

**REPORT OF THE  
DEPARTMENT OF EDUCATION ON**

**America 2000 and  
Virginia's World Class  
Education Program**

**TO THE GOVERNOR AND  
THE GENERAL ASSEMBLY OF VIRGINIA**



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**AMERICA 2000 AND VIRGINIA'S WORLD CLASS EDUCATION PROGRAM:  
A REPORT PREPARED IN RESPONSE TO  
HOUSE JOINT RESOLUTION 84**

**EXECUTIVE SUMMARY**

Following the historic 1989 National Education Summit in Charlottesville, Virginia, the nation's 50 governors and President Bush adopted six National Education Goals to be achieved by the year 2000. In April 1991, President Bush outlined a strategy to help the nation's schools and communities meet these national goals. The President called his plan America 2000. The plan is focused of the recommendations that states and communities across the nation make the six National Goals for Education their highest priority for school restructuring and improvement.

One way in which the Virginia General Assembly has expressed its interest in the educational reform movement was to adopt HJR 84 in 1992. This resolution requested the Department of Education to review the America 2000 strategy, identify current programs, and develop additional programs to advance the National Goals for Education in Virginia.

The information in this report makes it clear that Virginia has been an active participant in the national education reform movement. In addition to being the host of the Education Summit, Virginia has taken bold action to change the way its schools, school divisions, and the state education agency are organized and conduct business. Virginia's approach to educational reform, called the World Class Education program, supports the National Goals for Education and, like the America 2000 strategy, calls for community-by-community education reform.

School reform in Virginia has much in common with the goals of America 2000. Both programs stress student outcomes, not procedures. Both seek to improve the skills of teachers and administrators, to create effective incentives for improved performance, and to encourage parents and students to become more involved in--and take more responsibility for--their education.

Although Congress has not adopted or funded any initiatives directly related to President Bush's America 2000 strategy, Virginia has continued to move forward in its efforts to reform public education. Virginia's World Class Education program is an aggressive and comprehensive program of reform that focuses on the realization that knowledge and skills increasingly control access to jobs and livelihoods. Virginia will continue to be an active participant in the national education reform movement. In this way, Virginia will continue to be an active participant in the national education reform movement.

Virginia's Governor, Secretary of Education, and the Department of Education have carefully assessed the America 2000 strategy and have had discussions with the United States Office of Education about our state's participation.

In October 1992, Virginia's Secretary of Education announced that the Commonwealth was joining America 2000; however, he added that our involvement has a distinctively Virginia flavor. While expressing support for the National Goals for Education, he also stated that the recommendations contained in the Virginia Workforce 2000 report and the World Class Education initiative represent the substance of Virginia's reform efforts.

This report summarizes the America 2000 program while emphasizing that the most substantive efforts to pursue the national goals can be found in Virginia's World Class Education program.

Section I describes the purpose of the study and gives a brief overview of the major components of the America 2000 strategy, the six National Goals for Education, and the World Class Education program in Virginia.

Section II describes how Virginia's reform initiatives relate to the America 2000 strategies and to each of the six National Goals for Education. Section II also describes the fiscal impact and the effectiveness of the current and proposed initiatives in Virginia.

Section III contains a summary and recommendations.

The report concludes with the following recommendations:

1. Since America 2000 is based on school reform and change, most of the concepts behind the program are consistent with the Virginia Board of Education's initiatives, embedded in its World Class Education program. Therefore, Virginia should continue its efforts to implement the World Class Education program.
2. The Department of Education staff should continue to monitor closely any further development of the America 2000 strategy, or similar program, at the federal level. The staff should carefully monitor the incoming President's plans and strategies for educational reform as they are developed and clarified. The department staff should be especially alert in the event that Congress decides to appropriate funds for programs or initiatives related to the National Education Goals or other education reform efforts.
3. The Department of Education should continue to be an active participant in national efforts related to the six National Goals for Education to insure that Virginia's programs support these goals.

## PREFACE

This report was written in response to House Joint Resolution 84, which was adopted by the 1992 General Assembly. The Department of Education was requested to review the President's America 2000 plan, to identify current programs in Virginia's public schools that are consistent with the National Education Goals, and to identify additional proposals to advance the national goals in Virginia. HJR 84 further requested the department to include information in its study on the fiscal impact and effectiveness of current and proposed state initiatives.

This study of Virginia's education initiatives and the national education priorities was conducted by an interdisciplinary team consisting of the following members:

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## ACKNOWLEDGEMENT

The study team gratefully acknowledges the assistance of Ms. Brenda Cloyd, Associate Specialist for the Policy and Planning Division at the Department of Education, for her invaluable help in gathering and summarizing the information contained in section II of this report.

