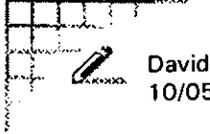


NLWJC - Kagan

DPC - Box 022 - Folder 006

Education - Technology



David W. Beier @ OVP
10/05/98 03:28:17 PM

Record Type: Record

To: Jacob J. Lew/OMB/EOP, Sylvia M. Mathews/OMB/EOP, Martha Foley/WHO/EOP
cc: Sally Katzen/OPD/EOP, Elena Kagan/OPD/EOP, Ron Klain/OVP @ OVP, Jim Kohlenberger/OVP @ OVP
Subject: E Rate

We continue to be concerned about provisions in the Commerce, State, Justice and Labor HHS appropriations bills. In each of them amendments have been adopted which ---- unless altered ---- would have the net effect of withholding the payment of \$ 1.9 billion in payments to schools and libraries under the so-called E Rate. As you will recall, this program authorizes the collection of money from long distance telephone companies and the connection of schools, libraries and rural hospitals (along with reduced access charges).

If the Congress adopts a measure that requires that a particular piece of software to filter out inappropriate material, and there is no delay in its implementation, then virtually none of the schools and libraries who have filed for this money would be in a position to receive benefits under this program. While there are practical objections to a federal mandate on local schools, and the we have supported an alternative offered by Senator Burns (to mandate a local plan, rather than a specific technology), without a delay in the effective date this signature Presidential program will be put into dry dock.

Thank you for your continued focus on this issue and making sure that this issue remains a high level Administration priority.

Educ-technology

THE PRESIDENT HAS SEEN

6-8-98

Copied
Sperling
Reed
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THE WHITE HOUSE
WASHINGTON

June 4, 1998

MR. PRESIDENT:

This Sperling/Reed memo seeks your approval of several policy announcements already included in the new draft of Friday's MIT speech, which you will receive separately today.

Technology Literacy. Gene and Bruce ask you to announce a national goal of universal information technology literacy by the time students complete middle school. Literacy means having the ability to: use technology as a learning tool in core subjects; locate and synthesize information from multiple sources; communicate and present information using electronic media; and collaborate in teams using technology. They also propose challenging the states to make technology literacy a middle school graduation requirement.

Building on your previously announced FY99 Educational Technology Initiative, Sperling/Reed propose to: (a) target \$180M over 3 years from the \$2B Technology Literacy Challenge Fund to provide technology training to teams of teachers, who can train other teachers, in all middle schools with technology literacy requirements; and (b) support competitions to develop high-quality educational software and web sites (\$5M/year for 3 years).

Approve Disapprove Discuss

None of your advisors objects to these proposals.

Phil Caplan *Phil*
Sean Maloney *SM*

THE WHITE HOUSE

WASHINGTON

June 3, 1998

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6-8-98

MEMORANDUM FOR THE PRESIDENT

CC: THE VICE PRESIDENT

FROM: GENE SPERLING, BRUCE REED, TOM KALIL

RE: MIT COMMENCEMENT ADDRESS -- UNIVERSAL INFORMATION TECHNOLOGY LITERACY

Summary: We believe that you should use the MIT commencement address to set a national goal of universal information technology literacy by the time students leave middle school. We think there is a strong case to be made that this is a "new basic." To be full participants in the information economy and information society - our children need to be able to use information technology to acquire and synthesize information, prepare for a life-time of learning, and collaborate in the technology-intensive workplace of the 21st century. Information technology can also be a powerful tool for teaching and learning in all academic subjects. As of 1996, 10 states have already established some sort of requirement in this area - although most require a course or demonstration of competency for high school graduation.

This initiative builds on your Educational Technology Initiative -- the centerpiece of which is the \$2 billion Technology Literacy Challenge Fund. You have set four goals: connecting all classrooms to the Internet, training teachers, increasing the number of computers in the classroom, and promoting the development of high-quality educational software. Since the press has tended to focus on the "wiring" goal -- the MIT announcement focuses on the ability of students to use the technology and teacher training.

