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Subseries: Education Files

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Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Notes	Notes for 5 December Cabinet-Level Meeting, Agenda Item: Education Summit Follow-up (1 pp.)	12/05/89	P-5	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan
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NOTES FOR 5 DECEMBER CABINET-LEVEL MEETING
AGENDA ITEM: EDUCATION SUMMIT FOLLOW-UP

- o Express pleasure that the expertise of OSTP with respect to pre-college mathematics and science education is being tapped for the post-summit work on national goals. (Invitation to DAB from Bates and Porter to participate in December 7 public hearings and private consultations with the NGA education taskforce arrived December 5; Dr. Mary Harley Kruter will attend as DAB's representative.)

- o Stress that opportunity exists for the **administration to achieve positive results in one very important facet of education reform before the end of the first term by riding the "gift horse" of already existing mathematics education reform movement.**

1. This math reform movement is extremely well organized and supported by all relevant constituencies: business/industry; governors; state school officers, scientific community, education community-including parents and teachers; and federal departments and agencies.

2. The movement includes all areas of reform/restructuring addressed in the **JEFFERSONIAN COMPACT resulting from the EDUCATION SUMMIT**: national goals, national (not federal) curriculum goals, national goals for assessment and accountability, teacher certification and professionalization of teaching profession, attention to achievement of minorities and women, significant involvement of state education officials and the scientific and business communities, and attention to quantitative literacy for a more competitive workforce.

3. The President can use the math reform movement to great advantage; by becoming a leader in this well established, national(not federal) effort, this administration can:

- A. greatly accelerate the math reform movement, obtaining positive results sooner than will occur otherwise.
- B. provide greater pressure for science education community to follow suit with better focused reform movements of their own.
- C. take credit for achieving positive results in education reform.

- o **A WORD OF CAUTION FOR ALL OF US WORKING ON THIS VERY IMPORTANT ISSUE:** We must carefully consider the means by which we will measure the achievement of the national goals. Selecting the correct assessment methods is as important as selecting the right goals. We will fail miserably if we set new and higher standards for mathematics and science performance and then continue to assess with instruments measuring only minimal skills. One of the greatest influences on what is taught in American classrooms is what is tested.

THE WHITE HOUSE

WASHINGTON

CABINET MEETING
TUESDAY, DECEMBER 5, 1989
2:00 P.M.

AGENDA

I. Malta and NATO Meetings	THE PRESIDENT
II. Poland Mission	Secretary Yeutter
III. Philippines Update	General Scowcroft
IV. Education Summit Follow-up	Roger Porter
V. First Year Accomplishments	David Demarest

- 1) Next summit - last 2 weeks in June '90.
- 2) Foreign ministers in USSR in January '90
- 3) Target 90 Summit for completion of trade agreement
- 4) Immigration - raise Jackson bar after 3)
- 5) US would support accession status in GATT after Uruguay round
- 6) Expanded economic cooperation
- 7) Explore with Congress lifting ban on export credits
- 8) Immediate discussion on bilateral investment
- 9) Resolve all divided family issues in 1990.
- 10) Chemical weapons discussion.
- 11) Conventional weapons summit in 90?
- 12) USSR make public defense expenditures.
- 13) Secret support for Berlin despite for 2004
- 14) Framework treaty confirm a next fall after ITC
- 15) University exchange
- 16) Governmental Record Conference too.

THE WHITE HOUSE
WASHINGTON

November 30, 1989

Dear Director Bromley:

It has been just two months since the President met with his Cabinet and the Nation's Governors in Charlottesville, Virginia, to address the issue of education. Your participation greatly contributed to making the President's Education Summit with Governors a truly historic meeting.

The first of the commitments stated in the "Joint Statement" which was released at the conclusion of the Education Summit was to establish national education goals to be announced in early 1990. On Thursday, December 7, the Administration and the Governors will jointly hold an important day-long meeting to discuss the development of national goals. You are invited to attend part of or all of the day's sessions.

The morning of December 7 will provide the opportunity for Cabinet members and Governors to hear the views of national education associations on their recommendations regarding national education goals. Four separate panels will address (1) life-long learning and literacy, (2) elementary and secondary education, (3) postsecondary education, and (4) readiness. We understand that the panel sessions may be televised. Following a working lunch, Cabinet members and Governors will be invited to discuss development of national goals in a closed session.

Throughout the day, it is hoped that discussion will focus on three issues:

1. The categories of goals listed in the "Joint Statement" and if there are additional categories not mentioned that should be considered with respect to establishing performance-oriented goals.
2. The most appropriate time-frame for achieving these goals. For example, should the time-frame extend over the next five years? Ten years?
3. What analytical work is important to consider in determining the magnitude of these goals? For example, what percentage reduction in the drop-out rate represents an ambitious but realistic goal?