SECTION I  
PURPOSE AND BACKGROUND INFORMATION

Purpose:

This report was prepared in response to House Joint Resolution 84 requesting the Department of Education to review the President's America 2000 plan and to develop additional proposals for its implementation in the Commonwealth. Specifically, HJR 84 requested the Department of Education to do the following:

- A. review the President's America 2000 strategy and identify current programs in the Commonwealth that address educational improvement and accountability;
- B. identify current programs that are consistent with the goals of America 2000;
- C. develop additional proposals to advance the National Goals for Education in Virginia;
- D. include information on the fiscal impact and effectiveness of current and proposed initiatives;
- E. present findings and recommendations to the Governor and the 1993 session of the General Assembly.

Item A is addressed in this section of the report; items B, C, and D are dealt with in section II. Item E is addressed in section III.

America 2000:

America 2000 is a national strategy introduced by President Bush in April 1991, to help the nation's educational system meet the six National Goals for Education adopted by the nation's governors in 1989. The four-part strategy presents the following challenges:

- For today's students, the U.S. must radically improve schools by making all 110,000 of them better and more accountable for results.
- For tomorrow's students, the U.S. must restructure schools to meet the demands of a new century by bringing at least 535 newly structured schools ("New American Schools") into existence by 1996, and thousands by decade's end.
- Individuals already in the work force must continue to learn if they are to live and work successfully in today's world. They must become life-long learners.

- The U.S. must look beyond its classrooms to its communities and families for schools to succeed. Schools will never be much better than the commitment of their communities.

America 2000 is a presidential initiative and, to date, no federal funds have been authorized to support this strategy for achieving the National Education Goals.

The major components of the President's strategy are as follows:

- **Accountability** - This initiative proposes strategies to measure the outcomes of student learning and to measure students' progress in meeting the National Education Goals. The major strategies include the following:
  - A. World class standards in English, mathematics, science, history, and geography;
  - B. A system of voluntary national examinations for fourth, eighth, and twelfth grade students in the five core subjects;
  - C. School choice, including vouchers for private school tuition.
- **New American Schools Program** - This initiative calls for schools to be funded by local public-private sources within the America 2000 community. Federal start-up funds for these schools, requested by the Bush administration, were not appropriated by Congress. However, the Administration formed a private corporation consisting of business and corporate leaders whose purpose was to raise \$535 million to fund the New American Schools. To date, \$50 million has been raised and awarded to ten new programs across the country.
- **Workforce and Employment Standards** - These standards are based on skill certificates which are basic proficiencies needed to be successful in the workplace. The Secretaries of Education and Labor have been charged to form public-private partnerships to develop these standards.
- **Community Involvement Initiative** - Central to the America 2000 strategy is a community-by-community commitment to meet the National Education Goals. Each community that wishes to become an America 2000 community should do the following: adopt the National Education Goals, develop a community-wide strategy for meeting the goals, design a report card to measure progress, and plan for and support a New American School.
- **State-level Involvement Criteria** - State involvement strategies include adopting the National Goals for Education, establishing the strategies for obtaining them, measuring progress, and determining what resources are needed to achieve the goals.

The national strategy is designed to enable states and communities to endorse certain components while not endorsing others. Thus, there are numerous parts of the America 2000 strategy which Virginia's reform efforts have encompassed. There are also parts of the strategy which Virginia has not embraced: the emphasis on educational choice, including vouchers for private school tuition, and the New American Schools concept.

Currently, there are 45 states, including Virginia, in which localities have endorsed the community involvement strategies described above. In Virginia, several localities have formally joined the America 2000 effort. These localities are using the America 2000 strategy as a framework for their local education reform efforts. Virginia's reform efforts were under way prior to the release of the America 2000 strategy, and the Department of Education has developed a plan called the World Class Education program, which is described later in this report.

#### The National Goals For Education:

In 1989, President George Bush and the 50 state governors met for an education summit held at The University of Virginia in Charlottesville, Virginia. The summit led to the development of the six National Goals for Education.

The governors defined what they believed to be the foundation for widespread, fundamental change that would reach not just educators but the American citizen as well. The National Goals for Education were expected to provide the impetus for community-based, progressive educational reform designed to carry students into an internationally competitive workplace in the 21st century.

The National Goals for Education are as follows, with the specific objectives listed also:

#### **Goal 1: Readiness for School**

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

#### **Objectives:**

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.



## **Goal 2: High School Completion**

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

### **Objectives:**

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

## **Goal 3: Student Achievement and Citizenship**

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

### **Objectives:**

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

## **Goal 4: Science and Mathematics**

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

### **Objectives:**

- Math and science education will be strengthened throughout the system, especially in the early grades.

- The number of teachers with substantive background in mathematics and science will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

#### **Goal 5: 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.

##### **Objectives:**

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods and markets throughout the public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

#### **Goal 6: 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.

##### **Objectives:**

- Every school will implement a firm and fair policy on the use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children.

- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. The drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Since their development, the six National Goals for Education have received much publicity and many states have coalesced to reform their statewide programs to achieve the goals. There has been little controversy surrounding the goals due to widespread agreement that the goals are appropriate and address critical needs in realistic, achievable terms. The goals are seen as ambitious and will require concerted effort on the part of all communities and their leaders throughout the nation. Virginia has joined this effort through its World Class Education program.

