

Finding Aid for the Gordon M. Ambach Education Policy Papers series.

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Online Finding Aid Record:

<http://iarchives.nysed.gov/xtf/view?docId=ead/findingaids/B1829.xml>

Overview of Records

Repository:

New York State Archives

Summary:

The majority of this series documents Gordon Ambach's efforts as Executive Director of the Council of Chief State School Officers (CCSSO) to influence federal education policy. Also included are records from advisory boards of education consortiums, the Harvard Seminar on Equality of Educational Opportunity Report (SEEOR) and records related to the Yonkers desegregation. Ambach's personal papers detail his personal biography, his work outside of NYSED and the CCSSO, and his relationships with various contacts and colleagues.

Creator:

New York (State). Division of Lands and Forests. Bureau of Private Land Services

Title:

Gordon M. Ambach education policy papers

Inclusive Dates:

1927-2006

Quantity:

173.5 cubic feet of textual records

Series Number:

B1829

Arrangement:

Arranged into three subseries: 1. New York State Commissioner of Education Records; 2. Council of Chief State School Officers (CCSSO) Records; 3. Gordon M. Ambach Personal Papers

Arranged into five subseries: 1. Records of Speeches and Meetings; 2. New York State Board of Regents; 3. Records of Yonkers Board of Education and Other Desegregation Cases in New York; 4. Harvard Seminar on Equality of Educational Opportunity Report (SEEOR) Records; 5. Federal Legislation of the U.S. Office of Education Records

Roughly in reverse chronological order

Unarranged

Unarranged.

Unarranged

Unarranged

Arranged into seven subseries: 1. CCSSO Administrative Records; 2. Advisory Boards; 3. Development of Assessments and Standards; 4. Elementary and Secondary Education Act; 5. Federal Education Legislation in U.S. Congress; 6. International Association for the Evaluation of Educational Achievement; 7. Education Issues

Arranged into eight subseries: 1. Papers of the Executive Director; 2. Records of Correspondence; 3. Records of Meetings and Conferences; 4. Records of Speeches and Panels; 5. Records of the Summer Institute; 6. Publications; 7. National Council of Superintendents (Early CCSSO); 8. Subject Files and Miscellaneous

Unarranged.

Chronologically

Unarranged.

Unarranged.

Rough chronological order

Unarranged.

Unarranged.

Unarranged.

Arranged into twenty subseries.

Rough chronological order

Rough chronological order

Rough chronological order

Unarranged

Unarranged

Rough alphabetical order by subject

Rough chronological order

Unarranged

Rough chronological order

Chronological by year of education summit

Rough chronological order

Rough chronological order

Unarranged

Chronological

Rough chronological order

Unarranged

Unarranged

Chronological

Unarranged

Chronological

Arranged into eight subseries: 1. Records related to assessments and standards; 2. National Assessment of Educational Progress files; 3. Records of the National Governors' Association; 4. Records of the National Center for Research on Evaluation, Standards and Student Testing; 5. Records of the National Council on Education Standards and Testing; 6. Records of the State

Collaborative on Assessments and Student Standards; 7. Records of the National Test Panel; 8. Records of the National Advisory Committee on Institutional Quality and Integrity

Rough chronological order

Rough chronological order

Unarranged

Rough chronological order

Unarranged

Unarranged

Unarranged

Roughly reverse chronological order

Arranged into three subseries: 1. ESEA Reauthorization Files; 2. Chapter 1 Program Improvement Files; 3. Vocational Education Files

Roughly reverse chronological order

Rough chronological order

Unarranged

Arranged into four subseries: 1. Education and Child Care Legislation; 2. Federal Funding for Education; 3. U.S. Department of Education; 4. Congressional Documents

Unarranged

Unarranged

Unarranged

Unarranged

Arranged into three subseries: 1. Records of Board on International Comparative Studies in Education; 2. Records of General Assembly of the International Association for the Evaluation of Educational Achievement; 3. IEA Publications

Roughly chronological order

Roughly reverse chronological order

Rough chronological order

Arranged into seven subseries: 1. Records of International Education; 2. Learning Technology Files; 3. Records Related to Mathematics and Science Education; 4. Public/Private School Forum and School Choice; 5. Miscellaneous Publications; 6. State Action for Education Leadership Project (SAELP); 7. Records Related to Creation of State Education Agency for the District of Columbia

Chronological

Unarranged

Unarranged

Unarranged

Unarranged

Unarranged

Some correspondence arranged in reverse chronological order. Rest is unarranged.

Administrative History:

Gordon MacKay Ambach was born in Providence, Rhode Island, in 1934. After graduating from the Providence school system, he went on to attend Yale as an undergraduate, as well as receiving several graduate degrees in education from both Yale and Harvard. He taught history in East Williston, New York, from 1958 to 1961, eventually becoming President of the East Williston Teachers Association. He later served with the U. S. Office of Education in 1961-1962, and from 1961-1963 was a program planner and legislative assistant for U.S. Commissioner of Education Frank Keppel. In 1963-1964, he served as Executive Secretary to the Higher Education Facilities Act Task Force. This led to his appointment as the Executive Secretary of the Faculty Seminar at Harvard, chaired by Daniel P. Moynihan, which published the groundbreaking study on race and education "On Equality of Educational Opportunity" in 1966.

