



UNITED STATES
NUCLEAR REGULATORY COMMISSION
WASHINGTON, D. C. 20555

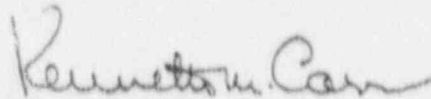
December 17, 1990

The Honorable Ted Sanders
Acting Secretary of Education
Washington, D.C. 20202

Dear Mr. Secretary:

Enclosed is the Nuclear Regulatory Commission's Fiscal Year 1990 Annual Performance Report on actions taken to assist Historically Black Colleges and Universities in participating in Federally sponsored programs. Should you have questions with respect to the report, please contact Mr. W. B. Kerr on 301/492-4665.

Sincerely,


Kenneth M. Carr

Enclosure:
As stated.

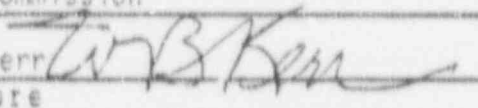
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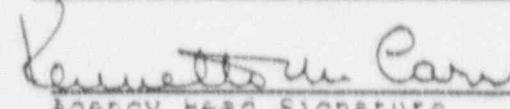
WHITE HOUSE INITIATIVE ON HISTORICALLY BLACK COLLEGES AND
 UNIVERSITIES: ANNUAL FEDERAL PERFORMANCE REPORT FOR FY 1990
SUMMARY OF AGENCY AWARDS IN PROGRAM CATEGORIES DURING FY 1990

Part 1-A

1. AGENCY The Nuclear Regulatory Commission
 2. AGENCY REPRESENTATIVE W. B. Kerr 
 Signature
 Title Director, Office of Small and Disadvantaged
 Business Utilization & Civil Rights

DISCRETIONARY AWARDS (\$)

CATEGORY	TO ALL IHES*	TO ALL HBCUs+
A. Research and Development	\$ 4,463,000	\$ 304,730
B. Program Evaluation		
C. Training		
D. Facilities and Equipment		
E. Fellowships, Recruitment & IPAs	76,297	9,540
F. Student Tuition and Other Aid		
G. Private sector Involvement		
H. Administrative Infrastructure		
Total	\$4,539,297	\$ 314,270

Kenneth M. Carr, Chairman  12-17-90
 Agency Head Agency Head Signature Date

* = Institution of Higher Education
 + = Historically Black Colleges and Universities

WHITE HOUSE INITIATIVE ON HISTORICALLY BLACK COLLEGES AND
UNIVERSITIES: ANNUAL FEDERAL PERFORMANCE REPORT FOR FY 1990

SUMMARY OF AGENCY AWARDS FOR PROGRAM CATEGORIES FOR FY 1990

PART 1-B

1. AGENCY _____

2. AGENCY REPRESENTATIVE _____

Signature

Title

LEGISLATED OR FORMULA DRIVEN AWARDS (\$)

Not Applicable

CATEGORY	TO ALL IHEs*	TO ALL HBCUs+
A. Research and Development		
B. Program Evaluation		
C. Training		
D. Facilities and Equipment		
E. Fellowships, Recruitment & IPAs		
F. Student: Tuition and Other Aid		

Total

Agency head (Typed)

Agency Head Signature

Date

* = Institutions of Higher Education

+ = Historically Black Colleges and Universities

RESEARCH AND DEVELOPMENT

Part II A: Discretionary Awards and Activities

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards that were discretionary or that stemmed from initiatives specifically designed to strengthen HBCUs. Do not include programs that are formula driven or that resulted from legislated appropriations. Include the following measurable data: each HBCU, amount of award, and number of students or faculty involved.