#### Virginia's World Class Education Program: Educational Reform

The world economy has changed dramatically since World War II, but the ways in which the public schools are organized and the curriculum have changed only slightly. America's system of education, which once led the world, too often graduates students who cannot use computers and other technology, cannot solve complex problems, or cannot work cooperatively with others.

The Board of Education's World Class Education initiative is designed to create an educational program that is second to none. It is focused on outcomes--how well students achieve the goals and proficiencies set for them. By the time they receive a high school diploma, students will be prepared to become part of the skilled workforce or to pursue further academic or technical education. Emphasis will be placed on the importance of students developing a sense of respect for themselves and others, and on their responsibilities to their community.

One major component of the World Class Education program is the Common Core of Learning. It outlines the attitudes, skills, and knowledge that are believed to be necessary for success. The Common Core reflects world class standards that all children are expected to master by age 16. After that age, they would choose alternatives that include baccalaureate studies, technical training, or youth apprenticeship programs.

Other components of the program are an accountability system to provide comprehensive information about Virginia's public schools, an assessment plan to determine students' proficiencies, and demonstration schools using instructional and organizational practices related to the Common Core of Learning.

Virginia's World Class Education Program centers on the following "building blocks" that the Board of Education feels are essential to produce basic changes in the teaching and learning process in the public schools:

1. Staff Development: Teachers must be given the opportunity to enhance their skills, and they must be trained to alter instruction to meet the needs of individual children. Training for new teachers will require significant changes to meet the demands of the World Class Education program.
2. Site-Based Decision Making: Responsibility and authority go hand in hand. Each school staff member must have a major role in decisions affecting instruction and resources, and be trained to exercise that responsibility effectively.
3. Technology: Technology must be used as a basic tool in instructional programs for all children and in providing additional opportunities in alternative curricula for exceptional learners.
4. Recognition: As appropriate assessment standards are developed, schools and school personnel must be rewarded, both financially and with public recognition, for improved results. Assistance must also be provided for schools in which improvement is needed.
5. Coordination: Schools must provide leadership to develop a cooperative approach among local and government agencies to provide health, nutrition, and other social services for children and their families whose needs impede learning.
6. Child Advocate: Every child must have an advocate, preferably a parent or surrogate parent with whom the child lives. If none exists, the schools must provide leadership to find appropriate adult mentoring.
7. Partnerships: Schools must take the lead in developing partnerships with businesses, the professions, trade associations, and labor unions to expose students and teachers to the world of work, and to create an environment that will provide knowledge and skills necessary for students to find and keep highly skilled jobs after they leave school.
8. Early Childhood Education: A high-quality program of early childhood education must be offered to assure that children are prepared to progress in school. The program should begin no later than age four, at least for children who are at risk of failing their school program.
9. Improved Effectiveness: The ultimate test of effectiveness is improved results in education. While additional financial resources (beyond normal annual increases) will be required for World Class Education initiatives, especially for staff training and early childhood education, much can be accomplished within existing resources. Schools and school systems need to insure that taxpayer money is not spent on low-priority programs or on needless bureaucracy. State and federal demands that are not related to accountability must be reduced to permit schools to concentrate on teaching.

10. Technical Support: Public education in Virginia is a responsibility that is shared by the state and local school boards. The Board of Education exercises general supervision over the public schools, administers school funds, adopts standards of quality, standards for accreditation, standards for certifying teachers, and other duties. Responsibility for operating schools lies with local school boards.

To enable Virginia to compete in a global economy, the state must be a catalyst for change. Acting in this role, the Board of Education and the Department of Education have engaged outstanding people in the Commonwealth and the nation to define and develop world class standards through the Common Core of Learning.

The Department of Education has been reorganized to accomplish its mission of defining new standards, assisting school divisions to meet them, and enlisting public support for World Class Education.

Virginia's plan for reform also is reflected in the Report of the Governor's Task Force on Workforce 2000 entitled The Virginia Plan for Strengthening the Commonwealth's 21st Century Workforce.

This report, known as Virginia Workforce 2000, makes nine recommendations. They focus on restructuring the kindergarten through grade 12 experience through World Class Education; on involving business, industry and the community in education through the statewide Business-Education Partnership Program; and on providing alternative education and training opportunities for individuals already in the workforce, in addition to those available through higher education.

Recommendations in the Virginia Workforce 2000 report also call for each community to put in place an "advocacy council" to establish a long-term agenda to support school reform, to develop goals tied to the statewide vision but specific to each community, and to coordinate the many diverse groups and efforts related to such reform. The Virginia Business-Education Partnership Program has been created to provide incentive and support to foster partnership efforts within communities. Membership in such a council should be defined by each community and its needs, but should be the basis for a partnership effort that includes business, local school officials, parents, teachers, and others interested in effectively addressing education reform.

The following section of the report describes some of the programs under way in Virginia and the World Class Education program, both of which address the America 2000 strategy and the six National Goals for Education.

