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FOIA MARKER

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Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Correspondence Files

OA/ID Number: 62005
Folder ID Number: 62005-001

Folder Title:
D. Allan Bromley Correspondence - Presidential - A-Z [2 of 5] [1990]

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THE WHITE HOUSE

WASHINGTON

December 13, 1990

Dear Mr. Feldman:

Thank you for writing to express your concern and that of your co-signers about the proper management of forests. I have been asked to respond on behalf of the President.

Let me begin by noting how impressed we were by Minister Lutzemberger's report to us during our visit on the Collor Administration's plans to preserve as much as possible of what was reported to us to be the 90 percent of the Brazilian tropical forest remaining.

The United States Government currently has a number of comprehensive programs that manage forest growth, enhance existing natural resources, plant trees, and improve forests. These efforts are overseen by both the Department of Agriculture and the Department of the Interior.

There was no net loss of forestry acreage during the 1980s in the United States. The America the Beautiful initiative, put forth by the Bush Administration, and recently enacted, will add 1.5 million acres of forest annually, resulting in a net gain in the area of U.S. forests in the next twenty years. This program is one of the first in the world designed, in part, and to address the concern of potential global change through tree planting. Not only will this program enhance existing natural and recreational resources, but it will also provide a very significant sink for carbon dioxide.

As part of the U.S. commitment to reduce greenhouse gases, the one billion trees to be planted in the America the Beautiful program can sequester 50 million tons of carbon per year. The one billion trees are estimated to reduce net greenhouse gas emissions in the year 2000 by 9 million tons of carbon equivalent, making up a significant part of our global climate commitments to reduce greenhouse gases in the United States.

Your letter mentioned the subsidization of timber sales. I can assure you that we are concerned about any inappropriate incentives that could harm our natural resources. In fact, the President's State of the Union address in January of this year called for an end to below-cost timber sales from seven national forests for fiscal year 1991.

To move forward in our commitment to the importance of forestry throughout the world, President Bush led the G-7 Houston Summit in calling for a "Global Forest Agreement."

The United States has taken other domestic initiatives to protect its forests. The Farm Bill, passed through the Congress this year, provides for the protection of water resources by protection of environmental forest areas threatened by conversion to non-forest uses. Our Clean Air Act provides for reducing acid rain, which will have positive benefits for the health of our forests.

The protection of our biodiversity is very important. Although the tropical forests have over one-half of the world's species, the species in U.S. forests are also very important. All of our forestry actions are resulting in biodiversity benefits. Although the figure of the loss of one species per day worldwide, or the 17,500 species lost per year in the tropics, may sound threatening, it should also be noted that 99 percent of all the species that ever existed are now extinct. Because we do not know what the effect of the loss of a species may be, and because we share your belief that the gene pools in the world's forest and their fauna and flora represent an irreplaceable treasure and heritage that can benefit all mankind, we are working to protect these natural resources through our forest preservation and reforestation programs and through sustainable development.

Again, thank you for writing to express your concerns. We shall work to continue to foster more cooperation between our two countries in environmental issues such as these. We believe that the discussions that we held during our recent visit were productive in terms both of new understanding of our shared problems and of new cooperation in addressing them.

Sincerely yours,



D. Allan Bromley
Assistant to the President
for
Science and Technology

H. E. Fabio Feldman
Deputado Federal
Camara Dos Deputados
Anexo III Gabinete 473
Brasilia, DF
Brazil

bcc: The President
Gov. Sununu

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Letter	To: President Bush From: Fabio Feldman Re: Preservation of the Amazonian forest and global change (6 pp.)		(b)(1)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Correspondence Files
WHORM Cat.:
File Location: D. Allan Bromley Correspondence - Presidential - A-Z [2 of 5] [1990]

Date Closed:	2/10/2010	OA/ID Number:	62005-001
FOIA/SYS Case #:	2005-0336-F	Appeal Case #:	
Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
 P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
 P-3 Release would violate a Federal statute [(a)(3) of the PRA]
 P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
 P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
 P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

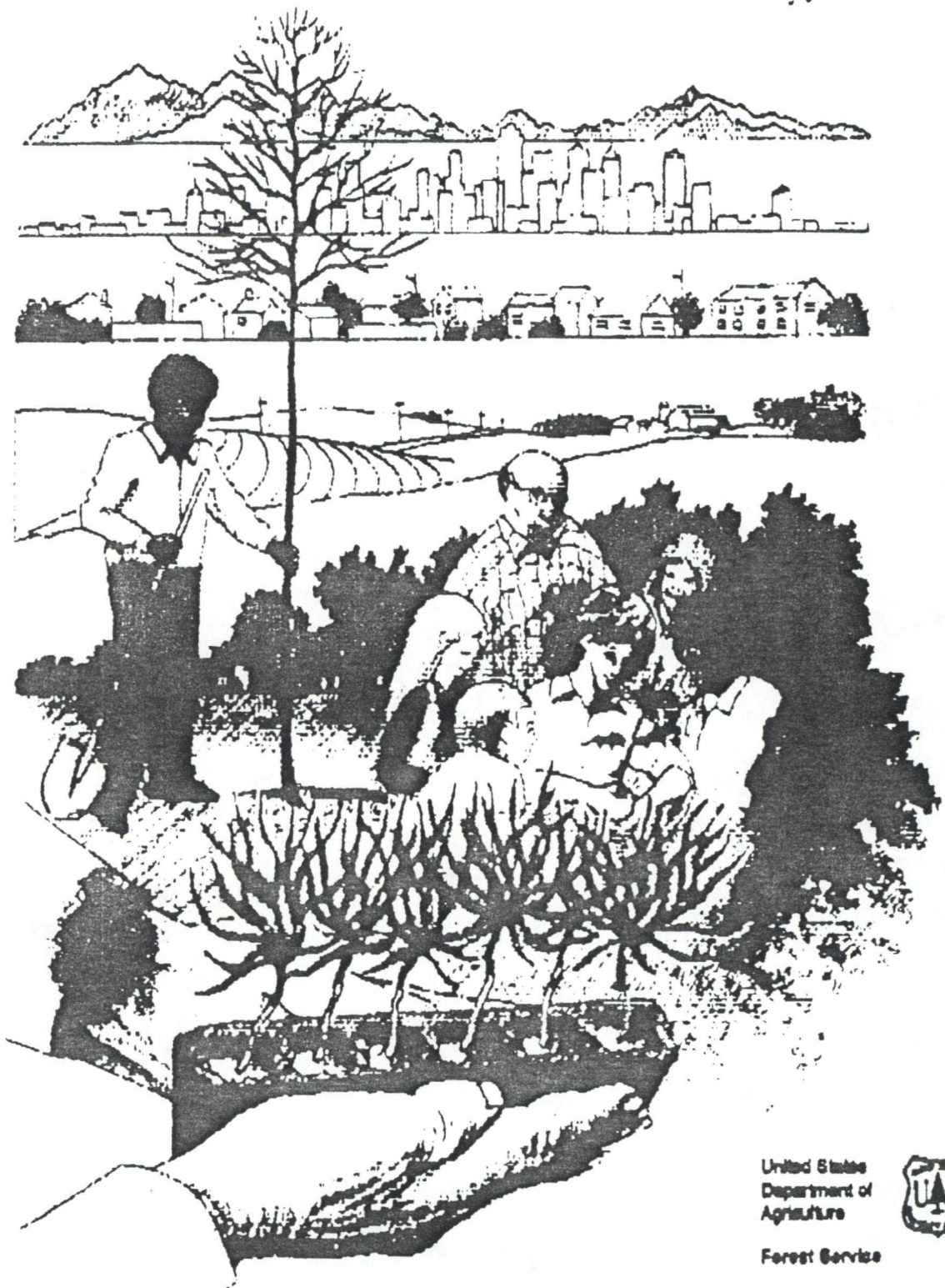
Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
 (b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
 (b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
 (b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
 (b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
 (b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
 (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
 (b)(9) Release would disclose geological or geophysical information

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America the Beautiful

National Tree Planting Initiative



United States
Department of
Agriculture



Forest Service

National Tree Planting Initiative

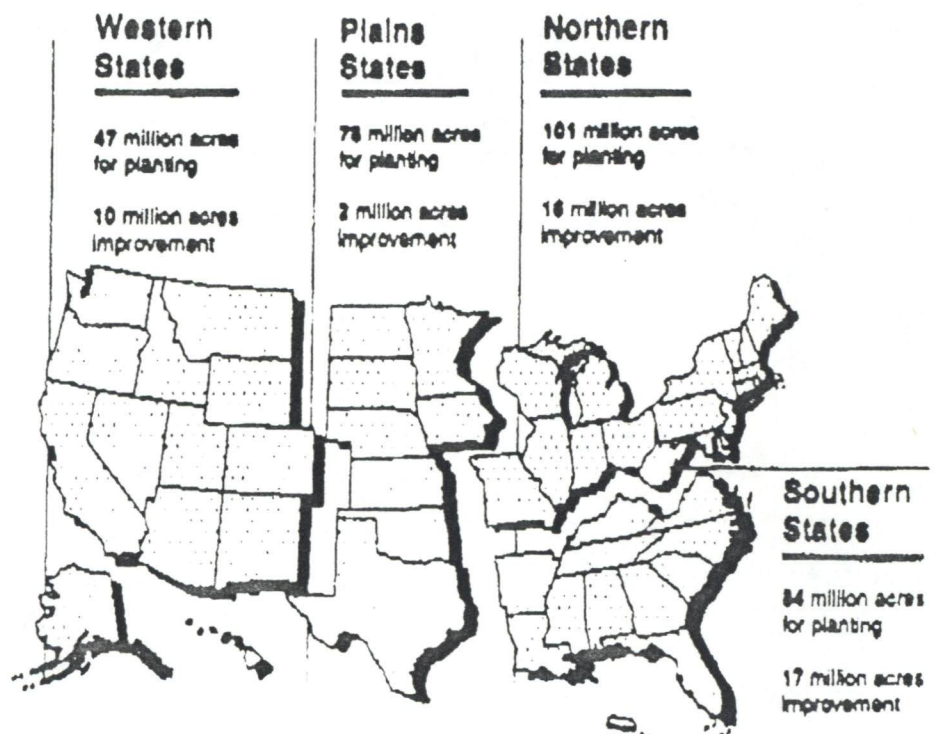
President Bush is proposing a major new initiative, called *America The Beautiful* that provides an environmental legacy for future generations, enhances existing natural and recreational resources, and addresses mounting public concerns about the buildup of atmospheric carbon dioxide. A major component of the initiative is a nationwide multiyear program of tree planting and forest improvement.

The initiative calls for a public and private sector cooperative approach with a goal of planting, improving, and maintaining nearly one billion trees per year in communities and rural areas nationwide. Virtually every State, community, and individual in the Nation will have the opportunity to participate.

Tree Planting and Improvement in Rural Areas

The proposal provides for tree planting and forest improvement in rural areas through a cost-sharing and technical assistance approach with private landowners. Much of the tree planting would take place on economically marginal and environmentally sensitive agricultural cropland and pastureland.

Suitable Acreage for Rural Tree Planting and Improvement



Landowners who are interested in participating will be provided technical assistance in setting objectives, developing management plans, and determining site suitability. They will be assisted in tree species selection and planting, as well as in improving and maintaining the vigor of existing forest stands. They may also be provided with Federal cost-sharing assistance (50/50 basis) for their planting and improvement efforts.

The USDA Forest Service will provide leadership for the rural tree planting and improvement, working through State Foresters, and build upon existing delivery systems for landowner assistance. Because much of the tree planting will encompass areas that have not participated strongly in recent tree planting efforts, such as the Conservation Reserve Program, the proposal provides for bolstering the

infrastructure of technical support and expertise available to landowners and for ensuring the availability of appropriate planting stock.

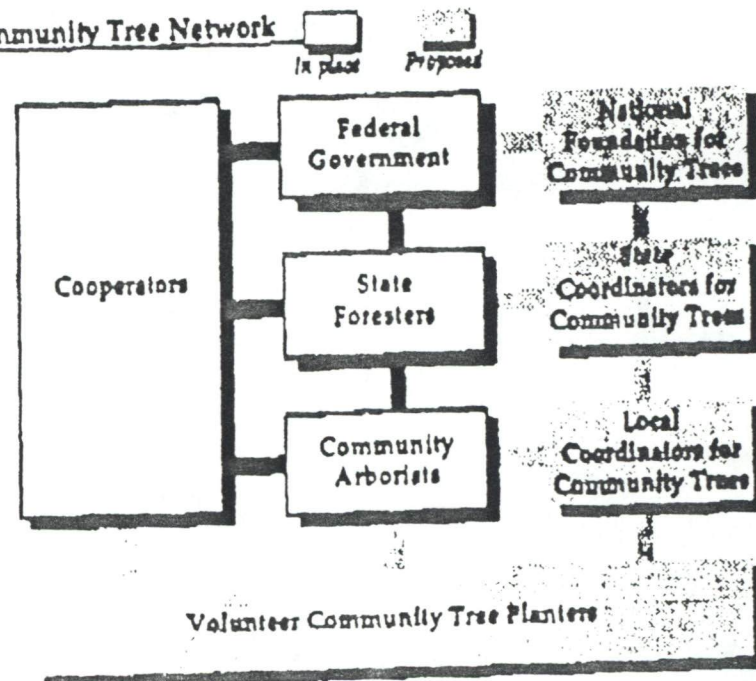
A budget of \$110 million is proposed for Fiscal Year 1991 to begin this national rural tree planting and improvement activity. The funding provides a pool of Federal cost-share dollars and the strengthened technical assistance needed to support and implement the program.

Community Trees

The proposal provides for national leadership to promote a nationwide volunteer effort, mobilizing the corporate and civic sectors to donate funds and labor, to plant an average of 30 million trees annually in the nearly 40,000 cities, towns and communities throughout the country. The Community Trees proposal will reverse the current trend of *deforestation* occurring in the Nation's cities and towns, where on average, one tree is planted for every four that die or are removed.

National leadership will be shared by the USDA Forest Service and a national non-profit foundation. The foundation will promote the program, mobilize the public, corporate and civic sectors to work cooperatively, solicit funds to assist communities, and encourage volunteerism in communities to plant trees. Funds raised by the foundation will be used to assist communities for the costs of site preparation, and tree selection, planting and maintenance in communities throughout the country.

Community Tree Network



The USDA Forest Service will provide professional forestry leadership and build upon the existing technical assistance delivery system, working through State Foresters and other cooperators. The Forest Service will assist States and communities develop, strengthen, and expand the infrastructure of technical expertise needed to coordinate volunteer tree planting efforts and develop appropriate promotional and technical information to assist volunteers.

A budget of \$65 million is proposed for the Community Trees volunteer program. It includes funding for the non-profit foundation, and provides for strengthening technical assistance at the Federal, State, and local levels and for technical and informational materials.

Program Goals

Scientific consensus and public concern are growing that atmospheric increases in *greenhouse gases*, principally carbon dioxide (CO₂), will alter the global climate. While the eventual solution of the problem requires control of CO₂ emissions at their sources, an immediate opportunity exists to offset CO₂ increases through a tree planting and forest improvement program. The program will help:

- To offset U.S. CO₂ emissions increases through a tree planting and forest improvement program.
- To demonstrate U.S. commitment to worldwide sustainable forest management and reduction of atmospheric carbon dioxide buildup.
- To provide leadership and action in building the conservation spirit and ethic in the U.S. through cooperative public-private partnerships and citizen volunteer approaches to tree planting and forest management.
- To improve forestland management and produce multiple environmental and economic benefits from forests and community trees throughout the U.S.

Benefits

Trees are a significant factor in the quality of life of America's communities and rural areas. Trees provide environmental, social, and economic benefits. They enhance biodiversity, wildlife, air and water quality, and recreational opportunities, and improve landscape aesthetics and property values. They help reduce soil erosion and provide future supplies of timber and wood products. Trees are especially effective *natural air cleaners* by removing carbon dioxide from the atmosphere and releasing oxygen. In communities they are particularly effective by also reducing demands for energy from fossil fuels to heat and cool buildings, through careful placement for shade or as windbreaks.

The public-private partnership approach called for in the initiative will result in a renewal of support, commitment, and hands-on involvement at the grass roots level throughout the Nation in improving the environment and providing a legacy for future generations.

THE WHITE HOUSE
WASHINGTON

4 December 1990

MEMORANDUM TO THE PRESIDENT

Attn: Andy Card/Jim Cicconi
From: Chase Untermeyer

José Vincenti, husband of Doña Julita, died Sunday after a long illness.

She can be reached by phone Wednesday 5 December at the funeral home, (809) 751-1111. At other times:

Home: (809) 751-8710

Office: (809) 766-5095

Her address is:

Mrs Julia Rivera de Vincenti
762 López Sicardo Street
Urbanizacion Dos Pinos
Río Piedras, Puerto Rico 00922

----- end of transmission -----

WHITE HOUSE STAFFING MEMORANDUM

DATE: 11/26/90

ACTION/CONCURRENCE/COMMENT DUE BY: 5:00 Tuesday 11/27

SUBJECT: PRESIDENTIAL REMARKS: JOINT SESSION, BRAZILIAN CONGRESS

(11/26 5:15 p.m. draft)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☒	☐
SUNUNU	☐	☐	NEWMAN	☐	☐
SCOWCROFT	☒	☐	PORTER	☒	☐
DARMAN	☒	☐	ROGICH	☒	☐
CARD	☐	☒	UNTERMAYER	☐	☐
CICCONI	☐	☒	ROGERS	☒	☐
DEMAREST	☒	☐	PINKERTON	☒	☐
FITZWATER	☐	☒	WINSTON	☐	☒
GRAY	☐	☐	DELAND	☒	☐
HAGIN	☐	☐	BOSKIN	☒	☐
HOLIDAY	☒	☐	Bromley	☒	☐

REMARKS:

Please provide any comments/recommendations directly to Chriss Winston by 5:00 Tuesday, 11/27, with a copy to my office. Thanks.

RESPONSE:

Delete the phrase (page 6)
"in focusing on carbon sequestration"
It totally undercuts
our focus on a comprehensive
approach to greenhouse
gas!!
Bromley.

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

90 NOV 26 PM 6:41

(Lange/Cawley)
November 26, 1990
5:15 p.m.
[BRAZIL.DOC]

PRESIDENTIAL REMARKS: JOINT SESSION, BRAZILIAN CONGRESS
BRASILIA
MONDAY, DECEMBER 3, 1990
11:15 A.M.

[[Obrigado [oh-bree-GAH-tho]. Mr. President of the National Congress [Senator Nelson Carneiro]; Mr. President of the Chamber of Deputies [Deputy Paes de Andrade]; Senator [welcome speech]; Deputy [welcome speech]; Mr. President of the Supreme Court [Dr. Neri da Silveira]; esteemed Papal Nuncio, and members of the diplomatic corps; Mr. Archbishop [Dom Freire Falcao]; Honorable Ministers of State; Honorable Deputies and Senators.]] It is a privilege to join you in this great hall of democracy -- and an honor that so many members could be here today. I deeply appreciate your presence.

My thoughts today could have no better forum -- my words, no better audience -- than here, in Brasilia. A city that so aptly symbolizes the energy and aspirations of a great people -- the bold and expansive spirit of a great nation -- and the promise of a bright future for all of the Americas.

We meet at an extraordinary moment in our shared history. A time of serious challenges and important choices, that calls for mutual respect, candor, and collective will.

I have met with many Latin and Caribbean leaders. And throughout the range of issues we've discussed, all of us, I think, have been seeking for a way to express what we see as a new, more mature relationship among the Americas.

President Collor, who represents a new breed of leadership now sweeping across Latin America, is Brazil's first popularly-elected President in almost three decades. Your gubernatorial and legislative elections are another brilliant achievement in Brazilian democracy -- and I congratulate you and all Brazilians.

President Collor has spoken eloquently of Brazil's rightful place at the table of the First World -- and I agree.

I believe it is time, in fact, to end the false distinctions between First World and Third World that have too long compromised political and economic relations in the Americas. Let us instead speak of the New World.

This hemisphere has always found strength in diversity. After all, here I stand, addressing Portuguese-speakers in English, because of an Italian sailing on behalf of Spain, guided by the theories of theologian in France, five centuries ago.

What we hold in common transcends borders and translates into any language. The nations of America all struggled and gained independence from the old ways of the Old World -- ended the injustice of slavery -- and built republics of promise and renewal around the dignity and power of the individual, the rule of law, and the rights of man.

Now, as we approach the 500th anniversary of Columbus' discovery of the Americas -- and the arrival of Cabral's Portuguese fleet in Brazil -- this is a moment to look to the future of the New World. For while we have all witnessed in wonder the dawn of democracy in Eastern Europe, in the Americas,

too, we have heard the rolling thunder of political and economic revolution. And while some may claim our frontiers have all been explored, I contend we have just begun to press forward, toward the real promise of the Americas.

Ideals endure. Territories may end at borders, continents may end at the water's edge, but human potential knows only those limits set by human imagination. The Americas' role in the world is not defined by geography. The sun is not setting in the West. I believe we are approaching a new dawn in the New World.

To be true to our forefather's legacy -- to be worthy of these continents' cost in sweat, blood and courage -- our thinking must be as bold -- our dreams, as brave -- our will, as resolute. Our challenge now, is to hew out of a wilderness of competing interests a new kind of opportunity in the Americas.

To truly fulfill the New World's freedoms, all of the Americas and the Caribbean must now embark on a venture for the coming century: to create the first fully free, fully democratic hemisphere in the history of mankind. The first hemisphere wholly devoted to freedom -- to free speech, free trade, free elections, and free markets unfettered by the state.

It is within our power to make this hemisphere the largest trading center of sovereign nations in the world. From the northernmost reaches of Canada to the tip of Argentina, we see a future where growing opportunity, the power of technology and the benefits of prosperity are developed and shared by all.

Such a vision will often mean redefining institutions -- rethinking their relationship with the people they exist to serve. In many cases, change will not come easily. Economies now dependent on protection and state regulation must open to competition. The transition, for a time, will be painful. But the results -- growing economies and sound currencies -- will **bring unprecedented prosperity and stability.**

Latin America's economic adjustment is already in motion. Exports are rising. Fiscal reform is underway. In eight months, President Collor and this Congress have driven down inflation, started to free the private sector from government control and subsidy, and begun to open the economy to greater competition and vitality -- the unparalleled prosperity of the open market.

This new model of Latin American development presents a challenge to traditional political culture. Many of the Americas will have to make serious adjustments to compete with Southeast Asia, and to take advantage of the European Market after 1992. But we're confident that solutions will be found -- by Brazilians, by Chileans, by Peruvians --- by all of the Americas.

That was the spirit of the Enterprise for the Americas Initiative we announced last June. It calls for a major hemispheric effort to unify the New World in the three key areas of trade, investment, and debt.

In **trade**, our first priority should be to promote long-term growth -- and the most effective first step is the successful conclusion of the Uruguay Round, now in its final stages in

Geneva. An end to export subsidies and new openings for developing country exports mean new market opportunities -- and a higher standard of living -- for the farmer in Mato Grosso, the textile worker in Parana, and the engineer in Sao Paulo.

But the Uruguay Round and Bilateral Trade Agreements are only first steps. The Southern Cone Common Market, now developing under the leadership of President Collor and his colleagues in neighboring countries, is a major step toward the world's first hemispheric free trade zone.