Ambach joined the New York State Education Department first as a Special Assistant, and later becoming Assistant Commissioner of Education for Long-Range Planning from 1967 to 1970. From 1970 to 1977, he served as Executive Deputy Commissioner of Education. He was inaugurated as Commissioner of Education and President of the University of the State of New York in 1977, and served in that capacity until 1987. During these years, Ambach, working with the Board of Regents, developed and implemented the Regents Action Plan, the most comprehensive school reform plan in the nation at the time. The Regents Action Plan enacted

rigorous graduation standards and more stringent benchmarks for both teacher and school performance. Ambach's work as Commissioner also produced important changes in pre-kindergarten and adult education, as well as education technology. He played an important role at the White House Conference on Libraries and Information Science in 1979 and again in 1991. He also served on the National Commission on Libraries and Information Science from 1980 to 1985. Additionally, he continued the work of his predecessors in increasing access to education for minorities and the disabled.

In 1985, Ambach was elected President of the Council of Chief State School Officers (CCSSO). Consequently, in 1987, he left his post as New York State Commissioner of Education to become the Executive Director of the CCSSO, and served in that capacity until 2001. In this position, he was responsible for managing the rapid growth of the CCSSO during years of tumult for education at both the federal and state levels, and he helped to establish the CCSSO as one of the most influential organizations involved in national educational policy. The CCSSO represented state education officials, and advocated for their policy positions with federal education agencies, Congress and the White House.

Ambach's work as the CCSSO's advocate was particularly noteworthy concerning the Goals 2000 and No Child Left Behind (NCLB) initiatives, as he was a driving force behind each. Relatedly, he was also tasked with encouraging the development of national coalitions of educational organizations, leading to work with Investment 21, the Education First Alliance, and the Task Force on Increasing Minority Teachers. He worked to increase CCSSO services to the states through direct assistance, and was responsible for significant increases in private sector support for work on student assessment, community service, and assessment of the performance of federal programs. Ambach was a strong advocate for the implementation of improved standards and assessment of student performance, both as Commissioner of Education and with the CCSSO. Accordingly, he was a leader in the development of the National Assessment of Educational Progress (NAEP), and a member of the Board of Trustees for the Educational Testing Service. He was an advocate for arts education, and became a member of the Arts Education Standards Committee to promote state testing in the arts. He served as an advisor on educational issues to several Presidential administrations as well as Congress, and was a member of the Clinton-Gore Transition Team in 1992.

Ambach was a consistent supporter of international education at the CCSSO, becoming a member of the U.S. Board on International Comparative Studies in Education of the National Academy of Sciences (BICSE). He also served as the U.S. Representative to the International Association for the Evaluation of Educational Achievement General Assembly (IEA), and was a member of the IEA Standing Committee. Concurrently, he worked with educational leaders in Japan to develop cooperative agreements for exchanges of information and research on

educational reforms and practices. In addition, he led the U.S. delegation to the World Conference on Education for All in 1990.

Other highlights of Ambach's work at the CCSSO include his administration of the Christa McAuliffe Fellowship Program, the partnership of the Interstate Migrant Education Council with the CCSSO, and the formation of the Resource Center on Educational Equity. His work by the end of his tenure at the CCSSO in 2001 had included advocacy for the reauthorization of the Elementary and Secondary Education Act (ESEA) and the Telecommunications Act on E-Rate, as well as reauthorization of the Higher Education Act and the Vocational-Technical Education Act.

Ambach also served as a member of a number of advisory boards on education both during and after his association with the CCSSO. These included the National Council on Educational Standards and Testing in 1993, the Education Committee of the National Alliance for Business from 1994 to 2001, the Wallace-Reader's Digest Fund (as a member of the Board of Directors), the Newspaper Association of America Foundation, the Education Board of the National Academy of Sciences and the Center for Naval Analysis.

Scope and Contact Note:

Gordon Ambach served as the NYS Commissioner of Education from 1977-1987, and in several other capacities from 1967-1977. Papers in this series document several unique aspects of his work. The records on Harvard Seminar on Equality of Educational Opportunity Report (SEEOR) and Yonkers desegregation show Ambach's efforts to implement an effective racial integration program, and to study the ability of states to do so, as well as the consequences. His work with organizations important to education at both the state and federal level, such as the NY Board of Regents and the U.S. Office of Education, is well represented. Finally, the speeches and meetings that Ambach undertook as part of his duties as Commissioner are included. As the Executive Director of the CCSSO from 1987-2001, Ambach's responsibilities included working with other educational organizations to advocate for certain education policies. The records of his work on advisory boards for education consortiums are therefore prominent in this series. Additionally, records of one of his most foremost concerns, the development of educational standards and assessments, show his relationship and cooperation with these other organizations. The records of the International Association for the Evaluation of Educational Achievement (IEA) show one of the foremost examples of these types of collaborations. Other education issues, including international education, learning technology, and school choice, are also well documented. Ambach's efforts at the CCSSO to influence federal education legislation through testimony and lobbying are also included. Finally, Ambach's records of the CCSSO's administration, such as correspondence, speeches, publications and papers of the Executive Director, display his role in the organization. Ambach's personal papers detail his personal