**SECTION II**  
**HOW VIRGINIA'S INITIATIVES RELATE TO THE**  
**NATIONAL GOALS FOR EDUCATION**

World Class Education Initiative

The World Class Education initiative and other school reform programs under way in Virginia relate directly and indirectly to each of the six National Goals for Education. Upon full implementation of the World Class Education initiatives, the public education system in Virginia will meet each of the six goals and be benchmarked against the highest educational standards in the world.

The following describes what Virginia is doing now and what remains to be done.

<p><b>Goal #1    By the year 2000, all children in America will start school ready to learn</b></p>
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World Class Education Initiative (WCE)--In Virginia the Department of Education has implemented the World Class Education initiative which has emphasized the following:

- Preschool programs for at-risk children
- New programs stressing nutrition and health care for at-risk preschoolers
- Intergenerational education programs for adults with preschool children
- The restructure of early childhood education
- Development of the Common Core of Learning (CCL)

**Emphasis on early childhood programs in the schools--As part of the restructuring of early childhood education, twelve school sites (called transformation projects) are studying the following:**

- Parent involvement program to reach families which traditionally have not been involved in their children's school
- Parent resource room in schools to accommodate children, parents, staff, and the community
- Parenting classes
- Transportation to bring parents to school activities

- Foster grandparent programs
- Project Literacy focusing on family literacy, particularly mothers and preschoolers
- Program for four-year-olds to develop transition plans for preschoolers
- Child care services for children, ages 3-5
- Extended school day and school year
- Innovations in ways of teaching mathematics, science, and language arts and other content areas in interdisciplinary ways

**Nine programs for 4-year-olds**--As part of the WCE demonstration projects, nine programs for four-year-olds are specifically targeting educationally disadvantaged or at-risk students.

**Early childhood development programs.** Thirteen model school-based and eleven community-based early childhood programs for at-risk four-year-olds are full-day, full-year programs with emphasis on developmentally appropriate practices, parent involvement, plans for smooth transition to kindergarten, well-trained staff, administrative support for in-service training, and comprehensive services.

**Three model early childhood programs for ages 0-7**--Plans are being completed to do three additional model early childhood programs with emphasis on children from birth to age 7, and their families. This program, developed with the Child Day Care Council, will emphasize comprehensive services.

**Individuals with Disabilities Education Act - Part H**--The Department of Education participates with the Department of Mental Health, Mental Retardation, and Substance Abuse Services to develop and implement services to children below the age of three who have a disability or significant developmental delay. The use of an interagency approach should promote the well-being of the entire family as services are coordinated and provided without duplication and in support of each other.

**Chapter 1**--Five Even Start programs are in operation, serving children 0-7 years of age, with plans to begin three more programs in the next school year. Thirty-five programs, also operated under Chapter 1, implement early childhood programs that are school based, in economically disadvantaged areas, and based on developmentally appropriate practices. Most school divisions are also using Chapter 1 funds to implement early childhood programs that are community-based.

All 135 school divisions implement parent-child programs ranging from center/school-based activities to mobile units that travel throughout the community. The primary focus is to strengthen parent-child interaction and enhance the home-school partnership.

**PACT (Parents and Children Together)**--This parent education model for community-based programs trains trainers to provide effective parenting education programs in their communities.

**Teen Parent Programs and Single Parent and Displaced Homemaker Programs**--Funded by the Perkins Vocational Education Act, these programs include a component on parenting skills that will better prepare their children for school.

**Immunization**--New immunization requirements have been established for children enrolled in school for the first time.

<p><b>Goal #2</b> By the year 2000, the high school graduation rate will increase to at least 90 percent.</p>
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**Project YES (Youth Experiencing Success)**--This statewide school dropout prevention plan began in 1989-90 with \$6.9 million for projects in 68 school divisions; 1990-91 with \$9 million for projects in 85 school divisions; 1991-92 with \$10.3 million in 103 school divisions; and 1992-93 with \$10.4 million in 103 school divisions. The dropout rate in Virginia has declined by 25 percent since the beginning of this program.

**Comprehensive Dropout Prevention Program**--With the completion of the evaluation of Project YES, a comprehensive dropout prevention program is being developed for implementation in every school division in the state of Virginia. It will be based on successful practices of those school divisions participating in Project YES.

**Common Core of Learning (CCL)**---In Virginia, the Department of Education has developed the Common Core of Learning which clearly states what all children must know and be able to do to complete school. This is a revolutionary effort designed to ensure that all students will receive the kind of education which will prepare them for further education or the world of work. The Common Core of Learning is an interdisciplinary approach to established disciplines, problem solving, decision making, wise use of resources, and career and continuing education planning.

**Literacy Testing Program (LTP)**--Tests are now given in the sixth grade to provide schools the opportunity to know if students have mastered basic literacy skills and if they need remediation that is not detectable in traditional classroom assessment. Plans are underway to provide a 4th grade pre-LTP assessment to allow an earlier intervention.



**Outcome Accountability Program**--This program provides the school division and each school an analysis of their performance based on student outcomes. This information is used by the schools and school divisions to improve student learning.

