

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. email	From: Deborah Lathen To: Minyon Moore Re: Fwd: Digital Divide - 2/3/00 [Personal Information] [partial] (1 page)	03/20/2000	b(6)
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COLLECTION:

Clinton Presidential Records
Automated Records Management System [Email]
Default ([Digital Divide...])
OA/Box Number: 1100000

FOLDER TITLE:

[03/14/2000 - 03/31/2000]

2019-0203-F

in723

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Anderson, Rachel" <rachel@BENTON.ORG> ("Anderson, Rachel" <rachel@BENTON.ORG> [UNKNOWN])

CREATION DATE/TIME:14-MAR-2000 13:43:40.00

SUBJECT: Digital Beat Extra -- The Digital Divide 3/14/2000

TO: BENTON-COMPOLICY@CDINET.COM (BENTON-COMPOLICY@CDINET.COM [UNKNOWN])
READ:UNKNOWN

TEXT:
DIGITAL BEAT EXTRA: THE DIGITAL DIVIDE 3/14/2000

THE CONFERENCE BOARD INVESTIGATES STRATEGIC PARTNERSHIPS IN THE DIGITAL INDUSTRIES

by Kade L. Twist

In attempt to curb the exclusion of vast portions of American society in the emerging digital economy, the Clinton administration has designated universal connectivity - bridging the digital divide -- a top policy priority. But, according to the findings released in The Conference Board's latest research report, Community Connections: Strategic Partnerships in The Digital Industries(1) , efforts in making universal connectivity a reality will "depend less on government than on private-sector marketing and outreach efforts."

The Conference Board is a business membership and research organization that provides cross-industry knowledge and shares experiences and practices with executives from more than 3,000 organizations in 67 countries. According to the organization's Web site (www.conference-board.org), the Conference Board is a not-for-profit, non-advocacy organization that provides objective business knowledge. Its mission is to create and disseminate knowledge about management and the marketplace and to help businesses strengthen their performance and better serve society.

A summary of the Conference Board's latest report on the digital divide follows; it provides an industry perspective on the technology gap.

Identifying the Gap

The divide in household PC ownership and Internet access between Whites and other racial and ethnic groups, as well as upper-income and lower-income families, has been widening "dramatically" since 1995. For instance, household ownership of PCs among Whites is approximately 46.9 percent, among

Hispanics 25.5 percent and Blacks 23.2 percent-American Indians appear to be

so far behind that they are off the radar screen. While household Internet access among Whites is approximately 29.8 percent, among Hispanics 12.6 and Blacks 11.2 percent-again, American Indians are off the radar screen. This enormous divide between Whites and other groups signifies deeper, more structural problems than just PC ownership and access.

The cost of purchasing a PC is obviously a significant barrier to universal connectivity. However, this fact is complicated by the significant expense of maintenance and upgrading that is required of those who own PCs. The technical problems associated with PC use require not only sufficient technological literacy, but also a fairly high level of functional literacy-which many Americans are not receiving from inner-city and rural schools that are notoriously underfunded.

Another critical barrier to universal connectivity is the lack of telephone penetration in urban public housing communities, rural communities and American Indian reservations. Much of this problem in rural America is due to the lack of necessary infrastructure and the high cost of building-out such infrastructure for low population-density regions. But there is also the cost associated with subscribership, in both rural and urban America, which prevents a large number of low-income households from having basic telephone service. With this in mind, household telephone penetration in America is not universal and it has remained a relatively static 94 percent for the past thirty years-a statistic which poses a significant threat to achieving the goal of universal connectivity.

The Role of the Private Sector

For what purpose should the private sector assert its resources to closing the digital divide and pursue the elusive goal of universal connectivity?

It's quite simple, Cavanagh asserts: Metcalfe's law: "The value of a network

is equivalent to the square of the number of nodes connected to it."⁽²⁾

This means that the total benefits from being connected to a network increase as an exponential function of the number of people connected to the

network. Thus one's ability to shop on the Internet is enhanced whenever a new vendor goes online; the value of your email account goes up whenever a friend goes online.

For the private sector, gaining access to underserved markets poses a critical challenge if, in fact, the goal of universal service is to be achieved. And according to the Conference Board's report, "that is where strategic community investment comes in." In order to gain access to these potential markets, technology companies must make strategic, coordinated, attempts to reach out to the technologically inexperienced. This means, according to the report, that these companies must appropriately address

the

specific technological needs of lower income households, as well as racial and ethnic minorities whose cultures have proven to be reluctant to embrace the technical expertise, entrepreneurial ethic, and content associated with the computer industry and the emerging digital economy.

The Role of Nonprofit Organizations

Organizations within underserved communities, operated by citizens of these communities, represent a valuable mechanism for successful outreach by technology companies. Community-based organizations provide knowledge, experience and credibility, which often prove to be invaluable. They provide a creative, highly useful ability to access already established social networks that can be strategically positioned for marketing and human

resource recruitment. And they function as important entities for underserved communities by providing a point of Internet connectivity for the citizens they serve and a point of market connectivity for the tech companies they partner with.

Other nonprofit organizations also provide a valuable and unique mechanism for

achieving the goal of universal connectivity. Partnering with nonprofits creates the potential for long-term and sustainable results similar to partnering with community-based organizations. Nonprofits help tech companies empower underserved communities by increasing geographic desirability and opportunities for increasing community income. Partnering also provides a unique reciprocal opportunity for tech companies to increase

brand recognition and reputation. This, in turn, produces a crucial byproduct of increased investment returns by allowing tech companies to better distinguish themselves with the competitive, decentralized crowd of cyberspace--thus promoting a positive, long-term consumer relationship.

Strategic community investing by tech companies, taking advantage of both community-based organizations and other nonprofit organizations, should be viewed as an "expression of enlightened self-interest . . . a form of corporate

citizenship that concentrates on the mutual benefits" within the scheme of the larger community. In this sense, tech-companies are able to develop and nurture their own self-interest while matching their self-interest with the best interest of a given community. Partnership programs become mechanisms for improving human resources, technological resources, educational resources and economic development opportunity, while providing market access at the same time. Thus, successful strategic investment initiatives,

aside from being successful marketing campaigns, are also successful community-building campaigns.

The Role of Philanthropy

Because of the opportunities present in strategic investment, tech companies

tend to be among the highest donors in corporate philanthropy with company

foundations such as IBM, Hewlett-Packard, Intel, Microsoft, and AT&T, representing the most generous of these companies in terms of dollar amount.(3) The vast majority of such strategic philanthropic efforts take the form of donated hardware. Another form of donation is "virtual volunteering," where tech-workers provide mentoring, technical assistance, and other services online. However, successful partnerships require specific needs and specific resources to fulfill these needs. And often times, donated hardware may be insufficient or inappropriate, just as "virtual volunteers" may offer insufficient or inappropriate assistance.

Nonprofits must be aware of the pitfalls and challenges of donated hardware and virtual services. Virtual services are precisely what they sound like-virtual. They should not be seen as a substitution for necessary onsite expertise. They should be viewed only as a helpful outside resource.

And while donated hardware is helpful in easing the immediate financial burden of purchasing new equipment, it often comes with hidden expenses such

as maintenance, upgrading, training and system integration that often times eclipses the actual cost of purchasing new equipment. Organizations and nonprofits should make sure that donated hardware satisfies their respective

needs, and that cost of upgrades, maintenance and training associated with such equipment does not outweigh their intended benefit. Often times, it is the tech company and not the organization or nonprofit, that receives the greatest benefits from their donations, in the form of tax write-offs, for simply discarding their outdated, excess hardware while organizations and nonprofits are left with maintenance-intensive equipment-though this definitely is not always the case.

Examples from the Field

The Conference Board's report provides numerous examples of successful partnerships in rural and urban communities, which promote a wide variety of digital community needs such as education, technology training, and infrastructure:

In 1993, the United Neighborhood Houses (UNH) of New York (www.unhny.org), which comprises 38 low-income inner-city settlement houses, established the Information Technology Initiative (ITI). ITI developed a wide-area Network that provided a link between five settlement houses and the UNH headquarters-in 1997 it was expanded to nine houses. UNH was funded for three years by a little over 900,000 dollars worth of foundation grants, \$1.5 million dollars worth of Microsoft software, 750,000 dollars worth of IBM computers, and a 700,000 dollar grant from the Telecommunications Information Infrastructure Assistance Program (TIIAP) of the National Telecommunications and Information Administration (NTIA). ITI's two primary goals were to improve the management of settlement housing programs, and initiate community technology centers to help area residents gain access to PCs, the Internet and technology education and training. Since 1993 the program has supported effective functional and technological literacy programs for youth and adults, while, most importantly, actively

encouraging

members of the community to engage information technology as a medium for producing content rather than just consuming content.

In 1988, the nonprofit Corporation for Educational Technology, based in Indianapolis, established the Buddy Project to offer students and parents access to PCs at school and at home. The Buddy Project received funding and technical assistance from the state government, the Lilly Endowment, Butler University, Ameritech, GTE, Apple, IBM, Sam's Clubs, and Fifth Third Bank of

Central Indiana. The Project gives appropriate computer equipment to qualifying schools after rigorous screening. Qualifying schools are then able to provide PC and networking services to students and parents who are also able to purchase software at discounted rates. Students who participate in the program experience a significantly increased reading proficiency as well as basic PC literacy in spreadsheet, database, word processing and drawing software.

In 1993, Cisco Systems, based in the Silicon Valley, established what would eventually become the Cisco Networking Academy Program (www.cisco.com/edu/academy; see also previous coverage (<http://www.benton.org/News/Extra/dd121599.html>)). Cisco designs the curriculum and provides network hardware at greatly reduced rates to schools that, in turn, provide (through local partners) PCs and skilled teachers. High school and college students participate in a 280-hour preparatory course for the Cisco Certified Networking Associate test. Certification opens doors to opportunities in information technology employment and higher education in computer science and engineering. Training for teachers is provided at regional Cisco Academy Training Centers that provide a network of support for local academies. Worldwide there are more than 2,400 networking academies.

These examples of effective partnerships, as well as the other examples listed in The Conference Board's report, provide effective models for attaining higher levels of connectivity in underserved communities. The report also provides critical historical and statistical background information regarding the pros and cons of partnerships. Community Connections: Strategic Partnerships in Digital Industries reveals a digital divide in America that is broadening rather than narrowing, a divide that is

socially comprehensive and extremely complex, where the issue of access is merely the surface. Since, the digital divide is so complex and massive, America cannot rely on government initiatives alone. Instead, the report finds, if the digital divide is to be narrowed, and if universal connectivity will ever be achieved, it will come about through strategic partnerships between digital industries and community-based organizations and non-profits.

Notes

1) Thomas E. Cavanagh, Community Connections: Strategic Partnerships in The

2) Paul Taylor, "How the Internet Will Reshape Worldwide Business activity,"

invented the Ethernet networking protocol and founded 3com.

100

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If you have any problems with the service, please direct them to benton@benton.org

ARMS Email System

RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME:14-MAR-2000 11:10:55.00

SUBJECT: FW: White House digital divide call to action (fwd)

TO: "digitaldivide@lists.benton.org" <digitaldivide@lists.benton.org> ("digitaldivide@lists.benton.org" <digitaldivide@lists.benton.org> [UNKNOWN])

READ:UNKNOWN

TEXT:

> -----Original Message-----

> From: Sandy Andrews [mailto:sandra@asu.edu]

> Sent: Tuesday, March 14, 2000 10:41 AM

> To: Carvin, Andy

> Cc: 'digitaldivide@list.benton.org'

> Subject: RE: White House digital divide call to action (fwd)

>

>

>>

>> The problem with the one-to-one ratio is that it's not

> always appropriate in

>> a classroom setting. Numerous studies over the years have

> suggested that a

>> ratio of 3 or 4 students per computer works best for many curricular

>> activities, since it requires students to utilize a certain

> amount of

>> teamwork and cooperation.

>

> I agree with all this, but..there is a chicken-egg problem

> with some of

> the studies, right? Classrooms only had one computer per

> every 2 or 3 or 4

> students, so studies were done with that ratio. Luckily the

> studies showed

> cooperative learning etc. going on..but...personally, as a

> member of research

> and development teams, I find that I still like to have my

> own iBook or

> laptop or desktop machine. After all, sometimes the team

> members need to

> work on an individual portion of the project. Team work

> doesn't mean that

> everyone on the team is together all the time, making all

> decisions. It

> means that the team gets together, roles are assigned, work

> is done, the

> team gets back together virtually or face to face...and so it goes.

>

> Ideally (which is what we are talking about) I'd want

> students to have
> their own machines, and have machines to share as well.
>
> What does multimedia mean, anyway? Laptops aren't very good
> for multimedia
> today (march 14, 2000...this may change tomorrow...) but only
> because the
> display is a little different. I can run multimedia programs
> on laptops
> just fine, multimedia programs that, two years ago, would
> have required a
> dedicated multimedia computer. Digital video just came to the
> level of the
> school. If we are talking about, say, a Media100 machine or
> an iMac DV and
> a digital camera to go with it...fine, one per every three or four
> students would be plenty! Same for 3-D animation.
>
> But I would personally want those kids to each have their own
> computer as
> well. Yes, I would.
>
>
> Sandy Andrews
>
> *****
> Sandra Andrews
> sandra@asu.edu
> Instruction Support Group <<http://is.asu.edu>>
> IS/IT and CoE at ASU
> 480.965.7244
>
> Homeless People's Network <<http://aspin.asu.edu/hpn/>>
> Floaters Gallery and Outreach <<http://www.floaters.org/>>
>

ARMS Email System

RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME: 14-MAR-2000 09:01:03.00

SUBJECT: White House digital divide call to action (fwd)

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])

READ: UNKNOWN

TEXT:

> -----Original Message-----

> From: Mark Rauterkus [mailto:mrauterkus@SportSurf.Net]

> Sent: Monday, March 13, 2000 6:43 PM

> To: digitaldivide@list.benton.org

> Cc: andy@benton.org

> Subject: Re: White House digital divide call to action (fwd)

>

>

> Hi All,

>

>

>>> 2. Ensure that all students have modern multi-media

> computer access,

>>> ideally at a ratio of 1 computer

>>> for every 4-5 students

>

> Snicker.

>

> Is there such a thing as more ideal? Does each of the 4 kids

> get one line on

> the keyboard? What is wrong with a 1-1 ratio? How about each

> kid getting

> his/her own laptop?

>

> Hey White House, aim higher! Get your ideals out of the

> gutter. Real world

> goals are one thing, but ideals are another.

>

>

> Mark Rauterkus

> mrauterkus@sportsurf.net

>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME:14-MAR-2000 09:11:34.00

SUBJECT: RE: White House digital divide call to action (fwd)

TO: "digitaldivide@list.benton.org" <digitaldivide@list.benton.org> ("digitaldivide@list.benton.org" <digitaldivide@list.benton.org> [UNKNOWN])
READ:UNKNOWN

TEXT:

>>
>>> 2. Ensure that all students have modern multi-media
>> computer access,
>>> ideally at a ratio of 1 computer
>>> for every 4-5 students
>>
>> Snicker.
>>
>> Is there such a thing as more ideal? Does each of the 4 kids
>> get one line on
>> the keyboard? What is wrong with a 1-1 ratio?

The problem with the one-to-one ratio is that it's not always appropriate in a classroom setting. Numerous studies over the years have suggested that a ratio of 3 or 4 students per computer works best for many curricular activities, since it requires students to utilize a certain amount of teamwork and cooperation. One-to-one computer use, on the other hand, doesn't give many students the proper environment for asking questions or rethinking their assumptions. Working with a group allows for greater communication, which leads to opportunities to construct and expand their own levels of knowledge.

Of course, there are times when one-to-one computer use makes sense, but as more educators push for constructivist projects and student collaboration, the more it becomes necessary for students to work as teams. So we shouldn't assume that one-to-one is the best choice just because it feels like it should be ideal.

ac

Andy Carvin
Senior Associate
Benton Foundation
andy@benton.org
<http://edweb.gsn.org/andy>
<http://www.DigitalDivideNetwork.org>

*****>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: Sang Han <SHan@NASULGC.ORG> (Sang Han <SHan@NASULGC.ORG> [UNKNOWN])

CREATION DATE/TIME:15-MAR-2000 16:10:58.00

SUBJECT: Digital Divide

TO: CGA-NEWS@UMDD.UMD.EDU (CGA-NEWS@UMDD.UMD.EDU [UNKNOWN])
READ:UNKNOWN

TEXT:

****Please do not reply directly to this message. Reply only to the sender.****

Mailto:shan@nasulgc.org <Mailto:shan@nasulgc.org> .

To: CGA
From: Sang Han
Date: March 15, 2000
RE: Explanation of the National Call to Action on Digital Opportunity Document

On March 14, NASULGC staff sent out a document called A National Call to Action for Digital Opportunity. This memo will provide background information to the document.

At the March meeting of the Council on Governmental Affairs, Tom Kalil, a Special Assistant to the President and a staff member with the National Economic Council, addressed the issue of "digital divide" and underscored its importance to the Administration.

"Digital divide" refers to the disparity between those who have access to and the knowledge to use the breakthroughs in information technology and those who do not.

During his speech, Kalil discussed how the higher education community could help in closing this "divide." He stated that institutions of higher education could, among other things, serve as local resources, prepare teachers, both new and current, for technology, and encourage students and faculty members to volunteer their time in the area of information technology. He also argued that higher education could also explore new areas of research with respect to the issue of "digital divide."