To strengthen this initiative -- we believe that you should:

- Provide states that join with you to meet this goal with the resources to train a team of technology expert teachers in each middle school - who could in turn help train the other teachers. The cost of this (\$180 million over three years) would be paid for by targeting a portion of the Technology Literacy Challenge Fund -- which is already slated to increase in the FY2000 budget.
- Support competitions to encourage the development of high-quality educational software and educational Web sites by students, university faculty, and commercial software companies -- and make it easier for teachers and parents to find high-quality resources. This would cost \$5 million per year for three years.

Your vision of universal information technology (IT) literacy needs to be broader than the traditional definition of “computer literacy” - which has tended to focus on the basic skills required to use a computer and a few computer programs, such as a word processor or a spreadsheet. This is necessary but not sufficient. For example, students need to be able to effectively use information technology to locate, extract, and synthesize information from multiple sources. They need to be able to use information technology to learn and express key concepts in all academic subjects - such as math and science.

Why should you call for universal IT literacy?

1. Information technology can be a powerful tool for teaching and learning in all academic subjects

IT literacy is not just an end in itself. The rationale for your Educational Technology Initiative is that information technology can be a powerful tool for teaching and learning across the curriculum. Students who are IT literate and who have access to technology are able to:

- Engage in project-based learning - such as collecting and sharing environmental information with students and scientists all over the world;
- Conduct research using primary material - such as the Library of Congress;
- Learn at their own pace, and get immediate feedback on whether they understand a new concept by using interactive courseware.

2. Many high-wage jobs now require IT skills:

- There is already a 10-15 percent wage premium for people who know how to use computers as compared to those who don't.
- Jobs in the information technology sector pay \$48,000 per year, as compared to a private sector average of \$28,000.
- Information technology is increasingly pervasive in all industries. Many firms are using information technology to customize products and services, forge closer relationships with customers and suppliers, and slash the time required to develop new products. A machinist, for example, may need to know how to operate a programmable machine tool.
- Although there is some debate about the exact numbers, many high-tech companies report that they cannot hire enough workers with IT skills, and that this is their number one constraint on growth.

3. Being IT-literate will allow people to be full participants in the emerging Information Society:

Information technologies are becoming so pervasive that people who are IT-literate will have more opportunities and will be able to make better choices -- as workers, parents, voters, consumers, owners of small business, and members of local communities. People who are IT-literate are able to:

- Be better consumers of health care by finding out what others are saying about the quality of care they are receiving from HMOs or individual physicians;
- Track the voting record of their member of Congress on issues they care about -- or get more information on a policy issue than the 30 second soundbite on the evening news;
- Tap in to an EPA database to find out what corporations are dumping toxic substances into the local environment;
- Work from home - or use the Internet to sell the products and services of their own small business;
- Log on to the web site of their local school to find out what homework their children are supposed to be doing, communicate more frequently with their children's teachers, and compare how their school is doing relative to other schools;
- Use "intelligent agents" to get the best price on a new car or a family vacation;
- Acquire a new skill to compete for a higher-wage job by participating in a "virtual university"; and
- Learn and adapt to future waves of technological innovation.

Proposed Administration "vision" for universal IT literacy

- Just as schools would not allow students to graduate from middle school without being able to read and write -- all students should be "IT literate" before they graduate from middle school.
- This is a "new basic" - but it clearly rests on a foundation of the fundamentals -- the first basic skills. Obviously, knowing to send e-mail or browse the Web is worthless without knowing how to read and write effectively.
- Being IT literate is about more than knowing how to turn on a computer and use a few computer programs. It requires demonstrating the ability to:

- Use technology effectively as a tool for learning in core academic subjects;
 - Locate and synthesize information from multiple sources;
 - Communicate and present information effectively using electronic media; and
 - Collaborate in teams using information technology.
- The Administration will call on educators and high-tech employers to develop a consensus on the important elements of IT literacy -- building on the experiences of states and local school districts that have been leaders in this area.

