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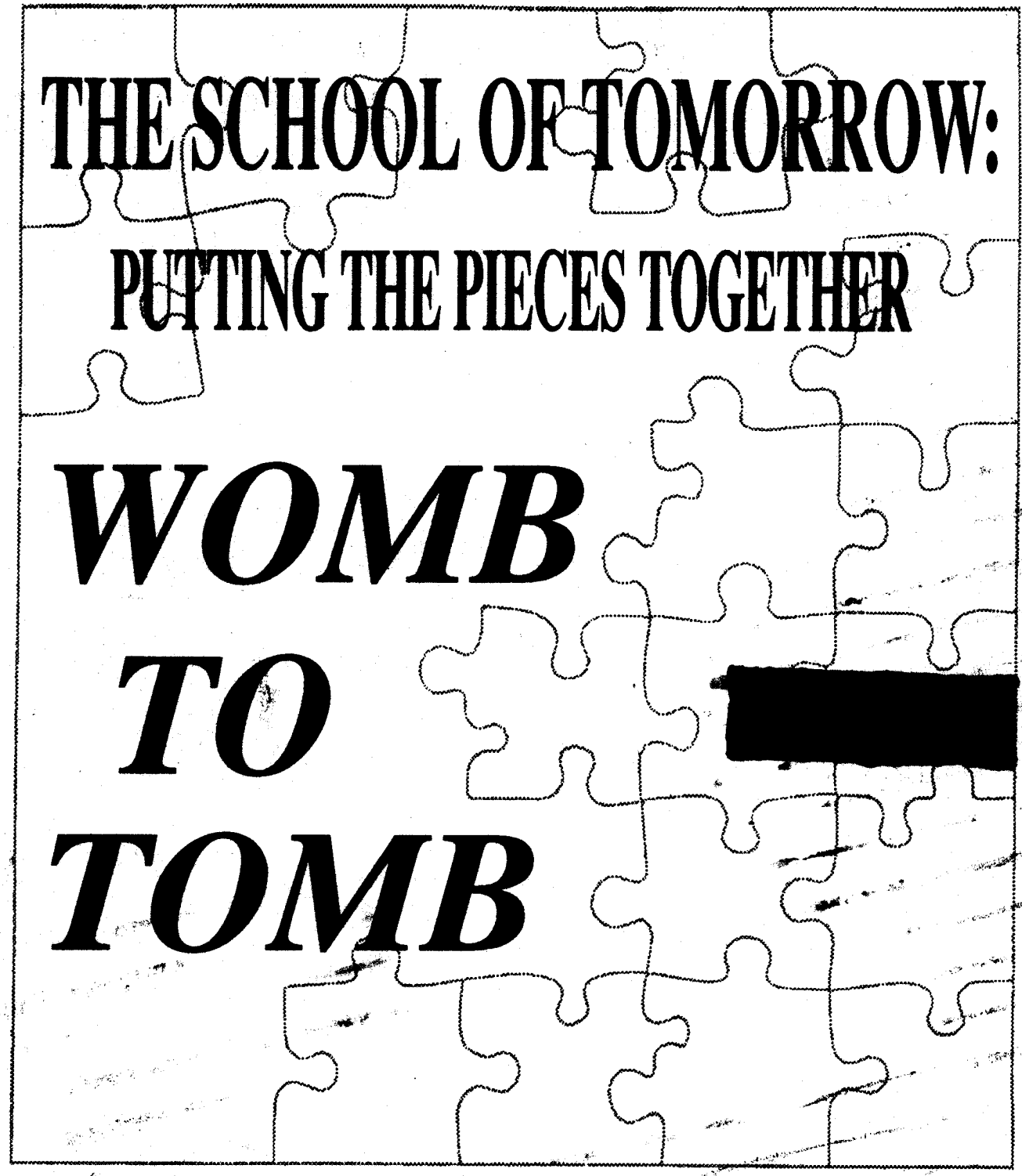

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WOMB TO TOMB

"THE MANAGED ECONOMY"

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WOMB TO TOMB

THE ... NEW MANAGED ECONOMY?

EDUCATION-HEALTH-LABOR

Dedications

I would like to take a special part of this presentation to acknowledge the great patriots who are at the front lines doing battle continuously for our freedom.

Among the most important people, I would like to recognize Charlotte Iserbyt as not only my closest and best mentor, but as a dear friend. She has never given up hope to fight for the Constitution and our freedom that was given to us by our Founding Fathers. Charlotte had targeted from the very beginning the plan for the New World Order. Charlotte, indeed, is my most wise and trusted counselor.

The other "great" that I would like to recognize is Bette Lewis, the patriot from Michigan who always has the right document, always at the right time. It is Bette that had made me realize the importance of letting the public know about the great wealth of information that we have gathered, and prodded me to finish ideas that needed to be completed. Thank you for your confidence and wonderful guidance.

There are hundreds of others...in many other states. All patriots. All working together to keep this country free.

The parents in Pennsylvania are dedicated and willing to do anything they can do to keep the information flowing. This is a tribute to a great and mighty people.....parents and citizens of Pennsylvania.

INTRODUCTION

I HAVE COMPILED THE FOLLOWING BOOK TO GIVE YOU A GLIMPSE INTO OUR FUTURE-THE "PLANNED" SOCIETY. WE ARE MOVING RAPIDLY INTO A NEW WORLD ORDER. AMERICAN CITIZENS ARE BEING BOMBARDED FROM ALL SIDES AND THE BLUEPRINT IS BEGINNING TO TAKE SHAPE FROM THIS MAZE OF CONFUSION.

"SOUND BYTE BOOK 2"" WILL WALK YOU THROUGH THAT MAZE BETWEEN EDUCATION AND HEALTH CARE AND LEAD YOU INTO THE "NEW MANAGED ECONOMY". I HAVE THE MAP TO GET YOU THROUGH THAT MAZE, AS THE SCHOOL OF TOMORROW IS USHERED IN.

THE PIECES WILL BEGIN TO FIT TOGETHER. BOOK 2 WILL OPEN THAT "DOOR OF UNDERSTANDING" TO LEARN WHAT HAS BEEN PLANNED, FOR YOU, YOUR CHILDREN ... AND OUR COUNTRY.

TO USE THIS "SOUND BYTE BOOK", YOU MUST READ THE LEADING PAGES AND THEN READ THE FOLLOWING MARKED ARROWS ON THE DOCUMENTS OR UNDERLINES. THIS IS A QUICK WAY TO MOVE LEGISLATORS OR INDIVIDUALS "BIT BY BIT" BUILDING A CASE UPON EVIDENCE THAT I HAVE PRESENTED.

OF COURSE, YOU SHOULD READ THE ENTIRE DOCUMENT FOR DEPTH AND UNDERSTANDING.

REMEMBER, YOUR LEGISLATOR OR OTHERS MAY ONLY GIVE YOU HALF AN HOUR OF THEIR TIME FOR YOU TO PRESENT YOUR CASE. KNOW THE INFORMATION AND "SOUND BYTE" THEM TO THE END. MAKE A CLEAR AND CRISP PRESENTATION. KNOW EXACTLY WHICH SENTENCES YOU WANT TO COMMUNICATE OR EXPLAIN.

WHEN POSSIBLE FEATURE KEY ISSUES ... STATES RIGHTS, LOCAL CONTROL, PRIVACY IN DATA BANKS, PARENTS' RIGHTS, PSYCHOLOGICAL TESTING, AND MONEY.

GOOD LUCK

THE BEGINNING:

Question:

How Will The Government Measure The Attitudes And Values Of Its Citizens?

Answer:

Pennsylvania Experiments On Children With The Blessing Of Federal Funds.

1. 10 QUALITY GOALS ESTABLISHED

2. THE EQA TESTS MEASURES QUALITY GOALS

3. OTHER STATES USE PENNSYLVANIA

DOCUMENT RESUME

ED 109 199 TM 004 654

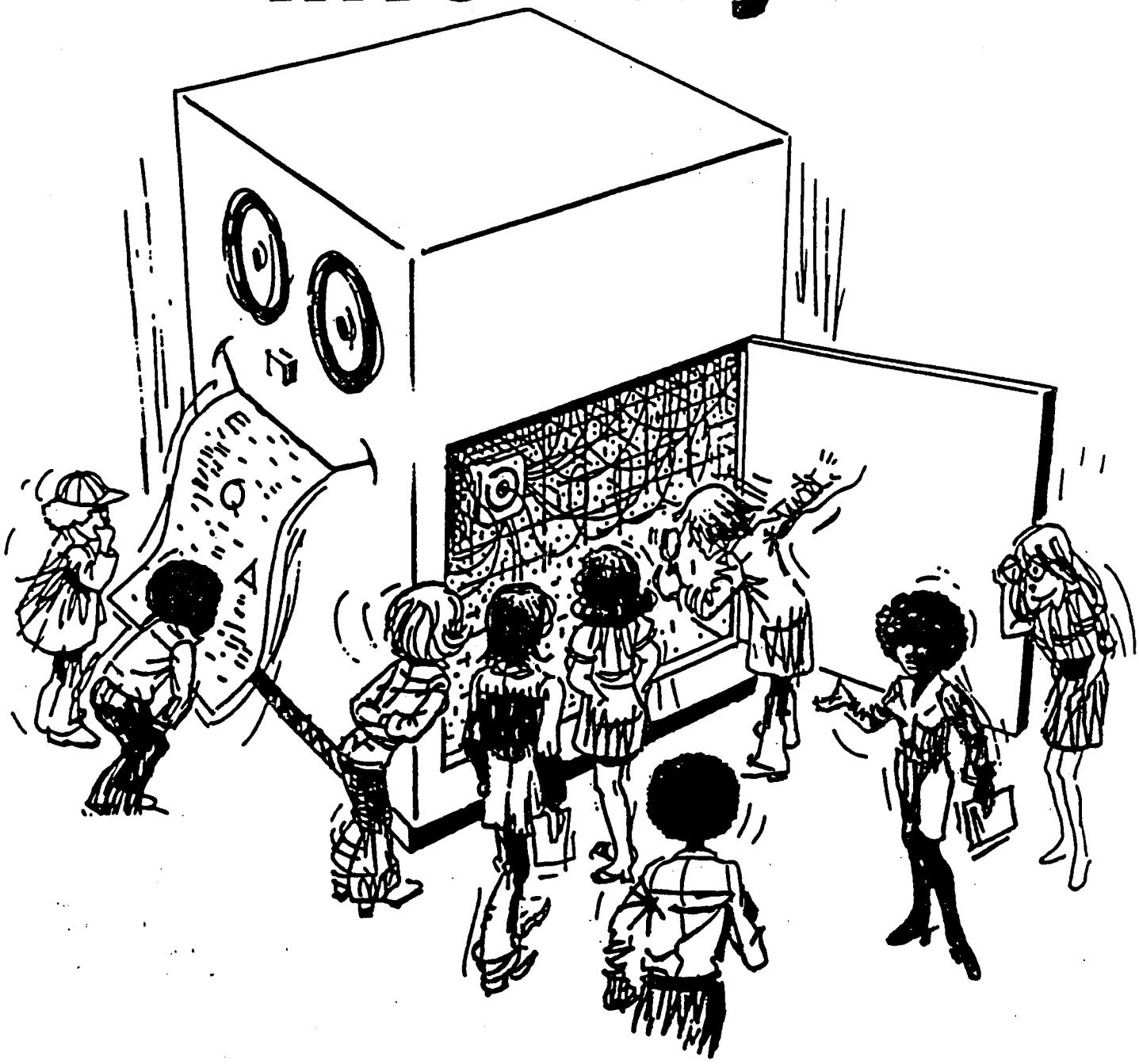
AUTHOR Russell, Nolan F.
TITLE Getting Inside the EQA Inventory: Grade 11.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
PUB DATE 75
NOTE 70p.

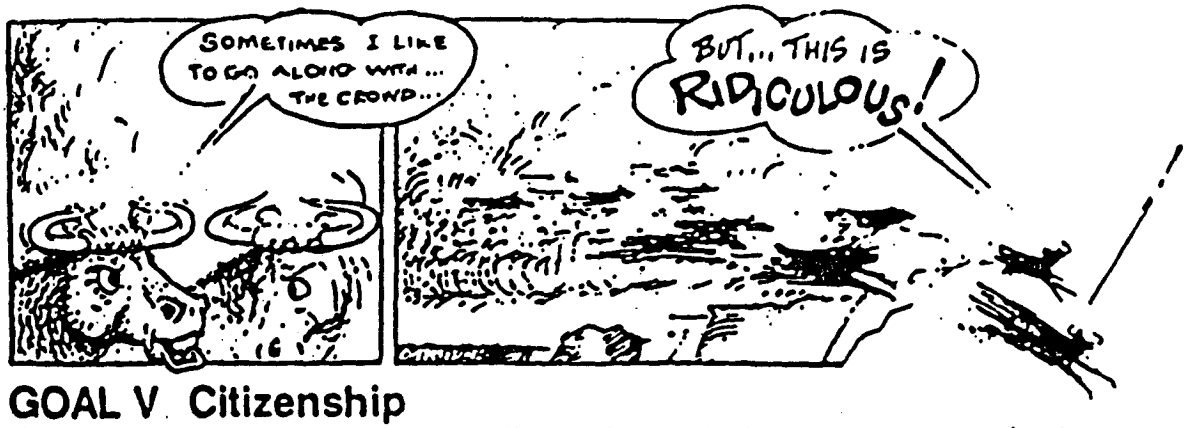
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS Adjustment (to Environment); Basic Skills; Confidentiality; Creativity; *Educational Assessment; Educational Objectives; Ethical Values; Grade 11; Health; Measurement Techniques; Scoring; Secondary Education; Self Esteem; *State Programs; State Surveys; Student Attitudes; *Testing; Test Reliability; Tests; Test Validity
IDENTIFIERS *Educational Quality Assessment; Pennsylvania

ABSTRACT

The Secondary Form of the Educational Quality Assessment (EQA) Inventory is designed for 11th grade students in Commonwealth public schools. Test scales are designed to measure some facet of state quality assessment goals. Along with basic skills, the various instruments examine: (1) social and health habits, (2) feelings toward self and others, (3) value placed on learning and human accomplishment, (4) interest in creative activities, (5) methods of coping with frustration, and (6) attitudes toward work and career planning. Extensive investigation concerning the consistency of student responses within each scale and the stability of student responses to the scales over time has been conducted. Total scales yielded high internal consistency reliability while shorter subscales were weak. Strong correspondence between ratings made by teachers and student scores was demonstrated for seven of the attitude scales. The unit of analysis of all data received from the EQA was the school. The inventory provided information on: (1) student-body standing on each composite goal test relative to a statewide reference group, (2) student-body standing relative to groups similar in home and school environments, and (3) proportion of student-body who demonstrated minimum positive attitudes. (Author/BJG)

Getting Inside the EQA Inventory





GOAL V Citizenship

Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

GOAL RATIONALE

Responsible citizenship embodies a much more complex concept than commonly expressed in love of country and participation in the democratic processes. Viewed in its broadest sense responsible citizenship implies a respect for law and proper authority, a willingness to assume responsibility for our own actions and for those of the groups to which we belong, respect for the rights of others and overall personal integrity.

Schools should encourage pupils to assume responsibility for their actions as well as the actions of the group. Opportunities should be provided for pupils to cooperate and work toward group goals and to demonstrate integrity in dealing with others. Pupils should be given the chance to take the initiative and assume leadership for group action as well as lend support to group efforts as followers.

MEASUREMENT RATIONALE

The mores, codes, laws and social expectations of society provide the reference points for judging which behaviors reflect *responsible* citizenship and which indicate *poor* citizenship. A review of literature revealed that the National Assessment of Educational Progress developed nine general citizenship objectives. The criterion for inclusion of any one objective was its relative importance to society as agreed upon by a committee of scholars and lay people.

These national objectives were used to provide the frame of reference for what was to be measured. Objectives in the factual domain such as (a) knowing structure of government and (b) understanding problems of international relations were not considered in developing the scale.

Arriving at a satisfactory definition of citizenship was much less complicated than applying the definition to the assessment of students' attitudes and behaviors. The display of responsible citizenship behaviors like *honesty* or *integrity* are most often situational.

A person's display of good citizenship behavior under one set of motivating conditions tells us little about the way he or she can be expected to act if those conditions are altered. The context in which the behavior is elicited therefore becomes at least as important in determining the outcome as the predisposition of the individual involved.

To assess citizenship, a behavior-referenced model incorporating elements related to the psychological notion of *threshold* is used. In reference to citizenship, threshold refers to that set of conditions necessary to bring about the desirable responses. Thus by varying the situation and introducing conditions of reward and punishment we are able to determine the cutoff levels at which the student will display positive behavior. In this way it is possible to assess not only the students' predisposition to behave in a manner consistent with responsible citizenship but also to provide some measure of the intensity of that predisposition across a wide spectrum of situations.

GENERAL SCALE DESCRIPTION*

Fifty-seven items measure willingness to exhibit good citizenship in many social situations under a variety of motivating conditions. Social contexts are given by 19 situations, each posing a problem and suggesting an action predefined as good or poor citizenship. Each story has three items which list positive or negative consequences resulting from the action. Student are asked to decide whether to take the action for each consequence.

Sample situation (grade 11): There is a secret club at school called the Midnight Artists. They go out late at night and paint funny sayings and pictures on buildings. A student is asked to join the club. In this situation, I would JOIN THE CLUB when I knew....

Sample item set:

		Yes	Maybe	No
1.	My best friend asked me to join.	Y	M	N
2.	Most of the popular students were in the club.	Y	M	N
3.	My parents would *ground* me if they found out I joined.	Y	M	N

SCORING → ATTITUDES →

According to Group Goals

The items within the scale are grouped to yield three subscale scores in addition to a total score.

Subscale 1: *Concern for the welfare and dignity of others* contains 18 items (item sets from five situations) designed to measure concern for the feelings of others, willingness to protest unjust treatment of others, and the tendency to accept new people into a group. Also measured is the degree of restraint from teasing or degrading others.

Subscale 2: *Respect for law and authority* has 21 items measuring the willingness to report law-breaking of others, obey authorities during emergencies and prevent classroom disruptions. Also assessed is the degree of restraint from violent actions that could harm others or damage property.

Subscale 3: *Personal responsibility and integrity* has 18 items which tap the willingness to honor self-made commitments to individuals or groups and the willingness to take responsibility for one's own mistakes and to report mistakes made in one's favor.

*Nolan F. Russell from the Division of Educational Quality Assessment is the author of the citizenship scale.

NORM-REFERENCED SCORING

The following item weighting scheme is used for norm-referenced scoring:

	Response Options		
Behavior Direction	*Yes*	*Maybe*	*No*
Positive Citizenship	2	1	0
Negative Citizenship	0	1	2

CRITERION-REFERENCED SCORING

Responses are considered *favorable* when they reflect a willingness to display proper citizenship behaviors or an unwillingness to use poor citizenship behaviors. A student's score on a given scale (total or subscale) is the percentage of items to which a favorable response was given. For the citizenship scale the scoring scheme applied to the items is:

	Response Options		
Behavior Direction	*Yes*	*Maybe*	*No*
Positive Citizenship	[1]	0	0
Negative Citizenship	0	0	[1]

SCORED ATTITUDE ACCORDING TO NAEP GOALS

B. A person is in a large crowd of people on a street corner. They are protesting about something. Some people pick up rocks and start throwing them at windows. In this situation I would ALSO THROW ROCKS when I knew . . .

	Yes	Maybe	No
4. There was no chance of getting caught.	Y	M	N
5. I agreed with what they were protesting about.	Y	M	N
6. My closest friend decided to throw rocks.	Y	M	N

C. A girl wants to go to the junior prom with a certain boy. Another boy calls a week before the prom and asks her to go. She accepts. Later the boy whom she really wanted to go with asks her to go. If I were this girl, I would BREAK MY DATE WITH THE FIRST BOY when I thought . . .

7. The first boy probably could get another date.	Y	M	N
8. I really liked the second boy.	Y	M	N
9. My friends thought I should go with the second boy.	Y	M	N

D. There is a secret club at school called the Midnight Artists. They go out late at night and paint funny sayings and pictures on buildings. A student is asked to join the club. In this situation I would JOIN THE CLUB when I knew . . .

10. My best friend had asked me to join.	Y	M	N
11. Most of the popular students in school were in the club.	Y	M	N
12. My parents would "ground" me if they found out I joined.	Y	M	N

E. A student is in a classroom during free time. He sees another student placing a large thumbtack on another student's desk. In this situation I would REMOVE THE TACK when I knew . . .

13. The joke was being played on a person I didn't like.	Y	M	N
14. My friends wanted me to go along with the joke.	Y	M	N
15. Only the person's pride would be hurt.	Y	M	N

F. A girl has a term paper due in several days. The book she needs most is not permitted to leave the library. If I were this girl I would SNEAK THE BOOK OUT OF THE LIBRARY when I knew . . .

16. I would be late with my paper if I couldn't get the book.	Y	M	N
17. I could return it without anyone knowing.	Y	M	N
18. I didn't have time enough to complete my work in the library.	Y	M	N

G. A student just got his driver's license. While backing out of a parking lot, he accidentally hits a parked car. The student's car is not damaged but the other car is. If I were this student, I would LEAVE MY NAME AND NUMBER FOR THE OWNER OF THE CAR when I knew . . .

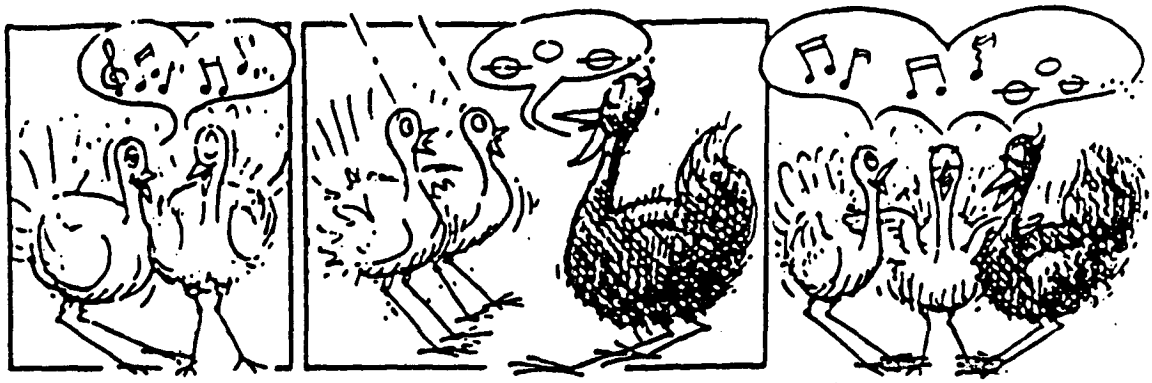
19. The police would give me a ticket for reckless driving if they found out.	Y	M	N
20. I didn't have insurance.	Y	M	N
21. My parents wouldn't let me drive if they found out.	Y	M	N

H. A student is in a school club. She is assigned by the club president to work on the field trip committee, even though she asked not to be put in that kind of group. If I were this student, I would WORK ON THE COMMITTEE when I knew . . .

22. In the future I would be placed in a better group.	Y	M	N
23. People didn't care if I worked in the group or not.	Y	M	N
24. I didn't like the club president.	Y	M	N

I. The principal invites an unpopular political speaker to the school. The speaker has ideas that most students strongly disagree with. A group of students decide to shout the speaker down. In this situation I would HELP SHOUT THE SPEAKER DOWN when I knew . . .

25. I didn't agree with the speaker's ideas.	Y	M	N
26. The speaker said he didn't respect student ideas.	Y	M	N
27. The principal had refused to let the speaker we liked talk to us.	Y	M	N



GOAL II Tolerance Toward Others

Quality education should help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.

GOAL RATIONALE

Students fulfilling the requirements of Goal II will more likely enjoy easy interaction with *all* people—speaking to and selecting as friends students of different origins and beliefs. They will be more willing to actively seek information or participation in activities which will increase their knowledge about different cultures and social settings.

The school experiences should help students learn to respect and interact easily with children who differ from them in various aspects (e.g., skin color, cultural traditions, economic status, religious beliefs, physical abilities, manner of speech and degree of intellectual competence).

MEASUREMENT RATIONALE

The processes and determinants of interpersonal interaction are complex, involving a myriad of perceptual, feeling and behavior responses.

The notion of tolerance toward others has meant different things to various theorists. Some define tolerance in terms of the *social distance* individuals keep between themselves and differing others. Others use tolerance to describe the tendency of individuals to prejudge or act toward differing others solely on the basis of the differing others' group membership.

The assessment of this goal area is based on still another component of tolerance. This component is the degree of comfort felt by individuals when in contact with differing others.

GENERAL SCALE DESCRIPTION*

Items describe situations where differing others interact with the individual. Differences are in terms of racial, religious and social background or physical and mental attributes. Twenty-nine items suggest an approach toward the student, e.g., *A cripple wants you to become a close friend.* Six items suggest an avoidance of the student, e.g., *A girl with a bad limp avoids you because she thinks you might make fun of her.* Response choices are I would feel (1) very comfortable, (2) comfortable, (3) slightly uncomfortable and (4) very uncomfortable.

---

*The tolerance-toward-others instrument was developed by Nolan F. Russell and Eugene W. Skiffington, Division of Educational Quality Assessment.

The items within the scale are grouped to yield five subscale scores in addition to a total scale score. Assignment to subscales is based upon the characteristic of the hypothetical target person that makes that person different from the respondent. The five subscales are race, religion, socioeconomic status, intelligence and handicap. All subscales contain seven items.

NORM-REFERENCED SCORING

For norm-referenced scoring, the item weighting scheme is:

	Response Options			
Item Direction	Very Comfortable	Comfortable	Slightly Uncomfortable	Very Uncomfortable
Positive	3	2	1	0
Negative	0	1	2	3

CRITERION-REFERENCED SCORING

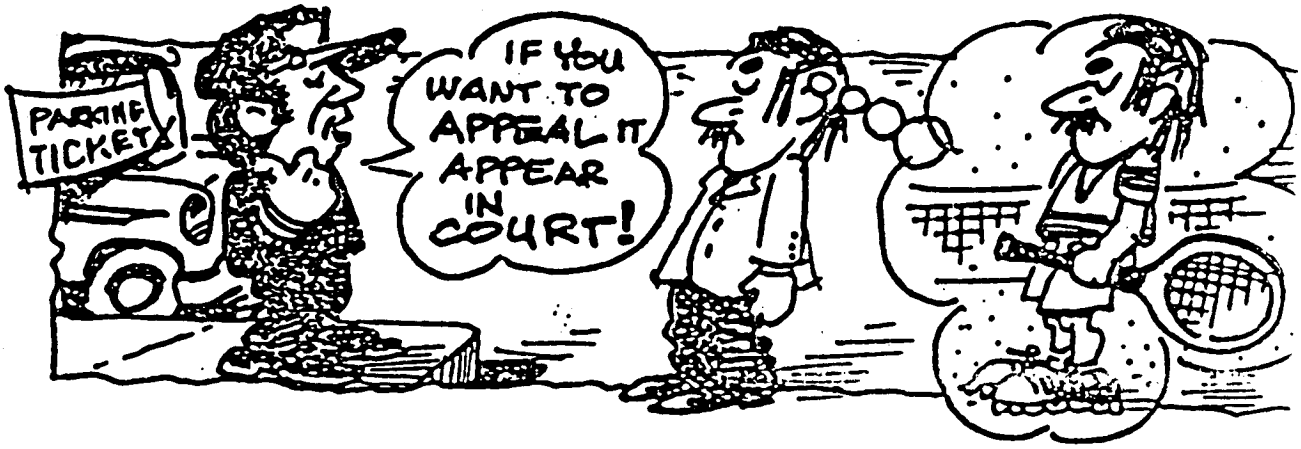
Responses are considered *favorable* if they reflect comfort when interacting with differing others or discomfort when being shunned by differing others. An individual's score on a given scale (total or subscale) is the percentage of items to which a favorable response was given. For the tolerance toward others instrument the scoring scheme for items is:

	Response Options			
Item Direction	Very Comfortable	Comfortable	Slightly Uncomfortable	Very Uncomfortable
Positive	1	1	0	0
Negative	0	0	1	1

I would feel very uncomfortable
I would feel slightly uncomfortable
I would feel comfortable
I would feel very comfortable

6. The slowest student in class whom you don't know very well wants to study with you for a big test. ☹ 😟 🙂 😊
7. You must share a locker with someone who wears leg braces. ☹ 😟 🙂 😊
8. Someone whose skin color is different from yours wants to be your close friend. ☹ 😟 🙂 😊
9. A person of a much different religion from yours wants to tell you about his or her beliefs. ☹ 😟 🙂 😊
10. Someone poorer than you asks you for help on some homework. ☹ 😟 🙂 😊
11. A student who is much smarter than you wants to become your close friend. ☹ 😟 🙂 😊
12. At school you are given the job of guiding a group of blind visitors into the auditorium. ☹ 😟 🙂 😊
13. You must share a gym locker with a person of a different race. ☹ 😟 🙂 😊
14. Your sister wants to marry a person whose religion is much different from yours and your family. ☹ 😟 🙂 😊
15. The school board decides to bus some students of a different race into your school. ☹ 😟 🙂 😊
16. A person who is much poorer than you wants you to meet the kids in his or her neighborhood. ☹ 😟 🙂 😊
17. A group of retarded students asks you to go on a picnic with them. ☹ 😟 🙂 😊
18. A student much richer than you thinks you resent him. ☹ 😟 🙂 😊
19. A crippled boy thinks you might make fun of him. ☹ 😟 🙂 😊
20. You are invited to dinner in a home where the family's skin color is different from yours.
21. It is decided that retarded students should be put into your regular classes in school. ☹ 😟 🙂 😊
22. A group of people of a much different religion from yours come to your house to talk about their beliefs. ☹ 😟 🙂 😊
23. A girl much smarter than you thinks you might dislike her. ☹ 😟 🙂 😊
24. Your sister is dating someone whose skin color is different from hers. ☹ 😟 🙂 😊
25. Most of your classmates have ideas about God which are very different from your own. ☹ 😟 🙂 😊
26. The richest student in the school invites you to see his or her birthday presents. ☹ 😟 🙂 😊
27. A girl with a bad limp avoids you because she thinks you might make fun of her. ☹ 😟 🙂 😊
28. You are asked to sit at a table with retarded students in the lunchroom. ☹ 😟 🙂 😊
29. You go to a movie where most of the audience is of a different race. ☹ 😟 🙂 😊
30. A physically handicapped person whom you have just met asks you to come over for dinner. ☹ 😟 🙂 😊
31. You discover your best friend has ideas about God which are very different from your own. ☹ 😟 🙂 😊
32. Many people much poorer than you move into your neighborhood. ☹ 😟 🙂 😊
33. Some students who are much smarter than you get up and leave the library because you sat next to them. ☹ 😟 🙂 😊
34. A person of a religion much different from yours gives you some literature about his or her church. ☹ 😟 🙂 😊
35. A student who has a problem with stuttering asks for your help when practicing for a speech. ☹ 😟 🙂 😊

EQA Resources for Improvement



CITIZENSHIP*

Includes EQA areas Societal Responsibilities
and Knowledge of Law/Government

Compiled by

Leann R. Miller, Basic Education Associate

Edited by

Richard F. Seiverling, Basic Education Associate

PENNSYLVANIA DEPARTMENT OF EDUCATION
Bureau of School Improvement
Division of Educational Quality Assessment
Harrisburg, PA 17108
Revised 1981

PART 2

Validated Projects

The projects listed here have been judged effective through state or national validation efforts and, in addition, appear to have a relationship to improvement in this goal area. They have proven successful in doing what they said they would do for their target population, whether students, teachers, administrators, aides or parents, and they have also produced credible evidence of their cost effectiveness and exportability. A school district can approach these projects with the confidence that the data reported by each project have been reviewed and verified by the Pennsylvania Diffusion Panel (PDP) and/or the Joint Dissemination Review Panel (JDRP) of the USDE and NIE.

The listing is subject to change, especially in regard to availability of individual projects for visitation, consultation or eventual training for adoption. They are part of a state and/or a national diffusion network and may be limited in the number of districts they can assist.

The listing consists only of those projects which have components which may impact on the goal. Therefore, this is not a complete list of validated programs; for example, special education, migrant, bilingual and preschool projects are not cited, and all grade levels may not be covered.

Contact: For information on any of the projects, contact the Diffusion Staff at RISE, 198 Allendale Road, King of Prussia, PA 19406. (215-265-6056)

VALIDATED PROJECTS

JDRP*: Institute for Political and Legal Education (IPLE) - Sewell, NJ

The program prepares high school students for fulfilling their legal and political responsibilities upon reaching age 18, including voting, eligibility for political office and entering into legal contracts. (High school students).

Curriculum for Meeting Modern Problems (The New Model Me) - Lakewood, OH

The program uses a positive, preventive approach to the study of human behavior and aggression. Students and teachers examine the causes and consequences of behavior and select viable alternatives to nonconstructive behavior. (Grades 9-12).

Pollution Control Education Center/Priority One: Environment - Union, NJ

This program develops student interest in the wise use and preservation of the biosphere and it gives them an understanding of the threat that an industrial society poses to the balance of the ecosystem. Values clarification and decision-making activities lead to high student involvement. (Grades 1-12).

Law in a Changing Society - Dallas, TX

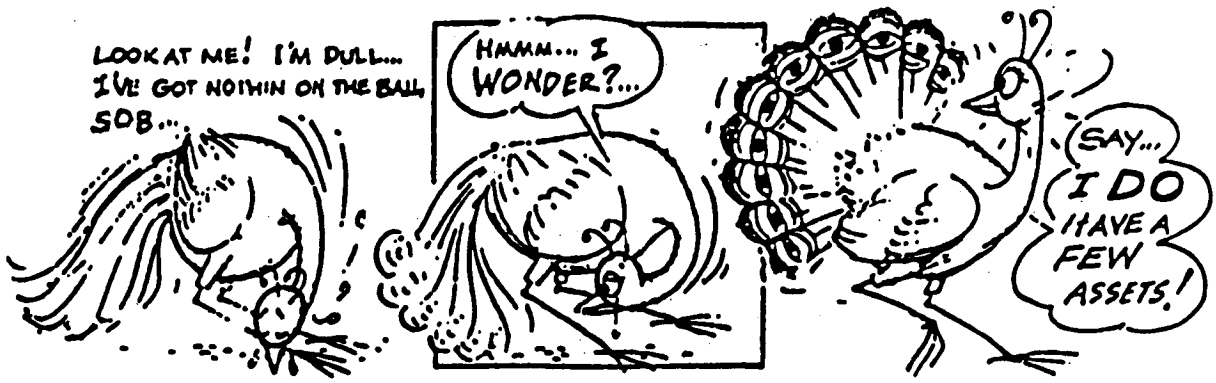
A social studies program designed to improve the citizenship skills and attitudes of students by providing them with an operating understanding of the law, the legal process and its institutions. (Grades 5-12).

Positive Alternatives to Student Suspensions (PASS) - St. Petersburg, FL

The purpose of the PASS program is to provide intervention strategies designed to prevent or minimize nonproductive social behavior of secondary students. (Secondary students).

ECOS Training Institute (ETI) - Yorktown Heights, NY

The ECOS Training Institute offers workshops in the process of curriculum design involving environmental and career education. Participants will be actively engaged in curriculum design, stewardship and community-classroom interaction. (Grades K-12).



GOAL I Self-Esteem

Quality education should help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.

GOAL RATIONALE

It is widely held that self-understanding is significantly associated with personal satisfaction and effective functioning. How students view their adequacies and inadequacies, their values and desires, can strongly influence their performance in school.

No matter what the level and pattern of students' talents, the school experience should strengthen, not damage, their self-esteem. School should operate so that children of all talent levels can appreciate their worth as persons in a society that claims to be equally concerned for all its members.

MEASUREMENT RATIONALE

Self-esteem is a personal judgment of worthiness. It is a subjective experience which the individual conveys to others verbally or by other behavior. Most theories acknowledge that our self-image and feelings of worthiness are determined largely by how well we can live up to our own aspirations and meet expectations of others.

Aspirations become closely associated with personal goal-setting behavior originating in our internalized system of values. Expectations are external in nature and are related to goals set collectively by society or by significant individuals in our lives. Assessment in this area is based on four components believed to be related to the development of positive self-esteem.

The first has to do with locus of control — whether one views personal success as dependent upon one's own efforts or external influences. Externally controlled individuals will tend to be more dependent on others and more willing to ride with the tide, accepting docilely things which happen to them. Internal individuals will more actively attempt to control self-destiny.

The second related concept is self-confidence — the feeling of self-worth and the belief that one is capable of handling things successfully. Those who lack self-confidence are often characterized as being timid, cautious, submissive individuals who feel inadequate, fearful, inferior and expect to be unsuccessful in dealing with new situations.

The third component is image in school settings. Those having favorable self-images are likely to experience subjective success with schoolwork, feel that they are favorably viewed and understood by teachers and enjoy class participation.

The final dimension considers how students feel about the quality of their relationships with others. Individuals who have difficulty in interpersonal relations will tend to believe that others have little confidence in or low regard for them.

GENERAL SCALE DESCRIPTION*

The self-esteem scale is comprised of 40 short, self-description statements. Twenty-one are positively worded—describing the student in a favorable light and 19 are negatively worded —characterizing the student in a negative vein.

Sample positively worded item: *I'm easy to get along with.*

Sample negatively worded item: *Things are all mixed up in my life.*
Response options available to the students are (1) very true of me, (2) mostly true of me, (3) mostly untrue of me and (4) very untrue of me.

The items within the scale are grouped to yield four subscale scores in addition to a total scale score.

Subscale 1: *Self-confidence* contains 10 items measuring feelings of success, self-determination, attractiveness and self-worth. Sample item: *I'm pretty sure of myself.*

Subscale 2: *Feelings of control over environment* contains 10 items tapping belief that success in school and work depend on effort, not luck. Sample item: *My getting good grades in school depends more on how the teacher feels about me than on how well I can do my work.*

Subscale 3: *Relationships with others* contains 10 items assessing the student's perceived ease in making and keeping friends and the student's feelings of acceptance by others. Sample item: *I often feel picked on by other kids.*

Subscale 4: *Self-image in school* comprises 10 items designed to measure feelings of success in school work, class recitation and teacher relationships. Sample item: *In class, I often feel 'put down' by teachers.*

NORM-REFERENCED SCORING

For norm-referenced scoring the item weighting scheme used is:

	Response Choices			
Item Direction	Very True of Me	Mostly True of Me	Mostly Untrue of Me	Very Untrue of Me
Positive	3	2	1	0
Negative	0	1	2	3

*The self-esteem scale is a result of extensive revision of the Goal I instrument which was used for grades 5 and 11. Richard L. Kohr and Nolan F. Russell from the Division of Educational Quality Assessment were responsible for the revisions.

CRITERION-REFERENCED SCORING

Responses are considered *favorable* if they reflect a positive self-image. An individual's score on a given scale (total or subscale) is the percentage of items to which a favorable response was given. For the self-esteem instrument the scoring scheme applied to the items is:

	Response Choices			
Item Direction	*Very True of Me*	*Mostly True of Me*	*Mostly Untrue of Me*	*Very Untrue of Me*
Positive	1	1	0	0
Negative	0	0	1	1

SCORED ATTITUDES

R. A student comes to school early and finds a new notice on the bulletin board telling about a part-time job. If I were this student, I would REMOVE THE POSTER BEFORE ANYONE ELSE COULD SEE IT when I knew . . .

	No	Maybe	Yes
52. I really wanted the job.	☹	😐	☺
53. I would not be caught.	☹	😐	☺
54. It would increase my chances of getting the job.	☹	😐	☺

S. One person always does more than is required on school assignments and homework. This makes the other students look bad by comparison. A group of students decides to get everyone to ignore this person. I would GO ALONG WITH THE GROUP AND NOT SPEAK TO THIS PERSON when I knew . . .

	No	Maybe	Yes
55. My friends asked me to go along with the idea.	☹	😐	☺
56. It would make the person do what we wanted him (or her) to do.	☹	😐	☺
57. I did not like the person.	☹	😐	☺

STOP

SECTION I "Self-Esteem"

DIRECTIONS: Following is a series of statements. On your answer sheet blacken the circle which best describes your feeling about the statement. Blacken only one circle for each statement.

	Very untrue of me	Mostly untrue of me	Mostly true of me	Very true of me
1. I'm pretty sure of myself.	☹	😐	☺	☺
2. I'm easy to get along with.	☹	😐	☺	☺
3. It is hard for me to talk in front of the class.	☹	😐	☹	☹
4. When I make a plan to do something, something usually goes wrong.	☹	☹	😐	☺
5. I'm proud of my schoolwork.	☹	☹	😐	😐
6. I feel that I'm popular with kids my own age.	☹	☹	☺	☺
7. I'm made to feel "not good enough" by my teachers.	☹	☹	😐	☺
8. I have a lot of fun with my parents.	☹	☹	☺	☺
9. I get uneasy when I'm called on in class.	☹	☹	😐	☺
10. I often wish I were someone else.	☹	☹	☹	☺
11. When things go wrong for me, it is usually someone else's fault.	☹	☹	☹	☹
12. Someone often has to tell me what to do.	☹	☹	☺	☺
13. I find it hard to get along with others.	☹	☹	☹	☺
14. I have the feeling that luck will decide whether I get a good job in the future.	☹	☹	☹	☺
15. I often feel "picked on" by other kids.	☹	☹	☹	☺
16. I get upset easily at home.	☹	☹	☹	☺
17. I do not make friends as easily as most other people.	☹	☹	☹	☺
18. My being successful depends on working hard rather than getting the right breaks.	☹	☹	☹	☺
19. I feel that my parents like to know how I think about things.	☹	☹	☹	☺
20. I don't know whether I like a new outfit of clothes until I find out what my friends think.	☹	☹	☹	☺
21. It's pretty tough to be me.	☹	☹	☹	☺
22. I enjoy being called on in class.	☹	☹	☺	☺
23. My being chosen to take part in an activity depends more on my ability than on luck.	☹	☹	☹	☺

SECTION F

DIRECTIONS: The following statements are about the kind of job or work that you think you will probably be doing when you finish all of your schooling. On your answer sheet darken the answer that best tells how you feel about that statement. Do NOT write in this booklet.

	Agree	Mostly agree	Mostly disagree	Disagree
1. The prospect of working most of my adult life depresses me.	A	B	C	D
2. I am uncertain about which occupation to choose.	A	B	C	D
3. The only good part of a job is the paycheck.	A	B	C	D
4. I would not give my best efforts to a job if others at the job refused to do their best.	A	B	C	D
5. I'm not going to worry about choosing an occupation until I'm out of school.	A	B	C	D
6. To me, the most important thing about work is the good feeling I get from it.	A	B	C	D
7. Doing a job well, day in and day out, is important to me.	A	B	C	D
8. I often wonder why I should try to decide upon a job when the future is so uncertain.	A	B	C	D
9. Making a definite career choice scares me.	A	B	C	D
10. I feel that working will give me a high sense of accomplishment.	A	B	C	D
11. I really can't find an occupation that has much appeal to me.	A	B	C	D
12. I know a great deal about the educational requirements of jobs.	A	B	C	D
13. If the money were not really needed, nobody would work.	A	B	C	D
14. My planning a career is a waste of time.	A	B	C	D
15. It doesn't matter which job I choose as long as it pays well.	A	B	C	D
16. If I could live comfortably on welfare, I would not work.	A	B	C	D
17. I probably will get into an occupation mostly by chance.	A	B	C	D
18. If I won a state lottery ($10,000 a year for life), I would not work at a job	A	B	C	D
19. I have not given much thought to a career choice.	A	B	C	D
20. I believe in working only as hard as I have to.	A	B	C	D
21. I keep changing my occupational choice.	A	B	C	D
22. I would not want to hold the same job for more than five or ten years.	A	B	C	D
23. I often don't finish work I start.	A	B	C	D
24. I doubt that I could keep interested in the same job over several years.	A	B	C	D
25. There is no need to plan for a career because something will come along sooner or later.	A	B	C	D
26. I'm known as a good worker, no matter what the job is.	A	B	C	D
27. I really don't know how to tie together my interests and abilities as they relate to a future job choice.	A	B	C	D
28. "How much I earn" is my major consideration when I look at possible occupations.	A	B	C	D

STOP

CALIFORNIA USES .....

PENNSYLVANIA 10 QUALITY GOALS AS A BLUEPRINT

SOCIAL INDICATORS, SOCIAL REPORTS AND SOCIAL ACCOUNTS

TOWARD THE MANAGEMENT OF SOCIETY

OPERATION PEP

REPORT OF THE STUDY
TITLE III, ESEA

by
EMERY STOOPS and Staff

for
THE EDUCATIONAL INNOVATION ADVISORY COMMISSION
AND
THE BUREAU OF PROGRAM PLANNING
AND DEVELOPMENT

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Sacramento, California, 1970

picture of educational need, it was necessary to develop a method for achieving a synthesis of the regional results. The decision was made to use a classification system or taxonomy and to classify the statements of need generated by the regional studies according to the taxonomy, thereby structuring the results of the regional studies into a composite system. For this purpose, the "Ten Goals of Quality Education" were used.* The Ten Goals provided a classification system simple enough (in terms of the number of categories) to work with and yet comprehensive enough in scope to include almost any educational objective, whether cognitive, affective, or psychomotor. These Ten Goals are listed below:

1. Quality education should help every child acquire the greatest possible understanding of himself and appreciation of his worthiness as a member of society (Self Understanding).**
2. Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own (Tolerance of Others).
3. Quality education should help every child acquire to the fullest extent possible for him mastery of the basic skills in the use of words and numbers (Basic Skills).
4. Quality education should help every child acquire a positive attitude toward school and toward the learning process (Attitude toward School).
5. Quality education should help every child acquire the habits and attitudes associated with responsible citizenship (Citizenship).

* These Ten Goals were generated in the Study of Quality Education initiated by the Pennsylvania State Board of Education in response to a mandate from the Pennsylvania General Assembly.

** Hereafter, each Goal will be designated by the parenthetical phrase following each one.

6. Quality education should help every child acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well being (Health).

7. Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor (Creativity).

8. Quality education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities (Vocational Preparation).

9. Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts (Intellectual Achievement).

10. Quality education should help every child prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation (Life-Long Learning).

A summary of the classification of regional results according to the Ten Goals is presented in Table 2, Appendix A. Examination of the classification led to the following conclusions:

(a) There was a high degree of consistency between the needs statements from the Title III studies and the Ten Goals of Quality Education, with 80 percent of the statements lending themselves to classification.

(b) The needs statements were more likely to relate to some goals than to others.

(c) Needs statements that could not be classified under at least on of Ten Goals, or did not clearly relate to all the Goals, were

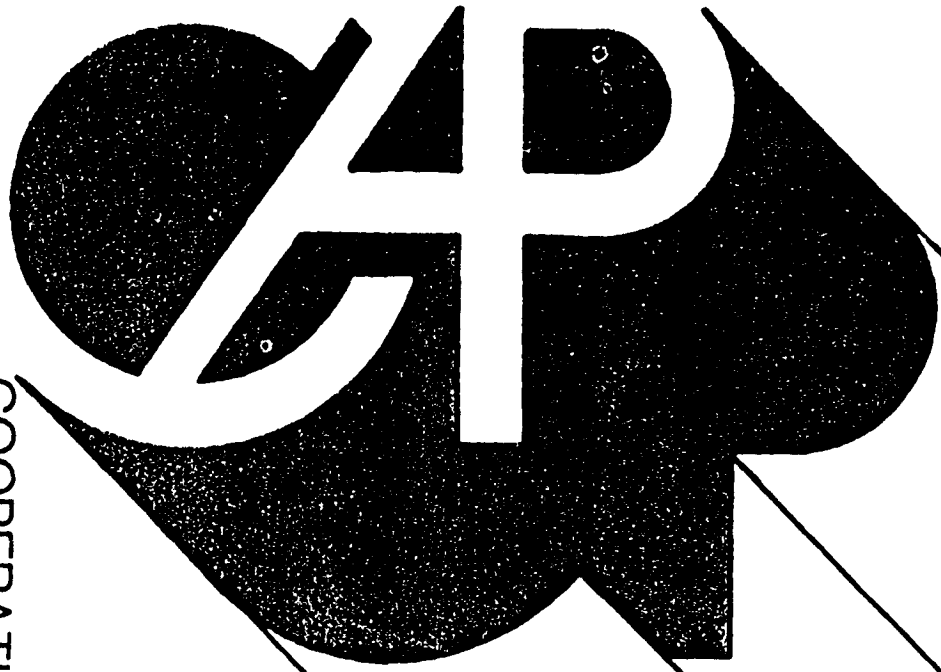
OREGON
USES .....

PENNSYLVANIA'S ASSESSMENT FRAMEWORKS

FOR SOCIAL

VS.

PERFORMANCE INDICATORS (PENNSYLVANIA'S CITED AS MOST ADVANCED TESTING)



COOPERATIVE ACCOUNTABILITY PROJECT

INDICATORS AND STATEWIDE ASSESSMENT

INDICATORS AND STATEWIDE ASSESSMENT

by

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State Department of Education
State of Oregon
Salem, Oregon

Cooperative Accountability Project
Denver, Colorado
March, 1974

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Madison, Wisconsin 53702
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PROJECT OPERATIONS BOARD

CAP is guided by a Project Operations Board consisting of the chief state school officers of the cooperating states or their designees.

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*Chairman, Project Operations Board

The Project Operations Board meets quarterly for Project development.

Project Staff
Arthur R. Olson, Director

U.S. Office of Education
Dexter A. Magers, CAP Coordinator

CAP is a seven-state, three-year project initiated in April, 1972, and financed by funds provided under the Elementary and Secondary Education Act of 1965 (Public Law 89-10, Title V, Section 505, as amended) with Colorado as the administering state.

Cooperating states are: Florida, Maryland, Michigan, Minnesota, Oregon, and Wisconsin.

USE OF INDICATORS IN OTHER SETTINGS

The major purpose of this report is to present one method of using indicators in an assessment system. However, there are many other ways to develop and use indicators as tools in assessment. Following is a summary of six concepts developed by other agencies.

Pennsylvania

Much of the thinking in Oregon has been influenced by Pennsylvania where one of the more advanced educational assessment programs in the country is under way. Pennsylvania does not use the term "indicator," but a discussion of Pennsylvania's work may clarify the indicator concept proposed in Oregon.

Pennsylvania educators focus on "conditions" or "variables" that can be used to predict student performance. They have identified more than 50 potential variables classified in three categories: characteristics of students, characteristics of teachers, and school and community characteristics. The purpose is to find the exact relevance of each of these conditions to student performance in relation to each of ten goals. For example, they have found five conditions that predict performance of fifth-grade students in relation to one goal, "achieving self-understanding": father's occupation, housing conditions in the community, teacher stability, teacher experience, and school subsidy per student.

These conditions, or variables, predicting student performance are comparable to Oregon's *input* and *context* classifications.

The Pennsylvania assessment program is concerned with relating patterns of student performance (as measured by tests) to conditions that affect such performance. Results of these tests are comparable to Oregon's proposed *performance* indicators.

The difference between Pennsylvania's "conditions" and "variables" and Oregon's *input, context,* and *performance indicators* is primarily in their use. But Oregon proposes a third type of indicator derived from a class of conditions or variables that may not be given as much attention in Pennsylvania--*societal* indicators.

New York

New York has developed a Performance Indicators in Education (PIE) Program for school district use in evaluation. The PIE model proposes four types of indicators: *input factors,* (student characteristics at the start of the evaluation), *process factors* (program characteristics), *output factors* (student characteristics at the conclusion of the evaluation), and *surrounding conditions* (community characteristics).

The intention of the PIE program is "to estimate the difference between (a) the level of output which could be expected if the schools' contribution to output were not significant, and (b) the actual level of the schools' output. The difference between the two values is taken as an indicator of the schools' performance."[8]

Among the variables used to develop a profile of each district are individual student achievement scores; gain scores indicating student achievement in arithmetic from first to third grades; student enrollment data; property value per pupil; square miles per pupil; proportion of Negro and Spanish surnamed Americans among students and staff; expenditures for principals, supervisory staff, and other instructional staff; instructional expenditures; and central administration expenditures. These variables fall primarily into Oregon's proposed *input, context,* and *performance* indicator classification.

Utah

Utah's appraisal of its education program is based on data that is almost exclusively related to students. Utah does go beyond academic achievement, however, and looks at a range of variables relating to behaviors and attitudes rated by teachers and the students themselves. They fall into the domain of Oregon's *input* and *performance* indicators.

Two sources of data related to student achievement used by Utah--American College Boards and Armed Forces Qualifying Test scores--would be considered *societal* indicators by Oregon's planners.

Institute of Administrative Research

The Institute of Administrative Research, Teachers College, Columbia University, conducted a study to identify variations in a quantified quality criterion that could be related to a number of internal classroom variables. The study was designed specifically to assess a school's classroom processes on four criteria: individualization, interpersonal regard, group activity, and creativity.[9]

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[8] State Education Department, The University of the State of New York, *New York State Performance Indicators in Education, 1972 Report,* The University, Albany, 1972.

[9] "Indicators of Quality," *IAR Research Bulletin,* Vol. 14, No. 2, May 1967.

The 11 internal classroom variables used in the study were: subject taught; type of classroom teacher; style of educational activity; grade level; number of adults in the classroom; class size; sex of the teacher; day of the week; half of the period; time of the day; and number of nonwhite students in the classroom. The relationship of some of the above variables to Oregon's *input* and *context* indicators is readily seen.

Midwest Research Institute

The Midwest Research Institute recently published a second update of a study done in 1968 titled, *Quality of Life in the United States.*[10] The first update was subtitled, *An Excursion into the New Frontier of Socio-Economic Indicators.*[11]

The preface of the May, 1973, publication states, "The generally accepted national economic health indicator, Gross National Product, often has served as a basis for establishing goals and measuring achievement of the goals at the policy-making level. But growing attention to the social, economic, political and environmental health of the nation has led to the quest for other indicators which will more adequately reflect the overall 'health' of the nation and its citizens' well being."

"Quality of life" has been defined as having nine sub-classifications. Education is one of them. Ten indicators are used to define quality under education: percent of males 16 to 21 years old who are not high school graduates; percent of persons 25 years old and over who completed median school years education; ratio of total public elementary and secondary enrollment to population 5 to 17 years old; ratio of public school average daily attendance to enrollment; ratio of higher education enrollment to total population 18 to 24 years old; percent of population 3 to 34 years old enrolled; percent of Selective Service draftees who failed mental tests; ratio of high school graduates to first-time college students; ratio of cost-adjusted public school expenditures to personal income per capita; and public school pupil-teacher ratio. These correspond to Oregon's *performance* and *societal* indicators.

