

Process, scheduling, progress updates
1-8/6

**PHOTOCOPY
PRESERVATION**

MEMORANDUM FOR Laura Tyson
 Don Baer
 Gene Sperling
 Bruce Reed

FROM: Jonathan Sallet
 Paul Dimond
 Henry Kelly
 Linda Roberts
 Greg Simon
 Mike Schmidt

SUBJECT: Pursuing the President's Educational Technology
 Initiative in 1996

DATE: January 16, 1996

The first half of 1996 offers an opportunity for the President to present a compelling vision to the nation of students across America using technology as a tool to expand their education and their lives' opportunities. That vision can be summed up in the challenge already announced by the President -- to ensure that all of K-12 students are technologically literate by the dawn of the 21st century. The goal of technological literacy means more than simply teaching children how to operate a computer; it is the capstone of the four pillars that the President has announced: (computers, connections, teacher development & educational software) and, with those pillars, it serves as the fulcrum with which our children can move the world.

We suggest that the President, Vice President and several Administration officials announce the creation of a **National Report Card on Education and Technology** that would be issued at the end of each school year for the next five years by stakeholders representing all of the involved communities, including state/local governments, educators, teachers, businesses, students and parents at a national summit to be convened by the federal government. The National Report Card would tell the nation how well we are advancing on the critical goals outlined by the President:

- The number of modern, multimedia computers available to each student in each classroom;
- The percentage of classrooms connected to each other and the outside world;
- The percentage of teachers who are ready to use technology in their teaching; and

-- The extent to which educational software and similar materials are available to students for use in their classrooms.

The meeting at which the Report Card is issued would also provide an opportunity for stakeholders to announce further actions to achieve each one of these goals.

At the end of January (hopefully in the State of the Union and at the stand-alone event discussed below), the President would announce that, at the end of this school year, he would convene the first such conference to issue the first such assessment and forge a consensus on what must be done. In order to demonstrate the kind of actions that are necessary to ensure that the national grade keeps going up and up, the President would, at the same time, announce actions, directed at each of the four goals, that can now be taken by the federal government, businesses and educators. Indeed, at the initial roll-out the President could stand next to a large blank, or interim, report card in order to help demonstrate what needs to be done.

This memorandum will discuss the background of the President's educational technology initiative and suggest how the National Report Card can be launched.

I. Background

Almost two years ago, the Vice President challenged America's business to connect every classroom (along with libraries, hospitals and clinics) to the Information Superhighway by the year 2000. He emphasized the importance of ensuring that our students are not left out of the Information Society and of guaranteeing that our society is not divided between information "haves" and information "have nots". A few weeks later, the President repeated this challenge in his State of the Union Address. In the first part of 1995, the Vice President built on that vision when he launched the Department of Education's Technology Learning Challenge Grants.

This fall, the President -- in San Francisco and Washington -- voiced his desire to ensure that all American children are technologically literate by the dawn of the 21 st Century. He pledged that the Administration would soon unveil a national vision detailing how the nation would fulfill this goal through the accomplishment of four principles:

- making computers available to every K-12 student,
- connecting those computers to each other and the outside world,
- ensuring that teachers are able to develop their technological skills so that they are able to use technology effectively in the classroom, and
- stimulating the supply of educational software and associated materials that will form a critical part of each student's learning experience.

The core of the President's vision is, of course, the enormous gains in educational achievement that can be achieved using the new technology -- gains which depend on achieving the four specific goals. Students must be prepared for work which requires high levels of skills in traditional subjects and in modern technology. Adequate investment in educational technology can create learning environments which can adapt themselves to the need and interest of individuals, combine formal learning with learning through exploration and solving practical problems, give teachers rich tools to develop challenging assignments, tie classrooms and students' homes to a worldwide web of information resources and assistance, and the schools closer to parents, local businesses, and other parts of the community.

We will promote people, not just technology. That is why we must energize a national effort that, through combined private and public contributions, will demonstrate concretely to Americans why their children will be advantaged when the President's vision is realized and will demonstrate that a critical mass of resources is available to get the job underway. That work should feature American's biggest corporate names, teachers, parents and, of course, students themselves.

The President and the Vice President have already laid the foundation for that effort by meeting with top CEO's, including Michael Eisner, Gerald Levin and George Lucas, in September and October. Since then Administration officials have met with parents' groups, educators and businesses; talked with teachers; and, at the beginning of December, convened day-long sessions with stakeholders. From this intensive outreach effort, several conclusions have appeared:

First, leadership by the President and the Vice President is absolutely essential. Unlike great national missions of the past, the pursuit of the President's vision will not be run by the federal government. Rather, citizens at every level of government -- business, community, and education -- must come to believe that the goal is important and their contributions, vital. Only the bully pulpit of the Presidency can issue a challenge that reaches to every school board, teachers' lounge, classroom and living room in America.

