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Carol W. Wilner
Vice President – Executive Branch Advocacy
Federal Government Affairs

February 4, 2000

To All:

Attached are materials we have sent to the Hill regarding AT&T's efforts to support the Digital Divide. The materials include:

- (1.) Letter to Congress (1/27/00)
- (2.) Outline of AT&T's Support
- (3.) AT&T Press Release (12/9/99)
- (4.) C. Michael Armstrong's comments at the Digital Divide Summit (12/9/99)

Please call with any questions.

Carol

Suite 1000
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Washington, DC 20036
202 457-7435
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cwilner@att.com

January 27, 2000

Dear :

As Congress returns this month, one of the telecommunications issues that it will face is how to ensure all Americans benefit from the rapid and ongoing nationwide deployment of advanced digital services.

To reach this goal, AT&T is investing over a hundred billion dollars to bring telephony and high-speed Internet services to consumers through cable and fixed wireless systems. AT&T is also continuing to invest millions of philanthropy dollars to bring the benefits of advanced digital services to underprivileged communities working with national and community-based partners like the NAACP, National Urban League, the PUENTA Learning Center and others.

AT&T is proud of its legacy of support for underprivileged communities. Our support goes well beyond our business investments because we think it takes more than just providing access to the technology to bridge the "digital divide." We believe that helping people understand how to effectively use technology for teaching and learning is the key to successfully solving this issue. The "digital divide" is receiving significant attention and I thought it would be timely to share with you information regarding AT&T's ongoing philanthropy and employee volunteer efforts targeted to addressing this issue.

AT&T's CEO Michael Armstrong launched AT&T's newest education commitment, the *Technology Leadership Program*, at the Digital Divide Summit held in Washington last month. This \$1 million education and training initiative will help bridge the "digital divide" in ten underprivileged communities by providing training for teachers, community members, and young people to allow them to become technology leaders capable of using technology and teaching others to do the same. Enclosed is our press release announcing this program and a copy of Mike's comments at the summit. Also enclosed is a snapshot of other programs supported by AT&T, including the following:

- ♦ AT&T Cable Services offers free high-speed cable modem and Internet access to all schools and libraries in its area of service, and supports *Cable in the Classroom*, providing a free cable connection and over 540 hours per month of commercial-free educational programming to schools, touching more than 8.8 million students in our area of service.

- ♦ AT&T has invested more than \$600 million in cash and in-kind support of education since 1984 because we believe that learning is a lifelong process and that learning how to learn is an essential skill for helping individuals fully participate in a global economy. Through the

AT&T Learning Network Program, we are providing free online resources to help families, schools and communities use technology effectively to enhance teaching and learning.

♦ AT&T contributed \$1.25 million in technology education in 1999 through initiatives with the *Edison Job Corps Program*, *Leadership Conversations for the Next America* and the *Academy of Information Technology*. Our support will give urban youth new opportunities to obtain training in technology to help chart their careers.

♦ AT&T contributed \$1.42 million in 1999 to invest in the development of Internet-based "community technology centers" to further technology education to underserved communities. The centers are located across the country and are supported by leading nonprofit organizations including the National Urban League, NAACP, PUENTA Learning Center, Magic Johnson Foundation and the L.A. County Office of Education.

♦ AT&T's employee and retiree volunteers have contributed more than 1.5 million hours of community service since 1996. Their spirit of service has supported numerous community projects including wiring schools for access to the Internet, tutoring students in math and science, and refurbishing and renovating schools and youth recreational facilities.

As Mike Armstrong said at the Washington summit, "...we don't have any illusions about closing the digital divide single-handedly. Because make no mistake: closing the digital divide is a big job for this country. At the same time, it's not unlike challenges we've faced and overcome in the past...At AT&T, we think we can help."

Please let me know if you have any questions, or if you'd like additional information.

Sincerely,

Attachments



AT&T's SUPPORT FOR BRIDGING THE "DIGITAL DIVIDE"

AT&T believes in the power of communications technology to connect all Americans. Through its business, philanthropy and people, AT&T is committed to bringing the benefits of technology to all communities, including those that need special attention to overcome economic and geographic boundaries.

AT&T's commitment to communities and education and training is rooted in the value AT&T places on treating all people with respect and dignity while honoring their individual and cultural differences. Our support is designed to promote a spirit of community, diversity, and equal opportunity, and to help individuals have access to the technology, education and training resources they need in order to fully participate in a global economy.

Here are some examples of AT&T's support for business and communities:

Minority- and Women-Owned Businesses – AT&T does business with more than 1,900 minority- and women-owned enterprises purchasing more than \$10 billion in goods and services since 1968. In 1999, AT&T's purchases were more than \$1.1 billion, a 32% increase in purchases in 1998 of more than \$891 million.

National Minority Supplier Development Council – AT&T's more than \$1.2 million in support to the National Minority Supplier Development Council provides the opportunity to teach technical and entrepreneurial skills to minority-owned companies to assist them in expanding their business to high-tech markets.

Merrill Lynch – AT&T is working with Merrill-Lynch to make \$60 million in credit available to minority- and women-owned suppliers for capital to assist them in putting their ideas to work.

Cable Services – AT&T Broadband and Internet Services offers free cable modem and service to every school and library in its area of service, and through its support for Cable in the Classroom, provides a free cable connection and over 540 hours per month of commercial-free educational programming to schools. (<http://www.ciconline.org>, <http://www.att.com/learningnetwork>)

AT&T Learning Network Program – A multi-million dollar K-12 education program that offers free online resources to help families, schools and communities use technology effectively to enhance teaching and learning.

Technology Leadership Program – AT&T's Learning Network is investing \$1 million to develop a new training and education initiative, "Technology Leadership Program," to help bridge the digital divide in ten underprivileged communities. The program will provide training for teachers, community members, and young people to allow them to become technology leaders capable of using technology and teaching others to do the same. (<http://www.att.com/learningnetwork>)

AT&T CARES Employee/Retiree Volunteer Program – AT&T’s employee and retiree volunteers have contributed more than 1.5 million hours of community service since 1996. Their spirit of service has supported numerous community projects including wiring schools for access to the Internet, tutoring students in math and science and refurbishing and renovating schools and youth recreational facilities.