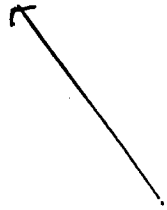
It is interesting to note that only one indicator, percentage of draftees passing (or failing) pre-induction exam, has appeared in all three of the Quality of Life reports.

National Center for Educational Statistics

Two recent publications from NCES have used the term "indicators" and should be examined by those interested in the concept.

Indicators of Educational Outcome, Fall 1972[12] is an effort to break out of the mode of using inputs as measures of schooling's success. Fifty-eight different educational outcomes have been identified and organized in a series of three phases; primary effects, secondary effects, and tertiary or intergenerational effects.

A summary classification of the outputs and examples follows.

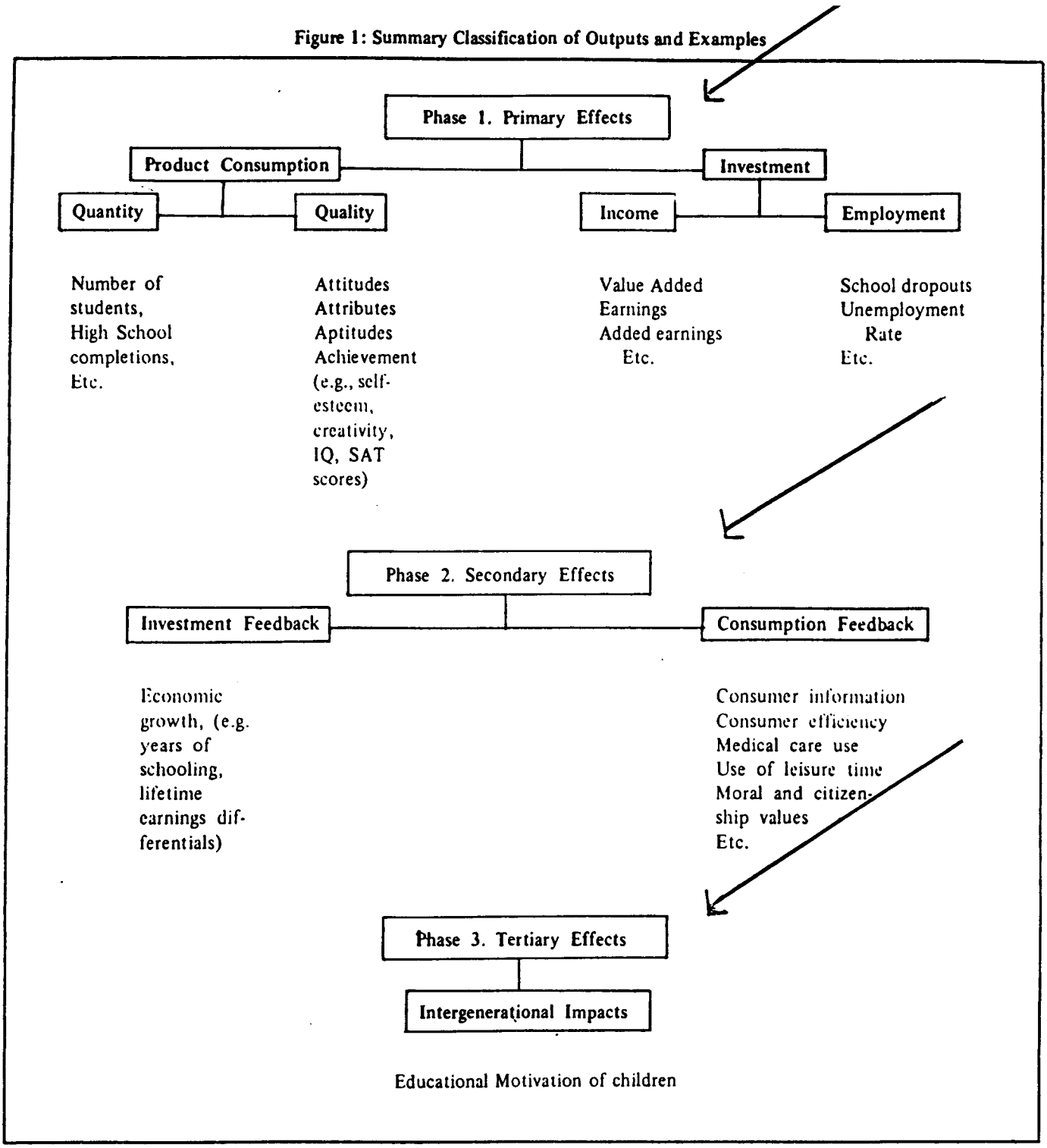


[10] Midwest Research Institute, *Quality of Life in the United States, 1970,* the Institute, Kansas City, 1973. (425 Volker Blvd., Kansas City, Missouri 64110)

[11] Midwest Research Institute, *Quality of Life in the United States, 1970,* "An Excursion into the New Frontier of Socio-Economic Indicators," the Institute, Kansas City, 1973.

[12] U.S. Department of Health, Education and Welfare, *Indicators of Educational Outcome, Fall 1972,* Government Printing Office, Washington, D.C., 1973.

Figure 1: Summary Classification of Outputs and Examples



An examination of the 58 outcome indicators reveals that some of them would fall into Oregon's *context, performance,* or *societal* classifications.

National Assessment and Social Indicators, January 1973,[13] is one of a series of exploratory efforts to examine and report on educational outcome measurements. Among the ideas presented is the possible use of National Assessment as an educational product index (EPI) that would be applied in the same way as the Consumer Price Index (CPI)—an index of change over time.

The use of National Assessment exercises as a step in developing useful social indicators is an interesting subject for further research.

[13] U.S. Department of Health, Education and Welfare, *National Assessment and Social Indicators, January 1973,* Government Printing Office, Washington, D.C., 1973.

QUESTION:

Why Is The Government Collecting Personal And Sensitive Data On Citizens?

ANSWER:

To Create "Human Capital" For The New Type Of Worker For The Future Society.

FACT:

Chapter 5.218 (C) Vocational Technical Education..."Knowledge, Skills, Attitudes, And Behaviors Are Taught In A Systematic Manner."

FACT:

Governor Casey Agreed That Pennsylvania Will Move Toward The National Education Goals.

FACT:

12-16-93, J. Hertzog, "...The Department Will Offer Guidance To The Districts To Adopt "World Class Standards."

FACT:

National Alliance For Restructuring Education, July 1992, Marc Tucker, "...This Group...Proposes "Breaking The Current System, Root And Branch."
"...It Will Require A Change In The Prevailing Culture-The Attitudes, Values, Norms, And Accepted Ways Of Doing Things-That Defines The Environment That Determines Whether Individual Schools Succeed Or Fail In The Transformation Process."

Citizens of Pennsylvania:

Two years ago the nation's Governors met with the President in Charlottesville, Virginia, for the historic Education Summit. At that time the Governors agreed on an outline of National Education Goals, against which we would measure our progress for the remainder of this century. Several months later the Governors voted unanimously to adopt the final language of the National Education Goals.

But we did more than that. We promised to be **accountable** for how well each of our states was progressing toward meeting the National Goals. With this first annual Pennsylvania Progress Report, I am fulfilling my promise to the people of this Commonwealth to do just that.

This Pennsylvania Progress Report, which accompanies the release of the National Education Goals Progress Report, contains detailed information about how our schools are performing, what we are doing to improve the quality of education, and what more we expect to do in the future.

If we truly hope to reach the National Education Goals, then we must understand that all Pennsylvanians, every one of us, have a job to do in making it so. Society's needs and demands have grown to the point where schools, alone, cannot do the entire job. All over Pennsylvania we see families, businesses, and communities getting involved to make their schools better. We need to spread the word about these actions, and to encourage others to undertake them as well. That's why this Progress Report also contains a section identifying roles and actions which citizens can take to help us move toward the National Goals.

This Progress Report points out areas of strength and weakness in our educational system. In the years ahead, as we improve our data collection and reporting, the Progress Report will enable us to see clearly how we are faring in our quest to meet the National Goals. In particular, as we move towards the establishment of outcome standards for all students and appropriate assessment strategies, we will be in a position to monitor our progress more effectively.

I urge each of you to study carefully the information contained in the Report and make up your mind to do what you can to ensure that future Reports demonstrate that our schools and our kids are on the right track.

Make no mistake, we are talking about our future as Pennsylvanians and as Americans. Together we can move ahead to meet the National Goals. This Progress Report represents the first step.

Sincerely,

Robert Casey

Robert P. Casey

THE NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION

EMBARGOED FOR RELEASE
JULY 9, 1992: 11:00 AM EDT

CONTACT: Paige Cassidy
703/908-9500
Kellie Boyet
202/842-3600

THE NATIONAL ALLIANCE FOR RESTRUCTURING EDUCATION

An output-driven, performance-oriented system of American education that produces students meeting national achievement standards benchmarked to the highest in the world is the goal of The National Alliance for Restructuring Education. This group of nationally recognized education, social policy, management and technology experts proposes doing this by "breaking the current system, root and branch." The believers include the states of Arkansas, Kentucky, New York and Vermont, and Washington, and Pittsburgh, Rochester, San Diego and White Plains, all of which have signed on as participants. The plan starts with the premise that nothing short of a complete reinvention of the present system will do. It calls for defining the outcomes wanted and measuring that progress accurately. Then it calls for enriching curriculum, partly by altering teaching methods, partly by the application of technology to the classroom. Health and human services will be integrated with the schools. Organizationally, schools and entire systems will take a lesson from America's best corporations and apply principles of Total Quality Management. Special attention will be paid to coalescing the support of the host communities throughout the reform effort.

STUDENTS SERVED

Currently, the states and school districts mentioned are already working with the National Alliance and constitute approximately 12 percent of the nation's school children.

INITIAL SCHOOL SITES

The National Alliance plans to have 243 "break the mold" schools in seven states by 1995.

KEY FEATURES

Design Challenges

- *Defining what outcomes are wanted and creating good measures of progress toward those outcomes*

- *Connecting schools to the curriculum and instructional resources they need to perform to high standards*

- *Improving the planning, financing and delivery of health and human services to more effectively support student learning*

- *Adapting for education the principles of the total quality movement as they have evolved recently in the best American firms*

- *Identifying those strategies that will foster sustained public support for world-class student performance standards and the revolutionary changes in policy and practice needed to meet them*

Curriculum

- An outcome-based curriculum will be developed that gives students access to the depth of knowledge in the core subjects and that allows students to meet world class standards.

- The Center on Student Learning at the Learning Research and Development Center, a unit of the University of Pittsburgh, will help the National Alliance establish a growing bank of teacher-oriented research information, and identify the most advanced curriculum proposals in the country to serve as intellectual and practice resources for the Design Team. Teachers can then develop their own curriculum through these resources.

- A Design Team partner, the Commission on the Skills of the American Workforce, will work with the schools in the Alliance to help them devise the policies and practices required for an effective school-to-work transition program. They will design the curriculum to reinforce that transition.

Assessment

- The National Alliance will continue to work with the New Standards Project to develop standards and examination systems in all content areas covered by the National Education Goals as well as work skills at the 4th, 8th and 10th grade levels. It will draw on the work of national bodies such as the National Council of Teachers of Mathematics and on content frameworks developed by the states. The Project will also establish international benchmark standards for performance.

- Work has begun on the tasks that will constitute the core of the examinations. The first tests for use in math and English language arts will be ready by 1994-95; in work readiness by 1995-96; and science by 1996-97. Other discipline areas will follow.

- The New Standards Project's examination system will employ advanced forms of performance examinations as well as assessments of the quality of students' work through the use of portfolios, exhibitions and projects.

Technology

- Apple Classrooms of Tomorrow (ACOT) program of Apple Computer, Inc., backed by the full resources of Apple Computer and ACOT's national network of laboratories and demonstration sites, will be responsible for providing technical assistance needed for fully integrating advanced computer-based technologies into the new curriculum.

Teacher/Staff Development

- Through a design team partner, the National Board for Professional Teaching Standards, rigorous standards are being developed and board certification will be available in 1993-94. . States and communities who work with National Alliance will have an opportunity to redesign their teacher policy to meet the Board's new standards.

School and Community

- The Harvard Project on Effective Services and the Center for the Study of Social Policy will work with such organizations as National Center for Service Integration, Joining Forces and the National Center on Education and the Economy to create integrated, comprehensive services, beginning with pre-natal care, and including health care, family support services, child care and preschool education. Teachers will be able to mobilize services and support for children and their families. Other programs that will be developed include before and after school care, safe recreational opportunities and strong links between schools and homes.

Structure/Governance

- The schools will take the principles of the total quality movement and adapt them for use in education. Their strategy is to involve a growing number of industrial corporations with a strong reputation in the quality management field in direct technical assistance relationships with the schools, districts and states.

- Teachers will be students' collaborators, and must be the designers of the students' educational programs, not just implementers of others' designs.

- The principal's role will be reconceived. He/She will no longer be the enforcer of rules made elsewhere, but rather the leader and facilitator of the teacher's efforts.

- A far-reaching development program will be established that will contain observation and modeling, active practice, "scaffolding" (putting a new teacher side-by-side with a master teacher), coaching and guided reflection.

DESIGN PARTNERS

Apple Computer, Inc.
Center for the Study of Social Policy
Commission on the Skills of the American Workforce
Harvard Project on Effective Services
Learning, Research and Development Center at the University of Pittsburgh
National Alliance of Business
National Board for Professional Teaching Standards
New Standards Project
Public Agenda Foundation
Xerox Corporation

SITE PARTNERS (enroll approximately 12 percent of the nation's school children)

State of Arkansas
State of Kentucky
State of New York
State of Vermont
State of Washington
Pittsburgh, PA
Rochester, NY
San Diego, CA
White Plains, NY

DESIGN TEAM

Marc Tucker, *President and Founder, National Center on Education and the Economy*

Tucker is the President of the National Center on Education and the Economy, a nonprofit organization engaged in public policy analysis and development, institutional design and technical assistance in education and human resources. Tucker previously served as Executive Director of the Carnegie Forum on Education and the Economy from 1985-87. The forum, a program of Carnegie Corporation of New York, released its major report, *A Nation Prepared: Teachers for the 21st Century*, in 1986, launching what has been widely referred to as the second wave of educational reform.

David Hornbeck, *Co-Director, National Alliance for Restructuring Education and Maryland's State Superintendent of Schools for 12 years*
Michael Cohen, *Co-Director, National Alliance for Restructuring Education*
Lauren Resnick, *Director, Learning, Research and Development Center; and Director, New Standards Project*
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David Dwyer, *Principal Scientist and Project Manager of Apple Classrooms of Tomorrow, Apple Computer, Inc.*
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Deborah Wadsworth, *Executive Director, The Public Agenda Foundation*

CONFIDENTIAL

THE NATIONAL ALLIANCE FOR RESTRUCTURING EDUCATION

Schools – and Systems – for the 21st Century

A Proposal to the New American Schools Development Corporation

by the

National Center on Education and the Economy

Attn.: Marc Tucker, President

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and its Partners:

State of Arkansas	Apple Computer, Inc.
State of Kentucky	Center for the Study of Social Policy
State of New York	Commission on the Skills of the American
Pittsburgh, PA	Workforce
Rochester, NY	Harvard Project on Effective Services
San Diego, CA	Learning Research and Development
State of Vermont	Center at the Univ. of Pittsburgh
State of Washington	National Alliance of Business
White Plains, NY	National Board for Professional
	Teaching Standards
	New Standards Project
	Public Agenda Foundation
	Xerox Corporation

How We Plan To Do It

Our objective is to make schools of the kind we have described the norm, not the exception, first in the cities and states that are Alliance members, and later elsewhere. Getting there will require more than new policies and different practices. It will require a change in the prevailing culture – the attitudes, values, norms and accepted ways of doing things – that defines the environment that determines whether individual schools succeed or fail in the transformation process. We will know that we have succeeded when there are enough transformed schools in any one area, and enough districts designed and managed to support such schools, that their approach to education sets the norms, frames the attitudes and defines the accepted ways of doing things in that part of the world. Then there will be no turning back.

The question is how to bring about this kind of cultural transformation on the scale we have in mind. Because our space is limited, we will restrict ourselves to answering that question in a fairly mechanical way. But, underneath this ordered recitation of sites, dates, meetings and field work lies the model of change described above. This whole design is calculated to provide the settings, relationships and people resources needed for all phases of learning we described, and to organize them in such a way that the growth of the new culture is geometric.

Our partnership will work intensively with a few schools in three states at first. At the same time, we will work, just as intensively, with the states and districts in which these schools are located to produce the policy and management changes that will allow these schools to flourish. Then we will expand the number of schools geometrically until, by the end of the third year, we will have several hundred schools actively breaking the

mold. After five years, we expect to see 3,000 schools or more irrevocably involved in the process of transformation.

Actually, we have already begun. Between February 15 and May 4, we will prepare a paper that analyzes in detail the implications of integrating all the components that we believe must come together to produce new schools and systems. This paper will be the resource document for a national meeting in early May. Each Partner – the states and districts as well as the 'resource' Partners – will send two persons. These 36 people will be a senior management group for our work. These people will get this paper in sufficient time before the meeting to share it with their colleagues and networks to better represent divergent views.

Between February 15 and July, we will select about 20 'master schools' from across the United States. These will be schools in which researchers and practitioners have been working together to create instances of exceptionally good practice in mathematics, English language arts, science, technology or one of the other components of our systemic plan. They must be willing to receive observers from our sites over the next three years. Among the candidates will be schools with which the Learning Research and Development Center has relationships now; schools that have been a part of the Apple Classrooms of Tomorrow network; and Partner-state schools that are doing an outstanding job in at least one of these components.

Also between February 15 and July, the initial districts and schools that will work to integrate all the components will be selected – at least one district and three schools in Kentucky; one district (Rochester) and three schools in New York; and at least one district and three schools in Vermont. In the first year, we will have only three primary states, each with three schools. We call them Tier 1 schools. In the second year, each primary state will add 12 more schools, which we call Tier 2 schools. In the

third year, each primary state will add 66 more schools, which we call Tier 3 schools. Beginning in the second year, our other sites – Arkansas, Washington State, Pittsburgh, San Diego and White Plains – will be bringing schools into Tiers 2 and 3 as well.

The pace of planned scale-up reflects the capacity of our resource Partners to provide the intensive effort that we believe is necessary in the Tier 1 phase. But all nine site Partners will have substantial contact with the resource Partners from the outset. All the Partners will come together twice a year, and all the Partners and the schools will be linked through a telecommunications network that will be essential to our ability to work productively together.

Although the nine Tier 1 schools will get most of our attention in the first year, many of the Tier 2 and 3 schools – some from secondary sites – will also be selected in this February to July 1992 period. That will give them time to prepare and they will have some early opportunities for participation. Each Partner state or district will conduct their own school selection process. We anticipate that the initial schools selected will be places where restructuring already has moved from rhetoric to reality, and there is substantial support for change from the staff and the community.

In early July, we will hold our first Summer Design Institute. The objective is to have each Partner – sites and resource Partners – produce an Action Blueprint that lays out a detailed plan of action for the first year and a more general plan for the years following. Those plans will specify how each Partner will relate to the others, their mutual obligations and a sequence of activities. Each state delegation will be expected to emerge with a design for producing 81 transforming schools by the end of the third year. The districts will be expected to design a strategy for engaging the majority of their schools by the end of the third year. The schools will

QUESTION:

How Will The "Global Workforce" Be Achieved?

ANSWER:

Assessment Devices Must Determine The "Appropriate" Competencies Or Outcomes To Judge A Person's "Usefulness" To Society.

THE DEFINITION OF ASSESSMENT IS:

"Act Or Result Of Judging The Worth Or Value Of Something Or Someone." Calif. Visions, Education For The Future Initiative; Aug. 1993, San Francisco.

SCANS; The Secretary's Commision On Achieving Necessary Skills, Department Of Labor.

FACT: WHAT WORK REQUIRES OF SCHOOLS; National Center For Research On Evaluation, Standards, And Student Testing; UCLA, Received Subcontract To Develop "Process And Outcome" Measurements of the SCANS Workforce Readiness Skills.

SCANS

LEARNING A LIVING:

A BLUEPRINT FOR HIGH PERFORMANCE

★ ★ ★ ★ ★

A SCANS REPORT FOR AMERICA 2000

THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
U.S. DEPARTMENT OF LABOR
APRIL 1992

EXHIBIT 1

WORKPLACE KNOW-HOW

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These are:

WORKPLACE COMPETENCIES: — Effective workers can productively use:

- **Resources**—They know how to allocate time, money, materials, space, and staff.
- **Interpersonal skills**—They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
- **Information**—They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- **Systems**—They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.
- **Technology**—They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

FOUNDATION SKILLS: — Competent workers in the high-performance workplace need:

- **Basic Skills**—reading, writing, arithmetic and mathematics, speaking, and listening.
- **Thinking Skills**—the ability to learn, to reason, to think creatively, to make decisions, and to solve problems.
- **Personal Qualities**—individual responsibility, self-esteem and self-management, sociability, and integrity.

The time when a high school diploma was a sure ticket to a job is within the memory of workers who have not yet retired; yet in many places today a high school diploma is little more than a certificate of attendance. As a result, employers discount the value of all diplomas, and many students do not work hard in high school.

In fact, the market value of a high school diploma has fallen. The proportion of men between the ages of 25 and 54 with high

school diplomas who earn less than enough to support a family of four above the poverty line is growing alarmingly. Among African-American men with 12 years of schooling, the proportion with low earnings rose from 20 percent in 1969 to 42.7 percent in 1989; among Hispanic men, from 16.4 to 35.9 percent; and among white men, from 8.3 percent to 22.6 percent. In other words, in 1989 more than two in five African-American men, one in three Hispanic men, and one in five white men, all with high school diplomas, did not earn enough to lift a family of four above poverty. Unless there is a second earner, their families will not have what most would call a decent living.

The workplace know-how that this Commission has defined is related both to competent performance and to higher earnings for the people who possess it. When the Commission compared the know-how required in 23 high-wage jobs with the requirements of 23 low-wage jobs, the conclusion was inescapable: workers with more know-how command a higher wage—on average, 58 percent, or $11,200 a year, higher.

Everyone must have the opportunity to reach the higher levels of skills and competencies the Commission found to be associated with high-wage jobs. To that end, we have recast the broad principles set forth in *What Work Requires of Schools* as the context for our recommendations:

- **The qualities of high performance that today characterize our most competitive companies must become the standard for the vast majority of our employers, public and private, large and small, local and global.**
- **The nation's schools must be transformed into high-performance organizations.**
- **All Americans should be entitled to multiple opportunities to learn the SCANS know-how well enough to earn a decent living.**

To make those principles a reality we recommend:

1. **The nation's school systems should make the SCANS foundation skills and workplace competencies explicit objectives of instruction at all levels.**
2. **Assessment systems should provide students and workers with a résumé documenting attainment of the SCANS know-how.**
3. **All employers, public and private, should incorporate the SCANS know-how into all their human resource development efforts.**
4. **The Federal Government should continue to bridge the gap between school and the high-performance workplace, by advancing the SCANS agenda.**
5. **Every employer in America should create its own strategic vision around the principles of the high-performance workplace.**

IMPLEMENTATION

The Commission recognizes that nationwide policies are of little value until they are carried out by people on the front line. Cities such as Fort Worth, Los Angeles, Pittsburgh, Tampa,

and Louisville and states such as Florida, Indiana, New York, and Oregon have taken steps to put the broad SCANS principles in place in their school systems at the local and state levels. In the corporate sector, TGI Friday's, MCI, Gannett, Motorola, NationsBank, and AT&T (and its major unions) are taking action. A number of trade organizations in the hospitality field have joined together to introduce the SCANS language into their industry. The U.S. Department of Labor is moving to build SCANS into various aspects of Job Training Partnership Act programs. The Federal Government's Office of Personnel Management (OPM) is seeking ways to apply SCANS findings in skills centers for Federal employees.

These leaders and those who follow them can begin the systemic change to a high-performance future. In the process they will have to reinvent education, reorganize work and work-based learning, and restructure educational assessment.

REINVENTING K-12 EDUCATION

During the 1980s the United States, seeking to improve public schools, tried to get more results through tighter curricula, higher certification standards for teachers, and more testing of everyone. Despite the effort, students were performing essentially no better at the end of the decade than they were at the beginning. More of the same was not a successful strategy.

As this Commission argued in *What Work Requires of Schools*, American society today requires that elementary and secondary schools meet drastically different goals. The job now is to bring all students to a level that, in the past, only a small minority reached. Experts universally agree that this job requires reinventing elementary and secondary education.

President Bush and the nation's governors have agreed on a set of six goals for education. These goals have been generally agreed to by state governments, education leaders, and business groups such as the Business Roundtable. The Commission supports all six goals; its recommendations are particularly pertinent to the two goals that refer to preparing youth and adults for productive employment in our competitive economy.

The experience of schools, districts, and states that are advancing toward high-performance schooling provides important lessons for educators wishing to teach the SCANS know-how:

- **Teaching should be offered "in context," that is, students should learn content while solving realistic problems. "Learning in order to know" should not be separated from "learning in order to do."**
- **Improving the match between what work requires and what students are taught requires changing how instruction is delivered and how students learn.**
- **High performance requires a new system of school administration and assessment.**
- **The entire community must be involved.**

The experience of Fort Worth, Texas, with restructuring its instructional program has

nation takes forceful action on this agenda, the nation's schools, employers, students, and workers will not fare well in the next century.

This, the SCANS final report, provides a blueprint for groups at the national, state, and local levels. Each community must decide what

EXHIBIT 2

RECOMMENDATIONS FOR THE "LEARNING A LIVING" SYSTEM

THE COMMISSION RECOMMENDS FULL IMPLEMENTATION OF THE FOLLOWING ACTIONS BY THE YEAR 2000:

Reinventing Schools

- Workplace know-how (the SCANS foundation and workplace competencies) should be taught along the entire continuum of education, from kindergarten through college.
- Every student should complete middle school (about age 14) with an introduction to workplace know-how.
- Every student by about age 16 should attain initial mastery of the SCANS know-how.
- Every student should complete high school sufficiently proficient in the SCANS know-how to earn a decent living.
- All federally funded programs for youth and adults, including vocational education programs, should teach the SCANS know-how.

Fostering Work-Based Learning

- Federal, state, and local agencies should incorporate SCANS workplace competencies into their own employee programs.
- Private-sector work-based training programs should incorporate training in the SCANS workplace competencies.
- Coalitions of businesses, associations, government employers, and labor organizations should teach the SCANS competencies to the current workforce, including employees of small businesses.

Reorganizing the Workplace

- The vast majority of employers should adopt the standards of quality and high performance that now characterize our most competitive companies,
- Firms should develop internal training programs to bring employees to the proficiency in the SCANS competencies needed for high-performance work organizations.

Restructuring Assessment

- A national education-based assessment system should be implemented that will permit educational institutions to certify the levels of the SCANS competencies that their students have achieved.
- Public and private employers should define requirements for higher-level competencies.
- Employment-based assessments should permit diagnoses of individual learning needs.

Measurement of Workforce Readiness Competencies: Design of Prototype Measures

CSE Technical Report 344

Harold F. O'Neil, Jr., CRESST/USC
Keith Allred, CRESST/UCLA
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June 1992

National Center for Research on Evaluation,
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Appendix A

The work reported herein was supported under the Educational Research and Development Center Program cooperative agreement R117G10027 and CFDA catalog number 84.117G as administered by the Office of Educational Research and Improvement, U.S. Department of Education.

The findings and opinions expressed in this report do not reflect the position or policies of the Office of Educational Research and Improvement or the U.S. Department of Education.

MEASUREMENT OF WORKFORCE READINESS COMPETENCIES: DESIGN OF PROTOTYPE MEASURES

Harold F. O'Neil, Jr., CRESST/University of Southern California

Keith Allred, CRESST/University of California, Los Angeles

Eva L. Baker, CRESST/University of California, Los Angeles

Introduction

The Cognitive Science Laboratory of USC has a subcontract with the Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California, Los Angeles to assist in the domain-independent measurement of workforce readiness skills. In turn, CRESST/ UCLA has an existing grant from the Office of Educational Research and Improvement to study methodologies for the assessment of competencies needed for the workforce. CRESST/UCLA areas of interest include both assessment and policy issues. The purpose of this report (Deliverable 3 on our USC subcontract) is to provide a context for our work, that is, the Secretary's Commission on Achieving Necessary Skills (SCANS), as well as to suggest a general methodology approach for measurement of workforce readiness competencies that has been instantiated in two measures.

Workforce Readiness Assessment Methodology

The methodology that we will document in this report consists of 14 steps, from the initial selection of a work environment to the report documenting the process (see Table 1). As seen in Table 1, following selection of a work environment, a job and task analysis is conducted to determine the requirements for the job. Then a competency or skill is selected that is assumed or documented to be present in the work environment. Possible competencies would be academic (e.g., reading) or interpersonal skills (e.g., participating as a member of a team), etc. Unfortunately, such molar categories do not map directly onto an assessment measure, and some further

Table 1

Workforce Readiness Assessment Methodology

- Select a work environment
- Job and task analysis
- Select competency
- Conduct component analysis of competency
- Create indicator(s) for subcompetencies
- Classify indicator(s) within a cognitive science taxonomy
- Create rapid prototypes of measures of indicator(s) test via specifications
- Select/develop final measures of indicator(s)
- Select experimental/analytical design
- Run empirical studies
- Analyze statistically
- Use/create norms
- Report reliability/validity of indicator(s) measure
- Report on workforce readiness competency using multiple indicators

level of decomposition is required. Thus, the cognitive analysis step is implemented and a component analysis is conducted in order to analyze the competency into its constituent subcompetencies. Next, indicators are created for the subcompetencies.

The indicators are then classified within a cognitive science taxonomy. The purpose of this step is to allow generalization of the findings from an indicator to a high-order subcompetency. Then, measures of the competency are selected or developed in two steps: (a) rapid prototypes are developed and tested, and (b) prototypes are refined into final measures. Both process and outcomes are measured. Next, an experimental/analytical design is selected and empirical studies run. The data are statistically analyzed with a focus on psychometric issues (e.g., internal consistency, construct validity), and norms are used or created. A report on the reliability and validity of the indicator is written. Finally, a report on the assessment of the workforce competency using multiple indicators is written.

Table 2. SCANS: Five Competencies

Resources: Identifies, organizes, plans, and allocates resources

A. *Time*—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

B. *Money*—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

C. *Material and Facilities*—Acquires, stores, allocates, and uses materials or space efficiently

D. *Human Resources*—Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as Member of a Team*—Contributes to group effort

B. *Teaches Others New Skills*

C. *Serves Clients/Customers*—Works to satisfy customers' expectations

D. *Exercises Leadership*—Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

E. *Negotiates*—Works toward agreements involving exchange of resources, resolves divergent interests

F. *Works with Diversity*—Works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*

B. *Organizes and Maintains Information*

C. *Interprets and Communicates Information*

D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understands Systems*—Knows how social, organizational, and technological systems work and operates effectively in them

B. *Monitors and Corrects Performance*—Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

C. *Improves or Designs Systems*—Suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology*—Chooses procedures, tools or equipment, including computers and related technologies

B. *Applies Technology to Task*—Understands overall intent and proper procedures for setup and operation of equipment

C. *Maintains and Troubleshoots Equipment*—Prevents, identifies, or solves problems with equipment, including computers and other technologies

(SCANS, 1991, p. 12)

Table 3

SCANS: A Three-Part Foundation

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading*—Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. *Writing*—Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. *Arithmetic/Mathematics*—Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. *Listening*—Receives, attends to, interprets, and responds to verbal messages and other cues

E. *Speaking*—Organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking*—Generates new ideas

B. *Decision Making*—Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. *Problem Solving*—Recognizes problems and devises and implements plan of action

D. *Seeing Things in the Mind's Eye*—Organizes and processes symbols, pictures, graphs, objects, and other information

E. *Knowing How to Learn*—Uses efficient learning techniques to acquire and apply new knowledge and skills

F. *Reasoning*—Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility*—Exerts a high level of effort and perseveres towards goal attainment

B. *Self-Esteem*—Believes in own self-worth and maintains a positive view of self

C. *Sociability*—Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. *Self-Management*—Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. *Integrity/Honesty*—Chooses ethical courses of action

(SCANS, 1991, p. 16)

Although their work with regard to the second directive is not yet complete, the Commission also suggested a five-step progression in skills acquisition to define proficiency levels for each of the competencies identified. The five steps in level of skill acquisition are (a) preparatory, (b) work-ready, (c) intermediate, (d) advanced, and (e) specialist. The second level of skills acquisition, *work-ready*, defines the level of proficiency necessary for entry into the workforce. Although the Commission has yet to specify the precise levels of skill acquisition which would be considered work-ready, it did provide examples of how those proficiency levels might look (SCANS, 1991) (see Table 4).

CRESST and its subcontractor, USC, have been asked to participate in the third directive, namely to suggest effective ways of assessing proficiency levels of the competencies identified by the Commission in its June 1991 report. Our report documents progress in the development of an assessment model or framework and its instantiation in the assessment of two of the five workforce competencies. Specifically, approaches to the assessment of the information and interpersonal competencies are suggested. It should be noted that while the assessment approaches focus on the two competencies specified, other workforce-readiness components identified by the Commission are also involved. As the Commission explained in its report, "seldom does one of these eight components stand alone in job performance. They are highly integrated and most tasks require workers to draw on several of them simultaneously" (SCANS, 1991, p. vi). Accordingly, our approach recommends the assessment of competencies in the context of the foundation skills as well.

Developing Rapid Prototypes

The specific approach to developing rapid prototypes for indicators of the two competencies of primary focus (information and interpersonal) will be described in the following manner. First, the specifications for the sources of suggested test content will be elaborated. According to Millman and Greene (1989), when tests are designed to assess future performance in a specified setting, an analysis of the cognitive requirements of that setting includes two steps:

QUESTION:

How Will Data Be Reported?

ANSWER:

Portfolios, Projects, Performance

FACT:

In China, A Comprehensive "Dangan" (Chinese File Kept By The Employer) Is Kept Of All Knowledge, Skills, Attitudes, And Behaviors Of The Child.

FACT:

U.S. Department Of Labor Will "Re-Invent" Education.

FACT:

Creates A CIM..Certificate Of Initial Mastery.

FACT:

See SCANS Resume

COMMONWEALTH OF PENNSYLVANIA
Department of Education
June 27, 1991

Subject: Evaluation of Proposals Submitted in Response to Bureau of Ed. Planning and Testing RFP for "Production, Distribution, and Processing of Materials for Statewide Assessment Programs"

To: Joseph Bard
Commissioner for Elementary and Secondary Education

Via: Donald L. Clark
Bureau Director

From: James F. Hertzog, Chairman
Evaluation Committee
Educational Testing and Evaluation

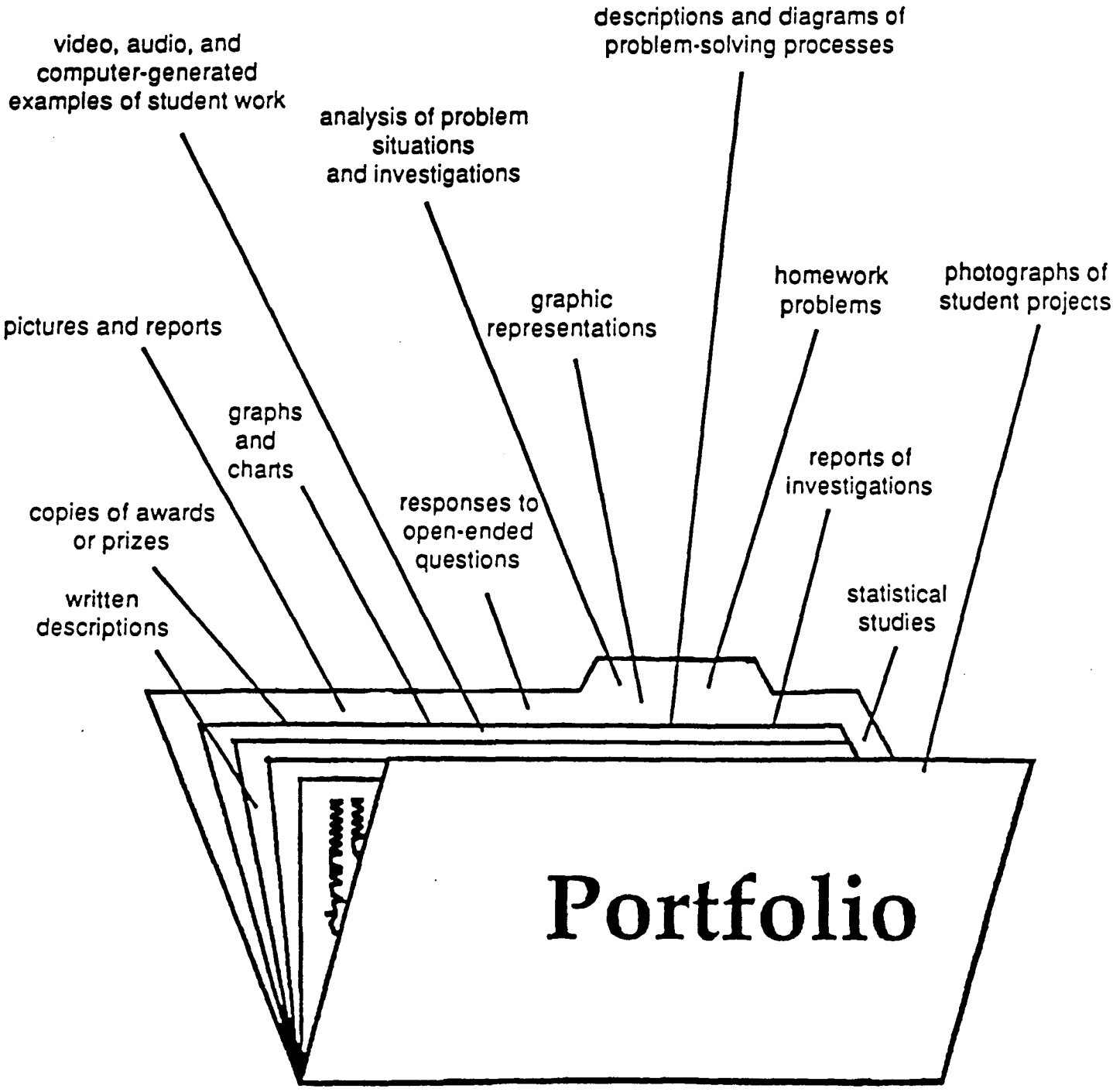
The Evaluation Committee consisting of six Division staff members established to evaluate contractor proposals submitted in response to Bureau of Ed. Planning and Testing RFP of April 26, 1991, for "Production, Distribution, and Processing of Materials for The Pennsylvania Assessment Program" has completed its evalaution in accordance with Commonwealth policies and procedures. The proposed contract covers the implementation of grade 5 and 8 reading and mathematics measurement in one-fourth of the Commonwealth's districts; the collection, packaging and reporting for the writing sample of grades 6 and 9 in 125 school districts; field testing of more higher-order thought items for grades 5, 8 and 11 reading and mathematics; and field testing of more writing prompts.

Advanced Systems in Measurement and Evaluation, Inc. of Dover, New Hampshire, is recommended for award of the contract. They received a rating of 103.7 of 110 possible. The following contractors also met the requirements of the RFP but attained lower scores. They are certified in order of merit in the event a contract cannot be negotiated with the recommended contractor:

Data Recognition Corporation	101.8
National Computer Systems	95.7
Uniscore	88.3

The Committee selected the recommended contractor because the cost was lower; the rating without cost was only slightly higher than Data Recognition Corporation, the incumbent contractor. Advanced Systems proposal demonstrated thought and new creative approaches to many of the functions. These ideas will be more effective and still save the Commonwealth monies. Advanced Systems is working with Vermont on portfolio assessment and will aid Pennsylvania in our thinking about use of this type of assessment at the school district level. This year, the workload is as low as it will ever be and it is an opportune time to introduce a smaller, but more aggressive, creative firm to the project. Richard Hill of the firm is an expert in matrix sampling which will be reintroduced to the project this year. Advanced Systems has worked with the Division in the past on the development of the writing sample assessment and consultant work.

The total cost of the contract will be determined after decisions on number and size of the districts is made and negotiations are complete. It will be lower than projected in February 26, 1991, memo.


video, audio, and computer-generated examples of student work
analysis of problem situations and investigations
descriptions and diagrams of problem-solving processes
homework problems
photographs of student projects
pictures and reports
graphic representations
graphs and charts
reports of investigations
copies of awards or prizes
responses to open-ended questions
written descriptions
statistical studies
Portfolio

Learning A Living: SCANS ... America 2000, a.k.a. - Goals 2000, Restructuring, OBE, etc.)
U.S. DEPARTMENT OF LABOR April 1992

U.S. Department of **Labor** (*Labor, not Education*) --"**Reinventing** K-12 Education" (see p. xvi)

How will education be "Reinvented"?

1. Replaces tests --"the Three R's": reading, 'riting, 'rithmetic -- with what will validate outcome based education (a.k.a. performance based standards)
-- assessments -- "**the Three P's**": projects, portfolios, performance (*outcomes?*) (see p. 60)
   - "Traditional vs. New American School "(see Ohio Restructuring Model - from Ohio Dept of Ed)

   note: the "Three P's" (demonstration [project]...portfolios... performance, using obtainable outcomes --in "Assessment box"*)

2. Redefines "teacher" - "...teachers and students ...**change their traditional roles.**" "...teachers are free to **coach** and **facilitate**.... *notice absence of one role -- "teach"* (see p.xvii)

3. Creates "certificate of initial mastery (CIM), a **universally** recognized statement... (not shown p. xix)
   - "most students will earn their certificate of initial mastery by **age 16**, but **no age limit** should be imposed." (see p. 64)
   - "...achieving the outcomes ...may include extended days, extended weeks, or extended years...." (see Kentucky's HB 940*)

4. Creates WORKLINK, electronic information system linking local schools and employers (see p. 61)
   - Up and running today (see Pennsylvania's WORKLINK*)
   - China's dangan (student's file, begun in elementary school) "kept by one's employer."
   ...affects career prospects and permission to leave the country."
   ...China's dangan (student's file], begun in elementary school) "kept by one's employer." (see NYT March 16, 1992*)
   - High school hypothetical resume for WORKLINK (see p. 64 & 65)

   note: Jane Smith "**Age: 19**" (see p. 65)
   "**Earned - 300** - Points Toward Certificate of Initial Mastery - **Required - 500**" (p. 66)

   *Is Jane Smith, age 19, **still in 10th grade?*** (see p. 65)

   note: Why did Jane get a "10" in self-esteem, an "8" in sociability? (see p. 65)
   And why did Jane only got a "6" in integrity/honesty? (see p. 65)
   How much self-esteem is worth "10"? How sociable should Jane have been to earn above an "8"?
   Might an employer wonder, "Why did Jane only receive a "6" in integrity/honesty?"

Is this happening now?

Yes. In several states such as Oregon, Massachusetts, Washington, etc. replaced the high school diploma/G.E.D. with a..."certificate of initial mastery **outcomes**" (CIM- from Oregon's DOE*)

###

LEARNING A LIVING--A SCANS REPORT FOR AMERICA 2000 Full Report - $6.50

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* not in Learning a Living: SCANS. .. (see attached)

SCANS

LEARNING A LIVING:

A BLUEPRINT FOR HIGH PERFORMANCE

★ ★ ★ ★ ★

A SCANS REPORT FOR AMERICA 2000

THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
U.S. DEPARTMENT OF LABOR
APRIL 1992

shown how the SCANS classroom can differ from the traditional classroom. In Fort Worth, the conventions of today's classroom (teacher omniscience, student passivity and isolation, rigid disciplinary borders, and "abstracted" knowledge and facts) are being replaced with sophisticated and more realistic concepts of instruction and learning (the teacher may not know all the answers, students often learn best in groups, and knowledge is related to real problems).

Resources

Of all the resources required for reinventing schools around the SCANS ends, none are more important than those devoted to teacher training and staff development. Providing training opportunities for instructional staff will be costly, especially if teachers and administrators are to be given the time they need during the school day and summers for training. But teachers, noninstructional staff, and building and school-district administrators need time if they are to:

- Develop new pedagogical skills required to teach in context and to develop active, collaborative learning environments;
- Learn new instructional management skills and use new instructional technologies to develop new ways of interacting with students; and
- Gain experience with the principles of high performance as applied in restructured workplaces.

Emerging instructional technologies promise to revolutionize teaching and learning by enabling teachers and students to change their traditional roles. When technology dispenses information, teachers are free to coach and facilitate student learning. With technology monitoring learning, students can become active learners, working to acquire new skills.

The SCANS competencies cannot be widely taught unless teachers have instructional materials: textbooks and other print materials, and computer-based and multimedia materials. Video and multimedia materials are essential to creating the realistic contexts in which the competencies are used.

Equity and Diversity

The changes advocated by the Commission promise great benefits to minority and low-income Americans. One-third of new entrants into the American labor force are members of minority groups; they are entitled to an education that will let them learn and will equip them to find and hold a decent job. Because children vary, not only as individuals but also as members of different cultural, racial, and ethnic groups, education must take into account three basic elements that contribute to this diversity:

1. Differences in family income,
2. Limited English-speaking proficiency (LEP), and
3. Differences in learning styles.

Variation and diversity are not the enemies of high-quality education. The enemy is rigid insistence on a factory model of schooling, a prescription for failure that refuses to accommo-

lum and to have access to good jobs or further education when they finish school.[41]

Many groups in the United States are participating in a continuing national conversation on standards, testing, and assessment, and there is much new activity in this area (see Sidebar F). The National Education Goals Panel endorsed the idea of a new national assessment system in 1991. The National Council on Education Standards and Testing concluded in 1992 that national standards and a "system of assessments, measuring progress toward the standards" should be put in place[42]. A foundation-funded effort with nationwide reach, the New Standards Project, is exploring how to create a "national examination system" based not on tests but on what it calls "the Three P's": student projects, portfolios of student work, and performance evaluation.

Tests Versus Assessment

Much of this new activity is a reaction to what many people term an excess of testing in our nation's schools—an activity that involves, by one estimate, at least 20 million student days, and direct expenses of 100 million tax dollars annually. Critics of our current propensity to test students repeatedly argue that today's tests (1) are designed to label, sort, and select individuals without regard to whether these tests promote learning; (2) damage test-takers by pitting students against one another in ways that result in long-lasting labels like "smart" and "dumb"; and (3) distort the educational process, because instruction often models "multiple-choice thinking" rather than critical analysis.

Experts agree that assessment is profoundly different from testing. The United States has already tried to test its way to excellence in education, and the effort has failed. By the end of the 1980s, 47 states required statewide testing, at least for minimum competence. Students, particularly low-income minority youngsters, showed modest gains in basic skills achievement, but performance in the higher-order skills required for high performance continued to be disappointing. Test results describe the problem at the end of the educational process and for that purpose they may be useful. Assessment promises to build excellence into the educational process on a day-by-day basis, rather than trying to test it in at the end.

Criteria for an Effective Assessment System

What does an assessment system need to be effective? Any system that meets the following six criteria is well on its way:[43]

1. It defines and communicates what is to be learned—that is, the outcomes that

[41]Summary of testimony by SCANS Commissioner Lauren Resnick before the House of Representatives' Education Subcommittee, January 1992.

[42]NCEST, *Raising Standards for American Education.*

[43]For a discussion of assessment, see Gregory R. Anrig, "National Tests: Nay. Nationwide Assessment: Yea," Testimony before House Committee on Education and Labor (March 14, 1991.) See also *Teaching the SCANS Competencies* (forthcoming) for examples of assessment items prepared by a number of the organizations listed in Sidebar F.

school transcript. Beginning in middle school, each student would accumulate a record of portfolios, projects completed, teacher evaluations, project samples, assessment results, and the like. As students reach higher and higher levels of performance for any particular subject matter or SCANS competency, the fact will be noted in the résumé. (See Exhibit K for a hypothetical résumé.)

The benefits of such a résumé for student and employee are considerable: For the student, the résumé becomes a permanent record of genuine attainment. As more and more high-performance jobs require higher and higher competence, the résumé will have a more obvious payoff for the student. Employers will benefit from the realistic expectation that their businesses can demand higher levels of competency, and become high-performance workplaces.

In the Commission's view, it is essential that the certification system incorporate the other part of the equation—avoiding penalties for students who fail to reach the standards. The Commission advocates world-class standards. Initially, many students can be expected to fall short, and, as we have said, the burden of that failure should not be placed solely on the backs of students.

If the new assessment system is to work equitably, students and workers should be *entitled* to multiple opportunities to acquire the competence needed to earn a decent living. The Commission believes that society has an obligation to balance the demand for high standards with a commitment to help all young people attain them. That is, schools and the workplace should offer multiple chances to work toward the standard—in school, in skills centers, in youth programs, and on the job.

The Commission believes that most students will earn their certificate of initial mastery by age 16, but no age limit should be imposed. Students may take as long as they need, and the schools will be obliged to provide education that enables students to acquire the certificate, and to provide the services necessary for students of any age, both in-school and out-of-school, to meet this goal. Thus the system is not "pass/fail" but "ready/try again."

The levels of performance required for a CIM should be benchmarked to the highest standard in the world for 16-year-olds. They should be chosen on the basis of estimates of the skills needed to succeed in further education and to participate productively in the workplace of tomorrow. Under today's civil rights law, many employers will be barred from using the CIM as a ticket for job selection because their jobs do not need all the skills that the CIM will certify. But some advanced workplaces do need workers with all these skills, and these are the jobs with the best pay and the best chances for career advancement. All employers could, however, review all of the other information on the résumé. Consistent with civil rights law, they could match the qualifications evident on the résumé with the level and mix of skills needed for the jobs they have available.

The knowledge that the chances of securing a good job are significantly increased

Beijing Journal *The New York Times INTERNATIONAL* Monday, March 16,1992

Where Each Worker Is Yoked To A Personal File

"...they live all their lives with their file looming over them."

"A file is opened on each urban citizen when he or she enters elementary school, and it shadows the person throughout life, moving on to high school, college, employer."

"..The dangan (file) contains political evaluations that affect career prospects and permission to leave the country."

"...the file is kept by one's employer. The dangan affects promotions and job opportunities...any prospective employer is supposed to examine an applicant's dangan before making hiring decision."

"From an American perspective, the extensive dangan system is one way in which China distinguishes itself as an aspiring totalitarian regime rather than a mere dictatorship."

EXHIBIT K

HYPOTHETICAL RÉSUMÉ

Jane Smith
19 Main Street
Anytown
Home Phone: (817) 777-3333

Date of Report: 5/1/92
Soc. Sec.: 599-46-1234
Date of Birth: 3/7/73
Age: 19

SCANS Workplace Competency	Date	Proficiency Level
Resources	10/91	1
Interpersonal Skills	12/91	2
Information	11/92	3
Technology	1/92	2
Systems	4/92	3

Core Academic and Elective Courses	Date	Proficiency Level
English	11/91	3
Mathematics	12/91	3
Science	2/91	3
History	4/91	2
Geography	8/91	1
Fine Arts	11/91	4
Vocational/Industrial Education	4/92	2

SCANS Personal Qualities	Average Rating	No. of Ratings
Responsibility	Excellent	10
Self-Esteem	Excellent	10
Sociability	Excellent	8
Self-Management	Excellent	7
Integrity/Honesty	Good	6

Portfolios and Other Materials Available	Reference
1. Report on Grounds Keeping (Chemistry)	Mr. Kent
2. Video on Architectural Styles (Social Studies)	Ms. Jones
3. Newspaper Article Written	Ms. French

Extracurricular Activities	Role	Date	Reference
Newspaper	Reporter	9/89–1/90	Frank Jones (Adviser)
Basketball Varsity	Center	9/90–6/91	Dean Smith (Coach)

Awards and Honors	Date	Source	Reference
Teen Volunteer of the Year	6/91	Rotary Club	John Grove
Class Secretary	9/91–1/92	Lincoln High School	Emma Rice

EXHIBIT K (Continued)

	Earned	Required
Points Toward Certificate of Initial Mastery	300	500

the minimum school term.

(6) Students applying for excused absence for attendance at the Kentucky state fair shall be granted one (1) day of excused absence.

(7) Schools shall provide continuing education for those students who are determined to need additional time to achieve the outcomes defined in Section 3 of this Act, and schools shall not be limited to the minimum school term in providing this education. Continuing education time may include extended days, extended weeks, or extended years. The State Board for Elementary and Secondary Education shall promulgate administrative regulations establishing criteria for the allotment of grants to local school districts for the 1990-1991 and 1991-1992 school years for continuing education. These grants shall be allotted to school districts to provide instructional programs for pupils who are identified as needing additional time to achieve the outcomes defined in Section 3 of this Act. The chief state school officer shall recommend to the Division of School Finance of the Office of Education Accountability by June 30, 1991, a method for funding continuing education for these students through the state supported funding program.

(8) Notwithstanding any other statute, each school term shall include at least the minimum number of instructional days required by this section.

QUESTION:

How Does Technology Fit Into This National Agenda?

ANSWER:

Computers Will...