biography, his work and appearances outside of NYSED and the CCSSO, and his relationships with various contacts and colleagues developed over the years. They also include correspondence with officials in the federal government. This subseries consists of materials from Gordon Ambach's tenure in the New York State Education Department, including the period between 1977 and 1987 in which he was New York Commissioner of Education and President of the University of the State of New York. Included are correspondence, publications, reports, texts of speeches delivered by Ambach at colleges and universities, educational conferences, and other events. Also included are correspondence and publications from the New York Board of Regents on joint initiatives and the creation of the Regents Action Plan to ensure the quality and relevance of exams. There are further subseries devoted to specific issues and events in Ambach's tenure, including the desegregation of Yonkers public schools and other New York school systems, the creation of the Harvard Seminar on Equality of Educational Opportunity, and the passage of key federal legislation related to education. This subseries consists of speeches, drafts, correspondence, memos, and background information relating to speeches given by Gordon Ambach and meetings he attended during his tenure in the New York State Education Department, including the period between 1977 and 1987 in which he was New York Commissioner of Education and President of the University of the State of New York. Speeches were given at colleges and universities, educational conferences, state events, and religious organizations, among others. Ambach attended meetings almost exclusively on educational topics, and spoke or contributed at most of these. This subseries consists of pamphlets, catalogs, drafts of reports, publications, and correspondence illustrating the relationship between the New York Board of Regents and Gordon Ambach as the New York Commissioner of Education. It includes information about several joint initiatives, including new certification requirements for elementary and secondary school teachers to begin in 1993, reports on the status of New York schools for the governor and legislature, and the documentation of the Regents Action Plan to ensure the quality and relevance of exams. The records in this subseries, 1960-1995, consist primarily of correspondence of the Commissioner of Education with the Superintendent of the Yonkers schools, members of the Board of Regents and others. Also included are court depositions of the Commissioner, reports and transcripts of court cases related to the Yonkers schools, papers related to desegregation of schools in Buffalo, Rochester, Rockville Center and Syracuse, statements of the Regents on integration of the schools, and a chronology of desegregation activities in New York State. The subseries includes a Ambach's personal copy of the Coleman Report with a few annotations; a memo to Ambach and others from James E. Allen, Commissioner of Education, concerning the reorganization of the Office of Education; update memos to the Seminar participants about progress of the report of the Seminar, 1967-68; a list of the participants in the Seminar; proposals for the funding of the Seminar's work; drafts of chapters for the 1972 report; newspaper and journal articles on segregation and educational opportunity; reports by

participants in the Seminar; Notebook of the Harvard Seminar, including meeting notes, points of discussion at meetings, statements about the Coleman report, a memo from Moynihan and Pettigrew to Sizer requesting establishment of the Seminar; reports of the data analysis, particularly for ninth grade students in the Northeast, and the Code Book with questions for the students and master tape location. This subseries is comprised of federal records of the U.S. Office of Education concerning legislation, primarily from 1961-1973, and the relationship of the office of the NYS Commissioner of Education to their shaping and passage. Records include legislative bills with comments by Gordon Ambach and others, summaries of federal education budgets and their impact, correspondence, notes, and reports. Of note is material from the Britain-based Ditchley Journal from 1973 detailing findings from Ditchley Conferences V and VI of that year, devoted to the study of education and youth problems, and from the collaborative work of the Education Policy Research Center. The creation and passage of both the Vocational Education Act (1917) and the Elementary and Secondary Education Act (1965) is documented. This subseries contains materials documenting the administration and activities of the Council of Chief State School Officers (CCSSO) under Gordon Ambach's leadership as executive director from 1987 to 2003. The CCSSO's membership is comprised of the public officials in charge of elementary and secondary education in the fifty states, the District of Columbia, U.S. territories, and the Department of Defense education program. During Ambach's tenure, these members met at Annual Meetings, at Summer Institutes devoted to a specific educational issue, and Legislative Conferences where the chiefs met with U.S. Congresspeople and federal education officials. Additionally, the chiefs formed committees focusing on specific educational issues and activities. CCSSO staff members worked to keep members informed on developments in the education field, provided professional development opportunities for members, conducted and supported research, collected and analyzed data, and drafted recommendations for federal legislation supporting the goals of the chiefs. Included in the subseries are notes from staff meetings and board meetings, memoranda, and other records from the daily operations of the CCSSO. There are also records from numerous advisory boards for CCSSO projects such as the National Teacher of the Year program and the Interstate New Teacher Assessment and Support Consortium (INTASC), as well as advisory boards for outside organizations such as the National Education Goals Panel, the Pew Forum on Education Reform, and the Learning First Alliance. In addition, there are subseries devoted to educational issues with which the CCSSO was especially engaged. These include the development of common educational standards, the development of assessments, international education, and comparative studies of educational systems in different countries. There is also a significant amount of material documenting CCSSO's efforts to influence education policy at the federal level. These include correspondence, notes, and other materials from meetings with U.S. Congresspeople, Secretaries of Education, and other U.S. Department of Education staff. This subseries consists of records documenting the administration of the CCSSO during Gordon

