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Council - Domestic Policy Council (DPC) [1991]

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THE WHITE HOUSE OFFICE OF CABINET AFFAIRS STAFFING MEMORANDUM

Date: December 18, 1991

Due by: _____

Subject: Domestic Policy Council meeting, Thursday, December 19, 1991
at 2:30 P.M. in the Cabinet Room. (FOR PRINCIPALS ONLY)

From: Richard W. Porter
Executive Secretary, Domestic Policy Council

	Action	FYI		Action	FYI
ALL CABINET MEMBERS	☐	☐			
Vice President	☒	☐	CIA	☐	☐
Agriculture	☒	☐	CEA	☒	☐
Commerce	☒	☐	CEQ	☒	☐
Defense	☐	☐	EPA	☒	☐
Education	☒	☐	GSA	☐	☐
Energy	☒	☐	NASA	☒	☐
HHS	☒	☐	National Science Foundation	☒	☐
HUD	☒	☐	ONDCP	☒	☐
Interior	☒	☐	OPM	☐	☐
Justice	☒	☐	OSTP	☒	☐
Labor	☒	☐	SBA	☒	☐
OMB	☒	☐	UN	☐	☐
State	☐	☐	BRADY (For WH Staffing)	☒	☐
Transportation	☐	☐	NEH (Cheney)	☒	☐
Treasury	☐	☐	Mrs. Bush	☐	☒
USTR	☐	☐	_____	☐	☐
Veterans	☒	☐	_____	☐	☐

COMMENTS:

A copy of the revised agenda is attached.

THE WHITE HOUSE
WASHINGTON

December 16, 1991

MEMORANDUM FOR THE DOMESTIC POLICY COUNCIL

FROM: RICHARD W. PORTER *RWP*
Executive Secretary

SUBJECT: Revised Agenda for Domestic Policy Council
Meeting, Thursday, December 19, 1991 in the
Cabinet Room

An agenda is attached for the Domestic Policy Council meeting on the President's education strategy -- America 2000 -- with the President on Thursday, December 19, 1991 in the Cabinet Room. As previously indicated, the meeting will start promptly at 2:30 P.M., and will last 45 minutes. Secretary of Education Lamar Alexander and other Department of Education officials will discuss the next phase of the America 2000 strategy.

Please inform Honor Ingersoll (456-2800) by C.O.B. Wednesday, December 18, regarding your attendance at this meeting.

Attachment

THE WHITE HOUSE
WASHINGTON

DOMESTIC POLICY COUNCIL

Thursday, December 19, 1991

2:30 P.M.

Cabinet Room

AGENDA

- I. Opening Remarks
(3 minutes -- The President)
- II. Remarks by the Attorney General
(1 minute)
- III. Progress to Date on America 2000 / Four Transforming Ideas
 - A. Introduction
(6 minutes -- Secretary Lamar Alexander)
 - B. World Class Standards and American Achievement Tests
(6 minutes -- Assistant Secretary Diane Ravitch)
 - C. New American Schools
(6 minutes -- Deputy Secretary David Kearns)
 - D. Choice for Low and Middle Income Parents
(6 minutes -- Secretary Lamar Alexander)
 - E. America 2000 Communities
(6 minutes -- Secretary Lamar Alexander)
- IV. Open Discussion
(10 minutes)
- V. Closing Remarks
(1 minute -- the President)

THE WHITE HOUSE OFFICE OF CABINET AFFAIRS STAFFING MEMORANDUM

Date: December 4, 1991

Due by: _____

Subject: Domestic Policy Council Meeting, Thursday, December 19, 1991
at 2:30 PM in the Cabinet Room. (FOR PRINCIPALS ONLY)

From: Richard W. Porter
Executive Secretary, Domestic Policy Council

	Action	FYI		Action	FYI
ALL CABINET MEMBERS	☐	☐			
Vice President	☒	☐	CIA	☐	☐
Agriculture	☒	☐	CEA	☒	☐
Commerce	☒	☐	CEQ	☒	☐
Defense	☐	☐	EPA	☒	☐
Education	☒	☐	GSA	☐	☐
Energy	☒	☐	NASA	☒	☐
HHS	☒	☐	National Science Foundation	☒	☐
HUD	☒	☐	ONDCP	☒	☐
Interior	☒	☐	OPM	☐	☐
Justice	☒	☐	OSTP	☒	☐
Labor	☒	☐	SBA	☒	☐
OMB	☒	☐	UN	☐	☐
State	☐	☐	BRADY (For WH Staffing)	☒	☐
Transportation	☐	☐	NEH (Cheney)	☒	☐
Treasury	☐	☐	Mrs. Bush	☐	☒
USTR	☐	☐	_____	☐	☐
Veterans	☒	☐	_____	☐	☐

COMMENTS: A copy of the agenda is attached.

THE WHITE HOUSE
WASHINGTON

December 4, 1991

MEMORANDUM FOR THE DOMESTIC POLICY COUNCIL

FROM: RICHARD W. PORTER *RWP*
Executive Secretary

SUBJECT: Domestic Policy Council Meeting, Thursday,
December 19, 1991 in the Cabinet Room

The Domestic Policy Council will hold a meeting with the President, for principals only, on Thursday, December 19, 1991 in the Cabinet Room. The meeting, rescheduled from today, will start promptly at 2:30 P.M. and will last one hour. Secretary of Education Lamar Alexander will discuss the next phase of the America 2000 initiative.

An agenda for the meeting is attached. Please inform Honor Ingersoll (456-2800) by C.O.B. Monday, December 16, regarding your attendance at this meeting.

Attachment

THE WHITE HOUSE

WASHINGTON

DOMESTIC POLICY COUNCIL

Thursday, December 19, 1991

2:30 P.M.

Cabinet Room

AGENDA

- I. Introductory Remarks
(3 minutes -- The President)
- II. Progress to Date on America 2000 / Four Transforming Ideas
 - A. Introduction
(5 minutes -- Secretary Lamar Alexander)
 - B. World Class Standards and American Achievement Tests
(7 minutes -- Assistant Secretary Diane Ravitch)
 - C. New American Schools
(7 minutes -- Deputy Secretary David Kearns)
 - D. Choice for Poor and Middle Income Parents
(6 minutes -- Secretary Lamar Alexander)
 - E. America 2000 Communities
(6 minutes -- Secretary Lamar Alexander)
- III. Open Discussion
(26 minutes)

THE WHITE HOUSE OFFICE OF CABINET AFFAIRS STAFFING MEMORANDUM

Date: November 27, 1991

Due by: _____

Subject: Domestic Policy Council Meeting, Wednesday, December 4, 1991
10:30 A.M. in the Cabinet Room. (FOR PRINCIPALS ONLY)

From: Richard W. Porter
Executive Secretary, Domestic Policy Council

	Action	FYI		Action	FYI
ALL CABINET MEMBERS	☐	☐			
Vice President	☒	☐	CIA	☐	☐
Agriculture	☒	☐	CEA	☒	☐
Commerce	☒	☐	CEQ	☒	☐
Defense	☐	☐	EPA	☒	☐
Education	☒	☐	GSA	☐	☐
Energy	☒	☐	NASA	☒	☐
HHS	☒	☐	National Science Foundation	☒	☐
HUD	☒	☐	ONDCP	☒	☐
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Justice	☒	☐	OSTP	☒	☐
Labor	☒	☐	SBA	☒	☐
OMB	☒	☐	UN	☐	☐
State	☐	☐	BRADY (For WH Staffing)	☒	☐
Transportation	☐	☐	NEH (Cheney)	☒	☐
Treasury	☐	☐	Mrs. Bush	☐	☒
USTR	☐	☐	_____	☐	☐
Veterans	☒	☐	_____	☐	☐

COMMENTS: A copy of the agenda is attached.

THE WHITE HOUSE

WASHINGTON

November 27, 1991

MEMORANDUM FOR THE DOMESTIC POLICY COUNCIL

FROM: RICHARD W. PORTER *RWP*
Executive Secretary

SUBJECT: Domestic Policy Council Meeting, Wednesday,
December 4, 1991 in the Cabinet Room

The Domestic Policy Council will hold a meeting with the President, for principals only, on Wednesday, December 4, 1991 in the Cabinet Room. The meeting will start promptly at 10:30 A.M. and will last one hour. Secretary of Education Lamar Alexander will discuss the next phase of the America 2000 initiative.

An agenda for the meeting is attached. Please inform Honor Ingersoll (456-2800) by C.O.B. Monday, December 2, regarding your attendance at this meeting.

Attachment

THE WHITE HOUSE

WASHINGTON

DOMESTIC POLICY COUNCIL

Wednesday, December 4, 1991

10:30 A.M.

Cabinet Room

AGENDA

- I. Introductory Remarks
 (3 minutes -- The President)
- II. Progress to Date on America 2000 / the Four Transforming Ideas
 - A. Introduction
 (5 minutes -- Secretary Lamar Alexander)
 - B. World Class Standards and American Achievement Tests
 (7 minutes -- Assistant Secretary Diane Ravitch)
 - C. New American Schools
 (7 minutes -- Deputy Secretary David Kearns)
 - D. Choice for Poor and Middle Income Parents
 (6 minutes -- Secretary Lamar Alexander)
 - E. America 2000 Communities
 (6 minutes -- Secretary Lamar Alexander)
- III. Open Discussion
 (26 minutes)

THE WHITE HOUSE OFFICE OF CABINET AFFAIRS STAFFING MEMORANDUM

Date: June 21, 1991

Due by: _____

Domestic Policy Council Meeting on Wetlands (FOR PRINCIPALS ONLY)
Wednesday, June 26, 1991 from 10:00 to 11:00 A.M. in the

Subject: Roosevelt Room

Richard W. Porter, Executive Secretary

From: Domestic Policy Council

	Action	FYI		Action	FYI
ALL CABINET MEMBERS	☐	☐			
Vice President	☒	☐	CIA	☐	☐
Agriculture	☒	☐	CEA	☒	☐
Commerce	☒	☐	CEQ	☒	☐
Defense	☒	☐	EPA	☒	☐
Education	☐	☒	GSA	☐	☐
Energy	☒	☐	NASA	☐	☐
HHS	☐	☒	National Science Foundation	☐	☐
HUD	☒	☐	ONDCP	☐	☐
Interior	☒	☐	OPM	☐	☐
Justice	☒	☐	OSTP	☒	☐
Labor	☐	☐	SBA	☐	☐
OMB	☒	☐	UN	☐	☐
State	☐	☐	BRADY (For WH Staffing)	☒	☐
Transportation	☒	☐	_____	☐	☐
Treasury	☐	☒	_____	☐	☐
USTR	☐	☐	_____	☐	☐
Veterans	☐	☒	_____	☐	☐

Tuesday, July 2, 2:00 - 3:00

COMMENTS: The Domestic Policy Council will hold a meeting on the subject of Wetlands for principals only on ~~Wednesday, June 26, 1991~~ ^{Tuesday, July 2, 1991} from ~~10:00 to 11:00 AM~~ ^{2:00 to 3:00} in the Roosevelt Room. Attached for your review are a memo, an agenda and a paper on Wetlands which will be presented by Roger B. Porter, Assistant to the President for Economic and Domestic Policy.

Please confirm your attendance with Honor Willson Ingersoll (456-2800) by noon, Tuesday, June 25.

THE WHITE HOUSE

WASHINGTON

June 21, 1991

MEMORANDUM FOR THE DOMESTIC POLICY COUNCIL

FROM: RICHARD W. PORTER *RWP*
Executive Secretary

SUBJECT: Meeting of the Domestic Policy Council, Wednesday,
June 26, 1991 at 10:00 A.M. in the Roosevelt Room

The Domestic Policy Council will hold a meeting for principals only on Wednesday, June 26, 1991 starting promptly at 10:00 A.M. for one hour in the Roosevelt Room. The subject of this meeting is wetlands.

Attached for your review prior to the meeting are an agenda and a paper prepared by the Domestic Policy Council Task Force on Wetlands. Roger B. Porter, Assistant to the President for Economic and Domestic Policy, will make the presentation. (Please limit the distribution of this document.)

Please confirm your attendance with Honor Willson Ingersoll (456-2800) by noon, Tuesday, June 25.

Attachments

THE WHITE HOUSE

WASHINGTON

MEETING OF THE DOMESTIC POLICY COUNCIL

2:00 p.m.
July 2, 1991
~~10:00 a.m.~~, Wednesday, ~~June 26, 1991~~
The Roosevelt Room

Report of the Task Force on Wetlands

AGENDA

1. Opening.....Attorney General Thornburgh
(2 minutes)
2. Presentation.....Roger B. Porter, Assistant to
the President for Economic & Domestic Policy
(10 minutes)
3. Discussion.....All Participants
(45 minutes)
4. Conclusion.....Attorney General Thornburgh
(3 minutes)

WETLANDS OPTIONS PAPER

During the campaign and in office, the President articulated a goal of no net loss of wetlands. In the last two years, however, many have expressed concerns over existing wetlands regulations and the direction of future wetlands protection efforts.

To address the no net loss goal and the existing controversy over wetlands regulation, the Administration is committed to taking three important actions: (1) issuing a revised delineation Manual that will simplify and clarify the definition of wetlands; (2) strengthening nonregulatory efforts to protect wetlands; and (3) achieving a balanced program of wetlands regulation that respects private property rights and the need to maintain a healthy economy, while preserving this important natural resource.

I. Revised Delineation Manual

In January 1989, the Environmental Protection Agency (EPA), the Army Corps of Engineers (Corps), the Fish and Wildlife Service (FWS), and the Soil Conservation Service (SCS) issued a joint Federal Manual for the Identification and Delineation of Wetlands to address inconsistencies in practice among the agencies. The Manual establishes the technical criteria and procedures which must be used to verify the presence of a wetland. With some exceptions (prior converted wetlands), all wetlands delineated by the manual are also covered by regulations.