Leadership Conversations for the Next America – AT&T is committing \$250,000 to launch “Leadership Conversations for the Next America” to bring together high school students with local, state and national policymakers to discuss economic opportunities, education, job skills and leadership for the 21st century.

Academy of Information Technology – AT&T is supporting the development of the Academy of Information Technology, a high-school level curriculum designed to prepare young students for the information technology workplace.

Edison Job Corps Program – AT&T is investing \$850,000 in the Edison (N.J.) Job Corps program to develop a three-year initiative to address the shortage of skilled workers in the information-technology industry. The program will include paid internships for training program graduates, mentors, equipment and materials.

NAACP and the National Urban League – AT&T is contributing more than \$500,000 to both the NAACP and the National Urban League in seven states and the District of Columbia to give under-resourced communities access to technology by investing in Internet-based “community technology centers” to provide hands-on skills training.

Los Angeles County Office of Education – AT&T grants of more than \$1.25 million support the L.A. County Office of Education’s Technology for Learning Initiative to establish 25 neighborhood-based technology centers. AT&T also supports LACOE’s partnership with the Greenlining Institute, a multi-ethnic advocacy center, to help reach communities of color and other under-served groups.

Puente Learning Center – AT&T is contributing \$50,000 to support The Puente Learning Center in South Central Los Angeles to help provide free computer-based education programs to children, youth and adults, and to encourage other community agencies to do the same.

United Neighborhood Houses – AT&T helps settlement houses in New York City serve as centers where technology resources can be accessed, shared and used by settlement staff, community residents and program participants.

Safe School Program – AT&T’s Safe School Program provides free AT&T Wireless service and Ericsson wireless phones to selected schools to support school safety efforts.

Digital Divide Network – An industry-led initiative launching a comprehensive Web-based resource to coordinate information, strategies and efforts targeting solutions to the digital divide issue. The Digital Divide Network will be operated and managed by the Benton Foundation with support from the National Urban League.

GetNetWise: You’re One Click Away – AT&T is a founding sponsor of *GetNetWise: You’re One Click Away*, a comprehensive Web-based resource designed to ensure parents and families have the technology tools and tips, safety referral contacts and suggestions on quality content they need to help kids have safe and enriching experiences online. (<http://www.getnetwise.org>)



News Release

For further Information:

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FOR RELEASE THURSDAY, DECEMBER 9, 1999

AT&T Helps Bridge "Digital Divide" with Million Dollar Grant for Technology Leadership Program

WASHINGTON – AT&T today announced a \$1 million grant in support of a new initiative to help bridge the "digital divide" in underprivileged communities in Atlanta, Boston, Chicago, Los Angeles, the Mississippi Delta, New York City, Oakland, Pittsburgh, the Rio Grande Valley, and Washington, D.C. The program will provide training for teachers, community members, and young people to allow them to become technology leaders in their communities, capable of using technology and teaching others to do the same.

AT&T Chairman and CEO C. Michael Armstrong made the announcement at the Digital Divide Summit hosted by U.S. Department of Commerce Secretary William M. Daley. "Job skills are changing nearly as fast as technology," Armstrong said. "We all have to learn the language of technology and the Internet in order to bridge the digital divide."

The funds will be used by the Education Development Center (EDC), a nonprofit education and research development association, to develop and deliver a three-pronged training program:

- For Teachers: EDC will develop an Online Professional Development Institute, a program to train teams of teachers to use technology to improve teaching and learning. These teams will become leaders in their school districts and train other teachers in the use of technology.
- For Community Members: The programs will provide technology training for community members; these community members will become leaders in the use of technology and help train other community members to use technology.

- For Young People: EDC will develop a technology and leadership training program for high school students; these students will provide technical assistance and support in schools and community technology centers, and provide leadership in their schools and communities on issues related to education, technology and economic opportunity.

The **AT&T Foundation** invests globally in projects that address a range of public concerns. More than half of AT&T's philanthropy is used for education projects. In 1995, AT&T created the AT&T Learning Network,® a \$150 million corporate commitment to support the education of children in schools (grades K-12) across the United States by providing the latest technology and cash grants to schools and communities. AT&T Learning Network resources and grants are designed to help teachers, students, parents and communities link to the technology tools and support they need to help improve teaching and learning.

#



**Digital Divide Summit
U.S. Department of Commerce
December 9, 1999**

**Comments by
AT&T Chairman and CEO Michael Armstrong**

Thank you, Secretary Daley.

It's clear from everything we've heard today that America is threatened by a digital divide. Access to technology will help bridge the gap. But people also need the training and education to put technology to work.

When I was 16 years old, my father finally handed over the keys to the family car. I felt like the most empowered kid in the state of Michigan. That's because he didn't just hand over the keys, he also taught me how to drive.

So it's great to wire every library and school in America for the Internet. At AT&T, we've been proud to support that effort. Now we're putting the same kind of energy into education and training. Because that's where the need is greatest.

AT&T has a rich history of involvement in education and training. Five years ago we launched the AT&T Learning Network. It teaches teachers how to use the Internet as a learning tool. And it lets them take on-line courses from leading universities -- whether they're in Southeast Washington or Snohomish, Washington.

It's never been more obvious that learning goes on long after we leave school. Job skills are changing nearly as fast as the technology. So we're working with schools to identify the skills we'll be looking for 5, 10, and 15 years from now. And to develop courses of study that will build those skills.

But, Mr. Secretary, as you well know, closing the digital divide is a job that goes well beyond college campuses. So we jumped at the chance to support the Administration's New Markets Initiative. We were especially pleased last summer to make a 1.4-million-dollar contribution to help underserved communities in Southern California, and a similar contribution last month in Newark, New Jersey.

In the telecommunications industry, we're proud that America has enjoyed universal telephone service for generations. We look forward to the day when advanced digital services will be just as widely available, and at a cost that's just as affordable.

We're moving that day closer by investing hundreds of billions of dollars to bring high-speed Internet services to consumers. We're investing in cable systems that offer broadband services. And in fixed wireless systems to go where cables don't.

We're also joining with the NAACP and the National Urban League to bring computer and Internet technology to communities where people need them most. And we're investing in Internet based "tech centers" that provide hands-on training for low-income neighborhoods in seven states, as well as here in the District.