In addition, the Administration would like to see both higher education and industry make specific commitments to combat the "digital divide." He outlined two specific goals:

- 1) Ensuring access to 21st century learning tools for every child; and
- 2) Expanding digital opportunity for every American family and community.

The document sent out yesterday, "A National Call to Action," contains

detailed information on the two goals and also enables individual institutions to pledge their support to these goals.

NASULGC institutions interested in efforts to fulfill the goals are encouraged to endorse the document and return it to the White House as directed in the attached file. They are also asked to notify the NASULGC staff of their endorsement. The President will go on the next phase of his "New Market" tour on April 9 to discuss the issue of "digital divide."

In addition to circulating "A National Call to Action," the NASULGC staff is also compiling a list of activities in which its members are participating to close the "digital divide." Kalil stated that Administration would be issuing a summer report and is looking for examples. NASULGC members with programs on this issue are encouraged to contact Linda Benning of the NASULGC staff at (202) 478-6065.

<<Lotus Manuscript 1.0>>

- FINALcalltoaction.DOC===== ATTACHMENT 1 =====

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D94]ARMS22321808L.046 to ASCII,
The following is a HEX DUMP:

===== END ATTACHMENT 1 =====

**A NATIONAL CALL TO ACTION FOR
DIGITAL OPPORTUNITY**

**YES, WE SUPPORT THE CALL TO ACTION AND ARE COMMITTED
TO TAKING CONCRETE STEPS TOWARD MEETING THE TWO
NATIONAL GOALS FOR DIGITAL OPPORTUNITY.**

COMPANY/ORGANIZATION NAME:

PRESIDENT/CEO: _____

ADDRESS: _____

PHONE: _____ **FAX:** _____

E-MAIL: _____

PLEASE RETURN THIS FORM BY MARCH 24th TO:

**Jackson Dunn, Office of Public Liaison
Phone: 202-456-2930
Fax: 202-456-6218**

FROM DIGITAL DIVIDE TO DIGITAL OPPORTUNITY A NATIONAL CALL TO ACTION

Access to information technology and the Internet and the ability to use this technology effectively are becoming increasingly important to full participation in America's economic, political and social life. While computer and Internet access has exploded in recent years, America faces a "digital divide"—a gap between those who have access to Information Age tools and the skills to use them and those who don't.

America has an important choice to make: we can allow unequal access to deepen existing divisions along the lines of race, income, education level, geography, and disability -- or we can use technology as a powerful tool to help make the American dream a reality for more people. To help create digital opportunity for more Americans, we must create strong partnerships between government, industry, and the rich mosaic of America's civil society -- including educators, labor unions, librarians, civil rights leaders, faith-based organizations, foundations, volunteers, and community-based organizations.

As companies, non-profit organizations and individuals, we are committed to taking concrete steps to meet two critical national goals: (1) Ensuring Access To 21st Century Learning Tools For Every Child In Every School; and (2) Expanding Digital Opportunity For Every American Family And Community. We pledge to support these two goals.

GOAL ONE: 21ST CENTURY LEARNING TOOLS FOR EVERY CHILD IN EVERY SCHOOL

For children to succeed, they need to master basic skills at an early age. A critical element of this is the need for information and technological literacy. To help achieve these aims, we must focus on a comprehensive approach to integrating technology into teaching and learning while recognizing that -- as powerful as technology is -- it is no substitute for an inspiring teacher or a loving parent. Together, we must:

1. Connect every classroom to the Internet
2. Ensure that all students have modern multi-media computer access, ideally at a ratio of 1 computer for every 4-5 students
3. Ensure that teachers are technologically literate and can integrate technology into the curriculum
4. Make available high quality educational software and online learning resources

GOAL TWO: DIGITAL OPPORTUNITY FOR EVERY AMERICAN FAMILY AND COMMUNITY

To ensure that no family or community is left behind, we must:

1. Set the long-term goal of making home access to the Internet universal
2. Bring technology to every community -- urban, rural, and Native American -- through Community Technology Centers and high-speed networks
3. Give adults the skills they need to use information technology and compete for jobs in the IT sector
4. Motivate and inspire more people to appreciate the value of "getting connected"

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME: 16-MAR-2000 09:47:11.00

SUBJECT: Bridging digital divide will take more than wires (fwd)

TO: "digitaldivide@list.benton.org" <digitaldivide@list.benton.org> ("digitaldivide@list.benton.org" <digitaldivide@list.benton.org> [UNKNOWN])
READ: UNKNOWN

TEXT:
From the San Jose Mercury News.. -ac

Bridging digital divide will take more than wires

<http://www.sjmercury.com/svtech/news/indepth/docs/divide031600.htm>

"Closing the digital divide may take more than simply connecting low-income people to the Internet. There also needs to be someplace for them to go once they reach cyberspace, according to a report released Wednesday. In a yearlong study, the Children's Partnership, a Washington, D.C.-based non-profit, found that most content on the Internet is not useful for poor people or folks with weak reading skills. With more of these people getting online, the study urges community leaders, companies and investors to develop content that will serve their needs...."

<snipped for copyright>

Andy Carvin
Senior Associate
Benton Foundation
andy@benton.org
<http://edweb.gsn.org/andy>
<http://www.DigitalDivideNetwork.org>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME:16-MAR-2000 12:52:33.00

SUBJECT: FW: Bridging digital divide will take more than wires (fwd)

TO: "'Digitaldivide (E-mail)" <digitaldivide@list.benton.org> ("'Digitaldivide (E-mail)"
<digitaldivide@list.benton.org> [UNKNOWN])
READ:UNKNOWN

TEXT:

> -----Original Message-----

> From: Sandy Andrews [mailto:sandra@asu.edu]

> Sent: Thursday, March 16, 2000 12:11 PM

> To: Carvin, Andy

> Subject: Re: Bridging digital divide will take more than wires (fwd)

>

>

> I think it is odd to say that poor people can't use the content on the
> web.

>

> In my experience, poor people who go online do exactly the same things
> that rich people do...they email, and they seek whatever has
> relevance to

> them. For instance, for a lady with hepatitis-C, this was

> ICQ, so she can

> communicate with her family. For a man from Mexico, it was

> newspaper sites

> in Mexico. So far, the people in our program have been able

> to figure out

> how to find the content they need.

>

> The secret is to let them have computers at home (where they can

> play around and make friends with the computer). And to

> provide them with

> someone to call for help..maybe even someone who can make home visits.

>

> But certainly, sites aimed at particular audiences are good (and, if

> written well, will also be used by other audiences.) And some sort of

> basic intro website that organizes content would be helpful

> to anyone. We

> are using one that we wrote (though it is not nearly so

> all-inclusive as

> it could be.)

>

> Sandy Andrews

>

> *****

> Sandra Andrews

> sandra@asu.edu

> Instruction Support Group <<http://is.asu.edu>>
> IS/IT and CoE at ASU
> 480.965.7244
>
> Homeless People's Network <<http://aspin.asu.edu/hpn/>>
> Floaters Gallery <<http://www.floaters.org/>>
>
> On Thu, 16 Mar 2000, Carvin, Andy wrote:
>
>> From the San Jose Mercury News.. -ac
>>
>> Bridging digital divide will take more than wires
>>
>> <http://www.sjmercury.com/svtech/news/indepth/docs/divide031600.htm>
>>
>> "Closing the digital divide may take more than simply
>> connecting low-income people to the Internet. There also
>> needs to be someplace for them to go once they reach
>> cyberspace, according to a report released Wednesday.
>> In a yearlong study, the Children's Partnership, a Washington,
>> D.C.-based non-profit, found that most content on the Internet
>> is not useful for poor people or folks with weak reading skills.
>> With more of these people getting online, the study urges
>> community leaders, companies and investors to develop
>> content that will serve their needs...."
>>
>> <snipped for copyright>
>>
>> *****
>> Andy Carvin
>> Senior Associate
>> Benton Foundation
>> andy@benton.org
>> <http://edweb.gsn.org/andy>
>> <http://www.DigitalDivideNetwork.org>
>> *****
>>
>>
>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME:16-MAR-2000 09:03:05.00

SUBJECT: Santa Clara Digital Divide conference (fwd)

TO: "Digitaldivide (E-mail)" <digitaldivide@list.benton.org> ("Digitaldivide (E-mail)"
<digitaldivide@list.benton.org> [UNKNOWN])
READ:UNKNOWN

TEXT:

The Center for Science, Technology and Society
at Santa Clara University and the
High Technology Program at the
Santa Clara University School of Law

Cordially invites you to

"What is the Digital Divide"

Location: Santa Clara University
Benson Memorial Center
Brass Rail Room
(Parking available on Palm Drive)

March 24, 2000
8:00-5:00

Registration and Breakfast begin @ 8:00am
Program begins promptly at 8:30am

Seating is limited to 100 people

(Continental Breakfast and
box lunches will be served)

Sponsored by
Pacific Bell / SBC Global Networks

What is the Digital Divide?

After years as the concern of Washington policy wonks, public interest
advocates and a small cadre of academics, the Digital Divide has become a
matter of national and regional concern. But exactly what is this divide?
According to the President and Vice President, it is the disparity in
access
to computers and the Internet disproportionately experienced by rural,

poor, inner city and minority Americans. To the Secretary of Education it is the high probability that children without access to technology in their schools and homes will be less likely to possess the critical computer based skills necessary to qualify for 21st century employment opportunities. To the Secretary of Commerce it is the absence of the competitive edge and e-commerce entry suffered by businesses without access to advanced network technologies.

In Silicon Valley, it is the growing dearth of Americans qualified to take the software engineering and programming jobs they desperately seek to fill.

To members of the disability community, it is the absence of accessible technology based on the principles of universal design leavened by the best practices of human computer interface research. To telecommunications and cable network providers, it is a consequence of investment decisions, as well as technology, market and regulatory forces. To the states and their cities, towns and rural communities, it is the difference between those areas experiencing economic growth and prosperity and those which will be forgotten.

What is the Digital Divide? The short answer is all of the above. But a catalogue of the digital divide's manifestations as well as its potential beneficiaries and losers is insufficient. It tells us very little about how the broad scale but uneven market driven introduction of advanced technology will affect how we function as a society and a culture or how we will operate as families and communities of interest. It tells us little about what impact the staggering accumulation of wealth and information among a tiny portion of technologically enabled Americans will have on our society, economy and culture. It fails to address just who will train the teachers to teach using the technologies, who will train the parents to aid in their children's intellectual development and their own electronic enlightenment. And it fails to address how we assure that the Internet and the computers, cable modems and set top boxes do not become merely the latest evolution of television, infinitely better at marketing and entertaining than educating, enlightening and empowering.

The Digital Divide Conference is an initial effort at the University to answer the question: "What is the Digital Divide" as it relates to California and in particular, Silicon Valley. Attendees will have an opportunity to hear from national and state officials, representatives of industry, community based organizations and the Academy engaged in addressing the question. In addition, the Conference will serve as an open forum to discuss concerns about the Digital Divide and the opportunities and efforts to reduce it. Finally, it is anticipated that the Conference will generate information of use to other ongoing efforts to address the Divide.

Agenda

8:30 Welcome Jim Koch
 Director, Center for Science, Technology & Society
 at Santa Clara University

8:45 Ron Gonzales Mayor of San Jose
 Silicon Valley and the Digital Divide

9:15 Allen Hammond Professor, Santa Clara University
 School of
 Law
 706/254 -Federal legislation

10:00 Arturo Gandara Professor of Law,
 University of
 California Davis
 State Legislation Surrounding Digital Divide

10:45 Break

11:00 Maureen A. Lewis NTIA Director, Minority
 Telecommunications
 Development Program
 NTIA's Perspective and Efforts to Bridge the Digital Divide

11:45 Lunch Guest Speaker

12:30 John Vasconcellos State Senator
 The Digital Divide in California/Silicon Valley

1:15 Ruben Barrales President and CEO
 Joint Venture: Silicon Valley Network
 Silicon Valley's efforts to bridge the Digital Divide

1:45 Debbie Kaplan Executive Director,
 World Institute on Disabilities
 Effects of the Digital Divide on People with Disabilities

2:15 Break

2:30 Magda Escobar Executive Director
 Plugged-In
 Effects of the Digital Divide and Community Based Organizaitons

3:15 Hon Gwen Moore Chair, Community Technology
 Foundation
 President & CEO GeM Communications Group
 Community Technology Foundation of California

3:45 Robert Fellmeth Professor, University of San
 Diego School of
 Law

Founder of the Center for Public Interest Law & Children's Advocacy
Cable and Telephony History-where are we going and what effect will that
have on the Digital Divide ?

4:15 TBD

5:00 Close

For more information, contact:

Cynthia Murphy
Program Coordinator
Santa Clara University School of Law
500 El Camino Real
Santa Clara, CA 95053-0421
408-551-1868(phone)
408-554-2333 (fax)
hightechlaw@scu.edu

Andy Carvin
Senior Associate
Benton Foundation
andy@benton.org
<http://edweb.gsn.org/andy>
<http://www.DigitalDivideNetwork.org>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Dr. Kenneth L. Hacker" <comstudy@nmsu.edu> ("Dr. Kenneth L. Hacker" <comstudy@nmsu.edu> [UNKNOWN])

CREATION DATE/TIME:20-MAR-2000 17:59:37.00

SUBJECT: Forrester Group claims about Digital Divide

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])
READ:UNKNOWN

TEXT:
The Forrester "Digital Melting Pot" claims:

A political action group known as the USIC uses Forrester Group data, as does Newsweek, to refute the NTIA data about the digital divide for ethnic groups in the U.S.

NPR cites the Forrester data as in a recent report claiming that about 50% of Latinos in the U.S. are online. No one else comes close to reporting this percentage!

I have been able to get my hands on any Forrester Group data or to find out how they do their research and even if they are qualified to do research. Any information that is posted or that anyone can make available to me on this will be greatly appreciated.

Thank you.

K. Hacker

comstudy@nmsu.edu

Dr. Kenneth L. Hacker, Ph.D.
Associate Professor
Department of Communication Studies
NEW MEXICO STATE UNIVERSITY
Las Cruces, NM 88003

Phone = 505-646-4839
FAX = 505-646-4642

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME:20-MAR-2000 09:19:27.00

SUBJECT: FW: Santa Clara Digital Divide conference (fwd)

TO: "'Digitaldivide (E-mail)" <digitaldivide@list.benton.org> ("'Digitaldivide (E-mail)" <digitaldivide@list.benton.org> [UNKNOWN])
READ:UNKNOWN

TEXT:

> -----Original Message-----

> From: Carol Boyer [mailto:cboyer@resna.org]

> Sent: Thursday, March 16, 2000 6:04 PM

> To: digitaldivide@list.benton.org

> Subject: RE: Santa Clara Digital Divide conference (fwd)

>

>

> I joined this listserv about four weeks ago and have been

> following the

> dialogue and resources with great interest, hoping to see

> something that

> addresses the Digital Divide that exists for individuals with

> disabilities.

> Unfortunately, individuals with disabilities and their needs

> do not seem to

> be included in most of the reports, technology centers, and

> dialogues going

> on about the Digital Divide within private, public, and governmental

> circles. While most of the Digital Divide initiatives focus

> on minorities,

> rural populations, income level, education, and the elderly,

> it is important

> to note that among many of these populations, disabilities

> occur at a much

> higher incidence than in the non-minority and nonrural communities.

>

> On the positive side, President Clinton's recent "Call to

> Action" entitled

> "From Digital Divide to Digital Opportunity" includes

> disability as a group

> to include in these issues.

>

> Secondly, the upcoming conference next week at Santa Clara

> University will

> host an expert speaker to address such issues--Debbie Kaplan,

> Executive

> Director, World Institute on Disabilities. (I have deleted most of the

> agenda from the conference to showcase Debbie's presentation below.)

>

> As a member of this Benton list, I would like to share with
> the group a
> couple of good articles by a renowned writer on the subject
> of Internet
> accessibility, Cynthia D. Waddell. These articles will
> hopefully bring a
> better awareness and knowledge to those on the list that may
> be unaware of
> what exactly the Digital Divide is for individuals with
> disabilities which
> oftentimes has no bearing on race, education, and income level.
>
> Cynthia D. Waddell is the Disability Access Coordinator for
> the City of San
> Jose, California. Named to the "Top 25 Women on the Web" by Webgrl's
> International, Ms. Waddell's Web accessibility effort has
> received national
> and international recognition as a "best practices" model.
>
> <http://www.abanet.org/irr/hr/winter00humanrights/waddell.html>
>
> "Electronic Curbs" The ADA in Cyberspace
>
> By Cynthia D. Waddell
>
> "Access to electronic and information technology for people with
> disabilities is emerging as a significant law and policy issue. Unless
> attention is paid to accessible Web design, this period of rapid
> technological development will create a digital divide
> locking out people
> from participation on the Web on the basis of disability."
> (Quotation from
> the article.)
>
> <http://www.abanet.org/irr/hr/winter00humanrights/waddell2.html>
>
> [First two paragraphs are copied from the website above to
> encourage members
> to click on the site and read more.]
>
> The National Federation of the Blind Sues AOL
>
> By Cynthia D. Waddell
>
> On November 4, 1999, the National Federation of the
> Blind (NFB) and nine individual, blind plaintiffs,
> filed suit in U.S. district court, charging that
> America Online's Internet Service (AOL) is
> inaccessible to blind users. The lawsuit seeks
> injunctive and declaratory relief to bring AOL into
> compliance with Title III of the ADA.
>
> In learning of the AOL suit, some readers may ask,
> "How can a blind person surf the Net?" The same

> question could also be asked as to how a blind person
> can read a document or even compose a document on a
> computer. Up to this point, persons with visual
> disabilities, specific learning disabilities, and
> mobility disabilities have relied on assistive
> computer technology to provide the tools for surfing
> the Net or creating a document. In this case, screen
> reader technology has been extremely helpful because
> Webpages coded for accessible Web design can be
> converted into Braille or synthesized speech by a
> screen reader audibly reading the page out loud to the
> user.