1. Individualize Learning - IEP An Individual Education Plan To Meet Required Outcomes.

2. Enhances Access To The Individual for Computer Assisted Instruction (CAI) And Uniform Teaching.

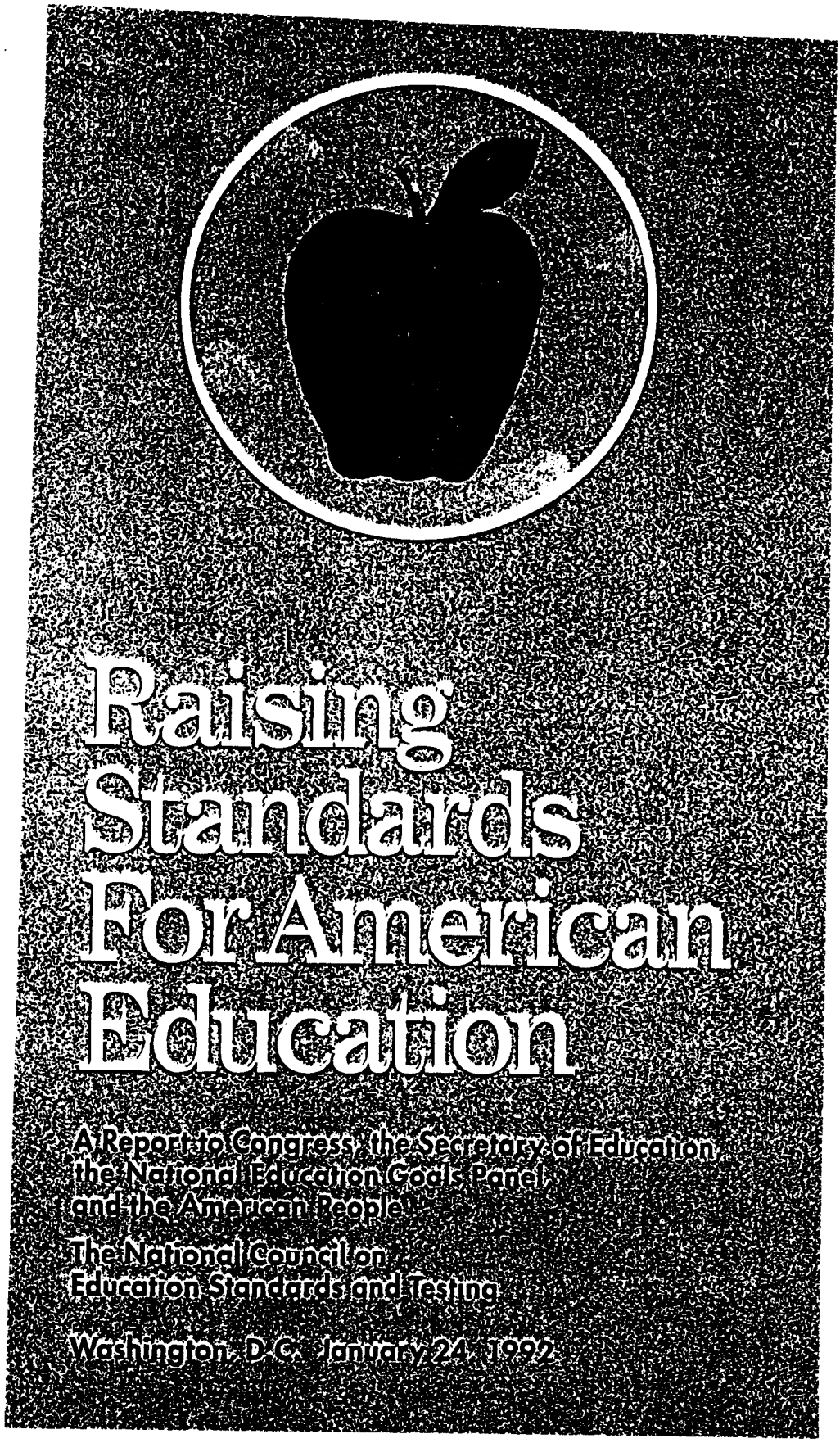
3. Manages The Money And Data.

FACT: The Education Utlity: The Power To Revitalize Education And Society.

FACT: Worklink Is Established

FACT: PA Net Is Expanded

FACT: PA Clin Is Established Through National Chamber Of Commerce


Raising
Standards
For American
Education
A Report to Congress, the Secretary of Education,
the National Education Goals Panel,
and the American People
The National Council on
Education Standards and Testing
Washington, D.C., January 24, 1992

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Raising Standards for American Education

Technology

A much greater use of technology will be vital to our goal of having all students achieve the new high standards in at least three ways.

- Technology can enhance instruction when teachers use it as a tool. It permits students to structure complicated efforts. It can promote both the individualization of learning and working in teams. Since much higher level learning occurs best when it arises from "doing the learning" and since video and computer technologies can depict and/or simulate real life, there is much greater opportunity for authentic learning. Multiple technologies permit access to many more dimensions of experience arising from history or science or existence halfway around the globe. A resource-rich environment can be provided in any school anywhere through technology. In this context, the development of software powerfully aligned to the national standards is important. In addition, instruction-related assessment strategies may be powerfully enhanced by technology.
- Technology enhances access in several ways. One is through distance learning. Students can connect to one another (student to student, country to country). Students can connect to sources and levels of knowledge otherwise unavailable (data bases, interactive courses led by scholars, educational television, etc.) Technology can bring to every teacher resources now available only to a privileged few. Two-way video and audio technologies, for example, allow higher education faculty and elementary/secondary faculty to confer in ways that can facilitate training, use of resources, and access to research. The more teachers learn from one another and in ways directly connected to their school and classroom, the more powerful the learning experience. Technology can help make that happen.

  Another perspective on access relates to disabled youngsters. Some technologies make relatively esoteric contributions (providing a speechless child a voice with a voice synthesizer); other helpful technology is routine (off-the-shelf work processing for the learning disabled child).
- Technology is also important in managing data. It can schedule our buses. It can collect and organize student data to help teachers help students. It can reduce administrative overload and permit greater concentration of scarce resources at the school and classroom level.

If we are to use technology in the rich ways suggested above, professional development is crucial. Absent an intense, substantive, sustained, targeted professional development effort that is task based, technology either will not be used or it will simply be used to reinforce present practices such as when it is devoted to drill and practice.

If we are to realize the power of technology, we must enable every school and student to use the most sophisticated technology available to any school and student. This is, of course, a major equity issue as we bring "America on Line" for all, including schools with a concentration of disadvantaged, disabled, and language minority students.

THE EDUCATION UTILITY

THE POWER TO REVITALIZE EDUCATION AND SOCIETY

"By providing students and educators with unlimited and equal access to The Education Utility, we have it within our power to begin the world again and the responsibility to do so."

Jack R. Taub
Founder, The Education Utility

"The Education Utility has the potential to revolutionize American education and bring it into the new Information Age."

John Naisbitt, author of
the best-selling book, *Megatrends*

"This book provokes pride in American inventiveness. It underscores how creative and valuable to the nation partnerships can be between educators and entrepreneurs.

"Dean Gooler is a beguiling apostle for The Education Utility concept, which would bring together the nation's many new technologies in service to education. Gooler makes the concept believable and he helps educators and laymen alike to understand why The Education Utility would be a giant leap forward. Yet, his greatest service in this book is to help us look beyond the glitter and the hype.

"Gooler's disarming candor and insightfulness about the obstacles and pitfalls yet to be overcome will help educators and policymakers to assess The Education Utility.

"NSBA welcomes AT&T and NIU to the continuing efforts to improve teaching and learning in the public schools. It will also strengthen our American system of representative governance of local education."

Thomas A. Shannon,
Executive Director
National School Boards Association

"AASA has continually encouraged school administrators to demonstrate their leadership in the establishment and strengthening of exemplary instructional programs.

"The Education Utility concept, using a variety of technologies in place of a single, stand-alone instrument holds promise for significant improvement in the way we offer education to students. We think it important that superintendents and other administrators and supervisors be well informed about this important development."

Richard D. Miller, PhD
Executive Director,
American Association of School Administrators

The Education Utility

THE POWER TO REVITALIZE EDUCATION AND SOCIETY

Dennis D. Gooler

Taub had the audacity to promise that the extraordinary could become commonplace. We in the establishment knew better; we'd been there before, with a variety of technology fixes and had discovered that individualized education played well in theory but did not translate into practice. To be sure, Taub's description of the Utility sounded both novel and attractive, but I, like so many others in the education business for a while, was cynical. Still, there was something different here. . . .

Later that evening, I saw Taub sitting in the lobby, introduced myself to him, and told Taub I was intrigued by his concept of the Utility, but that, in my judgment, his system was not likely to work unless teachers and administrators were prepared adequately to use the Utility. I argued that other vendors of magical technologies seemed to slight this preparation factor and as a result, technologies were seldom, if ever, successfully integrated into the instructional strategies of teachers. What, I asked, is *your* Utility going to do about this?

Taub's response was simple: "I've thought about this problem," he said, "but I don't have any clear answers. Why don't *you* help us?" I wasn't quite prepared for that response; those of us in academics are more prone to raising questions than supplying answers. But I *did* think about the matter. Early the next morning, I found a typewriter and wrote a few pages about how to prepare people to use the Education Utility. I gave Taub the brief paper and invited his comments. He seemed surprised at the prompt response to his offer. Later that day, we met again, this time with his associate, Paul Geffert, and talked some more.

Thus began what has become for me an exciting and professionally stimulating experience. After learning as much about the Education Utility idea as I could, I volunteered to help move the idea along. A proposal was developed for a conference of college of education deans to discuss the Utility in general and what implications the Utility might have for teacher preparation programs. From that conference came other exciting prospects. At one point I suggested to Taub that it might be useful to pull together some of the many ideas being discussed about the educational implications of the Utility. He asked if I would do the pulling together. This book is the result — an attempt to document some of the preliminary thinking about the implementation of the Education Utility.

Before sharing this thinking with you, I want to provide a bit more background on the people I've come to know through the Education Utility concept. First, Taub is a truly unique individual; he is a missionary; he believes deeply in providing quality individualized education for everyone, and is passionately committed to his approach to realizing his dream. This cause, and the concept of the Utility itself, has very personal roots. Taub's son has cerebral palsy. He had the fortunate opportunity to receive quality educational experiences, largely through individualized programs of study developed for him by special education personnel. Taub saw the positive impact individualized programs had on his son and wondered (naively, of course) why such programs couldn't be available for everyone. He set out on a journey to make it happen. He has invested enormous personal resources on his journey. As a founder and largest individual stockholder of The Source, the nation's first information utility, Taub had a sense about providing access to information; he believes that schools should provide unlimited access for students to information, on an individualized basis. So the Utility was born not out of just a dream, but from a *practical* base in experience and know-how. Taub is tireless in tracking down ideas. I know; I have received my share of 3 a.m. telephone calls from him. He does not have all the answers and sometimes does not have a comprehensive sense of exactly how the education system works. But this is precisely why Taub is so very much needed; he doesn't carry some of the historical baggage about education that so many of us do. He doesn't know why certain things can't be done.

I have met others who share Taub's vision. Paul Geffert, the Senior Vice President of National Information Utilities Corporation (of which Taub is chairman), brings keen insights to the Utility project with a background in education, journalism, and public affairs. I have found him to be intellectually stimulating, competent, and with personal values consistent with the positive goals held for the Utility. Geffert keeps the wheels moving.

AT&T's decision to become the major corporate partner in the Education Utility was, of course, an extremely important development. The prospects for success of the Utility increased significantly with AT&T's involvement. The people in leadership roles for the Utility are first rate talents. Mike Landau's calm, steady, but enthusiastic involvement in the project has been absolutely instrumental in bringing the Utility to where it is today. Rick Peters, responsible for many of the AT&T Information Systems projects in education, has a unique and valuable insight on both education and business. Peters knows how to ask the tough questions but is also willing to look for answers. Dave Atkinson moved the project along with a hard-headed understanding of and commitment to the Utility concept. There are numerous other people within AT&T and the National Information

reality. This volume describes the beginnings of one such journey, initially undertaken by a single person, and subsequently joined by other individuals, organizations, and corporations convinced that the journey is worth taking. Begun 10 years ago, that journey has taken shape and direction and acquired a name: *The Education Utility* (TM)*. The Education Utility is a journey about education and learning, but it also is about a more general concern for the very character of our future society.

In his marvelous book, *The Discoverers*, Daniel Boorstin (1983) describes the need felt by human beings to bring some order to their lives:

> So long as man marked his life only by the cycles of nature — the changing seasons, the waxing or waning moon — he remained a prisoner of nature. If he was to go his own way and fill his world with human novelties, he would have to make his own measures of time. . . . . The week — or something very like it — was probably the earliest of these artificial time clusters. But the week is no Western invention, nor has it everywhere been a cluster of seven days. . . . . What is planet-wide is not any particular bouquet of days but the need and desire to make some kind of bouquet. Mankind has revealed a potent, pressing desire to play with time, to make more of it than nature has made. (pp. 12-13)

As is the case with measures of time, we tend to divide our history into ages, stages, periods, or categories. Depending on the particular segment of history being considered, the labels change. We speak of the Ice Age, the Industrial Revolution, the Age of Reason, the Renaissance, the Dark Ages, the boom times, the Depression. We divide time and events into categories which we can label so that we can bring some understandable order to the flow of human events. Our categories are largely arbitrary, highlighting a dramatic event here and there, but they often help us to better understand our past and envision our future.

America, Part Two

Another dividing of the flow of history is proposed in this volume. We as a nation stand poised on the edge of a new label, *America, Part Two*. This dramatically signals the start of a fundamentally new period in our society. *America, Part Two* hints at the closing of an incredibly rich and varied age and the start of a new age, rooted in the continuity of history but whose problems, processes, and products may be substantially different.

---

* *The Education Utility* is a registered trademark of National Information Utilities Corporation.

This *America, Part Two* will feature broad advances in the integration of the myriad separate technologies, enterprises and values that characterize our present society.

In *America, Part Two* we will learn to put the critical pieces of society together to create environments truly conducive to advancing mankind. We will rebuild the basic infrastructure of society by harnessing together information, technology, and human creativity.

This age will not be without problems or shortcomings, but in *America, Part Two* we can come closer than ever before to creating a society that represents the best of what humanity can be because at the core it will be a genuine learning society.

Why draw a line now, why declare the end of one age and the beginning of a new period? Of course, categories really can be drawn only after the fact, as historians seek to characterize a period of time. But the concept of *America, Part Two* is perhaps best understood as a dream, a declaration of possibility and intent, rather than a chronicling of historical events. *America, Part Two* is a statement about what we can *choose* to do with and about our collective future and, as such, serves as a blueprint for action and a call for undertaking significant journeys. *America, Part Two* is worth considering, however, not because it is a dream, but because it is a *possible* dream, quite within our grasp with what we already know and have and what we will yet discover.

It might be said of our time that America has reached a plateau in its development. The nation has become technologically complex in a comparatively short time. We wrestle with new, fundamental problems, including tensions among those representing different cultural experiences and aspirations; a national economy failing to meet the basic needs of millions of citizens; an ambivalence about the nation's place in the world; the constant threat of nuclear holocaust; confusion about the roles of basic social institutions; changes in basic family structures; and for many, apathy and lack of anticipation. Yet, in the midst of these problems we see optimism about the future. The early 1980s already have been characterized by some as a time in which we have begun to balance high technology opportunities with the need to attend to the human dimensions of living. Many people have a vague sense of things not being quite right but also are uncertain of either the causes of this unrest or the proper solutions to the problems. People look for causes in the nation's school system, in the justice system, and, perhaps less often, in themselves.

Americans always have sought direct answers to issues, and no less so as we reach the beginning of a new era. One difference, of course,

* The *Network Control Center* (NCC) will serve as the central control and distribution point for the network. This computer facility will be the central library where all information will be stored and the main distribution point for getting that information out to the states and in-school networks. The NCC will also provide the necessary administrative controls for the Utility system, such as accounting and billing. In addition, the NCC will serve as the primary point of contact with existing data base suppliers, such as The Source, the various news networks and other kinds of data bases that users of the Utility might wish to access.

* The *National Backbone Network* will serve as the connection between the NCC and the various state computer affiliates (see below). It will transmit information from the NCC to distribution points located in each state. There are a number of possible carriers of information that will be used, including satellites, packet networks, dedicated telephone lines, dial-up 800 type telephone service, and FM or television broadcast systems, using their subcarrier or secondary audio program channels. Eventually, when the volume of use in the Utility increases substantially, it is expected that satellite transmission will be the most common carrier for the National Backbone Network.

* The *State Affiliate Computer Centers* will be franchises of NIU and will have contractual rights to market the services of the Education Utility in a prescribed geographic territory, most often a state. In some cases, a franchise may be defined as more than one state, or possibly less than an entire state. The State affiliate computer centers will eventually serve as a "central switch" or gateway for distributing information from the Network Control Center to the State Network, which in turn distributes information resources to in-school networks in each school or school district. The state computer center will provide two-way communications, transmitting information from the NCC to schools, and requests, information, etc., from schools to the NCC.

* The *State Network* connects all in-class networks within a given geographic area. Each state network will be developed using the most efficient and effective media distribution system available in a given state. Figure 1 contains an illustration of the basic elements of the distribution network of the Utility.

The flow of information to and from an individual user of the Utility might be summarized as follows: A student (or teacher) indicates an interest in using a particular educational software program in the Utility. The request would flow from the school, through the State Network, to the State Affiliate Computer Center. If the particular

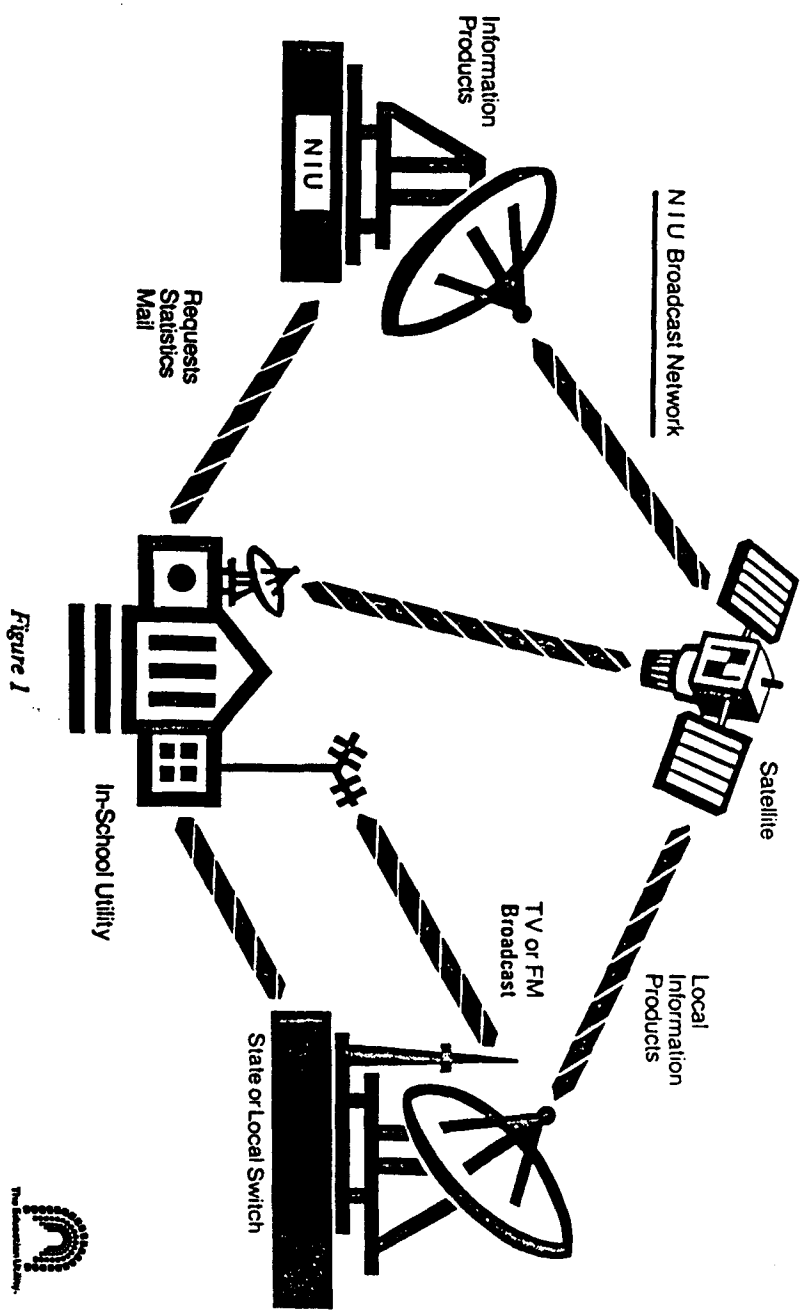


Figure 1

How the Education Utility Works

program is housed on a permanent basis in the State center, the program would be sent back, through the State Network, to the in-school network. If the program is not housed in the state computer center, a request would be sent via the National Backbone Network to the Network Control Center. Once the message is received, the NCC would transmit the requested program via the backbone network, to the state computer center, which in turn sends the program, via the state network, to the school or user requesting it.

All of this may sound rather complicated and time consuming. It should be noted, however, that the movement of information along these networks will happen in only one of two ways: in some cases, a user may need some information immediately, and if that information is stored only in the NCC. The request would travel through all the electronic highways outlined above, and the user would receive the information at his or her work station almost instantly. Such access is less cost-effective, however, because the transmission would occur at the peak (and most expensive) telecommunications times. The second way most information would be transmitted is during off-hours, when programs that are planned for use during a given day, week, or longer, can be ordered ahead of time and stored at the in-school computer, to be accessed by learners directly, thus saving expensive transmission costs. In either case, the information itself makes its way from the Network Control Center to the desk of a student using the same basic electronic highways. This transmission network is essentially invisible or transparent to the user, making it unnecessary for the user to be technologically sophisticated about the system. The Utility is designed so that users need not be concerned about *how* information reaches them. They can concentrate on *what* to do intellectually with the material once they have it.

The In-School Network

Within a given school, another network would be created. This network would be the part of the Education Utility that actually gives users access to the information in the Utility. Figure 2 contains an overview of the in-school. This network has several discrete components:

* The *Classroom Computer* provides in-school network control, systems management and storage capabilities for all the users in the school. This computer (an AT&T 3B2/310 or 400 in the first phase of the Utility) will receive from the state network the information and programs that are requested by the school; store those materials until needed by users; store various administrative and other tool

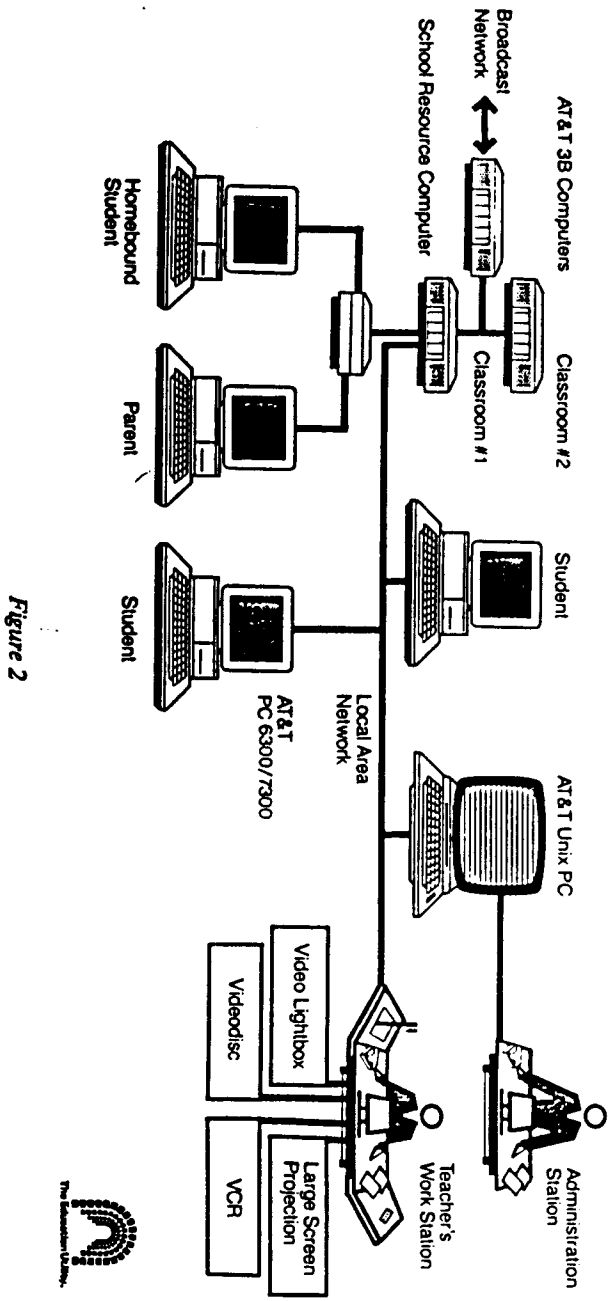
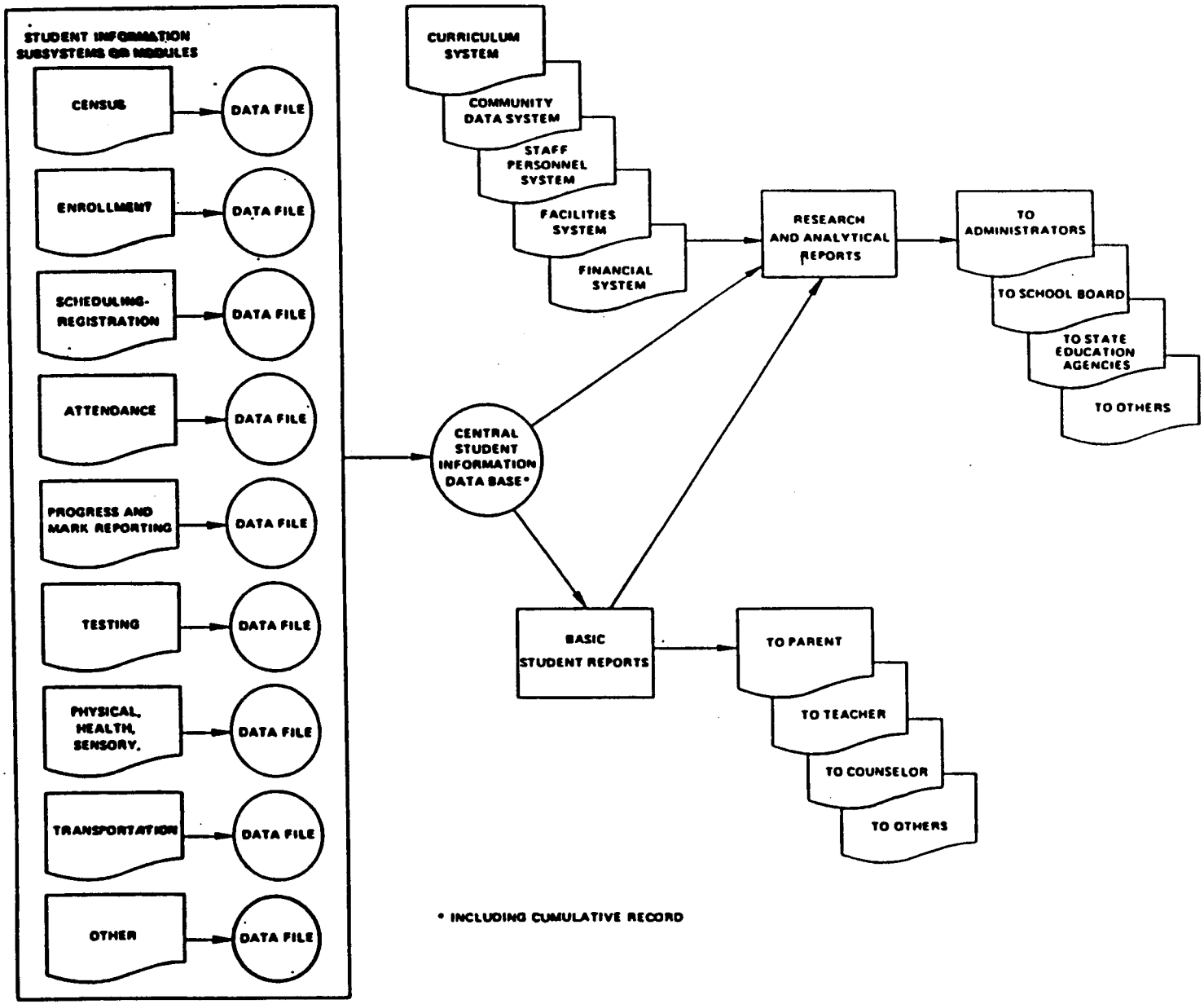


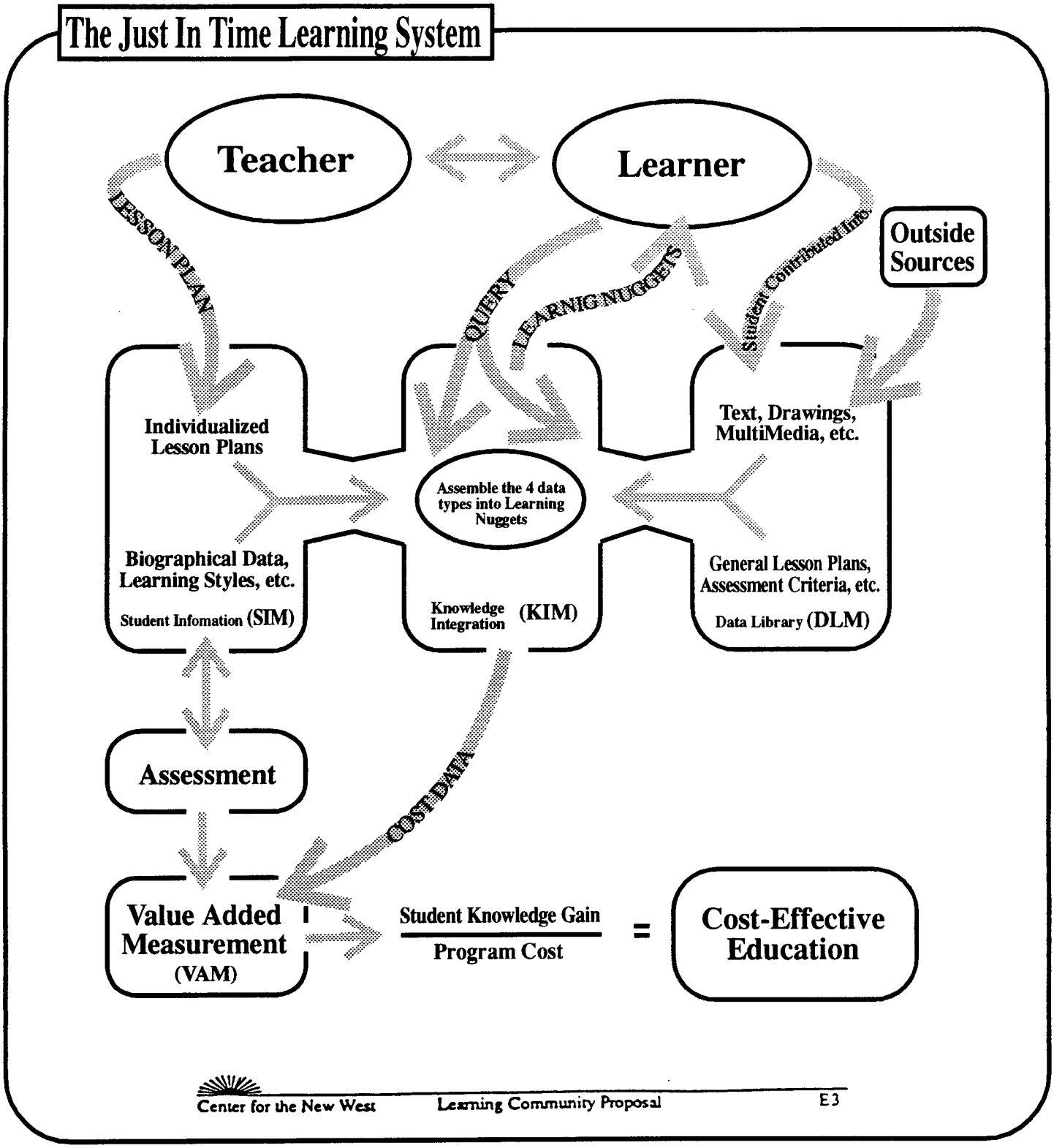
Figure 2

How the Education Utility Works

Figure A-1.—Conceptual Flow Chart of A Student Information System



Individualized Curriculum for Cost-Effective Education



SIDEBAR F

PIECES OF THE STANDARDS AND ASSESSMENT PUZZLE

Several groups, organizations, and states are already at work on major elements of a new assessment system. Among the projects in progress are the following:

New Standards Project. This effort, based at the University of Pittsburgh and the National Center on Education and the Economy in Rochester, New York, is funded by the John D. and Catherine T. MacArthur Foundation and the Pew Charitable Trust. It serves as a model for much of the national standard-setting and assessment activity. The project has begun work with 17 states and local school districts around the country to show how students can be helped to achieve high standards by setting clear targets for instruction and by providing the extra help and resources to those who need them to achieve the standards.

College Entrance Examination Board. The College Board is developing Pacesetter, an array of secondary-school syllabi, related assessments, and professional development activities for teachers. The syllabi spell out for all students standards to raise student expectations and improve performance. The program is being developed in cooperation with leading disciplinary associations and educational practitioners at all levels. The initial offering in mathematics is projected for 1993, to be followed by English, world history, science, and foreign languages.

Educational Testing Service. ETS is developing WORKLINK, an electronic information system linking local schools and employers. WORKLINK is an "employer friendly" record to make school performance count in the workplace. It provides to employers (1) a reformatted high school transcript that is easy to interpret; (2) work-skills assessment covering such aptitudes as reading and using manuals, everyday math, and writing skills; (3)information on job-related behavior, including punctuality, timely work completion, and willingness to follow directions; and (4) information on work experience and out-of-school training. Students will be able to use their records as a résumé, and employers will be able to locate potential employees from a computerized WORKLINK data base managed locally. (The résumé shown in Exhibit K is based, in part, on WORKLINK.)

American College Testing Service. ACT is developing Work Keys, a system for profiling, assessing, and teaching employability skills. The system includes a series of work-related assessments covering reading, writing, computation, problem solving, and reasoning; and SCANS-like interpersonal skills (e.g., negotiation, motivation, and oral communication). Employers will profile their jobs, individuals will be profiled on skills, and instruction will be provided, all based on a Work Keys skills matrix. Work Keys is being developed in cooperation with the American Association of Community and Junior Colleges, the National Association of Community and Junior Colleges, the National Association of State Directors of Vocational/Technical Education Consortium, the National Association of Secondary School Principals, and advisory panels from five participating states.

American Council on Education. ACE, which sponsors the GED tests that permit more than 400,000 adults each year to earn a high school diploma, is developing a new, competency-based, performance-driven, assessment effort to award diplomas, the national external diploma program (EDP). Expected to be available in 1992, EDP will permit adults to demonstrate skills acquired in work and life, including many of the SCANS foundation skills and competencies: communication; problem solving; teamwork; entry-level job skills; awareness of social, public, and scientific issues; technological competence; and the ability to manipulate, synthesize, and use data in context.

State and Local Initiatives. Along with these national efforts, many states and localities are developing their own standards and replacing statewide programs of testing with assessment systems. California is one of the leading states in these efforts, along with Connecticut, Kentucky, Maryland, New York, and others. The Council of Chief State School Officers has made the "School-to-Work Transition" a top priority for the next three years and established a national consortium of states to develop new assessment systems. One group is working on work readiness. Efforts are also proceeding in local districts. The Pittsburgh Public Schools, for example, have adopted a framework of Career/Life Skill Competencies similar to SCANS, and Los Angeles will warranty that all of its graduates are proficient in the SCANS know-how.

114 Walnut Street,
P.O. Box 969,
Harrisburg, PA 17108-0969
717-232-4121

CAPITAL REGION
Chamber of Commerce

ACCREDIT

October 27, 1992

Dear Chamber Member:

You are invited to participate in an exciting new program that will help you recruit better qualified employees. Our Chamber is launching here in the Harrisburg area this ne program called "WORKLINK™", offered by the National Association of Secondary School Principals and the Educational Testing Service.

WORKLINK™ is an electronic record/resume for high school students that will go beyond existing transcripts to include business skills, work performance ratings, work experience, honors, awards, etc. Employers can directly access the regional database of WORKLINK™ records.

The WORKLINK™ program was developed especially to help employers in hiring entry level employees. Your interest in WORKLINK™ can also make an immediate difference to young people in our community by increasing their incentives to work hard in school. WORKLINK™ gives the message to young people that what they do in school counts in the workplace.

Help us deliver the message! Please join us in the WORKLINK™ program. Please fill out the attached card in the brochure and return it to. . .

CAPITAL REGION CHAMBER OF COMMERCE
PO BOX 969
HARRISBURG, PA 17108-0969

Sincerely,

Barbara Y. Groce

Barbara Y. Groce
Vice President

BYG/bab

Enclosure: WORKLINK Brochure

How WORKLINK™ works for you.

The more information you have about an applicant's real skills, the better your hiring decisions, and the less your employee turnover will be. Each WORKLINK™ record saves you time and money on your recruitment efforts by providing:

✔ A standard summary high-school transcript that is easy to read and interpret

✔ Teachers' confidential ratings of a student's work-related behavior, including effective communications, punctuality, attendance, and the completion of assigned work

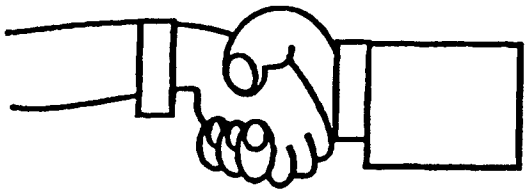
✔ Assessments of work skills covering such aptitudes as math, reading, and writing

✔ Information on work experience — and work-related or out-of-school training — with references so that the information can be easily verified

WORKLINK™ has all this information on an electronic database which you can search for a list of names that match your job needs.

Capital Region Chamber of Commerce
PO Box 969
Harrisburg, PA 17108-0969

AFFIX STAMP



WORKLINK

The school-to-work record system that means business

The information you need to make sound hiring decisions

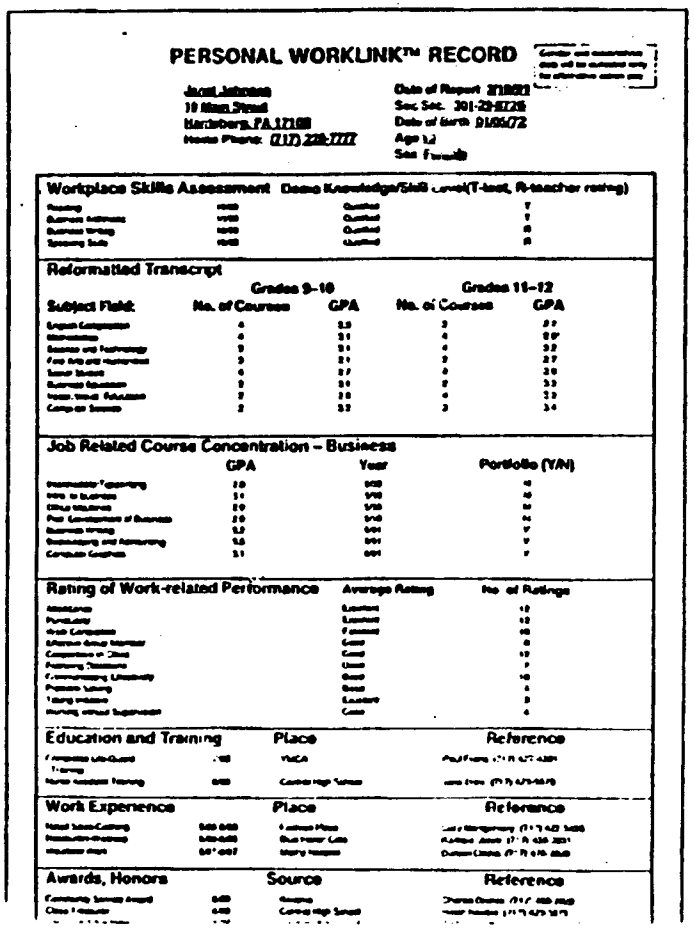
Developed in cooperation with Chambers of Commerce and Private Industry Councils

What is WORKLINK™?

WORKLINK™ saves you time and money on recruitment and helps you make sound hiring decisions.

WORKLINK™ is a computer-based student record system to assist employers in hiring entry-level employees. At the heart of the system is a database of individual records of students' high school performance.

How do the student records differ from transcripts? They provide job-related information for employers in an "employer-friendly" format that can be accessed directly.



PERSONAL WORKLINK™ RECORD

Workplace Skills Assessment

Reformatted Transcript

Subject Field:	Grades 9–10 No. of Courses	Grades 9–10 GPA	Grades 11–12 No. of Courses	Grades 11–12 GPA

Job Related Course Concentration – Business

	GPA	Year	Portfolio (Y/N)

Rating of Work-related Performance

	Average Rating	No. of Ratings

Education and Training	Place	Reference

Work Experience	Place	Reference

Awards, Honors	Source	Reference

How WORKLINK™ improves your applicant pool.

WORKLINK™ gives high-school students an incentive to study and earn good grades by showing that employers care about their high school grades and other activities.

The WORKLINK™ record encourages students to develop good working habits by including assessments of work habits important to employers.

The WORKLINK™ record helps students organize and report their accomplishments in a structured format — making it easier for them, and for you, to engage in interviews.

How does WORKLINK™ work?

WORKLINK™ involves the high schools, the business community, and the students. High school staff recruit students and help them develop their WORKLINK™ records. Business organizations recruit employers and explain how to use the records. Students use their WORKLINK™ records to find a job.

Student WORKLINK™ records are put in a regional database which employers can search for potential hires who meet the criteria they specify. Students can get printouts of their records to take to interviews. Employers can also use the system to verify the authenticity of WORKLINK™ records presented by job applicants.

Employers can get information from the WORKLINK™ database either by modem, by telephone, or by FAX.

The local business organization maintaining the WORKLINK™ database determines any fees charged for the service.

Who is developing WORKLINK™

WORKLINK™ is being develope
Educational Testing Service in partn
the National Association of Seconda
Principals. Other organizations coll
WORKLINK™ include the National
League, the National Alliance of Bu
the American Business Conference.

NEWS RELEASE

COMMONWEALTH OF PENNSYLVANIA
Office of the Governor
Commonwealth News Bureau
Room 308, Capitol
Harrisburg, PA 17120

FOR IMMEDIATE RELEASE

CONTACT: Gary Tuma
(717) 783-9802

GOVERNOR OFFERS SCHOOL DISTRICT SAVINGS THROUGH STATE PHONE NET

HARRISBURG (April 20) -- Gov. Robert P. Casey announced today that the Commonwealth will make available its private communications network (PANET) to all 501 school districts and 29 educational intermediate units at costs considerably less than they are presently paying for long distance service.

The communications system currently links all Commonwealth agencies and offices statewide through trunk lines leased from telephone companies. It also provides the backbone of the state's high-speed computer communications system which connects the state's research universities.

"By linking up with PANET, school districts will be able to slash long distance phone costs at least 20 percent and increase their telecommunications capabilities, particularly in the new area of distance learning," Gov. Casey said.

Because the Commonwealth is the largest telephone customer in the state, it leases telephone lines outright for its inter-city communications at rates far below those paid by individual consumers and businesses.

"We'll be able to offer long distance phone service to school districts at a substantial discount, meaning that local and state school tax dollars will stretch further," Gov. Casey said.

The new, lower-cost phone service for school districts was developed by Richard M. Walsh, the governor's Special Assistant for Telecommunications and Technology.

"We think we can save the typical school district at least 20 percent on their long distance telephone costs while opening up a whole new range of communications opportunities among school districts and between the universities and individual schools, intermediate units and schools, and schools in one part of the state with those in another part."

Walsh said he envisioned students in rural areas benefiting by learning from master teachers in urban areas for specialized language or mathematics courses, and students anywhere in the state using the phone network to tap into university libraries via computer modems.

"While we may be talking about saving only pennies a minute on long-distance telephone costs, when you consider the thousands of phones that can be linked up via computer modems, this results in significant savings for a school district over the course of a year," Walsh said.

The actual savings realized by a school district will vary according to long distance usage and current charges. Walsh said an analysis of six Pennsylvania school districts shows that if the PANET system were available now, they would realize savings ranging from 29 to 45 percent of their total long distance charges for 1992.

Distance Learning

Distance learning refers to the use of telecommunications so that the most effective teachers and courses are available to all learners regardless of their location. Distance learning can bring the finest educational, training and informational resources to any location, no matter how remote or deprived it may be.

LOICAT's Huston Quote.

The Distance Learning Task Force

The Distance learning Task Force was formed to address the communication and information needs of the people of our State. The 45 Task Force members have been working diligently to identify the Commonwealth's distance learning needs and locate the resources that are capable of providing the necessary services. Working together, we have developed a Vision Statement, which has guided much of our work, and defined an immediate course of action for the Commonwealth.

Vision Statement

"A statewide electronic telecommunication interconnect of all levels of government, all K-12 and higher educational institutions, all libraries, all health care facilities and the emergency management network. The statewide telecommunication interconnect shall enable all of the above to interactively share resources in the form of video, audio, data, graphics, and facsimiles. The cost of this system will be minimized through the full utilization of both existing and developing telecommunication resources. The statewide interconnect should have the appropriate enhancements for interactive communications with any number of users in varied locations throughout Pennsylvania. Funding for this system would be accomplished via public and private sector involvement."

P/S/Ships

The Task Force believes that the Governor is in a position to begin to facilitate the implementation of this vision, encourage the intersectoral sharing of resources, and allow the marketplace to determine the most efficient means of delivering education and information resources to the Commonwealth's students.

PANET

PANET is the Commonwealth's dedicated telephone network. The PANET system crisscrosses Pennsylvania and provides an inexpensive and efficient network for voice and data communications. State offices and agencies have seen their telecommunications expenditures reduced by almost $20,000,000 per year as a result of access to PANET. This represents a reduction of approximately 60%. As a matter of administrative policy, however, access to the network is limited to state offices and agencies.

LEHIGH VALLEY 2000:
A BUSINESS-EDUCATION PARTNERSHIP

September 25, 1992

PA CLIN
THE PENNSYLVANIA COMMUNITY LEARNING AND INFORMATION NETWORK:
A HIGHWAY TO PENNSYLVANIA'S FUTURE

Lehigh Valley 2000 (A Business-Education Partnership), Bell of Pennsylvania and the Bell Atlantic Corporation cordially invite you to a demonstration of how technology and telecommunications can dramatically enrich Pennsylvania. On October 22, 1992 we will describe plans to establish a statewide learning and information network that will serve the educational, business, government, and professional sectors. On that day, we will link video rooms in Bethlehem, Harrisburg, Philadelphia and Pittsburgh to demonstrate the effectiveness and cost efficiency of distance learning.

During the presentations on October 22, you will hear and see how available and relatively inexpensive technology can bring the finest teaching and training programs to any part of the state, with people at distant sites able to see and hear each other. You will learn how through State Senator James Rhoades' leadership State Public School Building Authority funds have been made available as low-cost loans to school districts that want to join the network.

You will also learn why Community is stressed in PA CLIN. Most sites will be at public high schools. Outside of regular school hours, the distance learning rooms will be available for computer-assisted instruction and interactive video conferencing to businesses, government agencies and other groups for their training and informational programs. The revenues generated by these after-hour activities could underwrite the initial capital and ongoing operational costs of the network.

PA CLIN will be an affiliate of The National Community Learning and Information Network or CLIN, Inc., a newly created not-for-profit corporation formed by leaders representing education, the United States Chamber of Commerce, the Defense Advanced Research Projects Agency, industry and academia.

October 22 is your opportunity to see the future. Since requests for reservations are already high, please return the enclosed form promptly.

Sincerely,

John T. Kauffman

John T. Kauffman
Chairman, Lehigh Valley 2000:
A Business-Education Partnership

Enclosure

Two North Ninth Street, Allentown, Pennsylvania 18101 - (215) 774-3372

THE PENNSYLVANIA COMMUNITY LEARNING AND INFORMATION NETWORK

WHAT WILL IT DO?

The prototype PA CLIN will strengthen education, training, and information programs in approximately twenty Pennsylvania communities. It will be the first of the elements that will eventually form a statewide PA CLIN.

In education, the Network will

- Provide demonstrably effective in-service programs for teachers. The initial emphasis will be on strengthening mathematics and science education in the early and middle grades.

- Extend scarce or special resources so that a number of schools can share one course and teacher may be shared simultaneously by many schools. This will address the equity issue by making honors and advanced placement courses available to districts that cannot offer them now. For example, every high school in the Network will have access to courses in calculus, intermediate physics, organic chemistry, language and other courses taught by master teachers.

- Allow administrators and school boards from different districts to meet by interactive videoconference.

- Where cable or wireless technologies permit, link school programs directly to home television sets.

In business and industry, the Network will

- Provide high quality, low-cost employee and staff training programs. These may be offered by individual companies for their own employees and by the United States Chamber of Commerce, the American Management Associations, and other national organizations.

- Provide access to potential customers through special interactive videoconference demonstrations.

In the professions, The Network will

- Provide interactive videoconferencing for professional development and updating programs.

- Provide interactive videoconferencing for time saving regional meetings.

In local, state, and national government, the Network will

- Provide high-quality, low-cost, time-saving training programs, including programs for military personnel.

- Provide training and updating programs for emergency management personnel.

WHAT TECHNOLOGY WILL IT USE ?

Each PA CLIN site will have a 25-station fully interactive (video, audio, and graphics) room that can be linked during a program to other rooms in the Network. Transmission will be by compressed video, a cost-effective method that uses T-1 telephone lines.

Eventually each site will also have a 25-station computer room with PC's on-line to a wide variety of self-instructional and other software programs, and to data bases in the public domain.

PA CLIN will have the capacity to uplink its programs to locations outside the Network and to downlink satellite programs originating elsewhere.

HOW WILL IT BE ORGANIZED ?

PA CLIN will be the first regional affiliate of CLIN, Inc., the non-profit national network corporation created by leaders representing the U.S. Chamber of Commerce, Department of Defense, Industry, Education and Academia.

PA CLIN will be a non-profit entity incorporated in the Commonwealth of Pennsylvania. Its board of directors will represent educational, business, professional, government, and civic interests.

PA CLIN will be responsible for maintaining and scheduling the network. It will coordinate and develop programming for K-12 institutions. It will coordinate and market programming for presentation outside of normal school hours.

HOW WILL IT BE FINANCED ?

Low-cost loans from the State Public School Building Authority or favorable lease arrangements from Bell Atlantic can underwrite school districts' initial capital expenditures.

PA CLIN

THE PENNSYLVANIA COMMUNITY LEARNING AND INFORMATION NETWORK, INC.

WHAT IS PA CLIN?

PA CLIN is a not-for-profit Pennsylvania corporation created to apply telecommunications technology

- to strengthen and expand K-12 education throughout the Commonwealth;
- to make highly-effective, low-cost training programs available to the business, industry, government, and professional sectors; and
- to place Pennsylvania in the vanguard of distance learning development.

PA CLIN reflects the design a group of Lehigh Valley educators submitted to the United States Chamber of Commerce to begin a national community learning and information network. The details of PA CLIN have been discussed with State Senators Rhoades and Reibman, with Pennsylvania government officials, with Lt. Gen. (Ret.) Clarence McKnight and Samuel Wyman at CLIN, Inc., with Jeffrey Josephs at the United States Chamber of Commerce, and with educators throughout the State.

PA CLIN's founding incorporators are

Edward Donley, retired chairman of Air Products and Chemicals, Inc. A vigorous proponent of strengthening American education at all levels, Mr. Donley is chairman of the board of the AMERICA 2000 COALITION, co-chair with Governor Robert Casey of Pennsylvania 2000, and director of Lehigh Valley 2000: A business-Education Partnership.

In addition to PA CLIN, Mr. Donley's board memberships include American Standard, Inc., (Chairman) , Pennsylvania Power & Light Company, Mellon Bank, and the National Endowment for Democracy. He served as chairman of the United States Chamber of Commerce in 1986/87.

John T. Kauffman, Chairman and Chief Executive Officer of Pennsylvania Power & Light Company. He is chairman of the Edison Electric Institute CEO Steering Committee on Education and chairman of Lehigh Valley 2000: A Business-Education Partnership.

In addition to PA CLIN, Mr. Kauffman's board memberships include the U.S. Council for Energy Awareness, the American Nuclear Energy Council, the US. Chamber's Center for Workforce Preparation and Quality Education, and the AMERICA 2000 COALITION.

J. Jackson Eaton, III, A Partner in the law firm of Gross, McGinley, LaBarre & Eaton (Allentown, Pa.). Mr. Eaton's firm is active in media law and represents newspapers, television stations, magazine publishers, and television production and syndication companies.

Mr. Eaton is general counsel for a multi-state not-for-profit health care corporation. He also served as an attorney in the office of general counsel for the Secretary of Defense.

PA CLIN's corporate officers and other principals are:

Howard Graeffe, President. Mr. Graeffe is a principal in Graeffe & Associates. The company, formed in 1985, is an investment and consulting firm specializing in financial planning, investment analysis, and the development and implementation of financial strategies for commercial clients. Graeffe & Associates is a principal in various investments.

Mr. Graeffe serves on Pennsylvania State Senator James Rhoades' Distance Learning Task Force as a committee chair, on the Lehigh Valley 2000 Business Education Partnership, and on the Southern Lehigh School Board. He has lectured at the University of Pennsylvania's Wharton School Evening Division, at Temple University's School of Continuing Education, and at the Main Line Evening School.

Henry Acres, Vice President and Secretary. Mr. Acres wrote the original proposal for the United State Chamber of Commerce CLIN Program. Shortly after that, he was program chairman and general chairman of the seven-state coalition that developed the 1992 I-2000 Star Schools proposal.

Mr. Acres was president of the Great Lakes Colleges Association, a consortium of 12 independent liberal arts colleges Indiana, Michigan, and Ohio. At GLCA Acres developed and coordinated domestic programs in New York City, Philadelphia, Oak Ridge, and Washington, D.C. He was responsible for overseas programs in Beirut, Bogota, Madurai (South India), and Tokyo.

Mr. Acres was also chancellor of Educational Ventures, Inc., a corporation created to help Cedar Crest and Muhlenberg Colleges share resources creatively. He is senior consultant at Cedar Crest College.

Terry Christman, Treasurer. A certified public accountant, Mr. Christman is the principal in the accounting firm of Christman and Company. Previously, he was a partner at Miller, Miller, and Christman.

Mr. Christman has served clients in the manufacturing, construction, professional practice, and not-for-profit sectors. He is a specialist in financial reporting.

Mr. Christman is an active volunteer in various community organizations.

Susan Mullins, Senior Planner. Ms. Mullins is Director of Bergen County ITV, a fiber optics network of eighteen public high schools and colleges. Her roles include research and development, planning and financing, market development, technical assistance, operations and maintenance, and administrative oversight.

Ms. Mullins has lectured extensively and given workshops and teacher training seminars on distance learning. She was Chief Writer/Editor on the 1992 Star Schools I-2000 Project.

Dr. Harold Basseches, Senior Planner. Dr. Basseches had a long, distinguished career at AT&T's Bell Laboratories, where he contributed to many developments in microelectronics. He has been active for more than thirty years on Bell's education programs concerned with technical obsolescence of scientists and engineers. He has served on the Education Subcommittee of the Semiconductor Research Corporation. From 1982-87, he was Chairman of the Pennsylvania Bell Laboratories Education Committee. He also serves on Pennsylvania State Senator James Rhoades' Distance Learning Task Force.