Technology training for teachers

Students will have a difficult time becoming technologically literate unless their teachers are as comfortable with a computer as they are with the chalkboard. As you noted in a speech you gave last year, "I met with a group of young people yesterday in their 20s who said .. 'What difference will it make if you connect every classroom in the country to the Information Superhighway if the teachers aren't trained to use the technology and the kids know more than they do?'"

We think that it would make sense to provide states that set a goal of universal IT literacy with the funding to train a team of technology experts in each middle school - who could in turn help train the other teachers.

We estimate that the cost of this would be \$180 million over three years - \$30 million in the first year, and ramping up to \$90 million in year 3 as all states establish universal IT literacy as a goal. It would be paid for by targeting a portion of the Technology Literacy Challenge Fund over the next three years -- which is already slated to increase in the FY2000 budget.

Schools would use the money (\$20,000 over three years) to:

- Provide intensive training during the summer to a team of teachers in each school; and
- Provide follow-up training and release time so that these teachers can help train other teachers.

Competition for high-quality educational software

You could also use the speech to announce that the Administration will sponsor competitions for educational software and educational Web sites -- working with industry, educators, and other experts. These competitions would award prizes in different categories,

including students, university faculty, and commercial software developers.

These competitions would:

- Highlight the incredible ways in which students are using technology in the classroom. One recent contest encouraged students to develop interactive Web sites on Black History Month, tracking a stock market portfolio using real-time data, and modeling the tradeoffs between tourism and the environment in Hawaii.
- Help students, parents and teachers find higher-quality software by providing prizes to software and Web sites that are truly excellent.
- Provide grants to universities that developed the best ideas for developing educational software.

The cost of this proposal would be \$5 million per year for three years.

Discussion

Pros

- Universal IT literacy is clearly an important national goal. Achieving this goal will help students improve their academic performance, prepare them for the workplace of the 21st century, and enable them to be full participants in the emerging Information Society.
- Even those parents who have a sense that technology has passed them by definitely want their children to participate in the Information Revolution.
- This initiative would also make progress on teacher training and educational software.

Cons

- It may be difficult to communicate that the Administration is promoting something that goes beyond the traditional, narrow definition of "computer literacy."
- The proposal could get caught up in the politics of the national standards debate.

Views of your advisors

This proposal is supported by the Department of Education, NEC, DPC, and OMB. Secretary Riley wants to make sure that you use the speech to defend the e-rate -- since it is under attack and is the biggest source of revenue we have to help reduce the gap between rich and poor schools. There is a section on the e-rate in the current draft of your speech.

OPPORTUNITY IN THE INFORMATION AGE

June 5, 1998

To ensure that all Americans have an opportunity to succeed in the Information Age, President Clinton believes that we must make universal technology literacy for our children a national goal. Technology literacy will allow students to use the latest Information Age tools for learning, research, and communication -- and compete for the high-wage, high-tech jobs the U.S. economy is creating in record numbers.

President Clinton is also committed to increasing investment in research and development to create economic growth and maintain America's leadership in science and technology. His FY99 budget includes record increases for the National Science Foundation and the National Institutes of Health. In his FY2000 budget, the President will call for significant increases in the information and communications R&D within agency budget allocations.

IN TODAY'S SPEECH, PRESIDENT CLINTON WILL:

- ✓ **Challenge States to Make Technology Literacy a Requirement for Middle School Graduation;**
- ✓ **Pledge to Provide \$180 Million over Three Years to Train a Team of Teacher Technology Experts in Each Middle School -- Who Could in Turn Help Train Other Teachers;**
- ✓ **Urge Telecommunications Companies and the Congress to Support the "E-Rate" -- Which Will Provide up to 90 Percent Discounts to Our Poorest Schools to Connect Them to the Internet;**
- ✓ **Announce the Administrations's Support for \$15 Million in Competitions to Encourage the Development of High-Quality Educational Software and Educational Web Sites by Students, University Faculty, and Commercial Software Companies; and**
- ✓ **Pledge to Increase Long-Term Computing and Communications Research in his FY2000 budget**