Second, a considerable consensus already exists that the President's principles accurately grasp the essence of the agenda that must be accomplished. Thus, there is less demand for the creation of the details of policy execution and more demand for the overarching vision that only the President can provide.

Third, a great deal of effort is underway already -- but it tends not to be widely known and information about current resources can be hard to come by. That means that a good deal can be accomplished through both non-federal and federal efforts that explain the importance of educational technology to American citizens and that make information about existing activities more accessible -- if those efforts are connected to the message from the President and Vice President.

Fourth, considerable enthusiasm exists for further efforts -- from businesses, educators and parents. Many high-technology businesses have included educational technology in their business plans because they see a growing market for technology hardware and educational materials. Some of those, and some others, are willing to pledge public-service activities around the nation, such as the NetDay 96 effort (announced by the President in September) that will connect 20% of California classrooms by the end of the school year. Educational associations, local school officials and teachers' groups are also ready to do more along the lines of what the President already announced -- the creation of the U.S. Technology Corps and the American Technology Honor Society. And, of course, the federal government's actions will catalyze other efforts. For example, 500 public-private partnerships competed for the Federal Challenge grants to develop the next generation of learning tools. But -- and this is an important point -- we cannot expect to assemble on a single day in a single place all of the resources necessary to do the whole job (as it will be detailed in the President's national vision). The goal should be to assemble a critical mass of resources that, with the President's leadership and energy, will set off a chain reaction that propels the nation forward.

The opportunity is, therefore, ripe for the President to unveil his national vision as the launching pad for a national effort that will combine Presidential leadership with implementation in every community. Where, in the last century, neighbors came together to build a schoolhouse or raise a barn, Americans now can raise their schools to the technological level demanded by the next century.

II. Launching the National Report Card

The President's challenge to the nation -- that every student be technologically literate by the dawn of the 21 st Century -- provides the opportunity for the Administration to launch a national effort through a new kind of national mission -- one that is based on Presidential leadership and shared resources.

The President will announce that the administration will issue regular reports indicating how well the nation is advancing in the areas identified by the four pillars (computers, communication, educational content, teacher development) beginning with a benchmark report to be issued later this year. One could imagine a diagram in which the four pillars are filled as the goal is reached.

The President should also take the opportunity to highlight successful examples of educational technology should also take the opportunity to highlight successful examples of education technology showing how the four pillars combine to improve educational experience around the nation.

The greatest obstacle to the implementation of the President's four pillars for educational technology (computers, connections, teacher development and educational content) is neither

technological or pedagogical. It comes from the need to answer one question that will be posed by taxpayers, parents, teachers and students in every community: "Why in a time of limited resources and numerous demands, should we make the special effort to ensure that our children can use technology to be better educated and to work and thrive in the 21st Century??"

Every time we answer this question, we should picture the President sitting at a table in a local school-board meeting room with a dozen parents, or in a teachers' lounge with overburdened teachers or in a classroom with students.

The President's answer should be communicated in multiple ways:

- Directly, with the bully pulpit of the Presidency,

- By example, through the development of critical pathways that demonstrate to these parents the concrete benefits that will flow to their children (including national recognition of educators, teachers and students who are outstanding in their effort to bring technology into their schools, federal programs that fight against informational apartheid and stimulate new, creative activities in local communities; and better sharing of information about current efforts.)

- Through the marshalling of private actions that will validate the President's direct message and demonstrate to communities that the President's goals are achievable.

The National Report Card will demonstrate a shared commitment to progress, as the grades get higher every year through efforts of all kinds. It will symbolize the neighborly pursuit of a shared responsibility .

III. Action Items for the Launch of the National Report Card

Each of these goals can be realized in January and extended in the coming months. (Attached is a tentative schedule of possible Presidential and Vice-Presidential events through May).

January 8-15: Videotaping the President and/or Vice President. The President's National Information Infrastructure Advisory Council will be releasing a 10-minute videotape (jointly produced by AT&T and Disney) explaining the benefits of the information highway that would be distributed nationally. It is possible, for example, that it will be made available to video stores across the nation for free "rentals" by the parents and that it be broadcast on cable television. We have been invited to contribute a 60-90 second statement from the President and/or Vice President that would close the videotape. This is an extremely good opportunity.

January 29-31: National Report Card. The Advisory Council is meeting in Washington to conclude its operations and issue its final report (which is generally supportive of the Administration's initiatives, although in some areas, particularly encryption, will ask the Administration to change its policies). The Council is likely to take further action, as well, on its "Kickstart" initiatives, which are designed to boost citizen involvement in educational and other public-use technologies. The Advisory Council is itself a very distinguished and diverse group (co-chaired by Ed McCracken of Silicon Graphics and Del Lewis of National Public Radio) with which the President should meet.