During the past two years, the Administration received numerous complaints that the revised Manual significantly expanded the coverage of the regulatory program to include areas that do not meet the regulatory or statutory (Clean Water Act and 1985 Food Security Act) definitions. In response to these comments and agency field hearings, the four agencies are recommending changes to the Manual aimed at simplifying its application and reducing the unintended expansion in coverage. These recommended changes are now going through interagency review. Unlike the previous Manual which was issued as guidance, the public will be invited to submit comments before final action is taken.

II. Positive Nonregulatory Measures to Protect Wetlands

Nonregulatory programs to protect wetlands play a significant role in the country's efforts to conserve this natural resource. At least one-quarter of the wetlands in the lower 48 states are found on federal lands. Last year, the Administration proposed a 48 percent increase in funding for wetlands protection programs in the FY 1992 budget. This

includes the purchase of 600,000 acres of wetlands in the Wetlands Reserve Program, enacted as part of the 1990 Farm Bill. In addition to major acquisition programs at the Interior Department, Army Corps of Engineers, and the Agriculture Department, the government also restores and enhances existing wetlands, and conducts valuable research and monitoring on the quality and functions of remaining wetlands.

To ensure further progress towards the no net loss goal, several new nonregulatory initiatives are recommended to enhance wetlands protection on federal and private lands. These include:

- Fully funding the Wetlands Reserve Program in the 1990 Farm Bill. The 1990 Farm bill authorized the purchase of up to 1 million acres of wetlands. The FY 1992 budget submitted by the President requested funding for 600,000 acres.
- Initiating an Administration-wide wetlands restoration and creation program on federal lands. Many agencies, including Interior, EPA, Defense, NOAA, and Energy, have restoration and creation programs. These activities could be coordinated through a standing interagency group. Such a group would develop an overall program for the most effective use of new and existing Federal resources in this area.
- Promoting excellence in research on wetlands. Several agencies are now conducting their own research on wetlands. This initiative would coordinate, consolidate and establish priorities for wetlands research to improve the scientific information base.
- Continuing to make wetlands a priority in the allocation of Land and Water Conservation Funds. Assure level funding or increases to this program. Target a portion of state LWCF funds to wetlands.
- Continuing and expanding the existing satellite monitoring program to periodically assess national wetland trends. Satellite imagery provides up to date information on the status and trends of wetlands, and can be effective in conducting periodic change analysis of high value wetland areas. Further accelerate and improve our national inventory of wetlands, with more geographically targeted reporting, and monitoring of the ecological health of our wetlands.

- Focusing existing public outreach and education programs on informing the regulated community about federal wetlands regulations.

III. Balance in Wetlands Regulation

A third objective of the Administration is to balance progress toward important environmental goals, such as the no net loss of wetlands, with the need to maintain a healthy and growing economy. In the area of wetlands protection, it means reducing unnecessary bureaucratic delays in issuing permits and respecting private property rights by providing landowners with meaningful options.

The primary mechanism of regulating wetlands is the section 404 program under the Clean Water Act. Under section 404, a landowner must receive an individual permit from the Corps of Engineers before adding dredged or fill material to a wetland. Smaller-scale actions which individually or in aggregate have less than a minimal impact are usually subject to the Corps' general permit program which requires significantly less review.

To receive an individual permit, the landowner must take "all appropriate and practicable steps" to minimize adverse impacts on the aquatic ecosystem. The landowner must show to the extent practicable that he has **avoided, minimized, and compensated** wetlands destruction -- a process known as sequencing.

Under the first step, a landowner bears the burden of showing (for nonwater dependent activities) that the site chosen, and the development program proposed, are the least environmentally damaging practicable alternatives (taking cost into account). In this analysis, the landowner must evaluate other potential sites and demonstrate why they are not practicable (from a technical or cost standpoint) for the project purpose. After the landowner demonstrates that damage has been avoided where possible, he must then demonstrate that the damage has been minimized through reasonable and practicable project modifications. Finally, any remaining environmental damage must then be compensated or "mitigated" to the extent practicable by restoring or creating wetlands of equivalent function and value.

The Army Corps of Engineers issues the permit, but EPA, FWS, SCS, and the National Marine Fisheries Service can consult on the terms of the permit. If any one of the agencies disagrees with the Corps, they can appeal a district office

decision (under a resolution process established under section 404(q)) up the management chain to the Assistant Secretary level in Washington for resolution.

Finally, under section 404(c) of the Clean Water Act, the Administrator of EPA can veto a Corps decision to issue a permit if he determines that it will have an unacceptable adverse effect on the environment. EPA has vetoed eleven projects in the twenty-year history of the program.

Recent statistics show that the majority of wetlands permitting actions (80,000 per year) occur under the general permit program and are approved in less than 60 days. Of the 15,000 individual permit applications in 1989, the Corps issued 10,000 (67 percent), and formally denied 500 (three percent). The remaining 30 percent of individual permits (4,500) were withdrawn (for unrecorded reasons) or redirected to the general permit program. (No statistics are kept on the number of people who initiate the process, but fail to submit a completed application.) According to the Corps, over 50 percent of the individual permits were issued within 60 days of application.

While there was general support for the President's no net loss goal, many local officials, property owners, and businessmen criticized the 404 program. They believe the program ignores personal property rights and often results in a "takings" because of its failure to balance competing public policy interests. They find the permitting process cumbersome, confusing, and full of delays. They question why as many as five different federal agencies must be involved in a permit decision, and tell stories of having to negotiate with one federal agency after another on the permit conditions. They further believe that the sequencing requirements of avoidance, minimization, and mitigation place too stiff a burden on the applicant and result in unfair and uninformed government judgements as to what constitutes a "practicable alternative."

Many argued for national wetland categories because they believe that the regulatory requirements should vary in stringency between wetlands with high functions and values, and those wetlands with marginal or questionable functions and values. Similarly, because of the land use nature of the decisionmaking, many argued that the program would be better managed by the States. On this point, some noted that state wetland resources and needs can vary widely, making a uniform program inappropriate. This may be especially true with regard to states such as Alaska and Louisiana which have unique wetlands problems.

Many who testified also complained that the scope of the program should be expanded to include other activities that

destroy wetlands (such as excavation and drainage) besides simply the addition of fill material. Others, however, questioned why the program covers man-made wetlands if those wetlands are not created for mitigation purposes or as the result of federal subsidies.

Because of this controversy, at least 140 House Members support H.R. 1330, the Comprehensive Wetlands Conservation and Management Act of 1991, introduced by Congressmen Tom Ridge (R-PA) and Jimmy Hays (D-LA). The bill would limit the definition of wetlands to areas which have a minimum of 21 days of water inundation or saturation to the surface. While the Corps would continue to issue permits, the bill would eliminate the consulting role of other agencies as well as EPA's veto.

H.R. 1330 would establish wetlands categories by function and value and replace the sequencing requirements with different regulatory requirements based on the category. Under the bill, protection of the highest value wetlands would constitute a takings and would merit federal compensation. H.R. 1330 would also expand the 404 program to include other activities adversely affecting wetlands. Similar legislation has not been introduced in the Senate.

In response to the concerns raised by the regulated community and others, several options were identified to (1) streamline the regulatory process; (2) categorize wetlands; (3) encourage mitigation banking; (4) modify sequencing requirements; (5) increase the role of the states; and (6) modify the coverage of the program. **These options are not mutually exclusive.** They reflect different views on the amount of reform needed.

Some within the Administration advocate an overhaul of the 404 program to allow a more market-based approach to wetlands protection. Under this approach, the federal government would issue criteria for states to develop wetland categories and presumptive compensation requirements for each category. To reduce regulatory uncertainty, proponents of this approach would replace the sequencing requirements with the mitigation requirements established for each wetland category. The Corps would be required to issue permits once an applicant has met the compensation requirements of the applicable wetland category. The development of mitigation banks and a market for the sale and banking of mitigation credits would be key to the success of this approach. (*Specific options of the market-based approach are included in italic.*)

Others within the Administration have reviewed the success rates for wetlands restoration and creation, and the science of wetlands classification. Based on the field evidence, they

prefer to move more incrementally, and to field test new regulatory programs (such as mandatory classifications and wetlands trading) before significantly changing the 404 program. In the interim, they advocate measures to help streamline the process to avoid unnecessary bureaucratic delays and enhance the States' role in the program. Both groups would endorse the development of mitigation banks, but disagree over the constraints that should be placed on the geographic scope and type of mitigation that should be allowed (creation versus restoration).

A. Streamlining the Regulatory Process:

The wetlands task force recommends:

- Issuing a regulatory guidance letter providing that meetings and other interaction between the public, applicant and Federal government will be coordinated through the Army Corps of Engineers. The Corps would serve as the project manager, and would be responsible for all consultation with other agencies on the permit application, and for determining the final permit conditions.
- Encouraging attendance by all interested agencies at pre-application meetings with the permittee and encourage increased up-front consultation on the types and location of mitigation that will be required if wetland losses will occur.
- Initiating a wetlands delineation training program for private consultants. Better train agency field staff on wetlands functions, values and delineation.

Options

Several agencies also recommend additional measures to streamline the regulatory process. These options would set limits on the ability of federal agencies (such as the FWS, NMFS, SCS, EPA and NOAA) to consult on individual permits and to appeal Corps decisions on permit conditions. (These options can be implemented administratively.)

1. Modify the interagency appeal process to reduce the number of coordination steps; raise the appeal initiation step to the Regional Administrator/ Director level; and require more rigid time frames at all levels of the appeal process.

2. *Expedite permit consultations among agencies by eliminating the appeal process for the resolution of permit-specific issues. Allow elevation of more generic policy issues in relation to permit decisions.*
3. *Require agencies commenting on permit applications to provide substantive site specific data (rather than boilerplate comments) before recommending denying a permit.*
4. *Require decisions to be completed by the Corps within six months or the permit is deemed approved unless the deadline is extended upon request of the applicant or the federal government, for good cause.*
5. *Expand use of general permits for classes of activities and waters.*

B. Categorizing Wetlands:

Options

All agencies support some variant of categorizing wetlands. Those who believe the science and technical base for categorizing wetlands is weak would prefer to either: (1) develop general criteria on functions and values instead of categories; or (2) to first test the establishment of wetland categories through pilot projects instead of proceeding directly to full implementation.

1. *Require the Corps and EPA (in consultation with FWS and SCS) to develop general criteria to categorize the functions and values of wetlands. Such criteria would be used by the Corps in making case-specific decisions on compliance with existing regulations.*
2. *Establish a Federal panel to develop within 1 year wetland categories based on function and values, including scarcity. Implement pilot programs in selected States to test the feasibility and economic viability of wetland categories.*
3. *Same as option 2, but require program to be implemented nationally when wetland categories are developed instead of initiating state pilot programs.*

C. Encouraging Mitigation Banking:

Options

All agencies support some form of mitigation banking. They differ with respect to the willingness to establish a national market for mitigation credits, the ability to use created wetlands as mitigation, and how aggressively to remove impediments to full mitigation trading.

1. Phase-in the use of wetlands creation for mitigation beginning with the lowest value category of wetlands. As science confirms that higher functions and values can be created, higher classes of wetlands can be mitigated by artificial creation.
2. Restrict mitigation to the geographic area in which the wetland occurs. Use the hydrologic water maps prepared by the U.S. Geological Survey.
3. Issue guidance to direct the implementation of pilot projects in selected states to assess the feasibility of encouraging markets for mitigation credits that could be banked, sold, or traded.
4. Issue guidance to create a national market for mitigation credits that could be banked, sold, or traded.
5. To encourage mitigation banking, issue guidance to:
(1) eliminate the preference for on-site mitigation in all but the highest class of wetlands; (2) presume satisfaction of compensation requirements if restored or created wetlands are in the same or higher category; and (3) accept preservation as compensatory mitigation in limited circumstances.

D. Sequencing and the Establishment of Presumptive Mitigation Requirements:

Options

Agencies differ regarding whether to retain or eliminate the process of sequencing (avoidance, minimization, and mitigation). Options 1 and 2 would retain sequencing based on the belief that avoidance (demonstrating that the site is the least damaging alternative) is the main tool to ensure the protection of existing wetlands. Options 3 and 4 would replace sequencing with mitigation requirements based on the belief that wetlands can be created and restored, and that landowners must have meaningful options.

1. Provide that the process sequencing (avoidance, minimization and mitigation for remaining losses) is not necessary in all cases. Deviate from sequencing when wetland losses are insignificant or when wetlands have been identified in advance as being suitable for development.
2. Establish a system of general permits for low value wetlands, to complement existing activity-based permits.
3. *Eliminate sequencing requirements and replace them with compensatory mitigation requirements to offset wetland losses. Wetlands in higher categories would be required to mitigate at higher ratios compared to wetlands in a lower category. Permits would be given upon verification that the prospective permittee has meet the required mitigation requirements in a satisfactory manner.*
4. *Eliminate sequencing (as proposed in Option 3) and issue guidance for all categories of wetlands to allow the Corps to: (1) suspend or reduce mitigation requirements if the public interest is clearly served by allowing the project to go forward; and (2) give greater consideration to the value of other ecosystems in determining mitigation requirements.*
5. Eliminate sequencing as proposed in Option 3, but limit alteration of coastal wetlands to projects that have a water-dependent project purpose (i.e. a marina would be acceptable; a golf course would not).

E. Increasing the Role of States:

Options

These options differ to the degree States are allowed to develop their own programs to protect wetlands instead of simply administering the Federal 404 program. Significant change will require legislation.

1. Provide States with guidance and assistance for the development of State Wetlands Conservation Strategies to achieve the no net loss goal, integrating regulatory and non-regulatory approaches.
2. Increase grants to States to encourage State

assumption of the Section 404 program.