Dr. Basseches was Project Manager for an interactive Lehigh University-Bell Laboratories' network and worked closely with Lehigh Valley educators in preparing their LVIVEN submission to the 1990 Star Schools Program. He was a principal contributor to I-2000.

AMERICA 2000 COALITION MEMBERS

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American College Testing
American Gas Association
American Red Cross
American Standard Inc.
American Trucking Associations
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Funding for the AMERICA 2000 Coalition has been provided by the Richard King Mellon Foundation, Merrill Lynch and Company, Inc., and Siemens Corporation.

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AMERICA 2000 COALITION, INC.
1825 K STREET NW, SUITE 1010, WASHINGTON, DC 20006 • TEL: (202) 835-2000 • FAX: (202) 659-4494

QUESTION:

How Will Personal Development Of Individual Children Be Changed By Computer?

ANSWER:

FACT: Project IDEALS, 1970 Florida
"Eventually It Can Be Expected All Guidance Functions Will Be Coordinated Into One Unified Computer System Which In Turn, Would Eventually And Ideally Be Integrated Into A Total Educational School System."

FACT: Computer Based Counseling Systems Will Probably Be The Most Controversial Computer Application Within The Counseling Profession.

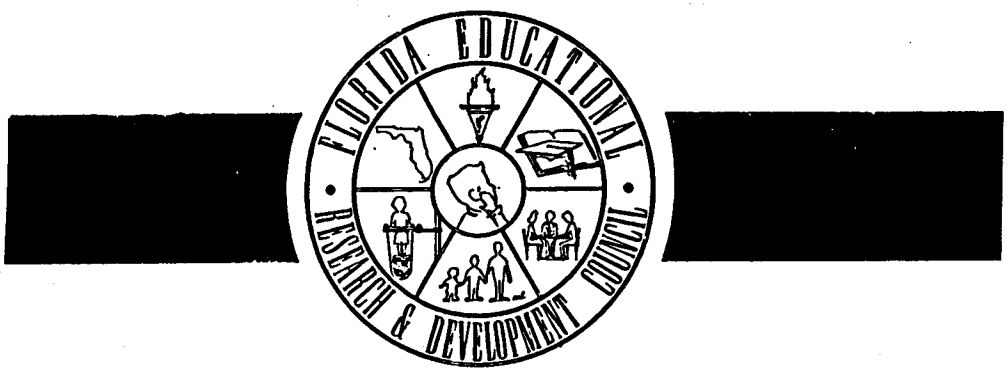
FACT: W. Cooley (Now At The University Of Pittsburgh) And Hummel Describes CIGS (Coordinated Information And Guidance System) As A Learning Environment In Which The Student Engages In Assisted Self-Exploration, The Clarification Of Values, And Obtaining Relevant Information.

FACT: How To Change A "Belief System" By Computer?
"This System More Than Any Other Serves To Point Not Only That Belief Systems Will Probably Be Able To Be Changed Via Computer Programs But Also That Computer Programs Of A Potent Nature Can Be Utilized In Ways Which Are Either Constructive Or Destructive To Humanity."

FLORIDA EDUCATIONAL

RESEARCH AND DEVELOPMENT COUNCIL

PROJECT IDEALS



PERSONAL DEVELOPMENT

PART III

PREFACE

In school systems which are characterized by rapid growth there is little time to examine research and promising practices as new schools are built and their programs developed. Recognizing that this was a unique problem of the larger school systems in Florida, the Florida Educational Research and Development Council brought together the representatives of school systems enrolling 50,000 pupils or more to see what could be done to provide a sounder basis for planning and development of school programs. Growing out of this discussion came Project IDEALS. This project was made possible through a Title III grant from the U.S. Department of Health, Education and Welfare to Pinellas County which serves as county of record. This county in turn contracted the Project to the Florida Educational Research and Development Council. Special recognition should be given to Supt. Thomas Southard and Mr. N. O. Clark, Director of Special Projects of Pinellas County; and to Mr. Leo Howell, State Title III ESEA Coordinator. Without the cooperation and assistance of these gentlemen this project would not have been possible.

Growing out of the work of the eleven consultants, four staff members and twenty graduate assistants were eleven working papers dealing with various aspects of education. These were termed working papers because they are used by the participating counties to develop what might be called an ideal program. They are now being published by Florida Educational Research and Development Council as research papers. Many thousand pieces of research were examined and screened so that those that appeared to be most pertinent might be included in these publications. Moreover, hundreds of promising practices were reviewed and those that seemed to be applicable to the topic are described. The Florida Educational Research and Development Council believes that these papers are valuable to all school people who have an interest in building upon research and promising practices. All references to studies and promising practices in the text are keyed to the bibliography making it possible for those interested to secure more detailed information when needed. The findings in these papers should form a basis for planning and future development of education.

J. B. White
Executive Secretary

January, 1970

FOREWORD

Project IDEALS is a cooperative effort by eight Florida counties, having as its ultimate goal the design, construction, and evaluation of facilities to house "ideal" programs—programs designed to capitalize on and incorporate the maximum amount of existing pertinent knowledge. The term "IDEALS" is an acronym referring to the identification, dissemination, evaluation, and adaptation of laboratory studies.

This paper is one of eleven developed as the first phase of the project; identifying the research findings, exemplary practices, innovative ideas, and theoretical developments in each area. Each paper has been prepared by an established specialist in the content area. Considered as a whole, these eleven papers provide a summary of answers and alternatives for the most crucial questions involved in designing programs and weighing building design against instructional needs.

Using a somewhat unique arrangement for "slicing" the task into units has contributed to the effectiveness of this exploration by the writers through fresh perspective in analyzing data and in relating data to needs. It is anticipated that the same effect will be obtained for each county's task force teams as they apply these findings to the larger responsibility of program design.

The areas explored are listed below, with brief descriptions:

(A) *Personal development* (development of student as a person).
Gerald Webster, in three parts:
Part I. Health, Health Education, Physical Fitness, Extracurricular Programs, School Facilities
Part II. Creativity, Gifted, Special Education, The Drop-out, Equality of Educational Opportunity
Part III. Discipline, Student-Parent Relationships, Peer Relationships, Teacher Effectiveness, Guidance and Counseling

(B) *Skills for communication* (reading, listening, problem solving, etc.). Maurice Ahrens *et al.*, in four parts:
Part I. Listening—Oral Language, Ruthellen Crews; Non-verbal Communication, Maurice R. Ahrens
Part II. Approaches to Teaching Reading, Emaline Henriksen

GUIDANCE AND COUNSELING

Introduction

Although education has espoused the total development of the student it has simultaneously concentrated on cognitive development almost exclusively. Physical education, health care, individual differences, and the emotional and social development of the student have generally been minimal and incidental in the school and curriculum. The presence of guidance and counseling has generally been token acknowledgment of total development or an *ex post facto* crisis attempt to maintain school equilibrium and stability.

Because of the achievement orientation in our society guidance and counseling has had a difficult time getting established in the schools and in many cases just as difficult a time in maintaining itself. The culmination of many events including an unheralded post World War II increase in prosperity, greater implementation of freedom of thought, and scientific advances resulted in considerable unrest with education in the 1960's. With increasing unrest and social problems laymen and educators are increasingly turning to guidance and counseling for answers. Panaceas are increasingly desired but increasingly non-existent because of spiraling student inquiry and confrontation of establishment practice.

In spite of this phenomenon guidance and counseling, along with other helping professions, has attempted to both espouse its worth and prepare and develop skills and technology for problems which were forthcoming. During the last decade guidance and counseling has done much to expand its technology and sophistication within its profession and domain. It has, however, been somewhat shortsighted in not assuming a more active and interventionist role with reference to the normal student in the mainstream of American education.

Computer Assisted Guidance and Counseling

Introduction. Whole-hearted endorsement and development of computer technology by guidance personnel could result in the most significant and therapeutic contribution the counseling profession can make to the personal development of all students. As Bohn and Super (1969) state:

> On the technological horizon the computer looms large in its potential for changing the organization and functioning of

has attempted to discuss computer systems being developed in terms of their major areas of application. It should be remembered, however, that many researchers are constantly exploring and attempting to integrate several computer systems. More information concerning programs discussed below can be found in the publications of Cooley and Hummel (1969), Scates (1969), and Vriend (1969).

The review of the literature revealed a trend in computer program development toward systems of student-computer interaction. At present most of these programs are in the area of educational and career exploration. Some of these programs will be operational in the near future. Experimental programs are also being developed for test interpretation and student-computer personal counseling. As these systems are refined and as computer technology advances it can be expected these isolated programs will be integrated into larger systems approximating a unified comprehensive system encompassing all aspects of the child's life-style and life space.

Educational and Vocational Exploration Systems. The Education and Career Exploration System (*ECES*) is being developed by International Business Machines Corporation in cooperation with Minor, Super, and Myers (Minor, *et al.*, 1969; Bohn and Super, 1969). This project is directed at serving students between the ages of 12 and 19. It consists of three distinct phases entitled Vocational Orientation, Educational Orientation, and Post-High School Educational Search which have been explained by Minor, *et al.* (1969) as follows:

> Phase I provides the student with an occupational information bank that he uses for vocational browsing, exploring and clarification. Phase II provides the student with educational information that he uses for exploring training programs and educational areas of study and learning how they relate to educational goals. Phase III provides the student with a technical, vocational, junior college and senior college information bank that he uses for isolating the names of post-high school institutions that best satisfy his educational and vocational goals and his personal preferences.

This program is currently being field tested and should be available soon.

The Information System for Vocational Decisions (ISVD) is being developed in the Newton, Massachusetts public schools by Tiedeman and his colleagues (Tiedeman, 1969). This system is predicated upon Tiedeman's decisionmaking theory. Utilizing

> counseling services. With its capacities for rapid and accurate computation, its infallible memory, its speedy retrieval and effective display, its freedom from human foibles of bias and mood, and its complete obedience, the computer has possibilities which are only beginning to be put to use.

The increasingly complex nature of both computer technology and social structures and problems have given rise to *systems* approaches which stress: (a) translating aims and goals into objectives which are explicit and operational; (b) designing procedures capable of accomplishing these objectives, identifying relevant variables the procedures are intended to change, and construction of an *a priori* model which delineates relationships between the variables; and (c) model implementation and evaluation of the results in terms of the stated objectives. As Cooley and Hummel (1969) state:

> The evaluation activities are ordinarily intended not only to yield judgments of the worth of what has been done but also to provide "feedback," i.e., information useful for revising the original objectives and procedures. Thus a system in operation often has a cybernetic character; the model keeps changing as a result of information obtained in its implementation.

To date, the major applications of computers in guidance have been in the areas of scheduling and vocational and educational planning. Eventually it can be expected *all guidance functions will be coordinated into one unified computer system which, in turn, would eventually and ideally be integrated into a total educational school system.*

As computer technology becomes more refined it can be expected computers will be increasingly utilized by schools regardless of whether the school district purchases its own computer, joins in a cooperative or regional program, or contracts with commercial computer agencies. Based upon research of guidance services in the San Francisco, California schools, VanDalsen (1969) suggests a minimumly effective guidance computer program for 12,000 students would cost $50,000 a year and require a technically trained staff. In light of the increasingly wide range of feasible applications such as vocational and educational placement, test interpretation, and computer counseling, however, this investment seems warranted.

Because of the newness of this field and the lack of unified and coordinated national efforts to develop programs, the writer

occupational, educational, military, personal and family living, and student characteristics, the system interacts directly with the student in a *natural language* conversation. This system includes three phases which Tiedeman has described as:

> (1) accurate, complete and relevant data for use in decision-making, (2) training in decision-making, and (3) supervised practice in decisionmaking.

Evaluation of this project is not yet available. Cooley and Hummel have suggested, however, that the high cost of a natural conversation program is currently prohibitive for widespread use in the public schools in the near future.

The Computer Assisted Career Exploration (*CACE*) System has been developed by Impelliteri (1969) at Pennsylvania State University and has been field tested in the Altoona, Pennsylvania school district. This program involves three stages described by Impelliteri as:

> . . . to provide an easily up-dated, individualized, occupational information retrieval information system; to develop through an essentially heuristic approach a process whereby youth could develop their own individualized frameworks of the occupational structure; and to provide experiences for youth to acquire operational strategies in relating their abilities and interests to occupational opportunities.

Current evaluation of this system indicates: (a) only sixteen of the forty programmed occupational descriptions were used by most students; (b) 65 percent of the boys utilized volunteer computer opportunities; (c) typeouts were the most interesting and helpful to students with slides least so; (d) discrepancy statements were useful in stimulating self-evaluation; (e) no consistent strategy of exploration seemed to be developed by these students while working with the program; and (f) more occupations were considered after the program but occupational goals and choice of course studies did not seem to be affected by the experience. Impelliteri stresses the superiority of this system over others currently being developed is that it interacts with the student at a more *elementary* and *concrete* level and is programmed to account for *concrete* student perceptions of vocations, regardless of their accuracy.

Cooley and Hummel (1969) describe the System of Interactive Guidance and Information (*SIGI*) developed by Katz. This system also has three components: a value system, an information system, and a prediction system. The student interacts with the computer and obtains a ranking of career options. These options can be revised over time, if and as, the three types of data change.

Another program is currently being developed by the American Institutes for Research in the behavioral sciences (*AIR*) and Flanagan (1969). *AIR* is an independent part of Project *PLAN*. This system involves individual assessment, the provision of educational and vocational information, and coordinated individual and group counseling. Materials stored in the computer include student scores on the Project TALENT sample and later success and satisfaction ratings in various occupations. This system makes recommendations of specific guidance learning units predicated upon student vocational interest and high correlations between TALENT scores and success criteria which indicate high probabilities of future success. This program, along with others (Tondow, 1969), is currently being field tested in Palo Alto, California and results should be available soon.

Project *PLAN* (Dunn, 1969) is an ungraded, computer-supported, individualized program of education. Project *PLAN*, in turn, is a program based on Project *TALENT*. This series of programs is probably the most exhaustive attempt at a unified system. Cooley and Hummel (1969) have listed its shortcomings but also indicate a program which remediated its failures would examplify a total systems approach.

Harris (1969) discusses a vocational guidance system which has been implemented in the Willowbrook High School in Chicago, Illinois. This system differs from most others in that it is built upon the occupational classification system of Roe. Information stored in the program includes class rank, and scores on aptitude, achievement and interest tests. If students choose to utilize the computer they are asked to rate themselves in terms of learning ability, class rank, interest areas, and post-high school educational plans. The computer then compares the student's self rating with objective information stored concerning the student and informs him of discrepancies. The computer then encourages the student to explore these discrepancies with his counselor. Evaluation of this project should be available soon. One potentially serious reservation, which will be discussed in more depth at the conclusion of this subsection, is the student's readiness to "deal" with sudden and unexpected discrepancy of reality and/or himself, or both.

The recently increased educational attention to vocational and technical education in both the high school and junior college make the University of Oregon *GUIDPAK* System (Loughary, 1969) interesting. This is an entry-job vocational guidance system being developed for students who are non-college preparatory and who have not had specific vocational work during high school. Although the program is not computer-based, *per se*, computer programs are optional for storing and retrieving the occupational information which it generates. The two major services provided by this system include information about entry level job opportunities and procedures and tools for use in evaluating these jobs. This program is currently being field tested and results and materials should be available soon.

Youst (1969) described the Rochester, New York Career Guidance Project. This program uses computer programs called "OCCUsearch" and "DOTscan" to assist students in exploring any of over 600 jobs on microfilm.

Three innovations in career exploration which are not computer-based but which offer promise because of their potentially wide application and minimum counselor presence are the *Life Career Game* (Varenhorst, 1968), "Career Kits" (Krumboltz, 1967), and *Vocational-Educational Encounter Tapes* (audio) by Berzon (1969). The first mentioned "game" assists students in learning and exploring reality while the kits of Krumboltz have been found to be successful with vocational problem solving for lower socioeconomic students. The tapes of Berzon, distributed by the Human Development Institute, are a sequential series of ten tape directed sessions resulting in greater vocational and educational awareness and sensitivity.

Earlier it was mentioned that one serious concern of student-computer interaction programs is the student's readiness and ability to cope with what may often be severe student distortions of one or all of the following factors: reality, vocational aspirations, intelligence, abilities, interests, achievement, socioeconomic level, etc. As has been stated in other places in this report, our lifestyle and behavior are often as much or more a function of fantasy, attitudes, beliefs and values than of accurate self-assessment and relevant information. Although we espouse and value objectivity and the computer epitomizes objectivity, it is also true that knowledge of the computer's objectivity and computer feedback which indicates considerable discrepancy between evaluation of "the facts" and our subjective evaluation could fairly easily panic, immobilize, or even overwhelm the student. It is precisely because of this that most counselors engage in the pacing process. Although some computer based sytems are attempting to incorporate this process in computer programs, it is the writer's opinion this variable has been largely overlooked by many student-computer interaction programs. To the extent this variable has not been incorporated, provisions should be made to have counselors available prior to, during, and after student utilization of the computer. In this respect it is recommended group discussion, group guidance, or group counseling be a concomitant of student-computer interaction systems.

Computer-Based Test Construction and Interpretation. During the last decade a considerable number of schools began utilizing computers to score tests, provide frequency distributions, and statistical summaries such as means, standard deviations, and quartiles. One of the more outstanding programs of this nature has been established by the New England Educational Data Systems (Socarides, undated). This system utilizes: (a) a RCA Spectra 70/45 computer; (b) an automated conversion routine called ACORN; and (c) DIGITEK Answer sheets. With this set up it is possible to process a three page test for 500 students in less than two hours. The ACORN system has incorporated thirteen standardized tests (six achievement and seven aptitude). Some of the advantages of this program are: (a) comparison of student performance to peers, national norms, or any other group pattern desired; (b) an indices is provided for curriculum and instructional goals, and (c) school comparisons. Helm (1967) also describes a program using PROTRAN which interprets ability, interest, and personality scores.

Another value of computers is test construction. The Portland, Oregon (1967) schools recently initiated a computer-based test development center. The goal of this program is to design well-validated achievement tests for specific purposes and specific learner groups. Although this program is aimed for teacher and subject matter tests, guidance counselors should be familiar and knowledgeable with these programs since student achievement is often incongruent with student aptitude and intelligence.

Although there has been and is considerable resistance to personality and psychological testing in the schools it can be expected the school will increasingly engage in this activity for therapeutic reasons. Two innovative projects involving computer-based psychological test interpretations were uncovered in

the review of the literature. Finney (1967) is in the process of developing a FORTRAN IV computer interpretation of the *MMPI* and *CPI* tests. Veldman (1967) developed a computer-based *One-Word Sentence Completion Test.* If the subject's responses are not those most frequently given or clear the computer interacts with the subject in an exploration and clarification through synonyms.

Computer-Based Counseling Systems. Computerized counseling will probably be the most controversial computer application within the counseling profession. Although there are many grounds on which it can and will be questioned, three of the most pertinent issues are: (a) the computer's ability to facilitate the human use of human beings rather than creating increased alienation and estrangement in an already technological society; (b) increased refinement of computer technology to the point that the computer can instantaneously account for the student's psychological readiness and respond accordingly and therapeutically; and (c) reduction in counselor threat which manifests itself in resistance because of the fear of being replaced by the computer. Only as these barriers are overcome will developments in computerized counseling emerge as rapidly as they are capable of being developed.

One of the more ambitious attempts to develop a computer-counseling system is being conducted by the System Development Corporation in cooperation with Cogswell *el. al.* (1967) and discussed by Cooley and Hummel (1969). Although this system (AUTOCOUN) was originally oriented to vocational counseling it has given increased attention to personal counseling. Preliminary results indicate this system produced seventy five percent (75%) of the same statements that counselors produced. Indications are this accuracy can and is being increased quite easily. Overall, students showed no marked preferences for either the computer or the counselor. There were, however, marked individual differences with some students clearly preferring the computer while others preferred the counselor. Students favoring the computer indicated it had more specific and factual information. This group also communicated with the computer about a significantly greater number of course-related problems. Half of the students, however, did not think the computer gave enough consideration to personal interests and personalities. An appropriate conclusion might be that made by Cooley and Hummel who state:

> Some students may find the need for human contact increased by using a machine; for other students the need for contact may be reduced.

As Tondo (1969) states:

> Students find the impersonality a relief and trust that the computer has no biases. They are pleased at having control over the flow of information and like being able to request an appointment with the counselor by so simple a method.

This program and others are being experimented with in the Palo Alto, California schools.

Cooley and Hummel (1969) describe a project being conducted by Hummel termed the Coordinated Information and Guidance System (*CIGS*). This program is directed at providing a learning environment in which each student engages in and is assisted in self-exploration, the clarification of values, and obtaining relevant information. This is done in groups of no more than fifteen students meeting no more often than one period per day. A number of group techniques and exercises are employed which create a permissive and loosely structured interaction among students and leader. Aspects of this program which prove the most successful will be computerized in the future.

Cassel (1969) describes a computer assisted counseling program directed at assisting culturally disadvantaged students gain greater social insight and thereby better cultural adjustment. This program consists of twenty problem situations in each of the following eight areas: (a) home and family; (b) conscience and inner-development; (c) community and peers; (d) law enforcement and rule; (e) school and education; (f) psychosexual and romance; (g) economic sufficiency; and (h) leadership and self-actualization. Each problem has five multiple choice responses. If the student selects the ideal response he progresses in the series. If the selected response is anti-social, however, the student is asked to select another response. This program is being developed at the University of Wisconsin in Milwaukee.

A final system which is in its infancy but which would have extremely significant implications, if and when refined, is described by Colby (1967). He and his associates are attempting to develop a computerized program which simulates and facili-

tates changes in personal belief systems. At present this system is experimenting with attempting to change belief systems by:

> . . . trying to simulate these processes by an on-line dialogue with the program which first attempts to lessen the credence of a belief by weighing evidence for and against it. This is achieved by consulting all the relevant beliefs in the system to weigh evidence for the contrast of a belief. If more evidence is found for the contrast than the original, the original's belief's credence is lessened. This in turn may effect the credence of a belief for which it can serve as a supporting system.

Preliminary evaluation of the system indicates "input designed to weaken the reasons for a belief is more effective in changing the belief than trying to weigh evidence for and against the belief directly." This system more than any other serves to point out not only that belief systems will probably be able to be changed via computer programs but also that computer programs of a potent nature can be utilized in ways which are either constructive or destructive to humanity.

Computer-Assisted Scheduling and College Selection. Schools have increasingly utilized computers for scheduling or sectioning students to classes. International Business Machines Corporation has developed the Class Load and School Scheduling (*CLASS*) program which has been utilized in a number of high schools including Ann Arbor, Michigan. A more exhaustive attempt to computerize a master schedule program has recently been described by the Educational Facilities Laboratories, a nonprofit corporation established by the Ford Foundation (1964). This program, entitled Generalized Academic Simulation Programs (*GASP*), has been implemented in a number of schools including Wayland, Massachusetts; Norridge, Illinois; and Cohasset, Massachusetts. Although costs of this program have varied widely—from $1 to $10 per student—one school with 2,500 students scheduled for $3 per student while a school with 400 students cost $7 per student. Schools considering computerized scheduling should investigate this program.

Lovell (1969) described a computerized program called SELECT being developed by Harcourt, Brace & World which assists the student, parent and counselor in identifying colleges for the student. This system involves a student questionnaire which records student requirements for a college, personal data, aptitude and test records, and high school record items. This data is compared with computer stored information from 3,000 universities, colleges, junior colleges, and trade schools. This system is not directed at making the college decision for the student but rather as a preliminary screening process which selects schools most compatible with student data.

Another computer-assisted college selection program is SEARCH (1969). The students fills out a 72-item *College Preference Inventory*. This information is fed into the computer and the student receives a computer typed letter listing the ten colleges most compatible with student data. SEARCH is located in Cambridge, Massachusetts, and costs $10 per student.

Juola *et. al.* (1968) recently described a computer-assisted program of academic advising for low achieving students and students experiencing difficulties in particular subject matter areas. Although this program was developed for university students it could be modified and used at the high school level. The major goal of this program is to raise a student's grade point average by: (a) repeating courses and having the new grade replace the old grade, rather than averaging the two grades; (b) advising students to not enroll for or drop an advanced course in a sequence if grades in introductory courses have been marginal and to repeat the earlier course thus securing better foundation knowledge; and (c) picking electives in which the student has a higher-than-average likelihood of success. Student's who availed themselves of the computerized program not only significantly improved their grade point average but also performed significantly better than students not utilizing the computer service. The ramifications of this approach are many including utilization with potential dropouts and underachievers as well as the average student. A more far reaching implication suggested by this study is that, with effective academic advisement, it might be possible for all students to be "successful" (GPA) in their schooling. Effective scheduling might also antiquate the notion of normal distributions of GPA's and class grades.

Elementary School Counseling

Introduction. The 1960's witnessed the emergence of guidance and counseling in the elementary school. The rise of this profession in the 1960's and its establishment in all schools during the 1970's is based upon: (a) the belief that emotional and social ills are more likely to be prevented or allieviated if inter-

QUESTION:

Must Every Child Be Placed On The Computer And Be Identified?

ANSWER:

"All Children" Means, "All Children" Must Meet Student Learning Outcomes In Order To Graduate.

That's What OBE Is All About ... Accessing Individual Children To Meet Government Goals.

FACT: National Education Goal #1
Early Childhood And Early Intervention. Parents As Teachers...."All" Children Will Come To School Ready To Learn.

FACT: National Goal #2 And #6
Children Will Be Screened, Diagnosed, And Intervention Done Thru Drug-Free Schools And Special Education-Instructional Support Teams.
High School Completion - Graduation Requirement

FACT: National Goal #3
National Education Goals Panel In Statewide Student Record Systems, "...An Identification Number That Uniquely Identifies Each Child In A State Is An Essential Aspect Of A Student Level Record System.

FACT: National Goal #5
Lifelong Learning...Adults, Too.

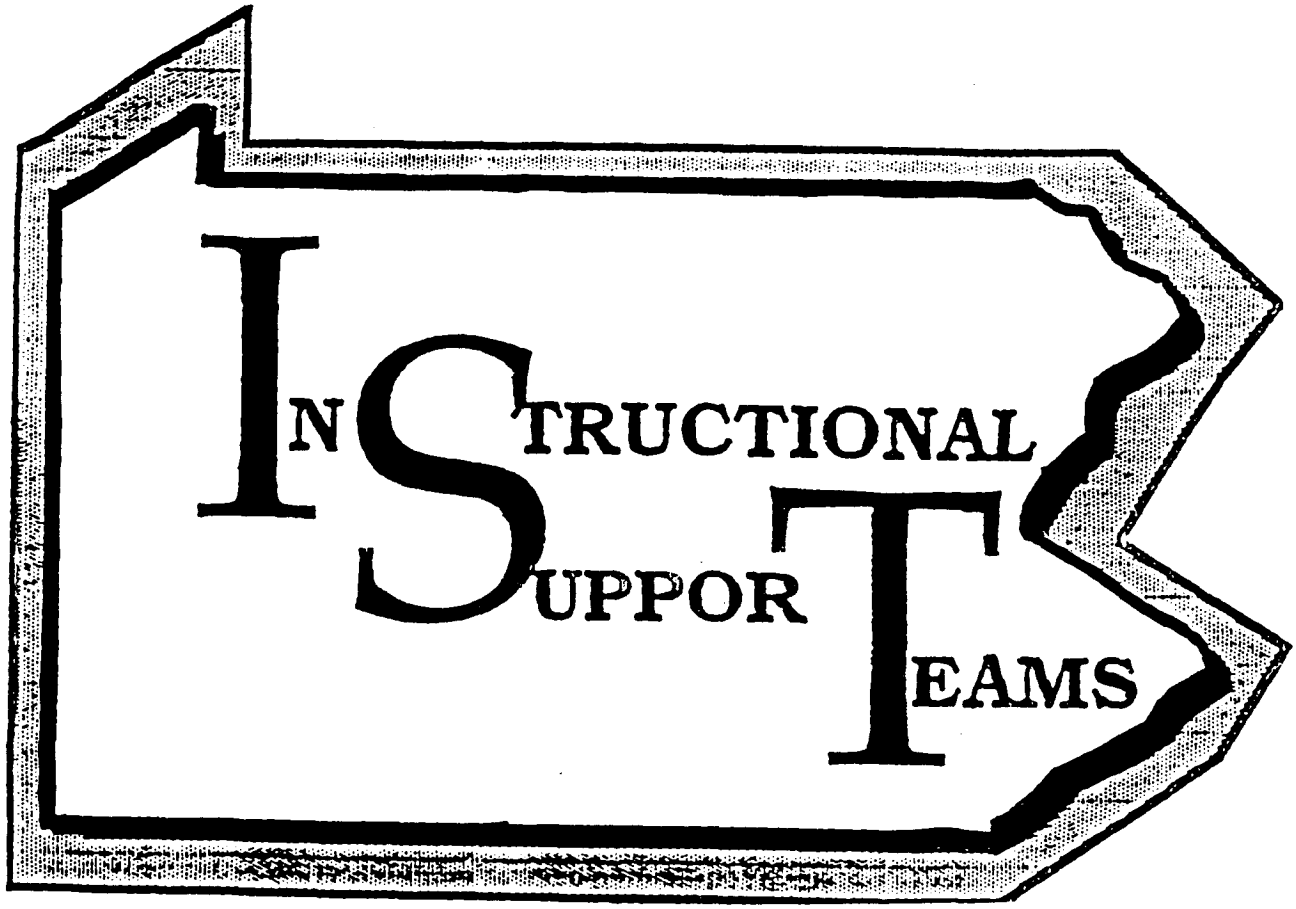
NATIONAL GOAL #2 AND #3

WHO IS.....

"AT RISK"?

.....OR

How Will My Child Be Remediated To Meet Exit Outcomes In Order To Graduate?



Independence Middle School

November 2, 1992

A Pennsylvania Department of Education
program for grades K-6

Presenter: Mr. James Mangino

AT RISK STRATEGIES

Self-concept
(Shyness, chip on the shoulder)

Identification of feelings
(Children from dysfunctional families cannot identify feelings)

Communication of feelings
(Children sometimes don't have the words to express how they feel)

Social interaction skills
(Aggressive/withdrawn (lost) child)

Decision making skills

Life Skills Area + Life Stressors Area = Behavior/Performance Indicators

Examples of life stressors: starting school, divorce, death, drugs, neglect, moving, retention, disease, new parent, abuse, family

Examples of behavior/performance indicators: class clown, steals, cheats, absent, withdrawn, distracted, sick, inattentive, abusive

INSTRUCTIONAL
SUPPORT

PLANNING GUIDE

for Phase III Districts
1992-93 School Year

Pennsylvania Department of Education
Bureau of Special Education

INSTRUCTIONAL SUPPORT

PLANNING GUIDE

for Phase III Districts
1992-93 School Year

Pennsylvania Department of Education
Bureau of Special Education

INTRODUCTION

The purpose of this publication is to provide basic information concerning Instructional Support and address questions the Department of Education (PDE) has received. This information should assist school districts in planning and submitting local applications. This document reflects PDE's plans for the implementation of the Instructional Support Initiative. As further information and/or any change in plans becomes available school districts will be notified.

General information regarding the Instructional Support Initiative and local school district implementation is available through the newsletter *Instructional Support Update*. Specific questions should be directed to the PDE personnel listed in the Directory of this publication.

WHAT IS THE IST?

The revised Special Education Regulations and Standards stipulate that each elementary aged student who experiences academic difficulty will have access to instructional support. This requirement is to be phased-in over a five-year period as described in this document. School districts are required to institute the IST process by 1995, however, only districts which have volunteered are currently participating.

The instructional support process is composed of assessment and intervention procedures that are used to assure that students receive an effective instructional program, as well as other school services, that will meet their learning needs. The hub of the instructional support process is the Instructional Support Team (IST), which meets on a regular basis to assist classroom teachers in planning and implementing strategies that are designed to produce success for the identified students. Each IST is aided by an instructional support teacher, specially trained to assist other teachers in meeting the goals set by the team. It is the responsibility of the IST to implement a screening process which includes the recommendation of specific instructional support services to meet the needs of the students, and the assessment of the degree of need of students whom IST assistance is requested.

The major components of instructional support are:

- Collaborative consultation/team building
- Curriculum-based assessment
- Instructional adaptation
- Behavior management
- Student assistance/Life skills

The IST process represents an incorporation of a number of best practices piloted throughout the state over the past several years. Particular efforts have been made to include critical elements of the Elementary Student Assistance Team process. Dr. Gary Ledebur, Director of the Bureau of Basic Education Support Services, and Dr. James A. Tucker, Director of the Bureau of Special Education, described the merger of these two efforts in the September 5, 1990 memo. Therefore, districts participating in IST training will receive Student Assistance training at the elementary level. It is expected that approximately 100 school districts will receive this training each year throughout the five year phase-in period.

STUDENT ASSESSMENT

Benchmarks of Effective Practice

The IST identifies student's instructional levels using curriculum based assessment techniques. For each student displaying academic problems, the student is assessed on material from the instructional curriculum and the level of difficulty of the material is checked. The assessment includes an appraisal of the student's mechanics and comprehension/understanding in the area(s) of concern. The assessment yields the students strengths and weakness and allows the assessor(s) to compare this with what the teacher's expectations are as they begin to consider interventions.

For each student exhibiting behavioral/affective problems, the IST identifies the student's inappropriate behaviors in the classroom, life stressors and coping skills (i.e., self-concept, decision-making, social interaction and identification/communications with the student, and plans for helping the student behave appropriately. Parents are included whenever possible.

The classroom-based assessment in both academic and behavioral/affective areas is sufficient to provide information regarding the development of appropriate classroom interventions. Once the intervention is initiated, continuous monitoring of student progress on the targeted skill(s) is conducted during the instruction support period. The IST determines the student's rate of acquisition and retention in the area(s) of concern throughout the intervention period, and student's degree of need at the end of the intervention period.

Is there evidence that these features are in place?
Strengths

DESIGN AND IMPLEMENTATION OF CLASSROOM INTERVENTIONS

Benchmarks of Effective Practice

The interventions implemented during the instructional support period are based on the initial assessment of the student receiving instructional support in academic, behavioral, affective, and/or classroom discipline areas. During the intervention period, direct instructional services are provided to identified students in the regular classroom in order to determine the instructional level, to establish the intervention, and to search systematically for strategies that produce successful classroom performance and/or personal adjustment. These activities are conducted by the support teacher or other members of the IST for that student, in support of the regular classroom instruction. As the intervention period progresses, the classroom teacher incorporates the intervention into the regular classroom routine, as supported by the continuum of regular education services. In using the continuum of services, the school provides services to students in an ordered priority fashion from least intensive to most intensive levels.

If there is an academic skill deficit, the student is systematically taught at the instructional level in areas of concern throughout the intervention period. Instructional materials are adapted to accommodate student learning needs. Teachers also may adapt testing, homework and grading procedures to accommodate identified students. In any adapted activity, teachers adjust the difficulty level to conform to the margin of challenge necessary to motivate students to learn.

If the student has a behavioral/affective need, the IST identifies and puts into practice strategies to build self-concept, decision-making skills, social interaction skills, and/or skills for identification/communication of feelings. For classroom discipline problems, precise definitions of appropriate and inappropriate behavior are defined at the school and classroom levels. A structured discipline plan includes direct communication about what to do, when to do it, and the degree of accuracy required. Parent responsibility and accountability for student behavior is promoted.

NATIONAL EDUCATION GOALS PANEL

STATEWIDE STUDENT RECORD SYSTEMS:

CURRENT STATUS AND FUTURE TRENDS

Aaron M. Pallas, Ph.D.
Michigan State University

March 26, 1992

92-02

- There is a substantial variation across states in the extent to which the development of statewide student record systems has been supported by new financial or staff resources.
- Successful systems gain the early support of program staff as well as MIS and data processing staff.
- The critical step in system design in most States is the development of a data "dictionary" or handbook specifying clear definitions of data elements and formats that can be consistently applied across local districts.
- Many States attempt to give local districts a sense of ownership of the system by giving district representatives joint responsibility for determining the definition of data elements and system design.
- Few States bring all districts and all data elements on line at once; rather, the process typically is incremental, adding districts and/or data subsystems over time.

Content

- Data needs at the State level are largely determined by State and Federal reporting requirements.
- The perceived need for various types of data differs substantially from one State to the next.
- The size of the State -- the numbers of students and school districts in its borders -- strongly influences how statewide student record systems are organized.
- In some States, the student record system is part of an integrated management system; in such cases, it does not make sense to consider student records independent of staff or financial information.
- Relatively few States rely on a single software/hardware configuration at the district level; but those states with regional processing centers are likely to use standardized systems at these regional sites.
- An identification number that uniquely identifies each child in a State is an essential aspect of a student-level record system.

Outcomes

- The implementation of comprehensive student record systems in those States that currently have them is so recent that few States have had the opportunity to fully exploit the potential of these systems to inform state-level educational policy.
- Local school districts do not use State systems extensively, especially small districts that lack large research and evaluation staffs.

QUESTION:

When Did This Technology Of Tracking Individuals Begin?

ANSWER:

FACT: 1975 Contract Between AT & T And Pennsylvania Department Of Education Sets Up First Stage To Interface With Federal Handbooks.

FACT: Criteria Used In the Lancaster City School District Was EQA And Long Range Planning.

FACT: Technology Was Given To All Bell Systems In The United States.

FACT: National Center Of Education Statistics Federal Handbooks That Were First Interfaced: (See Talking Papers Pg 36 & 37)

Financial Accounting
Student/Pupil
Staff
Property
Curriculum
Community

AN HISTORICAL/EVALUATIVE ANALYSIS OF:

THE LANCASTER, PENNSYLVANIA STUDENT SKILLS PROJECT

Prepared for:

PENNSYLVANIA DEPARTMENT OF EDUCATION
and
AMERICAN TELEPHONE AND TELEGRAPH COMPANY

June 30, 1975

Rice document # 02545

Submitted by:

Communication Technology Corporation
64 East Main Street
Marlton, New Jersey 08053

INTRODUCTION

The Community-Defined Expectations for school Curriculum Project originated with a research effort sponsored by the American Telephone and Telegraph Company and the Ohio Bell Telephone Company. That effort was further developed and refined during 1971 and 1972 by the Educational Systems Section of Batelle Laboratories, Columbus, Ohio, with the support of Battelle Institute and the cooperation of the Columbus Public Schools. The Project model was then made available by AT & T to all Bell System companies throughout the country for consideration and possible adaptation to meet the educational needs of local companies. The project was designed as a method whereby curriculum-relevant information could be collected from a sizeable cross section of a community in order to learn what knowledge, skills and attitudes it would be reasonable to expect in a person leaving high school. Results of the Columbus implementation of the Project are incomplete: therefore, it was decided to expedite further development of the Project model by using it in other and differing school districts. The first of these districts was Lancaster, Pennsylvania.

A series of contacts between individuals in the educational Relations Section, Public Relations and Employee Information Department of AT & T, and the Pennsylvania State Department of education led eventually to a decision to implement the Project in the School District of Lancaster because of its size and its prior involvement with the Pennsylvania statewide educational Quality Assessment (EQA) and Long Range Planning (LRP) efforts. *These broad-based efforts seemed the natural umbrella under which to place the Community-defined Expectations for School Curriculum Project in order to provide it with an even greater degree of credibility than it might otherwise have commanded at a local level.

Accordingly, school district administrative personnel were assigned the responsibility of reviewing the materials developed and provided by AT & T from the Battelle/Columbus Project to determine the feasibility and advisability of implementing a similar effort in Lancaster. They spent approximately two hundred and forty hours of time in this initial effort to arrive at an overall comprehension of the Project. Upon completion of the review, they recommended to the members of the central administrative staff the implementation of the AT & T model with appropriate modifications tailored to the specific character and needs of the School District of Lancaster. This recommendation was supported at a meeting on June 12, 1974 attended by various representatives of the School District of Lancaster, along with representatives of the Pennsylvania Department of education, the Manheim Township School District, AT & T and the Bell Telephone Company of Pennsylvania. Two days later, on **June 14, 1974**, the Planning and Development Committee of the District's Board of Directors strongly recommended the implementation of the project in Lancaster and on June 18, 1974 the Full Board of Directors gave its formal approval to the Project. Mr. Paul S. Steffy, the Coordinator of Federal Programs and Long Range Planning, and Mr. Regis P. Kirchner, the Director of Pre-School Services, were named Project Director and Assistant Director respectively, and together served as the Project management staff through most of the Project's major task implementations. They would later be assisted by Mr. John Tardibuono, who was appointed in mid December as Assistant to Mr. Steffy in the Federal Programs and Long Range Planning Offices of the School District.

The School District of Lancaster is centrally located in Lancaster County in the Piedmont Plateau physio-graphic region of Pennsylvania. The District has one senior high school, four junior high schools, and fifteen elementary schools. Included within its boundaries are seven(7) non-public schools - 6 elementary and one senior high school.

The enrollment figures for the Fall of 1974 indicate that the Lancaster District is the counties largest school district with a total population of 11.099 pupils, spanning grades K through 12. Recent demographic data however, reveal; nine percent (9%) decrease in school enrollment during the last five years.

** These efforts involved a group of eight men in public education in the Commonwealth of Pennsylvania who joined together under the auspices of the United States Office of Education, the department of Administration, Supervision, and Curriculum of the College of education, University of Maryland and their respective educational agencies to provide a significant solution to a pressing problem in local Schools: the application of systematic planning processes for the improvement of education.

STUDENT/PUPIL ACCOUNTING

Standard Terminology and Guide for Managing Students Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education

STATE EDUCATIONAL RECORDS AND REPORTS SERIES: HANDBOOK V
Revised 1974

By
John F. Puttnam
Nattional Center for
Education Statistics
Education Division

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
David Mathews, Secretary

Education Division
Virginia Y. Trotter, Assistant Secretary for Education

National Center for Education Statistics
Marie D. Eldridge, Administrator

Figure Ib.—Major Categories of Student Information
(FIRST 3 DIGITS ONLY)

1 00 PERSONAL IDENTIFICATION
1 01 Name
1 02 Student Number
1 03 Sex
1 04 Racial/Ethnic Group
1 05 Birth and Age Data
1 06 Minor/Adult Status
1 07 Family Responsibility
1 08 Citizenship Status
1 09 Language Considerations
1 11 Veteran Benefit Status

2 00 FAMILY AND RESIDENCE
2 10 Parents
2 11 Male Parent
2 12 Female Parent
2 13 Sponsor
2 20 Responsible Adult of Domicile
2 30 Brothers and Sisters Living in Household
2 40 Family Economic Information
2 50 Family Social/Cultural Information
2 60 Residence Data

3 00 PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS
3 01 Student Medical Record Number
3 10 History of Physical Development
3 11 Height
3 12 Weight
3 13 Oral Health
3 20 Sensory, Physical, and Related Conditions
3 21 Vision
3 22 Hearing
3 23 Speech and Language
3 24 Orthopedic Condition
3 25 Neurological Condition
3 26 Cardiac Condition
3 27 Other Physical Condition
3 28 Physical and/or Health Handicap
3 29 Physical Anomalies and Cosmetic Conditions of Potential Emotional Significance
3 30 Medical History
3 31 Diseases, Illnesses, and Other Temporary Conditions
3 32 Immunizations
3 33 School-Related Injuries and Medical Treatments
3 34 Other Serious Injuries
3 35 Surgery
3 36 Drug Abuse
3 37 Medical Laboratory Tests and Procedures
3 40 Referrals for Physical, Health, Sensory, and Related Conditions
3 50 Physical Examinations
3 60 Physical, Health, and Sensory Impairments
3 70 Limitation on School Activities
3 80 Emergency Information

4 00 MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TEST RESULTS AND RELATED STUDENT CHARACTERISTICS
4 10 Mental, Psychological, and Proficiency Tests and Inventories
4 11 Test Identification
4 12 Form of Test Administration
4 13 Test Scoring
4 20 Referrals for School Work or for Intellectual, Social, or Emotional Reasons
4 30 Specific Mental and Psychological Characteristics
4 40 Most Effective Styles of Learning

5 00 ENROLLMENT
5 10 Entrance (Admission)
5 11 Date of Entry or Admission
5 12 Type of Entry
5 13 Admission Status (Community/Jr. College)
5 14 Former Dropout
5 15 School or Other Institution Previously Attended
5 16 Educational Level Previously Completed by Adult Education Student
5 17 School Entered
5 18 Dual Enrollment
5 19 Type of School or Institution Entered
5 21 Grade Entered or Year in School
5 22 Location of Instruction
5 23 Type of Program Entered
5 24 Type of Class (or Instructional Grouping)
5 25 Principal Medium of Instruction
5 26 Full-Time/Part-Time Status
5 27 Day/Evening Status (Community/Jr. College)
5 28 Special Program Modification
5 31 Course or Class Assignment
5 32 Counselor
5 33 Home Room Teacher
5 40 Membership and Attendance
5 41 Membership Information
5 42 Attendance Information
5 50 Withdrawal
5 51 Transfer
5 52 Completion of Schooling
5 53 Discontinuance of School Work (Dropping Out)
5 54 Death
5 60 Nonentrance Information

6 00 PERFORMANCE
6 10 School Performance
6 11 Program of Studies
6 12 Course Information
6 13 Mark or Report for Student Performance
6 14 Credits (Units of Value)
6 15 Mark Value
6 16 Mark-Point Average
6 17 Cocurricular Activity Information
6 18 Progress Information
6 21 Recognition for Completion
6 22 Honors Information
6 23 Transcript Requests
6 30 Nonschool Performance
6 31 Employment Information
6 32 Other Nonschool Performance Information
6 33 Nonschool Activity Interests
6 40 Postschool Performance
6 41 Postschool Interests and Plans
6 42 Postschool Education and Training Information
6 43 Postschool Occupation and Employment Information
6 44 Other Postschool Activities

7 00 TRANSPORTATION
7 01 Transportation Status of Student
7 02 Distance from Home to School
7 03 Eligibility of Student for Transportation at Public Expense
7 04 Vehicle on which Transported
7 05 Distance Transported
7 06 Length of Time Transported
7 07 Qualification for State Transportation Aid
7 08 Schoolbus Number
7 09 Schoolbus Route Number
7 11 Schoolbus Run Number
7 12 Bus Stop Identification

8 00 SPECIAL ASSISTANCE AND TUITION
8 01 Students with Special Characteristics
8 02 Federal Educational Program Eligibility
8 03 State Educational Program Eligibility
8 04 Other Special Educational Program Eligibility
8 05 Welfare Eligibility
8 06 Tuition and Fee Information

name or number sequence to facilitate locating the records of specific students. Cross-reference files can be used to facilitate locating a record by some category other than the file sequence category. For example, if the file is arranged by number, a separate file of 3" x 5" cards could be established, containing student name and number, arranged in name sequence. If an information request shows student name but no number, the name card can be found in the card file. The student number shown on this card can then be used to locate the proper record in the data base.

Because of the confidential nature of much of the information in the student data base, access to this file should be limited to authorized personnel. If possible, information requests should be forwarded to a member of the central office staff who is authorized to work with the data base. If the request is in order, this individual will look up the record and report the desired information to the requestor.

One procedure for protecting confidentiality involves the use of an Information Requisition (figure A-12, page 161). This form should be filled out in duplicate, signed by the individual requesting the information, and, as required, signed also by the person authorizing the use of the information (e.g., parent, student, originator of record or his department chairman). The requisition is sent to the central office, where the requested information is transcribed from the record to the requisition. The original copy of the requisition—with the information—is sent to the requisitioning source. The copy of the requisition is filed, either with the record or separately. In emergencies, some information might be transferred by telephone, but an Information Requisition should be filled out after the fact to document the access to the student record. (The issue of confidentiality is discussed in detail in chapter II.)

COMPUTERIZED SYSTEM

Computerized System Data Base.—In a computerized information system, the student data base is a file or files of data stored on magnetic tape or magnetic disk. In many large or medium-sized schools, the student data base is the largest file processed by the computer. A student record containing all of the information rquired for a student information system could exceed 1,000 characters in length. Figure A-13 on page 162 illustrates the contents of a computerized student record utilizing the recommendations in chapter IV for a basic student record.

File size is an important consideration to the systems designer because, in most computer systems, internal memory and disk storage are limited. In tape-oriented systems, larger files generally take longer to process. There are several techniques for reducing file and record size. These include:

- Extensive use of coded data.
- Use of variable length records.
- Subdividing the data base into categories based upon the importance of the data.
- Subdividing the data base into several files based upon functional areas.

In a computerized system, coded data provide the advantage of requiring a minimum of file space. Although only the data code is stored in the record, the computer can be programed to print the full description of the item on computer-generated reports.

Not all records require the same amount of data. The record of a kindergartener, for example, will not contain as much information as the record of a high school senior. If all records in the data base are of the same length, many records will contain a large number of blank fields. This can be prevented by the use of variable-length records increased programing efforts. first portion (high order) of each record contains basic information applicable to all students. The remainder of the record contains only data pertinent to that specific record. In earlier computers, the use of variable-length records increased programing efforts. With the powerful operating systems available today, however, a variable-length record format imposes no particular problems to the programer.

In some student information systems, the data base is subdivided according to the importance of the data. Essential information that pertains to all students is kept in one file. A second file is established that contains all optional information. Most of the time, it is necessary to process only the first file in order to generate necessary reports.

A somewhat similar technique is to divide the data base into a number of files based upon functional area. For example, there might be an attendance and grade reporting file, a family information file, and a student health information file. All of these files are related through the student number.

Collection of Information.—In a computerized information system, newly collected data must be converted to computer-readable form before they can

State Educational Records
and Reports Series:
Handbook II, Revised

DHEW Publication No. (OE) 73-11900

FINANCIAL ACCOUNTING
Classifications and Standard Terminology for Local and State School Systems

Compiled and Edited in the
OFFICE OF EDUCATION

by

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Educational Records and Reports

and

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Educational Data Standards Branch

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, *Secretary*

Education Division
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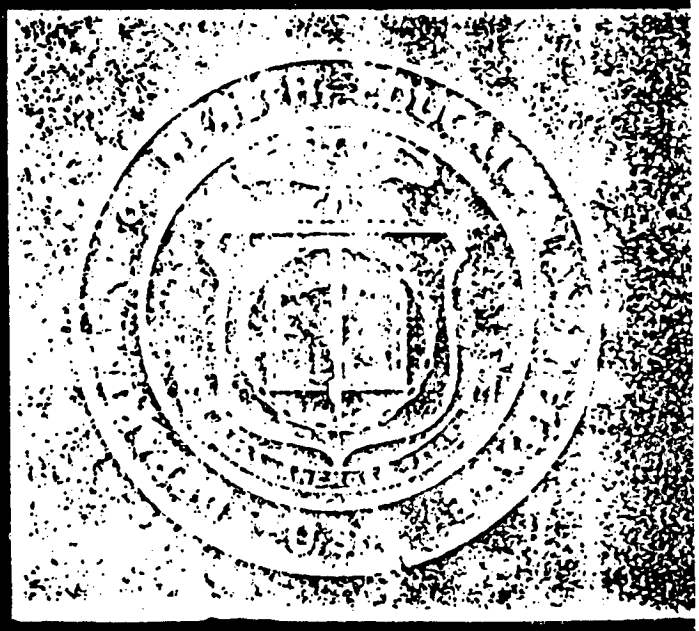
Office of Education
John R. Ottina, *Acting Commissioner*

National Center for Educational Statistics
Dorothy M. Gilford, *Assistant Commissioner for Educational Statistics*

STAFF ACCOUNTING

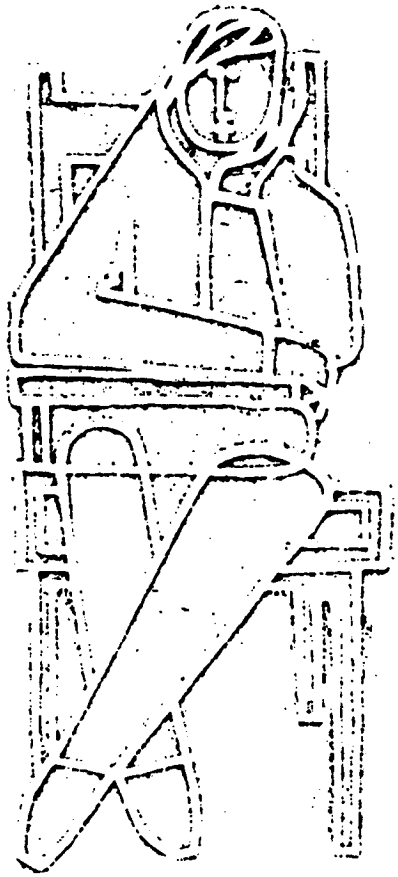
Classifications and Standard Terminology for Local and State School Systems 1974



State Educational Records and Reports Series: Handbook IV, Revised

National Center for Education Statistics

A CLASSIFICATION OF EDUCATIONAL SUBJECT MATTER

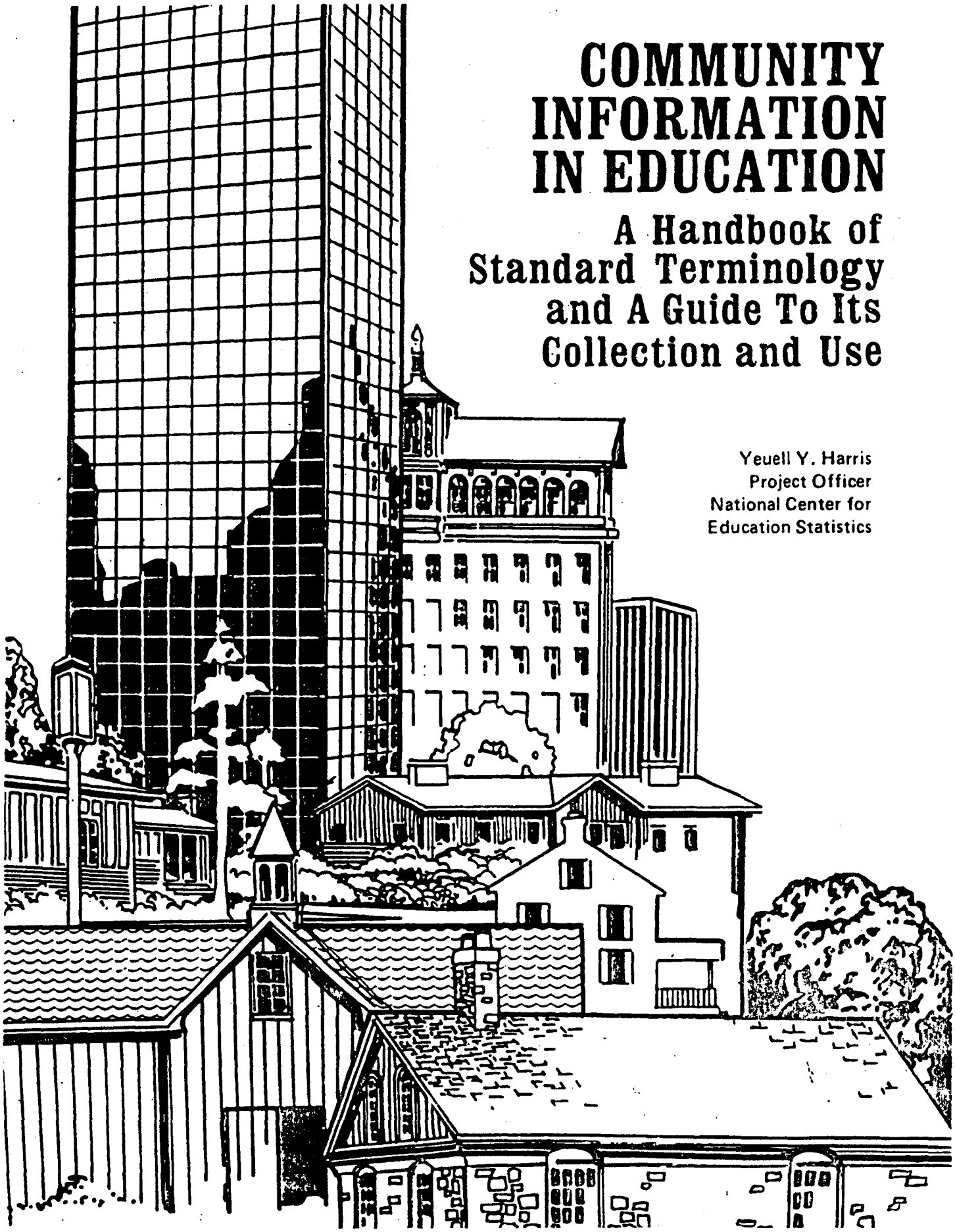


STATE EDUCATIONAL RECORDS AND REPORTS SERIES: HANDBOOK XI

COMMUNITY INFORMATION IN EDUCATION

A Handbook of Standard Terminology and A Guide To Its Collection and Use

Yeuell Y. Harris
Project Officer
National Center for
Education Statistics



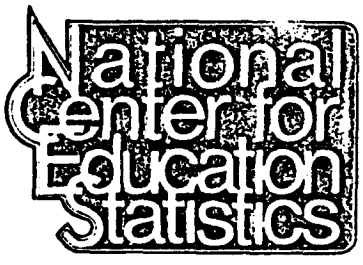
elementary and secondary education

PROPERTY ACCOUNTING

A HANDBOOK OF STANDARD TERMINOLOGY AND A GUIDE FOR CLASSIFYING INFORMATION ABOUT EDUCATION PROPERTY

State Educational Records and Reports Series:
Handbook III, Revised

1977



QUESTION:

How Will The Government Monitor And Track Individuals To See If They Are Meeting The National Educational Goals?