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>		<u>Award</u>
Morgan State Univ.	A Mossbauer Spectroscopy	2	2	50,730
Oak Ridge Nat. Lab.	NRC-HBCU Faculty Research Program	1	4	55,000

1. a. Narrative on each program or activity

(see enclosures)

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>		<u>Award</u>
Howard Univ.	Studies in Geochemical Mechanisms	1	3	50,000
Howard Univ.	Development & Study of a Finite Difference/Finite Element Model for Seismic Response	2	2	49,000
	Conferences on Radioactive Waste	2	1	100,00

2. a. Narrative on each program or activity

(see enclosures)

1.a. Narrative on each program or activity

A Mossbauer Spectroscopy Study of
Radiation Embrittlement in Nuclear Reactor Vessel Steels

This project aims at using Mossbauer spectroscopy to identify precipitates believed to cause embrittlement in two nuclear materials. It will devise methodology for detecting carbide precipitates in austenitic stainless steels and copper aggregates in ferritic structural steels. These subjects are of importance in the reactor industry and in metallurgy in general.

Austenitic Stainless Steel. Attached is a flow diagram of parallel sample treatments for developing carbide precipitates thermally and by irradiation. For thinning, the control samples will be mounted in a 150 um-deep groove milled in hardened steel and sanded flush by hand. Irradiated samples will be handled inside a disposable containment bag. For heat treatment the researchers will either send samples to Mr. W. Pinckney, a glassblower at Howard University with metals experience, or carry out the procedures themselves.

Ferritic Structural Steels. These samples will be part of an extensive study underway in the laboratory of G. R. Odette. The sanding and electrothinning techniques used for stainless steels will also serve for getting samples to a thickness suitable for Mossbauer spectroscopy.

