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Subseries: Chron File, 1989-1993

OA/ID Number: 13709
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Folder Title:
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XEROX**FAX COVER SHEET**

Date: 3-21-91

91 MAR 21 P1:46

FAX MESSAGE FOR:

Name: Peggy Dooley

FAX Number:

202-456-6218

Firm:

Location: DEOB
Room 111 1/2
Wash. DC. 20500**FROM:**

Name:

Firm:
XEROX CORPORATIONFAX Number:
203-329-1385Address:
800 Long Ridge Road, P. O. Box 1600, Stamford, Ct. 06904Sender:
Lucy ClarkSender Phone Number
203-968-3202

Total Number Of Pages Including Cover Sheet:

~~67~~ 38*Please Contact Sender Immediately If All Pages Were Not Received***COMMENTS:**

Peggy . . . 4 speeches attached

Pr I . ASTD - 5/6/90 - 18 pages

 - Harvard - 3/8/90 - 19 pages.

Pr II - Natl. Govs - 2/25/90 - 13 pages

 - Standard - 16 pages.

I'll send the book
overnite.

Lucy

P.S. I split the transmission

REMARKS BY:

**DAVID T. KEARNS
CHAIRMAN AND CEO
XEROX CORPORATION**

**AT THE
AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT
ORLANDO, FLORIDA
MAY 6, 1990**

-1-

THANK YOU, CURT.

GOOD AFTERNOON, LADIES AND GENTLEMEN.

ON BEHALF OF ALL THE MEMBERS OF TEAM XEROX, I THANK THE SOCIETY FOR YOUR AWARD FOR EXCELLENCE IN HUMAN RESOURCE TRAINING AND DEVELOPMENT.

I ACCEPT IT ON BEHALF OF ALL OF XEROX, BUT ESPECIALLY ON BEHALF OF OUR TRAINING AND DEVELOPMENT COMMUNITY.

THEY ARE A COMMITTED, ENERGETIC AND PROFESSIONAL GROUP OF MEN AND WOMAN WHO RECEIVED THIS AWARD THE OLD-FASHIONED WAY.

THEY EARNED IT!

SOME OF THEM ARE HERE TODAY AND I WOULD LIKE YOU TO JOIN ME IN A SPECIAL ROUND OF APPLAUSE FOR THE TRAINING AND DEVELOPMENT PROFESSIONALS FROM XEROX.

(APPLAUSE)

WE'RE PROUD OF OUR ACCOMPLISHMENTS AT XEROX.

I DON'T INTEND TO GIVE YOU A LENGTHY DESCRIPTION OF OUR PROGRAMS, BUT I DO WANT TO TAKE JUST A FEW MINUTES TO PAINT A BROAD PICTURE OF WHAT WE HAVE ACCOMPLISHED.

AND THEN I WOULD LIKE TO OFFER A FEW CHALLENGES FOR THE CONSIDERATION OF THE MEMBERS OF THE SOCIETY.

(PAUSE)

WE SPEND MORE THAN \$300 MILLION A YEAR ON TRAINING.

-2-

**THAT'S A LITTLE MORE THAN TWO-
AND-A-HALF PERCENT OF OUR
REVENUE.**

**MORE THAN 15 HUNDRED PEOPLE
ARE INVOLVED WORLDWIDE IN
DESIGNING, DEVELOPING AND
DELIVERING TRAINING TO XEROX
EMPLOYEES AND CUSTOMERS.**

**AND WE MAINTAIN SEVERAL
TRAINING CENTERS AROUND THE
WORLD.**

**OUR FLAGSHIP TRAINING CENTER IS
IN VIRGINIA NEAR WASHINGTON,
D. C.**

**IT HAS 220 CLASSROOMS, STATE-OF-
THE-ART TECHNOLOGY, HOUSES 900
STUDENTS AND IS BOOKED
CONSTANTLY.**

**WE INVEST ABOUT 25 HUNDRED
DOLLARS IN TRAINING PER
EMPLOYEE PER YEAR.**

**AND WE EMPHASIZE "CRADLE-TO-
GRAVE" TRAINING.**

**NO XEROX PERSON SERVICES A
MACHINE OR CALLS ON A
CUSTOMER OR MANAGES PEOPLE
UNTIL THEY HAVE BEEN TRAINED TO
DO SO.**

**LAST YEAR ALONE OUR TRAINING
PROFESSIONALS DELIVERED ABOUT:**

- **33 THOUSAND DAYS OF
MANAGEMENT TRAINING**
- **139 THOUSAND DAYS OF
TECHNICAL TRAINING**
- **144 THOUSAND DAYS OF
QUALITY TRAINING**
- **127 THOUSAND DAYS OF SALES
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- **AND 247 THOUSAND DAYS OF
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CUSTOMER SERVICE TRAINING.**

-3-

WHEN YOU ADD THAT UP, IT'S 690 THOUSAND DAYS OF TRAINING -- MORE THAN SIX DAYS PER EMPLOYEE.

AND IT'S ONE OF THE BEST INVESTMENTS WE MADE.

CURT DID A GOOD JOB OF DESCRIBING WHAT WE DO AT XEROX -- PARTICULARLY IN THE AREA OF QUALITY TRAINING AND I WON'T BELABOR THE POINT.

BUT I MUST CONFESS THAT I ACCEPT THIS AWARD WITH A FAIR AMOUNT OF HUMILITY.

THAT'S BECAUSE AS GOOD AS WE ARE TODAY, WE MUST BE EVEN BETTER TOMORROW.

WE'RE CONVINCED THAT AS TECHNOLOGY BECOMES MORE AND MORE ACCESSIBLE TO MORE AND MORE COMPETITORS, COMPANIES LIKE XEROX ARE GOING TO COMPETE NOT ON THE BASIS OF WHO HAS THE BEST TECHNOLOGY BUT WHO HAS THE BEST PEOPLE.

AND TRAINING AND DEVELOPING THE BEST PEOPLE WILL INCREASINGLY BE A COMPETITIVE WEAPON.

WITH THE HELP OF THE SOCIETY, THE TRAINING AND DEVELOPMENT FUNCTION HAS COME A LONG WAY DURING THE DECADE OF THE EIGHTIES.

BUT IT MUST GO EVEN FURTHER IN THE NINETIES.

THE WORLD IS CHANGING AT AN UNPRECEDENTED RATE.

GLOBAL COMPETITION HAS BECOME A WAY OF LIFE.

-4-

WHEN I GRADUATED FROM COLLEGE, AMERICA ACCOUNTED FOR 35 PERCENT OF THE WORLD'S ECONOMY.

TODAY, IT IS ONLY 20 PERCENT -- AND DROPPING.

WITHIN THE NEXT DECADE, 75 PERCENT OF AMERICANS WORKING TODAY WILL NEED RETRAINING.

BY THE YEAR 2000 OUR WORK FORCE WILL BE TWO-THIRDS MINORITY AND FEMALE.

WE WILL HAVE TO BRING INTO THE MAINSTREAM AN EMPLOYEE POPULATION THAT IS ILL-PREPARED AND AN EDUCATION SYSTEM THAT IS BROKEN.

WE COULD ALL ADD TO THE LIST OF THE CHALLENGES WE FACE, BUT THE POINT IS ABUNDANTLY CLEAR.

THESE ARE DIFFICULT AND CHALLENGING TIMES FOR AMERICAN COMPANIES.

IF WE ARE GOING TO SURVIVE THEM, WE NEED THE LEADERSHIP OF THE TRAINING AND DEVELOPMENT PROFESSION.

WHAT I'D LIKE TO DO FOR THE NEXT FEW MINUTES IS LEAVE YOU WITH THREE CHALLENGES FROM MY VANTAGE POINT.

THEY ARE NOT INCLUSIVE OF ALL THE CHALLENGES YOU HAVE TO MEET.

BUT I BELIEVE THERE ARE THREE OVERRIDING ONES.

THE FIRST IS TO BECOME AGENTS OF CHANGE WITHIN YOUR ORGANIZATIONS.

-5-

**AS OUR MARKETS AND OUR
TECHNOLOGY CHANGE, ALL OUR
INSTITUTIONS MUST ADAPT OR
PERISH.**

**ALMOST EVERY HUMAN
ORGANIZATION YOU CAN THINK OF
IS IN CRISIS.**

**FEW GOVERNMENTS ANYWHERE IN
THE WORLD ARE WORKING WELL.**

**OUR EDUCATIONAL SYSTEMS ARE
NOT EQUIPPING PEOPLE WITH THE
SKILLS THEY NEED TO WORK
EFFECTIVELY IN THE GLOBAL
ECONOMY.**

**ORGANIZED RELIGION IS IN CRISIS
AND PEOPLE ARE TURNING TO ALL
SORTS OF UNCONVENTIONAL
BELIEFS AND THERAPIES.**

**THE FAMILY IS LESS AND LESS THE
UNDERPINNING OF OUR SOCIAL
FABRIC.**

**THIS INSTITUTIONAL BREAKDOWN IS
HAPPENING NOT BECAUSE OUR
LEADERS ARE INCOMPETENT.**

THEY'RE NOT.

**IT'S HAPPENING BECAUSE OF THE
PACE OF CHANGE AND THE
INABILITY OF OUR OLD
INSTITUTIONS TO KEEP UP.**

**ONE RESULT OF THIS IS
INSTITUTIONAL RESTRUCTURING.**

**NO ONE KNOWS THIS BETTER THAN
BUSINESS.**

**IN 1988 ALONE, MORE THAN 36
HUNDRED MERGERS AND
ACQUISITIONS WORTH SOME \$300
BILLION TOOK PLACE.**

**WHAT'S BEHIND ALL THIS
MOVEMENT?**

**THE NEED TO CHANGE TO REMAIN
COMPETITIVE IN A CHANGING
WORLD.**

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WE ARE IN THE SAME PREDICAMENT.

**WE ARE BUFFETED BY INCREASED
COMPETITION THE LIKES OF WHICH
MOST OF US HAVE NEVER
EXPERIENCED.**

**WE ARE ASKED TO DO MORE WITH
LESS.**

**WE ARE COMPELLED TO DRIVE COST
DOWN AND QUALITY UP.**

WE ARE AT A CROSSROAD.

WE HAVE A CHOICE TO MAKE.

**WE CAN PUT OUR HEADS IN THE
SAND.**

OR WE CAN CHANGE.

**AND WHEN I SPEAK OF CHANGE, I
AM NOT TALKING ABOUT TINKERING
AT THE MARGINS.**

**I AM SPEAKING OF PROFOUND
STRUCTURAL AND CULTURAL
CHANGE.**

**WE MUST CHALLENGE ALL OUR OLD
WAYS.**

**AND I SUBMIT THAT MEMBERS OF
THE SOCIETY ARE IN A POSITION TO
HELP LEAD AND SHAPE THAT
CHANGE.**

**YOU CAN'T JUST TELL PEOPLE TO
CHANGE.**

**YOU MUST GIVE THEM THE PROPER
TOOLS AND THE PROPER TRAINING.**

**THAT'S WHAT WE DID WITH OUR
QUALITY EFFORT AT XEROX.**

**TRAINING WAS CASCADED ALL THE
WAY DOWN THROUGH EVERY
LEVEL.**

**EVERY EMPLOYEE RECEIVED A
MINIMUM OF 28 HOURS OF QUALITY
TRAINING - MANY RECEIVED MORE.**

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**WE KNOW THIS APPROACH TO
TRAINING WAS A FIRST AT XEROX.**

**IN FACT, IT MIGHT BE UNIQUE IN
AMERICAN INDUSTRY.**

**TODAY OUR 100,000 WORLDWIDE
EMPLOYEES HAVE BEEN TRAINED IN
LEADERSHIP THROUGH QUALITY -- IT
TOOK US FIVE YEARS TO
ACCOMPLISH IT!**

**OUR TRAINING COMMUNITY DID AN
ABSOLUTELY FIRST RATE JOB ON
THIS.**

NOW WE'RE EXPECTING EVEN MORE.

**I BELIEVE THAT ALL MEMBERS OF
THE SOCIETY MUST BECOME
CHANGE AGENTS.**

**WHEN I SPEAK ON EDUCATION, I
SOMETIMES REFER TO OUR BEST
TEACHERS AS "CANNY OUTLAWS."**

THEY TAKE RISKS AND BEND RULES.

**THE SAME IS TRUE OF TRAINING AND
DEVELOPMENT PROFESSIONALS.**

**THE BEST AND THE BRIGHTEST IN
YOUR PROFESSION ARE WILLING TO
BE CREATIVE, TO PLOW NEW
GROUND.**

**THEY ARE ALSO WILLING TO
SURROUND THEMSELVES WITH
FIRST-RATE PEOPLE WHO
CHALLENGE THE STATUS QUO.**

**SOMETIMES THAT'S
UNCOMFORTABLE.**

SOMETIMES IT'S EVEN PAINFUL.

**BUT IT'S ABSOLUTELY NECESSARY IF
WE ARE TO CONTINUE TO PROVIDE
THE SUPPORT WE DO FOR OUR
CORPORATIONS.**

**THE QUESTION THAT STRETCHES
OUT BEFORE US AS CORPORATE
LEADERS IS WHETHER OR NOT WE
HAVE THE STAMINA, THE WISDOM
AND THE FORTITUDE TO CHANGE.**

-8 -

ANYONE WHO ANSWERS THAT QUESTION TOO EASILY DOESN'T FULLY UNDERSTAND WHAT CHANGE ENTAILS.

IT WILL REQUIRE DISMANTLING SOME OF OUR TIME-HONORED PRACTICES.

IT WILL REQUIRE CHALLENGING SOME OF OUR MOST CHERISHED POLICIES.

IT MAY EVEN REQUIRE TURNING OUR BACKS ON SOME OF OUR MOST CHERISHED TRADITIONS.

THE TIMES DEMAND IT!

AND THOSE OF US IN SENIOR MANAGEMENT NEED YOUR HELP IN MAKING IT HAPPEN!

(PAUSE)

THE SECOND CHALLENGE FOR THE TRAINING AND DEVELOPMENT PROFESSION IS TO LINK YOUR EFFORTS TO THE STRATEGIC DIRECTION OF YOUR COMPANY.

THE DAYS WHEN WE COULD CONSIDER TRAINING AND DEVELOPMENT "NICE-TO-DO-WORK" ARE OVER.

TRAINING AND DEVELOPMENT MUST BE LINKED TO THE COMPANY VISION, AGENDA, AND BUSINESS STRATEGY IN SOME VERY DIRECT WAYS.

AND PEOPLE MUST BE ABLE TO UNDERSTAND THE LINKAGE.

THE COMPETITIVE ENVIRONMENT THAT MOST OF US FIND OURSELVES IN DOES NOT PERMIT US THE LUXURY TO ATTEND COURSES OR ENGAGE IN ACTIVITIES THAT DO NOT HAVE A DIRECT BEARING ON MOVING THE BALL FORWARD.

-9 -

**TRAINING AND DEVELOPMENT MUST
BE HELPFUL AND MEANINGFUL BACK
ON THE JOB.**

**ALL OF US -- YOU, ME, AND THE
PEOPLE WE WORK WITH -- ARE
GENUINELY LOOKING FOR WAYS TO
BE MORE EFFECTIVE AND
PRODUCTIVE; TO HELP OUR
CUSTOMERS; TO IMPROVE THE
FINANCIAL RETURNS OF OUR
COMPANIES.**

**TRAINING AND DEVELOPMENT
OPPORTUNITIES THAT HELP US DO
THAT ARE A LEGITIMATE ASSET AND
A WORTHWHILE INVESTMENT OF
OUR TIME.**

**IN MY VIEW, TRAINING AND
DEVELOPMENT IS COMING OF AGE.**

**IT IS TRANSFORMING ITSELF FROM A
FUNCTION THAT WAS LARGELY
EXTRACURRICULAR TO A FUNCTION
THAT IS IN THE MAINSTREAM AND IS
A COMPETITIVE WEAPON FOR THOSE
COMPANIES WHO USE IT WISELY.**

(PAUSE)

**AND THE THIRD CHALLENGE I WANT
TO COMMEND TO YOUR ATTENTION
IS REFORM OF OUR PUBLIC
EDUCATION SYSTEM.**

**IT'S A PASSION OF MINE AND IT
SHOULD BE OF YOURS.**

**ALREADY OUR COMPANIES ARE
BEING ASKED TO FOOT THE BILL OF
EDUCATING EMPLOYEES SO THAT
WE CAN TRAIN THEM.**

**ALL OF YOU HERE TODAY KNOW
HOW SERIOUS OUR EDUCATION
PROBLEM IS.**

**I AM NOT GOING TO CITE CHAPTER
AND VERSE OF OUR EDUCATION
SYSTEM'S FAILURES.**

**BUT I DO WANT TO TALK FOR A FEW
MINUTES ABOUT THE
INTERRELATIONSHIP BETWEEN
SCHOOLS AND A HEALTHY,
COMPETITIVE ECONOMY.**

-10-

**THE INTEREST OF BUSINESS LEADERS
IN EDUCATION IS HARDLY NEW.**

**MORE THAN TWO CENTURIES AGO
ADAM SMITH OBSERVED THAT THE
WEALTH OF A NATION IS ITS PEOPLE.**

**NEVER HAS THAT BEEN MORE TRUE
THAN TODAY.**

THE STARK FACTS ARE THAT:

- **WE CANNOT COMPETE IN A
WORLD-CLASS ECONOMY
WITHOUT A WORLD-CLASS
WORK FORCE.**
- **AND WE CANNOT HAVE A
WORLD-CLASS WORK FORCE
WITHOUT WORLD-CLASS
SCHOOLS.**

**IN A DEMOCRACY, EDUCATION IS
EVERYONE'S BUSINESS.**

**BUT IT IS OF SPECIAL IMPORTANCE
TO BUSINESS LEADERS TODAY
BECAUSE OF THE WAY IN WHICH
WEALTH IS CREATED IN THE
MODERN WORLD.**

**IT IS THE PRODUCT OF APPLIED
HUMAN INTELLIGENCE.**

**IT IS THE PRODUCT OF BRAIN
POWER, OF ENTREPRENEURSHIP, OF
IMAGINATION, OF INNOVATION.**

**TODAY, PHYSICAL CAPITAL IS THE
LEAST OF IT.**

**IN FACT, PHYSICAL PLANTS AND
GOODS ARE THEMSELVES THE
PRODUCTS OF BRAIN POWER.**

**THE ERA OF STRONG BACKS AND
DEFT HANDS IS BEHIND US.**

**THE FUTURE BELONGS TO THE
EDUCATED.**

**LET ME TURN TO THE COMPETITION
TO ILLUSTRATE THE POINT.**

-11-

**AS AMERICAN BUSINESS LEADERS
KNOW ONLY TOO WELL, THE
JAPANESE ARE AMONG OUR MOST
FORMIDABLE COMPETITORS OF THE
MODERN ERA.**

**IN EVERY MARKET IN WHICH THE
JAPANESE COMPETE THEIR
PRODUCTS ARE WORLD CLASS.**

**IN MANY AREAS THEIR PRODUCTS
SET THE WORLD STANDARD OF
QUALITY.**

**THE JAPANESE HAVE
DEMONSTRATED ANEW THE VIRTUE
OF HARD WORK, ENTERPRISE, AND
COMMITMENT TO QUALITY.
THEY HAVE DONE SO WITHOUT
RAISING AN ARMY.**

**THEY HAVE DONE SO WITH ALMOST
NO NATURAL RESOURCES.**

ITS WEALTH IS ITS PEOPLE.

**THE JAPANESE ARE DOING
PRECISELY WHAT COMPETITORS ARE
SUPPOSED TO DO -- MAKE US ALL
WORK SMARTER, FOR THE BENEFIT
OF THE CONSUMER AND THE
SHAREHOLDER.**

**IF THE JAPANESE ECONOMIC
MIRACLE HAS A SINGLE CAUSE, IT IS
THE QUALITY OF THE JAPANESE
WORK FORCE.**

**NO NATION HAS A BETTER
QUALIFIED WORK FORCE AND NO
NATION HAS HAD A LONGER OR
MORE IMPRESSIVE RECORD OF
ECONOMIC GROWTH.**

THAT'S NOT A COINCIDENCE.

**THERE IS A POWERFUL CONNECTION
BETWEEN THE QUALITY OF THE
WORK FORCE AND THE QUALITY
AND QUANTITY OF OUTPUT.**

-12-

THE TYPICAL JAPANESE WORKER ENTERS THE WORK FORCE WITH A HIGH SCHOOL DIPLOMA, EQUIVALENT TO A FOUR YEAR AMERICAN COLLEGE DEGREE.

NINETY-SIX PERCENT OF JAPANESE YOUNGSTERS HOLD HIGH SCHOOL DIPLOMAS IN SPITE OF THE FACT THAT COMPULSORY ATTENDANCE ONLY GOES THROUGH AGE 16 AND MOST JAPANESE PUBLIC HIGH SCHOOLS CHARGE TUITION.

IN THE UNITED STATES WE HAVE A DIFFERENT STORY TO TELL.

EACH YEAR 700,000 AMERICANS DROP OUT OF HIGH SCHOOL WITHOUT GRADUATING.

AND ANOTHER 700,000 "EARN" A DIPLOMA WITHOUT POSSESSING THE BASIC LITERACY SKILLS NEEDED TO SUCCEED IN THE MODERN WORLD.

THE REAL COMPETITION WE FACE IS AN EDUCATED WORK FORCE.

IMAGINE WHAT IT WOULD BE LIKE IF AMERICAN EMPLOYERS WERE ASSURED OF A STREAM OF HIGH SCHOOL GRADUATES WHO COULD NOT ONLY READ AND WRITE, BUT WHO COULD FOLLOW COMPLEX INSTRUCTIONS.

THAT'S THE WORK FORCE THE JAPANESE BEGIN WITH.

THE TYPICAL JAPANESE YOUNGSTER GOES TO SCHOOL 240 DAYS A YEAR AND THE TYPICAL AMERICAN YOUNGSTER GOES 180 DAYS.

JAPANESE YOUNGSTERS DO TWICE AS MUCH HOMEWORK AS THEIR AMERICAN COUNTERPARTS.

THE JAPANESE CREATED THEIR SCHOOL SYSTEM THE SAME WAY THEY CREATED THEIR MODERN INDUSTRIAL EMPIRE.

-13-

THEY LOOKED AROUND THE WORLD
TO FIND THE BEST EXAMPLES
AVAILABLE -- BENCHMARKING WE
WOULD CALL IT AT XEROX -- AND
THEN ADAPTED THE BEST PRACTICES
TO JAPANESE REALITIES.

THE RESULT IS A UNIQUE HIGH-BRED
-- PART JAPANESE, PART NON-
JAPANESE IN ORIGIN, AND TOTALLY
JAPANESE IN ITS FINAL FORM.

SHOULD WE COPY THE JAPANESE?

NOT FOR A MINUTE.

BUT WE SHOULD LEARN FROM
THEM.

AS THE AUTHOR OF JAPANESE
EDUCATION CHALLENGE -- MERRY
WHITE -- OBSERVES, WE SHOULD
USE JAPAN AS A MIRROR, NOT A
BLUEPRINT.

THAT'S THE LESSON THE JAPANESE
HAVE TO OFFER.

WE SHOULD DO AS THEY DID, AND
CREATE THE BEST WORK FORCE IN
THE WORLD.

AND ONE THING THEY DO THAT WE
MUST DO IS TO EDUCATE OUR
WORKERS BEFORE THEY ENTER THE
WORK FORCE.

BUSINESS CAN'T DO THE SCHOOLS'
PRODUCT RECALL WORK.

THE JAPANESE ARE PROUD OF
SAYING THEY HAVE THE "BEST
BOTTOM HALF IN THE WORLD."

FOR TOO LONG WE HAVE GOTTEN
BY WITH THE "BEST TOP HALF."

ONCE THAT WAS GOOD ENOUGH.

NO LONGER.

DOES AMERICA NEED BETTER
VOCATIONAL EDUCATION?

THE ANSWER IS A RINGING AND
AUTHORITATIVE "NO."

-14-

BUSINESS IS PREPARED TO PROVIDE VOCATIONAL AND TECHNICAL TRAINING IF WORKERS ARE FIRST EDUCATED.

LET ME REPEAT: BUSINESS WILL TRAIN IF SCHOOLS WILL EDUCATE.

NO ONE NEEDS TO GO TO PUBLIC SCHOOL TO LEARN HOW TO REPAIR A XEROX MACHINE.

THAT'S A COST THAT XEROX IS WILLING AND ABLE TO BEAR.

HOW MUCH IS SPENT BY BUSINESS AND INDUSTRY ON TRAINING?

YOUR OWN ANTHONY CARNAVALE
-- SENIOR ECONOMIST AT THE ASTD
-- ESTIMATES THAT THE TOTAL PRICE TAG IS OVER \$200 BILLION PER YEAR.

THE ISSUE IS THE CAPACITY OF AMERICAN WORKERS AND MANAGERS TO CONTINUE LEARNING OVER THEIR LIFETIME.

PAT CHOATE OF TRW ESTIMATES THAT THE WORKER WHO ENTERS THE JOB MARKET TODAY CAN EXPECT TO HOLD FIVE TO SEVEN DIFFERENT JOBS OVER HIS OR HER CAREER.

THE MOST IMPORTANT KNOWLEDGE AND SKILLS THE NEW EMPLOYEE CAN BRING TO THE JOB ARE "LEARNING TO LEARN" SKILLS, PROBLEM SOLVING, AND COMMUNICATIONS SKILLS.

BUSINESS DOES NOT NEED A DOCILE AND COMPLIANT WORK FORCE.

BUSINESS DOES NEED PROBLEM SOLVERS, CLEAR THINKERS, WORKERS WHO CAN TROUBLE SHOOT, DRAW INFERENCES, COMMUNICATE WITH EACH OTHER AS WELL AS THEIR SUPERIORS AND SUBORDINATES.

HOW DO WORKERS ACQUIRE SUCH KNOWLEDGE AND SKILLS?

-15-

THEY ACQUIRE THEM THROUGH A BROAD AND DEEP CURRICULUM, WHAT WE USED TO THINK OF AS THE LIBERAL ARTS.

THE WORKER OF THE FUTURE NEEDS TO BOTH KNOW HOW TO THINK AND HOW TO CONTINUE LEARNING.

IT IS TRUE, OF COURSE, THAT THE SPECIALIZED WORKER OF THE FUTURE WILL NEED SPECIALIZED EDUCATION AND TRAINING.

WE WILL CONTINUE TO NEED PHYSICISTS, ENGINEERS, MATHEMATICIANS, AND STATISTICIANS.

BUT UNDERGIRDING THEIR STUDIES SHOULD BE A SOLID FOUNDATION IN THE BASICS: ENGLISH GRAMMAR AND COMPOSITION, HISTORY AND GEOGRAPHY, AN UNDERSTANDING OF THE NATURAL SCIENCES AND MATHEMATICS, THE GREAT DOCUMENTS OF CITIZENSHIP INCLUDING THE MAGNA CARTA, THE BILL OF RIGHTS, AND MARTIN LUTHER KING'S LETTER FROM BIRMINGHAM JAIL.

THERE AREN'T ANY.

WE MUST HAVE PATIENCE AND COMMITMENT BEFORE WE GET RESULTS.

WE MUST BE WILLING TO TRY NEW CONCEPTS AND STRATEGIES.

WE MUST BE WILLING TO RISK FAILURE TO ACHIEVE SUCCESS.

-16-

OUR FUTURE--ECONOMIC AS WELL AS POLITICAL--DEPENDS AS NEVER BEFORE ON THE QUALITY OF OUR CITIZENS' EDUCATION.

OUR ECONOMIC WELL BEING IN THE FUTURE IS DIRECTLY LINKED TO THE QUALITY OF THE AMERICAN WORK FORCE.

WE STAND AT AN IMPORTANT CROSSROAD.

WE CAN MAKE A DIFFERENCE.

IT WILL TAKE REAL EFFORT, BUT IT WILL PAY RICH DIVIDENDS.

WE ARE NOT ON A CRUSADE TO SAVE OUR SCHOOLS.

WE ARE ON A CRUSADE TO SAVE OUR NATION.

THERE IS NOTHING MORE IMPORTANT ON THE NATIONAL AGENDA.

LET ME REPEAT THAT.

NO DOMESTIC ISSUE IS MORE IMPORTANT THAN EDUCATION

IMPROVING OUR SCHOOLS IS NOT JUST ANOTHER NATIONAL PRIORITY.

I SEE IT AS UNDERPINNING TO A WHOLE SET OF OTHER ISSUES -- DRUGS, ECONOMY -- BALANCE OF TRADE, AND THE SECURITY OF THE U. S.

TWO CENTURIES AGO THOMAS JEFFERSON SAID "IF A NATION EXPECTS TO BE IGNORANT AND FREE, IT EXPECTS WHAT NEVER WAS AND NEVER WILL BE."

IT IS OUR TASK TO MAKE SURE THAT ALL AMERICANS UNDERSTAND THAT JEFFERSON'S WORDS ARE AS TRUE TODAY AS WHEN HE UTTERED THEM.

WHAT DOES ALL THIS HAVE TO DO WITH YOU.

-17-

PLENTY.

**UNLESS WE FIX THE EDUCATION
SYSTEM NOW, WE WILL BE
RESPONSIBLE FOR EDUCATING AND
TRAINING OUR WORK FORCE.**

**I URGE THE SOCIETY TO TAKE AN
ACTIVE ROLE IN HELPING SOLVE OUR
EDUCATION SYSTEM.**

**AND I THANK THE SOCIETY FOR
SELECTING XEROX AS THIS YEAR'S
AWARD RECIPIENT.**

**IT GIVES US ENCOURAGEMENT TO
CONTINUE THE PATH THAT WE ARE
ON AND TO BE EVEN BETTER
TOMORROW THAN WE ARE TODAY.**

THANK YOU.

-###-

XEROX**FAX COVER SHEET**

Date: 3-21-91

9 MAR 21 P2:42

FAX MESSAGE FOR:

Name: Peggy Dooley

FAX Number:

202-456-6218

Firm:

Location: DEOB
Room 111 1/2
Wash. DC. 20500**FROM:**

Name:

Firm:
XEROX CORPORATIONFAX Number:
203-329-1385Address:
800 Long Ridge Road, P. O. Box 1600, Stamford, Ct. 06904Sender:
Lucy ClarkSender Phone Number
203-968-3202

Total Number Of Pages Including Cover Sheet:

~~67~~ 3814Please Contact Sender Immediately If All Pages Were Not Received**COMMENTS:**

Peggy . . . 4 speeches attached

At I .ASTD - 5/6/90 - 18 pages

 - Harvard - 3/8/90 - 19 pages.

At II - Natl. Govs - 2/25/90 - 13 pages

 - Standard - 16 pages.

I'll send the book
overnite.

Lucy

P.S. I split the transmission

TOWARD LASTING PARTNERSHIPS:
GOVERNORS, CEO'S AND
EDUCATION RESTRUCTURING

**REMARKS BEFORE THE
NATIONAL GOVERNORS
ASSOCIATION**

BY

**DAVID T. KEARNS
CEO AND CHAIRMAN OF THE BOARD
XEROX**

FEBRUARY 25, 1990

MR. GOVERNOR, DISTINGUISHED GUESTS, THANK YOU FOR THE GRACIOUS INTRODUCTION AND WARM WELCOME.

IT IS A PLEASURE TO BE WITH YOU.

FIRST, I WANT TO TELL YOU THAT I WEAR TWO HATS TODAY -- IN MY FORMAL CAPACITY, I AM HONORED TO REPRESENT THE UNITED STATES BUSINESS ROUNDTABLE, A MEMBERSHIP GROUP OF LEADING CEO'S FROM ACROSS THE COUNTRY.

BUT I AM ALSO HERE AS A SINGLE BUSINESSMAN, ONE WHO IS DEEPLY CONCERNED ABOUT THE PLIGHT OF AMERICAN EDUCATION.

I'D LIKE TO SPEND JUST A FEW MINUTES WEARING MY BRT HAT AND EXPLAINING WHAT THE BUSINESS ROUND TABLE IS, HOW WE CAME TO BE INVOLVED IN EDUCATION REFORM AND WHAT WE ARE DOING ABOUT IT.

(PAUSE)

THE BUSINESS ROUND TABLE CONSISTS OF 201 CHIEF EXECUTIVE OFFICERS OF MANY OF AMERICA'S LEADING CORPORATIONS.

IT HAS A VERY SMALL STAFF THAT IS SUPPORTED AND AUGMENTED BY A VARIETY OF TASK FORCES FORMED BY MEMBER COMPANIES.

LAST JUNE, PRESIDENT BUSH CHALLENGED THE BRT TO HELP HIM FULFILL HIS GOAL OF BECOMING THE EDUCATION PRESIDENT.

IN LATE SEPTEMBER WE MET WITH THE PRESIDENT AND TOLD HIM OF OUR PLAN TO SUPPORT NATIONAL GOALS, BUT WORK WITH YOU AT THE STATE LEVEL -- WHERE THE ACTION IS.

SINCE THEN OUR TASK FORCE HAS BEEN HARD AT WORK PUTTING SOME MEAT IN THE BONE.

- 2 -

**I JOIN YOU TODAY TO TELL YOU
THAT THE BRT IS COMMITTED TO
HELPING YOU.**

**WE INTEND TO GO BEYOND
RHETORIC.**

WE INTEND TO ACT.