ANSWER:

Thru Electronic Portfolios Of The Total Development Of The Child.

FACT: **"Express"** Is Being Implemented, The Electronic Transfer Of The Permanent Record For Students And Schools.

FACT: NCES And CSSO Are Developing Two New Handbooks...Student And Staff.

FACT: Health Records Will Be Merged Into Education Data Records.

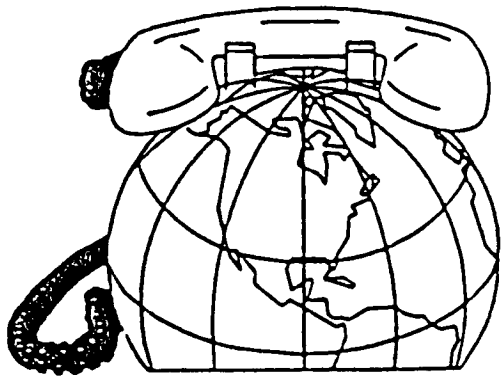
FACT: The Migrant Student Transfer System Is **The** Prototype For The **"Express."**

FACT: The **"Express"** Is Being Developed To Transmit Data For Multi-Purposes, Districts To Other Districts Or The State To The Federal Government, And Sending Transcripts To Postsecondary Institutions And Employers.

FACT: Match Orlando Workshop Data Elements To Student Pupil Handbook, They Are The Same.

A GUIDE TO THE IMPLEMENTATION OF THE SPEEDE/ExPRESS ELECTRONIC TRANSCRIPT

Version 1



Developed by the

COMMITTEE ON THE STANDARDIZATION OF
POSTSECONDARY EDUCATION ELECTRONIC DATA EXCHANGE (SPEEDE)
AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS
AND ADMISSIONS OFFICERS

EXCHANGE OF PERMANENT RECORDS ELECTRONICALLY
FOR STUDENTS AND SCHOOLS (ExPRESS)
NATIONAL CENTER FOR EDUCATION STATISTICS
COUNCIL OF CHIEF STATE SCHOOL OFFICERS

March 31, 1992

EDUCATION DATA SYSTEM IMPLEMENTATION PROJECT

Council of Chief State School Officers
State Education Assessment Center
One Massachusetts Avenue, N.W., Suite 700
Washington, D.C. 20001-1431
(202) 408-5505 Telephone/(202) 408-8072 Fascimile

The six National Education Goals developed by the nation's governors and the Administration in 1989 set targets and expectations that implied a greater need for comparable and reliable education data to measure their status and progress. Even before the establishment of the Goals and the subsequent America 2000 strategy, the National Cooperative Education Statistics Systems was established by the Hawkins-Stafford Education Improvement Amendments of 1988 (P.L. 100-297) to involve state and federal governments in a mutual effort to produce state-comparable and nationally-uniform data on public and private school systems. This System has been guided by the National Forum on Education Statistics which provides the leadership in anticipating data needs and developing ways to help state education agencies to provide the needed data. To achieve these, the Forum needs to implement an organizational infrastructure at both the state and national levels which can flexibly produce, add, edit, transmit, and utilize education data.

The National Center for Education Statistics (NCES) has been overseeing the progress of the above efforts toward the improvement of education data. In September 1991, NCES awarded a three-year contract to the Council of Chief State School Officers (CCSSO) to facilitate the implementation of a national education data system. During the course of this three-year project, titled Education Data System Implementation Project (EDSIP), the following distinct, but interrelated, activities will be conducted:

1) **Continue to improve data elements on elementary and secondary education.**
Project staff will assist NCES in determining the extent to which states can provide new data elements proposed to be added to NCES's Common Core of Data surveys for the purpose of making the database more comprehensive and useful. Working with state education agency staff and others knowledgeable in the field, project staff will summarize current state activities and make recommendations for definitions and procedures for collecting new data. In addition, a model for future revisions to NCES data collection activities will be developed and pilot-tested.

2) **Enhance state and local capability to electronically transfer student data.**
The project will administer an interstate student records transfer system, currently called ExPRESS--Exchange of Permanent Records Electronically for Students and Schools--the development of which has been funded by NCES for two years prior to EDSIP. This activity has included the development of standard data elements for inclusion in an electronic student transcript and a pilot exchange of student records across school districts and from districts to institutions of higher education. The system is now ready for further development, including the appointment of a Governing Board, making formal arrangements with a communications network for exchanging the records, and expansion to more sites. Project staff will provide training, as well as technical and administrative support for these activities.

3) **Implement Personnel Exchange System for sharing state expertise in solving education data problems.** The project will continue to operate a Personnel Exchange System to enable state education agency staff to consult with staff from other states on various areas of concern. These may include: administrative management issues such as administration of state or local education agencies, finance, and teacher supply and demand; instructional management issues such as monitoring of pupil coursework, testing, and attendance; and geographic management issues such as student transfer and dropout information within and across school systems.

4) **Develop Information Referral System for sharing information to improve data systems across states.** The project will develop and maintain an electronic database of education data and directory information about state education agency staff involved in data collection activities. This database also will include information about education data collection activities conducted by federal agencies as well as other organizations. The system will provide information on ways to improve states' data collection, analysis, and dissemination. This consolidated database about education will be easily accessed by state agency personnel for their information and use.

5) **Develop student and staff data handbooks.** The project will develop two handbooks--one on student information and one on staff information. These handbooks will include an extensive and comprehensive description of an administrative record system and data element terms and definitions. Project staff will work closely with experts as well as federal, state, and local education agency personnel during the process.

The EDSIP builds upon two previous CCSSO projects also funded by NCES. These projects focused primarily on data elements related to the Common Core of Data. The Education Data Improvement Project (1985-1988) described state collection of data elements and analyzed each state's capacity to provide standard, comparable, and timely data to NCES on public elementary and secondary school and school district, staff, students, revenues, and expenditures. The project also recommended to the states and NCES ways to overcome observed deficiencies in the states' ability to produce the data requested on the Common Core of Data surveys. Last, but not least, the project established agreement across states on standard definitions of the data elements reported to NCES and prepared for successful negotiation of data plan agreements between NCES and each state.

The second project, also funded by NCES, was the New Education Data Improvement Project (1988-1991). Project staff facilitated the establishment of technical assistance plans for each state, which addressed the state's problems in responding to Common Core of Data requirements and recommended strategies and resources to remedy these problems. The plans addressed issues in all fiscal and nonfiscal data. Project staff negotiated changes in the state's data responses through various means. These included the chief state school officer's approval of the plan, consultation among state education agencies, and on-site technical assistance to states.

For more information about the newly-funded Education Data System Implementation Project and ExPRESS, please contact Barbara S. Clements, Project Director. EDSIP project staff also provide information about specific tasks. Lisa Solomon coordinates the tasks on improving the Common Core of Data surveys; Kathleen Fortney assists on the management of ExPRESS; Tom Tobin manages the Personnel Exchange System; and Oona Cheung coordinates both the Information Referral System and the development of student and staff data handbooks.

Draft (9/11/92)

Council of Chief State School Officers
State Education Assessment Center
Education Data System Implementation Project

One Massachusetts Avenue, N.W., Suite 700, Washington, D.C. 20001-1431
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Student Data Handbook for Elementary and Secondary Education

—WORKING DRAFT—
PUBLIC REVIEW COPY
(NOT FOR QUOTATION OR CITATION)

Developed for:

National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education

ANNOUNCING ...

A WORKSHOP ON THE EXCHANGE OF PERMANENT RECORDS ELECTRONICALLY STUDENTS AND SCHOOLS (EXPRESS) SYSTEM

Delta Orlando Resort, Orlando, Florida
February 18, 1991

Under development since 1989, the Exchange of permanent Records Electronically of Students and Schools (express) system is rapidly becoming a reality. This system, developed under the sponsorship of the National Center for education Statistics and now staffed by the Council of Chief State School Officers, provides the mechanism for electronic exchange of essential and standard information about a student's academic progress, participation in special programs and services, test performance and health status which are necessary to make appropriate and timely decisions about educational placement. A more complete description of the system is attached.

The Workshop is sponsored by the Council of Chief State School Officers and the National Center for Education Statistics. Presenters will include the participants in the task force which has developed the system, including school district and state education agency personnel from the states of Florida, California, New York, Texas, and Washington as well as staff from the National Center for Education Statistics, the Council of Chief State School Officers and the Migrant Student Records Transfer System. The workshop designed primarily for school district and state agency personnel, will provide you with information about Express, Electronic data Interchange, mapping data elements to the standard format, and how to become a part of the system.

Each participant in the workshop will receive a copy of the first official draft of the guide to the Implementation of the Express System. This publication gives all the data transaction sets, sample formats, and code tables for the Express standard electronic record.

DATE/TIME

The workshop will be held on Tuesday, February 18, 1992, at the Delta Orlando Resort in Orlando, Florida. It will be held just prior to the February 19-21, 1992 Conference on Elementary-Secondary Education Management Information Systems: State and Local Models for excellence, sponsored by the U.S. Department of Education's National Center for Education Statistics and the Florida Department of Education - Division of Public Schools. Registration for the workshop will be on February 18 from 8:00 - 8:30 a.m., and the session will begin at 8:30. The workshop will end at 5:00 p.m.

EXCHANGE OF PERMANENT RECORDS ELECTRONICALLY OF STUDENTS AND SCHOOLS (EXPRESS) SYSTEM

In 1989, a task force sponsored by the National Center for Education statistics began meeting to examine the feasibility and benefits of a nationwide electronic records transfer system. The Center took this step in the belief that such a system would provide a practical tool benefitting school practitioners. In addition, it was hoped that the system would promote state/local information system capacity and comparability in support of the National Cooperative Education Statistics System. Participants in the task force include school district and state education agency personnel from the states of Florida, California, New York, Texas and Washington as well as staff from the National center for Education Statistics and the council of chief State School Officers.

The anticipated benefits of the proposed national system include:

* promotion of greater compatibility and standardization of student information across state and local information systems;

* more timely request and receipt of student records through electronic network as opposed to mail;

* more timely availability of data for use in determining the educational placement and the initiation of support services required for enrolling students;

* increased reliability and consistency in the interpretation of student records;

* greater efficiency for districts with authorized student information systems, by enabling them to receive machine-readable records which eliminate key-entry;

* increased protection of student records which will be less subject to tampering when transferred through a network containing security procedures;

* reduced total cost to transfer records; and

* the availability to educational agencies of a multi-function network which can be used for other purposes such as reporting data from districts to other districts or the state, reporting data from the state to the federal government, and for sending transcripts to postsecondary institutions and employers.

Project activities included the development of a set of data elements and definitions in American Standards Institute format to be used in the pilot electronic transfer of student records between districts and from districts to postsecondary institutions. These data

elements include both required and recommended information to be included in the students record.

Data elements are included for five different areas:

1. Demographics (student name, residential data, grade level, race/ethnicity, home language, guardians name)

2. Academic History (previous school, course work, grades and credits awarded, grade point average, rank in class, attendance)

3. Special Programs and Services (program type, funding source, placement data, placement criteria, eligibility determination/status)

4. Health (immunization, health condition, screening, medical treatment)

5. Test Information (test identity, test data, norming period, subject area, test scores)

The data elements definitions, wherever possible, are standard definitions established by NCES, CCSSO, or other national organizations.

Administration of the system, its governance structure, and sponsorship of task force activities is now part of the Education Data System Implementation Project at the Council of Chief State School Officers. Information about the project may be obtained from the Project Director, Barbara Clements at (202) 624-7700.

MIGRANT STUDENT RECORD TRANSFER SYSTEM

TARGET AUDIENCE: Migrant Children

AWARD: 300-76-0090 10/01/1983 to 9/30/1984 **Cost: $4.9 million**

This system is a computerized educational and health system for migrant students in preschool through 12th grade. The system has approximately 200 telecommunication devices located in 44 States serving all 50 States, Puerto Rico, and the District of Columbia area. Terminals submit student data to migrant children on a daily basis. Curriculum being taught to migrant children is established by each State through application submitted to the U.S. Department of Education. The curriculum varies according to the established needs of migrant children at the various levels. Through the Migrant Student Record Transfer System teachers have at their disposal special programs, test, special interest, health, criterion, and skills data that enables them to place the child immediately. This allows teachers to formulate ideas on what the student has mastered and what program should be developed around each of the State programs. Presently the computer is programmed to provide all skill based information on all children in the areas of reading, math, oral language, and early childhood skills. This information is part of the total history of every children in the development of his or her profile.

MAJOR PRODUCTS:

1. Skills in reading, math, early childhood and oral languages.
2. Credit exchange for secondary migrant students.
3. Student education and health data.
4. Management report for State Directors and the U.S. Department of Education.

PROJECTS DIRECTORS:

Winford "Joe" Miller
Arkansas Department of Education
Arch Ford Building
Little Rock, Arkansas 72201
(501) 371-2719

ED. DEPT. CONTACT PERSON:

Patrick Hogan
Office of Elementary and Secondary Education
Migrant Education Program
Donohoe Bldg, Room 1100
400 6th Street, S.W.
Washington, D.C. 20202
(202) 245-9231

AT&T

Purchase/Service Agreement

007043 XOT

Customer Name			AT&T			Contract No.
MIGRANT STUDENT RECORD TRANSFER SYSTEM						
Address			Address			Project Code
501 Woodlane Rm 325			PO Box 25000			
Little Rock	AR	72203	Greensboro	NC	27420	AT&T Contact: Toni Sutton
City	State	Zip Code	City	State	Zip Code	Telephone No.: 919 279-6579

Check Appropriate Transaction Type(s): XX Purchase ☐ Purchase-in-place ☐ Post Warranty Service ☐ License Fee

Product/Service Description	Price Element Code	Warranty Term (Mos)	Warranty Cvg*	Post Warranty Term (Yrs)	Post Warranty Cvg*	Lic. Fee	Quantity	Purchase Price/ License Fee	Installation/ One-Time Charges	Total Monthly Service Charges
48-Channel Bank	2520-901						1	4200.00	2765.00	
w/42" Metal Cabinet										
6 AMP Power Supply	25064						1	400.00	25.00	
Ring Generator	25073						1	400.00	13.00	
Channel Service Unit	25100						2	4000.00	100.00	
4 Wire To W/LB	25103						5	750.00	50.00	
2 PBX Ckt Packs	25235						28	4200.00	140.00	
Engineering									400.00	

Customer Contract Return Date	Progress Payment Schedule	Total This Page	13950.00	3493.00 XXXXXXX	
Change Control Date (CCD)	$ Contract Signing	Subtotal From Attached ( ) Additional Page(s)			
Delivery Date	$ Date	Shipping (Estimated Total Transportation Costs)			
In-Service Date	$ Date	Filing Or Other Fees			
Service Commencement Date	$ Date	Advance Payments/ Progress Payments/Credits	( )	( )	( )
Service Payments ☐ Monthly ☐ Prepayment	$ Date	Service Prepayment Alternative			
	$ As Invoiced	Grand Totals (Excluding Taxes)	13950.00	3493.00 XXXXXXX	

Remarks

Either (1) your signature below, (2) your failure to object in writing within fifteen (15) days of AT&T's signature date, or (3) your acceptance of any material and or services described hereon shall be conclusive of your agreement to AT&T's terms setforth on the face and reverse side hereof.

YOUR SIGNATURE ACKNOWLEDGES THAT YOU HAVE READ AND UNDERSTAND THE TERMS AND CONDITIONS ON THE REVERSE SIDE OF THIS AGREEMENT. THESE TERMS AND CONDITIONS APPLY TO THIS ORDER AND ANY SUBSEQUENT ORDERS ACCEPTED BY AT&T. YOUR SIGNATURE ALSO AUTHORIZES AT&T TO REQUEST CREDIT INFORMATION FROM ANY CREDIT REPORTING AGENCY OR SOURCE.

MIGRANT STUDENT RECORD TRANSFER SYSTEM
(Customer)

501 Woodlane Rm 325
Equipment Location Address

Little Rock AR 72203
City State Zip Code

by: James Hardage
(Authorized Customer Signature)

Dr. James G. Hardage
(Typed or Printed Name and Title)

February 08, 1993
(Date)

AT&T

Accepted By:

Susan L Strobel
(Typed Or Printed Name)

Manager, Rapid Response Center
(Title)

PO Box 25000
Address

Greensboro NC 27420
City State Zip Code

(Date)

*Legend

Coverage	Code	Coverage	Code	Coverage	Code	Coverage	Code
Business Day	1	Cust Inventory Mgmt	4	Ext Bus Day (Voice)		Ext Bus Day (Data)	
Around-the-Clock	2	Cust On-Site Exch	5	7–7, Mon–Fri	7A	8–8, Mon–Fri	8A
Exchange Point/Remote Support	3	AT&T On-Site Exch	6	8–8, Mon–Fri	7B	8am–Midnight, Mon–Fri	8B
				9–9, Mon–Fri	7C	8am–Midnight, Mon–Sat	8C
						8am–Midnight, Mon–Sun	8D
						Other (Specify)	9

Retention Requirement

AT&T

Network Services Commitment Form

AIS-3101 (4-92)

317033 QP

Customer Name			AT&T			Customer Account No./Master Customer No.
Arkansas Dept. of Education						
Address			Address			Plan ID No./MLW Contract No.
Migrant Student Record Transfer System			10825 Financial Centre Pkwy			
#4 Capitol Mall			Suite 300			AT&T Contact
						Charles L. Hare, Jr.
City	State	Zip Code	City	State	Zip Code	Telephone No.
Little Rock	AR	72201	Little Rock	AR	72211	501-223-1132

Select Appropriate Option(s):

☒ New Order ☐ Add/Delete Locations ☐ Upgrade ☐ Trial ☐ Cancel ☐ Renewal

☐ Promotion: _____

AT&T SOFTWARE DEFINED NETWORK (SDN)
(Location Detail must be attached)

☐ Basic ☐ Custom SDN
Option: ☐ 1 ☐ 2 ☐ 3 ☐ 4

☐ Expanded Volume Plan
Part: ☐ II ☐ IIa ☐ III ☐ IV ☐ V ☐ VI ☐ VII ☐ VIIa ☐ VIII ☐ IX ☐ X

Remarks: _____

If trial option is selected, service will automatically continue under the option selected above, unless you notify AT&T to terminate prior to the end of the trial period as designated in the appropriate tariff.

PRICING PLANS
(Main Billed or Sub-Account Telephone Numbers Location List must be attached for RVPP, CSTPII, CSBP and One Line WATS Term Plan. Location Detail must be attached to DFRP, OPP and HNS.)

☐ AT&T MEGACOM® Service Term Plan
☐ AT&T MEGACOM Service Card Option Plus
☐ AT&T 800 Term Plan — Location and Service Specific:
  ☐ AT&T 800 Service
  ☐ AT&T 800 READYLINE®
  ☐ AT&T MEGACOM® 800 Service
  ☐ AT&T 800 MasterLine℠ Service

☒ AT&T 800 Customer Specific Term Plan (CSTP)*
☒ Revenue Volume Pricing Plan (RVPP)*
☐ AT&T Hospitality (Hotel) Network Service (HNS)*
☐ One Line WATS Term Plan (Sub Account Numbers Only)
☐ Distributed Network Service (DNS)
☐ AT&T 800 Customer Specific Bonus Plan (CSBP)

☐ Multiservice Volume Pricing Plan (MSVPP)
☐ Discounted Fixed Rate Plan (DFRP)
  ☐ ACCUNET® T1.5
  ☐ ACCUNET® T45
☐ Optional Payment Plan (OPP)
☐ AT&T 800 Customer Specific Term Plan II (CSTPII)

☐ Other: _____

Term: 3 Years Net (Annual/Monthly) Usage/Revenue Commitment: $ 120,000
(Choose one)

*You agree to accept joint responsibility for the financial obligation incurred by the designated locations if AT&T is unable to collect payment from these locations.

☐ **ACCUNET® Flexible Digital Access Service (AFDAS)**
(Location Detail must be attached)

AT&T MULTI-LOCATION CALLING PLAN (MLCP) (AT&T MULTI-LOCATION WATS (MLW))
(Main Billed Telephone Numbers Location List must be attached)

☐ Plan A* Term: ☐ 12 Months ☐ 18 Months
☐ Plan B (Execu PRO WATS) Term: ☐ 18 Months
Number of Locations or Main BTNs _____ Monthly Recurring Charge $ _____
*If trial option is selected, service will automatically continue unless you notify AT&T to terminate prior to the end of the trial period as designated in the appropriate tariff. You agree to accept joint responsibility for the financial obligation incurred by the designated locations if AT&T is unable to collect payment from these locations.

STATE CALLING SERVICE (SCS) — Available only to State and Local Government entities
(Location Detail must be attached for Option 1)

☐ Option 1 ☐ Option 2
☐ I certify that my combined intrastate, interstate and international outbound usage, for the service being replaced by the SCS option checked above, for the prior year exceeded an average of 150,000 minutes per month. (Option 1 or 2)
☐ I certify that my combined intrastate, interstate and international outbound usage for the prior year, from all locations using local exchange service access which are to be included in SCS Option 1, exceeded an average of $12.00 per month, per location. (Option 1 only)
☐ Month-to-Month Plan (Option 1 or 2)
☐ Term Plan (Option 1 or 2): Term: _____
☐ Term and Volume Plan (TVP) (Option 1 only): Part: ☐ 1 ☐ 2 ☐ 3 Term: _____

COLLEGE CONNECT℠ CALLING SERVICE (CCCS) — Available only to private colleges and universities
(Location Detail must be attached)

☐ Domestic ☐ International ☐ Domestic/International
Term: _____ Domestic Annual Revenue Commitment: $ _____ International Annual Revenue Commitment: $ _____

THE SERVICE(S) AND PRICING PLAN(S) YOU HAVE SELECTED WILL BE GOVERNED BY THE RATES AND TERMS AND CONDITIONS IN THE APPROPRIATE AT&T TARIFFS AS MAY BE MODIFIED FROM TIME TO TIME. YOUR SIGNATURE ACKNOWLEDGES THAT YOU UNDERSTAND THE TERMS AND CONDITIONS UNDER WHICH THE SERVICE(S) SELECTED WILL BE PROVIDED AND THAT YOU ARE DULY AUTHORIZED TO MAKE THE COMMITMENT(S) AND TO ORDER SERVICE FOR EACH OF THESE LOCATIONS.

Arkansas Department of Education - MSRTS
(Customer)

By: _____
(Authorized Customer Signature)

Dr. Jim Hardage
(Typed or Printed Name and Title)

Feburary 08, 1993
(Date)

AT&T

Accepted By: _____
(Typed or Printed Name)

(Title)

(Date)

Ark. Code Ann. 19-11-238 prohibits enforcement of state contracts beyond the fiscal biennium when appropriations are not made to allow for completion of the contract.

ORIGINAL

Retention Requirements, Preparer-6 Years After Cancellation or Expiration

$4.5m Pilot Program In 1989 To Test Interstate Transfer of Records

History of The Migrant Student Record Transfer System

When the Migrant Education Program was created in 1966 to provide supplemental educational and supportive services for eligible migrant children, it included the requirement that their records be transmitted from school to school. These children moved so often that their numbers were unknown, few health records were obtainable, and schools did not know where to place students since their educational records usually were not available. Consequently, improper grade placement, constant retesting, and duplication of services often resulted.

In 1968, representatives from 37 states met to discuss the problem of transferring the educational records from one state to another, from one teacher to another. The meeting resulted in the establishment of the Record Transfer Committee which was charged with designing a system for rapid transmission of the information on the record.

The resulting design for a Record Transfer System was submitted to the United States Office of Education for approval. Subsequent to this, the U.S. office issued requests for proposals to develop and implement the proposed system. As a result of competitive bidding, in July, 1969, the Arkansas Department of Education was awarded a contract to develop and operate the system. By 1970, the automated Migrant Student Record Transfer System (MSRTS) had become a reality, and by July, 1971, all participating states had been phased into the system.

What is MSRTS?

The Migrant Student Record Transfer System (MSRTS) is a nationwide computerized communications network designed to transfer the records of migrant students as they move from school to school. From its base in Little Rock, Arkansas, it records, maintains, and rapidly transfers educational and health information on more than 750,000 identified migrant children in all 50 states in the U.S., Washington, D.C., and Puerto Rico.

Who is an eligible migrant child?

An eligible migrant child is one who has moved across state or school district lines with a parent or guardian who is seeking temporary or seasonal work in agriculture, fishing, or related work, including food processing and the harvesting and cultivation of trees. Migrant workers follow the growing seasons across the country, and they are largely responsible for the cultivation and harvesting of fruits, vegetables, and many other food products.

Information on a child's record

The purpose of the Educational Record is to provide users with a comprehensive educational profile for each student. The records include parental information, personal history, schools attended, high school credits, and basic health information (inoculations, screenings, laboratory work, critical and chronic conditions, etc.).

Information is also provided which indicates the skills the student was studying at the time of withdrawal from his or her last school. Skills are reported for the areas of reading, math, early childhood, and oral language.

A secondary credit record section allows the entry of courses required for graduation as well as the courses for which credit was received. In this way the student can receive proper credit toward graduation no matter which school he or she attends.

The day-to-day process

A migrant recruiter or an assigned school official hears about a potentially eligible migrant child through growers, migrant families, service agencies, people in related industries, or other school officials. The family is contacted and, if the child is eligible, a certificate of eligibility form is completed. This information is then sent to a communications center. Data is transmitted by mail, courier, or telephone from the approximately 29,000 schools in the United States and Puerto Rico that participate in MSRTS. In a given state, communication centers are located in areas of dense migrant populations with each center serving many schools. Data entry specialists at the centers enter the information on a terminal which sends it electronically to the computer in Little Rock.

If the child has been in the program before and the computer has a profile on him, this information is sent to the enrolling school to assist personnel in determining his academic and health status for placement in the correct learning environment. If no profile exists, the enrollment process will begin a computerized record with subsequently recorded data made available to other enrolling schools. The child's records are sent immediately from Little Rock to local staff in the enrolling school or school district where the information is shared with the child's teacher and appropriate school personnel.

Once the child has entered the school setting, relevant academic data such as participation in special programs, special interests, or results of academic tests are forwarded to the Little Rock Center to become a part of his record. In addition, results of physical exams, inoculations, dental services, and other health data are recorded.

Benefits

The benefits provided by the MSRTS begin at the local level in the form of recruitment. MSRTS makes student grade placement easier and indicates where special help is needed. It eliminates the need for multiple educational testing, physical examinations, and repeated inoculations. Through a comprehensive health record, school officials know the status of the student's health condition as well as educational progress.

Two major benefits afforded by the forwarding of health data are: (1) needless duplication of health services is avoided and (2) critical problems are brought to the immediate attention of school health personnel.

When a child moves, the records are forwarded to the enrolling school after MSRTS receives notification. The school can then concentrate on serving the child's needs rather than identifying those needs. By providing meaningful background data, continuity of health and educational services is a realistic goal for migratory children.

An additional benefit is the availability of information which contributes to the recruiting process by locating eligible families not being served.

In addition to the immediate use afforded teachers and health personnel by the student's printed record, valuable management data is extracted and summarized for utilization by federal, state, and local administrators. One of the important uses of this data is in the disbursement of migrant funds to the states based upon the residency of migrant children in a given location.

Available management reports include student participation in special programs, special interests, academic testing, school attendance, migratory patterns, health profiles, and grade/age distributions of children. These types of data result in improved program planning, program evaluation, curriculum development, recruiting practices, better health care services, and accountability for the expenditure of migrant education dollars.

Privacy of information

Of utmost importance is the privacy of data concerning the migrant child. The design of the MSRTS has taken into account every conceivable consideration to ensure the preservation of this privacy. Federal guidelines and regulations are followed in enrolling migrant children. No data is released to anyone other than authorized recipients. ?

Summary

The cycle of transmitting student information from the school to the communications centers to the computer and back to the school promotes the development of a comprehensive record for the mobile child. Continued use of these records permits the school to serve his unique needs, thereby offering him a better opportunity to pursue goals of his choice in society.

Glynn Braswell

DATA ELEMENT 1256 - MEDICAL TREATMENT TYPE CODE

This data element is not used in the postsecondary transcript but may be received as part of the Pre K - Grade 12 transcript.

The source of this code list is the Physician's Current Procedural Terminology, Fourth Edition (CPT-4), published in July of 1987. It is available from the American Medical Association.

A subset of this code set as developed by the National Migrant Records Transfer System will be maintained by the Council of Chief State School Officers, 1 Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431.

Code	CPT Codes (1256)
00120	Anesthesia for Ear Surgery
01230	Anesth, Surgery of Femur
10060	Drainage of Skin Abcess
12001	Repair Superficial Wound(s)
22899	Spine Surgery Procedures
29065	Application of Long Arm Cast
29075	Application of Forearm Cast
29405	Apply Short Leg Cast
36430	Blood Transfusion Service
50760	Fusion of Ureters
69210	Remove Impacted Ear Wax
69420	Incision of Eardrum
69437	Create Eardrum Openings
70250	X-ray Exam of Skull
70470	Contrast CAT SCans of Head
71000	Minifilm X-ray of Chest
71010	X-ray Exam of Chest
72110	X-ray Exam of Lower Spine
73000	X-ray Exam of Collarbone
73060	X-ray Exam of Humerus
73090	X-ray Exam of Forearm
73100	X-ray Exam of Wrist
73120	X-ray Exam of Hand
73140	X-ray Exam of Finger(s)
73560	X-ray Exam of Lower Leg

Code	CPT Codes (1256)
73600	X-ray Exam of Ankle
73620	X-ray Exam of Foot
81000	Urinalysis with Microscopy
81002	Routine Urine Analysis
81005	Urinalysis
82465	Assay Serum Cholesterol
82784	Assay Gammaglobulin A/D/G/M
82947	Assay Body Fliud, Glucose
82948	Stick Assay of Blood Glucose
83018	Chromatograph Screen, Metals
83020	Assay Hemoglobin
83645	Test Blook for Lead
85014	Hematcrit
85018	Hemoglobin, Colorimetric
85022	Automated Hemogram
85031	Manual Hemogram, Complete CBC
86300	Heterophile Antibody Screen
86580	TB Patch or Intradermal Test
86585	TB Tine Test
87060	Nose/Throat Culture, Bacteria
87070	Culture Specimen, Bacteria
87072	Culture Specimen by Kit
87086	Urine Culture, Colony Count
87177	Ova and Parasites Smears
90000	Office Visit, New, Brief
90010	Office Visit, New, Limited
90015	Office Visit, New, Intermed.
90017	Office Visit, New, Extended
90020	Office Visit, New, Comprrh.
90030	Office Visit, Minimal
90040	Office Visit, Brief
90050	Office Visit, Limited
90060	Office Visit, Intermed

QUESTION:

Which States Are In The Forefront Of Implementing The Express?

ANSWER: FLORIDA

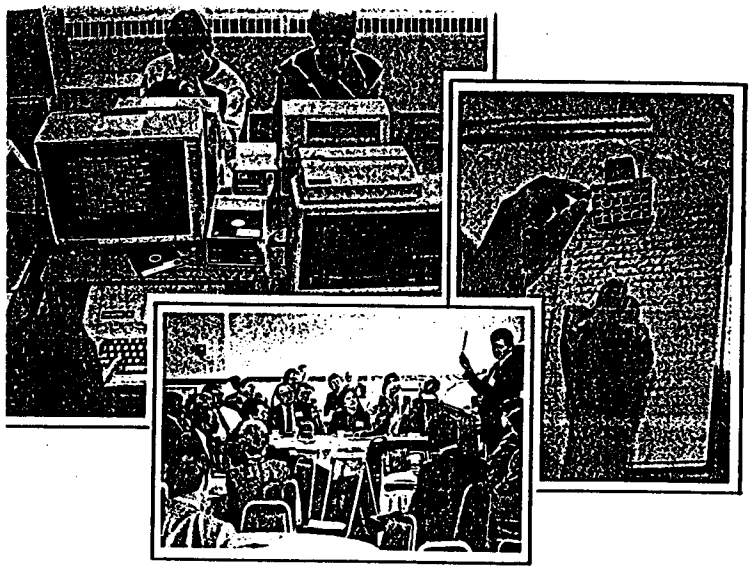
FACT: Standardizations Is A Key In Florida, July, 1987, Individual Student Reporting Initiated From Local Districts To State Education Agency (SEA).

FACT: Florida Outcomes = SCANS

FACT: All Adult Floridians Must Master Student Performance Standards As Well As Students.

FACT: First Computer Networks Were Linked In West Virginia By 1986.

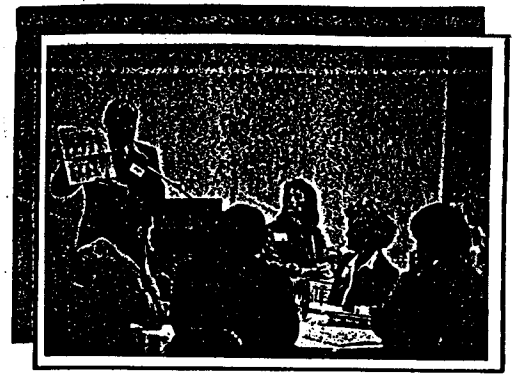
FACT: Marc Tucker, Director Of Project On Information Technology In West Virginia. See National Alliance For Restructuring Education.(Refer To Pg 35).



Bringing Ideas to Reality: Technology in Our Schools

Schooling and Technology Series, Volume 6

Southeastern Regional Council for Educational Improvement



record keeping, and thus, in many cases, bring in more revenue to local districts from funding sources. While perhaps less fun than a computer program that will score 100 tests per second, information and record management programs have a major role to play in public education. Orlando conferees learned about such developing statewide programs in Florida and North Carolina.

Standardization a Key in Florida

Florida's school system will increase the speed and accuracy of its record keeping as it moves toward standardization, Robert Friedman of the state education agency suggested as he described the emerging statewide Education Information Data Base Plan.

The plan, fully implemented, has four goals that are easy to express and far more difficult to achieve:

- ✦ build more flexible, integrated data bases at the state level;
- ✦ reduce the data burden on school districts through streamlining of reporting;
- ✦ promote equitable computing resources and commonly defined information systems at the local level; and
- ✦ facilitate more efficient and rapid exchange of information within and between levels of the state education system.

Fully implemented, the plan will consolidate no less than 18 separate reports currently required of LEAs into a single individual student record. Some of the implementation objectives provide a good idea of how the new system will be introduced. Items:

- ✦ January 1, 1985—State course numbers were assigned for use in each school district, to be used for reporting purposes July 1 and thereafter. This introduces the key concept of standardizing reporting to permit files to be computerized.
- ✦ June 30, 1986—The state-level Student Information Data Base will be operative, integrating state education files currently maintained separately to permit more flexibility in manipulation of data.
- ✦ June 30, 1987—Each school system will implement an automated Student Information System, which will include all state-required data elements and procedures for local record keeping, for state reporting, and for the transference of records and transcripts to other school districts and postsecondary institutions.
- ✦ July 1, 1987—Individual student reporting will be initiated from local districts to the SEA, replacing current aggregate state reports submitted by school districts. The data will be filed electronically.

Similarly, the plan sets timelines for introduction of staff and financial data base plans.

North Carolina's Five-Year Plan

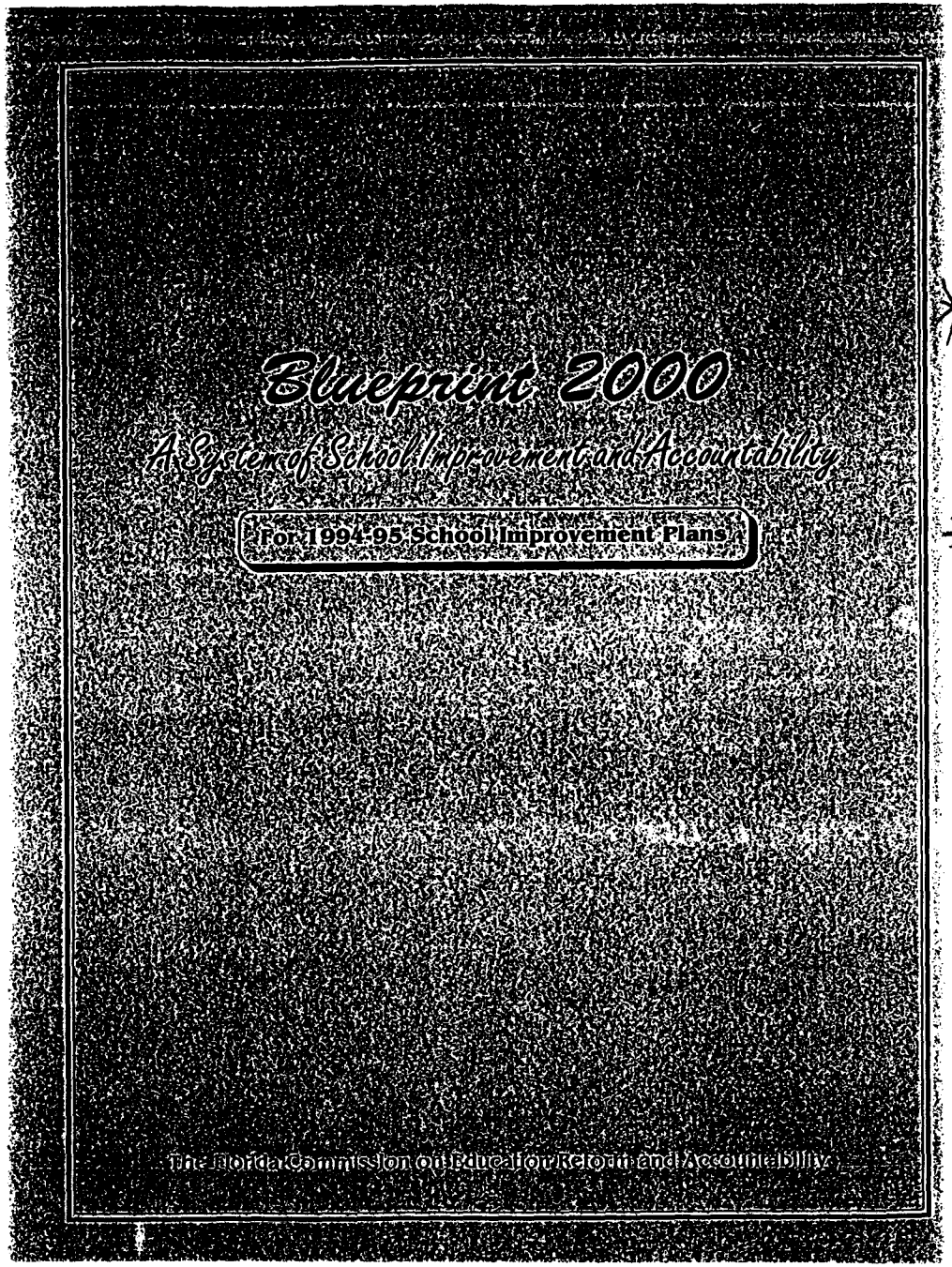
North Carolina's goals are much like Florida's, but its approach has been quite different. Following a bid process, a computer system consulting firm was retained to develop a five-year plan to introduce automated information gathering and record keeping in the state.

Projects currently underway, said Elsie Brumback of the state education agency, include such fundamental matters as data collection about personnel and certification status of teachers. The first piece of the program to be fully up and running is the Student Information Management Systems (SIMS). It is designed for:

- ✦ Pupil record maintenance.
- ✦ Class assignment preparation and review.
- ✦ Competency test score documentation.
- ✦ Attendance and membership reporting.
- ✦ Exceptional children records maintenance.
- ✦ School administration support including relief of teacher administration workload.
- ✦ Basic education program monitoring.
- ✦ Special program cost accounting and education results analysis.

Eventually, said the system's director, David Bryant, SIMS files will include classroom-level statistics for students and teachers, ADM and principal's monthly reporting data, annual competency testing results, basic program statistics, exceptional children headcounts, special program reporting, professional personnel activity reporting, and student and master schedules. The SIMS package will be fully integrated—all of these data will be entered only once for all of the functions described.

Two advisory committees have been formed to provide guidance and aid for the SIMS project. The Management Advisory Committee, composed of superintendents, state personnel, university professors, and interest group representatives, provides guidance with general policy. A Steering Committee made up entirely of school principals provides assistance with the details of implementation.



Rationale

American high school requirements were modeled after a university course-based system: In order to graduate, students must pass a certain number of required and elective courses which, in turn, usually require the student to attend class for a certain length of time. In high schools these credits are known as Carnegie Units, involving a standardized amount of time for each credit. Florida has set as requirements for graduation in the state the minimum number of credits, minimum grade point average, minimum specific courses among the required credits, minimum number of school days, minimum length of the school day, and minimum length of a class period. Local school boards may set additional requirements beyond the state's minimums. Additionally, the state must approve the content of any course offered for credit and school funding (Course Code Directory).

The restructuring of education from process- to results-driven suggests the need for a major revision of the current state requirements and the way in which local communities organize their schools. Instead of leaving high school with a diploma which certifies passing grades and class attendance for a four-year period, students should leave high school with documentation of their specific skills, knowledge, and values as demonstrated on local and statewide performance assessment measures. The student's demonstrated performance should replace his or her time spent in class as a factor in determining when the student will exit high school.

Such a basic change in the definition of schooling will not be achieved by all Florida schools immediately, nor at the same rate. A system must be developed that will provide for the transition from the schools of today to the schools of tomorrow. A number of schools in Florida grant units of credit based not on time spent in class but on demonstrated mastery of the course objectives. They also are able to modify courses, allowing more of an interdisciplinary approach to knowledge and skills rather than the discrete, subject-by-subject approach. The Commission encourages all schools to take advantage of this option as a means to enhance the implementation of the student performance standards and outcomes, which are based upon the application of knowledge, skills, and values over a variety of content areas.

Granting the recommendation for these changes allows schools to gradually move from accountability for the use of time to accountability for the results of instruction.

1994 Legislative Session

The Commission recommends that the Florida Education Finance Program Review Panel be reconvened to continue their work, in cooperation with staff from the Commission and the Department of Education, with a specific focus on the impact of current FEFP regulations on the successful implementation of Blueprint 2000. The recommendations from the panel will be reported to the Commission for consideration in the development of further recommendations on repeal or revision to statute or rule.

APPROVED JUNE 22, 1993

SECTION 5:

GOAL AREA STANDARDS

GOAL 1:
Readiness to Start School

Communities and schools collaborate to prepare children and families for children's success in school.

Working Assumptions

1. Schools, by themselves, cannot be held accountable for children's readiness to become successful learners. A partnership must exist among families, the Florida Department of Health and Rehabilitative Services (HRS), other community agencies, businesses, and the local school to truly ensure every child's readiness for success in school. Adoption by the State Board of Education of these recommendations for school improvement and accountability will establish this partnership as state policy for all agencies under the control and direction of the governor and State Board of Education.

2. In developing this readiness through shared responsibility, programs need to be family centered, community based, and focused on building family and community strengths that will enable families to identify their needs, mobilize supportive resources, and plan for acquisition of needed services. Services should be delivered in a manner that supports and promotes the integrity and unique needs of the family unit and respects racial, ethnic, and divergent family demographics.

3. All children and families must be afforded access to physical and mental health care systems (including pre and postnatal care) without regard to income or financial resources. Self-sufficiency for families is most likely to be achieved through education and training for employment. Good physical and mental health and appropriate support systems are key to developing self-sufficiency.

4. Appropriate specialized services and programs for children at risk and children with disabilities and their families should be provided. Inclusion and least restrictive environments provide children and families with the most normalized setting in which to foster their success. Schools must be prepared to receive and educate children regardless of their physical, mental, or developmental levels.

5. Early identification of the needs of all children and families will be most successful when accomplished through a community-based program of screening, assessment, and referral. Such a program must be based on family concerns, resources, and priorities; avoid fragmentation and unnecessary duplication of services; and emphasize multidisciplinary, interagency collaboration. It is most efficient to strengthen existing quality programs and encourage continuing public/private partnerships before beginning new programs.

6. While the traditional view of school readiness focuses upon children of prekindergarten age, this goal envisions readiness for success as a learner at whatever age the student enters public school in Florida.

> **Standard #1**
>
> Before entrance to Florida public schools, children have received appropriate health and social services so that optimum learning can occur for each child.

Outcomes

An agreement exists among the school, school board, HRS, and, when appropriate, other organizations, agencies, and medical practitioners in the community, which:

1. Provides all children and their families access to
   - comprehensive health services, including physical and dental examinations;
   - developmental, occupational, speech, hearing, visual, and mental health screenings; and
   - further evaluation for any potentially handicapping condition.
2. Provides all children and their families access to
   - therapeutic services indicated as a result of any abnormalities or deficiencies determined in the screening of children and families; and
   - community services available in each school district to help children and families in need (as required by 229.594, Florida Statutes).

Standard #2

At entrance to Florida public schools, children will be at a developmental level of physical, social, and intellectual readiness necessary to ensure success as a learner.

Outcomes

An agreement exists among the school, school board, HRS, and, when appropriate, other organizations and government agencies, which:

1. Provides all families access to comprehensive family support programs
   - full-service schools;
   - information and referral networks;
   - parenting resource support programs such as First Start and Healthy Start;
   - support programs for children with special needs and their families;
   - parent programs in the work place; and
   - public information opportunities (via the media) related to child development.
2. Provides all families access to appropriate early education and child care programs that
   - provide for the inclusion of children with disabilities in the least restrictive environment;
   - are available during appropriate hours to meet the needs of working parents;
   - coordinate with schools to ensure an effective transition from preschool to school-age programs; and
   - provide training to ensure high quality early childhood personnel.
3. Provides all students, including pregnant and parenting teens, access to programs that help develop
   - appropriate family planning and parenting skills, including the nurturing of good family relationships and healthy children;
   - self-sufficiency;
   - an understanding of the importance of completing educational goals; and
   - knowledge of appropriate community resources.

GOAL 2:
Graduation Rate and Readiness for Postsecondary Education and Employment

Students graduate and are prepared to enter the workforce and postsecondary education.

Working Assumptions

1. Since the performance standards supporting the goal for student performance are written to describe an exit-level standard for the public schools, they can be used to define graduation, adult literacy, and job preparation.

2. In this information age, the exit-level standards required for entry into postsecondary education are the same as the entry-level standards required for entry into the work force. These standards can be measured through a variety of performance assessment activities. The skills, knowledge, and values comprising these standards are those identified by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) as applied through Florida's Core of Essential Concepts.

3. While the Commission believes strongly in the concept of life-long learning, it also believes that, for most young people, achievement of these performance standards is necessary to compete at the highest levels nationally and internationally and make well-reasoned, thoughtful, and healthy lifelong decisions. The student performance goal should be achieved by the time of traditional high school graduation. However, schools and school districts must provide the means by which those who have not achieved this goal by that time can continue working at their individual developmental levels until they achieve the performance standards (see the goal for adult literacy).

4. All persons are capable of meeting the student performance standards and receiving an exit-level certificate documenting their performance. Some students may require modification in instruction and/or assessment in order to demonstrate their proficiency. For students with disabilities, an individual educational plan (IEP) may be the appropriate vehicle to accomplish these modifications.

APPROVED JUNE 22, 1993

5. In traditional schools, the time at which one graduates is constant, while the graduate's level of skills, knowledge, and values varies. In Blueprint 2000 schools, which are committed to recognizing the individual developmental differences of students, the graduate's skills, knowledge, and values should be constant while the time of graduation or certification varies.

6. Thirty-seven percent of Florida's high school graduates today do not plan to go on to postsecondary education. Postsecondary job preparation programs provide students with technical training for specific areas of work, building upon the student performance standards already certified. Students need the skills, knowledge, and values identified in the student performance standards in order to reach job and career goals.

7. Many individuals beyond the compulsory attendance age drop out of the traditional learning environment. Schools need to provide alternative learning opportunities to encourage these students to continue working toward the performance standards as rapidly as their circumstances will permit.

Standard #1

All Florida students graduate from secondary schools with a certificate showing mastery of the student performance standards and outcomes identified in Goal 3.

Outcomes

1. Florida students will graduate with certificates showing their degree of mastery of the performance standards and outcomes identified in the student performance goal for which performance-based measures exist.

2. All students who graduate from a Florida public school and enroll in a public college or university in Florida will receive passing scores on college entry-level placement examinations in reading, writing, and mathematics.

3. All students who complete a job preparation program will receive a certificate and possess a performance-based portfolio which demonstrates to a prospective employer successful preparation to enter the work force in areas of employment related to the job preparation program.

4. All students who graduate from a Florida public school will have passed a revised Florida High School Competency Test.

5. All students who complete a job preparation program, including an exceptional student education job preparation program, and who actively seek employment in a job market where work is available in the area of the job preparation, will be successful in obtaining employment in the area of job preparation.

Full employment

Standard #2

All Florida students who leave the public schools prior to graduation are engaged in some alternative learning process in which they are making progress toward meeting the graduation requirement.

Outcomes

1. All students who have dropped out of school and remained in Florida will be enrolled in a program which prepares them to meet the graduation requirements.

2. An agreement exists among the school or school board, HRS, the Florida Department of Labor, and, when appropriate, other community agencies and organizations (e.g., Division of Blind Services, Department of Mental Health, etc.), which provides for the identification of school dropouts within the community and the matching of those dropouts with developmentally appropriate programs through which those individuals may continue to progress toward the graduation performance standards.

APPROVED JUNE 22, 1993

GOAL 3:
Student Performance

Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Working Assumptions

1. Performance standards are defined through statements of outcomes that support each standard.

2. The exit-level skills required for entering postsecondary education and the world of work in the information age are the same and can be measured through a variety of assessment activities.

3. Exit-level performance standards and outcomes will be established first. Utilizing a developmental approach, performance outcomes at pre-exit levels will be established as benchmarks for assessing adequate progress.

4. Adequate progress of a school refers to the extent to which each individual student in a school is making adequate progress toward the performance standards and outcomes. Some students may need individual accommodations in order to progress toward the performance standards and outcomes.

5. Performance standards and outcomes will be written at the highest operational levels (e.g., analysis, synthesis, evaluation) and will be based on the belief that individual students learn at different rates.

6. Assessment practices should serve but not determine the performance standards.

7. Performance standards should be designed so that students may go beyond them by broadening the learning areas within which the standards are applied.

8. In order to reach high operational performance standards, teaching and learning in Florida's public schools will be fundamentally restructured in keeping with the principles of continual quality improvement.

9. The exit-level skills, knowledge, and values identified in SCANS (i.e., the Secretary of Labor's Commission on Achieving Necessary Skills) provide a framework within which Florida's Core of Essential Concepts will be incorporated.

10. Schools will transition at different rates toward the full implementation of Blueprint 2000.

Standard #1

Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files, in order to perform tasks and/or for enjoyment.

Outcomes

While performing individual and group tasks, students:

1. locate data and determine the main idea or essential message;

2. identify relevant details and facts;

3. evaluate accuracy, appropriateness, style, relevance, and plausibility;

4. analyze information, concepts, and ideas relative to their own value system;

5. use ideas, concepts, and informational resources for aesthetic and recreational purposes;

6. independently complete a task which requires the use or application of information, concepts, or ideas; and

7. evaluate and make valid inferences from new, incomplete, or nonverbal information.

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Standard #2

Florida students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays, and computer-based programs.