A NEW EFFORT TO EXPAND TECHNOLOGY LITERACY

- (1) **Technology Literacy as a Requirement for Middle School Graduation:**
President Clinton is challenging states to make technology literacy a requirement for middle school graduation. Just as good schools would not allow students to graduate from middle school without being able to read and write -- all students should be technologically literate before they graduate from middle school. This is a "new basic" -- but it clearly rests on a

foundation of the fundamentals. Obviously, knowing how to send e-mail or browse the Web will not help a child that can't read and write effectively.

- (2) **Technology Training for Teachers:** To reach the goal of universal technology literacy, President Clinton is pledging to provide \$180 million over three years to train a team of teacher technology experts in each middle school -- who could in turn help train other teachers. The money would go to states that agree to establish technology literacy as a requirement for middle school graduation.
- (3) **Support for the E-Rate:** The President is urging telecommunications companies and the Congress to support the "e-rate" -- which will provide up to 90 percent discounts to our poorest schools to connect them to the Internet.
- (4) **Competition for High-Quality Educational Software:** The Administration will support \$15 million in competitions over the next three years to encourage the development of high-quality educational software and educational Web sites by students, university faculty, and commercial software companies -- and make it easier for teachers and parents to find high-quality educational resources.

THE NEED TO ACT -- ENDING THE DIGITAL DIVIDE

Although there is some evidence that we are beginning to close the gap between information "haves" and "have-nots" -- America must act if we are to avoid a digital divide.

- In 1997, high-minority enrollment schools were almost three times less likely to have Internet access in classrooms than predominantly white schools (13 percent of classrooms vs. 37 percent). [Source: Department of Education, National Center for Education Statistics, March 1998.]
- Similarly, poor schools were more than 2 ½ times less likely to have Internet access in classrooms than wealthy schools (14 percent of classrooms vs. 36 percent). [Source: Department of Education, National Center for Education Statistics, March 1998.]
- While 73 percent of white students (high school and college) own a home computer -- only 33 percent of black students do. [Source: "Bridging the Digital Divide: The Impact of Race on Computer Access and Internet Use," Thomas P. Novak and Donna L. Hoffman, Vanderbilt University, February 2, 1998]
- While 77 percent of wealthy households own a computer at home, only 19 percent of poor households own one. [Source: Forrester Research, December 1997.]

PRESIDENT CLINTON'S RECORD - MAKING ALL OF OUR CHILDREN TECHNOLOGICALLY LITERATE

Beginning in 1995, President Clinton established four goals (the "four pillars") to ensure that all of our children are technologically literate -- (1) connecting every classroom to the Internet by the year 2000; (2) expanding access to multimedia computers; (3) ensuring that teachers are as comfortable with a computer as they are with a chalkboard; (4) and promoting the development of high-quality educational software. He has:

- Proposed a 5 year, \$2 billion Technology Literacy Challenge Fund -- with \$475 million in FY99 -- to help states and local communities meet these four goals;
- Proposed \$75 million in investments in FY99 to ensure that all new teachers can use technology effectively in the classroom;
- Signed the Telecommunications Act of 1996 - which provides deep discounts to connect schools and libraries to the Internet that need it most;
- Helped jumpstart grassroots volunteer activities like NetDay and TechCorps -- which have mobilized hundreds of thousands of volunteers across America.

MAINTAINING AMERICA'S LEADERSHIP IN THE INFORMATION AGE - - EXPANDING OUR INVESTMENTS IN RESEARCH AND DEVELOPMENT

Government-funded basic research has led to some of the most important innovations that are driving the Information Revolution, such as the Internet, Web browsers, and many other advances in computing.

In his FY99 budget, President Clinton has called for the largest increase in history at the National Science Foundation and the National Institutes of Health -- and increases in many other areas of civilian research and development. This budget proposal would allow increased investment to help find a cure for cancer, reduce greenhouse gases with more energy-efficient technologies, explore space, and develop the Next Generation Internet.

