important components of career success than academic achievement is readily apparent in focus

group discussions. People often see success as a blend of personality and skill, and when asked to choose, often come down on the personality side of the equation. A New Jersey man talked about the importance of character and personality: "A lot of what I learned in school, I don't apply. What I do apply is interaction with people: being honest, being polite, you know, doing the right thing, knowing that what comes around goes around. You don't learn that in school."

A woman in the same focus group described how an acquaintance became successful: "I think what made her successful was her drive to be successful; it was not education. She doesn't have a college degree." Another man basically agreed: "I know a lot of people who are successful. The principal of the high school.... He's that type of guy. He was on the football team. Everybody liked him — a real driver in school. Everything that was done in sports, or outside the classroom or at parties even, [he was] always up and friendly and just got along with people." A Sacramento man pointed out: "There are a lot of people with no education who are billionaires."

Straight A's: Who Needs Them?

Many Americans are not convinced that A-average students actually get much of a "payback" later in life for their accomplishment. Four Americans in ten (40%) say A-students and average students have about the same chances of getting good jobs. Only 28% think A-students are "much more likely" to do well, while another 30% think they are "somewhat more likely" to succeed. Leaders, in contrast, are far more likely to see an advantage for the A-students. Only 15% say their chances are the same as those of average students. Eighty-four percent of leaders say their chances are better — 32% saying their chances are much better and 52% saying their chances are somewhat better.

"Looking back on my own career in the business world, I never solved anything with calculus in my 36 years in business."

—San Francisco Man

TABLE 6
Importance of Various Subject Areas

Question: "Now here are some things the local public schools in your community could concentrate on teaching. Please tell me whether you think each is absolutely essential, important but not essential, or not too important for your local schools to be teaching."

PERCENTAGE SAYING "ABSOLUTELY ESSENTIAL"	GENERAL PUBLIC	PARENTS	TEACHERS	LEADERS
Basic reading, writing and math skills	92%	91%	98%	99%
Good work habits such as being responsible, on time, and disciplined	83%	79%	92%	88%
Computer skills and media technology	80%	78%	88%	75%
The value of hard work	78%	77%	84%	70%
Values such as honesty and tolerance of others	74%	71%	80%	76%
Habits of good citizenship such as voting and caring about the nation	66%	64%	78%	58%
How to deal with social problems like drugs and family breakdown	64%	63%	65%	39%
American history and American geography	63%	61%	83%	61%
Biology, chemistry and physics	59%	56%	65%	43%
Practical job skills for office or industry	57%	55%	57%	33%
Curiosity and a love of learning	57%	61%	69%	61%
Advanced mathematics such as calculus	37%	38%	22%	29%
The history and geography of such places as Europe or Asia	35%	35%	48%	29%
Classic works from such writers as Shakespeare and Plato	23%	21%	33%	21%
Sports and athletics	23%	22%	19%	7%
Modern American writers such as Steinbeck and Hemingway	22%	21%	29%	20%

TABLE 7
What Determines Success in Jobs and Careers?

Question: "I'm going to read four things that could determine people's success in their jobs and careers. Which do you think is generally most important?"

PERCENTAGE SAYING "MOST IMPORTANT"	GENERAL PUBLIC	PARENTS	TEACHERS	LEADERS
Being persistent and having inner drive	41%	38%	50%	38%
Getting an excellent academic education	27%	29%	11%	32%
Knowing how to deal with people well	23%	25%	33%	29%
Knowing the right people and having connections	6%	5%	4%	2%



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY

M E M O

TO: The First Lady
FROM: Bill Kincaid *Bill*
DATE: October 7, 1995
RE: National Education Goals

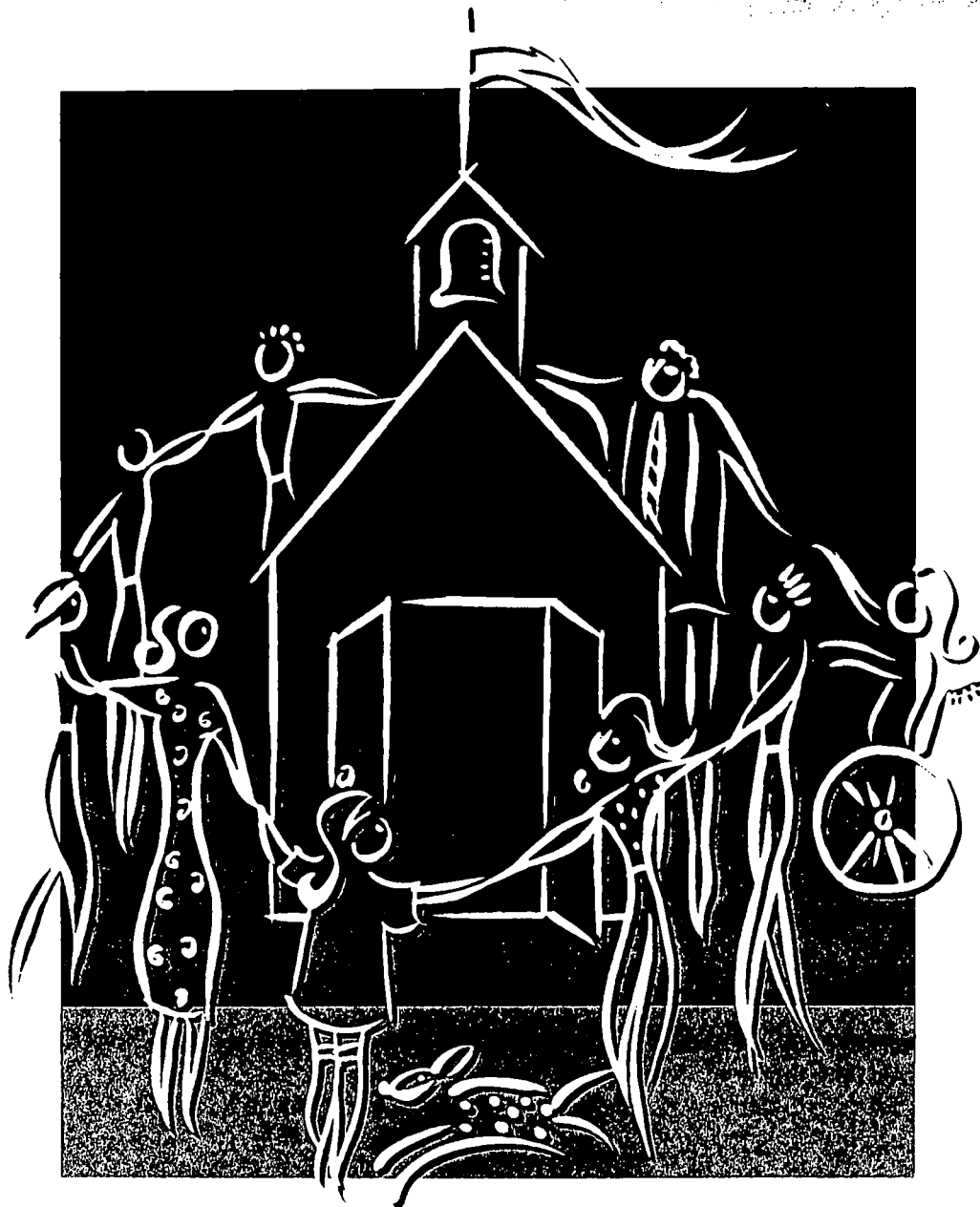
Attached you will find two items. The first is the version of the National Education Goals that the Department of Education typically uses in its published materials. With the exception of the bracketed word "the" in "the arts" contained in the third bullet, the *language* is identical to the language contained in the Goals 2000: Educate America Act passed by Congress. The *order* in which the Goals are listed, however, is different from the order in which they are listed in the legislation. I recommend you use the version I have provided, which is a fairly logical grouping and which places last the two new goals added by Congress concerning professional development and parental involvement -- these were not among the original goals agreed to in conjunction with the 1989 Education Summit.