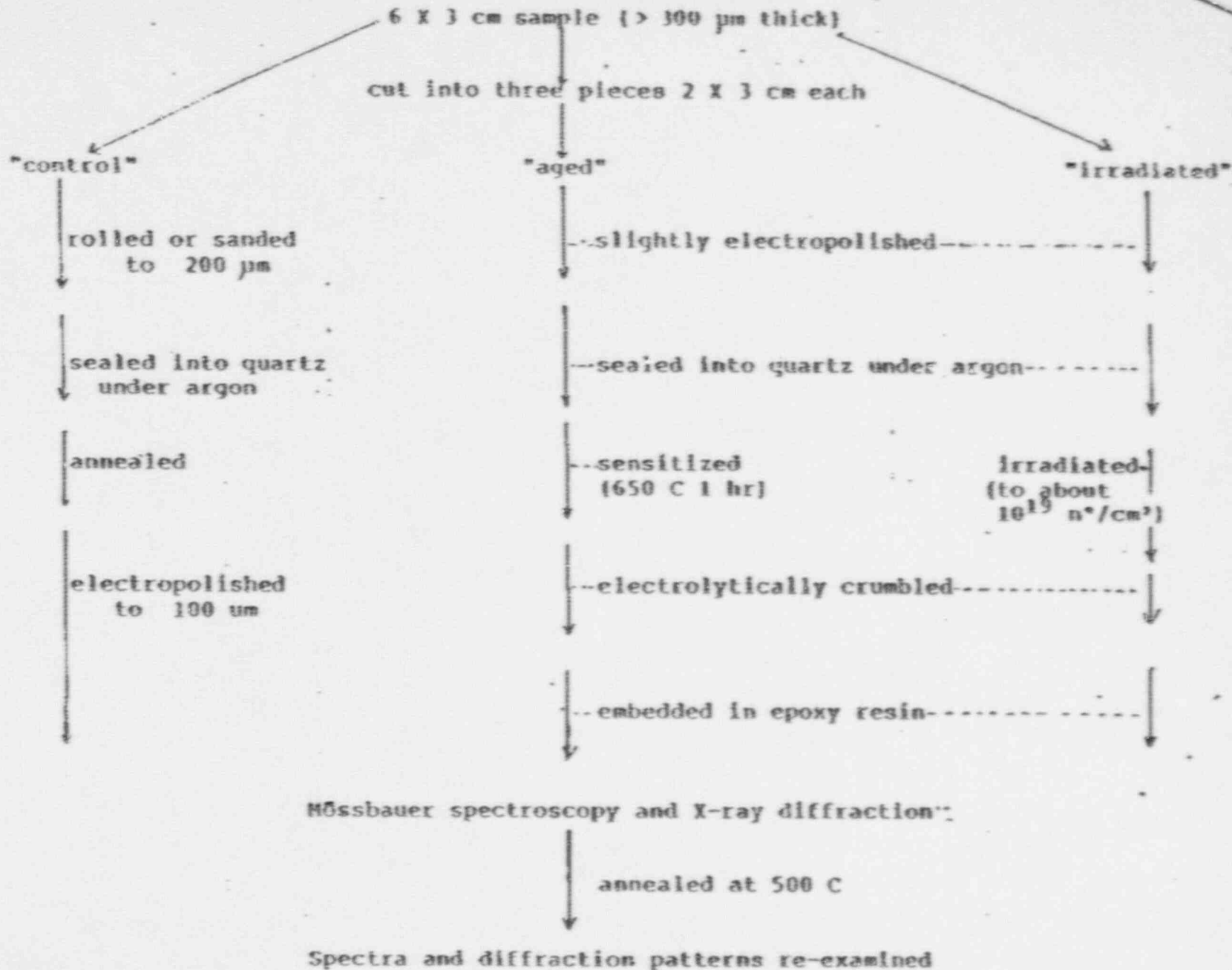


Fig. 4 Analysis of MnO_x Formation in Austenitic Stainless Steel

1.b. NRC-HBCU's Faculty Research Participation Program

The NRC will continue to fund its HBCU's Faculty Research Participation Program, conducted through the Oak Ridge Associated Universities. This program focuses on the need for more highly trained engineers and scientists. Especially needed to meet these requirements will be more Blacks and minorities in the workforce at this critical time, especially in the fields of science and engineering.

The HBCU's Faculty Research Participation strengthens relevant research capabilities and academic programs at HBCU's in areas supportive of the NRC in particular, and the nuclear industry in general. The program advances the mission of the NRC and introduces HBCU faculty to the NRC mission.

Specific objectives of the program are:

- a. To involve HBCU faculty members in nuclear-related collaborative research at Department of Energy (DOE) Research and Development facilities.
- b. To strengthen the research capabilities and the level of interest and participation of specific HBCU's in nuclear-related research.
- c. To increase the capabilities of HBCU's in the education and training of scientists and engineers in disciplines and technologies related to the nuclear industry.

The program consists of NRC-supported participation by HBCU faculty in research and development activities at DOE national laboratories. Participation consists of 10-12 weeks of collaborative research and training in advance technologies and procedures supportive of the NRC mission.

This past summer, four faculty members and one student participated in the program. They were involved with research activities that included the design of a user interface for transport of contaminant in groundwater flow, establishment of electrochemical methods using differential pulse, and research that included the design/identification of components for relational databases containing nuclear regulatory requirements.

2.a. Narrative on each program or activity

Studies in Geochemical Mechanisms Controlling
Sorption of Radionuclides on Soils

This project focuses on the need to develop an understanding of the mechanisms of radionuclide transport and retardation in the host rock or soil. Sorption mechanisms for radionuclides include physical adsorption or ion exchange, chemisorption or ion exchange accompanied by ionic reaction, redox reaction, complex formation or precipitation. Sorption of solutes on solid substances is usually described in terms of isotherms. Sorption isotherms are described by simple mathematical equations, and these equations are coupled to transport equations to describe retardation of a solute nuclide under flow conditions in the host soil. Conventional isotherms (such as linear, Langmuir, Freundlich, or modified langmuir) though theoretically based, are usually empirical. The value of their parameters will depend upon the conditions for which they are determined. The recent collaborative work of one of the Principal Investigators with scientists at Los Alamos, showed that the isotherm parameters are a function of solid - liquid ratio, initial concentration of the competing nuclide, and the initial concentrations of the nuclides in the sorbent phase. Scientists at Los Alamos National Laboratory in a major study undertaken from 1977 to 1985 in support of Nevada Nuclear Waste Storage Investigation Project, summarized sorption measurements of 14 major radionuclides performed with Yucca mountain Tuff and water from J-13 Well.