In his FY2000 budget, President Clinton will call for significant increases in the long-term information and communications R&D within agency budget allocations. The National Science and Technology Council -- in consultation with the President's Information Technology Advisory Council -- will be responsible for developing a long-term research agenda. Some of the exciting research challenges that lie ahead include:

- Developing supercomputers that are hundreds of times faster than today's machines, and that will allow scientists and engineers to more accurately predict the impact of climate change and design more fuel-efficient engines;
- Making computers so easy to use that all Americans can use them, including the 55 million Americans with disabilities;
- Increasing our ability to design complicated information systems that are reliable; and
- Developing high-speed wireless networks that can help bring distance learning, telemedicine, and economic opportunity to every rural community in America.

Educational - technology

LOPIL ANDERSON

05/22/97 11:53:03 AM

Record Type: Record

To: William R. Kincaid/OPD/EOP

cc:

Subject: Schools/Computers

This is what Mike said earlier today.. He told me he wants a little bit more if possible. Thank you.

Q Will the President -- talking about education today and also trying to get computers in every school in America -- there was a recent study that said minority and poor schools are having a problem with computers. Is the President going to --

MR. MCCURRY: He was aware of that. In fact, I don't know if it was called to his attention or whether he saw it himself, but he's well aware of that problem. And one of the aspects of our work to make sure every classroom has access to the Internet is work especially with those school districts that are facing economic difficulty. You may want to -- or have someone else -- talk to Dick Riley later today about this. I think we're going to have a way of making him available up in West Virginia. The Department of Education's been doing a fair amount on that issue.

Q -- going -- which goes back to last night's Caucus meeting -- they still seem to be disappointed that they weren't able to get the appropriate money for school construction.

MR. MCCURRY: Well, we're disappointed too. I mean, we would have preferred to have that funding in a balanced budget agreement. But that's one of the things that we're not able to get in the final agreement. And we'll have to figure out other ways that we can address the needs of those school districts that have got some serious infrastructure problems and that need funding. But it couldn't be done in this agreement.



DRAFT Talking Points on Technology in Poor and Minority Schools

Q: A recent Educational Testing Service survey indicated that the ratio of students to computers rises substantially as the percentage of low income and minority students increases. Is the Administration concerned about inequity in technology in our nation's schools?

A: Technology is vitally important to helping students reach high standards and get ready for the 21st Century. It's critical that technology not divide us into a nation of haves and have nots. While the biggest gap in access to computers is in the home, the President and the Vice President are deeply committed to working with our nation's schools to make sure that every child, no matter where they live or their economic circumstances, can log on to the Internet and take advantage of its rich possibilities for learning. Here's what we're doing:

- Signed the Telecommunications Act and fought for the E-rate, which will allow Internet access discounts for schools and libraries. Discounts are on a sliding scale based on need, with poorest schools qualifying for a discount of up to 90%--nearly free.
- Are working with private sector partners to connect every single school in an Empowerment Zone to the internet, so they can leap ahead in technology. ATT and America On-Line have committed to providing free Internet access for every school in an EZ, and there are strong public-private partnerships in EZ's including Harlem and Oakland. The President also signed an executive order giving preference to schools in EZ's and EC's for surplus federal computers.
- In order to receive grants under our Technology Literacy Challenge Fund, states must spell out how they will target assistance to communities with the highest rates of poverty and the greatest need for educational technology. 95% of these funds must go to the local level, funding for which will double this year under the President's budget and which is protected under the Balanced Budget Agreement.
- As we have worked with the private sector on Net Days, have specifically urged them to get involved with low-income areas, such as in DC and L.A. And we have worked to involve not just companies, but also unions and other volunteers.

[Attached are more detailed talking points from the Department of Education.]