The second item lists the National Education Goals *plus* multiple objectives for each goal. These objectives are also contained in the legislation. While we sometimes publish these objectives in our longer publications, when people are speaking of the goals they generally mean the goals themselves, rather than the objectives. To avoid confusion, I recommend that you only refer to the eight goals.

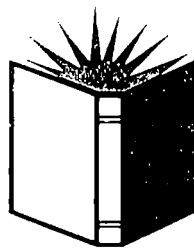
If you would like a copy of the legislation itself, please let me know and I will fax that to you as well.

In light of the controversy currently surrounding the federal role in education and Goals 2000, once you have completed a draft, I would be more than happy to review the relevant portions and provide you with comments on consistency with the Administration's policies and language.

I hope this is helpful. If you need additional information, you can reach me at the office until mid-afternoon, at (202) 205-0704, or at home the rest of the weekend, at (202) 364-4421. My fax number at the office is (202) 401-4353.



AN INVITATION TO YOUR COMMUNITY
BUILDING COMMUNITY PARTNERSHIPS FOR LEARNING



GOALS
2000
A **WORLD-CLASS**
EDUCATION
FOR EVERY CHILD

NATIONAL EDUCATION GOALS

By the year 2000:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, [the] arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
- United States students will be first in the world in mathematics and science achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

By approving the GOALS 2000: Educate America Act, Congress reaffirmed the National Education Goals agreed to by all the nation's governors under the leadership of Governor Clinton and then-President Bush in 1990. In the Act, which passed with strong bipartisan support in 1994, Congress also added two Goals — one on teacher learning and one on parent partnerships. The National Education Goals and GOALS 2000 have been endorsed by every major parent, education, and business group across the country.

Appendix 3

NATIONAL EDUCATION GOALS AND OBJECTIVES

The Congress declares that the National Education Goals are the following:

SCHOOL READINESS

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

The objectives for this goal are that...

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;
 - Every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need; and
 - Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.
- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole;
 - The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially;
 - All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility;
 - All students will have access to physical education and health education to ensure they are healthy and fit;
 - The percentage of all students who are competent in more than one language will substantially increase; and
 - All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

SCHOOL COMPLETION

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

The objectives for this goal are that...

- The Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent; and
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

The objectives for this goal are that...

MATHEMATICS AND SCIENCE

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

The objectives for this goal are that...

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades;
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent; and
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

ADULT LITERACY AND LIFELONG LEARNING

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

The objectives for this goal are that...

- Every major American business will be involved in strengthening the connection between education and work;

- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially;
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially;
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially; and
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

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

The objectives for this goal are that...

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol;
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children;
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons;
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program;
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;
- Community-based teams should be organized to provide students and teachers with needed support; and
- Every school should work to eliminate sexual harassment.

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

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

The objectives for this goal are that...

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs;
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies;
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter; and
- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

PARENTAL PARTICIPATION

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

The objectives for this Goal are that...

- Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities;
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decision making at school; and
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE UNDER SECRETARY

THE UNDER SECRETARY

600 Independence Avenue, SW
FOB-10, Rm 5164
Washington, DC 20202-8100

Telephone Number: (202) 401-3389

Fax Number: (202) 401-3095

FAX COVER SHEET

TO: Liz Bowyer ⁴⁵⁶⁻ 7265

FAX: 456 - 2239

FROM: Bill Kincaid (205-0704)

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 4

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) 401-3389 205-0704

MESSAGE:

Call me if you have questions/ can't figure
out which changes are fact/substance - said
and which are stylistic.

1) When Bill Clinton became President, he and Secretary of Education Richard Riley (also a former governor with a strong record of improving schools) presented the ground-breaking Goals 2000: Educate America Act to Congress. The Goals 2000 Act was passed in March, 1994, with strong bipartisan support and the backing of every major national parent, education, and business organization.

2) Goals 2000 represents the first federal education act that helps states and communities build on and coordinate their existing reform efforts, rather than creating a brand new program. It reflects the President's strong conviction that education is a state and local responsibility, but also a priority for the Nation. Under Goals 2000, participating states establish their own challenging academic standards in core subjects as well as assessments of student performance. To help students reach these challenging standards, states and school districts can use Goals 2000 funds for better professional development for teachers, increased parental involvement, and investments in educational technology. Meanwhile, the Goals can give schools help in determining where, amid the daily flurry of demands, they should focus their efforts. The National Assessment of Educational Progress, administered by the federal government, serves as a helpful report card on the success of state and local reform efforts.

(Also, a good phrase for standards is "what students should know and be able to do," if you want to work it in.)

4) The Improving America's Schools Act, which passed in October 1994 with the President's strong support, provides significant federal funds for improving teaching and learning at the local level, including funds for grassroots reforms such as launching charter schools. In addition, some states are using Goals 2000 funds to support charter schools. This support can help local communities carry out their plans for school improvement, removing barriers to excellence that can drive parents to leave public school systems out of frustration.

5) Later in 1994, the President, again with bipartisan support, signed the School-to-Work Opportunities Act. The School-to-Work Act is designed to encourage partnerships between schools and employers, providing both work-based and school-based learning to prepare students (including those who may not attend college) for high quality jobs and further education and training. The legislation offers incentives for improving vocational education in high schools and post-secondary institutions such as community colleges, and it enables more states, cities, schools and employers to set up apprenticeship programs leading to good jobs. Under current proposals in Congress, funds for the School-to-Work Opportunities Act *could* be cut significantly.

{I would use *could* because, while the House proposes a cut, the Senate proposes to level-fund STWO; also, it isn't clear what impact pending workforce development legislation will have}.

[The language in the version you sent me about students not graduating from college is accurate, if she wants to make that point; school-to-work is potentially for all students, though].