Today, the AT&T Learning Network is launching a new Leadership in Technology initiative. It's a technology initiative that runs on people power.

We'll be investing more than one million dollars in programs to train teachers, community members, and young people to become technology leaders.

But we don't have any illusions about closing the digital divide single-handedly. We hope to be joined by lots of other businesses – big businesses, medium-size businesses, small businesses. We invite them to join us in this effort.

Because make no mistake: closing the digital divide is a big job for this country. At the same time, it's not unlike challenges we've faced and overcome in the past.

During the great wave of immigration at the end of the last century, newly arrived children came to the public schools and learned English. That was their ticket to success in the new world. That was the basis of the social and economic mobility that many of their parents never got.

As we get ready for the turn of this century, in a sense we are all immigrants. We are all arriving in a new world created by technology. We all have to learn the language of the technology and the Internet.

At AT&T, we think we can help.

* * *



FROM THE OFFICE OF

C O N G R E S S M A N

CAL DOOLEY

1201 Longworth House Office Building • Washington, DC 20515 • (202) 225-3341 • Fax: (202) 225-9308

Date: 3-13-00To: Maria EchavesteFax #: 456-1907

From: Cal Dooley

Diane Pate

Gina Mahony

Lisa Quigley

Michelle Bright

Brandon Avila

Lori Denham

Mark Kramer

Robert Vega

Adam Kovacevich

Jim Travis

Message:

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Pages To Follow

If there are any problems in transmittal, please call (202) 225-3341

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(559) 585-8171
(800) 464-4294**Congress of the United States
House of Representatives**

March 13, 2000

AGRICULTURE COMMITTEELIVESTOCK AND HORTICULTURE
RISK MANAGEMENT, RESEARCH
AND SPECIALTY CROPS**RESOURCES COMMITTEE**WATER AND POWER RESOURCES
HANKING MEMBER
ENERGY AND MINERAL RESOURCES

Ms. Maria Echaveste
Deputy Chief of Staff
The White House
1600 Pennsylvania Avenue NW
Washington, D.C. 20500-0005

Dear Maria:

In my ongoing efforts to make the case why the Central Valley of California should be part of the President's upcoming "Digital Divide" tour as part of the New Markets Initiative, I am enclosing an article that includes recent economic data from one of the four counties I represent. As you can see, these numbers are devastating.

Thank you for your consideration, and I look forward to working with you on this issue.

Sincerely,


CALVIN DOOLEY
Member of Congress

CD:ark

Thank you,
Maria!

County jobless rate inches down

Visalia drops to 10.9 percent from 11.1 percent, the lowest in county

By Melinda Morales
Times-Examiner

Unemployment in Tulare County dropped to 10.6 percent in February from 16.9 percent the month before, the state Employment Development Department reported Friday.

Visalia followed suit, dropping to 10.9 percent from 11.1 percent, the lowest in the county, the EDD reported.

The county's drop was almost 3.3 percentage points from the jobless rate a year before, when many citrus workers had lost jobs to a disastrous freeze.

In February 1999, the county jobless rate was 19.9 percent.

Unemployment in the state overall dropped from 4.8 percent in January to 4.6 percent last month, the EDD reported.

February's rate was the lowest since December 1969, when unemployment was 4.4 percent.

Nationwide, the jobless rate for January was 4.7 percent compared to 3.7 percent in December 1999.

The number of jobless people in Visalia dropped from 4,660 in December 1999 to 4,390 in February of this year, the EDD reported.

The county, however, ranked 50th out of 58 in the state for unemployment, leading only Colusa (25.6 percent) and Imperial (16.7 percent).

Tulare County's service sector, which includes hotels, business services, amusement and recreation, and health and human services, saw unemployment rise 1.1 percent from December 1999 and 1.7 percent from one year ago.

Within the county, the south county city of Earlimart still has the highest unemployment rate at 46.0 percent.

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Tulare County employment for February

	Employed	Unemployed	Unemployment rate
Cutler	1,800	690	27.6
Dinuba	5,320	1,550	22.6
Earlimart	1,920	1,610	46.0
Exeter	2,950	480	14.0
Farmersville	2,310	690	23.1
Orosi	2,060	1,090	34.6
Porterville	11,910	2,910	19.6
Tulare	14,400	2,410	14.3
Visalia	35,980	4,390	10.9
Woodlake	2,240	500	18.1
Tulare County	134,900	26,800	16.6

Source: California Employment Development Department



BARBARA A. MIKULSKI, MARYLAND
UNITED STATES SENATE
WASHINGTON, D.C. 20510

JENNIFER LURAY
CHIEF OF STAFF

3/8

Dear Maria,

I'm sorry we've missed each other by phone. I'm off to Northern Ireland with Senator Mikulski but I wanted to drop you a note letting you know that she's very excited about the President's upcoming digital divide trip. She introduced her bill today. ^{- see attached}

We have ideas for possible sites in the Baltimore or Suburban Maryland areas should you decide to visit there. Julia Fairfield is the best contact in our office - I've asked her to call Tom Kobil and Jay Dunn who I understand are

working on the trip.

In addition, I think Senator
Mikulski might be interested in
joining the President for part
of the trip, if that's of interest.

Hope you're well.

Best regards,

Jenny

News From U.S. Senator Barbara A. Mikulski

Democrat from Maryland



FOR IMMEDIATE RELEASE
March 9, 2000

CONTACT: Johanna Ramos-Boyer
202-228-1122
<http://mikulski.senate.gov>

**SENATOR BARBARA MIKULSKI AND SENATOR PAUL SARBANES, AND
REPRESENTATIVES ELIJAH CUMMINGS, RUBEN HINOJOSA, EDDIE BERNICE
JOHNSON, SILVESTRE REYES AND AL WYNN INTRODUCE LEGISLATION TO
CLOSE THE "DIGITAL DIVIDE"**

* * *

*Technology Is the Tool, Empowerment Is the Outcome
in the National Digital Empowerment Act*

Vowing to fight so that all of America's citizens are ready for the new digital economy, **Senator Barbara A. Mikulski** (D-MD) and **Senator Paul S. Sarbanes** (D-MD) today introduced the National Digital Empowerment Act (NDEA) in the Senate to close the "digital divide." **Congressman Silvestre Reyes** (D-TX 16), **Congressman Elijah Cummings** (D-MD 7), **Congressman Ruben Hinojosa** (D-TX 15), **Congresswoman Eddie Bernice Johnson** (D-TX 30) and **Congressman Albert Wynn** (D-MD 4) joined Senators Mikulski and Sarbanes at a press conference and introduced the companion legislation in the House of Representatives today.