**UNDER THE LEADERSHIP OF JOHN
AKERS -- CHIEF EXECUTIVE OFFICER
OF THE IBM CORPORATION -- WE
ARE COMMITTED TO A TEN YEAR
PLAN, ONE THAT TRANSCENDS
INDIVIDUAL CEO'S AND INDIVIDUAL
CORPORATIONS, ONE THAT WILL
PUT THE NATION'S CORPORATE
RESOURCES BEHIND THE CAUSE OF
REFORM UNTIL THE NEXT CENTURY.**

**AS A FIRST STEP, JOHN AKERS HAS
ASKED EACH BRT CEO TO FORM A
PARTNERSHIP WITH A GOVERNOR.**

**I AM PLEASED TO REPORT THAT
SUCH PARTNERSHIPS ARE BEING
FORMED ACROSS THE NATION.**

**158 CHIEF EXECUTIVE OFFICERS
COVERING ALL 50 STATES AND THE
DISTRICT OF COLUMBIA HAVE
ALREADY SIGNED UP.**

**AND IF I KNOW JOHN AKERS HE
WON'T REST UNTIL ALL 201 BRT
MEMBERS ARE ON BOARD.**

**EACH CEO HAS MADE A TEN-YEAR
COMMITMENT.**

**WE BELIEVE IT WILL TAKE THAT
LONG TO INSTITUTIONALIZE TRUE
EDUCATION REFORM.**

**AND THAT IS WHAT WE ARE AFTER
-- NOT TINKERING AT THE
MARGINS.**

**NOT WHAT I CALL FEEL-GOOD
PARTNERSHIPS THAT DO LITTLE BUT
SHORE UP A BAD SYSTEM.**

**BUT FUNDAMENTAL REFORM AND
RESTRUCTURING OF OUR PUBLIC
EDUCATION SYSTEM.**

- 3 -

IN CASE YOU ARE WONDERING, XEROX CHOSE TO WORK WITH THE DISTRICT OF COLUMBIA WHICH MAY SAY MORE ABOUT OUR NERVE THAN OUR JUDGEMENT.

THE GOAL OF THE BRT IS TO WORK WITH YOU AND WITH THE EDUCATORS IN YOUR STATES TO HELP YOU DEVELOP A REFORM AGENDA AND TO IMPLEMENT IT IN ALL 50 STATES.

THIS WILL CLEARLY TAKE A DIFFERENT SHAPE IN EACH STATE BUT THE BRT WILL ALSO PROVIDE SOME UMBRELLA ACTIVITIES.

WE ARE WORKING WITH THE ASPEN INSTITUTE TO DEVELOP A DAY-AND-A-HALF DIALOGUE WHICH WILL BRING TOGETHER GOVERNORS, CEOS AND EXPERTS ON EDUCATION REFORM.

YOU WILL BE INVITED TO THAT PROGRAM BY A CEO WHO HAS CHOSEN YOUR STATE AND I URGE YOU TO MAKE THE TIME TO ATTEND.

EACH CEO HAS ALSO DESIGNATED ONE OR MORE PEOPLE TO PROVIDE STAFF SUPPORT AND THESE PEOPLE WILL ALSO ATTEND A SEMINAR TO BRING THEM UP THE LEARNING CURVE ON EDUCATION REFORM.

THE EDUCATION COMMISSION OF THE STATES IS WORKING WITH US TO DEVELOP A HANDBOOK ON COALITION BUILDING AND EDUCATION REFORM.

ALTHOUGH THIS EFFORT IS BEING DRIVEN BY THE BUSINESS ROUND TABLE, WE ARE WORKING CLOSELY WITH THE COMMITTEE FOR ECONOMIC DEVELOPMENT, THE NATIONAL ALLIANCE OF BUSINESS AND THE U.S. CHAMBER OF COMMERCE.

- 4 -

**ONE OF THE THINGS THAT WE
BELIEVE WE CAN PROVIDE YOU IS
INCREASED PUBLIC AWARENESS
AND POLITICAL CLOUT.**

**FOR STARTERS I'M HERE TODAY TO
TELL YOU THAT WE ARE 100
PERCENT BEHIND YOUR EFFORTS TO
ESTABLISH NATIONAL GOALS AND
PERFORMANCE STANDARDS TO
BACK THEM UP.**

**EDUCATION IN THIS COUNTRY IS A
\$200 BILLION ENTERPRISE.**

**TO INVEST THAT AMOUNT OF
RESOURCES WITHOUT A NATIONAL
CONSENSUS ON WHAT WE EXPECT
IN RETURN IS FLAT OUT WRONG.**

**WE WOULDN'T DO IT IN BUSINESS
AND YOU WOULDN'T DO IT STATE
GOVERNMENT.**

**SO WE LOOK FORWARD TO THE
GOALS YOU WILL ISSUE LATER
TODAY.**

AND I'LL MAKE YOU A PROMISE.

**YOU'LL GET NO SECOND-GUESSING
FROM THE BRT.**

**THEY'RE YOUR GOALS AND WE'LL
SUPPORT THEM.**

**I'LL MAKE YOU ONE OTHER
PROMISE.**

**WE ARE READY AND ANXIOUS TO
ROLL UP OUR SLEEVES AND WORK
SIDE-BY-SIDE WITH YOU TO
IMPLEMENT THESE GOALS STATE-
BY-STATE.**

**I WOULD BE THE FIRST TO ADMIT
THAT WE DO NOT HAVE ALL THE
ANSWERS.**

**BUT WE DO HAVE SOME AND
WE'RE WILLING TO WORK WITH
YOU TO DEVELOP MORE.**

**I AM SOMETIMES ASKED WHY
BUSINESS IS SO FIRED UP ABOUT
EDUCATION REFORM.**

- 5 -

**THE ANSWER IS DECEPTIVELY
SIMPLE:**

- **WE CANNOT COMPETE IN A
WORLD CLASS ECONOMY
WITHOUT A WORLD CLASS
WORK FORCE.**
- **AND WE CANNOT HAVE A
WORLD CLASS WORK FORCE
WITHOUT WORLD CLASS
SCHOOLS.**

**I BELIEVE THAT THE NGA AND THE
BRT HAVE A UNIQUE
OPPORTUNITY.**

**TOGETHER WE MUST ORGANIZE
AND LEAD A NATIONAL CRUSADE,
NOT FOR EDUCATION REFORM
ALONE, BUT FUNDAMENTAL
EDUCATION RESTRUCTURING.**

**WE MUST DO SO BECAUSE, IF WE
DO NOT, OUR ECONOMY AND OUR
WAY OF LIFE WILL FALTER.**

**WE MUST DO SO BECAUSE I BELIEVE
NO ONE ELSE WILL.**

**WE MUST DO SO BECAUSE, AS
CLEMENCEAU OBSERVED ABOUT
WAR, EDUCATION IS TOO
IMPORTANT TO BE LEFT TO
EDUCATORS ALONE.**

**IN A GREAT DEMOCRACY,
EDUCATION IS EVERYONE'S
BUSINESS.**

**BUT IT IS OF SPECIAL IMPORTANCE
TO GOVERNMENT AND BUSINESS
LEADERS TODAY BECAUSE OF THE
WAY IN WHICH WEALTH IS
CREATED IN THE MODERN WORLD.**

**IT IS THE PRODUCT OF APPLIED
HUMAN INTELLIGENCE.**

**THE ERA OF STRONG BACKS AND
DEFT HANDS IS BEHIND US.**

**THE FUTURE BELONGS TO THE
EDUCATED.**

**WE MUST DO IS TO EDUCATE OUR
WORKERS BEFORE THEY ENTER THE
WORK FORCE.**

- 6 -

**BUSINESS CAN'T DO THE SCHOOLS
PRODUCT RECALL WORK.**

**THE JAPANESE ARE PROUD OF
SAYING THEY HAVE THE "BEST
BOTTOM HALF IN THE WORLD."**

**FOR TOO LONG WE HAVE GOTTEN
BY WITH THE "BEST TOP HALF."
ONCE THAT WAS GOOD ENOUGH.**

NO LONGER.

**WHAT DO AMERICAN YOUNGSTERS
NEED TO KNOW AND BE ABLE TO
DO TO PREPARE FOR THE FUTURE?**

**DOES AMERICA NEED TO TURN OUR
SCHOOLS INTO VOCATIONAL
TRAINERS?**

**THE ANSWER IS A RINGING AND
AUTHORITATIVE "NO."**

**BUSINESS IS PREPARED TO PROVIDE
VOCATIONAL AND TECHNICAL
TRAINING IF WORKERS ARE FIRST
EDUCATED.**

**LET ME REPEAT: BUSINESS WILL
TRAIN IF SCHOOLS WILL EDUCATE.**

**NO ONE NEEDS TO GO TO PUBLIC
SCHOOL TO LEARN HOW TO REPAIR
A XEROX MACHINE.**

**THAT'S A COST THAT XEROX IS
WILLING AND ABLE TO BEAR.**

**AT ISSUE IS THE CAPACITY OF
AMERICAN WORKERS AND
MANAGERS TO CONTINUE
LEARNING OVER THEIR LIFETIME.**

**SURVEYS, CONDUCTED BY THE
COMMITTEE FOR ECONOMIC
DEVELOPMENT, REVEAL ALMOST
TOTAL AGREEMENT AMONG
EMPLOYERS.**

**THE MOST IMPORTANT
KNOWLEDGE AND SKILLS THE NEW
EMPLOYEE CAN BRING TO THE JOB
ARE "LEARNING TO LEARN" SKILLS,
PROBLEM SOLVING, AND
COMMUNICATION SKILLS.**



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

OFFICE OF THE DIRECTOR

March 19, 1991

MEMORANDUM FOR:

Fred Sainz

FROM:

Sally McElroy

A handwritten signature in dark ink, appearing to be "Sally McElroy", is written over the printed name.

Enclosed is background material on the Department of Education. The biography of Secretary Alexander is outdated -- we hope to have a current version shortly.

Also enclosed are excerpts from "Steps Along the Way" -- a book published in 1986 that the Secretary wrote of his time as Governor of Tennessee. I have highlighted the items listed under "One Governor's Report Card" that deal with education.

Let me know if you need additional information.

(401-3054

LAMAR ALEXANDER

On December 17, 1990, President Bush announced his intention to nominate Lamar Alexander as U.S. Secretary of Education. Mr. Alexander has served as President of The University of Tennessee since January 1988. His comments on education are featured regularly on cable television's "American Magazine." He is a member of President Bush's Education Policy Advisory Committee.

While at The University of Tennessee, Mr. Alexander has emphasized the university's improving academic quality, reflected by a \$5.2 million commitment last year for 100 Whittle Scholars, the recruitment of Brown University Faculty Dean John Quinn and University of Connecticut Engineering Dean Wesley Harris, the appointment of the first black and the first female vice presidents at the university, and the recent unanimous approval of a new five-year plan for the university's campuses and institutes.

Mr. Alexander was Governor of Tennessee from 1979 to 1987. As Chairman of the National Governors' Association, he led the 50-state education survey, "Time for Results." In 1988 the Education Commission of the States gave him the James B. Conant Award for "distinguished national leadership in education." He was Chairman of President Reagan's Commission on Americans Outdoors and in 1987 was one of the NCAA's six Silver Anniversary scholar-athletes.

Mr. Alexander is a classical and country pianist and author of three books, the most recent being *Six Months Off* (William Morrow & Co., Inc.), the story of his family's "escape" to Australia after eight years in the Tennessee Governor's Mansion. He is a Phi Beta Kappa graduate of Vanderbilt University and was a law review editor at New York University Law School. He was born July 3, 1940.

His wife, Honey, is a member of the Corporation for Public Broadcasting and of the board of directors of Family Services of America. With Bob Keeshan, television's "Captain Kangaroo," the Alexanders helped to found Corporate Child Care, Inc., which helps companies solve their employees' child care problems.

The Alexanders have four children: Andrew, 21; Leslee, 13; Kathryn, 16; and Will, 11.

January 1991

Background on Department of Education
for White House Research Office
March 19, 1991

- In 1867, Congress created a non-cabinet level Department to collect information and statistics about U.S. schools. As federal education programs expanded, the need for a separate department grew.
- On October 17, 1979, President Jimmy Carter signed Public Law 96-88, creating the U.S. Department of Education. One of 14 cabinet-level federal agencies, the doors formally opened on May 4, 1980.
- Lamar Alexander was unanimously confirmed by the Senate on March 14, 1991, and sworn into office on March 18. He is the fifth Secretary of Education. His predecessors were Shirley Hufstedler (12/79-1/81); Terrell Bell (1/81-12/84); William Bennett (2/85-9/88); and Lauro Cavazos (9/88-12/90).
- The Department houses nearly 5,000 employees nationwide (4,896 part-time, full-time, consultants, experts, according to ED Personnel, as of 2/23/91): 3400 in Washington, D.C. and 1600 in 10 regional offices.
- For the 1990-91 school year, the federal government's share of spending for public elementary and secondary schools was only 6.0 percent (\$13.0 billion) of an estimated total of \$218.3 billion. For education spending at all levels (elementary, secondary, postsecondary, private), the federal share is an estimated 8.4 percent (\$33.2 billion) of an estimated total of \$397.0 billion. (Source: ED's Office of Educational Research and Improvement).
- The President's new domestic agenda, announced February 27, includes initiatives to expand educational choice, promote alternative certification for teachers and principals and provide more flexibility in federally-funded education programs in exchange for more state/local accountability. He will incorporate his education initiatives in a new Educational Excellence Act to be announced soon.

From "Steps Along
the Way"

On This I Sound Like a Broken Record

The preceding facts and the following conclusions may help you understand why I say time and time again that paying more for teaching well should be Tennessee's most important strategy:

1. Tennessee's most urgent need is to raise family incomes.
2. Higher family incomes come from jobs, not from government handouts.
3. Most new jobs are grown at home, not recruited.
4. "Growing" and holding jobs today requires higher skills than many Tennesseans have.
5. Skills are usually learned in schools.
6. *Therefore, better schools mean better jobs for Tennesseans, young and old.*
7. The teacher-student relationship is the heart of a school.
8. *Therefore, better teachers produce better schools.*
9. Many talented people will not join a profession that does not reward performance and results.
10. Taxpayers will not pay teachers' salaries that average much above their own (taxpayers') salaries.
11. Taxpayers *will* pay to make Tennessee's best teachers among the best-paid teachers in America because the taxpayers' jobs depend on the teachers' results.
12. *Therefore, paying more for teaching well is the best way to keep and attract the best teachers.*

Raising family incomes is much more complicated than what I have just outlined; but basing policy on this series of conclusions for ten years will do more than anything else the state can do to raise family incomes.



Courtesy of The Knoxville Journal

One Governor's Report Card

As my term draws to a close, people often ask, "What are your accomplishments?" I know what they are thinking. Saturn and Nissan came, so I must have talked Saturn and Nissan into it; the schools are better because of *my* Better Schools Program; there are new roads—the governor built them; fewer babies die—Honey's programs saved them. Some think about it the other way, too. Prisoners escape; I must have gone to sleep at the watchtower.

But that is not the way it is, and that is not the way I mark my own report card. *Governors* don't have those kinds of accomplishments; *the people* do. A governor achieves his personal best by being honest and by staying in touch with the people who elected him to serve them.



A Tennessee Report Card (1979-1987)

Here is my list—in priority order—of the twenty-five most important things that state government helped happen during the last eight years (aside from the birth of William Houston Alexander, May 14, 1979). Most of the twenty-five things are programs and policies based upon the facts and conclusions you have just read:

* 1. **MASTER TEACHERS AND PRINCIPALS**—Tennessee, five years ahead of the nation in paying more for teaching and leading schools well, offering 77 percent pay increases over three years to the best teachers with twelve-month contracts.

2. **TENNESSEE HOMECOMING '86**—Seven hundred ninety-

eight communities, studying their heritage, thinking prouder and bigger, all at once, in one state, the biggest celebration in our history. (If we could bottle the spirit, it would outsell anything else in Tennessee!)

3. SATURN AND NISSAN—The biggest United States investment ever and the biggest overseas Japanese investment ever both coming to Tennessee, a national verdict about where to build the highest quality car or truck at the lowest possible cost in the 1990s.

4. NEARLY 10 PERCENT OF ALL JAPANESE UNITED STATES INVESTMENT COMES TO TENNESSEE—Developing the best relationship any state has with America's number one ally.

5. THREE BIG ROAD PROGRAMS IN SIX YEARS—More than doubling the gasoline tax to build one of the best state road systems, including 152 miles of new state-paid interstate highways.

6. KNOXVILLE'S OAK RIDGE CORRIDOR—Building an interstate highway from the nation's most visited national park (Great Smokies) by the airport for the most livable city in the U.S. (Knoxville) to the world's finest energy research laboratory (Oak Ridge), giving joint appointments to twenty-five nationally distinguished scientists at the laboratory and at an improved UT-Knoxville, building a \$25 million technical institute on the corridor, all in an area where 3,000 Ph.D.'s live and work, creating Tennessee's answer to North Carolina's Research Triangle.

7. CENTERS OF EXCELLENCE AND CHAIRS OF EXCELLENCE AND ONE HUNDRED PERCENT FUNDING FOR HIGHER EDUCATION—Endowing our colleges and universities so they can do better what they do best.

8. THE LOWEST INFANT MORTALITY RATE IN TENNESSEE HISTORY—Fewer babies die, because there is the Healthy Children Initiative. (Honey would put this first. She's probably right—she almost always is.)

9. CLEAN WATER PROGRAM—Safe Growth Team's most important accomplishment: \$1 billion of government money over twenty years so there will be enough safe water.

10. BETTER SCHOOLS TASK FORCES—One hundred twenty-five local citizen groups setting *their own* goals and issuing *their own* report cards, because ultimately communities fix schools.

11. BASIC SKILLS FIRST—New standards and tests so we can insist that eighth graders know eighth-grade skills.

12. COMPUTER SKILLS NEXT—Computers and training so that every ninth grader knows basic computer skills.

13. ELIMINATE MOST CEILINGS ON INTEREST—They were running away money and jobs.

14. SCENIC PARKWAYS SYSTEM—No new billboards or junkyards on three thousand miles of roads to scenic places (unless cities and counties change their zoning).

15. GOVERNOR'S SCHOOLS—Four month-long residential Governor's Schools for gifted high school juniors in the Sciences, Performing Arts, Humanities, and International Studies; a Governor's Academy for Teachers of Writing; Principals' Academies, plus

several hundred Levels II and III teachers teaching summer classes for other students who want to get ahead and students who need to catch up.

16. STATE PRISON OVERCROWDING PERMANENTLY ENDED—New corrections laws put state prisons in best shape in a long time. (I'm sure the Democrats will wince at this. It's always been on their gripe list.)

17. REORGANIZED ADULT JOB TRAINING UNDER BOARD OF REGENTS—To help adults who need basic skills, computer skills, and new jobs skills.

18. COLLEGE FRESHMEN WHO NEED THEM MUST TAKE REMEDIAL COURSES—Twenty percent need them, even though they have a high school degree.

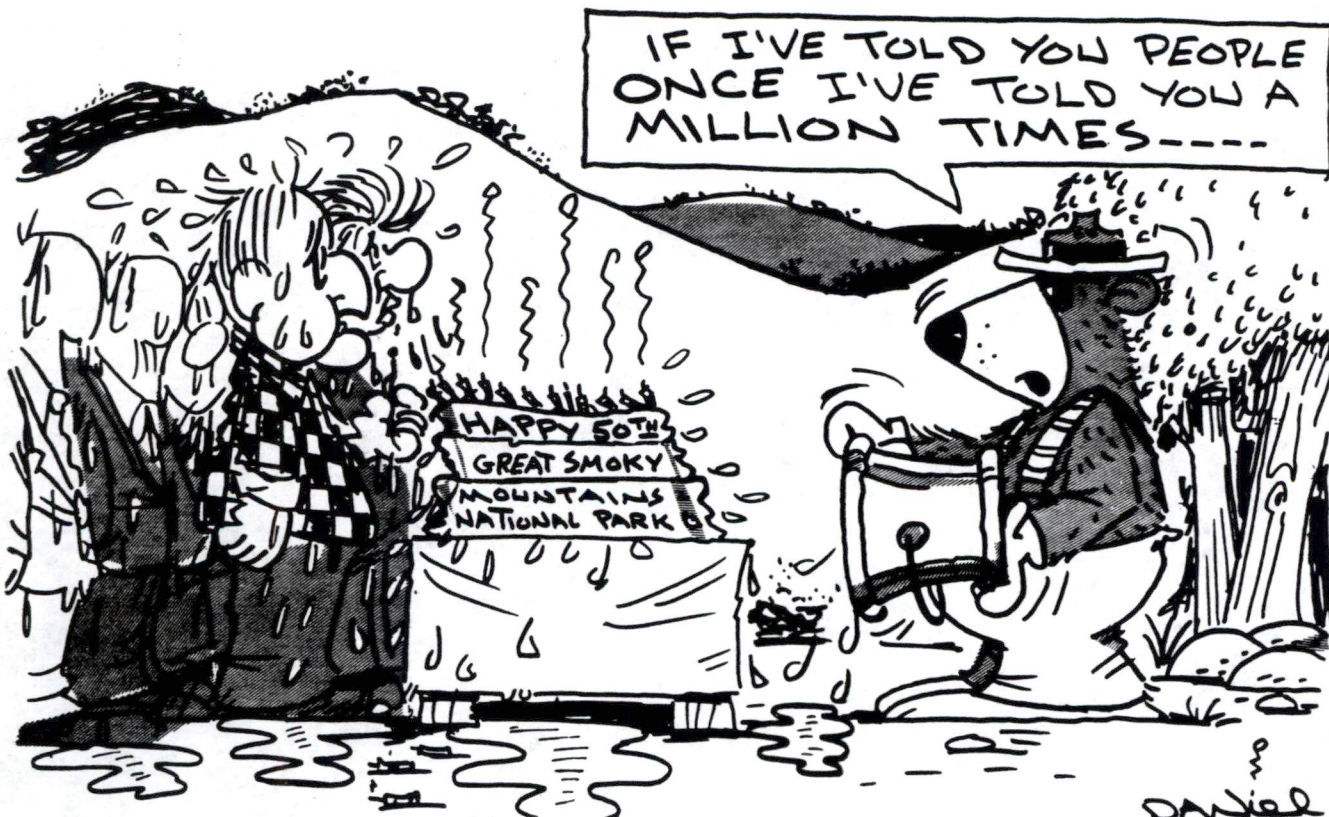
19. PRIVATE MANAGEMENT OF CORRECTIONS—More pioneering to see if someone else does it better for less money.

20. ABOLISHING MEMPHIS STATE UNIVERSITY'S UNDERGRADUATE TEACHER EDUCATION PROGRAM—In its place is a master's degree program attracting talented men and women who already have college degrees in their teaching fields and who want to be teachers. It's the wave of the future.

21. TENNESSEE HERITAGE OF MUSIC—Three million dollars in endowment and annual operating funds for symphonies and community orchestras.

22. MEMPHIS JOBS CONFERENCE—The catalyst that helped our largest city find its strengths, celebrate them, and move ahead.

23. TENNE-SENIOR—Retail discounts for 530,000 Tennesseans sixty-five and over.



24. TOURISM BECOMES A \$4 BILLION INDUSTRY—With the help of Tennessee Homecoming '86, a big advertising budget, and the World's Fair.

25. ALL DONE WITH THE LOWEST TAXES IN THE SOUTH—State and local per capita taxes in Tennessee are the lowest in the South; there are a thousand fewer state employees than there were eight years ago, the state debt has been reduced six of the last eight years, and Tennessee is one of eleven states with a Triple A bond rating.



Honorable Mention:

Clean Roadsides—A litter pick-up crew in every county.

Medical Home for Every Child—So every poor child has a doctor.

Tennessee Tomorrow—So tomorrow's political leaders can meet today's.

Jobs for High School Graduates—Skills and jobs for high school graduates who otherwise would have been *least* likely to succeed.

"Just Say No"—Preventive measures to halt the alcohol and drug epidemic among young Tennesseans.

I figure everyone else will develop a report card for the last eight years so I might as well offer my version.

Statement of
Lamar Alexander, Secretary-Designate of Education
Before the
Senate Committee on Labor and Human Resources
February 6, 1991

Mr. Chairman and Members of the Committee:

It is an honor to be asked to be Secretary of Education by the President who wants to be the Education President. It is a privilege to appear before the United States Senate, whose members I learned to respect when I worked here more than twenty years ago as Legislative Assistant to Senator Baker. I am especially grateful to Senator Jim Sasser and Senator Albert Gore, Jr. for presenting me to this committee and for supporting my nomination.

I am sure that Senators Sasser and Gore would agree with me that one of the most interesting drives in Tennessee these days is south of Nashville along Highway 96 past Early's Honey Stand to Spring Hill. There, behind a big antebellum mansion and a mound of earth, sits the \$3 billion General Motors Saturn plant, perhaps the largest private investment by an American company in history. The reason that the Saturn plant is so interesting is not its size, or even the attractive new cars that are made there, but the people who work there.

The men and women of Saturn are principally United Auto Workers who have moved their families from states like Indiana, Michigan and California to Tennessee. These families have given up seniority, given up some of their guaranteed pay, uprooted themselves and become part of a team that has set out to build an American car that is as good or better than a car made anywhere in the world.

The lessons the Saturn men and women have learned are lessons for all of us. When they arrived in Spring Hill to apply for jobs, they were tested to see how well they could perform as members of a team that would construct a defect-free headlight -- defect-free because if it is not, someone will buy a car made in Tokyo or Bonn. Teams at Saturn quickly learn that team members must know math, must understand spatial relationships, must be able to handle inventory, must be able to read and communicate well, must be able to work as part of a team, and they must be good at solving problems.

The United Auto Workers president at Saturn told me that almost every job applicant at Saturn who goes through this process comes out asking two questions: the second question is, "Where do I find good schools for my kids?" And the first question is, "Where can I go back to college?" Saturn working men and women, after they understand what the challenge of world competition really means, want more education.

The story of the Saturn families is really the story of every American family. Most Americans sense that we have a problem in education, that we are not measuring up, that we are not realizing the potential of the country that likes to be the first and the best in the world. We are beginning to understand that, suddenly, the world has changed. Suddenly, we and our children need to know more and be able to do more to live and work in the world the way it is today.

There are new world standards in math, in science, in history, in geography, and in English that we must meet today, standards that were not necessary to meet even ten or twenty years ago. We must define and describe these standards and how they affect our learning. We must measure and report to ourselves on how well we and our children and their schools are doing in relation to those standards.

And then we must do more. For today's children, we must develop better, restructured schools, schools that work, schools that teachers will proudly teach in and that parents will gladly choose for their daughters and sons.

For tomorrow's children we need to begin one by one, to break the mold and create new schools that will truly meet the needs of the next generation.

For ourselves, today's grown-ups, we need to go back to school -- not to the classrooms with the small desks, but to training in the workplace, to the community college, to the university, the union hall, almost anywhere that we can bring our knowledge and skill levels up to the place that will help us compete in the world as it is today.

That's not all we must do, of course. We must attend as well to the education of those with special needs, those who are recent arrivals on our shores, those whose circumstances have been blighted by poverty, by drugs, by discrimination or adversity.

Education helps democracy work. It makes our economy strong. It is the way, in America, that a person moves from the back of the line to the front. It includes the research that creates the ideas that keep us out front. Education frees an individual to work for himself or herself, so as not to take so many orders from other people. And perhaps most important today, education helps us understand what the brave men and women in the Persian Gulf are fighting for.

I believe this country has taken an important step in agreeing on national goals for education. Now our mission is to see if we can get the train moving down the track toward those goals and make room on the train for every American. That is an enormous challenge. It ought to be conducted in a bipartisan way. I look forward to the opportunity to work with members of the United States Senate to help that happen.

THE WHITE HOUSE
WASHINGTON

91 MAR 4 AM 10:09

They are entitled to their opinion!!!

MEMORANDUM TO THE PRESIDENT

FROM: DAVID DEMAREST *DD*

DATE: MARCH 1, 1991

RE: Wall Street Journal article (attached)

While you may not have appreciated the thundering silence of the "opportunities" speech you gave Wednesday, this Wall Street Journal article called it your "most eloquent speech" on the subject of opportunity and choice. If you haven't seen it already, I thought you might like a copy.

I do believe in your future speeches we should emphasize the qualities that achieved victory in the Gulf (teamwork, belief in technology, resourcefulness, discipline and determination, etc.) -- and begin applying them to domestic problems.

The country is extraordinarily optimistic right now. We need to tap the optimism and take the initiative in channeling it toward achieving this Administration's priorities.

Plenty of Troublesome Domestic Issues

By ALAN MURRAY and DAVID WESSEL
Staff Reporters of THE WALL STREET JOURNAL
WASHINGTON — Welcome home, Mr. President.

The successful conclusion of the Persian Gulf war means President Bush can now turn his attention to problems at home—problems that critics from both ends of the political spectrum say he has ignored for too long.

"We can congratulate ourselves on a brilliant war abroad," says Stuart Elzenstat, domestic policy adviser in the Carter administration. "It's now time to win the battle at home."

Adds Stuart Butler, who heads up domestic policy for the conservative think tank Heritage Foundation, "So far, the president has showed his attention and interest on the domestic side is clearly lower than on the international side. But who knows? Maybe he has found himself in the last few months."

With public opinion soaring behind him, Mr. Bush will have a chance to use his popularity to push a domestic agenda on issues from civil rights to bank reform.

Whether he will do so, however, remains in doubt. "There's never been a better opportunity to be aggressive as far as his own legislative agenda," Republican pollster Richard Reed of Market Opinion Research says confidently. But pressed to define Mr. Bush's top three domestic priorities, Mr. Reed acknowledges, "I'm not sure it has crystalized yet as far as the White House is concerned."

Among the issues waiting to be addressed:

THE ECONOMY

The Bush administration has disavowed any effort to fashion anti-recession policies, arguing that the recession will end before such efforts could take effect. That bet may prove correct; already, there are tentative signs the slump may be bottoming out.

Even if it is, the longer-term health of the economy remains a serious concern. U.S. wages continue to be stagnant, U.S. companies continue to lose market share to foreign rivals, and some economists argue that any recovery may be a sluggish one. President Bush hasn't provided a clear recipe for economic growth. So far, his main economic policy prescription—a cut in the capital-gains tax—has been stymied.

At the same time, the president must defend last year's hard-fought deficit-reduction law as congressmen from both parties seek to evade its constraints—and advocates for everything from shelters for the homeless to federal aid for airlines ask why Mr. Bush can tackle foreign emergencies but won't see domestic problems as emergencies. One tough test for the White House will be handling popular but costly bills to improve veterans benefits.

HEALTH CARE

Budget Director Richard Darman has pinpointed health care as one of the nation's most pressing problems. Health-care costs have soared from 6% of the nation's output 25 years ago to 12% today, and are

growing at double-digit rates. Yet more than 30 million people lack health insurance.

Many businesses, pounded by these costs, are pushing for reform. Although many members of Congress seem eager to address the issue this year, President Bush and his administration have shown little inclination to tackle the issue now.

"He's got to take the initiative, rather than let Ted Kennedy run with the ball," says Mr. Butler.

BANKING

Mr. Bush's Treasury Department has proposed the most sweeping restructuring of the banking system in half a century, and portions of the plan have been applauded by bank analysts. But the proposal will face rough sledding in Congress, and President Bush's personal involvement may be needed to ensure its success.

"If he really wants this, he may have to twist a lot of arms," says Robert Litan of the Brookings Institution. The administration also faces the lingering—and politically charged—problem of financing the savings and loan cleanup at the same time as it needs to shore up the fund that insures banks deposits.

CHOICE & OPPORTUNITY

The Bush administration has said it plans to make "choice" and "opportunity" the bywords of its domestic agenda, and has proposed measures to encourage home ownership among the poor and allow parents more choice among schools. But even advocates concede Mr. Bush hasn't yet made a persuasive public case for the measures.

The president's most eloquent speech on the subject was made on Wednesday — ~~the same day the war ended, ensuring that it got almost no public attention.~~ "The issuance of the domestic agenda the very day he's announcing the end of the war is another indication of a kind of blind spot this administration has for domestic leadership," claims Mr. Elzenstat.

Democrats are pressing their civil rights bill again, the same one that Mr. Bush vetoed last year. The White House has yet to find a successful way to advance its counter-proposal without appearing insensitive to minorities.

← As if we
knew two weeks out
when the war would
end!

Wall Street Journal

3-1-91

March 5, 1991

Memorandum

Re: The "lessons" of Desert Storm

I.

The cliché is that the President, for all his increased stature coming from victory in the Gulf, will have little success converting his momentum into a stronger domestic policy. Our opponents say: "The Pentagon did a great job. Now why can't America be great for the rest of us?" We should respond: "The Pentagon did well because it faced up to the challenge of change. Now it is time for the rest of America, especially those institutions that care for our most vulnerable citizens, to take the same hard look at themselves and make the needed reforms. Then, and only then, will the homefront be the kinder, gentler place we dream of."

The President has the opportunity to apply the momentum gained from the successful outcome of the Kuwait crisis toward solving domestic crises. But, he can say, solutions to chronic problems will require new medicine, as opposed to simply more of the same.

We must not be put on the defensive by Democratic Scuds. We can win the upcoming domestic struggle by getting out front with a domestic plan that seeks to duplicate the marvelous overseas success of the military here at home. Thumbs-up leadership, clear and confident about our goals as well as our technology, can overcome the domestic naysayers just as surely it did the critics of Desert Storm.

The Gulf War has given the opposition new arguments:

- First, that the "Can Do" attitude of the President in the Gulf contrasts sharply with the Administration's alleged hesitancy in domestic policy. The government can work here at home, our opponents will say, but only if the Chief Executive displays the will and the wallet to make things happen in education, health care, etc. Typically, the Senate Democrats have just released a document entitled "The US in Retreat on the Domestic Agenda."
- Second, that we are not competitive; that the private sector is not up to the standard set by the Pentagon. That is, we have a state-of-the art military, but we can't make VCRs. (The attached story, from the front page of yesterday's New York Times cites Raytheon, which can build the Patriot missile, but can't sell washing machines.)

The success of our military proves our point, not theirs. The President has always valued public service. He himself said "I do not hate government." The point is that status quo government operations that ignore new ideas and blindly expend resources didn't work in South Vietnam and it didn't work in the South Bronx. Recent experience suggests that the Pentagon learned this lesson of accountability, while the domestic public sector did not.

The speed and relatively low cost should not make us lose sight of the full dimension of our victory. Recall that six weeks ago Iraq had the fourth largest military in the world, with some of the finest military equipment from not only the Soviet Union, but also Western Europe. The "experts" said it would be a bloody, if not lengthy fight. Our soldiers won because they focused on the bottom line; on outcomes, not inputs. Would that the rest of our society be as "good to go"!

The different results -- success on the one hand, failure on the other -- provide the bridge for us to move from our foreign victories to our domestic future. We do indeed have a 21st century military. If we want the rest of America to catch up -- especially those who have been left furthest behind -- then we will have to do things differently, just like the Pentagon has since Vietnam.