2.b. Development and Study of A Finite Difference/Finite Element
Soil-Structure Interaction Model for Seismic Response

This project involves research toward development of a dynamic soil-structure interaction model which uses a new approach of combining the finite difference and finite element numerical and structural technologies. Such an interaction model is required as the basis for computer simulation of a system consisting of a structure, its foundation, and the surrounding soil medium; thus facilitating computer analysis for predicting the system's response to earthquake and other dynamic inputs.

2.c. Conferences on Radioactive Waste: A Joint Venture between the Carver Research Foundation of Tuskegee University and the Nuclear Regulatory Commission

This project is not totally new. It was first funded September 30, 1986 and continued through March 31, 1989. The agency refunded the project for three years, subject to the availability of funds, in May 1990.

The project entails national level conferences held throughout the United States. It features distinguished speakers in which various issues of radioactive waste identification, management, processing and disposal are presented. It provides for an intellectual exchange of information among professionals and paraprofessionals from the private and public sectors. Within the university setting, each conference has focused on the need for an honest exchange of information in order to facilitate the unbiased presentation of various economic, technological, cultural and environmental issues. An unrestricted university setting was chosen so that both the private sector and the ordinary citizen could partake in the educational experience and make an important contribution to the conferences.

RESEARCH AND DEVELOPMENT (Continued)

PART II B: Legislated or Formula Driven Awards

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards and other activities to strengthen HBCUs that resulted from legislation or from formula driven appropriations. Include the following measurable data: each HBCU, amount of award, and number of faculty involved.

Not Applicable

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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2. a. Narrative on each program or activity

Program Evaluation

Part II A: Discretionary Awards and Activities

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards that were discretionary or that stemmed from initiatives specifically designed to strengthen HBCUs. Do not include programs that are formula driven or that resulted from legislated appropriations. Include the following measurable data: each HBCU, amount of award, and number of students or faculty involved.

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

Not Applicable

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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2. a. Narrative on each program or activity

PROGRAM EVALUATION (Continued)

PART II B: Legislated or Formula Driven Awards

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards and other activities to strengthen HBCUs that resulted from legislation or from formula driven appropriations. Include the following measurable data: each HBCU, amount of award, and number of faculty involved.

Not Applicable

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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2. a. Narrative on each program or activity

Training

Part II A: Discretionary Awards and Activities

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards that were discretionary or that stemmed from initiatives specifically designed to strengthen HBCUs. Do not include programs that are formula driven or that resulted from legislated appropriations. Include the following measurable data: each HBCU, amount of award, and number of students or faculty involved.

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

Not Applicable

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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2. a. Narrative on each program or activity

Training (Continued)

PART II B: Legislated or Formula Driven Awards

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards and other activities to strengthen HBCUs that resulted from legislation or from formula driven appropriations. Include the following measurable data: each HBCU, amount of award, and number of faculty involved.

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

Not Applicable

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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2. a. Narrative on each program or activity

Facilities and Equipment

Part II A: Discretionary Awards and Activities

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards that were discretionary or that stemmed from initiatives specifically designed to strengthen HBCUs. Do not include programs that are formula driven or that resulted from legislated appropriations. Include the following measurable data: each HBCU, amount of award, and number of students or faculty involved.

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

Not Applicable

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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2. a. Narrative on each program or activity

Facilities and Equipment (Continued)

PART II B: Legislated or Formula Driven Awards

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards and other activities to strengthen HBCUs that resulted from legislation or from formula driven appropriations. Include the following measurable data: each HBCU, amount of award, and number of faculty involved.

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

Not Applicable

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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2. a. Narrative on each program or activity

Fellowships, Traineeships, Recruitment and IPAs

Part II A: Discretionary Awards and Activities

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards that were discretionary or that stemmed from initiatives specifically designed to strengthen HBCUs. Do not include programs that are formula driven or that resulted from legislated appropriations. Include the following measurable data: each HBCU, amount of award, and number of students or faculty involved.