>
> Carol Boyer
> Project Associate
> RESNA (Rehabilitation Engineering and Assistive Technology
> Society of North
> America) Technical Assistance Project
> cboyer@resna.org
>

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	From: Deborah Lathen To: Minyon Moore Re: Fwd: Digital Divide - 2/3/00 [Personal Information] [partial] (1 page)	03/20/2000	b(6)

COLLECTION:

Clinton Presidential Records
Automated Records Management System [Email]
Default ([Digital Divide...])
OA/Box Number: 1100000

FOLDER TITLE:

[03/14/2000 - 03/31/2000]

2019-0203-F

jn723

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: Deborah Lathen <DLATHEN@fcc.gov> (Deborah Lathen <DLATHEN@fcc.gov> [UNKNOWN])

CREATION DATE/TIME: 20-MAR-2000 17:49:32.00

SUBJECT: Fwd: Digital Divide - 2/3/00

TO: "internet:minyon_moore"@who.eop.gov ("internet:minyon_moore"@who.eop.gov [UNKNOWN])
READ: UNKNOWN

TEXT:

Minyon, thought you would find this interesting. (b)(6)

(b)(6)

(b)(6)

[001]

(b)(6) Thanks for you help and support.

Received: from gatekeeper.fcc.gov ([165.135.0.254]) by fcc.gov; Mon, 20 Mar 2000 17:33:15 -0500

Received: by gatekeeper.fcc.gov; id RAA29974; Mon, 20 Mar 2000 17:33:34 -0500 (EST)

Received: from intranet.fcc.gov(165.135.233.12) by gatekeeper.fcc.gov via smap (4.1) id xma029688; Mon, 20 Mar 00 17:33:20 -0500

Received: from fcc.gov ([165.135.215.210]) by intranet.fcc.gov (8.8.8+Sun/8.6.12) with ESMTP id RAA11963; Mon, 20 Mar 2000 17:34:47 -0500 (EST)

Date: Mon, 20 Mar 2000 17:32:59 -0500

From: Adonis Hoffman <ahoffman@fcc.gov>

Subject: Digital Divide - 2/3/00

To: dlathen@fcc.gov, wkennard@fcc.gov, mellison@fcc.gov

Message-id: <38D6A71B.4AA83ECE@fcc.gov>

Organization: Federal Communications Commission

MIME-version: 1.0

X-Mailer: Mozilla 4.06 [en] (Win98; U)

Content-type: multipart/mixed;

boundary="Boundary_(ID_gCqcoDFCgbJZ3XSgVZgnzw)"

... Hmmm?

<http://reason.com/bi/d-divide.html>

- d-divide.html===== ATTACHMENT 1 =====

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

<html>

<head>

<meta Name="description"

Content="REASON, a monthly magazine of free minds and free markets, examines politics, culture, and ideas from a dynamic libertarian perspective">

<meta Name="keywords" Content="technology">

<title>Digital Divide - 2/3/00</title>

</head>

<body BGCOLOR="#FFFFFF" text="#000000">

<p ALIGN="CENTER"> </p>

<p align="left"> </p>

<p align="right">Updated: February 23, 2000</p>

<table border="0" cellpadding="2" width="100%">

<tr>

<td width="14%"></td>

<td width="73%"><p align="center"><big><big><big>What

Digital Divide?</big></big></big> </p>

<p>Too bad Reason isn't required reading on Air Force One. P resident

Clinton could save U.S. taxpayers the \$2 billion he wants to spend to close the so-called

"digital divide" -- the alleged gap between the rich who have access to

the Internet and the poor who do not. </p>

<p>"Unfortunately, unequal access to technology and high-tech skills by income,

educational level, race, and geography could deepen and reinforce the divisions that exist

within American society," according to a White House statement.

The new Clinton-Gore initiative, "From Digital Divide to Digital Opportunity," is a massive new government program - one of more than 100 items

laid out in the president's State of the Union speech last week - that will cost more than

\$2 billion over ten years. It includes such murky proposals as: \$45 million "to

promote innovative applications of information and communications technology for

under-served communities."</p>

<p>But, as Adam Clayton Powell III explained in Reason last November (Falling for the Gap), the digital

divide is already ancient history in Internet time. The new White House initiative

is based on a July 1999 Commerce Department report, which was based on an analysis of

surveys performed in 1998 and earlier. Newer data shows that any "digital

divide" that existed way back then is closing rapidly due to fiercely competitive

pricing and the explosive pace of innovation in the high tech industry.</p>

<p>But the White House doesn't want to hear it. It would never occur to them that technology and markets alone could help low-income and disadvantaged people . In their minds, only a government-led initiative can remedy such injustices - be they real or imagined. Plus, fixing the phony "digital divide" is a legacy issue for Clinton and a valuable campaign issue for the father of the Internet, Al Gore. So what if it's a lie.</p>

<p>More on the great digital divide:
Gap Credibility - Jacob Sullum, 2/16/00
Internet use grows in U.S., along with debate over 'digital divide' - Adam Clayt on Powell III, The Freedom Forum, 2/2/00
Big Bandage for a Narrowing Internet Gap - LA Times, 1/29/00
Proposal : \$2B to bridge 'digital divide' - USA Today, 2/3/00
Close Up the Digital Divide - a Q&A with Commerce Secretary William Daley - Wired News, 2/2/00
Yahoo! Full Coverage: Digital Divide

</td>
<td width="13%"></td>
</tr>
</table>

<p> </p>

<hr NOSHADE WIDTH="75%">

<p>How to subscribe </p>

<p>
Return to the Reason Magazine home page </p>
</body>

</html>

===== END ATTACHMENT 1 =====

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME: 20-MAR-2000 10:34:28.00

SUBJECT: Op/ed: Public-private partnerships and the digital divide (fwd)

TO: "digitaldivide@list.benton.org" <digitaldivide@list.benton.org> ("digitaldivide@list.benton.org" <digitaldivide@list.benton.org> [UNKNOWN])

READ: UNKNOWN

TEXT:

From the San Jose Mercury News....

Public-private partnerships are
needed to close the 'digital divide'
by Senator Joseph Biden

... To close the "digital divide," we need to join forces with the
business community. Many companies have already created their own
initiatives to help nurture and maintain a highly skilled workforce. These
efforts range from hardware and software donations to worker training
programs. We should embrace those efforts and build upon them. Government
support should supplement, but not supplant, the efforts of the private
sector....

<snipped for copyright>

<http://www.mercurycenter.com/premium/opinion/unpub/biden.htm>

Andy Carvin
Senior Associate
Benton Foundation
andy@benton.org
<http://edweb.gsn.org/andy>
<http://www.DigitalDivideNetwork.org>

>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Leon A. Kappelman" <Kapp@unt.edu> ("Leon A. Kappelman" <Kapp@unt.edu> [UNKNOWN])

CREATION DATE/TIME:20-MAR-2000 08:00:53.00

SUBJECT: <FWD> Important progress made closing digital divide

TO: wg-2000@ls.simnet.org (wg-2000@ls.simnet.org [UNKNOWN])

READ:UNKNOWN

CC: yescorps@list.tma2000.net (yescorps@list.tma2000.net [UNKNOWN])

READ:UNKNOWN

TEXT:

The following may interest you as an example, perhaps in some ways even as a role model, for your own initiatives and activities. One of the best things about both e-commerce and y2k is that they both served to attract many innovative and creative non-technical minds to helping us all better utilize information technologies and solve problems. It appears that some of that is now taking place in the public policy area. I think that this story is just part of the beginning.

Hope you are well!

Best wishes,
Leon

----- Forwarded message follows -----

From: "Leon A. Kappelman" <Kapp@unt.edu>
Date sent: Sun, 19 Mar 2000 17:31:49 -0600
Subject: Important progress made closing digital divide

Hi, hope you are well. I think this story may interest you both as a reporter and as a citizen (details below and attached). (FYI, I have neither discussed nor have any financial arrangements with any of the parties involved in this story.)

When first asked what I thought of the efforts by the city of LaGrange to bring its population into the e-age and close the digital divide, I was as much impressed by the initiative as I was surprised that the vanguard of such developments was a small Georgia town, miles from the silicon meccas and high-tech HQs of this country.

I think this initiative represents an important development both because it shows the public/government sector what a little initiative can make possible AND it shows the private/business sector that good citizenship and success

can go hand in hand. If you have any questions about the details of this story, please contact JoAnne Donner (770-399-6626 or donner@mindspring.com). If you'd like, I would

be happy to discuss these developments in LaGrange in the larger context of the digital divide, public-private partnerships for solving complex socio-technical problems, e-government, or other high-tech-flavored public policy concerns.

Best wishes,
Leon

Leon A. Kappelman, Ph.D.
Associate Professor, Business Computer Information Systems
Associate Director, Center for Quality & Productivity
College of Business Administration, Univ. of North Texas
Voice: 940-565-4698 Fax: 940-369-7623 Email: kapp@unt.edu
Website: <http://www.unt.edu/bcis/faculty/kappelma/>

==== Properly formatted copy of following is attached. ====

Embargoed Until 11:00 a.m.
March 22, 2000

For More Media Information,
Contact: JoAnne Donner 770-399-6626
Alison Ilg 770-565-5440
Peter Mathon 404-352-8015

LaGrange, Georgia: The First U.S. City To Bridge The "Digital Divide"

"LaGrange Internet TV" Initiative Provides
Free Internet Access to All Cable TV Households

LAGRANGE, GA. (March 22, 2000) --- The City of LaGrange announced today that it will provide free Internet access to all cable television households in this community of 27,000 residents. The "LaGrange Internet TV" initiative is the first time a city has made this kind of investment to ensure that potentially all residents can tap into the power of the Internet.

The "LaGrange Internet TV" initiative is a unique effort by a city seeking to bridge its own "digital divide", without the need for computers or modems. "Nationwide, our leaders are hoping to develop programs to help increase computer literacy," says LaGrange Mayor Jeff Lukken. "We believe we are solving this technological challenge in our own community. By providing Internet access to our citizens through this unprecedented initiative, we are

bridging the 'Digital Divide' and opening-up unlimited opportunities for them to benefit from Web-based learning and communicating. For many people -from students to senior citizens-this will be their first exposure to the Web and e-mail." Over the last decade, LaGrange has built an advanced tele-communications infrastructure to benefit residents and businesses.

The initiative, which will be deployed beginning this spring, is funded by the City of LaGrange without state or federal support. As a result of a unique collaborative effort between the City of LaGrange and Charter Communications, Inc., utilizing WorldGate's Internet on EVERY TV (SM) Service, the city initiative will potentially enable all cable TV homes in LaGrange to connect to a state-of-the-art hybrid fiber coax network, allowing cable TV customers to use the LaGrange Internet TV service at no additional cost. The complete program will be evaluated after one year.

The "LaGrange Internet TV" initiative will provide the citizens of LaGrange with the latest technology available," says Lukken. "One of the benefits we anticipate is a community-wide communications network that will allow citizens to communicate on a variety of topics including school assignments and activities; postings for civic meetings and job openings; and other community events, sports, entertainment and the arts; as well as local e-commerce. Additionally, plans are underway to develop a community-wide e-mail and local content directory to facilitate increased communications within the community." LaGrange has a population of more than 27,000 people residing in some 11,000 TV households.

The "LaGrange Internet TV" service will utilize WorldGate's Internet on EVERY TV (SM) Service, which allows users to easily surf the Web and send and receive e-mail messages through their cable televisions. To access the Internet, LaGrange citizens simply turn on their cable television and type on a wireless keyboard provided with the service. It connects to the Web in seconds and is three times faster than a phone modem. Included are five free e-mail accounts and the free parental control feature "Surf Watch" to prevent access to objectionable material. "Preliminary beta test reports - representing a variety of demographic groups throughout the community - are extremely positive," says Lukken. "Additional reports are being developed to evaluate overall service satisfaction and system performance."

In 1998, Charter and LaGrange entered into an agreement in which the city financed and constructed a state-of-the-art, two-way hybrid fiber coax (HFC) network. Through a special leaseback agreement to Charter, LaGrange's HFC network will

support a multitude of emerging communications technology for the home, school and office. The innovative public-private collaborative between Charter and the city has allowed LaGrange citizens to enjoy broadband's enhanced communications opportunities far earlier than many other communities around the country. "LaGrange is a great example of all that is exciting about the broadband revolution," says David McCall, Senior Vice President, Operations for Charter's Eastern Division. "Charter and LaGrange recognized that the powerful technology of cable could offer this community a host of communications opportunities when we became partners. Now, that power will connect them to the world."

"The 'Digital Divide' is a critical public policy issue that affects all of us," says Leon Kappelman, Ph.D., an internationally-recognized expert on the ethics of information technology and an Associate Professor of business computer information systems at the University of North Texas. "It's wonderful to see a city take the initiative to address a problem that requires public sector leadership. LaGrange, Georgia, has set a new standard as the first city to launch this type of program and demonstrate the kind of visionary leadership needed to deal with this global issue."

About LaGrange, Ga.

LaGrange, Ga., is a small but "connected" city located 60 miles southwest of Atlanta on I-85, commonly called the growth corridor of the South. This full-service city offers state-of-the-art telecom capabilities, along with high quality-of-life amenities to residents and businesses. An entrepreneurial city with no local property taxes, LaGrange is considered the economic center of a 150,000-person area stretching from West Georgia to East Alabama. LaGrange is also home to more Fortune 500 companies per capita than any other city its size. As a member of the World Teleport Association, LaGrange is considered "an Intelligent City, the home of the emerging digital economy, and the new source of jobs, economic prosperity and wealth-creation." Additional information about LaGrange is available at www.lagrange-ga.org.

About Charter Communications

Charter Communications, a Wired World (tm) company, is among the country's leading broadband communications companies. Charter serves approximately 6.2 million customers. Charter offers an array of services including cable television under the Charter brand; high-speed Internet access via Charter Pipeline(tm); advanced digital video programming services under the Charter Digital Cable(tm) brand and Charter Paging(tm). Charter is traded on the NASDAQ National Market under the ticker symbol "CHTR." More information about Charter can be accessed on

the Internet at www.chartercom.com.

About WorldGate Communications

Headquartered near Philadelphia, WorldGate, a leader in the development of interactive television, was the first commercially deployed service that enabled cable subscribers to access a full array of high-performance, low-cost Internet services and e-mail on their cable television sets and the cable television infrastructure rather than a personal computer and telephone line. WorldGate is currently deployed domestically in cable systems owned by Buckeye CableSystem, Charter Communications, Click! Network, Comcast Cable Communications, Massillon Cable, and Prestige Cable. In addition, WorldGate has international deployment and trial agreements with 19 multiple system operators in 13 countries worldwide. For more information, interested parties may go to www.wgate.com. WorldGate and Internet on EVERY TV are service marks of WorldGate Communications, Inc. WorldGate's stock is traded on the Nasdaq under the symbol WGAT.

###

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: Kimberly Cordingly <Cordingly@jan.icdi.wvu.edu> (Kimberly Cordingly <Cordingly@jan.icdi.wvu.edu>
[UNKNOWN])

CREATION DATE/TIME:20-MAR-2000 12:00:44.00

SUBJECT: people w/ disabilities and digital divide

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])
READ:UNKNOWN

CC: kcording@wvu.edu (kcording@wvu.edu [UNKNOWN])
READ:UNKNOWN

TEXT:

I'm looking for book/article/web citations on the digital divide as it affects people with disabilities. In terms of access, I'm including actual (physical) access issues (not owning a computer or difficulty getting to public libraries, etc.) and also accessibility issues in terms of accessing the information *even* if you have access to a computer. Please email me privately and I will put together the responses to post to the list if others are interested.

Thank you,
Kim Cordingly
kcording@wvu.edu
West Virginia Univ.

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: Glynis.Long@sba.gov (Glynis.Long@sba.gov [UNKNOWN])

CREATION DATE/TIME:21-MAR-2000 12:45:16.00

SUBJECT: ACE 3/23: Informal working meeting--Digital Divide and eCommerce --6TH FLOOR-CFO

TO: Glynis.Long@sba.gov (Glynis.Long@sba.gov [UNKNOWN])
READ:UNKNOWN

TEXT:
Please RSVP, thanks Glynis

ACE March 23, 2000 meeting at SBA
6th floor, CFO conference room (note NOT the regular room)
Short meeting 11-12 noon (the room is available till 1pm)

SBA
409 3rd St. SW
Washington, DC

METRO: FED CENTER SW, orange or blue lines.

We are collecting information on "who is doing what" in:
Digital Divide
eCommerce (and any good free courses)
and on the microenterprise level.

If you want to share your local, regional or national experiences please
join us or email me.

thanks, Glynis

PS if you receive a duplicate message please let me know.