This positive, revisionist view of the Pentagon is not common among Beltway elites. We should all learn from the March 1 Gallup Poll, which showed that 88% of Americans have "a great deal" or "quite a lot" of respect for the US military, compared to 58% for organized religion and just 33% for Congress.

II.

Taking a moment to deal with the two Scud arguments mentioned above:

First, we have to define what the "lessons of Vietnam" were to the military as an institution and how it came back from the nadir of the early 70s. It is a myth that it was simply the spending of the 80s that got us where we are today. Money alone can't solve problems of drugs and race relations -- look at the larger society as proof! More money helped -- although we know that some of it was wasted -- but many of the fundamental systemic reforms date back to the 70s.

The lesson of Vietnam was the need for change: the old system had failed. If the military -- especially the Army -- was going to survive, it would need perestroika. Gens. Powell and Schwarzkopf are products of that highly successful restructuring. Consider their achievement: in the wake of humiliation in Vietnam, and in the midst of budget cuts at home, the military

transformed itself in a way that compares favorably to the restructuring of much of American heavy industry. DOD shrank -- as late as the 60s, it accounted for 10% of GNP. At the peak of the Reagan build-up, that share never got above 7%, and has been drifting down for the past half-decade. People were laid off as layers of management were cleared away. Programs and facilities were terminated. Hallowed dogma overturned. Like any institution, the military didn't make these painful changes because it wanted to. The military changed because it had to. Necessity is still the mother of invention.

And so the military came away from the Vietnam crisis stronger and better. Compared to Vietnam, or even World War Two, this was a smarter, leaner, and lighter military. For all the depreciation and underestimation it has endured for more than two decades, the US armed forces just achieved one of the greatest and quickest successes, at the least cost, of any military in history. To repeat: the military succeeded by adapting. How many domestic bureaucracies and associated interest groups have demonstrated the same willingness to experiment and if necessary, replace programs and functions that no longer work?

The military did well in the Gulf because it displayed the entrepreneurial dynamism that we frequently associate with small business and almost never with the government. But if we can do it for the Pentagon, we can do it for the rest of the government. Our approach should be: "It can be done!"

Second, we should make the point that the private sector is doing exactly what is needed to make itself competitive in the 90s -- they are getting leaner and meaner to face foreign competition. In the course of creating 40 million new jobs since 1972, there have been many painful, socially wrenching dislocations. Business may not be moving as quickly as we would like, but then the government has been more hindrance than help, from counterproductive tax policies to producing a high-cost poorly-educated work force. We should hammer at the point that the domestic bureaucracies -- local, state, and federal -- that have the worst cost/benefit ratio have also been the least responsive to the need for change. Why? In spite of their failures, politicians have never forced reform, as they quite rightly did to the Pentagon. This may be our window of opportunity!

The time has come, the President can say, for the Congress to move forward on a bold domestic agenda of reform and restructuring, so that our domestic public sector can face challenges as effectively as the Pentagon just did. That's why we need educational choice, enterprize zones, tenant management and ownership of public housing, and other empowerment and competitiveness initiatives that would unleash all the optimism

and energy of the American people.

III.

The military has made many of these new ideas work.

The most important progress was the appreciation of the importance of people. Long before the rest of the country thought about the implications of the Workforce 2000 report, the military was grappling with the long-term implications of a labor pool that is blacker, browner, and more female.

Thoughtful officers concede that the draft led the Pentagon to a certain sloppiness about the use of its human resources, in combat and in peacetime. Today's volunteer military (the ultimate in "choice"!) has managed to not only attract and retain good people, but also to upgrade their skills. The mindless rotational ticket-punching that wrecked morale and cohesion in Vietnam was done away with. Officers were required to have college degrees, and were sent to get graduate training at outside universities in mid-career. Yet for all its emphasis on education, the military has avoided an excessive emphasis on credentialism: Colin Powell freely admits to being a "C" student at the City College of New York. The result of this progressive approach to human resources, as we have seen, is a "workforce" that is not merely competitive, but dominant around the world!

In some cases, technology was the answer. For example, "laser tag" enabled the military to measure more closely the results of war gaming exercises. For the first time ever, generals could ascertain which maneuvers -- and which officers -- were getting the best and worst results. To its credit, the military used this information as a guide to reform.

At the NCO level, the military clearly educates better than the public sector. Some might prefer to call it vocational training, but that's just another term for the process of diffusing knowledge. The military and McDonald's are the two most effective job training outfits in the country today. What do they know that the public schools do not?

(The fact that few if any in the education establishment have ever paused to think about how the Pentagon succeeds at motivation and training is a telling indicator of the invincible smugness that can accompany programmatic failure. We should give serious thought to more fully utilizing the human capital of the military for broader purposes, e.g. drill sergeants as vocational trainers, or medics in inner city hospitals.)

Another example: race relations. The military integrated in 1948, six before Brown v. Board of Education. What other American institution can point to such success, to the point

where a black man stands at the pinnacle of the organization? The military did this by adhering to a color blind, strictly meritocratic system that ignores social class and focuses on hard work and results. Note that it operates with no quotas.

And what other institution has given women such a variety of opportunities that historically had always been closed to them?

The military has made full use of "hot" organizational strategies such as management by objective, decentralization, streamlining, even empowerment.

In Desert Storm for example, we were routinely flying 2000 sorties a day. This sort of undertaking cannot be centrally coordinated. The same imperative for decentralization applies to ground forces. Victory today requires the flexibility that only comes from individuals being empowered to think and improvise for themselves. This stands in sharp contrast to Vietnam, where combat was overmanaged from the White House, the Pentagon, and Saigon. From the President on down, leaders in the chain of command set the goal and let their subordinates, closer to the situation, figure out exactly how to achieve their mission.

Our "new paradigm" tactics were in sharp contrast to those of these Iraqis, whose "old paradigm" ways were learned from the Soviets. The Red Army's top-down approach may have worked in 1945, but it is no more effective in contemporary warfare than Gosplan has been in the post-industrial economy.

Over and over again, the military has chopped away at its logistical tail and its bureaucratic overhang. There's still room for improvement, especially in the acquisitions process, but that that's a subject for another time, as it would require a broader consideration of the Congressional authorization and appropriations process.

While always working to further improve the military, we need to begin the same relentless process of streamlining and restructuring of domestic programs. For all the rhetoric of the 80s, this did not happen. Spending went up and performance went down. If we had had this level of performance in the Persian Gulf, the Iraqi flag would still be flying in Kuwait City.

IV.

The American people are not stingy. They have demonstrated over and over again that they will put money into things they believe in. They will invest in education, for example, but they have to be satisfied that they will get a reasonable rate of return. From the data during the last few decades, one can make a reasonable argument that the rate of return on incremental investment in public education is negative. The public is wise

to withhold more money until the education establishment puts itself through the same sort of wringer that the military and corporate America went through in the 70s and 80s.

Some people will tell you that America would be stronger and safer if the public schools, as is, got 10% more and the Pentagon got 10% less. Do most Americans believe that we need fewer Tomahawks and more school administrators? Most people would agree that the extra money would for the most part be wasted. Our critique of the status quo, combined with a positive plan for the future, would hasten the process of reform and improve education for all.

Crisis, followed by diagnosis and reform, leads to success. These are the lessons of Desert Storm.

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 27, 1991

REMARKS BY THE PRESIDENT
IN ANNOUNCEMENT OF OPPORTUNITY ACTION PLAN
TO CIVIC AND CHARITABLE ORGANIZATIONS

The J.W. Marriott Hotel
Washington, D.C.

11:08 A.M. EST

THE PRESIDENT: Thank you very, very much. And what a wonderful reception. And I interpret that, I think properly, the same way I interpreted the applause at the State of the Union message -- as strong support for those men and women that are serving our country overseas. And now the war is almost over, and I think we owe them a vote of thanks, and I think I heard it right now. So thank you, Bill, and I'm just delighted to be here.

I want to shift and talk about domestic matters. And Bill, I couldn't help but glance at this marvelous quilt coming in here, and I do think that we owe you and all the others in the association a vote of thanks for following through and, indeed, being points of light.

I want to salute our Attorney General who is with us today; our two able Secretaries so concerned also about what we're talking about today, Secretaries Kemp and Sullivan; Ted Sanders, who is doing a superb job as our Acting Secretary at Education; and, of course, my old friend, a man so well-known to all of you, Bob Woodson of the Center for Neighborhood Enterprise. You know, it's hard to believe that a year has passed since the challenge Bill mentioned, since I challenged the members of ASAE to channel the tremendous energy of this organization and transform a nation through community service. And what a terrific job you've done.

Looking around the room today, peeking, before I came in here, I see so many familiar faces, so many people that are making a difference in the lives of others. Every man and woman here believes in the power of the individual, and is bolstered by the conviction that America is indeed a land of opportunity. For more than 200 years, America has been the home of free markets and free people. And there is no question: opportunity in America is the envy of the entire world.

The story of America has been the story of opportunity. Throughout our history, we've pioneered the frontiers of liberty for all humanity. Our Founding Fathers created perhaps the most simple yet profound document in modern history -- our Constitution and Bill of Rights. Abraham Lincoln broke forever the chains of human slavery. The suffrage movement made the promise of democracy a reality for women. The founders of our public schools unleashed our national potential through universal education. And by their struggle for equal rights, the leaders of the civil rights movement helped bring dignity to the oppressed and disenfranchised. The story of opportunity in America is the story of Thomas Paine and Frederick Douglass, Clara Barton, the Wright brothers, Rosa Parks.

But it doesn't end there, with these heroes from our past. There are the new American heroes of today, many of them in this room. And they, too, are inspired by pride, integrity, faith in the dignity of man, and courage -- yes, courage to overcome the odds. It's called leadership by example -- and it's made America the world's great beacon of freedom.

MORE

These modern visionaries are the ones that are making history -- propelling us into the next American century.

Theirs is a movement -- it's more than 200 years old -- as old as the Declaration of Independence -- a movement defined by what Jefferson called "the American mind" and what I've been calling "the American idea." It continues to sweep our country today with a vigor as strong as ever. It's a vision driven by the strength and power of the American Dream.

And I share that vision -- for what is the American Dream if it isn't wanting to be part of something larger than ourselves? If it isn't creating a better life for our children than we might have had? If it isn't the freedom to take command of our future?

For most people, these aspirations mean enjoying the blessings of good health or having a home to call one's own, or raising a family, holding a stake in the community, feeling secure -- secure at home or in our neighborhood.

But for others, sadly, America has not yet fulfilled the promise of equality of opportunity. We know who they are: They're the hopeless and the homeless, the friendless and the fearful, the unemployed and the underemployed, the ones who can't read, the ones who can't write. They are the ones who don't believe that they will ever share in the American Dream.

I'm here to tell any American for whom hope lies dormant: We will not forget you. We will not forget those who have not yet shared in the American Dream. We must offer them hope. But we must guarantee them opportunity.

It's been said, "Hope is a waking dream." That awakening begins with learning, understanding the power and potential of individual effort, developing a skill, and with it, independence, earning a living, with dignity and personal growth. More skills mean more freedom -- more options for even greater opportunity.

Today, our administration is proposing an agenda to expand opportunity and choice for all. It involves more than six major initiatives across the scope of our entire government: restoring quality education, ensuring crime-free neighborhoods, strengthening civil and legal rights for all, creating jobs and new businesses, expanding access to homeownership, and allowing localities a greater share of responsibility. In its entirety, I believe it represents one of the most far-reaching efforts in decades to unleash the talents of every citizen in America.

In several weeks, I will have legislation to enact this agenda on the desk of every congressman. The administration's Educational Excellence proposals, by way of example, will put choice in the hands of students and parents -- so that they can choose the best school to attend. Our higher education system is clearly, unquestionably, the finest in the world -- creative, innovative and highly competitive. From the G.I. Bill to Pell Grants, college students already have the power to choose. And now it's time that our education system, all of it, became the finest in the world.

We're also proposing education reforms to build flexibility and accountability into our school systems. We've seen what education reform can do, from East L.A. to East Harlem. We're encouraging governors to bring together teachers, parents and administrators to work together to meet the needs of all students. We must cut the dropout rate and ensure that every student in America arrives at school ready to learn, and graduates ready to work.

For some time now, the administration has called for the restructuring of American education. We've got to raise our expectations for our students and our schools. But if we're going to ask more of them, it wouldn't be fair to tie the hands of the teachers and principals -- particularly those who make a difference.

We need responsive schools -- customer-driven ones, if you will. Schools that are more market-oriented, and performance-based, because it's time we recognize that competition can spur excellence in our schools. Choice is the catalyst for change, the fundamental reform that drives forward all others. These ideas will stir us and guide us toward meeting the national education goals the governors and I set up after that famous Education Summit -- because we can't expect to remain a first-class economy if we settle for second-class schools.

Millions of jobs await America's graduates in the coming years. But to fill those jobs, entrepreneurs will look increasingly to America's minorities: blacks, Hispanics and Asians, and to people just entering the economic mainstream, workers with disabilities, and mothers who have chosen to work outside the home. The majority of those jobs are safer, are cleaner, higher skilled, better paying jobs. And they will go to the ones who have what it takes -- a quality education.

Everyone knows the best education takes place in a safe, drug-free environment. It is difficult for children to learn if there's violence in the classroom. Or crime out in the schoolyard. Or drug pushers along the way home. And older students and workers find it hard to attend night school or put in late hours at the office because of the danger that darkness brings, especially in crime-ridden neighborhoods.

Low-income Americans are the ones more likely to be intimidated by crime, less likely to be able to take advantage of opportunities that may be across town or even just around the corner. They're the ones defending themselves and their families from the drug dealers and muggers down the hall or down the street. And they're the ones who need opportunity the most.

It is in their name that this battle for the streets of our cities must be waged. The thugs and the gangs and the drug kingpins should be the casualties of this war. Our tactics: mandatory sentences for using a firearm in a violent crime, strengthened protection against sex crimes and child abuse, tough prosecutors, courts that mete out equal justice, swiftly and surely, a prison system that is up to the job. And finally, our strategy must include an unequivocal commitment to our young people. There are meaningful and adventurous alternatives to a life of crime. And it starts with education, a neighborhood that's safe and secure.

Opportunity is built on these foundations, but the door is opened by one thing -- a job. Every American who wants a job should be able to get one. Of course, vestiges of the past remain. Bigotry and discrimination, regrettably, still do exist. But we have powerful legal tools for eliminating discrimination. And remember, the legal guarantees of equality of opportunity are largely in place: Brown vs. the Board of Education, the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Fair Housing Acts of both 1968 and 1988, the Americans with Disabilities Act of 1990.

To assure that every American enjoys the equality of opportunity and access, I am determined to continue the vigorous enforcement of these and of all our civil rights laws.

And where our laws need improvement, I am committed to refining them. We will soon introduce legislation with strong new remedies to protect women from sexual harassment and minorities from racial prejudice in the workplace. And I call on the Congress to act promptly on this important initiative.

But legislation that only creates a lawyer's bonanza helps no one. We all know where opportunity really begins. It begins, as I said above, it begins with a job.

In our hardest hit urban and rural areas our enterprise zone proposal will create new small businesses. We're providing new incentives for employers to hire more workers, by eliminating the

capital gains tax on businesses in these areas, and attracting more seed capital. Our proposals mean economic growth, more minority entrepreneurs and most importantly, again, jobs.

The American dream also means choosing where to live and, for many working people, owning a home someday. We're offering public housing residents not only control and management of their own community, but for the first time, access to home ownership and private property to gain a stake in their communities. We've asked the Congress to provide much-needed funding for the HOPE program in 1991, to make this opportunity a reality in our inner cities this year. And we're proposing that Americans be allowed to use the money from their IRAs to buy their first home. These initiatives will bring us closer to our goal of one million new homeowners by 1992.

You know, there's something reassuring about becoming a part of a neighborhood, a community that pulls together in times of crisis, that looks out for one another. Each community in America is different, and its residents know best how to take care of each other, what the best options are for programs and services for those who need a hand. And so we're proposing to allow communities to restructure programs at the local level.

Our strength as a nation lies in the strength of our communities, the sum of our neighborhoods and families, our hopes and dreams for the future. This is our administration's agenda for opportunity. It begins in the heart of every person who believes in freedom and lives on in the American Dream. Every man and woman in this room shares its vision. The great poet, Carl Sandburg, put it this way: "nothing happens unless first a dream." Our mandate is to make the dream a reality.

We face a new century, a new American century. Half a world away, our allied troops face a defining moment in the new world order. And they are succeeding in their battle because each and every one of them possesses a pride in their country, integrity in their cause and courage in their heart.

Our troops will be home soon -- coming home to a grateful nation. And I want to ensure that their return is to a land of equal opportunity. And just as they have stood to safeguard our freedom -- the world's freedom -- let us stand with pride, integrity and courage in our hearts and expand the freedoms of all Americans. It's up to each of us to secure the triumph of "the American idea." And that idea is opportunity.

With God's help and yours, we will succeed. Thank you all very much. And may God bless our troops, and may God bless the United States of America. (Applause.)

END

11:30 A.M. EST

THE WHITE HOUSE
WASHINGTON

parental involvement
national leadership coupled
w/ local dynamics

competition & choice

- 1/2 continuity - w/ Pres
every step of the way
not starting over,
full partures

THE NATIONAL EDUCATION GOALS

*A Second
Report to the Nation's Governors*



February 4, 1991

THE WHITE HOUSE

WASHINGTON

February 1, 1991

To the Governors of the United States:

One year ago, we agreed on ambitious education goals and objectives for the Nation. Today, these goals have become woven into the fabric of our efforts to restructure and revitalize American education.

The compact we established in Charlottesville laid the foundation for an enduring Federal-State partnership on education through this decade and beyond. When we met to embrace the goals, I pledged to do my best to provide the national leadership and energy to keep education in the forefront of the Nation's domestic agenda and to mobilize my Cabinet to do their part to support these goals. This document reflects that commitment. As chief executives of the States, you hold the key to mobilizing your cabinets, communities, and citizens and developing the strategies within your States that will make these goals a reality.

I look forward to building on the momentum evident across the Nation toward improving education for all our children and citizens. I applaud your efforts and progress in the crusade to produce an educational renaissance in our schools.

Sincerely,

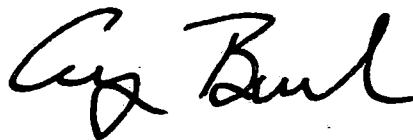
A handwritten signature in black ink, appearing to read "George Bush". The signature is written in a cursive, flowing style with a large initial "G" and "B".

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INTRODUCTION

In 1990, the Nation took several important steps in the reform of American education. Just four months after the President's Education Summit with Governors in Charlottesville, Virginia, President Bush announced six national education goals in his State of the Union address on January 31, 1990. At their Winter Meeting in Washington, D.C., the Nation's Governors unanimously endorsed a comprehensive statement of the national goals (Appendix A). Commending them for their leadership and partnership, the President told the Governors:

Today we are launching a new era in education reform. Its focus: high expectations. Its hallmark: results. Its energy derived from the people of our great Nation who will insist on a world-class education for our kids.

Announcing the goals was a milestone for American education. Since then, a remarkable consensus has developed across America -- among parents and educators, business and civic leaders, and elected officials at all levels -- that these are ambitious yet appropriate goals for the next decade.

At the July meeting of the National Governors' Association in Mobile, Alabama, the President and the Governors issued a Joint Statement creating a National Education Goals Panel. The fourteen-member Panel, composed of six Governors, four senior-level Federal executive branch officials, and the Majority and Minority leadership of the Congress, is charged with devising a measurement and assessment system by which progress toward the goals can be reported to the Nation annually. The Joint Statement of July 31, 1990 appears as Appendix C of this report.

Since its creation, the Panel has held three public meetings, assembled an independent staff, and established five resource groups composed of individuals with experience and expertise in measurement and assessment. These resource groups are in the process of formulating options and recommendations for interim and long-term indicators that will provide appropriate measures of progress toward the national education goals as well as a format for reporting the results to the Nation. Interim reports on the groups' work were presented at the Panel's most recent meeting held on February 2, 1991.

Since our last report to the Governors in July 1990, President Bush has advanced his commitment to education and the national education goals through a wide range of activities and initiatives:

- In his January 29, 1991 State of the Union address and his Fiscal Year 1992 budget, the President outlined his proposal for a new Educational Excellence Act "building on the partnership forged with the 50 Governors at the Education Summit."

- In conjunction with the National Governors' Association, the President unveiled a poster of the national education goals produced by the National Geographic Society on September 17, 1990. The poster was mailed to over 100,000 elementary and secondary schools across the Nation -- with a letter from the President and the state's Governor.
- Building on his Points of Light initiative, President Bush launched two initiatives to promote community service and partnerships to help achieve the national education goals:
 - The Presidential National Education Goals Award for Partnerships in Education is designed to spur volunteerism in education and to recognize exemplary business and community education partnerships that support the national education goals. An award will be given for each of the six goals every month.
 - StarServe, an initiative of the new Points of Light Foundation, will encourage students in grades 4-12 to get involved in community service and learn to be responsible citizens.
- On September 24, 1990, the President signed an Executive Order on Educational Excellence for Hispanic Americans (Appendix D) and launched the White House Initiative on Educational Excellence for Hispanic Americans. This unprecedented initiative establishes a President's Advisory Commission on Educational Excellence for Hispanic Americans and includes a number of specific actions and objectives to help our national education goals become a reality for Hispanic children and adults.
- On November 16, 1990, President Bush signed the National Science Scholars program, one of the President's original Educational Excellence Act proposals, into law, emphasizing that: "Mathematics and science education is an important priority for this Administration and the Nation."
- In November, President Bush saluted American Education Week by honoring individuals and organizations who are devoting their lives as volunteers to help improve education for citizens in their communities as "Daily Points of Light."
- President Bush and Vice President Quayle continued to voice their strong support for expanding school choice to the greatest extent possible and to applaud state and local efforts making choice in education a reality. Allowing parents to choose schools for their children is a cornerstone in the effort to restructure and revitalize American education.
 - In September 1990, President Bush met with state representative Polly Williams to express his support for her efforts with Wisconsin Governor Tommy Thompson to make school choice a reality for low-income families in Milwaukee, Wisconsin.

- Vice President Quayle has traveled across the country promoting choice in education. The Vice President visited Milwaukee's choice program, met with organizers of the school choice referendum in Oregon, and addressed a number of education, business, and civic organizations on the merits of educational choice. The Vice President continues to visit schools and meet with parents and teachers across the country and abroad.
- In December 1990, the Department of Education established a Center for Choice in Education, including a toll-free number (1-800-442-PICK), to encourage and assist efforts to expand choice across the Nation.
- In a major address on education honoring Jobs for America's Graduates on December 12, 1990, President Bush articulated five principles for restructuring America's system of education: "High expectations, decentralized authority, schools that are responsive, market-oriented, and performance tested."
- In a public service announcement aired during all the NCAA football bowl games on New Year's Day, the President encouraged viewers to stay in school and set their goals to succeed.
- On January 16, 1991, the President met with his Education Policy Advisory Committee to discuss the issue of national standards for assessing progress in student achievement and the importance of choice in education.

The President's personal leadership on education over the past six months has been magnified by the activities and initiatives undertaken across virtually all Federal departments and agencies.

- The Administration's sixteen-agency FCCSET Committee on Education and Human Resources, chaired by Secretary of Energy James D. Watkins, has produced a comprehensive Federal budget for mathematics and science education and developed priorities for the Administration's program in science and mathematics education.
- Shuttle astronauts aboard NASA's Astro-1 Space Shuttle Mission conducted the first "live lesson from space" that was downlinked to middle school students and teachers.
- The Department of Education released One-on-One: A Guide for Establishing Mentor Programs to assist educators, employers, organizations, and communities in creating effective mentor programs for youth.
- Attorney General Dick Thornburgh announced a new literacy standard for Federal prison inmates to ensure that all inmates achieve a standard equivalent to a high school diploma or GED level of literacy.

- The National Endowment for the Humanities released Tyrannical Machines: A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right, which assesses our current educational system and underscores the urgent need for change and dynamic reforms.
- In cooperation with other Federal agencies, Surgeon General Antonia Novella has established a "Healthy Children Ready to Learn" initiative. This national effort will focus on the contributions parents and families make to their children's early development and success in school.
- The Peace Corps signed an Interagency Agreement with the Department of Health and Human Services to launch a "Head Start and the World" initiative. The project will seek to export Head Start around the world by pairing Head Start teachers at home with Peace Corps volunteers operating early childhood programs abroad.
- The Department of Defense Dependents Schools (DoDDS) have teamed with the National Endowment for the Humanities to support a summer institute in Arabic Language, Culture, and Society for teachers in schools with large numbers of children who have parents deployed to "Desert Storm." In Germany, DoDDS has initiated efforts to enrich the capacity of its 150 history teachers to teach about the momentous events in Eastern Europe and increase their students' knowledge about the world community.
- An Interagency Agreement signed by Agriculture Secretary Clayton Yeutter and Interior Secretary Manuel Lujan with the Hispanic Association of Colleges and Universities will form the basis of a Hispanic-serving Institution Partner's Program within each agency. The program will seek to improve the education of Hispanic students in science and mathematics by sharing educational material and resources.
- In November 1990, the Department of Housing and Urban Development hosted a meeting on "Empowerment through Education" attended by housing authority leaders, public housing residents, and representatives of several Federal agencies.
- As part of the Department of Labor's School-to Work Transition initiative, six school-to-work demonstration projects were funded in September 1990. The projects are testing restructured school curricula that allow students to learn job-related subjects in a practical context and gain experiences relevant to the workplace.
- The President's Drug Advisory Council sponsored a two-day National Leadership Forum in November 1990, attended by 400 leaders from 172 community anti-drug programs representing 42 states. Participants shared successful ideas on all aspects of making a community anti-drug program work.

These and scores of other activities and initiatives are presented in the pages that follow, along with highlights of the President's Fiscal Year 1992 budget request to Congress. This report supplements an earlier report, The National Education Goals: A Report to the Nation's Governors, presented to the Governors at their Annual Meeting on July 29, 1990, on initial steps the Bush Administration had taken to implement the six national education goals.

As 1991 brings America one year closer to reaching the Nation's education goals, President Bush and his Administration remain committed to providing the leadership and support that will assist our students, schools, communities and states in making serious progress. Significant Federal resources are being devoted to programs and activities that support the national education goals. This report amply demonstrates the commitment of the President and the entire Federal Executive branch to continuing the historic partnership with the Nation's Governors and mobilizing efforts among all sectors of society on behalf of American education.

GOAL 1

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

"We've got to take the time after a busy day to sit down and read with our kids, help them with their homework, and pass along the values we learned as children. That's how we sustain the State of the Union."

President George Bush
January 31, 1990

If America's students are to achieve their full potential in school, they must arrive on the first day ready to learn. The Bush Administration has moved promptly in promoting efforts to expand Head Start, to enhance the role of parents as first teachers, to ensure children are healthy and ready to learn, and to develop research and statistics on school readiness.

President Bush's long-standing commitment to ensuring that disadvantaged children have an opportunity to participate in a comprehensive child development program before entering school has led to record increases in funding for the Head Start program in 1990 and 1991. In Fiscal Year 1992, the President is requesting \$2.05 billion for Head Start, which will allow 633,000 children to participate in this successful program. Funding for programs such as Even Start, an intergenerational family literacy program that assists parents and their children together, also has doubled during the last fiscal year.

The expansion of Head Start has been accompanied by efforts to improve coordination among early childhood programs administered by the Department of Education and the Department of Health and Human Services. Both Departments are working to coordinate their activities in the Head Start, Even Start, and Chapter 1 programs, and in doing so, to place particular emphasis on the role of early involvement by parents in their children's education.

In addition, the President is requesting substantial additional resources for the Special Supplemental Food Program for Women, Infants and Children (WIC), and the Centers for Disease Control's immunization program. Interagency initiatives are underway to ensure that children receiving benefits from Medicaid, Aid to Families with Dependent Children (AFDC), and WIC also receive age-appropriate immunizations.

Research has shown that one of the most critical factors in a child's overall early development is the extent to which his or her parents provide a nurturing environment in which learning can occur. The Federal government is undertaking vital research on school readiness and collecting data that are essential to learning more about a child's home environment, preschool activities, and parental involvement.

Many of the Administration's efforts to enhance parental involvement have focused on assisting disadvantaged parents. For example, the Department of Agriculture is pursuing strategies to help low-income parents become more effective as their children's first teachers. The Department of Health and Human Services is supporting Parent Child Centers in every state that also will strengthen the parent's role.

In his 1990 State of the Union address, President Bush encouraged all parents "to take the time after a busy day and read with our kids." Research indicates that children will do far better in school when they have been involved in early learning activities with their parents. These accomplishments will be reinforced by having schools and school systems that reach out to parents and work in partnership with parents and their children.

GOAL 1 - READINESS FOR SCHOOL

I. A "HEAD START" FOR DISADVANTAGED AND DISABLED CHILDREN

Interagency Initiatives

- To promote the effective transition of Head Start children and families into elementary schools, the Departments of Health and Human Services and Education have formed a Task Force on Transition between Head Start and schools. In November 1990, a letter was sent to Head Start grantees and school administrators informing them of this Federal effort that included suggestions for what they could do at the local level to improve the Head Start-to-school transition. In December, the task force held a meeting of Head Start and public school administrators from twenty large cities to prepare a plan for effective transition that includes preparation and dissemination of transition training materials.
- An Interagency Agreement between the Departments of Health and Human Services (HHS) and Education (ED) will focus on early childhood education and transition issues. The agreement provides for (1) expanded coordination among Head Start, Even Start and Chapter 1; and (2) a transfer of funds from HHS to support early childhood initiatives through ED's Regional Education Laboratories.
- The Peace Corps has signed an Interagency Agreement with the Department of Health and Human Services to launch a "Head Start and the World" initiative. The project will seek to export Head Start around the world by pairing Head Start teachers at home with Peace Corps volunteers operating early childhood programs abroad.
- In December 1990, an Interagency Agreement between the Departments of Housing and Urban Development (HUD) and Health and Human Services (HHS) transferred \$4.8 million from HUD's Child Care Demonstration program to HHS in a cooperative effort to extend Head Start programs to children residing in public and Indian housing. HUD and HHS are preparing to announce this joint initiative in the Federal Register during the second quarter of Fiscal Year 1991. An additional \$5 million from Fiscal Year 1991 funds will be transferred to HHS later this year for this purpose.

Department of Education

- The Department of Education's (ED) Preschool Grants program, serving an estimated 360,000 disabled children ages three through five, offers a head start to disabled children who are preparing for school. The program identifies and provides educational and related services, such as parent and personnel training, diagnostic assessments and physical therapy, so that disabled children may enter school ready to learn.

- ED's Office of Special Education and Rehabilitative Services also supports a variety of discretionary grants to improve the quality and availability of early intervention services for disabled children from birth through age three. For example, the Singer Research Institute is developing and testing intervention strategies to improve the integration of children with disabilities into regular preschool, pre-kindergarten, and kindergarten programs.

Department of Health and Human Services

- In 1991, the Department of Health and Human Services will implement the Head Start Transition demonstration grant program. Approximately \$19.5 million will be awarded to consortia of Head Start grantees and local education agencies to help low-income families with children in kindergarten to grade three address family needs and to support the active involvement of these parents in their child's education.

II. PARENTS AS FIRST TEACHERS

Department of Agriculture

- A partnership between the Department of Agriculture and a consortium of 1890 Land-Grant Institutions in sixteen states is focusing on helping low-income parents become more effective as first teachers and improving the capacity of community agencies to support needy families of preschool children.

Department of Commerce

- The National Oceanic and Atmospheric Administration is launching a new Parent As Teacher program to develop educational material that parents can use with their preschool children to generate an awareness of basic scientific and mathematical principles.

Department of Education

- The Department of Education's (ED) Even Start program is an inter-generational family literacy program that helps disadvantaged parents prepare and assist their preschool children to succeed in school, as well as reinforces a child's learning experiences in the early school years. The Even Start program currently supports 119 projects through local education agencies, and four state-operated projects for migrant education children. ED anticipates adding 100 new projects during the 1991-92 school year.
- ED's Office of Educational Research and Improvement (OERI) is developing a booklet to help teachers promote more home learning and support for parents as teachers. OERI also plans to launch a national parent awareness campaign to promote promising approaches to readiness.

- A new report on family education programs will be available in Spring 1991 through ED. The report describes promising programs that help disadvantaged parents better support their young children's learning.
- ED's Office of Bilingual Education and Minority Languages Affairs is developing a guide to instruct teachers on how to reach out and assist language minority parents in helping their children learn at home.

Department of Health and Human Services

- The Department of Health and Human Services (HHS) is supporting 24 Comprehensive Child Development demonstrations focusing on low-income children from birth to kindergarten and their families. The five-year projects will test the effectiveness of providing integrated services to low-income children and their families toward the result of enhancing their long-term economic and social self-sufficiency. Each demonstration project serves between 45 and 120 eligible families.
- HHS is encouraging states to operate Parent Child Centers that assist low-income families during the critical stage of a child's development and help strengthen the parent's role as the principal influence in a child's life. At present, 28 states operate 36 Parent Child Centers that provide services for children from conception to age three. Funding through HHS is available in 1991 to support at least one such center in every state.

Department of the Interior

- The Bureau of Indian Affairs is adapting Missouri's "Parents as Teachers" program and Kentucky's "Parent and Child Education" program to increase parenting skills and participation in early childhood programs among Native American preschool children and their families.

Department of Labor

- The Department of Labor's (DOL) Job Corps program has developed a new curriculum on parenting skills for use in all Job Corps centers. Pilot-tested in 1990, the curriculum is designed to teach Job Corps students how to help a child learn, keep a child safe and healthy, and provide constructive discipline. Six regional implementation workshops are scheduled beginning in January 1991. By October 1991, the curriculum will be implemented in all Job Corps centers and required for all Job Corps participants. Copies of the curriculum will be available through the McKinney Job Corps Distribution Center, located in McKinney, Texas (214-542-2623), beginning in October.
- New Chance, a DOL demonstration project cofunded with a number of foundations, is providing economically disadvantaged teen parents with comprehensive services, including parenting skills and literacy training.