For investment in the Americas, the dead hand of state control must be lifted. We must allow entrepreneurs the flexibility to adapt, create, and produce -- to provide meaningful and well-paying jobs for your workers -- and to lift Latin America's peoples out of poverty. Brazilians know what foreign investment can do -- just witness its role in the dynamism of Sao Paulo, and the \$10 billion of U.S. investment already in this country.

Free markets work. They create widespread prosperity. And the reason is as simple as it is profound. Every man and woman is capable of success. By promoting the potential of the individual over the power of government -- by giving people the means to chart their own destiny -- the frontiers of the Americas will stretch on forever. Like Brazil's mythical bandeirantes, who opened "new paths never trod, never known," we, too must be willing to move in new directions.

But individuals cannot succeed if government is burdened by

debt. That's why the third leg of our Enterprise for the Americas is a comprehensive commitment to work with Brazil and others in Latin America to restructure U.S. official debts on concessionary terms. These swaps can free up substantial resources for use in environmental projects.

Our new approach to official debt will complement commercial debt restructuring through the Brady plan. I understand the importance to Brazil, and to the international financial community, of reaching a new and effective agreement on commercial debt. Global capital flows will be vital to your development -- and we are ready to assist wherever possible.

We've submitted a request to our Congress for the authority to implement our proposals. But we know that real solutions must be collective. That's why, for every shared concern, we envision a permanent partnership between all the nations of the Americas, to confront challenges that know no borders.

We envision a hemisphere where a genuinely collaborative commitment is shared to protect our environmental legacy. There can be no sustained economic growth without respect for the environment -- and there may be no greater impediment to protecting the environment than poverty. The linkage is crucial.

That's why the Enterprise for the Americas Initiative links bilateral debt relief with environmental protection -- not as a challenge to national sovereignty, but as an affirmation of shared international interests. Here in Brazil, a consortium of organizations has presented a proposal to the government for such

a debt-for-nature swap. I encourage other creditor nations to convert debt into funds for the environment.

The Declaration of Brasilia in 1989 reflected the wisdom and dedication of this region to wise stewardship of your unique natural resources. And your hosting of the United Nations Conference on Environment and Development in 1992 places Brazil in a position of true global leadership.

[We hope an agreement to protect the world's forests will be ready for signing at that Conference. We believe more progress will be made if the forest agreement is negotiated apart from the Climate Change convention -- which, ~~in focusing on carbon sequestration,~~ only relates to one of the many benefits forests have for the planet.]

← incorrect as is

The wise management of the Americas' rich endowment of forests and wildlife will be an important test. For the sake of present and future generations, we have an opportunity to make the Western hemisphere a model for sustainable development.

We also are challenged to make ours a hemisphere where sovereign nations are joined in collective determination to eradicate the disease of drugs. The time for blame is long over. We in the U.S. recognize we must do more to reduce demand. And you understand that the spreading tentacles of the drug trade threaten democratic society.

President Collor has taken a strong position against drugs for the sake of youth here in Brazil -- and I pledge the full efforts of my government to continue to dampen demand. There is

(A) so that the many other benefits of trees and forests -- in addition to the climate benefits -- are included in a special forest agreement.

though a variety of S+C programs
large are only one of the diseases we are fighting
together. Brazil & the US have supported research
in biomedical fields including malaria, infectious
diseases, & vaccine development. This cooperation
in fighting debilitating diseases affecting millions
of people improves the environment for sustainable
only one answer to the drug problem in this hemisphere. It is
the answer we reach together. *development in the region*

And finally, in this era of great challenges around the world, we want the Western hemisphere to be a model to the world for security and stability -- in regional arms control, in nuclear and chemical non-proliferation, and in collective commitment to facing down aggression. Just as Brazil made valiant contributions to the cause of freedom in World War II, you were among the first to implement sanctions against Iraq. I applaud your role in the world community's universal condemnation of Iraq's aggression.

But underlying all of the issues we face together is a more fundamental challenge, whose success will affect them all.

We must usher in an economic revolution the equal of the political revolutions we've witnessed. We must make ours a hemisphere where economic competition is embraced -- not as a threat to privilege, but as the key to prosperity.

Where neighbors prosper, neighborhoods flourish. And just as all of the American nations struggled to avoid the interventions of Old World government in their affairs, so should we give that spirit rein in every individual.

Let us hold firmly in our minds an unshakable conviction in the importance and benefit of free enterprise. From Boston to Buenos Aires, from Labrador to Lima, let us together enact the unwritten equivalent of an economic Bill of Rights -- so that any man or woman who wants to launch a new enterprise views the state

as an ally, not an obstacle -- and all who pursue the fruits of the free market see other nations not as threats to sovereignty, but as opportunities for mutual prosperity.

We long ago achieved independence from the Old World. Now let us work toward a new declaration of interdependence among the American nations of the New World.

This vision of a completely free, completely democratic hemisphere -- the promise of the New World -- is now within our reach. If, as Jose Bonifacio once said, "Brazilians are enthusiasts of a beautiful ideal," let us not limit the New World's potential with old thinking. After the half millenium we have had in this hemisphere to form our nations and find our way, let us now make our relations the world's inspiration.

With our hearts and minds and hands, let us meet a challenge worthy of our heritage -- worthy of this land of boundless frontiers and limitless opportunity.

Standing on this central plateau, soon to be the seat of great decisions, President Juscelino Kubitschek said, "I look once again at the future of my country, and see this dawn with unyielding faith and unlimited confidence in its great destiny."

My friends, my neighbors -- let the new dawn come to the New World. Let us fulfill the promise of these great lands.

Thank you very much. And may God bless the Brazilian people.

WHITE HOUSE STAFFING MEMORANDUM

DATE: Nov. 16, 1990 ACTION/CONCURRENCE/COMMENT DUE BY: ---

SUBJECT: OP-ED PIECE ON PERSIAN GULF FOR NEWSWEEK.

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☐	☒
SUNUNU	☐	☒	NEWMAN	☐	☒
SCOWCROFT	☐	☒	PORTER	☐	☒
DARMAN	☐	☒	ROGICH	☐	☒
CARD	☐	☒	UNTERMAYER	☐	☒
CICCONI	☐	☒	<i>Deland</i>	☐	☒
DEMAREST	☐	☒	<i>Bromley</i>	☒	☒
FITZWATER	☐	☒	<i>Boskin</i>	☐	☒
GRAY	☐	☒	_____	☐	☐
HAGIN	☐	☒	_____	☐	☐
HOLIDAY	☐	☒	_____	☐	☐

REMARKS:

Allen - This is just fyi. They do mention chemical and biological warfare on page 2.

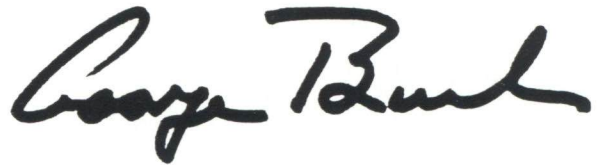
Ken

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702



THE WHITE HOUSE
WASHINGTON



It is now more than 15 weeks since Iraqi tanks, with little warning and even less mercy, rolled across the once tranquil border dividing Iraq from its neighbor Kuwait. Within three days, 100,000 Iraqi troops controlled the streets of Kuwait City and massed at the borders of Kuwait's neighbor Saudi Arabia. A second invasion, or at the very least, military intimidation, appeared imminent.

Iraq's occupation of Kuwait has been a nightmare. Hundreds of thousands of Kuwaiti men, women and children have been driven from their country; Saddam has brought in tens of thousands of Iraqis and other foreigners to resettle Kuwait in their place. Homes, buildings and factories have been looted. Babies have been torn from incubators; children shot in front of their parents. Disappearances and graphic accounts of torture are widespread.

Iraq's leader Saddam Hussein has not been content with violence against Kuwaitis. Thousands of foreigners are being denied the freedom to leave, in violation of the most basic norms of civilized conduct. Embassies and diplomatic residences are being violated, and their diplomatic personnel are being starved out.

The response of the international community to this cruelty has been immediate and unwavering. The United Nations Security Council has passed ten resolutions condemning Iraq's invasion and occupation, rejecting its annexation of Kuwait, and calling upon Saddam to allow all who wish to leave to do so. To back up these calls for action, the international community has put into place mandatory and comprehensive economic sanctions designed to ensure that Iraq reverses, and does not benefit from, its aggression. I am proud to say that the United States played a key role in building the coalition of nations that has forged this response; American leadership remains a positive and constructive force in this changing world.

Now, as I write this column, more than 200,000 men and women wearing the uniforms of the U.S. armed forces stand guard on the sand and along the shores of the Arabian peninsula, together with the armed forces of more than 25 other countries. Over the next few months, they will be joined by thousands of additional troops from America and other nations.

But why are ~~we~~ there? Why should we be there?

First, the world must not reward aggression. Iraq's invasion and occupation of Kuwait is not just a case of petty aggression. We stand now at a singular moment. The civilized world is now in the process of fashioning the rules that will govern the new world order beginning to emerge in the aftermath of the Cold War. The history of this century shows clearly that rewarding aggression encourages more aggression. If the world looks the other way in this first crisis of the Post Cold War era, other would-be Saddams will conclude, correctly, that aggression pays. We must either be prepared to respond now or face a much greater set of challenges down the road.

Second, our national security is at stake. Can the world afford to allow Saddam Hussein a stranglehold around the world's economic lifeline? That is exactly what would happen if we failed. Armed with thousands of tanks and aircraft, not to mention chemical, biological and perhaps even nuclear weapons, Saddam would dominate the Gulf and the bulk of the world's petroleum reserves. Even now, without an actual shortage of oil, Saddam's aggression has almost doubled oil prices, causing serious problems here at home and throughout the world. Fledgling democracies are at particular risk; the poorest nations are hit hardest. The potential for much greater suffering is real. We cannot allow any tyrant to practice economic blackmail. Energy security is national security, and we must be prepared to act accordingly.

Last, innocent lives are at stake. I want to see a world in which Americans and others can live free from fear. The cynical use of innocent civilians, be it as bargaining chips or as pawns to deter attack, is an affront to civilized behavior. This blackmail will not succeed. At the same time, our citizens and our diplomats must be free.

Many, understandably, counsel prolonged patience. Yet, it is grim reality that with each passing day the consequences of Saddam's aggression grow. Remember, Saddam has not hesitated to use his most terrible weapons -- not merely in time of war, but against his own people. The fact that Saddam is actively developing the most sophisticated weapons of mass destruction known to man -- nuclear and biological weapons -- is ominous indeed. Those who are in hiding or inside our embassy in Kuwait risk capture or surrender. As I write this, Saddam Hussein has callously refused to comply with the UN Resolution that calls for the replenishment of foreign embassies. The potential cost in human lives of what would be needed to break Saddam's grip on Kuwait mounts as do the global economic costs of his aggression.

Our goals have not changed since I first outlined them to the American people last August. First, the immediate and unconditional withdrawal of all Iraqi forces from Kuwait. Second, the restoration of Kuwait's legitimate government. Third, security and stability for the Gulf -- an important national interest of the United States since the time of Harry Truman. And fourth, the protection of American citizens abroad.

Let me make one more thing clear. As I work to realize these goals, I will use every means at my disposal to reach a peaceful solution. We will continue the effective implementation of the United Nations sanctions. There already has been enough violence, suffering and sacrifice.

Lasting and meaningful peace must be founded upon principle. Iraq cannot be rewarded for its blatant aggression. Kuwait must be sovereign; its territory intact. The hostages must be set free. Iraq can never again be in a position to threaten the survival of its neighbors or our vital interests.

With unity and determination, and yes, patience, I am confident that these objectives are within our reach. When we succeed, we will have returned a country to its people. We will have demonstrated that aggression will not be tolerated. We will have invigorated a United Nations that contributes as its founders dreamed. We will have established principles for acceptable international conduct and the means to enforce them. In short, we will have taken a major step toward a community of nations bound by a common commitment to peace and restraint. This is something Americans and peace-loving peoples have long sought. Out of this difficult time of testing, we have the extraordinary opportunity to make this dream a reality.

"CORRESPONDENCE TRACKING"

TYPE: Information

DOCUMENT NUMBER: 9024026

FROM: Kelley, Sally: Presidential Correspondence

TO: Bromley

DATE OF
CORRESPONDENCE: 11/

SUBJECT:

ASS1

ACTION

SENDER'S

COPIES TO: L
N:

WHITE HOUSE TRAC

REMARKS:

DATE RECEIVED: 11/07/90

FILE: OEOB

*See no problem whatsoever
with the addition of Bureau to
the EPA Board simply because,
having studied the subject
extensively, tobacco, he has
formed and stated his opinion,*

*based on that study especially.
Look on this as an attempt
by the tobacco interests to lob
a shot across EPA's bow
and would not accede to
their request for change.
Adam.*

THE WHITE HOUSE
WASHINGTON

11/13/90

Fred: (m. cluse)

I see no problem whatever with the addition of Burns to the EPA Board simply because, having studied the subject extensively, tobacco, he has formed and stated his opinion, based on that study.

I look on this as an attempt by the tobacco interests to lob a shot across EPA's bows and would not accede to their request for change.

Allan

"CORRESPONDENCE TRACKING"

TYPE: Information

DOCUMENT NUMBER: 9024026

FROM: Kelley, Sally: Presidential Correspondence

TO: Bromley

DATE OF
CORRESPONDENCE: 11/07/90

SUBJECT: Letter from Alex McMillan to President Bush

ASSIGNED TO:

ACTION REQUIRED:

SENDER'S DUE DATE:

OSTP DUE DATE:

DATE COMPLETED:

COPIES TO: D. Allan Bromley
Nancy Maynard

WHITE HOUSE TRACKING #:

CONTACT PERSON:

REMARKS:

DATE RECEIVED: 11/07/90

FILE: OEOB

T H E W H I T E H O U S E O F F I C E

REFERRAL

NOVEMBER 7, 1990

TO: OFFICE OF SCIENCE AND TECHNOLOGY POLICY

ACTION REQUESTED:

INFORMATION COPY - NO ACTION NECESSARY

REMARKS: ALSO REFERRED TO EPA

DESCRIPTION OF INCOMING:

ID: 186069

MEDIA: LETTER, DATED OCTOBER 25, 1990

TO: PRESIDENT BUSH

FROM: THE HONORABLE ALEX MCMILLAN
U.S. HOUSE OF REPRESENTATIVES

WASHINGTON DC 20515

SUBJECT: ENCLOSURES A LIST OF SCIENTISTS THAT SHOULD
BE ADDED TO THE EPA SCIENCE ADVISORY BOARD
PANEL CONVENED TO REVIEW THE EPA'S RISK
ASSESSMENT OF ENVIRONMENT TOBACCO SMOKE

PROMPT ACTION IS ESSENTIAL -- IF REQUIRED ACTION HAS NOT BEEN
TAKEN WITHIN 9 WORKING DAYS OF RECEIPT, PLEASE TELEPHONE THE
UNDERSIGNED AT 456-7486.

RETURN CORRESPONDENCE, WORKSHEET AND COPY OF RESPONSE
(OR DRAFT) TO:

AGENCY LIAISON, ROOM 91, THE WHITE HOUSE, 20500

SALLY KELLEY
DIRECTOR OF AGENCY LIAISON
PRESIDENTIAL CORRESPONDENCE

THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

FG 122

INCOMING

DATE RECEIVED: OCTOBER 26, 1990

NAME OF CORRESPONDENT: THE HONORABLE ALEX MCMILLAN

SUBJECT: ENCLOSURES A LIST OF SCIENTISTS THAT SHOULD
BE ADDED TO THE EPA SCIENCE ADVISORY BOARD
PANEL CONVENED TO REVIEW THE EPA'S RISK
ASSESSMENT OF ENVIRONMENT TOBACCO SMOKE

ROUTE TO: OFFICE/AGENCY (STAFF NAME)		ACTION ACT CODE	DATE YY/MM/DD	DISPOSITION TYPE RESP	C COMPLETED D YY/MM/DD
FREDERICK MCCLURE		ORG	90/10/26	FM A90/1029W	
99 EPA REFERRAL NOTE:		A	901109	W	1/1
PD Port REFERRAL NOTE:		I	901109	W C	1/1
99 OSTP REFERRAL NOTE:		I	901109	W C	1/1
REFERRAL NOTE:			1/1		1/1
REFERRAL NOTE:			1/1		1/1

COMMENTS: INCOMING REC'D FROM HENRY PLASTER, OCT 26 90,
FOR TRACKING

ADDITIONAL CORRESPONDENTS: MEDIA:L INDIVIDUAL CODES: 1240
MAIL USER CODES: (A) END (B) (C)

*ACTION CODES:	*DISPOSITION	*OUTGOING	*
*	*	*CORRESPONDENCE:	*
*A-APPROPRIATE ACTION	*A-ANSWERED	*TYPE RESP=INITIALS	*
*C-COMMENT/RECOM	*B-NON-SPEC-REFERRAL	*OF SIGNER	*
*D-DRAFT RESPONSE	*C-COMPLETED	*CODE = A	*
*F-FURNISH FACT SHEET	*S-SUSPENDED	*COMPLETED = DATE OF	*
I-INFO COPY/NO ACT NEC		*OUTGOING	*
*R-DIRECT REPLY W/COPY *			*
*S-FOR-SIGNATURE *			*
*X-INTERIM REPLY *			*

REFER QUESTIONS AND ROUTING UPDATES TO CENTRAL REFERENCE
(ROOM 75, OEOB) EXT-2590
KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING
LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO RECORDS
MANAGEMENT.

October 29, 1990

Dear Alex:

Thank you very much for your recent letter to the President regarding Administrator Reilly's appointment of Dr. David Burns to the Environmental Protection Agency's Science Advisory Board.

We appreciate being apprised of both your concerns regarding the composition of the SAB and your recommendation that individuals holding more favorable views toward the tobacco industry should be given an opportunity to serve on the Board. Please know that I have shared your comments with several of the President's key advisors so that they, too, are aware of your concerns and the list of scientists you suggest be considered for the SAB.

Thank you again for your interest in writing.

With best regards,

Sincerely,

Frederick D. McClure
Assistant to the President
for Legislative Affairs

The Honorable J. Alex McMillan
House of Representatives
Washington, D.C. 20515

FDM:SLM:

bcc: w/ copy of inc to EPA - for appropriate action
bcc: w/ copy of inc to Office of Economic and Domestic Policy -
FYI
bcc: w/ copy of inc to the Office of Science and Techonolgy
Policy - FYI

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF SCIENCE AND TECHNOLOGY POLICY
WASHINGTON, D.C. 20506

November 9, 1990

MEMORANDUM FOR THE PRESIDENT

FROM: D. ALLAN BROMLEY *Alan*
SUBJECT: U.S. TECHNOLOGY POLICY

I respectfully submit a copy of the statement of the Administration's current technology policy.

The significance of this policy statement is that it assembles and systematizes the principles that govern the allocation of technological resources by your Administration in achieving the national goals of improved quality of life for all Americans, continued economic growth, and national security. In this policy statement, Federal responsibilities are treated as is the role of the private sector. The role of the Federal Government in encouraging the generation of technology and its efficient diffusion to the private sector is emphasized. Education and training of the workforce and the general population, as it relates to technological progress and industrial competitiveness, also is discussed.

An important facet of the report is the embodiment of your statement, made earlier this year, that the Federal Government should participate with the private sector in precompetitive research on generic, enabling technologies that have the potential to contribute to a broad range of government and commercial applications.

This policy paper grew out of several requests from Congress during the course of the year for a single statement of Administration policies. It was compiled with the assistance of the Chairman of the Council on Economic Advisors, Office of Management and Budget staff, White House staff, and other interested Federal Government agencies. It is not intended to break any new policy ground, but instead it can serve as the baseline for our current policies.

Attachment

ALEX McMILLAN
9TH DISTRICT
NORTH CAROLINA



186061
COMMITTEE ASSIGNMENT
ENERGY AND COMMERCE
COMMITTEE

Congress of the United States
House of Representatives

Washington, DC 20515
October 25, 1990

President George Bush
The White House
Washington, D.C. 20500

Dear Mr. President:

Yesterday, EPA Administrator Reilly informed Rep. Tom Bliley that Dr. David Burns, a noted anti-tobacco advocate, would be invited to serve in the EPA Science Advisory Board (SAB) panel convened to review the EPA's risk assessment of environment tobacco smoke (ETS). This act by EPA coupled with the distinctly unfriendly views of tobacco held by a number of other members of the SAB panel, flies in the face of objective scientific peer review and threatens to undermine a fair evaluation of the existing science on ETS, science which the tobacco industry believes is inconclusive at best. If the SAB concludes that ETS is a known human carcinogen, other federal agencies will have little choice but to regulate exposure to ETS.

In order to restore a semblance of balance to the SAB, it is critical that scientists who are more favorable to the tobacco industry be given an opportunity to serve on the SAB. Such a request can not be challenged as destroying the impartiality of the SAB, since EPA already has politicized the peer review process by its own actions.

It is anticipated that the composition of the SAB will be made public in the next day or so. Once that happens, it will be exceedingly difficult for EPA, from a public relations perspective, to add new members to the SAB. The time to put pressure on EPA is now, and that pressure must come from the White House.

Enclosed are the names of the scientists that should be added to the SAB.

Thank you for considering this request.

Sincerely,

Alex McMillan
Member of Congress

AM/jeb
Enclosure

President George Bush
Page 2
October 25, 1990

- Alvan Feinstein, Ph.D.
Yale University
Epidemiology
- Joseph Fleiss, Ph.D.
Columbia University
Biostatistics
- Irving Kessler, M.D.
University of Maryland
Epidemiology
- Maxwell Layard, Ph.D.
Layard Associates
Epidemiology
- Paul Switzer, Ph.D.
Stanford University
Statistics Department
- Phillip Witorsch, M.D.
George Washington University
Pulmonary Medicine

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02a. Memorandum	To: George Bush From: Allan Bromley Re: Launch approval for NASA's Ulysses Mission (2 pp.)	9/20/90	(b)(1)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Correspondence Files
WHORM Cat.:
File Location: D. Allan Bromley Correspondence - Presidential - A-Z [2 of 5] [1990]

Date Closed:	2/10/2010	OA/ID Number:	62005-001
FOIA/SYS Case #:	2005-0336-F	Appeal Case #:	
Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P-3 Release would violate a Federal statute [(a)(3) of the PRA]
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
(b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
(b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
(b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
(b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

THE WHITE HOUSE

WASHINGTON

December 14, 1977

GDS

PRESIDENTIAL DIRECTIVE/NSC-25

TO: The Secretary of State
The Secretary of Defense
The Secretary of Energy
The Secretary of the Interior
The Secretary of Agriculture
The Secretary of Commerce
The Secretary of Health, Education, and Welfare
The Secretary of Transportation
The Acting Director, Office of Management and Budget
The Assistant to the President for National Security Affairs
The Chairman, Council on Environmental Quality
The Director, Office of Science and Technology Policy
The Director, Arms Control and Disarmament Agency
The Administrator, Environmental Protection Agency
The Administrator, National Aeronautics and Space Administration
The Director, National Science Foundation
The Chairman, Nuclear Regulatory Commission

SUBJECT: Scientific or Technological Experiments with Possible Large-Scale Adverse Environmental Effects and Launch of Nuclear Systems into Space

Two earlier Presidential memoranda dealt with the conduct of scientific or technological experiments that might have large-scale or protracted effects on the physical or biological environment (NSAM 235 of April 17, 1963) and the launching into space of systems involving nuclear power (NSAM 50 (revised) of April 10, 1965). These two NSAMs are hereby rescinded. The general purpose, however, behind these two directives--to give the President the opportunity to consider all factors before any such experiment is carried out--remains valid. The President has approved the policy and procedures below to accomplish that purpose.