- 1) signed March 31, 1994
- When Bill Clinton became President, he and Secretary of Education Richard Riley presented the Goals 2000: Educate America Act to Congress, which passed in ~~1993~~ (wasn't it 1994) with strong bipartisan support and the backing of ~~almost every~~ ^{major} national parent, education, and business organization. *ok, see suggestion*

- 2) *participating*
- Goals 2000 acknowledges that each community is the best judge of what will work in its schools, but recognizes that many parents and schools don't know everything their children will need to know in the future. Under the legislation, states are expected to establish their own academic content standards and assessments of student performance, but the Goals give schools help in determining where, amid the daily flurry of demands, they need to focus their attention on what skills students need to acquire. The National Assessment of Education Progress administered by the federal government serves as a report card for charting the results of state and local reform efforts. *ok, a little Pulman? but see suggestion*

- 3) *effective*
- I strongly favor promoting choice among public schools, much as the President's Charter Schools Initiative encourages. Charter schools are public schools created and operated under a charter or contract. They may be organized by parents, teachers, or others from a community. The idea is that they should be freed from regulations that stifle innovation so they can focus on meeting goals and getting results. In 1995, a total of nineteen states had enacted charter school laws, and about two hundred schools had been granted charters. The amount of autonomy and flexibility the schools have been granted varies from state to state. Some are authorized to operate independently from the outset, while others have to appeal to their local districts to waive individual rules. *ok, see suggestion*

4) *provides significant*

The Improving America's Schools Act, which passed in October 1994 with the President's strong support, *established* federal funds *for a wide range of* improving grassroots reforms including launching charter schools. In addition, some states are using Goals 2000 funds to support charter schools. This federal authority, encourage, and funding is necessary to break through local attitudes that block change and drive parents to leave the public school systems out of frustration. *ok, see suggestion*

teaching and learning at the local level

This support can help local communities carry out their plans for school improvement, removing barriers to excellence that can drive parents to leave public school systems out of frustration. *ok, see suggestion*

To: Bill

Fr: Liz

Signed
May 4, 1994

later

5) In 1994, the President, again with bipartisan support, signed the School-to-Work Opportunities Act aimed at bettering the odds for kids who don't graduate from college. The legislation offer incentives for improving vocational education in high schools and community colleges, and it enables more states, cities, schools and employers to set up apprenticeship programs leading to jobs. Under current proposals in Congress, funds for the School to Work Opportunities Act would be cut significantly (2)

This is
accurate
but ~~see~~ consider
my long go

Author: Valena Plisko
Date: 11/7/95 8:09 AM
Priority: Normal
TO: William Kincaid
TO: Mike Smith
Subject: Re[7]: Graduation rate

----- Message Contents -----

Actually I've found three different age groups used:

'94 Goals Panel 19-20 year olds

'95 Goals Panel 18-24 year olds

The Condition of Education 25-29 year olds

All the data show level rates at ~86% with the inclusion of
alternative credentials. Val

Mike--

I had asked Val about that, too -- see below.

Bill

Forward Header

Subject: Re[6]: Graduation rate
Author: Valena Plisko
Date: 11/6/95 7:26 PM

Val: The goals panel has the graduation rate level since 1990 at 86%
-- is that right? Mike

The Condition shows it level for the population 25-29; the goals panel
uses 18-24 pop which shows no change. Val

Val-- Are you saying that both the Condition and the Goals panel state that the
rate is steady at 86%, but measure it at different age levels? Or are you just
saying that both find that it is flat? or something else.

Thanks.

Bill

I'm saying both; I know it's weird but they both show a flat rate at
~86% for different age groups. Val

yes, normally -- i would think we certainly should for the national
goals. Mike

In looking at progress made towards the national education goals, re:
90% high school graduation rate, do we include GED? I presume we do.

Thanks.

• -- Bill

The Goals Panel includes alternative credentials. Val

Author: Mike Smith
Date: 11/6/95 9:41 AM
Priority: Normal
TO: Valena Plisko
TO: William Kincaid
Subject: Re[8]: Graduation rate

----- Message Contents -----

Actually I've found three different age groups used:

Val: Let's have a short meeting on this material -- My sense was that we would make the 90% goal but I gather from this material that we may not. Could we also look at the individual groups rates? I am asking Vicky to set up a meeting on this with you, Bill and David S. thanks Mike

'94 Goals Panel 19-20 year olds

'95 Goals Panel 18-24 year olds

The Condition of Education 25-29 year olds

All the data show level rates at ~86% with the inclusion of alternative credentials. Val

Mike--

I had asked Val about that, too -- see below.

Bill

----- Forward Header -----

Subject: Re[6]: Graduation rate
Author: Valena Plisko
Date: 11/6/95 7:26 PM

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-- is that right? Mike

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90% high school graduation rate, do we include GED? I presume we do.

Thanks.

-- Bill

The Goals Panel includes alternative credentials. Val



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE UNDER SECRETARY

THE UNDER SECRETARY

600 Independence Avenue, SW
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Washington, DC 20202-8100

Telephone Number: (202) 401-3389

Fax Number: (202) 401-3095

FAX COVER SHEET

TO: Liz Bowyer

FAX: 456-2239

FROM: Bill Kincaid

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 3

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) 401-3389. 205-0704

MESSAGE:

Following up on two items from today. Hope
these are helpful.

Have I seen misspelling your name?

Note to Liz Bowyer

Both the National Education Goals Panel and National Center for Education Statistics (which produces the Condition of Education) include GED students in their figures on graduation rates. The Condition of Education uses the age group 25-29; the Goals Panel uses 18-24; somehow they both currently are showing a flat rate of 86% for different age groups.

-- Bill

Without dulling the “government can be good” point too much, consider the following possible ~~substitutes~~ *substitutes for the paragraph you sent over today:*

By now, legislators in Washington, DC are taking the approach used by Governor Clinton in Arkansas 10 years earlier: government should acknowledge that each community is the best judge of what will work in its schools, and support local communities as they seek to provide safe, disciplined, and drug-free schools where every student learns the basics and advanced skills. Government can provide leadership [or be a constructive partner] by bringing together parents, teachers, and other citizens to agree upon goals that can guide teaching and learning strategies, and then can play a vital role in providing financial resources to support community school improvement efforts.

[or]

By now, legislators in Washington, DC are taking the approach used by Governor Clinton in Arkansas 10 years earlier: government should challenge, encourage, and support local communities as they seek to provide good schools where every student can learn. Government can provide leadership [or be a constructive partner] by bringing together parents, teachers, and other citizens to agree upon goals that can guide teaching and learning strategies, and then can play a vital role in providing financial resources to support community school improvement efforts.

Author: Alan Ginsburg at WDCT01
Date: 11/6/95 2:58 PM
Priority: Normal
TO: William Kincaid
Subject: Re: Graduation rate

----- Message Contents -----

Bill:

GEDs are included, although this raises another issue of how we count graduates. At what age are we measuring graduation? It increases as students in the early twenties obtain a high school degree or its equivalency. We need to check the Goal's Panel reports.

AG

Reply Separator

Subject: Graduation rate
Author: William Kincaid at WDCT01
Date: 11/6/95 2:09 PM

In looking at progress made towards the national education goals, re: 90% high school graduation rate, do we include GED? I presume we do.

Thanks.

-- Bill

Author: Mike Smith
Date: 11/5/95 3:04 PM
Priority: Normal
TO: William Kincaid
TO: Alan Ginsburg
TO: Valena Plisko
TO: David Stevenson
TO: Ricky Takai
Subject: Re: Graduation rate

----- Message Contents -----

yes, normally -- i would think we certainly should for the national
goals. Mike

In looking at progress made towards the national education goals, re:
90% high school graduation rate, do we include GED? I presume we do.

Thanks.

-- Bill

Author: Valena Plisko
Date: 11/6/95 5:34 PM
Priority: Normal
TO: Mike Smith
TO: William Kincaid
TO: Alan Ginsburg
TO: David Stevenson
TO: Ricky Takai
Subject: Re[4]: Graduation rate

----- Message Contents -----

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goals. Mike

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90% high school graduation rate, do we include GED? I presume we do.