National Endowment for the Arts

- The National Endowment for the Arts (NEA) is collaborating with professional associations and arts service organizations to produce a series of brochures on arts education which will be distributed through the Consumer Information Center (CIC). The brochures are directed specifically to the parents of young children to give them an understanding of the potential role of the arts in the lives and education of their children and helpful guidance and tips to stimulate creativity and share in arts experiences with them.
- The NEA conducts arts in education programs in partnership with all 50 states and U.S. territories. The new Arts Education Partnership Grants specifically fund and include appropriate pre-kindergarten activities in each state, acknowledging the developmentally appropriate role that the arts play in preparing children for school, and encouraging partnerships between artists, arts organizations, educators, parents, and child care providers in using the arts to enhance children's readiness to learn.

III. HEALTHY CHILDREN READY TO LEARN

Interagency Initiatives

- Surgeon General Antonia Novello has made the first national education goal one of her chief priorities and has launched the "Healthy Children Ready to Learn" initiative in cooperation with other Federal agencies. Preliminary activities in this national effort include:
 - A 1991 conference: "The Surgeon General's Conference on Healthy Children Ready to Learn: The Critical Role of Parents." This first conference will emphasize the contributions parents and families make to their children's education.
 - Identifying opportunities for mutual support among the activities supporting the six national education goals and the Nation's education-related health promotion and disease prevention goals for the year 2000.
 - Identifying all Federal activities directed to the health and education of children from birth to six years of age.
- When children enter kindergarten or first grade, 98 percent are adequately immunized. The national rate for appropriate immunization at age two is 70 to 80 percent. In some inner city and low-income areas, only 50 percent of two-year-olds are appropriately immunized. The Public Health Service together with other Federal and state agencies that provide services for low-income persons are identifying ways to ensure that children who receive benefits from Medicaid, AFDC, and WIC receive age-appropriate immunizations. To assist in this objective, the President is requesting a

\$40 million increase (18 percent) in support for immunization grants in Fiscal Year 1992.

Department of Agriculture

- Over four and a half million low-income mothers and preschool children receive supplemental food, nutrition education and access to health care and social services through the Department of Agriculture's (USDA) Special Supplemental Food Program for Women, Infants and Children (WIC). The WIC Program has proven its effectiveness in improving infant birthweights, which may be associated with improved cognitive development, giving disadvantaged youngsters a healthier start in life and greater hope for success in school. In Fiscal Year 1992, the President is requesting \$2.57 billion for WIC, a 9.5 percent increase over 1991.
- Because breakfast plays an important role in a child's ability to start the day ready to learn, the USDA's Food and Nutrition Service is sponsoring a series of grants to help states that wish to consider expanding the School Breakfast Program to schools not currently offering the program.

Department of Education

- The Department of Education's (ED) Office of Special Education and Rehabilitative Services is emphasizing, in its Early Childhood Education Program, the problem of children disabled through maternal drug abuse. As part of this effort, ED will fund new demonstration projects for children with disabilities born with HIV infection or drug addiction, and children with disabilities born to teenage mothers.
- ED's Office of Civil Rights (OCR) has issued formal policy guidance on the requirements of school districts to educate children with HIV infection and has also advised all chief state school officers of their legal responsibility to provide an appropriate education to children born with drug addiction and homeless children with disabilities to secure a quality education for these students.

Department of Health and Human Services

- President Bush is proposing a new initiative in Fiscal Year 1992 to help reduce infant mortality, prematurity, and low-birthweight. The \$171 million initiative, administered by the Department of Health and Human Services (HHS), will focus on prevention activities targeted to the ten states with the highest infant mortality rates.
- Secretary of Health and Human Services Louis Sullivan has developed a multi-year preschool health initiative with the Education Commission of the States, National Governors' Association, school foundations, and business organizations. State and local projects will aim to help prevent the causes of learning impairment and to better prepare schools to deal

with the consequences of adverse health conditions of young children. Specific aspects of school readiness targeted by the initiative include:

- Improving prenatal and perinatal care to reduce the number of low-birthweight babies and injury due to smoking, alcohol, and drug use;
 - Eliminating environmental health dangers such as malnutrition and the risk of infectious diseases through immunization; and
 - Preventing and ameliorating the effects of child abuse and neglect.
- As part of Secretary Sullivan's initiative, a "what works" conference will be held in 1991 to solicit input from health, nutrition, child development, and mental health experts in each of these school readiness target areas. Following the conference, a working group composed of Federal, state, and local policy makers; health and social service experts; and service providers will develop a plan for a series of "best practice" models for early childhood intervention to be funded through public-private partnerships.
 - In the second half of 1990, HHS and state Medicaid agencies implemented an expanded Early, and Periodic, Screening, Diagnosis and Treatment (EPSDT) program. Under the program, states seek out eligible children and families, inform them of the benefits of prevention and the services available, encourage their enrollment in EPSDT, and assist them with scheduling and transportation. States assess children's health needs through periodic examinations and assure that detected health problems are diagnosed and treated early. Between 1989 and 1990, screening examinations increased by 23 percent to 4.2 million and enrollees under continuing care increased by 13 percent to 1.2 million. EPSDT enrollment is at its highest in the program's history.
 - In late 1989, HHS awarded 20 demonstration grants to local organizations and institutions for drug abuse prevention and treatment services for pregnant, post-partum women and their infants. By 1992, up to 150 three-to-five year HHS grants will be supporting demonstrations to test ways to combat drug use among pregnant women and to eliminate the resultant drug exposure of infants. An evaluation is now underway to identify the most promising approaches.

IV. RESEARCH AND STATISTICS ON SCHOOL READINESS

Interagency Initiatives

- The Departments of Education and Health and Human Services are collaborating in funding a new National Research and Development Center on Families, Communities, and Children's Learning. The Center, located at Boston University, launched its work in January 1991. Other national centers that will contribute to knowledge of readiness for school are the Center for Education in the Inner Cities (Temple University) and the Center

for Cultural Diversity and Second Language Learning (University of California-Santa Cruz).

- In 1991, the Department of Education will release the results of several studies related to children's preparation and readiness. The Profile of Child Care Settings will provide national information on the extent and characteristics of licensed and regulated home-based and center-based child care and the experiences of young children in preschool. At the same time, the Department of Health and Human Services will release a parallel National Child Care Consumer Survey that examines the demand side of child care.
- At the Department of Education (ED), special efforts are being made to concentrate work on readiness among special populations. Working with other Federal agencies, ED is preparing an inventory of readiness programs serving special populations with emphasis on limited-English proficient, disabled, and at-risk populations.
- A study of the impact of service delivery to families in highly disadvantaged communities on young children's readiness for school is being funded jointly by the Departments of Education and Health and Human Services. The study, to be completed by Spring 1991, will help to determine whether the overall well-being and school readiness of children at risk can be improved by providing their families with multiple services in an integrated, continuous, and easily accessible fashion.

Department of Agriculture

- The Department of Agriculture's (USDA) Food and Nutrition Service (FNS) is conducting a Child Impact Study of the Special Supplemental Food Program for Women, Infants, and Children (WIC). The WIC Child Impact Field Test involves a two-phase project which first examines the health and nutritional impact of WIC on infants and children, then focuses on the behavioral, social and cognitive impacts of WIC.
- Two FNS studies on Smoking Cessation in Pregnancy will promote strategies to curb and eliminate smoking to help reduce low birthweight and infant mortality.
- FNS's Child Care Targeting Study analyzes current patterns of day care use and the nature of day care arrangements to learn the extent to which the Child and Adult Care Food Program serves low-income preschoolers.

Department of Commerce

- The Department of Commerce's Current Population Survey contains limited time series data on participation in preschool.

Department of Education

- The National Household Education Survey (NHES) conducted by the Department of Education (ED) will include an early childhood survey planned for 1991 and 1994 that will provide information on a child's home environment, preschool experiences, and parental participation in learning activities with preschool children.
- In Fiscal Year 1991, ED's Office of Research is investigating how parents help children become ready for school focusing on: developmentally appropriate activities, how families and environments affect readiness, characteristics of programs which prepare children for school, and the relationship between readiness and school performance.
- A project on Retaining the Benefits of Preschool for Disadvantaged Children will examine school policies and practices aimed at easing the discontinuities between preschool and kindergarten.
- Through ED's Office of Educational Research and Improvement:
 - Ongoing projects of the Reading Research and Education Center are examining learning at home and factors which contribute to a literate environment.
 - The Center for Research on Effective Schooling for Disadvantaged Students is studying the effectiveness of kindergarten programs and the Story Telling and Retelling (STaR) Program.
 - The Center on Assessment, Evaluation and Testing is working to create, maintain and analyze a national inventory of formal and informal practices for assessing readiness.
- In Fiscal Year 1991, ED's Office of Special Education and Rehabilitative Services will establish a new early childhood research institute that will focus specifically on children prenatally exposed to drugs and alcohol. A second institute will examine state eligibility policies and the availability of early intervention and special education programs for disabled infants, including drug-exposed infants. Model demonstrations will invite projects which develop innovative programs for drug-exposed children three-to-five years old.

Department of Health and Human Services

- In September 1990, the Department of Health and Human Services's (HHS) Advisory Panel for Head Start Evaluations convened and released "Head Start Research and Evaluation: A Blue Print for the Future." This five-year plan outlines broad strategies for a second generation of Head Start research, focusing on two areas: identifying which program components work for which groups; and how gains for children and families are

maintained after Head Start. HHS is in the process of implementing recommendations from this report.

- Two three-year university-affiliated projects will use Head Start programs as study sites to determine program variables which have the most beneficial impact on child development, family functioning, and family self-sufficiency. The relationships between learning styles and family characteristics also will be studied.
- HHS will conduct a five-year research project that will examine indirect interaction of participation in the Job Opportunities and Basic Skills program with family functioning.
- Through the National Institute of Child Health and Human Development, a five-year observational study of infants in their child care and home environments is now underway that will explore effects of marital relationships, parental roles and attitudes, and child care arrangements on cognitive and socioemotional development.
- National and state-level data concerning the status of childhood health are available through the Centers for Disease Control and the National Center for Health Statistics.

GOAL 2

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

"We must find new strategies to boost the graduation and literacy rates, strategies that really do get the job done -- strategies that really work."

President George Bush
September 24, 1990

The second half of the 20th Century has witnessed unparalleled advances in technology -- advances that have shaped everything around us, from space travel and environmental safety to the basic ways in which business, commerce, industry, and manufacturing occur. As the work-place has grown "smarter," we need to ensure that our citizens are equipped with the basic skills to function as productive members of society in careers of their choosing. More, not less, education is needed. The effort to raise the country's high school completion rate is one way to help ensure that our future workforce is capable of meeting the demands placed on it.

To raise the overall educational achievements of our youth, we must identify and develop successful strategies for improving the rate of high school completion and for assisting those at risk of dropping out. We also must strengthen the connection between school and work, and provide the research and statistical base to measure progress toward reaching the goal of a 90 percent graduation rate by the year 2000.

The Federal government can help ensure success through identifying and disseminating effective strategies for enhancing high school completion. During the last few years, the Federal government has undertaken almost 100 demonstration programs around the country that are designed to develop effective dropout-prevention strategies. Rigorous evaluation and dissemination efforts can help identify and then replicate the most promising activities and initiatives. The President is requesting \$29 million in the Fiscal Year 1992 budget to continue a set of dropout demonstration projects designed to provide information on strategies that are most successful in preventing children at risk from dropping out of school.

Appropriate incentives for children to stay in school and to obtain their high school diplomas are also needed. Schools must be relevant to the challenges students will face as workers and citizens. The "school-to-work" connection needs to be strengthened, beginning in the earlier grades. The Department of Labor has launched initiatives to identify and reward successful practices in this area and to explore competency guidelines on what skills employers will require and what skills workers need on the job.

Another major Federal role related to improving graduation rates is developing fair and reliable data on high school completion rates. Existing data often understate the actual rate of high school completion by failing to include individuals who return to complete high school or qualify for a General Education Diploma (known as the GED).

The Federal government is working to establish a uniform definition of "dropout." Dropout statistics have become an important education indicator during the last decade. There is a need for uniformity and consistency in both definition and measurement. Under Public Law 100-297, the Congress asked the Commissioner of the National Center for Education Statistics (NCES) to report annually on the number and rate of dropouts nationwide. NCES undertakes these activities in coordination with the Council of Chief State School Officers.

GOAL 2 - HIGH SCHOOL COMPLETION

I. "WHAT WORKS": ASSISTING YOUTH AT RISK OF DROPPING OUT

Interagency Initiatives

- The Department of Education's Office of Special Education and Rehabilitative Services and the Department of Justice are jointly funding a comprehensive training program for counselors of state vocational rehabilitation agencies involved with fourteen- to eighteen-year-old youths who have been drug dependent.
- By October of 1990, all states had implemented key elements of the Jobs Opportunities and Basic Skills (JOBS) program, which requires that teen parents who receive Aid for Families with Dependent Children (AFDC) benefits participate in high school or GED classes until they obtain a high school diploma or its equivalent. All states will have statewide programs in place by the beginning of October 1992. To support this, the Departments of Health and Human Services, Labor, and Education have awarded a contract to provide states with technical assistance in implementing the JOBS program. Further, reviews in individual states are identifying ways in which these programs can be strengthened.
- On November 9, 1990, the Secretary of Housing and Urban Development and the Secretary of Labor signed a Memorandum of Understanding to jointly develop and implement interagency efforts to help homeless and other low-income families and individuals attain independent living and economic self-sufficiency.
- The Department of Housing and Urban Development (HUD) is working with the Department of Agriculture (USDA) to ensure that high school students in public housing can take advantage of the Youth at Risk efforts. HUD will assist in helping USDA identify high-risk communities for program implementation.

Department of Agriculture

- The Extension Service's Youth at Risk Initiative is targeting 60 high-risk communities nationwide to help address the education-related needs of youth at risk and encourage school completion by building coalitions of public and private support and coordinated strategies that replicate successful model programs. With White House support and Congressional concurrence, \$7.5 million was appropriated and is being complemented by a \$5.926 million private sector grant from the Kellogg Foundation. In addition, key participants include the Departments of Justice and Housing and Urban Development, the National Science Foundation, the Carnegie Corporation, Ford Motor Company, Kraft General Foods, Inc., and the J.C. Penney Company, among others.

Department of Education

- Proposed priorities for 1991 dropout demonstrations include school-wide restructuring and comprehensive targeted programs for dropouts. A rigorous national evaluation will accompany the demonstration program. The President has requested \$29 million in Fiscal Year 1992 for new dropout demonstrations.
- ED is completing a comprehensive evaluation report on effective dropout prevention practices. This report is based on a comprehensive literature review of what works in dropout prevention and selected case studies of effective programs.
- The Office of Special Education is sponsoring multiple program demonstrations for seriously emotionally disturbed and learning disabled junior high school students at risk of dropping out of school. These demonstrations are aimed at developing educational programs and practices that encourage disabled students at risk to stay in school and graduate.
- The Office of Civil Rights (OCR) has issued a letter to all chief state school officers advising them of their legal responsibility to educate pregnant students pursuant to the laws that prohibit discrimination on the basis of sex and handicap. OCR has designated the education of limited-English proficient students as a priority issue on which to conduct agency-initiated compliance reviews. An increase in focus on language minority students nationwide will positively impact the rate of dropouts among groups at risk.

Department of Health and Human Services

- Accurate information about adoption can help unmarried, teenage mothers plan to complete their education. In 1990, the Adolescent Family Life program awarded 73 grantees a total of \$9.4 million to support research and demonstrations to provide pregnancy prevention services and effective care for pregnant adolescents and adolescent parents, and for other services that include teaching pregnancy counselors relevant facts on adoption and how to facilitate it. Disseminating accurate information about adoption as a positive option has been established as one of the objectives of Healthy People 2000, the national disease prevention and health promotion goals.

Department of the Interior

- The Bureau of Reclamation operates Job Corps centers located in the states of Colorado, Washington, Idaho, and Utah for the purpose of assisting disadvantaged youth to qualify for a high school diploma or a General Education Development Certificate.

- The Department of the Interior's (DOI) Stay-in-School program encourages financially disadvantaged students to work with DOI personnel while completing their education.

Department of Justice

- The Office of Juvenile Justice and Delinquency Prevention (OJJDP) supports Cities in Schools (CIS), a major public-private partnership, that works to prevent students from dropping out of school. Three central principles guide CIS:
 - A relationship must be established between a troubled youth and a caring adult;
 - The youth and service provider must be held accountable; and
 - Fragmented services must be coordinated and made available to youth and their families.

This is accomplished through alternative educational academies that are developed with existing community resources. CIS provides the training and technical assistance to local communities through the public school system in how to establish these alternative schools. Students are referred to these educational academies because of low academic achievement, poor attendance, disruptive behavior, or family problems. Counselors, social workers, and volunteers work with students to improve their personal, educational, and social development skills, provide employment skills, and reinforce positive behavior.

- The Alternative School Program identifies the needs of youth who are likely to drop out of school and coordinates community resources to help these high risk youth and their families. CIS developed a model alternative school program offering intensive education services, social services, vocational education and employment opportunities to potential high school dropouts who are at risk of using illegal drugs or engaging in delinquent behavior. Through a public-private venture involving support from the Office of Juvenile Justice and Delinquency Prevention and Burger King Corporation, CIS will replicate the alternative school concept in ten communities nationwide, including Miami, home of the Burger King Corporation. As part of this project, Burger King Corporation has agreed to make scholarship funds and corporate training opportunities to CIS students who stay drug-free. In addition, six other communities are in the selection process for participation in the program in 1991.

Department of Labor

- The High School Redirection project replicated in seven cities a highly successful alternative school that has been operating in Brooklyn, New York. The Redirection model is designed to keep youth in school and

includes an intensive remedial reading component. The project started in Fiscal Year 1987 and the schools continue to be in operation. The Department of Labor is now implementing a formal evaluation of the schools.

- The Youth Opportunities Unlimited (YOU) program targets impoverished inner city areas where the most severe dropout rates occur among minority youth. Dropout rates in these areas approach 50 percent. The YOU challenge grant demonstration, targeted to seven urban and rural areas with high concentrations of poor youth, has increasing high school graduation rates as one of its key goals. These local projects will be designed to provide comprehensive services to youth at risk, including education, housing, employment and training, parenting and recreation, and cultural components.

National Endowment for the Arts

- The National Endowment for the Arts supports the National Arts Educational Research Center at New York University specifically to probe the arts in education as powerful tools in motivating students to learn and stay in school. Research conducted by this center with teachers and researchers across the country, indicating the effectiveness of the arts in drop-out prevention through high motivation, is being made available nationally.

II. STRENGTHENING THE SCHOOL-TO-WORK CONNECTION

Department of Agriculture

- Both the Food and Nutrition Service and the Human Information Service employ students through the Stay-in-School programs of the District of Columbia and Maryland. Education is promoted at the college level by hiring summer interns. These agencies plan to participate in the Cooperative Education Program where college sophomores and juniors alternate between college and work, becoming eligible for non-competitive appointments upon graduation.
- The Office of Public Liaison coordinates an ongoing program, which currently involves over 100 USDA employees as volunteer tutors. Each tutor is assigned either one or two students for an entire semester, and is responsible for conducting one morning or afternoon tutoring session with his/her assigned student(s) each week. The tutor is also responsible for maintaining communication with the appropriate teacher(s) as necessary regarding the specific needs or progress of their assigned student(s).

The Department of Housing and Urban Development

- The Thousand Points of Light Committee of the Department of Housing and Urban Development (HUD) sponsored, initiated, and organized the first

Volunteer Departmental Committee to develop a mentor program for students participating in the District of Columbia Summer Youth Employment Program. The mentoring program provides HUD employees an opportunity to help these youth more realistically experience the world of work. Over 60 HUD employees have participated as mentors. Secretary Jack Kemp personally met and spoke with each one of the students and mentors. HUD proposes to establish the program as a permanent Departmental volunteer activity under the President's Thousand Points of Light Initiative.

Department of Justice

- In April 1990, the Attorney General initiated the Department of Justice's (DOJ) "Legal Advocates in Education" program. The program, which grants up to eight hours of administrative leave to DOJ employees to work with students in the Washington, D.C., public schools, enjoys continued success. There are over 200 DOJ volunteers for this program and the Attorney General has personally taught classes at the Stuart/Hobson Middle School on two occasions. In addition to DOJ personnel from the Association of Black Attorneys, the Hispanic Program Managers Committee, and numerous other volunteers who continue to be involved in tutor and mentor programs at these area schools, employees of the Immigration and Naturalization Service district office in Houston have started working with elementary school students in the Aldine Independent School District in Houston.
- The Office of Justice Programs allocated \$4.3 million in Fiscal Year 1991 for the Law Related Education Program and projects to prevent students from dropping out of school.

Department of Labor

- The Department of Labor's National Mentoring Campaign, launched in cooperation with the National Media Outreach Center, mobilizes private sector resources to help students at risk of failing in school and ultimately in the labor market. This effort involves recruiting business and labor volunteers to provide mentoring assistance and tutoring to students to help them stay in school and increase their achievement levels.
- The Job Corps Education Competencies Project places a continuing emphasis on basic skills enhancement and GED preparation. Job Corps is currently constructing a new comprehensive framework of educational competencies extending from pre-literacy to postsecondary levels. The new Job Corps Education Program will incorporate computer-managed diagnosis, assignment, testing and tracking in a technologically advanced and individually responsive educational system. Pilot-testing of the new curriculum and tracking system is scheduled to be completed by Summer 1991.

Office of Personnel Management

- The Office of Personnel Management (OPM) and the Washington, D.C., public schools are collaborating in a pilot effort to prepare high school students to compete better for Federal jobs upon graduation. This past fall, OPM staff briefed administrators and faculty on the design and rationale for the civil service examination and shared study guides with the group. OPM staff also presented a seminar on the wide variety of career options in the Federal service, including student employment opportunities. In November 1990, OPM administered a practice examination to more than 100 students and several teachers. Test results are being analyzed and specific strategies for improvement being developed. A second practice test is scheduled for February 1991. OPM, school administrators and faculty are establishing a formal training plan to be introduced in early 1991 for teachers to follow in strengthening basic student skills and test-taking abilities. A third administration of the civil service test is planned for May 1991. A similar effort in the Washington, D.C., metropolitan area is being discussed with Prince George's Country high school system.
- OPM, the George Washington University, and the American Society for Public Administration sponsored a Public Service Image Conference at the George Washington University on January 29, 1991. Federal agency representatives met with area high school students and their career counselors to discuss careers in public service. This will become an annual event.
- The Saturday Academy, a partnership initiative between OPM, the D.C. school system, Howard University, and the AETNA Institute for Corporate Education, continued its student enrichment series for selected seventh grade students this past fall. Students participated in structured learning sessions for ten Saturdays in communications, mathematics, science and computer competence. A Spring 1991 Academy is being planned. Beginning in 1991, the OPM Atlanta Regional Office, Clark Atlanta University, and AETNA Insurance Company will offer a Saturday Academy in Atlanta.
- In April 1990, OPM's Atlanta Regional Office launched a project to pilot the Federal Government's participation in the Jobs for America's Graduates (JAG) program. The pilot demonstrated that the program is viable for the Federal government. The OPM Atlanta Regional Office recommends expansion of the JAG program on a nationwide basis.
- In Boston, OPM is participating in the Partnerships in Education Program with the Boston Public School System at Madison Park/Humphrey Center High School. The primary goal of this partnership, established in March 1990, is for Federal agencies in the Boston area to provide mentoring, tutoring, and work experiences for students in Boston's inner city schools. As 1990 ended, 83 mentors had been trained and have students assigned to them.

III. RESEARCH AND DATA ON GRADUATION RATES AND DROPOUTS

Department of Commerce

- The Current Population Survey (CPS) provides information on graduation rates among groups within the American population, including by racial and ethnic background. Additional information on high school completions is being added to future CPS surveys.

Department of Education

- Work is underway at the Department of Education (ED) to complete data collection on 1989-90 school completions by regular diplomas, GED certificate and other certificates of completion. Such data are available through the Current Population Survey. In addition, ED has been working with the Council of Chief State School Officers to develop a new dropout survey, seeking to establish common definitions for use by the states in reporting to the Common Core of Data. The Third Annual Dropout Report is scheduled for publication in September 1991.
- At least five National Research and Development Centers will provide relevant research-based knowledge on school completion:
 - Center for Research on Effective Schooling for Disadvantaged Students (The Johns Hopkins University)
 - National Research Center on Education in the Inner Cities (Temple University)
 - National Research Center on the Study of Organization and Restructuring of Schools (University of Wisconsin)
 - National Research Center on Education Policy and Student Learning (Rutgers University)
 - National Research Center on Assessment, Testing, and Evaluation (University of California - Los Angeles).
- The Office of Special Education Program's state-reported data system has been collecting dropout and other high school exiting data for over five years. Additionally, the National Longitudinal Transition Study (NLTS) has collected dropout data on a sample of students, ages 14 to 26. Both sources report that the dropout rate for disabled students is at least 10 percent greater than that for nondisabled students. These national-level data have prompted states to undertake state and local analysis of the dropout problem, leading to special dropout projects aimed at correcting the problem.
- The Office of Elementary and Secondary Education is preparing to sponsor a conference to disseminate effective school practices in dropout prevention. The conference will report the latest research findings available on effective dropout prevention programs; describe state, local, and private

initiatives; and provide guidance on how to evaluate local dropout prevention programs.

- ED's Office of Special Education Programs is supporting an extension of the National Longitudinal Transition Study to gain more information about factors that contribute to high dropout rates for students with disabilities and ways that completion rates can be improved.

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.

"I came to this job believing that America can and must have a restructured and revitalized education system to enable us to compete successfully in the world and to empower each citizen to achieve his or her fullest potential."

President George Bush
September 17, 1990

The goal of substantially increasing student achievement can serve as a catalyst for reinvigorating and reforming America's schools. Reaching this goal requires encouraging and recognizing high standards of achievement in all children; restructuring our education system and schools to enhance accountability and promote excellence; assisting teachers in their mission of improving student performance; and establishing appropriate, fair, and constructive assessments that will encourage excellence.

Recognizing and rewarding excellence can lift the performance of our entire education system by influencing the expectations of students, teachers, and parents. In his new Educational Excellence Act, the President proposes a Merit Schools program that would reward schools showing improved performance in graduation rates, discipline, and student performance. This legislation would also authorize awards to the best teachers in each state. Last year, the Congress enacted the President's proposal for mathematics and science scholarships which the Department of Education is now implementing.

Restructuring our education system is essential to enhancing accountability for increased performance. The President has proposed devoting substantial Federal resources for magnet schools and educational choice. The Fiscal Year 1992 budget includes \$200 million in incentive grants to school districts having qualified choice programs as well as \$30 million for national demonstration projects to stimulate choice initiatives.

To maximize the ability of our educational system to undertake restructuring, the President has proposed legislation to enhance flexibility in the use of Federal funds in exchange for enhanced accountability for outcomes. The President and the Governors endorsed this reform at the Education Summit.

Having capable teachers in our classrooms is essential to improving student achievement. Alternative certification programs have proven effective in expanding the number of motivated and qualified teachers in our education system. The President's new Educational Excellence Act includes an initiative to reward states with alternative certification programs for certifying and training teachers and school administrators.

Finally, one way to ensure greater accountability in our schools is to provide parents, teachers, and schools with more and better information about how well students are doing. How much are they learning and at what level? Once provided with such information, parents will then be capable of making more informed decisions about their children's education on the basis of meaningful comparisons among different classrooms, teachers, and schools. The National Education Goals Panel is determining how to develop a measurement and assessment system that would report progress towards each of the six national goals. The assessment mechanism associated with the third national education goal has the potential to provide reliable information on several levels about how well our students are performing in school, whether the efforts to reform and restructure our educational system are working, and what are promising strategies to strengthen student performance.

GOAL 3 – STUDENT ACHIEVEMENT AND CITIZENSHIP

I. PROMOTING RESTRUCTURING AND INNOVATION

Educational Excellence Act

- The President's new Educational Excellence Act contains strategic initiatives to improve the learning achievement of all Americans and to restructure and boost the performance of the Nation's educational system. Many of these strategies were first advanced by the Nation's Governors. Initiatives in the Educational Excellence Act include:
 - A proposal in support of the commitment made by the President and the Governors at the Education Summit to work for legislation that increases flexibility in the use of Federal funds in exchange for enhanced accountability for the results achieved with those funds. The 101st Congress failed to enact a version of legislation which was supported by the President and the Governors designed to increase flexibility.
 - An initiative designed to promote educational choice through providing \$200 million in incentive grants to local and school districts with qualified education certificate programs. Qualified programs will, at a minimum, provide for public and private school choice. Funds received by districts will be available to support educational services.
 - A program of nationally significant educational choice demonstrations which will provide \$30 million to test and document choice initiatives.
 - A provision to spur alternative certification of teachers and principals.
- Other initiatives of the Educational Excellence Act are described elsewhere in this report and in the section on highlights from the Fiscal Year 1992 budget.

Department of Education

- The Department of Education (ED) this fall announced a new Center for Choice in Education and related choice initiatives. The Center includes a toll-free number (1-800-442-PICK) to provide assistance in the development of school choice programs.
- In addition to the Center on Choice, ED is seeking ways to promote and improve parental involvement in their children's education:
 - Increasing cooperation with professional organizations and parent groups; and

- Hosting a national conference in Fall 1991 on effective practices in programs which encourage parent involvement.
- ED also has initiatives underway to promote flexibility in applying Federal funds to local needs in ways that remain consistent with the basic purposes of the laws authorizing the programs.
 - Early in 1991, ED will issue updated guidance for all Chapter 1 program officials that explains existing flexibility under this program and clarifies common misperceptions about Chapter 1.
 - ED is conducting a review of all program regulations to identify where, by regulation, greater flexibility can be introduced using existing legislative authority.
- Chapter 2 provides for state and local educational agencies to retain the flexibility to decide how to use funds within a number of broad purposes. These purposes include: programs for students at risk; programs to acquire and use instructional materials to improve the quality of instruction; innovative programs for schoolwide improvements, including effective school programs; programs of training and professional development; programs to achieve personal excellence of students and student achievement; and other innovative projects to enhance the educational program and climate of the school.

National Endowment for the Humanities

- In Fall 1990, the National Endowment for the Humanities released Tyrannical Machines: A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting them Right, which points out deeply flawed practices at the heart of our Nation's educational system and encourages alternatives among which consumers of education can choose -- and choose wisely. The report's recommendations, which follow recommendations the President has supported, underscore the urgent need for change so that students will be better able to master challenging subject matter. Tyrannical Machines argues that the way we train teachers, select textbooks, and reward college and university faculty must be rethought and revised in order to achieve national educational excellence.

II. RECOGNIZING AND REWARDING EXCELLENCE

- Since taking office, President Bush has hosted at least sixteen ceremonies at the White House recognizing excellence in education. These include: National Endowment for the Humanities Teacher-Scholar Awards (March 2, 1989); National Teacher of the Year Award (April 5, 1989 and April 4, 1990); Presidential Scholar Awards (June 20, 1989); Secondary School Recognition Program Awards (September 28, 1989); National Distinguished Principals Awards (October 18, 1989); Presidential Awards for Excellence in Science and Mathematics Teaching (October 24, 1989 and

October 2, 1990); Elementary School Recognition Program Awards (September 17, 1990); and Environmental Youth Awards (November 14, 1990).

Interagency Initiative

- The Presidential National Partnership Awards Program, established by the Department of Education and the White House, is a new initiative to recognize outstanding education partnerships between schools, businesses and community groups that specifically contribute to reaching the national education goals.

Department of Education

- In addition to administering the Presidential National Partnership Awards, the Department of Education will continue to administer the Presidential Scholars Awards, the Presidential Academic Fitness Awards, the Elementary and Secondary School Recognition Program Awards, and other programs encouraging and recognizing excellence in education.

Environmental Protection Agency

- The Environmental Protection Agency's Environmental Youth Award promote elementary and secondary students participation in environmental projects in all 50 states.

National Endowment for the Humanities

- In Fiscal Year 1992, the National Endowment for the Humanities Teacher-Scholar program will be recast as a national competition. Instead of making awards according to state as has been done for the first three years of the program, a national competition will ensure that elementary and secondary school teachers with the best proposals -- regardless of where they are from -- will receive awards to spend an academic year of full-time study and research in the humanities. The Teacher-Scholar program enables teachers to spend a sabbatical year becoming better informed about the subjects they teach.

III. ASSISTING TEACHERS AND STIMULATING IMPROVED STUDENT ACHIEVEMENT

Interagency Initiatives

- The Department of Defense Dependents Schools (DoDDS), both overseas and stateside, are cooperating with the National Endowment for the Humanities (NEH) in NEH's efforts to support a Summer institute in Arabic Language, Culture, and Society for teachers in schools with large numbers of children who have parents deployed to "Desert Storm." The intent is to develop approximately 35 teachers as resources for their schools and com-

munities in the study of the Arab world, as well as to equip teachers to teach their students directly about the Arab world, thus expanding students' knowledge of a society that is too often neglected in the schools.

- The Department of Justice's Office of Juvenile Justice and Delinquency Prevention has launched a Satellite Pre-School and Early Elementary Schools for Privatized Public Housing program. The program is designed to address the need for early childhood education for children in public housing and provide a continuum of assistance by serving the needs of public housing resident children from preschool through grade four. The model will include a focus on individual attention, high motivation materials, and approaches that focus on traditional values. The program will be coordinated with the Department of Health and Human Services and the Department of Education.
- In a collaborative effort with the Department of Education, the Department of Justice's National Institute of Justice will initiate a Computer Crime Prevention project in 1991. The goal of the project is to develop and disseminate strategies to school boards, school administrators and teachers that will help them construct policies and curricula that cover important issues in computer technology ethics. An advisory panel of law enforcement, education and private sector experts will assist in developing the strategies.
- The Environmental Protection Agency will pursue cooperative efforts among Federal and state agencies, academia, the private sector, public interest groups and other concerned organizations to accelerate the development and implementation of effective environmental education programs. One priority is to develop and make available, in readily useful form, information about multimedia environmental education products, curricula, and techniques.
- Working with other agencies and private industry, the Environmental Protection Agency has launched curricula development efforts and is investigating alternative designs for an environmental information clearinghouse.
- NEA, in collaboration with the Department of Education, is creating a National Research Agenda for Arts In Education, which will address and clarify the powerful role the arts play in supporting and sustaining achievement.
- The U.S. Geological Survey, in cooperation with the Department of Education, helped develop and publish "Helping Your Child Learn Geography," a booklet designed to help stir a child's interest and curiosity about geography.