Meeting with the Council also offers the opportunity for the President to create the National Report Card and to demonstrate great private-sector support beyond that of the Council for his national effort. The public and private initiatives that are being worked on now for possible inclusion support each of the President's four principles:

Content:

- A Presidential instruction to governmental agencies to provide their electronic information in a manner that is easily available and easily used by schoolchildren,
- Create a model for the procurement of educational software through the joint work of the Department-of-Defense schools and the Council of Chief State Officers,
- Introduce a White House educational software Olympics at the end of the summer in which students could compete using software systems developed over the summer by high-school students working with university teams,
- Announce a private-sector initiative to create new inter-active components that could be used by software developers, teachers and students to create new curricula, like an intelligent periodic table of elements,
- Announce a new charter for the nation's public broadcasting stations in which they pledge to continue to provide essential educational resources for all citizens using 21st century technology: "We will be the resource that all citizens, including students, parents, and teachers routinely seek out whether they are seated before a television or a computer screen, in a classroom, a library, a community center, at work or at home" [excerpt from their statement]. The new vision was created by the public broadcasting stations themselves.

Teacher Development

- A new federal matching program would assist school districts to raise the funds needed to train teachers, as well as to purchase new, multi-media computers,

-- National teachers' associations will create the nation's first "Teacher Corps", which will recognize and assist those teachers who have, by developing their own technology skills, become a critical resource for the 90% of teachers who have not,

-- AT&T is working to create a "Teacher and Technology" Summit that will bring together major companies that have launched teacher-training initiatives (such as Microsoft and U.S. West) with educators to discuss the future of private-public collaboration (perhaps in collaboration with a national teachers' summit being planned by the Department of Education),

-- New accreditation and certification standards will be established by national organizations in order to ensure that teachers are technologically prepared,

Connections

-- A new private-public effort, led by the Vice President, will connect every K-12 school in every empowerment zone,

-- The successful implementation of California NetDay and the launching of NetDays in other states,

Computers

-- A new federal matching program to support computer purchases by local school districts (described above)

-- The federal government will donate, and will encourage private business to donate, millions of dollars worth of excess and new computer equipment to schools. Wherever possible, we must arrange for the upgrading of these computers to ensure that they have modern, multi-media capabilities. Voluntary private incentives might be created to encourage similar donations by businesses or consumers.

Each of these, and others, are in the process of being vetted and developed by the inter-agency working group on education technology.

Finally, the national roll-out could serve as the launching for a series of national communications efforts. That could include the publication by a number of national leaders of a "statement of principles" in support of the President's vision and plans for specific materials including: the AT&T/Disney videotape, a CD-ROM developed to display the President's vision, new cable programming and an instructional kit from the Software Publishers Association.

The purpose is not, of course, to simply announce a lot of activity. Rather, the release of the President's vision, supported by a statement of principles supporting the President's goals and concrete actions demonstrating how each of the four principles can be achieved, will demonstrate to the nation both the power of and the path towards the goal of technological literacy for all students.

Attachment 1 -- Proposed 1996 Schedule

- January 23: State of the Union -- reiteration of the President's challenge.
- January 30(?): National Report Card with President, Vice President and senior Administration officials.
- February 17(?): Empowerment Zone conference at which the Vice President announces the voluntary, private effort that will connect every K-12 school in an empowerment zone, thus demonstrating the importance of preventing informational apartheid.
- March 9: The President, Vice President and senior Administration officials work with volunteers in schools in California on "NetDay 96" -- the fulfillment of the President's pledge of September 21, 1995, to connect 20% of California classrooms -- and engage in related activities to demonstrate the full scope of the President's vision.
- Mid-March: The President and Senior Administration officials will address a conference of Nation's Governors organized by IBM to discuss technology and academic standards in America's schools and announces how the model of NetDay, along with the other private and public efforts he has announced, can transform the nation's schools, possible with the announcement of other state NetDays,
- May: The President, Vice President and senior Administration officials appear at the first "National Report Card" conference at which educators, teachers, parents, businesses -- and students -- assess the progress made by the end of the 1995-96 school year and announce further efforts at meeting the President's goals in conjunction with a technology fair that features leading uses of educational technology from around the nation.

MEMORANDUM FOR

Laura Tyson
Don Baer
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Bruce Reed

DRAFT

FROM:

Jonathan Sallet
Paul Dimond
Henry Kelly
Linda Roberts
Greg Simon
Mike Schmidt

SUBJECT:

Pursuing the President's Educational Technology
Initiative in 1996

DATE:

January 18, 1996

The first half of 1996 offers an opportunity for the President to present a compelling vision to the nation of students across America using technology as a tool to expand their education and their lives' opportunities. That vision can be summed up in the challenge already announced by the President -- to ensure that all of K-12 students are technologically literate by the dawn of the 21st century. The goal of technological literacy means more than simply teaching children how to operate a computer; it is the capstone of the four pillars that the President has announced: (computers, connections, teacher development & educational software) and, with those pillars, it serves as the fulcrum with which our children can move the world.