3. **Amend the Clean Water Act** to allow States to assume Section 404 authority for waters adjacent to, but not including, "navigable waters" under Section 10 of the Rivers and Harbors Act.
4. **Amend the Clean Water Act** to provide flexibility to States to develop plans which achieve equivalent levels of environmental protection to the Section 404 program. Performance based criteria would be used to approve plans to afford States greater flexibility to in developing wetlands protection programs.
5. **Amend the Clean Water Act** to replace the 404 program with federal criteria on the establishment of wetland categories and presumptive mitigation requirements for each category. Further amend the Act to allow States to develop wetland categories and mitigation requirements based on the federal criteria.

F. Modifying Coverage of the Program

The task force recommends:

- Clarifying that normal farming, ranching and silvicultural activities generally are exempt from the 404 program coverage, and that lands exempted from Swampbuster similarly are not covered.

Options

1. *Exempt certain manmade wetlands from the 404 program jurisdiction unless the wetlands were created as a mitigation or other legal requirement.*
2. Issue a rule extending the 404 permit requirements to draining and excavation of wetlands. The Corps of Engineers would increase its efforts to ensure compliance with permit conditions.
3. **Amend the Clean Water Act** to expand the coverage of the program to include excavation and drainage, but only if legislation includes major reform of the 404 program that establishes wetland categories, eliminates sequencing, and establishes a market for mitigation credits.

G. Use of the 404(c) Veto

Options

1. Maintain the veto as is.
2. Narrow the basis for the EPA 404(c) veto to assessing adverse environmental impacts and not reviewing the practicable alternatives test.
3. **Amend the Clean Water Act** to limit use of EPA veto to Class A wetlands.
4. **Amend the Clean Water Act** to eliminate the 404(c) veto for all wetlands.

H. Other:

Options

1. Require any revisions to Memorandums of Agreement on sequencing to go through APA rulemaking.
2. Issue an Executive Order on wetlands, emphasizing stewardship of wetlands on federal lands and federal acquisition and requiring federal agencies to develop plans to implement the EO and track progress towards its goals.
3. Announce a short-term goal of a net increase in wetlands on Federal lands for the government as a whole. Agencies estimate that the Federal government as a whole produces more wetlands than it destroys. By stating this goal, the President could highlight ongoing wetlands protection efforts.
4. Add legislation to implement the Administration's agreement to require agencies to reimburse the judgement fund if a Court decides that agency action has resulted in a "takings."

JULY 2, 1991

MEMORANDUM FOR D. ALLAN BROMLEY

FROM: VICKIE V. SUTTON 
SUBJECT: WETLANDS ISSUE UPDATE

BACKGROUND

A Technical Committee was formed in 1989 to re-write the Delineation Manual (hereinafter, Manual) for identifying wetlands. Hill hearings took place last year on the Administration's commitment to attain "no-net-loss" of wetlands, while the DPC addressed the issue through the creation of a Wetlands Task Force. Last month, the Council on Competitiveness raised wetlands in the context of being a competitiveness issue, and has since participated in the staff level discussions.

The Technical Committee produced a revised version of the Manual which has been in OMB for review for about three months. The Office of Information and Regulatory Affairs (OIRA) has also been involved in technical review of the document, and has provided lengthy comments along with EPA to the latest version of the Manual, as recent as last evening.

Yesterday evening, Lujana Wilcher, Assistant Administrator from EPA for Water, Bob Grady and Al Hubbard met to discuss the remaining issues concerning the Manual, which are outlined below. They were successful in eliminating two of the issues.

ISSUES BEING CONSIDERED CONCERNING THE MANUAL

(1) Time of saturation

1. Period of saturation?
 - a. A Period of "7 days or more" is the current reading of the Manual
 - b. A Period of "more than 14 days" is proposed by EPA
 - c. A Period of "21 days" has been proposed by OMB.

OMB's proposed period is rumored to eliminate 30 million acres of wetlands now controlled under Section 404 of the Clean Water Act. [The total number of acres controlled under Section 404 has a wide range of estimates, even within EPA: The Policy Office (OPPE) says there are 46 million acres, and the Water Office identifies 90 million acres controlled under Section 404 of the Clean Water Act.]

UPDATE FROM LAST NIGHT:

This issue was not resolved. EPA proposed 15 days, last night, and OMB stuck

with the 21 day proposal.

2. How much saturation?

a. "Saturation to the surface", would eliminate more wetlands than the current reading of the Manual.

b. "Saturation to 18 inches" is the current reading of the Manual, and could remain the same.

(2) How to determine hydrology during off seasons?

During off seasons or dry seasons, it is difficult to determine whether an area is a wetland.

UPDATE FROM LAST NIGHT

OMB and OIRA recommended dropping some of the indicators for hydrology, which have also been problematic. Indicators dropped were: stained leaves and trunks. Some secondary indicators were also dropped: drift lines, flood marks and other marks showing a presence of water.

(3) Determination of wetlands based on hydrophilic plants.

Certain of the hydrophilic plants, which include both obligate wetlands plants (which require wetlands) and facultative wetlands plants (which can live both in wetlands as well as upland) make determination of wetlands difficult. Populations of each type and what is the appropriate population combinations to determine what is a wetland has posed difficulty.

In making a determination that there are enough hydrophilic plants, the question has been raised concerning how much one should depend on the ones which are obligate, and the ones which are facultative in making a determination.

(4) Special difficult areas to identify

Prairie potholes, for example fall within the standard criteria for identifying wetlands. (Prairie potholes were particularly important because farmers filled them in, so they could plow; however, it eliminated bird breeding grounds. This has posed a difficult environmental problem because the migratory bird populations have been dropping.)

UPDATE FROM LAST NIGHT:

Special areas will now be identified by a specific list, not open to new areas.

DECISIONS WHICH MAY BE CONSIDERED AT DPC MEETING TODAY

1. Some members may raise the point that the Manual should go back to the Technical Committee because these are technical issues more than policy issues, and the DPC group does not have the expertise to make these judgments.

2. During the "notice and comment" period, the Corps of Engineers are concerned about creating a backlog during the interim period, with holding up wetland determinations, as well as consequent litigation to potentially reconsider earlier or interim wetland determinations.

3. EPA would like to issue the Manual the way it stands, and OIRA would like to make further revisions. It is unclear whether the meeting last night resolved this issue.

4. The point has also been raised that an intergovernmental science panel, made up of experts and state administrators of the policy, should be convened to evaluate the Manual's scientific soundness. EPA is primarily credited with this idea, and would like to Chair the group. The issue of OSTP taking on an interagency, intergovernmental science panel review could be raised.

cc: Nancy G. Maynard
Tom Ratchford

THE WHITE HOUSE
WASHINGTON

MEETING OF THE DOMESTIC POLICY COUNCIL

2:00 p.m., Tuesday, July 2, 1991
The Roosevelt Room

Report of the Task Force on Wetlands

AGENDA

1. Opening.....Attorney General Thornburgh
(2 minutes)
2. Presentation.....Roger B. Porter, Assistant to
the President for Economic & Domestic Policy
(10 minutes)
3. Discussion.....All Participants
(45 minutes)
4. Conclusion.....Attorney General Thornburgh
(3 minutes)

THE WHITE HOUSE OFFICE OF CABINET AFFAIRS STAFFING MEMORANDUM

Date: June 26, 1991

Due by: _____

Subject: Rescheduling of the Domestic Policy Council Meeting on Wetlands to Tuesday, July 2, 1991 at 2:00 PM for one hour in the Roosevelt Room.

From: Richard W. Porter, Executive Secretary
Domestic Policy Council

	Action	FYI		Action	FYI
ALL CABINET MEMBERS	☐	☐			
Vice President	☒	☐	CIA	☐	☐
Agriculture	☒	☐	CEA	☒	☐
Commerce	☒	☐	CEQ	☒	☐
Defense	☒	☐	EPA	☒	☐
Education	☐	☒	GSA	☐	☐
Energy	☒	☐	NASA	☐	☐
HHS	☐	☒	National Science Foundation	☐	☐
HUD	☒	☐	ONDCP	☐	☐
Interior	☒	☐	OPM	☐	☐
Justice	☒	☐	OSTP	☒	☐
Labor	☐	☐	SBA	☐	☐
OMB	☒	☐	UN	☐	☐
State	☐	☐	BRADY (For WH Staffing)	☒	☐
Transportation	☒	☐	_____	☐	☐
Treasury	☐	☒	_____	☐	☐
USTR	☐	☐	_____	☐	☐
Veterans	☐	☒	_____	☐	☐

COMMENTS: Attached is a memorandum announcing the rescheduling of the Domestic Policy Council Meeting on Wetlands to Tuesday, July 2, 1991 from 2:00 to 3:00 P.M. in the Roosevelt Room. The meeting is for principals only.

Please confirm your attendance with Honor Ingersoll at 456-2800.

THE WHITE HOUSE

WASHINGTON

June 26, 1991

MEMORANDUM FOR THE DOMESTIC POLICY COUNCIL

FROM: RICHARD W. PORTER *RWP*
Executive Secretary

SUBJECT: Rescheduling of the Domestic Policy Council
Meeting on Wetlands to Tuesday, July 2, 1991 at
2:00 P.M. in the Roosevelt Room

The Domestic Policy Council Meeting on Wetlands, originally scheduled for Wednesday, June 26, 1991, at 10:00 A.M. in the Roosevelt Room has been rescheduled for Tuesday, July 2, 1991 from 2:00 to 3:00 P.M. in the Roosevelt Room.

The agenda for the meeting remains the same.

Please confirm your attendance with Honor Ingersoll (456-2800) by Noon, Monday, July 1.



DEPARTMENT OF ENERGY
Deputy Under Secretary
Policy, Planning and Analysis

MEMORANDUM FOR DOMESTIC POLICY COUNCIL
(DPC) MEMBERS AND STAFF

RE: JULY 2, 1991 DPC MEETING ON
WETLANDS

DATE: JULY 1, 1991

Admiral Watkins asked me to bring to your attention the attached letter from Deputy Secretary Moore to Attorney General Thornburgh.

I hope you will find this material helpful as you prepare for the July 2, 1991 DPC meeting on wetlands.

LG Stuntz
Linda G. Stuntz



The Deputy Secretary of Energy
Washington, DC 20585

June 28, 1991

The Honorable Dick Thornburgh
Attorney General
Department of Justice
Washington, DC 20530

Dear Mr. Attorney General:

As we discussed on June 26, 1991, I very much regret that neither Admiral Watkins nor I will be able to attend the Domestic Policy Council (DPC) meeting on wetlands scheduled for July 2, 1991. The Department of Energy has been an active participant in the DPC Wetlands Task Force because the issues that the Task Force is addressing are very important to the Department. However, longstanding commitments require Admiral Watkins and me to be out of Washington during the Independence Day Congressional recess. Therefore, the rescheduling of the DPC meeting to July 2 will prevent us from participating in the discussion on how to achieve the President's commitment to no net loss of wetlands.

Were we present next week, we would explain why we believe a comprehensive market-based alternative to the current section 404 program is necessary to achieve the President's commitment, and why incremental revisions to the existing program will not suffice. Enclosed is a description of the market-based approach.

We start from the premise that the current section 404 program is broken. Citizens throughout the country are dissatisfied. That message was delivered to the DPC's Interagency Task Force during their public meetings. It also is reflected by the 148 co-sponsors of the Hayes-Ridge bill, the critical resolution passed on June 17 by the National Conference of Mayors and by Senate Appropriations Committee action prohibiting the Corps of Engineers from using the Delineation Manual to identify wetlands, absent legislative rulemaking.

Fundamentally, we believe that two things must be done to fix the wetlands program and to meet the no net loss commitment. First, we must expand the program to address wetlands losses that are not currently within its scope. Without such expansion, the no net loss commitment can be met, if at all, only by imposing very heavy regulatory burdens on actions within the current purview of the program. Moreover, the scope of the program has been, and is likely to be even further, expanded by administrative actions with limited opportunity for review. A recent example is the July 18, 1990 Regulatory Guidance Letter from the Corps on landclearing activities subject to section 404 jurisdiction. The

"Guidance Letter" declares landclearing activities using mechanized equipment to be point source discharges subject to section 404 jurisdiction when they take place in wetlands.

Second, a successful wetlands program must inspire the private sector to restore and protect wetlands, using economic incentives rather than what is perceived as an arbitrary command-and-control regulatory scheme that is out of touch with local concerns. This means, among other things, removing existing impediments to a market-based protection program, such as sequencing.

The market-based option accomplishes each of these tasks.

As we also discussed, Deputy Under Secretary Linda Stuntz will attend the DPC meeting as an observer and to answer any questions that may arise on our position.

We appreciate your consideration of our views, and look forward to future DPC deliberations on this very important issue.

With kindest personal regards, I remain

Sincerely,

A handwritten signature in dark ink, appearing to read "W. Henson Moore", with a stylized, cursive script.

W. Henson Moore

Enclosure

PRINCIPLES OF THE MARKET-BASED APPROACH TO NO NET LOSS OF WETLANDS PROGRAM

- Must fulfill the President's commitment to achieve no net loss
- Must be consistent with fundamental tenets of the Administration's overall philosophy of governance
 - Relying on Market Forces
 - Balancing of Competing Public Policy Goals
 - Recognizing the Rights of Individual Citizens
 - Letting the Private Sector Determine How to Best Meet Federal Standards
 - Minimizing the Federal Role in Favor of the States
 - Emphasizing Cooperation and Partnerships

NEED FOR A MARKET-BASED APPROACH TO ACHIEVING NO NET LOSS

Simply put, current efforts that rely on command and control regulatory means to ensure that present and future generations will have a substantial and lasting legacy of wetlands are not working. As a Nation, we continue to show net losses of wetlands.

The present chief regulatory vehicle for protecting wetlands, Section 404 of the Clean Water Act, was never intended for this purpose. Efforts to bend it to this function have resulted in a program that neither effectively protects wetlands nor enjoys public support.

At all six public meetings on wetlands policy, the Domestic Policy Council's Interagency Wetlands Task Force heard witnesses describe how wetland losses were continuing to occur in spite of the 404 program. Studies done by both the Fish and Wildlife Service and the Soil Conservation Service support these accounts. A frequent observation was that the 404 program only covers the dredging and filling of wetland and does not address other potential wetland-destroying activities such as draining and devegetating.