Department of Agriculture

- The Agriculture in the Classroom Program, cited by the National Academy of Sciences as a model education program, mobilizes thousands of volunteers across the nation to develop agricultural literacy. Instructional materials that liven classroom instruction and integrate agriculture into subjects such as mathematics, science, history, and language arts have been developed for every grade level. These materials also teach K-12 students about the wide variety of science and business career opportunities associated with the food and agricultural system.

Department of Defense

- The Department of Defense Dependents Schools (DoDDS) will intensify the study of the recent momentous events occurring in Eastern Europe for the 15,160 high school students attending DoDDS schools in Germany. In February 1991, 20 authorities from Eastern and Western Nations will present their perspectives, both historical and current, to 150 DoDDS history teachers to enrich their capacity to teach students while the students are living in and near the places where these events have occurred. As part of this program, DoDDS student will join students from several Eastern European Nations for similar studies during Summer 1991.

Department of Education

- Legislation will be proposed to begin a new Partnerships for Innovative Teacher Education program through which elementary and secondary schools and teacher preparation programs in colleges and universities will work together in the development of new teachers and the ongoing development of all teachers in the schools participating.
- The Department of Education (ED) has recently launched a nine-site program improvement initiative in which the Chapter 1 Technical Assistance Centers and Rural Technical Assistance Centers are providing intensive assistance to schools serving highly disadvantaged children. This multi-year effort is aimed at improving achievement among students most at risk.
- As part of the national assessment on Chapter 1, ED will examine the compensatory education program's impact on closing the learning gap between the students it serves and other students. In addition, the assessment will examine the impact of new program accountability provisions and testing issues in this largest Federal elementary/secondary education program.
- ED support programs for those most in need such as Chapter 1 Compensatory Education, special education and services, bilingual education, migrant education, education for the homeless, and students services programs to promote entry into postsecondary education for the neediest

students. ED is committed to a more extensive dissemination of information about "what works" to improve the educational performance of at-risk students.

- ED supports effective schools and schoolwide improvements through the Chapter 2 program of the Elementary and Secondary Education Act. Direct grants made to states support such activities as professional development or the implementation of effective programs; dissemination of information regarding effective schools research and model programs; dissemination of educational materials related to effective schools programs; and evaluation of effective programs.
- The Office of Special Education Program's Technology, Educational Media, and Materials for the Handicapped Program provides grants to institutions of higher education, state and local education agencies, and other agencies to assist public and private industry in developing and marketing new technology, media, and materials for persons with disabilities. The majority of disabled students are cognitively competent, however, many require special technology to learn. This program designs and adapts such instructional technology for disabled students eager to compete in challenging subject matter.
- The President's Advisory Commission on Educational Excellence for Hispanic Americans will work to improve educational outcomes for Hispanic students.
- This year, the report of the Indian Nations at Risk Task Force will be completed. The report will determine ways to implement recommendations for improvements in education for Native Americans within the context of the national education goals.
- ED will work to improve the education of migrant children by promoting the coordination of Federal programs that serve such children and their families, enhancing the Federal procedures for data collection, analysis, reporting, and information transfer among the states, and increasing access of migrant students to postsecondary education.
- ED supports inservice teacher training in mathematics and science through the Eisenhower Mathematics and Science program. Grants are made to states, local education agencies, and institutions of higher education to improve teachers' knowledge of science and mathematics and their skills in teaching these subjects. Funding for this program has been substantially increased and is proposed for further increase in Fiscal Year 1992.

Department of the Interior

- The Bureau of Indian Affairs (BIA) sponsored a Principals Academy for 60 of the 166 BIA principals in December 1990. The focus of the Academy

was total school improvement. The week-long program will be followed up in Spring of 1991 with another training program for these same principals.

- The Department of Interior's "Take Pride in America" (TPIA) campaign has resulted in the development of elementary school science curriculum guides for teachers in environmental education and stewardship by several state "Take Pride" programs. The National TPIA campaign office has also developed numerous environmental science educational resources for the American public including the Mark Trail environmental education coloring book for preschool and elementary school children.
- The Fish and Wildlife Service produced a newspaper, "Wetlands, Wildlife and You," which was distributed to over 390,000 school children explaining how children could help in conserving wetlands and waterfowl.

Department of Justice

- The Department of Justice's Law-Related Education Program helps students understand responsibilities and rights associated with everyday life. The lessons teach students about the foundations of a free democratic society, such as freedom, authority, justice, privacy and equality. It promotes respect for the law and a reduction in delinquent behavior, as well as focuses on the medical and legal consequences of drug abuse.

Department of Labor

- The Summer Training Education Program (STEP) project replicates in 14 states and 73 sites the successful model developed in a demonstration previously funded by the Department of Labor (DOL). The model involves summer reading and mathematics classes combined with employment and life skills. DOL's financial contribution will be \$1.3 million for this three-and-a-half-year project.

Department of State

- The Department of State's Optimal Match program assists teachers in deciding appropriate options to match challenging curricula with a child's individual needs. This stands in contrast to educational systems that have a pre-established program for grades K-12 and place a child in the course of study without substantial alteration for learning patterns, grade placement, or use of community resources in light of individual needs. The Chairman of the Department of State's Advisory Committee for Exceptional Children and Youth has presented major workshops to Eastern European, Central American, and South American teachers and School Directors. Progress has been made in establishing Optimal Match Centers in Santo Domingo, Paris, Lagos, and Abidjan. Centers set up in Nairobi, Dakar, and Dar Es Salaam have been given grants to improve their Optimal Match programs. Teachers from ten other schools in Africa are developing proposals to implement the concept in their schools.

- Through the vehicle of the Regional Associations, the Office of Overseas Schools has been encouraging overseas schools to help themselves. For example, the Association for International Schools in Africa sponsored four conferences for approximately 600 teachers and 100 school administrators and board members. Workshop topics included: school effectiveness (presented by Dr. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching); educational technology and the use of computers; science education and curriculum development; thinking skills in the mathematics; whole language in the language arts curriculum; the reading and writing connection; a communicative approach to the teaching of reading; writing strategies for secondary school English teachers; publishing students' writing; integrating the elements of English; integrating science with other subjects; and elementary history and geography.
- Under the guidance of the National Geographic Society, the first phase has begun in an effort to develop a Handbook for Teaching Geography in Overseas Schools.
- The Department of State's Overseas Schools Advisory Council is supporting a Desktop Publishing Project in Eastern Europe to encourage creative writing.
- A teacher intern program has been established to enable prospective teachers to receive on the job training in overseas schools.

Environmental Protection Agency

- The National Environmental Education Act was signed into law by President Bush on November 16, 1990. As a result of the legislation, the Environmental Protection Agency (EPA) will focus on two broad areas of education related to the environment: improving basic science literacy in grades K-12 and colleges; and informing the general public about the environmental consequences of their individual and collective actions and motivating them to address environmental problems.
- EPA's National Pollution Prevention Environmental Education Project is a two-year initiative with the ultimate goal of producing pollution prevention materials for teachers and students. It is directed by representatives from each of EPA's ten regional offices along with the Office of the Administrator and the Office of Pollution Prevention. In addition, each of EPA's ten regions supports an environmental education effort tailored to the specific needs of that region.
- EPA has increased emphasis on rigorously targeted environmental education activities. One of the major mechanisms to reinforce this emphasis is the National Advisory Council for Environmental Policy and Technology's (NACEPT) Subcommittee on Environmental Education and Training, which brings together educators, corporate executives, researchers and state, local, and Federal environmental officials to advise EPA on environmental

education and training policies and activities. The subcommittee sponsored the Planet at Risk series of public hearings on environmental education.

- EPA's Office of Environmental Education (OEE) has been working with organizations such as the Alliance for Environmental Education, Project Wild, and Project Learning Tree on areas of mutual concern. OEE has also developed a productive working relationship with the North American Association of Environmental Educators, a ten-year-old organization whose membership includes approximately 1400 environmental educators throughout the United States, Canada, and Mexico.
- As an example of the cooperative projects the Office of Environmental Education is working on related to environmental education, a team of General Motors and EPA technical personnel worked together in 1990 to develop an environmental education video and teacher's guide for distribution to every elementary school in the Nation. The video has been translated into Hungarian for the opening of the new Eastern and Central European Regional Environmental Center in Budapest. By assisting private environmental groups, this center, which was proposed by President Bush in 1989, will help to strengthen emerging democratic trends in the region. The package is also being used in Poland to teach English to environmental scientists. It is also being translated into Spanish, and has already won two major awards for video productions.

National Endowment for the Arts

- In partnership with all 50 states and the territories, the National Endowment for the Arts (NEA) new Arts Education Partnership Grants program challenges each state to develop a plan for the inclusion of the arts as a basic element in each child's education. Each plan must include the authentic use of diverse cultures as appropriate in each state or region.
- Beginning in 1992, the NEA will initiate a unique fellowship program for teachers of the arts. By combining NEA's funds with private-sector support, outstanding teachers in K-12 programs will receive stipends to pursue independent studies, typically in the summer months, which enhance their content knowledge or artistic skills and thus improve their teaching effectiveness.
- In 1990, the NEA created a new program, the Arts Education Collaboration Initiative, specifically to build effective partnerships between outstanding arts organizations and schools. Its goal is to improve student learning effectiveness, increase motivation, enhance student success rates, and develop creativity and higher order thinking.

National Endowment for the Humanities

- Under the Special Opportunity in Foreign Language Education initiative, the National Endowment for the Humanities (NEH) is expanding its support for efforts to improve the teaching and learning of foreign languages in our Nation's schools and colleges. Projects involving all foreign languages are eligible for this special opportunity. However, proposals are particularly encouraged dealing with languages not commonly taught in this country but that are widely spoken in today's world and vital to the Nation's future role in world affairs -- such as Arabic, Chinese, Japanese, and Russian. Since July 1989, the first awards under this initiative have been presented for:
 - An institute where nearly 250 teachers and administrators will improve their language proficiency and learn more about the literature, history, and culture of the areas where the languages are spoken;
 - A project administered by Middlebury College in Vermont that will develop proficiency-based materials for teaching Arabic in an authentic cultural context;
 - A grant to The College Board to develop national curricular guidelines for the teaching of Japanese in secondary schools and a College Board achievement test in Japanese; and
 - The establishment of a Japanese language and cultural center in Eugene, Oregon, that will be involved in teacher training and in the development of language materials and a model curriculum for grades K-8.
- In September 1990, The Civil War, an eleven-hour documentary film series made possible by a major grant from the NEH and based on rigorous research, was shown on public television. The Civil War was widely used in classrooms and accompanying instructional materials were developed and distributed.
- The NEH sponsors summer institutes and seminars that offer teachers four to eight weeks of intensive, residential study under the guidance of college faculty. Last summer, for example, 48 Alabama English teachers came to the University of Alabama for a four-week institute on 20th Century African American literature. Princeton University has received NEH support so that next summer teachers from across the country can gather to participate in a seminar on American and British children's classics. In Fiscal Year 1992, NEH plans to support an additional six or seven teacher seminars and to increase the stipend for participants in teacher institutes.
- The NEH sponsors masterwork study grants that bring school teachers from the same area together with a professor from a nearby college or university to read and discuss works of history, philosophy, or literature.

This activity affords teachers intellectual challenges after school and on weekends. For example, during the past year seventeen middle and high school teachers in Covington, Kentucky, met regularly to study the life and works of Edgar Allen Poe. In Creve Coeur, Missouri, ten elementary school teachers read and discussed the literature of the Arthurian legend.

- The NEH sponsors a Young Scholars program that gives high school and college students opportunities to do independent research under the supervision of a humanities scholar. Students who participate in this program spend a summer of intensive study and write a final report on such subjects as "The Fragility of Civilization in Conrad and Koestler" and "George Armstrong Custer and the Image-Makers." Some Young Scholars have produced noteworthy publications.

Office of Personnel Management

- The Office of Personnel Management (OPM) has established national program goals for expanding the Federal government's recruitment base into high schools and junior high schools. Examples of the kinds of efforts undertaken either under regional leadership or by area offices include:
 - Development and promotion of a pilot direct hire program for outstanding high school graduates;
 - Establishing and revitalizing programs to strengthen ties between agencies and schools such as: agency/high school adopt-a-school programs; Federal career orientations for eighth graders; a high school awareness pilot program; development and publication of a newsletter aimed at an appropriate high school audience (e.g., counselors and educators); providing leadership to the Federal community in seeking opportunities to encourage young people to remain in school through such programs as Choices and PIPE (Partners in Public Education).
- Examples of specific activities undertaken by OPM regional and area offices include:
 - The Atlanta Region has organized several programs aimed at producing qualified future Federal employees by stressing the need to remain in school and developing necessary skills (especially in science and mathematics).
 - The Wichita Area Office has developed a Speakers Bureau involving representatives of 20 Federal agencies in Omaha, Nebraska. Representatives give presentations in junior high schools on accounting, chemistry, engineering, and other occupational fields. The Wichita Area Office also promotes a Role Models Program sponsored by the Hispanic Employment Council of Nebraska, focusing on Hispanic junior high school students in the Omaha public schools.

- The Dayton Area Office, working with the Dayton Intergovernmental Federal Employment Opportunity Council, has implemented a program for 64 seventh and eighth graders to "shadow" Federal agency mentors working in various occupational disciplines.
- The Twin Cities Area Office participated with the Twin Cities Federal Executive Board's Black Affairs Council to implement a Junior Achievement program at a predominantly black Minneapolis high school involving a total of eleven Federal agencies and 125 students.
- The Albuquerque Area Office is directing Project Partnership: "Letting the Youth Know," to make college students and high school juniors and seniors at institutions with significant Hispanic enrollments aware of Project Partnership and its underpinning student employment programs.
- The Denver Area Office has contacted the seven IMAGE chapters and three Historically Black Colleges and Universities within its jurisdiction to focus their attention on Project Partnership.
- Through the Denver Federal Executive Board, a Pre-College Employment Program has been developed as a cooperative effort among Federal agencies, the Colorado Alliance for Science, and community organizations that have youth programs in local high schools. Last year was the first year of operation for the program and 42 minority high school students were placed in nineteen agencies.

Peace Corps

- The Peace Corps has served since its inception in 1961 as a bridge of understanding between the United States and developing Nations around the globe. Though its World Wise Schools and Fellows/USA programs, the Peace Corps is bringing the benefits of that experience directly into classrooms throughout the United States:
- The World Wise Schools program was created in 1989 by Peace Corps Director Paul D. Coverdell to respond to American students' deficiencies in international literacy. The goals of this program are to promote the study of geography, international understanding, and good citizenship. Through World Wise Schools, Peace Corps is linking active and former volunteers with elementary and secondary schools in the United States. To complement this effort, printed materials on country cultures and geography are provided by the Peace Corps, as are suggestions to teachers on the items that may be considered for exchange. Accompanying these materials are video magazines depicting life in countries where Peace Corps is serving.

This innovative program operates in all 50 states. Individual cities, as well as states such as South Carolina, Mississippi, Ohio, and Oklahoma, have entered into partnerships with Peace Corps to promote the goals of international knowledge and understanding.

- Each year 3,000 dedicated, energetic Peace Corps volunteers return to the United States. In an effort to utilize this human resource and to meet the growing need nationwide for teachers in mathematics, science, and other subjects, the Peace Corps Fellows/USA program was established. Under the program, former Peace Corps Volunteers serve as teachers in U.S. inner city and rural schools while concurrently pursuing their Master degrees in education. Private organizations and corporations assist by providing scholarships. These Fellows/USA teachers use teaching experience and insights gained as volunteers overseas, where they were often called on to perform under less-than-ideal conditions.

The Fellows/USA program began at Teachers College at Columbia University in 1985 where former Volunteers worked in schools in Harlem and Brooklyn. The program has been expanded across the Nation at schools such as: Tulane University, University of Hawaii, Auburn University, Texas A & M, Ohio University, George Washington University, among others.

Smithsonian Institution

- In addition to its annual five-week summer internship program for high school students to gain experience in the arts, humanities and the sciences, the Smithsonian Institution an eight-week internship program last summer designed to meet the specific academic and economic needs of District of Columbia public school students.
- The Smithsonian Institution inaugurated a program with the Foxfire Foundation and two Washington, D.C., public elementary schools to jointly develop ways that resources from across the Institution can be used to improve the quality of education in the arts, humanities, and sciences.

IV. RESEARCH AND ASSESSMENT

Department of Education

- A number of the National Research and Development Centers are working on topics relevant to assisting teachers and improving student achievement:
 - Reading Research and Education Center (University of Illinois)
 - Center for the Learning and Teaching of Elementary Subjects (Michigan State University)
 - Center for Research on the Context of Secondary School Teaching (Stanford University)
 - Center for Technology in Education (Bank Street College of Education)
 - Center on Student Learning (University of Pittsburgh)
 - Center on Writing and Literacy (University of California at Berkeley)
 - Center on Literature Teaching and Learning (State University of New York at Albany)

- Center on Mathematics Teaching and Learning (University of Wisconsin at Madison)
 - Center on Science Teaching and Learning (The Ohio State University)
 - Center on Assessment, Testing and Evaluation (University of California - Los Angeles)
- The Department of Education (ED) is funding a nationwide study of effective school programs. The purposes of this study are to describe effective school programs and their effects at the school level, to describe the role and effects of Federal, state, and district support for these programs, and to offer advice to educators and policymakers at all levels.
 - ED is completing an evaluation of academic instruction for children at risk that is exploring approaches to provide these children with a more challenging and accelerated curriculum.
 - In 1992, the National Assessment of Educational Progress will collect national data on fourth-, eighth-, and twelfth-graders' achievement in reading, mathematics, and writing and state data on fourth- and eighth-graders' achievement in mathematics and fourth-graders' achievement in reading.

Department of Labor

- At the Department of Labor, the Secretary's Commission on Achieving Necessary Skills (SCANS), chaired by former Labor Secretary William Brock, is bringing together top business, labor, and education leaders. SCANS will consider and define guidelines for what fundamental skills American students will need to fulfill the requirements of entry-level jobs in the 1990s. In late Spring 1991, SCANS plans to issue its first major report on the basic skills and achievement levels employers require and workers need on the job.

National Science Foundation

- The National Science Foundation is undertaking a major initiative in student assessment which will support the redesign of tools and techniques used to assess students and facilitate monitoring of progress toward the national education goals. New assessment techniques will be aligned with goals of newly developed curricula and serve as tools for their implementation by communicating what is important to know and, consequently, for teachers to learn.

GOAL 4

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

"Kids are natural-born scientists, but too many of them lose interest when their only exposure to science is through long lists of facts."

President George Bush
October 2, 1990

The goal for American students to be first in the world in science and mathematics achievement by the year 2000 is arguably the most ambitious of the six national education goals. Achieving it will require a concerted, sustained effort as well as much innovation and change.

The Federal government is helping to achieve this goal through a variety of reform-oriented efforts: seeking to enhance the quality of teaching and teacher preparation; providing model curricula and stimulating effective reforms; offering incentives to students for excellence in mathematics and science achievement; and making Federal science facilities across the country available to schools and the public for improving science and mathematics education.

The President's new Educational Excellence Act proposes a \$40 million initiative designed to encourage school districts to demonstrate improved student performance in mathematics and science. In November 1990, President Bush signed the National Science Scholars program, one of his original Educational Excellence Act proposals, into law. This program will reward students demonstrating excellence in mathematics and science who intend to pursue further study in these fields.

The President's budget includes a strong commitment to mathematics and science education. For Fiscal Year 1992, the President is requesting \$1.9 billion in Federal funding for science and mathematics education. At the precollege level, President Bush is requesting \$661 million, a 92 percent increase since taking office. A new interagency Committee on Education and Human Resources (CEHR) under the Federal Coordinating Council on Science, Engineering and Technology (FCCSET) has completed a baseline inventory of Federal programs in mathematics, science, engineering and technology education and outlined priorities for the Administration's program in mathematics and science education.

The Department of Energy and other Federal agencies are developing models of public-private partnerships, involving school districts, universities, businesses and others, that open up the resources of National Laboratories to classroom teachers and students. Through the use of Federal facilities and science professionals, teachers and students are given hands-on experiences in "cutting-edge" science.

In addition to these Federal efforts, the White House has been working with the American Association of Engineering Societies (AAES) which has established a national coalition of some 30 engineering societies to recruit over 100,000 math and science "mentors" -- one for each elementary and secondary school in the country. AAES's efforts will help ensure that students across America are exposed to men and women who can give them a firsthand impression of the importance of math and science and how these disciplines relate to possible future careers. This network of math and science professionals will reinforce efforts underway at all levels to improve math and science performance in America.

GOAL 4 - SCIENCE AND MATHEMATICS

I. TEACHER PREPARATION AND ENHANCEMENT

Department of Agriculture

- The Agriculture Research Service's (ARS) Teacher Research Fellowship Program employs high school science teachers for summer jobs in laboratories at various locations around the country. Arrangements have been made for many teachers to receive academic credit at local colleges and universities for their summer laboratory work experience.
- The Department of Agriculture's (USDA) 1890 Institution Capacity Building Grants Program serves as the crux of USDA's high priority initiative to advance teaching and research programs at the 1890 Land-Grant Institutions and Tuskegee University. The competitive grant program strengthens partnership ventures and linkages with these minority institutions by encouraging dollar-for-dollar matching funds and requiring cooperation with one or more USDA agencies in developing a proposal and implementing the capacity building project.

Department of Defense

- In the program, "Leading Mathematics Education into the 21st Century," the Department of Defense Dependents Schools oriented approximately 900 teachers during the Summer and Fall of 1990 and will orient 1500 additional teachers during the Spring and Summer of 1991 in the application of the curriculum and evaluation standards developed by the National Council of Teachers of Mathematics. This training and the implementation of the standards into classroom instruction will continue over the next four years.

Department of Education

- The Eisenhower State Grants program is the largest Federal program that supports mathematics and science teacher training. In November 1990, a national conference of Eisenhower Mathematics and Science Program state coordinators, chief state school officers, and representatives from national organizations was held in Washington, D.C. This conference focused on identifying ways to strengthen the Eisenhower program, especially in improving teacher training. A national study of the Eisenhower formula grant program has been completed. The study will be widely disseminated to state and local education agencies.

Department of Energy

- Two new Department of Energy (DOE) National Laboratory partnerships with urban and rural schools to improve mathematics and science

education have been launched since July 1990:

- The Trenton Initiative, a partnership between Princeton Plasma Physics Laboratory and the Trenton, New Jersey school system, links poor and affluent schools in the common goal of assisting teachers in upgrading and expanding their knowledge of scientific and technical concepts.
- The Becoming Enthusiastic About Math and Science (BEAMS) Program, through the Continuous Electron Beam Facility, is a pilot program in Newport News, Virginia, designed to improve science and mathematics teaching and increase science literacy in the local urban school system.
- Proposed increases in Fiscal Year 1992 for DOE educational activities will enable an additional 15,000 teachers and students to participate in the Chicago Science Explorers Program through Argonne National Laboratory.

Department of the Interior

- The Bureau of Indian Affairs (BIA) will sponsor four summer mathematics and science institutes for teachers in its elementary and secondary schools. BIA will also send 28 teachers to an eight-week summer institute sponsored by the National Science Foundation and the University of Kansas, at the University of Kansas.

Department of Justice

- The Drug Enforcement Administration laboratory system employs some 200 chemists nationwide. A number of these chemists presently teach chemistry in colleges and junior colleges in their area.

Department of State

- Through the Department of State's Regional Associations, the Association of International Schools in Africa held workshops for teachers on teaching science through inquiry; hand-on mathematics; science in kindergarten; organizing a science fair; high school project work in an African context; using microcomputers in school; and mathematics manipulatives for young students. Other Regional Associations have conducted conferences that included similar workshops.

National Aeronautics and Space Administration

- During July-August 1990, the National Aeronautics and Space Administration (NASA) conducted the first pilot phase of the NASA-Industry partnership program, Summer Industrial Fellowships for Teachers, to provide high school math and science teachers with a paid summer work experience in industrial settings. Initially conducted through the Kennedy Space Center with its aerospace contractors and other companies, the

program provides teachers with an opportunity to see and experience science and mathematics concepts being applied in real work life activities.

- In September 1990, NASA awarded two teacher training research grants to Rensselaer Polytechnic Institute in Troy, New York, and Bethune-Cookman College in Daytona Beach, Florida, through its Teacher Training Pre-service Program. The program objective is to develop teacher training courses that will enable new teachers to incorporate aerospace topics and concepts into their classrooms and to create new and imaginative practices in learning.

National Science Foundation

- The National Science Foundation's (NSF) Precollege Teacher Enhancement Program, designed to improve the qualifications and classroom effectiveness of participants, will emphasize development of leader-teachers. These teachers are expected to carry their experiences back to their schools and communities to strengthen the science and mathematics education infrastructure. During 1991, over 20,000 teachers are expected to be reached either directly or indirectly.
- The NSF Undergraduate Faculty Enhancement Program is initiating a major new thrust in support of regional coalitions of two- and four-year institutions.
- NSF's Instrumentation and Laboratory Improvement (ILI) Program is encouraging development of leadership projects designed to initiate basic improvements of national importance. Support will be provided for the study, analysis, and development of new approaches to undergraduate laboratory instruction.
- In April 1990, the Alliance for Undergraduate Education, with major support from NSF, sponsored a two-day conference to promote major revitalization of freshman science by bringing together research faculty with individuals who have been working to improve introductory courses. The conference report, The Freshman Year in Science and Engineering, defines problems and new perspectives for research universities.

Smithsonian Institution

- In July 1990, the National Museum of Natural History/Museum of Man held a National Science Institute for Teachers of Minority Students, organized by the Museum and funded by the Washington, D.C. school system. The three-week summer program for teachers of grades 4-12 featured activities aimed at learning how to "read" natural history objects.
- The Smithsonian Astrophysical Observatory plans to develop classroom materials using examples based on astronomy to improve the teaching of science and mathematics at the elementary and middle school levels and to

train teachers in their use. This will build on a similar effort begun at the high school level.

- At the National Air and Space Museum, a proposed Teacher-in-Residence program, in coordination with the Washington, D.C. school system, will give a different teacher each year an opportunity to work in residence at the Museum to develop specific grade-related materials for hands-on use in the classroom.
- The National Sciences Resource Center, a joint undertaking of the Smithsonian Institution and the National Academy of Sciences, is developing a network of teachers, scientists, science educators, and school administrators who are working to improve the teaching of elementary school science.

II. CURRICULUM DEVELOPMENT AND PROGRAM REFORM

Interagency Initiatives

- In conjunction with the National Governors' Association, the National Science Foundation (NSF) launched a Statewide Systemic Initiative that will encourage and support projects seeking broad-based, fundamental changes at the state and local levels to improve science and mathematics education. Department of Education Eisenhower Act funds, through the states, are providing support for NSF grantees. Preliminary proposals from 40 states, the District of Columbia, and Puerto Rico resulted in 30 full proposals. Phase I review of these proposals is complete; Phase II site visits of the most deserving proposals are planned. Seven to ten awards will be made in 1991.
- The National Science Foundation (NSF) and the Department of Education (ED) are working with textbook publishers for the development of more effective material in mathematics and science. In addition, ED's National Diffusion Network is considering NSF-sponsored programs for adoption to increase the number of exemplary mathematics and science programs in its network.

Department of Agriculture

- The Department of Agriculture's (USDA) Agriculture in the Classroom Program has developed and distributed a videotape, "21st Century Explorers," which helps middle and junior high school students understand the science and technology of agriculture. In the videotape, agricultural scientists tell about their work and the courses of study students should pursue to enter these career fields. The Agriculture in the Classroom program also distributes a science workbook for junior and senior high school students that uses agriculture as the basis for science fair projects.

- USDA's Higher Education Challenge Grants program offers competitive matching grants to U.S. colleges and universities to strengthen undergraduate programs in the food and agricultural sciences in targeted areas. The program is designed to stimulate and enable colleges and universities to provide the quality of education necessary to produce graduates at the forefront of science and technology. The requirement for matching support makes the Federal investment a successful mechanism for leveraging partnerships between public and private sources and USDA to strengthen the quality of higher education.

Department of Education

- The Department of Education's (ED) Dwight D. Eisenhower National Mathematics and Science Education Program is supporting projects of national significance in mathematics and science education aimed at promoting education reform. One example is the National Science Teachers Association project to redesign secondary school science. Under the recommended design, students will study physics, chemistry, biology, and earth/space science every year for six years.
- The Eisenhower National Program is also assisting Project 2061, the American Association for the Advancement of Science program that is aimed at determining the long-term science and mathematics needs of U.S. students.
- The Department of Education recently established two five-year National Research and Development Centers in Mathematics and Science Education. The math center is located at the University of Wisconsin-Madison and the science center is at Ohio State University. These centers will provide a focus for research in learning, teaching and assessment that will inform and enhance reforms in math and science and will disseminate current findings to policy makers and the education community.
- Through ED's Office of Special Education And Rehabilitative Services, work will continue on two three-year projects initiated in 1989 (for mathematics) and 1990 (for science) to develop curriculum guides and alternative curricular proposals for integrating students with disabilities into regular classroom work in these subjects.

Department of the Interior

- The Department of the Interior's (DOI) Water Resources Education Initiative is a three-year partnership effort, begun in 1990, with the American Water Resources Association (AWRA), three DOI bureaus, and the Denver-area public schools. The program will develop a water resource education package, including a bibliography of materials, designed to be taught in formal and informal educational settings. A national team of educators has been assembled to evaluate existing water educational materials and determine what materials are most useful and what is lacking. Five

educational posters will be designed by 1991. The first poster will be published in 1991 in a National Science Teachers Association magazine. A nationwide speakers bureau will be established and coordinated through the AWRA.

- The Office of Surface Mining plans to develop publications and video presentations, in conjunction with lesson plans, on the contribution of earth science fields to environmental reclamation. The Bureau of Mines plans to develop materials to support a minerals curriculum that will help students discover the nature of mineral resources and their importance in society.
- The Fish and Wildlife Service developed and published a Federal Junior Duck Stamp Program bibliography for use in K-12 classrooms. A companion publication has classroom activities that focus on ducks and conservation.

National Aeronautics and Space Administration

- In Phase II of the National Aeronautics and Space Administration's (NASA) Space Grant College and Fellowship Program, university applicants from 29 States submitted proposals to NASA in October 1990 for program grants and capability enhancement grants to establish Space Grant State Consortia. This program is in part designed to establish a national network of universities with interests and capabilities in aeronautics, space, and related fields and to promote a strong science, mathematics, and technology education base from elementary through university programs. Awards will be made in the first quarter of 1991.
- NASA is initiating a program with the American Association for Career Development, Mathematics and Science Careers for Tomorrow, to develop educational materials and a teacher and guidance counselor training outreach effort that will motivate fourth through sixth grade students, particularly underrepresented minority and female students, to consider a science- or mathematics-related career.

National Science Foundation

- The National Science Foundation (NSF) is putting in place the final pieces of a cohesive set of programs designed to increase substantially the quantity and quality of minority students pursuing science and mathematics education from precollege to graduate school. These programs -- Regional Centers for Minorities in Science and Engineering, Alliances for Minority Participation, and Research Careers for Minority Scholars -- encourage national and regional alliances among academia, government, industry and private organizations and challenge the community to identify problems and develop innovative solutions.

- NSF's new Alliance for Minority Participation (AMP) received 91 planning grant proposals from which twelve awards were made to applicants across the country. Up to 80 full implementation proposals are expected by the end of January 1991. The AMP program focuses at the undergraduate level but will also address critical transition points from high school-to-undergraduate and undergraduate-to-graduate education. Up to ten awards will be made in Fall 1992.
- The National Science Foundation (NSF) is currently designing a new biennial report series on science and engineering education indicators. The report, to be submitted to Congress in January 1993, will concentrate on the effectiveness of Federal mathematics and science education programs in achieving the national education goals. Indicators will be developed for precollege education and measuring student assessment.
- A comprehensive plan has been developed to evaluate NSF's Education and Human Resources (EHR) programs and to initiate an enhanced and highly structured mechanism to disseminate findings, successful approaches and quality education products. Those EHR programs with quantifiable goals will include evaluation components to monitor success.

Smithsonian Institution

- The National Sciences Resource Center's (NSRC) Science for Children: Resources for Teachers, developed from a national data base, includes information about materials in the elementary science resource collection and a directory of science museums and other organizations that provide hands-on science kits and assistance to elementary school teachers.
- "Science and Technology for Children" is a four-year NSRC elementary science curriculum project that is developing curriculum for grades 1-6 in physical science, earth science, life science and technology. The curricula are simple inexpensive materials designed to teach science and link science to the broader elementary school curriculum of mathematics, reading, writing, art and social studies.

III. STUDENT INCENTIVES AND SUPPORT

Interagency Initiatives

- To encourage public awareness of the importance of science and mathematics, the Department of Energy (DOE) and the Intel Foundation, in collaboration with the National Aeronautics and Space Administration (NASA), will sponsor the first National High School Science Bowl. Winning teams from every region of the country will compete in the Washington, D.C., finals during National Science and Technology Week, April 1991.
- The Department of Agriculture (USDA) and the Department of the Interior (DOI) are participating in Project MORE (Minority Outreach, Recruitment,

Education and Employment), aimed at increasing the enrollment of Hispanics, Native American and other underrepresented groups in the natural resource subjects. MORE is a cooperative project involving USDA, DOI, ten institutions of higher education in the Southwest and seven cooperating agencies. The schools are responsible for actively recruiting minority students and curriculum development while the agencies provide job experience, mentoring and staff support.

- On November 20, 1990, Environmental Protection Agency Administrator William Reilly and Department of Energy Secretary James D. Watkins signed a Memorandum of Understanding (MOU) on environmental education activities. The MOU is directed at encouraging more U.S. students to pursue careers in environmental and energy-related scientific and engineering fields.