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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1. a. Narrative on each program or activity

(see next page)

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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2. a. Narrative on each program or activity

Fellowship, Traineeship, Recruitment and IPAs

The NRC continues a very aggressive recruitment program at HBCUs. Special efforts are made to apprise universities and students of opportunities that exist at NRC.

During the past year the following activities were conducted at the HBCUs as indicated:

		Registration Fee	Travel Costs	Total
09/11/90	NC A&T University	290	1,500	1,790
09/26/90	Hampton University	175	825	1,000
10/02/90	Alabama A&M	150	2,100	2,250
10/03/90	Howard University	500	250	750
10/15/90	Southern University	250	2,000	2,250
10/16/90	Tennessee State University	-0-	1,500	1,500
	TOTAL			\$9,540

Fellowships, Traineeships, Recruitment and IPAs (Continued)

PART II B: Legislated or Formula Driven Awards

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards and other activities to strengthen HBCUs that resulted from legislation or from formula driven appropriations. Include the following measurable data: each HBCU, amount of award, and number of faculty involved.

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

Not Applicable

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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2. a. Narrative on each program or activity

Student Tuition Assistance, Scholarships, and Other Aid

Part II A: Discretionary Awards and Activities

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards that were discretionary or that stemmed from initiatives specifically designed to strengthen HBCUs. Do not include programs that are formula driven or that resulted from legislated appropriations. Include the following measurable data: each HBCU, amount of award, and number of students or faculty involved.

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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Not Applicable

1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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2. a. Narrative on each program or activity

Student Tuition Assistance, Scholarships & Other Aid (Continued)

PART II B: Legislated or Formula Driven Awards

Briefly describe activities, by program and by recipient institution (HBCU), for this category, in the tabular format provided below. Include awards and other activities to strengthen HBCUs that resulted from legislation or from formula driven appropriations. Include the following measurable data: each HBCU, amount of award, and number of faculty involved.

Not Applicable

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>NO. STUDENTS/FACULTY</u>	<u>AWARD</u>
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2. a. Narrative on each program or activity

Part III: Private Sector Involvement

Describe activities carried out to initiate, continue or expand private sector involvement in efforts to strengthen HBCUs in the tabular format provided below. Include public-private partnerships, alliances, joint ventures and activities involving prime or sub-contractors. Include the name of participating HBCUs, number and type of participant, and awards, if any.

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

<u>HBCU</u>	<u>Activities/Program</u>	<u>No. Students/Faculty</u>		<u>Awards</u>
Alabama A&M Univ.	NRC Fitness-for-duty Rulemaking	2	1	

1. a. Narrative on each program or activity
(see next page)

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>ACTIVITY/PROGRAM</u>	<u>No. Students/Faculty</u>		<u>Awards</u>
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2. a. Narrative on each program or activity

Private Sector Involvement

1.a. During the past year, Alabama A&M University completed work on a subcontract that was awarded in 1989. Battelle Pacific Northwest Laboratories, one of NRC's largest contractors, selected Alabama A&M to work as a subcontractor in direct support of the NRC's fitness-for-duty rulemaking. This was a significant step forward in that it was the first time ever that an HBCU had been awarded a subcontract to do substantive research for the agency. The work entailed literature reviews, original research and/or the development of new techniques in one or more of the following areas:

1. Causes, consequences and identification of psychological stress leading to the impairment of nuclear power plant workers.
2. Techniques for assessing impairment due to substance abuse. The work will focus on non-intrusive techniques other than urinalysis, but will identify the advantages and disadvantages of these techniques relative to urinalysis.
3. Issues surrounding polydrug use, abuse of illicit drugs, designer drugs, and other drugs not currently identified in the NRC's draft rule.
4. Review of the issues surrounding techniques for masking drug use from urinalysis.
5. Evaluation of the degree of deterrence achievable through random testing or other compulsory approaches.
6. A review of approaches employing positive reinforcement that might effectively supplement compulsory approaches.

This project proved to be an excellent means of getting the private sector involved as the agency seeks ways to enhance its HBCUs efforts.