The Task Force heard extensive criticism of the current program by members of Congress, State and local government officials, business interests, farmers, and ordinary citizens. These critics noted the inflexibility of the program, its failure to account for variation in wetland types or unique regional wetland circumstances, its failure to consider competing public values and the rights of property owners, and its confusing and sometimes contradictory regulatory structure.

Yet, in spite of the widespread dissatisfaction with current efforts to stem wetland losses, there was general support for the President's goal of achieving No Net Loss (NNL) of wetlands.

The market-based approach (Option C) addresses the need for added wetlands protection by expanding the scope of the program while addressing the need for flexibility and

respect for private property by returning land use decision-making to the private sector. Without this dual approach there is great risk that the public will withdraw its support for the no net loss of wetlands goal.

FUNDAMENTALS OF THE MARKET-BASED OPTION

- Achieves no net loss by expanding program coverage to include all activities that destroy wetlands AND by requiring that wetland losses be offset by wetlands gains elsewhere
- Relies on market forces by using mitigation banks to create a market for compensatory mitigation credits that can be used to fulfill requirements to off-set wetlands losses
- Balances competing public interests both by relying on the market to make decisions AND by providing for flexible compensatory mitigation requirements in the case of public projects and for homeowners and small businesses
- Provides that the private sector -- land owners -- be the ultimate land use decisionmakers by requiring the issuance of permits for wetlands development if compensatory mitigation requirements are met
- Recognizes basic differences between wetlands by requiring development of a wetlands classification system and compensatory mitigation requirements that reflect these differences
- Encourages States to assume permitting activity, classify wetlands, and establish compensatory mitigation requirements and mitigation banks, consistent with Federal standards, in ways that reflect differing state wetland circumstances
- Effectively promotes cooperation and partnerships through the development of wetlands mitigation banks
- Provides landowners with meaningful options to help address the "takings" implications of wetlands regulation and reduces regulatory uncertainty by replacing sequencing with compensatory mitigation

Expanding Program Coverage

If the no net loss commitment is to be achieved, the permitting program must cover all activities that may result in the loss of wetlands. Presently, filling of wetlands is covered by the 404 program, but draining and vegetation removal are not. If major classes of activities resulting in wetlands losses can proceed without offsets, then the goal of achieving no net loss can never be reached unless unreasonably heavy wetlands creation and restoration burdens are placed on those activities that fall under the purview of the program.

Compensatory Mitigation and Wetland Classification

Compensatory mitigation assures achievement of the "no net loss" goal by requiring that the loss of wetlands is offset by wetlands gains elsewhere. This approach recognizes that the operative word in the President's policy is "net."

By creating compensatory mitigation requirements, the government establishes clearly defined standards and allows the private sector to determine how to best meet them.

There is widespread agreement that wetlands differ in value and function. Likewise there is widespread agreement that wetland circumstances differ across the country.

The market-based approach calls for the development of a four tiered classification system based on consideration of variables such as scarcity, size, fragmentation, habitat value, and the ability to provide flood protection and ground water recharge.

Based on application of these criteria:

Class A wetlands have high wetlands values but would be available for non-wetlands uses. Compensatory mitigation requirements would reflect their wetlands values and be at, say 3:1 in function/value terms.

Class B wetlands would be available for non-wetlands uses with a compensatory mitigation ration of, say 2:1.

Class C wetlands would be available for non-wetlands uses with a compensatory mitigation ratio of 1.5:1. In areas where this is a significant functioning of similar wetlands, allow minimization to replace 1.5:1 ratio.

Class D wetlands would be available for non-wetlands uses with a compensatory mitigation ration of 1:1.

Mitigation Banks and Creating a Market for Mitigation Credits

Mitigation banks presently exist but are little used owing to public uncertainty over their function (no rules have been promulgated by COE/EPA) and lack of incentives for private sector participation.

Under the market-based approach, a mitigation bank can be a public or private entity that: 1) maintains a property interest in lands so as to assure they remain wetlands or obtains a property interest in lands suitable for restoration or enhancement; 2) can certify that wetlands restoration, enhancement, or creation activities meet appropriate standards and issue credits for such activities; 3) maintain an inventory of lands suitable for restoration or enhancement.

Mitigation credits would be drawn on mitigation banks established in each state. These banks would give credits to entities that restored, enhanced, or created wetlands for any reason beyond those needed to meet compensatory mitigation requirements. Mitigation credits could be bought, sold, held or traded.

By creating a mitigation credit market, incentives for wetlands restoration, enhancement, and creation are established. Owners of degraded wetlands would have an incentive to invest in restoration of their land because restoration would yield a valuable commodity -- mitigation credits. Private firms would, in many cases, find it cost effective to restore more wetland acreage than that required to meet immediate compensatory mitigation requirements so as to bank credits against future company needs. Entrepreneurs would emerge to fill the growing demand for restoration/creation services while wetland oriented non-profit organizations could market their expertise in wetlands enhancement.

THE WHITE HOUSE OFFICE OF CABINET AFFAIRS

STAFFING MEMORANDUM

Date: June 14, 1991

Due by: _____

Domestic Policy Council Meeting with the President on the Administration's opportunity agenda, Thursday, June 20, 1991 at 10:00 A.M.

Subject: in the Cabinet Room. (PRINCIPALS ONLY)

Richard W. Porter, Executive Secretary

From: Domestic Policy Council

	Action	FYI		Action	FYI
ALL CABINET MEMBERS	☒	☐	CIA	☐	☐
Vice President	☒	☐	CEA	☒	☐
Agriculture	☒	☐	CEQ	☐	☐
Commerce	☐	☐	EPA	☒	☐
Defense	☐	☐	GSA	☐	☐
Education	☒	☐	NASA	☐	☐
Energy	☒	☐	National Science Foundation	☐	☐
HHS	☒	☐	ONDCP	☒	☐
HUD	☒	☐	OPM	☐	☐
Interior	☒	☐	OSTP	☒	☐
Justice	☒	☐	SBA	☒	☐
Labor	☒	☐	UN	☐	☐
OMB	☒	☐	BRADY (For WH Staffing)	☒	☐
State	☐	☐	_____	☐	☐
Transportation	☐	☐	_____	☐	☐
Treasury	☒	☐	_____	☐	☐
USTR	☐	☐	_____	☐	☐
Veterans	☒	☐	_____	☐	☐

COMMENTS: The Domestic Policy Council will hold a meeting with the President on the Administration's opportunity agenda, Thursday, June 20, 1991 from 10:00 to 11:00 A.M. in the Cabinet Room. This meeting is for principals only. Attached for your review are a memo, an agenda and a Fact Sheet from the President's Feb. 27 announcement of a series of initiatives "Expanding Choice & Opportunity for Individuals, Families and Communities." Secretary Kemp will give an overview of the opportunity agenda.

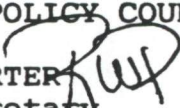
Please confirm your attendance with Honor Willson Ingersoll (456-2800) by noon, Wednesday, June 19.

THE WHITE HOUSE

WASHINGTON

June 14, 1991

MEMORANDUM FOR THE DOMESTIC POLICY COUNCIL

FROM: RICHARD W. PORTER 
Executive Secretary

SUBJECT: Meeting of the Domestic Policy Council with the President, Thursday, June 20, 1991 at 10:00 A.M. in the Cabinet Room

The Domestic Policy Council will hold a meeting with the President for principals only on Thursday, June 20, 1991 from 10:00 to 11:00 A.M. in the Cabinet Room. The subject of the meeting will be the Administration's opportunity agenda.

Jack Kemp, Secretary of Housing and Urban Development and Chairman of the DPC Economic Empowerment Task Force, will give an overview of the opportunity agenda. Several other Cabinet members will make presentations on specific initiatives.

Attached for your review prior to the meeting are an agenda and a Fact Sheet from the President's February 27 announcement of a series of initiatives "Expanding Choice and Opportunity for Individuals, Families and Communities."

Please confirm your attendance with Honor Willson Ingersoll (456-2800) by noon, Wednesday, June 19.

Attachments

THE WHITE HOUSE

WASHINGTON

MEETING OF THE DOMESTIC POLICY COUNCIL
WITH THE PRESIDENT

10:00 A.M., Thursday, June 20, 1991
The Cabinet Room

The Administration's Opportunity Agenda

AGENDA

1. Opening Remarks -- The President (2 minutes)
2. Brief Remarks -- The Attorney General (3 minutes)
3. Overview of Opportunity Agenda -- Secretary Kemp (5 minutes)
4. Status of Opportunity Initiatives Announced by the President on February 27, 1991:
 - educational choice and educational flexibility -- Secretary Alexander (2 minutes)
 - homeownership for low-income persons and enterprise zones -- Secretary Kemp (2 minutes)
 - anti-discrimination legislation and anti-crime efforts -- The Attorney General (2 minutes)
 - community opportunity areas -- Secretary Sullivan (2 minutes)
 - social security earnings test -- Director Darman (2 minutes)
5. Report on Distributional Analysis Study -- Chairman Boskin (3 minutes)
6. Report on Services Integration -- Secretary Sullivan (7 minutes)
7. Discussion (30 minutes)
 - Next Steps in the Opportunity Agenda

THE WHITE HOUSE

Office of the Press Secretary

Embargoed for Release
Until 11:05 a.m. EST
Wednesday, February 27, 1991

February 27, 1991

FACT SHEET

EXPANDING CHOICE AND OPPORTUNITY
FOR INDIVIDUALS, FAMILIES, AND COMMUNITIES

In his State of the Union Address, the President said: "The strength of democracy is not in bureaucracy. It is in the people and their communities....We must return to families, communities, counties, cities, states and institutions of every kind the power to chart their own destiny, and the freedom and opportunity provided by strong economic growth."

The Administration is committed to strengthening the power and opportunity of individuals and families, to breaking down barriers to independence and self-reliance wherever they exist, and to providing hope to distressed communities.

This means giving people access to jobs and the ability to make choices that will better their lives and the lives of their families. People with access to housing, jobs, and quality education have a stake in their community, and a greater incentive to lead productive lives. More important, people with economic opportunity have hope for the future -- an important and powerful weapon against poverty and despair.

The Administration seeks to use numerous administrative, regulatory, and budgetary means to expand economic opportunity for low-income individuals. In addition to these continuing efforts, the President today announced that he will seek Congressional action to promote choice and opportunity on several fronts:

1. educational choice;
2. educational flexibility;
3. homeownership for low-income persons;
4. enterprise zones;
5. anti-discrimination laws;
6. community opportunity areas;
7. the social security earnings test; and
8. anti-crime efforts.

Legislation, where required, will be transmitted to Congress in the next several weeks to implement these proposals.

GIVING PARENTS AND STUDENTS CHOICE IN EDUCATION:

Choice programs provide parents the opportunity to select the most appropriate school for their children -- based on informed judgments about which school offers the best education. Choice leads to healthy competition among schools by focusing on proven educational quality as the way to attract students. Clearly, parents should have the opportunity to send their children to schools of their choice. Choice can lift the performance and quality of all schools.

The President will propose a new Educational Excellence Act which contains strategic initiatives to improve the learning achievement of all Americans and to restructure the nation's educational system. Initiatives in the Educational Excellence Act will:

- o Stimulate fundamental reform and restructure our education system through promoting educational choice and alternative certification for teachers and principals.
- o Assist educators in their mission to improve student performance by: rewarding schools that demonstrate improved achievement among students; rewarding excellent teachers; and promoting innovation in training school administrators.
- o Provide incentives to school districts to design and implement innovative approaches to mathematics and science education; enhance the endowments of Historically Black Colleges and Universities; and contribute to improving literacy.

PROVIDING EDUCATIONAL FLEXIBILITY IN RETURN FOR ACCOUNTABILITY:

Federal Departments and agencies administer hundreds of separate programs that provide or support education services; each has its own statutory and regulatory requirements. Program requirements can impede the ability of local schools and districts to provide the best possible education. Flexibility in administering Federal education programs will allow Governors, school administrators, teachers, service providers, parents, and others in the community to work together to develop effective education programs that meet the needs of all students, particularly those students who are educationally disadvantaged.

- o The Educational Excellence Act of 1991 would promote local control and innovation in education by providing increased flexibility in the use of Federal funding in exchange for enhanced accountability for results. The Administration's bill will be guided by the following principles:
 - Flexibility should be linked to accountability for improvements in educational outcomes.
 - Flexibility should result in delivering services to current target populations in a more effective manner.
 - Flexibility should retain key protections in current laws (e.g., protection of the disabled).

PROVIDING HOMEOWNERSHIP OPPORTUNITIES:

Low-income Americans have a greater stake in their communities when they have the opportunity to own their own homes. The HOPE (Homeownership and Opportunity for People Everywhere) initiative is a new grant program to increase homeownership opportunities. By offering residents greater control and access to property, the HOPE program will instill pride of ownership and enhance incentives for maintenance and improvement. While HOPE was enacted into law last year, Congress provided no funding for the program in Fiscal Year 1991.

- o The President has requested \$500 million in Fiscal Year 1991 supplemental funding to start the HOPE program immediately. The President's Budget also requests \$1 billion in 1992 for the new HOME program -- a housing block grant program providing States and localities greater flexibility in meeting the housing needs of their low-income residents, with incentives for use of housing vouchers.
- o HOPE Grants will be made on a competitive basis to resident management corporations, resident councils, cooperative associations, non-profit organizations, cities and States, and public and Indian housing authorities. Funding will help participants design and execute their plans for resident management and buyouts of public and assisted housing.
- o The HOPE initiative also targets \$258 million in 1992 for a new "Shelter Plus Care" program to help the homeless. The Shelter Plus Care program will link housing with the full range of services needed by the homeless. The program will combine shelter with the support services -- job training, health care, and drug treatment -- that help people achieve dignified and independent lives.