**Challenge 2000 Workshops** - With 100 school divisions participating, intervention strategies were identified to make a difference in the performance of students. Targeted intervention strategies are raising expectations, developing programs of study for vocational education, adjusting the curriculum and instruction to student outcome goals, providing staff development, improving career guidance and support services for disadvantaged students, and using evaluation data. Initial work with the pilot projects has shown a decrease in the dropout rate and improved scores in reading and math.

**Virginia's Guaranteed Assistance Program**--This program is currently being developed to assist financially needy students to attend college. The purpose of the program is to decrease the dropout rate by providing students, as early as the sixth grade, an added incentive to remain in school and to pursue a college education.

**Comprehensive Services Act for At-risk Youth and Their Families**--Virginia has established a comprehensive and coordinated system designed to remove program and fiscal barriers, provide early intervention, increase interagency collaboration, encourage public and private partnerships, and provide flexibility in the use of funds for at-risk youth and their families.

**Teen Parent Programs**--These programs, funded by the Perkins Vocational Education Act, are provided in some of the school divisions to allow teenage mothers to complete high school.

**Apprenticeship Programs**--Building on the foundation of the Common Core of Learning, an apprenticeship program is being developed as a new career path for students. New models are being developed in relationship to Workforce 2000.

**Tech Prep**--This program provides for a partnership which enables secondary and postsecondary institutions to concentrate their resources, to focus high school students on career goals, and to strengthen both technical and academic skills of program participants. There are 44 Tech Prep programs in Virginia.

**Workforce 2000**--This program, involving all of the state employment and training agencies, is a state-wide effort to design the programs that will ensure workforce preparedness in terms of developing skills for the global challenges of the 21st century.

**Goal #3** By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, foreign languages, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

**Common Core of Learning (CCL)**--In Virginia, the Department of Education has developed a Common Core of Learning which clearly states what all children must know and be able to do to complete school. This is a revolutionary effort designed to ensure that all students will receive the type of education which will prepare them for further education or the world of work. The Common Core of Learning is an interdisciplinary approach to established disciplines, problem solving, decision making, wise use of resources, and career and continuing education planning.

**The Virginia Assessment System**--The student competencies delineated in the CCL will determine the measures to be developed for the assessment system and will include the following:

- Key Assessments of the Common Core of Learning--This will begin with the identification of existing alternative assessments.
- The Literacy Testing Program (LTP)--This program will provide certification of 6th grade proficiencies and will expand to offer a Preliminary Literacy Test in the 4th grade, so as to provide early information on student progress.
- Workforce Certification Measures--This assessment will expand beyond the LTP to include benchmarks attained after the 6th grade and other competencies.
- Norm-Referenced Measures--A nationally norm-referenced measure will continue for school, division, and state accountability.
- National and International Efforts--For additional information at the state level, Virginia will continue to participate in the National Assessment of Education Progress, New Standards Project, Third International Math and Science Study, and the CCSSO Assessment Consortia.

**The Regional Assessment Support Program**--This program will provide the means for teachers and administrators to expand their skills in both traditional and alternative assessment.

**Outcome Accountability Program**--This program provides the school division and each school an analysis of their performance based on student outcomes. This information is used by the schools and school divisions to improve student learning.

**University Consortium**--The consortium involves the Department of Education and institutions of higher education working together on research projects. To date, three such projects are under way: field-initiated studies working with secondary principals through James Madison University; a study of successful collaborations between higher education and public schools; and three major research projects on educational technology.

**Restructuring of Early Childhood Education**--As a part of the restructuring of early childhood education, the following issues will be addressed:

- Use of technology to enrich and expand instruction
- Alternative performance-based student assessment
- Development of whole language and integrated curricula, using science as the primary content area
- Variations in school day and school year
- Innovations in mathematics and science instruction, including the use of manipulatives
- Non-graded instructional programs
- Multi-age clusters of children across grade levels, using thematic units
- Parental involvement

**Restructuring of Pre- and Early-Adolescent Education**--Among the expectations of the restructuring effort is that schools responsible for the education of students in the age range of 9 to 13 years will implement developmentally appropriate programs. These are designed to ensure that all students will have the opportunity to attain "competency in challenging subject matter, including English, math, science, history, and geography; and every school in Virginia will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." Within this age range are the traditional grades 4 through 8.

**Restructuring of Adolescent Education**--The restructure of secondary education will follow the Pre- and Early-Adolescent pattern, and will emphasize developmentally appropriate practices. Demonstration projects will be based on the needs of adolescents and will be concerned with preparing students with the competencies they need to move into the skilled workforce or to go on to higher education.

**Chapter 2**--Since 1989, 13 school divisions and 151 individual schools have received support from Chapter 2 in the implementation of the Effective Schools Research (ESR) model processes. This model provides training in the most effective instructional strategies to insure that students are learning. On the school division level, strategic improvement teams from an additional six divisions have been provided training for the implementation of ESR model school improvement.