-2-

This meeting will be an important element in the process to develop national education goals. In the days following the meeting, there will be further opportunity to discuss the content of these goals.

A draft agenda is attached for your information. If you are interested in attending please alert Justine D'Andrea in the Office of Cabinet Affairs at 456-2800.

Warmest regards,



David Q. Bates
Assistant to the President
and Secretary to the Cabinet



Roger B. Porter
Assistant to the President
for Economic and Domestic Policy

The Honorable D. Allan Bromley
Director
Office of Science & Technology
Old Executive Office Building
Washington, DC 20500

DRAFT

AGENDA

TASK FORCE ON EDUCATION

December 7, 1989
Ramada TechWorld Hotel
Washington, D.C.

9:30 - 10:15 Closed briefing session for Task Force

10:30 Opening of Hearing

CONCURRENT PANELS: 10:30 - 11:25

Lifelong Learning/Workplace Literacy

Elementary/Secondary Education

CONCURRENT PANELS 11:30 - 12:25

Higher Education

Readiness

12:30-2:00 Working Lunch for Task Force with technical advisors

2:00 - 2:30 Press Availability

2:30 - 4:00 Closed Meeting of the Task Force

AGENDA

TASK FORCE ON EDUCATION

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Washington, D.C.

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10:30 Opening of Hearing

CONCURRENT PANELS: 10:30 - 11:25

Lifelong Learning/Workplace Literacy

AFL-CIO

American Vocational Association
American Society for Training and Development
American Association of Community & Junior Colleges
Business Council for Effective Literacy
Council on Competitiveness
National Alliance of Business
National Urban League
La Raza
Opportunities Industrialization Centers
Forest Chiaman, Southport Institute on Policy Analysis

Elementary/Secondary Education

American Association of School Administrators
American Federation of Teachers
Business Coalition for Education Reform
Council for the Advancement of Private Education
Council of Chief State School Officers
Council of Great City Schools
National Alliance of Black School Educators
National Association of Elementary School Principals
National Association of Secondary School Principals
National Association of School Boards
National Association of State Boards of Education
National Education Association
Parent Teacher Association
Phi Delta Kappa

CONCURRENT PANELS 11:30 - 12:25

Higher Education

American Association of Universities
American Association of Higher Education
American Council on Education
American Association of State Colleges and Universities
College Board
National Association of State Universities and Land
Grant Colleges
National Association for Educational Opportunity in
Higher Education

Readiness

Children's Defense Fund
Council for Exceptional Children
Committee on Economic Development
National Association for the Education of Young Children
National Commission on Children
National Assoc. of Head Start Directors
Lorri Sheppard, University of Colorado

12:30-2:00 Working Lunch for Task Force: Issues to be Explored

Sue Berryman
Barbara Bowman
Ernest Boyer
James Comer
Chester Finn
Paul Foster
Lynn Kagan
Frank Newman
Ted Sizer
Mike Smith
Marc Tucker

2:00 - 2:30 Press Availability

2:30 - 4:00 Closed meeting of Task Force

THE WHITE HOUSE
Office of the Press Secretary

EMBARGOED FOR RELEASE
AT 9:00 PM (EST)
WEDNESDAY, JANUARY 31, 1990

NATIONAL EDUCATION GOALS

At the historic President's Education Summit with Governors in Charlottesville, Virginia four months ago, President Bush and the nation's Governors declared that, "the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive." In his State of the Union message, the President announced six national goals for education:

1. By the year 2000, all children in America will start school ready to learn.
2. By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.
3. By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.
4. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
5. By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

The President and members of the Governors' Task Force on Education jointly developed these goals with the advice of scores of education associations and organizations, business and community leaders, parents, teachers, and state and local administrators. The announcement of these six national performance goals represents a first phase in carrying out the commitment made in Charlottesville. These goals will be part of a comprehensive goals and objectives statement and presented to all the Governors at their Winter meeting in late February.

Background

These goals are about excellence. They are about recognizing that every child, regardless of background or disability, can learn. They are based on a recognition that education is a life-long enterprise. They are about restructuring and revitalizing the education system of the United States. They are designed to encourage a renaissance in American education.

Meeting these goals will require that our education system boosts the performance of our highest achievers to levels that equal or exceed the performance of the best anywhere; substantially increases the performance of our lowest achievers to far higher levels than their current performance; and ensures that what our best students can achieve now, our average students be able to achieve by the turn of the century.

A strong education system is essential to maintaining a vigorous and responsible democracy and a prosperous and growing economy. The President and the Governors have developed a clear set of national education goals that they believe are worthy of our people and our times, and that will provide a measure by which our responsible leaders can be held accountable for results.