Ambach's tenure as executive director. Included are correspondence produced by Ambach and other staff members, reports, speeches, meeting notes, clippings, and other types of materials. Many of these records document the everyday operation of the Council, including staff meetings, project proposals, and board meetings. Also documented is the creation of annual conferences of the chief state school officers, as well as CCSSO Summer Institutes on specific educational issues. The subseries contains a small amount of material from the National Council of Superintendents, the precursor of the CCSSO. This subseries consists of correspondence, memoranda, reports, speeches and presentations, meeting notes, and news articles chronicling Gordon Ambach's duties and accomplishments as CCSSO's Executive Director. Prominent subjects include meetings with state governors and legislatures, CCSSO's dealings with the media, meetings for NAEP and Goals 2000, Investment 21 reports, studies and recommendations on education in the state of New York, speeches at colleges and universities in New York, and the agenda of CCSSO in pushing through education reform at both the state and national levels. This subseries consists of correspondence and related materials produced by Ambach and other CCSSO staff between 1988 and 2000, arranged chronologically. The bulk of the correspondence deals with programs and activities conducted by CCSSO and include meeting minutes, reports and drafts of project proposals. This subseries includes correspondence, speeches, schedules, minutes, agendas, personal notes, and background materials for meetings and conferences on education attended by Gordon Ambach in his capacity as a member and Executive Director of the CCSSO. These include CCSSO group meetings, such as executive group, staff, and annual board meetings, as well as conferences attended jointly with other organizations. This subseries includes speeches, correspondence, meeting notes, reports, and background materials for meetings, panels, conferences where Gordon Ambach gave speeches in his capacity as an official in the CCSSO. Of note are his ongoing relationships with and appearances for the Association of American Publishers, the American Educational Research Association, and the Carnegie Corporation, as well as Ambach's extensive lists of press contacts from 1990-1994. This subseries includes documentation of most CCSSO Summer Institutes during those years, including planning sessions, development of themes, papers and presentations submitted, funding issues, invitations, and post-event reactions. Most years that are present have extensive material about that Summer Institute, with the exception of the 1985, 1998, and 2000 events, for which there is comparatively little information. This subseries consists of publications created by the CCSSO, including directories, surveys, reports, policy papers and recommendations, state indicators, instruction manuals, and advocacy pamphlets. This subseries contains records of the National Council of Superintendents from its inception in 1927 to its incorporation into the CCSSO in 1948, and CCSSO records chronicling the importance of the NCS. These include early records of annual meetings from 1927-1928 and 1963-1964, documentation of both the formation of the NCS and its change into the CCSSO, organizational bylaws, publications, correspondence with federal

government offices, and an organizational timeline of important dates, events, and personnel. This subseries contains correspondence, reports, clippings, and advertisements about miscellaneous subjects relating to Gordon Ambach and the CCSSO. Broad subjects include the National Council for Accreditation of Teacher Education (NCATE), community service, the State Education Agency (SEA), Congressional lobbying, and HIV/AIDS prevention efforts and education. This subseries contains correspondence, reports, publications, memoranda, and other materials produced by CCSSO advisory boards. Included are advisory boards for CCSSO-led projects, as well as boards for outside organizations and project with which Gordon Ambach was involved as Executive Director of CCSSO. CCSSO programs documented include the National Teacher of the Year program; the Federal Liaison Representatives, who advocated CCSSO positions at the federal level; and the Interstate New Teacher Assessment and Support Consortium (INTASC). Among the organizations outside of the CCSSO are the National Policy Board for Educational Administration, which was concerned with strengthening professional standards for school administrators; the National Education Goals Panel, a group created under the impetus of President George H. W. Bush and the National Governors Association to raise educational standards and increase the use of data to monitor educational progress; national education summits held in 1989, 1996, and 1999; the Connecting Schools and Employment Program; the Pew Forum on Education Reform; and the Learning First Alliance. This subseries, covering the years 1983-1998, includes correspondence about the National Teacher of the Year program; memoranda of agreements between the sponsors of the program; lists of state coordinators for the program; lists of National Teachers of the Year since 1952; biographical and other information about some National Teachers, including photographs; correspondence about content of the application form for the program; arrangements for meetings of various committees involved in the program; copies and drafts of remarks made by Gordon M. Ambach and others at meetings of state coordinators of the program and at annual awards ceremonies; invitations to Ambach to Encyclopedia Britannica awards dinners; news-clippings and press releases re: to the NTOY program; correspondence related to issues such as the proposed boycott of sponsor Encyclopedia Britannica by librarians in Virginia and controversy about Britannica's sponsorship of a video program about the Soviet Union. This subseries consists of correspondence, minutes, reports, memoranda, proposals, financial reports, speech transcripts, Japanese education publications, conference outlines and programs, and news articles, 1985 to 2001, on educational exchange meetings conducted between the Council of Chief State School Officers and the Association of Prefectural Board of Education Superintendents of Japan. The purpose of these meetings was for delegations from each country to learn about the others' public school system and the major issues concerning them. Discussions and exchanges of information were initiated with the objective of improving education governance and administration in the United States and Japan. This subseries includes reports from the FLR annual and quarterly meetings and Steering Committee