The digital divide refers to the gap between those who have access to technology and the know-how to navigate the digital world and those who don't. Unequal access to technology and high-tech skills by income, education level, race and geography could deepen and widen the divisions that exist within American society. While 46% of whites have computers in the home, half that many African-Americans (23%) and one quarter of Hispanics own computers.

The National Digital Empowerment Act outlines a plan to enable every child in America to cross the digital divide by making sure that all children have access to a computer and technology education. The NDEA also sets the goal for every child to be computer literate by the eighth grade, regardless of race, ethnicity, gender, income, geography or disability.

Senator Mikulski worked with members of the Congressional Black Caucus and Congressional Hispanic Caucus to address the issue of the digital divide in minority communities. This legislation provides a blueprint for action to close that divide.

-more-

"As a social worker and legislator, I see technology as a tool for empowerment," said Senator Mikulski. "No child or community can be left out or left behind. The opportunities to use technology to improve our lives are tremendous. My goal is to ensure that everyone in America can take advantage of these opportunities. We must all be ready for the new digital, information-based economy – especially those groups that are currently isolated or falling behind."

"Access to technology for every man, woman, and child is quite simply a fairness and opportunity issue," said Senator Paul S. Sarbanes. "I am pleased to stand with my colleagues, particularly Senator Barbara Mikulski, who worked to develop the National Digital Empowerment Act, to bridge this chasm, known as the digital divide, and bring all of our citizens, beginning with our children, into the technological mainstream."

"Today's technology is able to bring the world to our children's classrooms and to their family's living rooms," said Congressman Reyes. "To ensure that no child is left behind, all children must have access to computers, the Internet, and trained teachers in their schools, libraries, and communities. The Digital Empowerment Act will ensure that every child across the United States will be technologically literate and have the opportunity to excel in the innovative future that awaits them."

"I am so proud to be introducing the Digital Enhancement Act with Senator Mikulski and Congressman Reyes," said Congressman Cummings. "Tragically, the disparity in Internet access between White and Black or Hispanic households actually worsened between 1994 and 1998. This bill will help close that digital divide. It is critical that we do this. We must raise the academic performance of all of our schools."

"Knowing means growing," commented Congressman Hinojosa, "and it is our responsibility to help children connect to knowledge. We have an obligation to lead the effort to eliminate the digital divide, and that's precisely what this legislation we are introducing today will do. It's an investment that will yield a sound return on every level."

"Closing the digital divide is the critical social and economic issue of the new millennium," said Congresswoman Johnson. "Advances in information technology will have the potential to cause the largest gulf between the haves and have nots in our history. I am committed to ensuring that every school, business, and low-income community is wired in order to keep pace with technological advances. This legislation will empower our children for the future and prevent them from being functionally illiterate."

"I support this bill because it is the right thing to do," said Congressman Wynn. "As legislators, we must ensure that all our nation's children have access to technology and the opportunities it affords."

-more-

The National Digital Empowerment Act

Title I One Stop Shop for Technology Education

- ▶ Creates a one stop shop for technology education at the Department of Education.
- ▶ The role of this one stop shop is:
 - To have one central location where schools and community groups can get information on federal technology information programs;
 - To be a clearinghouse of information on public and private efforts to bring technology to under served areas.
- ▶ The head of this office would be an Assistant Secretary for Technology Education.

Title II Digital Education

- ▶ This title focuses on six areas:
 1. Doubles funding for teacher training
 2. Enables states to use these funds to set up Teacher Tech Prep Academies
 3. Doubles funding for school technology
 - Total authorization for technology, training and Teacher Tech Prep Academies is \$850 million
 4. Provides \$150 million for training new teachers
 5. Provides \$250 million for school library/media centers and training for librarians
 6. Enables federal education technology funds to be used for technology maintenance and repair

Title III Expand the E-Rate

- ▶ Enables the following to qualify for the E-Rate:
 - Structured after-school programs
 - Head Start centers
 - Programs that receive federal job training funds

Title IV E-Corps within AmeriCorps

- ▶ Provides \$25 million to create an E-Corps within AmeriCorps.

-more-

- Will enable 2,000 volunteers to provide technology assistance in schools, libraries and communities.

Title V Community Technology Centers

- ▶ Authorizes \$100 million to create an additional 1,000 community technology centers.
- ▶ Provides federal grants to entities that create community technology centers in low income areas.

Title VI E-Villages

- ▶ Requires the Department of Housing and Urban Development to establish E-Villages in all HUD housing programs.

Title VII Incentives for Technology Assistance

- ▶ Extends the current enhanced deduction for donations of computer technology through 2004.
- ▶ Expands the deduction to apply to contributions of technology, training and maintenance made to schools, libraries, Head Start centers, structured after-school programs (such as PAL centers) and community centers.

Title VIII Net Schools Pilot Project

- ▶ Authorizes \$10 million to implement a pilot program that puts computers in students' homes.

Senator Mikulski serves on the Senate Health, Education, Labor and Pensions Committee and is the Ranking Democrat on the VA/HUD Appropriations Subcommittee. Senator Sarbanes is the ranking Democrat on the Banking, Housing and Urban Affairs Committee. Congressman Hinojosa serves on the Education and Workforce, and Small Business Committees. Congressman Cummings serves on the Transportation and Infrastructure Committee and is the ranking Democrat on the Civil Service Subcommittee of the Government Reform Committee. Congresswoman is the ranking Democrat on the Subcommittee on Basic Research of the Science Committee. Congressman Reyes serves on the Armed Services and Veterans Affairs Committees. Congressman Wynn serves on the Commerce Committee.

###

United States Senate

WASHINGTON, DC 20510-2003

OFFICIAL BUSINESS

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Barbara A Mikulski

U.S.S.