Outcomes

While performing individual and group tasks, students:

1. completely and accurately record information in writing and other media, and communicate that information, in turn, through a variety of media;

2. compose and create, through a variety of oral, visual, and written media, communications such as letters, reports, directions, manuals, and proposals;

3. in all communications using English and other languages, accurately use language, graphic representations, styles, organizations, and format appropriate to the language, information, concept, or idea and the subject matter, purpose, and audience;

4. prepare communications through a variety of media, which include supporting documentation and detail; and

5. check, edit, and revise communications to ensure appropriate form, emphasis, grammar, spelling, and punctuation.

Standard #3

Florida students use numeric operations and concepts to describe, analyze, disaggregate, communicate, and synthesize numeric data, and to identify and solve problems.

Outcomes

While performing individual and group tasks, students:

1. accurately identify and perform appropriate numeric procedures with problems found in numeric, symbolic, or word form;

2. estimate approximate numeric solutions to problems without use of calculating devices; and

3. accurately analyze, synthesize, and evaluate numeric ideas, concepts, and information through appropriate formulae, symbols, theorems, equations, tables, graphs, diagrams, and charts.

Standard #4

Florida students use creative thinking skills to generate new ideas, make the best decision, recognize and solve problems through reasoning, interpret symbolic data, and develop efficient techniques for lifelong learning.

Outcomes

While performing individual and group tasks, students:

1. use imagination, combine ideas or information in new ways, and make connections between seemingly unrelated ideas by discovering a rule or principle underlying the relationship between two or more objects and use the rule or principle to solve a problem;

2. clarify goals and recognize constraints to their accomplishment, reinterpret goals in ways that reveal new approaches to their attainment, and evaluate and choose the best alternative;

3. recognize that a problem exists, define the problem, investigate possible causes of the problem, identify possible solutions, analyze, evaluate, and select the best solution(s), and implement the solutions;

4. organize and intellectually process symbols, pictures, objects, and information in a way which permits the mind to generate the reality of what is being represented; and

5. develop and use individually effective and efficient learning techniques that permit them to apply new knowledge and skills in different ways.

Standard #5

Florida students display responsibility, self-esteem, sociability, self management, integrity, and honesty.

Outcomes

While performing individual and group tasks, students:

1. exert a high level of effort and perseverance towards goal attainment;

2. exhibit diligence in reaching high task accomplishment and performance by setting high standards, paying needed attention to detail, displaying high standards of attendance and punctuality, adapting to variable environments, and approaching and completing tasks with enthusiasm, vitality, and optimism;

3. demonstrate a realistic and positive view of themselves as unique individuals;

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4. demonstrate friendliness, assertiveness, leadership, adaptability, empathy, and politeness in familiar and unfamiliar groups;

5. exhibit interest in what others say and do;

6. deal with persons and situations with integrity, reliability, and honesty;

7. exhibit civic, personal, and social responsibility;

8. demonstrate behaviors that support physical wellness and personal well being; and

9. assume a positive role in the family, work place, and community.

Standard #6

Florida students will appropriately allocate time, money, materials, and other resources.

Outcomes

While performing individual and group tasks, students:

1. identify and prioritize activities in an appropriate sequence and develop, implement, and adjust an effective schedule in order to accomplish a goal;

2. prepare a budget appropriate to the activities required for goal attainment, maintain accurate records of actual costs and revenues, and revise the budget plan as needed;

3. identify and acquire the materials and supplies needed for completion of the activity and anticipate how those materials can be best stored and distributed to complete the activity with the least cost and greatest efficiency; and

4. identify the human skills, knowledge, and values necessary to successfully complete the activity; describe how to make successful matches between the persons best capable of completing the activity and the activity itself; and provide meaningful feedback on task completion to those involved.

Standard #7

Florida students integrate their knowledge and understanding of how social, organizational, informational, and technological systems work with their abilities to analyze trends, design and improve systems, and use and maintain appropriate technology.

Outcomes

While performing individual and group tasks, students:

1. identify the need for information, select possible information and evaluate its appropriateness, and then obtain the information from existing sources, or create it;

2. organize, process, and maintain in a systematic fashion, print and other forms of technologically stored information and transform the information into appropriate formats to enhance the accomplishment of a goal;

3. analyze trends and the performance of systems to predict the impact of these trends and performances on goal attainment;

4. make suggestions to modify existing systems in order to enhance goal attainment;

5. select the procedures or technology that will best facilitate goal attainment by visualizing the necessary methods and applicable technology, choosing, installing, and monitoring the device or system which will produce the best results; and

6. demonstrate competence in solving problems in the use of technology, including generating workable solutions and identifying the appropriate person or place from which to obtain the needed assistance.

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Standard #8

Florida students work cooperatively to successfully complete a project or activity.

Outcomes

While performing individual and group tasks, students:

1. contribute ideas and make suggestions to a group effort to solve a problem or complete an activity in support of attainment of a goal;

2. assist a group to be successful by doing their own share of the tasks necessary to complete a task and encourage other group members by listening and responding appropriately to their contributions, identifying and building upon the strengths of individual members of the group, helping to resolve differences within the group which impede goal attainment, taking personal responsibility for accomplishing goals, and where useful, challenging existing procedures, policies, or authorities that appear to impede goal attainment; and

3. help others learn by helping them to identify and apply related concepts and theories to the activity, identifying needed skills, knowledge, and values which will facilitate goal attainment, and providing meaningful feedback, including reinforcement of others' successful performance.

Standard #9

Florida students establish credibility with their colleagues through competence and integrity, and help their peers achieve their goals by communicating their feelings and ideas to justify or successfully negotiate a position which advances goal attainment.

Outcomes

While performing individual and group tasks, students:

1. effectively communicate thoughts, ideas, and values to influence others toward action which will facilitate goal attainment;

2. justify positions logically while taking meaningful viewpoints of others into consideration and making positive use of the rules and values followed by others; and

3. work toward an agreement with others that will further goal attainment by resolving divergent interests and points of view, clarifying points of view and adjusting quickly to new facts or ideas, and making reasonable compromises that promote goal attainment.

Standard #10

Florida students appreciate their own culture and the cultures of others, understand the concerns and perspectives of members of other ethnic and gender groups, reject the stereotyping of themselves and others, and seek out and utilize the views of persons from diverse ethnic, social, and educational backgrounds while completing individual and group projects.

Outcomes

While performing individual and group tasks, students:

1. demonstrate appreciation of their own culture and the cultures of others;

2. cooperate with persons of different gender or ethnic or socioeconomic backgrounds to successfully accomplish tasks; and

3. recognize bias and stereotyping in media, literature, and visual and performing arts.

Assessment

Assessment for school improvement and accountability should minimize state level intervention, empower local school communities, hold schools accountable, and improve and inform instruction. There is a legitimate state interest to report on the progress of education, but this interest should be constrained to the minimum amount of information necessary for state level reporting and should not place undue burdens on the school improvement process.

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GOAL 4:
Learning Environment

School boards provide a learning environment conducive to teaching and learning.

Working Assumptions

1. The legislature will make provision for the adequate and equitable funding of a uniform system of free public schools. In exercising these responsibilities, the state will give maximum flexibility to school districts in using these funds.

2. School boards will allocate these funds to schools so as to permit schools to provide an appropriate learning environment for all students. In allocating funds to schools, school boards will exercise their policy responsibilities by giving schools and school advisory councils maximum flexibility in using funds and designing school programs to achieve the goals of their school improvement plans.

3. School boards will provide the means for schools to have adequate physical facilities, educational materials, equipment, teachers, and staff to provide all students with the most appropriate learning environment.

4. In addressing this goal statement, the Commission believes the goal of sequential instruction is met through the student performance standards and outcomes as stated in Goal 3. The Commission also believes that the goal statement was intended to be inclusive of all subject matter areas and that those specified in the goal statement are meant only to be illustrative.

5. School climate reflects the traditions, cultures, and behaviors of all stakeholders.

6. Quality schools do not exist in isolation from the rest of the community; all stakeholders must be involved to bring about the success of the school.

7. All stakeholders must exhibit high expectations for achievement and behavior.

GOAL 7:
Adult Literacy

Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.

Working Assumptions

1. Adult literacy is an integral part of a continuous system of education.

2. Adults in the work force must continue to learn and retrain to live and work successfully in today's world. A nation at risk must become a "nation of learners" to be competitive in a global economy.

3. Students may transfer in and out of the educational continuum at various stages of life. It is recognized that an individual's goal at a given time may be any place along a range of skills, from entry to exit-level.

4. Schools and districts must be held accountable for achieving adult literacy in Florida.

5. Research indicates that the literacy level of the parent or guardian significantly influences the educational achievement of the child. Typically, children of parents with higher levels of education remain in school longer and achieve greater educational success than children whose parents, especially mothers, have low levels of education.

6. Inter- and intraagency cooperation and collaboration strengthen the quantity and quality of programs.

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ADULT FLORIDIANS WILL BE IDENTIFIED.. TO MEET THE STUDENT OUTCOMES .
(ACCORDING TO THE SCANS)

Standard #1

Adult Floridians have mastered the student performance standards and outcomes identified in Goal 3.

Outcomes

1. An agreement among the school district, the Florida Department of Labor, HRS, and, when appropriate, other community agencies and organizations, provides for the identification and referral of adults who do not meet the Florida standard for literacy. An integrated and coordinated set of learning opportunities is effectively marketed throughout the community to reach and serve these individuals.

2. Schools at all levels show evidence of collaboration with district and community literacy programs.

3. Schools provide access for adults to participate in adult literacy classes and appropriate school activities to ensure the success of both adult and child.

4. All adult Floridians are literate or are enrolled in a developmentally appropriate program that allows them to make progress toward the adult literacy standard.

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Computer Network Will Link West Virginia Schools by 1986

By Charlie Euchner

Some 45 vocational-education schools in West Virginia have started a computer-education program that officials say will result within two years in the first statewide instructional network in the nation.

State education officials this spring are seeking $2.7 million from the legislature to add 38 more vocational schools and high schools to the network. The officials say they will try to include all of the state's 301 high schools in the network by next year.

In part because of its promise for linking resources in the low-wealth, mountainous state, the network will assist in meeting the requirements of the master plan to equalize educational quality that the state was ordered to develop following a state judge's 1982 ruling that West Virginia's school-finance system was unconstitutional.

Under a blueprint drawn up by the state education department, all of West Virginia's 1,196 public schools could become part of the network by the 1985-86 school year. All of the computers in each school would be linked to each other as well as to those in other schools around the state and in the homes of teachers and students.

John Cook, the director of the West Virginia project, said it eventually would cost $75 million—or about $66,000 for each of the state's elementary and secondary schools. Each school will operate centers with 20 personal computers manufactured by the International Business Machines Corporation.

First Broad Network

Experts in the use of educational technology have begun to urge schools to tie their microcomputers into networks. Teachers and students in networks, the experts say, are able to use the computers as a sophisticated medium for working with each other and correcting each others' mistakes.

A number of computer specialists said

Continued on Page 18

West Virginia To Link Schools by Statewide Computer Network

Continued from Page 1

they did not know of any other large-scale computer network now in use or under development in public-school systems. The only analogous innovation is the "local area network," which links computers within a single school, said Daniel Levin, editor of a school-computer newsletter published by the National School Boards Association.

The Florida legislature in 1982 approved a plan to establish a "Florida Information Resources Network" that would link all 67 school districts in the state via computer, but that system is not expected to be in place for about three years. "The legislature was frustrated with getting data" about schools and "they wanted something where you could sit down at a terminal and retrieve data from all 67 districts," said Francis Watson, a computer consultant for the state education department. "While the initial focus is to address administrative needs," he said, the network could be used for instructional programs after it is completed.

A firm based in Fairfax, Va., this month reported that it was negotiating with the government of Bermuda to install a computer network that would include all students on the island. That system could be in place by the 1985-86 school year, an officer of the firm said.

Terry Herndon, the former executive director of the National Education Association and now the director of a market study for the National Information Utilities Corporation, said education officials from several states also had indicated an interest in developing classroom computer networks. *(See Education Week, Oct. 19, 1983.)*

The Network's Features

Once the West Virginia network is completed, the computers will provide access to instructional programs in all subjects and to a statewide "bulletin board" that will disseminate news and guidelines about curriculum and other school issues. Eventually, teachers and students will be able to work directly with their counterparts in other schools, officials said.

In addition to a library of instructional software that the state will develop, students will have access to three major "applications" programs. They will be able use a word-processing program to write, a database-management program to arrange and store information, and a "spreadsheet" program to analyze the way all variables in a set of data are affected by changes in some of the variables.

"What happens is that you start with a computer network and end up with a student network," said Morton Lord, a consultant to the state education department. "There is a camaraderie that develops [in the classroom], and somehow the students realize that it's O.K. to see what others are doing and it's O.K. to be working together."

Experts in the school-computer industry said they reacted favorably to the West Virginia plan but warned that the schools must be flexible in setting up the network.

Teachers must abandon a tendency to control all of the students' activities in the classroom, said Henry Jay Becker, the director of a national survey on computer use in schools conducted at the Center for the Social Organization of Schools at The

Johns Hopkins University. But he agreed that the use of word-processing programs in a network could give students incentive to write and to seek help from other students.

"If you have a program in the machine that allows kids to see what other kids have written and add their own comments, that gives them a reason for writing," Mr. Becker said. But if the teacher insists on controlling the students' activities, he said, students will not get a chance to work together and "it won't be a network."

Because the state plans to put the network into place but to leave decisions about curriculum and school organization to the schools, the network's success will be determined on a "school-by-school basis," predicted Marc C. Tucker, director of the Project on Information Technology.

"The question that leaps to my mind is, what are they going to do with the curriculum?" said Mr. Tucker. "Planning takes a good deal of effort, school by school. The answers aren't going to fit neatly into the curriculum."

Planning and Funding

The state has already installed computers at 45 vocational-education schools, and 25 of the schools are using the networks. The state legislature last summer approved a $750,000 budget appropriation and the use of $1 million in funds from the Appalachian Regional Commission, a quasi-governmental federal agency. The state also allocated to the effort $1.2 million in federal funds awarded to the state under the Job Training Partnership Act.

The West Virginia Board of Education has requested an additional $1.5 million in state funding and authority to use an additional $1.2 million in funds from the Appalachian

The committee recommended starting the network in the vocational schools in order to qualify for federal training funds allocated to depressed areas by the Appalachian Regional Commission and the J.T.P.A., Mr. Cook said.

The committee also called for extensive use of applications programs "to provide vocational students with familiarity with things computers are used for in business," said Samuel Tully, the computer coordinator for the Fayette County Schools.

Expansion Seen

Most schools are expected to expand their local network beyond the 20 machines funded by the state. The schools' special hard-disk drives—recently developed devices that link the computers in the school and greatly expand their power—will accommodate 64 machines.

Even with only 20 machines, most students would be able to spend enough time using the computer to learn about its major uses, said people involved with the project.

"There is an excitement that is generated, and when the youngsters show an interest in computers, there are usually enough adults willing" to supervise the computer laboratory after school hours, said Mr. Lord, the head of the computer science and technology division at San Juan College in Farmington, N. M. Mr. Lord said the division owns only eight microcomputers but students used them at least 45 minutes 6,000 times during a school year.

Although the experimental network is being launched in the states' vocational schools, officials stressed that its instructional applications will reach throughout the curriculum. Students will be able to use the word-processing program for any course that requires writing, they

ment. The principals favor provisions for upgrading the skills of elementary- and secondary-school principals through various training programs, Mr. Armistead said.

The groups also will work to defeat any tuition tax-credit proposals introduced in the Congress. "We believe they undermine education and are too expensive," Mr. Armistead said.

In general, he added, the principals will work to "increase the federal investment in education—education must become a higher priority

According to [illegible], director of governmental relations for the National P.T.A., education funding is also a priority of the parent-teacher group.

"We will take no less than $17.5 billion," Mr. Fege said of the federal education budget.

That is about $2 billion more than President Reagan has proposed for fiscal 1985.

The additional $2 billion, Mr. Fege said, is necessary to accommodate increased costs and a $425-million mathematics and science bill sponsored by Senator Orrin G. Hatch, Republican of Utah.

Mr. Fege added that "a major priority issue" is eliminating [illegible] in schools. And other priorities for the group, he said, include the reauthorization of school-lunch and nutrition programs, vocational-education programs, and the Juvenile Justice and Delinquency Prevention Act.

The group also will lobby against tuition tax-credit or tax-deduction legislation, Mr. Fege said, and in favor of pending legislation that would require television networks to provide one hour of children's programming every evening.

the use of $1 million in funds from the Appalachian Regional Commission, a [illegible] agency. The state also allocated to the effort $1.2 million in federal funds awarded to the state under the Job Training Partnership Act.

The West Virginia Board of Education has requested an additional $1.5 million in state funding and authority to use an additional $1.2 million in funds from the Appalachian agency. Those funds would enable the state to provide computers for an additional 26 vocational schools and 12 high schools by July 1.

State officials have not decided how much money they will seek next year, but they say they will ask for enough money to establish computer networks at the state's remaining 289 secondary schools. Education officials say they may seek funds next year for centers at the state's 824 elementary schools.

Project's Origins

The network's plan is the result of a study by a 12-member committee appointed by State Superintendent Roy Truby. After the committee made its major recommendations in June 1982, 10 companies bid for the rights to develop the system. The department selected I.B.M. last year.

The state chose I.B.M., according to officials, because of the company's offers of 12- to 20-percent discounts and free servicing and because the company is expected to dominate the microcomputer industry. (Consultants to the project say I.B.M. will account for about half of the world computer market by next year.) The computer firm also agreed to provide free training for teachers in the use of the system.

Owners of any make of computer will be able to gain access to the bulletin boards developed by the state and by local school districts, state officials said. Most "I.B.M.-compatible" computers will be able to gain access to and copy the interactive programs that will be stored at a central location in the state.

Lord said the division owns [illegible] eight microcomputers but students [illegible]

Although the experimental network is being launched in the states' vocational schools, officials stressed that its instructional applications will reach throughout the curriculum. Students will be able to use the word-processing program for any course that requires writing, they pointed out. The students will be able to use the spreadsheet and database programs for organizing information used in history, English literature, and science classes, and for analyzing statistical information in mathematics and science classes.

As important as those applications, officials said, will be students' cooperative efforts. Both students and teachers will be able to see the work of others in a class—a capability that Mr. Tully said already has resulted in students forming "subcultures" in the classroom. "The level of interaction among these kids is amazing," he said.

Added Mr. Lord: "As far as I'm concerned, networking is vital. Schools simply cannot continue to function without sharing their resources. Within the next year or two or three, all schools will be networked."

Cost Savings

Other advantages of the networking approach, those involved with the project said, include a decrease in the need for "peripheral" equipment such as printers; more cost-effective repair and replacement of parts; the ability to focus on software development, equipment discounts with mass purchasing, a simpler teacher-training program, and use of the bulletin board.

"The bulletin board sounds innocuous enough, but ultimately that is some fantastic way for bringing teachers together," said Mr. Tully. "They can trade tests and curriculum ideas. Anything can happen—it's one of those wild-card things."

QUESTION:

How Will Health And Human Services Be Integrated Into The Schools For "One Stop Shopping"?

ANSWER:

1. Remember PA Net Expands To Schools, Health Care Facilities, And Emergency Management Network. (Refer To Pg 76)

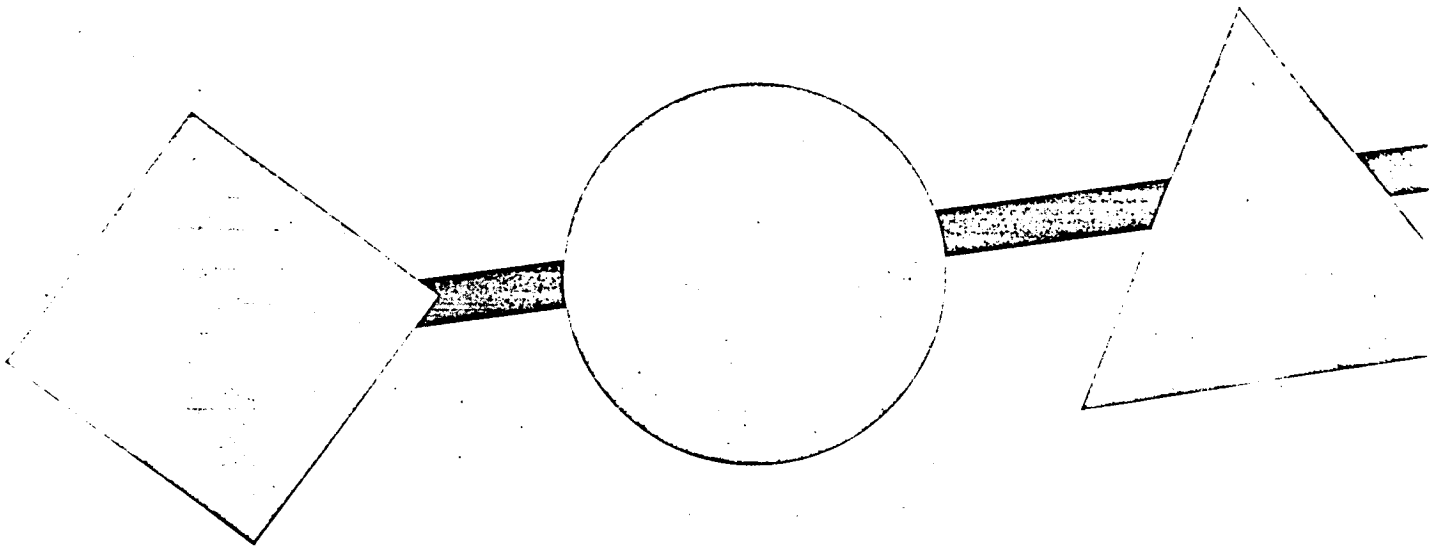
2. Remember The EQA And NAEP (Refer To Pg 3-21) That Measured The Appropriate Values And Attitudes From Assessments.

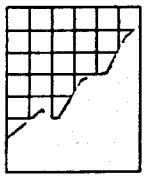
3. Remember The IST (Refer To Pg 94-100), Instructional Support, That Will Do Interventions, Screening, And Diagnosing In The Regular Classroom Under Special Ed Regulations.

FACT:

Educational Outcomes For Children With Disabilities Will Use Inclusive Outcomes For All Children, University Of Minnesota.

Educational
Outcomes and Indicators
for Students Completing School





NATIONAL
CENTER ON
EDUCATIONAL
OUTCOMES

The College of Education
UNIVERSITY OF MINNESOTA

in collaboration with

National Association of State Directors of Special Education

Educational Outcomes and Indicators for Students Completing School

The current emphasis on educational reform and accountability reflects the public's desire to know the results of education for all America's students. There is great interest in identifying the important outcomes of education and the best indicators of those outcomes.

The **National Center on Educational Outcomes** (NCEO) is working with federal and state agencies to facilitate and enhance the collection and use of data on educational outcomes for students with disabilities. In doing so, it has taken an inclusive approach, identifying a conceptual model of outcomes that applies to all students, not just to students with disabilities. Hundreds of educators, administrators, policymakers, and parents have participated in a consensus building process using this model as a framework to identify key indicators of important educational outcomes for all students.

The purpose of this document is to present the model of school completion outcomes and the indicators of these outcomes for all students in today's schools. "School completion" can be defined in a number of appropriate ways, including Grade 12, end of school, and time of "aging out" of eligibility for educational services. In the pages that follow, you will find:

- A conceptual model of domains and outcomes
- Possible indicators for each outcome
- Steps toward identifying sources of data for indicators

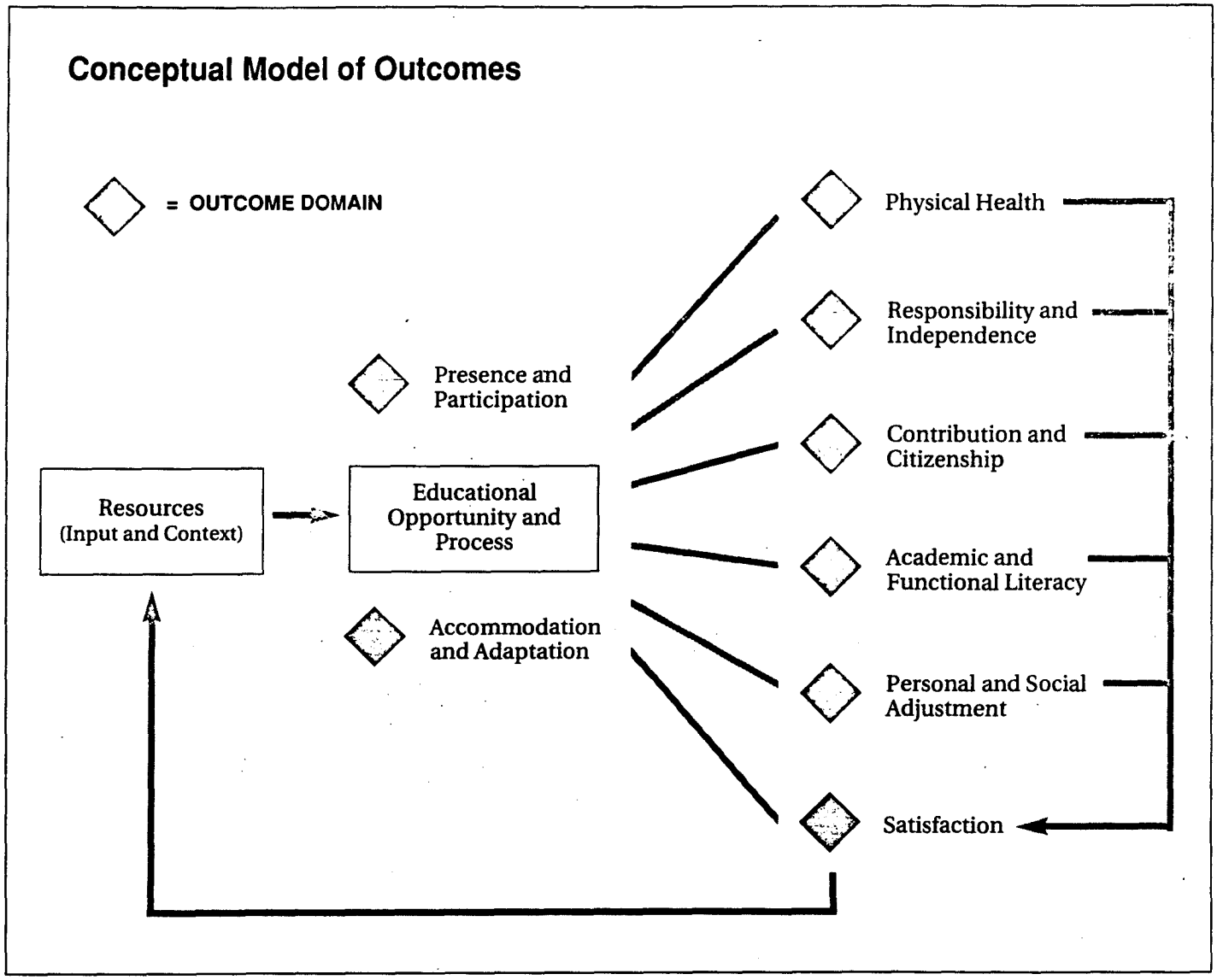
We at the National Center on Educational Outcomes are indebted to many groups and individuals who provided feedback to us (see Contributors listed at the end of this document). We believe that the model and indicators for school completion outcomes presented here will serve as a point from which to extend discussion as policymakers, states, and local school districts identify the important outcomes of education.

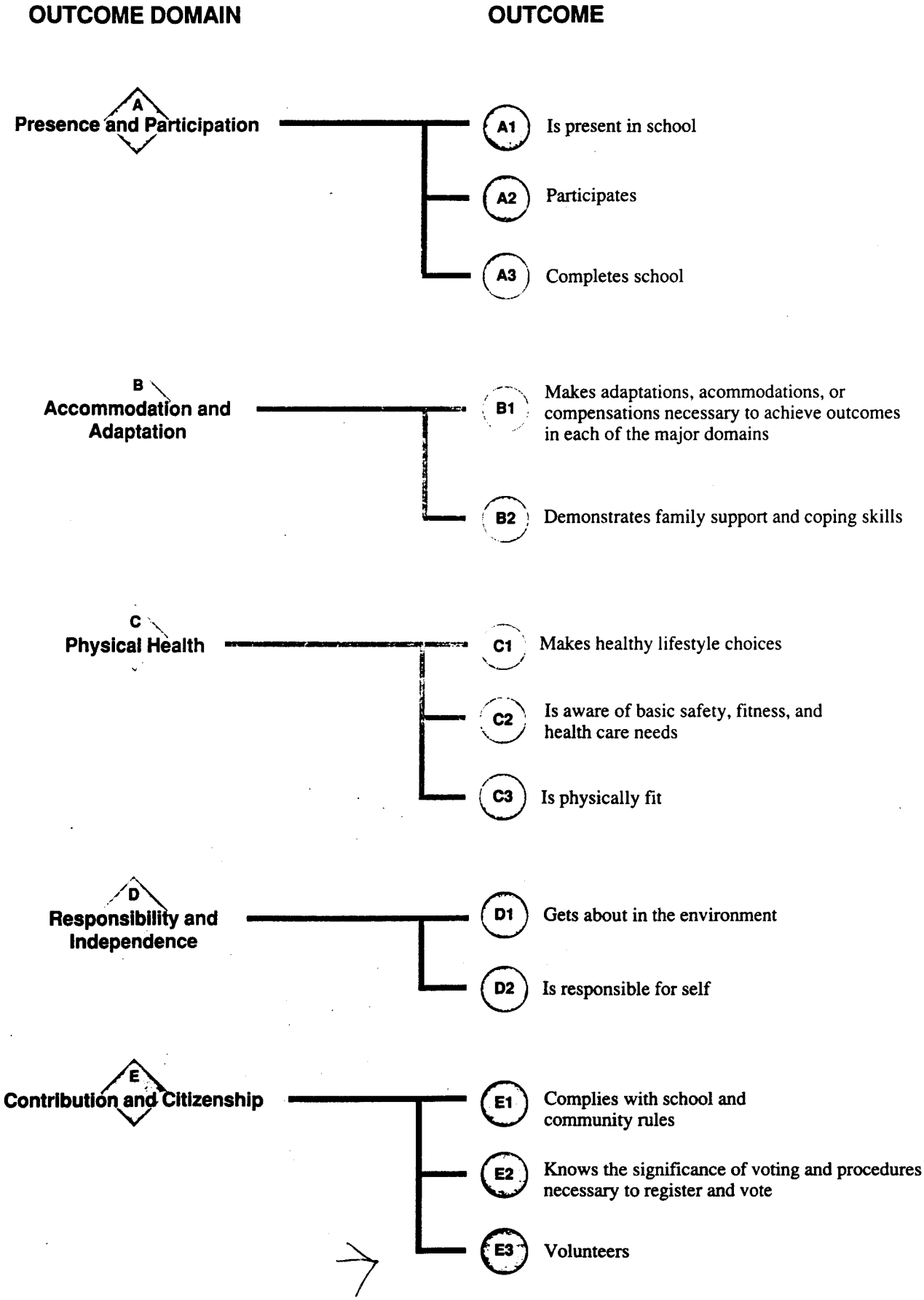
Conceptual Model of Domains and Outcomes

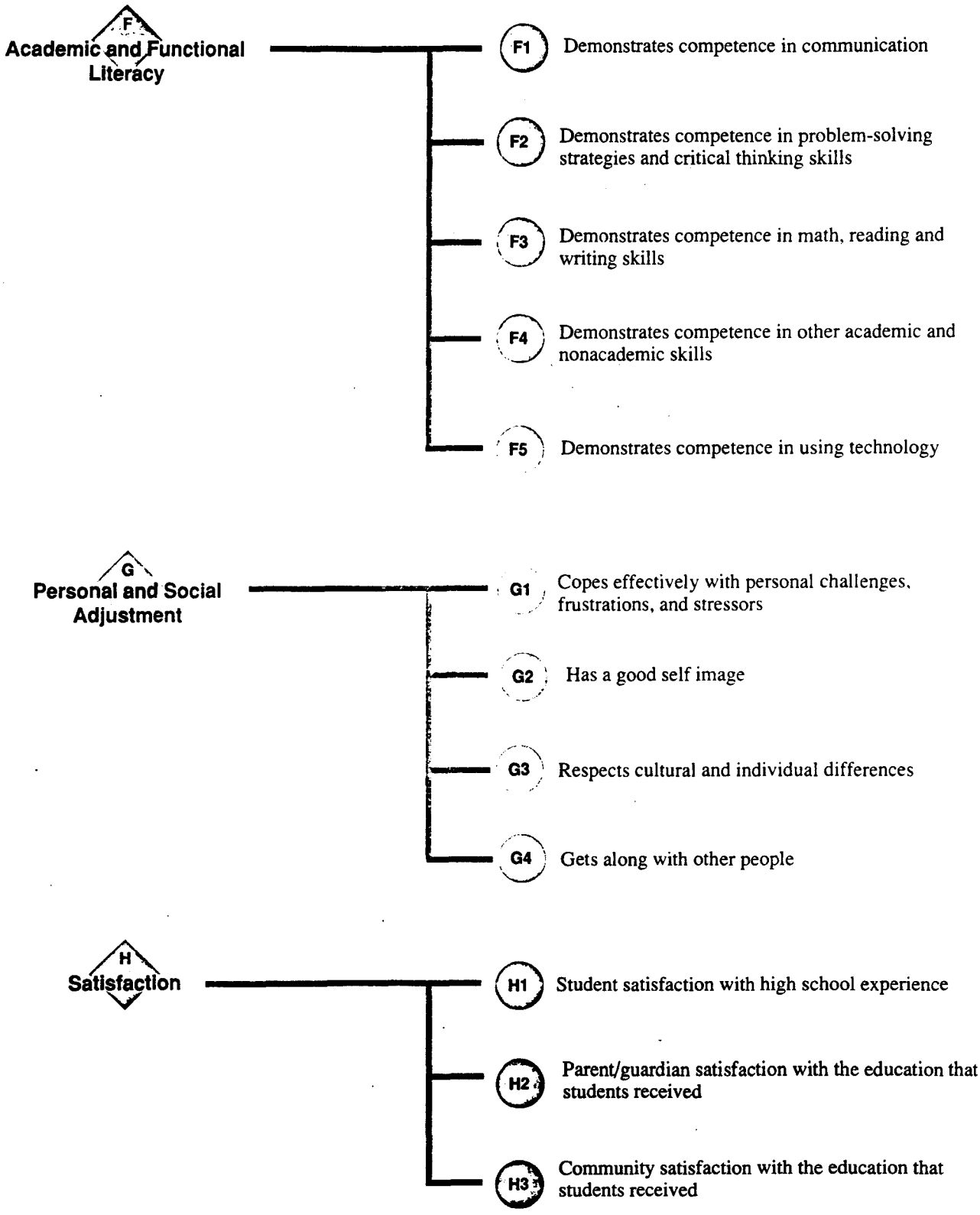
The conceptual model depicted below shows the complete educational model, with Educational Resources (Inputs and Contexts) influencing Educational Opportunity and Process. These in turn, influence the Outcome Domains (the shaded areas), which have a return influence on both the resources and opportunity/ process.

Two of the shaded domains, Presence and Participation, and Accommodation and Adaptation, are placed next to Educational Opportunity and Process. Considerable controversy remains about whether these are true outcomes, part of the process of education, or some type of mediating variables. Yet, generally there is consensus that these aspects need to be measured.

Throughout this document, all eight domains (indicated by ◆) will be treated equally as outcome domains.




OUTCOME DOMAIN
OUTCOME
A
Presence and Participation
A1
Is present in school
A2
Participates
A3
Completes school
B
Accommodation and Adaptation
B1
Makes adaptations, acommodations, or compensations necessary to achieve outcomes in each of the major domains
B2
Demonstrates family support and coping skills
C
Physical Health
C1
Makes healthy lifestyle choices
C2
Is aware of basic safety, fitness, and health care needs
C3
Is physically fit
D
Responsibility and Independence
D1
Gets about in the environment
D2
Is responsible for self
E
Contribution and Citizenship
E1
Complies with school and community rules
E2
Knows the significance of voting and procedures necessary to register and vote
E3
Volunteers


OUTCOME DOMAIN
OUTCOME
F
Academic and Functional Literacy
F1
Demonstrates competence in communication
F2
Demonstrates competence in problem-solving strategies and critical thinking skills
F3
Demonstrates competence in math, reading and writing skills
F4
Demonstrates competence in other academic and nonacademic skills
F5
Demonstrates competence in using technology
G
Personal and Social Adjustment
G1
Copes effectively with personal challenges, frustrations, and stressors
G2
Has a good self image
G3
Respects cultural and individual differences
G4
Gets along with other people
H
Satisfaction
H1
Student satisfaction with high school experience
H2
Parent/guardian satisfaction with the education that students received
H3
Community satisfaction with the education that students received

Possible Indicators for School Completion Outcomes

Indicators are numbers or other symbolic representations of outcomes. They can be viewed over time to gather information on trends. At the national and state levels, indicators usually are presented as percentages or rates.

State and local district personnel who are interested in specific students can easily translate the indicators presented here into individually-based indicators. A guide to these translations is included in the supporting document entitled *State and School District Development of Educational Outcomes and Indicators: A Guide for Self Study* (see p. 25).

Lists of possible indicators for the school completion outcomes, which were identified through the consensus-building process, are presented on the next eight pages, one outcome domain per page. It is important to think of these as a framework within which outcomes, indicators, and sources of data can be generated.

= OUTCOME = INDICATOR

A DOMAIN

Presence and Participation

A1 Is present in school

- a. Absenteeism rate during last year of school (differentiated for reasons of suspension, medical/health, truancy, and other)
- b. Percent of students excluded from their typical school placement
- c. Percent of students attending residential settings (in and out of state), separate schools, separate classes

A2 Participates

- a. Percent of time students participate actively in general education classrooms during last year of school
- b. Percent of time students participate actively in community activities during last year of school
- c. Percent of time students participate actively in extracurricular activities during last year of school
- d. Percent of students who participate in district, state, and national testing programs
- e. Percent of students who have had employment experience (through school programs) before leaving school

A3 Completes school

- a. Percent of students who graduate with a diploma
- b. Percent of students who earn a certificate of completion/attendance
- c. Percent of students who earn a GED diploma
- d. Percent of students who drop out

= OUTCOME = INDICATOR

B DOMAIN

Accommodation and Adaptation

B1 **Makes adaptations, acommodations, or compensations necessary to achieve outcomes in each of the major domains**

- a — Percent of students who demonstrate adaptation/ accommodation/compensation skills required to move about in their environments
- b — Percent of students who demonstrate adaptation/ accommodation/compensation skills required to communicate
- c — Percent of students who demonstrate adaptation/ accommodation/compensation skills required to read
- d — Percent of students who demonstrate adaptation/ accommodation/compensation skills required to participate in activities in home, school, and community environments
- e — Percent of students who demonstrate adaptation/ accommodation/compensation skills required to manage personal needs in home, school, and community environments

B2 **Demonstrates family support and coping skills**

- a — Percent of families prepared to cope with student's needs after student leaves school
- b — Percent of families knowledgeable about community resources and programs needed by student
- c — Percent of families participating in the education of their children

= OUTCOME

= INDICATOR

C DOMAIN

Physical Health

C1 Makes healthy lifestyle choices

- a — Percent of students who indicate that they use tobacco products
- b — Percent of students who make good nutritional choices
- c — Percent of students who have abused alcohol or drugs in the past year
- d — Percent of students who indicate they have had unprotected sex in the past year
- e — Percent of students who elect to participate in sports, recreational, and/or exercise activities

C2 Is aware of basic safety, fitness, and health care needs

- a — Percent of students who are aware of basic safety precautions and procedures
- b — Percent of students who are aware of basic fitness needs
- c — Percent of students who are aware of basic health care needs
- d — Percent of students who know when, where, and how to access health care

C3 Is physically fit

- a — Percent of students who are physically fit

= OUTCOME

= INDICATOR

D DOMAIN

Responsibility and Independence

D1 Gets about in the environment

- a. Percent of students who can get to and from a variety of destinations
- b. Percent of students who know how to access community services (e.g., rehabilitation, counseling, employment, health, etc.)
- c. Percent of students who complete transactions (shopping, banking, drycleaning, etc.) in the community
- d. Percent of students with a driver's license

D2 Is responsible for self

- a. Percent of students who can prioritize and set goals and persevere toward them
- b. Percent of students who manage personal care and safety
- c. Percent of students who effectively advocate for themselves
- d. Percent of students who are likely to engage in lifelong learning

= OUTCOME = INDICATOR

E DOMAIN

Contribution and Citizenship

E1 Complies with school and community rules

- a — Percent of students who have been suspended or subjected to other disciplinary actions
- b — Percent of students who have been repeatedly suspended or subjected to disciplinary actions
- c — Vandalism rate and magnitude
- d — Crime rate and magnitude

E2 Knows the significance of voting and procedures necessary to register and vote

- a — Percent of students who know the significance of voting
- b — Percent of students who know the procedures necessary to register and vote

E3 Volunteers

- a — Percent of students who volunteer time to school, civic, community, or nonprofit activities

= OUTCOME

= INDICATOR

F DOMAIN

Academic and Functional Literacy

F1 Demonstrates competence in communication

- a — Percent of students who use and comprehend language that effectively accomplishes the purpose of the communication

F2 Demonstrates competence in problem-solving strategies and critical thinking skills

- a — Percent of students who demonstrate problem-solving and critical thinking skills

F3 Demonstrates competence in math, reading and writing skills

- a — Percent of students who demonstrate competence in math necessary to function in their current home, school, work, and community environments
- b — Percent of students who demonstrate competence in math necessary to function in their next environment
- c — Percent of students who demonstrate competence in reading necessary to function in their current home, school, work, and community environments
- d — Percent of students who demonstrate competence in reading necessary to function in their next environment
- e — Percent of students who demonstrate competence in writing necessary to function in their current home, school, work, and community environments
- f — Percent of students who demonstrate competence in writing necessary to function in their next environments

F4 Demonstrates competence in other academic and nonacademic skills

- a — Percent of students who demonstrate competence in other academic and nonacademic skills necessary to function in their current home, school, work, and community environments
- b — Percent of students who demonstrate competence in other academic and nonacademic skills necessary to function in their next environment

F5 Demonstrates competence in using technology

- a — Percent of students who currently apply technology to enhance functioning in home, school, work, and community environments
- b — Percent of students who demonstrate competence in using technology to function in their next environment

= OUTCOME = INDICATOR

G DOMAIN

Personal and Social Adjustment

G1 Copes effectively with personal challenges, frustrations, and stressors

- a. Percent of students who cope effectively with personal challenges, frustrations, and stressors
- b. Percent of students whose behavior reflects an acceptance of the consequences for behavior (e.g., makes restitution)

G2 Has a good self image

- a. Percent of students who perceive themselves as worthwhile
- b. Percent of students who perceive themselves as competent

G3 Respects cultural and individual differences

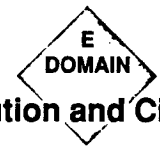
- a. Percent of students whose behavior demonstrates acceptance of cultural and individual differences

G4 Gets along with other people

- a. Percent of students who have friends and are a part of a social network
- b. Percent of students who demonstrate skill in interacting and in making decisions in social situations, including during interpersonal conflict
- c. Percent of students who engage in productive group work

Steps Toward Identifying Sources of Data for Indicators

NCEO staff and advisors are currently in the process of identifiying possible sources of data for each of the indicators that has been identified through the consensus building process. Examples of possible sources of data for the seven indicators within the Contribution and Citizenship domain are provided on this page. These were generated by NCEO staff. Before listing the possible sources of data for all outcome indicators in the NCEO model, experts will be asked to provide their ideas about the best data sources.



Contribution and Citizenship

○ OUTCOME	△ INDICATOR	• POSSIBLE SOURCE OF DATA
E1 Complies with school and community rules	a Percent of students who have been suspended or subjected to other disciplinary actions	• School records • Community records
	b Percent of students who have been repeatedly suspended or subjected to disciplinary actions	• School records
	c Vandalism rate and magnitude	• School records of vandalism • Community records of vandalism
	d Crime rate and magnitude	• Records of numbers of arrests, incarcerations, and specific crimes • Records of recidivism and crime seriousness
E2 Knows the significance of voting and procedures necessary to register and vote	a Percent of students who know the significance of voting	• Scores on civics tests
	b Percent of students who know the procedures necessary to register and vote	• School records of percent of students of legal voting age who are registered to vote
E3 Volunteers	a Percent of students who volunteer time to school, civic, community, or nonprofit activities	• School or community records

NCEO NATIONAL ADVISORY COMMITTEE

Supporting Documents

The following documents are available for the reader who is interested in additional information on the model and its underlying assumptions, the process through which the current model and indicators were developed, or how states and school districts apply the model to meet their needs.

A Conceptual Model of Educational Outcomes for Children and Youth with Disabilities (Working Paper 1) July, 1991.

This paper discusses terminology and assumptions underlying the development of a model of outcomes for children and youth with disabilities. It presents alternative models, identifies unresolved issues, and represents a preliminary statement of models and issues.

Responses to Working Paper 1: Conceptual Model of Educational Outcomes for Children and Youth with Disabilities (Synthesis Report 3) June, 1992.

This paper is a synthesis of the responses from a large number of individuals who were invited to react to the educational outcomes model and the assumptions, definitions, and unresolved issues presented in Working Paper 1. Patterns in responses to specific issues including support, concerns, suggested refinements, and sample comments are included.

An Evolving Conceptual Model of Educational Outcomes for Children and Youth with Disabilities (Working Paper 2) August, 1992.

This paper is an extension of Working Paper 1, with revised definitions and assumptions, and an updated model of educational and enabling outcomes for students with disabilities. An initial list of indicators of each outcome domain is included.

Steps and Activities in the Development of a Conceptual Model of Educational Outcomes and Indicators (in preparation).

This paper summarizes the steps and processes used in developing NCEO's conceptual model, indicators, and sources of data.

The Development of Educational Outcomes and Indicators for Students Completing School: Report on the Consensus Process (in preparation).

This paper details the consensus process used by NCEO and the results of a final consensus meeting on outcomes and indicators at the time of school completion.

State and School District Development of Educational Outcomes and Indicators: A Guide for Self Study (in preparation).

This guide provides state and district personnel with information on how to use NCEO's model in developing a set of outcomes and indicators.

Information on these materials can be obtained by calling NCEO Publications (612-626-1530) or by writing:

NCEO Publications
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

FACT:

Federal Integrated Services Project Initiated In 13 States.

FACT:

Once A Child Is Eligible For Special Education Funds Under The New Regulations (Any Child Who Is Handicapped And Who Does Not Meet Learning Outcomes) ... Will Be Eligible For Medicaid.

FACT:

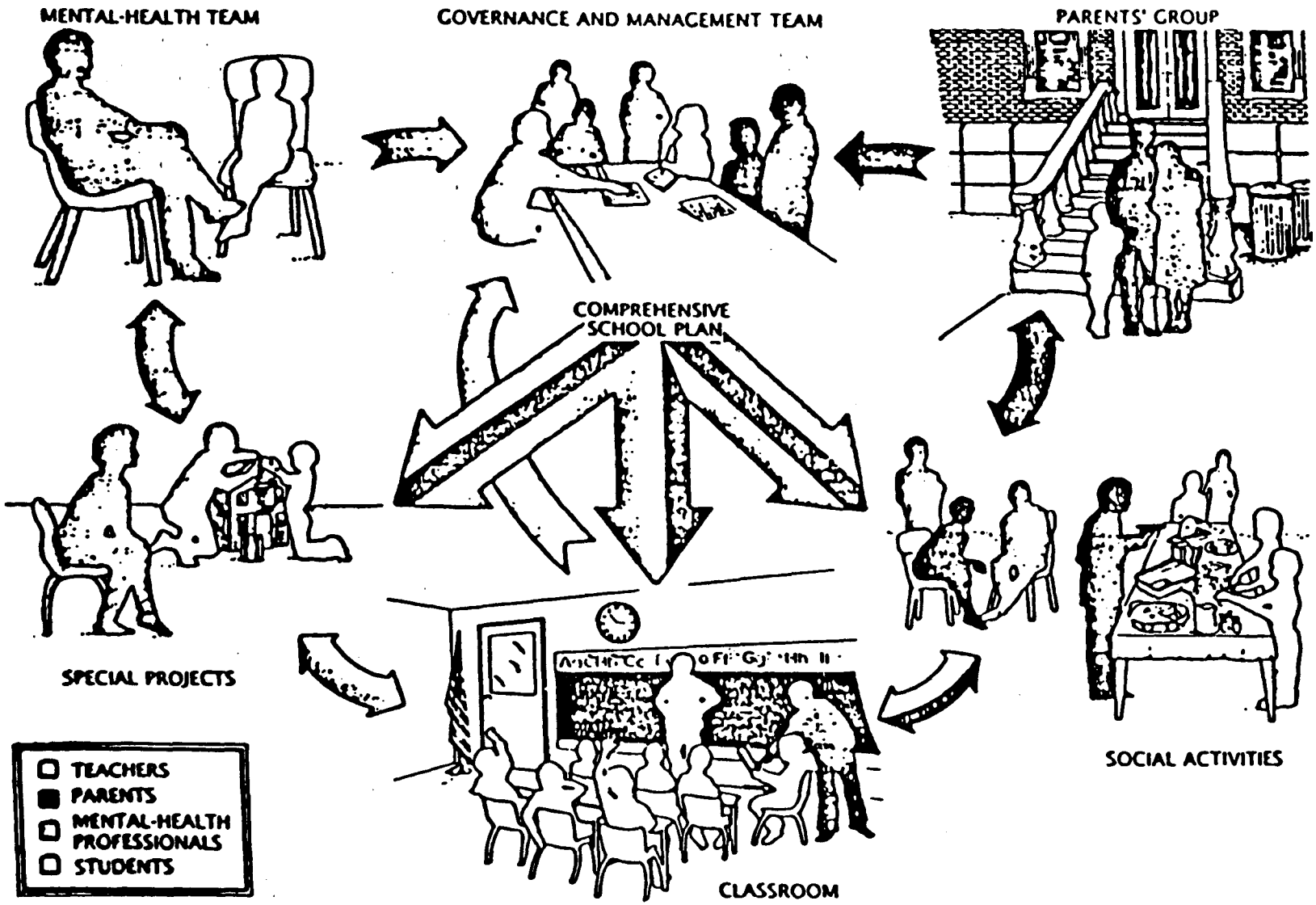
Kentucky Has Been A Prototype.

FACT:

Farrell School District ... A "Womb To Tomb".

FACT:

Watch For It In Pennsylvania, And Your State.



SCHEMATIC of the school-intervention program shows its key components and the relations among them. A governance and management team, consisting of the principal, parents, teachers and a mental-health worker, develops a comprehensive school plan covering academics, social activities and special programs, such as a Discovery Room for children who have lost interest in learning. Social activities, such as potluck suppers, teach children social skills and enable parents to meet teachers. Some parents become teachers' aides. The mental-health team assigns a member to work with a child who is having difficulty. It also tries to prevent behavior problems by recommending changes in school procedures. By reducing behavior problems and improving relations with parents, the program creates a school climate conducive to learning.

INTEGRATED SERVICES PROJECT
CREATING SCHOOLS THAT WORK FOR EVERYONE

JOHN T. MACDONALD, PH.D.
ASSISTANT SECRETARY
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Researchers and practitioners agree that when resources come to schools from a variety of programs with different objectives, different implementation requirements, and different monitoring processes, they often result in fragmented practices that fail to meet the needs of students or the intent of the various programs. In response to the frustrations of educators at the school, the district, the state, and the federal levels, Dr. John T. MacDonald, Assistant Secretary of the Office of Elementary and Secondary Education, has initiated a project called Integrated Services. It is the goal of this program to further the six National Education Goals and the four tracks of America 2000 by bringing the best that is known to local districts and schools in a way that will impact teaching and learning at the classroom level.

The objectives of this program are:

1. to use federal resources to support leadership initiatives that create excellent schools;
2. to develop strategies that support thinking creatively and taking risks neces sary to improve schools;
3. to develop programs that match the realities of practice with knowledge and beliefs about teaching and learning;
4. to develop monitoring systems that assess movement toward the purposes and objectives of funding programs without fragmenting or limiting school im provement initiatives;
5. to explore the conditions that support systemic school change with schools involved in the process of change; and
6. to develop a cooperative process among divisions of federal, state, and local departments of education that will support school improvement .

Thirteen states have been selected to participate in this program. They are: California, Florida, Kentucky, Louisiana, Maine, Michigan, Minnesota, Mississippi, New Mexico, Oregon, Pennsylvania, Tennessee, and Texas.

The experiences of two schools help illustrate what the Office of Elementary and Secondary Education is anticipating will happen as a result of this program.

102nd Street School in Los Angeles

The children on route to school at 102nd Street School in Los Angeles hardly pause as they walk past a man who has been shot and left on the sidewalk just outside their school. The coroner will not enter the Watts neighborhood until after 10.00 in the morning to remove the body but the children live there every day. Perhaps a school shouldn't have to deal with issues of death and grieving but Principal Melba Coleman and the staff of the 102nd Street School found that reading and math concepts had to wait for issues of survival. They involved the community and started an innovative program that helped children cope with the emotional stress living in violence creates. Community resources were brought into the school and school resources were rearranged to deal with this priority. Once children learned to manage the stress and pain of their world, they could focus on the academic work of the school.

Hawthorne Elementary School in Seattle, Washington

John Morefield made a promise to his students and to the community when he became principal of Hawthorne Elementary School two years ago. He promised that any student that stayed with this inner city school from kindergarten through fifth grade would be working at or above grade level by the end of the fifth grade. He and his staff are doing everything possible to turn that promise into a reality. They have designed an innovative program inside the school that includes things like team teaching, organizing learning projects around themes, paying attention to learning styles, and integrating students with special needs into all classes. But they didn't stop there. They involved the community in the school and involved the school in the community through student service projects and learning experiences that take advantage of the people, the places, and the expertise of local resources. They wrote grants and talked businesses into making major donations of technology, people, and other resources to the school. They worked with the school district to develop the flexibility the program needed to do what it believed was critical for the development of the school and for the development of every child.

Schools like 102nd Street and Hawthorne are found in many parts of this country. People in these schools don't talk about the idea that all children can learn. They live it. They don't talk about shared decision making. They run their schools that way. They don't talk about community involvement. They go into the community and bring the community back with them into the school. They don't talk about why schools don't work. They roll up their sleeves and do whatever is necessary to create a place where every child and adult in the school is respected and valued. A place where every learner is a teacher and every teacher is a learner.