meetings. The series also contains statements and recommendations made to Congressional committees concerning pending legislation, including reauthorization of the ESEA, the Perkins Vocational Education Act and other education legislation. Correspondence and statements by CCSSO to Congress about various education bills are included as well. This subseries contains correspondence, reports, memos, publications, and notes about support for arts and music education in schools by the INTASC division of the CCSSO, as well as other organizations, including the Getty Foundation, VH1, MENC, the Department of Education, and the National Endowment for the Arts. Most material documents the mission of these organizations to justify and publicize the need for greater funding for the arts in elementary and secondary schools. This subseries includes reports by the NPBEA on professional standards and certification of educational leaders, correspondence, press releases, brochures and newsletters of NPBEA, minutes of the NPBEA board, and meeting minutes of work groups of NPBEA and NCATE. The NPBEA's involvement in the development of new standards and assessments for school principals from 1993-2000, working with the CCSSO and the Interstate Principals' Licensure Consortium, is especially well documented. This subseries contains correspondence, advertisements, programs, and personal notes about meetings, forums, and events about education sponsored by private-sector foundations. Of note are correspondence about the appearance of Vice President Al Gore at the Benton Foundation Roundtable, and the Mellon Foundation's correspondence noting the limitations on what they could provide funding for. This series focuses on Gordon Ambach's membership in the National Advisory Council of Scholastic, Inc. It includes reports on meetings in 1988 and 1989, correspondence on corporate sponsorship in education, drafts and print copies of the Stanley Elam Lecture given by Ambach for the Educational Press Association of America, and correspondence about other Scholastic programs. This subseries includes correspondence, publications, reports, meeting briefings, memos, legislation, newspaper clippings, and background materials relating to the establishment of the National Education Goals Panel. The majority of the materials in this subseries were created from 1990-1991. Correspondence from the White House and the offices of several state governors are included. Reports generated by NEGP detailing the progress at the state and national levels towards education goals over time may be of interest to researchers. Also, related files for the Education and Child Care Legislation series can be found, especially related to the Equity and Excellence in Education Act of 1990. Finally, there are copies of the annual statistical analysis "National Education Goals Report: Building a Nation of Better Learners," for most years from 1992-1999. This subseries consists of materials from planning meetings and forums of the World Conference on Education for All, 1989-1990. Records include correspondence between WCEFA members, memoranda, publications both as WCEFA products and as background materials, documentation of WCEFA conferences in Boston, Thailand, and Senegal, and a videotape produced by the Conference. Also documented are notes, speeches, and presentations created by Gordon Ambach. This subseries contains

correspondence, speeches, briefing books, press releases, newspaper clippings, and booklets relating to three National Education Summits. The majority of the subseries concentrates on the Summits in 1996 and 1999, and includes material generated for use at the Summits. Much of the history of each National Education Summit is self-documented within the material pertaining to it. This subseries contains meetings, correspondence, and publications by the Investment 21 group. Several types of meetings are included, such as steering committee meetings, meeting with other education and funding related groups such as the Economic Policy Institute, and periodic progress meetings. Of particular note are the publication, use, and reaction to two joint Investment 21/EPI papers, "Economic Competitiveness and the Human-Capital Investment Gap" and "Investment in Learning: An Assessment of the Economic Return". This subseries consists of correspondence, minutes, reports, memoranda and publications, 1990-1996, related to mathematics and science studies conducted by the International Association for the Evaluation of Educational Achievement with the assistance of the Board of International Comparative Studies in Education (BICSE). The subseries documents TIMSS background, development and findings, the IEA's relationship with BICSE, and questionnaires used in the study. This subseries includes a variety of documentation concerning youth apprenticeship and school-to-work programs. There are press releases, correspondence, notes by Gordon Ambach for speeches, records of guidelines by CCSSO for various projects and grant programs, and published reports. There is some material about apprenticeship programs in Denmark and Germany used for research purposes, and pilot programs in Massachusetts and Wisconsin. This subseries focuses on minutes, agendas, correspondence, and notes from meetings of the Educational Leaders Consortium. The goals and intended agendas for the future of the organization are documented in early meetings. Also noted are advocacy for educational legislation such as the reauthorization of the Hawkins/Stafford bill, work towards improving educational assessment and standards through reform of Standard Aptitude Tests (SATs) and Goals 2000, as well as ELC's relationship with other educational organizations such as CCSSO and NSPRA. The records in this subseries document the meetings held by the members of the Pew Forum on Educational Reform from 1992 to 1996. These records consist of correspondence, notes kept by Gordon Ambach as a member of the Forum at the meetings, as well as conference agendas and background readings received by members prior to the meetings. Topics at the Forum conferences included curriculum frameworks, national examination systems, school reform in Chicago and other cities, education for disadvantaged children, teacher development and quality standards, Saturn Car Company and its management practices, higher education and its role in school reform, School-to-Work programs, and the state of education reform. This subseries contains correspondence about the 1992 and 1996 World Bank meetings, and briefing documents for review prior to those meetings. Also included are several publications of the World Bank related to education, as well as some publications critical of the World Bank's education work, received by Ambach in preparation for the 1996