The Honorable Maria Echaveste
Assistant to the President
and Deputy Chief of Staff
The White House
1600 Pennsylvania Avenue, N.W.,
Washington, D. C. 20502

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February 23, 2000

EducationBy PAMELA MENDELS **BIO****Crumbling Schools Have Trouble Getting Online**

When Mount Pleasant High School in Providence, R.I., was built in 1938, nobody thought about whether chalk dust would damage computer hardware.

But Beth Ann Battey, the technology coordinator for the school, has spent the last year worrying about such cyber-age details. She helped with a project to wire the building and classrooms for connections to the Internet.

The effort, at a school of 1,550 mostly poorer students, was not easy, Battey said. The building lacked drop ceilings that allow wires for Internet connections to be strung and concealed easily. Plaster ceilings and concrete walls proved unfriendly to drilling.

The network wiring, designed to allow for four Internet-capable computers in each classroom, has now been completed. But Battey is thinking ahead to the next step, the actual installation of the machines.

School officials, she said, will eventually have to start rethinking the school's electrical wiring. In many classrooms, there is only one electrical outlet, and it is situated near the blackboard and its clouds of chalk dust. A newer building, Battey notes, would be far more likely to have several outlets scattered around the room -- along with dust-free white boards.

"It's been a long year," Battey said.

Battey's experience sheds some light on some findings published last week by the [United States Department of Education](#). In a short [survey](#) on Internet access in public schools, the department's

Related Articles

[Survey Finds Teachers Unprepared for Computer Use](#)
(September 8, 1999)

[Focus Shifts to Effectiveness of Education Technology](#)
(July 14, 1999)

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car, but
a dash

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National Center for Education Statistics reported that the nation's poorest schools lagged far behind others in classroom Internet access.

Nationally, 63 percent of classrooms had Internet access, according to the report, which was based on a national survey of about 1,000 public schools last fall. But in the poorer schools -- those where 71 percent or more of students were eligible for free or reduced-price school lunches -- only 39 percent of classrooms had Internet access.

The figures were even more striking when the poorer schools were compared to their wealthiest counterparts. About 74 percent of classrooms in the nation's most affluent schools offer Internet access.

In some schools, drilling in walls is stymied by the threat of asbestos dust.

Overall, the survey found that most school buildings -- 95 percent -- now have an Internet connection, if not in a classroom, then in a library or other room. The poorest schools were not far behind at 90 percent. But in another measure, the ratio of students to computers with Internet access, the figures again showed a

marked disparity between rich and poor. The national average was 1 Internet-capable computer for every 9 students; the wealthiest schools had 1 such computer for every 7 students, and the poorest schools had 1 for every 16.

Linda Roberts, director of the Department of Education's Office of Educational Technology, said she finds the figures troubling and is not certain of the exact reason for the gaps. But she believes the numbers may reflect the crumbling or antiquated state of many schools in disadvantaged areas.

Roberts notes that there are now a number of sources of government funds for school technology projects, most notably the federal E-rate program, which has allocated several billion dollars to help schools, especially poorer ones, pay for wiring and other Internet-related expenses. The problem, Roberts said, is that wiring and computer installation could be far more cumbersome in old school buildings than in newer ones.

"It's other barriers getting in the way in the poorer schools," Roberts said. "It's got to be related to school modernization."

Roberts hopes that a number of federal, state and local initiatives to help upgrade school buildings will help schools narrow the Internet gap as well.

Others who have worked on wiring efforts in schools also report encountering headaches when school buildings are old or decaying. Karen W. Smith, executive director of Tech Corps, a national volunteer group that helps schools with their technology efforts, said her volunteers have seen a range of problems in school buildings.

In some cases, she said, drilling in walls is stymied by the threat of asbestos dust. In others, the school's electrical wiring is so old that it does not have the capacity needed by modern computers. Elsewhere, leaky ceilings threaten to drip water on computer equipment.

"The building infrastructure in the old buildings -- and we find them in the poor and deep urban communities -- is a real challenge," she said.

B. Keith Fulton, director of technology programs and policy at the National Urban League in New York City, believes the figures point to a "digital divide" in public schools, using the term President Clinton invokes to describe the racial and ethnic disparities in access to computers and the Internet. But it is the nation's poorest children, he argues, who have the most need for technology in classrooms. "These are kids who don't have computers at home," Fulton said. "Their parents don't have them at work. So you are really counting on the schools to help."

William L. Rukeyser, coordinator of Learning in the Real World, a group calling for greater skepticism about technology in the classroom, has a different take on the education department figures. He said that poor schools do not suffer from just a digital divide, but from a lack of all kinds of important teaching resources enjoyed by wealthier schools.

Rukeyser argues that to emphasize the disparity in computer equipment alone could prevent educators from examining the totality of what is needed to insure the best education possible for the nation's least advantaged young people.

"One of the big worries is, if people focus solely on the Internet and the Web and computers, they are likely to pour resources into that one slice -- and you'll have a very unbalanced situation in schools," Rukeyser said.

The EDUCATION column is published weekly, on Wednesdays. Click [here](#) for a list of links to other columns in the series.

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- [Survey: Internet Access in U.S. Public Schools](#)
- [National Center for Education Statistics](#)
- [E-rate Administrator, Schools and Libraries Division](#)

Stats in Brief

INTERNET ACCESS IN U.S. PUBLIC SCHOOLS AND CLASSROOMS: 1994–99

February 2000

In 1994, the White House's National Information Infrastructure (NII) initiative challenged the nation's schools and classrooms to connect to the Internet by the year 2000. In that year, the U.S. Department of Education commissioned the National Center for Education Statistics (NCES) to track the rate at which public schools and classrooms were meeting this goal. Since 1994, NCES has surveyed nationally representative samples of approximately 1,000 public schools in the fall of each academic year on Internet access and, since 1996, on the types of Internet connections used.

How much progress have public schools made connecting to the Internet?

The most recent survey of Internet access indicates that public schools in the United States have nearly reached the goal of connecting every school to the Internet. The percentage of public schools connected to the Internet has increased each year, from 35 percent in 1994 to 95 percent in 1999 (table 1).