- att1.htm===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 3.2//EN">
<HTML>
<HEAD>
<META HTTP-EQUIV="Content-Type" CONTENT="text/html; charset=iso-8859-1">
<META NAME="Generator" CONTENT="MS Exchange Server version 5.5.2651.67">
<TITLE>ACE 3/23: Informal working meeting--Digital Divide and eCommerce--6TH F
LOOR-CFO</TITLE>
</HEAD>
<BODY>

<P>Please RSVP, thanks Glynis

</P>

<P>ACE March 23, 2000 meeting at SBA

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</P>

<P>SBA

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Washington, DC
</P>

<P>METRO: FED CENTER SW, orange or blue lines.
</P>

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Digital Divide

eCommerce (and any good free courses)

and on the microenterprise level.
</P>

<P>If you want to share your local, regional or national experiences please join us or email me.
</P>

<P>thanks, Glynis
</P>

<P>PS if you receive a duplicate message please let me know.
</P>

</BODY>
</HTML>

===== END ATTACHMENT 1 =====

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: Deborah Lathen <DLATHEN@fcc.gov> (Deborah Lathen <DLATHEN@fcc.gov> [UNKNOWN])

CREATION DATE/TIME: 21-MAR-2000 10:21:46.00

SUBJECT: Fwd: Re: Digital Divide

TO: "internet:minyon_moore"@who.eop.gov ("internet:minyon_moore"@who.eop.gov [UNKNOWN])
READ: UNKNOWN

TEXT:

trying again.

Date: Mon, 20 Mar 2000 18:09:23 -0500

From: "William Kennard" <WKENNARD@fcc.gov>

Subject: Re: Digital Divide

To: AHOFFMAN@fcc.gov, DLATHEN@fcc.gov, FMONTERO@fcc.gov, MELLISON@fcc.gov

MIME-version: 1.0

Content-type: text/plain; charset=US-ASCII

Content-disposition: inline

Content-transfer-encoding: 7BIT

dangerous stuff.

>>> Adonis Hoffman 03/20/00 05:38PM >>>

FYI,

From Reason Magazine

Updated: February 23, 2000

What Digital Divide?

Too bad Reason isn't required reading on Air Force One.
President Clinton could save
U.S. taxpayers the \$2 billion he wants to spend to close the
so-called "digital divide" -- the
alleged gap between the rich who have access to the Internet
and the poor who do not.

"Unfortunately, unequal access to technology and high-tech
skills by income, educational
level, race, and geography could deepen and reinforce the
divisions that exist within
American society," according to a White House statement.
The new Clinton-Gore initiative,
"From Digital Divide to Digital Opportunity," is a massive
new government program - one
of more than 100 items laid out in the president's State of
the Union speech last week - that
will cost more than \$2 billion over ten years. It includes
such murky proposals as: \$45
million "to promote innovative applications of information

and communications technology
for under-served communities."

But, as Adam Clayton Powell III explained in Reason last November (Falling for the Gap), the digital divide is already ancient history in Internet time. The new White House initiative is based on a July 1999 Commerce Department report, which was based on an analysis of surveys performed in 1998 and earlier. Newer data shows that any "digital divide" that existed way back then is closing rapidly due to fiercely competitive pricing and the explosive pace of innovation in the high tech industry.

But the White House doesn't want to hear it. It would never occur to them that technology and markets alone could help low-income and disadvantaged people. In their minds, only a government-led initiative can remedy such injustices - be they real or imagined. Plus, fixing the phony "digital divide" is a legacy issue for Clinton and a valuable campaign issue for the father of the Internet, Al Gore. So what if it's a lie.

More on the great digital divide:

Gap Credibility - Jacob Sullum, 2/16/00
Internet use grows in U.S., along with debate over
'digital divide' - Adam Clayton
Powell III, The Freedom Forum, 2/2/00
Big Bandage for a Narrowing Internet Gap - LA Times,
1/29/00
Proposal: \$2B to bridge 'digital divide' - USA Today,
2/3/00
Close Up the Digital Divide - a Q&A with Commerce
Secretary William Daley -
Wired News, 2/2/00
Yahoo! Full Coverage: Digital Divide

How to subscribe

[Return to the Reason Magazine home page](#)

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: ddowner <dd-owner@benton.org> (ddowner <dd-owner@benton.org> [UNKNOWN])

CREATION DATE/TIME:21-MAR-2000 08:16:50.00

SUBJECT: Fw: White House digital divide call to action (fwd)

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])

READ:UNKNOWN

TEXT:

----- Original Message -----

From: Greene, Patrick <pgreene@fgcu.edu>

To: <digitaldivide@list.benton.org>

Sent: Wednesday, March 15, 2000 1:39 PM

Subject: RE: White House digital divide call to action (fwd)

>> From: Carvin, Andy[SMTP:acarvin@benton.org]

>> we shouldn't assume that one-to-one is the best choice just because it

>> feels like it should be ideal.

>>

> For the first time in 3 + years, I am going to have to disagree with you,

> Andy. I believe that 1-1 is the best ratio. I don't believe that it

> eliminates collaboration or collaborative activities. It does require a

> teacher who is trained in classroom management and pedagogy as it applies
to

> a technologically advanced classroom. Check the Apple Classrooms of

> Tomorrow research as this was a 10 year study of several schools in which

> every students had a laptop. Plus, Think about eliminating printed texts

in

> favor of electronically delivered, individually selected information for

> each class. Think about Textbook, library resources, and Internet

> information all merging into a contiguous information resource.

>

> We do have to construct a system to provide every student a laptop in an

> economical way (thin clients anyone?). But if that system is found, I

> believe that each student having their own computer will lead us to 21st

> Century teaching practices. To get there, unfortunately, most schools
will

> have to skip the 20th Century altogether.

>

> Patrick J. Greene

> Asst Prof of Educational Technology

> Florida Gulf Coast University

> pgreene@fgcu.edu

>

>

>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME: 21-MAR-2000 10:51:17.00

SUBJECT: digital divide headlines (fwd)

TO: "digitaldivide@list.benton.org" <digitaldivide@list.benton.org> ("digitaldivide@list.benton.org" <digitaldivide@list.benton.org> [UNKNOWN])
READ: UNKNOWN

TEXT:
From today's Benton headlines... -ac

DORGAN FEARS DIGITAL DIVIDE FOR AMERICA'S RURAL AREAS

Issue: Digital Divide

Roll Calls interview Senator Byron Dorgan (D-N.D.), chairman of the Senate Democratic Policy Committee, on several communications-related topics. On the topic of rural broadband infrastructure and the digital divide, the senator says that if steps beyond traditional market incentives are not taken, "there are a lot of communities around the country who will be on the wrong side of the digital divide." For those who believe in the concept of universal service, the senator continues, "...we have to do something beyond relying on the current market system." Sen Dorgan said he will introduce a bill that would create a broadband program similar to the Rural Electrification Administration program, which brought electricity to rural areas. Sen Dorgan describes the bill as "a mirror what we did with the buildup of electricity in the country back in the 1930s -- providing low-interest loans." The senator claims the bill would be "technology-neutral" and would be funded by the Universal Service Fund.
[SOURCE: Roll Call, (3/20/200) AUTHOR: Staff Writer]
(<http://www.roll.com>)

REP. CLOSING DIGITAL DIVIDE, QUASHING SPAM

Issue: Digital Divide

A house bill (H.R. 1685) introduced by U.S. Rep. Rick Boucher (D-Va) that will increase the capacity of local telephone companies to provide Internet service at local rates has a good chance of becoming law in the coming weeks. H.R. 1685 would allow Incumbent Local Exchange Carriers (ILEC) to extend out of their local network (LATA) if they do so through the use of their own network hardware.
[SOURCE: Phillips Business Information, Inc. Author: Eric Ladley]

Andy Carvin
Senior Associate
Benton Foundation
andy@benton.org

<http://edweb.gsn.org/andy>
<http://www.DigitalDivideNetwork.org>

> -----Original Message-----

> From: Sandy Andrews [mailto:sandra@asu.edu]

> Sent: Tuesday, March 21, 2000 9:29 AM

> To: digitaldivide@list.benton.org

> Subject: Re: FW: Bridging digital divide will take more than
> wires (fwd)

>

>

>

> Patty M. wrote:

>

>>> The adults I teach in my night class are using the
>>> computer the same way as anyone else might too, they
>>> are migrant workers, but they're emailing away,
>>> searching for information in Spanish, learning word
>>> processing, crusing the net for information that
>>> interests them.

>

> Fantastic! Bet they never miss a class.

>

>>> I've been trying to get the school to put the old
>>> apple computers in their homes on a check out system,
>>> as they are just collecting dust in the basement.

>

>

> Yes! The beauty of older apples (and macs) is that they don't
> need a lot
> of tech support. It's easy for people to lose any fear of
> computers with
> them. And once people see that they can have a computer in
> their homes &
> it won't break, they are eager for more.

>

> Don't forget that the Internet, wonderful as it is, is not
> the only thing
> one can do on a computer. You can even learn to program in a
> version of

> Basic on an apple II GS. :-) And programming skills transfer.
> Older Macs

> run older versions of professional programs (Quark, Photoshop,
> Illustrator, Director) that are much in demand and that could
> lead to good

> jobs for talented people who know these programs. Learning
> to use the web

> can help people get a higher paying job at the moment in some cases
> (because just being able to use a computer puts them a step ahead) but
> other skills do need to go along with it in the long run.

>

> Sandy

>

> *****

> Sandra Andrews

> sandra@asu.edu

> Instruction Support Group <<http://is.asu.edu>>

> IS/IT and CoE at ASU

> 480.965.7244

>

> Homeless People's Network <<http://aspin.asu.edu/hpn/>>

> Archive of posts by homeless/formerly homeless, for the use
> of policy makers.

>

>

>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: ddowner <dd-owner@benton.org> (ddowner <dd-owner@benton.org> [UNKNOWN])

CREATION DATE/TIME:21-MAR-2000 10:04:58.00

SUBJECT: FW: Bridging digital divide will take more than wires (fwd)

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])
READ:UNKNOWN

TEXT:

----- Original Message -----

From: Paty M. <zettybobo@yahoo.com>

To: <digitaldivide@list.benton.org>

Sent: Friday, March 17, 2000 9:41 AM

Subject: Re: FW: Bridging digital divide will take more than wires (fwd)

>

> The adults I teach in my night class are using the
> computer the same way as anyone else might too, they
> are migrant workers, but they're emailing away,
> searching for information in Spanish, learning word
> processing, crusing the net for information that
> interests them.

> Part of the beauty of this, is seeing the awe in
> their faces when they are doing things on the computer
> they never dreamed possible, like talking for free to
> someone in another country!!!!

> I've been trying to get the school to put the old
> apple computers in their homes on a check out system,
> as they are just collecting dust in the basement.
> They seem hesitant to rid themselves of these
> dinosaurs for some reason. I have about 2000 discs
> in my closet for them that no one has asked about for
> the last two years.....

>

> In my day class, my ESL students have very low reading
> levels, but I have been able to find sites for them
> that they can read, mostly these sites have been
> written by other students. I put these sites on my
> own portal, as they have difficulty still typing in
> complete addresses.

>

> Pat Muller
> zetty@teleport.com

>

>

>

>

>

> =====

> Leadership: the imagination to see the possibilities

> Intelligence: to reinvent the future

> Courage: to stay the course

>

>

> Do You Yahoo!?

> Talk to your friends online with Yahoo! Messenger.

> <http://im.yahoo.com>

>

>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: shsnow@mindspring.com (shsnow@mindspring.com [UNKNOWN])

CREATION DATE/TIME:21-MAR-2000 07:51:53.00

SUBJECT: Re: Bridging digital divide will take more than wires (fwd)

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])

READ:UNKNOWN

TEXT:

>> -----Original Message-----

>> From: Sandy Andrews [mailto:sandra@asu.edu]

>> Sent: Thursday, March 16, 2000 12:11 PM

>>

>> In my experience, poor people who go online do exactly the same things

>> that rich people do...they email, and they seek whatever has

>> relevance to

>> them.

Yes!

>>

>> The secret is to let them have computers at home (where they can

>> play around and make friends with the computer). And to

>> provide them with

>> someone to call for help..maybe even someone who can make home visits.

>>

Absolutely!

This is one side of what I call the "Slinky-Toy Principle" of Networking.

Access and content are in constant tension. The goal is UBIQUITOUS access
to

COMPELLING content. More access drives better content; better content
drives
more access.

Public access, via individual workstations, learning centers and the like
are GREAT. And a good start. But I believe they need to be seen as
beginnings and leveraging items, not merely as ends in themselves; limiting
access to public/community places continues to push people to the margins,
not bring them into the mainstream.

And yes!, also, to technical support. This is an essential role, and an
ideal one for Community Networks to play -- helping to support people and
train people within neighborhoods to support each other in using computers.

This would be a great project to fund:

1. provide people with computers
2. train people in their uses

3. provide ongoing technical support
4. teach people how to CREATE content, as well as retrieve it
5. train people in neighborhoods to provide technical support, with the Community Network as trainer and backup supporter.

There are many ways to provide people with computers; there is reasonable resistance to just "giving" people computers, the belief being that it diminishes people's commitments. I won't go there; I believe both sides of the argument, depending on the situation. But there ARE ways to deal with that issue.

Steve Snow, president
Association For Community Networking
www.afcn.net
shsnow@mindspring.com
Change the world: JOIN AFCN.

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: ddowner <dd-owner@benton.org> (ddowner <dd-owner@benton.org> [UNKNOWN])

CREATION DATE/TIME:21-MAR-2000 08:23:16.00

SUBJECT: Fw: Low-Income Grassroots Organizations Work to Close the Digital Divide

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])
READ:UNKNOWN

TEXT:

----- Original Message -----

From: Dirk Slater <dirk@welfarelaw.org>
To: Digitaldivide (E-mail) <digitaldivide@list.benton.org>
Sent: Thursday, March 16, 2000 3:44 PM
Subject: Low-Income Grassroots Organizations Work to Close the Digital Divide

Hey Everyone - I've been pretty much lurking in the background on this list while I was putting together this article for a couple of our publications. Would love to add this to the mix and see what people think. I really do see this issue of content and real life applications as being crucial.... well read on and you'll see.

Thanks!
Dirk Slater
Circuit Rider
LINC Project
Welfare Law Center

<http://www.lincproject.org>
<http://www.welfarelaw.org>

Low-Income Grassroots Organizations Work to Close the Digital Divide
by Dirk Slater

Slater is the Circuit Rider for the Welfare Law Center's Low Income Networking and Communication (LINC) Project. Gina Mannix, WLC Program Director and LINC Project Director, contributed to this article. For more information on the LINC Project and the activities of low-income groups visit the LINC website: www.lincproject.org. To apply to join the LINC organizers, listserv (limited to low-income organizers), contact Dirk Slater
by e-mail: dirk@welfarelaw.org.

Introduction

The way the world communicates has changed dramatically over the last five

years. The Internet has given us a medium for instantaneous exchange of information. And while most of us find that our society is realizing the potential of this information age, there is concern that many are being left out. Statistics show an enormous gap in economic status and racial background between those who are logging on to the Internet and those who are not. The growing fear is that low-income people and minorities will not

have the same access to information and therefore will not be able to participate in the democratic process.

The term digital divide refers to this gap between those with access to the Internet and those without access. It has become a rallying cry for philanthropies, corporations, advocates and government to come together, pool resources, and invest billions of dollars in providing access points to

the Internet and computer training at schools, libraries and community organizations in low-income neighborhoods. The efforts of these digital divide initiatives are succeeding in establishing more points of access, but

many fall short by not providing online content geared towards low-income people. However, grassroots organizations are picking up the slack and playing a very important role by using the Internet as a communications and empowerment tool for their members.

The problem in getting people to use the Internet often comes down to this: do you use it without really having a real life application for it? Think of it this way - did you buy a VCR before tapes were available to play on them? In my work with the Welfare Law Center's Low Income Networking and Communications (LINC) Project helping grassroots organizing groups use technology more effectively, I see first hand the role they play in developing online content geared specifically to their constituency. What makes these groups so effective is the way that they engage their members in

leadership development and empowerment. By using the Internet to promote their policy campaigns, work in coalition with allies, and communicate with

their members, they are effectively addressing the digital divide by encouraging their members to use the Internet as a tool to improve their lives. Here are some examples.

Grassroots Groups, Creative Uses of the Internet

Providing Low-Income Individuals With Information They Want. Through LINC, we work with Community Voices Heard, a New York City organization comprised mainly of women receiving welfare, we have developed a series of workshops designed to introduce first time users to Internet applications that relate directly to their lives. The first workshop was developed after a CVH survey of its members revealed that what they most want to do online is search for employment. The workshop, Using the Internet to Find and Apply for Jobs, uses a basic online Internet tutorial that is designed to make participants feel more comfortable using a mouse, a web browser, and e-mail. It includes information on where to look online for job listings and tips on using the Internet in the job application process. Over 30 low-income women who attended a CVH membership recruitment fair last spring participated in the first workshop. The tutorial is now part of CVH's Workers' Center program and available to all its low-income members.

A second workshop, Using the Internet in Organizing and Advocacy,

was then developed in response to CHV leaders', interest in organizing and advocacy strategies. The workshop was designed to help the leaders (all members of the low-income community) understand how information on the Internet can help drive organizing campaigns and help them get self-advocacy

information. By using the Internet and teaching themselves and other CVH members how to use it effectively, these leaders also learn how to advance toward their ultimate goal - shaping public policy.