Thanks.

-- Bill

The Goals Panel includes alternative credentials. Val

Author: Valena Plisko
Date: 11/6/95 7:26 PM
Priority: Normal
TO: William Kincaid
Subject: Re[6]: Graduation rate

----- Message Contents -----

Val: The goals panel has the graduation rate level since 1990 at 86%
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goals. Mike

In looking at progress made towards the national education goals, re:
90% high school graduation rate, do we include GED? I presume we do.

Thanks.

-- Bill

The Goals Panel includes alternative credentials. Val

By now, legislators in Washington, DC are following the ^{approach} formula used by Governor Clinton in Arkansas 10 years earlier: acknowledge that each community is the best judge of what will work in its schools, but don't forget to use government as a constructive partner in improving schools. Government can convene experts to present parents and teachers (many of whom will have been part of the planning process) with agreed-upon goals that can guide teaching and learning strategies, and government can play a vital role in providing additional financial resources to assist once these local efforts are underway.

The Arkansas Legislature passed sweeping education reforms in 1983, which set rigorous goals for schools to meet, created performance standards for students, and consequently altered the expectations -- and achievement levels -- of so many children.

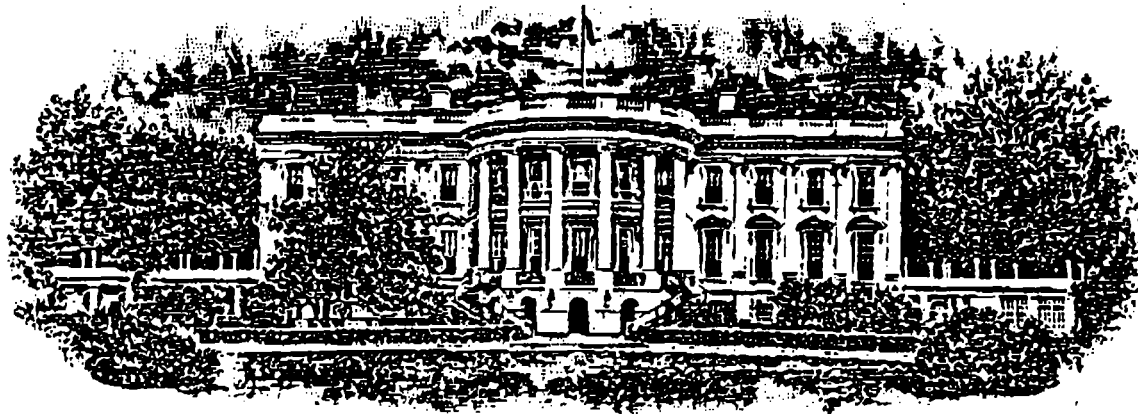
The role of government is to encourage and support local communities as they seek to improve their schools.

THE WHITE HOUSE

OFFICE OF COMMUNICATIONS RESEARCH

Old Executive Office Building, Room 197
Washington, D.C. 20500

Tel. (202) 456-7845 7265
Fax (202) 456-2239



DATE: _____

TO: Bill Kincaid

FAX NUMBER: 401-3075

FROM: Liz Banyee

Number of Pages to Follow: 1

NOTES: Thank



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE UNDER SECRETARY

THE UNDER SECRETARY

600 Independence Avenue, SW
FOB-10, Rm 5164
Washington, DC 20202-8100

Telephone Number: (202) 401-3389

Fax Number: (202) 401-3095

FAX COVER SHEET

TO: Liz Boyer

FAX: 456 - 2239

FROM: Bill Kincaid (205-0704)

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 4

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) ~~401-3389~~ 205-0704

MESSAGE:

He's what I want to see

Net. Ed. Board

Vermont / portfolios - see last page.

Received 9/28/95

State of Vermont
Department of Education
120 State Street
Montpelier, Vermont 05620

September 27, 1995

Richard Riley, Secretary of Education
United States Department of Education
600 Independence Avenue, SW
Washington, DC 20202

Dear Secretary Riley;

The purpose of this correspondence is to make application for Vermont to be designated as an "Ed-Flex Partnership State" under the Goals 2000: Educate America Act, Sec. 111(e). We think we meet the eligibility requirements outlined in the the federal law:

- We have developed a state improvement plan, the Green Mountain Challenge, that was approved by your office on September 6, 1995.
- We have the authority and processes in place to waive state regulatory requirements both within particular programs and across all programs.

We propose a two pronged approach to waive federal statutory and regulatory requirements that interfere with the implementation of state, school and district improvement plans developed under Goals 2000:

- (1) Use the criteria established by the State Board of Education to review all Federal statutory and regulatory requirements that are within our waiver authority to determine which of those requirements should be waived for every program in the state.
- (2) Use the procedure currently available to Vermont schools who request a blanket waiver of state regulation to include allowable federal statutory and regulatory requirements.

These two actions will provide Vermont schools and districts with relief from Federal statutory and regulatory requirements that interfere with implementing a local improvement plan. The details of our approach are provided in the attached Education Flexibility Plan.

Please be assured that, if approved, Vermont will make full use of the opportunity. This is an important part of our overall strategy to push for high performance for all students. If you need further information, please contact our Goals 2000 coordinator Bob McNamara at (802) 828-2752.

Sincerely,


Douglas Walker, Interim Commissioner

Education Flexibility Plan

**Vermont State Department of Education
120 State Street
Montpelier, Vermont 05620**

Submitted to:

**U.S. Department of Education
September 27, 1995**

min
A public review of all of the applicable statutes and regulations will be included when we go out to communities around the state to design our integrated application process as a part of IASA consolidated planning. Representatives from stakeholder groups will have the opportunity to participate during this review process.

In the case of blanket waivers, every school that is applying is responsible for engaging and gaining support from their community at large prior to applying.

How the State Education Agency will ensure that the schools and districts granted waivers are held accountable for the performance of all students affected by the waivers:

Vermont's comprehensive assessment plan³ (due for completion by the end of this calendar year) will serve as the basis to ensure that the underlying purposes of the Federal statutory requirements continue to be met.

To ensure that the student performance expectations are demanding and clear, Vermont has established an integrated standards-based framework for curriculum and assessment that is designed to encourage powerful connections between the traditional disciplines. At the heart of the framework are 17 vital results (Appendix E) with grade level performance standards being developed for most. These 17 vital results address every core purpose in every Federal program in Ed-Flex.

Vermont already assesses some of these vital results areas through math and writing portfolios and uniform assessments. The state assessments provide school results across the state. There are other assessment tools under development such as a science assessment, arts assessment and career portfolio system. Some of the vital results areas will not be assessed by the state. In those cases, individual schools are responsible for selecting indicators and monitoring student progress against the vital results.

Vermont schools and districts that participate in this waiver opportunity will be held accountable in two ways: examining and publicly reporting results using the measures described above; and engaging in a school-based improvement process to improve the results.