CREATING JOBS IN ENTERPRISE ZONES:

Enterprise zones will attack poverty by promoting investment in economically distressed neighborhoods. Enterprise zones will attract new seed capital for small business start-ups, create new incentives for entrepreneurial risk-taking, and reduce high effective tax rates on those moving to work from welfare.

- o The Enterprise Zone and Jobs-Creation Act of 1991 will target tax incentives and regulatory relief to some of our nation's most economically depressed areas.
- o The Secretary of Housing and Urban Development would designate up to 50 (urban, rural, and Indian) enterprise zones over a four year period. Designation will be based on the level of distress, as well as on the nature and extent of State and local efforts to improve living conditions and to eliminate government burdens to economic activity. Designation will be for a maximum of 24 years.
- o The legislation will provide tax incentives to attract seed capital, stimulate employment, and increase the economic return from work for the working poor:
 - Workers will be eligible for a 5 percent refundable tax credit for the first \$10,500 of wages earned in an enterprise zone business. This will put up to \$525 more income in the pockets of low-income workers. The credit phases out between \$20,000 and \$25,000 of total annual wages.
 - To spur investment, capital gains taxes will be eliminated for gains on investment in tangible property (e.g., buildings and equipment) used in a business located in an enterprise zone for at least two years.
 - To encourage entrepreneurial risk-taking, individuals will be permitted to expense investments in the capital of corporations engaged in enterprise zone businesses. This essentially provides an immediate write-off for investments in enterprise zone businesses. Corporations must have less than \$5 million of total assets. Expensing will be permitted up to \$50,000 annually per investor, with a \$250,000 lifetime limit.
- o The legislation would also give enterprise zone communities priority for free trade area status. Such status would, for example, allow a business in an enterprise zone to import materials duty-free if the materials are used to manufacture products for export to other countries.

- o Enterprise zones would reduce Federal tax revenues by \$1.8 billion over five years.

STRENGTHENING AND ENFORCING ANTI-DISCRIMINATION LAWS:

A vital element in the effort to protect the civil rights of all Americans is the vigorous enforcement of existing anti-discrimination laws. Over the past two years, the Bush Administration has moved aggressively to fight hate crimes and combat discrimination in housing, voting, employment, and education. A few examples:

- o Enactment of the Americans with Disabilities Act in July 1990 was one of the most important expansions of civil rights protections in a quarter of a century. The Administration is now pursuing swift implementation of the landmark law.
- o The Department of Housing and Urban Development (HUD) is aggressively enforcing the 1988 Fair Housing Amendments which prohibit housing discrimination on the basis of race, color, national origin, religion, sex, familial status, or disability. The Bush Administration has resolved nearly 12,000 of the almost 16,000 fair housing cases.
- o In 1989, the Justice Department prosecuted more than twice as many hate crimes cases as in any previous year. In 1990, the Justice Department had a 100 percent success rate in prosecuting hate crimes.
- o In 1990, the Department of Education received and resolved more civil rights complaints than in any previous year of its history -- and in record time.
- o The largest settlements in the history of the Department of Labor's Federal Contract Compliance cases have been achieved during the Bush Administration. A single case involving employment discrimination against women and minorities resulted in a payment of \$14 million. In another case, a back pay settlement of \$3.5 million will benefit approximately 1,000 women who were discriminated against in hiring.

The Administration is committed to strengthening the strong employment discrimination laws that now exist. These improvements will remove consideration of factors such as sex, race, religion, or national origin from employment decisions. This can be done without encouraging the use of quotas or preferential treatment, without departing from the fundamental principles of fairness that apply throughout our legal system, and without creating a litigation bonanza that brings more benefits to lawyers than to victims.

- o A major objective of the Administration is to ensure that Federal law provides strong new remedies for harassment based on sex, race, color, religion, or national origin.
- o The Administration will propose to codify a cause of action for "disparate impact," involving employment practices that unintentionally exclude disproportionate numbers of certain groups from some jobs. The burden of proof will be shifted to the employer on the issue of "business necessity."
- o The time has come for Congress to bring itself under the same anti-discrimination requirements it prescribes for others.
- o Other improvements, including changes in certain provisions affecting statutes of limitations and encouragement for the use of alternative dispute resolution mechanisms, will also enhance the administration of our comprehensive civil rights laws.

REDUCING FEDERAL BUREAUCRACY AND ESTABLISHING OPPORTUNITY AREAS:

Programs providing social, welfare, health, education, and nutritional services are often delivered in fragmented ways. Allowing services to be integrated will better serve the recipients of these programs and promote self-sufficiency and opportunity.

- o The Community Opportunity Act of 1991 will enable local communities to develop "community opportunity systems" and allow them to restructure Federal programs to provide services and benefits in the way the community deems best to meet the needs of the individuals and families served.

- o The legislation would allow a Federal administrator designated by the President to recommend a budget-neutral waiver of most Federal statutory and regulatory requirements for any Federally funded program to be included in the community's opportunity delivery system. The Federal administrator will make recommendations regarding the waiver requests to the relevant Federal agency heads.
- o Communities will be able to develop community opportunity systems in which:
 - services and benefits can be integrated, combined, and restructured at the community level;
 - the system is neighborhood- or community-based, with a specified target group of beneficiaries;
 - the individuals and families served can participate in the design of the system; and
 - the delivery system offers individuals and families in the target group of beneficiaries the maximum choice and control over the range, source, and objectives of the services and benefits to be provided.
- o Each community opportunity system will have clear and measurable goals and will be evaluated with regard to both the short- and long-term outcomes.

EXPANDING JOB OPPORTUNITIES FOR OLDER AMERICANS BY LIBERALIZING THE SOCIAL SECURITY EARNINGS TEST:

If social security recipients aged 65 to 69 wish to supplement their benefits with earnings, they may earn only up to \$9,720 this year before their social security benefits are reduced. Beyond \$9,720, each three dollars of earnings reduces their social security benefits by one dollar.

For retirees with sources of income other than earnings, such as private pensions and investment income, this limitation on allowable earnings may have little effect on their lives. Presently, the earnings test falls most heavily on elderly persons who do not have significant savings or income from pension plans, and can seriously constrain their choices of employment.

- o The President's Fiscal Year 1992 Budget proposes an increase in the amount of allowable earnings for social security recipients aged 65 to 69.
 - For 1992, allowable earnings would be increased \$800, or 8 percent, from \$10,200 to \$11,000.
 - For 1993, the increase would be \$200, from \$10,800 to \$11,000.
 - For 1994, allowable earnings would continue to rise to the level projected under current law, \$11,400.

PROTECTING CITIZENS BY FIGHTING VIOLENT CRIME:

As President Bush has stated in the past, the right to be free from fear in our homes, streets, and neighborhoods is the first civil right of every American. Where streets are not safe and property is not secure, economic opportunity is impossible.

The President announced in his State of the Union Address that the Attorney General will soon convene a Crime Summit of our nation's law enforcement officials. A major objective of the Crime Summit is to strengthen the working relationship between the Administration and State and local law enforcement officials.

The Administration will again propose comprehensive violent crime control legislation to give law enforcement authorities the tools they need to apprehend, prosecute, and incarcerate violent criminals. The legislation will include:

- o A meaningful Federal death penalty for the most heinous crimes with procedures to ensure its fair and colorblind application.
- o Habeas corpus reform to reduce unnecessarily repetitive appeals that clog the courts and delay justice.
- o Exclusionary rule reform to ensure that the evidence gathered by law enforcement officials in a good faith belief that they are acting lawfully can be used to help courts establish the truth.
- o Provisions to strengthen Federal laws concerning the safety of women by modifying rules on the admissibility of evidence in cases of sex crimes, enhancing penalties for the distribution of illegal drugs to pregnant women, increasing penalties for recidivist sex offenders, and offering greater protection for victims below the age of sixteen.

THE WHITE HOUSE

WASHINGTON

MEETING OF THE DOMESTIC POLICY COUNCIL
WITH THE PRESIDENT

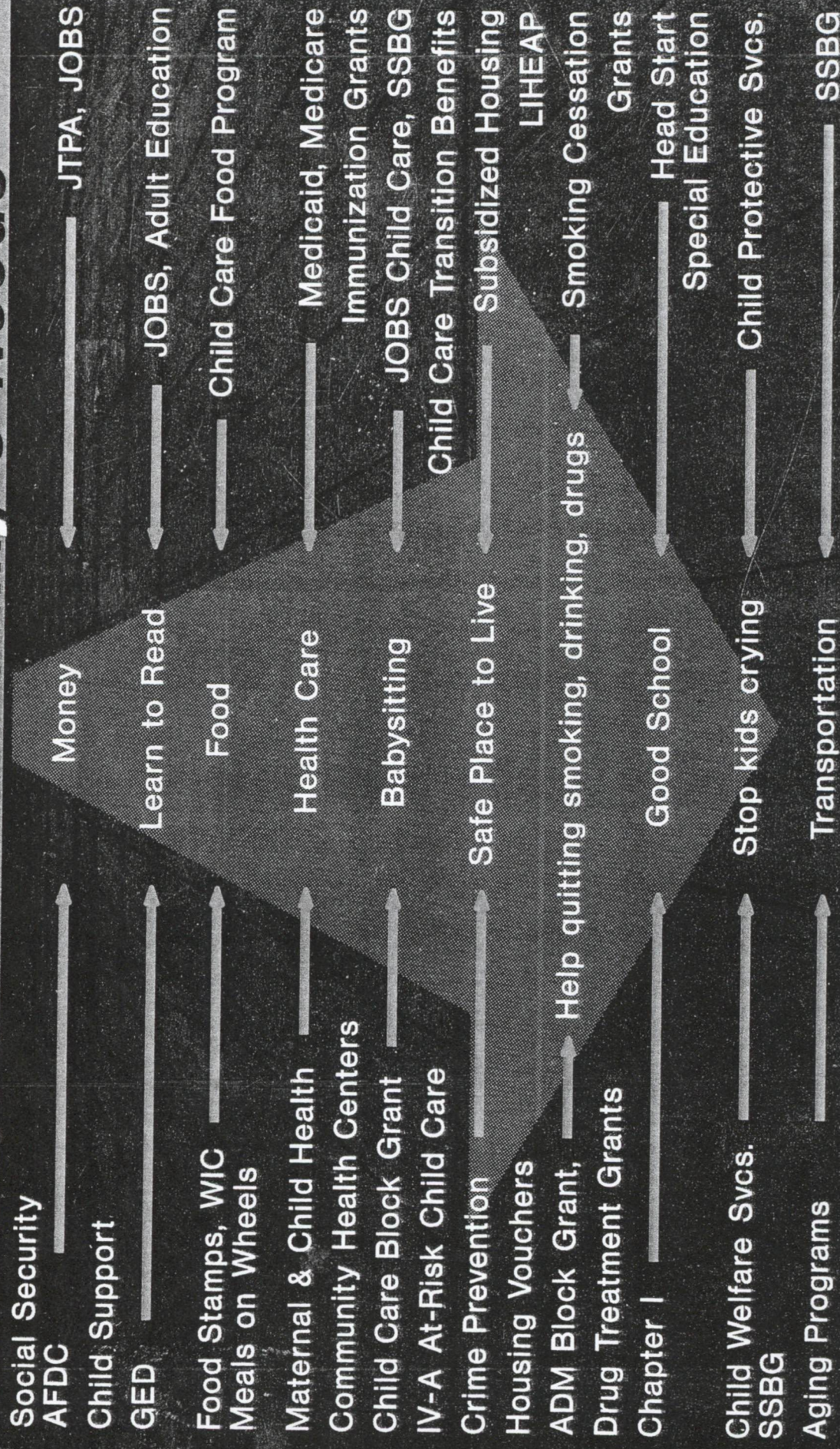
10:00 A.M., Thursday, June 20, 1991
The Cabinet Room