The two tutorials are available to anyone with Internet access through the Community Voices Heard website (<http://www.cvhaaction.org>) (which also has CVH's current newsletter, members', testimonials and information about their current campaigns) and through the LINC Project website (www.lincproject.org).

Communicating with Low-Income Individuals. As one of the first LINC Project activities, we set up an e-mail based discussion list for low-income

organizers working on welfare issues. The purpose of the list was to provide a medium for these organizers to exchange information about strategies and campaigns. After establishing the list, we found that it provided an impetus for some low-income groups to get connected. After participating in our listserv, several organizations became inspired to establish lists for their own members to keep them better informed.

Washington State's Welfare Reform Organizing Coalition (WROC) has established an e-mail based discussion list since many of its members live in rural areas. WROC hopes that the list will help members unable to get to meetings to contribute to the development of WROC's organizing agenda and

to participate in legislative actions. Although WROC acknowledges that many

of its constituents are not online yet, the discussion group helps provide an incentive to get online and aids in WROC's long-term communication strategy.

Missouri's ROWEL has developed the POWER Peer Advocacy project which has a list serv that enables members to use e-mail to get advice on case advocacy

matters from experts at ROWEL state headquarters. Plans are currently underway to expand this list serv. ROWEL also hopes to get technical assistance to make interactive computer guides available so that members can

access community education and advocacy materials and sample letters. Like WROC, ROWEL's members are spread out over a rural area. Because the group has identified the Internet as a key part of its communication strategy, it

also provides workshops on the Internet for members at its headquarters and has helped get their low-income board members online.

LINC has also worked with other organizing groups including Montana's Working for Equality and Economic Liberation (WEEL), New York City's Make the Road by Walking and Welfare Rights Initiative, Massachusetts', Survivors Inc., and California's People Organized to Win Employment Rights (POWER) to develop online content for their websites specifically for members.

Survivors Inc. publishes Survival News, a robust newsletter created by women

on welfare for women on welfare. It will soon launch its website (<http://www.sojourner.org/welfaremediaproject/>) as part of the Welfare

Media

Project - a joint effort with Sojourner Feminist Institute in Boston. The focus of Survival News has always been to provide women on public assistance

with information they need to know to survive in the welfare system. The site has a wealth of information that Massachusetts recipients will find useful, including how to take advantage of the Earned Income Tax Credit, how

to recertify for food stamps, and how to apply for disability benefits.

Building Computer Skills of Low-Income People. While digital divide initiatives typically provide access and training, LINC Project groups go a step further to offer low-income members hands-on training in developing real online content. The LINC Project's groups also involve their members in

development of their own websites, so they can get hands-on experience working with such a dynamic medium. POWER has formed a committee of their members (largely CALWORKS participants) that will be responsible for coordinating content and development of the site. POWER is about to conduct

a training on web development for the committee (called the Voices of POWER). CVH is including a website curriculum as part of its Workers' Center to help build members' employment skills. Those participating in the

curriculum will get the opportunity to work on the CVH web page. Make the Road by Walking is developing a role for its youth group to have in the Make

the Road Website (www.maketheroad.org).

These efforts complement the other programs and tutorials described above that encourage members to use computer technology.

Organizing Low-Income Individuals and Allies To Shape Local Policy.

LIFETIME, an California organization of women college students receiving welfare, has been using the Internet effectively in an organizing campaign to get college study time counted towards satisfaction of the welfare work requirement. Diana Spatz, the group's founder and director, realized early on the potential of the Internet to reach out to those who would be affected

by such a policy, since all college students receive free Internet access and e-mail accounts when they register for class. LIFETIME also uses the Internet to communicate with its allies. By posting to various e-mail discussion lists related to welfare policy, LIFETIME has effectively informed a broad community of activists. Anyone subscribed to one of these lists has seen Diana Spatz's updates on LIFETIME's campaign. As a

result of LIFETIME's sending action alerts and updates over the Internet, the group has been able to get enough support for legislation that passed the California legislature last fall. (The Governor subsequently vetoed the bill containing the provision. The effort on this issue continues, and the state Assembly recently passed a bill to count study time.) This is a great example of how a group of women on welfare can come up with an idea while sitting at a kitchen table and then use the Internet to help turn it into public policy that improves their lives.

Shaping National Policy Debates. The TANF block grant expires in 2002, and Congress is expected to consider reauthorization before then.

Low-income groups are already using the Internet to strategize and dialogue

about how to include the voices and experiences of low-income people in the national debates around both TANF reauthorization and long-term policy decisionmaking. This is in striking contrast to the policy debate that occurred before the passage of the 1996 federal welfare law when these groups did not have the means to use the Internet and low-income people had little role in the development of the federal law. Emerging coalitions of low-income organizations, such as the Western Regional Welfare Activists Network (WRWAN) which is coordinated by WEEL, are relying on the Internet to

both coordinate their campaigns across state lines and get their members voices heard in the upcoming policy debates. We can expect to see more of this use of the Internet grow in upcoming months as coalitions take shape. In addition, many potential allies already use technology effectively in their advocacy work, making it critical that low-income groups do likewise so that their perspectives are part of the dialogue.

Early pioneers in using the Internet to shape public policy debates, including the Kensington Welfare Rights Union (<http://www.libertynet.org/~kwru>), show other low-income organizations how it is done. KWRU's website, established before the LINC project began, gives information on upcoming marches that the group is organizing and updates on the Economic Human Rights Campaign. The site supports KWRU's efforts to document economic human rights violations by providing violation forms and instructions that can be downloaded, completed, and returned to KWRU. The site is also used to communicate and coordinate with other organizations and individuals around the country who participate in the Economic Human Rights Campaign.

Effective Internet Use Strengthens Low-Income Groups

As the above examples suggest, when low-income groups use technology strategically to advance their goals, they build and strengthen the overall

capacity of the organization. By using the Internet to communicate with members or its Board, enhance leadership development programs, provide basic skills development for members, stay in touch with colleagues and allies, advance an advocacy campaign, or educate the public and media, groups can maximize their limited resources and be a more effective voice for justice in their communities.

Beyond E-Commerce: Using the Internet to Engage People in Civic Life

Commercial forces are having a significant effect on efforts to close the digital divide. Internet Service Providers now receive advertising revenue from the Internet that allows them to offset the cost for a dial-up connection to the Internet and provide some free Internet access.

Consumers see the price of computers falling dramatically. Within the next year we will see the appearance of low-cost and easy-to-use computer appliances that will open the Internet to even more folks. These factors have both a negative and positive effect on efforts to get people online. While access grows and the Internet is easier to use, more online content is

geared to commerce and consumerism. The challenge for all of us is to maintain a vision of the Internet that goes far beyond electronic commerce (or e-commerce). The Internet has the potential to be a powerful force that

promotes the ever broader participation of individuals, including

low-income

people, minorities, and other often excluded groups, in all areas of civic life. To realize this potential we must demonstrate and publicize these creative uses of the Internet. Grassroots organizations are among the trailblazers in this effort as they generate material for their low-income members and show their members how to use the Internet as an empowerment tool.

Dirk Slater
Circuit Rider
Linc Project
Welfare Law Center

<http://www.lincproject.org>
<http://www.welfarelaw.org>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: ddowner <dd-owner@benton.org> (ddowner <dd-owner@benton.org> [UNKNOWN])

CREATION DATE/TIME:21-MAR-2000 08:23:15.00

SUBJECT: Fw: Bridging digital divide will take more than wires (fwd)

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])

READ:UNKNOWN

TEXT:

----- Original Message -----

From: Michael F. Pitsch <statecoordinator@tcw.org>

To: <digitaldivide@list.benton.org>

Sent: Thursday, March 16, 2000 9:11 PM

Subject: Re: Bridging digital divide will take more than wires (fwd)

> "> I think it is odd to say that poor people can't use the content on the
> > web."

>

> Not so odd when you look at the literacy rate.

>

> Mike

>

> *****

> Michael F. Pitsch

> State Coordinator

> Tech Corps Wisconsin, Inc.

> statecoordinator@tcw.org

> http://www.tcw.org

> 1321 Racine Street

> Racine, WI 53403

> Voice 262-886-1807

> Fax 262-886-0758

>

> TECH CORPS WISCONSIN, INC. is a statewide, non-profit organization

> dedicated to enhancing K-12 teaching and learning through the effective

> use of volunteers to integrate technology into the educational

> environment.

>

>

>

> ----- Original Message -----

> From: "Carvin, Andy" <acarvin@benton.org>

> To: "Digitaldivide (E-mail)" <digitaldivide@list.benton.org>

> Sent: Thursday, March 16, 2000 11:42 AM

> Subject: FW: Bridging digital divide will take more than wires (fwd)

>

>

> >

>>> -----Original Message-----

>>> From: Sandy Andrews [mailto:sandra@asu.edu]

>>> Sent: Thursday, March 16, 2000 12:11 PM

>>> To: Carvin, Andy

>>> Subject: Re: Bridging digital divide will take more than wires (fwd)

>>>

>>>

>>> I think it is odd to say that poor people can't use the content on
the

>>> web.

>>>

>>> In my experience, poor people who go online do exactly the same
things

>>> that rich people do...they email, and they seek whatever has

>>> relevance to

>>> them. For instance, for a lady with hepatitis-C, this was

>>> ICQ, so she can

>>> communicate with her family. For a man from Mexico, it was

>>> newspaper sites

>>> in Mexico. So far, the people in our program have been able

>>> to figure out

>>> how to find the content they need.

>>>

>>> The secret is to let them have computers at home (where they can

>>> play around and make friends with the computer). And to

>>> provide them with

>>> someone to call for help..maybe even someone who can make home
visits.

>>>

>>> But certainly, sites aimed at particular audiences are good (and, if

>>> written well, will also be used by other audiences.) And some sort of

>>> basic intro website that organizes content would be helpful

>>> to anyone. We

>>> are using one that we wrote (though it is not nearly so

>>> all-inclusive as

>>> it could be.)

>>>

>>> Sandy Andrews

>>>

>>> *****

>>> Sandra Andrews

>>> sandra@asu.edu

>>> Instruction Support Group <<http://is.asu.edu>>

>>> IS/IT and CoE at ASU

>>> 480.965.7244

>>>

>>> Homeless People's Network <<http://aspin.asu.edu/hpn/>>

>>> Floaters Gallery <<http://www.floaters.org/>>

>>>

>>> On Thu, 16 Mar 2000, Carvin, Andy wrote:

>>>

>>>> From the San Jose Mercury News.. -ac

>>>>

>>>> Bridging digital divide will take more than wires

>>>>

>>>> <http://www.sjmercury.com/svtech/news/indepth/docs/divide031600.htm>

>>>>

>>>> "Closing the digital divide may take more than simply
>>>> connecting low-income people to the Internet. There also
>>>> needs to be someplace for them to go once they reach
>>>> cyberspace, according to a report released Wednesday.
>>>> In a yearlong study, the Children's Partnership, a Washington,
>>>> D.C.-based non-profit, found that most content on the Internet
>>>> is not useful for poor people or folks with weak reading skills.
>>>> With more of these people getting online, the study urges
>>>> community leaders, companies and investors to develop
>>>> content that will serve their needs...."

>>>>

>>>> <snipped for copyright>

>>>>

>>>> *****

>>>> Andy Carvin

>>>> Senior Associate

>>>> Benton Foundation

>>>> andy@benton.org

>>>> <http://edweb.gsn.org/andy>

>>>> <http://www.DigitalDivideNetwork.org>

>>>> *****

>>>>

>>>>

>>>

>>

>>

>

>

>

>

ARMS Email System

RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: ddowner <dd-owner@benton.org> (ddowner <dd-owner@benton.org> [UNKNOWN])

CREATION DATE/TIME:21-MAR-2000 08:09:50.00

SUBJECT: Fw: White House digital divide call to action (fwd)

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])

READ:UNKNOWN

TEXT:

----- Original Message -----

From: Sandy Andrews <sandra@asu.edu>

To: Carvin, Andy <acarvin@benton.org>

Cc: <digitaldivide@list.benton.org>

Sent: Tuesday, March 14, 2000 10:40 AM

Subject: RE: White House digital divide call to action (fwd)

>>

>> The problem with the one-to-one ratio is that it's not always appropriate in

>> a classroom setting. Numerous studies over the years have suggested that

a

>> ratio of 3 or 4 students per computer works best for many curricular

>> activities, since it requires students to utilize a certain amount of

>> teamwork and cooperation.

>

> I agree with all this, but..there is a chicken-egg problem with some of the studies, right? Classrooms only had one computer per every 2 or 3 or

4

> students, so studies were done with that ratio. Luckily the studies showed

> cooperative learning etc. going on..but...personally, as a member of research

> and development teams, I find that I still like to have my own iBook or

> laptop or desktop machine. After all, sometimes the team members need to

> work on an individual portion of the project. Team work doesn't mean that

> everyone on the team is together all the time, making all decisions. It

> means that the team gets together, roles are assigned, work is done, the

> team gets back together virtually or face to face...and so it goes.

>

> Ideally (which is what we are talking about) I'd want students to have their own machines, and have machines to share as well.

>

> What does multimedia mean, anyway? Laptops aren't very good for multimedia

> today (march 14, 2000...this may change tomorrow...) but only because the

> display is a little different. I can run multimedia programs on laptops

> just fine, multimedia programs that, two years ago, would have required a

> dedicated multimedia computer. Digital video just came to the level of
the
> school. If we are talking about, say, a Media100 machine or an iMac DV
and
> a digital camera to go with it...fine, one per every three or four
> students would be plenty! Same for 3-D animation.
>
> But I would personally want those kids to each have their own computer as
> well. Yes, I would.
>
>
> Sandy Andrews
>
> *****
> Sandra Andrews
> sandra@asu.edu
> Instruction Support Group <<http://is.asu.edu>>
> IS/IT and CoE at ASU
> 480.965.7244
>
> Homeless People's Network <<http://aspin.asu.edu/hpn/>>
> Floaters Gallery and Outreach <<http://www.floaters.org/>>
>
>
>

ARMS Email System

RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: ddowner <dd-owner@benton.org> (ddowner <dd-owner@benton.org> [UNKNOWN])

CREATION DATE/TIME:21-MAR-2000 08:16:49.00

SUBJECT: Fw: new report on digital divide and content (fwd)

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])

READ:UNKNOWN

TEXT:

----- Original Message -----

From: Kenan Jarboe <kpjarboe@athenaalliance.org>

To: <digitaldivide@list.benton.org>

Sent: Wednesday, March 15, 2000 4:03 PM

Subject: Re: new report on digital divide and content (fwd)

> I was at the press conference this morning on the Children's Partnership
> report -- and would strongly recommend it. It is an important step
> toward

> understanding and dealing with the next set of issues and problems.

>

> >View the report online:

> >http://www.childrenspartnership.org/pub/low_income/index.html

> >

> >Download the report in PDF format:

> >http://www.childrenspartnership.org/pub/low_income/low_income.pdf

> >

>

>

>

>

>

> Kenan Patrick Jarboe, Ph.D.

> Athena Alliance

> 711 10th Street, SE

> Washington, DC 20003

> (202) 547-7064

> kpjarboe@athenaalliance.org

> www.athenaalliance.org

>

>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: Sandy Andrews <sandra@asu.edu> (Sandy Andrews <sandra@asu.edu> [UNKNOWN])

CREATION DATE/TIME:21-MAR-2000 10:05:01.00

SUBJECT: Re: FW: Bridging digital divide will take more than wires (fwd)

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])

READ:UNKNOWN

TEXT:

Patty M. wrote:

>> The adults I teach in my night class are using the
>> computer the same way as anyone else might too, they
>> are migrant workers, but they're emailing away,
>> searching for information in Spanish, learning word
>> processing, crusing the net for information that
>> interests them.

Fantastic! Bet they never miss a class.

>> I've been trying to get the school to put the old
>> apple computers in their homes on a check out system,
>> as they are just collecting dust in the basement.

Yes! The beauty of older apples (and macs) is that they don't need a lot of tech support. It's easy for people to lose any fear of computers with them. And once people see that they can have a computer in their homes & it won't break, they are eager for more.

Don't forget that the Internet, wonderful as it is, is not the only thing one can do on a computer. You can even learn to program in a version of Basic on an apple II GS. :-) And programming skills transfer. Older Macs run older versions of professional programs (Quark, Photoshop, Illustrator, Director) that are much in demand and that could lead to good jobs for talented people who know these programs. Learning to use the web can help people get a higher paying job at the moment in some cases (because just being able to use a computer puts them a step ahead) but other skills do need to go along with it in the long run.

Sandy

Sandra Andrews
sandra@asu.edu
Instruction Support Group <<http://is.asu.edu>>
IS/IT and CoE at ASU
480.965.7244

Homeless People's Network <<http://aspin.asu.edu/hpn/>>

Archive of posts by homeless/formerly homeless, for the use of policy makers.

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: Glynis.Long@sba.gov (Glynis.Long@sba.gov [UNKNOWN])

CREATION DATE/TIME:21-MAR-2000 12:49:18.00

SUBJECT: ACE 3/23: Informal working meeting--Digital Divide and eCommerce --6TH FLOOR-CFO

TO: Glynis.Long@sba.gov (Glynis.Long@sba.gov [UNKNOWN])

READ:UNKNOWN

TEXT:

Note: Some recipients have been dropped due to syntax errors.Please refer to the "\$AdditionalHeaders" item for the complete headers.

