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White House Correspondence [1991]

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THE WHITE HOUSE

WASHINGTON

March 19, 1991

MEMORANDUM FOR SENIOR ADMINISTRATION APPOINTEES

FROM: EDE HOLIDAY *[Signature]*
ASSISTANT TO THE PRESIDENT
AND SECRETARY OF THE CABINET

CHASE UNTERMEYER *Chase*
ASSISTANT TO THE PRESIDENT
AND DIRECTOR OF PRESIDENTIAL PERSONNEL

SUBJECT: White House Domestic Policy Briefings -- March 28

On behalf of the President, we would like to invite you to attend a White House domestic policy briefing on Thursday, March 28, 1991. The briefing will provide a concise overview of the Administration's domestic policy agenda.

Speakers will include the President, John Sununu and other White House senior staff. The format will also provide time for the speakers to respond to your questions.

The meeting will be held from 9:30 - 11:15 a.m. in Room 450 of the Old Executive Office Building. Please use the Pennsylvania Avenue entrance. Seating will begin at 8:45 a.m. and a photo identification will be required for entrance to the building.

All of the Administration's Presidential appointees requiring Senate confirmation (PASs) and all White House commissioned officers will be invited to attend one of three such meetings during the next month. All PAS officials from your department or agency have been invited to the same briefing.

RSVP to Presidential Personnel at (202) 456-6444 by close of business on Tuesday, March 26. Any questions may be directed to the Cabinet Affairs Office at (202) 456-2800.

*Crissy -
Please regret - note
I'm out of town and would
like to attend another one.
JS
3/21/91*

CLOSE HOLD

Document No. 229880 SS

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☒	☐
SUNUNU	☐	☒	NEWMAN	☐	☐
SCOWCROFT	☐	☐	PORTER	☒	☐
DARMAN	☒	☐	ROGICH	☒	☐
BRADY	☐	☒	UNTERMAYER	☐	☐
CARD	☐	☒	SMITH	☒	☐
DEMAREST	☒	☐	PETERSMEYER	☒	☐
FITZWATER	☐	☒	ROGERS	☐	☒
GRAY	☒	☐	SNOW	☐	☒
HOLIDAY	☒	☐		☐	☐

REMARKS:

Please forward any comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

Cleared 4/17/91
PK

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 16 PM 2:39

McGroarty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century is almost upon us -- for our children, it's their world. Anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we shall become -- than the education of our children. To quote the hallmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

If we want to keep America competitive in the coming century -- we must think about education. If we want America to remain a leader in world affairs, a force for good in the world -- we must think about education. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where defeat and despair gather -- we must think

about education. // Think about every problem, every challenge we face today. Education is part of the answer.

That is why, for the sake of the future -- of our children and our nation -- we must transform America's schools.

We've all heard bad news: Test scores that are far too low - a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities - not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across the country people have started to transform the American school. Now, we must push the reform effort forward -- use each experiment, each advance, to build a coherent national education strategy. //

As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars - and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that if the process is sound, the product takes care of itself. It's time to turn things around -- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and let teachers and principals produce them.//

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Those goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've got to raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from drugs and violence. //

These national goals are noble goals. The challenge now is how to get there. We can do it by moving forward on four tracks:

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth, outside our schools, we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care for children and cultivate , not just in the school, but on the street. Not just in the classroom, but at home. //

People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend.//

I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the children to the schools their parents choose.

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects**: math and science, English, history and geography.

We will create voluntary national tests for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993. //

Let's add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and corporations and employers in every community. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

This idea is simple but powerful: put America's special genius for invention to work for America's schools.

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- head of the President's Education Policy Advisory Council -- and one of the business community's champions of education reform. I am delighted to announce today that America's business leaders will create their own New American Schools Development Corporation: an R&D fund of \$150 million dollars to generate innovation in education. Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.

But I have to warn the corporate community: there will be no patent rights for these discoveries. The bold ideas you produce will become the property of the American people. //

With the results of this R&D in hand, I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. I call on the Governors to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create at least half of the first 535 New American Schools in urban neighborhoods and rural areas where at-risk students need and deserve help. //

The New American Schools must be more than rooms full of children seated at computers. All the high-tech gadgetry in the

world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor.

Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

First, I challenge the business and labor communities to create a private sector system of World Standards and skill certificates for the workplace.

Second, I ask employers to set up Skill Centers where workers can seek advice and learn new skills -- and for our part, we will establish Skill Centers for Federal employees.

Finally, I challenge every company and every labor union to bring the worker into the classroom -- and bring the classroom into the workplace. [[Commit yourselves to teaching new skills to 5% of your workforce each year.]] We'll do the same in every Federal agency [-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

What I've spoken about today amounts to nothing less than a revolution in our schools -- a battle for our future. Now, I ask all Americans to be points of light in the battle that counts most -- the battle to prepare our children and ourselves for the exciting future that looms ahead.

There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

#

THE WHITE HOUSE
WASHINGTON

*Office of Cabinet Affairs
Fax Transmission Cover*

TO: Wade Dyke
LOCATION: Room 4181 -- Department of Education
FAX NUMBER: 401-0596

FROM: Holly Williamson

Number of pages to follow: 9

Office of Cabinet Affairs

Telephone: (202) 456-6630

Fax: (202) 456-2223

Comments:

Please review the attached item for Department of Education clearance. Thanks.

WADE: Could I please get your comments by 10:30 tomorrow morning, Wednesday, April 17. Many thanks.

Please Rush

"Document Control"

TYPE: Receptions/dinner DOCUMENT NUMBER: 9102023
ORIGINATOR: 05 STATUS DIRECTORATE STATUS C

FROM: CURTIS, JEAN: WHITE HOUSE CONFERENCE ON LIBRARY AND INFO SERV

TO: RATCHFORD

DATE OF
CORRESPONDENCE: 05/03/91

SUBJECT: PLEASE ATTEND

DIRECTORATE STAFF
ASSIGNED: ASSIGNED:

ACTION STAFF
REQUIRED: ACTION:

SENDER'S DUE DATE: STAFF DUE DATE
OSTP DUE DATE: STAFF DUE DATE
DATE COMPLETED: DATE COMPLETED/DEPT:

COPIES TO:

WHITE HOUSE TRACKING #: CONTACT PERSON:
PHONE: EXT:
REMARKS:

OSTP RECEIVED: DEPT RECEIVED: 05/05/91
FILE: WHITE HOUSE
CENTRAL FILES:



The White House Conference on
Library and Information Services
1991

May 3, 1991

Dr. J. Thomas Ratchford
Policy and Int'l Affairs
Offc. of Sci. & Tech. Policy
NEOB 725 17th Street, NW
Washington, DC 20506

Dear Dr. Ratchford:

In preparing for the White House Conference on Library and Information Services, to be held in Washington, D.C. from July 9 through July 13, 1991, we decided that the international aspects of this momentous event deserve especial consideration. Hence, we are planning a one-day Symposium entitled "The International Dimension" for Thursday, May 23, from 9:00 a.m. to 5:00 p.m. at the Cosmos Club, 2121 Massachusetts Avenue N.W., Washington, D.C.

Knowing of your longtime interest and involvement in the realm of international information activities--issues, policies, programs, technologies, interfaces, impacts--we hope that you can join us for this milestone session.

The agenda begins with a series of four succinct, informal talks aimed at establishing a useful context for the discussion sessions to follow. The discussion sessions will be structured to elicit your insights and ideas concerning international issues that stand to bear on deliberations at the White House Conference.

The Symposium will be chaired by Bob Chartrand, who once again is bringing together an experienced cadre of public and private sector leaders who understand the issues and can apply their knowledge to enhance the process of the White House Conference.

I would appreciate your making this a priority in your busy schedule. Kindly complete the enclosed reply form and return it to us by mail or fax. Your prompt response will help us immensely in our planning. Should you have any questions, please do not hesitate to call Mark Scully, our staff coordinator for this event, on 202-254-5100.

I look forward to seeing you at the Symposium on May 23.