For further information:

Bob McNamara
Vermont State Department of Education
120 State Street
Montpelier, Vermont 05620
Tel: (802) 828-2752 E:mail BOBMNAS@AOL.COM

³ Vermont is in the unique situation of not mandating participation in our state assessments. Even though participation is voluntary, 59 of 60 supervisory unions participate in the statewide scoring and reporting of portfolios and uniform assessments. In a voluntary system, schools participate because they want to and not because they are told by the state that they have to. If a school or district takes advantage of Federal waivers, it would be required to examine and publicly report performance results using either the state system or locally-developed measures.



UNITED STATES DEPARTMENT OF EDUCATION

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600 Independence Avenue, SW
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Telephone Number: (202) 401-3389

Fax Number: (202) 401-3095

FAX COVER SHEET

TO: The First Lady (Attention: Capricia Marshall)

FAX: (508) 627-1075

FROM: Bill Kincaid

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 6

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) 401-3389.

MESSAGE:

Attached are materials on the National Education
Goals.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE UNDER SECRETARY

THE UNDER SECRETARY

600 Independence Avenue, SW
FOB-10, Rm 5164
Washington, DC 20202-8100

Telephone Number: (202) 401-3389

Fax Number: (202) 401-3095

FAX COVER SHEET

TO: Liz Boyer
FAX: 456-6244/7805
FROM: Bill Kincaid

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 8

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) ~~401-3389~~ 205-0704

MESSAGE:

Back-up information for
data.

NATIONAL CENTER FOR EDUCATION STATISTICS

**Dropout Rates in
the United States:
1993**

**U.S. Department of Education
Office of Educational Research and Improvement**

NCES 94-669

Table 27—High school completion rates and method of completion of 21- and 22-year-olds, by race-ethnicity¹: October 1990 through October 1993

Completion method	Year			
	1990	1991	1992 ²	1993 ²
	(percent)			
Total				
Completed	86.1	85.7	86.0	85.9
Diploma	81.0	81.4	80.5	80.8
Alternative	5.2	4.3	5.5	5.0
White, non-Hispanic				
Completed	90.5	90.2	90.2	89.8
Diploma	85.6	85.8	85.1	84.8
Alternative	4.9	4.3	5.1	5.0
Black, non-Hispanic				
Completed	83.3	81.2	81.0	83.8
Diploma	77.8	75.9	73.6	78.3
Alternative	5.5	5.3	7.4	5.5
Hispanic				
Completed	61.1	61.1	62.6	63.0
Diploma	56.1	57.9	56.4	57.6
Alternative	5.0	3.2	6.2	5.4

¹Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

²Numbers for these years reflect new wording of the educational attainment item in the CPS.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Returning to and/or Completing School

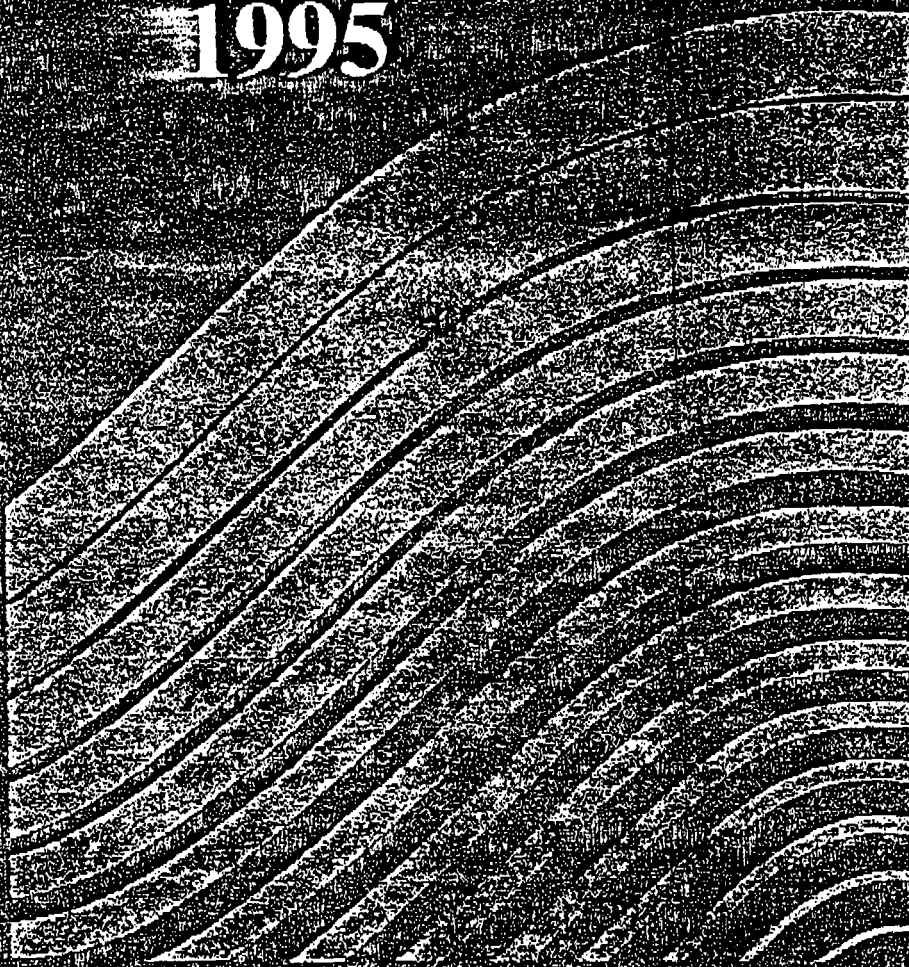
Data from the longitudinal studies show that the decision to drop out in many cases does not mean an end to the student's education. In fact, when a cohort of students is followed across time, a substantial portion of the dropouts are found to complete their high school education. Data from the 1986 (third) followup of HS&B indicate that 17.3 percent of the 1980 sophomore cohort did not finish high school by the end of their scheduled senior year (1982). However, 46 percent of that group had earned either a high school diploma or the equivalent by 1986.⁸⁰

By the spring of 1992, 88.4 percent of the eighth-grade cohort of 1988 were either enrolled in school working towards high school completion or had already completed high school or

⁸⁰See M. Frase, *Dropout Rates in the United States: 1988*, NCES 89-609, for a full discussion of the cohort rate from High School and Beyond. See also U.S. Department of Education, National Center for Education Statistics, *High School and Beyond, Educational Experiences of the 1980 Sophomore Class, Tabulation* (November 1987).

NATIONAL CENTER FOR EDUCATION STATISTICS

THE CONDITION OF EDUCATION 1995



U.S. Department of Education
Office of Educational Research and Improvement

NCES 95-273

Achievement, Attainment, and Curriculum

Educational attainment

- ◆ Educational attainment rates of 25- to 29-year-olds increased between 1971 and 1994. The percentage of students completing high school rose 8 percentage points; the percentage of high school graduates completing at least some college rose 17 percentage points; and the percentage of high school graduates completing 4 or more years of college rose 5 percentage points.
- ◆ Between 1971 and 1994, the percentage of 25- to 29-year-old high school graduates completing 4 or more years of college rose 9 percentage points for females and 1 percentage point for males, eliminating the differences between males and females (see supplemental table 22-3).
- ◆ While fewer black 25- to 29-year-olds had completed high school than their white counterparts in 1994, the gap between the percentages of blacks and whites completing high school closed between 1971 and 1994 (decreasing from 23 to 7 percentage points). Also, 50 percent of black graduates had completed at least some college compared to 63 percent of white high school graduates, and a smaller percentage of black than white (16 compared to 30 percent, respectively) graduates had completed a bachelor's or higher degree.
- ◆ In 1994, fewer Hispanic 25- to 29-year-olds had completed high school than their white counterparts. Fifty-two percent of Hispanic graduates completed at least some college, and 13 percent completed a bachelor's or higher degree, compared to 63 and 30 percent, respectively, of their white counterparts. These gaps in educational attainment rates between Hispanics and whites have not closed between 1971 and 1994.