The Administration's Opportunity Agenda

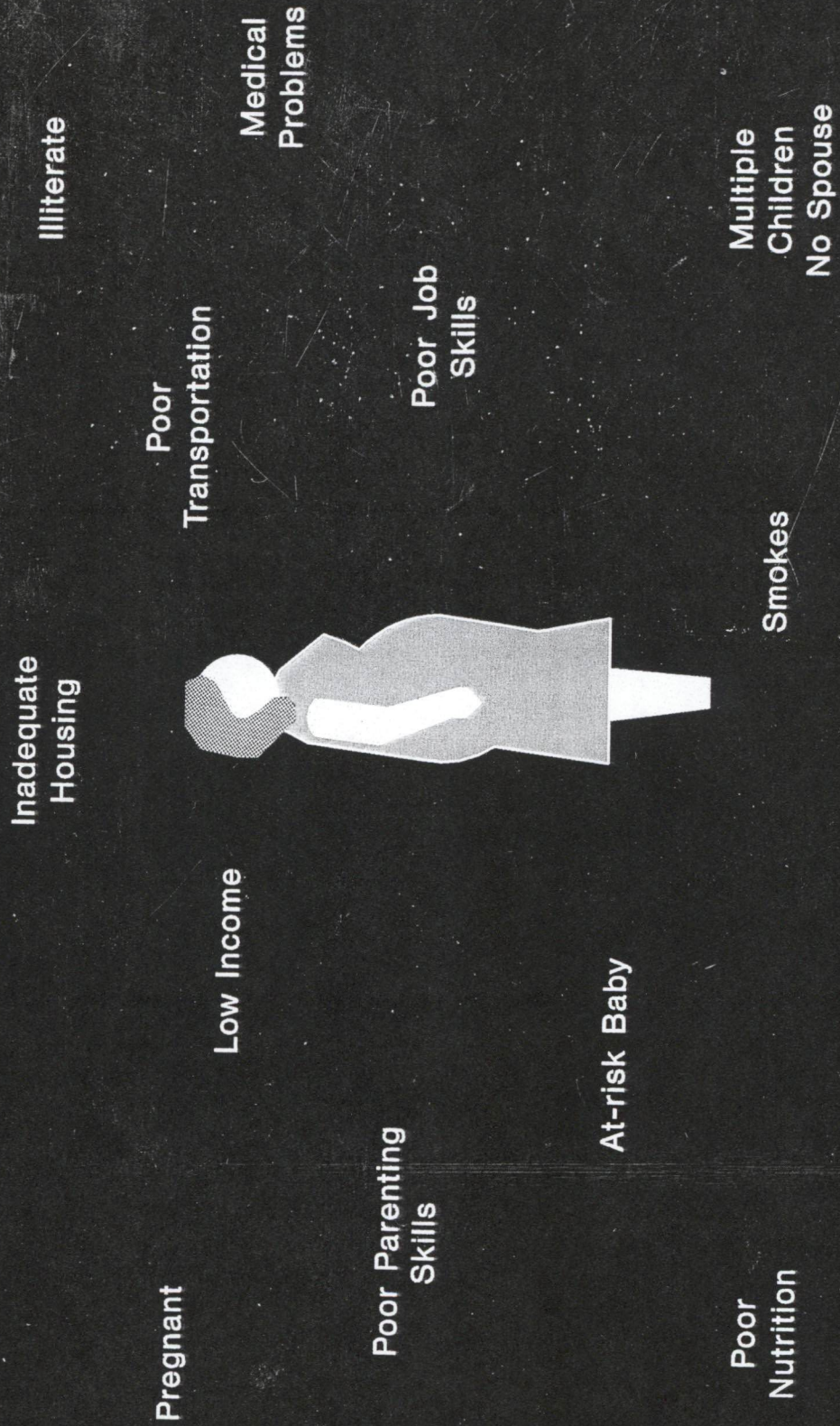
AGENDA

1. Opening Remarks -- The President (2 minutes)
2. Brief Remarks -- The Attorney General (3 minutes)
3. Overview of Opportunity Agenda -- Secretary Kemp (5 minutes)
4. Status of Opportunity Initiatives Announced by the President on February 27, 1991:
 - educational choice and educational flexibility -- Secretary Alexander (2 minutes)
 - homeownership for low-income persons and enterprise zones -- Secretary Kemp (2 minutes)
 - anti-discrimination legislation and anti-crime efforts -- The Attorney General (2 minutes)
 - community opportunity areas -- Secretary Sullivan (2 minutes)
5. Report on Distributional Analysis Study -- Chairman Boskin (3 minutes)
6. Report on Services Integration -- Secretary Sullivan (7 minutes)
7. Discussion (30 minutes)
 - Next Steps in the Opportunity Agenda

Sally and Her Family's Needs



Sally and Her Family's Situation



file

DOMESTIC POLICY COUNCIL

THE EDUCATION STRATEGY

MAY 9, 1991

BRIEFING BOOK FOR

D. ALLAN BROMLEY

**DOMESTIC POLICY COUNCIL MEETING ON
THE EDUCATION STRATEGY**

MAY 9, 1991

2:00 PM

D. ALLAN BROMLEY

CONTENTS

TAB

- A. Agenda
- B. Talking Points for D. Allan Bromley
- C. Talking Points for Admiral James Watkins
- D. Full FCCSET Membership List
- E. Fact Sheet: America 2000: The President's Education Strategy
- F. "Mathematics and Science Education in the President's FY 1992 Budget," Testimony of D. Allan Bromley, Director, Office of Science and Technology Policy, Before the Appropriations Subcommittee on Veterans Affairs, Housing and Urban Development, and Independent Agencies, U.S. Senate, April 23, 1991

Sleeve: FCCSET CEHR Report By the Year 2000: First in the World

AMERICA 2000: An Education Strategy

NOTE: Time for meeting has been reduced to 45 minutes. Time allocated to Dr. Bromley and Admiral Watkins has been reduced to 4 minutes.

May 2, 1991

**AGENDA FOR MAY 9
DOMESTIC POLICY COUNCIL MEETING ON
THE EDUCATION STRATEGY
(One and one-half hours)**

PURPOSE: To demonstrate that we are an "Education Cabinet" by organizing Cabinet involvement in implementing the President's education strategy.

1. Opening Remarks -- The President (3 minutes)
2. Brief Remarks -- The Attorney General (5 minutes)
3. Specific Items in the AMERICA 2000 Education Strategy Requiring Further Interagency Action:

Overview of the AMERICA 2000 Communities initiative, the driving force of the education strategy -- Secretary Alexander (10 minutes)

Track 1: Brief Status Report on the Six National Education Goals -- Roger Porter, Assistant to the President for Economic and Domestic Policy (5 minutes)

Track 1: Math/Science Update -- Secretary Watkins and Dr. Bromley, Assistant to the President for Science and Technology Policy (6 minutes)

Track 3: Items Related to the Labor Market being addressed by the DPC/Competitiveness Council Job Training 2000 Working Group -- Secretary Martin (5 minutes)

Track 3: Creation of Skill Clinics in Federal Agencies -- Director Newman (5 minutes)

Track 4: Services Integration -- Secretary Kemp and Secretary Sullivan (10 minutes)

4. Reports from Other Cabinet Members and Agency Heads and General Discussion -- Open (35 minutes)
5. AMERICA 2000 Communications Effort -- David Demarest, Assistant to the President for Communications (3 minutes)
6. Closing -- The Attorney General (3 minutes)

TALKING POINTS FOR D. ALLAN BROMLEY

I will give an update and overview on our work for mathematics and science education, and Admiral Watkins, Chairman of the FCCSET Committee on Education and Human Resources, will show how our work relates to the National Education Strategy.

- o The fit is very good indeed between the new National Education Strategy and the FY 1992 mathematics and science education initiative.**
- o I am happy to report that OMB and the FCCSET have identified mathematics and science education as a priority area for the FY 1993 budget.**
- o The FCCSET Committee on Education and Human Resources produced last year the first comprehensive, accurate inventory of existing Federal programs and activities related to mathematics, science, and technical education. It found:**
 - o Mathematics and science education efforts in the departments and agencies is far greater than had been previously recognized.**
 - o Federal laboratories could be used more fully to serve mathematics and science education.**
- o The Committee established strategic objectives and implementation priorities, using the National Education Goals as policy guidance. These are:**
 - 1. Improved science and mathematics performance,**
 - 2. Strong precollege teacher workforce,**
 - 3. Adequate pipeline for the science and technology workforce, including increased participation of underrepresented groups, and**
 - 4. Improved public science literacy.**
- o The principal emphasis for improvement is on precollege and undergraduate education, for obvious reasons. Graduate education, a success story without parallel, remains a top priority.**
- o Using the strategic objectives, the Committee established budget planning priorities. At the precollege level the emphasis is on:**
 - o Teacher enhancement and preparation,**
 - o Curriculum, and**
 - o Systemic reform**
- o The FY 1992 budget request for the mathematics and science education initiative is \$1.94 billion, a 13% increase over FY 1991. Precollege education is up 28%.**
- o Congressional hearings on the initiative have been very supportive so far.**

Jim will now speak further on how our efforts support the National Education Strategy.

DPC MEETING ON EDUCATION ON MAY 9, 1991

- Allan (Bromley) has given you background on what we have done to date. I would like to focus on where we are going -- in all four tracks.
- - Track 1 ("Today's students") programs are the bedrock of the Committee's work, and will continue to be. Primary emphasis is on reaching teachers, women, underrepresented minorities, and persons with disabilities. and bringing them into the science and technology workforce.
 - Track 2 ("Tomorrow's students and a new generation of American schools") programs are also included, e.g., comprehensive programs and systemic reform efforts, distance learning, new educational technologies, and out-of-school laboratory experiences.
 - Track 3 ("Nation of students"). We must all become science literate and math competent.
 - Example: DOE is funding public television programs on math and science that will reach more of the general public -- including parents and families.
 - Example: In an effort to broaden scientific literacy and competency in the media, so that they can better educate the general public, we will be developing expert institutes on scientific topics for writers and correspondents beginning this summer. Our first topic -- global climate change.
 - Track 4 ("making communities places where learning can happen") To become a nation of students, must become a nation of teachers. One key way -- community service.
 - Example: Legislation to allow administrative leave for DOE employees to volunteer in schools.
 - Example: DOE Points of Light awards -- most recipients involved in education.
 - Private sector example: "Engineers for Education."
- Proposed Executive Order -- to help your Cabinet members become personally involved in education and set the example. Working its way through the system and on its way to you.
- We must start at home. Our FCCSET math/science education committee will "adopt" entire D.C. school system for math and science and will work to make it a model as an *America 2000* community. DOE/HHS/ED/DOL will be working together to develop a similar program to bring Federal agency child development centers. in D.C. up to speed to meet the "school readiness" goal.

FCCSET

Chairman

The Honorable D. Allan Bromley
Assistant to the President for Science & Technology
and Director, Office of Science and Technology Policy

Members

The Honorable Manuel Lujan, Jr.
Secretary of the Interior

The Honorable Walter E. Massey
Director
National Science Foundation

The Honorable Edward Madigan
Secretary of Agriculture

The Honorable Lawrence S. Eagleburger
Deputy Secretary
Department of State

The Honorable Louis W. Sullivan
Secretary of Health and Human
Services

The Honorable Donald J. Atwood, Jr.
Deputy Secretary of Defense

The Honorable James D. Watkins
Secretary of Energy

The Honorable Robert A. Mosbacher
Secretary
Department of Commerce

The Honorable Lamar Alexander
Secretary of Education

The Honorable Alfred DelliBovi
Under Secretary
Department of Housing and
Urban Development

The Honorable William K. Reilly
Administrator
Environmental Protection Agency

The Honorable Elaine Chao
Deputy Secretary
Department of Transportation

The Honorable Richard H. Truly
Administrator
National Aeronautics and Space
Administration

The Honorable Anthony J. Principi
Deputy Secretary
Department of Veterans Affairs

The Honorable Brent Scowcroft
Assistant to the President for
National Security Affairs

The Honorable Richard G. Darman
Director
Office of Management and Budget

(Revised May 1, 1991)
(FULLFCCS.LIS)

THE WHITE HOUSE
Office of the Press Secretary

EMBARGOED FOR RELEASE
UNTIL 2:00 P.M. EDT
APRIL 18, 1991

AMERICA 2000: THE PRESIDENT'S EDUCATION STRATEGY
FACT SHEET

The President today outlined his strategy to move the Nation toward achieving the national education goals and educational excellence for all Americans. The President believes we must restructure and revitalize America's education system by the year 2000.

Emphasizing that this effort is a national challenge, the President asked all Americans to take part in "the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead."

AMERICA 2000 builds on four related themes:

- Creating better and more accountable schools for today's students;
- Creating a New Generation of American Schools for tomorrow's students;
- Transforming America into a Nation of Students; and
- Making our communities places where learning will happen.

**I. CREATING BETTER AND MORE ACCOUNTABLE SCHOOLS
FOR TODAY'S STUDENTS**

The President called on all Americans to help create better and more accountable schools based on world class standards and the principle of accountability. He encouraged all elements of our communities -- families, businesses, unions, places of worship, neighborhood organizations and other voluntary associations -- to work together with our schools to help the Nation achieve educational excellence.

A. World Class Standards in Five Core Subjects

The President believes the time has come to establish world class standards for what our children should know and be able to do in five core subjects: English, mathematics, science, history, and geography.

- Through the National Education Goals Panel, and working with interested parties throughout the Nation, the President and the Governors will develop a timetable for establishing national standards in these five subjects, and in September 1991, and each year thereafter, the panel will report to the Nation on progress toward the national education goals.
- The standards are intended to lift the entire education system and improve the learning achievement of all students. The President and the Governors oppose a national curriculum or federalizing our education system.

B. A System of Voluntary National Examinations

Through the efforts of the National Education Goals Panel, a system of voluntary examinations will be developed and made available for all fourth, eighth, and twelfth grade students in the five core subjects.

- These American Achievement Tests will challenge all students to strive to meet the world class standards and ensure that, when they leave school, students are prepared for further study and the workforce. The tests will measure higher order skills (i.e., they will not be strictly multiple choice tests).
- The President, working with the Nation's Governors, will seek Congressional authorization for State-level National Assessment of Educational Progress assessments and for optional use of these assessments at district and school levels.
- Students who distinguish themselves on the American Achievement Tests will receive a Presidential Citation for Educational Excellence in recognition of their outstanding achievement.
- The President will seek authorization for Presidential Achievement Scholarships to reward academic excellence among low income students pursuing postsecondary education opportunities. These financial awards will be based on superior high school and college performance.

C. Schools as the Site of Reform

The Administration will help strengthen the capacity of elementary and secondary schools to improve results and to innovate by increasing flexibility in decisionmaking at the State, district, and school levels and encouraging report cards on performance.

- In addition to an annual National Report Card, the President will encourage schools, school districts, and States to issue regular report cards on their education performance. These report cards will measure results and progress toward achieving the national education goals.
- As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will again seek legislation that will allow greater flexibility in the use of Federal resources for education in exchange for enhanced accountability for results.
- To stimulate reform in mathematics and science education, the AMERICA 2000 Excellence in Education Act of 1991 will include \$40 million for new grants to school districts that show significant gains in student achievement. Awards will be used for continued improvements in these vital subjects.
- The AMERICA 2000 Excellence in Education Act of 1991 also will seek funds for a Merit Schools Program for States to award individual schools that demonstrate significant progress toward the national education goals. States may "bank" funds over several years to create even more incentives for successful schools.

D. Providing and Promoting School Choice

The President believes that educational choice for parents and students is critical to improving our schools.

- The President will promote State and local choice programs as part of his AMERICA 2000 Excellence in Education Act of 1991.
 - A \$200 million Education Certificate Program Support Fund will provide incentive grants to local school districts with qualified education certificate programs that enhance parental choice.
 - National school choice demonstration projects will be supported through a \$30 million initiative.
- The Administration also will seek ways to ensure that Federal education programs are more supportive of choice.