Department of Agriculture

- In September 1990, the Department of Agriculture (USDA) identified six national model 4-H projects and sixteen related state projects to develop competency and interest in science among youth at risk through hands-on experience. These exemplary programs are being marketed by two Centers for Action in Science and Technology, supported by public-private partnerships. Several major corporations are supporting 4-H efforts to ensure science and technology education receive heavy emphasis nationwide throughout the decade.
- Since 1980, the Agriculture Research Service (ARS) has allocated \$250,000 annually to support the Research Apprenticeship Program. The apprentices are selected based on merit and science teacher recommendations. Many apprentices have been channelled into other student programs after high school graduation. ARS has hired over 250 apprentices a year and follows their academic progress.
- USDA's National Needs Graduate Training Grants Program continues to be the only Federal program directed exclusively to the development of food and agricultural scientific and professional expertise. It has been a major factor in recruiting almost 530 new doctoral fellows into critical shortage areas, such as water science, agribusiness marketing, and bioprocessing.
- A Cooperative Education Program agreement was initiated by USDA's Agricultural Research Service with the Chicago High School of the Agricultural Sciences, a science magnet school with a predominantly minority student body, resulting in the hiring of four students during the Summer of 1990.

Department of Education

- The National Science Scholars Program, a component of President Bush's original Educational Excellence Act, was enacted by Congress and signed

into law on November 16, 1990. Upon signing the bill, the President stated: "This new program will provide an important vehicle for demonstrating the Nation's commitment to excellence in science, mathematics, and engineering achievement and to the recognition of excellent young people who are pursuing higher education and careers in those fields."

Department of Energy

- Proposed increases in Fiscal Year 1992 for Department of Energy (DOE) educational activities will enable 3,000 additional seventh grade students to spend the summer studying science on college campuses in DOE's Pre-Freshman Enrichment Program (PREP).
- DOE is cosponsoring two television series that will appear on PBS next year to motivate students about science and mathematics:
 - "FUTURES" is a videotape series hosted by Jaime Escalante, the calculus teacher depicted in the 1988 movie Stand and Deliver and a member of the President's Education Policy Advisory Committee. Cosponsored by ARCO, IBM and the Carnegie Corporation of New York, the series is designed to motivate students about mathematics and its relationship to the working world.
 - "The New Explorers" series is being shown nationally on PBS stations starting in January 1991 and is already used in classrooms. With the help of local teachers and scientists, DOE and Argonne National Laboratory have developed teaching materials to accompany each program. Following the broadcast, the Explorer teaching materials and copies of the videotapes will be made available nationally to parents and teachers through a toll-free telephone number.

Department of Health and Human Services

- The Department of Health and Human Services promotes science education for minority students in several ways:
 - The Interdepartmental Minority Health Sciences Careers Coordinating Committee coordinates Federal activities targeted to minorities enrolled in academic programs.
 - The Minority Biomedical Research Support Program provides research grants to colleges, universities, and health profession schools that have substantial enrollments of minority students.
 - The National Institutes of Health Minority Access to Research Careers program promotes minority participation in the research community and can have a direct impact on access to grants and other research opportunities later in one's career.

Department of the Interior

- The Department of the Interior signed an agreement with Gallaudet University in Washington, D.C., designed to enhance opportunities for employment in the science fields for people with hearing impairments and other disabilities.

Department of Justice

- The Federal Bureau of Investigation's (FBI) Forensic Science Research and Training Center, established in June 1981, operates a summer student intern program providing well-qualified upper-level undergraduate and graduate students with the opportunity to participate in forensic research projects. The students assist Ph.D.-level FBI research scientists in projects in biochemistry, chemistry and physics.
- The National Institute of Justice (NIJ), the principal research branch of the Department of Justice, awards research grants totalling approximately \$4 million annually to colleges and universities nationwide. NIJ also sponsors graduate fellowships providing stipends that average \$10,000. Doctoral dissertations supported through these research grants and fellowships may employ a variety of mathematical and scientific techniques.
- The Drug Enforcement Administration is considering a new program that would provide presentations to students in order to foster interest in scientific fields.

Environmental Protection Agency

- The Environmental Protection Agency's Predoctoral Fellowship Program will be expanded in Fiscal Year 1992 to include a traineeship program to attract students in engineering and other disciplines related to Resource and Recovery Act issues who attend participating Historically Black Colleges and Universities.

National Aeronautics and Space Administration

- During the STS-35 Space Shuttle Mission of Astro-1 in December 1990, the shuttle astronauts conducted a live lesson from space that was downlinked to middle school students and teachers at NASA's Marshall Space Flight Center in Huntsville, Alabama, and Goddard Space Flight Center in Greenbelt, Maryland. Shuttle astronauts explained how they were using three on-board telescopes to study ultraviolet waves, and a telescope to investigate X-ray waves.

The live lesson was preceded by the distribution of a Teachers' Guide on Activities ("Seeing with New Light"), and in 1991, will be followed by an educational videotape of the Astro-1 Space Classroom for teachers and students.

Office of Personnel Management

- The Office of Personnel Management's Dallas Region is engaged in programs to enhance science and mathematics studies in schools through Project Uplift, a public-private partnership project in New Mexico involving initiatives that seek to awaken in young people a desire to pursue technological and scientific careers.
 - Project Uplift's Science, Space and Technology Career Exposition exposes youth and parents to projects at the cutting edge of scientific experimentation, research and development. Elementary and secondary students from over 80 school districts in more than 30 counties are invited.
 - Through the High Technology and Career Preparedness Youth Institute, selected high school students from throughout New Mexico participate in a series of activities designed to expose them to the world of scientific research and development.
 - The Rio Grande Research Corridor High Technology Summer Youth Institute seeks to ensure that an appropriate mix of minority, female, and economically disadvantaged youth engage in the type of academic pursuits that lead to careers in science and technology.
 - Project Uplift's Toward High Technology Preparedness Television Series provides a vital mechanism for creating public awareness of the impact of technology on the workplace, expected changes in the workforce, and the various Project Uplift activities to prepare students for these changes. The series includes 147 half-hour television program that are aired biweekly throughout New Mexico.
- The OPM San Antonio Pre-Freshman Engineering Program identifies top achieving middle school and high school students with the potential and interest in becoming engineers and scientists to encourage them in the pursuit of these fields. The program is directed by the University of Texas at San Antonio and supported by government agencies, private industry, local school districts, and Summer Youth Employment and Training sponsors. Over 1000 students from grades 6-11 with a current academic average of B or better are eligible for the program.

IV. OUTREACH AND TECHNOLOGY

Interagency Initiatives

- An Interagency Agreement signed by Department of Agriculture Secretary Yeutter and Department of Interior Secretary Lujan with the Hispanic Association of Colleges and Universities (HACU) will form the basis of an Hispanic-serving Institutions Partners' Program within each agency. This program, similar to the Historically Black Colleges and Universities

Program, will assist in improving the education of Hispanic students in science and mathematics through the sharing of educational materials and resources.

- The U.S. Geological Survey, National Aeronautics and Space Administration, National Oceanic and Atmospheric Administration, Smithsonian Institution and various private organizations are participating in a Joint Education Initiative designed to strengthen the teaching of science by sharing scientific data through CD-ROM (compact disk-read only memory) media.

Department of Agriculture

- The Department of Agriculture (USDA) approved loans of excess personal property valued at over \$6 million to 1890 Land-Grant Institutions and Tuskegee University to support cooperative agricultural research and extension programs. An example of property on loan is scientific, laboratory and computer equipment valued at \$600,000 to support cooperative agricultural research at Tuskegee University.
- USDA's Office of Higher Education and Soil Conservation Service, along with the Hispanic Association of Colleges and Universities (HACU) and Texas A&I University, cosponsored the Science and Education Challenge Forum titled, "Forging New Partnerships to Attract Hispanic Talent to Careers in Agriscience and Agribusiness." The Forum's purpose was to address the growing shortage of trained professionals for careers in agricultural research and agribusiness. Given that Hispanics comprise a growing proportion of U.S. students, the USDA is exploring ways to recruit from this important group to meet future needs for educators, scientists and business professionals in the agriculture sector.
- The National Agriscience Ambassador, a former agriscience teacher who placed among the top twenty candidates in NASA's Teacher in Space program, makes presentations all across the Nation to students, parents, teachers, civic group, and others to enhance public awareness of agricultural sciences and to motivate young people to aspire to careers in food and agricultural fields. Through participation in three interactive satellite programs, the Ambassador reached several million students in grades K-12.
- A nationwide interactive video teleconference for grades 6-12, entitled Food for the Future, featured the current and future world of agriscience with special highlights in the areas of biotechnology, space agriscience, hydroponics, and aquascience. Hosted by USDA's Higher Education Programs, the University of Florida, Kraft, Inc., and the Louisiana Educational Satellite Network (LESN), the show was broadcast live simultaneously from "The Land" in Walt Disney's EPCOT Center and LESN. Two subsequent programs focused on "Get Hooked on Aquaculture" and on

"Food Science-Technology with Taste." An estimated 15 million student viewers were reached through these three programs.

- As part of a long-term effort to attract minority graduates into the agricultural sciences and related occupations, USDA employed 535 students from Historically Black 1890 Land-Grant Institutions as summer interns.
- USDA Secretary Yeutter also formed a HACU/USDA leadership group to increase USDA's employment of Hispanic graduates. Forty summer interns were employed from Hispanic-serving institutions in 1990.
- The Nutrition Education and Training Program of USDA's Food and Nutrition Service provided \$5 million in grants in Fiscal Year 1990 to state education departments to provide nutrition education for students, teachers, and food service workers.

Department of Commerce

- The National Oceanic and Atmospheric Administration (NOAA) will sponsor two interactive teleconferences on climate and global change issues and research in collaboration with the American Association of Community and Junior Colleges.
- Through NOAA, classrooms in 130 school districts in Virginia have been equipped with electronic receiving equipment that will enable them to receive direct readout of data on the biosphere from weather satellites.
- NOAA scientists will introduce students to oceanography and meteorology through a four-tape series of 30- to 60-minute informational videos for classroom use. The videotapes are being developed under the auspices of the Office of Chief Scientist for use by students in grades 8-12.
- NOAA's Saturday Academy Program stimulates academic and career interest in the marine sciences among junior and senior high school students. In partnership with the University of the District of Columbia and the Washington, D.C. public schools, the program features two three-hour sessions taught by NOAA personnel in University facilities each Saturday for a semester.

Department of Education

- In 1991, the Department of Education is completing the second phase of funding of four Star Schools projects. The Star Schools Program has promoted the development of telecommunications partnerships on a statewide or national basis to develop, construct, and acquire telecommunications equipment and to develop and acquire instructional programming. At least 50 percent of the funding must be used in schools serving Chapter 1 children. In 1992, emphasis will be placed on

integrating the use of interactive telecommunications with state and local education reforms.

Department of Health and Human Services

- In August 1990, the Public Health Service (PHS) established a Life Sciences Education and Science Literacy Board to promote biomedical and behavioral science literacy among the general public and ensure an adequate supply of biomedical and behavioral researchers. The board is sponsoring a national conference in June 1991 to examine the role of the Public Health Service in life sciences education and literacy and to develop a plan of action that will coordinate PHS activities with those of other agencies, industry, and educators.

Department of the Interior

- In Fiscal Year 1991, the National Park Service (NPS) began development of the concept of National Parks as "Learning Laboratories." Under this program, parks with outstanding or potentially outstanding education programs will be funded as "mentor parks" who in turn will share their successes with other parks. Several formal courses on curriculum and skills development are being designed to assist field personnel with their education programs. A video tape, designed to introduce teachers to NPS educational opportunities, is also being developed.

Environmental Protection Agency

- The Environmental Protection Agency (EPA) will hold its second Youth Environmental Education Forum in 1992 and is encouraging regional offices to sponsor regional forums in the intervening years. The first forum was jointly sponsored by the National Governors' Association in April 1990.

National Science Foundation

- During Fiscal Year 1991, the National Science Foundation (NSF) will launch a pilot effort aimed at bringing the expertise of NSF scientific and engineering staff to local elementary and secondary schools. This effort, coordinated with county school officials, will enable NSF staff to work regularly with local teachers and students. Local businesses and universities will be included in an effort to create local networks aimed at improving the quality of precollege science and mathematics instruction.
- NSF will increase support for projects that will create and advance understanding of the new organizational arrangements in science, mathematics and engineering education made possible through computer networks. The program will establish new, more powerful linkages among people and technological resources involved in scientific research and education. Materials will be targeted to special audiences. A variety of technologies will be explored including expanded use of NSFNET.

- NSF is well on the way toward completing development of an electronic network of exemplary teachers recognized through the Presidential Awards for Excellence in Science and Mathematics Teaching. The network will foster collaboration and promote dissemination of education materials.
- NSF will present the seventh annual celebration of National Science & Technology Week on April 21-27, 1991. Through this national outreach and education program, NSF provides teachers, parents, students, and community and business organizations with materials and programs to encourage and support young people in learning about science. In 1990, NSF distributed, directly and through mass media placements, over one million pieces of educational information material. This material reached teachers, students, and public audiences estimated at over ten million people. The program is a partnership effort, supported by NSF and corporate sponsors.
- On August 15, 1990, NSF invited leaders from technology-oriented corporations, private foundation, universities, professional associations, and other Federal agencies to a National Leadership Forum on NSF's Alliance for Minority Participation program. The Forum addressed the challenge of increasing the number of minorities in scientific, technical and engineering careers by the year 2000.
- In 1991, NSF will substantially increase utilization of the news media through a variety of means including feature new stories, "op-ed" articles, educational materials, and television programming. NSF also will continue to work with the states to apprise communities of current issues in science and mathematics research and education and to provide opportunities for NSF and community leaders to interact.
- During "NSF Days," the NSF Director and senior staff deliver statewide presentations to diverse audiences which include educators at all levels, state officials, and members of the business community.
- NSF outreach workshops will continue to direct the attention of science and engineering faculty and educators toward NSF policies and programs in science and mathematics education. Special attention will be given to groups historically underrepresented among NSF grantees including faculty at predominantly minority institutions, women's colleges, and primarily undergraduate institutions. At these workshops, NSF staff stress linkages between precollege and higher education and encourage university faculty to assume active responsibility for the quality of K-12 science and mathematics education.

Smithsonian Institution

- ART TO ZOO, one of the Smithsonian Institution's many education publications, is a quarterly journal for teachers that reaches approximately 90,000 educators in more than 20,000 schools. Encouraging hands-on

learning, recent issues have explored such topics as "insect adaptations" and "how mirrors reflect."

- In Fiscal Year 1992, the National Science Resource Center (NSRC) plans to expand its Clearinghouse for Science Teaching Resources Program to include resources for middle schools as well as elementary schools. The expanded Clearinghouse will include a resource collection housed in NSRC's facilities in the Smithsonian's Arts and Industries Building, and a computer information data base. The Clearinghouse will disseminate information to teachers and science educators through published resource guides and a computer telecommunications network.

Office of Personnel Management

- The Professional Council of Federal Scientists and Engineers, an interagency advisory body in the Office of Personnel Management (OPM) San Francisco Region, has been engaged in activities to enhance science and mathematics achievement in the area through its members. Examples include an adopt-a-school relationship between NASA's Ames Research Center with a predominantly minority elementary school; and an employment assistance project to help graduates transition from high school to the labor market at the Navy Pacific Missile Test Center, Point Mugu.
- OPM's San Francisco Region Professional Council is currently working on a reference manual, tentatively entitled Partnerships in Education. A Handbook for Partners, to help agency managers select and plan a partnership relationship with schools to encourage young people to pursue an education leading to work in science or engineering.

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.

"No modern nation can long afford to allow so many of its sons and daughters to emerge into adulthood ignorant and unskilled."

President George Bush
September 28, 1990

Education inherently involves lifelong learning. Ours is an increasingly complex and technologically sophisticated society. It is vital that our citizens be literate, that America's workforce be prepared for the 21st Century, and that individual citizens view learning as something that continues throughout their entire life.

A literate society is essential for two reasons. First, America's economic security depends on the ability to compete successfully in a global economy. Second, and perhaps even more important, our participatory democracy depends on having educated citizens capable of making informed choices. The fifth national education goal incorporates the expectation that every citizen "will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

While no precise figures currently exist on the number of American adults who lack the basic skills needed to be functionally literate, rough estimates place the number at over 20 million -- almost one-tenth of the entire U.S. population. An important step being undertaken by the Federal government is developing a mechanism for gaining a more precise indication and understanding of the scope and magnitude of the problem. One project underway is the 1992 National Adult Literacy Survey, to be conducted by the Department of Education's National Center for Education Statistics, which will assess literacy skills among adults over age sixteen through personal interviews with a representative sample of households throughout the United States.

In July 1991, a National Institute of Literacy will be established in the Department of Education to support research on effective literacy programs and disseminate promising strategies. The Department of Labor's National Commission on Work-Based Learning will identify and encourage approaches that effectively address America's growing need for skilled workers. The 1991 White House Conference on Library and Information Services will provide a forum where delegates from across the Nation can gather to examine the role of the Nation's library and information services in improving literacy, increasing productivity, and strengthening democracy.

The Federal government's role in postsecondary education will be a focus of attention during reauthorization of the Higher Education Act this year. The President's proposal will seek to increase postsecondary education opportunities for America's poorest students, help low-income and minority students prepare for and complete postsecondary education, reward academic excellence, and strengthen the integrity of the Federal student loan program.

President Bush remains strongly committed to supporting the Nation's Historically Black Colleges and Universities (HBCUs). For the third consecutive year, the President is asking Congress to enact legislation for endowment grants to strengthen HBCUs as part of his new Educational Excellence Act. Twenty-seven Federal agencies are actively involved in carrying out the President's White House Initiative on HBCUs established by Executive Order on April 28, 1989 (Appendix E).

GOAL 5 - ADULT LITERACY AND LIFELONG LEARNING

I. IMPROVING LITERACY

Interagency Initiatives

- The Administration's Interagency Task Force on Literacy, co-chaired by the Departments of Education and Labor, has established a Working Group on Performance Standards/Definitions to develop common definitions of literacy and basic skills. These definitions will be used to identify uniform data elements and performance measures in Adult Education, Vocational Education, Job Training Partnership Act (JTPA), Job Opportunity and Basic Skills (JOBS), and Food Stamps programs. Such work will improve coordination among these programs and lead to ways to identify improvements.
- A National Research and Development Center on Adult Literacy has been funded for a five-year period starting in September 1990. The Center, located at the University of Pennsylvania in Philadelphia, is supported with funds from the Departments of Education, Labor, and Health and Human Services. Its mission will focus on improving the effectiveness and efficiency of adult literacy programs and disseminating information on "what works."
- The Departments of Labor, Education and Health and Human Services are sponsoring a study of Federal funding sources and services available for adult literacy education. An initial review found that in 1989, 77 programs in eleven Federal agencies supported adult educational activities. An interim report on the amount of Federal funds and services available for basic education has been submitted to Congress. A second part of the study will look at state and local adult education programs and make recommendations for enhancing coordination at all levels of government.

Department of Agriculture

- To improve writing skills, more than 1,100 Department of Agriculture (USDA) employees received training in English usage and spelling at a cost of less than \$2 per person in 1990. Each employee received 31 hours of training using self-paced, self-instructional material.

Department of Education

- In Fiscal Year 1991, funding for the Department of Education's (ED) Even Start family literacy program more than doubled to \$49.8 million. Forty-six new projects were made in addition to the 73 continuing programs. In November and December 1990, two Even Start Technical Assistance Conferences were held which brought together Even Start Administrators, early childhood educators, and adult educators to receive assistance in developing and implementing family literacy programs.

- In October 1990, ED announced the ten winners of the Secretary's Award for Outstanding Adult Education and Literacy Programs. Programs were considered on how well they integrated objective standards to measure students' competency and to evaluate progress in acquiring basic literacy skills. Other award criteria included the extent to which the program coordinated with other agencies, local business, and the community; and could be replicated in other schools.
- A National Institute for Literacy Research and Practice will be established in ED in July 1991. This Institute will provide leadership and support for an integrated program of technical assistance and teacher training; exemplary program evaluation and validation; research and development; and clearinghouse activities. The Institute will be guided by an Advisory Board of experts in the field, including practitioners, administrators, researchers, educators, and representatives from business and labor.
- Field tests for the National Adult Literacy Survey (NALS) are underway and will be evaluated to establish the final form for the NALS to be conducted by ED in 1992.

Department of Health and Human Services

- The Department of Health and Human Services (HHS) is supporting twelve Family Service Center demonstrations of innovative ways of improving literacy, increasing employability, and reducing substance abuse in Head Start families.
- Head Start grantees work in a number of ways to improve literacy among Head Start families. Activities include:
 - Identifying family members who need and want to enhance their literacy skills;
 - Providing child care and transportation to support attendance at literacy classes, adult basic education or GED training;
 - Providing books to families through the "Reading is Fundamental Program;" and
 - Working with private companies, such as IBM, to set up computerized learning centers, where staff, parents, and children have opportunities to learn to use new technologies.
- HHS has awarded a grant to support testing how the education and employment training that are a part of California's JOBS program affect participants' literacy. The demonstration will also provide information on the relationship between literacy gains and later self-sufficiency.

Department of Housing and Urban Development

- During Fiscal Year 1991, the Department of Housing and Urban Development will undertake a literacy study to determine literacy and education needs in public and Indian housing developments throughout the Nation.

Department of Justice

- On October 17, 1990, Attorney General Dick Thornburgh announced the formulation of a new literacy standard for Federal prison inmates at the first International Conference on Literacy and Corrections in Ottawa, Canada. Under the new standard, the high school diploma or GED level of literacy will be required for all inmates, amending the current eighth grade standard, and will be a prerequisite for promotion above the lowest entry-level pay grades for inmate job assignments. Attendance in the Bureau of Prisons' Inmate Education Program will be extended from the minimum of 90 days to 120 days. The proposed literacy standard is expected to be finalized by April 1991.
- The Department of Justice's Improving Literacy Skills of Institutionalized Juvenile Delinquents program will include training, technical assistance and development of curricular resources for use by staff of detention and correction facilities. In coordination with the Department of Education, the program will improve the literacy levels of juvenile residents and create a national network of trained reading teacher and volunteers available to juvenile correctional facilities.

Department of Labor

- Under contract with the Department of Labor (DOL), the Educational Testing Service is conducting a two-phase Workplace Literacy Project. Data collection has been completed for the first phase of the project, which involved a national survey of literacy levels among clients served by major DOL programs. The final report is due in June 1991.

The second phase of the project is to develop a workplace literacy testing instrument, for use by state and local Job Training Partnership Act programs, and Employment Service and Unemployment Insurance agencies, that can determine an individual participant's literacy level and suggest necessary literacy training. A preliminary test instrument will be produced by Fall 1991.

- In October 1990, DOL successfully completed the research component of the three-year Family Learning Centers project. According to the findings, approximately 50 Family Learning Centers offer basic English literacy and job skills training to Hispanic economically disadvantaged youth and adults, welfare mothers, and long-term unemployed or discouraged workers. Some sites also offer an intergenerational child care program to enhance children's educational development while their parents receive

basic and job skills training. Building on the research, the Family Learning Centers project will be expanded.

- DOL and Project Literacy U.S., a joint literacy campaign between Capital Cities/ABC and the Public Broadcasting Service, are expanding a Literacy/Human Services Hotline and database. The contact center hotline responds to inquiries from business and special interest groups regarding workplace literacy and local education and training resources.

National Endowment for the Humanities

- State humanities councils sponsor programs for the out-of-school public in locally-based institutions such as libraries and museums. In many states, these councils are taking the lead in helping adults become literate. In North Carolina, the humanities council has developed a ten-week course called "Motherread" that helps strengthen the parent-child relationship through reading important works.

II. PREPARING A WORKFORCE FOR THE 21ST CENTURY

Interagency Initiatives

- The Department of Education, working with the Departments of Labor and Health and Human Services and other Federal agencies will conduct hearings on adult education delivery during the Summer of 1991. The hearings will focus on best practices and models, resulting in recommendations to improve coordination among adult education, job training and welfare programs. Building on these hearings, a national conference will be held. The conference will involve Federal and state representatives from adult education, vocational education, Job Training Partnership Act (JTPA), Job Opportunities and Basic Skills (JOBS) and other Federal programs. Participants will exchange information and ideas on improving coordination among programs, and exemplary programs will be showcased.
- The Joint Technical Assistance on JOBS Implementation project, involving the Departments of Health and Human Services, Labor, and Education, is helping to inform the welfare system, JTPA, and various components of the education system on the JOBS program and how to combine services to effectively serve JOBS participants. A key emphasis in JOBS and the technical assistance efforts is on literacy and basic skills.
- In May 1990, the Departments of Labor and Education sponsored the first National School-to-Work Conference to discuss the nature of our country's school-to-work transition programs and possible solutions. A report summarizing the findings and recommendations from the conference was released in October 1990. A white paper presenting issues and detailing the range of alternatives for work-bound youth will be available in Spring 1991.

- The Department of Housing and Urban Development is working with the Department of Education to enhance education and job training efforts in low-income communities by promoting incentives that link educational achievement and economic empowerment for families living in public and Indian housing.
- The Departments of Labor and Commerce's Rural Workplace Literacy Demonstration, a national project to demonstrate how problems of low-level workplace literacy may be overcome and how to improve basic skills in rural areas, is being implemented in ten regional sites. Other participants include the Tennessee Valley Authority; the Departments of Agriculture, Education and Veterans Affairs; and the National Association of Broadcasters. In January 1991, a meeting was held to discuss plans for a national teleconference involving 800 rural communities.
- The Departments of Health and Human Services and Labor are supporting a study by the Rockefeller Institute of Government of the implementation of the JOBS program. Among other issues, the study is examining the supply and availability of education programs for JOBS participants. A report on experiences of ten states will be completed this year. A report on local implementation will be available in late 1992. Both reports will be useful to other states and localities in understanding the relationship between education and JOBS programs.
- The Departments of Health and Human Services and Education are supporting a test of the impact of the JOBS program on participants' educational achievements to increase understanding of how educational achievement affects employment opportunities for low-income families. The test will take place in three sites, and results will be compared to those of a control group.
- Under a Memorandum of Understanding, the Departments of Health and Human Services and Housing and Urban Development are preparing to announce a joint economic self-sufficiency initiative for residents of public and Indian housing which will integrate the JOBS program with housing assistance.
- The Office of Personnel Management (OPM) spearheaded a cooperative effort to assist a Veterans Affairs (VA) Medical Center in Baltimore, Maryland, in meeting its continuing needs for clerical staff who are competent in the use of medical terminology and other skills. An arrangement between the VA hospital and a local high school was negotiated by OPM that resulted in two teachers working in the hospital in July to develop a curriculum which was implemented in September 1990. OPM's new high school cooperative education regulations help by making it possible for the students involved to be hired by the VA hospital without further competition.

Department of Agriculture

- The Farmers Home Administration (FmHA) provides training in financial and farm management concepts associated with commercial farming for beginning and existing farmers who participate in Department of Agriculture (USDA) programs or have guaranteed loans. It is anticipated that from 30,000 to 50,000 applicants/borrowers will benefit from the proposed training.
- FmHA has developed the Visiting Professors Program, a special program to provide one-on-one technical assistance to small farmers who are having financial/management problems with their farming operation. In addition, FmHA has developed Small Farmer Conferences. Two to three regional conferences will be held for small or limited resource farmers to explain the availability of USDA programs and to expose them to the latest farm practices and techniques, including alternative enterprises and marketing strategies.

Department of Education

- During the Fall of 1990, the Department of Education (ED) conducted a series of regional meetings followed by a negotiated rulemaking process to facilitate implementation of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, which takes effect on July 1, 1991. Signing the bill into law on September 25, 1990, President Bush stated: "This Act creates a more effective vocational education program through its emphasis on accountability and program improvement" and "continues the important emphasis on providing access to quality vocational education programs to our least advantaged populations."

The new law calls for the improvement of quality and the measurement of outcomes in vocational-technical education. Features in the new law to implement these goals include requirements for integrating academic instruction with vocational skills and knowledge. The law also calls for close articulation between secondary and postsecondary vocational programs and for the development of state systems of performance standards which assess student competency attainment and success in the labor market.

- Through its National Workplace Literacy Program, ED's Office of Vocational and Adult Education will fund more than 70 workplace literacy programs in 1991. These programs focus on the literacy and basic skills that workers need to gain new employment, retain present jobs, advance in their careers, or increase productivity.
- ED's Office of Special Education supports innovative models for providing disabled postsecondary students and adults with vocational and independent living skills that are essential for entering the workplace, maintaining employment, and becoming active citizens in their communities.

- The Rehabilitation Services Administration's vocational rehabilitation program offers disabled persons the opportunity to obtain necessary skills for work and obtain work placements. The Projects with Industries Program is a Federal government/private industry partnership initiative in which corporations, labor organizations, trade associations, foundations, vocational rehabilitation agencies, and volunteer agencies work to create job opportunities in the competitive labor market for disabled persons.
- ED is conducting a national evaluation of adult education programs to examine the impact of services on learning and employment.

Department of Housing and Urban Development

- In September 1990, the Department of Housing and Urban Development (HUD) assisted in sponsoring a meeting in Cleveland, Ohio for public and private sector representatives which addressed "A National Education/Empowerment Action Plan for Public Housing Residents."
- In November 1990, HUD sponsored a meeting on "Empowerment through Education." Participants included housing authority leaders, public housing residents, and representatives of the Departments of HUD, Labor, Education, and Health and Human Services. Specific topics of discussion included: school choice, elementary and secondary education, vocational and adult education, bilingual education, and work-based learning.

Department of the Interior

- The Bureau of Land Management started a program that gives Alaskan Native high school juniors and seniors on-the-job experience in natural resources management. The program now includes participation by the National Park Service, Fish and Wildlife Service, Forest Service, the Bureau of Indian Affairs and private organizations.

Department of Labor

- As part of the Department of Labor's (DOL) School-to-Work Transition Initiative, six school-to-work demonstration projects were funded in September 1990. The projects are testing restructured school curricula that allow students to learn job-related subjects in a practical context, gain experiences relevant to the workplace, and be better prepared to enter the labor market.
- DOL launched a School-to-Work Transition Program for Disabled Youth in October 1990. The 18-month field-initiated project will demonstrate and evaluate a comprehensive school-to-work transition program for youth with disabilities. The project will seek to integrate education, rehabilitation, JTPA and employer resources in a community-based network of effective services and opportunities leading to greater participation of disabled youth in the labor force.

- The first meeting of the National Commission on Work-Based Learning is planned for February 1991. This DOL Commission, including representatives from industry, labor, education and government, will help identify new approaches to address the growing need for skilled workers in today's economy. Among its charges, the Commission will explore the feasibility of developing a voluntary system for accrediting work-based training programs, and a portable credential certifying worker skill competencies.
- In September 1990, the Department of Labor presented LIFT (Labor Investing for Tomorrow) Awards to sixteen organizations in four categories: Business-School Partnerships, School-to-Work programs, Employee Training programs, and Employee Worklife programs. DOL is in the initial stages of planning for the 1991 awards program.
- The Center for Advanced Learning Systems is an in-house center at DOL responsible for collecting and distributing information and providing technical assistance to program offices regarding instructional technology and its applications and other workforce activities. Occupational literacy and basic skills are key areas of emphasis.
- After evaluating 90 field-initiated proposals in the area of workplace literacy, DOL made three awards in October 1990:
 - Workplace Basics: Building Tomorrow's Skills Today. A 12-month project to design, implement and evaluate literacy training programs based on the model recommended in Workplace Basics: The Skills Employers Want, developed by the American Society for Training and Development.
 - Technical and Basic Skills Effectiveness Training for Workplace Literacy. A 12-month comprehensive workplace learning program that enhances industry employees' basic skills while addressing their personal and social needs such as child care, counseling and tutoring services.
 - Workplace Literacy Project for Limited English Speakers. An 18-month project through partnership with two community-based organizations that will provide literacy services to limited English speakers at selected employer sites and seek to improve employer understanding of the cultural backgrounds of these employees.
- DOL is developing and disseminating publications designed to raise public awareness about workplace literacy and encourage businesses, workers and the employment and training community to address these issues. Results of a three-year research project with the American Society for Training and Development are presented in a series of publications now being widely disseminated. The publications include: Workplace Basics: The Skills Employers Want; Workplace Basics Training Manual; The Learning Enterprise; Training Partnerships; Training in America; The

Organization and Strategic Role of Training; and Training the Technical Workforce.

- DOL is creating a new in-house Workforce Development and Resource Technology Center whose primary mission will be to improve the ability of DOL staff and others to effectively access and utilize data and information on issues associated with workforce training, and the application of technology to the workplace.

Office of Personnel Management

- In Chicago, the Office of Personnel Management is helping to implement a Clerical Recruitment Initiative for clients of clerical job skills training organizations funded by JTPA. About 34 JTPA-funded groups are participating in the program to help place economically disadvantaged participants who develop marketable job skills into jobs.

III. INCREASING ACCESS AND QUALITY IN POSTSECONDARY EDUCATION

Interagency Initiatives

- Through the White House Initiative on Historically Black Colleges and Universities (HBCUs), 27 Federal agencies are actively involved in efforts to strengthen these important institutions. In Fiscal Year 1989, these agencies awarded a total \$775.8 million to support HBCUs. President Bush remains strongly committed to strengthening the Nation's HBCUs. For the third year in a row, the President is asking Congress to enact legislation for endowment grants to strengthen HBCUs as part of his new Educational Excellence Act.
- In December 1990, the National Science Foundation, the National Endowment for the Humanities, and the Department of Education sponsored a joint meeting with leaders of higher education to discuss strategies to improve the quality of general education at colleges and universities. In addition to laying the foundation for further study in technical fields, the initial sequence of undergraduate science and mathematics education is critical to the preparation of future elementary and secondary teachers and promoting science literacy.

Department of Agriculture

- Through the Department of Agriculture Graduate School, an average of 40,000 adults annually from most government agencies take a wide range of courses from basic literacy to graduate level, with an emphasis on practical workplace skill building.