In order for national education goals to be meaningful, progress toward achieving these goals must be measured accurately and adequately, and reported to the American people on a timely basis. Present data collection efforts and activities in progress to improve assessment tools and statistics provide a solid foundation on which to build. However, more work is needed. The President and the Governors agree that this effort will require a substantial national commitment over several years to further develop and refine our national measurement capabilities.

The President's FY 1991 budget recognizes the importance of measuring how the nation progresses toward achievement of these goals. The President has requested a fifty percent increase, from \$40 million to \$60 million, in the federal investment for statistics for the U.S. Department of Education. In addition, the President's budget includes \$20 million for follow-up activities related to the President's Education Summit with Governors. A portion of this request may provide additional funding for assessment and statistics development. In the coming months, the Administration and the Governors will work with other interested groups to develop fully the range and quality of measures needed to report on progress.

MEASURING PROGRESS TOWARD NATIONAL GOALS

Readiness for School

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

Assessments indicating readiness for school generally are not administered by schools. Nor do the President and the Governors recommend that such an assessment, especially one that could wrongfully be used to determine when a child should start school, be developed for purposes of measuring progress toward this goal. Other current indicators of readiness may serve as proxies, and still others need to be developed.

The National Center for Education Statistics' (NCES) National Household Education Survey will be designed to furnish as much useful data as possible on a child's early learning experiences and the extent of parental involvement. In addition, the Current Population Survey, the Administration on Children, Youth, and Families, and other units of the U.S. Department of Health and Human Services collect information on learning experiences and the social and physical status of young children that will provide essential data for measuring appropriate dimensions of readiness.

High School Completion

GOAL 2: By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.

According to best estimates, approximately 72 percent of the nation's 18 to 19-year-olds had completed high school in 1988. Presently, national data on high school completion rates are available from the Current Population Survey. New measurement and collection efforts will be necessary to gather comparable state-level data on dropout and high school completion rates.

Student Achievement

GOAL 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.

Demonstrating competency is not merely a function of successfully completing courses. It involves mastering a meaningful level of knowledge and skills. Assessment tools must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. While the focus of this goal specifies competency in several subject areas, the list is not to be interpreted as exhaustive, nor as recommending a

national curriculum. Furthermore, in order to demonstrate a meaningful level of competency at certain points in the educational process, performance at every grade level and among all quartiles of achievement must increase substantially. Only in this manner will our entire educational system be lifted toward excellence.

Appropriate measures of achievement must be accurate, comparable and constructive. While comparable state-level data is not presently available, the National Assessment of Educational Progress (NAEP) will be a principal mechanism for measuring student achievement in grades four, eight, and twelve in reading, writing, mathematics, science, history and geography on a national, and eventually state-by-state, basis. The National Center for Education Statistics is working with NAEP and others to extend and improve appropriate national assessments in a variety of subject areas. Thirty-seven states will participate in the NAEP pilot state-level assessment this year. It is expected that all States will participate in future state-level assessments.

Science and Mathematics

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

While no international comparisons of student achievement to date are considered adequate, available measures suggest that U.S. 13-year-olds perform near the bottom in science and mathematics compared to their peers in other industrialized countries. Significant work must be accomplished to ensure that international comparisons of achievement are reliable.

The National Academy of Sciences is working with the U.S. Department of Education and the National Science Foundation to develop recommendations for the creation of a permanent international framework for coordinating international assessments that compare the performance of U.S. students in mathematics and science to that of their counterparts in other industrialized countries. In 1991, twenty-two countries will participate in a comparative study in mathematics and science conducted by the International Assessment of Educational Progress. In 1993, the International Association for the Evaluation of Educational Achievement will conduct its third cross-national mathematics assessment.

In addition, several groups, including the National Council on Teachers of Mathematics, the Mathematical Sciences Education Board, the American Academy for the Advancement of Science, the National Assessment Governing Board and others, are working to improve assessments of mathematics and science achievement.

Literacy and Lifelong Learning

GOAL 5: By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

No good data relating to dimensions of literacy and lifelong learning currently exist. While work is required to develop meaningful measures, the National Survey of Adult Literacy now underway will provide important information on functional literacy skills by 1993. The National Center for Education Statistics also gathers data on indicators of lifelong learning such as participation in post-secondary education and degrees received. The Department of Labor is a source of survey data on employer activities and the labor force, and is leading efforts to develop measures of workforce literacy skills.

Safe, Disciplined, and Drug-free Schools

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

No single or comprehensive source of data exists to measure the extent to which our schools are safe, disciplined, and drug-free. The Justice Department collects national juvenile and crime survey data. The National Institute of Drug Abuse conducts annual surveys of student drug use and attitudes. The Department of Education's Schools and Staffing Survey provides information on school climate and environment. Further data collection efforts may be required.

A National Challenge

These national education goals are not the President's goals or the Governors' goals, they are the Nation's goals. Achieving them will require a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically our nation's education system and the performance of each and every student.

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