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Fourth, considerable enthusiasm exists for further efforts -- from businesses, educators and parents. Many high-technology businesses have included educational technology in their business plans because they see a growing market for technology hardware and educational materials. Some of those, and some others, are willing to pledge public-service activities around the nation, such as the NetDay 96 effort (announced by the President in September) that will connect 20% of California classrooms by the end of the school year. Educational associations, local school officials and teachers' groups are also ready to do more along the lines of what the President already announced -- the creation of the U.S. Technology Corps and the American Technology Honor Society. And, of course, the federal government's actions will catalyze other efforts. For example, 500 public-private partnerships competed for the Federal Challenge grants to develop the next generation of learning tools. But -- and this is an important point -- we cannot expect to assemble on a single day in a single place all of the resources necessary to do the whole job (as it will be detailed in the President's national vision). The goal should be to assemble a critical mass of resources that, with the President's leadership and energy, will set off a chain reaction that propels the nation forward.

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by taxpayers, parents, teachers and students in every community: "Why in a time of limited resources and numerous demands, should we make the special effort to ensure that our children can use technology to be better educated and to work and thrive in the 21st Century?"

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May: The President and Vice President appear at the first "National Report Card" conference at which educators, teachers, parents, businesses -- and students -- assess the progress made by the end of the 1995-96 school year and announce further efforts at meeting the President's goals in conjunction with a technology fair that features leading uses of educational technology from around the nation.

DRAFT

SCHEDULE PROPOSAL

January 5, 1996

☐ ACCEPT☐ REGRET☐ PENDING

TO: Stephanie Streett
Director of Scheduling

Anne Walley
Deputy Assistant to the President &
Director of Scheduling

FROM: The Vice President, Laura Tyson, Alice Rivlin, Jack
Gibbons, Secretary Brown, Secretary Reilly

REQUEST: President and Vice President to make a formal statement
with an audience of 50-100 people in White House or
OEOB with press

PURPOSE: Appearance by President and Vice President with
members of the National Information infrastructure
Advisory Council [a list is attached] to accept their final
report, congratulate them on the conclusion of their
efforts and announce the further actions in support of
the President's's Educational Technology Initiative.

BACKGROUND: The NIIAC was created by executive order at the end of
1993 by President Clinton. The Council has
completed two publications: "Kickstart" a report that
promotes the use of the Information Superhighway to
enhance education and contains a guide for leaders and
the public in all communities and "A Nation of
Opportunity" a document with specific recommendations
for governmental and private action. In September and
October, 1995, the President and Vice President
announced national goals for educational technology and
promised that they would soon launch a national effort
to ensure that all K-12 students are technologically
literate by the dawn of the 21st Century.

DATE/TIME: January 29/30/31 from 11 a.m. - 12 p.m.

BRIEFING TIME: to be determined

DURATION: minimum of 1 hour.

LOCATION: Washington, DC

PARTICIPANTS: NIIAC members with an audience of parents, teachers, students and other educational technology stakeholders.

OUTLINE OF EVENTS: TBD

REMARKS REQUESTED: speech to Council members

MEDIA COVERAGE: yes

RECOMMENDED BY:

CONTACT:

ORIGIN OF PROPOSAL: National Economic Council - the White House

SOURCE OF PAYMENT: TBD

MEMORANDUM FOR Laura Tyson
Don Baer
Gene Sperling
Bruce Reed
Greg Simon

FROM: Jonathan Sallet
Paul Dimond
Mike Schmidt

SUBJECT: Pursuing the President's Educational Technology Initiative in 1996

DATE: January 9, 1996

The first half of 1996 offers an opportunity for the President to present a compelling vision to the nation of students across America using technology as a tool to expand their education and their opportunities. That vision can be summed up in the challenge already announced by the President -- to ensure that all of K-12 students are technologically literate by the dawn of the 21st century. The goal of technological literacy means more than simply teaching children how to operate a computer: it is the capstone of the four pillars -- computers, connections, teacher development & educational software -- that the President has announced and, with those pillars, it serves as the fulcrum from which our children can use the lever of their new skills to move the world in the next Century.

We suggest that the President and Vice President announce the creation of a **National Report Card on Education and Technology** that would be issued at the end of each school year for the next five years by stakeholders representing all of the involved communities, including state/local governments, educators, teachers, businesses, students and parents at a national summit to be convened by the federal government. The National Report Card would tell the nation how well we are advancing on the critical goals outlined by the President:

- The number of modern, multimedia computers available to each student in each classroom;
- The percentage of classrooms connected to each other and the outside world;
- The percentage of teachers who are ready to use technology in their teaching; and
- The extent to which educational software and similar materials are available to students for use in their classrooms.

The meeting at which the Report Card is issued would also provide an opportunity for stakeholders to announce further actions to achieve each one of these goals.