Sincerely,

Jean M. Curtis
Executive Director

Enclosure

1111 18th Street, NW • Washington, DC • 20036
(202) 254-5100 • (800) WHCLIS2 • Fax: (202) 254-5117

The White House Conference is conducted under the direction of
The U.S. National Commission on Libraries and Information Science

White House Conference on Library and Information Services

**"The International Dimension"
A Symposium**

May 23, 1991

**Cosmos Club
2121 Massachusetts Avenue, N.W.
Washington, D.C.**

- | | |
|------------------|--|
| 9:00 - 9:10 AM | Introduction
Robert Lee Chartrand
Symposium Chairman |
| 9:10 - 9:30 AM | Keynote Address
Dr. Tony Carbo Bearman, Dean
School of Library and Information Science
University of Pittsburgh |
| 9:30 - 9:45 AM | Presentation on "Productivity"
Dr. Joseph W. Duncan
Corporate Economist & Chief Statistician
Dun & Bradstreet |
| 9:45 - 10:00 AM | Presentation on "Literacy"
Gary R. Rowe, Vice President
Turner Educational Services |
| 10:00 - 10:15 AM | Presentation on "Democracy"
Dr. Elizabeth L. Young, Vice President
Aeronautical Services
COMSAT Corporation |
| 10:15 - 10:30 AM | Break |
| 10:30 - 12:15 PM | Breakout Group Sessions:
I. Overview of International
Information Activities
II. Impact of Technology and Networks
III. Business and Economic Aspects
IV. Policies and Governance
V. Programs and Services for Society |
| 12:30 - 1:45 PM | Luncheon
Speaker: Kenneth W. Bleakley
Senior Deputy U.S. Coordinator
International Communications
and Information Policy |
| 1:45 - 3:45 PM | Breakout Group Sessions |
| 3:45 - 4:45 PM | Groups Report to General Session |
| 4:45 - 5:00 PM | Closing Remarks and Adjourn |



The White House Conference on
Library and Information Services

1991

(RESPONSE FORM)

1. Do you plan to attend the Symposium entitled "The International Dimension" at the Cosmos Club on May 23, 1991?

(circle one)

YES

NO

Your name: _____

Your Address: _____

Your phone number: _____

Your fax number: _____

If you answered "yes" to question #1, please respond to the following:

2. You will be assigned to one of the following five "breakout" group topics for the Symposium. Please rank them in the order of your preference of assignment:

Rank "Breakout" Group Topic

- _____ Overview of International Information Activities
_____ Impact of Technology and Networks
_____ Business and Economic Aspects
_____ Policies and Governance
_____ Programs and Services for Society

3. Please indicate any special requirements:

- Dietary (e.g. vegetarian) _____
-Will you need a parking space at Cosmos Club? _____
-Other _____

Note: A luncheon will be provided gratis for all participants at the symposium. However, funds are not available to cover any travel, subsistence, or other expenses incurred by participants.

Please return this completed form by fax or by mail not later than May 10 to Mark Scully at the White House Conference office.

1111 18th Street, NW • Washington, DC • 20036
(202) 254-5100 • (800) WHCLIS2 • Fax: (202) 254-5117

The White House Conference is conducted under the direction of
The U.S. National Commission on Libraries and Information Science

THE WHITE HOUSE

WASHINGTON

MEMORANDUM

TO: Dr. Bromley

FROM: KATHY SUPER

SUBJECT: APPROVED PRESIDENTIAL ACTIVITY

EVENT: Address the Annual Meeting of the American Association for the Advancement of Science

DATE: Friday, February 15, 1991

TIME: 10:00 a.m.

DURATION: 30 minutes

LOCATION: Sheraton Washington Hotel, Washington, D.C.

ATTIRE: Business Suit

REMARKS REQUIRED: Yes

MEDIA COVERAGE: Open

FIRST LADY PARTICIPATION: Is Invited

ADDITIONAL INFORMATION:

CONTACT: Robin Woo

TELEPHONE: 326-6466

NOTE: PROJECT OFFICER, SEE ATTACHED CHECKLIST

Ed Rogers
Phil Brady
Fred McClure
Susan Porter Rose
Patty Presock
Chriss Winston
Laurie Firestone
Paul Bateman
Debra Romash
Richard Trefry

Marlin Fitzwater
David Demarest
Fran Norris
Sig Rogich
John Keller
Bruce Caughman
C. Boyden Gray
Laura Melillo
John Herrick