It should be understood that experiments which by their nature could reasonably be expected to result in domestic or foreign allegations that they might have major and protracted effects on the physical or biological environment,

CLASSIFICATION CANCELLED

BY *[Signature]* DATE 9/23/85

BY AUTHORITY OF NSC MEMO 55-570 DATED 9/10/85

BY *[Signature]* DATE 9/23/85

0 1 65

or other areas of public or private interest, are to be included under this policy even though the sponsoring agency feels confident that such allegations would in fact prove to be unfounded.

Where such experiments constitute major action either licensed or funded by Federal Agencies that significantly affect the quality of the human environment, an environmental impact statement will be prepared. The data from such statement may be used in complying with the following procedures which do not affect the requirement to comply with the provisions of the National Environmental Policy Act:

1. The head of any agency that proposes to undertake a large-scale scientific or technological experiment that might have major and protracted effects on the physical or biological environment, or on other areas of public or private interest, will call such proposals to the attention of the Director of the Office of Science and Technology Policy (hereafter the Director). The Director will consult with the Chairman of the Council on Environmental Quality (hereafter, the Chairman). Notification of such experiments will be given sufficiently in advance that they may be modified, postponed, or cancelled, if such action is judged necessary in the national interest.
2. In support of proposals for such experiments, the sponsoring agency will prepare for the Director a detailed evaluation of the importance of the particular experiment and the possible direct or indirect environmental effects that might be associated with it. The data from an environmental impact statement may be used in complying with this procedure.
3. The Director in consultation with the Chairman will review the proposals and supporting materials presented by the sponsoring agency in order to assure that the need for the experiment has been properly weighed against possible adverse effects.
4. On the basis of this review, the Director in consultation with the Chairman will recommend to the President what action should be taken on the proposed experiment. If the Director, in consultation with the Chairman, judges that inadequate information is available on which to make a judgment, the Director may request that additional studies be undertaken by the sponsoring agency or may undertake an independent study of the problem. Agencies will be notified if an extended delay is anticipated in approval.

5. In the case of experiments that have major national security implications, the head of the sponsoring agency will notify me so that I may determine on an individual basis the procedure to be followed in reviewing these experiments.

6. While the final decision to conduct such experiments must continue to reside with the government, the National Academy of Sciences and, where appropriate, international scientific bodies or intergovernmental organizations may be consulted in the case of those experiments that might have adverse effects beyond the US. When experiments are expected to have such impacts in foreign countries the Secretary of State will be notified. In arriving at decisions on specific projects, foreign policy considerations should be taken into account. Recommendation on the advisability of the courses of action will be made by the Director in consultation with the Chairman and with the sponsoring agency and the State Department as appropriate.

7. Any large scale scientific or technological experiment that may involve particularly serious or protracted adverse effects will not be conducted without the President's approval. Any experiment that may involve serious or protracted adverse effects will not be conducted without the approval of the head of the department or agency involved, with, in appropriate cases, the advice of other concerned agencies.

8. To the extent that it is consistent with national security, and subsequent to approval of the experiment, there should be early and widespread dissemination of public information explaining the purpose, benefits, and assessments of impacts.

9. A separate procedure will be followed for launching space nuclear systems. An environmental impact statement or a nuclear safety evaluation report, as appropriate, will be prepared. In addition, the President's approval is required for launches of spacecraft utilizing radioactive sources containing more than 20 curies of material in Radiotoxicity Groups I and II and for more than 200 curies of material in Radiotoxicity Groups III and IV (as given in Table I of the NASC report of June 16, 1970 on "Nuclear Safety Review and Approval Procedures." An ad hoc Interagency Nuclear Safety Review Panel consisting of members from the Department of Defense, Department of Energy, and National Aeronautics and Space Administration will evaluate the risks associated with the mission and prepare a Nuclear Safety Evaluation Report. The Nuclear Regulatory Commission should be requested to participate as an observer when appropriate. The head of the sponsoring agency will request the President's approval for the flight through the Office of Science and

Technology Policy. The Director is authorized to render approval for such launchings, unless he considers it advisable to forward the matter to the President for decision.

Zbigniew Brzezinski

Zbigniew Brzezinski

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02b. Letter	To: Allan Bromley From: Richard Truly Re: Request for launch approval for Ulysses Mission (2 pp.)	8/10/90	(b)(1)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Correspondence Files
WHORM Cat.:
File Location: D. Allan Bromley Correspondence - Presidential - A-Z [2 of 5] [1990]

Date Closed:	2/10/2010	OA/ID Number:	62005-001
FOIA/SYS Case #:	2005-0336-F	Appeal Case #:	
Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P-3 Release would violate a Federal statute [(a)(3) of the PRA]
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
(b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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(b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
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(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02c. Summary	Ulysees Mission Safety and Environmental Analyses (5 pp.)		(b)(1)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Correspondence Files
WHORM Cat.:
File Location: D. Allan Bromley Correspondence - Presidential - A-Z [2 of 5] [1990]

Date Closed:	2/10/2010	OA/ID Number:	62005-001
FOIA/SYS Case #:	2005-0336-F	Appeal Case #:	
Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
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Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02d. Briefing	Ulysses Mission Nuclear Launch Safety Approval: Status and Outlook Briefing (4 pp.)	8/13/90	(b)(1)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Correspondence Files
WHORM Cat.:
File Location: D. Allan Bromley Correspondence - Presidential - A-Z [2 of 5] [1990]

Date Closed:	2/10/2010	OA/ID Number:	62005-001
FOIA/SYS Case #:	2005-0336-F	Appeal Case #:	
Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
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PRM. Removed as a personal record misfile.

Freedom of Information Act - [5 U.S.C. 552(b)]

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 (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
 (b)(9) Release would disclose geological or geophysical information

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF SCIENCE AND TECHNOLOGY POLICY
WASHINGTON, D.C. 20506

September 21, 1990

Dear Admiral Truly:

In your letter of August 10, you requested a launch safety approval for the Ulysses spacecraft that will be powered by a radioisotope thermoelectric generator. By the authority of Presidential Directive NSC-25, dated December 14, 1977, having reviewed the final Safety Analysis Report of the Department of Energy and the Safety Evaluation Report of the Interagency Nuclear Safety Review Panel, I have concluded that the request should be approved.

On the basis that NASA will complete its normal launch readiness process to assure the safety of the Shuttle system, this letter is your authority to proceed with the launch of the Ulysses mission within the compass of Presidential Directive NSC-25.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Allan Bromley", written in a cursive style.

D. Allan Bromley
Director

The Honorable Richard H. Truly
Administrator
National Aeronautics and
Space Administration
400 Maryland Avenue, SW
Washington, DC 20546

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
03. Memorandum	To: George Bush From: Allan Bromley Re: Launch approval for NASA's Ulysses Mission (2 pp.)	9/20/90	(b)(1)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Correspondence Files
WHORM Cat.:
File Location: D. Allan Bromley Correspondence - Presidential - A-Z [2 of 5] [1990]

Date Closed:	2/10/2010	OA/ID Number:	62005-001
FOIA/SYS Case #:	2005-0336-F	Appeal Case #:	
Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
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P-3 Release would violate a Federal statute [(a)(3) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

Freedom of Information Act - [5 U.S.C. 552(b)]

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(b)(9) Release would disclose geological or geophysical information

THE WHITE HOUSE

WASHINGTON

September 17, 1990

90 SEP 18 PM 5:52

*Alan -
paper*

*I found this
extraordinarily interesting*

Ans

MEMORANDUM FOR THE PRESIDENT

SUBJECT: D. ALLAN BROMLEY

Alan

SUBJECT: THE ROLE OF THE AMAZON BASIN

When you last met with your Council of Advisors on Science and Technology you asked what importance should be attached to the preservation of the Amazonian rain forest.

The brief answer is that these forests are extremely important for several reasons including the following:

1. They constitute the largest untapped gene pool on the planet--an irreplaceable human heritage.
2. They act as massive "sinks" (i.e., natural uptake) for greenhouse gases such as carbon dioxide and low altitude ozone. (It is stratospheric ozone, in contrast, that forms in the upper atmosphere and protects us against solar ultra violet radiation).
3. They play a vital role in conditioning the climate far beyond their borders.
4. They are currently home to a number of primitive indigenous people who could find it extremely difficult to readjust to life outside such forests.

The major driving force leading to destruction of these forests is the desire to obtain additional agricultural land. This is misguided because the soil underlying such tropical rain forests are typically thin and nutrient poor. Initial burning of the forests provides an ash fertilization that allows agricultural use for only a few years before the soil is depleted and left as a wasteland subject to erosion by water and wind. It takes typically a century to fully reconstitute a rain forest after its destruction--and of course there is no way to regenerate the lost gene pool, which could be a vital resource for genetic engineering of new crop plants, pharmaceutical and the like.

One of the best scientific studies of these phenomena has been underway for many years under a joint Brazil-US program. Much of the leadership for that program has been provided by Dr. Thomas Lovejoy, Assistant Secretary of the Smithsonian, who is also a member of your Council of Advisors on Science and Technology.

In a major project, he has convinced the Brazilians to leave untouched native rain forest patches of varying area so that over a period years of study it will be possible to establish the minimum size of forest required to house any given species. This program has been recognized worldwide as one of vital importance and is one that you might wish to visit when you travel next to Brazil should your schedule permit. I would welcome the opportunity to provide any additional information on this topic that you might find useful. Appended hereto is a more detailed memorandum.

Attachment

The Role of the Amazon in the Earth System

Where Does the Amazon Fit into the Climate and Global Change Issue?

The Earth's climate varies substantially both on regional and global scales. The role of vegetation and wildlife (i.e., trees, underbrush, animals, and their complex interactions, referred to as an "ecosystem") in that variability is critical to resolving the uncertainties in climate and global change. There are many uncertainties concerning the magnitudes of greenhouse gas "sources and sinks" (i.e., emissions and uptakes), particularly for carbon dioxide. The magnitude of the overall uptake and release of carbon and the strengths of the individual sources of other greenhouse gases, such as methane and nitrous oxide, are quite uncertain. These uncertainties limit our ability to understand the quantitative consequences of any specific emissions control strategy. Understanding the Amazon Region will assist in resolving these uncertainties.

What Do We Know About the Amazon Basin?

The Amazon Basin is one of the largest continuous tropical forests (approximately one half of all rain forests) and grassland areas in the world. Approximately fifteen percent of the Earth's plant and animal life is in the Amazon, making it an important "sink" for carbon. It is host to roughly half the species on Earth, and roughly twenty percent of the world's freshwater flows through the Amazon River and its tributaries. The region is an important natural "sink" for ozone pollution at the Earth's surface and has an important role in natural chemical processes in the atmosphere near the surface of the Earth.

What Specific Role Does the Amazon Play in Climate and Global Change?

In its undisturbed state, the region plays a significant role in regulating regional water balance and global climate. The water balance at the Earth's surface is a key determinant of its climate, the viability of the Earth's ecosystems, and the uptake and release of carbon, nitrogen and phosphorus (components of greenhouse gases). The evaporation and condensation of water define this balance. Rainfall and the associated release of latent heat are principal forces defining global circulation patterns in the atmosphere.

Two-thirds of the Earth's rainfall occurs within the tropics and subtropics, and precipitation patterns are especially variable in these areas. The Amazonian rain forest lies fully within the tropics, and scientific consensus indicates that regional precipitation is highly dependent on the tropical rain forest itself, which may evaporate as much as 50% of the water vapor that will once again fall as local rain. Billions of people live in the tropics, and even short-term, natural climatic events (e.g., El Nino -- the periodic shifts in Southern Hemispheric winds and ocean currents that can affect weather around the world) often have disastrous effects. These climatic shifts have also been demonstrated to extend into the mid-latitudes.

Compounding this natural variability, the alteration of the Amazon environment by human activities has great potential to affect global and regional climate through the

alteration of land cover. Twenty to thirty percent of the global deforestation occurs in the Amazon. This conversion of natural land cover influences climatic condition in two significant ways:

- 1) The alteration of ground cover, such as the conversion of forests to pastures, influences heat exchange with the atmosphere, causing an increase in temperature and decrease in evaporation.
- 2) Deforestation results in the release of greenhouse gases, primarily carbon dioxide, which influence atmospheric chemistry and the ability of the atmosphere to contribute to global warming or cooling.

With respect to changes of ground cover, climate modeling experiments have shown that without the currently existing vegetation, drier and hotter conditions prevail. Such changes would not only increase the incidence of fire and hence emissions of trace gases, but may preclude the reestablishment of a tropical rain forest.

Current deforestation in the Amazon causes an annual net release of approximately 0.4 billion metric tons of carbon in the form of carbon dioxide, or approximately twenty percent of the natural global release, and nearly one-third the release from fossil fuel burning in the U.S. Considering the combined contribution of biological sources and fossil fuel combustion, deforestation in the Amazon currently results in approximately six percent of the annual global total carbon dioxide release. Burning in the Amazon is a significant global change phenomenon. A precise estimate of the rate of deforestation and the exact quantity of greenhouse gas emissions from such burning is uncertain and further research is required.

Where Does the Biodiversity Question Fit Into the Issue?

There is increasing evidence that Amazon deforestation carries with it a substantial loss of plant and animal species. Some estimates suggest that such deforestation could result in a loss of up to one half of the world's stock of genes. This loss would dramatically reduce the biological diversity of the planet and would severely limit the future of genetic stocks for biotechnology development. Each species represents a unique set of biological properties and processes which are critical to important advances in the life sciences. For example, millions of Americans depend on a hypertension drug derived from an Amazonian viper. Expanding knowledge about these biodiversity and biosphere processes in Amazonia is a complementary part to the overall need to understand climate and global change.

What Is the Position of the Scientific Community on the Issue?

The scientific community, both domestically and internationally, sees the criticality of Amazonia to climate and global change, and hence, has integrated the region into the overall research plans to understand the Earth's geo-biosphere. The uncertainties in understanding are profound. Definitive new understanding will necessarily require enhanced monitoring and modeling of the complex coupled climate-biosphere processes that occur in the Amazon, and the role they play in larger global scale processes. The monitoring will require land-based, airborne and satellite remote sensing systems.

THE WHITE HOUSE
WASHINGTON

September 17, 1990

MEMORANDUM FOR THE PRESIDENT

FROM: D. ALLAN BROMLEY 
SUBJECT: THE U.S. GLOBAL CHANGE RESEARCH PROGRAM

Last year, at the Paris Economic Summit, you made available to your G-7 colleagues copies of a report outlining the U.S. Global Change Research Program that had been prepared by the Committee on Earth Sciences, a component of the Federal Coordinating Council for Science, Engineering and Technology (FCCSET). The report was apparently very well received and a number of countries have looked on it as a model for their own activities.

During the past year, this FCCSET committee--now renamed as The Committee on Earth and Environmental Sciences, one of seven such committees now functioning under a revitalized FCCSET--has revisited the entire U.S. governmental global change program in light of new data, new understanding and new circumstances.

We touched on this briefly when you joined us during the last PCAST meeting and I thought that you might find the attached summary of the new 1991 plan (now at the printers so that it can accompany your FY 91 formal budget submission to the Congress) of interest. In my opinion, this 1991 report and research plan will mark a very significant advance over the already excellent 1990 one. I shall, of course, be happy to provide any further information that might be useful to you, or arrange for a more complete briefing on any of these topics that you might select.

In parallel with the ongoing CEES activities related to the science and technology of global change, the Domestic Policy Working Group on Global Change (WGGC) is monitoring activities of the United Nations' Intergovernmental Panel on Climate Change (IPCC). The IPCC has just completed the first phase of its activities and evaluation of the science on effects of, and political responses to, global change. The WGGC is making preparations for effective U.S. participation in the several international conferences on this topic that will take place later this year and prior to the first negotiating session for the Global Change Framework Convention that you have agreed to host here in Washington in February 1991.

Cooperation between the CEES and the WGGE continues to be exemplary and will, in my opinion, effectively support your international leadership in this important area of global stewardship.

Attachment

AN OVERVIEW OF THE U.S. GLOBAL CHANGE RESEARCH PROGRAM

What is Driving the U.S. Global Change Research Program ?

World leaders are taking an increased interest in the economics and social implications of global environmental changes, both natural and human-induced. The 1988 midwestern U.S. drought underscored the potential effects of a warm, dry summer, just as the climate of recent decades in the Sahel starkly reveals the human tragedy that can occur in marginal-subsistence zones of a changing planet. Furthermore, the very recent linking of the antarctic ozone "hole" to man-made chlorofluorocarbons (CFC's) and the current debate over humanity's role in the "greenhouse effect" have placed the environment high on the national and international agenda. In virtually all these issues, the salient feature is the significant scientific uncertainty associated with predicting the behavior of the coupled ocean-atmosphere-land Earth system. *The substantial costs associated with addressing environmental changes require policy decisions be based on adequate scientific knowledge. To provide this knowledge, the U.S. Global Change Research Program (US/GCRP) has been developed as a precursor component of the U.S. Government's overall approach to global environmental change.*

What is the U.S. Strategy for the US/GCRP ?

The US/GCRP has been developed through the Committee on Earth and Environmental Sciences (CEES) of the Federal Coordinating Council for Science, Engineering, and Technology (FCCSET). *The program is driven by carefully established priorities, and by key scientific questions that must be addressed to establish sound national and international policies for addressing issues such as the "greenhouse effect", global climate change, and ozone depletions.* The Program was developed as a government-wide and integrated research program. It has been established in cooperation with the U.S. and international scientific communities, through the National Academy of Sciences (NAS) and internationally through the International Council of Scientific Unions (ICSU). The Program is also linked internationally to a substantial number of other government agencies (though the International Group of Funding Agencies for Global Change Research) and to the relevant intergovernmental organizations of the United Nations.

What are the Overall Goals and Objectives of the US/GCRP ?

The Goal:

To establish the scientific basis for national and international policy making relating to natural and human-induced changes in the global Earth system.

This goal will be implemented through three overall US/GCRP objectives:

The Objectives:

- o Establish an integrated, comprehensive long-term program of documenting the Earth system on a global scale.
- o Conduct a program of focused studies to improve our understanding of the physical, geological, chemical, biological, and social processes that influence Earth system processes and trends on global and regional scales.
- o Develop integrated conceptual and predictive Earth system models.

What are the Key Areas of Scientific Uncertainty ?

Hydrological cycle: primarily cloud-radiation and land surface-atmosphere interactions. These uncertainties affect the predicted rate (magnitude at a given time) of "climate change".

Role of the oceans: the exchange of energy between the ocean and the atmosphere, and between the upper layers of the ocean and the deep ocean. These uncertainties affect the predicted rate of climate change, especially at the regional scale.

Trace gases: quantification of the uptake and release of carbon dioxide by the oceans and terrestrial biosphere, and quantification of the individual sources of methane and nitrous oxide. These uncertainties affect our understanding of how the climate system will be "forced", hence the rate of predicted climate change. These uncertainties also limit the formation of control strategies.

Predictions of regional climate change: limitations in computer resources (spatial resolution and physical sophistication), coupled with an inadequate understanding of several key processes (e.g., the exchange of water and energy between vegetative surface and the atmosphere) limit the accuracy of regional climate change predictions at the scale required for impact assessments to be performed (sub-continental).

Detection of global change: trends in a number of climatically important parameters, coupled with a quantified understanding of natural variability, are needed to differentiate between human-induced changes in the environment from those that occur naturally. This will require long-term observations of climatically important parameters and forcing functions, as well as careful development of time-dependent coupled ocean-atmosphere GCM's.

What Scientific Research does US/GCRP Address to Reduce Scientific Uncertainties ?

The US/GCRP seeks, through the FY 1991 Program, to improve our current understanding of:

- (i) The natural and human-influenced processes that control climate and global change, and
- (ii) The impacts of climate and global change at the regional scale.

More specifically, the US/GCRP in FY 1991 seeks to document the natural variability of the Earth's climate, and to improve our understanding and modeling of:

- (i) Cloud-radiation feedbacks;
- (ii) The exchange of energy between the atmosphere and the surface waters of the ocean, and between the surface and deep waters of the ocean;
- (iii) The cycling of carbon and other key elements between the atmosphere, land and oceans;
- (iv) The exchange of water and energy between land surfaces and the atmosphere; and
- (v) The current structure and functioning of ecosystems and their response to changes.

How will the US/GCRP be implemented ?

The FY 1991 President's Budget requests \$1,034 million for the US/GCRP, an increase of 57% over the FY 1990. The US/GCRP is managed through nine agencies (DOC, DOD, DOE, DOI, EPA, NASA, NSF, SMITHSONIAN, and US/DA), and is conducted in cooperation with a substantial number (over 20) other countries. The U.S. is contributing about 50% of the total international effort, and is providing the leadership in virtually every case. The US/GCRP is a government-wide integrated scientific research program that seeks to provide the scientific basis for national and international policy making relating to natural and human-induced changes in the global Earth system. A summary of current understanding and recent scientific developments is attached.

Climate Change - Summary of Current Understanding and Recent Developments

The Climate System:

The Earth's climate is controlled by the input energy from the sun, by the radiative balance of the atmosphere, and by internal processes within the climate system. The radiative balance depends upon the input of solar radiation and the atmospheric concentrations of radiatively active trace gases (i.e., greenhouse gases), clouds and aerosols. To predict changes in the climate system requires an understanding of future changes in the atmospheric concentrations of greenhouse gases and aerosols, and the processes that control the response of the climate system to natural and human-influenced changes in the radiation balance.

Contemporary Changes in the Forcing of the Climate System:

Current Understanding: Natural greenhouse gases, primarily water vapor and carbon dioxide, and to a lesser extent, methane, nitrous oxide and ozone, keep the Earth much warmer than it would otherwise be. It is well documented that since the industrial revolution the atmospheric concentrations of carbon dioxide, methane, nitrous oxide and industrially produced chlorofluorocarbons (strong greenhouse gases) have been increasing primarily due to human activities. However, there are many uncertainties concerning the magnitudes of the sources and sinks of these greenhouse gases. The time atmospheric carbon dioxide takes to adjust to changes in sources is of order 50-200 years, hence, carbon dioxide emitted into the atmosphere today will influence the atmospheric abundance of carbon dioxide for centuries into the future.

Recent Developments: The most significant recent scientific development is the suggestion that the oceans are only a minor sink (possibly only one half of the previously estimated oceanic uptake) for anthropogenic carbon dioxide, and that the most significant sink for anthropogenic carbon dioxide is most likely uptake by extratropical terrestrial ecosystems.

Historic Changes in the Forcing of the Climate System:

Current Understanding: The most reliable information on past atmospheric carbon dioxide and methane concentrations is obtained by the analysis of air trapped in polar ice cores, which shows a strong correlation between changes in temperature and changes in the atmospheric concentrations of carbon dioxide and methane.

Recent Developments: About 11,000 years ago, rapid changes in atmospheric temperatures and carbon dioxide concentrations were observed (a period known as the Younger-Dryas). Recently, it has been suggested that these changes are linked to abrupt and large-scale changes in the interplay between biological, chemical and physical processes in the oceans.