Completing 4 years of college is an important educational accomplishment that will yield many benefits to those who achieve it. It represents the end result of both starting college and persistent enrollment. Some students stop out, and others drop out, but the vast majority of those who will ever complete 4 years of college do so by their late 20s.

Percentage of 25- to 29-year-olds who have completed high school and percentage of high school graduates who have completed 1 or more and 4 or more years of college, by race/ethnicity: Selected years March 1971-94

March	High school graduates*				High school graduates* completing:							
					1 or more years of college				4 or more years of college			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1971	77.7	81.7	58.8	48.3	43.6	44.9	30.9	30.6	22.0	23.1	11.5	10.5
1973	80.2	84.0	64.1	52.3	45.3	46.6	33.8	31.6	23.6	24.8	12.7	10.8
1975	83.1	86.6	71.1	53.1	50.1	51.2	38.7	41.1	25.3	27.6	14.7	16.6
1977	85.4	88.6	74.5	58.0	53.2	54.8	41.7	41.1	28.1	29.8	16.9	11.5
1979	85.6	89.2	74.7	57.1	54.1	55.7	41.7	44.0	27.0	28.6	16.6	12.9
1981	86.3	89.8	77.6	59.8	50.1	51.2	42.6	39.5	24.7	26.3	14.9	12.5
1983	86.0	89.3	79.5	58.4	50.6	51.6	41.6	42.9	26.2	27.4	16.2	17.8
1985	86.2	89.5	80.5	61.0	50.8	51.8	42.7	44.2	25.7	27.3	14.4	18.2
1987	86.0	89.4	83.5	59.8	50.7	51.4	43.0	44.6	25.6	27.6	13.8	14.5
1989	85.5	89.3	82.3	61.0	51.3	52.8	42.1	44.3	27.3	29.5	15.4	16.5
1991	85.4	89.8	81.8	56.7	53.1	54.9	43.2	42.2	27.2	29.7	13.4	16.3
	Diploma or equivalency certificate				Some college or more				Bachelor's degree or more			
1992	86.3	90.6	80.9	60.9	56.7	58.8	44.7	45.8	27.3	30.0	13.7	15.6
1993	86.7	91.2	82.7	60.9	58.9	61.0	48.4	48.8	27.3	29.8	16.1	13.6
1994	86.1	91.1	84.1	60.3	60.5	62.7	49.6	51.5	27.0	29.7	16.2	13.3

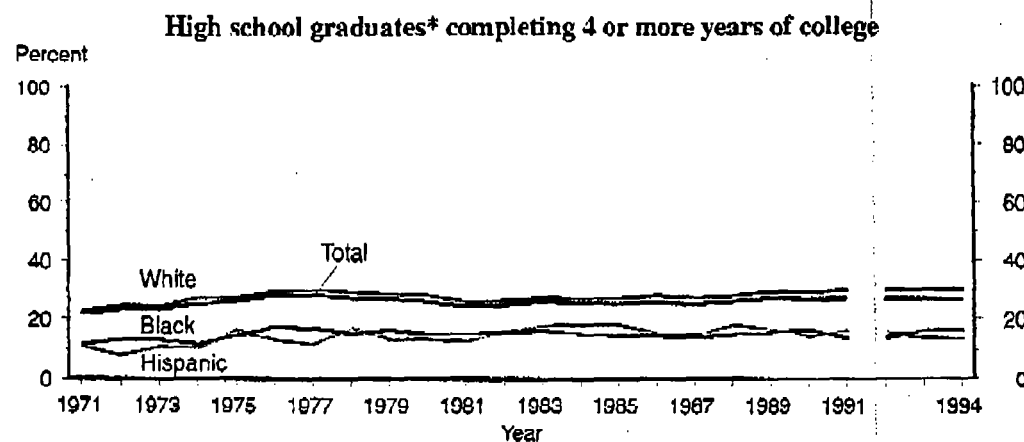
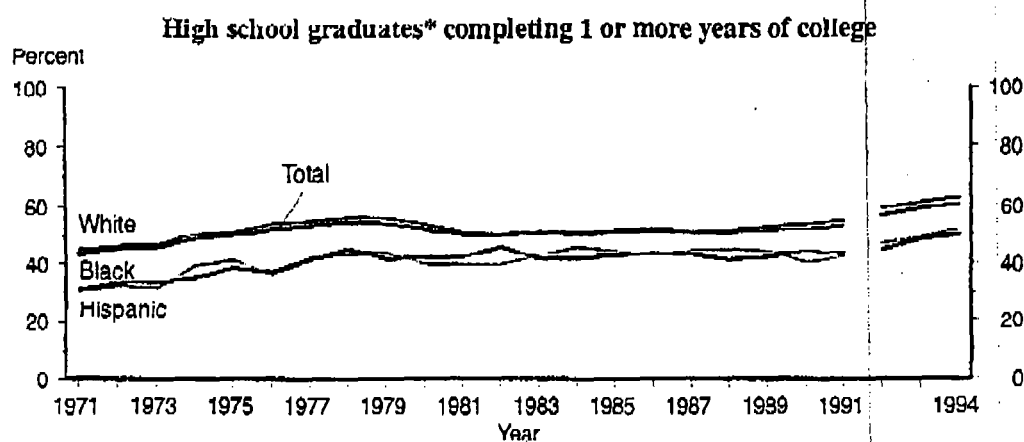
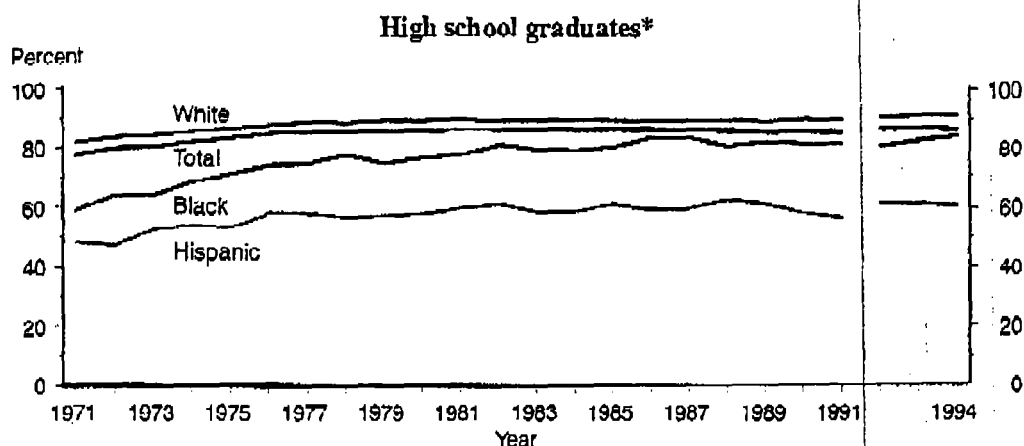
* 12 years of schooling completed for 1971-91.