Ede Holiday
David Valdez
USSS-PPD
Gary Walters
WHCA Audio/Visual
WHCA Operations
William Kristol
Jackie Kennedy
Deb Anderson

AJM 2/6/91

TO: PROJECT OFFICERS
FROM: KATHY SUPER
SUBJECT: CHECKLIST FOR PRESIDENTIAL EVENTS

General Responsibilities

- _____ The Presidential Advance Office (x7565) has responsibility for all logistical arrangements for any event involving press coverage. Please coordinate with them from the time your event is approved in order to avoid the need for last-minute modification.
- _____ Notify and clear all participants. (Full name, social security number, date of birth and place of birth).
- _____ Prepare and submit briefing paper to Philip Brady's Office by 3:00 pm of the preceding day (16 copies)
- _____ Coordinate with Bruce Caughman on Presidential involvement.
- _____ Coordinate with Press Office and Media Relations regarding Press Coverage. Provide Media Relations with hometowns of participants. No organization's photographers will be admitted to any event unless the press is present. Clearance of such photographers should be coordinated through Media Relations.
- _____ If remarks are required, coordinate with the Speechwriters Office well in advance.
- _____ For outdoor events at the White House, in case of inclement weather, clear and reserve the backup location indicated.
- _____ If participant plans to bring a gift, contact the White House Gift Unit, in advance, for review and proper procedure for handling.
- _____ If any foreign visitor or dignitary is to be involved, please coordinate with the NSC (x2224).
- _____ If any Department of Defense or Military personnel are to be involved, please coordinate in advance with the White House Military Office (x2150).
- _____ If press coverage is expected, please provide all pertinent information concerning this event (guests, scenario, backdrop, etc.) to the Presidential Advance Office at least 72 hours prior to the event.
- _____ Within five (5) days after the event, submit a complete, confirmed list of staff and attendees, identified by title, and the actual starting and completion times of the event, to the President's Diarist, Office of Presidential Appointments and Scheduling.
- _____ If tent name cards are needed, send a list of names to the Social Secretary's office (x7064) at least 48 hours in advance.
- _____ For West Wing Meetings all room arrangements (chairs, notepads, pencils, etc.) should be made through Carl Jones or Kathy Wills (x2605).
- _____ Seating charts for meetings in the Roosevelt and Cabinet rooms need to be attached to your normal scheduling package.

Residence Events

- _____ Coordinate with the Social Secretary's office (x7064) for all arrangements.
- _____ Send guest list to Social Secretary's office, preferably three weeks prior to the event.
- _____ The President's attendance at this event should not be announced until official notification is given by the White House Press Office and any public announcement must be coordinated with that office. Also, prior to the distribution of any printed material, particularly details of the invitation, contact must be made with the White House Social Secretary, Laurie Firestone, at (x7064).

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

January 22, 1991

MEMORANDUM FOR D. ALLAN BROMLEY

FROM: TOM RATCHFORD

SUBJECT: YOUR MEETING TODAY AT 4:30 WITH ROGER PORTER

You may wish to raise with Roger the desirability of moving ahead on an Executive Order that would unleash the federal laboratories on mathematics and science education. A copy of the latest draft is attached; the words are mostly those of OPD. Although I would, no doubt, come up with very different words were I to start from scratch, the general thrust of the OPD draft is fine. Particular problems can be cleaned up during the interagency review. I suggest that where square brackets are shown, "the Chairman of FCCSET" or "the Chairman of the FCCSET EHR Committee" be inserted.

The next step, if Roger feels one is needed before interagency review, should be a meeting among Roger, Governor Sununu, and Dick Darman. If non-EOP folk are appropriate for this meeting, Admiral Watkins and Ted Sanders would be appropriate participants.

Other topics that may come up -- or you may wish to raise -- with Roger are:

- o **FCCSET Mathematics and Science Education Report.** Rae Nelson of OPD has a copy of the latest draft, a copy of which is attached. You might review with Roger the plans you and Admiral Watkins have to release it on February 5.
- o **FY 92 Mathematics and Science Education budget.** It benefited from the last minute, \$40 million add-on for awards to school districts that increase the performance of their students in mathematics and science.
- o **Briefing by the FCCSET EHR (Watkins, you and others) of the Governors during the NGA meeting, February 3.** OMB clearance for presenting embargoed information would be required. I have spoken with Charles Kolb on this, but he has not reported to me Roger's reaction.