**The Total Quality Management program**--This program is translating the Total Quality Management principles into the educational environment as a continuous improvement system based on defined customer needs. Participants (administrators, teachers, students and parents) learn the principles of continuous improvement, interactive skills for communication in a team work environment, problem solving skills, and system development for work processes. Participating divisions are using Quality to restructure both the administrative processes as well as the classroom processes. Students are using the principles to understand the global system and environment in which they will work.

**Foreign Language Programs**--Virginia's foreign language enrollments for 1991-92 continue a rising trend, with 46.5% of the students in grades 8-12 studying a foreign language. Virginia continues to rank among the top states in terms of numbers of students studying a foreign language. The national average of the states is approximately 25 percent. Based on the most recent statistics available, Virginia ranks first in the nation in the percentage of students studying foreign languages in grades 9-12, and third if grades 7-12 are considered. Other components of the foreign language program include the following:

- Virginia requires all secondary schools to offer at least three years of a foreign language.
- The Governor's Foreign Language Academies, begun by the Department of Education during the summer of 1986, continue to provide exciting opportunities for Virginia's talented students of foreign languages. The month-long total immersion (speaking nothing but the foreign language) academies, French, Spanish and German, continue, as far as we know, to be offerings not available elsewhere. Repeatedly, we receive feedback from former participants and parents indicating that the academy experience has not only strengthened their language skills but provided them with greater self-confidence and a willingness to assume leadership responsibilities.
- A summer program of three weeks is available for the less commonly taught Asian languages (Chinese, Korean, and Japanese), Russian studies, and Latin.

**Alternative Assessment Project**--In cooperation with the Virginia Education Association and the Appalachian Education Laboratory, the department is piloting alternative assessments such as performance, portfolio, and projects in the areas of mathematics and science.

**Technology Projects**--State-funded technology initiatives in schools have focused on placing computers in middle schools and providing every secondary school with a classroom equipped to receive satellite transmissions. Twenty-eight middle schools also have satellite-equipped classrooms. An on-going project is the state's public education network, a state-wide computer network, and a toll-free telephone system for administrators and teachers to use as a telecommunications network.

<p><b>Goal #4</b> By the year 2000, U.S. students will be first in the world in science and mathematics achievement.</p>
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**Common Core of Learning**--A strong and consistent strand within the Common Core of Learning requires that all students be proficient in science and mathematics at world class standards.

**Early Childhood Demonstration Projects**--These projects will include innovations to enhance mathematics, science, and language arts.

**The New Standards Project**--In partnership with 16 other states and 6 large school districts, Virginia will construct a rigorous examination system, develop world class content standards (curriculum framework) and restructure schools in ways that support the attainment of world class standards, while addressing concerns for equity and excellence.

**The Eisenhower Program**--The Eisenhower Program is a federally-funded program aimed at improving mathematics and science education. Virginia's Eisenhower projects, both at the local level and at the state level, will support the efforts of our systemic reform initiative for mathematics and science, Project V-QUEST. The projects will focus on the professional development of teachers and administrators in the local schools, and on the reform of assessments in the areas of mathematics and science.

**V-QUEST (Virginia Quality Education in the Sciences and Technology)**--Through a five-year, \$10 million grant from the National Science Foundation, the department will develop a system-wide reform to meet international standards in science and mathematics education which will extend from how teachers are taught to what goes on in the classrooms in which students are getting their science and mathematics education.

**Horizons 2000**--This is a project to make math and science more attractive to women.

**Improved Achievement for Minorities in Science, Math, and Advanced Technologies**--A study was conducted to develop a program to improve participation, learning, and achievement of black and Hispanic minorities in science, math, and advanced technologies. Those recommendations will be implemented as the restructuring of the different levels of instruction is completed.

**Goal #5** 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.

**Adult Basic Education**--Within the last five years Virginia has increased its state funding for adult basic education (literacy) programs by almost ten-fold. This has meant a substantial increase in the number of adults participating in basic education programs throughout the Commonwealth.

**Suffolk Literacy Project**--A three-year study is being conducted with a local school division to investigate the causes for high illiteracy rates and to develop procedures to correct the causes. One of the issues currently being addressed is staff response to students.

**The Family Resource Program**--This is example of a successful literacy project, based in Richmond, which provides literacy and job-training skills for adults and helps prepare children for school. The Monday through Thursday school serves parents and children, ages 2½ to 5. This is a collaboration of the Kiwanis Club, Catholic Diocese of Richmond, Junior League, and Adult Education division of the department.

**Goal #6** By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The Department of Education has a comprehensive youth risk prevention program which coordinates the following programs:

**Youth Alcohol and Drug Abuse Prevention Project (YADAPP) Conference**--This annual state conference trains student leaders and their adult sponsors to develop school-based peer resistance programs for the prevention of alcohol and other drug abuse.

**Wheeler Award**--This award is presented annually to the high school with the most outstanding student-oriented substance abuse prevention program.

**Drug-Free Schools and Communities Act - 1986 (Title V)**--The department administers over 13.8 million dollars in federal funds for alcohol and other drug abuse prevention and education. One hundred and twenty-eight grants to local school divisions are supervised by the department.