Predictions of Climate Change:

Current Understanding: General Circulation Models (GCM's) are currently the best available tools with which to predict changes in the Earth's climate in response to a change in the atmospheric concentrations of trace gases or aerosols, solar activity, or surface albedo. The current GCM's have substantial limitations, in particular, they are very sensitive to the treatment of cloud-radiation interactions. Different cloud-radiation models lead to significant differences (up to a factor of 3) in the magnitude of the predicted global warming. Predictions of regional climate changes are very uncertain. They are particularly sensitive to the treatment of ocean dynamics and ocean-atmosphere interactions and to the terrestrial vegetation-atmosphere interactions. Further, current computer capabilities severely limit the spatial resolution of the GCMs. Therefore, the predictions of the magnitude and timing of climate changes, especially at the regional level, are considerably uncertain. However, given these limitations, GCM's suggest that: (i) the equilibrium increase in global mean surface temperature should lie between 1.5 and 4.5 degrees centigrade; (ii) between 60 and 80% of the equilibrium warming should be realized at the time of "equivalent doubling"; (iii) global mean precipitation should increase; (iv) sea-ice extent should decrease; and (v) the predicted warming in the northern polar winter should be greater than the global mean.

Observations of Temperature Changes:

The instrumental record of surface temperatures suggests an increase of between 0.3 and 0.6 degrees centigrade since the mid-nineteenth century, with an undetermined, but probably small (less than 0.05 degrees centigrade) artificial component due to urbanization. Temperatures have not increased smoothly with time, nor uniformly throughout the world, i.e., (i) the majority of the temperature increase occurred before 1940, prior to most of the anthropogenic increase in the atmospheric concentrations of greenhouse gases; (ii) there is little evidence that the continental U.S. has warmed since 1900; (iii) the northern hemisphere cooled between 1940 and the early 1970s, while the southern hemisphere continued to warm; (iv) there have been significant differences in regional changes, especially in the northern hemisphere since 1950; and (v) from 1975 to 1982 a more general warming occurred, followed by little global warming since 1982.

Detection of the "Anthropogenic Greenhouse" Signal:

The Earth's climate is inherently variable on all time scales, both regionally and globally. The challenge is to detect an "anthropogenic greenhouse" signal amidst the natural variability of the system. Current GCM's and observations cannot confirm the presence or absence of an "anthropogenic greenhouse" signal.

Sea Level:

Although the data are difficult to interpret, the best scientific assessment is that over the past 100 years, sea level has risen at an average rate of rise of 1.0-2.0 mm/yr. The uncertainties are large, but the principal causes of this rise are consistent with the expected thermal expansion of the oceans and the melting of mountain glaciers. Regional values differ considerably from global values and predicting future conditions is even more uncertain. If the global mean surface temperature increases, then sea level is predicted to rise, primarily due to the thermal expansion of the oceans and to a melting of some land-ice. The current predicted range of sea level increase lies between about 10 and 30 cm, at the time of an equivalent doubling of carbon dioxide (sometime during the middle of the next century).

Ecological Systems:

Biological Productivity: Warming of soils will tend to increase nutrient availability to plants with potential for increased productivity. Further, increased temperature will affect respiration more than photosynthesis, possibly reducing carbon stored in terrestrial ecosystems resulting in a positive feedback on atmospheric carbon dioxide concentrations. Higher atmospheric carbon dioxide concentrations can increase photosynthesis with potential increases in net production, but the duration of "carbon dioxide fertilization effects" is unknown. However, while there is some knowledge of the responses of biological production processes to changes in parameters of the physical environment, how these integrate over the life cycle of even one species interacting in a complex of other species is unknown.

Ecosystem Composition: Species will respond differently to changes in temperature, precipitation and atmospheric carbon dioxide, either singly or in some combination. However, exactly what these responses will be is not known. Also unknown are the changes that will occur among species, including plant-animal and plant-microbe interactions.

Marine Ecosystems: The historic record leaves little doubt that global warming will have an impact on marine planktonic organisms. The structure and productivity of marine ecosystems are strongly influenced by ocean circulation and mixing, with such physical parameters tightly linked with climate. While there is considerable knowledge of specific processes and specific parts of the global oceans, the integration of this knowledge is incomplete and significant gaps in understanding exist.



Pay to
the order of

United States Treasury

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09 24 90 66 WASHINGTON, D.C.

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DR. D. ALLAN BROMLEY
C/O OFFICE OF SCIENCE & TECHNOLOGY
ROOM 360 OEOB
17TH & PENNSYLVANIA AVE, NW
WASHINGTON, DC 20503

Check No.

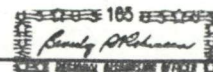
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VOID AFTER ONE YEAR

REPRESENTATION FUND EXPENSES
FY89 - \$79.75 FY90 - \$349.09



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EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF SCIENCE AND TECHNOLOGY POLICY
WASHINGTON, D.C. 20506

September 12, 1990

MEMORANDUM FOR FINANCIAL MANAGEMENT

FROM: DAMAR W. HAWKINS

SUBJECT: REPRESENTATION FUND EXPENSES

I hereby certify that the attached billings are correct and payment should be made to Dr. Bromley in the amount of \$375.35.

During the period August 1989-May 1990, Dr. Bromley hosted a number of official working lunches for individuals from the private sector and foreign dignitaries at the White House Mess, the Cosmos Club and the Army and Navy Club.

A check in the aforementioned amount should be made payable to Dr. Bromley. The following information is provided:

FY 89	\$ 79.75
FY 90	349.09
Total	\$ 428.84

Your assistance in this matter is appreciated.

Attachments

Withdrawal/Redaction Sheet

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Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
04a. Receipt	Receipt [credit card information redacted] (1 pp.)	9/7/90	(b)(6)	

Collection:

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Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Correspondence Files
WHORM Cat.:
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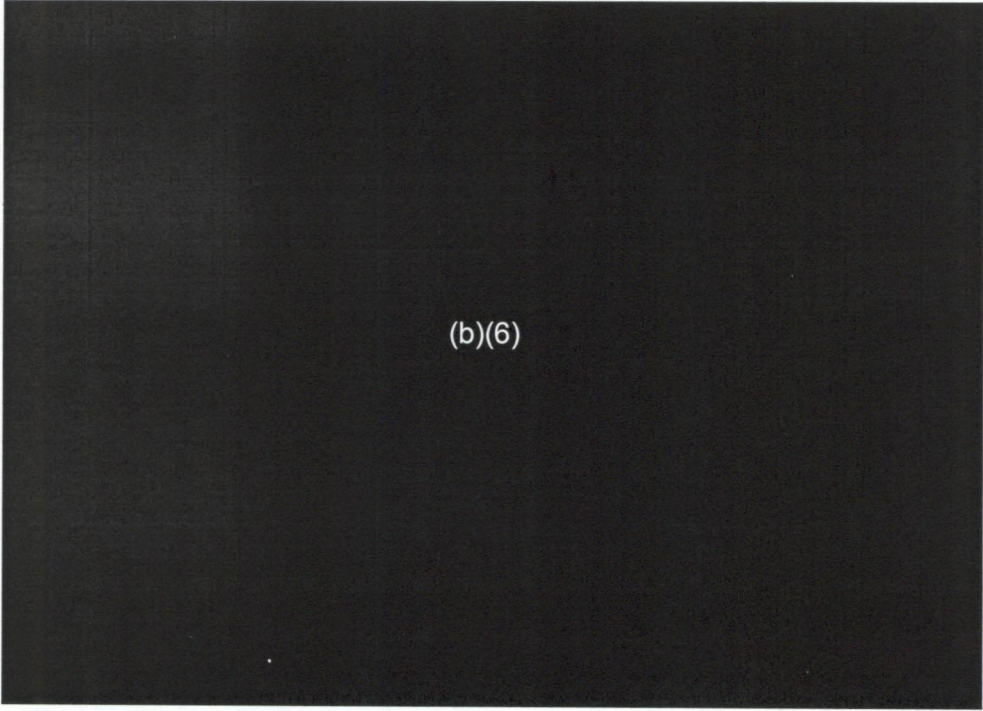
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September 7, 1990

Lunch with Dr. Andre Gallmann
Director
National Institute of Physics
Louis Pasteur University
Strasbourg, France



(b)(6)

AND FORWARD TO 000-000

Charges for Special Account Dec 89

DATE	SERVICE	DESCRIPTION	AMOUNT
Dec 05	SPECIAL FUNCTION	WDRM LUNCH/16P/MARIAN	210.40

WORKING LUNCH WITH JAPANESE HIGH LEVEL WORKING GROUP (LIST ATTACHED)

PREVIOUS BALANCE
.00

PAYMENTS
.00

CURRENT CHARGES
210.40

AMOUNT DUE
210.40

U.S. MEMBERS OF THE
U.S.-JAPAN JOINT HIGH LEVEL ADVISORY PANEL

- * Dr. John P. McTague, Chairman
Senior Vice President for
Research and Development
Ford Motor Company

 - Dr. John Armstrong
Vice President for Science
and Technology
IBM Corporation

 - * Dr. Howard E. Simmons
Vice President
E. I. Du Pont de Nemours & Co.

 - * Dr. Mary Good
Senior Vice President
for Corporate Technology
Allied-Signal Inc.

 - * Dr. John K. Hulm
Chief Scientist Emeritus
Research and Development Center
Westinghouse Research Laboratories

 - Dr. Robert M. White
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National Academy of Engineering

 - * Mr. Richard C. Messinger
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Chief Technical Officer
Cincinnati Milacron

 - * Professor James Gibbons
Dean of Engineering
Stanford University

 - * Dr. Orville G. Bentley
Dean Emeritus
University of Illinois
-
- * Denotes participation in December 5 meeting.

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04b. Check	Personal check [personal information redacted] (1 pp.)	1/10/90	(b)(6)	

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WHITE HOUSE STAFF MESS
THE WHITE HOUSE
WASHINGTON, D.C. 20500

02/14/90

DR D. ALLAN BROMLEY
ROOM 358
DEOB

MEAL ACCOUNT # BROM00

SEQ # 0126

PLEASE MAKE ALL CHECKS PAYABLE TO: 'WHITE HOUSE STAFF MESS'
AND FORWARD to 404-EOB

PLEASE DETACH AND RETURN WITH REMITTANCE

Charges for Meal Account Jan 90

* INDICATES NUMBER OF GUESTS

DATE	BREAKFAST	LUNCH		DINNER	COFFEE/TEA	REFRESHMENT	MISC
✓ Jan 08	.00	22.60	1*	.00	1.50	.00	.00
Jan 11	.00	18.30	1*	.50	1.00	.00	.00
Jan 29	.00	16.70	1*	.00	1.00	.00	.00
TOTALS	.00	57.60		.50	3.50	.00	.00

★ NOTE: The January 8 luncheon was the only official one.
Viva Bartkus was Dr. Bromley's guest.

PREVIOUS BALANCE
69.65

PAYMENTS
-69.65

CURRENT CHARGES
61.60

AMOUNT DUE
61.60

Request for reimbursement.
 Funds at Cosmos Club, Aug 31, 1989.

{ Dr. Hubert Curien, Sec. General to Pres. Mitterrand
 of France
 Dr. Jean Audouze
 Dr. Michel Aubrey
 Dr. Philippe Zeller

\$ 79.75

DATE	REFERENCE	CHARGES	CREDITS	BALANCE
------	-----------	---------	---------	---------

BALANCE FORWARDED	AUG 31, 89			0.00
-------------------	------------	--	--	------

Aug, 31, 89#	07	14.72		14.72
Aug, 31, 89#	08	64.58		79.30
Aug, 31, 89#	03	0.45		79.75

STATEMENT DOES NOT REFLECT PAYMENTS
 RECEIVED AFTER SEP 30, 89

 SUMMARY OF ACCOUNT BALANCES
 -house 79.75 **
 -Dues 480.00 **
 * * * * * GRAND TOTAL \$559.75 * * * *

1. BARBER	7. BAR	SPECIAL PARTIES	Please Pay Last Amount in This Column
2. TOBACCO, ETC.	8. FOOD		
3. TELEPHONE	9. GUEST CHARGE	12. PRIVATE ROOM CHARGE	CM CREDIT MEMO
4. LODGINGS	10. CHRISTMAS FUND	13. FLOWERS	DM DEBIT MEMO
5. PARKING	11. MISC.	14. EXTRA HELP	CR CREDIT BALANCE
6. LAUNDRY		15. MISC.	GC GUEST CHARGE

CHARGES AND CREDITS NOT SHOWN ON THIS STATEMENT WILL APPEAR NEXT MONTH
 COSMOS CLUB 2121 Massachusetts Avenue, NW, Washington, D.C. 20008 DUont 7-7783

9/12/90

NOTE: These bills were not submitted for reimbursement to DAB
because no funds were available.

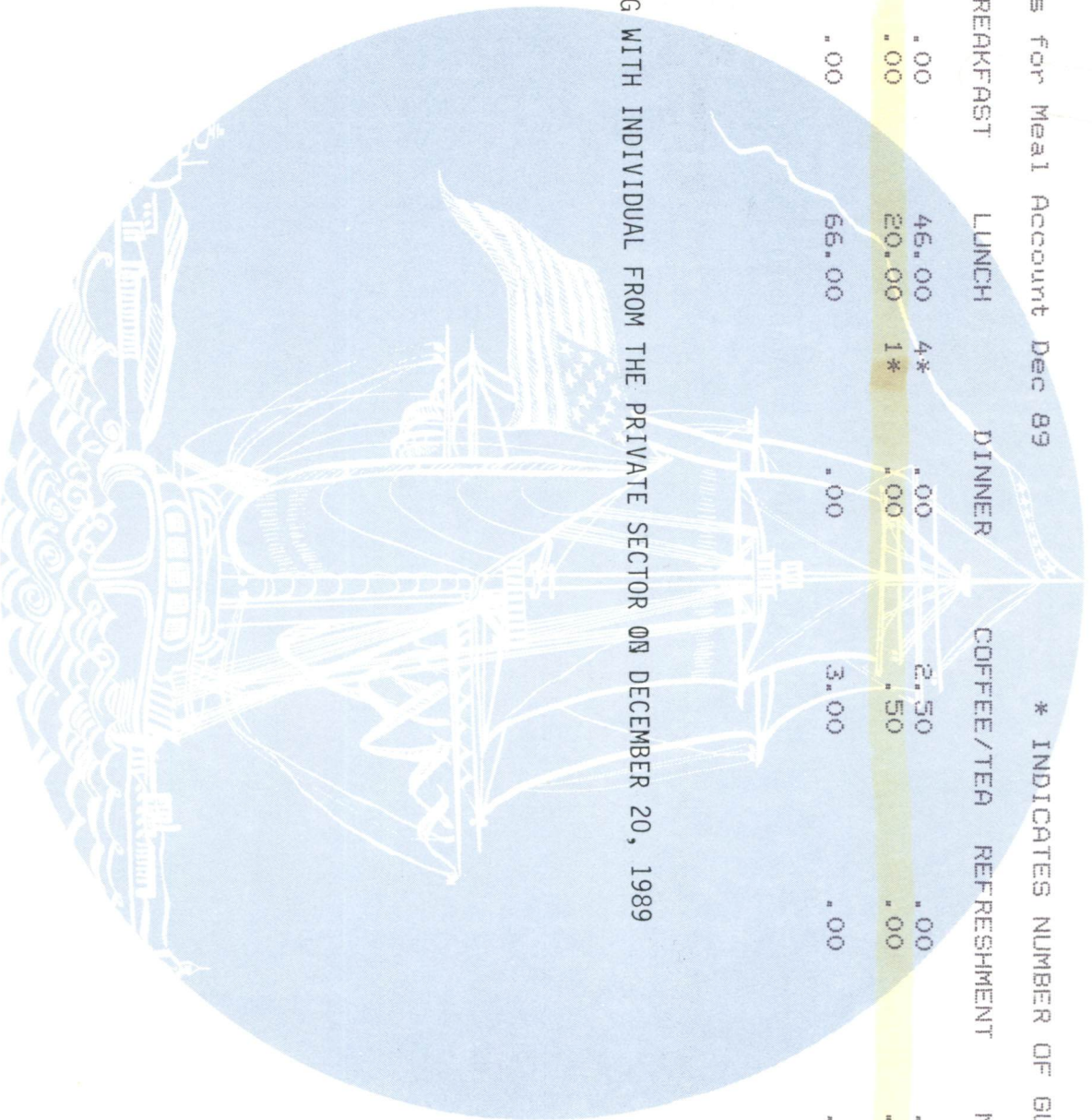
Marian Nida

Charges for Meal Account Dec 89

* INDICATES NUMBER OF GUESTS

DATE	BREAKFAST	LUNCH	DINNER	COFFEE/TEA	REFRESHMENT	MISC
Dec 07	.00	46.00	4*	.00	.00	.00
* Dec 20	.00	20.00	1*	.00	.00	.65
TOTALS	.00	66.00	.00	3.00	.00	.65

MEETING WITH INDIVIDUAL FROM THE PRIVATE SECTOR ON DECEMBER 20, 1989



PREVIOUS BALANCE
54.00

PAYMENTS
-54.00

CURRENT CHARGES
69.65

AMOUNT DUE
69.65

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
04c. Receipt	Receipt [account information redacted] (1 pp.)	6/8/90	(b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Correspondence Files
WHORM Cat.:
File Location: D. Allan Bromley Correspondence - Presidential - A-Z [2 of 5] [1990]

Date Closed:	2/10/2010	OA/ID Number:	62005-001
FOIA/SYS Case #:	2005-0336-F	Appeal Case #:	
Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
 P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
 P-3 Release would violate a Federal statute [(a)(3) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
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 (b)(9) Release would disclose geological or geophysical information

WHITE HOUSE STAFF MESS
THE WHITE HOUSE
WASHINGTON, D.C. 20500

06/08/90

DR D. ALLAN BROMLEY
ROOM 358
OEDB

MEAL ACCOUNT # BROM00

SEQ # 0138

PLEASE MAKE ALL CHECKS PAYABLE TO: 'WHITE HOUSE STAFF MESS'
AND FORWARD to 404-E0B

PLEASE DETACH AND RETURN WITH REMITTANCE

Charges for Meal Account May 90

* INDICATES NUMBER OF GUESTS

DATE	BREAKFAST	LUNCH	DINNER	COFFEE/TEA	REFRESHMENT	MISC
May 10	.00	42.35 3*	.00	4.40	.00	.00
May 16	.00	6.60	.00	.55	.00	.00
TOTALS	.00	48.95	.00	4.95	.00	.00

MEETING WITH THREE INDIVIDUALS FROM THE PRIVATE SECTOR ON MAY 10, 1990

(b)(6)

PREVIOUS BALANCE
54.30

PAYMENTS
-54.30

CURRENT CHARGES
53.90

AMOUNT DUE
53.90

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
04d. Receipt	Receipt [account information redacted] (1 pp.)	2/28/90	(b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Correspondence Files
WHORM Cat.:
File Location: D. Allan Bromley Correspondence - Presidential - A-Z [2 of 5] [1990]

Date Closed:	2/10/2010	OA/ID Number:	62005-001
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Re-review Case #:		Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

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The Army and Navy Club

ON FARRAGUT SQUARE
901 17th STREET, N.W.
WASHINGTON, D.C. 20006

EC-125

Dr. D. Allan Bromley
6716 Tulip Hill Terrace
Bethesda MD, 20816-1033

3K

CLUB NUMBER	90536 2336
DATE	02/28/90

AMOUNT ENCLOSED \$ 89.01

Canadian Amb. Burney

Prof. Ossipyan
USSR Academy of
Sciences

90536	TRANSACTIONS AFTER BILLING DATE WILL APPEAR NEXT MONTH	PREVIOUS BALANCE	8.00
DATE	DESCRIPTION	CHARGE	CREDIT
02/13/90	D/R Lunch	1.89	
02/13/90	D/R Lunch Food	33.22	
02/28/90	D/R Lunch	17.55	
02/28/90	D/R Lunch Food	36.35	
	Grat.-Total 10.66		
	Tax -Total 7.35		
Note: Dues are not Tax Deductible as Charitable Contri for Federal Income Tax purposes.			

21912 Business Forms - 158400

0.00	0.00	0.00	NEW BALANCE ▶	89
30 DAYS	60 DAYS	90 AND OVER		
THE ABOVE PORTION OF YOUR ACCOUNT IS NOW PAST DUE.				

(b)(6)

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
04e. Receipt	Receipt [credit card information redacted] (1 pp.)	9/7/90	(b)(6)	

Collection:

Record Group: Bush Presidential Records

Office: Science and Technology Policy, Office of (OSTP)

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Subseries: Correspondence Files

WHORM Cat.:

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September 7, 1990

Lunch with Dr. Andre Gallmann
Director
National Institute of Physics
Louis Pasteur University
Strasbourg, France

(b)(6)

OFFICE OF PRESIDENTIAL MESSAGES
REQUEST FOR CLEARANCE - COMMENTS



TO: Allen Bromley, OSTP

358

Date Due:
COB TODAY

Date of Event:
NEEDED BY NOON AUG 2

Subject:

Presidential message for the American Chemical Society 200th national meeting

Requested by:

Background:

May I please have your approval on the attached Presidential message.

Copy of incoming request, FYI.

Telephone clearance would be appreciated ASAP

Thank you.

Signature:

Fammy Martin

Date:

August 2

Presidential Messages
Old Executive Office Building
Room 18
(202) 456-2941

Your Recommendation/Comments:

B Phillips reviewed 8/2, I called in clearance (and noted typo) 8/2.

D Hawkins
8/2

SIGNATURE:

DATE:

THE WHITE HOUSE

WASHINGTON

August 1, 1990

I am delighted to extend warm greetings to all those gathered in our Nation's Capital for the 200th national meeting of the American Chemical Society.

Established more than two centuries ago and chartered by the United States Congress in 1937, your organization has a long and impressive record of service to the public. By promoting the advancement of chemistry and its application for the common good, you have not only contributed to our Nation's remarkable technological progress but also enhanced the standard of living enjoyed by our citizens.

The United States faces many challenges today, challenges we can and will meet with the help of members of the Nation's scientific community. All of us must work together as partners in finding solutions for environmental concerns and health problems; in developing reliable, renewable, and affordable sources of energy; and in motivating young Americans to study science and math in school and to pursue rewarding careers in science and technology.

I commend the members of the American Chemical Society for your determined efforts to reach these goals. Your leadership in scientific research and education holds great promise for our entire country.

Barbara joins me in sending our best wishes for a productive conference and every future success. God bless you.



American Chemical Society

DEPARTMENT OF
PUBLIC COMMUNICATION

1155 SIXTEENTH STREET, N.W.
WASHINGTON, D.C. 20036
Phone (202) 872-4400

June 22, 1990

Ms. Sandra Dehart
Office of Presidential Messages
The White House
Washington, D.C. 20500

Dear Ms Dehart:

Attached is proposed wording for a letter to be signed by President Bush in observance of the 200th national meeting of the American Chemical Society (ACS), the world's largest scientific and educational society with more than 140,000 members.

The ACS was established in 1876 with 133 members and chartered by Congress in 1937 to "encourage...the advancement of chemistry in all its branches...thereby adding to the material prosperity and happiness of our people."

Our members teach science at all school levels around the country and are actively engaged in research within both industry and government. The Society certifies chemistry curricula at many U.S. universities and is a leading publisher of academic and research papers and periodicals.

Thank you for your consideration of the attached letter. We look forward to an affirmative reply from you in the near future.