Please RSVP, thanks Glynis

ACE March 23, 2000 meeting at SBA
6th floor, CFO conference room (note NOT the regular room)
Short meeting 11-12 noon (the room is available till 1pm)

SBA
409 3rd St. SW
Washington, DC

METRO: FED CENTER SW, orange or blue lines.

We are collecting information on "who is doing what" in:
Digital Divide
eCommerce (and any good free courses)
and on the microenterprise level.

If you want to share your local, regional or national experiences please
join us or email me.

thanks, Glynis

PS if you receive a duplicate message please let me know.

- att1.htm===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

```
<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 3.2//EN">
<HTML>
<HEAD>
<META HTTP-EQUIV="Content-Type" CONTENT="text/html; charset=iso-8859-1">
<META NAME="Generator" CONTENT="MS Exchange Server version 5.5.2651.67">
<TITLE>ACE 3/23: Informal working meeting--Digital Divide and eCommerce--6TH F
LOOR-CFO</TITLE>
</HEAD>
<BODY>
```


<P>Please RSVP, thanks Glynis
</P>

<P>ACE March 23, 2000 meeting at SBA

6th floor, CFO conference room (note NOT the regular room)

Short meeting 11-12 noon (the room is available till 1pm)
</P>

<P>SBA

409 3rd St. SW

Washington, DC
</P>

<P>METRO: FED CENTER SW, orange or blue lines.
</P>

<P>We are collecting information on "who is doing what" in:

Digital Divide

eCommerce (and any good free courses)

and on the microenterprise level.
</P>

<P>If you want to share your local, regional or national experiences please join us or email me.
</P>

<P>thanks, Glynis
</P>

<P>PS if you receive a duplicate message please let me know.
</P>

</BODY>
</HTML>

===== END ATTACHMENT 1 =====

ARMS Email System

RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: Will Reed <wreed@tfa-houston.org> (Will Reed <wreed@tfa-houston.org> [UNKNOWN])

CREATION DATE/TIME:22-MAR-2000 09:07:57.00

SUBJECT: RE: digital divide headlines (fwd)

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])

READ:UNKNOWN

CC: Lois Powers <lpowers@fyi-net.com> (Lois Powers <lpowers@fyi-net.com> [UNKNOWN])

READ:UNKNOWN

TEXT:

If a robust fiber backbone (outside the net, but connected to the net) and broadband (in urban and rural areas) was creatively utilized to aggregate and deliver multimedia educational content to CTCNet centers, Neighborhood Network sites and other local organizations addressing the Digital Divide, what content would be most useful? Consider the population your organization serves. If we could aggregate, deliver (with broadband connectivity)and create interaactive resources currently developed for other delivery methods, what would your organization find most useful to access on demand . Example: digitized GED or literacy instructional content currently on video.

Will

TECHNOLOGY FOR ALL

"Creating Opportunities Through Access"

New Site Soon at www.techforall.org

William S. Reed

Executive Director

1000 Louisiana, Suite 3600

Houston, Texas 77002

713.961.0012

Fax 713.652.6629

E-mail wreed@tfa-houston.org

-----Original Message-----

From: Carvin, Andy [<mailto:acarvin@benton.org>]

Sent: Tuesday, March 21, 2000 9:50 AM

To: 'digitaldivide@list.benton.org'

Subject: digital divide headlines (fwd)

>From today's Benton headlines... -ac

DORGAN FEARS DIGITAL DIVIDE FOR AMERICA'S RURAL AREAS

Issue: Digital Divide

Roll Calls interview Senator Byron Dorgan (D-N.D.), chairman of the Senate Democratic Policy Committee, on several communications-related topics. On the topic of rural broadband infrastructure and the digital divide, the senator says that if steps beyond traditional market incentives are not taken, "there are a lot of communities around the country who will be on the wrong side of the digital divide." For those who believe in the concept of universal service, the senator continues, "...we have to do something beyond relying on the current market system." Sen Dorgan said he will introduce a bill that would create a broadband program similar to the Rural Electrification Administration program, which brought electricity to rural areas. Sen Dorgan describes the bill as "a mirror what we did with the buildup of electricity in the country back in the 1930s -- providing low-interest loans." The senator claims the bill would be "technology-neutral" and would be funded by the Universal Service Fund.
[SOURCE: Roll Call, (3/20/200) AUTHOR: Staff Writer]
(<http://www.roll.com>)

REP. CLOSING DIGITAL DIVIDE, QUASHING SPAM

Issue: Digital Divide

A house bill (H.R. 1685) introduced by U.S. Rep. Rick Boucher (D-Va) that will increase the capacity of local telephone companies to provide Internet service at local rates has a good chance of becoming law in the coming weeks. H.R. 1685 would allow Incumbent Local Exchange Carriers (ILEC) to extend out of their local network (LATA) if they do so through the use of their own network hardware.
[SOURCE: Phillips Business Information, Inc. Author: Eric Ladley]

Andy Carvin
Senior Associate
Benton Foundation
andy@benton.org
<http://edweb.gsn.org/andy>
<http://www.DigitalDivideNetwork.org>

> -----Original Message-----

> From: Sandy Andrews [mailto:sandra@asu.edu]

> Sent: Tuesday, March 21, 2000 9:29 AM

> To: digitaldivide@list.benton.org

> Subject: Re: FW: Bridging digital divide will
take more than

> wires (fwd)

>

>

>

> Patty M. wrote:

>

>>> The adults I teach in my night class are
using the

>>> computer the same way as anyone else might
too, they

>>> are migrant workers, but they're emailing
away,

>>> searching for information in Spanish,
learning word

>>> processing, crusing the net for information
that

>>> interests them.

>

> Fantastic! Bet they never miss a class.

>

>>> I've been trying to get the school to
put the old

>>> apple computers in their homes on a check
out system,

>>> as they are just collecting dust in the
basement.

>

>

> Yes! The beauty of older apples (and macs) is
that they don't

> need a lot

> of tech support. It's easy for people to lose
any fear of

> computers with

> them. And once people see that they can have a
computer in

> their homes &

> it won't break, they are eager for more.
>
> Don't forget that the Internet, wonderful as it
is, is not
> the only thing
> one can do on a computer. You can even learn to
program in a
> version of
> Basic on an apple II GS. :-) And programming
skills transfer.
> Older Macs
> run older versions of professional programs
(Quark, Photoshop,
> Illustrator, Director) that are much in demand
and that could
> lead to good
> jobs for talented people who know these
programs. Learning
> to use the web
> can help people get a higher paying job at the
moment in some cases
> (because just being able to use a computer puts
them a step ahead) but
> other skills do need to go along with it in the
long run.
>
> Sandy
>
> *****
> Sandra Andrews
> sandra@asu.edu
> Instruction Support Group <<http://is.asu.edu>>
> IS/IT and CoE at ASU
> 480.965.7244
>
> Homeless People's Network
<<http://aspin.asu.edu/hpn/>>
> Archive of posts by homeless/formerly homeless,
for the use
> of policy makers.
>
>
>

ARMS Email System

RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: CabriniC@aol.com (CabriniC@aol.com [UNKNOWN])

CREATION DATE/TIME:22-MAR-2000 14:19:37.00

SUBJECT: Re: White House digital divide call to action

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])

READ:UNKNOWN

TO: peterm@igc.org (peterm@igc.org [UNKNOWN])

READ:UNKNOWN

TEXT:

Until organizations develop comprehensive programs, integrating technology, mentoring, school-to-career concepts/jobs and technology, with a long-term vision of what it takes and how long it takes, we'll just have fragmented programs and less than desired success. Until communities use computer maps to build a "distribution" mentality, meaning good programs wherever needed, not a few good programs in a few places, we'll not have the reach needed to dramatically alter the results we're currently getting from school reform, Digital Divide efforts, or calls from the White House.

You can see such maps demonstrated at www.tutormentorconnection.org. When we

see similar maps and similar thinking on the White House web site, or on a congressman or corporate CEO's web site, we'll have made a breakthrough in what commitment is needed to really bridget the Digital Divide, the poverty divide, the welfare devide and the racial divide.

Dan Bassill

Cabrini Connections

Tutor/Mentor Connection

Chicago

ARMS Email System

RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME: 22-MAR-2000 18:01:48.00

SUBJECT: Digital divide exists between schools, homes (fwd)

TO: "digitaldivide@list.benton.org" <digitaldivide@list.benton.org> ("digitaldivide@list.benton.org" <digitaldivide@list.benton.org> [UNKNOWN])

READ: UNKNOWN

TEXT:

From the Washington Times last week... -ac

Digital divide exists between schools, homes

Kristy Delcid has never heard of the digital divide. Closing the gap between the computer haves and have-nots may be a hot political issue, but all this 4-year-old cares about is getting some computer time. Her mother, Nery, has brought her to the Arlington Central Library on a bright Monday afternoon to play on a computer dedicated to preschool games. Mrs. Delcid had to sign up for the highly coveted half-hour slot. Kristy has access to a computer at her preschool and already has learned her ABCs and numbers up to 15, but she looks forward to this extracurricular click time....

<snipped for copyright>

<http://www.washtimes.com/familytimes/default-2000314133158.htm>

Andy Carvin

Senior Associate

Benton Foundation

andy@benton.org

<http://edweb.gsn.org/andy>

<http://www.DigitalDivideNetwork.org>

ARMS Email System

RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Virginia A. Boyle, Ph.D." <drvab@email.msn.com> ("Virginia A. Boyle, Ph.D." <drvab@email.msn.com> [UNKNOWN])

CREATION DATE/TIME: 23-MAR-2000 08:34:37.00

SUBJECT: Re: White House digital divide call to action

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])

READ: UNKNOWN

TEXT:

don, congratulations! your youth participant Tremaine Ford and crew won First Place -- Young Filmmakers/Best Narrative in the 2000 Chicago Youth Film & Video Festival for their entry, The Potion. Everyone is thrilled that

Cabrini Connections/Innervisions has won. Hope to see you at the awards program on May 3rd. I spoke with gina and sent invites. And congrats on your

own film fest at Historical society. Keep on. Sincerely, Virginia A. Boyle, coordinator, Chicago Youth Film & video Festival, sponsored by chicao instructional technology foundation

----- Original Message -----

From: <CabriniC@aol.com>

To: <peterm@igc.org>; <digitaldivide@list.benton.org>

Sent: Wednesday, March 22, 2000 6:17 PM

Subject: Re: White House digital divide call to action

- > Until organizations develop comprehensive programs, integrating technology,
- > mentoring, school-to-career concepts/jobs and technology, with a long-term
- > vision of what it takes and how long it takes, we'll just have fragmented
- > programs and less than desired success. Until communities use computer maps
- > to build a "distribution" mentallity, meaning good programs wherever needed,
- > not a few good programs in a few places, we'll not have the reach needed to
- > dramatically alter the results we're currently getting from school reform,
- > Digital Divide efforts, or calls from the White House.
- >
- > You can see such maps demonstrated at www.tutormentorconnection.org.
- When
- we
- > see similar maps and similar thinking on the White House web site, or on a
- > congressman or corporate CEO's web site, we'll have made a breakthrough in

- > what commitment is needed to really bridge the Digital Divide, the poverty
- > divide, the welfare divide and the racial divide.
- >
- > Dan Bassill
- > Cabrini Connections
- > Tutor/Mentor Connection
- > Chicago
- >

ARMS Email System

RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME: 23-MAR-2000 11:16:01.00

SUBJECT: Digital Divide Headlines, 23 March 2000

TO: "Digitaldivide (E-mail)" <digitaldivide@list.benton.org> ("Digitaldivide (E-mail)" <digitaldivide@list.benton.org> [UNKNOWN])

READ: UNKNOWN

TEXT:

Today's Digital Divide headlines from the Benton Foundation... -ac

STUDY FINDS GAPS IN INTERNET CONTENT

Issue: Digital Divide

Two recent reports make valuable contributions to the canon of studies that try to describe, explain and propose fixes for the digital divide. The first, released last week by the Children's Partnership found "severe gaps" in Internet content meeting the needs of low-income and immigrant groups, despite their increasing use of the Internet. Wendy Lazarus, co-founder and

co-director of the Children's Partnership, said the study found that "low-income folks see the Web as a way for self-improvement and for job opportunities, which makes the practical content all the more important." The second report, released in January by the Conference Board, calls on the

private sector, specifically the computer industry, to make the investments necessary to close the gap. That report states that even as the percentage of home computer purchases rises, an increasing proportion of the machines bought are bought either as replacements or additions to existing home computers. 40 percent of sales, according to the report, are being made to households purchasing a computer for the first time.

[SOURCE: New York Times (E5), AUTHOR: Katie Hafner]

(<http://www.nytimes.com/library/tech/00/03/circuits/articles/23divi.html>)

DETROIT ELEMENTARY FIRST TO RECEIVE FREE CABLE MODEM SERVICE

Issue: Universal Service

This month, Coleman A. Young Elementary School became the first Detroit public school to be wired to the Internet via cable modem technology. The Comcast Corporation supplied Young Elementary with Comcast@Home cable modems that connect the school's media center at speeds 100 times faster than its previous online service. Over the coming months, each classroom within the elementary school will also receive a cable modem.

The program is the first step in Comcast's goal of deploying free cable modem service to all Detroit schools and libraries by the end of the year. The deployment is expected to cost the company \$25 million.

[Source: The Detroit News, Author: Anne Fracassa]

TWO BROTHERS BET EVERYTHING ON FREE-BROADBAND START-UP

Issue: Broadband

Chad and Ryan Steelberg want to give away free broadband Internet access. What's more, they are convinced that they are going to make money doing it. Their company Broadband Digital Group launched in January already has 700,000 subscribers signed up for free digital subscriber line (DSL) service that will come out next month. The company faces Herculean obstacles

in its quest to speed up download times. For one thing, Broadband Digital doesn't own the phone lines that DSL technology uses. They will have to make

deals with the phone companies that do own them. The Steelbergs plan on giving away a relatively slow type of DSL, with speeds of only 144Kps. Higher speed access will be available, but for a price. Additionally, Broadband Digital will require users to have a permanent bar on their screens which will feature (what else?) advertising.

[SOURCE: Wall Street Journal (B8), AUTHOR: Andrea Petersen]
(<http://wsj.com/>)

TAX CREDIT FOR RURAL BROADBAND PROPOSED

Issue: Broadband

Senator Ron Wyden (D-OR) and Senator Jay Rockefeller (D-WV) are introducing a bill this week that proposes a 10 percent tax credit for companies investing in providing broadband services to rural America. Rural

America as defined by the bill as locations at least 15 miles from towns with a minimum population of 25,000. The bill is seen as an effort to narrow the growing bandwidth divide between urban and rural America. According to Senator Rockefeller, "The result of the broadband disparity could be disastrous for rural Americans: job loss, tax revenue loss, brain drain and business failure concentrated in rural areas."

[SOURCE:CNET News.com AUTHOR: John Borland]
(<http://dailynews.yahoo.com/h/cn/20000322/tc/20000322007.html>)

Andy Carvin

Senior Associate

Benton Foundation

andy@benton.org

<http://edweb.gsn.org/andy>

<http://www.DigitalDivideNetwork.org>

ARMS Email System

RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Andrews, Michael P" <michael.p.andrews@ssmb.com> ("Andrews, Michael P" <michael.p.andrews@ssmb.com> [UNKNOWN])

CREATION DATE/TIME:24-MAR-2000 04:21:31.00

SUBJECT: RE: President's New Market Digital Divide Trip

TO: "Hall, Steven C [CITI]" <steven.c.hall@citicorp.com> ("Hall, Steven C [CITI]" <steven.c.hall@citicorp.com> [UNKNOWN])

READ:UNKNOWN

TEXT:

Steve

MCI think what you and others are doing I have informed Jay Dun on tyhe White House staff to you good work >I am certain the President would be excited by tis program as well as the possible expansion to other

areas.hael

P. Andrews

Citigroup

Phone 202 8796810

Fax 202 783 4460

Washington DC

> -----Original Message-----

> From: Hall, Steven C [CITI]

> Sent: Wednesday, March 22, 2000 8:23 PM

> To: Andrews, Michael P

> Cc: Kenvin, Evelyn [CITI]; Sklaroff, Nikolai J; Hall, Steven C [CITI];

> Ditton, Andrew [CITI]

> Subject: RE: President's New Market Digital Divide Trip

>

> Michael - Nikolai Sclaroff of SSB's Public Finance office in SF and I are

> part

> of a loosely formed community/economic development committee for East Palo

> Alto.

> As Evelyn indicated, Nikolai and SSB were very instrumental in

> accomplishing the

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> on an unrated basis with innovative underwriting and added credit support

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> small, cash strapped city to access the capital necessary to achieve its

> economic and redevelopment goals.
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> concern that development occurring without a cohesive master might simply
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> I'll find out in the next day or two whether or not the group will meet
> again
> before April 9. The SSB offering book for the bond issuance has lots of
> good
> information.

> _____ Reply Separator

> Subject: RE: President's New Market Digital Divide Trip
> Author: michael.p.andrews (michael.p.andrews@ssmb.com) at INTERNET
> Date: 3/22/2000 7:44 PM

> Thanks any additional thoughts on this subject

> Michael P. Andrews
> Citigroup
> Phone 202 8796810
> Fax 202 783 4460
> Washington DC

>> -----Original Message-----

>> From: Kenvin, Evelyn [CITI]
>> Sent: Tuesday, March 21, 2000 12:19 PM
>> To: Andrews, Michael P
>> Cc: Sklaroff, Nikolai J; Hall, Steven C [CITI]; Ditton, Andrew [CITI]
>> Subject: Re: President's New Market Digital Divide Trip

>> Michael -

>> SSB underwrote the first tax increment bond for East Palo Alto. Nikolai
>> Sklaroff (SSMB 415-955-1619) can tell you all about this. The city is
>> high on SSMB. In addition, Citigroup's Center for Community Development
>> Enterprise is involved in a committee with the Enterprise Foundation to
>> work with the city on community development initiatives. Steve Hall
>> (Citibank 213-239-2013) can tell you about these discussions.