Educational Technology Talking Points

▶ **ERATE**

The President, Vice President and Secretary Riley fought hard for affordable access to telecommunications services for schools and libraries. On May 7 the FCC unanimously ruled that all K-12 schools and libraries are eligible to receive up to \$2.25 billion a year in discounts on telecommunications services. The discounts range from 20-90 percent and the average discount will be about 60 percent. The poorest schools--about one-third of all schools--will receive discounts of 80-90 percent. These discounts will help prepare all students and citizens for the Information Age by connecting them to the vast learning resources available on the Information Superhighway. Now, all classrooms and libraries--even those in the most rural and most disadvantaged areas--will be able to benefit.

▶ **Technology Literacy Challenge Fund**

Launched this October with a \$200 million appropriation, President Clinton proposed this funding as the first installment of a \$2 billion, five-year Technology Literacy Challenge Fund to motivate and catalyze state, local and private sector efforts to work together to integrate technology into teaching and learning and reach the four national goals for education technology: 1) provide all teachers the training and support they need to help students learn through computers and the information superhighway; 2) develop effective and engaging software and on-line learning resources as an integral part of the school curriculum; 3) provide access to modern computers for all teachers and students; and, 4) connect every school and classroom in America to the information superhighway. The FY98 budget request is for \$425 million. Ninety five percent of a state's award under the TLCP must go to local school districts and is targeted to communities with high rates of poverty and the greatest need for educational technology so that their students will have access to the benefits of educational technology.

▶ **NetDays**

In March 1996 the President and Vice President joined more than 20,000 other volunteers to wire 3000 California schools in an "electronic barnraising." Companies contributed wiring kits, more than six million feet of cable, technical assistance, free Internet access, and free or discounted hardware and software. Over 40 states organized and participated in NetDays this fall, wiring over 25,000 schools, using over 250,000 volunteers and these efforts will continue. This spring several more states participated in NetDays which focused on reaching the least served and low income areas. These efforts help us make significant progress in meeting our goal of wiring classrooms to the Internet.

▶ **Affordable Computers**

On April 17, 1996 the President signed an Executive Order making it much easier to get computers no longer needed by the federal government into America's classrooms. Procedures have been simplified, and private organizations will ensure that the computers are fully

functional and equipped to use modern software. Computer donations have been targeted toward the empowerment zones. On May 14 Education Testing Service released a study, *Computers and Classrooms: The Status of Technology in U.S. Schools*. This study revealed that major inequities still exist --- students in schools with the largest percentage of poor and minority students have less access to technology. The Technology Literacy Challenge Fund and the Computer Donation program are important initiatives that will help close the gap between the have and have nots.

► **High Quality Content -- The Technology Learning Challenge Grant Program**

In 1995 the Administration initiated a "Technology Learning Challenge," to challenge communities to form partnerships of local school systems, students, colleges, universities and private businesses to develop creative new ways to use technology for learning. 19 grants were awarded in FY95 involving 134 school districts in 23 states demonstrating the innovative uses of computers, networking and multi-media across the curriculum. In FY96 the Department received 586 applications and 24 new five year grants were awarded on October 2. \$57 million has been appropriated for fiscal year 1997 which means the Department of Education will be issuing approximately 14 new grants. The FY98 budget request is for \$75 million.



**PRESIDENT CLINTON AND VICE PRESIDENT GORE
PARTICIPATE IN NETDAY**

April 19, 1997

A CHALLENGE TO CONNECT EVERY CLASSROOM TO THE INTERNET. Last year, President Clinton challenged America to connect every classroom and library to the Internet by the year 2000, with modern computers, educational software, and teachers that are as comfortable with a computer as they are with a chalkboard. This effort will ensure that, for the first time in our history, children from rural, suburban, and inner city schools will have the same access to the same universe of knowledge.

AMERICA HAS MADE GREAT STRIDES. To help achieve this goal, the President and Vice President launched a \$2 billion, five-year Technology Literacy Challenge Fund, with \$200 million in funding approved in 1996. In the last two years, the percentage of *classrooms* connected to the Internet has quadrupled, and the percentage of *schools* connected to the Internet has almost doubled, jumping from 35% to 65%.