**Operation Prom Graduation (OPG)**--This statewide project targets youth drinking and driving during high-risk social seasons of the year--prom and graduation time.

**Resources, Training and Consulting**--Technical assistance is available to parents, communities, businesses, and schools.

**Drug Abuse Resistance Education (DARE)**--The DARE Program teaches elementary students general skills for coping with life, and instructs them in ways to apply those skills to life-specific events which may threaten their well-being. The uniqueness of the program lies in the assignment of a uniformed officer to teach the program full-time in the school. DARE is a cooperative effort with the Department of State Police. Studies have indicated that this is one of the most effective prevention programs being offered today.

**IAAS Curriculum**--"I Am Always Special" is an alcohol and other drug curriculum designed to prevent substance abuse through information and the development of a healthy attitude and self-esteem. Training and technical assistance is available to school divisions.

**AIDS Education**--This project provides resources and technical assistance to schools and communities which want to develop an AIDS education curriculum in a comprehensive health education program.

**Drug-Free Schools Recognition Program**--This federal program recognizes the most outstanding substance abuse prevention programs in public and private schools in the United States.

**Teen Pregnancy Prevention**--This project provides resources and technical assistance to aid schools and communities in developing and implementing comprehensive Family Life Education Programs.

**Youth Risk Prevention Resource Guide**--This guide is designed to help localities identify effective alcohol and other drug abuse prevention clubs, curricula, parent groups, and activities. The guide includes fact sheets on alcohol and other drugs, suicide, and violence. A listing of films and videotapes available from Virginia agencies is also included.

**SODA/Peer Facilitator Programs**--Technical assistance is available to school divisions desiring to initiate these two student-helping-student programs. High school students are trained to be helpers either with their peers as in the peer facilitator program or with younger students as in the SODA program.

**Conferences**--The Department of Education sponsors statewide and regional conferences to help school divisions develop and enhance effective youth risk prevention programs.

**School/Community Team Approach Training**--The department, in cooperation with Virginia Commonwealth University and the Southeast Regional Center for Drug-Free Schools and Communities, provides school/community teams with intensive in-service education, training, and follow-up. This training focuses on the prevention of youth alcohol and drug abuse.

**Commonwealth Alliance for Drug Rehabilitation and Education (CADRE)**--The department is a member of CADRE and provides services and resources in cooperation with the state CADRE, a coalition of state agencies that have cooperatively developed a comprehensive state substance abuse prevention plan.

**Suicide Prevention**--Training and information are provided to help school divisions develop effective suicide and other youth crises prevention and immediate-response policies.

**Youth Violence Prevention**--This project provides information and technical assistance to increase awareness and provide opportunities to remedy a growing problem among youth.

**School Dropout Prevention**--This project coordinates with other services to provide resources and assistance to localities in developing effective dropout prevention programs.

**Family Life Education**--This project provides resources and technical assistance to schools and communities to develop a Family Life Education Program.

### Description of Future Initiatives

The Virginia Board of Education has reviewed a strategic plan that sets forth the long-range goals for educational reform, including the following major categories of programs and initiatives.

- Programs to define excellence and equity for all students: This category includes program initiatives to further the integration of the Common Core of Learning into classrooms across the state; to concentrate on staff development for teachers in the use of the Common Core and other aspects of restructuring their teaching methods; to implement demonstration projects in early childhood, pre- and early adolescent, and adolescent programs; to develop and put in place better, more accurate--and instructionally helpful--ways to measure student achievement.



- **Programs to strengthen accountability:**  
This category includes initiatives to expand and improve the Outcome Accountability Program and to amend the Standards of Accreditation and Standards of Quality to enable schools to be more accountable for the results of their educational programs.
- **Programs to allow flexibility and adaptability:**  
This category includes initiatives that will address the special needs of individual students who are at risk of having problems at school because of difficulties either in learning or in their environment outside of school. Dropout prevention and comprehensive health care initiatives are included, as are programs such as the use of technology and the advancement of science education.

### Fiscal Impact of Current and Future Initiatives

The Board of Education has submitted requests for budget amendments to the Appropriations Act enacted by the 1992 session of the General Assembly. These requests include amendments to address the following:

- Implementation of early childhood demonstration projects and new demonstration projects
- Development of components of the new assessment program
- Refinement of the Literacy Passport Testing program
- Reduction of class size for educable mentally retarded students
- Expansion of the Governor's Schools program
- Reduction of disparity in instructional supplies and library books

The Department of Education staff will be submitting future budget proposals to the Board of Education in accordance with the timelines established by the executive and legislative branches of state government.

### Effectiveness of Current and Proposed Initiatives

As described earlier in this report, one of the essential tasks of the newly reorganized Virginia Department of Education is to focus on research and development. Emphasis is placed on the application of research and evaluation to identify effective practices for teaching and learning. The main task is to determine what works and why, and to introduce effective practices and strategies throughout the educational system. Consequently, evaluation procedures are built into each of the programs that are

under way or under development in Virginia. These evaluation strategies and reports will be examined on an on-going basis by the Department of Education in order to make continuous improvements. Evaluation data and future progress reports will provide the basis for collective and continuing efforts to raise expectations for student achievement across the state.