In earlier years, access to the Internet varied by school characteristics. In some previous surveys, for example, secondary schools, schools with lower concentrations of students in poverty (as measured by eligibility for free or reduced-price lunches), and suburban schools were more likely to have Internet access than other schools. By 1999, these differences had disappeared; all schools, regardless of level, poverty concentration, and metropolitan status, were equally likely to have Internet access.

How much progress have public schools made in connecting classrooms?

In 1994, 3 percent of all U.S. public school instructional rooms¹ were connected to the Internet, by 1999, 63 percent were connected. Classroom connectivity is expected to continue to grow due to the allocation of funds through the Education rate (E-rate) program, which was established to make services and technologies in telecommunications available to schools and libraries at discounted rates based upon

the income level of the students in their community and whether their location is urban or rural. The poorest applicants receive the largest discounts (90 percent) and rural communities receive up to a 10 percent additional discount. As of November 22, 1999, \$1.9 billion² has been committed to E-rate programs throughout the nation.

Differences by school characteristics remain regarding Internet access in instructional rooms (table 1). For example, 39 percent of instructional rooms had Internet access in schools with high concentrations of poverty (71 percent or more students eligible for free or reduced-price lunches), compared with 62 to 74 percent of instructional rooms in schools with lower concentrations of poverty. The percentage of instructional rooms with Internet access in public schools with high concentrations of poverty did not increase between 1998 and 1999, while there were increases in the percentage of connected instructional rooms in schools with lower concentrations of poverty.

What is the ratio of students per computer?

According to the President's Committee of Advisors on Science and Technology (1997, 21), 4 to 5 students per computer is the ratio "that many experts consider to represent a reasonable level for the effective use of computers within the schools." In 1999, the ratio of students per instructional computer in public schools was approximately 6, the same as 1998 (not shown). Overall, within types of schools, ratios of students to instructional computer stayed the same or decreased slightly between 1998 and 1999.

The ratio of students per instructional computer *with Internet access* decreased from 12 to 9 from 1998 to 1999, although differences remain across schools with different characteristics (table 1). For example, medium-sized and large schools had more students per computer with Internet access than small schools, 9 and 10 students compared to 6 students. Schools located in cities had more students per computer with Internet access (11) than schools in rural areas (7). The largest differences occurred in schools with

¹ Instructional rooms include classrooms, computer and other labs, library/media centers, and any other rooms used for instructional purposes.

² The "Year 2 Funding Commitment Data" was found at the Schools and Library Division (SLD) of the Universal Service Administration Company website, <http://www.sl.universalservice.org/apply/fcyar2/national.asp>.

Table 1.—Percent of public schools with Internet access, percent of instructional rooms with Internet access in public schools, and ratio of students per instructional computer with Internet access, by school characteristics: Selected years 1994 to 1999

School characteristics	Percent of public schools with Internet access				Percent of instructional rooms with Internet access in public schools				Students per instructional computer with Internet access	
	1994	1996	1998	1999	1994	1996	1998	1999	1998	1999
All public schools	35	65	89	95	3	14	51	63	12	9
Instructional level ¹										
Elementary	30	61	88	94	3	13	51	62	13	11
Secondary	49	77	94	98	4	16	52	67	10	7
Size of enrollment										
Less than 300	30	57	87	96	3	15	54	71	9	6
300 to 999	35	66	89	94	3	13	53	64	12	9
1,000 or more	58	80	95	96	3	16	45	58	13	10
Metropolitan status										
City	40	64	92	93	4	12	47	52	14	11
Urban fringe	38	75	85	96	4	16	50	67	12	9
Town	29	61	90	94	3	14	55	72	12	8
Rural	35	60	92	96	3	14	57	71	9	7
Geographic region										
Northeast	34	70	90	94	3	10	39	56	13	9
Southeast	29	62	92	98	2	10	51	60	12	10
Central	34	66	90	93	3	19	61	70	10	7
West	42	62	86	95	5	15	51	68	14	10
Percent of students eligible for free or reduced-price school lunch										
Less than 11 percent	40	78	87	94	4	18	62	74	10	7
11 to 30 percent	39	72	94	96	4	² 18	53	71	11	8
31 to 49 percent	33	62	94	98	2	² 12	61	68	11	9
50 to 70 percent	31	53	88	96	4	² 12	40	62	16	10
71 percent or more	19	53	80	90	2	² 5	39	39	17	16

¹ Data for combined schools are included in the totals and in analyses by other school characteristics but are not shown separately.

² Revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Public Schools, K–12*, NCES 95–731; *Advanced Telecommunications in U.S. Elementary and Secondary Public Schools, Fall 1996*, NCES 97–944; *Internet Access in Public Schools and Classrooms, 1994–98*, NCES 1999–017; and Fast Response Survey System, "Survey on Internet Access in U.S. Public Schools, Fall 1999," FRSS 75, 1999.

varying concentrations of poverty. Schools with the highest concentration of poverty had 16 students per instructional computer with Internet access, compared to 7 among schools with the lowest concentration of poverty.

How are public schools connecting to the Internet?

Over the years, changes have occurred in the type of network connections used by public schools and the speed at which they are able to connect. In 1996, dial-up network connections were used by almost three-quarters of public schools (not shown). By 1999, more schools were using faster dedicated-line network connections. Sixty-three percent of the nation's public schools were connected to the Internet by dedicated lines, 14 percent used dial-up connections, and 23 percent of schools used other connection types, which included ISDN, wireless connections, and cable modems (table 2). Secondary schools (77 percent) and schools with the lowest concentration of poverty (72 percent) were more likely to connect to the Internet using dedicated lines than elementary schools (60 percent) and schools with the highest concentration of poverty (50 percent).

How are public schools funding advanced telecommunications?