Sincerely,

Nancy P. Enright

Nancy P. Enright, Head
Office of Public Communication

Attachment

Vicky Hickman
872-8729 for pick-up
Aug 21-81
Dean & TG 7/25
have submitted letter
4/2/81

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
05. Letter	To: Dan Quayle From: Allan Bromley Re: Attending PCAST meeting [personal information redacted] (1 pp.)	7/31/90	(b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
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WHITE HOUSE STAFFING MEMORANDUM

DATE: 7/25/90 ACTION/CONCURRENCE/COMMENT DUE BY: 7/26/90 4:00 PMSUBJECT: REPORT TO THE GOVERNORS ON NATIONAL EDUCATION GOALS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☒	☐
SUNUNU	☐	☒	NEWMAN	☒	☒
SCOWCROFT	☒	☐	PORTER	☐	☒
DARMAN	☒	☐	ROGICH	☐	☐
CARD	☒	☐	UNTERMAYER	☐	☐
CICCONI	☐	☒	ROGERS	☐	☒
DEMAREST	☒	☐	ANDERSON	☒	☐
FITZWATER	☐	☒	BROMLEY	☒	☐
GRAY	☐	☐		☐	☐
HAGIN	☐	☐		☐	☐
HOLIDAY	☒	☐		☐	☐

REMARKS:

Please forward any comments directly to Roger Porter, 2Fl., WW, no later than 4:00 PM, Thursday, July 26, with a copy to my office. Thank you.

RESPONSE:

An excellent draft; suggested editorial changes are found on pages 6 and 28.


D. Allan Bromley

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

DRAFT

THE NATIONAL EDUCATION GOALS

**A Report
to the Nation's Governors**

July 29, 1990

DRAFT

To the Governors of the United States

One year ago, I invited you to join with me and my Cabinet at a Summit Conference on a single issue of vital national importance -- education. At that time, none of us could have predicted the world changes which will mark 1989 as one of the most significant years of the 20th century. Perhaps less dramatic than the crumbling of the Berlin Wall and the birth of democracies in Eastern Europe has been the planting of seeds for a substantial education reform movement in the United States which has potential to secure the competitive status of the United States and empower each American to achieve his or her fullest potential in the 21st century.

The national education goals which have been proposed for the United States are the right goals. They provide, for the first time, a sense of direction for individual and Now our attention must turn to how the national movement needed to realize the goals will occur.

First, we must recognize that achieving the national education goals requires fundamental and unprecedented changes in our education and related systems, in our national attitude toward learning and education, and in our very culture. The nation must make it a priority to recognize and internalize the value of learning and education and to replace complacency with a sense of constructive urgency and action.

Second, it should be recognized that the type of movement necessary to drive the restructuring and cultural changes needed to achieve the goals will not and cannot be dictated from the top of the pyramid. It must evolve from people at the grass roots level with shared beliefs and principles working toward common goals.

Third, there are inherently American principles which I believe can provide the foundation for this educational renaissance. These are principles currently being embraced by people around the world yet are easily overlooked in the United States when it comes to the education system. These principles drive results-oriented markets and include decentralized authority and local empowerment, performance-based management, and flexibility and choice for the customer. Building on these principles requires bold, creative, innovative leadership at the local and school levels supported in the home and the community.

Fourth, achieving the goals will require efforts and strategies that reach the individual. The goals are founded on the belief that every child and every citizen can learn. We must develop strategies that recognize and complement individual talents. Our children must be exposed to excellence early on and we cannot let any child fall through the cracks. Parents, teachers, and mentors reinforced by all segments of society must instill in children meaningful expectations, standards and values that will last a lifetime.

Finally, although we do not know now exactly what the education system will emerge at the end of the century will look like, we must be sure that it will reflect the values and traditions which have served America well for over two centuries. It will be uniquely American. And education in America will always be about opening doors of opportunity for the individual.

DRAFT

-2-

As the nation looks ahead to the next century, education must be placed and must remain at the top of our national agenda and become a life-long priority for each individual citizen. Democracy can only function when individuals can shape their future and choice is most meaningful when people are well-informed about the options they face. This is why education, as never before, is so critical to our future and to that of other nations.

Each of us has pledged that, as elected chief executives, we expect to be held accountable for progress in meeting the new national goals and we expect to hold others accountable as well. It is our responsibility to let the nation know again and again why we have made this pledge and why educational excellence is of vital importance. As we remain committed to the partnership that has begun, we must build bridges and welcome partnerships at all levels throughout society. Achieving our goals will mean hard, active work and involvement on the part of students, parents, and educators. It requires constructive involvement of business, school boards, community-based groups, media, and all sectors which reach our children and workers.

I am appreciative of the partnership which has begun over the past year and reiterate my long-term commitment to working with you in the months and years ahead. In the words of Thomas Jefferson, "no experiment can be more interesting than that we are now trying." Nothing could be more important to current and future generations and to the future of the nation.

/GB/

DRAFT

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Why?

1

DRAFT

FOREWORD

The President believes America can and will have a restructured and revitalized education system by the year 2000 which will allow America to compete and succeed internationally in the 21st century and empower each citizen to achieve his or her fullest potential. The President, his Cabinet, and his entire Administration are committed to the national education goals for the year 2000, to sustaining the partnership with the nation's governors, and to building new partnerships at all levels with all sectors of society to move the nation toward educational excellence.

Achieving the goals will require cultural changes throughout our society and fundamental structural reform of our education and related systems. These systemic changes must occur at the state and local levels. The President encourages all Americans to support state and local initiatives which will ultimately improve the education system as a whole. Although the Administration recognizes and will maintain the traditional limited federal role in education, it is committed to an appropriate, coordinated, and effective response to the significant challenges presented by the national education goals. In support of the necessary changes which must take place, the President, his Secretary of Education, and his Cabinet are working to provide strategic sustained leadership at the national level.

This initial report reflects some of the actions and activities which have resulted through the partnership with the states which began at the President's Education Summit with Governors last September. Following the Education Summit, several Cabinet Secretaries and agency heads made supporting the President's commitment to education a departmental and agency priority. Thoughtful, aggressive initiatives have been introduced in several goal areas and unprecedented inter-agency collaboration is underway related to the goals.

Several departments have been working with the states since the Summit to follow-up on the commitment to obtain and review recommendations for statutory and regulatory changes related to education. The Office of Management Budget has prepared an interim report on this effort. A final report will be issued later this year. Federal agencies involved have benefited from the process of reviewing their operations in light of the perspective of the states. It is clear that the states share the frustration expressed at the Education Summit with rules governing the duplicative, overlapping mass of Federal programs and look forward to a time when greater flexibility is granted in law to combine funds to meet and overcome state and local problems, allow innovative approaches, and remove current barriers to improving student performance.

The steps which have occurred over the last ten months should be recognized as the beginning of a long-term effort on the part of the Administration with the bulk of the energy and action ahead. At the request of the President, an Education Summit Follow-up Committee has been established through the office of the Assistant to the President for Economic and Domestic Policy to provide a sustained, high-level focus on Administration efforts specifically related to the national education goals and other commitments made at Charlottesville and to facilitate Administration actions related to the goals. The fourteen Cabinet departments, five agencies, and Executive Office of the President offices are represented on the Committee. In the months ahead, the President's Education Policy Advisory Committee, comprised of representatives from labor, business, media, and all

DRAFT

levels of education is will continue to recommend ways to disseminate the national education goals and mobilize national efforts to realize them.

The President and his Administration look forward to working with the nation's Governors as we approach the year 2000.

DRAFT

HIGHLIGHTS

"Education is our most enduring legacy, vital to everything that we are and can become. And come the next century -- just ten years away -- what will we be? Will we be the children of the enlightenment, or its orphans?"

*George Bush, Address to Governors at the Education Summit
September 28, 1989*

The President and his Administration have begun work to develop an appropriate, coordinated, Administration-wide effort to support the significant changes which must occur at the state and local level in order for the nation to reach the national education goals by the year 2000. Efforts currently underway include those to identify and strengthen effective programs related to the six goals, address issues of coordination among departments and agencies in goal areas, assist and leverage state and local efforts, and enhance research and statistical development and disseminate "what works." The Administration remains committed to the President's four educational principles as the foundation of its efforts: encouraging and rewarding excellence; encouraging flexibility and choice; strengthening accountability; and targeting those most in need.

The following highlights reflect some of the initial efforts and initiatives underway across the Administration since the Education Summit in Charlottesville in support of the national education goals.

GOAL 1 - READINESS FOR SCHOOL

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

A number of departments and agencies are involved in efforts to increase the potential that all children will enter school ready to learn. Programs, partnerships and research and dissemination activities are focussing on the role of parents as first teachers, the effectiveness of early childhood experiences for disadvantaged and disabled children, the health and nutrition status of preschoolers, and how schools can better build on the foundation of a child's early childhood experiences. The President remains committed to ensuring that all disadvantaged children have access to a quality preschool experience before entering school as reflected in his request for an unprecedented increase in Head Start for fiscal year 1991.

- o Through the leadership of Secretary of Education Lauro Cavazos and Secretary of Health and Human Services Louis Sullivan, DOE and HHS have joined forces to help strengthen the transition from Head Start to school and examine ways schools can help guarantee that the gains made in the preschool years are sustained through the early school years. A series of actions will include a meeting in Fall 1990 of urban school officials and Head Start directors to explore relevant issues and to provide technical assistance for implementing promising strategies.

- o To assist states in implementing effective strategies for ensuring every child starts school ready to learn, a new Head Start state coordination demonstration has been initiated this year. Up to ten states will be awarded three-year grants to establish an office, within the governor's office or other high level state office, to help individual states coordinate and integrate Head Start programs with other early childhood programs, related services for children and their families, and schools.
- o The Department of Agriculture has teamed with a consortium of 1890 Land Grant Universities in 16 states to address the needs of families at risk with young children. This partnership will focus on helping parents become more effective as first teachers and strengthening the capacity of community agencies and organizations in providing support to needy families of preschool children.
- o Following the Education Summit, Secretary of the Interior Manuel Lujan held a series of regional conferences related to Indian education. Among resulting initiatives, Interior's Bureau of Indian Affairs (BIA) is implementing a new program for Indian preschool children and their parents to increase parenting skills and participation in early childhood experiences. The BIA program will use Missouri's "Parents as Teachers" program as a model for parents and their children from the prenatal stage to age three. The second component of the program will be modeled after Kentucky's "Parent and Child Education" program serving 3- and 4-year olds.

GOAL 2 - HIGH SCHOOL COMPLETION

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

Activities across the Bush Administration are assisting States in their efforts to increase high school completion, prevent students from dropping out, and encourage former dropouts to return to complete their formal education. Many Departments are mobilizing their own employees and constituencies to become personally involved with helping youth stay in school and keeping them motivated to learn.

- o As one of a series of post-Summit initiatives, Secretary of Labor Elizabeth Dole has launched a National Mentoring Campaign to mobilize its constituencies to reach out to youth at risk of failing in school and ultimately the labor market. The "Partners for Tomorrow" effort, established in cooperation with the National Media Outreach Center, is recruiting business and labor volunteers to serve as mentors and tutors in cities and towns across America.
- o The Department of Labor recently announced recipients of its new Youth Opportunities Unlimited initiative. Six cities and the state of Mississippi have been awarded grants for implementing model community or neighborhood projects that emphasize integration of youth services and collaboration among institutions and organizations to increase high school completion rates.

- o Secretary of Education Lauro Cavazos has formed and chairs the President's Hispanic Task Force on Education. This year, the Task Force convened regional meetings to identify issues and particular circumstances of Hispanic youth and their families. Recommendations to help reverse high dropout rates among Hispanic youth are being finalized for consideration by the White House Domestic Policy Council.
- o The Department of Agriculture's Youth At Risk Initiative will target 60 high-risk communities nationwide to help address the education-related needs of youth at risk and encourage school completion by building coalitions of public and private support and coordinated strategies that replicate successful model programs. The initiative will be conducted in cooperation with a number of foundations and corporations, and other Federal departments and agencies.

GOAL 3 - STUDENT ACHIEVEMENT

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.

Many departments and agencies are involved in developing instructional material in particular subject areas, enhancing the quality of teaching, and increasing opportunities for informal educational experiences outside the classroom and in the home that contribute to what students learn and their ability to demonstrate competency in critical subjects. In the spirit of President Bush's Points of Light Initiative, education partnership programs throughout the Administration encourage employees to serve as volunteers in education to help foster excellence in school programs and increase individual student achievement.

- o In May, Attorney General Dick Thornburgh announced a department-wide mentoring initiative that exemplifies how America's employers can encourage employees to be actively engaged with the education of youth in their communities. The "Legal Advocates in Education" program grants Department of Justice employees up to eight hours administrative leave per month to work with students in the District of Columbia public schools. As tutors and mentors, DOJ employees are reaching out to area students to help increase competency in academic subjects and motivate learning in classrooms throughout the city.
- o At the Department of Labor, the Secretary's Commission on Achieving Necessary Skills (SCANS) chaired by former Labor Secretary William Brock is bringing together top business, labor and education leaders to consider and define guidelines for what fundamental skills American students need to help close the gap between

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scholastic achievement and workplace requirements.

- o The Environmental Protection Agency recently sponsored a Youth Environmental Action Forum with the National Governors' Association that brought together 300 high school students, teachers, and environmental education coordinators from around the world. To help foster good citizenship and stewardship among youth, students developed proposals for environmental projects that they could lead in their communities. The Forum is one component of Administrator Reilly's efforts to focus and enhance EPA's ongoing education activities in light of the Education Summit.
- o The Department of Agriculture's 4-H program, the nation's largest organization and non-formal education program for youth with 5.1 million youth and adult volunteers, is developing new international curriculum materials as part of 4-H's International Youth Exchange that will help acquaint students across the nation with knowledge of America's cultural heritage and the world community. The focus of a new National Endowment for the Humanities (NEH) initiative aims to enhance foreign language education. Starting this Fall, NEH will sponsor projects that seek to increase language proficiency and cultural knowledge among language teachers and undergraduates, and establish foreign language magnet schools.

GOAL 4 - SCIENCE AND MATHEMATICS

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

The goal to be first in the world in mathematics and science achievement by the year 2000 poses an ambitious but imperative challenge for the nation.

- o Through the President's science advisor, Dr. ^{D. Allan}~~Alan~~ Bromley, a federal coordinating committee has been established to promote more efficient use of the expertise that exists in agencies, avoid needless duplication, identify areas of new program opportunities, and make more efficient use of limited resources in efforts related to science, mathematics, and engineering education across the Administration. Sixteen federal departments and agencies are involved in this effort dedicated to helping the nation achieve ^{the} science and mathematics goal. ^{major}
- o As a result of an Administration-wide emphasis on collaboration and coordination in education, the Department of Education (DOEd) and the National Science Foundation (NSF) have formalized their partnership on math and science education. Activities will include distribution of NSF curricula through DOEd dissemination networks; funding research on national and international assessment of student achievement; and joint research and development activities on the use of technology in education.
- o In conjunction with the National Governors' Association, NSF and DOEd recently

led by the Office of Science and Technology Policy,

launched a Statewide Systemic Initiative to actively encourage and support proposals which seek broad-based, fundamental changes at the state and local levels to improve science and mathematics education. Forty states, the District of Columbia, and Puerto Rico have submitted preliminary proposals. DOE's Dwight D. Eisenhower Mathematics and Science program will provide collaborative support for the initiative. The President's fiscal year 1991 budget includes significant increases for the Eisenhower program and other mathematics and science education programs in key departments and agencies.

- o Ten days after the Charlottesville Summit, Secretary of Energy James D. Watkins co-chaired with Nobel laureate Dr. Glenn Seaborg a Math/Science Education Action Conference in California. As a result, DOE is mobilizing its National Laboratories and other research facilities to bring cutting-edge science to America's teachers and students. The new initiatives involve partnerships between DOE labs and rural, urban, minority, or disadvantaged schools. Examples include: Oak Ridge National Laboratory's alternative certification initiative with the University of Tennessee, Los Alamos National Laboratory's teacher enhancement program for rural New Mexico middle school teachers; and Brookhaven National Laboratory's science research program for students attending Gallaudett College.
- o Admiral Richard H. Truly has announced the National Aeronautics and Space Administration's plan, "Science and Technology Literacy for the 21st Century," a decade-long commitment to furthering excellence in science and mathematics education, workforce competence, and lifelong learning. Initially, NASA will utilize segments of non-mission time on NASA's satellite communications system, for broadcasting educational and informational videotapes to teachers and students in all fifty states. NASA also has begun work on designing a model "Classroom of the Future." The classroom will take advantage of the latest technologies and learning strategies in teaching science, mathematics, and technology.
- o The National Scholars Program, a government-private sector initiative, will aim to produce 320 underrepresented minority science and engineering Ph.Ds by the year 2002. NSF's Regional Centers for Minorities in Science and Engineering will operate through new regionally-based alliances of school districts, community colleges, universities and local business and science and engineering industries.

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 to citizenship.

Numerous activities and initiatives across the Administration support the national goal related to literacy and lifelong learning. Many departments are active in interagency activities and outreach and partnership efforts with states, communities, schools, universities, and other entities as employers concerned about the future of the nation's

workforce and to help strengthen the connection between school to work.

- o The Department of Labor's Initiative on School to Work Transition aims to help students attain skills needed to successfully complete school and begin their careers. The initiative emphasizes "work-based learning," linking training opportunities with school coursework, and promotes employer involvement with local schools to strengthen the connection between school and work. The Departments of Labor and Education collaborated on a national school-to-work conference this spring.
- o The Administration's Task Force on Literacy, co-chaired by the Department of Education and the Department of Labor, is finalizing recommendations designed to strengthen leadership and direction, coordinate existing programs and services, improve effectiveness of literacy programs, and improve literacy skills for consideration by the White House Domestic Policy Council.
- o The Department of Education has launched the most extensive survey of literacy skills since the 1970's. The National Adult Literacy Survey (NALS) survey will offer vital information about literacy levels and the extent of illiteracy among American adults aged 16 to 64. States were recently informed of a new option to participate in a state-level assessment of literacy skills among their citizens.
- o The Departments of HHS, Labor, and Education are cooperating on a multi-year training and technical assistance effort to implement the Job Opportunities and Basic Skills program for welfare recipients. The effort will focus on helping states integrate literacy and basic skills programs and services to effectively serve JOBS participants.
- o Furthering the important objectives of the Even Start program, the Head Start Family Literacy Initiative will encourage every Head Start grantee to implement a family literacy project by 1993 to enhance intergenerational literacy and encourage family reading activities. To assist this effort, HHS is encouraging partnerships between local grantees and Literacy Volunteers of America, funding fifteen model Head Start Family Service Centers, and working with DOEd's Even Start program.
- o Through the White House Initiative on Historically Black College and Universities, departments and agencies are involved in activities and partnerships to help support and strengthen the nation's HBCUs and their role in providing a quality postsecondary education and lifelong learning opportunities.
- o To help advance the role of technology in educational instruction and information, the Department of Commerce's National Telecommunications and Information Administration recently installed six satellite uplink earth stations for the American Association of Community and Junior Colleges that will transmit instructional programming in collaboration with the Community College Satellite Network.

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.

Drug-free, safe, disciplined schools are vital if we are to improve the quality of education. The Administration believes that the nation cannot wait a decade in order to realize this essential goal. Drug-free, safe schools are a major focus of the National Drug Control Strategy developed under the leadership of Office of National Drug Control Policy Director William Bennett which is being implemented throughout the Administration.

- o Since the Summit, the Department of Education has developed and disseminated a model drug curriculum, Learning to Live Drug Free: A Curriculum Model for Prevention, to every school in the country. The Department of Education has also distributed anti-drug videos to every school district in the country and developed and distributed anti-drug materials in Spanish as well as English.
- o [The Office of National Drug Control Policy hosted in Spring 1990 a national conference for states and localities to identify promising strategies in anti-drug efforts, including those to ensure our children and schools are drug-free. Secretary of Education Lauro Cavazos and Secretary of Housing and Urban Development Jack Kemp were among Administration officials who participated in the conference.]
- o The President proposed and Congress has passed legislation which requires schools, colleges, and universities to implement and enforce firm drug prevention programs and policies as a condition of eligibility to receive Federal assistance. Legislation has also been proposed and passed authorizing emergency grants to local education agencies facing a concentration of drug problems.
- o The Department of Justice has added a School Crime supplement to the National Crime Survey to provide survey data on the extent of school-related victimizations, the availability of drugs and alcohol in schools, efforts to maintain security in schools, and the effects of the fear of crime on behavior. Plans for more in-depth analysis are under development.

IMPLEMENTING THE GOALS IN AMERICA'S OVERSEAS SCHOOLS

The Department of Defense operates 336 schools throughout the world through its program of overseas Dependents schools and Section 6 schools. Within DoD's own unique school system, Secretary of Defense Dick Cheney is responding to the commitment to reach the national education goals by the year 2000. The Department of Defense has set forth measurable objectives related to the goals and strategies for achieving them. Through this effort, some 200,000 students as well as their families will benefit from the emphasis and effort placed on achieving the national education goals.

PROMOTING RESEARCH AND DISSEMINATION OF "WHAT WORKS"

The Administration can play an appropriate and important role in assisting states and localities in reform efforts through improving education-related research and statistics and provide technical assistance to in identifying and disseminating "what works." The President's fiscal year 1991 budget includes substantial increases for Department of Education initiatives to help improve these efforts, including funds specifically targeted for initial Education Summit Follow-up activities.

Many efforts are underway to help identify and disseminate "what works" in goal areas. For example, the Departments of Education and Labor are jointly funding a Center on Adult Literacy. Among a variety of other efforts, the Barbara Bush Foundation for Family Literacy recently produced First Teachers, a family literacy handbook that documents ten of the most promising and innovative literacy programs nationwide. The White House Office of National Service has placed a priority on literacy and drug prevention in its activities.

Promising research currently is being conducted in goal areas. For example, the Department of Education is conducting five studies related to early childhood education designed to survey providers, describe promising practices, and strengthen the relationships between preschool and kindergarten program practices. Several departments are working together to identify existing national statistical efforts related to the goal areas. The Administration also is working with national organizations and associations on strategies to empower their constituencies to become actively involved in working toward the national education goals at the local level.

National Education Research Centers in the Department of Education will conduct work related to goals including centers on: Education in the Inner Cities; Families, Communities, and Family Learning; Cultural Diversity and Second Language Learning; and Research on Dissemination and Knowledge Utilization. The National Diffusion Network (NDN) is being strengthened, and with the cooperation of the National Science Foundation, the number of effective programs in mathematics and science disseminated by NDN will be increased. The Department is also using electronic technologies to enhance dissemination and collaboration among the research programs it supports and is collaborating with the Department of Commerce and other Federal agencies on ways to more effectively use technologies in education.

READINESS FOR SCHOOL

GOAL 1: By the year 2000, all children in America will start school ready to learn.

"Preparing children for school is a historic responsibility of parents. But where parents are absent or where they're unable to help, we need to provide the right kind of assistance to help children."

George Bush, National PTA Legislative Conference, March 5, 1990

"We must recapture the spirit of family that nurtures, protects and strengthens our children. We must re-establish a sense of community, a sense of belonging and purpose that prepares the way for individual achievement and independence."