Part 1.V: Administrative Infrastructure

In the tabular format provided below, describe agency activities used to improve the administrative foundations of HBCUs (e.g., workshops to provide technical assistance to enhance the skills of management personnel, or assistance to improve the administrative framework or strategic planning capabilities of an HBCU). Include the name of participating HBCUs, awards, if any, and number and type of participant.

Not Applicable

1. ACTIVITIES CONTINUED FROM THE PREVIOUS FISCAL YEAR

<u>HBCU</u>	<u>Activity/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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1. a. Narrative on each program or activity

2. NEW INITIATIVES CARRIED OUT DURING FY 1990

<u>HBCU</u>	<u>Activities/Program</u>	<u>No. Students/Faculty</u>	<u>Award</u>
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2. a. Narrative on each program or activity

Part V: Barriers to HBCU Participation in Federal Programs

Describe activities carried out to eliminate unintended legislative or regulatory barriers in programs sponsored by your agency. Include workshops and other activities designed to single out policies, practices, or regulations that inhibit participation by HBCUs in your agency's programs. Where appropriate, cite the legislation or regulation prohibiting your agency from providing support to HBCUs.

During the past year, the NRC continued its efforts to keep HBCUs abreast of all programs and activities. This was accomplished through direct communication and dissemination of pertinent information (e.g., distribution of brochures, press releases, notices and invitations to meetings, conferences, etc.). NRC staff members participated in the National Association for Equal Opportunity in Higher Education (NAFEO) Annual Conference which was held in April 1990. They also participated in a science conference/workshop sponsored by the White House Initiative staff. A staff member from the OSD/BU/CR served as facilitator of one of the workshops.

Part VI: Other Activities

Describe other activities that were employed to strengthen HBCUs that are not included in the above sections. Please do not include activities that were discussed earlier in this report. Include the name of participating HBCUs, awards, if any, and number and type of participant.

None



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

November 26, 1990

Honorable Kenneth M. Carr
Chairman
Nuclear Regulatory Commission
Washington, DC 20555

Dear Mr. Carr:

On April 28, 1989, President Bush issued Executive Order 12677 which directs the heads of Federal departments and agencies to increase the opportunities for America's 107 Historically Black Colleges and Universities (HBCUs) to participate in and benefit from federally funded programs and projects. The Executive Order also calls for the continued maintenance of the Office of the White House Initiative on HBCUs within the Department of Education. This office assists me in my role as the lead Cabinet member designated to implement the Executive Order's provisions. A copy of the Executive Order is enclosed.

Executive Order 12677 requires each Federal agency to submit to the Department of Education an Annual Performance Report on efforts to assist HBCUs. The instructions for the fiscal year 1990 Report have already been mailed to your agency's representative, Von Delostch. I am writing now to request your assistance in ensuring that all relevant data and information are reported and the forms are returned to the White House Initiative Office by December 17, 1990.

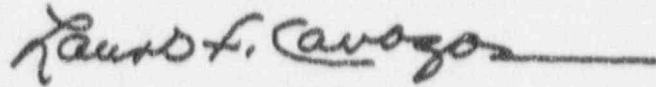
The Reports received from the 27 participating agencies will be compiled into a single Annual Federal Performance Report. The Federal Report will be sent to the White House where it will be reviewed to evaluate each agency's efforts to comply with the requirements and the spirit of Executive Order 12677.

President Bush is committed to ensuring that our Nation's Historically Black Colleges and Universities receive the support necessary to increase their participation in Federally funded

Page 2 - Honorable Kenneth M. Carr

programs and projects. The collective response of Federal agencies to Executive Order 12677 is having a positive effect on the contributions HBCUs will make to American education in the years to come. I appreciate your continued efforts to assist in planning and implementing strategies to support these institutions.

Sincerely,

A handwritten signature in cursive script, reading "Lauro F. Cavazos", followed by a horizontal line.