NOTE: Beginning in 1992, the Current Population Survey changed the questions it used to obtain the educational attainment of respondents. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Indicator 22

percentage of 25- to 29-year-olds completing high school and percentage of high school graduates who have completed 1 or more and 4 or more years of college, by race/ethnicity: March 1971-94



* 12 years of schooling completed for 1971-91.

NOTE: Beginning in 1992, the Current Population Survey changed the questions it used to obtain the educational attainment of respondents. See the supplemental note to Indicator 22 for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Access, Participation, and Progress

Immediate transition from high school to college

- ◆ Sixty-two percent of 1993 high school graduates were enrolled in college the October following graduation—22 percent in 2-year colleges and 39 percent in 4-year colleges.
- ◆ Between 1973 and 1993, the proportion of high school graduates going directly to college increased from 47 to 62 percent. Historically, more students enroll in 4-year colleges, but the proportion of students choosing 2-year colleges was higher in 1993 than in 1973.
- ◆ High school graduates from low income families were twice as likely to go directly to college in 1993 than in 1973. Yet, only 50 percent of high school graduates from low income families went directly to college as compared to 79 percent of those from high income families.

Most college students enroll in college immediately after finishing high school. The percentage of high school graduates enrolled in college the October following graduation is a leading indicator of the total proportion of that year's graduates who will ever enroll in college. The percentage enrolling is a reflection not only of the accessibility of higher education to high school graduates but also of their assessment of the value of attending college compared to working, entering the military, traveling, and other possible pursuits.

Percentage of high school graduates who were enrolled in college the October following graduation, by type of college, family income, and race/ethnicity: 1972-93

October	Type of college			Family income ¹			Race/ethnicity		
	Total	2-year	4-year	Low	Middle	High	White	Black	Hispanic
1972	49.2	—	—	26.1	45.2	63.8	49.7	44.6	(*)
1973	46.6	14.9	31.7	20.3	40.9	64.4	47.8	32.5	48.8
1974	47.6	15.2	32.4	—	—	—	47.2	47.2	(*)
1975	50.7	18.2	32.6	31.2	46.2	64.5	51.1	41.7	(*)
1976	48.8	15.6	33.3	39.1	40.5	63.0	48.8	44.4	(*)
1977	50.6	17.5	33.1	27.7	44.2	66.3	50.8	49.5	48.8
1978	50.1	17.0	33.1	31.4	44.3	64.0	50.5	46.4	(*)
1979	49.3	17.5	31.8	30.5	43.2	63.2	49.9	46.7	(*)
1980	49.3	19.4	29.9	32.5	42.5	65.2	49.8	42.7	49.6
1981	53.9	20.5	33.5	33.6	49.2	67.6	54.9	42.7	(*)
1982	50.6	19.1	31.5	32.8	41.7	70.9	52.7	35.8	(*)
1983	52.7	19.2	33.5	34.6	45.2	70.3	55.0	38.2	46.7
1984	55.2	19.4	35.8	34.5	48.4	74.0	59.0	39.8	(*)
1985	57.7	19.6	38.1	40.2	50.6	74.6	60.1	42.2	(*)
1986	53.8	19.3	34.5	33.9	48.5	71.0	56.8	36.9	42.3
1987	56.8	18.9	37.9	36.9	50.0	73.8	58.6	52.2	(*)
1988	58.9	21.9	37.1	42.5	54.7	72.8	61.1	44.4	(*)
1989	59.6	20.7	38.9	48.1	55.4	70.7	60.7	53.4	52.7
1990	60.1	20.1	40.0	46.7	54.4	76.6	63.0	46.8	(*)
1991	62.5	24.9	37.7	39.5	58.4	78.2	65.4	46.4	(*)
1992	61.9	23.0	38.9	40.9	57.0	79.0	64.3	48.2	58.2
1993	61.5	22.4	39.1	50.4	56.9	79.3	62.9	55.6	(*)

— Not available.

¹Revised from previously published figures.

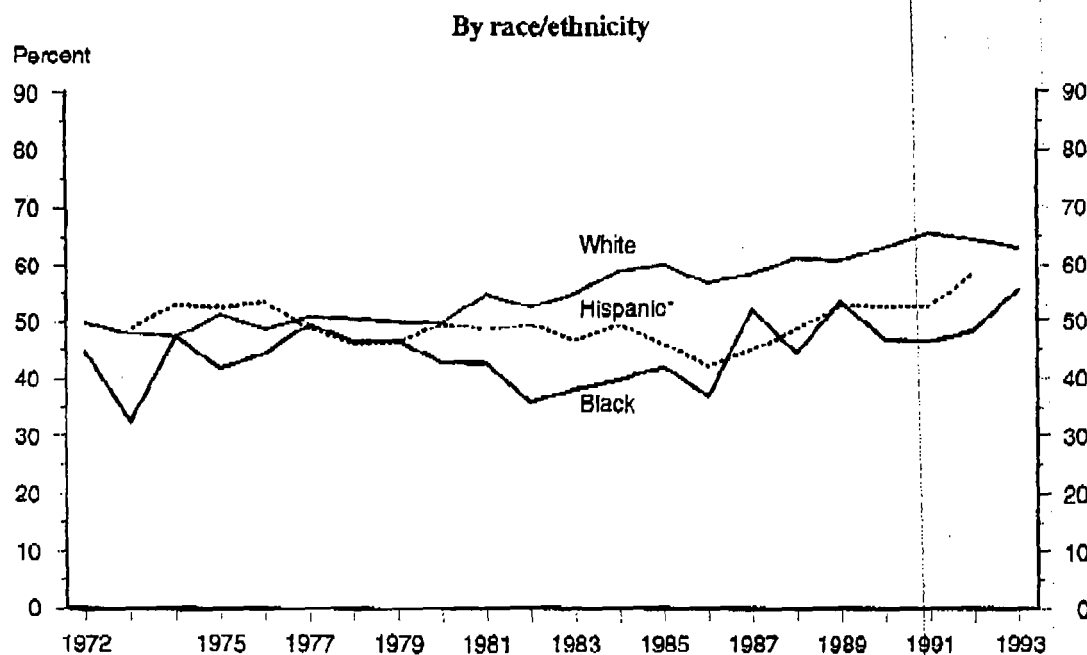
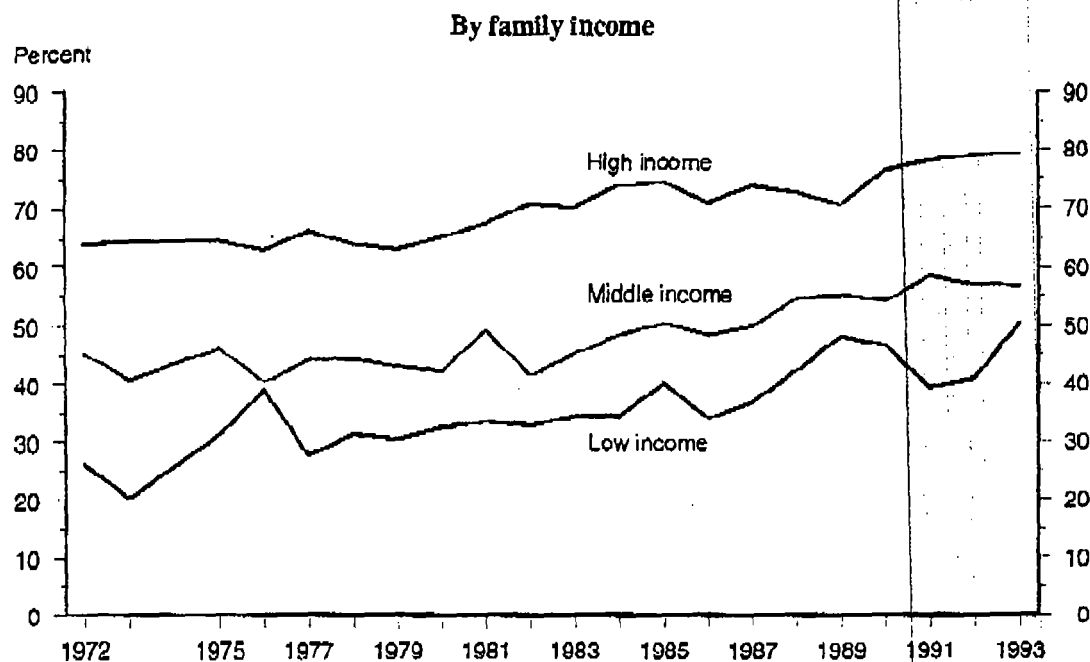
²Due to the small sample size for the Hispanic category, 3-year averages were calculated. The 3-year average for 1992 is the average percentage of graduates enrolled in college in 1991, 1992, and 1993.