Louis Sullivan, National Commission on Children Roundtable, July 2, 1990

INTERAGENCY EFFORTS

- o The Department of Education (DOEd) and the Department of Health and Human (HHS) Services have joined forces to help strengthen the transition from Head Start to schools and examine ways schools can help guarantee that the gains made in the preschool years are sustained through the early school years. Coordination between Head Start and Even Start, Chapter 1, and other compensatory education school programs also is being addressed. A series of actions will include a meeting in Fall 1990 of urban school officials and Head Start directors to explore relevant issues and to provide technical assistance for implementing promising strategies. A three-year interagency agreement will transfer funds from Head Start to DOEd to support early childhood activities in DOEd's Regional Education Laboratories. Demonstration projects on transition are planned for Spring 1991.

DEPARTMENT AND AGENCY EFFORTSAgriculture

- o The Extension Service (ES) has launched a project with a consortium of 1890 land grant universities in 16 states to address the needs of at-risk families with young children that will focus on helping parents become more effective as first teachers and strengthening the capacity of community agencies and organizations in providing support to families of preschool children.
- o The ES Youth At Risk Initiative includes a major component to educate parents on how to become more effective in preparing children for school and encourage them to be involved in schools. Working parents are reached through a variety of strategies.

- o Over four million low-income families receive supplemental food, nutrition education, and access to health care through the Special Supplemental Program for Women, Infants, and Children program (WIC).
- o Research activities underway in the Food and Nutrition Service (FNS), such as the WIC Child Impact Study, will provide valuable information on the effectiveness of early intervention strategies related to school readiness.
- o FNS's Child and Adult Care Food Program provides nutritional assistance to preschoolers in Head Start and early childhood care programs.

Defense

- o As part of the Department of Defense's implementation plan for the national education goals:
 - Overseas schools in the Department of Defense Dependent School (DoDDS) system will increase the number of pre-kindergarten education sites from 6 to 29 by school year 1994-95.
 - By the 1992-93 school year, every DoDDS child development program will include a parental participation program to encourage parent involvement in early childhood development, including education guides for parents.
- o DoD's program of comprehensive pediatric services and prenatal care and education for overseas families ensures children are healthy and prepared to learn.

Education

- o DOEd is planning a number of research and dissemination activities related to school readiness including a new research and development centers on Families, Communities, and Young Children's Learning; and Cultural Diversity and Second Language Learning.
- o The National Household Education Survey currently underway will provide information on experiences of young children in preschool programs and parental participation in the early years. Studies on early childhood education and care will provide information on promising practices in family education, and examine transitions between preschool and kindergarten.
- o Priority in DOEd's FIRST Family-School Partnership program will be given to projects operated by school in collaboration with other agencies and organizations to assist parents in developing their children's readiness for school.
- o This year, Chapter 1 will provide Federal assistance to nearly 500,000 disadvantaged preschool children age 3-5.

- o The Even Start program integrates early childhood development and adult education into a unified program aimed at giving educationally disadvantaged parents the literacy skills needed to help their preschool children learn.
- o The Preschool Grants program for handicapped children age 3-5 will reach an estimated 353,000 children in FY 1991. DOEd's handicapped infants and toddlers program provides early intervention services for disabled infants from birth through age two. Preschool projects also are administered under the Bilingual Education special population activity.
- o The Special Education Personnel Development program supports projects to increase the supply and improve the quality of early intervention, special education, and related services personnel.

Health and Human Services

- o The Head Start program offers a comprehensive child development experience for disadvantaged preschool children and their families that combines health, nutrition, education, social services and parenting education. The involvement and commitment of parents and community volunteers is central to the success of the Head Start program and its positive influence on improving children's readiness for school.
- o To assist states in implementing effective strategies for ensuring every child starts school ready to learn, a new Head Start state coordination demonstration project has been initiated. Up to ten states will be awarded three year grants to establish an office, within the governor's office or other high-level state office, to help link Head Start programs with other early childhood programs, related services for children and their families, and schools. As strong support for Head Start among the President and the Congress continues, states will have an opportunity to leverage their efforts to enhance school readiness through a Federal-state incentive program.
- o A "second generation" evaluation of Head Start is underway that will seek to determine which Head Start practices are most effective and how a child's gains from the Head Start experience are sustained. A new monitoring program will provide a comprehensive review of Head Start programs once every three years.
- o A number of HHS demonstration projects are underway that focus on strategies related to Goal 1:
 - The Comprehensive Child Development Project is a five year demonstration designed to test the effectiveness of integrated service strategies to low-income children and their families from birth aimed to ensure children from high-risk backgrounds enter school ready to learn.

- Low Income Opportunity Board demonstrations in Washington State and Ohio focus on providing incentives for teen parents to complete their education and equipping them with parenting skills for their children.
- The Substance Abuse Demonstration Grant Program supports community-based model projects that promote coordination and collaboration of multiple organizations in delivering services to drug-abusing women and their affected infants.
- o Medicaid pays for medical services of eligible low-income persons. Medicaid now requires states to cover children up to six years of age who are in families with incomes up to 133 percent of poverty, a legislative initiative proposed by President Bush. Medicaid's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) program requires states to provide assessments of a child's health and nutrition status; physical examinations; immunizations; and vision, hearing, and dental screening and services.
- o The Maternal and Child Health Services Block Grant program provides grants to states for research, demonstration, training, and technical assistance related to high-risk infants and pregnant women. Working with the states and the private sector, HHS has established a special program to target services to geographic area with high rates of infant mortality. HHS also is strengthening linkages among Federal and state programs and local health department and other public and private providers of maternal and child health care.
- o Through the National Health Service Corps and other programs, HHS plans to increase the number of health care professionals serving underserved populations. HHS is also increasing outreach and support services to improve access through community and migrant health centers and in areas with high concentrations of low-income families.
- o The Center for Disease Control supports a number of activities to ensure children receive proper immunization, including grants to states to assist in the purchase of vaccines and support immunization outreach activities. Enhancing childhood immunizations is one of the major national health objectives HHS has established.
- o HHS's Comprehensive Perinatal Care Initiative assists 200 community health centers to provide care to pregnant women and young children with a particular focus on encouraging earlier prenatal and post-partum care. The Perinatal Addiction Prevention Initiative will document the prevalence of drug abuse among women and develop communications strategies and materials for reaching addicts, and provide training for health and social services professionals.

Interior

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- o The Bureau of Indian Affairs is launching a new parental and child development programs to increase parental involvement in early childhood education. The BIA program will use Missouri's Parents as Teachers program as a model to serve parents and their children from prenatal to age three. The second component of the program will be modeled after Kentucky's Parent and Child Education program serving 3- and 4-year olds.
- o The BIA serves approximately 100 preschool handicapped Indian children on 63 reservations in 20 states. Local BIA special education coordinators work with other preschool programs such as Head Start and the public schools to avoid duplication of efforts and coordinates with other agencies to provide home-based and center-based services to disabled children and their families.
- o The National Park Service is developing a nationwide Associate Ranger learning program that will enable parents, preschool teachers and children to work together to develop a better understanding of the natural and cultural heritage of America. The program will target inner-city and rural youth who normally do not have the opportunity to visit these sites.

Labor

- o Job Corps is developing a curriculum on parenting skills for use in 105 residential Job Corps centers. The curriculum is designed to teach Job Corps students how to help a child learn, keep a child safe and healthy, and provide constructive discipline.
- o New Chance, an 18-site demonstration project co-funded with a number of foundations, will provide economically disadvantaged teen parents with comprehensive services, including parenting skills and literacy training.
- o The Senior Community Service Employment Program provides employment to 3,800 older low-income workers as aides in day care and preschool settings to benefit children's early learning.

State

- o A majority of the State Department's overseas assisted schools provide preschool programs for 3- and 4-year olds. Early childhood specialists and in-service training programs for teachers have been provided with support from the State Department.
- o The State Department has established an Advisory Committee for Exceptional Children and Youth to assess programs in overseas assisted schools and to assist the schools in establishing programs for children with special needs, including at the preschool level.

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National Endowment for the Humanities

- o North Carolina humanities councils have devised a ten-week "motherhood" program that aims to strengthen parent-child relationships through reading.

Office of National Drug Control Policy

- o - The Office of National Drug Control Policy is coordinating implementation of policy initiatives outlined in the National Drug Control Strategy including outreach programs and early treatment for pregnant women who use drugs and strategies to assist infants addicted to drugs such as crack cocaine.

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HIGH SCHOOL COMPLETION

GOAL 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

"The high school diploma is not just a prerequisite for postsecondary study: it is the absolute minimum requirement for successful participation in our increasingly modern and technologically complex economy."

Lauro Cavazos, Southern Association of Colleges and Schools, April 1, 1990

"We need a graduation line that's on-line with the future"

Robert Mosbacher, Economic Club of Detroit, May 8, 1989

INTERAGENCY EFFORTS

- o The Administration's Task Force on Hispanic Education chaired by Secretary Lauro Cavazos is identifying strategies for increasing educational performance and graduation rates among Hispanic youth for consideration by the White House Domestic Policy Council.
- o The Bureau of Indian Affairs (BIA) is actively working to identify reasons for Indian students leaving school prior to graduation. In collaboration with the Department of Education, BIA is in the process of evaluating its schools and developing and implementing school improvement plans.
- o Low Income Opportunity Board Demonstrations are giving states the flexibility to design new strategies for ensuring welfare recipients work toward a high school degree. Ohio's welfare reform program for welfare teen parents teaches parenting and life skills and provides child care in exchange for mandated attendance in high school.

DEPARTMENT AND AGENCY EFFORTSAgriculture

- o The Extension Service's Youth At Risk Initiative is targeting 60 high-risk communities nationwide to help address the education-related needs of youth at risk and encourage school completion by building coalitions of public and private support and coordinated programming strategies that replicate successful model programs. Key cooperators include the Departments of Justice and Housing and Urban Development, the National Science Foundation, the Carnegie Corporation, Ford Motor Company, Kraft General Foods, Inc., and the J.C. Penney Company, among others.

- o "Tackling Tough Stuff," a model curriculum developed by the Minnesota Extension Service aimed at increasing confidence and problem-solving skills among youth is being used in classrooms, youth organizations, hospitals, and churches in 35 states.

Commerce

- o The Current Population Survey (CPS) is a primary source of data for information on graduation rates among cohorts of the American population, including by racial and ethnic background. Further information on high school completions will be added to the CPS in future surveys.
- o The National Weather Service's Allied Bridge Program gives students at risk an opportunity to work alongside meteorologists for school credit to help rekindle their interest in learning and help motivate them to complete school.

Defense

- o To help move the nation toward achieving goal 2, DoDDs overseas and Section 6 schools will seek to achieve a documented school graduation rate of at least 90 percent by the year 1995.
- o In support of the Administration's efforts to improve the quality of education for Hispanic students and reduce the dropout rate, DoD plans to work with the Hispanic Association of Colleges and Universities to identify barriers that prevent Hispanic students from succeeding in education and to provide interventions to overcome these barriers.

Education

- o Virtually every Department of Education (DOEd) program enhances efforts to increase high school completion with specific emphases on disadvantaged, minority, bilingual, immigrant, and homeless children and adults.
- o The Presidential Merit Schools program proposed in the Educational Excellence Act would reward schools that improve their performance, including a reduction in the dropout rate.
- o DOEd's dropout prevention demonstration program is testing methods of encouraging potential dropouts to remain in school and graduate, or former dropouts to return to school to complete their education. Strategies proving most effective will be identified and disseminated around the country.
- o An initiative under the Talent Search program will encourage seventh- and eighth-graders to begin thinking about completing high school and pursuing a college education and help them seek appropriate financial aid.

- o A national research center and other research projects will provide information on improving the performance of secondary students and reducing the number of dropouts. Work also is being accomplished to improve the comparability of data on dropout rates at the state level. The second annual report on dropout rates in the United States is scheduled for release this summer.
- o Under drug-free schools Federal activities, DOEd will award grants for "alternative programs" that help youth who have been suspended or otherwise removed from school because of alcohol or drug use to return to school to complete their degree.
- o A longitudinal study of secondary students with disabilities underway will provide valuable information about the factors that contribute to high dropout rates among students with disabilities and ways to improve the graduation rate.
- o The National Center for Research on Effective Schooling for Disadvantaged Students is exploring issues related to improving high school completion. Proposed centers on education in the inner cities and the organization and restructuring of schools also will contribute to this goal.

Health and Human Services

- o Under the Job Opportunities and Basic Skills program, teen parents are required to participate in high school or GED classes until obtaining a high school diploma or its equivalent.
- o HHS's Teen Pregnancy Demonstrations teach pregnant and parenting teens job readiness, life skills and parenting skills, and provide them with a variety of supportive services. In exchange, teens agree to remain in school or participate in other full-time educational or job-related activities.
- o The Adolescent Family Life Program supports research and demonstrations on family-centered approaches for providing effective care for pregnant adolescents and adolescent parents and prevention services to discourage teen pregnancy and encourage school completion.

Interior

- o Bureaus across the Department of Interior (DOI) are active in DOI's Stay-in-School program which allows financially disadvantaged students to work part-time with Bureau personnel while completing their education. Motivational presentations also help make students understand the relevance of their education to future opportunities.
- o The National Park Service is encouraging its Student Conservation Association program to expand opportunities in the inner-city environment and focus energies toward high school students at risk and minority populations. The NPS also will encourage high school completion by providing additional opportunities for individuals

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to take classes and receive GEDs on site or in nearby communities.

Justice

- o The Office of Juvenile Justice and Delinquency Prevention (OJJDP) supports Cities in Schools (CIS), a major public-private partnership that works to reduce school violence and prevent students from dropping out of school. In a joint venture with the Burger King Corporation, OJJDP will support CIS's Alternative School Program in ten communities nationwide. The school dropout prevention program identifies the needs of youth who are likely to drop out of school and coordinates community services and resources to help high-risk youth and their families.

Labor

- o The Department has launched a National Mentoring Campaign in cooperation with the National Outreach Center to mobilize private sector resources to help students at risk of failing in school and ultimately in the labor market.
- o Youth Opportunities Unlimited grants have been awarded to six cities and the state of Mississippi for model community or neighborhood projects that emphasize integration of services and collaboration among institutions and organizations to help increase high school completion among youth at risk.
- o Proposed amendments to the Job Training Partnership Act include a number of provisions that will lead to increased graduation rates or equivalency degree attainment. JTPA Performance Standards are key tools in influencing programming decisions at the local level.
- o Job Corps' GED Preparation program places continuing emphasis on increasing basic skills and preparing youth to take the GED.
- o Operating in seven cities, High School Redirection is a DOL demonstration project patterned after a highly successful alternative school in Brooklyn, New York.

State

- o The State Department allows overseas American parents to choose schools offering appropriate educational opportunities for their children to ensure that all dependent students graduate.

STUDENT ACHIEVEMENT AND CITIZENSHIP

GOAL 3: 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.

"To succeed tomorrow, our young people must know not only how to count and comprehend basic texts, they must be able to think for a living, adapt to rapid change, and understand the world swirling around them."

Lauro Cavazos, National School Boards Association, April 21, 1990

"Today, many of our young people are discovering that the locks have changed ...that the key they received in our schools doesn't fit...that they simply don't have the education and skills needed to survive in today's workforce."

Elizabeth Dole, State Teachers and Principals of the Year, October 26, 1989

INTERAGENCY EFFORTSDEPARTMENT AND AGENCY EFFORTSAgriculture

- o The USDA Extension Service (ES) youth programs place a priority on youth volunteering for community service. 4-H provides leadership and citizenship opportunities working with schools, in local and county programs, in state capitals, on land grant university campuses, and around the world. School enrichment activities through the 4-H program involved nearly 3 million youth participants last year.
- o A new 4-H international curriculum will help expand knowledge of America's diverse cultural heritage and the world community as an adjunct to the expanding International 4-H Youth Exchange. The ES and the Martin Luther King, Jr. Commission are working to expand knowledge among youth about the nation's diverse cultural heritage. The ES also provides opportunities for students to develop real world problem-solving and decision-making skills.
- o The "Agriculture in the Classroom" Program, cited by the National Academy of Sciences as a model education program, mobilizes thousands of volunteers across

the nation to develop "agricultural literacy," helping K-12 students understand science and business career opportunities associated with the food and agricultural system.

Commerce

- o Project XL, a Patent and Trademark Office initiative, is an educational outreach program designed to encourage the development of inventive thinking and problem-solving skills among America's youth. An openhouse for teachers was held in May 1990 to introduce resources, guides, and the potential value of patented information.
- o The National Institute of Standards and Technology (NIST) was instrumental in establishing the Montgomery Education Connection that involves over fifty active business and industry participants in linking business resources to the classroom. NIST's educational outreach programs promote job readiness skills, develop business and financial management skills, and recognize creative business and scientific teaching. Over the last two years, 40,000 students took advantage of various programs.
- o The Department of Commerce's Partnership In Education program links employees with elementary and secondary schools for tutoring and mentoring programs. Cooperative education programs between Department of Commerce Bureaus and schools give high school and college students an opportunity to explore careers and acquire hands on experience.
- o A Census Bureau Education Project developed and mailed 150,000 kits in both Spanish and English to elementary and secondary students from March 1989 through Fall 1990 to help improve skills in citizenship, mathematics, geography, and other subjects. The Census Bureau worked with the National Council for Social Studies to develop census-related instructional materials with a teaching guide for K-12 social studies teachers.
- o The Minority Business Development Agency (MBDA) has launched chapters of the National Business League in Washington, D.C. and Maryland and is working with other states interested in starting chapters.
- o The National Oceanic and Atmospheric Administration (NOAA) works with classrooms who wish to obtain environmental satellite data. For example, NOAA installed a science lab donated by Fisher Scientific Company in Sousa Junior High School in Washington, D.C.

Defense

- o Under the Department of Defense's implementation plan for the national education goals:
 - The Department of Defense Dependent Schools (DoDDS) and Section 6

schools will seek to increase the average test scores of elementary and secondary students in each quartile on student achievement tests by 10 percent by the year 2000.

- DoDDS and Section 6 schools will seek to increase the percentage of students scoring above the 1989 50th percentile score on higher order thinking skill items on achievement tests by 20 percent by the year 2000.
- DoDDS will seek to increase by 50 percent the number of high school graduates having enrolled in a third or fourth year of a foreign language.
- Starting in school year 1991-92, DoDDS will seek to enroll all students in host nation programs which teach students about the culture and language of the foreign nation in which they live.
- DoDDS and Section 6 school will seek to increase the percentage of minority students taking the Scholastic Aptitude Test by 50 percent by the year 2000.
- The Department of the Army will explore methods for improving civic education to implement stated goals on citizenship within Section 6 schools on Army installations.

Education

- o In follow-up to the attention given to enhanced flexibility and accountability at the Education Summit, DOEd has launched a comprehensive review of how the Department can eliminate unnecessary rules and regulations which accompany Federal programs so that local districts and schools can use Federal funds most effectively to improve their schools and the performance of all students.
- o Following the Summit, Secretary Cavazos convened five regional meetings on choice in education to promote school choice as a cornerstone for restructuring America's education system. Representatives from education, business, government and the community discussed the role of choice in improving the quality of education and expectations for achievement in our schools. The Magnet Schools of Excellence program, a component of the Educational Excellence Act proposed by the Administration, would help expand opportunities for greater parental choice.
- o Research, practice, statistics, and dissemination activities constitute a major thrust of the Department of Education's role in supporting improved student performance. DOEd's National Research Centers are conducting research on reading, the learning and teaching of elementary subjects, secondary school teaching and technology in education. A number of new research and development centers will add to the range of important work being conducted related to goal three, including centers on Student Learning; Writing and Literacy; Literature Teaching and Learning; and Research on Dissemination and Knowledge Utilization.

- o Through the National Center on Education Statistics, DOEd conducts work to measure student progress in key subjects. The National Assessment of Educational Progress (NAEP) is a primary mechanism for measuring academic achievement at the national level and at the state level in cooperation with the states. Work is underway to improve assessment instruments to more adequately measure student competency in subject areas. A new Center on Assessment, Testing and Evaluation will support much of this work.
- o The Educational Excellence Act's proposed Presidential Merit Schools for schools demonstrating substantial improvement in raising student achievement and Presidential awards for teachers who meet the highest standards of excellence in education would provide cash awards to schools and teachers for excellence. Two existing DOEd award programs, the Presidential Scholars Program and Elementary and Secondary School Recognition Program also recognize students and schools demonstrating excellence in education as envisioned by goal 3.
- o The Computer-Based instruction program under the Fund for innovation in Education is supporting efforts to broaden the use of computers in classroom instruction to improve student achievement.
- o Numerous DOEd publications provide information related to increasing student performance and promoting "what works" in education. Examples of recent publications include: Choosing a School for Your Child, a practical guide for parents on how to select a school; Becoming a Nation of Readers: What Principals Can Do, a guide to help school principals improve the quality of reading instruction in their schools; and Educating Our Children: Parents and School Together, a report describing how parents can get more involved in their children's education.
- o The special education Secondary and Transitional Services program supports a wide range of activities related to providing secondary education and services to students with disabilities to aid in the transition from school to other environments. Research supported through the Innovation and Development program will enhance efforts to link special education services with subject matter areas such as English, mathematics, and science. DOEd will continue its multi-year support of a research institute that focuses on improving the educational outcomes of students with disabilities.
- o Through regional hearings, DOEd has gathered information on improving the education outcomes of Hispanics. A task force on the education of American Indians and Alaskan Natives will review and recommend ways to improve the condition of education for this group.

Interior

- o The Natural Resource Videotape Series, geared at junior and senior high school students, helps develop an awareness, knowledge, and appreciation of our natural

resources.

- o Interior operates ongoing activities, such as Adopt-A-School programs, student volunteer opportunities, and in-class and on-site tours to provide opportunities to reinforce the importance of science, mathematics, and geography, as essential life skills that are critical for responsible citizenry.
 - The National Park Sites will be presented to schools across the nation as "Learning Laboratories" providing on-site education tools.
 - The Bureau of Mines is actively involved in Take-Pride-In America which identifies opportunities for community service.
 - Project Wild offers an award-winning environmental education program for elementary and secondary students.
- o The Bureau of Indian Affairs' Effective School effort is implementing outcome based education to improve academic achievement.
- o The Resource Apprenticeship Program for Students (RAPS) is providing Alaskan native high school juniors and seniors with a two month summer work experience in resource management-related activities.

Justice

- o Through the "Legal Advocates in Education" initiative, Department of Justice employees are granted eight hours of administrative leave every month to serve as mentors in District of Columbia public schools.
- o The Hispanic Employment Program Managers Committee is initiating a Mentorship Program which helps students learn planning skills and explore career opportunities, reinforces good attendance, and encourages high school completion.

Labor

- o The Secretary's Commission on Achieving Necessary Skills (SCANS) will determine competency guidelines for the fundamental skills required for entry into employment. These guidelines will help schools determine whether students can adequately perform in entry level jobs.
- o The Summer Training Education Program (STEP) project is replicating a successful DOL pilot project in 14 states. The model involves summer reading and math classes combined with employment and life skills.

State

- o State Department support for updated materials, in-service training, and university-

school partnerships assists overseas schools in developing competencies among students in key subject areas and an understanding of world regions and specific nations.

- o The State Department assists overseas schools in establishing and maintaining high standards and has encouraged and funded Advanced Placement courses at the high school level. A number of U.S. dependents also earn the International Baccalaureate Diploma.
- o Language competency in one or more languages is developed by a majority of the 24,000 American students in assisted schools.

Transportation

- o A long-standing partnership between DOT and a District of Columbia junior high school has involved employees in tutoring students in math and English, one-on-one mentoring relationships, and continuous support of school activities.