Lauro F. Cavazos

Enclosure

DUE DATE: December 17, 1990

WHITE HOUSE INITIATIVE ON
HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
FISCAL YEAR 1990 ANNUAL FEDERAL PERFORMANCE REPORT
Instructions and Guidelines

Executive Order 12667, under which your Annual Plan was developed, requires each designated federal agency to submit to the Secretary of Education an Annual Federal Performance Report on Executive Agency Actions to Assist Historically Black Colleges and Universities. This report specifics your agency's efforts during Fiscal Year 1990 to increase the participation of historically Black Colleges and Universities (HBCUs) in federally funded programs. Your Fiscal Year 1990 Performance Report should reflect, as much as possible, the items presented in your Fiscal Year 1990 Annual Plan of projected assistance to HBCUs. All relevant data and information should be reported.

Your agency's report will be integrated into a consolidated Annual Federal Performance Report for consideration by the President. This Performance Report will include, in addition to the actual dollar amounts of awards, a comparative analysis of the success with which each agency met its stated objectives for Fiscal Year 1990.

Part 1 (A-B): Agency Certification of Funding for HBCUs, and Other Institutions of Higher Education

Two forms are provided for reporting aggregated financial data. The first (Part A) should be used to report program funding resulting from discretionary agency initiatives to strengthen HBCUs. The second form (Part B) should be used to report program funding that is legislated or formula driven -- or other programs over whose funding allocations to particular schools the agency has no control.

Information on funding should be provided for six program categories. These categories are:

- (A) Research and Development
- (B) Program Evaluation
- (C) Training
- (D) Facilities and Equipment
- (E) Fellowships, Traineeships, Recruitment, and IPAs
- (F) Student Tuition Assistance, Scholarships, and Other Aid

If applicable, agencies may provide funding information on:

- (G) Private Sector Involvement
- (H) Administrative Infrastructure

Information that you provide on funding amounts for any one program should be reported in only one program category in order to avoid duplications. In cases of interagency transfers of funds, the agency which actually awards the funds to an institution of higher education will have the reporting responsibility.

For each activity or program discussed in your Performance Report, please include specific dollar amounts, number of grants, name of HBCU, number of HBCU participants, and other relevant, measurable data.

A list of Definition of Terms is attached to these instructions.

Part II (A-F): AWARDS AND NARRATIVE INFORMATION

Executive Order 12677 directs the Secretary of Education to supervise and encourage agency actions to increase the participation of HBCUs in Federal programs. The White House Initiative staff designed these instruction forms to identify and highlight those programs resulting from individual agency initiatives -- including trends that may be reflected in new and continuing programs.

For each of the six program categories named in Part I, two forms are provided for writing descriptions of activities that are continued from FY 1989, and new initiatives that were implemented during FY 1990, for --

- 1) each of your agency's awards that were discretionary or that resulted from initiatives specifically designed to strengthen HBCUs; and
- 2) each of your agency's awards that were statutory, legislated or formula driven (funding categories over which the agency has no control).

PART III: PRIVATE SECTOR INVOLVEMENT

Executive Order 12667 directs Federal agencies to encourage private sector participation in efforts to strengthen HBCUs. In this section, describe strategies used to initiate, continue or expand private sector involvement in efforts to strengthen HBCUs. Include public-private partnerships, alliances, joint ventures, and plans of prime contractors to contract to HBCUs.

PART IV: ADMINISTRATIVE INFRASTRUCTURE

In this section, describe agency activities used to improve the administrative foundations of HBCUs (e.g., workshops to provide technical assistance to enhance the skills of management personnel, or assistance in helping an HBCU develop strategic planning to meet identified needs).

PART V: BARRIERS TO HBCU PARTICIPATION IN FEDERAL PROGRAMS

In this section, describe activities carried out to eliminate unintended regulatory barriers in programs sponsored by your agency. Include workshops and other activities designed to single out policies, practices, or regulations that inhibit participation by HBCUs in your agency's programs.

PART VI: Other Activities

In this section, describe other activities that were used which are not included in the above sections. Please do not include activities that were discussed earlier in this report.

Please provide detailed information as requested. It will, of course, be necessary to add additional pages to these instructions. Keep in mind that entries involving highly technical or complex program descriptions should, to the extent possible, be eliminated.