Department of Education

- The Department of Education (ED) is beginning several initiatives to

improve the quality of higher education. These include:

- Identification of quality indicators for postsecondary vocational training;
 - A review of the accreditation process for postsecondary education institutions; and
 - Identification of the knowledge needed to succeed in college.
- The Administration will play a central role in the reauthorization of the Higher Education Act. Through a series of regional hearings, ED received broad input on issues that have been taken into account in formulating the Administration's proposal which will be transmitted to Congress in early 1991.

Department of Housing and Urban Development

- The Department of Housing and Urban Development's (HUD) Historically Black Colleges and Universities (HBCUs) technical assistance program enables HBCUs to assist local governments in utilizing Community Development Block Grant funds to effectively address a broad range of educational and social service needs. The scope of the program is being expanded this year to permit HBCUs to develop and operate programs and to focus on the development of educational activities that emphasize economic development and business entrepreneurship.
- HUD's Community Development Work Study Program makes grants to postsecondary institutions to assist economically disadvantaged and minority students to participate in a work-study program while enrolled in full-time academic programs in community development and related fields. In 1989 and 1990, grants to 51 colleges and universities assisted 230 men and women to spend two full years working toward their degrees. In April 1991, HUD anticipates making 30 additional grants to colleges and universities for approximately 115 additional students.

Environmental Protection Agency

- The Environmental Protection Agency's (EPA) Office of Environmental Education is working with several Historically Black Colleges and Universities to encourage their efforts to develop environmental programs and to determine how best to use anticipated resources to support such efforts.
- EPA is implementing a new grant program to support promising environmental education projects in higher education and/or non-profit research institutions. The program was enacted in November 1990 as part of the National Environmental Education Act. EPA expects to have criteria for the awards in place by early Summer 1991.

National Endowment for the Humanities

- The National Endowment for the Humanities (NEH) is establishing a new program of Study Grants for College Teachers that will provide short-term awards to about 100 college faculty to enable them to engage in individual study in the humanities. A purpose of the award is to encourage colleges to place a higher value on teaching and to regard good teaching as a significant professional goal of their faculties. The program will make a special effort to encourage faculty at two-year colleges and Historically Black Colleges and Universities to apply.
- NEH's long-term support for postsecondary education institutions with a primary mission of serving minority students is strengthening these institutions through challenge grants. For example, an NEH challenge grant with Xavier University in New Orleans is raising funds for the building of a new library and for endowing humanities programs.
- Two-year colleges receive special emphasis at NEH. By 1992, 100 competitively selected two-year colleges will have participated in a major project that is establishing mentor relationships between two-year colleges and peer institutions with successful humanities programs.
- In 1989, NEH issued a report, 50 Hours: A Core Curriculum for college Students, that pointed out the paucity of requirements in colleges and universities and offered models for curricular reform. In December 1990, NEH convened a panel of experts, including representatives from the Department of Education's Fund for the Improvement of Postsecondary Education and the National Science Foundation, to consider ways to improve general education in U.S. colleges and universities.
- NEH funds efforts across the Nation to strengthen curricula in U.S. colleges and universities so that college students become aware of human achievement of the past and present in all parts of the world. For example, NEH recently awarded a grant to Purdue University faculty to plan a reform of the general education core curriculum in the School of Liberal Arts.
- A variety of faculty development activities sponsored by NEH, including summer seminars and institutes, bring teachers from four-year colleges and universities together to read important texts in the humanities. For example, last summer, the University of Chicago offered a six-week seminar for college teachers throughout the country that examined the foundations of social science.
- NEH's Distinguished Teacher Professorship Awards, first awarded in Fiscal Year 1991, are encouraging institutions to tie advancement, reward, and reputation more to teaching than to research and publication. Fourteen institutions have received total awards of \$3.2 million which in turn has leveraged nearly \$13 million in total endowment funds on behalf of undergraduate teaching in the humanities.

Office of Personnel Management

- A scholarship fund to help current Federal employees further their education through the Office of Personnel Management's (OPM) Denver Federal Executive Board has supported 23 employees over the last two years.
- A decade ago, a Worker Education Program was initiated under the joint sponsorship of OPM, the New York Federal Executive Board and the City University of New York to facilitate educational attendance on a part-time schedule for Federal employees. Since then, some 50 Federal employees have obtained bachelor degrees and hundreds more have pursued college-level courses under the program.

IV. ENCOURAGING LIFELONG LEARNING FOR ALL CITIZENS

Interagency Initiative

- In 1990, the Departments of Agriculture (USDA) and Housing and Urban Development launched a joint initiative with Kraft/General Foods Foundation to develop model consumer education programs in public housing communities to help residents develop lifelong learning skills. The model is being field-tested in eight major cities: Los Angeles, Houston, Philadelphia, New York City, Decatur, Georgia, Tampa, Chicago, and Washington, D.C.

The partnership brings to public housing residents a unique educational delivery system that combines the substantial financial and human resource of Kraft/General Foods and the urban educational and curriculum development experience of 1890 Land-Grant Institutions that participate in USDA's 4-H program. It is anticipated that literacy and mathematical skills of residents will be enhanced by curricula that are both culturally relevant and immediately useful to residents in their daily lives.

Department of State

The Department of State inaugurated its Foreign Affairs Spouses Teacher Training Program (FAST-TRAIN) on September 5, 1990. Twenty-seven spouses are currently enrolled in the program. This program is a three-year pilot project approved by the Virginia Department of Education and administered by George Mason University to train spouses holding a bachelor's degree in liberal arts to teach in the overseas schools. Upon successful completion of the program, spouses will be granted a statement of eligibility for a provisional license to teach in overseas schools. The first graduates will be ready to teach in September 1991.

Environmental Protection Agency

- Through its newly-created Office of Environmental Education, the

Environmental Protection Agency (EPA) is seeking ways to educate citizens about environmental issues and promote community action to address local environmental problems through cooperative projects and partnerships. For example, EPA has forged links with the Natural Guard, a dynamic organization that seeks to involve often alienated urban poor in creative projects to improve their local environment.

National Endowment for the Humanities

- In September 1990, The Civil War, an eleven hour documentary film series, was shown on public television. Made possible by a major grant from the National Endowment for the Humanities (NEH) and based on rigorous research, The Civil War drew a record number of viewers and addressed in a dramatic way the goal of lifelong learning for all Americans.
- Because of a recent grant from NEH to the American Library Association, Americans in small towns and large cities across the Nation will gather in libraries for group discussions of books and themes related to the Columbian Quincentenary.
- NEH is helping museums and locally-based historical organizations to assume an expanded role in lifelong learning -- to become, in effect, a "parallel school" outside established institutions of education. "Russian America, the Forgotten Frontier," which chronicles the history of Russian habitation in North America is an example of an outstanding museum exhibition that has opened recently with NEH support and will travel to several cities in different parts of the country.

National Science Foundation

- The National Science Foundation's (NSF) Informal Science Education Program will encourage interactions between scientific institutions and community-based organizations to promote after-school and summer science programs. The goal is to create a rich environment for learning science, especially for urban students who are poor, minority, and/or limited-English speaking immigrants.
- With NSF support, the Children's Television Workshop is repackaging segments of the successful "3-2-1 Contact" program. The product will provide inexpensive and readily available material to promote interest in science among children and adults and provide hands-on science experience.

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.

"And above all, for the sake of our communities and our children, we must draw the line against drugs."

President George Bush
September 18, 1990

For students to be able to learn, they must attend schools and live in communities that offer them a nurturing environment conducive to learning. Reaching the sixth national education goal requires the sustained commitment and cooperation of every element in a community working together. Disciplinary and anti-drug and alcohol policies must be established in every school and they must be enforced uniformly and fairly. Educators, parents, and the law enforcement communities must work together and in the best interest of students.

Where nurturing home environments do not exist due to circumstances beyond a child's control, means to motivate and raise the self-esteem of students must be identified and encouraged. The President's National Drug Control Strategy underscores that a primary responsibility for achieving this goal is at the school and community level:

The job of our schools is to provide students with knowledge, good habits, and self-discipline that lead to successful adulthood. Drugs are incompatible with all of these characteristics. Therefore, the education community must fight back -- and fight back hard. But it cannot do it alone. To succeed, schools must join forces with parents, businesses, churches, synagogues, law enforcement, civic groups, and others in the community.

The Federal government can provide support through empowering communities and schools in their efforts; encouraging responsibility and accountability through Federal programs; supporting education and prevention initiatives; identifying "what works;" and providing technical assistance to disseminate promising and proven practices. Under the President's National Drug Control Strategy, the multiple Federal departments and agencies involved in combatting illegal drug use work as a team to target these areas.

There have been record increases under the Bush Administration for drug prevention, education and related programs. Since President Bush came to office, funding for grants to states and communities to combat drugs has increased by 83 percent. His 1992 budget requests \$512 million for formula grants in this area. The President's 1992 budget also requests \$632 million for the Drug-Free Schools and Communities Act, \$166 million for research and evaluation of "what works," and \$20 million to develop models for approaches to provide haven for children of addicts.

Recent news on illegal drug use among students has been encouraging. The 16th Annual High School Seniors Survey released last month found that illicit drug use continues to decline. However, much remains to be done and efforts need to be redoubled. The President recognizes that the hard work in this area must be done in America's homes, in the delicate and vital relationships between parents and their children. The Department of Education's publication, Growing Up Drug Free, emphasizes the responsibility that parents have in making sure that their children understand the serious, and often irreversible, dangers posed by drug and alcohol use.

GOAL 6 - SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS

I. EMPOWERING SCHOOLS AND COMMUNITIES

Interagency Initiatives

- For Fiscal Year 1991, the President's budget seeks \$1.5 billion for prevention activities, an increase of \$73 million over Fiscal Year 1990.
- Through the Office of National Drug Control Policy, the Demand Reduction Working Group, comprised of representatives of appropriate Federal departments and agencies, addresses strategies to more effectively coordinate Federal drug prevention and education programs and strategies.
- The Department of Education (ED) is working closely with the Department of State and the U.S. Mission to the Organization of American States (OAS) to assist OAS in its drug abuse education and prevention program. ED officials played a leadership role at the OAS Hemisphere-wide Meeting on Programming and Implementation of the Inter-American Plan of Action in Quito, Ecuador. ED's community-school teaching concept, training methodology, and approach to the curriculum were incorporated as basic elements of the Hemispheric Plan of Action.
- The Department of Justice's Office of Juvenile Justice and Delinquency Prevention and the Department of Education jointly sponsor Students Mobilized Against Drugs in Washington, D.C., to strengthen the District of Columbia students' capacity to lead drug-free lives through co-curriculum and extra-curricular activities, a resource network, and special initiatives to establish a drug-free environment. The program also is providing training and technical assistance to twenty District of Columbia schools.
- The President's Drug Advisory Council sponsored a two-day National Leadership Forum in November 1990, attended by 400 leaders from 172 community anti-drug programs. Participants shared successful ideas on all aspects of making a community anti-drug program work.

Department of Education

- The Department of Education (ED) will award almost \$25 million in Drug Emergency Grants during Fiscal Year 1991 to local school systems with significant drug problems. These grants must be used to develop and implement prevention programs now required by law. The President's Fiscal Year 1992 budget requests almost \$50 million for the program, double the 1991 level.
- ED will award nearly \$100 million under the Drug-Free Schools and Communities Act in Fiscal Year 1991 to Governors as part of its State and Local Formula Grant Program. The funds are used to provide funding for

community-based prevention efforts and for programs that target youth at high risk for drug use.

Department of Health and Human Services

- The first grants under the Community Partnership Program in the Department of Health and Human Services (HHS) were awarded in 1990, 95 communities received grants totalling about \$44 million. Funding for this program was doubled for Fiscal Year 1991. HHS plans to almost triple the number of grants awarded. These grants were proposed in the first National Drug Control Strategy and are awarded to communities which organize partnerships to coordinate activities among public agencies, and health, criminal justice, education, voluntary, business, and other community organizations.
- For Fiscal Year 1992, the President's budget seeks an additional \$15 million for Community Partnership grants, and \$4 million more for High Risk Youth grants.
- In Fiscal Year 1990, HHS provided 84 grants, totalling \$15 million, to community-based organizations for prevention and education activities to reduce trafficking in drugs by youth gangs and to divert youth from gang membership. HHS provided another \$15 million to fund runaway and homeless youth centers for drug education and prevention programs.
- In Fiscal Year 1990, the High Risk Youth Demonstration Program awarded 116 grants (totalling \$39 million) to community-based groups to develop and test innovative programs of drug abuse prevention and treatment. A three-year evaluation of the grants will be completed this year. Information will be used to determine the best approaches to working with youth at risk of drug abuse.
- For youth at risk of involvement in the sale of drugs, HHS is identifying effective approaches for facilitating their transition to mainstream employment.
- Several of the Nation's health promotion and disease prevention goals for the year 2000 call for reducing substance abuse and violence and thus support the national education goals.

Department of Housing and Urban Development

- The Department of Housing and Urban Development's (HUD) anti-drug efforts in public housing communities will have an effect on keeping the Nation's schools free of drugs and violence. HUD supports the concept of drug education and prevention for school-aged children as a way to help make public housing communities drug-free. As a matter of policy, HUD strongly encourages public housing agencies to work with others in the community, including schools, in implementing anti-drug programs.

- During 1989, \$2.4 million was distributed under the Youth Sports Program to 100 grantees to combat drugs in public housing. The Youth Sports Programs have educational components and provide sports, recreational and cultural activities as effective alternatives to drug use. For 1991, \$7.5 million will be made available in Youth Sports Grants.
- In 1990, \$97.4 million was awarded under the Public Housing Drug Elimination Grant Program to 350 Public Housing Authorities (PHAs) and 15 Indian Housing Authorities (IHAs) in 46 states, the District of Columbia, and Puerto Rico. This represented a \$89.2 million increase over the previous year's funding. The 350 funded projects all demonstrated comprehensive approaches in dealing with local drug problems by emphasizing resident and community involvement and enforcement, and prevention/intervention strategies. The grantees also demonstrated an equally heavy emphasis on educational strategies to help local residents better address the community's drug problem.
- For 1991, \$150 million will be available for grants under the Public Housing Drug Elimination Grant Program, for technical assistance, training, and anti-drug resource information and the President's 1992 budget seeks \$165 million. Technical assistance will help housing authorities with operational problems and programs. Training will be offered to PHAs, residents, and community leaders in building local partnerships, developing better management and enforcement strategies, and creating drug prevention and intervention programs. The Drug Information and Strategy Clearinghouse offers free-of-charge, how-to guides and one-on-one technical assistance to PHAs and residents.

Department of Justice

- The Bureau of Justice Assistance (BJA), in cooperation with the National Crime Prevention Campaign, has allocated \$1 million in Fiscal Year 1991 discretionary funds to establish community-based education and prevention reduction efforts as well as to continue the support of school-based reduction programs utilizing McGruff the Crime Dog.
- The purpose of the Drug-Free School Zone Project is to design and implement comprehensive, system-wide community organizations, planning strategies, and programs for creating and maintaining drug-free schools. The project will involve the implementation of a crime reduction strategy that targets and reduces the supply-side problems and needs in the targeted schools. The project will also identify existing private, Federal, state, city, community, and human service resources, coordinating and redeploying those resources in the schools to deliver services effectively to the residents.

II. RESPONSIBILITY AND ACCOUNTABILITY

Interagency Initiative

- Under the Drug-Free Schools and Campuses Program, institutions which fail to implement programs will not be eligible to receive any Federal financial assistance. The Department of Education is monitoring and enforcing the implementation of such policies on an annual basis.

Office of National Drug Control Policy

- The Office of National Drug Control Policy (ONDCP) released in December 1990 the "State Drug Control Status Report" which showed that 16 states now require teachers to have formal training in substance abuse education. Additional states are considering proposals along these lines as schools implement the Drug-Free Schools and Campuses Program.

III. EDUCATION AND PREVENTION

Interagency Initiatives

- The National School Safety Center (NSSC) at Pepperdine University is sponsored by the Department of Justice's Office of Juvenile Justice and Delinquency Prevention and the Department of Education. The Center's purpose is to bring national attention to problems that disrupt the educational process. NSSC helps schools respond more effectively to gangs, drugs, and campus violence by providing technical assistance, training, and resource materials to school administrators, law enforcement officials, youth-service agencies, and community leaders. Special emphasis is placed on ridding schools of crime, violence, and drugs, and on improving school discipline, attendance, student achievement, and learning environment.

Department of Agriculture

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

Department of Education

- During the Bush Administration, Federal spending under the Drug-Free Schools and Communities Act has increased by 71 percent, from \$354.5 million in Fiscal Year 1989 to \$606 million in Fiscal Year 1991.
- The fifth annual conference of the Drug-Free Schools and Communities Program will be held in Fall 1991. Technical assistance will be provided to state educational agencies, local educational agencies, and institutions of

higher learning based upon knowledge and information gained from Department of Education (ED) programs.

- Under the Drug-Free Schools and Communities Act, ED will award approximately \$30 million in Fiscal Year 1991 in grants through four discretionary grant competitions. These grants will support the training of school personnel and counselors, as well as other drug abuse education and prevention activities.
- Six discretionary grant competitions, funded at \$14.1 million for Fiscal Year 1991 will support prevention initiatives for students of institutions of higher education.
- ED will continue to support five Regional Centers for Drug-Free Schools and Communities that provide training and other technical services to state and local educational agencies and institutions of higher education.
- In July 1990, ED disseminated approximately 130,000 copies of its prevention curriculum model, Learning to Live Drug-Free: A Curriculum Model for Drug Prevention.
- ED is supporting the development of a variety of materials that focus on the problem of alcoholism as it relates to families, particularly children of alcoholics.
- ED is concluding an evaluation of the Chapter 1 Neglected or Delinquent Program, which has identified effective instructional practices for teaching youth who are in correctional facilities. These youth typically have a history of educational failure and many have dropped out of school prior to their incarceration.
- Work with the Regional Centers for Drug-Free Schools and Communities will focus on improving their technical assistance programs that serve schools, postsecondary institutions, and local communities.
- The Drug-Free School Recognition Program and the Federal Activities Discretionary Grant Program provide a source of information on effective programs to help identify effective school-based prevention programs to serve as national models.
- During Fall 1990, ED released the National Commission on Drug-Free Schools report which included a series of recommendations for states, school boards, schools, parents, and communities on how to meet the goal of drug-free schools by the year 2000.
- During Fall 1990, ED released A Guide for College Presidents and Governing Boards: Strategies for Eliminating Alcohol and Other Drug Abuse on Campuses. In addition, during Summer 1990, ED released Learning to Live Drug Free: A Curriculum Model for Prevention.

Department of the Interior

- The Office of the Deputy Secretary, through its "War on Drugs" Departmental Initiative, will continue distributing posters and other drug abuse education and prevention materials to all departmental bureaus for use in National Parks and on other public lands.

Department of Justice

- The Department of Justice's (DOJ) Super Teams is a drug prevention program that uses peer counselors in schools to prevent drug use among students. During Phase I, student leaders are selected to become peer counselors, and support for the program is generated among school personnel and parents. In Phase II, students attend an intensive residential training program where they learn techniques to avoid negative peer pressure and to influence other youth to refrain from using alcohol and drugs. Professional athletes, including members of the National Football Players Association, serve as role models for the student leaders and youth in participating schools.
- The 93 United States Attorneys are involved in many activities working with schools in their districts in drug education and prevention programs. The work is often promoted through the Law Enforcement Coordinating Committee (LECC) operating in each district and coordinated by the LECC/Victim-Witness Coordinators in the United States Attorneys' offices. Examples of these initiatives and activities include:
 - The Law Enforcement Coordinating Committee (LECC) in the Northern District of Alabama, in conjunction with DOJ's Community Relations Service (CRS), sponsored a conference for educators and law enforcement called "Handling School Crises." This one-day seminar drew 610 participants to hear CRS teach schools how they could work with CRS and law enforcement to head off problems.
 - Many LECC Coordinators work with school to encourage the adoption of drug education curriculum. For example, at the invitation of a private school in the Middle District of Georgia, which had never offered drug education, Coordinator Sandra Keil recently organized a panel of law enforcement personnel to speak to the faculty. The faculty decided that drug education should be added to the school's curriculum.
 - In the Western District of North Carolina, the Chief Assistant United States Attorney took 70 fourth-graders on a tour of the Charlotte-Mecklenburg Law Enforcement Center and the Mecklenburg County Jail and discussed the criminal justice system, including the message that doing drugs may mean jail time.
 - In South Carolina, the LECC recently sponsored a series of seminars entitled, "Law Enforcement and Schools: A Partnership for Safe

Schools." The program was a cooperative effort among the United States Attorney's office, the State Department of Education, the South Carolina Criminal Justice Academy, and others.

- The San Antonio Police Department created "Alamo City Heat," a band with an anti-drug message for school children in San Antonio.
 - In Delaware, United States Attorney Bill Carpenter helped form "First State Force," a group of fifteen law enforcement officers from nine different agencies, who debuted at a middle school in Wilmington, with the Governor of Delaware and Jesse Jackson as featured speakers.
 - In the District of Oregon, the United States Attorney's office and the FBI entered into a partnership with Portland's Ladybug Theater to employ live stage productions to educate children about drugs.
- The Bureau of Justice Assistance (BJA) will allocate \$9-10 million in Fiscal Year 1991 drug enforcement formula grant funds to support programs in schools, such as Drug Abuse Resistance Education (DARE), in which law enforcement officers participate in demand reduction programs. Through the discretionary grant program, BJA allocated \$1.2 million in Fiscal Year 1991 discretionary funds to support the continuation of DARE Program Regional Training Centers, including the demonstration of a parents' component to be included in the core curriculum.
 - The Drug Enforcement Administration (DEA) has an active demand reduction program, targeting schools, teachers, coaches, parents, and students nationwide. For example: DEA offers drug awareness seminars to schools across the country which educate participants in the dangers of drug use and how to "Just Say No!"; DEA is an active partner with state and local law enforcement in the DARE program; DEA participates in the Junior High/High School Coaches program, which teaches teachers how to educate athletes on the dangers of drug use and how to be positive role models for their peers; and DEA supports the District of Columbia's Drug-Free Club program through the schools in each quadrant of the city. These clubs provide a safe environment for Washington, D.C.'s school-aged children and reinforce their academic education with drug awareness education.
 - The Federal Bureau of Investigation (FBI) has utilized a significant amount of resources and time in schools as an integral part of the Bureau's Drug Demand Reduction Program. Field Special Agents nationwide have given presentations to all age groups in schools, educating youths on the dangers of drugs. Special Agency Drug Demand Reduction Coordinators (DDRCs) have spent time with teachers and school administrators discussing current school-based curriculums, along with the concerns and successes of these programs. The FBI has also developed handouts targeted at school-age children and distributed through the school system.

- The FBI is working with the National Child Safety Center, Bureau of Justice Assistance, and the National Crime Prevention Council on the "Race Against Drugs." The effort includes seventeen of the Nation's largest race sanctioning organizations and utilizes motorsports racing events, combined with well recognized racing heroes as role models. A multi-dimensional approach is being developed which includes Public Service Announcements, an essay contest, awareness events, and drug education and prevention materials.
- The U.S. Border Patrol Drug Demand Reduction Through Education Program, established in October 1986, surpassed the two million mark in participants in Fiscal Year 1990 with a total of 2,574,692. The program responds to requests for drug education presentations from schools and adult/civic organizations nationwide. The Border Patrol participated in the Partners Against Drug Abuse national conference in Washington, D.C., on September 5-6, 1990. There currently are plans to participate in the PRIDE World Drug Conference in Nashville, Tennessee in March 1991.

Department of Labor

- In its Fiscal Year 1991 Job Training Partnership Act (JTPA) planning guidance, the Department of Labor (DOL) has encouraged states to initiate or expand the promotion of drug abuse awareness and education efforts among JTPA participants.
- Through the Job Corps Alcohol and Other Drugs of Abuse Education Unit, drug education is a standard part of the Job Corps program and drug counselling is available at all centers. To expand its Health Education Program, Job Corps recently developed a competency-based Alcohol and Other Drugs of Abuse (AODA) course to assist students in making personal decisions based on knowledge of drugs of abuse, legal aspects and treatments for abuse, effects on personal health, independent choices, peer pressure, and work-related consequences of drug use. Pilot tests in four centers produced largely favorable results. Training for Job Corps Centers is scheduled for March and April of 1991.

Department of State

- Topics addressed at workshops at the Association for International Schools in Africa's four conferences which have been held since July 1990 include: student leadership training; family life; assertive discipline; and developing student thinking skills. These contribute to strong drug-free life skills.

Department of Transportation

- The Department of Transportation's National Highway Traffic Safety Administration provides leadership training for students, training of judges to deal appropriately with drug and alcohol offenders, and training of law enforcement officials in the detection of substance abuse.

IV. RESEARCH AND STATISTICS ON STUDENT DRUG USE, STUDENT ATTITUDES, AND VIOLENCE ASSOCIATED WITH SCHOOLS

Interagency Initiatives

- The Administration understands the importance of the Federal role in conducting research on what works in prevention and in disseminating objective information about these effective practices. To this end, the Departments of Education and Health and Human Services are supporting at least two dozen research studies and evaluation projects in 1991 to gain a better understanding of which drug education and prevention methods work best.
- The Departments of Education and Justice are jointly funding School Management and Resource Teams (SMART) through the National Alliance of Safe Schools. This research is experimenting with models of school management in troubled schools to reduce drug use, assaults, and other antisocial and violent behavior.

Department of Education

- The Department of Education (ED) will conduct a Fast Response Survey in 1991 to gain additional data related to the goal of safe, drug-free, disciplined schools. Plans are being developed to add survey items on this goal to the Schools and Staffing Survey which ED conducts.
- ED has launched a comprehensive set of evaluation studies designed to assess the impact of Drug-Free Schools and Communities Act funds. These studies will also identify effective school-based drug prevention programs.
- Through the Network of Colleges Committed to Elimination of Drug and Alcohol Use, a database on prevention programs will be developed and maintained for the exchange of information with institutions of higher education.

Department of Health and Human Services

- The Department of Health and Human Services (HHS) is completing a compendium of Federal, state, and local drug abuse education and prevention efforts. These efforts will be the subject of a major national evaluation of program effectiveness that will begin in 1992. The evaluation will provide comprehensive information on education and prevention strategies and will be important to the future design of effective programs.
- The National Institute on Drug Abuse of HHS is continuing to fund an annual survey monitoring drug use and related attitudes among America's high school seniors. Funded since 1975, and conducted by the University of Michigan, the survey includes approximately 16,000 high school seniors

each year. In 1991, the survey will be expanded to include eighth and tenth graders. Findings from the survey indicate a continued drop in the number of seniors who are using illicit drugs. In 1990, the findings showed, for the first time in the sixteen years the survey has been conducted, that less than half of the students surveyed had ever used illicit drugs.

Department of Justice

- The School Crime and Discipline Research and Development Project is based on the theory that a clear, well-understood disciplinary code, when consistently enforced, will help reduce discipline and crime problems in schools. The University of Illinois at Chicago and the Education Development Center in Providence, Rhode Island, are conducting research to evaluate the impact of a disciplinary code on school order and safety. Based on a careful analysis of Federal, state, and local laws, the researchers have developed disciplinary codes that have been established on an experiential basis in four elementary schools. While the impact of the disciplinary codes has not been formally measured, the experiential schools are already reporting positive results, such as in-school suspension that does not thwart students' academic progress. The information generated from this research and development program could be replicated to help communities establish and enforce effective disciplinary codes in schools.
- The School Crime Supplement, as an addition to the National Crime Survey, is being jointly sponsored by the Bureau of Justice Statistics (BJS) and the National Institute of Justice (NIJ). The National Crime Survey conducts interviews with over 100,000 persons in approximately 50,000 households every six months. The School Crime Supplement, administered between January and June 1989, asked household members ages 12 or older, who attend school below the college level, a series of questions about their school environment. The questionnaire is designed to obtain information about school crime victimizations, availability of drugs and alcohol in school, existence of street gangs at school, and effects of the fear of crime on behavior. BJS will be conducting descriptive analyses with the processed data. BJS and NIJ will be awarding research grants to various academic and research institutions to conduct multivariate analyses.
- The National Institute of Justice (NIJ) is sponsoring research on Firearms, Violence, and the Adolescent Offender through Tulane University. This 1990 study is examining the motives for and patterns of firearms acquisition, ownership, and use by serious juvenile offenders and by inner-city high school students. Findings will contribute to the control of gun abuse by juvenile offenders and to the reduction of gang violence, drugs, and weapons use in inner-city high schools.
- NIJ will sponsor a national assessment of the Drug Abuse Reduction Education (DARE) program to determine the scope and reliability of DARE findings and analyze future drug resistance education needs in terms of

curricula, funding, and the appropriateness of follow-up education programs.

- Research on Childhood Victimization and Later Violent Behavior is sponsored through an NIJ grant to Indiana University. The 1990 study is continuing research on initial findings that abused children do not become child abusers at a higher rate than non-abused children, but that violent adult offenders have usually been abused.
- The National Program on Human Development and Criminal Behavior, sponsored by a grant from the NIJ to Harvard University, is continuing a massive analysis of data to be taken from observations of very young children, adolescents (at the onset of delinquency), and high-risk young adults which hopes to discover the effectiveness of certain interventions in the evolution of criminal careers.
- The following Federal clearinghouses can provide information on drug programs, strategies, research, and other areas:

Health and Human Services

National Clearinghouse for Alcohol and Drug Information
Post Office Box 2345
Rockville, Maryland 20852
1-800-729-6686
(in Maryland and Washington, D.C., call: 301-468-2600)

Department of Housing and Urban Development

Drug Information and Strategy Clearinghouse
Post Office Box 6424
Rockville, Maryland 20850
1-800-245-2691

Department of Justice

Drugs and Crime Data Center and Clearinghouse and National Criminal Justice Reference Service
1600 Research Boulevard
Rockville, Maryland 20850
1-800-666-3332

HIGHLIGHTS FROM
THE PRESIDENT'S FISCAL YEAR 1992 BUDGET
RELATED TO THE NATIONAL EDUCATION GOALS

The following section is adapted from the Budget of the United States Government: Fiscal Year 1992 which is issued by the Office of Management and Budget.

The President's Fiscal Year (FY) 1992 budget reflects the Administration's ongoing commitment to provide resources for priority areas in education as identified in the Joint Statement of the President and the Governors from the Education Summit (Appendix B) and that support the national education goals. Even under current budget constraints, the President's budget includes significant increases to help prepare children for school, to enhance research and demonstration of "what works," and to improve mathematics and science education.

As announced in his State of the Union Address on January 29, 1991, President Bush also proposes:

- A new Education Excellence Act (see initiatives under specific goals) which is designed to assist states and localities in restructuring efforts; and
- To select at least \$15 billion in programs and turn them over to the states in a single consolidated grant for flexible management by the states.

The items below reflect budget proposals in key education-related programs in the Department of Education and the Departments of Agriculture, Health and Human Services, Labor, and other Federal departments and agencies.

GOAL 1 - SCHOOL READINESS

- Head Start. The budget requests a total of \$2.05 billion for Head Start in the Department of Health and Human Services, \$100 million above 1991. Under the Bush Administration, funding for Head Start has risen from \$1.24 billion to \$2.05 billion, an increase of 66 percent. This will allow 630,000 poor and disabled youngsters to participate.
- Special Supplemental Food Program for Women, Infants, and Children (WIC). The budget requests a total of \$2.57 billion for the WIC program in the U.S. Department of Agriculture, a 9.5 percent increase (\$223 million) over 1991. This will allow virtually all eligible infants and pregnant women to be served as well as provide additional funds for one- and two-year olds.
- Child Care and Development Block Grants. The budget requests \$745 million for the first Federal grant program to require that parents be given the option of receiving a certificate which can be used to select the child care of their choice. States will use 25 percent of the grant to increase the availability and quality of before- and after-school and early childhood development programs.

- Infant Mortality. The budget requests a \$676 million increase (9 percent over 1991) to help reduce infant mortality, prematurity, and low birth-weight. This includes a new \$171 million initiative to expand and improve early and regular prenatal care in ten cities with exceptionally high infant mortality rates.
- Immunizations. The budget proposes to increase categorical grants by \$40 million, an 18 percent increase over the 1991 enacted level.
- Preschool Services to Children with Disabilities. The budget requests \$296 million for preschool services to children with disabilities to provide services for an estimated 360,000 three- to five-year-old children. An additional \$129 million is requested to support state systems to identify and arrange services for handicapped infants and their families.
- Additional requests to help prepare children for school include:
 - almost \$10 billion for new and expanded refundable tax credits to low-income working families with children;
 - \$300 million for new child care grants for families at risk of welfare dependency;
 - \$124 million in the Department of Health and Human Services for research and demonstrations to increase the efficiency and effectiveness of social and support services for children at risk; and
 - \$145 million for biomedical research through the National Institute on Child Health and Human Development to expand knowledge and improve treatment of diseases afflicting children, including pediatric AIDS, Sudden Infant Death Syndrome, and childhood accidents and injuries.

GOAL 2 - SCHOOL COMPLETION

- Dropout Demonstrations. The budget requests \$29 million in the Department of Education to continue a set of dropout demonstration projects designed to provide information on strategies that are most successful in preventing children at risk from dropping out of school and in encouraging those who have left to return.
- Job Corps. The budget requests \$887 million for the Job Corps program in the Department of Labor which annually provides basic education and vocational skills training for about 65,000 youth at risk.
- Youth Education and Job Training Program. Approximately \$1.3 billion is requested for the Department of Labor's new year-round youth education and job training program which will offer comprehensive services and incentives to assist severely disadvantaged youth and provide incentives to communities to better coordinate programs.

- Youth Opportunities Unlimited (YOU). An additional \$25 million is requested for a new Youth Opportunities Unlimited (YOU) demonstration program which will also target severely disadvantaged youth.