Veterans Affairs

- o Veterans Affairs is prepared to mobilize America's veterans through Veterans Service Organizations as speakers, mentors and volunteers to bring history alive in America's classrooms and personify values of patriotism, courage, leadership, public service, and the importance of educational achievement.

Environmental Protection Agency

- o The Youth Environmental Action Forum cosponsored with the National Governors' Association in May 1990 brought together 300 high school students, teachers, and environmental education coordinators from around the world.
- o EPA's new Office of Environmental Education provides a focus for educational outreach. A national Pollution Prevention Environmental Education project will organize education experts at every level to develop education materials for teachers and students.

National Endowment for the Humanities

- o Starting this Fall, NEH will sponsor projects that seek to increase language proficiency and cultural knowledge among language teachers and undergraduates, and establish foreign language magnet schools.
- o NEH sponsors summer institutes and seminars that bring teachers together with college faculty to improve the quality of teaching in America's classrooms.
- o In conjunction with Readers' Digest, NEH gives one humanities teacher in each state the opportunity to spend a year studying the subject he or she teaches.

National Science Foundation

- o NSF is actively engaged efforts to expand excellence in science, mathematics, and engineering instruction at all levels, and ensure that students progress through school achieving competency in these subjects.
- o "Super Science," a project of Scholastic Inc., is a mass media science project that supplies two monthly magazines for grades 1-3 and 4-6. The program provides hands-on experience with scientific experimentation and enhances reading. Students who are reading below their grade level improve in levels of comprehension in this program. This project is just one example of the numerous science and mathematics education projects supported by NSF's Instructional Materials Development Program.
- o "Intelligent Tutors in Algebra and Geometry" is a project at Carnegie-Mellon to develop intelligent tutoring techniques under NSF's Application of Advanced Technologies program.
- o Through its Studies and Analysis program, NSF is supporting a National Survey of Science and Mathematics Teachers. Working through the National Assessment of Educational Progress, the survey will collect data from eighth grade science teachers on the relationship between teacher and classroom characteristics and student performance.

Office of Personnel Management

- o OPM is participating in a pilot program to prepare high school students for careers in public service. The Academy of Public Service program will involve a District of Columbia high school starting this Fall.
- o OPM's Saturday Academy provides educational enrichment for seventh grade students in the District of Columbia. The ten-week program engages students, parents, school staff, and OPM for structured learning experiences in mathematics, science, communications, and computer literacy.
- o OPM and representatives of the D.C. public schools are developing a pilot education program including instructional materials designed to better prepare high school seniors for Federal employment upon graduation.

SCIENCE AND MATHEMATICS

GOAL 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

"When it comes to math and science, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, we will accept only one prime number: number one in the world."

George Bush, National PTA Legislative Conference, March 5, 1990

"Never before has education in math, science, and engineering been so critical. Never before have U.S. shortcomings been so apparent."

Erich Bloch, Wright State University, April 10, 1990

INTERAGENCY EFFORTS

- Through Dr. D. Allan Bromley, Director of the Office of Science and Technology Policy (OSTP);*
- o A federal coordinating committee has been established to promote more efficient use of the expertise that exists in agencies, avoid needless duplication, identify areas of new program opportunities, and make more efficient use of limited resources in efforts related to science, mathematics and engineering education across the Administration. Sixteen federal departments and agencies are involved in this effort.
 - o *major OSTP study,* The Department of Education (DOEd) and the National Science Foundation (NSF), *following* have formalized their partnership on science and mathematics education. Joint activities will include: support of the educational television program Square One; distribution of NSF curricula through DOEd dissemination networks; support of science and mathematics and science education programs for minorities through DOEd's Upward Bound program and NSF's Career Access program; research on national and international assessment of student achievement; and research and development activities on the use of technology in education.
 - o In conjunction with the National Governors' Association, NSF and DOEd recently launched a Statewide Systemic Initiative that will actively encourage and support proposals which seek broad-based, fundamental changes at the state and local levels to improve science and mathematics education. Forty states, the District of Columbia and Puerto Rico have submitted preliminary proposals.
 - o The National Scholars Program, a government-private sector initiative underway through a joint agreement between NASA and the Department of Energy, will aim to produce 320 underrepresented minority science and engineering Ph.Ds by the year 2002.

- o The Interagency Minority Health Science Careers Coordinating Committee has been recently established to improve collaboration among Federal agencies with activities targeted to minorities enrolled in health science-related academic programs.

DEPARTMENT AND AGENCY EFFORTS

Agriculture

- o In September 1990, six national model 4-H projects and 16 related state projects designed to develop competency and interest in science among youth at risk through hands-on experience will be ready for replication and introduced in a Staff Development Symposium. Several major corporations have expressed an interest in supporting 4-H efforts to ensure science and technology education will receive heavy emphasis nationwide during the next decade.
- o The High School Research Apprenticeship Program encourages outstanding high school students, particularly women and minorities, to seek summer employment in agriculture laboratories to expose them to science-related careers.
- o Agriculture Research Service (ARS) scientists volunteer to work with schools on science fairs, giving lectures and demonstrations, and working with 1890 Land-Grant institutions and HBCUs on stimulating interest in science-oriented careers.
- o USDA grant programs to 1890 Land-Grant Institutions provide research assistantships to undergraduate and graduate students in agricultural sciences and funds for curriculum and faculty development, library resources and science equipment, and help to strengthen student recruitment and retention.

Commerce

- o The National Oceanic and Atmospheric Administration (NOAA) works with classrooms who wish to obtain environmental satellite data. For example, NOAA installed a science lab donated by Fisher Scientific Company in Sousa Junior High School in Washington, D.C.
- o In cooperation with Howard University, the National Ocean and Atmospheric Administration participates in the Minorities in Engineering program which provides summer engineering employment for students in line offices.
- o The Technology in Education (TIE) program sponsored by the National Weather Service (NWS) assists secondary school teachers in upgrading teaching curricula in science, mathematics, and computer science. NWS scientists work with teachers to ensure they are current in up-to-date technology.
- o The Technology Administration is developing the "Technology Heroes" program to increase the involvement of pre-high school students in science and technology.

The program will utilize the winners of the National Medal of Technology as role models. The Technology Administration also promotes metric education in classrooms through materials and teaching aids.

- o The National Institute of Standards and Technology's Resource Educational Awareness Partnerships use Connection Resource Banks to match employees with schools to promote mathematics and physical science awareness at the elementary and secondary levels.

Defense

- o Under the Department of Defense implementation plan for the national education goals:
 - DoDDS and Section 6 high schools will seek to increase enrollment in advanced mathematics and science each year with the objective of having 75 percent of all graduating college preparatory students complete algebra 2 and chemistry and 25 percent complete courses in calculus and physics.
 - DoDDS and Section 6 school will seek to train 400 and 200 teachers and administrators, respectively, by 1995 in curriculum and evaluation and professional standards for teaching mathematics as proposed by the National Council of Teachers of Mathematics.
 - The Department of the Army will explore the possibility of implementing new mathematics instruction methods within Section 6 schools on Army installations.

Education

- o The Dwight D. Eisenhower Mathematics and Science Education Program provides grants to states and local school districts and postsecondary institutions to improve the quality of mathematics and science teaching and increase access of all students to quality instruction. This year, DOEd hosted a major conference that brought together state educators, NASA, NSF, DOE, DOT, Congress, and professional education associations to focus attention on the nation's efforts to improve mathematics and science education. This program will provide support for the new Statewide Systemic Initiative.
- o The National Science Scholars program proposed by the Administration would encourage achievement in the sciences by providing scholarships to graduating high school students who have excelled in the sciences, mathematics, and engineering.
- o In cooperation with the National Academy of Sciences and international organizations, work is underway to develop measures adequate for international comparisons of student achievement in science and mathematics.

- o DOEd plans to establish two national centers on teaching and learning for mathematics and science. Validating and disseminating effective programs in areas of science and mathematics is a priority of DOEd's the National Diffusion Network.
- o Mathematics and Science National Programs will support demonstrations of school programs that aim to strengthen mathematics and science curricula and instruction in the early grades. DOEd also is supporting innovation and development projects to study science and mathematics curricula for kindergarten through eighth grade.
- o The Upward Bound program funds fifty regional mathematics and science projects for disadvantaged high school students.
- o The Graduate Assistance in Areas of National Need provides fellowships for students of superior ability to pursue graduate-level students in mathematics, physics, chemistry, and engineering.
- o The Minority Science Improvement program provides grants to minority higher education institutions for improvements in science teaching facilities and equipment.
- o A DOEd publication, No Gift Wasted, highlights special science and mathematics education programs for highly able disadvantaged students. In addition, Secretary Cavazos will soon release a publication on math and science education in the United States.

Energy

- o Just ten days after the Charlottesville Summit, Secretary Watkins co-chaired a Math/Science Education Action Conference in Berkeley, California with Nobel laureate Dr. Glenn Seaborg attended by 250 scientists, educators, business executives, and government leaders. A report on the Conference was released in May.
- o DOE is mobilizing its National Laboratories and other research facilities to bring cutting-edge science to America's teachers and students. A new set of initiatives involves partnerships between DOE labs and rural, urban, minority, or disadvantaged schools. The initiatives include:
 - Oak Ridge National Laboratory's alternative certification initiative with the University of Tennessee, and Science and Mathematics Action for Revitalized Teaching (SMART) program with area school districts.
 - Los Alamos National Laboratory's teacher enhancement program for rural New Mexico middle school teachers.
 - Brookhaven National Laboratory's science research program for hearing-impaired students attending Gallaudett College.

- o In May, Secretary Watkins issued a Secretary of Energy Notice establishing education as a primary mission of DOE and encouraging education outreach efforts. To encourage public-private sector partnerships, DOE has signed memoranda of understanding with the Appalachian Regional Commission and the Coca-Cola Mid-Atlantic Bottlers Association.

Health and Human Services

- o Among Secretary Sullivan's program directions for FY 1991 and 1992 are efforts to strengthen basic research in biomedical and behavioral sciences through increasing the number of well-trained research scientists in these fields. Activities in support of this objective will include promoting research experience at the secondary school level; encouraging partnerships between scientists and teachers; and assisting in curriculum development and reform.
- o The Health Careers Opportunities program targets resources in mathematics and science training for students in college and secondary school, helping to keep options open for careers in technical or health-related fields.

Interior

- o The National Park Service is developing classroom materials on biological diversity, clean air, global change, and endangered species to supplement existing science curriculum.
- o The U.S. Geological Survey (USGS) holds periodic workshops for science teachers at locations nationwide on current research and technology in the earth sciences.
- o The USGS Minority Participants in Earth Sciences Program supports precollege and college minority and women students for on-the-job experiences in earth sciences. Approximately 50 percent of the students who have participated in this program have acquired degrees and launched careers in scientific fields.
- o Regional staff in virtually every DOI bureau are involved in science, mathematics and engineering education activities in classrooms and the community.

State

- o The State Department helps to strengthen mathematics and science education in overseas assisted schools by providing grants to schools to support teachers, computer hardware, software, and instructional materials, and encouraging schools to increase science and mathematics requirements for graduation.
- o State has established a two-week Aerospace Science institute for overseas teachers, cooperatively funded with the University of Houston, NASA, and the Federal Aviation Administration. Since 1984, 263 teachers from 71 countries have attended

the Institute.

- o State supports nationally known science and mathematics consultants to visit assisted schools and make recommendations for improving the total science program.
- o Through grants to assisted schools, counselors are participating in a training program about encouraging women and minorities to compete in the fields of mathematics, science, and engineering.

Veterans Affairs

- o The VA will work to identify and explore innovative ways to encourage students participating in GI Bill programs to pursue fields related to mathematics, science, engineering, and technology, and to emphasize summer employment opportunities in research labs and technical centers.

Environmental Protection Agency

- o In April 1990, EPA was a major sponsor of the National Minority Environmental Career Conference at Howard University to provide minority college students with information on science and engineering careers related to the environment.

National Aeronautics and Space Administration

- o Admiral Truly has set the National Aeronautics and Space Administration on a new course of activity in education that will span the entire decade. NASA's plan, "Science and Technology Literacy for the 21st Century," incorporates the new thrusts of academic excellence in science and mathematics prompted by the national goals.
- o NASA will begin to utilize segments of non-mission time on NASA Select, NASA's satellite communications system, for broadcasting educational and informational videotapes directly to teachers and students in all fifty states.
- o NASA has begun work on designing a "Classroom of the Future." The classroom will take advantage of the latest technologies and learning strategies in teaching science, mathematics, and technology.
- o The Space Exposed Experiment Developed for Students (SEEDS) project is an example of the unique educational activities designed to stimulate student interest in science. Some 12 million tomato seeds were distributed to teachers that had been in orbit for five years on NASA's Long Duration Exposure Facility.
- o The Astro-1 project will bring live lessons from space into classrooms across America.

- o The Science Student Involvement Program (SSIP) involves over 1,000 junior high and high school students every year in a national competition by submitting proposed experiments that could be tested.
- o The Learning About Science and Engineering Research (LASER) mobile teacher resource center brings NASA educational materials to teachers not currently served by NASA's resource center network to help improve mathematics and science teaching.

National Science Foundation

- o NSF's Regional Centers for Minorities in Science and Engineering will operate through new regionally-based alliances of school districts, community colleges, universities and local business and science and engineering industries.
- o The Presidential Awards for Excellence in Science and Mathematics Teaching program administered through NSF is being expanded this Fall to recognize one mathematics and one science teacher at the elementary and the secondary level in every state.
- o A new annual competition, Women's Science Faculty Awards, will help develop women leaders in science research and teaching.
- o NSF's Teacher Enhancement Program provides support for model projects to improve the qualifications and effectiveness of mathematics and science teachers. Through the Instructional Materials Development Program, NSF has recently initiated a comprehensive series of curricula development projects to parallel the teacher enhancement program.
- o The Teacher Preparation Program supports innovative projects designed to ensure the quality of future mathematics and science teachers.
- o The Young Scholars Program for talented secondary students supports nearly 5,000 students annually to stimulate interest in mathematics, science, and engineering.
- o NSF's Science and Mathematics Education Networks Program supports local or regional groups organized to share information, resources, and talent related to science and mathematics. An example is the "Placement of Retired Professionals in Secondary Schools for Teaching Science and Mathematics," an experimental project of the National Executive Corps that recruits retired scientists and engineers to volunteer in the schools.
- o NSF's Research in Teaching and Learning Program supports expansion of basic knowledge about the processes of teaching and learning mathematics, technology, and the sciences and about factors that affect success in these fields.

ADULT LITERACY AND LIFELONG LEARNING

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.

"Whether our economy grows or shrinks...Whether Americans enjoy expanded living standards...Whether business succeeds or fails...The answers to these questions hinge on our ability to provide youths and adults with adequate education and training."

Elizabeth Dole, State Teachers and Principals of the Year, October 26, 1989

"You must prepare yourself to live in a world that will never look like the one that has been occupied by your parents and grandparents."

Clayton Yuetter, University of Kansas Landon Lecture, October 3, 1989

INTERAGENCY EFFORTS

- o The Administration's Interagency Task Force on Literacy is coordinating adult literacy, basic skills instruction and job training activities across the Administration and finalizing recommendations on relevant initiatives and strategies for consideration by the White House Domestic Policy Council.
- o The Departments of Education and Labor held a leadership conference in May 1990 on strengthening the school-to-work connection for representatives from business, labor and education. A White Paper is being produced to follow up the conference.
- o The Departments of Education and Labor are jointly funding a Center on Adult Literacy housed in DOEd's Office of Educational Research and Improvement. The Center will examine ways to increase the effectiveness of literacy services and disseminate information on what works.
- o The Departments of Commerce and Labor are conducting a national demonstration project to overcome problems of workplace illiteracy and improve basic skills in rural areas. Ten regional demonstration sites will be selected. Other participants include the Tennessee Valley Authority, the Departments of Agriculture, Education, and Veterans Affairs and the National Association of Broadcasters. A national teleconference involving 800 rural communities is being planned.
- o The Departments of HHS, Labor, and Education are cooperating on a multi-year training and technical assistance effort to implement the Job Opportunities and Basic Skills program for welfare recipients. The effort will focus on helping states integrate literacy and basic skills programs and services to effectively serve JOBS

participants.

- o The Departments of Labor, Education, and HHS are sponsoring a two-part study of Federal, state, and local funding sources and services available for adult literacy education that will make recommendations for enhancing coordination at all levels of government.

DEPARTMENT AND AGENCY EFFORTS

Agriculture

- o The Cooperative Extension Service (CES), a national educational network, links research, science, and technology to the needs of people where they live and work. Its purpose is to promote practical, non-formal education for Americans of all ages that combines the expertise and resources of Federal, state, and local governments. The CES works with and through over 2.8 million volunteers in carrying out its lifelong learning educational mission.
- o The USDA Graduate School enrolls an average 30,000 adults annually in the wide range of university-level courses it offers.

Commerce

- o The National Telecommunication and Information Administration recently installed six satellite uplink earth stations for the AACJC that will transmit instructional programming with the Community College Satellite Network.
- o Economic Development Administration (EDA) funds support the construction of "skills centers" to address the occupational and skills training needs of a specific firm or industry seeking to create or save jobs in a local area.
- o As part of the White House Initiative on Historically Black Colleges and Universities, MBDA supports partnerships between HBCUs and local schools to promote youth business activities and EDA is collaborating in the development of HBCU Entrepreneurial Centers.
- o A partnership between the Minority Business Development Administration (MBDA) and the American Association of Community and Junior Colleges (AACJC) has resulted in over 100,000 minority youth being involved in youth business awareness and training. Recently, MBDA and AACJC developed a basic business manual on developing a business plan for Indian youth and adults.
- o The National Telecommunication and Information Administration helps sponsor the National Technological University which provides tutorials and advanced courses for engineers, scientists and technical managers.

Defense

- o The Department of the Navy has initiated a Teaching as a New Career Program involving agreements with local universities to provide alternative certification to individuals who want to teach. Ten universities have signed agreements.
- o Beginning in school year 1991-92, DoD's Dependent School system will accept applications for teachers who have been certified through alternative certification programs.
- o To help move the Nation toward goal 5:
 - The Air Force will incorporate goals and objectives that support adult literacy and lifelong learning into the Air Force Education Services Program.
 - The Department of the Army currently is implementing reading and mathematics improvement programs. By the end of 1991, standards will be established to seek to ensure that every soldier in the Army's Noncommissioned Officer Education System will achieve high levels of competency.

Education

- o The Department of Education has launched the most extensive survey of literacy skills since the 1970's. The National Adult Literacy Survey (NALS) survey will offer vital information about literacy levels and the extent of illiteracy among American adult aged 16 to 64. States were recently informed of a new option to participate in a state-level assessment of literacy skills among their citizens.
- o In addition to the National Center on Adult Literacy cited above, DOEd also will conduct work related to this goal through a national center on Educational Quality of the Workforce. A proposed national institute will lead DOEd's work in literacy and to coordinate efforts with other Federal agencies, state programs and offices, and the private sector.
- o DOEd's library literacy program supports the establishment or expansion of literacy training opportunities for adults in public libraries using volunteers and often in cooperation with local adult education programs. Other DOEd adult literacy activities focus on partnerships involving business, labor, and educational agencies to demonstrate training methods in the workplace; and encouraging undergraduate students to provide volunteer tutoring to disadvantaged individuals in the community.
- o Under the new Technology Education Demonstration program, projects will be designed to promote the use of technologically oriented curricula in the classroom and to help students become knowledgeable about the use of technology in the workplace.

DOED

- o Activities in support of the White House Initiative on Historically Black Colleges and Universities, including endowment grants for HBCUs proposed in the Educational Excellence Act, are strengthening the role of these institutions in providing greater access to postsecondary education and minority enrollments.
- o Adult Education State Grant programs teach basic skills to 2.8 million illiterate adults and help another 1.2 million adults attain high school equivalency. Indian, homeless and bilingual adults also receive literacy assistance under distinct DOEd programs.
- o The Administration's reauthorization proposal for vocational education programs seeks to improve program flexibility and accountability.
- o Federal student financial assistance programs, the largest portion of the Department of Education's budget, give students and adults access to continuing educational opportunities of their choice. Special Programs for the Disadvantaged provide academic counseling, outreach, and support services for disadvantaged students. The Administration will play a lead role in the reauthorization of the Higher Education Act.
- o Special education Postsecondary Programs support model programs of postsecondary, vocational, technical, adult, and continuing education for individuals with disabilities.
- o The Fund for Improvement of Postsecondary Education (FIPSE) encourages institutions of higher education to identify and pursue improvements in educational quality.

Health and Human Services

- o Head Start's Family Literacy Initiative will encourage every Head Start grantee to implement a family literacy project by 1993 aimed to improve intergenerational literacy and encourage the activity of reading among Head Start families. To assist this effort, the Head Start Bureau is encouraging partnerships between local grantees and Literacy Volunteers of America; funding fifteen model Family Services Centers; and collaborating with the Department of Education's Even Start program.
- o The Job Opportunities and Basic Skills (JOBS) program is designed to ensure that AFDC recipients are literate and possess skills and training that will prepare them to become productive members of the workforce.
- o HHS's student loan, scholarship, and grant programs support financially needy students pursuing careers in the health professions.
- o The National Institutes of Health and the Alcohol, Drug Abuse and Mental Health

Administration support the training of scientists and related professionals for biomedical and behavioral research. The Minority Biomedical Research Support Program addresses under-representation of minority students in these professions through grants to minority institutions of higher education.

- o The Centers of Excellence program is providing long-term support to strengthen institutional and faculty development at Historically Black Colleges and Universities as part of the White House Initiative on HBCUs.

Interior

- o The Bureau of Mines provides free educational films and videotapes that contribute to understanding the global economy through distribution centers nationwide. Several centers are local public libraries and school systems.
- o Department of Interior Bureaus support programs and participate in activities with Historically Black Colleges and Universities as part of the White House Initiative on HBCUs.
- o National Park Service Employee Development Centers at the Grand Canyon and Harpers Ferry assist employees in the development of skills that will enable them to advance their personal careers and expand their interactions globally.
- o The BIA operates two postsecondary institutions and provides funding for twenty-two tribally-controlled community colleges.

Justice

- o The Bureau of Prisons' Inmate Education Program provides educational programming designed to meet specific inmate needs for functional literacy, high school equivalency, continuing education, and personal and spiritual growth.
- o The Office of Juvenile Justice and Delinquency Prevention (OJJDP) sponsors a Law-Related Education Program that helps students understand responsibilities and rights associated with everyday life.

Labor

- o DOL's Initiative on School-to-Work Transition aims to help students attain skills needed for entry level employment in jobs that have career potential.
- o DOL's Labor Investing for Tomorrow (LIFT) Awards will recognize and reward businesses with outstanding commitments to employee training and outreach programs.
- o The Center for Advanced Learning Systems (CALS) collects and disseminates

"what works" information on training and education curriculum and practices. CALS is planning an occupational literacy center which will publish findings on basic skills.

- o DOL is disseminating a series of publications designed to raise awareness of workplace literacy issues and to encourage and assist businesses, employees, and schools to address these issues.
- o DOL recently contracted with the Educational Testing Service to conduct a national survey of literacy levels among clients served in JTPA, the Employment Service, and the Unemployment Insurance system.
- o DOL currently supports a host of demonstration projects focused on improving literacy and lifelong learning. For example, Family Learning Centers provide English literacy and job training to Hispanics and the economically disadvantaged.
- o The Utah Job Training and Economic Development Project is integrating JTPA, Job Corps, and vocational education to demonstrate how combining categorical Federal programs with similar goals may produce more effective basic skills and training strategies.
- o A DOL evaluation of 90 field-initiated workplace literacy projects will investigate unique methods, tools or technology that focus on learning at the worksite or in context of the workplace. The results will provide useful information for employers in implementing strategies to boost employee skills.