Definition of Terms

For the purpose of completing the Annual Federal Plan and the Annual Federal Performance Report, the following definitions should apply:

Agency: All Executive departments, establishments and agencies of the Federal Government.

Administrative Infrastructure: Agency activities used to improve the administrative foundations of an HBCU (e.g., workshops to provide technical assistance to enhance management personnel -- or to improve the management and administrative framework of an institution.

Award: Funds that an agency provides under a grant, contract or other assistance to an institution of higher education.

Contract: A legal instrument reflecting a relationship between a Federal agency and the institution of higher education where the principal purpose is to acquire--by purchase, lease or barter--goods or services.

Discretionary Award: For the purpose of this project, a discretionary award is a Federal department or agency's voluntary use of appropriated funds to initiate a specific program or project for an HBCU. It does not include awards that result from direct expenditures, such as the award appropriated for Howard University or other programs that are specifically appropriated as budgetary line items.

Facilities and Equipment: Construction/acquisition of, or major repairs/alterations to: structures, works, fixed equipment, facilities or land for use by an institution of higher education.

Fellowships, Traineeships, Recruitment, and Arrangements under the Intergovernmental Personnel Act (IPAs): Cooperative Education, student and faculty internships and visiting professorships; and activities to recruit personnel and students at institutions of higher education.

Formula Grant: A grant which an organization or individual is entitled to receive based on statutory or regulatory provisions, with the amount of the grant determined based on a formula. (An example of such a program is the Strengthening Historically Black Colleges and Universities Program at the Department of Education. Funds are provided to HBCUs meeting the definition of an eligible institution contained in Part B of Title III of the Higher Education Act of 1965, as amended. The amount of the grant is determined by a formula contained in the law.)

Grant: The method of transferring property, money, services or anything of value to a recipient in order to accomplish a public purpose authorized by statute, when no substantial involvement of the agency in the performance of the activity is anticipated.

Historically Black Colleges and Universities: Accredited institutions of higher education established prior to 1964 having the principal mission of educating Black Americans. An HBCU must be legally authorized by the State in which it is located to either be a junior college or to provide an educational program for which a baccalaureate degree is provided.

Institutions of Higher Education (IHEs): Any postsecondary education institution in the United States or its territories that offers at least two years of college-level studies. Qualified institutions are listed in the Education Directory: Colleges and Universities, published by the National Center for Education Statistics.

Measurable Objectives: Projected agency objectives that can be quantitatively measured in dollar amounts or in other discrete, non-financial units of measure.

Program Evaluation: Actions to assess the effectiveness of institutional programs and activities, as well as the effectiveness of Federal programs and activities. It is understood that program evaluation activities in many cases are conducted on a continuous basis, and are frequently included as salaries or other budgetary expenses.

Research and Development (R&D): Studies, observations and other activities concerned with the identification, description, experimental investigation, and theoretical explanation of social, physical, and behavioral phenomena. This category also includes implementation activities.

Student Tuition Assistance, Scholarships, and Other Aid: Federal funds awarded to an IHE for students, or awarded directly to students for payment of such charges as tuition, room and board.

Technical Assistance: Direct Help or service to the IHEs in key areas such as proposal preparation, award negotiation, program and financial management, and development of capabilities.

Training: The use of professional personnel (Federal and non-Federal) to gain or enhance knowledge or skills at an HBCU.

Presidential Documents

Executive Order 12677 of April 28, 1989

Historically Black Colleges and Universities

By the authority vested in me as President by the Constitution and 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.

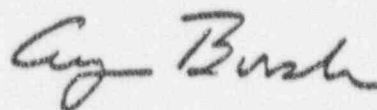
Sec. 12. Each year the Board of Advisors shall report to the President on the progress achieved in enhancing the role and capabilities of historically Black colleges and universities, including an Annual Performance Report on Executive Agency Actions to Assist Historically Black Colleges and Universities 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 any 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. 13, Executive Order No. 12320 of September 15, 1981, is revoked.



THE WHITE HOUSE
April 28, 1989

[PR Doc. 89-10900

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