THE WHITE HOUSE

WASHINGTON

January 17, 1991

NOTE FOR TOM RATCHFORD

FROM: RAE NELSON *RN*

Charlie Kolb asked that I forward the attached draft of a possible Executive Order on mathematics and science education. Any suggestions or recommendations from OSTP are welcome and appreciated at any time.

Please let me know if you have any questions or if we can provide any further information.

Attachment

EXECUTIVE ORDER

FACILITATING FEDERAL LABORATORY SUPPORT FOR MATHEMATICS AND SCIENCE EDUCATION

By the authority invested in me as President by the Constitution and laws of the United States of America, including [____], and in order to ensure that Federal agencies and laboratories appropriately and effectively assist in improving and promoting mathematics and science education to move the nation toward achieving the national education goal, "By the year 2000, U.S. students will be first in the world in mathematics and science achievement," it is hereby ordered as follows:

Section 1. Establish Mathematics and Science Education as Mission of Appropriate Federal Departments and Agencies.

(a) The head of each appropriate Executive department and agency, to the extent permitted by law, shall encourage and facilitate the improvement of mathematics and science education through Federal laboratory facilities.

(b) The head of each appropriate Executive department and agency shall, within overall funding allocations and to the extent permitted by law:

(1) delegate authority to its government-owned Federal laboratories:

(A) to develop policies and programs designed to help train the nation's elementary and secondary mathematics and science teachers in research and technology related to mathematics and science education and offer educational opportunities to students pursuing these fields;

(B) to identify schools and teachers which would benefit from such training; and

(C) to consult with educators, businesses, community organizations, parents, and other appropriate sectors in the community and the region in the development of such programs.

(2) cooperate and consult, under policy guidance provided by [____] and as appropriate with the heads of other affected departments and agencies, the private sector, the educational community, state and local governments, in the development of design and criteria for the programs.

(3) encourage its government-owned Federal laboratories to pursue collaborative initiatives with parents, the education community, community organizations, businesses, and other laboratories to:

(A) improve mathematics, science, and technology curricula, with a particular emphasis on K-8 education;

(B) encourage interest in the disciplines of mathematics, science, and technology (including elementary and secondary teaching), particularly among women and minorities; and

~~(C) support state and local efforts to implement alternative certification programs for mathematics and science teachers.~~

- (4) work to identify and motivate interest in privately-owned laboratories to develop initiatives to improve mathematics and science education, including teacher training.

Section 2. Implementation and Reporting Requirements

(a) Within three months from the date of this Order:

- (1) [] will deliver guidance to Executive department and agencies on options for implementing this Order. [] will consult with Executive department and agency personnel, laboratory personnel, the private sector, educators, and others as appropriate in developing guidance.
- (2) [] will report to the President on plans for implementation of the section of this Order related to training mathematics and science education teachers and will include in the report:
 - (A) targets for the number of qualified teachers to participate in training opportunities each year until the year 2000 and how this number relates to the current and projected overall number of mathematics and science teachers in the nation with the objective of providing training opportunities for all teachers by the year 2000;
 - (B) the timeline for implementation;
 - (C) the number of Executive departments and agencies eligible to be involved and the number of laboratories to be involved;
 - (D) the criteria for selecting teachers to participate;
 - (E) options for training sessions (including contents of program, length of program, how training sessions will be administered);
 - (F) the number of teachers potentially to be reached;
 - (G) need for and means of evaluation;
 - (H) suggestions for any affiliated recognition program.

(b) Thereafter, [] will report to the President by [September 27, the anniversary of the President's Education Summit or February 27, the anniversary of the adoption of the comprehensive national education goals statement by the President and the governors] on progress made in this initiative.

Section 3. Relation to Existing Law.

Nothing in this order shall affect the continued applicability of any existing laws or regulations related to [Federal laboratories.]