GOAL 3 - STUDENT ACHIEVEMENT AND CITIZENSHIP

- Educational Excellence Act. The President's Fiscal Year 1992 budget requests \$690 million for a new Educational Excellence Act to assist states in working toward the national education goals.
 - Education Certificate Program Support Fund. This \$200 million initiative will provide incentive grants to local school districts with qualified certificate programs that enhance parental choice. Funds will be available to districts with Federal compensatory education programs for the disadvantaged that also have operational certificate programs. Qualified programs will, at a minimum, provide for public and private school choice. Districts that receive funds will be able to use them for a range of educational services.
 - Education Choice Initiatives. Additional choice initiatives include \$30 for demonstration projects; legislation to permit state's to direct up to 50 percent of the Department of Education's block grant funds to support choice initiatives; and a program to support magnet schools. In addition, the budget provides continuing support for the Department of Education's new Center for Choice in Education.
 - Flexibility/Accountability Initiative. An initiative designed to further the President's and the Governors' commitment to seek increased flexibility in Federal funding in exchange for enhanced accountability.
 - Alternative Certification Initiative. An initiative to reward states with alternative methods for certifying and training teachers and school administrators.
 - Rewarding Excellent Teachers and Training School Administrators. Additional initiatives to recognize and reward teachers and to train school administrators.

An additional initiative is listed under Goal 4.

- Teacher Training Partnerships. The budget includes \$20 million for a new program to establish partnerships between school districts and universities to provide school-based teacher training. Programs in the Department of Education, the National Science Foundation, the Department of Energy, and the National Endowment for the Humanities also support the training of new teachers and assist in upgrading skills of current teachers.

- Compensatory Education. The budget requests \$6.4 billion, an increase of \$149 million, for current programs to improve the skills of over five million educationally disadvantaged children. Emphasis will be placed on improving the performance of the lowest achieving children.
- Children with Disabilities. The budget requests \$2.7 billion, an increase of \$114 million over 1991, to assist four million children with disabilities.
- Assessment and Statistics. The budget includes \$80 million to support the development of new techniques for student assessment, the expansion of the National Assessment of Educational Progress (NAEP), and U.S. participation in international assessments.

GOAL 4 - MATHEMATICS AND SCIENCE ACHIEVEMENT

The budget includes a \$661 million -- a 28 percent increase over 1991 funding -- for precollege mathematics and science education programs. Overall, \$1.9 billion is requested for all levels of mathematics and science education, a 13 percent increase over 1991, across the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Interior; and the Environmental Protection Agency, National Aeronautics and Space Administration, and National Science Foundation. Highlights include:

Pre-college

- Performance-based Mathematics and Science Education Initiative Grants. The Educational Excellence Act includes \$40 million in the Department of Education for new grants to school districts to stimulate improved student performance in mathematics and science. Districts showing significant increases in student performance in mathematics and science would qualify for a grant and could use the funds for any purpose that will effectively promote continued improvements in mathematics and science learning.
- Teacher Preparation. The budget requests \$359 million to support workshops, courses, summer research appointments, partnerships with national research laboratories, equipment loans, and other programs.
- Curriculum Reform, Dissemination, and Research and Development. The budget requests \$137 million for research to develop and disseminate new curricula and standards, and new educational technologies to enhance student learning. Funds will support: partnerships between publishers and schools systems; academic curriculum development teams; improvements in the use of computers and laser videodiscs in the classroom; and a diffusion network to disseminate information about exemplary programs.

- **Reform Incentives.** The budget requests \$58 million to support and provide incentives for education reform, including state adoption of effective teacher preparation and enhancement, curriculum and research, assessment, standards, and student incentive programs.
- **Student Incentives and Opportunities.** To stimulate curiosity among elementary and secondary students about mathematics and science, \$48 million is included in the budget for research experiences at colleges and universities, research facilities, science fairs, direct student financial assistance, and other programs.

Undergraduate and Graduate

- **Curriculum Development.** The budget requests \$124 million to support activities to help undergraduate curricula and laboratories keep pace with changes in scientific research.
- **Faculty Development and Enhancement.** The budget requests \$42 million to support research experiences for undergraduate faculty at leading research universities and national laboratories, workshops, conferences, and courses.
- **Student Opportunities and Support.** In addition to the \$20 billion in student financial aid generated by the broad-based programs of the Higher Education Act, the budget provides \$230 million for activities focused on students in science and engineering fields.
- **Graduate Training.** The budget includes \$803 million for graduate education.

GOAL 5 - LITERACY AND LIFELONG LEARNING

- **Adult Literacy.** The budget provides \$286 million for Department of Education literacy activities, including \$251 million for Adult Education Act programs. The Educational Excellence Act will include initiatives designed to improve adult literacy.
- **Job Training Partnership Act (JTPA).** The budget includes \$1.1 billion for a new, more effectively targeted JTPA program that will provide basic skills and occupational training, job placement, and support services to more than 400,000 disadvantaged adults.
- **Vocational Education.** The budget includes \$1 billion for the support of vocational education, with emphasis on the integration of academic and job-related skills at the secondary level and improved program accountability.

- Pell Grants. The budget requests \$5.8 billion, an increase of \$401 million or a 7 percent increase over 1991. The Administration's proposals for reauthorization of the Higher Education Act would raise the maximum Pell award to \$3,700, an increase of \$1,300 or 54 percent over the 1991 level. The average would be raised to \$1,909, an increase of \$425 or 29 percent over the 1991 level.
- Presidential Achievement Scholarships. The budget requests \$170 million for supplementary awards for Pell Grant recipients based on superior high school and college performance. These awards would, for the first time, relate recognition of merit to the Pell grant program.
- Support Services to Assist Low-income Students. The budget includes \$395 million, an increase of 18 percent over 1991, for support services to help prepare low-income and minority elementary and secondary students for higher education and to help such students stay in higher education.
- Guaranteed Student Loans. The Administration is proposing legislative improvements to restore integrity to the guaranteed student loan program which would reduce administrative costs and reduce government risk. If analysis now underway demonstrates its feasibility and cost effectiveness, the Administration may later propose replacing the guaranteed loan structure with a Federal direct loan program.

GOAL 6 - SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS

- Drug Free Schools and Communities Act. The budget requests \$632 million for the Drug-Free Schools and Communities Act.
- Emergency Grants Program. Included in the above request is \$50 million for Emergency Drug Grants in the Department of Education, a \$25 million increase over 1991. This initiative was a proposal in the President's original Education Excellence Act.
- Formula Grants for States and Communities. The budget includes \$512 for formula grants in the Department of Health and Human Services. This represents an 83 percent increase since President Bush came into office.
- Community Partnership and High Risk Youth Grants. The budget seeks an additional \$15 million for Community Partnership Grants and \$4 million for High Risk Youth Grants.
- Models to Assist Children of Addicts. The budget includes \$20 million to expand efforts to develop models for approaches that provide a safe haven for children of addicts and \$16 million to support demonstration projects to develop strategies to prevent abandonment of infants and to provide care for those that are abandoned or exposed to drugs in utero.

- Research and Evaluation of "What Works." The budget includes \$166 to conduct research and evaluation of "what works" in drug prevention.
- Indian Drug Education. The budget requests \$4 million for Indian drug education and \$44 million for drug treatment programs in the Indian Health Service.

APPENDIX A

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 26, 1990

NATIONAL GOALS FOR EDUCATION

INTRODUCTION

At the historic education summit in Charlottesville five months ago, the President and the Governors declared that "the time has come, for the first time in U.S. history, to establish clear national performance goals, goals that will make us internationally competitive." The six national education goals contained here are the first step in carrying out that commitment.

America's educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America's international competitiveness.

Today, a new standard for an educated citizenry is required, one suitable for the next century. Our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and to understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives.

America can meet this challenge if our society is dedicated to a renaissance in education. We must become a nation that values education and learning. We must recognize that every child can learn, regardless of background or disability. We must recognize that education is a lifelong pursuit, not just an endeavor for our children.

Sweeping, fundamental changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure -- for the failure of these students will become the failure of our nation. Achieving these changes depends in large part on the commitment of professional educators. Their daily work must be dedicated to creating a new educational order in which success for all students is the first priority, and they must be held accountable for the results.

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge. Parents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement and greater responsibility for their future. In addition, communities, business and civic groups,

and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

The first step is to establish ambitious national education goals -- performance goals that must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential. These goals are about excellence. Meeting them will require that the performance of our highest achievers be boosted to levels that equal or exceed the performance of the best students anywhere. The performance of our lowest achievers must be substantially increased far beyond their current performance. What our best students can achieve now, our average students must be able to achieve by the turn of the century. We must work to ensure that a significant number of students from all races, ethnic groups, and income levels are among our top performers.

If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals. Every citizen will benefit as a result. When challenged, the American people have always shown their determination to succeed. The challenge before us calls on each American to help ensure our nation's future.

NATIONAL EDUCATION GOALS

Readiness for School

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

Objectives:

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

High School Completion

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

Objectives:

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

Student Achievement and Citizenship

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

Objectives:

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

Science and Mathematics

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

Objectives:

- o Math and science education will be strengthened throughout the system, especially in the early grades.
- o The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- o The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Adult Literacy and Lifelong Learning

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

Objectives:

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

Safe, Disciplined, and Drug-Free Schools

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

Objectives:

- o Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- o Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- o Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

NECESSARY CHANGES AND RESTRUCTURING

These goals are ambitious, yet they can and must be achieved. However, they cannot be achieved by our education system as it is presently constituted. Substantial, even radical changes will have to be made.

Without a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically the performance of the nation's education system and each and every student, these goals will remain nothing more than a distant, unattainable vision. For their part, Governors will work within their own states to develop strategies for restructuring their education systems in order to achieve the goals. Because states differ from one another, each state will approach this in a different manner. The President and the Governors will work to support these state efforts, and to recommend steps that the federal government, business, and community groups should take to help achieve these national goals. The nature of many of these steps is already clear.

The Preschool Years

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, under-educated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems for prenatal and postnatal care. However, we still need more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

The School Years

As steps are taken to better prepare children for schools, we must also better prepare schools for children.

This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles.

Next, our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; providing a way for gifted professionals who want to teach to do so through alternative certification avenues, and giving parents more responsibility for their children's education through magnet schools, public school choice, and other strategies. Most important, restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure. It is only by maintaining this balance of flexibility and accountability that we can truly improve our schools.

The federal government must sustain its vital role of promoting educational equity by ensuring access to quality educational programs for all students regardless of race, national origin, sex, or handicapping condition. Federal funds should target those students most in need of assistance due to economic disadvantage or risk of academic failure.

Finally, efforts to restructure education must work toward guaranteeing that all students are engaged in rigorous programs of instruction designed to ensure that every child, regardless of background or disability, acquires the knowledge and skills necessary to succeed in a changing economy. In recent years, there has been an increased commitment to mathematics and science improvement programs. The federal government should continue to enhance financial assistance to state and local governments for effective programs in these areas. Likewise, there has been a greater federal emphasis on programs that target youth at risk of school failure and dropping out. The federal government should continue to enhance funding and seek strategies to help states in their efforts to seek solutions to these problems.

Improving elementary and secondary student achievement will not require a national curriculum, but it will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology. The quality of teachers and teaching is essential to meeting our goals. We must have well-prepared teachers and we must increase the number of qualified teachers in critical shortage areas, including rural and urban schools, specialized fields such as foreign languages, mathematics and science, and from minority groups. Policies must attract and keep able teachers who reflect the cultural diversity of our nation. Policies that shape how our educators are prepared, certified, rewarded, developed and supported on the job must be consistent with efforts to restructure the education system and ensure that every school is capable of teaching all of our children to think and reason. Teachers and other school leaders must not only be outstanding, the schools in which they work must also be restructured to utilize both professional talent and technology to improve student learning and teacher- and system-productivity.

The After-School Years

Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will

change their jobs ten or eleven times over their lifetime.

In most states, the present system for delivering adult literacy services is fractured and inadequate. Because the United States has far higher rates of adult functional illiteracy than other advanced countries, a first step is to establish in each state a public-private partnership to create a functionally literate workforce.

In some other countries, government policies and programs are carefully coordinated with private sector activities to create effective apprenticeship and job training activities. By contrast, the United States has a multilayered system of vocational and technical schools, community colleges, and specific training programs funded from multiple sources and subject to little coordination. These institutions need to be restructured so they fit together more sensibly and effectively to give all adults access to flexible and comprehensive programs that meet their needs. Every major business must work to provide appropriate training and educational opportunities to prepare employees for the twenty-first century.

Finally, a larger share of our population, especially those from working class, poor, and minority backgrounds, must be helped to attend and remain in college. The cost of a college education, as a percentage of median family income, has approximately tripled in a generation. That means more loans, scholarships, and work-study opportunities are needed. The federal government's role in ensuring access for qualified students is critical. At the same time, the higher education system must use existing resources far more productively than it does at present, and must be held more accountable for what students do or do not learn. The federal government will continue to examine ways to reduce students' increasing debt burden and to address the proper balance between grant and loan programs.

ASSESSMENT

National education goals will be meaningless unless progress toward meeting them is measured accurately and adequately, and reported to the American people. Doing a good job of assessment and reporting requires the resolution of three issues.

First, what students need to know must be defined. In some cases, there is a solid foundation on which to build. For example, the National Council on Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Science. These efforts must be expanded and extended to other subject areas.

Second, when it is clear what students need to know, it must be determined whether they know it. There have been a number of important efforts to improve our ability to measure student learning at the state and national levels. This year for the first time, the National Assessment for Education Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-seven states. Work is underway to develop a national assessment of adult literacy. These and other efforts must be supported and strengthened.

The Governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered. This does not mean establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

Third, measurements must be accurate, comparable, appropriate, and constructive. Placement decisions for young children should not be made on the basis of standardized tests. Achievement tests must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. And in comparing America's achievement with that of other countries, it is essential that international comparisons are reliable. In addition, appropriate, nationally-directed research, demonstration, data collection, and innovation should be maintained and recognized as a set of core responsibilities of the federal government in education. That role needs to be strengthened in cooperation with the states.

The President and the Governors agree that while we do not need a new data-gathering agency, we do need a bipartisan group to oversee the process of determining and developing appropriate measurements and reporting on the progress toward meeting the goals. This process should stay in existence until at least the year 2000 so that we assure ten full years of effort toward meeting the goals.

A CHALLENGE

These national education goals are not the President's goals or the Governors' goals; they are the nation's goals.

These education goals are the beginning, not the end, of the process. Governors are committed to working within their own states to review state education goals and performance levels in light of these national goals. States are encouraged to adjust state goals according to this review, and to expand upon national goals where appropriate. The President and the Governors challenge every family, school, school district, and community to adopt these national goals as their own, and establish other goals that reflect the particular circumstances and challenges they face as America approaches the twenty-first century.

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APPENDIX B

THE PRESIDENT'S EDUCATION SUMMIT WITH GOVERNORS

UNIVERSITY OF VIRGINIA

September 27 - 28, 1989

Joint Statement

The President and the Nation's Governors agree that a better educated citizenry is the key to the continued growth and prosperity of the United States. Education has historically been and should remain, a state responsibility and a local function, which works best when there is also strong parental involvement in the schools. And, as a Nation we must have an educated workforce, second to none, in order to succeed in an increasingly competitive world economy.

Education has always been important, but never this important because the stakes have changed: Our competitors for opportunity are also working to educate their people. As they continue to improve, they make the future a moving target. We believe that the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive.

The President and the Nation's Governors have agreed at this summit to:

- establish a process for setting national education goals;
- seek greater flexibility and enhanced accountability in the use of Federal resources to meet the goals, through both regulatory and legislative changes;
- undertake a major state-by-state effort to restructure our education system; and
- report annually on progress in achieving our goals.

This agreement represents the first step in a long-term commitment to reorient the education system and to marshal widespread support for the needed reforms.

NATIONAL EDUCATION GOALS

The first step in restructuring our education system is to build a broad-based consensus around a defined set of national education goals. The National Governors' Association Task Force on Education will work with the President's designees to

recommend goals to the President and the Nation's Governors. The process to develop the goals will involve teachers, parents, local school administrators, school board members, elected officials, business and labor communities, and the public at large. The overriding objective is to develop an ambitious, realistic, set of performance goals that reflect the views of those with a stake in the performance of our education system. To succeed we need a common understanding and a common mission. National goals will allow us to plan effectively, to set priorities, and to establish clear lines of accountability and authority. These goals will lead to the development of detailed strategies that will allow us to meet these objectives.

The process for establishing these goals should be completed and the goals announced in early 1990.

By performance we mean goals that will, if achieved, guarantee that we are internationally competitive, such as goals related to:

- the readiness of children to start school;
- the performance of students on international achievement tests, especially in math and science;
- the reduction of the dropout rate and improvement of academic performance, especially among at-risk students;
- the functional literacy of adult Americans;
- the level of training necessary to guarantee a competitive workforce;
- the supply of qualified teachers and up-to-date technology; and
- the establishment of safe, disciplined, and drug-free schools.

THE FEDERAL/STATE PARTNERSHIP

Flexibility and Accountability

The President and the Governors are committed to achieving the maximum return possible from our investment in the Nation's education system. We define maximum return as the following: significant and sustained educational improvement for all children. Nothing less will meet the Nation's needs for a strong, competitive workforce, nothing less will meet our children's needs for successful citizenship and economic opportunity.

Federal funds, which represent only a small part of total education spending, are directed particularly toward services for

young people most at risk. Federal laws and regulations control where and for whom states and localities spend this money. State and local laws and regulations control what is taught, and how, for all students.

At present, neither Federal nor state and local laws and regulations focus sufficiently on results, or on real educational improvement for all children. Federal and state executives need authority to waive statutory and regulatory provisions in return for greater accountability for results.

The President and the Governors have agreed:

- to examine Federal regulations under current law and to move in the direction of greater flexibility;
- to take parallel steps in each state with respect to state laws and administrative rules; and
- to submit legislation to Congress early next year that would provide state and local recipients greater flexibility in the use of Federal funds, in return for firm commitments to improved levels of education and skill training.

The President and the Governors have agreed to establish a working group of Governors and the President's designees to begin work immediately to accomplish these tasks.

We know that other voices need to be heard in this discussion -- voices of educators, parents, and those whose primary interest is the protection of the disadvantaged, minorities, and the handicapped. We need to work with the Congress. The processes we will set up immediately following this conference will involve all parties.

The urgent need for flexibility in using Federal funds can best be illustrated by a few examples.

First, the Federal Vocational Education Act, which mandates specific set-asides that often result in individual awards that are too small to be meaningful and that prohibit the money from being spent to achieve its purpose. One state reported being required to divide \$300,000 in aid among far too many categories and set-asides.

Second, similarly, the Chapter 1 program requires that equipment purchased to provide remedial education services cannot be used for non-Chapter 1 institutions in areas such as adult education. Several states report that large numbers of computers purchased by Federal funds are idle at night, while adult education classes that need them either do without or use scarce tax dollars to buy other equipment.

Third, the requirements that children who benefit from Federal

funds for compensatory and special education be taught separately often undermines their achievement. Waivers that permit these students to return to regular classes and receive extra help have produced large increases in their test scores. This option should be available for all school districts.

These commitments are historic steps toward ensuring that young people with the greatest needs receive the best our schools and training programs can give them, and that children reach their highest educational potential.

In a phrase, we want to swap red tape for results.

The Federal Government's Financial Role

State and local governments provide more than 90 percent of education funding. They should continue to bear that lion's share of the load. The Federal financial role is limited and has even declined, but it is still important. That role is:

- to promote national education equity by helping our poor children get off to a good start in school, giving disadvantaged and handicapped children extra help to assist them in their school years, ensuring accessibility to a college education, and preparing the workforce for jobs;
- and second, to provide research and development for programs that work, good information on the real performance of students, schools, and states, and assistance in replicating successful state and local initiatives all across the United States.

We understand the limits imposed on new spending by the Federal deficit and the budget process. However, we urge that priority for any further funding increases be given to prepare young children to succeed in school. This is consistent with the President's recommendation for an increase in the number of children served by Head Start in this year's budget. If we are ever to develop a system that ensures that our children are healthy and succeed in school, the Federal Government will have to play a leading role.

Further, we urge that the Congress not impose new Federal mandates that are unrelated to children, but that require states to spend state tax money that could otherwise go to education.

COMMITMENT TO RESTRUCTURING

Virtually every state has substantially increased its investment in education, increased standards, and improved learning. Real gains have occurred. However, we still have a long way to go. We must make dramatic improvements in our education system. This cannot be done without a genuine, national, bipartisan commitment to excellence and without a willingness to dramatically alter our

system of education.

The President and the Nation's Governors agree that significant steps must be taken to restructure education in all states. We share the view that simply more of the same will not achieve the results we need. We must find ways to deploy the resources we commit to education more effectively.

A similar process has been going on in American manufacturing industry over the last decade with astonishing results: An increase in productivity of nearly 4 percent a year.

There are many promising new ideas and strategies for restructuring education. These include greater choice for parents and students, greater authority and accountability for teachers and principals, alternative certification programs for teachers, and programs that systematically reward excellence and performance. Most successful restructuring efforts seem to have certain common characteristics.

- a system of accountability that focuses on results, rather than on compliance with rules and regulations;
- decentralization of authority and decision-making responsibility to the school site, so that educators are empowered to determine the means for achieving the goals and to be held accountable for accomplishing them;
- a rigorous program of instruction designed to ensure that every child can acquire the knowledge and skills required in an economy in which our citizens must be able to think for a living;
- an education system that develops first-rate teachers and creates a professional environment that provides real rewards for success with students, real consequences for failure, and the tools and flexibility required to get the job done; and
- active, sustained parental and business community involvement.

Restructuring efforts are now underway in many states. The Nation's Governors are committed to a major restructuring effort in every state. The Governors will give this task high priority and will report on their progress in one year.

ASSURING ACCOUNTABILITY

As elected chief executives, we expect to be held accountable for progress in meeting the new national goals and we expect to hold other accountable as well.

When goals are set and strategies for achieving them are adopted,

we must establish clear measures of performance and then issue annual report cards on the progress of students, schools, the states, and the Federal Government.

Over the last few days we have humbly walked in the footsteps of Thomas Jefferson. We have started down a promising path. We have entered into a compact -- a Jeffersonian compact to enlighten our children and the children of generations to come.

The time for rhetoric is past; the time for performance is now.

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APPENDIX C

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 31, 1990

JOINT STATEMENT OF THE PRESIDENT AND THE GOVERNORS

A Process for Measuring and Reporting on Progress
Toward the National Education Goals

At the historic Education Summit, the President and the Nation's Governors, as elected chief executives, made a commitment to be held accountable for progress in achieving the national education goals. To fulfill this commitment, this Joint Statement establishes the process for identifying measures of performance and reporting on progress toward the goals, and reaffirms the decade-long partnership toward realizing the goals.

In order to provide the direction and support needed to instill public confidence and the full cooperation of Federal and state officials, the President and Governors agree to establish the National Education Goals Panel to oversee the development and implementation of a national education progress reporting system. The process for developing and establishing appropriate measures and reporting annually on progress will build on the constructive, bipartisan partnership between the President and the Governors initiated at the Charlottesville Summit.

National Education Goals Panel

The National Education Goals Panel will be composed of:

- o Four senior-level Federal Executive Branch officials appointed by the President;
- o Six Governors appointed by the Chairman of the National Governors' Association in consultation with the Vice-Chairman, with no more than three of the Governors being from the same party; and
- o Four Congressional Leaders (Senate Majority and Minority Leaders, the Speaker of the House or his designee and House Minority Leader) invited to serve as ex officio non-voting members.
- o The Chairman of the Panel will be appointed annually by the Chairman of the National Governors' Association.

The Executive Branch officials will serve at the pleasure of the President. Governors will be appointed to the Panel for a two-year term, except that two of the initial appointments, equally divided between the two parties, shall be for a three-year term.

The Panel will be responsible for determining the indicators used to measure the national education goals and reporting progress toward their achievement. Its responsibilities shall include:

- o Selecting interim and final measures and appropriate measurement tools to be developed as necessary in each goal area;
- o Determining baselines and benchmarks against which progress may be evaluated;
- o Determining the format for an annual report to the Nation; and
- o Reporting on the Federal government's action to fulfill those responsibilities set forth in the Federal-state partnership at Charlottesville, including funding the Federal financial role, providing more flexibility in spending under existing Federal programs, and controlling mandates that limit the states' ability to fund education, as defined in the Joint Statement issued at the Charlottesville Summit.

In addition, the Panel will review proposed changes in national and international measurement systems as appropriate and make recommendations to the President, the Congress, and the Governors for needed improvements.

The Panel will not be limited by availability of current data and measurements in its decisions. It will seek to identify fair, constructive measures that will boost the performance of students at all levels.

In making final decisions, the Panel will operate on the principle of consensus among the Governors, the Executive Branch, and the Congress. In the event that a vote must be taken, a decision will require 75 percent of the voting members.

Expert Advisers

The process for developing and establishing appropriate measures shall benefit from the experiences and expertise of the education research and measurement communities and other interested parties.

The Panel, in carrying out its responsibilities, will consult

broadly with experts in the field of research and measurement, as well as with other interested parties, in order to:

- o Identify and evaluate existing indicators; and
- o Prepare specific options and recommendations for the Panel concerning: the selection of appropriate indicators; baselines and benchmarks against which performance may be evaluated; and the format for an annual report.

Report to the Nation

The President and the Governors agree that beginning in 1991, the Panel will issue a report card to the Nation on the anniversary of the Education Summit (September 27-28) on progress toward the national education goals. The Governors reaffirm their commitment made in Charlottesville to report individually on restructuring efforts in their states on the first anniversary of the Education Summit.

In developing the report card, the Panel will be guided by the following principles:

- o The measurements and benchmarks should be consistent with the intent of the Charlottesville Joint Statement and the comprehensive statement of national education goals adopted by the President and the Governors.
- o The measurement of benchmarks should not discriminate in favor of or against any state based on its current performance or the degree of improvement needed to reach the goals. The main focus of the national report card will be measuring each state's progress toward achieving the goals based on each state's baseline.

Following the release of the annual report card, each Governor shall issue a report on progress in his or her state related to the goals.

Extending the Partnership

Although the immediate task relates to national, state, and international assessments, the President and the Governors encourage the creation of similar systems of accountability in every school in America.

The President and Governors agree to begin work immediately to fulfill the commitments made in this Joint Statement.

APPENDIX D

EXECUTIVE ORDER

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EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the capacity to provide quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from Federal programs, it is hereby ordered as follows:

Section 1. There shall be established, in the Department of Education, the President's Advisory Commission on Educational Excellence for Hispanic Americans. The members of the Commission shall be appointed by the President and shall report to the Secretary of Education. The Commission shall comprise representatives of educational, business, professional, and civic organizations that are committed to improving education, including organizations representing Hispanic Americans, as well as other persons deemed appropriate by the President.

Sec. 2. The Commission shall provide advice to the Secretary of Education on the progress of Hispanic Americans toward achievement of national education goals and on such other aspects of the educational status of Hispanic Americans as it considers appropriate.

Sec. 3. The Secretary of Education shall establish the White House Initiative ("Initiative") on Educational Excellence for Hispanic Americans. The Initiative shall be housed in, staffed, and supported by the Department of Education. The Initiative shall assist the Commission and the Secretary of Education in their activities to establish linkages between the Department of Education, Hispanic Americans, and the education and business community. The Initiative shall also assist the Secretary of Education in carrying out the Secretary's responsibilities under this order.

Sec. 4. To the extent permitted by law, the Commission shall provide advice to the Secretary of Education as the Secretary develops and monitors Federal efforts to promote quality education for Hispanic Americans. Particular emphasis shall be given to: enhancing parental involvement; promoting early childhood education; removing barriers to success in education and work, particularly limited proficiency in the English language; and, helping students to achieve their potential at all educational levels. The Commission will also provide advice on ways to increase private sector and community involvement in improving education.

Sec. 5. The Secretary of Education shall periodically report to the President on the progress achieved by Hispanic American students toward national education goals. The reports shall identify efforts of executive departments and agencies to improve the quality of education for Hispanic Americans and shall include data available on the participation of Hispanic Americans in Federal education programs. The reports shall also include any advice of the Commission and appropriate recommendations for improving Federal education programs.

Sec. 6. To the extent permitted by law, executive departments and agencies shall be actively involved in helping advance educational opportunities for Hispanic Americans, including working with individuals and educational, business, and community groups serving Hispanic Americans. Executive departments and agencies, to the extent feasible, shall collect data on the participation of Hispanic Americans in Federal education programs. Executive departments and agencies, to the extent permitted by law, shall cooperate with the Secretary of Education in the preparation of the reports. The White House Office of National Service shall highlight and encourage the efforts of volunteers and the private sector to improve the quality of education for Hispanic Americans.

Sec. 7. The Secretary of Education is directed to establish an Advisory Commission entitled the President's Advisory Commission on Educational Excellence for Hispanic Americans. As provided in Section 1 of this order, the members of the Commission shall be appointed by the President. Notwithstanding any other executive order, the functions of the President under the Federal Advisory Committee Act, as amended (5 U.S.C. App.), except that of reporting to the Congress, which are applicable to the Advisory Commission to be established by this order, shall be performed by the Secretary of Education, in accordance with the guidelines and procedures established by the Administrator of General Services.

GEORGE BUSH

THE WHITE HOUSE,
September 24, 1990.

APPENDIX E

EXECUTIVE ORDER

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HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

By the authority vested in me as President by the Constitution and the laws of the United States of America, in order to advance the development of human potential, to strengthen the capacity of historically Black colleges and universities to provide quality education, and to increase opportunities to participate in and benefit from Federal programs, it is hereby ordered as follows:

Section 1. There shall be established in the Department of Education, an Advisory Commission, the President's Board of Advisors on Historically Black Colleges and Universities. The members of the Board shall be appointed by the President. The Secretary of Education, with the advice of the Board of Advisors, shall supervise the annual development of a Federal program designed to achieve an increase in the participation by historically Black colleges and universities in federally sponsored programs. The Board of Advisors will also provide advice on how to increase the private sector role in strengthening historically Black colleges and universities. Particular emphasis shall be given to facilitating technical, planning, and development advice to historically Black colleges and universities, with the goal of ensuring the long-term viability of these institutions.

Sec. 2. The Board of Advisors shall include appropriate representatives of historically Black colleges and universities, of other institutions of higher education, of business and finance, of private foundations, and of secondary education.

Sec. 3. The White House Initiative on Historically Black Colleges and Universities, housed in the Department of Education, shall provide the staff, resources, and assistance for the Board of Advisors on Historically Black Colleges and Universities; shall assist the Secretary of Education in the role of liaison between the Executive branch and historically Black colleges and universities; and shall serve the Secretary of Education in carrying out his responsibilities under this order.

Sec. 4. Each Executive department and those Executive agencies designated by the Secretary of Education shall establish an annual plan to increase the ability of historically Black colleges and universities to participate in federally sponsored programs. These plans shall describe measurable objectives for proposed agency actions to fulfill this order and shall be submitted at such time and in such form as the Secretary of Education shall designate. In consultation with participating Executive agencies, the Secretary of Education shall review these

plans and develop an integrated Annual Federal Plan for Assistance to Historically Black Colleges and Universities for consideration by the President.

Sec. 5. The Secretary of Education shall ensure that each president of a historically Black college or university is given the opportunity to comment on the proposed Annual Federal Plan prior to its consideration by the President.

Sec. 6. Each participating agency shall submit to the Secretary of Education a midyear progress report and at the end of the year an Annual Performance Report that shall specify agency performance against its measurable objectives.

Sec. 7. Every third year, the Secretary of Education shall oversee a special review by every designated Executive department and agency of its programs to determine the extent to which historically Black colleges and universities are given an equal opportunity to participate in federally sponsored programs. This review will examine unintended regulatory barriers, determine the adequacy of announcements of program opportunities of interest to these institutions, and identify ways of eliminating inequalities and disadvantages.

Sec. 8. The Board of Advisors, working through the White House Initiative, shall provide advice on how historically Black colleges and universities can achieve greater financial security through the use of improved business, accounting, management, and development techniques. To the maximum extent possible, the Board of Advisors shall enlist the resources and experience of the private sector in providing the assistance. To this end, historically Black colleges and universities shall be given high priority within the White House Office of National Service.

Sec. 9. The White House Office of National Service, along with other Federal offices, shall work to encourage the private sector to assist historically Black colleges and universities through increased use of such devices and activities as: (1) private sector matching funds to support increased endowments, (2) private sector task forces for institutions in need of assistance, and (3) private sector expertise to facilitate the development of more effective ways to manage finances, improve information management, strengthen faculties, and improve course offerings. These steps will be taken with the goals of enhancing the career prospects of their graduates and increasing the number of those with careers in science and technology.

Sec. 10. In all its endeavors the Board of Advisors shall emphasize ways to support the long-term development plans of each historically Black college and university. The Secretary of Education, with the advice of the Board of Advisors, shall develop alternative sources of faculty talent, particularly in the fields of science and technology, including faculty exchanges and referrals from other institutions of higher education,

private sector retirees, Federal employees and retirees, and emeritus faculty members at other institutions of higher education.

Sec. 11. The Director of the Office of Personnel Management, in consultation with the Secretary of Education and the Secretary of Labor, shall develop a program to improve recruitment and participation of graduates and undergraduate students of historically Black colleges and universities in part-time and summer positions in the Federal Government.

Sec. 12. Each year the Board of Advisors shall report to the President on the progress achieved in enhancing the role and capabilities of historically Black colleges and universities, including an Annual Performance Report on Executive Agency Actions to Assist Historically Black Colleges and Universities that appraises agency actions during the preceding year. The Secretary of Education shall disseminate the annual report to appropriate members of the Executive branch and make every effort to ensure that findings of the Board of Advisors are taken into account in the policies and actions of every Executive agency, including appropriate recommendations for improving the Federal response directed by this order.

Sec. 13. Participating Executive agencies shall submit their annual plans to the Secretary of Education not later than January 15 of each year. The Annual Federal Plans for Assistance to Historically Black Colleges and Universities developed by the Secretary of Education shall be ready for consideration by the President not later than April 30 of each year.

Sec. 14. The Secretary of Education is directed to establish an Advisory Commission entitled the President's Board of Advisors on Historically Black Colleges and Universities. Notwithstanding the provisions of any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2), which are applicable to the Advisory Commission to be established by this order, shall be performed by the Secretary of Education, in accordance with the guidelines and procedures established by the Administrator of General Services.

Sec. 15. Executive Order No. 12320 of September 15, 1981, is revoked.

GEORGE BUSH

THE WHITE HOUSE,
April 28, 1989.