It is the intent of The Integrated Services Project to support schools as they design their own excellent programs. In the process, we will: learn more about how to create the conditions that encourage change and risk taking; share models, ideas, processes, information, and dreams with one another; and celebrate the opportunity to make a difference in schools and communities.

WE CANNOT DO GREAT THINGS -- ONLY SMALL THINGS WITH GREAT LOVE.
Mother Theresa

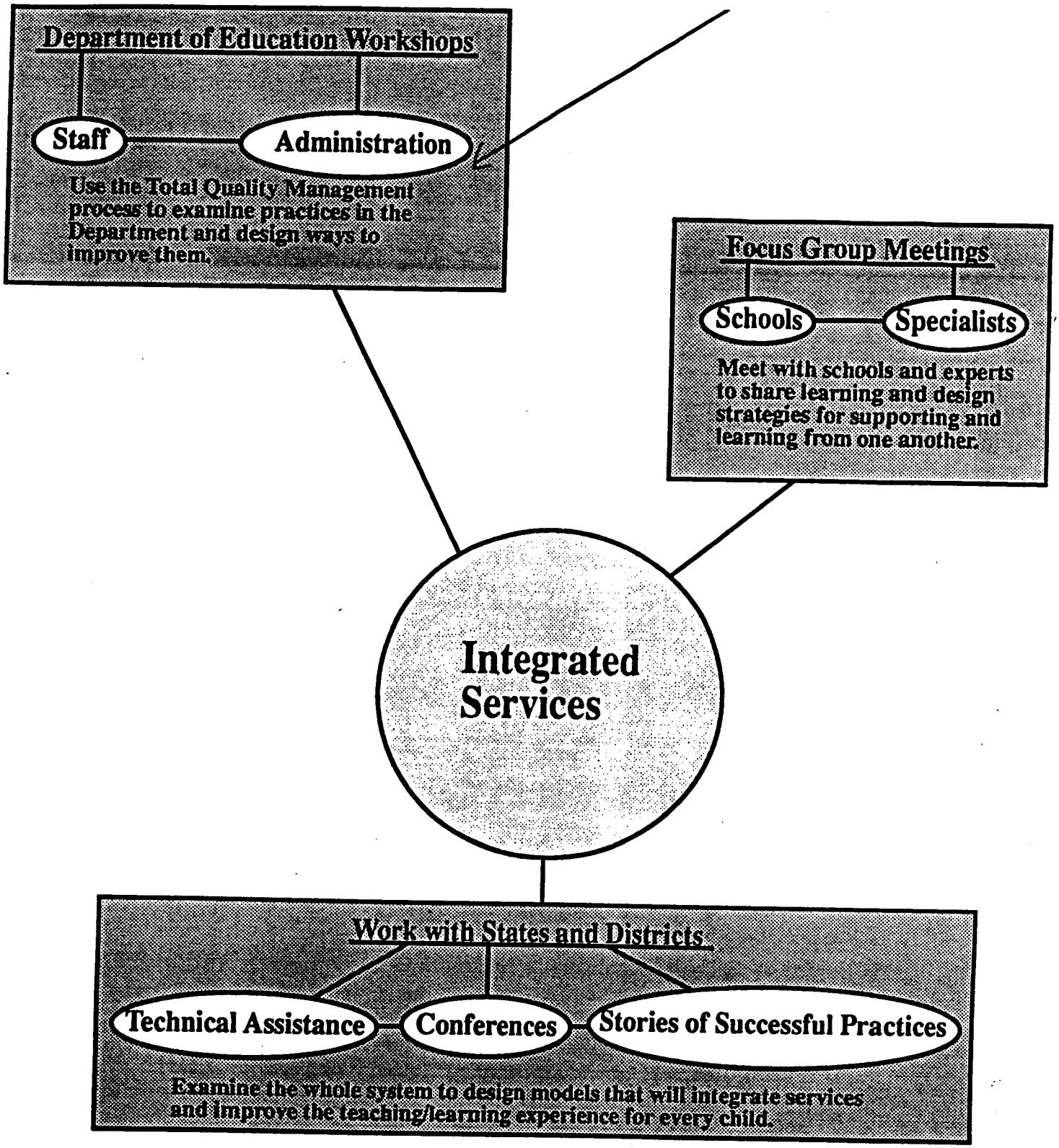
Role of the United States Department of Education	Role of the State Departments of Education	Role of the Local Districts and Schools
o provide technical assistance to states and districts; o focus national attention on this important work; o support and facilitate the sharing of lessons learned; o assist states and districts as they work through needed clarification of present rules and regulations or waiver processes; and o share the creation of possibilities.	o coordinate activities among various participants; o provide technical assistance to districts and schools; o provide opportunities for needed local and regional workshops and planning activities; o provide support with assessment strategies that will focus on program improvement; o support districts through waiver processes if needed; and o recommend needed changes in policies and procedures at the federal, state, or district levels.	o create the best possible service delivery system for students; o challenge the way things have always been done; o risk inventing new ways of thinking and acting; o keep track of both the process and the content of what they learn in this project; and o analyze needed changes in the organization of schools and in the policies and procedures that surround schools.

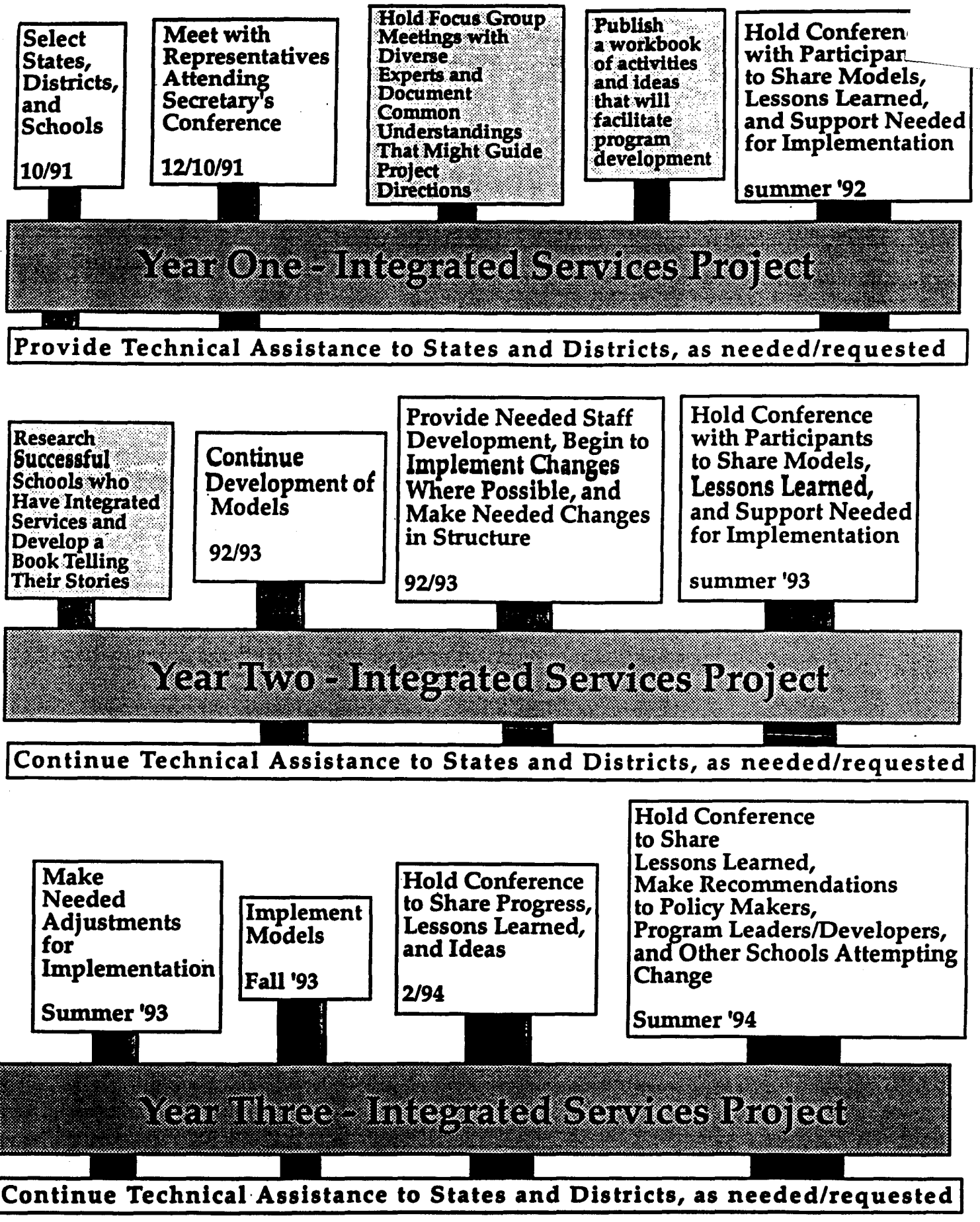
FOR TODAY'S STUDENTS
radically improved schools

FOR TOMORROW'S STUDENTS
new schools that meet the demands of a new world

FOR THOSE OF US ALREADY OUT OF SCHOOL
lifelong learning

FOR SCHOOLS TO SUCCEED
committed, involved communities and families


Department of Education Workshops
Staff
Administration
Use the Total Quality Management process to examine practices in the Department and design ways to improve them.
Focus Group Meetings
Schools
Specialists
Meet with schools and experts to share learning and design strategies for supporting and learning from one another.
Integrated Services
Work with States and Districts
Technical Assistance
Conferences
Stories of Successful Practices
Examine the whole system to design models that will integrate services and improve the teaching/learning experience for every child.


Select States, Districts, and Schools
10/91
Meet with Representatives Attending Secretary's Conference
12/10/91
Hold Focus Group Meetings with Diverse Experts and Document Common Understandings That Might Guide Project Directions
Publish a workbook of activities and ideas that will facilitate program development
Hold Conferen with Participar to Share Models, Lessons Learned, and Support Needed for Implementation
summer '92
Year One - Integrated Services Project
Provide Technical Assistance to States and Districts, as needed/requested
Research Successful Schools who Have Integrated Services and Develop a Book Telling Their Stories
Continue Development of Models
92/93
Provide Needed Staff Development, Begin to Implement Changes Where Possible, and Make Needed Changes in Structure
92/93
Hold Conference with Participants to Share Models, Lessons Learned, and Support Needed for Implementation
summer '93
Year Two - Integrated Services Project
Continue Technical Assistance to States and Districts, as needed/requested
Make Needed Adjustments for Implementation
Summer '93
Implement Models
Fall '93
Hold Conference to Share Progress, Lessons Learned, and Ideas
2/94
Hold Conference to Share Lessons Learned, Make Recommendations to Policy Makers, Program Leaders/Developers, and Other Schools Attempting Change
Summer '94
Year Three - Integrated Services Project
Continue Technical Assistance to States and Districts, as needed/requested

Year One - Integrated Services Project

DONE

Select States, Districts, and Schools

10/91

Provide Technical Assistance to States and Districts, as needed/requested.

The program is built around the belief that schools can create models that work for all students. In this process, the entire system can learn how to work together to support excellent schools and the work they must do to continually change and improve. Work with schools to develop innovative models.

Meet with Representatives Attending Secretary's Conference

12/10/91

Hold Focus Group Meetings with Diverse Experts and Document Common Understandings That Might Guide Project Directions

Meet with experts chosen for the thoughtful work they have done around issues related to educational change such as: systems change, brain research, policy development, human development, community organizing and futurist perspectives. People being considered for this group are Stephen Benglar, T. Berry Brazelton, Samuel Betances, David Cohen, Larry Cuban, Mihaly Czikszentmihaly, Jane David, Marion Diamond, Dee Dickensen, Marion Wright Edelman, Dick Elmore, Larry Emerson, Michael Fullan, Mary Futrell, Howard Gardner, Anne Lieberman, Maya Ying Lin, George Lucas, Sophie Sa, Donald Schon, Peter Senge, and Robert Sternberg.

In February, I will meet with a small group of these people to plan the structure of the focus meetings.

Meet with six or so schools that have created successful programs - (Schools yet to be identified).

These groups will meet to discuss issues they believe will be of primary importance to changing schools. I anticipate issues such as: How are the conditions that support change and risk taking created; What are the critical components of an effective teaching/learning environment; How do you engage the whole system in the work of change - including universities, communities, and state and federal agencies.

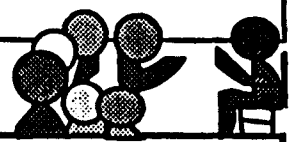
America Tomorrow, a computer networking organization has agreed to connect the participants in these focus groups through their network so conversations and ideas generated in meetings can be continued and expanded throughout the year.

Publish a workbook of activities and ideas that will facilitate program development

Develop a resource book of ideas, processes, and references for practitioners to use as they invent new models. This resource book will contain activities and strategies to use at various stages of developing the model, ideas that worked for other programs going through change processes, and the names of people who might provide help in specific areas. There will also be a bibliography of research and other literature that may provide insights into the process of change or specific strategies for integrating services.

Hold Conference with Participants to Share Models, Lessons Learned, and Support Needed for Implementation

summer '92



Hold a conference around the issues of integrated services in collaboration with the Institute of Educational Leadership and the Department of Education at George Washington University. Speakers will provide an overview of their programand/or ideas to the total group in the morning and workshops with smaller groups in the afternoon. There will also be time for schools to present the programs they are working on, share the lessons they are learning in the process, expand one another's ideas, and provide support for one another.

FOCUS GROUP DETAIL

Meet with experts chosen for the thoughtful work they have done around issues related to educational change such as: systems change, brain research, policy development, human development, community organizing and futurist perspectives. People being considered for this group are Stephen Benglar, T. Berry Brazelton, Samuel Betances, David Cohen, Larry Cuban, Mihaly Czikszentmihaly, Jane David, Marion Diamond, Dee Dickensen, Marion Wright Edelman, Dick Elmore, Larry Emerson, Michael Fullan, Mary Futrell, Howard Gardner, Anne Lieberman, Maya Ying Lin, George Lucas, Sophie Sa, Donald Schon, Peter Senge, and Robert Sternberg.

February 27 I will meet with a small group of these people to plan the structure of the focus group meetings.

Meet with six or so schools that have created successful programs. Schools to be identified.

These groups will meet to discuss issues they believe will be of primary importance to changing schools. I anticipate issues such as: How are the conditions that support change and risk taking created; What are the critical components of an effective teaching/learning environment; How do you engage the whole system in the work of change - including universities, communities, and state and federal agencies.

ONE ALTERNATIVE

- Hold focus groups meetings.
- Synthesize issues discussed and make insights, suggestions, and models available to schools.
- Support schools in designing and implementing their own models.
- Analyze similarities and differences between school insights and models and expert suggestions.

ANOTHER ALTERNATIVE

- Support schools designs and implementation.
- Hold focus group meetings. Analyze school designs and synthesize insights gained.
- Provide feedback to schools for continued development.

THE BEST ALTERNATIVE YET

- To be designed.

America Tomorrow, a computer networking organization, will connect these participants whenever we decide they are ready. It might be to their advantage to talk on the network before they meet to begin to generate ideas. Or it might be to their advantage to talk after they have established more of a relationship and a shared focus.

Year Two - Integrated Services Project

Provide Technical Assistance to States and Districts, as needed/requested
Continue to provide needed technical assistance. Emphasize building the skills inside the district for staff members to provide their own technical assistance and locate their own resources so they will be able to provide support and leadership for other district schools interested in doing similar work.

Research Successful Schools who Have Integrated Services and Develop a Book Telling Their Stories

Locate exemplary schools in several states who have developed models that integrate special needs students into the total program; who have developed new structures and relationships that better meet the needs of their students and their staff; who have involved the community in the design of the program and the provision of services to students and families. Tell the stories of these schools in a way that will capture the vision and spirit of their work and will also provide examples of strategies that mightbe used by others.

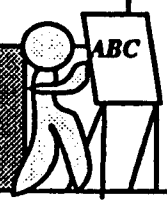
Provide Needed Staff Development, Begin to Implement Changes Where Possible, and Make Needed Changes in Structure

92/93

Continue to provide technical assistance requested by the schools and districts. Facilitate the development of ideas in each school rather than implementing a specific model. The more different ideas that are implemented, the richer the learning we will be able to take from this experiment. Technical assistance centers and regional centers should be important resources during this process.

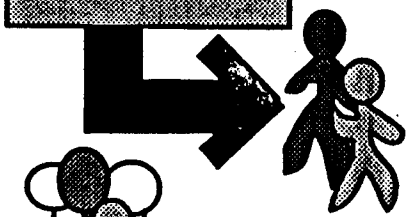
Hold Conference with Participants to Share Models, Lessons Learned, and Support Needed for Implementation

summer '93



Continue Development of Models

92/93



Hold a conference around issues identified by the participants of this project as critical to the continued developement of their ideas and programs. Also continue sharing and showcasing models that have been developed.

The Use Of Medicaid To Support Community-Based Services To Children And Families

November 1988

is strikingly similar concerning the need to develop comprehensive community-based systems of care.

A final trend that similarly pervades all of the traditional service systems is an emphasis on early identification and prevention. In mental health, health care, education and social services, practitioners have realized that services should not be provided only after a child or family is in crisis but that preventative interventions are needed before problems become insurmountable. The cost/benefit ratio of preventative health care services has long been established (if not always acted upon) and the same logic is being applied to child welfare, special education and mental health interventions.

Many states have begun to look for **new financing strategies** to move toward a fuller and more flexible continuum of care (including health, education, mental health, and child welfare services) for children and families. In particular, many states are taking a fresh look at their Medicaid programs to see how they might be used to help fund a more coherent system of health, mental health, special education, and social services for children and families. As part of that process, states are not merely turning to Medicaid as a source of federal funds but are also conceptually and practically **redefining the role of Medicaid** in promoting the healthy development of children. As states have begun to integrate Medicaid services and financing with other human services programs, they are attempting to break the "conceptual lock" that views Medicaid as a specialized funding stream unrelated to assistance to families and children in local communities. Recent Congressional expansion of both Medicaid eligibility and services is similarly pushing the limits of Medicaid **beyond strict definitions of medical care services**. State interest in Medicaid innovation, moreover, goes beyond simply new reimbursement arrangements; in the most creative states, it also involves interagency program planning that conceives of and uses health care programming and financing as a means to a broader, **more comprehensive system of support for families and children.**

The purpose of this paper is to identify current and potential ways in which Medicaid can be used in conjunction with other resources critically needed services for children and families. The focus is on new approaches that are emerging as states and localities seek new answers to persistent problems. The paper is not intended to be a guide to refinancing state

services with medicaid funds but rather to **suggest ways in which medicaid** can contribute to a broader financing strategy for the development of more **community-based services** for children and families. It is important to note that many of the examples described below are the products of an on-going partnership between state policymakers, fiscal officers, program planners and practitioners. They have been achieved through active cooperation on the part of health care officials -- coupled with the best efforts of those charged with responsibility for children in the child welfare, juvenile justice, mental health and education establishment.

II. THE MEDICAID PROGRAM

Efforts to increase utilization of Medicaid and to extend its applicability to realated mental health, education, and child welfare services require an understanding of the program's basic statutory and regulatory framework.

The Medicaid program was established under Title XIX of the Social Security Act in its Amendments of 1965. Title XIX provides federal matching funds for states that choose to pay for health related care for low-income persons and familites, primarily those low income persons who are, or are eligible to be, recipients of public assistance programs (AFDC or SSI) and certain other defined "medically-needy" groups. The Medicaid legislation and subsequent regulations which govern its implementation are exceedingly complex. Within federal guidelines for eligibility, mandatory and optional services, and administrative practices, states have considerable discretion to determine whom they will cover and which services they will provide. Medicaid is an "open-ended" entitlement program, meaning that within federal guidelines and in accordance with approved state plans, the federal government **reimburses states for an established percentage of the costs** of all allowable services and administrative activities. The federal financial participation rate, which is derived from a complex formula based on state per capita income, ranges from 50 percent to 80 percent. While a complete and detailed discussion of the Medicaid program is beyond the scope of this paper, there are some **critical general parameters** regarding eligibility, benefits and enrolling and certifying eligible providers and they determine the manner and rate of reimbursement.

The Medicaid legislation also authorizes a set of "optional services" for which states can receive federal reimbursement if they choose to offer them. They include such catagories as clinic services, dental services, speech hearing and language disorder services, preventive services, rehabilititive services, personal care services, inpatient psychiatric services for individuals under age 21, intermediate care facilities for the mentally retarded and, most recently added, case management services. With the optional services, states again have wide latitude in defining the nature of the service and "reasonable limits"[5] on its amount, duration, and scope. States, however, are required to assure that optional services are available on a statewide basis and are provided in equal amount, duration, and scope to all categorically needy

recipients. A more limited benefit package is permissible for persons eligible under medically needy categories.

Given the widening scope of the Medicaid program, it has **growing potential as a major financing source for expanded community-based services for children and families.** In looking for ways to utilize Medicaid in the expanded provision of such services, states have primarily developed initiatives around eight Medicaid provisions. These provisions are, in essence, the building blocks of the state strategies which will be described below. Before proceding to the state examples, it is useful to briefly describe each of the relevant Medicaid provisions, their potential and limitions.[6] They are:

1. Early and Periodic Screening, Diagnosis and Treatment services (EPSDT);

2. Case Management services;

3. Clinic services;

4. Rehabilitation services;

5. Special education "related services" (e.g., Physical Therapy, Occupational Therapy, and Speech Therapy);

6. Personal Care services, and;

7. Home and Community-Based Waivers, and;

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[5] 42 CFR.230 states that a state Medicaid plan must specify the "amount, duration, and scope" of each service that it provides for the categorically and medically needy covered groups. It further states that the Medicaid agency "may not arbitrarily deny or reduce the amont, duration, or scope of a required service... solely because of the diagnosis, type of illness or condition. The agency may place apprropriate limits on a service based on such criteria as medical necessity or on utilization control procedures."

[6] Another Medicaid service provision with potentially broad applicability, "preventive services," is not discussed here because of the absence of current state examples. Preventive services are an optional service defined as "services provided by a physician or other licensed practitioner of the healing arts within the scope of his practice under state law to (1) prevent diseease, disability or other health conditions or their progression; (2) efficiency". (42 CFR 440.130(c)).

8. Medicaid Administrative Activities.

1. Early, Periodic, Screening, Diagnosis and Treatment Services

Sections 1902 (a) (43) and 1905 (a) (4) (B) of the Social Security Act require states to provide early and periodic screening, diagnosis and treatment services (EPSDT) to all Medicaid eligible recipients under the age of 21 in order to "asertain physical or mental defects" and to provide treatment to correct or emeliorate defects or chronic conditions found. The statute further requires that all eligible persons be informed as to the availability of the EPSDT services and assisted in obtaining screening and treatment.

Federal regulations further amplify the statute by defining the comprehensive nature of the screening, periodicity schedules and certain other requirements on the states for informing and arranging for service. There are two features of EPSDT program that are particularly important with regard to the provision of community-based services. First, under the EPSDT regulations, a state may provide for any nother medical or remedial care allowable under the federal Medicaid program even if the state has opted not to provide these services under its general state medical assistance plan. (42 CFT 441.57) What this means is that the **EPSDT program could enable many states to offer a wider than usual array of services to eligible children under** 21 to ameliorate or correct physical or mental defects and chronic conditions. As noted in a recent analysis of medicaid's potential for mental health services, "EPSDT's importance as a potential source of financing for appropriate care for severely emotionally disturbed children in states that otherwise offer insufficient community-based services cannot be overstated. Such states can use the EPSDT expanded treatment option to cover services not included in their state plans or to lift restrictions on services that are available but in limited amount, duration and scope."[7] In order to utilize this potential, states must enumerate in their state plans those additional **"discretionary services"** which will be made available to children as a result of EPSDT screens.

The other aspect of the EPSDT program of particular importance in developing services for children and families is the ability ot finance outreach activities to ensure that children participate in **screening and receive** appropriate treatment. In general, states have not as yet taken full advantage

of the flexibility inherent in EPSDT either for expanding outreach activities or for screening for developmental factors and specific psycho-social risks including family problems, emotional problems, etc. Further, as discussed later in the paper, the potential of EPSDT for the Child Find requirements of P.L. 99-457 which provides funding for early intervention services for children is only just beginning to be explored.

2. Case Management Services

In 1985, congress added Section 1915(g) to the Social Security Act, authorizing states to provide case management services to eligible individuals to "gain access to needed medical, social, educational and other services." The statutory language and legislative history of the case management provision are further evidence of a growing awareness that Medicaid cannot effectively perform its health care mission without going beyond the strict confines of the medical model practice. The case management option, its full potential as a critical component of comprehensive service systems has yet to be realized.

3. Clinic Services

Federal regulations define clinic services as "any preventive, diagnostic, therapeutic, rehabilitative or palliative items or services that areL a) provided to outpatient; b) provided by a facility that is not part of a hospital but is organized and operated to provide medical care to outpatients; and c) furnished by or under the direction of a doctor or a dentist." (42CFR 440.90). States tend to use the clinic service option to include services provided by community-based health clinics and mental health facilities (either community mental health centers or private non-profit mental health, alcohol and drug abuse facilities). Day treatment services are part of a clinic's operation can also be provided under this option. While the clinic option is the usual route states have taken to expand mental health services to Medicaid eligible families and children, there are two limitations in the definition of clinic services which have created barriers to service. They include an interpretation by the Health Care Financing Administration,

7.Fox, od. cit., p. 35

that clinic services cannot be provided "off-site" and a statutory limitation that these services must be provided under the direction of a doctor or a dentist. These restrictions limit the site of service to a clinic or its satellite facility with appropriate medical supervision. Most states and HCFA have interpreted this to preclude offering home visits, for example, as an allowable service under the clinic option.[10]

4. Rehabilitation Services

Federal requaltions define rehabilitation services as any medical or remedial services recommended by a physician or other licensed practitioner of the healing arts, within the scope of his practice under state law, for maximum reduction of physical or mental disability and restoration of a recipient to his best possible functional level" (42CFR 44.130(d)). States' use of the rehabilitation services option has in the past been focused primarily on physical rehabilitation services. Recently, however, some states have realized that the broad federal definition of rehabilitation services may permit much wider applicability, particularly with respect to psycho-social rehabilitation services and assistance to persons who are developmentally delayed. Within the confines of applicable state law, rehabilitation services need not be tied to a strict medical model or personnel or a particular service delivery site.

5. Special Education "Related Services" (e.g., Physical Therapy, Occupational Therapy, Speech Therapy

The Education for all Handicapped Children Act (P. L> 94-142) enacted in 1975 requires that Individualized Education Plans (IEP) for handicapped school-aged children specify and make provision for needed "related services." "Related services" include a range of community-based

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10However, states can circumvent this provision if their Medicaid program includes as an optional service, "medical or other remedial care provided by licensed practitioners" (42CFFR 440.60) and defines such independent practitioners to include, for example, licensed psychologists, psychiatrists, remedial therapists or social workers. n those cases, these "independent practitioners," even if based at a clinic, can independently provide and separately bill for their services at any site, including a home. Adding independent practitioners as an optional covered service can, however, be quite costly for a state because of the requirements discussed earlier of making covered services available statewide in similar amount, duration and scope.

services that enable a disabled child to receive an appropriate education and include many services that are now provided or could be provided under the Medicaid program. "Related services" are defined as transportation and developmental, corrective and other supportive services which are required to assist a handicapped child to benefit from special education. They include such potentially Medicaid eligible services as speech pathology and audiology, psychological services, physical and occupational therapy, medical counseling and services for diagnostic and evaluative purposes.

A continuing problem in the implementation of P.L. 94-142 has been clarifying the responsibility for paying for these "related services" for Medicaid eligible children. Several states have developed interagency agreements under which Medicaid would pay for such services for eligible children. The Health Care Financing Administration (HCFA) denied the claims arguing that if a service was included in an IEP, it could not be apid for by Medicaid even if the child was eligible and it was an allowable Medicaid service. The State of Massachusetts appealed and subsequently won in court. In Massachusetts v. Bowen (816 F 2d796), the Court of Appeals siad that the federal government could not deny payment solely because it was included in an IEP. The court further said that HHS' position was based on an "artificial distinction" between the social welfare department administering Medicaid and the education department. This past year, Congress further clarified its position saying in P.L. 100-203 that nothing in the Medicaid law can be construed as prohibiting or restricting payment for medical services for a handicapped child because such services are included in the child's IEP. With this recent clarification and with the legislative extension of the Education for Handicapped Children Act to the 0-3 population, it can be expected that states will begin to take a much closer look at the ability of the Medicaid program to pay for "related services" for eligible handicapped children.

6. Personal Care Services

Federal regulations define personal care services as services provided in a recipient's home which are "prescribed by a physician in accordance with the recipient's plan of treatment and provided by an

individual who is: 1) qualified to provide the services; 2) supervised by a registered nurse; and 3) not a member of the recipient's family." (42CFR440.170(f)) Medicaid policy guidance further defines personal care services as services that provide both hands-on patient care of a non-skilled nature and incidental household or chore services necessary to prevent or postpone institutionalization. While most states have exercised this option to provide personal care services primarily to frail community-based services must look carefully at their current state Medicaid plan to identify what is now authorized and what are reasonable areas for expansion. The importance of the technical aspects of the planning cannot be overstated and the state must be willing to commit upfront time and resources to the necessary detail work.

One might argue that the use of state funds with no strings or preconditions attached would be easier than trying to build around Medicaid and other categorical federal-state programs, but that is not currently a realistic alternative, nor in fact a desirable one. Although often difficult and tedious, escalating social problems and limited resources demand that states pursue ways to maximize the potential of existing programs and financing sources. The full potential of Medicaid and other funding sources can only be realized, however, within the context of coordinated planning efforts. Medicaid is not a funding stream waiting to be exploited by child welfare, mental health and special education departments. It is, however, an essential and appropriate partner in building better state and comminity responses to needs of real children and families.

Center for the Study of Social Policy

Refinancing in Kentucky:

Expanding the Base for Family Resource and Youth Service Centers

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V. RECOMMENDATIONS FOR REFINANCING CURRENT SERVICES

Based on the data collected at the local sites regarding current services that show potential for refinancing, we divided the programs and services into three general groups: 1) related services for special education; 2) outreach, screening, and preventive health services; and 3) services for high-risk populations. This division grew out of the way services are organized locally and is used here only for analytical purposes. In the following section, we define the services in each category and discuss refinancing opportunities associated with each.

Special Education Related Services

The Education for All Handicapped Children Act (P.L. 94-142) enacted in 1975 requires that Individualized Education Plans (IEP) for handicapped school-aged children specify and make provisions for needed "related services". "Related services" include a range of community-based services that enable a child with handicapping conditions to receive an appropriate education. They include many services that are now provided or could be provided under the Medicaid program. "Related services" are defined as transportation and developmental, corrective and other supportive services which are required to assist a handicapped child to benefit from special education. They include such potentially Medicaid eligible services as speech pathology and audiology, psychological services, physical and occupational therapy, medical counseling and services for diagnostic and evaluative purposes.

For purposes of refinancing, we looked at those related services provided directly by the school system or purchased by them with education funds. Our analysis focused on the Medicaid program as the primary program available for refinancing many of these services.

Two categories of special education services have potential for Medicaid financing, namely assessments leading to an IEP and related services therapies prescribed as part of the IEP. These include:

* Specialized therapies related to development and implementation of an IEP, e.g. occupational therapy, speech therapy;

* Aide services (for aides working on medically related problems, or behavior management, not on instructional activities);

* Assessment, testing, and diagnostic services;

* Case management; and

* Collateral services (e.g. contacts with family, providers related to the child's Medicaid-eligible service).

The service we include in this category begin during the IEP process, and continue throughout the child's participation in special education. These services are provided by school psychologists, guidance counselors, social workers, aides, and the gamut of specialists: occupational therapists, speech therapists, physical therapists, etc. In addition to direct services, certain case planning and case management activities that are part of the IEP process can be considered for Medicaid refinancing. Examples of the activities that could be appropriately refinanced as EPSDT administrative costs or as targeted case management are the time spent by special education coordinators or counselors during the IEP process, assessing progress for continuing placement in special education, arranging special services for the child, speaking to the parents about those services, and making contact with the school psychologist regarding testing and diagnostic information.

We are not including in this analysis the services provided directly by the special education teachers. Some of the activities that teachers perform for handicapped children could be identified separately from their instructional duties and thus might be reimbursable under other programs such as Medicaid. However, we have not considered the time spent by teachers associated with these functions as a refinancing opportunity, preferring to identify only those activities and therapies that are more clearly distinguished from instructional activities.

Recommended Refinancing Options

Four options for funding special education related services were assessed. They include:

Option 1: Use of regular Medicaid fee-for-service to pay for services currently allowable under state's Medicaid Program;

Option 2: A combination of the Rehabilitation Services option and the Targeted Case Management option, with the school system defined as the provider;

Option 3: Expanded treatment under the Early Periodic Screening, Diagnosis and Treatment Program (EPSDT);

Option 4: A combination of a new Rehabilitation Services option to cover specialized therapies and treatment with use of ESPDT for case management and administrative costs.

Under each of these options, the IEP would serve as the plan of care establishing both the necessity for care and authorization for services. Participation of a child in a special education program (as determined by the presence of an IEP) serves as an important control on the eligibility for services.

Each of these options has benefits and is described below. Based on our analysis and current knowledge of Kentucky's Medicaid plan, the fourth of these seems to offer the best combination of service coverage and administrative feasibility.

OPTION 1: Fee For Service

Under this option, services currently reimbursable under the state Medicaid Plan could be reimbursed within the schools to the extent they are provided to eligible clients by eligible providers. Services included in this category would be physical therapy and possibly some speech therapy (dependent on the qualifications of the therapists). Occupational Therapy is currently not covered by Kentucky's Medicaid plan and psychological assessment is only covered if the assessment leads to a DSM-III-R diagnosis and the provision of a mental health service.

Claiming these services under Medicaid as a fee for service program would be fairly straight forward. These services would be prescribed through the IEP process. The physical therapist and speech therapist would bill through

the schools for their services when provided for a Medicaid eligible child. Before billing could occur, parents would have to authorize the use of third party billing, a doctor would have to sign the IEP as the treatment plan, and the professionals providing the service would have to maintain a record of where, when and what services were provided. A billing clerk would then have to take the record of service and pursue third party billing, including the filing of a claim with Medicaid.

While this option would be relatively easy to implement, it is extremely limited in its potential for refinancing because of the few related services now covered in the state Medicaid plan. Building up fee-for-service by modifying the Medicaid plan to directly include other practitioner therapies such as occupational therapy is not recommended as part of this refinancing strategy since the state would then become obligated to provide these services to the entire adult and child Medicaid population statewide. This would have negative cost implications for the state Medicaid budget. Thus, while this option satisfies the criteria related to feasibility of implementation, it does not take advantage of the potential for refinancing.

OPTION 2: Rehabilitation Services Option Combined with Targeted Case Management

Under this option, the Rehabilitation services option would be used to pay for the cost of eligible services, and Targeted Case Management would pay for the costs of case planning and case management. The IEP would serve as the treatment plan for Medicaid-eligible children, and those non-instructional, health-related services identified in the IEP would be covered by a newly defined rehabilitation services option under the state's Medicaid plan. Only the cost of related services authorized in an IEP plan and provided directly or paid for by the school system are included in this discussion.

Use of the Rehabilitation Services option would require greater detail and documentation of these services currently exists for these services. Billing for services would have to be generated on a per unit, per child basis and the IEP would have to include sufficient detail about the provision of service (when,where, how often) to serve as documentation for authorizing service. Billing codes and procedures related to the provision of service would need to be developed.

Using the Targeted Case Management option to pay for case planning and case management costs for eligible children, rather than building these and other administrative costs into the Rehabilitation Services rate, has the advantage of billing case management independent of the provision of treatment service. Some students require case management more than others, and a particular child's need for the service could vary over time. It also provides for a cleaner rate setting process within Rehabilitation Services.

Under this use of targeted case management, those providing case management activities for eligible children (e.g. special education supervisors, social workers, counselors) would be required to document the provision of those services on a per unit per client basis. Medicaid claims would be based upon these records.

The same process would be followed for the provision of activities fundable through rehabilitation services; all therapeutic services would be documented on a per client, per unit service basis. These records would be used to generate monthly billings to the state. The recording and summarizing of these data, in order to generate monthly billings, could be considerable.

The assessment process would continue much the same as it currently does: schools would include needed services in IEP's. These IEP's, signed by a physician, clinical psychologist, or another certified professional of the healing arts, would serve as rehabilitation service treatment plans. Use of this option would require a physician or clinician to recommend the services contained in the case plan but would not require the clinician to supervise the delivery of those services.

Overall, this option has both advantages and disadvantages. On the plus side, the use of a newly defined rehabilitation services option allows coverage of a wider range of services than if these services are just covered under the fee-for-service option (described above). This option also allows greater flexibility in which type of professional must sign off on the IEP. Use of the rehabilitation services option requires unit billing and thus requires new levels of documentation of service at the local level, as well as new contractual arrangements between the schools and the state Medicaid agency. However, both of these new administrative burdens can be managed (there are precedents that have worked in other states).

Definition of a rehabilitation services option in this way also provides strong controls to the state Medicaid agency by having only education agencies as eligible providers, thus not opening up payment for these services except as they prescribed through an IEP process and provided by or through local school districts.

Coupling the rehabilitation services option with the targeted case management option increases documentation requirements and the administrative burden to local schools. Documenting case management may be more cumbersome than for the other specific therapies and treatment services, for which some recordkeeping already exists. On the other hand, this option would maximize federal reimbursement.

OPTION 3: Expanded Treatment under EPSDT

Under this option, EPSDT would be used to pay the costs of eligible related services requested as part of a special education program. "Administrative" costs, such as case planning, assessments, case management, and collateral services would be reimbursed as EPSDT administration at 50%, services costs would be reimbursed at the State's Medicaid service reimbursement rate of 72%.4

The IEP assessments could be considered "partial screens" under EPSDT. Alternatively, where schools already cooperate with local health departments, a joint assessment would be possible with involvement of the health department doctor.

While this option has certain advantages in terms of the comprehensive scope of the EPSDT authority, there are disadvantages as well. First, all IEP's will require a physician's signature, which may overly complicate its usage in the schools. Second, if the IEP is an EPSDT partial screen, any service included in the treatment plan must be provided. Although this is currently the case under PL 94-142 and Kentucky law, school systems and the Department for Medicaid Services may be wary about the number and level of services contract or client physicians may put into the treatment plan. Thus, this option may be viewed as too difficult to control.

4Specific services would be billed on a per unit, per child basis like rehabilitative services above.

Administratively, this option is feasible. To capture the costs of case management and case planning at the local level, school districts would implement a relatively simple time measurement system to document the amount of the time spent on case management, case planning, and assessment services for special education children who are Medicaid-eligible. The methodology for this could be based on a periodic random moment time study designed to capture major categories of activities of selected staff. The costs of these activities would be pro-rated by the percentage of Medicaid-eligible special education students, and then billed to Medicaid. EPSDT treatment costs would begin at the IEP assessment. The IEP would serve as the treatment plan, but would require a physician's signature. Specific services would be billed on a per client, per unit basis as with the rehabilitation services option as described above.

Overall, in examining the major pluses and minuses of this option, the pluses are the scope of services which could be covered and the fact that both treatment services and costs of assessment, case management, and case planning are covered in an administratively more feasible manner (in comparison with Option 2, above). The use of EPSDT may also serve to help Kentucky meet some of the new federal EPSDT participation requirements which have not yet been implemented.

A possible minus is the more open-ended requirement for Medicaid to pay for any services which appear in the IEP (since the IEP would have the impact of an EPSDT plan). On this criterion, the Medicaid program has more control over service utilization under the rehabilitation services option, described in Option 2, above, because the scope and duration of service activities and identification of eligible providers covered by that option are specifically described in state policy and procedures and thus limited.

OPTION 4: A Combination of a New Rehabilitation Services Option for Treatment Costs and EPSDT for Case Management and Administrative Costs

Under this option, treatment services would be charged to Rehabilitation Services, just as in Option 2 above, but case management, case planning, assessment services, and other administrative costs would be charged to EPSDT administration rather than (as in Option2) to Targeted Case

Management. The advantage of this option is that administrative costs under EPSDT do not require billing as they do under Targeted Case Management and thus the administrative burden to local schools is considerably simplified. The state Medicaid agency also does not have to establish a new targeted case management option, which would require an additional state plan amendment and HCFA approval.

At the local level, this option is administratively similar to funding these services entirely from EPSDT. The major difference is that if the rehabilitation option is used to fund services, a physician's signature will not be required; the recommendation of a certified psychologist is appropriate under state policy.

At the state level, use of rehabilitation services for this population will require a change in the State Medicaid Plan, and will require policy and procedural work. The new school-based rehabilitation benefits are discussed earlier in this report.

Overall, this option may represent the best combination of service coverage and administrative and procedural feasibility, both for local schools and for the state Medicaid agency. The rehabilitation services option allows the state agency to specify which specific service activities will be eligible for reimbursement. The administrative burden of service documentation, while a significant addition to current practice, would be manageable. (Although it would require additional administrative costs for such things as billing and processing of bills, these could be paid for at the state and local level with part of the additional revenue generated.)

Summary of Options

Several viable options are available to fund related services for special education students. As described, each option has particular requirements that will impose new record keeping activities on the school districts. Clearly, however, the schools are currently providing a significant number of services that fall within the scope of the Medicaid program, yet are receiving no federal reimbursement for these services. The table next page summarizes the primary advantages of each of the options and lists implementation issues that need to be considered.

Funding Options for Related Service Special Education		
Option	**Advantages**	**Implementation Issues**
1. Medicaid Fee for Service	1. Would require relatively little effort on the part of the state or local agencies.	1. Would provide very little reimbursement due to the limited nature of covered services. 2. Would require establishment of a billing system by the local school district.
2. Rehabilitation Services and Targeted Case Management (TCM)	1. Would cover a wide array of services and assessments, planning and case management activities. 2. Would maximize Federal reimbursement.	1. Would require significant record keeping for unit billing for both direct service and case management activity. 2. Would have to address freedom of provider choice issues for TCM. 3. TCM would require a degree of formalization concerning the case plan, parent approval, and activity focused on a particular child not currently common in the schools.
3. EPSDT Administration and Treatment	1. EPSDT Administration simpler to administer than TCM; does not require unit billing. 2. All services could be provided within a single Medicaid program.	1. Treatment plans would require physician sign-off. 2. Treatment costs may be more difficult to control.
4. Rehabilitation Services and EPSDT Administration	1. EPSDT Administration easier to administer than TCM. 2. Treatment services and costs could be controlled through the IEP.	1. Rehabilitation services requires new record keeping for unit billing. 2. Some added record keeping associated with EPSDT.

Outreach, Screening, and Preventive Health Services

We included in this category the basic primary prevention and early identification services currently being provided in the schools. Our prevention category includes the following:

* Outreach;

* Informing children about good preventive health practices;

* Preventive education related to drugs and alcohol and other health and mental health problems;

* Referral and linking to appropriate providers and services; and
* Follow-up services that requires services were received.

Our assessment involved examination of refinancing opportunities to generate federal funding for these services. Within the schools, these services are generally provided by staff identified as school nurses, social workers, and guidance counselors. In small districts, many of these direct service activities are provided by staff who also perform administrative and supervisory responsibilities.

An example of the services that could be appropriately refinanced as Outreach, Screening and Preventive Health Services is the time spent by a nurse performing health screenings and making referrals for follow-up medical services or by a social worker providing drug prevention education individually or to a group of children, or the time spent by a guidance counselor observing a child in class to screen for or identify mental health problems.

Recommended Refinancing Options

We have only one recommendation for refinancing this group of services. The activities noted above that are currently provided by the schools can be charged to EPSDT administration (at 50% federal reimbursement) for all children eligible for Medicaid. Kentucky's EPSDT program is not currently providing these services, and the State Department for Medicaid Services has been considering options for expanding the program. The school system is a

logical locus of expanded outreach, screening and health prevention activities because of the ongoing and daily interaction with children. The long range goal of expanding these kinds of preventative health activities in Kentucky is to reduce the need for and use of high cost medical services by promoting healthy behaviors and identifying and treating potential problems earlier.

Within this option, one of the main considerations is how the state Medicaid agency would contract with local education agencies in order to authorize schools to provide these activities under EPSDT. Three alternatives seem to be worthy of exploration:

* The state Medicaid agency could make an interagency agreement (IAG) with each individual school system. This allows direct control at the state level, but involves many separate contracts;

* The state Medicaid agency could make an IAG with the State Department of Education, which would pass reimbursement through to the local school districts.

The state Medicaid agency could add these services to their current contract with the State Department of Health, which in turn could make IAGs with the local school districts.

Each of these options would have different implications for the funding agency, the state Medicaid agency. Decisions about how to structure education's use of EPSDT administration to fund outreach, identification, and preventive health activities should be made on the basis of the best combination of administrative feasibility and service delivery for that agency.

At the local level, necessary documentation for the use of EPSDT administrative funds will require a relatively simple periodic time study to distinguish the percentage of designated staff time spent on the EPSDT allowable activity from non-allowable activity. In calculating allowable costs, the figures derived from the time study would be adjusted by the ratio of Medicaid students to all students in that school or the school district. This would result in a cost figure representing the proportion of allowable activity chargeable to EPSDT. This time study system could probably be managed by existing district staff in the small districts, but is likely to require additional

administrative staff in the largest districts and at the state level to oversee its management.

We believe that using the administrative portion of EPSDT to refinance prevention activities can be accomplished without an amendment to the State Medicaid Plan, but will probably require some formal notification to HCFA.

While only one option exists for funding the outreach, screening and preventive health services currently provided by the schools, the option scores well relative to the criteria for successful refinancing.

Comparison of Option to Refinancing Criteria
EPSDT Administration for Outreach, Screening, Preventive Health Education

Criterion	Comparison
1. Cost of Implementation	No new net state or local costs. All match costs are already being paid at local level. Strong controls for state Medicaid agency through IAG that limits who may provide this service (local schools) and what services are to be provided at what cost.
2. Audit Risk	Risk would be very small, if strong time study methodology is implemented at local level.
3. Benefits Outweigh Difficulties	Benefits far outweigh administrative burdens.
4. Program Goals	EPSDT strongly supports school district's and Medicaid agency's program goals for more cost-effective preventive health care. Implementing this recommendation would support Medicaid's mandates for increased participation of MA-eligible children.

Services To High Risk Populations

In this category we include services to children who have special service needs, but who are not necessarily in special education programs. The primary focus of our assessment was on pregnant and parenting teens. This

group was identified by all school districts we visited as being at high risk and having exceptional service needs. However, because of scarce resources, school systems feel that they are not serving this target group adequately. Pregnant and parenting teens have high rates of Medicaid and AFDC eligibility as well.[5]

Another group of children with special needs for whom some refinancing potential exists is children in the child protective service system, either in foster care or at risk of foster care. These children also have high rates of Medicaid and AFDC eligibility.

For these special target populations, the services which are now provided by schools and which have potential to be refinanced include:

* Health care, health education and health-related services;

* Child care;

* Parenting education and training;

* Case Planning and case management;

* Mental health and substance abuse counseling, education, and treatment services, including day treatment;

* Vocational testing and training; and

* Transportation services.

These services are provided by school social workers, therapists, nurses, health educators, child care teachers, counselors, etc. The services are less narrowly defined than in the previous two ares, due to the broad range and multiple needs of the population to be served.

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[5]Congressional action in the Omnibus Budget Rehabilitation Acts of 1986 through 1990 have handed Medicaid eligibility to pregnant and parenting teens beyond traditional categorical eligibility.

Prescription For Success

Unique Community Outreach Plan Moves Farrell Area School District Into The 21st Century

"The bomb is too big for the plane." John G. Sava couldn't dismiss the thought from his mind. The school superintendent was listening to Lehigh University curriculum specialist Dr. Fenwick English describe the challenges schools now face as they struggle to meet the social as well as instructional needs of their students.

As the 21st century approaches, schools find themselves in many diverse roles. Social needs are rapidly overtaking basic academic needs, yet public schools still follow the 180-day year, 5.5-hour instructional day established over 100 years ago. According to Dr. English, today's schools address at least 37 non-academic social issues, ranging from drug education to parenting skills. Educators, therefore, are squeezing social concepts into an already jammed academic day. The result - the bomb is too big for the plane.

"When I heard Dr. Fenwick make that statement a light turned on," recalled Sava. "I really pondered that remark. I thought about it for days." Although Dr. English's observation came in conjunction with curriculum development, Sava interpreted it to mean "for education to work in America, all vested interests had to become part of the process. Education's biggest problem today is that the family is not addressed," Sava opined. "At Farrell Area School District (FASD) we believe in strong family support. Since 1983, we have gone through some dramatic community outreach for the primary purpose of family support," he related. This philosophy has successfully shaped FASD into a school-based family center serving the academic, human resource, and cultural needs of the entire community.

Four-year-olds in Farrell's preschool enjoy playing with Lego blocks as they improve their motor skills and hand/eye coordination.

Social Competency

School-based family centers should not supplant the family, Sava pointed out. "The intention is to supplement those families who are in need." This need is primarily economic, but very close if not first, is the family's social competency. "The family is judged by its social competency first," observed Sava. "That's the way it interacts with society." FASD's community outreach plan joins families with social agencies through the school district. "We feel it is the school's responsibility to serve as a facilitator for all human service agencies to come together for the benefit of children," Sava emphasized. Schools must take the lead to forge partnerships, collaborations or linkages with all community agents. This achieves a child and family-centered approach to education, focusing on the foundation of parents as teachers.

Lifelong Learning

Over the past ten years, FASD has developed close to 50 family support programs that provide ongoing prevention and remediation services for all community residents from cradle to grave. "At Farrell we believe in lifelong learning," Sava pointed out. "Family support is available as the child is in the womb, through childhood and adulthood, and even during a person's elderly years. Education of all community residents must be the responsibility of all community members."

The Farrell model's success relies heavily on interagency cooperation. "People are going to ask how family support works," observed Sava. "You have to convince people that it's going to save money. That's the key. When you convince people it's going to save money, they listen." Money is saved because interagency cooperation eliminates duplication of human services. "Think of what a tremendous savings that is to the educational program," Sava emphasized. It also affords the earliest possible intervention services for children and families in need.

According to Sava, a comprehensive system of interagency cooperation is "an initiative to develop linkages between the school district and all community entities, interest groups, and individuals." The school district must take the first step to cultivate these collaborations, explained Sava. "Schools can no longer wait for community businesses or groups to appear with suggestions, he said. Successful collaboration results in an educational prescription that permits the schools and the community to plan and cooperatively offer

solutions to problems. "The school district must market its intentions, determine the community's needs and develop programs accordingly," Sava stressed.

One-Stop Shopping

Effective family centers provide "one-stop shopping for any family member for any conceivable family service," Sava explained. "There is a seamless delivery of services for all people in the community." The Farrell area family center model shows an open entry, open exit continuum. "You can come in, go from the family center into any agency or you can go from any agency into the family center," Sava pointed out. "The school is the facilitator for all human service agencies," he reiterated. "It makes money, eliminates duplication of services, and it's child-centered."

Here are just some of the family support programs that make the Farrell area model stand apart. They are targeted to interface the school with the community through a mutual collaborative process designed to support all citizens' social, emotional, and educational growth. They inter-relate by using the strengths of one to support the other.

Preschool. FASD's unique preschool center is comprised of 12 intertwined programs serving children age six weeks through six years. In 1990, Pennsylvania Gov. Robert P. Casey cited Farrell's preschool as a model for the state. A rare partnership with the U.S. Department of Health and Human Services (HHS) and the Pennsylvania Department of Education (PDE) allows FASD to operate the state's only collaborative Head Start/four-year-old kindergarten program. In addition, the school district manages Head Start programs for all 12 Mercer county school districts. According to PDE figures, each dollar spent for preschool services saves $4 to $7 in remediation costs when the child is in a traditional school environment.

Primary Health Clinics. On-site clinics have been established at FASD's preschool center and secondary school (grades seven through 12). A third clinic will open shortly at the elementary school (kindergarten through grade six). The clinics' primary goal is to improve health services for children and their families, and to continue these services throughout the students' school careers.

Students can obtain health services on the school site, during school, as well as after school and when school is not in session. Continuity of care results in fewer acute and chronic health problems, the ability to care for nutritional needs, less absenteeism, and the opportunity for preventative health measures.

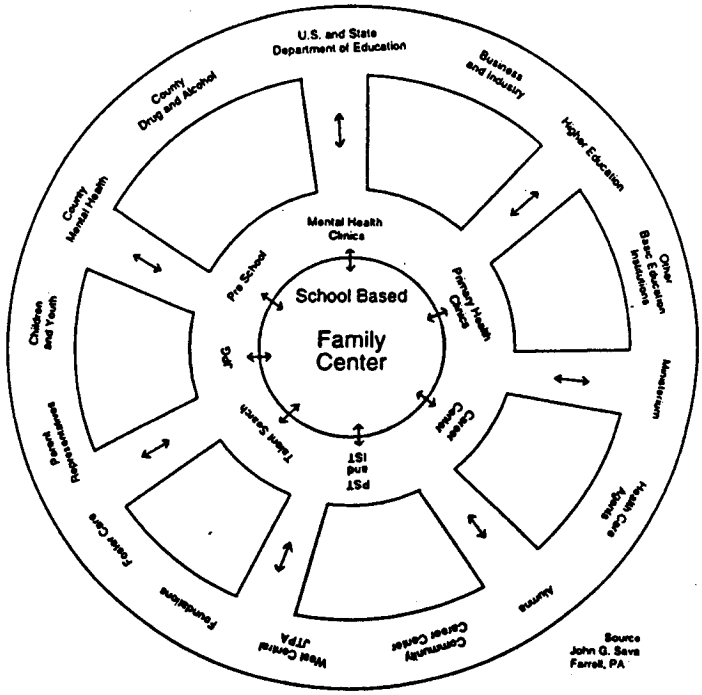
Instructional Support Team (IST). IST is a team approach to remediate the emotional, educational, and/or psychological problems of children with special needs, grades one through six. FASD has used IST, a PDE-sponsored program, since 1990, and recently was validated by the state for developing and practicing an exemplary local program. IST works closely with other family support programs to help students at risk solve problems prohibiting achievement.

Career Center. A sophisticated, computerized center is available to promote and develop students' and residents' career interests. Students can use the center to get an idea of career options and what academic background is required. Residents also can investigate career opportunities and training requirements.