TODAY, PRESIDENT CLINTON AND VICE PRESIDENT GORE ANNOUNCE NEW ADMINISTRATION ACTIONS TO MAKE EVERY CHILD TECHNOLOGICALLY LITERATE. Following today's announcement, the President and Vice President will conduct a video-conference from the Oval Office with children in Connecticut and NetDay volunteers in Los Angeles.

- ✓ **President Issues Directive to Federal Agencies on "Educational Content" on the Internet.** The President today will issue a Presidential Memorandum directing agencies to expand the availability of federal resources on the Internet that have educational value. For example, NASA currently allows students to share in scientific pursuits such as exploration of Mars and experiments conducted on the Space Shuttle, and interact in real-time with astronauts.
- ✓ **President Calls on FCC to Approve Plan for "E-rate."** On May 6, the FCC will vote on a plan to provide discounts to connect schools and libraries to the Internet. The E-rate, or education rate, would provide up to *\$2.25 billion in discounts for schools and libraries per year.*
- ✓ **President Awards New Technology Grants for States.** The President and Vice President are announcing that ten states and territories have been awarded \$11.8 million in grants under the Technology Literacy Challenge Fund. These include Alaska, Connecticut, Kansas, Nebraska, Nevada, South Dakota, Tennessee, Northern Mariana, American Samoa, and the Bureau of Indian Affairs schools. The Technology Literacy Challenge Fund is designed to catalyze state, local, and private sector efforts to make every child technologically literate. These states and territories join 14 other states that have already been awarded a total of \$57 million this year.

TODAY'S ANNOUNCEMENT BUILDS ON THE SUCCESS SINCE THE FIRST NETDAY IN 1996. Since last year, NetDay has spread across the country like wildfire, ensuring that thousands of schools are wired for the Internet. In 1996, an estimated 250,000 volunteers wired 50,000 schools as a first step towards Internet access. AmeriCorps has also played an important role in this effort. And organizers report that -- today alone -- NetDay activities are occurring in more than 40 states. In Florida, for example, NetDay volunteers are expected to wire 500 schools, putting Florida half-way to its goal of wiring 100% of its public and private schools.

THE TECHNOLOGY LITERACY CHALLENGE FUND

PRESIDENT AWARDS NEW TECHNOLOGY GRANTS TODAY. Today, President Clinton will announce that 10 states and territories had been awarded \$11.8 million in grants under the Technology Literacy Challenge Fund, administered by the Department of Education. These states and territories join 14 other states that have been awarded a total of \$57 million earlier this year. Today's grants to new states and territories include:

Alaska	\$1.0 million	South Dakota	\$1.0 million
Connecticut	\$1.5 million	Tennessee	\$3.5 million
Kansas	\$1.5 million	Northern Mariana	\$0.1 million
Nebraska	\$1.0 million	America Samoa	\$.24 million
Nevada	\$1.0 million	Bureau of Indian Affairs	\$1.0 million

FOUR GOALS FOR EDUCATIONAL TECHNOLOGY. President Clinton and Vice President Gore have challenged the nation to ensure that all children are technologically literate by the dawn of the 21st century, equipped with the communication, math, science, reading, and critical thinking skills essential for a life-time of learning and the workplace of the 21st century. They have asked the private sector, schools, teachers, parents, students, and communities to work together to achieve the President's four goals for educational technology:

- Provide all teachers the training and support they need to help students learn using computers and the Internet;
- Develop effective and engaging software and on-line learning resources as an integral part of the school curriculum;
- Provide access to modern computers for all teachers and students; and
- Connect every school and classroom in America to the Internet by the year 2000.

THE TECHNOLOGY LITERACY CHALLENGE FUND DIRECTLY SERVES THESE GOALS. To help achieve these four national goals, President Clinton launched a \$2 billion, five-year Technology Literacy Challenge Fund, with \$200 million in funding approved by the Congress in 1996. The President has requested \$425 million in funding in his FY98 budget. The Technology Literacy Challenge Fund is designed to catalyze state, local and private sector efforts to reach the goals for education technology.