Measuring funding is difficult as schools receive support for advanced telecommunications programs from a myriad of sources. Because of the complexity of this issue, measuring actual funding amounts was considered beyond the scope of this survey. However, the survey did list several potential sources of support and asked whether the school received hardware, software, or funding from the sources. About 9 out of 10 public schools reported receiving support from their school district, and 72 percent from state or federal government programs (figure 1). About a third of schools reported receiving support from parents and parent organizations, and about the same percentage received support from businesses. Fifteen percent of schools received support from teachers or students while 5 percent received support from other programs or individuals (not shown). School administrators were also asked to indicate the primary source of support. Schools most frequently cited the school district (58 percent), followed by state and federal programs (32 percent). This primary support was related to the school's poverty concentration: for example, state and fed-

Table 2.—Percentage of public schools that use the following types of connections when connecting to the Internet, by school characteristics: Fall 1999

School characteristics	Types of network connections to the Internet		
	Dedicated line ¹	Dial-up connection	Other connection types ²
All public schools	63	14	23
Instructional level ³			
Elementary	60	15	25
Secondary	77	6	17
Size of enrollment			
Less than 300	64	21	15
300 to 999	63	12	26
1,000 or more	67	10	23
Metropolitan status			
City	62	15	23
Urban fringe	62	10	27
Town	64	13	24
Rural	66	18	16
Geographic region			
Northeast	60	16	24
Southeast	53	18	29
Central	68	14	19
West	70	9	21
Percent of students eligible for free or reduced-price school lunch			
Less than 11 percent	72	7	21
11 to 30 percent	65	10	24
31 to 49 percent	65	11	24
50 to 70 percent	63	21	17
71 percent or more	50	23	26

¹ Dedicated-line connections include T1/DS1, fractionalized T1, 56Kb, T3/DS3, and fractionalized T3 lines.

² Other connection types include ISDN, cable modem, wireless connections, and other types of network connections.

³ Data for combined schools are included in the totals and in analyses by other school characteristics but are not shown separately.

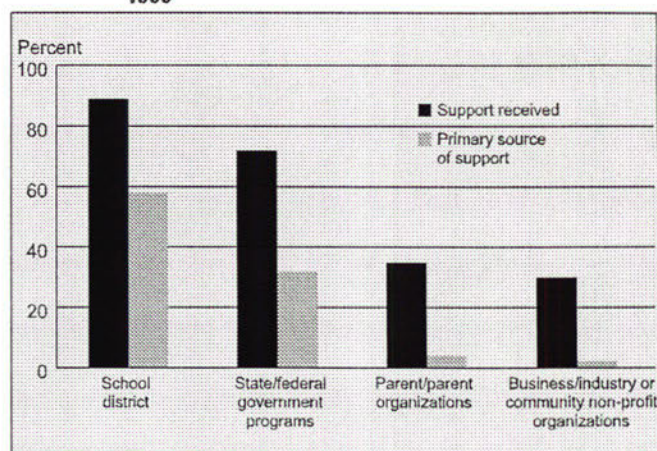
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey on Internet Access in U.S. Public Schools, Fall 1999," FRSS75, 1999.

eral government programs were cited as the primary source by 48 percent of schools with the highest concentration of poverty compared to the 14 percent of schools with the lowest concentrations of poverty; the school district was the primary source for 43 percent of highest poverty schools compared to 78 percent of schools with the lowest poverty (not shown).

Related Information

This survey is part of an overall effort of NCES to track the access and use of technology in schools and classrooms. More information from the series of public school surveys on advanced telecommunications and Internet access (1995,

Figure 1.—Percent of public schools that received hardware, software, or funding for advanced telecommunications from the following programs, organizations, or individuals and the primary source of support: Fall 1999



NOTE: Data were also collected for schools receiving hardware, software, or funding from teachers or students, and other sources.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey on Internet Access in U.S. Public Schools, Fall 1999," FRSS 75, 1999.

1996, 1997, 1998, and 1999, see references) can be obtained from the U.S. Department of Education. In addition to collecting information from public schools, NCES surveyed private schools about advanced telecommunications in 1995 and 1998 (1997 and 2000, see references). NCES has also collected information on teacher training in advanced telecommunications; a report on this topic is scheduled to be released in summer 2000.

References

President's Committee of Advisors on Science and Technology, Panel on Educational Technology. 1997. Report to the President on the Use of Technology to Strengthen K-12 Education in the United States. Available online: <http://www.whitehouse.gov/WH/EOP/OSTP/NSTC/PCAST/k-12ed.html>.

U.S. Department of Education, National Center for Education Statistics: 1995; *Advanced Telecommunications in U.S. Public Schools, K-12*, NCES 95-731. 1996; *Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, 1995*, NCES 96-854. 1997; *Advanced Telecommunications in U.S. Private Schools, K-12, Fall 1995*, NCES 97-394. 1997; *Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996*, NCES 97-944. 1998; *Internet Access in Public Schools*, NCES 98-031. 1999; *Internet Access in Public Schools and Classrooms: 1994-98*, NCES 1999-017. 2000; *What are the Barriers to the Use of Advanced Telecommunications for Students with Disabilities in Public Schools?* NCES 2000-042. 2000; *Computer and Internet Access in U.S. Private Schools and Classrooms: 1995 and 1998*, NCES 2000-044.

Stats in Brief present information on education topics of current interest. All estimates shown are based on samples and are subject to sampling variability. All differences are statistically significant at the 0.05 level. In the design, conduct, and data processing of NCES surveys, efforts are made to minimize the effects of nonsampling errors, such as item nonresponse, measurement error, data processing error, or other systematic error.

This **Stats in Brief** was prepared by Catrina Williams. To obtain standard errors or definitions of terms for this Issue Brief, or to obtain additional information about the Fast Response Survey System or the FRSS telecommunications surveys, contact Edith McArthur at NCES, 202-219-1442. To order additional copies of this Issue Brief or other NCES publications, call 1-800-424-1616. NCES publications are available on the Internet at <http://www.NCES.ed.gov/pubsearch>.

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Someone here can unravel the process



September 8, 1999

Education

By PAMELA MENDELS 

Survey Finds Teachers Unprepared for Computer Use

While millions of American children are trooping back to school this week, a new study suggests that their teachers may need some instruction of their own if they are to master the computers in their classrooms.

The survey found that just 39 percent of about 1,500 teachers polled reported that they felt well-prepared to use technology for teaching.

The study, published last month by Market Data Retrieval, an education market research company in Shelton, Conn., comes at a time when the Clinton Administration and the Federal Government have made a major push to encourage computer use in the classroom. This year, for example, the two-year-old E-rate program is expected to spend up to \$2.25 billion on school and library Internet access and other telecommunications services, making it one of the Government's largest education programs.