inaugural meeting. This subseries includes correspondence, reports, press releases and other material documenting the work of the APEC Education Forum and the Education Network (EDNET). There are summary reports of EDNET meetings, reports, statistics and surveys of education and standards in countries in the Asia-Pacific region. A copy of the report, *Toward Education Standards for the 21st Century*, 1992, is also included. This subseries consists of correspondence, minutes, reports, memoranda, proposals, and news articles, 1995-1996, on the EFA's lobbying efforts to block \$67 million in proposed cuts by Congress to the federal education budget. The records include reports on the impact of such cuts and Alliance strategies to combat them. The EFA's efforts to garner public support for federal education and the development and publication of the *Citizen's Election Guide to Education Issues* are also documented. This subseries consists of correspondence, staff, board and steering committee meeting minutes, reports, memoranda, publications, press releases, promotional brochures, press kits and newspaper clippings, 1997-1998, relating to CCSSO's collaboration with other education organizations through the Learning First Alliance. It also contains records of similar FEOL meetings from 1990 to 1996 (B182). The development and publication of two EFA action plans, *Every Child Mathematically Proficient* and *Every Child Reading* and the formation of the EFA from the Forum of Educational Organization Leaders are well documented. This subseries largely consists of agenda, reports, and readings from meetings of the Newspaper Association of America Foundation board of trustees. This subseries consists of correspondence, memoranda, reports, publications, and other materials related to the efforts of CCSSO in the development and improvement of standards, policies, and assessment tools for local, state, national and international education. Included in these efforts are *Goals 2000*, a 1994 act of Congress that set eight nationwide goals for U.S. schools to achieve by 2000, and the National Assessment of Educational Progress. The subseries includes materials documenting the CCSSO's cooperative efforts with organizations concerned with educational standards, such as the National Governors Association, the National Center for Research on Evaluation, Standards and Student Testing, the National Council on Education Standards and Testing, and the State Collaborative on Assessments and Student Standards. These records consist of correspondence, minutes, reports, memoranda, publications, press releases and newspaper clippings, 1983 to 2001, relating to the administration of CCSSO's work in the development and improvement of standards, policies and assessment tools for local, state, national and international education. The records also document CCSSO's efforts to assist Congress and the National Governors Association (NGA) in the implementation of education reform programs such as *Goals 2000: The Educate America Act* and *National Education Goals*. This subseries documents NAEP proposals at both the state and national levels, including early planning stages, trial runs, and implementation. This includes correspondence, memoranda, press releases, reports and publications generated by NAEP as background material, and plans for action. Also contained is the CCSSO's reaction to NAEP's proposals and the level of support it gave NAEP's

recommendations in terms of legislative advocacy. This subseries includes reports and recommendations related to education (particularly National Education Goals) generated for NGA meetings, reports from NGA Action Teams on School Readiness, briefing books for NGA School Delivery Standards meetings, and materials on Opportunity-to-Learn Standards. This subseries includes material documenting CRESST's mission, goals and an overview of its programs; reports of the National Advisory Board meetings, grant proposals for student assessment; speeches by G. M. Ambach and Christopher Cross about national testing standards; materials from 1994 CRESST conference and a copy of the CRESST product catalog. This subseries includes staff reports, briefing books for the September and October 1991 NCEST meetings, a report by the American Association of School Administrators on testing and assessment, and a small amount of correspondence. The full January 1992 version of NCEST's publication Raising Standards... is not with the papers; only a partial Executive Summary of the report is present. This subseries includes issues of the Exchange, the SCASS newsletter; correspondence, proposals, project descriptions and other items related to assessment of health education, physical education and science education. This subseries includes material documenting meetings of the NTP relating to reading and mathematics tests, including specifications for test designs and material on the development of the NTP. There is a small amount of correspondence and press releases concerning the NTP, particularly related to a controversy with Chester Finn about the creation and mandate of the NTP. This subseries contains agenda, minutes, and other materials from biannual meetings of the National Advisory Committee on Institutional Quality and Integrity. These materials document issues surrounding the recognition of accrediting agencies, such as the American Bar Association, the National Collegiate for Accreditation of Teacher Education, and the New York State Board of Regents. This subseries documents the CCSSO's influence on the reauthorization and revision of the Elementary and Secondary Education Act (ESEA), the main federal legislation related to education. Included are drafts of legislation for the reauthorization of ESEA in 2000-2001 with comments from Ambach, CCSSO members, and other education experts. It also includes correspondence between experts and legislators, analyses of related education bills, and notes from meetings with educational advocacy groups and members of Congress. A separate subseries is devoted to ESEA legislation concerned with vocational and technical education, particularly the Individuals with Disabilities Education Act (IDEA). This subseries contains drafts of legislation for the reauthorization of ESEA in 2000-2001 with comments from Ambach, CCSSO members, and other education experts. It also includes correspondence between experts and legislators, reports and publications used as background materials, analyses of related education bills, proposals for additions to ESEA, and news articles showing public reaction to the bill and proposed changes to it. This subseries consists of records of meetings with educational advocacy groups, and more prominently with members of Congress, with the goal of improving the education programs funded by Chapter 1 of the ESEA. Materials include