NOTE: Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Indicator 9

Percentage of high school graduates enrolled in college the October following graduation: October 1972-93



* Due to the small sample size for the Hispanic category, 3-year overlapping averages were calculated. The 3-year average for 1992 is the average percentage of graduates enrolled in college in 1991, 1992, and 1993.

NOTE: Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE UNDER SECRETARY

THE UNDER SECRETARY

600 Independence Avenue, SW
FOB-10, Rm 5164
Washington, DC 20202-8100

Telephone Number: (202) 401-3389

Fax Number: (202) 401-3095

FAX COVER SHEET

TO: Liz Boyer

FAX: 456-6244 / 7805

FROM: Bill Kincaid

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 2

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) ~~401-3389~~ 205-0704

MESSAGE:

Here's a page on the assessment's question.

I'll get the figures to you as soon as possible

Statistics page - re-send.

COMPLETION OF HIGH SCHOOL

For 21- to 22-year-olds in 1993

85.9 percent had completed high school

80.8 percent regular diploma

5.0 percent alternative credential, such as a GED

Source: Current Population Survey, October 1993, as reported in NCES, Dropout Rates in the United States: 1993 (1994), p. 54.

For 25- to 29-year-olds in 1994

86.1 percent had completed high school (diploma or alternative credential)

Source: Current Population Survey, March 1994, as reported in NCES, The Condition of Education, 1995 (1995), p. 72.

COLLEGE ATTENDANCE

Immediate transition to college after high school

Among 1993 high school graduates

61.5 percent were enrolled in college in October of 1993

39.1 percent 4-year institution

22.4 percent 2-year institution

Source: Current Population Survey, October 1993, as reported in NCES, The Condition of Education, 1995 (1995), p. 42.

Ever attended college

Among 25- to 29-year-olds in 1994

52.1 percent had attended at least some college

60.5 percent of high school graduates had attended some college

Source: Current Population Survey, March 1994, as reported in NCES, The Condition of Education, 1995 (1995), p. 72.

COLLEGE COMPLETION

Among 25- to 29-year-olds in 1994

23.2 had a bachelor's degree or more

27.0 percent of high school graduates had a bachelor's degree

44.6 percent of those who had attended some college had a bachelor's degree or more

Source: Current Population Survey, March 1994, as reported in NCES, The Condition of Education, 1995 (1995), p. 72.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY

M E M O

TO: The First Lady
FROM: Bill Kincaid
DATE: October 2, 1995
RE: National Progress on Establishing Student Assessments

Liz Boyer asked me to update you on the progress that has been made nationally regarding the development of student academic assessments.

As you know, the previous administration proposed a system of national student assessments in academic subjects. However, this approach is no longer under consideration. Rather, the Clinton Administration's efforts have been focused on supporting the development of *state* assessments. For example, under Goals 2000, states are establishing *their own* academic content standards and assessments of student performance.

As a part of this effort, the Department of Education recently held a grant competition providing funds to help defray states' costs in developing state assessments aligned to state content standards. Grants have now been awarded to eight states plus a consortium of chief state school officers. The grants provide nine months of funding, with products expected in about a year.

Under Title I of the ESEA (as reauthorized by the Improving America's Schools Act), by the 2001-2002 school year, each State must have in place, for its Title I students, state assessments aligned with the state's content standards in at least reading/language arts and math (or in other subjects which measure performance in reading and math). These assessments must be the same as those used by the state for all its students, if the state measures the performance of all children.

One "national" assessment that we do have is the National Assessment of Educational Progress (NAEP), which has been administered routinely for years. However, NAEP is the nation's report card -- it does not provide individual student or school scores. Efforts are currently underway to include disabled and low English proficient students in NAEP.

I hope this is what you needed. Please let me know if you have any follow-up questions.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE UNDER SECRETARY

M E M O

TO: Liz Boyer

FROM: Bill Kincaid

DATE: October 2, 1995

RE: Data on Attendance and Graduation Rates

Attached are figures assembled by staff with the National Center on Education Statistics. I am going to send a separate fax with the back-up materials, in case you want them. If these numbers don't meet your needs, feel free to call back.

OCT-02-95 MON 13:27

NCES

FAX NO. 2022191736

P. 01/09



U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

DATE: 10/2/95

TIME: 1:25 pm

TO: Bill Lincoln

FAX #: 401-4353

FROM: Fou Hall

MESSAGE:

Per discussion

NUMBER OF PAGES, INCLUDING COVER SHEET: 9

If you did not receive the complete transmission,
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RETURN FAX NUMBER: (202) 219-1736

PAX
6244/7805
Liz Boyer
456-7265

At one time, the Bush Administration proposed a system of national student assessments in core academic subjects -- this is no longer contemplated. Now efforts are being made in terms of state standards and assessments. Under Goals 2000, States are developing their own academic content standards and assessments of student performance.

We currently have NAEP (National Assessment of Educational Progress) -- this is what we do routinely and have done for years. This is the nation's report card -- it does not provide individual student or school scores. Efforts are currently underway to include disabled and low English proficient students in NAEP.

We have recently supported a competition to help defer the costs to states to develop state assessments aligned to state content standards. The grants just went out to eight states plus a consortium of chief state school officers. These grants provide 9 months of funding -- probably will bear fruit in about one year.

Under Title I of the ESEA (which was reauthorized in the Improving America's Schools Act), by the 2001-2002 school year, each State must have in place, for its Title I students, state assessments aligned with state content standards in at least reading/language arts and math (or in other subjects which measure performance in reading and math).

(Exception--national skill standards/vocational education).