At the end of January (hopefully in the State of the Union and at the stand-alone event discussed below), the President would announce that, at the end of this school year, he would convene the first such conference to issue the first such assessment and forge a consensus on what must be done. In order to demonstrate the kind of actions that are necessary to ensure that the national grade keeps going up and up, the President would, at the same time, announce actions, directed at each of the four goals, that can now be taken by the federal government, businesses and educators. Indeed, at the initial roll-out the President could stand next to a large blank, or interim, report card in order to help demonstrate what needs to be done.

This memorandum will discuss the background of the President's educational technology initiative and suggest how the National Report Card can be launched.

I. Background

Almost two years ago, the Vice President challenged America's business to connect every classroom (along with libraries, hospitals and clinics) to the Information Superhighway by the year 2000. He emphasized the importance of ensuring that our students are not left out of the Information Society and of guaranteeing that our society is not divided between information "haves" and information "have nots". A few weeks later, the President repeated this challenge in his State of the Union Address. In the first part of 1995, the Vice President built on that vision when he launched the Department of Education's Technology Learning Challenge Grants.

This fall, the President -- in San Francisco and Washington -- voiced his desire to ensure that all American children are technologically literate by the dawn of the 21st Century. He pledged that the Administration would soon unveil a national vision detailing how the nation would fulfill this goal through the accomplishment of four principles:

- making computers available to every K-12 student,
- connecting those computers to each other and the outside world,
- ensuring that teachers are able to develop their technological skills so that they are able to use technology effectively in the classroom, and
- stimulating the supply of educational software and associated materials that will form a critical part of each student's learning experience.

The essence of the President's vision is, of course, larger than just these four goals. The greater purpose is to prepare our children for the revolutionary changes that they will face as the opportunities of the Information Age unfold. Equipping our schoolrooms with computers and

associated technologies will ensure that children learn more and learn better and that they are better prepared for a workplace that increasingly demands technological skills as the price of admission. Use of educational technology also will help parents be better connected to schools and their children's teachers and will help teachers be better prepared to help students learn.

We will promote people, not just technology. That is why we must energize a national effort that, through combined private and public actions, will demonstrate concretely to Americans why their children will be advantaged when the President's vision is realized and will demonstrate that a critical mass of resources is available to get the job underway. That work should feature American's biggest corporate names, teachers, parents and, of course, students themselves.

The President and the Vice President have already laid the foundation for that effort by meeting with top CEO's, including Michael Eisner, Gerald Levin and George Lucas, in September and October. Since then Administration officials have met with parents' groups, educators and businesses; talked with teachers; and, at the beginning of December, convened day-long sessions with stakeholders. From this intensive outreach effort, several conclusions have appeared:

First, leadership by the President and the Vice President is absolutely essential. Unlike many great national missions of the past, the pursuit of the President's vision will not be run and financed by the federal government. Rather, citizens at every level of government must come to believe that the goal is important and their contributions are vital. Only the bully pulpit of the Presidency can issue a challenge that reaches to every living room, classroom, school board and teachers' lounge.

Second, a considerable consensus already exists that the President's principles accurately grasp the essence of the agenda that must be accomplished. Thus, there is less demand for the creation of the details of policy execution and more demand for the overarching vision that only the President can provide.

Third, a great deal of effort is underway already -- but it tends not to be widely known and information about current resources can be hard to come by. That means that a good deal can be accomplished through non-federal efforts that explain the importance of educational technology to American citizens and that make information about existing activities more accessible -- if those efforts are connected to the message from the President and Vice President.

Fourth, considerable enthusiasm exists for further efforts -- from businesses, educators and parents. Many high-technology businesses have included educational technology in their business plans because they see a growing market for technology hardware and educational materials. Some of those, and some others, are willing to pledge public-service activities around the nation, such as the NetDay 96 effort (announced by the

President in September) that will connect 20% of California classrooms by the end of the school year. Educational associations, local school officials and teachers' groups are also ready to do more along the lines of what the President already announced -- the creation of the U.S. Technology Corps and the American Technology Honor Society. And, of course, the federal government's actions will catalyze other efforts. But -- and this is an important point -- we cannot expect to assemble on a single day in a single place all of the resources necessary to do the whole job. The goal should be to assemble a critical mass of resources that, with the President's leadership and energy, will set off a chain reaction that propels the nation forward. And to establish the framework in which, as new actions are announced and implemented, they are seen as additional steps in implementing the President's overarching vision.

The opportunity is, therefore, ripe for the President to unveil his national vision as the launching pad for a national effort that will combine Presidential leadership with implementation in every community. Where, in the last century, neighbors came together to build a schoolhouse or raise a barn, Americans now can raise their schools to the technological level demanded by the next century.

II. Launching the National Report Card

The President's challenge to the nation -- that every student be technologically literate by the dawn of the 21st Century -- provides the opportunity for the Administration to launch a national effort through a new kind of national mission -- one that is based on Presidential leadership and shared resources.