State

- o The Overseas Schools Advisory Council (OSAC) works with the American business community to improve overseas schools. The council has generated \$52 million dollars of financial and in-kind support from U.S. corporations and foundations and host and third country firms for the assisted schools.
- o Regional associations of overseas schools sponsor an internship program to introduce outstanding U.S. university graduates to careers in teaching overseas. Starting this Fall, State's FAST-TRAIN initiative will train U.S. government spouses to teach in overseas schools in conjunction with a stateside university through alternative certification procedures.

Transportation

- o The U.S. Coast Guard is involved in efforts to improve the literacy of its enlisted men and women, to ensure successful completion of technical training.

Veterans Affairs

- o GI Bill programs support the educational advancement of our nation's veterans. Currently, over 400,000 individuals are being served under this program. In support of the national education goals, the VA will work to identify innovative ways to encourage students to pursue studies in mathematics, science, technology and engineering.
- o The Health Professionals Educational Assistance Program covers educational costs for individuals interested in health careers in exchange for a period of service in a VA facility.

Environmental Protection Agency

- o The Minority Institutions Assistance Program supports the development of minority colleges and universities by providing fellowships for students and research fellowships for faculty.
- o The National Network for Environmental Management Studies Program is a cooperative effort among EPA and over 53 participating universities designed to produce high-quality graduate studies on EPA's priority environmental and program management issues.

National Aeronautics and Space Administration

- o The National Space Grant College and Fellowship Program provides undergraduate and graduate fellowships to 21 designated Space Grant universities and consortia with a particular emphasis on recruiting women and minorities.
- o NASA is collaborating with the American Association for Counseling and Development to develop materials concerning technical careers and associated educational prerequisites.

National Endowment for the Humanities

- o Virtually all of NEH's general programs and state programs contribute to enhancing literacy and lifelong learning. NEH sponsors library reading and discussion programs in America's small towns and large cities that have become models for nationwide efforts. NEH-sponsored television documentaries also contribute to this goal.
- o Adult Americans study in historical societies and museums because of NEH efforts. State councils sponsor programs for the out-of-school public on a host of topics.
- o Humanities councils in various states also help teach the illiterate to read. In Vermont, for example, a Family Reading Project helps new adult readers share books with their children.

- o Programs and initiatives for Historically Black Colleges and Universities aim to increase minority enrollments in postsecondary education and provide long-term support for strengthening research centers and humanities programs. Support also is provided to help faculty complete doctoral study.
- o Two-year colleges have received special emphasis at NEH. Projects help strengthen the teaching of humanities through faculty and curriculum development activities.
- o NEH funds efforts across the nation to strengthen humanities curricula and teaching in the nation's four-year colleges and universities. Distinguished Teaching Professorships reward effective teaching and emphasize the importance of good teaching to students who may become teachers themselves.

National Science Foundation

- o NSF's Career Access Program increases career opportunities in science and technology for women, minorities, and the disabled.
- o The Faculty Enhancement and Courses and Curricula Programs aim to improve the quality of undergraduate education and instruction in mathematics and science.
- o The Graduate Fellowship Program and the Minority Graduate Fellowship select a core group of graduate students and provide extended support for advanced education. This year, NSF offered additional graduate fellowships to women in engineering.

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SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

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.

"Above all, we shouldn't forget that if you put good teachers, an energetic principal, a challenging curriculum, and high expectations in school, you have most of the essential ingredients of a solid school anti-drug program."

Director William Bennett, George Mason University, March 6, 1990

"The longer we can make sure our teachers, and not drug dealers, hold sway over our kids, the more promising America's future will be. And we 'part-timers' can help by sharing our experiences and insights."

Attorney General Dick Thornburgh, May 23, 1990

INTERAGENCY EFFORTS

- o The President's National Drug Control Strategies place a priority on drug-free schools. The Office of National Drug Control Policy provides leadership in policy coordination to implement the strategies. Virtually every department and agency as well as the White House Office of National Service is engaged in drug education and prevention activities and outreach efforts.
- o The President's National Drug Control Strategies propose a new community partnership grant program to be administered through the Department of Health and Human Services Office of Substance Abuse Prevention. The Administration has requested significant increases in fiscal year 1991 for the Drug-Free Schools and Communities Act.
- o The Drug-Free Schools and Campuses program proposed by the President has been passed by Congress and signed into law in the Drug Free-Schools and Communities Act Amendments of 1989. The Department of Education is completing regulations to implement the legislation which requires schools, colleges, and universities to implement and enforce firm drug prevention programs and policies, including penalties for use, as a condition of eligibility to receive Federal assistance, are in process. Legislation authorizing Drug Emergency Grants for local education agencies facing drug problems was proposed by the Administration and passed by Congress.
- o The National Commission on Drug-Free Schools, co-chaired by Secretary Cavazos and Director William Bennett, has conducted regional hearings around the country and is expected to report to the President and the Congress in September.

- o The Department of Health and Human Services and the Department of Interior will coordinate to provide health promotion activities to Bureau of Indian Affairs schools, including school-based alcohol and drug abuse prevention education.

DEPARTMENT AND AGENCY EFFORTS

Agriculture

- o The Department of Agriculture's Extension Service Youth at Risk Initiative and "Tackling Tough Stuff" model curriculum cited under goal 2 also contribute to the goal of drug-free schools and students. The 4-H organization also promotes responsible drug-free lifestyles.

Defense

- o Under the Department of Defense's national education goals implementation plan:
 - By 1995, DoDDS will seek to have established the Drug Abuse Resistance Education (DARE) program in every middle school to complement current programs offered in DoDDS elementary schools. Section 6 schools will seek to have established DARE or a comparable preventative drug education program by that time.
 - Beginning in school year 1991-92, DoDDS will closely monitor school disciplinary actions and increasingly cooperate with local family support centers to provide intensive support for flagrant offenders.
- o The Navy's Personnel Excellence Partnership Program encourages Navy personnel volunteer as a community service to tutor and mentor youth. The Navy intends to continue the 68% increase in partnerships which has occurred over the last two years.

Education

- o The Department of Education's drug education and prevention efforts are placing a priority on: identifying effective prevention models and practices for schools; improving the quality of information available about the patterns and levels of substance abuse by school-age youth and young adults; and determining how Federal monies are distributed and leveraged with other Federal program funds or other sources of funds.
- o In February, Secretary Cavazos released Growing Up Free: A Parent's Guide to Prevention, a guide book to help families take an active role in substance abuse prevention. Over 750,000 copies have been requested and distributed. Drug education and prevention materials have also been released in Spanish.

- o Secretary Cavazos recently announced that a model drug prevention curriculum for K-12 has been developed by the Department of Education. Learning to Live Drug Free: A Curriculum Model for Prevention provides guidance on effective drug prevention education and has been disseminated to every public and private school in the country with a student body population of over 100. The Department also increased distribution of free anti-drug video tapes from 8,500 to over 125,000 to provide one to every public school district in the nation.
- o With the Office of National Drug Control Policy, the Department of Education has been working on a targeted drug prevention effort for the District of Columbia schools. Efforts include an agreement with the Department of Justice to concentrate drug prevention resources on D.C. schools and a joint kickoff with the Superintendent of Schools to launch the drug-free schools and communities urban initiative.
- o The Department of Education's fiscal year 91 budget includes requests for over half a billion dollars for state grants and other programs under the Drug-Free Schools and Communities Act.

Health & Human Services

- o The Department of Health and Human Services High Risk Youth Demonstration Grant Programs are community-based drug use prevention and treatment programs develop and test innovative strategies to minimize the occurrence of substance abuse among youth at risk.
- o The Community Youth Activity Program funded twenty-three states in 1989 to provide community services and partnerships designed to develop community-based activities targeting alcohol and other drug prevention through education, training, and recreation.
- o The Youth Gang Drug Prevention Program provides discretionary grants to reduce and prevent the abuse and trafficking in drugs by youth gangs and to divert youth at risk from gang membership.
- o The Drug Education and Prevention Program for Runaway and Homeless Youth provides grants to prevent and reduce the abuse of drugs by runaways and homeless youth.

Interior

- o As of this summer, each school board funded by the Bureau of Indian Affairs must take formal action and declare themselves to be drug and alcohol free, declare school property to be an alcohol and drug free zone, and implement a recognition program to honor Bureau-funded schools who have taken innovative action against alcohol and substance abuse.

- o In March 1991, the Bureau will also sponsor in March 1991, a national alcohol and substance abuse prevention conference for tribal schools, Indian Health Service and school board members.
- o The National Park Service will continue to actively participate in the DARE (Drug Abuse Resistance Education) program by providing trained Rangers and Park Police to schools throughout the nation.
- o The National Park Service will continue to promote drug education and prevention awareness through activities such as posting the DOI drug education posters throughout the National Park System.
- o The Department's Bureaus promote employee programs on drug awareness and drug counseling, provide opportunities for parents and other concerned citizens to have the information necessary to understand drug problems, to enhance the drug awareness of their children and students, and to seek appropriate counseling and assistance.

Justice

- o The Department of Justice supports numerous drug prevention and education programs and including the Drug Abuse Reduction Education program, Super Teams, the School Crime and Discipline Research and Development Project, the McGruff the Crime Dog campaign, and the Students Mobilized Against Drugs in D.C. program. The Department on an ongoing basis provides drug education and prevention materials for students and schools.
- o The Department is supporting a new Drug-Free School Zones project that will mobilize efforts to design and implement comprehensive, system-wide community organization and planning strategies for drug-free schools. The project will also implement a crime reduction strategy and identify existing private, Federal, state, city, community and human service resources, coordinate and redeploy them in the schools to maximize effective delivery of services.
- o The Drug Enforcement Administration is working actively with state and local enforcement in the DARE and other education/prevention programs. DEA's coaches initiative works with coaches to educate student athletes on the dangers of drug use.
- o The U.S. Border Patrol Drug Demand Reduction Through Education Program is available to schools in the Southern, Northern, Western, and Eastern Region Border Patrol Sectors. The program includes the Border Patrol Canine Program which provides drug awareness teams to public schools, community organizations, churches, and other entities and organizations. From December 1989 through February 1990 alone, the program provided 18,173 presentations involving 1,756,024 participants.

- o The Drug Enforcement Administration and the Federal Bureau of Investigation jointly sponsor student managed drug-free clubs in five major urban areas.
- o As noted under Goal 2, the Department of Justice funds Cities in Schools, a major public-private partnership which works to reduce school violence and prevent students from dropping out of school. The Alternative School Program identifies youth at risk of dropping out of school and coordinates community resources to work with these youth and their families. Burger King has agreed to make scholarship funds and corporate-training opportunities to Cities in Schools students who stay drug-free.
- o The Department has added a supplement to the National Crime Survey (NCS) concerning School Crime to provide survey data on the availability of drugs and alcohol in schools, efforts to maintain security in school, and the effects of the fear of crime on behavior.
- o The National Program on Human Development and Criminal Behavior is undertaking a massive analysis of data to be taken from observations of young children and adolescents at the onset of delinquency and high risk young adults to help discover the effectiveness of various interventions in the evolution of criminal careers.
- o The Department provides a variety of grants to promising initiatives such as the School Management and Resource Teams (SMART) which are supported through a grant to the National Alliance of Safe Schools.
- o The Department is funding a study to examine the motives for firearms acquisition for juvenile offenders and high school students to contribute to the control of gun abuse and gang violence.

Labor

- o The Department of Labor has proposed amendments to the Job Training Partnership Act which would require an initial assessment of individual youths' supportive service needs, including those for substance abuse counseling.
- o The Department, through JTPA planning guidance for fiscal year 1990/1990, has encouraged states to initiate or expand the promotion of drug abuse awareness and education efforts among JTPA participants.
- o Drug education is a standard part of the Job Corps program and drug counseling is available at all centers. The Job Corps's alternative learning environment is governed by a number of stringent rules regarding substance abuse by Corps students.

State

- o Through the use of school-to-school partners, consultants, in-service training and materials, the Department encourages and facilitates the development of drug prevention education programs in the assisted schools. In order to receive grant support, the assisted schools must agree to abide by the Drug-Free Work Place Act in effect as of March 18, 1989.
- o The Department provides support for schools and posts to work together to ensure that the schools are safe for children.

Transportation

- o The Department of Transportation's National Highway Traffic Safety Administration has a number of programs which are designed to help prevent drug and alcohol abuse by students. Programs include leadership training for students, training of law enforcement officials in the detection of substance abuse, training of judges to deal appropriately with drug and alcohol offenders; and "Project Graduation" to encourage anti-drug and alcohol school events.
- o As noted under goal 2, the Department has a partnership agreement with Hine Junior High School in Washington, D.C. Volunteer efforts include mentoring, tutoring, the establishment of a Principal's Fund to provide financial aid to help improve school attendance and encourage student participation in city-wide scholarship activities, and initiating a relationship between Hine and local business to provide job opportunities. Working with players from the Washington Redskins, the Department has conducted "Say NO to Drugs" programs for students at Hine.

Office of National Drug Control Policy

- o As stated above under "Interagency Efforts," The Office of National Drug Control Policy provides leadership in policy coordination to implement the President's drug-free schools strategies outlined in the national drug control strategies. Drug-free schools are a key component of the strategies.

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APPENDIX A

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The National Education Goals

*Department of Defense
Implementation Plan*

May 15, 1990

Statement by the Secretary of Defense

I am pleased to report the Department of Defense has developed an implementation plan to support the National Education Goals. It includes the broad range of the Department's interests in this subject -- from the education of our children to the recruitment and training of a quality, skilled force.

Many of the Department's actions already support these goals. In Fiscal Year 1989, 89 percent of enlisted personnel were either high school graduates or possessed GED certificates. Ninety-two percent of the officers were college graduates. Education Center Programs operate worldwide to encourage and facilitate the continuing education of our Service members. High school completion and GED certification programs are offered and encouraged for those without a high school diploma. The Department of Defense makes a substantial investment in the recruitment and training of this quality force as a cost of doing business.

There are funds identified within the Department of Defense Schools (DoDDS) budget that support these goals. These funds amount to a total of \$70,400,000 in Fiscal Year 1991, increasing to a total of \$114,788,000 in Fiscal Year 1995 when actions necessary to support the goals will be fully implemented. The unfunded requirement, including the statewide schools operated by DoD under provisions of Section 6, Public Law 81-874, is approximately \$1,105,000 in Fiscal Year 1991 to \$24,000,000 in 1995. Because the DoDDS schools are located in overseas locations where significant troop reductions are expected, we anticipated that the future funding requirements can be found within the existing budget as the scope of the operation is reduced. This is the only significant cost increase solely attributable to these goals.

I appreciate the opportunity to participate in this important initiative and to work with the nation's governors to improve the competitive stance of the United States in a global economy.

/DC/

Introduction

The Department of Defense is pleased to have the opportunity to submit a plan for the implementation of the National Education Goals, and to work with the governors to improve the competitive stance of the United States in a global economy. The Department's interest in these goals takes many forms:

- o AS AN EDUCATOR, DoD operates 336 schools throughout the world. The students of these schools, 269 of which are located outside the United States, have unique experiences of learning in an international environment, and are positioned to recognize the need to understand and be competitive in a global economy. The Department also operates 639 child development centers, and considers this an opportunity to enhance the readiness of children who enter school.
- o AS A CUSTOMER of the U.S. Educational system, DoD seeks to recruit and retain young men and women with high school diplomas and the technical skills and aptitudes to operate sophisticated equipment and systems.
- o AS AN EMPLOYER, the Department has to respond to the challenges of the work force of the future by providing new opportunities for women, minorities, and the disabled. In addition, strong emphasis on the continuing education of our population is required.
- o AS A RESOURCE, the Service members, employees, and families of the Department of Defense who have experienced an international lifestyle, have much to offer in applying their experiences and expertise in productive roles in the civilian sector. During the transition years ahead, those who leave the military will reenter civilian life with this unique perspective.

Within this context, the Department of Defense plan sets forth measurable objectives in support of the National Goals. The realization of these goals will significantly affect over 197,000 students in the Department of Defense school systems, 144,000 children who receive care through child development programs, and a significant portion of the more than 4,440,000 employees, Service members and families of the Defense community. Indirect effects will be felt in the civilian communities which are touched by the presence of our Defense family.

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National Education Goals

Department of Defense Implementation Plan

Goal 1: By the year 2000, all children in America will start school ready to learn.

The overseas Department of Defense Dependents Schools (DoDDS) system will seek to increase the number of its pre-kindergarten school sites from 6 to 29 by school year 1994-95 in order to help prepare children for school.

- o By June 1991, the Department will have upgraded 50 child development centers o meet the accreditation standards of the National association for the Education of Young Children. The Department will conduct a professional evaluation of the effect of these programs on child development as a model for other centers within DoD and the community as a whole. This is a requirement of the Military child Care Act.
- o Beginning in school year 1992-1993, the Department will have implemented a parental participation program in all child development programs to encourage parental involvement in child development activities. As a part of this program, DoDDS preschool programs for handicapped children. The Department will also continue to encourage more active parent/teacher/student advisory panels at DoDDS and Section 6 schools.

DoD will continue its program of comprehensive pediatric services and prenatal care and education to ensure that children are healthy and prepared to learn. The obstetric care provided DoD eligible beneficiaries already results in a significantly lower rate of infant mortality and of low birth weight infants than the national level. The DoD fully supports the National Health Objectives for the year 2000, which include objectives for reducing infant mortality and the incidence of low birth weight babies. The Department will tailor its goals in these two areas to continue to exceed the goals set for the nation.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

- o The overseas DoDDS schools and statewide Section 6 schools will seek to achieve a documented high school graduation rate of at least 90 percent by the year 1995.
- o As part of its overall interest in improving minority opportunity, DoD will support the Department of Education's efforts to improve the quality of education for Hispanic students and reduce dropout rates. Additionally, DoD will work with the Hispanic Association of Colleges and Universities to identify barriers that prevent Hispanic students from succeeding in education and to provide interventions to overcome these barriers.

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Goal 3: 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.

- o DoDDS will seek to increase the average of test scores by DoDDS elementary and secondary students in each quartile on the Comprehensive Test of Basic Skills (CTBS) by 10 percent by the year 2000.
- o Section 6 schools will seek to increase the average of test scores by Section 6 elementary and secondary students in each quartile on the standardized achievement test used at each school by 10 percent by the year 2000.
- o DoDDS will seek to increase the percentage of DoDDS students scoring above the DoDDS 1989 50th percentile score on higher order thinking skill items of the CTBS by 20 percent by the year 2000.
- o Section 6 schools will seek to increase the percentage of Section 6 students scoring above the 1989, 50th percentile score on higher order thinking skill items of the standardized achievement test used at each school by 20 percent by the year 2000.
- o Using student performance in school year 1989-90, DoDDS will seek to increase by 50 percent the number of high school graduates having enrolled in a third and fourth year of foreign language.
- o Starting in school year 1991-92, DoDDS will seek to enroll all middle school students in host nation programs similar to those currently offered in DoDDS elementary schools which teach students about the culture and language of the foreign nation in which they live.
- o DoDDS and Section 6 schools will seek to increase the percentage of minority students taking the Scholastic Aptitude Test by the year 2000 by 50 percent over the school year 1989-90 participation rate.
- o The Department of the Army will explore methods for improving civic education to implement better stated goals on citizenship within Section 6 schools on Army installation.

Goal 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

- o DoDDS and Section 6 high schools will seek to increase enrollment in advanced mathematics and science (e.g., algebra 2, trigonometry, calculus, chemistry and physics) each year over the enrollment in school year 1989-90 with the objectives of having 75 percent of all graduating college prep students complete algebra 2 and chemistry and 25 percent of all graduating college preparatory students complete courses in calculus and physics by the year 2000.

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- o DoDDS and Section 6 schools will seek to train 400 and 200 teachers and administrators, respectively, by 1995 in curriculum standards, evaluation standards, and professional standards for teaching mathematics (K-12) as proposed by the National Council of Teachers of Mathematics.
- o The Department of the Army will explore the possibility of implementing new math instruction philosophies within Section 6 schools on Army installations.
- o By the year 2000, DoD will increase significantly the number of minorities, women, and persons with disabilities in science and technology positions. The Department is currently undertaking a review to produce baseline data which will be used to establish realistic and appropriate goals and timetables.

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.

- o Through the DoDDS compensatory education, English as a second language, and special education programs, DoDDS will seek to raise the literacy levels of all students whose achievement on standardized tests is below the 10 percentile level.
- o By the year 2000, DoDDS and Section 6 schools will seek to increase, by 20 percent, the percentage of graduates who are qualified to enter college.
- o In fiscal year 1989, 89% of enlisted personnel were either high school graduates or possessed GED certificates. Both high school completion programs and the Graduate Equivalency Diploma (GED) are available through installation education centers. By the year 2000, the Military Services will strive to have all of their personnel have high school or GED degrees.
- o The Air Force will incorporate goals and objectives that support adult literacy and lifelong learning into the Air Force Education Services Program.
- o The Army Noncommissioned Officer Education System has been revised to require soldiers to meet Army-specific requirements as they advance through the ranks. Reading and math improvement programs are being implemented. By the end of 1991 the Department of the army will establish standards to seek to ensure that every soldier in the Army's NCOES will be reading at a grade level of 10 prior to the completion of the advanced course and that all attendees at the Sergeants Major Course have a reading level of 12.
- o Military and civilian personnel currently have the opportunity to acquire knowledge and skills through a combination of career progression and training programs. DoD will continue job relevant curriculum development policies and procedures and involvement with public and private efforts to determine future skill and education requirements and share results with the public and private sector.

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- o DoD will support the needs of those who are part-time or mid-career students by:
 - Increasing the number of education centers with computerized counseling systems from 20 in FY 89 to 100 in FY 90 and 130 in FY 91.
 - Distributing information on alternative certification for individuals interested in a second career in education. The Department of the Navy (DON) has initiated a Teaching as a New Career Program, in which agreements are reached with local universities to provide alternate certification programs. Thus far, ten universities have signed such agreements with DON, and plans are to continue to encourage program development. The Navy will distribute a resource book to Navy personnel interested in teaching as a new career.
- o Beginning with school year 1991-92, DoDDS will begin accepting applications from teachers who have been certified through a state approved alternative certification program. This will provide former military personnel with career opportunities and take advantage of the highly specialized technical skills possessed by individuals leaving the Military service.

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.

- o By 1995, DoDDS will seek to have established the Drug Abuse Resistance Education (DARE) program in every middle school to complement current programs offered in DoDDS elementary schools. Section 6 schools will seek to have established DARE or a comparable preventive drug education program by that time.
- o Beginning in school year 1991-92, DoDDS will closely monitor school disciplinary actions and increasing cooperate with local family support centers to provide intensive support for flagrant offenders.
- o Included under this goal, but touching all of them, is the Navy's Personnel Excellence Partnership Program, in which Navy Personnel volunteer as a community service to tutor and mentor youth. As of March 1990, over 570 of these partnerships were in place, working with over 100,000 young people. The Navy intends to continue the momentum of a 68% increase in partnerships over the last 2 years, through technical assistance to the fleet and replication of model Navy programs.