E. Teachers and Principals

America's teachers and principals are on the front lines of transforming our schools. As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will propose several initiatives to promote outstanding leadership in our schools.

- Presidential Awards for Excellence in Education will recognize and reward outstanding teachers across America.
- The President will encourage States and communities to provide alternative routes of certification through one-time grants to States to support implementation of alternative certification.
- In order to improve the training of school principals and other school leaders, the President will propose establishing Governors' Academies in every State with Federal seed money to enhance principal training through instructional and mentoring programs.
- The President will seek to establish Governors' Academies for America's teachers with Federal seed money to offer advanced instruction focusing on the five core academic disciplines.

The President also encouraged States to consider differential pay and financial and other awards for those who excel in teaching, teach core subjects, teach in challenging settings, and serve as mentors for new teachers.

II. CREATING A NEW GENERATION OF AMERICAN SCHOOLS FOR TOMORROW'S STUDENTS

The President today challenged the best minds in America to design -- and help communities create -- the best schools in the world.

A. Research and Development

A series of Research and Development Teams, funded by contributions from the business community, will help design a New Generation of American Schools.

- America's business leaders will establish and mobilize private resources for the New American Schools Development Corporation, a new non-profit organization that will award contracts in 1992 to between three and seven Research and Development Teams. These teams may consist of

corporations, universities, think tanks, school innovators and others. The teams' products will be available to the American people.

- The mission of these teams is to help communities create schools that will reach the national education goals, including world class standards in the five core subjects for all students, as monitored by the American Achievement Tests and similar measures.
- The President will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these Research and Development Teams and to report on their progress.

B. New American Schools

The President will ask Congress to provide \$550 million in one-time start-up funds to create at least 535 New American Schools that "break the mold" of existing school designs.

- These funds will provide up to \$1 million for each New American School to underwrite special staff training, instructional materials, or other support the school needs. The goal is to have at least one New American School operating in each Congressional district by September 1996.
- Once the schools are launched, the operating costs of the New American Schools will be no more than those of conventional schools.
- The President also will ask Congress for start-up funds to help design state-of-the-art technology appropriate for New American Schools.
- A New American School does not necessarily mean new bricks-and-mortar. Nor does a New American School have to rely on technology; the quality of learning is what matters.

C. AMERICA 2000 Communities

The President called on every community in the country to do four things:

- Adopt the six national education goals;
- Establish a community-wide strategy for achieving the goals;
- Develop a report card for measuring its progress; and
- Demonstrate its readiness to create and support a New American School.

Communities that accept this challenge will be designated, by the Governors of their States, as "AMERICA 2000 Communities."

- Governors, in conjunction with the Secretary of Education, will review community-developed plans with the assistance of a distinguished advisory panel and will determine which AMERICA 2000 Communities in each State will receive Federal financial support in starting New American Schools.
- The Governors and the Secretary will ensure that many such schools serve communities with high concentrations of children at risk.

D. Leadership at All Levels

Transforming American education and creating a New Generation of American Schools will require the commitment of America's leaders at all levels.

- The President welcomes the commitment by American business to contribute \$150-\$200 million to support the Research and Development effort.
- The President asked the Nation's Governors to lead the New American Schools effort in their States.
- The President challenged State legislatures to: support the creation and operation of New American Schools; embrace the world class standards and adopt the American Achievement Tests; and work toward school, district, and State-level report cards.
- The President encouraged civic leaders to help organize community plans all across the country to seek designation as an AMERICA 2000 Community, and to help plan and operate New American Schools. Business can encourage local schools to use the world class standards and American Achievement Tests, and encourage schools to issue report cards on their performance.
- The President called on educators to accept new roles and to take risks. Teachers, principals, and other educators are asked to work to develop a consensus on the world class standards and to determine what it would take to create a New American School in each community.

E. Families and Children Devoted to Learning

The President called on parents to urge use of world class standards, American Achievement Tests, and report cards by local schools. Parents must play a key

role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

III. TRANSFORMING AMERICA INTO "A NATION OF STUDENTS"

The President believes that learning is a life-long challenge. Approximately 85 percent of America's workers for the year 2000 are already in the workforce. Improving schools for today's and tomorrow's students is not sufficient to ensure a competitive America in the year 2000. The President called on Americans to move from "A Nation at Risk" to "A Nation of Students" by continuing to enhance the knowledge and skills of all Americans.

A. Strengthening the Nation's Education Effort for Yesterday's Students, Today's Workers

To advance the goal of improving literacy for all Americans:

- The President will push for greater accountability and choice in the Adult Education Act, and will advance these twin principles in new adult literacy activities proposed under the new AMERICA 2000 Excellence in Education Act of 1991.
- The Department of Education will provide regular, timely, and reliable information by expanding the National Adult Literacy Survey and collecting information about literacy efforts on a regular basis.

B. Establishing Standards for Job Skills and Knowledge

The President urged business and labor cooperatively to develop -- and then to use -- world class standards and core proficiencies for each industry. Federal resources will be sought to provide start-up assistance for this effort.

C. Creating Business and Community Skill Clinics

Today's workers will be assisted through Skill Clinics -- one-stop service centers located in businesses and communities across America where adults can get job skill diagnosis and referral services.

- The Administration will urge businesses to make Skill Clinics available to their employees and encourage AMERICA 2000 Communities to establish community Skill Clinics.

- Federal departments and agencies will be encouraged to establish such Skill Clinics and, working with the Office of Personnel Management, will be encouraged to undertake activities to upgrade their employees' skills.

D. Enhancing Job Training Opportunities

The Domestic Policy Council Job Training 2000 Working Group will review current Federal job training efforts and identify successful ways of motivating and enabling individuals to receive the comprehensive services, education, and skills necessary to achieve economic independence.

E. Mobilizing A "Nation of Students"

The President will work to transform "A Nation at Risk" into "A Nation of Students."

- The President called on the Secretary of Education and the Secretary of Labor to convene business and labor leaders, education and training experts, and Federal, State, and local government officials at a national conference on the education of adult Americans to launch a national effort to transform adult America into a "Nation of Students."

IV. MAKING OUR COMMUNITIES PLACES WHERE LEARNING WILL HAPPEN

The President called on communities to adopt the six national education goals as their own; set a community strategy to meet them; produce a report card to measure results; and agree to create and support a New American School.

The President believes that it is essential to reaffirm such enduring values as personal responsibility, individual action, and other core principles that must underpin life in a democratic society. The aim of the AMERICA 2000 Community campaign is to make our communities places where learning will happen.

A. Greater Parental Involvement

The President urged parents to become more involved in their children's education and in the work of the New American Schools.

- Parents and teachers should encourage children to study more, learn more, and strive to meet higher academic standards.
- The President encouraged parents to read aloud daily to their children, especially their younger children.

B. Enhanced Program Effectiveness for Children and Communities

The President is committed to making government work better to improve programs for America's children and communities.

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the Nation's Governors and other officials, the Administration will undertake better coordination of existing Federal programs with corresponding State and local activities.
- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce Federal red tape. Wherever possible, States will be afforded maximum flexibility to design and implement integrated State, local, and Federal programming.

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

MATHEMATICS AND SCIENCE EDUCATION

IN THE PRESIDENT'S FY 1992 BUDGET

TESTIMONY

OF

D. ALLAN BROMLEY

DIRECTOR

OFFICE OF SCIENCE AND TECHNOLOGY POLICY

BEFORE THE

APPROPRIATIONS SUBCOMMITTEE ON VETERANS AFFAIRS,

HOUSING AND URBAN DEVELOPMENT, AND

INDEPENDENT AGENCIES

U.S. SENATE

APRIL 23, 1991

Madam Chair and members of the Committee:

I am very happy to appear before this Subcommittee to present, together with my colleagues Walter Massey and Ted Sanders, the President's initiative on mathematics and science education. This hearing represents a milestone in this area for the Federal Coordinating Council for Science, Engineering, and Technology (FCCSET). I know that you, too, are keenly aware of the importance of having the Department of Education, the National Science Foundation (NSF), and the science and technology mission agencies working together in a coordinated way to achieve the National Education Goals and implement the National Education Strategy.

The Crisis in American Education

In previous appearances before this Subcommittee, I have called attention to the urgent need for improvement in U.S. science and mathematics education. We are all familiar with the litany of problems:

- o American student performance has declined relative to performance in other countries.**
- o Many American teachers are inadequately prepared and lack current scientific knowledge.**
- o Science and engineering fields are attracting a declining number of students.**
- o Women, most minorities, and persons with disabilities are underrepresented in science and engineering courses and careers.**
- o There are low levels of scientific literacy among the American public.**

National Education Goals

Following the 1989 Education Summit, President Bush and the Governors established six national goals for improving education in the United States. All these goals are critical to ensuring America's future international competitiveness. The goals have won strong support. Goal #4 captures the spirit of the challenge that faces us in its clear charge: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement."

National Education Strategy

On April 18, President Bush announced the National Education Strategy. I am pleased to be able to tell you that the President's FY 1992 Budget initiative for mathematics and science education will be supportive of the National Education Strategy. I and my colleagues will call attention to ways that Federal efforts for mathematics and science education will contribute to the transformation of America's schools and colleges.

The Federal Role

The Federal government has a vitally important role to play in achieving the National Education Goals and in implementing the National Education Strategy. We should never forget, however, that education in this country is a partnership effort involving Federal, State, and local governments, educators and parents, business and industry, professional associations, and community-based organizations. Although Federal sources provide only 6 percent of the total U.S. spending for elementary and secondary

education, the Federal government can play a leadership role by highlighting national problems, mobilizing national support, and funding programs that offer unique national solutions. Indeed, the measure of the success of Federal programs is not the amount of money that we are spending.

Coordinating Federal Efforts: The FCCSET Process

Before I provide an overview of the President's FY 1992 mathematics and science education program, I would like to describe briefly the process through which we coordinated the interagency effort to develop that initiative. When I became Director of the Office of Science and Technology Policy (OSTP), one of my early actions was to restructure and revitalize the FCCSET. The level of membership was elevated to department secretaries or deputy secretaries and heads of independent agencies to ensure that when decisions were made, they would stay made. I established a new committee structure with seven standing committees. The FCCSET membership and the names of the seven umbrella committees are listed in Appendix A.

FCCSET Committee on Education and Human Resources

In the case of the Committee on Education and Human Resources (EHR), I was particularly pleased that Admiral James Watkins, Secretary of Energy, agreed to be chairman. He has been ably assisted in that role by the two Vice Chairmen, Ted Sanders of the Department of Education and Luther Williams of the National Science Foundation. Sixteen departments and agencies are members of the FCCSET EHR Committee; they are listed in Appendix B.

I charged the EHR Committee with tasks related explicitly to improving science, mathematics, engineering, and technology education. Among these tasks were the following:

- o To improve interagency planning, coordination, and communication; and
- o To develop and update long-range plans for the overall Federal effort, particularly plans for the Federal role in achieving National Education Goals 3, 4, and 5. (The National Education Goals are listed in Appendix C.)

The Committee's initial challenge was to develop a systematic, comprehensive, and accurate inventory of existing Federal programs and activities related to mathematics, science, and technical education. This task led to the production of the first comprehensive collection of information about the full range of Federal programs for mathematics and science education. In itself, this product is a major accomplishment.

The Committee then established strategic objectives and funding priorities for FY 1992, using the National Education Goals as policy guidance. While the National Education Goals are noble goals, the challenge we face is how to get there. But first, we had to know where we starting are from. As a baseline, the Committee used FY 1990 -- the year that began immediately after the September 1989 Education Summit -- and prepared coordinated budget recommendations for FY 1992.

Findings from Baseline Inventory

From the Committee's baseline inventory, we know that:

- o There was significant program growth in several Federal agencies, particularly in the precollege area, immediately following the Education Summit (FY 1990) through Secretary- and Administrator-directed intra-agency reallocations.
- o Many Federal agencies rely on scientists, engineers, mathematicians, and technicians to carry out their basic missions.
- o All of these agencies conduct mathematics, science, and technology education activities to some degree and can contribute to achieving the National Education Goals.
- o The baseline level of science education effort in these agencies was far greater than had been previously recognized.
- o All of these agencies have expert personnel who can be used in an expanded educational capacity.
- o There is also considerable work being done on a volunteer basis by scientists and engineers in Federal facilities to help improve mathematics and science education.
- o Informational and programmatic linkages within and between agencies could be improved and expanded, resulting in greater dissemination of successful programs.
- o The Federal government's unparalleled collection of unique scientific and technical facilities, located in every State, the District of Columbia, Puerto Rico, and the Territories, could be used more fully to serve mathematics and science education, resulting in increased benefit at low or no additional cost.

Strategic Framework and Budget Planning Priorities

The Committee on Education and Human Resources established four strategic objectives for improving mathematics and science education in the near term, in concert with the National Education Goals. These objectives, in descending order of priority, are:

- 1. Improved science and mathematics performance,**
- 2. Strong precollege teacher workforce,**
- 3. Adequate pipeline for the science and technology workforce, including increased participation of underrepresented groups, and**
- 4. Improved public science literacy.**

Using these strategic objectives as guides, the Committee established the budget planning priorities reflected in the FY 1992 Budget. Before proceeding to discuss these priorities, I would like to make two points.

First, the FY 1992 Budget request that we are discussing at this hearing includes only those programs for which Congress appropriates funds expressly for science, mathematics, engineering, and technology education and those programs funded under other agency accounts that are expressly managed as science, mathematics, and engineering education activities, such as educational materials developed by specific programs on their specific program topics. These programs are those over which the CEHR member agencies have most immediate and direct control and which will be the focus of this morning's discussion.

It is important to recognize, however, that there are other programs that contribute to mathematics and science education although their primary objective is some other purpose. Programs funded under agency research accounts and managed as research programs may contribute to mathematics and science education, generally at the graduate level, for example through the support of graduate students as research assistants. The estimated number of students receiving such support is substantial. NSF alone estimates that in FY 1992 it will be supporting 21,000 graduate students in this way; the corresponding number for FY 1991 is 19,000, so that our budget request for NSF will allow an 11 percent increase in the support of graduate students.