### SECTION III SUMMARY AND RECOMMENDATIONS

#### Summary

Prepared in response to HJR 84, this report examined current education initiatives in Virginia that address the six National Goals for Education included in the America 2000 strategy. The report also describes future initiatives to advance the World Class Education Program for Virginia's public schools.

As demonstrated through this document, Virginia is committed to meeting the six National Goals for Education, a major component of the America 2000 strategy. The initiatives that are currently under way and those that are planned through the World Class Education program and Virginia Workforce 2000 reflect Virginia's commitment to achieve the national goals set by the nation's governors and the President.

The Board of Education's World Class Education program has several key components in common with the National Goals for Education and America 2000. The common components are:

- Outcome-oriented assessment

For Virginia, this policy is clearly seen in the General Assembly's recent revision of the Standards of Quality, the Outcome Accountability Program (OAP), and the Board of Education's emphasis on assessment of student achievement in the World Class system overall.

- Measurement against world class standards

The Board of Education has supported the development of the Common Core of Learning that will reflect international standards. This policy is reinforced by the recent revisions to the Standards of Quality which state, "... the Board shall establish educational objectives consistent with the world's highest educational standards."

- Assessment through multiple indicators

This policy can be seen in the Outcome Accountability Program's system of indicators such as college and work preparation, graduation rate, special education, and a host of socioeconomic

indicators rather than a "single-shot," "one test" measure. The new approaches to testing and assessment through the Virginia State Assessment System also place emphasis on multiple measures of educational outcomes.

- Decade-long process to meet goals

The Board of Education has stated that the World Class Education program is a ten-year program of research, experimentation, and evaluation of results.

Thus, Virginia's World Class Education program is consistent with both the America 2000 strategy and the National Goals for Education. Virginia's Board of Education and the Department of Education are committed to moving forward with reforming the public schools as quickly as possible.

### Recommendations

1. Since America 2000 is based on school reform and change, most of the concepts behind the program are consistent with the Virginia Board of Education's initiatives, embedded in its World Class Education program. Therefore, Virginia should continue its efforts to implement the World Class Education program.
2. The Department of Education staff should continue to monitor closely any further development of the America 2000 strategy, or similar program, at the federal level. The staff should carefully monitor the incoming national administration's plans and strategies for educational reform as they are developed and clarified. The department staff should be especially alert in case Congress decides to appropriate funds for programs or initiatives related to the National Goals for Education or other educational reform efforts.
3. The Department of Education should continue to be an active participant in national efforts related to the six National Goals for Education to insure that Virginia's programs support these goals.

**GENERAL ASSEMBLY OF VIRGINIA--1992 SESSION**  
**HOUSE JOINT RESOLUTION NO. 84**

*Requesting the Department of Education to review the President's America 2000 plan and to develop additional proposals for its implementation in the Commonwealth.*

Agreed to by the House of Delegates, February 11, 1992

Agreed to by the Senate, March 4, 1992

WHEREAS, increasingly complex technology and intense international competition demand the development of a productive American workforce with the educational and professional skills necessary to compete in a changing global economy; and

WHEREAS, an ever-widening "skills gap" between educational attainment and required job skills creates monetary waste through lost productivity, increased remediation costs, reduced product quality, and, ultimately, decreased competitiveness; and

WHEREAS, in April 1991, the President introduced America 2000, a strategy to improve public education in America, to combat these concerns; and

WHEREAS, because America 2000 offers a strategy, rather than a program, to reach six national educational goals, it challenges states, localities, and the private sector to combine their resources and efforts to close the skill-and-knowledge gap and to implement proposals consistent with the national goals; and

WHEREAS, increasing the high school graduation rate to 90 percent, raising the educational competencies of all students, and creating a drug-free and violence-free learning environment in the public schools are among the national goals states must strive to achieve; and

WHEREAS, a comprehensive review of America 2000 is necessary to identify current programs in the Commonwealth addressing educational improvement and accountability and to develop appropriate proposals to promote the attitudes, partnerships, and commitment necessary to improve public education in Virginia; and

WHEREAS, Article I, Section 15 of the Constitution of Virginia recognizes that "free government rests...upon the broadest possible diffusion of knowledge," and that Virginia should ensure the continued development of its citizens through "an effective system of education throughout the Commonwealth"; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Department of Education be hereby requested to examine the America 2000 plan, identify current programs consistent with its goals, and develop additional proposals to advance the national goals in Virginia. The Department shall include in its review information regarding the fiscal impact and effectiveness of current and proposed initiatives.

All agencies of the Commonwealth shall provide assistance as requested by the Department.

The Department shall present its preliminary findings and recommendations to the House Committee on Education and the Senate Committee on Education and Health prior to the 1993 Session of the General Assembly, and shall submit its findings and recommendations to the Governor and the 1993 Session of the General Assembly in accordance with the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.