correspondence, meeting notes, and drafts of legislation with comments by all parties. This subseries contains records of ESEA legislation dealing with vocational and technical education, as well as related bills such as the Neighborhood Schools Improvement Act and the Individuals with Disabilities Education Act (IDEA). This includes drafts of legislation with comments by CCSSO members, records of task forces devoted to vocational and technical education, correspondence between legislators and education experts, testimony to Congress, and publications and reports used as background materials. This subseries consists of materials documenting proposed federal legislation related to education, as well as the CCSSO's interaction with federal education policymakers in the legislative and executive branches of government. Included are legislative drafts, correspondence, studies, and other records related to proposed legislation from the late 1980's, including the "Smart Start: The Community Collaborative for Early Childhood Development Act of 1989", the "Act for Better Child Care Services", and the "Equity and Excellence in Education Implementation Act." This legislation is also documented in copies of the Congressional record included in the subseries, and also include testimony from Gordon Ambach at Congressional hearings. There is also a considerable amount of correspondence, press releases, reports, and other materials about the role of the federal government in funding education, particularly the conflicting philosophies of the 1995 Republican Congress and President Bill Clinton. Also included are records documenting the CCSSO's relationship with the presidential administrations of Ronald Reagan, George H.W. Bush and Bill Clinton, in particular with the Secretaries of Education of these administrations. This subseries includes legislative drafts, correspondence, studies, newspaper articles (mainly opinion pieces), and background materials concentrating on the "Smart Start," "Act for Better Child Care," and "Equity and Excellence in Education Implementation Act" bills. Drafts of bills include comments by relevant Senators and House Committee members, as well as suggested changes by CCSSO members and education experts. Correspondence revolves around the topics of the best language for the bills, reactions from Congress and the public, and the chances of passage. Some additional material can be found in the National Educational Goals Panel subseries. This subseries includes budget reports, correspondence, clippings, press releases, and proposals about the role of the federal government in funding education. The majority of records document the conflicting philosophical approaches to the budget of the Republican Congress and the Democratic President Bill Clinton. Both attempted cuts and increases to the federal education budget are included, and of note is the reaction of legislators and educators to the impact of the shutdown of the federal government in 1995 (B2). This subseries includes correspondence, publications, reports, meeting briefings, newspaper clippings, and background materials detailing the relationship of Gordon Ambach and CCSSO with the United States Department of Education during the Presidencies of Ronald Reagan, George H.W. Bush, and Bill Clinton. Of note are materials dealing with the workings and public evaluations of the Secretaries of Education within these administrations, including Secretaries William Bennett,

Lauro Cavazos, Lamar Alexander (B2), and Richard Riley. Also documented are interactions with the Department of Labor on educational goals (B1), the Department of Education's focus on research and development for the future (B4-B5), and publications by and for the Department (B6). Also included are materials from Gordon Ambach's service as chair of the Task Force on Education Department Administration and Organization for the transition team of President-elect Bill Clinton. This subseries consists of publications of the Congressional record relating to acts and amendments affecting education. These reports documented Congressional action in areas where Gordon Ambach and the CCSSO were most influential in policy. Of note are Serial Nos. 102-8 and TTF3-C, in which Ambach's testimony before Congress on educational assessment is recorded. This subseries consists of reports, correspondence, press releases, photographs, and other materials documenting Gordon Ambach's work as U.S. Representative to the General Assembly of the International Association for the Evaluation of Educational Achievement (IEA). Included are meeting minutes, proposals and reports from meetings of the Board on International Comparative Studies in Education (BICSE), as well as reports and publications from various comparative studies sponsored by the IEA, including the Third International Mathematics and Science Study (TIMSS), Computers in Education (COMPED), the Civic Education Project, the Preprimary Project, the Second International Technology in Education Study (SITES) and the Language Education Study (LES). This subseries consists of documents that comprise topics of discussion on the agenda for BICSE's board meetings and includes reports, proposals, meeting minutes, correspondence and drafts of the framework for the studies. The documents contain reports on studies such as Computers in Education, (COMPED) the Third International Mathematics and Science Study (TIMSS) and activities of the General Assembly of the International Association for the Evaluation of Educational Achievement (IEA), in addition to reports addressing BICSE's own methods of study. This subseries consists of correspondence, assembly and standing committee meeting minutes, reports, memoranda, publications, press releases, photographs, promotional brochures and newspaper clippings, 1989-2001, on the activities of the International Association for the Evaluation of Educational Achievement (IEA) General Assembly. Discussion, planning and review of the development of the Third International Mathematics and Science Study, (TIMSS) Computers in Education Study, (COMPED) Civic Education Project, Preprimary Project, Second International Technology in Education Study (SITES) and the Language Education Study (LES) are well documented. This subseries consists of publications produced by the International Association for the Evaluation of Educational Achievement from 1991 to 2001. They include reports, summaries, results and analyses of the IEA's major studies. The bulk of this subseries are publications drafted from the Third International Mathematics and Science Study, (TIMSS). This subseries contains materials documenting Gordon Ambach and the CCSSO's involvement in varied educational issues. Included are records from meetings and seminars related to international education and comparative education studies, including the