Jobs For Pennsylvania Graduates (JPG). This program provides intensive career counseling and training for high school students unsure of their future plans. By their senior year these students are placed on job sites, with their performance observed by a career counselor. Upon high school graduation, students are placed into employment with a warranty for success. □

Community Outreach Plan

Farrell Area School District



A Tradition of Care and Education for All

The Philadelphia Inquirer / ED HILLE

A school bus takes both Miryah Green (right) and her son, DeWayne, to their educational programs in Farrell, Pa. DeWayne attends a child-development center; his mother is in school. Behind them are Crissina Thomas and her son, RoShawn.

Learning shines in an old steel town

A program of 'womb to tomb' services has educators flocking to Farrell, Pa.

By Denise-Marie Santiago
INQUIRER STAFF WRITER

FARRELL, Pa. — The sun is up in this worn steel town, just a holler from the Ohio line.

Out her kitchen window, Elizabeth Smith can see the rusty sheds of the old Sharon Steel Works, its smokestacks idle for a year. All the big employers are gone now, and with them a lot of the small ones. Like her dad, like her husband, nearly a quarter of the people in Farrell are out of work.

But for the moment, Smith has her eye on the future — on her 20-month-old twins, Idrais and Alise, playing on the carpet with an effervescent woman named Bonnie King.

Dumping a pail of lettered wooden blocks, King begins stacking them into a tower. "Come on, build for Bonnie. Remember how we build?"

Idrais picks up a block and sets it on top, breaking into a grin as King claps her hands.

"Any new words that they're saying?" she asks their mother.

Smith beams. "Lisha say, 'I love you.' "

Bonnie King has been a fixture in the home since the twins were a week old. A parent educator, she is here as part of an ambitious — some would say futuristic — outreach project run by the Farrell Area School District. She makes regular rounds of 25 families with children under 3, to help during the critical early years. That help takes many forms, from checking for developmental delays to driving children to doctor's appointments to getting the heat turned back on in the house.

As do many communities in the Rust Belt, Farrell has needs galore. Population 6,800, it's a *Honey, I Shrunk the City* kind of town, plagued by big-league problems of poverty, poor housing, crack cocaine and teenage pregnancy.

But the wonder of Farrell is the school system, which has taken all the problems on.

■

From all over the country, educators and politicians are coming to Farrell to see "the school of the future." So many are dropping by that the district has a discount rate at a local hotel.

While graffiti-free buildings, state-of-the

See **FARRELL** on A10

'The school of the future' finds a home in an old steel town

FARRELL from A1

art computer labs and orderly classrooms are on the tour, what visitors come to see is a philosophy in action — one based on the idea that children who are ill, neglected, hungry or sad, whose families are stressed or broken, cannot be taught.

So there's a child development center that offers Head Start and preschool classes, teen parenting programs and day care. In the sprawling complex that houses the high school, elementary school and administrative offices, there's a health clinic where students — their families, too — can receive immunizations, eye and dental exams and routine medical care; one teacher recently popped in during lunch to get a Pap smear.

Under that roof, too, are an assortment of county offices providing everything from mental health services to drug treatment to help in neglect and abuse cases.

From 6:30 a.m. to 10:30 p.m., the school doors are open.

All told, the district and local agencies have collaborated to create 57 programs for the children of Farrell. The range of social services may be the most extensive offered by any district in the nation, said a child-care policy adviser to Gov. Casey.

The 1,285-student district — the seventh-poorest in the state — has done all of this without dipping much into its meager $8 million budget. Instead, officials learned to play the grant field, pulling in $3 million this year alone. "You just seek new grants and new collaborations," said Superintendent John Sava. "There's no magic formula."

But it feels magical to Willis Brinker, chief of juvenile probation for Mercer County. This month, his agency began a partnership to work with troubled students and their families. For ailing communities, Brinker said, "this cooperative participation is really the only answer."

The Farrell district's "womb to tomb" concept, more than a decade old, is catching on across the country. More than 200 districts in 11 states form a network under the auspices of Yale University's Bush Center for Child Development, which provides a blueprint for what it calls "the School of the 21st Century."

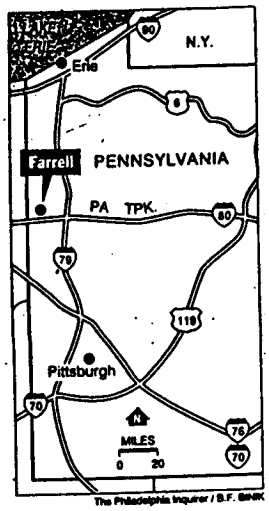
Not as extensive as the Farrell plan, the Yale model includes home visitation for families with children under 3; all-day child care for 3- to 5-year-olds, and before- and after-school care for those up to 12 years.

"This is where I think America is going to be going with their school systems," said Edward Ziegler, Bush Center director. In a community school, "what is essential is day care."

He noted that nationwide, 53 percent of mothers with babies under age 1 are working, as are two-thirds of mothers with preschool children. Seventy percent of the child-care options are poor quality, resulting in ill-prepared children entering school, Ziegler said.

■

Help is what Emma Davis needed when she separated from her husband after moving to Farrell from San Antonio, Texas, in 1986. She is now a single parent of six children, ages 5 to 18.



The Philadelphia Inquirer / B.F. Bibik

When two of them came down with the flu last year while in class, their teachers sent them to the school clinic. A nurse practitioner examined them and phoned a prescription to a nearby pharmacy. Davis, who was in class all day at a local college, picked up the medicine when she retrieved her children.

"They are really concerned about every student," Davis said, "and they will work with the parents."

The town of 6,800 has developed 57 programs for children without major harm to its budget.

One recent evening, she sat with a smile as all six children argued in the living room about who had the best teacher.

Ten-year-old Joseph insisted that his fourth-grade teacher was the best "'cause on Friday, we have fun. We play games. We look at movies."

"I have one of the best teachers. ... She keeps on my case," said Ronald, 18, who plays on the varsity football team.

He has joined Jobs for Pennsylvania Graduates, a state-sponsored project at the high school in which seniors at risk of dropping out are taught job-hunting skills and given help finding work. It's one of the reasons that Farrell has only a 1 percent dropout rate, down from 7 percent 10 years ago.

That could be one of the least of the changes.

In June 1983, 400 teachers, parents and residents of Farrell marched from the municipal building to the high school cafeteria to demand the superintendent's resignation.

"It was an angry, nasty mob," said Sava, a Farrell native who was the high school principal at the time.

School buildings were in disrepair, taxes were going up and the district was $823,000 in the hole. The state Department of Education, threatening a takeover, gave the district a year to fix its financial woes.

That night, Sava was appointed superintendent. "I'm looking around and I'm saying, 'What the hell am I doing here?' "

Under Sava, teachers and administrative staffers were laid off, five schools were closed and the debt was refinanced.

During the upheaval, Sava heard a speech by Fenwick English, a professor of education at Lehigh University. English talked about how school systems had maintained outmoded methods while children's needs changed. Sava was left with a better understanding of the African proverb that it takes a entire village to raise a child.

It was Sandy Joseph who showed Sava how to apply the proverb.

In 1983, the district had only four family support programs, including a progressive early childhood project that centered on a Head Start program directed by Joseph.

As Joseph began navigating the grant maze, collaborations took shape. The first was a teen parenting program, financed through a grant from the state Department of Education.

Four years later, there were 27 programs. Today, there are 57.

The decision to blanket the community with services "was based on what was best for our children, not on what is politically correct or what our turfs are," said Joseph, who now works for the state.

"We don't come in to preach," said Nancy Vromyak, a community outreach specialist, "but more to enable a family to operate as a family."

Those families aren't necessarily traditional. Two of three children in the Farrell schools live in single-parent homes. One of every 10 babies in town is born to a teenager.

Recently, the Farrell homecoming queen was called from a high school class to be with her 15-month-old son when he was immunized at the child development center's health clinic. The baby's father also was summoned from class.

"I call them [the teen mothers] all the time," said Marie DeWolf, clinic supervisor. "We get them out of class, say 'Mom, baby's sick. You've got to come take care of the baby.' ...

"I feel very strongly that the mother — and the father — should be part of this. ... I feel that they need to take responsibility for the child they brought into the world."

■

Two of three children in the schools live in single-parent homes. One in 10 babies is born to a teen.

There are some measuring sticks of the Farrell district's success. The 1 percent dropout rate, for instance, and the fact that 65 percent of the graduates now go on to some post-secondary education.

But no statistic shows the amount of energy required to merely stand fast. As quickly as administrators come up with programs, the economic ground around them erodes.

The population is about half what it was 30 years ago when steel, iron and manufacturing fueled Farrell. In the late 1960s, race riots rocked the town, ushering in a period of white flight.

By the early 1980s, Westinghouse and National Castings, two major local employers, had closed, and Sharon Steel began to downsize. The steel mill closed a year ago and tossed 2,700 employees out of work.

Sharon Steel used to pay 50 percent of the local school taxes. To make up for the loss, the district may have to drain a $1 million surplus from its bank account.

Today, Farrell has the lowest median household income ($16,256) of the 48 municipalities in Mercer County and the highest percentage of people living in poverty (28.3 percent).

Blocks of tall, skinny houses built near the steel mill for its workers are deteriorating. A once-booming business strip is lined with abandoned


The Philadelphia Inquirer / ED

Third graders work in the modern computer lab at Farrell Elementary School. The school district's n complex is graffiti-free, clean and orderly. Discipline problems are minor, officials say.

the way into the child development center. There, three of the 10 toddlers in the early-intervention program were born to mothers on crack, said teacher Brigette Wise.

One, a 3-year-old, "can say *no* and *mom*. That's it," Wise said. The child spits at staff members and laughs when she's reprimanded. She spends her day playing in the sandbox.

The Rev. Wilbert G. Hadden, pastor of Greater Mount Zion Church of God in Christ and president of the Shenango Valley Ministerial Association, sees hope in what's happening in the schools: "Seems to me what [Sava] is doing is saying, 'This is the problem and we're going to do something about it.' He seems to be committed to educating every child that comes to the school system, regardless of what trap they could fall into."

■

What first strikes visitors to the Farrell district's main complex is its cleanliness. The tiled bathrooms in the elementary school are tidier than most office building restrooms. Paintings, traditionally given by the graduating classes, adorn the walls of the high school.

There are no guards, and few students secure their lockers.

Which is not to say that discipline problems are nonexistent. There are students who talk back to teachers, and others who start fights. The first infraction usually earns an after-school detention; the next one, a double detention.

If that doesn't work, students are sentenced to in-school suspension in the "reassignment room," where they spend their day sitting silently in a cubicle doing class work.

"This is the holding tank," said Don Pisegna, a high school teacher and coordinator of the elementary school reassignment room. The space is tucked away, up a flight of stairs, above the school gym.

A monitor keeps a watchful eye on the students. But occasionally, laugh attacks spread among the prisoners.

"Real tough," Pisegna said. "Real tough prison up here."

Tom Sever, the assistant high school principal who handles discipline, said most problems were minor.

For those students who do wind up in the juvenile court system, there's yet another program. A number of county, community and school representatives have gotten together to help young offenders and their families secure counseling, housing and medical care in the hope of steering them off a criminal path. Their funding is a $126,000 grant from the Penn-

and space.

JoAnn Hogue of the Children's Aid Society of Mercer County, part of the group, said such collaborations were possible anywhere.

"But," she said, "you have to have a commitment."

Simply put, this scope of commitment is easier for smaller districts than larger ones.

The entire student population of Farrell, for instance, is no bigger than a Philadelphia public high school.

"Big cities are so overbureaucratized and overburdened that they see it as hard to do," said Edward Ziegler, of Yale's Bush Center.

Still, what is going on in Farrell is "exactly what we're trying to achieve on a large scale here in Philadelphia," said Richard Glean, executive director of student services for the city district.

Many of the services that Farrell provides already exist in some form in the school system, Glean said, but to make them available to all students requires lots of money.

"We have issues of housing, issues of health, issues of supervision and parents working. ... The exte which these issues exist are ex dinary."

Meet those needs, Glean said "kids are ready to come to sch learn."

■

Gail Lockhart graduated fron rell High School in 1979. She r away but now is back — beca the school district.

At 32, she is a single parent r a 7-year-old son. Lockhart star job as an office coordinator medical center before Derrick school.

On a recent morning, she dr the youngster off at the child de ment center at 10 minutes of rick lay on the rug in the da room and played with a plastic figure. When it came time to school, he bundled himself up winter coat and slid a white P Bills headband around his ear

A monitor walked him to which drove him the few blo the elementary school.

"They make it so conve Lockhart said. "I don't know w do without that system."

Question:

Are Parents Ready To Be Partners And Not Have The Sole Responsibility For Their Children?

Answer: NO. Partnerships Are Deceptive. They "Demote" The Role Of The Parent.

FACT: The Federal Government Has Devised A "Prescription For America" Where The School And Other Agencies Are Partners In Community Based Health Clinics That Used To Be Known As Your Neighborhood Public School.

Fact: One Stop Shopping. Farrell Area School District Is The Model For "Cradle To Grave" Services.

Fact: A New Definition For Family Is Devised:
"Any Person Or Persons Who Have A Common Bond Of Shared Responsibility For Each Other And/Or A Child Or Children In Their Care."

Fact: Farrell Is The Pennsylvania School Of The Twenty-First Century.

Is This What You Want?

Fact: When OBE Implementors Said "Schools Control The Conditions Of Success" It Was Meant That Schools "Will" Control The Conditions Of Success Toward The New World Order.

Fact: School Based Medical And Mental Health Clinics Are The School Of Tomorrow.

Farrell Area School District

"A tradition of care and education for all"

Prescription for America

For school purposes the Farrell Area School District defines Family as...

Family

Any person
or persons
who have
a common bond
of
shared responsibility for each other
and/or
a child or children
in their care.

Profile of the Farrell Area School District

The Farrell Area School District (FASD), comprised of the urban communities of Farrell and Wheatland, is located on the Pennsylvania side of the Ohio border, equidistant between the cities of Pittsburgh and Erie. The FASD is the 7th poorest of the Commonwealth's 501 school districts, according to the AFDC, with 75% to 80% of the students receiving free/reduced lunches. The community is struggling with decreasing population, commercial bankruptcies, building and neighborhood decay, decreasing market values and high unemployment. The 1280 student population (age 4 kindergarten through grade 12), is 65% Afro-American with 66% living in single parent homes.

The FASD has established itself as the hub of the community and gained national recognition by successfully implementing a comprehensive system of interagency collaboratives that act as a safety net of family support for the entire community from the cradle to the grave. As a family center, the FASD provides on site primary and mental health clinics, prenatal and parenting education, day care and preschool coordinated with early intervention starting at 6 weeks old, intergenerational and community service programs, and over forty other family support programs, all developmentally appropriate and child centered.

The Family Center concept serves to promote the following results:

* 100% graduation rate
* 65% graduates continue to post secondary education
* Students rank in the 99th percentile for self esteem
* School is open 6:30a.m. to 10:30p.m., is orderly, free of graffiti and has no guards

On-site evaluations and endorsements of the FASD Family Support Programs include: Dr. Edward Zigler, author, "School of the 21st Century" and Director, Bush Center for Child Development and Social Policy. Yale University; Dr. T. Berry Brazelton, internationally renowned pediatrician. Harvard Medical School; Robert P. Casey, Governor of Pennsylvania; Donald Carroll. Pennsylvania Secretary of Education; Joseph Bard, Pennsylvania Commissioner of Education; and Dr. Sharon Lynn Dagan, Early Childhood Specialist, Yale University.

The FASD superintendent made a presentation to the National Governor's Association sponsored by the Governor of Arkansas, William Clinton. The district's motto of "Care and education for all" may be a prescription for America. The district has received extensive media attention for its community school commitment. This attention includes: a cover story in USA Today, a feature articles in The Washington Post, National School Board news, Leadership News (AASA), and Front Line (Pennsylvania Department of Education). The school district has also been featured on KDKA, Pittsburgh; the Pennsylvania Public Television Network; and the CBS Charles Kuralt series. Students representing four of the family support programs were invited to present testimony to the Congress of the United States on National Children's Day in 1990. Many educational experts have pronounced the FASD as Pennsylvania's School of the Twenty-first Century.

* National Association of State Directors of Special Education (NASDE) Commitment for the 90's

The needs of ALL children are identified and met without reference to assigned labels or categories of severity of disability.
School become community learning and resource centers that provide educational support services for ALL citizens.
Federal, state, and local governments provide adequate funding to meet the needs of ALL students.
Schools will provide family focused, one stop support, that includes multi agency responsibility for:

* information, referral and follow-up systems
* comprehensive health-care, child care, and intervention services
* effective preschool learning opportunities to support ALL infants, toddlers, young children and their families.

Schools will provide comprehensive preparation for adult life, which includes:

* internship and mentorship programs
* multi-levels of school-exit points that are outcomes-based
* educational attendance options, e.g., unlimited educational leave to prepare ALL students for existing and potential post-secondary options.

Schools will treat diversity as a strength by including:

* parents as full partners in the education of their children
* mastery learning in outcomes-based curricula
* full range of technology support so that instruction is adapted to the natural variability of ALL learners.

Schools will provide learning that is never ending, including:

* community volunteer programs
* lifelong learning options
* cross-generational learning environments that make education a lifelong experience for ALL learners.

Schools will provide multi-agency community-based services, including:

* counseling
* recreation
* rehabilitation so that the learning environment will be a safe place for ALL learners.

* See Page 146

Source: Farrell, PA

The Six National Education Goals:

Readiness for School

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

High School Completion

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

Student Achievement and Citizenship

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in English, Mathematics, Science, History and Geography.

Science and Mathematics

By the year 2000, U.S. students will be first in the world in Science and Mathematics achievement.

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.

Safe, Disciplined and Drug-Free Schools

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Source: Farrell, PA

We believe...

...in a child/student centered approach to education which transcends all aspects of the curriculum as best characterized by the basic assumption that every child can succeed; and all children can learn cooperatively.

...that educational programs are to be flexible, provide equal opportunities for all; adjust to varying learning styles; be sensitive to student needs; and ensure that learning outcomes are measurable.

...the school will serve as a community center for the delivery of education along with comprehensive health and social services for both child and family.

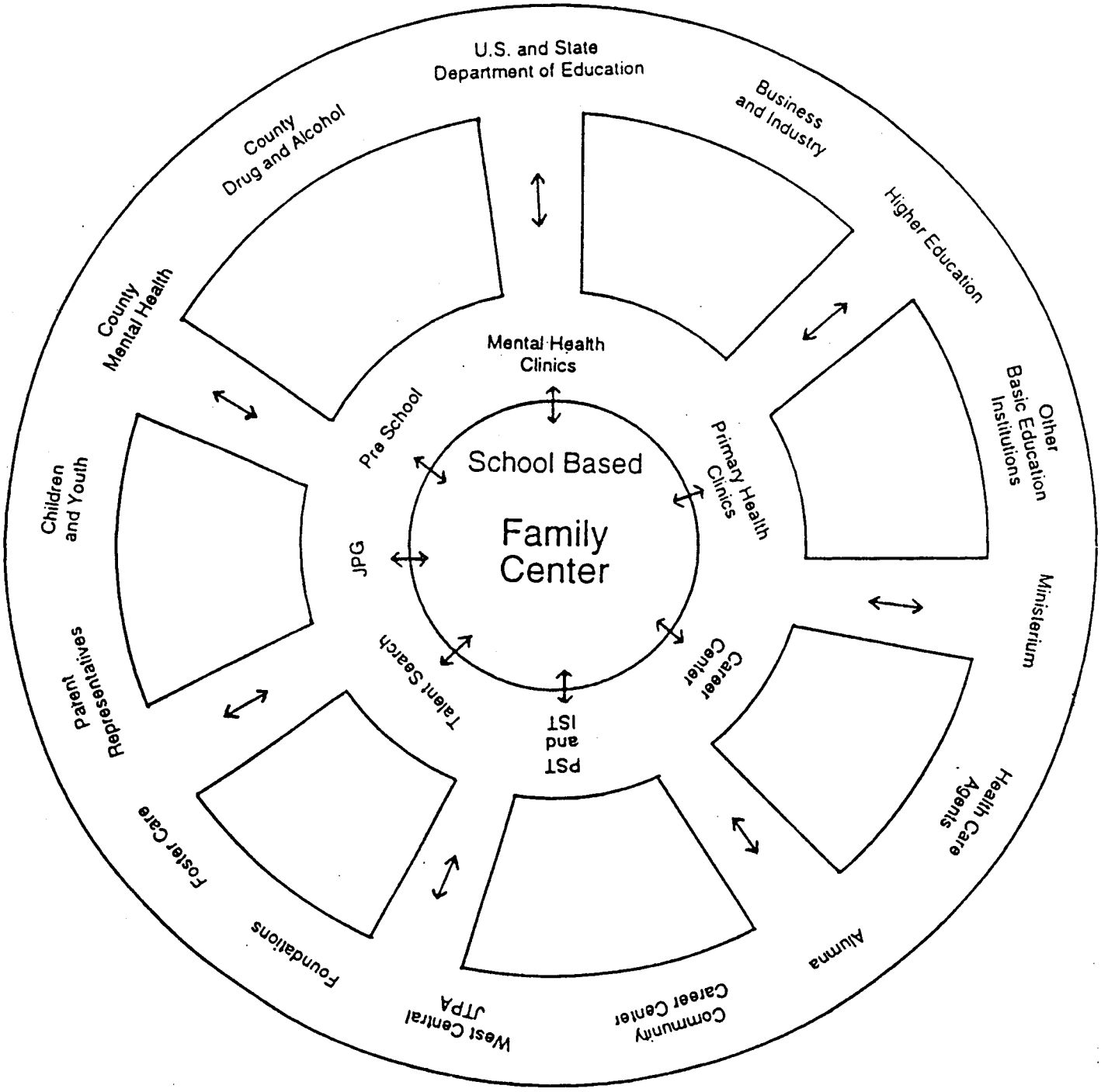
...in aggressive inter-agency cooperation to establish a comprehensive array of life-long, (cradle-to-grave) child/family support programs.

...that the school is to serve as a provider of the most contemporary technology applicable for student learning as well as teacher instruction.

Source: Farrell, PA

Community Outreach Plan

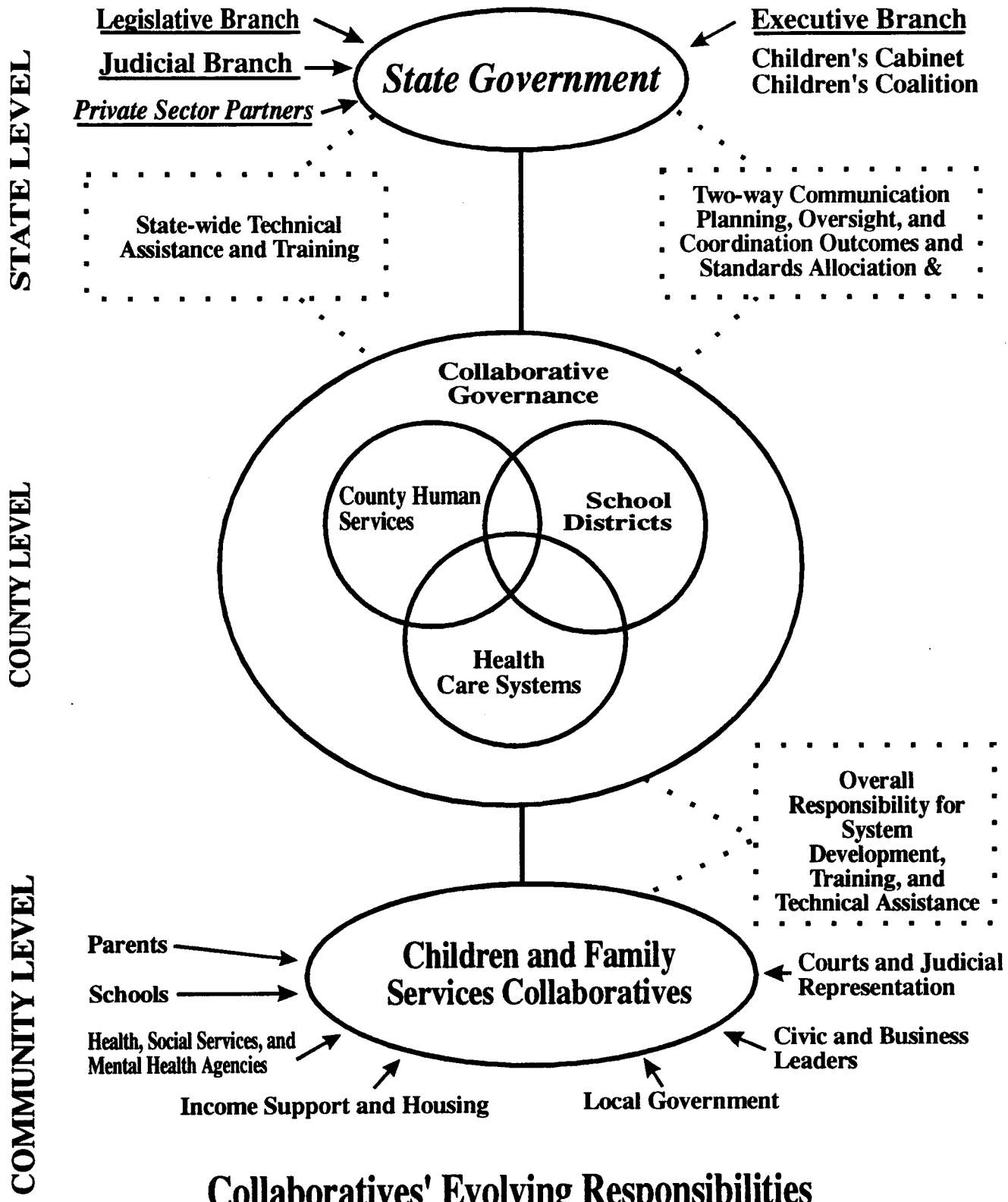
Farrell Area School District



A Tradition of Care and Education for All

Source
John G. Sava
Farrell, PA

Governance of Pennsylvania's Comprehensive Community Services System



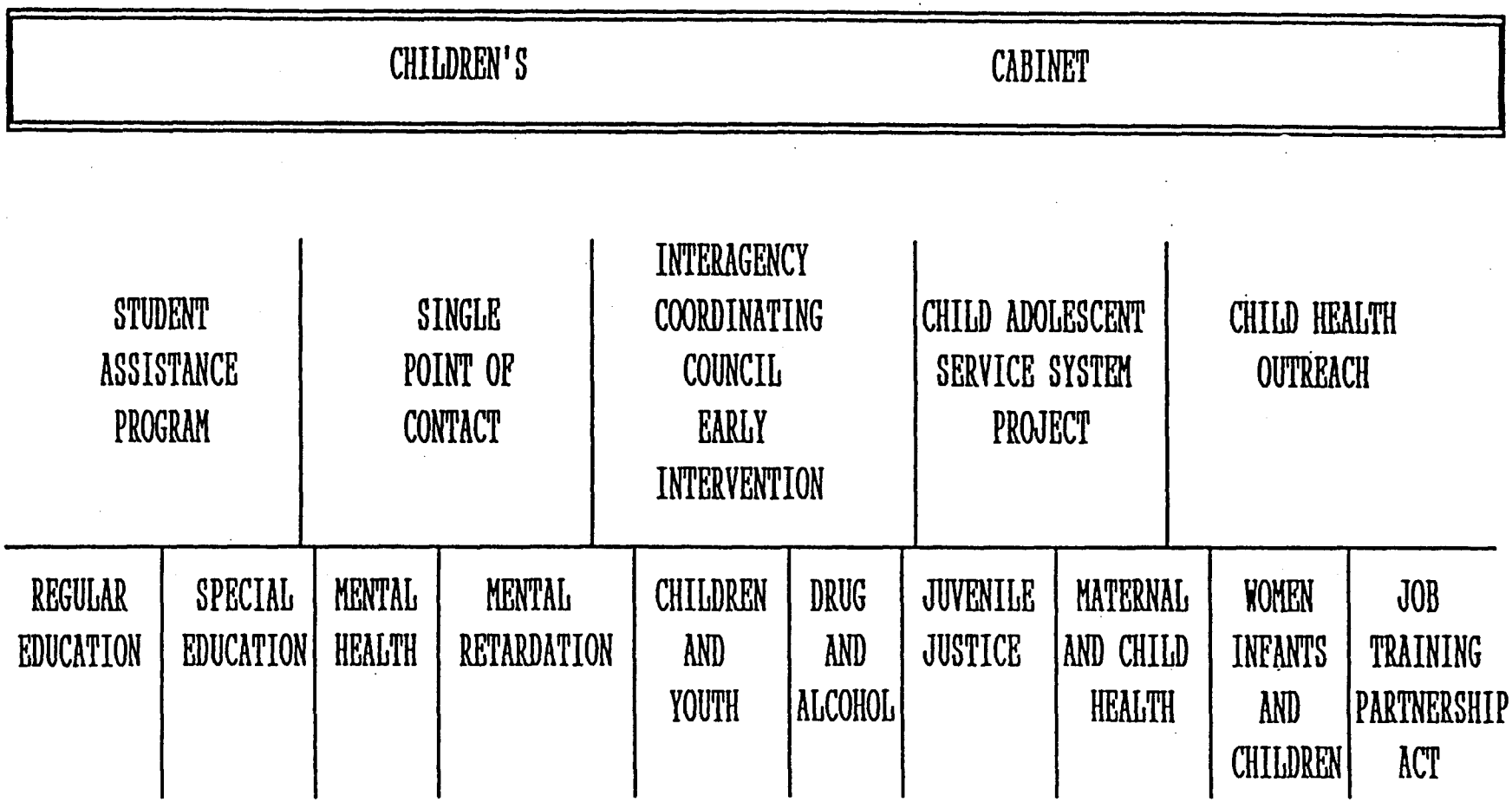
Collaboratives' Evolving Responsibilities

Sharing Information
Assessing Community Problems
Disseminating Outcome Measures

Developing Strategies
Advising Agencies
Developing Creative Financing

Allocating Discretionary Funds
Holding Agencies Accountable
Administering Common Services

CHILDREN AND FAMILY SERVICE NEEDS



QUESTION:

HOW WILL
****

THE FAMILY
****

BE TARGETED
TOWARD THE
GOVERNMENT GOALS?

ANSWER:

THROUGH A FAMILY
EDUCATION PLAN.

KNOWLEDGE NETWORK

Family Education Plan

Responsible Family Learning Culture Diagnostic Questionnaire

by Kent Lloyd, Ph.D. and Diane Ramsey, Ph.D.

Name or ID #: _____

This questionnaire tries to assess the strength of your family's responsible learning culture. It is to be used as a diagnostic tool only. This is for your information only and is not the final word on your effectiveness as parents.

(It has not been carefully validated as a reliable scientific research instrument, but is now being developed for the Knowledge Network's Family Education Plan.)

Instructions:

The questionnaire is made of three parts: **Part I**—a very brief question; **Part II**—a series of 20 questions, and **Part III**—requiring a more detailed and family specific response.

Part I

Read the question, then circle the letter that best describes your parental leadership style.

In your judgment, when compared with the people with whom you associate, how would you judge your parental leadership style?

Authoritarian	**Authoritative Structure**	**Laissez Faire**
Strict Discipline, Parental Authority	*Shared Responsibility*	*Permissive / Full Freedom*

Part II

Now turn to the additional questions. After reading each question, circle the number which most nearly describes your family. Each question answered is a matter of personal judgment. There are no "right" answers. Because this is still an experimental instrument, you are urged to make comments or suggestions about each question or characteristic, which in your opinion, would improve the quality of the questionnaire for others. Only comments and suggestions will be considered from those individuals who are full participants in a Family Education Plan demonstration project.

Knowledge Network for All Americans
Parent Support Services (619) 453-2553 FAX (619) 535-9288

Part III

For each of the basic needs categories below, identify the specific objects found among your family. Give particular emphasis to those items acquired in the last 12 months. The chart illustrates objects and rewards which commonly provide evidence of a family's learning culture.

Responsible Family Learning Culture

Basic Needs	Values / Beliefs	Expectations Rules / Plans	Personal Behavior Roles / Habits	Objects, Rewards
Leadership	Community Contribution Needing and Helping Others	Excellence Creative-Performance Sacrifice	Responsible Citizen Get Things Done Wisdom	Community Recognition
Self-Reliance	Life-Long Improvement Independence	Achievement Courage Discipline	Life-Long Student Study-Knowledge Practice-Skills	Degrees Promotions Awards
Love	Individual Worth Belonging	Respect for Self / Others	Spouse / Parent / Child Nurture / Bonding Affection	Family Traditions Spends Time Together
Safety	Protection—Life, Property, Individual Rights	Justice /Equity	Consumer Savings Save / Budget Money	Deed to House Ownership—Car
Physical Survival	Health—Food, Shelter, Clothes	Work Ethic Trustworthy Honest	Worker Home / Office	Paycheck Check book Income Tax Forms

Leadership: _____

Self-Reliance: _____

Love: _____

Safety: _____

Physical Survival: _____

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Characteristics	Circle the number best describing your family			Action
1. Would you describe the amount of time your family spends obtaining basic needs (food, shelter, clothes, health) as:	Most of Time 1	About 1/2 Time 2	About 1/3 Time 3	
2. Does your family expect all members to be responsible, honest, and trustworthy at all times?	Very Seldom 1	Sometimes 2	Regularly 3	
3. Except for young children, do all your family members contribute time working to support your family?	Very Seldom 1	Sometimes 2	Regularly 3	
4. Do most members receive recognition by family members for their contributions to the family?	Very Seldom 1	Sometimes 2	Usually 3	
5. Would you describe the value your family places on protection of life, property, individual rights as:	Low Value 1	Medium Value 2	High Value 3	
6. Does your family expect their members to be just, equitable, fair and accountable to all members?	Very Seldom 1	Sometimes 2	Regularly 3	
7. Except for very young children, do all family members learn to save resources for the future, such as time, money and energy?	Very Seldom 1	Sometimes 2	Regularly 3	
8. Are most family members rewarded for self- control and delaying of gratification?	Very Seldom 1	Sometimes 2	Usually 3	
9. Would you describe the value your family places on the individual worth and uniqueness of each family member as:	Low Value 1	Medium Value 2	High Value 3	
10. Does your family expect each member to be respectful, kind and giving to all other members?	Very Seldom 1	Sometimes 2	Regularly 3	
11. Do all your family members learn to give and receive special time, affection and bonding from each other?	Very Seldom 1	Sometimes 2	Regularly 3	

Characteristics	Check the number best describing your family			Action Plan
12. Do most family members want to spend time when possible with each other and with the whole family?	Very Seldom 1	Sometimes 2	Usually 3	
13. Would you describe the value your family places on life-long self-reliance and improvement as:	Low Value 1	Medium Value 2	High Value 3	
14. Does your family expect all their members to achieve their goals with courage and discipline?	Very Seldom 1	Sometimes 2	Always 3	
15. Does your family expect that all members will be life-long students of new knowledge and learn new skills?	Very Seldom 1	Sometimes 2	Always 3	
16. Are all family members encouraged by positive reinforcement to improve themselves?	Very Seldom 1	Sometimes 2	Usually 3	
17. Would you describe the value your family places on making contributions to the larger community as:	Low Value 1	Medium Value 2	High Value 3	
18. Does your family expect their members to learn how to perform their talents with excellence and creativity?	Very Seldom 1	Sometimes 2	Always 3	
19. Except for very young children, do all your family members contribute time effectively to the larger community?	Very Seldom 1	Sometimes 2	Regularly 3	
20. Do most family members receive recognition by the larger community for their contributions?	Very Seldom 1	Sometimes 2	Usually 3	

Scoring Instructions:

Add the scores for each of the 20 questions to obtain the total. The highest possible score is 100; the lowest possible score is 20. Please note your total score in the box below.

Total Score: ☐

KNOWLEDGE NETWORK
Family Education Plan

Student Education Plan

An individual Student Education Plan (SEP) is a cooperative effort of the student, educator and parent to provide personal direction to help the student reach his or her highest potential. This plan should be guided by the educational needs and realistic assessment of the student's talents, interests and goals.

Information to keep in this folder:

- Report Cards
- Teacher's Notes
- Samples of Student's Work
- School Pictures
- Journal entries
- Standardized Tests

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Student Educatin Plan (SEP)

Teacher: _____ Phone #: _____ Homework Hotline: _____
Counselor: _____ Phone #: _____

General Curriculum Competency Review (Where We Are At)

Review Issues	Student Comments	Parent Comments	Teacher Comments
Identify strengths and weaknesses on most recent report card.			
Familiar with formal State Office of Education required curriculum competencies.			
Discuss the teacher's anticipated curriculum competency focus.			
Student–Educator–Parent Conference	Initial	Initial	Initial

Subject by Subject Action Plan (Where We Want to Go)

Academic Skill	Student Comments	Parent Comments	Teacher Comments
Reading/Language Teacher: _____			
Mathematics Teacher: _____			
Science Teacher: _____			
Art Teacher: _____			
Other: _____ Teacher: _____	Initial	Initial	Initial

Subject by Subject Action Plan (Where We Want to Go - continued)

Academic Skill	Student Comments	Parent Comments	Teacher Comments
Other: _____ Teacher: _____			
Other: _____ Teacher: _____			
Other: _____ Teacher: _____	Initial	Initial	Initial

Periodic Progress Review (Making Sure We Get There)

Quarter	Student Comments	Parent Comments	Teacher Comments
First Quarter Date: _____			
Second Quarter Date: _____			
Third Quarter Date: _____			
Fourth Quarter Date: _____	Initial	Initial	Initial

Notes / Comments: _____

(Continue comments on other side.)

KNOWLEDGE NETWORK
Family Education Plan

Family Education Plan

Parents have the main responsibility for their children's education. They usually give some of this responsibility to the teachers. A Family Education Plan helps parents choose specific learning activities they can do with their families to support their children's formal classroom learning experiences.

This folder is provided to assist you in monitoring the progress of your efforts to create a responsible family learning culture. Completing a Family Education Plan (FEP) brings all the necessary information you need to track your children's education into one place. It helps you plan successful and enjoyable learning experiences that help your children get the most they can from their formal "in-school" learning experiences.

This assessment is made up of three parts:

- Student Education Plan (SEP) for each child
- Family Learning Assessment
- Family Learning Activity Planning Sheets
- Photos of Family Leaning Activities
- SEP Review Notes
- Student–Educator–Parent Conference Notes
- PTA Information
- School Newsletters

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Family Education Plan (FEP)

School Year Beginning: _____

Quick References

Child's Name	Entering Grade	School	Teacher	Phone Number

Instructions: Frequent review of each child's academic progress sends a clear message that school is important and good grades are expected. Reviewing each child's SEP reinforces your commitment to help them be and do the best they can. Such reviews permit you to identify areas of concern before they become problems and provide a great opportunity to give positive comments about your child's school and work behaviors. The chart below sumarizes your one-on-one SEP reviews. For each quarter identify who (Mother or Father) is responsible for the review and with whom (Child or Teacher) academic performance was formally discussed, and finally, whether or not the detailed objectives outlined in the child's SEP are on target.

Student Education Plan (SEP) Review

	Rank Each Family Member F	M	1	2	3	4	5	6	Comments
First Quarterly Review									
Child (Y/N)									
Teacher (Y/N)									
On Target (Y/N)									
Second Quarterly Review									
Child (Y/N)									
Teacher (Y/N)									
On Target (Y/N)									
Third Quarterly Review									
Child (Y/N)									
Teacher (Y/N)									
On Target (Y/N)									
Fourth Quarterly Review									
Child (Y/N)									
Teacher (Y/N)									
On Target (Y/N)									

KNOWLEDGE NETWORK
Family Education Plan

Family Learning Assessment Worksheet

This assessment is made up of three parts:

- Part I, Basic Needs Assessment;
- Part II, Character Traits Assessment; and
- Part III, Academic Skills Assessment.

This analysis will help you identify the learning behaviors in your family.

Habits or bahaviors with a beginning and an end are rituals, or traditions; a pattern of action that gives structure and meaning to our lives. Family traditions evolve over time, often with little planning. They may be drawn from the family's origin or adopted from the larger society.. But parents and their children can create rituals or traditions that encourage learning by including time for them in their daily schedule.

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Family Learning Assessment Worksheet

The key to effective study and learning time is routine, structure, attentiveness and positive reinforcement. Used with the Family Education Plan (FEP) and the Student Education Plan (SEP), this assessment will help you create a responsible family learning culture.

Part I
Basic Needs Assessment

Instructions: Rank each basic need for members of your family: 1-Needs work; 2-Must monitor; or 3-Continue to reinforce. Identify specific action steps that must be taken to more effectively meet the basic needs of each family member. *If you need help to complete this form, call the Utah Family EDInfo HOTLINE at 1-800-332-7007.*

Suggestion: Choose 1 or 2 needs to work on at a time.

Basic Needs	Rank Each Family Member								Action Steps for Values Ranked 1 or 2
	F	M	1	2	3	4	5	6	
1. Balanced, Nutritious Diet									
2. Adequate Health & Dental Care									
3. Sleep Needs for Good Health									
4. Reguar Exercise (3 x a week)									
5. Safe Child Care (Before/After School)									
6. Adequate Shelter									
7. Physical/Psychological Health									
8. Adequate Clothing & Grooming									
9. Place & Materials to Study									
10. Controlled TV Viewing (10 hrs or less)									
11. Good Morning Routines on Time									
12. Kind, Loving Adult Role Model									
13. Positive Self-Esteem									
14. Positive Discipline									
15. Adult Alone Time									
16. Parent Coordination & Planning Time									
17. Other:									
18. Other:									

Additional Action Steps:

Part II
Character Traits Assessment

Instructions: Rank each character trait for members of your family: 1-Needs work; 2-Must monitor; 3-Continue to reinforce. Identify specific action steps that must be taken to more effectively help each family member develop appropriate character traits. If you need help to complete this form, call the Utah Family EDInfo HOTLINE at 1-800-332-7007.

Character Traits	Rank Each Family Member F	M	1	2	3	4	5	6	Action Steps for Values Ranked 1 or 2
1. Respect for Self									
2. Honest, Trustworthy									
3. Courageous									
4. Loves Knowledge									
5. Prudence, Saver									
6. Hobby Skill Levels									
7. Excellent Performances									
8. Creative									
9. Self-reliant, Temperate									
10. Respect for others									
11. Compassion, Nurturing, Bonding									
12. Fair, Just, Unselfish									
13. Works Well With Others									
14. Resolves Conflict Peacefully									
15. Interpersonal Skills/Getting Along with People									
16. Team, Family Building Skills/Bonding									
17. Citizenship in Family, School									
18. All Members Participate Equally/ Fairness									
19. Leadership Skills									
20. Contributes to Larger Community (Time, Money, Service)									
21. Other:									
22. Other									

Additional Action Steps: _____

Part III
Academic Skills Assessment

Instructions: Rank the academic skills for members of your family: 1-Needs work; 2-Must monitor; 3-Continue to reinforce. Identify specific action steps that must be taken to more effectively help each family member develop their academic skills. If you need help to complete this form, call the Utah Family EDInfo HOTLINE at 1-800-332-7007.

Suggestion: Choose 1 or 2 traits to work on at a time.

Competency Review	Rank Each Family Member F	M	1	2	3	4	5	6	Action Steps for Values Ranked 1 or 2
1. Reviewed report cards									
2. Reviewed curriculum mandated by State or District Office of Education									
3. Met with teacher to identify the specific competencies he/she plans to stress									

Subject Matter Competency	Rank Each Family Member F	M	1	2	3	4	5	6	Action Steps for Values Ranked 1 or 2
1. Science									
2. Mathematics									
3. Reading/Language									
4. Character Education									
5. Art									
6. Other:									
7. Other:									
8. Other:									
9. Other:									

Student Education Plan	Rank Each Family Member F	M	1	2	3	4	5	6	Action Steps for Values Ranked 1 or 2
1. Effective SEP									

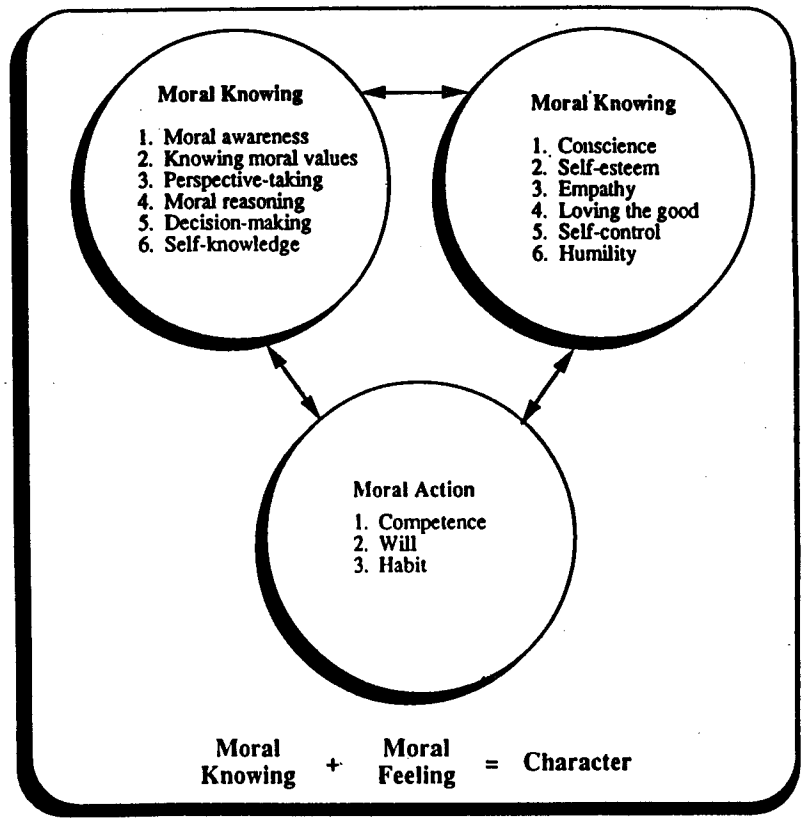
Additional Action Steps: _____

KNOWLEDGE NETWORK
Family Education Plan

Character Education Assessment

This questionnaire is composed of three parts. Part 1: Components of Good Character; Part II: Universal Moral Value Development Assessment; and Part III: Character Assessment

Part I
Components of Good Character



"Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good, and doing the good - habits of the mind, habits of the heart, and habits of action. All three are necessary for leading a moral life; all three make up moral maturity. When we think about the kind of character we want for our children, it's clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right - even in the face of pressure from without and temptation from within." (Educating for Character, Thomas Lickona, Bantam Books, New York, 1989, pp. 51 & 53.)

What should you as a parent do to more effectively use the concepts of Moral Knowing, Moral Feeling and Moral Action into your family learning culture? _____

_____

_____

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Moral Feeling (Feeling Side of Character)	Rank Each Family Member F M 1 2 3 4 5 6	Action Steps for Values Ranked 1 or 2
1. Conscience • Capacity for constructive guilt. • Personal commitment to do good. • Do I use guilt to change my mistakes? Do I want to do good?		
2. Self-esteem • Value ourselves, respect others. • Less dependent on approval of others. • Do I value myself and others?		
3. Empathy • Emotional side of perspective-taking. • Appropriate responses to our common humanity. • Can I see another's point of view?		
4. Loving the Good • Morality of desire, not simply duty. • Training the heart. • Do I do good because I want to or because I have to?		
5. Self-control • Curb self-indulgence. • Control emotions. • Do I exhibit will-power and self-control?		
6. Humility • Openness to truth. • Willing to act to correct our failings. • Am I teachable? Do I learn from my mistakes?		

Activities: Ideas that might be helpful in reinforcing moral feeling: observing nature, reading poetry, writing poems, discussing "feelings" openly, viewing and discussing videos as a family, etc.

Moral Action (outcome of Moral Knowing and Moral Feeling)	Rank Each Family Member F M 1 2 3 4 5 6	Action Steps for Values Ranked 1 or 2
1. Competence • Ablity to turn moral judgment and feeling into effective action. • Practical skills. • Am I practicing the above skills?		
2. Will • Resist temptation. • Positive gratification. • Endure pain. • Am I becoming mentally stronger?		
3. Habit • Develop good habits. • Practice good personal behavior. • Repeated experiences. • Am I developinggood habits?		

Activities: Ideas that might be helpful in reinforcing moral action: role playing, family community service project, create opportunities to practice often, caring behaviors, good deed tree, etc.

Part II
Universal Moral Value Development Assessment

Instructions: The development of moral values is a lifetime process. Families have the greatest opportunity to provide a suitable environment to teach moral values. Parents must take a systematic approach and maintain an on-going effort to create moral learning experiences for their children. It takes patience and endurance.

The following is an outline describing the key components to moral value development. Rank each family member's moral development progress: 1-Poor, needs work; 2-Adequate, must monitor; 3-Effective, continue to reinforce.

Moral Knowing (Intellectual Side of Character)	Rank Each Family Member F M 1 2 3 4 5 6	Action Steps for Values Ranked 1 or 2
1. Moral Awareness • Is this right, or what is right? • Using your intelligence to know when a situation requires moral judgment. • Do I know right from wrong?		
2. Knowing Moral Values • Universal moral values fundamentally bind all people everywhere. • No universal moral values or duties of personal obligation. • Do I accept universal values?		
3. Perspective-Taking • Ability to take the viewpoint of other people? • Experience the world from others' point of view. • Can I see another's point of view?		
4. Moral Reasoning • Knowing why something is important. • Greatest good for the greatest number. • Do I support the greatest good for the greatest number?		
5. Decision-making • Options. • Consequences. • To think throuth the problem/situation. • Do I problem solve? Do I understand the consequences of my actions?		
6. Self-knowledge • Review your own behavior. • Critically evaluate your strengths and weaknesses. • Do I know what my strengths and weaknesses are?		

Activities: Ideas that might be helpful in reinforcing moral knowing: stories, prepared questions, group explanations and justification, family councils, group rule-making, keeping personal journals, reading journal entries of grandparents, etc.

Part III
Character Traits Assessment

Instructions: Rank each character trait for members of your family: 1-Poor, needs work; 2-Adequate, must monitor; 3-Effective, continue to reinforce. Identify specific action steps that must be taken to more effectively help each family member develop appropriate character traits. If you need help to complete this form, call the Utah Family EDInfo HOTLINE at 1-800-332-7007.

Character Traits	Rank Each Family Member F M 1 2 3 4 5 6	Action Steps for Values Ranked 1 or 2
1. Respect for Self		
2. Honest, Trustworthy		
3. Courageous		
4. Loves Knowledge		
5. Prudence, Saver		
6. Hobby Skill Levels		
7. Excellent Performances		
8. Creative		
9. Self-reliant, Temperate		
10. Respect for others		
11. Compassion, Nurturing, Bonding		
12. Fair, Just, Unselfish		
13. Works Well With Others		
14. Resolves Conflict Peacefully		
15. Interpersonal Skills/Getting Along with People		
16. Team, Family Building Skills/Bonding		
17. Citizenship in Family, School		
18. All Members Participate Equally/ Fairness		
19. Leadership Skills		
20. Contributes to Larger Community (Time, Money, Service)		
21. Other:		
22. Other		

Additional Action Steps: _____

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SENATE
EDUCATION COMMITTEE(R)

Senator James J. Rhoades, Republican Chairman

BILL ANALYSIS
Public Schools and Social Service Agencies
SB 273, PN 284

This bill, sponsored by Senator Rhoades and others, is a free standing act which will serve to promote collaboration between Commonwealth public schools and social service agencies.

This legislation will require the Department of Education to form inter-agency agreements with the Department of Health, the Department of Public Welfare and the Department of Labor and Industry. The bill will encourage school districts to establish programs which foster cooperation between the school districts and the local arms of the state departments cited above. The programs are to be established with the intent to provide access to health, mental health, drug and alcohol abuse, family counseling and employment services.

The act will take effect immediately.

PRINTER'S NO. 284

THE GENERAL ASSEMBLY OF PENNSYLVANIA

SENATE BILL

No. 273 Session of 1993

INTRODUCED BY RHOADES, JUBELIRER, CORMAN AND FISHER, JANUARY 27, 1993

REFERRED TO EDUCATION, JANUARY 27, 1993

AN ACT

Providing for agreements to be made by the Department of Education for the purpose of encouraging collaboration between public schools and social service agencies.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Agreements.

(a) Interagency agreements.--The Department of Education shall develop interagency agreements with the Department of Health, the Department of Public Welfare and the Department of Labor and Industry. Such interagency agreements shall serve to assist local school districts in developing collaborative programs for the delivery of children's services with the local or county agencies of the Department of Health, the Department of Public Welfare and the Department of Labor and Industry.

(b) Program.--The Department of Education shall encourage collaboration between public schools and social service agencies. The Department of Education shall encourage school districts to form such collaborations with the Department of

Health, the Department of Public Welfare and the Department of Labor and Industry, particularly in the area of children's services. School districts shall be encouraged to develop an innovative program, tailored to the particular school district, which facilitates cooperation between the school district and the Department of Health, the Department of Public Welfare and the Department of Labor and Industry. If at all possible such programs shall be conducted in the school building itself. These programs shall provide advice and guidance in the areas of health and employment assistance and mental health, drug and alcohol abuse, and family counseling. Any program shall aid children at risk from dysfunctional families to better their school performance and to increase the likelihood that such children will complete their high school education.

(c) Collaboration between State agencies.--The Department of Health, the Department of Public Welfare and the Department of Labor and Industry shall work to create local health clinics. Underserved rural and urban regions shall be given first priority. Such local health clinics shall serve the students of the school district in which the clinic is created. If at all possible, such programs shall be conducted in the school building itself.

Section 2. Effective date.

This act shall take effect immediately.

IN CONCLUSION:

Several months ago, a man called me from British Columbia and said, "The eyes of the world are on the parents and citizens of Pennsylvania."

I must ask, "What do you want the world to see? What is your vision of America for your children?"

In ten years what will people say about us...Those are the parents who gave up their children to the state.....or Those are the parents who fought and won.

I am going to end these scores of documents with a quote from Aleksandr I. Solzhenitsyn,

> "If there are thousands of us, they will not be able to do anything with us. If there are tens of thousands of us, then we would not even recognize our country."
>
> "Live Not By Lies," Washington Post
> Feb. 18, 1974

With these words of hope and encouragement, I pray that many will come forward to fight this battle for our children and for our country.

As for me, I will continue to fight.

Anita Hoge