>> Nikolai and Steve - perhaps you can fill in details.

>> Thanks, Evelyn

>> Andrews, Michael P wrote:

>>> Great It would be nice to let the White House know as well. April
9-12

>> are
>>> the dates
>>>
>>> Michael P. Andrews
>>> Citigroup
>>> Phone 202 8796810
>>> Fax 202 783 4460
>>> Washington DC
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>>>> -----Original Message-----
>>>> From: Kenvin, Evelyn [CITI]
>>>> Sent: Friday, March 17, 2000 3:54 PM
>>>> To: Andrews, Michael P
>>>> Subject: Re: President's New Market Digital Divide Trip
>>>>
>>>> Michael - when is this trip? I think SSB has underwritten some bond
>>>> financing in East Palo Alto. Also - we have spoken to the
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>>>> Foundation, which is very active in East Palo Alto, about working
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RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Andrews, Michael P" <michael.p.andrews@ssmb.com> ("Andrews, Michael P"
<michael.p.andrews@ssmb.com> [UNKNOWN])

CREATION DATE/TIME:24-MAR-2000 04:21:32.00

SUBJECT: RE: President's New Market Digital Divide Trip

TO: "Sklaroff, Nikolai J" <nikolai.j.sklaroff@ssmb.com> ("Sklaroff, Nikolai J" <nikolai.j.sklaroff@ssmb.com> [UNKNOWN])

READ:UNKNOWN

TEXT:

Nikolai

This is great and I will pass on to White House if every company could do this much we would go a long way to ease the problems of the digital divide.

I may ask Jay dunn of the White House to talk to you I think what you are doing is important and something the President would be excited by seeing moved beyond Palo Alto

Michael P. Andrews

Citigroup

Phone 202 8796810

Fax 202 783 4460

Washington DC

> -----Original Message-----

> From: Sklaroff, Nikolai J

> Sent: Wednesday, March 22, 2000 8:43 PM

> To: Andrews, Michael P

> Cc: Kenvin, Evelyn [CITI]; Ditton, Andrew [CITI]; Hall, Steven C [CITI]

> Subject: RE: President's New Market Digital Divide Trip

>

> Michael --

>

> The Public Finance Department of Salomon Smith Barney has been working to

> assist in the redevelopment of East Palo Alto. The City has been largely

> by-passed by the economic boom that has generated so much wealth in the

> Silicon Valley and San Francisco peninsula. We helped to provide the

> financing for the City's redevelopment effort to create a new retail power

> center in the city and an adjacent mixed use office/hotel project.

Before

> this project was built, City residents had to shop outside the community.

> Now, residents of neighboring communities are traveling to East Palo Alto

> -- known earlier in the last decade as the Murder Capital of America -- to

> shop in the Home Depot and other retail outlets in the regional power

> center. One of the City's key objectives in hiring Salomon Smith Barney

> was to tap into our strong network of local retail offices throughout the
> Bay Area. The City does not want handouts, just a hand. We helped them
> tap into the wealth of the surrounding communities -- some of the
> wealthiest in the nation -- by bringing them individual investors willing
> to invest in East Palo Alto bonds. Similarly, our bond financing had an
> innovative Packard Foundation guaranty which allowed the City to proceed
> with a financing ahead of the receipt of the new tax revenues to be
> generated by these projects. Thus, through Salomon Smith Barney, the
City
> was able to tap into some of the wealth created by the Silicon Valley
boom
> to help finance their projects.
>
> Some of the things that we have been discussing with the City and their
> advisors are (i) helping to provide financing to bring more affordable,
> quality housing to the community, (ii) helping to expand the retail
> center, (iii) helping to finance the redevelopment of a largely
> contaminated, former industrial area known as Ravenswood, (iv) exploring
> the possibility of creating a banking presence in a community which has
> been abandoned by the banks and is now served by a branchless ATM (PR
idea
> - perhaps Citibank might want to do something about a branch in
connection
> with this trip). The City is also facing pressing budgetary needs and we
> have discussed creative ways to tap new revenue streams. All of these
> efforts, I suspect, will take some time and we will be working with the
> City both through the Task Force that Steve mentioned and through the
> City's advisory team. But the redevelopment efforts are tangible and
> visible. Just last week, Salomon Smith Barney participated in the team
to
> select the next anchor tenants for the next phase of the retail power
> center.
>
> I hope this quick update is useful. If there is any more information I
> can provide, please do not hesitate to call me at (415) 955-1619. You
can
> also speak to Anthony Hughes who is the Managing Director and Manager of
> Salomon Smith Barney's Public Finance Department Western Region. Tony
can
> be reached at (415) 955-1619
>
>
> Nikolai
> -----
> -----
> Nikolai J. Sklaroff
> Vice President, Public Finance Department
> Salomon Smith Barney, Inc.
> 350 California Street, Suite 2080
> San Francisco, California 94104
> Phone: (415) 955-1619
> Fax: (415) 955-1555 or (415) 955-1566
> E-Mail: nikolai.j.sklaroff@ssmb.com
> -----

> -----
>
>
>
> -----
> From: Hall, Steven C [CITI]
> Sent: Wednesday, March 22, 2000 5:22 PM
> To: Andrews, Michael P
> Cc: Kenvin, Evelyn [CITI]; Sklaroff, Nikolai J; Hall,
Steven C
> [CITI]; Ditton, Andrew [CITI]
> Subject: RE: President's New Market Digital Divide Trip
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INTERNET

> Date: 3/22/2000 7:44 PM

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> Thanks any additional thoughts on this subject

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> Michael P. Andrews

> Citigroup

> Phone 202 8796810

> Fax 202 783 4460

> Washington DC

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> > -----Original Message-----

> > From: Kenvin, Evelyn [CITI]

> > Sent: Tuesday, March 21, 2000 12:19 PM

> > To: Andrews, Michael P

> > Cc: Sklaroff, Nikolai J; Hall, Steven C [CITI]; Ditton,

Andrew

> [CITI]

> > Subject: Re: President's New Market Digital Divide Trip

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> > SSB underwrote the first tax increment bond for East Palo Alto.

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> >>> -----Original Message-----

> >>> From: Kenvin, Evelyn [CITI]

> >>> Sent: Friday, March 17, 2000 3:54 PM

> >>> To: Andrews, Michael P
> >>> Subject: Re: President's New Market Digital Divide
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> >>> Michael - when is this trip? I think SSB has underwritten
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> >>>> Washington DC
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ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Carvin, Andy" <acarvin@benton.org> ("Carvin, Andy" <acarvin@benton.org> [UNKNOWN])

CREATION DATE/TIME:24-MAR-2000 10:31:54.00

SUBJECT: Greg Rohde interview on the Digital Divide (fwd)

TO: "digitaldivide@list.benton.org" <digitaldivide@list.benton.org> ("digitaldivide@list.benton.org" <digitaldivide@list.benton.org> [UNKNOWN])
READ:UNKNOWN

TEXT:

Inter@ctive Week recently interviewed NTIA's Greg Rohde on the digital divide. Some quote highlights:

We think it makes sense to provide federal assistance to local initiatives, because that's where the wisdom is. The solution to expand access to computers in the home will be much different in Southern California than it will be in Northern Maine, or inner city New York or rural Montana, and at the same time we put a high priority on partnerships. Look what Ford Motor is doing, and what Delta 'Air Lines' is doing, in giving home computers to their employees. This is dramatic. We think it's important that the federal government be at the table to work with these private initiatives, to make sure that we make the most out of all of this....

There clearly is not a silver bullet. We'll never have a perfect society. We'll never have total phone penetration. But my home state of North Dakota has 98 percent phone penetration. When I was born, it had 76 percent phone penetration, behind the national average, and today it's ahead of the national average....

When computers cost a couple of grand for a laptop or a fixed workstation, that's a significant challenge. But as they become lower in cost, the opportunities to close this gap become more achievable. Most of the world in

two years will access the Internet through a wireless cellular phone, more so than through a laptop computer or a fixed computer. These wireless devices are dropping in price all the time....

<snipped for copyright>

<http://www.zdnet.com/intweek/stories/news/0,4164,2472134,00.html>

Andy Carvin
Senior Associate
Benton Foundation
andy@benton.org

<http://edweb.gsn.org/andy>
<http://www.DigitalDivideNetwork.org>

> -----Original Message-----

> From: bram [mailto:bram@netstep.net]

> Sent: Friday, March 24, 2000 9:40 AM

> To: digitaldivide@list.benton.org

> Subject: RE: Offered Old Computers - New Deal Software

>

>

>

> >To address the issue of old computers being refurbished for
> schools and

> >homes, the members may be interested in the New Deal

> Software products at

> ><http://www.newdealinc.com/educationn>

>

> We tried ordering software from New Deal - they never delivered the

> order, and after three months we cancelled it. Does anybody

> have actual

> experience working with this software and company?

>

> -Bram

>

> Bram Moreinis, bram@netstep.net

> Director of Technology

> Poughkeepsie City School District

> 55 College Avenue

> Poughkeepsie, NY 12603

> voice 914-451-4790

> <http://www.pcsd.k12.ny.us>

>

>

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: Jerry Becker <jbecker@siu.edu> (Jerry Becker <jbecker@siu.edu> [UNKNOWN])

CREATION DATE/TIME: 26-MAR-2000 12:50:25.00

SUBJECT: [ME] Slum children and computers - issues of the digital divide

TO: jbecker@siu.edu (jbecker@siu.edu [UNKNOWN])

READ: UNKNOWN

TEXT:

Jerry,

As a long-time subscriber to your distribution list, I thought you and your readers might find this interesting, even if it is a bit off-topic. Consider the implications for what kinds of learning we should (and should not) be using schools for (at least, as schools are today).

Best regards, and thanks for the list,

Rob Foshay
<RFOSHAY@plato.com>
Vice President - Instructional Design & Cognitive Learning
TRO Learning, Inc.
132 Elmwood Drive
Naperville, Illinois 60540
USA

Phone: (630) 215-4120 or (612) 832-1315
Fax: (630) 357-8089 or (612) 832-1210
E-mail: rfoshay@plato.com
Web: <http://www.plato.com>

ARTICLE:

NOTE: This article is from a Businessweek Online Daily Briefing, dated March 2, 2000.

An Indian physicist puts a PC w/ a high speed internet connection in a wall in the slums and watches what happens. Based on the results, he talks about issues of digital divide, computer education and kids, the dynamics of the third world getting online.

New Delhi physicist Sugata Mitra has a radical proposal for bringing his country's next generation into the Info Age

Edited by Paul Judge

Sugata Mitra has a PhD in physics and heads research efforts at New Delhi's NIIT, a fast-growing software and education company with sales of more than \$200 million and a market cap over \$2 billion. But Mitra's passion is

computer-based education, specifically for India's poor. He believes that children, even terribly poor kids with little education, can quickly teach themselves the rudiments of computer literacy. The key, he contends, is for teachers and other adults to give them free rein, so their natural curiosity takes over and they teach themselves. He calls the concept "minimally invasive education."

To test his ideas, Mitra 13 months ago launched something he calls "the hole in the wall experiment." He took a PC connected to a high-speed data connection and imbedded it in a concrete wall next to NIIT's headquarters in the south end of New Delhi. The wall separates the company's grounds from a garbage-strewn empty lot used by the poor as a public bathroom. Mitra simply left the computer on, connected to the Internet, and allowed any passerby to play with it. He monitored activity on the PC using a remote computer and a video camera mounted in a nearby tree.

What he discovered was that the most avid users of the machine were ghetto kids aged 6 to 12, most of whom have only the most rudimentary education and little knowledge of English. Yet within days, the kids had taught themselves to draw on the computer and to browse the Net. Some of the other things they learned, Mitra says, astonished him.

The physicist has since installed a computer in a rural neighborhood with similar results. He's convinced that 500 million children could achieve basic computer literacy over the next five years, if the Indian government put 100,000 Net-connected PCs in schools and trained teachers in some basic "noninvasive" teaching techniques for guiding children in using them. Total investment required, he figures: Around \$2 billion.

On Feb. 25, BW Online Contributing Editor Thane Peterson sat down with Mitra, a stocky 48-year-old with a mustache and a mop of graying black hair, in his tiny, triangular office at NIIT's R&D center on the campus of the Indian Institute of Technology in the south part of New Delhi. Here are edited excerpts of their conversation.

Q: What gave you the idea of giving slum kids access to the Internet?

A: It was a social observation rather than a scientific one. Any parent who had given his child a computer would invariably remark to me about it. I could hardly ever find an exception. Within a very short period of time, the parent would be claiming that the child was a genius with a computer. When I poked a little further, I invariably found that the child was doing things with the computer that the parent didn't understand.

I asked myself whether the child was really doing something exceptional or if what we were seeing was adult incomprehension. If the adult was simply underestimating the child's ability to cope with a computer, then that should happen with any child. And I asked myself, "Why then would we want to use the same teaching methods for children as we use for teaching adults?"

At first, I tested my ideas with children who were easily available -- children at the company here, whose parents are in our executive group ...

Then we tried this "hole in the wall" concept, where we put a high-powered Pentium computer with a fast Internet connection into a wall and let [slum] children have access to it with no explanation whatsoever. To be very brief on what happened, the results have been uniform every time we've done this experiment. You get base level computer literacy almost instantly. By computer literacy, I mean what we adults define as computer literacy: The ability to use the mouse, to point, to drag, to drop, to copy, and to browse the Internet.

The children create their own metaphors to do this. To give you an idea of what I mean, a journalist came up to one of these kids and asked him, "How do you know so much about computers?" The answer seemed very strange to her because the kid said, "What's a computer?" The terminology is not as important as the metaphor. If they've got the idea of how a mouse works and that the Internet is [like a wall they can paint on], who cares if they know that a computer is called a computer and a mouse is called a mouse? In most of our classes here at NIIT, we spend time teaching people the terminology and such. That seems irrelevant to me with these children.

But we also found that they would tend to plateau out. They would surf the Web -- Disney.com is very popular with them because they like games. And they would use [Microsoft] Paint. It's very, very popular with all of them.

Because these are deprived children who do not have easy access to paper and paint. Every child likes to paint, so they would do it with that program. However, that's all they could do. So I intervened, and I played an MP3 [digital-music file] for them. They were astonished to hear music come out of the computer for the first time. They said, "Oh, does it work like a TV or radio?" I said, in keeping with my approach, "Well, I know how to get there but I don't know how it works." Then I [left].

As I would have expected, seven days later they could have taught me a few things about MP3. They had discovered what MP3 was, downloaded free players, and were playing their favorite songs. As usual, they didn't know what any of it was called. But they would say, "if you take this little box, and you drag this file into this box, it plays music." They had found out where all the Hindi music was on the Web and had pulled it out.

Q: What does it mean? What does it say for the potential of these slum kids? After all, being able to download music isn't enough to get them a job.

A: I don't wish to claim that this shows anything more or less than what it has shown, which is that curious kids in groups can train themselves to operate a computer at a basic level. In doing so, they also can get a generally good idea about the nature of browsing and the nature of the Internet ... And, therefore, if they view these things as worth learning, no formal infrastructure is needed [to teach them].

Now, that's a big deal, because everyone agrees that today's children must be computer-literate. If computer literacy is defined as turning a computer on and off and doing the basic functions, then this method allows that kind of computer literacy to be achieved with no formal instruction. Therefore any formal instruction for that kind of education is a waste of time and

money. You can use that time and money to have a teacher teach something else that children cannot learn on their own.

Q: What else have you learned?

A: Well, I tried another experiment. I went to a middle-class school and chose some ninth graders, two girls and two boys. I called their physics teacher in and asked him, "What are you going to teach these children next year at this time?" He mentioned viscosity. I asked him to write down five possible exam questions on the subject. I then took the four children and said, "Look here guys. I have a little problem for you." They read the questions and said they didn't understand them, it was Greek to them. So I said, "Here's a terminal. I'll give you two hours to find the answers."

Then I did my usual thing: I closed the door and went off somewhere else.

They answered all five questions in two hours. The physics teacher checked the answers, and they were correct. That, of itself, doesn't mean much. But I said to him, "Talk to the children and find out if they really learned something about this subject." So he spent half an hour talking to them. He came out and said, "They don't know everything about this subject or everything I would teach them. But they do know one hell of a lot about it. And they know a couple of things about it I didn't know."

That's not a wow for the children, it's a wow for the Internet. It shows you what it's capable of. The slum children don't have physics teachers. But if I could make them curious enough, then all the content they need is out there. The greatest expert on earth on viscosity probably has his papers up there on the Web somewhere. Creating content is not what's important. What is important is infrastructure and access ... The teacher's job is very simple. It's to help the children ask the right questions.

Q: Are you saying that if we put computers in all the slums, slum kids could become literate on their own?

A: I'm saying that, in situations where we cannot intervene very frequently, you can multiply the effectiveness of 10 teachers by 100 - or 1,000 - fold if you give children access to the Internet.