The greatest obstacle to the implementation of the President's four pillars for educational technology (computers, connections, teacher development and educational content) is neither technological or pedagogical. It comes from the need to answer one question that will be posed by taxpayers, parents, teachers and students in every community: "Why in a time of limited resources and numerous demands, should we make the special effort to ensure that our children can use technology to be better educated and to work and thrive in the 21st Century?"

Every time we answer this question, we should picture the President sitting at a table in a local school-board meeting room with a dozen parents, or in a teachers' lounge with overburdened teachers or in a classroom with students.

The President's answer should be communicated in multiple ways:

- Directly, with the bully pulpit of the Presidency,
- By example, through the development of critical pathways that demonstrate to these parents the concrete benefits that will flow to their children (including national recognition of educators, teachers and students who are outstanding in

their effort to bring technology into their schools, federal programs that fight against informational apartheid and stimulate new, creative activities in local communities; and better sharing of information about current efforts.)

-- Through the marshaling of private actions that will validate the President's direct message and demonstrate to communities that the President's goals are achievable.

The National Report Card will demonstrate a shared commitment to progress, as the grades get higher every year through efforts of all kinds. It will symbolize the neighborly pursuit of a shared responsibility.

III. Action Items for the Launch of the National Report Card

Each of these goals can be realized in January and extended in the coming months. (Attached is a tentative schedule of possible, major Presidential and Vice-Presidential events through May. We would anticipate, of course, that additional actions and events would be available throughout the year in all part of the nation).

January 8-15: Videotaping the President and/or Vice President. The President's National Information Infrastructure Advisory Council will be releasing a 10-minute videotape (jointly produced by AT&T and Disney) explaining the benefits of the information highway that would be distributed nationally. It is possible, for example, that it will be made available to video stores across the nation for free "rentals" by the parents and that it be broadcast on cable television. We have been invited to contribute a 60-90 second statement from the President and/or Vice President that would close the videotape. This is an extremely good opportunity.

January 29-31: National Report Card. The Advisory Council is meeting in Washington to conclude its operations and issue its final report (which is generally supportive of the Administration's initiatives, although in some areas, particularly encryption, will ask the Administration to change its policies). The Council is likely to take further action, as well, on its "Kickstart" initiatives, which are designed to boost citizen involvement in educational and other public-use technologies. The Advisory Council is itself a very distinguished and diverse group (co-chaired by Ed McCracken of Silicon Graphics and Del Lewis of National Public Radio) with which the President should meet.

Meeting with the Council also offers the opportunity for the President to create the National Report Card, to demonstrate great private-sector support beyond that of the Council for his national effort, and to issue his national vision (which is now being prepared.). The public and private initiatives that are being worked on now for possible inclusion support each of the President's four principles:

Content:

- A Presidential instruction to governmental agencies to provide their electronic information in a manner that is easily available and easily used by schoolchildren,
- Create a model for the procurement of educational software through the joint efforts of the Department-of-Defense schools and the Council of Chief State Officers,
- Introduce a White House educational software Olympics at the end of the summer in which students could compete using software systems developed over the summer by high-school students working with university teams,
- Announce a private-sector initiative to create new inter-active components that could be used by software developers, teachers and students to create new curricula, like an intelligent periodic table of elements,

Teacher Development

- A new federal matching program would assist school districts to raise the funds needed to train teachers, as well as to purchase new, multi-media computers,
- National teacher, school board and parents' associations will create the nation's first "Teacher Corps", which will recognize and assist those teachers (and perhaps parents) who have, by developing their own technology skills, become a critical resource for the 90% of teachers who have not,
- AT&T is working to create a "Teacher and Technology" Summit that will bring together major companies that have launched teacher-training initiatives (such as Microsoft and U.S. West) with educators to discuss the future of private-public collaboration (perhaps in collaboration with a national teachers' summit being planned by the Department of Education),
- New accreditation and certification standards will be established by national organizations in order to ensure that teachers are technologically prepared,

Connections

- A new private-public effort, led by the Vice President, will connect every K-12 school in every empowerment zone,
- Progress towards the successful implementation of California NetDay and the call to launch NetDays in other states,

Computers

-- A new federal matching program to support computer purchases by local school districts (described above)

-- The federal government will donate, and will encourage private business to donate, millions of dollars worth of excess and new computer equipment to schools. Wherever possible, we must arrange for the upgrading of these computers to ensure that they have modern, multi-media capabilities. Voluntary private incentives might be created to encourage similar donations by businesses or consumers.

Each of these, and others, are in the process of being vetted and developed by the inter-agency working group on education technology.

Finally, the national roll-out could serve as the launching for a series of national communications efforts. That could include the publication by a number of national leaders of a "statement of principles" in support of the President's vision and plans for specific materials including: the AT&T/Disney videotape, a CD-ROM developed to display the President's vision, new cable programming and an instructional kit from the Software Publishers Association.

The purpose is not, of course, to simply announce a lot of activity. Rather, the release of the President's vision, supported by a statement of principles supporting the President's goals and concrete actions demonstrating how each of the four principles can be achieved, will demonstrate to the nation both the power of and the path towards the goal of technological literacy for all students.