- **States Play a Large Role.** States are given a great deal of flexibility in their use of the funds. They are asked to develop a strategy that meets the four national goals, pursue collaboration with the private sector, target assistance to poor schools, and report annually to the public on the progress that has been made.

NETDAY GOES NATIONAL: COMMUNITIES ACROSS AMERICA GET WIRED

FROM A FIRST STEP IN 1996 . . . On March 9, 1996, President Clinton and Vice President Gore participated in California's NetDay, the first ever "electronic barnraising." The President and Vice President helped to elevate NetDay by convening a group of high-tech industry leaders who agreed to back it. They joined tens of thousands of parents, teachers, engineers, union members and other volunteers to install more than 6 million feet of cable in California's schools in a single day. Companies donated wiring kits, Internet access, hardware and software.

. . . TO GREAT STRIDES IN 1997. Since then, NetDay has spread across the country like wildfire, with major national NetDays occurring on October 19, 1996 and April 19, 1997. Today, communities in more than 40 states are participating in NetDay. Many communities are now beginning to look at issues beyond wiring, such as teacher training.

Below are just a few of the states and local communities that have gotten involved in NetDay:

Alabama: Alabama plans to wire all classrooms, media centers and administrative offices in all K-12 public schools by June 1, 1997.

California: On April 19, volunteers from AFL-CIO member unions will be helping to wire schools in the Los Angeles Empowerment Zone, part of the AFL-CIO's commitment to help wire 500 Empowerment Zone schools by the end of 1997. Organizers of Silicon Valley's SmartSchools NetDay estimate that 80 percent of the 496 local public K-12 schools will have installed a high-speed network by April 26, 1997, with the help of 10,000 volunteers. In addition, local businesses have donated 3,000 personal computers to schools.

Connecticut: In Connecticut, 4,000 volunteers have helped wire 600-700 of 1,600 schools and libraries, with support from 100 small businesses, large corporations, and non-profit organizations. Connecticut will be using April 19 to begin organizing a Youth TechCorps, an initiative to identify and recognize Connecticut children with technology skills, and provide them with mentoring, service, scholarship and business opportunities.

Delaware: During last year's NetDay, Delaware volunteers wired 70 out of 300 schools.

District of Columbia: 40 of D.C.'s 150 schools were wired in the fall of 1996, and another 30 have signed up to participate in April and May. Companies have donated laptop computers, WebTVs, extensive teacher training, and wiring kits.

Florida: Organizers expect 500 schools to participate in NetDay on April 19, putting Florida more than half-way to its goal of wiring 100% of its public and private K-12 schools.

Louisiana: Organizers estimate that more than 100 schools will hold NetDay wiring events on April 19.

Massachusetts: Massachusetts had a very successful NetDay on April 5, with 450 schools participating. During this school year, nearly 40 percent of the schools have participated, with 14,000 volunteers and \$14 million worth of support from companies. AmeriCorps members will be involved in this ongoing effort.

Michigan: The Detroit Public School District has a very aggressive NetDay plan in place for their 263 schools. Of this number, 70 are already wired, and about 100 plan to wire on April 19.

New Jersey: New Jersey organizers will be holding a NetDay every Saturday in April, and are planning on wiring 1,000 schools by the end of 1997. Trenton has launched an effort to become the first "wired city" by connecting every school, public library and community center.

North Carolina: An estimated 26,000 volunteers wired 900 public and private schools on October 26, 1996, something that would have cost taxpayers \$13.5 million. Charlotte-Mecklenburg, the state's largest system, is wiring 110 of its 130 schools beginning this spring.

Texas: The Houston Independent School District will wire libraries in 80 schools this month, twenty each Saturday in April. For schools already wired, the NetDay concept will be expanded to include "Phase II" NetDay events focusing on teacher training and curriculum development.

Wisconsin: Organizers expect 300-500 schools to participate in NetDay on April 19.