Q: This is your concept of minimally invasive education?

A: Yes. It started out as a joke but I've kept using the term ... This is a system of education where you assume that children know how to put two and two together on their own. So you stand aside and intervene only if you see them going in a direction that might lead into a blind alley. That's just so that you don't waste time ... That would create teachers who are experts at composing questions.

Q: What are the business applications of all this?

A: I get asked this question all the time. It's kind of ironic that a company that makes [a big chunk of its sales from running computer-training institutes] should invent a method where no teacher is required. The answer

is that just because a method is economically viable, doesn't mean you shouldn't look for alternatives. A good business is one which provides more and more for less and less. The cost of your goods and services should spiral downwards.

The second point is that we are going to have an e-commerce boom. But what happens when an Indian businessman puts his shop up on the Web? Where's he going to get customers from? If someone lets me do this experiment for five years, with 100,000 kiosks, I reckon that I could get 500 million children computer-literate. It would cost \$2 billion. But if you had to pay to educate the same children using traditional methods, it would cost twice as much.

Q: If this were to become a business, would it require government funding?

A: Advertisers like Coca-Cola might be interested. But it would absolutely have to have government funding. I can't think of a company that would put \$2 billion into this. The governments will have to realize that the problem of the haves and have-nots is about to [become] the problem of the knows and knows-not. Do we want to create another great big divide where the problem of illiteracy will come back in another context? In a very short period of time, adults who do not know how to deal with a [computer] mouse will have a very difficult time dealing with almost everything in life.

Q: But most of the information on the Internet is in English and the people you're talking about don't speak English.

A: We had some very surprising results there. We all have great misconceptions about what these children know and don't know. At first, I made a Hindi interface for the kids, which gave them links for hooking up with Web sites in their own language. I thought it would be a great hit. Guess what they did with it? They shut it down and went back to Internet Explorer. I realized that they may not understand the dictionary meaning of [English] words, but they have an operational understanding. They know what that word does. They don't know how to pronounce F-I-L-E, but they know that within it are options of saving and opening up files ...

The fact that the Internet is in English will not stop them from accessing it.

They invent their own terminology for what's going on. For example, they call the pointer of the mouse *sui*, which is Hindi for needle. More interesting is the hourglass that appears when something is happening. Most Indians have never heard of an hourglass. I asked them, "What does that mean?" They said, "It's a *damru*," which is Hindi for Shiva's drum. [The God] Shiva holds an hourglass - shaped drum in his hand that you can shake from side to side. So they said the *sui* became a *damru* when the "thing" [the computer] was doing something.

Q: Of all the things the children did and learned, what did you find the most surprising?

A: One day there was a document file on the desktop of the computer. It was called "untitled.doc" and it said in big colorful letters, "I Love India."

I couldn't believe it for the simple reason that there was no keyboard on the computer [only a touch screen]. I asked my main assistant -- a young boy, eight years old, the son of a local betel-nut seller -- and I asked him, "How on earth did you do this?" He showed me the character map inside [Microsoft] Word. So he had gotten into the character map inside Word, and dragged and dropped the letters onto the screen, then increased the point size and painted the letters. I was stunned because I didn't know that the character map existed -- and I have a PhD.

Q: So what you're talking about is a different sort of literacy, a sort of functional literacy ...

A: Yes, it's functional literacy. There are two examples I'd like to give you from the recent past. It's already happened in cable TV in India. There are 50 or 60 million cable-TV connections in India at this point in time. The guys who set up the meters, splice the coaxial cables, make the connection to the house, etc., are very similar to these kids. They don't know what they're doing. They only know that if you do these things, you'll get the cable channel. And they've managed to [install] 60 million cable connections so far.

Example No. 2 is the bicycle. I think we have the biggest bicycle-manufacturing industry in the world. The bicycle is ubiquitous here, and it's much the same in Malaysia, China, Africa. But you don't ask how the population became bicycle-literate. They just use it. So what I'd like to see is an India in which a large part [of the population] treats the computer that way.

The other thing is [how the Internet will change when most Indians gain access to it]. We have the analogy of cable TV in India. Originally, it was all in English. It took exactly four years for all the programming to become Hindi. Star TV is now almost all in Hindi. If you go to Bangkok, they hate it.

Q: You're saying that a lot of Hindi content will appear as more Indians surf the Net?

A: Exactly. Let me go on record as saying it's not a question of what the Internet will do to India. It's a question of what India will do to the Internet ... If rural India goes onto the Internet, there will be an absolute flood of Indian-language content from people trying to sell to them.

Q: Has the Indian or any other government expressed interest in funding such a project?

A: Several government agencies, several state governments, and several world agencies have expressed an interest. Unfortunately, I don't want to name them because I need to get the funds first.

Q: You say that only the children used the computer, not adults. What does this mean for adult education?

A: I'm not even going to suggest that we use this [technique] for adults.

The only reaction we got from adults was, "What on earth is this for? Why is there no one here to teach us something? How are we ever going to use this?" I contend that by the time we are 16, we are taught to want teachers, taught that we cannot learn anything without teachers.

There are two points I'd like to make about the adults. One is that the adults asked the children to do things for them. For example, to read their horoscopes on the Hindi news sites. The second thing is the reaction of the women. I would ask them why they didn't use [the computer], and they would say, "I don't have enough brains to understand all this." I would say, "What about your daughters?" And the answer was, "They have lots of brains." So I said, "Do you think I should just remove this thing?" The answer was always, "No, no, no." I asked why not. And they said, "Because it's very good for the children."

Now, if the mothers have realized that, I'm happy. I don't care if they don't come [to use the computer]. Because all we have to do is wait one generation. Not even that. In five years, a 13-year-old is going to be 18 and be an adult.

Q: Where do you go from here?

A: There is one experiment that scares me. These children don't know what e-mail is. If I gave them e-mail, I don't know what would happen. I'll probably try it anyway. But remember the stories one used to hear about people finding lost tribes and introducing them to Coca-Cola? I'm really seriously scared about what would happen if suddenly the whole wide world had access to these kids. I don't know who would talk to them for what purpose.

jon kolko
<http://www.andrew.cmu.edu/~kolko>

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ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Harris, Kiva" <Kiva.Harris@mail.house.gov> ("Harris, Kiva" <Kiva.Harris@mail.house.gov> [UNKNOWN])

CREATION DATE/TIME: 27-MAR-2000 12:48:28.00

SUBJECT: House hearing: Digital Divide

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])
READ: UNKNOWN

TEXT:
This may also be of interest....

The Empowerment Subcommittee of the House Small Business Committee will be meeting in Room 2360 of the Rayburn House Office Building to discuss the various strategies geared toward bridging the technological gap created by the "digital divide." Specifically, the Subcommittee will examine initiatives that have been successful in ensuring that everyone is able to access the technological advances that are driving our information age. This hearing will further the Subcommittee's discussion of this matter and examine the progress that has been made since our first hearing on the digital divide last July.

Witnesses include:

"BRIDGING THE TECHNOLOGICAL GAP:
INITIATIVES TO COMBAT THE DIGITAL DIVIDE"

WASHINGTON, DC
MARCH 28, 2000 2:00 P.M.

WITNESS LIST

Dale Mitchell, Executive Director
Delaware Valley Grantmakers, Philadelphia, PA

Leslie Steen, President
Community Preservation and Development Corporation, Washington, DC

Scott Mills, Executive Vice President and Chief Operating Officer
BET.com, LLC, Washington, DC

Darien Dash, CEO
DME Interactive Holdings, Inc., Englewood Cliffs, NJ

Robert E. Knowling, Jr., President and CEO
Covad Communications, Santa Clara, CA

Katherine Bushkin, Senior Vice President and Chief Communications Officer

America Online Inc., Dulles, VA

Kiva L. Harris
Legislative Director
U.S. Rep. Juanita Millender-McDonald
419 Cannon House Office Building
p - 202-225-7924
f - 202-225-7926
e-mail: kiva.harris@mail.house.gov

> -----

> From: Carvin, Andy[SMTP:acarvin@benton.org]

> Reply To: digitaldivide@list.benton.org

> Sent: Monday, March 27, 2000 12:32 PM

> To: 'digitaldivide@list.benton.org'

> Subject: Digital Capital (fwd)

>

> Also from today's Benton Headlines.. -ac

>

>

> DIGITAL CAPITAL

> Issue: Lobbying

> With the selection of the next president still months away, a small

> Washington think tank is sending all the candidates information about the

> internet in an effort to make sure that the winner of November's election

> is

> Internet savvy, regardless of party affiliation. The Internet Policy

> Institute gets its funding from such groups as America Online Inc., MCI

> WorldCom Inc. and The Washington Post, all of whom have kindly agreed to

> stay out of the institute's way as it produces its reports. The IPI has

> already published the beginnings of a series of 12 papers on its Web

site,

> and hopes to meet with the candidates and their staffs to brief them on

> the

> "state of the Internet." "It's designed to give the next president of the

> United States--and policymakers, business people and voters as

> well--information on the key issues that will govern the development of

> the

> Internet in the 21st century," said Kimberly Jenkins, president of

> Institute.

> [SOURCE: The Washington Post (F5), AUTHOR: Shannon Henry]

> (<http://washingtonpost.com/wp-dyn/articles/A20982-2000Mar26.html>)

>

>

> *****

> Andy Carvin

> Senior Associate

> Benton Foundation

> andy@benton.org

> <http://edweb.gsn.org/andy>

> <http://www.DigitalDivideNetwork.org>

> *****

ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: kvasny@ibm.net (kvasny@ibm.net [UNKNOWN])

CREATION DATE/TIME:27-MAR-2000 08:53:47.00

SUBJECT: References on the Digital Divide

TO: digitaldivide@list.benton.org (digitaldivide@list.benton.org [UNKNOWN])
READ:UNKNOWN

TEXT:

I am a doctoral candidate at Georgia State University and I am currently working on my dissertation proposal. My dissertation seeks to problematize the digital divide to demonstrate the complexities inherent in understanding this social phenomena. While studies such as Hoffman and Novak, and the NTIA provide excellent insights into technology diffusion at a societal level, we still don't know much about technology usage at the personal level. Ideally, I would like to gain access to Ford or Delta to study what happens to the personal and professional lives of people once they do have access to low cost computing resources. For instance, what cultural and structural factors may prevent people from adopting technology? What types of people will or will not purchase this technology and why? What are the social costs for those who choose not to purchase the technology? How will this technology disrupt the home life of workers?

What I would like to ask from you is your help in assembling papers for a review of the literature. I have not been able to find much info on the digital divide. However, I am not sure if this is because the literature does not exist or I am just not looking in the right places. Would you please be so kind as to forward the citation / URL for any relevant papers to me at <lkvasny@gsu.edu>. I will post the responses on my website and forward the URL to the list.

Thanks in advance for your assistance.

Lynette Kvasny
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ARMS Email System
RECORD TYPE: FEDERAL (NOTES MAIL)

CREATOR: "Kachoris, Thea" <TKachoris@cns.gov> ("Kachoris, Thea" <TKachoris@cns.gov> [UNKNOWN])

CREATION DATE/TIME:31-MAR-2000 08:49:09.00

SUBJECT: Resources Available to Help Bridge the Digital Divide

TO: "digitaldivide@list.benton.org" <digitaldivide@list.benton.org> ("digitaldivide@list.benton.org"
<digitaldivide@list.benton.org> [UNKNOWN])
READ:UNKNOWN

TEXT:

I want to call your attention to available resources that can help bridge the digital divide and provide greater digital opportunity. I know that this is a long message but I encourage you to read on and forward to others that you think may be interested.

The Corporation for National Service (www.nationalservice.org) issued a notice on the availability of funds (NOFA) for AmeriCorps*VISTA grants that would support approximately 250 new members. This NOFA seeks proposals from organizations that can effectively target welfare-to-work, literacy challenges, and technology. (To view the Federal Register notice on available funds, go to www.access.gpo.gov or click on the link below http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=2000_register&docid=00-6987-filed .)

WHAT IS AMERICORPS*VISTA?

To learn more about AmeriCorps*VISTA visit the web site at www.americorps.org.

WHY AMERICORPS*VISTA AND NATIONAL SERVICE?

People are a critical resource in successfully bridging the digital divide. They are needed to ensure that technology is reaching all communities and that it is being used effectively. Without resources to provide training and technical support, children and families in low-income communities will not develop the skills needed to keep up in the digital age. This is where AmeriCorps*VISTA can help.

AmeriCorps*VISTA can help bridge the digital divide by supporting efforts that 1) provide technology access to low-income individuals and families, 2) build computer skills of children and communities, and 3) develop content for technology programs.

EXAMPLES OF AMERICORPS*VISTA TECHNOLOGY ASSISTANCE PROJECTS

Below are examples of technology projects that use AmeriCorps*VISTA members to assist in technology utilization and move towards digital opportunity.

- National initiatives that ensure schools and community centers

are
wired and connected to the Internet.

* Teaming for TECHNOlogy is a partnership between United Way of America and IBM. Sixty-five AmeriCorps*VISTA members work with nonprofit, health and human service agencies in disadvantaged communities to help them acquire state-of-the-art technology. They help local service organizations develop technology plans and gain the resources to implement them. Members also assist local groups set up technology training programs and make them available to their communities, both for general technology-literacy programming and for welfare-to-work training programs.

* NetDay is a grassroots volunteer effort to wire schools so they can network their computers and connect them to the Internet. Labor and materials come from volunteers and support from companies, unions, parents, teachers, students, and school employees. NetDay uses AmeriCorps*VISTA members to support "NextDay," an initiative to create high-tech schools in Empowerment Zones. Members help with capacity development and project implementation. For more information, visit their web site at www.netday.org.

- Local partnerships that provide access to technology and develop the skills of the community.

* Across Ohio, AmeriCorps*VISTA members serve with the Ohio Community Computing Networks where they are turning storefronts, church basements, schools and libraries in low-income neighborhoods into technology centers for local residents. Members write grants for computers and software, recruit participants and volunteers to provide assistance to community members, involve schools to integrate computer literacy into their curriculum and develop volunteer training programs.

* The Neighborhood Networks Consortium is a new non-profit organization that promotes development of computer learning centers in low-income, multi-family housing projects in the state of Washington. The mission is to help bridge the digital divide and make technology and skills available to low income parents, youth and other populations such as senior citizens and people with disabilities. Three AmeriCorps*VISTA members are mobilizing funding and computer resources, and providing training and technical assistance to the new centers. For more information, visit their web site at www.scn.org/nnc.

- Nonprofit agencies that have a working relationship with a school system, or technology organizations that need to build a relationship with a school system could use AmeriCorps*VISTA members to create a technology program. AmeriCorps*VISTA members could potentially develop tech curriculum, expand the number of schools involved, organize teacher and parent involvement, recruit community volunteers, and secure funding for the sustainability of the program.

Examples:

- * TechCorps is a national non-profit organization dedicated to improving K-12 education at the grassroots level by helping educators effectively use technology in their schools. Their programs are implemented through state organizations. Currently, AmeriCorps*VISTA members help create or expand services to fourteen low-income communities in ten states. The members assess the technology needs of local schools, provide leadership in recruiting and train community volunteers, and help develop the future capacity of the schools by fostering partnerships with businesses and universities. For more information, visit their web site at www.techcorps.org.
- * PowerUp is a national partnership with a mission to help children gain access to technology, guidance, and skills they'll need to succeed in the digital age. At this time, AmeriCorps*VISTA members are placed at four sites where they assist with technology implementation and curriculum integration. VISTA recently received additional proposals from a number of other national non-profit organizations requesting members at dozens of additional sites across the nation. For more information about PowerUP, visit their web site at www.powerup.org.

- Projects that use technology as a tool in welfare-to-work or job-training programming. AmeriCorps VISTA members could work with nonprofit agencies to develop technology training programs geared to the needs of local businesses, as well as arrange for telecommuting opportunities such as data entry for financial institutions or other businesses.

Example:

- * LATTICE is a multi-phase project spearheaded by WinStar for Education with I Have a Dream Foundation, Communities in Schools, National Urban League and several educational software companies as partners. The goals are to increase technology literacy skills of child and adult residents, provide employment and training opportunities to adult residents, coordinate with schools to develop technology curriculum, and ensure sustainability and assist with project replication in other cities. In meeting these goals, they use wireless technology to overcome infrastructure challenges in areas of low-income housing.

POTENTIAL ROLES FOR AMERICORPS*VISTA MEMBERS IN TECHNOLOGY PROJECTS

- Assess technology needs of schools, agencies
- Design technology plans with faculty, students, and community members
- Assist in program implementation
- Raise funds, donations of equipment and software, networking services
- Locate resources for curriculum development
- Develop curriculum for both students and parents, and community members at-large
- Provide training aimed at securing technology-based employment
- Provide technical assistance for teachers and staff on technology usage and curriculum

- Recruit community volunteers and donors for computer installation, wiring, teacher training, class instruction, email mentors, and to staff computer labs and classrooms

APPLICATION AND DEADLINE

Application instructions and kits are available from the Corporation for National and Community Service, AmeriCorps*VISTA, 1201 New York Avenue, NW, Washington, DC, 20525, (202) 606-5000, ext. 134; TDD (202) 565-2799, or TTY via the Federal Information Relay Service at (800) 877-8339. Five original signature copies of the application should be submitted to the Corporation for National and Community Service by 5 p.m. April 17, 2000.

Thea Kachoris
The Corporation for National Service
tkachoris@cns.gov