Attachment 1 -- Proposed 1996 Schedule

January 23: State of the Union -- reiteration of the President's challenge.

January 30(?): National Report Card with President and Vice President

February 17(?): Empowerment Zone conference at which the Vice President announces the voluntary, private effort that will connect every K-12 school in an empowerment zone, thus demonstrating the importance of preventing informational apartheid.

March 9: The President, Vice President and senior Administration officials work with volunteers in schools in California on "NetDay 96" -- the fulfillment of the President's pledge of September 21, 1995, to connect 20% of California classrooms -- and engage in related activities to demonstrate the full scope of the President's vision.

Mid-March: The President gives the keynote address at the conference of Nation's Governors organized by IBM and announces how the model of NetDay, along with the other private and public efforts he has announced, can transform the nation's schools, possible with the announcement of other state NetDays,

May: The President and Vice President appear at the first "National Report Card" conference at which educators, teachers, parents, businesses -- and students -- assess the progress made by the end of the 1995-96 school year and announce further efforts at meeting the President's goals in conjunction with a technology fair that features leading uses of educational technology from around the nation.

CLOSE HOLD -- DRAFT 12/12/95 -- EDUCATIONAL TECHNOLOGY WORKPLAN

MISSION: To develop a national vision and unveil a national effort within the next four months that will demonstrate, in concrete ways:

- The details and expected timeline for reaching each of the four pillars;
- The contributions that will be made by the federal government and corporate America to demonstrate the feasibility of the goals, working with state and local governments, teachers, parents, and students.

I. Overall Coordination:

Goal: To ensure that Administration efforts are conducted on a coordinated, consensus basis; that the process is managed in a comprehensive and timely fashion; and that decisions that need be made at a more senior level are reached expeditiously.

Organization: NEC-led by Laura Tyson, with working group representing DPC, OVP, OSTP, OPL, DoEd, DOC.

- Decision process. [Tyson]
- Working agenda with status of tasks, updated. [Sallet]
- Schedule of working group meetings. [Sallet]
- Secretariat. [Schmidt]
- Outside Calendar. [Swisshelm]
- Establishment of Outside Structure [Kalil/Sallet]
- Inventory of Internal Staff Resources and Needs [Sallet]

Timeline: Hypothetical Schedule of 1996 Events

- January: Roll-out of National Vision and associated actions
- January: State of the Union
- February: VPOTUS Empowerment Zone
- March: NetDay in California
- March: Gerstner Governor's Conference

II. Potential Federal Actions

Goal: To demonstrate that the federal government under the leadership of the President and Vice President will effectively act as a catalyst for national action, both governmental and non-governmental, and will contribute specific expertise through concrete actions that will fulfill needs that would otherwise be unmet.

Organization: NEC/DPC-led working group process [Dimond, Schmidt] with specific assignments

Update and Status:

- Spectrum Issues -- Finished (as far as Administration actions) [Simon]
- DoDDS Schools -- Outcome of Tyson Call?
- DoEd/HHS Issues -- TLC II will contain Head Start Component and will be included in FY 96 and 97 Budget process [Dimond, Roberts, Edelman, Apfel]
 - Learning Lever issues still pending
- Internal WH Issues -- Draft Executive order circulated for review and comment [Kohlenberger]
- Educational Technology Trust Fund -- Current Status?

III. Constituency Outreach

Goal: To conduct a dialogue with key constituencies that will help to enrich the national vision and to work with the private sector in a coordinated fashion to facilitate voluntary actions that will demonstrate how the Administration's national effort can be achieved.

Organization: Working group with specific assignments that track key constituencies, including

- Follow-Up from Outreach Meeting (as separately defined)
- Administration advisory groups, including the NIIAC [Sallet] and PCST [Kelly]
- Education Associations [Dimond, Roberts]
- State/local government [Schmidt to work with Intergovernmental Affairs]
- Follow-through on NetDay [Kalil]
- Creation of Data Base for Organizations [Carr, with info from DoEd]

- PBS and Smithsonian Issues -- Working to find private sector partners for potential announcements, but bothwilling to be a part of any Presidential announcement [Kelly]
- Use of E-Mail Address and Home Page [DOC/OVP]

Timeline (to be discussed)

IV. National Vision and Associated Documents

Goal: Communicate the Administration's national vision through the Department of Education's plan for educational technology and provide associated documents along the way.

Organization: DoEd with David Shipley

Timeline: (to be discussed)

V. Communications and Event Planning

Goal: Outline a comprehensive "game plan" detailing the actions, events, and public statements the President and Vice President will utilize to communicate their national vision for educational technology.