Organization for Economic Co-operation and Development International Seminars. Other issues documented in the subseries include mathematics and science education, the use of information technology in education, school choice and charter schools, private sector involvement in education, and leadership development. Also included are correspondence from the CCSSO documenting their efforts to assist the District of Columbia in creating a "State Education Agency" for the purpose of gaining eligibility for federal funds. This subseries consists of records of meetings, conferences, and seminars involving the CCSSO that were devoted to international education. Important gatherings included the Organization for Economic Co-operation and Development International Seminars, the International Education Awards, and the International Dimensions of Education. In addition, CCSSO members attended meetings with representatives from France, Brazil, China, Romania, Canada, and Russia on education policy and reform. Also included is testimony and reports from international education consultant Dr. Fred Czarra. These records consist of correspondence, minutes, listserv contributions, proposals and reports, memoranda, publications, press releases and newspaper clippings, drafts, and testimony, 1983-2002, about the use of technology for educational purposes. The records also document the CCSSO's efforts to assist Congress and the National Governors Association (NGA) in implementing education reform programs such as Goals 2000: Educate America Act and National Education Goals. Programs that are documented in this subseries include the National Educational Technology & Telecommunications (NETT) Center (B7) and the Universal Service for Schools and Libraries Fund (B7-B10), commonly known as E-Rate. The CCSSO's working relationship with the FCC and other federal institutions is displayed. This subseries contains records of Gordon Ambach's testimony to Congress about math and science education, including correspondence asking for and about the testimony, transcripts, notes, and background materials used for informational and presentational purposes. Reports from CCSSO, NAEP, and TIMSS justifying the conclusions drawn in Ambach's testimony are included. This subseries includes correspondence, meeting agendas, memos, reports, and publications about Public/Private School Forums. Most folders detail the agenda and main topics for meetings of each Forum. This subseries also details CCSSO's interest in the Edison Charter Schools project, and includes publications with reports and analysis about school vouchers. Other background publications, including journals, studies, and reports, that relate to these issues are also included. In addition, the positions of Gordon Ambach and the CCSSO on issues relating to school choice, vouchers, and charter schools are reflected in the annual CCSSO Federal Legislative brochures contained within. This subseries consists of publications on education collected by Gordon Ambach, including pre-publication editions of Education Week, statistical studies on education topics, dissertations on the role of states in federal education, and reports and analyses from both the public and private sector. This subseries includes proposals and reports to the Wallace-Readers' Digest Funds, drafts of requests for proposals, selection policies and materials used by members of independent

expert panels (IEP) tasked with selecting SAELP grantees, and drafts of the State Policy and Practice Compendium. In addition, there are agenda, reports, and other materials from meetings of the National Consortium, a group of representatives from the organizations supporting SAELP. Also included are publications from the Interstate School Leaders Licensure Consortium (ISLLC), a precursor to SAELP supported by CCSSO and the National Policy Board for Educational Administration. The ISLLC developed a set of model standards for school leaders in 1996. Consists largely of correspondence with D.C. education officials giving advice from CCSSO on creating a "state education office" (SEA) for the District of Columbia. Includes advice on what SEAs are responsible for, particularly in regard to the receipt and distribution of federal funds under ESEA, IDEA, and the Perkins Vo-Tech Education Act. Also included are reports from the newly-formed District of Columbia State Education Office, delineating its structure and function, as well as notes from meetings conducted by CCSSO staff with the State Education Office and the D.C. Board of Education. This series includes personal correspondence, biographical information about Gordon Ambach, photographs, and information about the funerals and lives of several friends and associates. Folders marked "Personal" contain correspondence with President Bill Clinton, Secretary of Education Richard Riley and other Cabinet members, and several members of Congress. Also included are short biographical notes written for inclusion in articles, as well as for variety of Who's Who categories.

Use of Records:

Access Restrictions:

There are restrictions to accessing some of the files in this series. These files are labeled "[restricted]" in the folder list.

Related Information:

Related Materials:

Series B0563, Audio and video tapes of speeches and interviews of Commissioner Gordon M. Ambach.

Other Finding Aids:

Print finding aid available which contains additional background information for each subseries in the collection.

Access Terms:

Subjects:

- Women educators
- Educational planning
- Education and state--New York (State)
- Educational law and legislation
- Education and state--United States--States
- Education
- Education--Finance
- Education

Corporate Names:

- New York State Archives
- State University of New York
- University of the State of New York. Board of Regents

Personal Names:

- Ambach, Gordon M.

Genres:

- Reports

Geographic Names:

- New York (State)

Functions:

- Monitoring education
- Legislating
- Supervising education

Detailed Description:

Contact repository for copy with container list information.