In addition, there are broad, general education programs that provide a level of support for science, mathematics, engineering, and technology education. An example is the Department of Education's Chapter 1 formula grant program, which provides funds to local school districts that may be used for mathematics education, among other activities. The proportion of the spending devoted to mathematics and science, and how those funds are used is determined by States, local governments, and school districts.

Second, the principal emphasis in my remarks and those of my colleagues today will be on precollege and undergraduate education. I want to emphasize, however, that graduate education remains a top priority for the Federal government. U.S. graduate education is a very real success story, and it should continue to be supported vigorously. The President's Budget does that. Our attention today is on those parts of the U.S. educational system, particularly at the precollege level, that urgently need added attention.

The FY 1992 budget planning priorities for precollege education are as follows:

1. Teacher enhancement and preparation
2. Curriculum; R&D in teaching and learning; materials; evaluation; dissemination; technical assistance
3. Comprehensive programs/organization and systemic reform
4. Student incentives and opportunities

The above priorities indicate those areas for which change should be implemented first to help achieve the National Education Goals by the year 2000. There is special emphasis on increasing the participation of groups currently underrepresented in mathematics, science, and engineering fields. This emphasis cuts across all the priorities and all education levels.

The strategic objectives and the budget planning priorities developed through the FCCSET process align very closely with the National Education Strategy. In mathematics and science education, the Federal programs in the FY 1992 initiative address the four groups of students that President Bush highlighted on April 18: Today's students who will be the first to benefit from teacher enhancement, new curricular materials, and student opportunities; tomorrow's students who will benefit from the full flowering of efforts now being started, particularly comprehensive programs for organization and system reform; all of us who will gain from improved science literacy; and our communities, which will be changed through the design of new schools and programs for the year 2000 and beyond. My colleague Ted Sanders will address this topic in greater depth in his testimony.

The Committee established a similar set of planning priorities for undergraduate education, again with an emphasis on underrepresented groups. My colleague Walter Massey will be discussing this aspect of the Committee's work in greater detail later this morning.

Benefits of a Coordinated Federal Strategy

Our coordinated Federal strategy for improving mathematics and science education will produce many benefits, some of which benefits have already been realized.

- o Baseline information on Federal activities. The FCCSET process has produced a government-wide inventory that, for the first time, lists all Federal mathematics, science, and engineering education programs and activities across agencies and categorizes them according to degree of focus on mathematics and science education. The inventory includes previously unavailable information for policymakers about mathematics and science education activities at levels below the traditional agency budget line items, as well as volunteer and outreach activities. The inventory can serve as a valuable guide for teachers, parents, school administrators, and others who would like access to Federal expertise and resources.
- o An integrated Federal response. The problems addressed by the National Education Goals and the National Education Strategy cut across the missions of many Federal agencies, and so should the solutions. The programs in the President's FY 1992 Budget will enable member agencies and other policymakers to take a global view of the entire Federal response to mathematics and science achievement and to revise priorities or emphases to form a coordinated Federal strategy for meeting the National Goals.
- o Reductions in overlap and gaps. By learning more about missions and programs of different Federal agencies, the President and the Congress can take action to reduce overlaps and fill gaps.
- o Cost effectiveness. New knowledge about the range and purposes of Federal programs will result in more effective use of Federal resources. Since many programs in the inventory are cooperative ventures with other levels of government and the private sector, it will be possible to open new avenues for cost sharing and greater leveraging of public and private funds.
- o More emphasis on precollege education. The President has made precollege education the highest priority, focusing resources and attention on the crucial elementary and secondary years. In the America 2000: Excellence in Education Act, which will soon be sent to Congress, the President will propose a number of initiatives to improve and restructure precollege education, including defining new World Class Standards for schools, teachers, and students in five core subjects, including mathematics and science. In his testimony this morning, Ted Sanders will provide a more complete summary of the President's proposals for precollege education.

- o A stronger teaching force. Within precollege education, the FY 1992 Budget places first priority on enhancing the skills of teachers. Teachers will gain greater exposure to cutting-edge science, update their knowledge, and become better prepared to educate students.
- o Better educated students. The FY 1992 Budget provides for better use of Federal resources to motivate students to stay in the mathematics, science, and engineering pipeline. Student exposure to the latest scientific and technical developments will be increased through hands-on activities that link curricula with the real world of science and through contact with Federal experts and facilities. Targeted Federal programs will help students complete high school with competency in mathematics and science and encourage them to enter college to receive further education in these subjects.
- o A more scientifically literate public. The increased coordination achieved through the FCCSET process will better enable Federal agencies to provide science and technology information to the public and increase public understanding.
- o A more diverse scientific and technical workforce. The multiple programs reaching groups underrepresented in science and engineering, such as women, minorities, and the disabled, will improve career awareness and educational opportunities for these groups, which are integral to the nation's future workforce.
- o More educational facilities. Federal laboratories and other scientific facilities can become centers for student and teacher learning outside the classroom, offering hands-on opportunities and exposure not available in traditional school settings.
- o Replication of successful programs. Greater cooperation among Federal agencies, fostered through the FCCSET, will open new channels for disseminating information about exemplary programs and will expand opportunities for successful programs to be replicated.
- o Interagency network. Through the work of the Committee, there now exists a network of mathematics and science education professionals across all Federal agencies who can serve as valuable sources of information and coordination.
- o Better evaluation. The inventory of Federal programs developed by the Committee shows how Federal funds are currently being spent. This inventory will allow the Committee to evaluate individual agency programs and will provide a framework within which Federal funds can be refocused as needed to achieve programmatic objectives.

- o **Greater public support.** The coordinated interagency budget and the program inventory are important public information documents about Federal programs, facilities, expertise, and resources for mathematics and science education. Greater public awareness and access to Federal resources can translate into increased public commitment and community action. These elements – increased public commitment and community action – are key elements in the National Education Strategy.
- o **Coordination with the States and public sector.** By coordinating its own efforts in mathematics and science education, the Federal government can provide State and local governments and the private sector with easier and greater access to well-organized and effectively run Federal programs and other resources, such as personnel, educational materials, facilities, and equipment. By working together in this way, national progress toward achieving the National Education Goals by the year 2000 can be made most rapidly.

FY 1992 Budget Request

The President's FY 1992 budget request for mathematics and science education programs is \$1.94 billion. The requested funding represents a \$225 million or 13 percent increase over FY 1991. The following table summarizes the President's request by educational level.

Table 1. FY 1992 Budget Request for Mathematics and Science Education

(dollars in millions)

Level	FY 1991 Enacted	FY 1992 Request	Increase
Precollege	\$514	\$660	\$146 (28.4%)
Undergraduate	\$417	\$477	\$ 60 (14.3%)
Graduate	\$784	\$803	\$ 19 (2.4%)
Total	\$1,715	\$1,940	\$225 (13.1%)

In conformance with the policy guidance provided by the National Education Goals, the largest single increase in the FY 1992 budget request is in the precollege education area,

which received a \$146 million or 28 percent increase to \$660 million. The next largest increase -- \$60 million or 14 percent -- went to undergraduate education, with graduate education, the single largest component, receiving a 2 percent increase to \$803 million.

FY 1990 - FY 1992 Growth

The President's request for FY 1992 marks the second year of significant increases for Federal mathematics and science education programs. The FY 1992 request represents a 13 percent increase over FY 1991 and a 32 percent increase over FY 1990. (See Appendix D for detail.)

The most notable increase has been at the precollege level. The 92 percent growth in precollege funding between FY 1990 and FY 1992 is the direct result of heightened attention to elementary and secondary education brought about by the Education Summit in September 1989.

Departmental and Agency Roles

Several Federal departments and agencies make substantial investments in mathematics, science, and engineering education, and their roles vary by educational level. Among the departments and agencies over which this Subcommittee has jurisdiction, the following are participating in the President's initiative through the FCCSET process: National Science Foundation (NSF), National Aeronautics and Space Administration (NASA), Environmental Protection Agency (EPA), Department of Housing and Urban Development (HUD), and Department of Veterans Affairs (VA).

At the precollege level, the Department of Education and the National Science Foundation are the principal agencies involved in mathematics and science education. Together, their programs represent 86 percent of the total FY 1992 budget request for precollege programs. The mission agencies -- those with primary missions in science and research and development and with traditions of involvement in science and mathematics higher education -- also have a modest precollege investment that they are proposing to expand in FY 1992.

At the undergraduate level, the Department of Defense (DOD) provides the highest level of funding for mathematics and science education, followed by the National Science Foundation and the Department of Health and Human Services.

At the graduate level, the Department of Health and Human Services (HHS) provides the greatest amount of support. HHS is followed by DOD and NSF in terms of their budget requests for FY 1992 for graduate science and mathematics education.

Details of the President's FY 1992 Request

I would now like to call on Ted Sanders, Deputy Secretary of Education, and then on Walter Massey, Director of the National Science Foundation, to provide more specifics of the President' FY 1992 budget request for mathematics and science education. Dr. Sanders will focus on precollege education, and Dr. Massey will cover undergraduate education. They will point out the ways that the recommendations developed through the FCCSET process, particularly as implemented in the programs of their department and agency, dovetail with and support the National Education Strategy.

Again, I want to express my appreciation to Senator Mikulski and her colleagues for holding this hearing.

APPENDIX A

MEMBERSHIP OF FEDERAL COORDINATING COUNCIL FOR SCIENCE, ENGINEERING, AND TECHNOLOGY (FCCSET)

Office of Science and Technology Policy, Chair

**Department of State
Department of Defense
Department of the Interior
Department of Agriculture
Department of Commerce
Department of Health and Human Services
Department of Housing and Urban Development
Department of Transportation
Department of Energy
Department of Education
Department of Veterans Affairs
Office of Management and Budget
National Security Council
National Aeronautics and Space Administration
Environmental Protection Agency
National Science Foundation**

FCCSET STANDING COMMITTEES

**Committee on Earth and Environmental Sciences
Committee on Education and Human Resources
Committee on Food, Agricultural, and Forestry Research
Committee on Industry and Technology
Committee on International Science, Engineering and Technology
Committee on Life Sciences and Health
Committee on Physical, Mathematical, and Engineering Sciences**

APPENDIX B

MEMBERSHIP OF FCCSET COMMITTEE ON EDUCATION AND HUMAN RESOURCES

Department of Energy, Chair
Department of Education, Co-Vice Chair
National Science Foundation, Co-Vice Chair

Department of Defense
Department of Justice
Department of the Interior
Department of Agriculture
Department of Commerce
Department of Labor
Department of Health and Human Services
Department of Housing and Urban Development
Department of Transportation
Department of Veterans Affairs
National Aeronautics and Space Administration
Environmental Protection Agency
Office of Management and Budget
Office of Science and Technology Policy
Office of Policy Development
The Smithsonian Institution

APPENDIX C

NATIONAL EDUCATION GOALS

- GOAL 1.** By the year 2000, all children in America will start school ready to learn.
- GOAL 2.** By the year 2000, the high school graduation rate will increase to at least 90 percent.
- 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.
- GOAL 4.** By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
- 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.
- 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.

APPENDIX D

President's Proposed Mathematics and Science Education Initiative FY 1990 - FY 1992 Budget Comparison (Dollars in Millions)

Education Level/ Major Program Areas	FY 1990	FY 1991	FY 1992 Request	Percent Increase for FY 90-92	Percent Increase for FY 91-92
Grand Total	\$1466.09	\$1715.70	\$1940.79	32.4%	13.1%
Precollege	343.65	514.60	660.62	92.2%	28.4%
Teacher Preparation/ Enhancement	197.16	312.02	358.53	81.8%	14.9%
Curriculum Development*	68.28	107.69	137.27	101%	27.5%
Comprehensive Programs Organization Reform	38.89	39.51	57.57	48.0%	45.7%
Student Incentives and Opportunities	23.25	42.18	47.75	105%	13.2%
Other	16.07	13.24	59.50	273%	349.4%
Undergraduate	383.97	416.90	477.38	24.3%	14.5%
Faculty Preparation/ Enhancement	28.47	34.48	42.36	48.8%	22.9%
Curriculum Development*	92.07	108.58	123.69	34.3%	13.9%
Comprehensive Programs Organization Reform	32.28	37.46	47.65	47.6%	27.2%
Student Incentives and Opportunities	190.93	203.60	230.27	20.6%	13.1%
Other	40.23	32.79	33.44	-16.9%	2.0%
Graduate	738.46	784.15	802.79	8.7%	2.4%
Predoctoral Fellowships	79.59	85.34	100.53	26.3%	17.8%
Predoctoral Traineeships	120.96	144.06	153.85	27.2%	6.8%
Postdoctoral Fellowships	106.09	100.02	100.08	-5.6%	0.1%
Postdoctoral Traineeships	148.80	161.67	157.57	5.9%	-2.5%
Other*	283.03	293.06	290.75	2.7%	-0.8%

* includes program assessment and evaluation

dollars in millions

THE WHITE HOUSE

WASHINGTON

DOMESTIC POLICY COUNCIL

Thursday, December 19, 1991

2:30 P.M.

Cabinet Room

AGENDA

- I. Opening Remarks
(3 minutes -- The President)
- II. Remarks by the Attorney General
(1 minute)
- III. Progress to Date on America 2000 / Four Transforming Ideas
 - A. Introduction
(6 minutes -- Secretary Lamar Alexander)
 - B. World Class Standards and American Achievement Tests
(6 minutes -- Assistant Secretary Diane Ravitch)
 - C. New American Schools
(6 minutes -- Deputy Secretary David Kearns)
 - D. Choice for Low and Middle Income Parents
(6 minutes -- Secretary Lamar Alexander)
 - E. America 2000 Communities
(6 minutes -- Secretary Lamar Alexander)
- IV. Open Discussion
(10 minutes)
- V. Closing Remarks
(1 minute -- the President)