Organization: NEC, Chris Dorval, OVP, Bill Curry

Timeline:

- Submit request for January Presidential event through Tyson by December 14 [Sallet]
- Submit request for POTUS/VPOTUS participation in Hawaii NetDay by December 14 [Sallet]
- By December 22, draft of communications plan. [Dorval]

Issues: Use and distribution of vision statement

Educational Technology Status Paper 1/5/96

I.

Proposal: The creation of additional incentives for the private sector to fund R&D for ed tech products. (NIIAC)

Status: We are awaiting further definition of the idea, and information on whether any NIIAC members would like to launch it, from the NIIAC.

Further Actions: Once we know what the NIIAC plans are, we may wish to have senior Administration officials directly contact NIIAC leadership.

II.

Proposal: A new partnership between businesses, government and communities will build an electronic clearinghouse that helps students, teachers and parents locate -- and use -- the vast digital, educational resources that are already available but now hard to locate (NIIAC).

Status: NIIAC members are contacting private foundations that may be willing to sponsor this notion. Gary Rowe from Turner has expressed interest is formulating the cataloguing component of this and we are in contact with Gary Beach, who has suggested that services like Yahoo might contribute.

Further Actions: We will consult with the NIIAC staff next week.

III.

Proposal: A national outreach conference to be held in May, 1996 will assess the state of educational technology at the end of the 1995-96 school year to help chart achievable goals for the next five years.

Status: A proposal has been made by Lynn Forrester to Laura Tyson.

Further Action: Sallet will follow up with Tyson and Forrester.

IV.

Proposal: Private-sector initiative will create "TeacherNet" the first comprehensive Internet forum for the collaboration between big companies, like AT&T, that are extensively involved in teacher development and teachers in every American community, as well as with the federal government, which will offer its own gateway on the TeacherNet to federal resources designed for teachers.

Status: Attached is a proposal being worked on by AT&T.

Further Action: We need to task the job of setting up the federal gateway to TeacherNet.

Teachers and Technology Summit Proposal

AT&T to co-chair or chair Steering Committee for Planning of Summit
(20-25)

- 7-10 Key leaders from Educational associations and organizations
to represent teachers, administrators, school boards, principals,
professional groups, unions
- 1-2 other corporations with demonstrated commitment
- 2-3 Federal Government Representatives/White House
- 2 Chiefs of staff to Governors
- 2 State Department of Education Directors
- 2-3 Philanthropic/Voluntary Community-based Organizations
- 2 University based Research leaders

Timeline:

Approximately 8-10 members of the Steering Committee will form a working group to meet in Washington, D.C. at the AT&T Technology Center in January to develop the full proposal which will be presented to the full Steering Committee in early February for approval and endorsement.

Meeting Dates: January Steering Committee

Working Group will meet twice monthly; with review meetings with the full Steering Committee in March and late April.

February	2 meetings
March	2 meetings
April	2 meetings
Early May	Tech Summit

Initial Planning Session:

All day session to develop agenda and summit design; begin to clear dates for Administration participation as "keynoter".

Proposed site for Summit: if possible, use the AT&T Learning Center in Basking Ridge, New Jersey.

Summit design: 2 full days, preceded by a dinner with guest speaker/call to action

Attendance at Summit:

Representatives from Stakeholder groups
Approximately 100-120 people

(Teachers, Principals, School Boards, Adult Educators
Library Community, State and local government
technology leaders, Business/corporate, community
based leaders, etc.)

Purpose of Summit:

Given the dynamic environment underway in introducing technology into the classroom, it is critical to move ahead with a commitment to preparing teachers for the use of existing and emerging technologies to support learning. The Summit will generate a call to action for those groups interested/working in this area to create a national vision and strategy to construct learning environments in multiple forums -- schools, communities, home based learning -- which incorporate existing and emerging communications and learning technologies and develop knowledge and skills to enable teachers and other educators to successfully incorporate emerging 21st Century technologies into teaching and learning process.

For instance, the AT&T Foundation efforts and other funding entities (both private and governmental) would be able to incorporate and reflect the recommendations of the Summit to create a national vision for implementing state and local initiatives that prepare teachers and other local community members for fundamental change in education.

Review the current knowledge base on teacher preparedness for effective use of technology in schools and classrooms and make recommendations for federal, state, and local initiatives to support professional development of the teaching profession/other educators that expands their knowledge and skill development. A second outcome is the development of recommendations for expanding the knowledge base on practice and implementation through federal and privately funded research initiatives, building on best practices of existing models and projects.

Create a visible "ad hoc" advisory effort (linking the Departments of Education, Labor, and Commerce, NSF, and NASA with private sector participation) to work for a two year period to support the roll out of the recommendations (bi-annual meetings)

Functions of 'ad hoc' team:

Brief key Stakeholder groups interested in the reform of education/learning support. Provide Congressional/staff briefing on recommendations.
Provide briefings to NGA, NARUC, NCSL, etc. at annual meetings...
Gain buyin from college/university boards and legislative and administrative groups to include technology preparedness in schools of education

Expected Cost and Sponsorship:

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