The study found, however, that a majority of teachers surveyed, 61 percent, felt either "not at all prepared" or only "somewhat prepared" to integrate technology into classroom instruction.

The results came as little surprise to Keith R. Krueger, executive director of the Consortium for School Networking, a not-for-profit group based in Washington that promotes the use of computers in schools. Krueger said that many school officials have focused too heavily on hardware and software purchases, ignoring the need for teachers to learn how to use the equipment. He maintained that teachers need not only more training, but more technical support to make sure computers are maintained and operating well.

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[Focus Shifts to Effectiveness of Education Technology](#)
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(February 24)

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"You wouldn't buy a bus and not think about training the bus driver or buying adequate fuel to keep it running, and yet that's what we're doing too often in the case of school computers," he said.

**Just 39 percent of
about teachers
polled reported
that they felt
well-prepared to
use technology for
teaching.**

Teachers apparently agree. When asked to rate their schools on the adequacy of their classroom technology training and support services, a majority of respondents, 51 percent, gave their schools the lackluster grades of "fair" or "poor."

The study was based on the responses of 1,547 elementary and secondary school teachers to a lengthy questionnaire that was

mailed to about 9,000 teachers in April.

Researchers had expected to find that newer and younger teachers would have a greater degree of comfort with educational technology, said Sharon A. Sanford, senior vice president of Market Data Retrieval. However, age played a minor role. About 62 percent of veteran teachers, whose average age was 39, said they did not feel well-prepared to use technology in the classroom, compared to 60 percent of newer teachers, with an average age of 28.

What made a bigger difference than age, the study found, was how much technology training the teachers received. Among those who reported attending 11 or more hours of training in the 12 months prior to the survey, 54 percent said they felt "well-prepared" or "very well-prepared" to integrate technology in the classroom, compared to 30 percent of teachers who had received no training.

"The strongest story in this report is that the clearest indicators of a teacher's proficiency in technology came in how much training they received," Sanford said. "We can't presume that new teachers are any more prepared than teachers two years away from retirement."

The survey did not probe why teachers needed at least 11 hours of training to feel confident in classroom computer use, but Cheryl S. Williams, director of educational technology programs at the National School Boards Association in Alexandria, Va., believes a minimum of 11 hours shows an appropriate seriousness of purpose. "I think what you can read into the quantity of time is, there is sustained time spent helping teachers," she said.

Still, a majority of teachers, 62 percent, reported receiving five hours of training at most in the 12-month period before they were surveyed.

William L. Rukeyser, coordinator of Learning in the Real World, a group based in Woodland, Calif., that calls for greater skepticism about technology in the classroom, said the study pointed to the need for closer examination of not just the amount but the type of technology training teachers are receiving.

Rukeyser said he feared that many school districts may merely be training teachers how to use computer-related products. He believes they should also be learning the fine points of pedagogy and technology, so they can make intelligent decisions about when technology helps and when it hinders learning.

"Teachers have to be empowered to trust their own professional judgment and say, 'The problem on Tuesday requires technology; the problem on Thursday requires that we leave the computer off,'" Rukeyser said.

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Pamela Mendels at mendels@nytimes.com welcomes your comments and suggestions.

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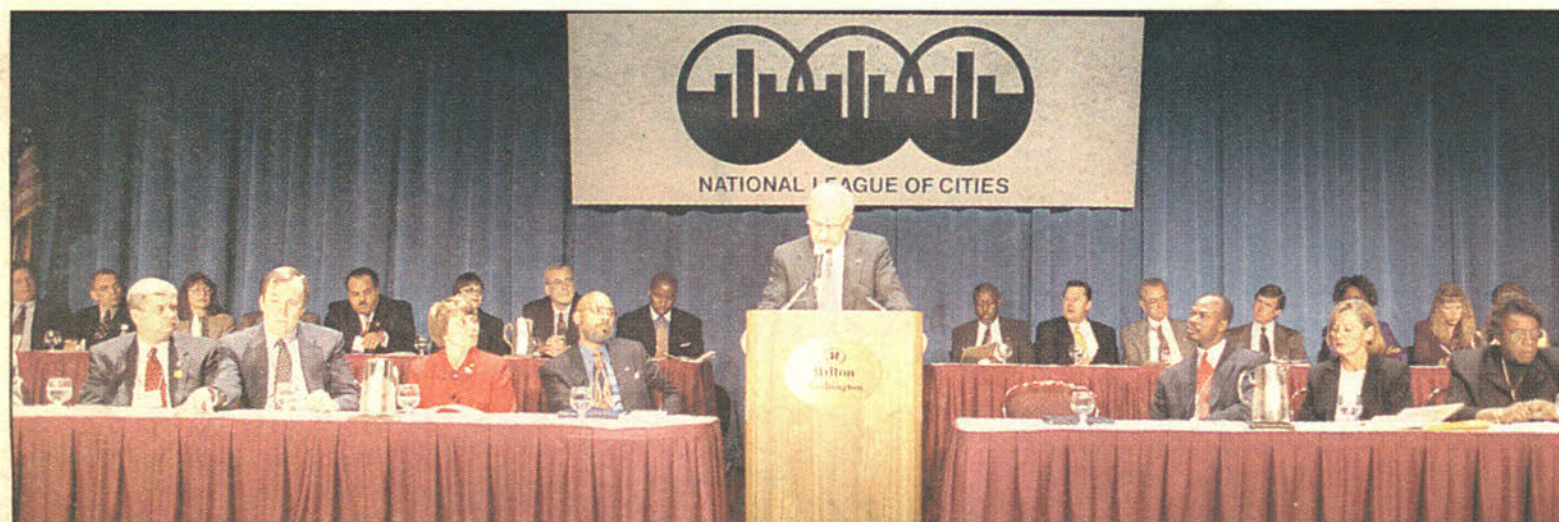
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Knight Calls for Sustained Effort to End Racism 'Clean Out the Wound,' NLC President Tells Cities



by Laura Turner

NLC President Bob Knight called on his fellow local officials to join him in being maladjusted—unable to adjust to a nation or a community where racism and discrimination persist—and in seeking a new political culture.

The Wichita mayor asked Congressional City Conference attendees to unite in the quest to “undo racism” during a general session.

Knight recalled the late Martin Luther King Jr., once admit-

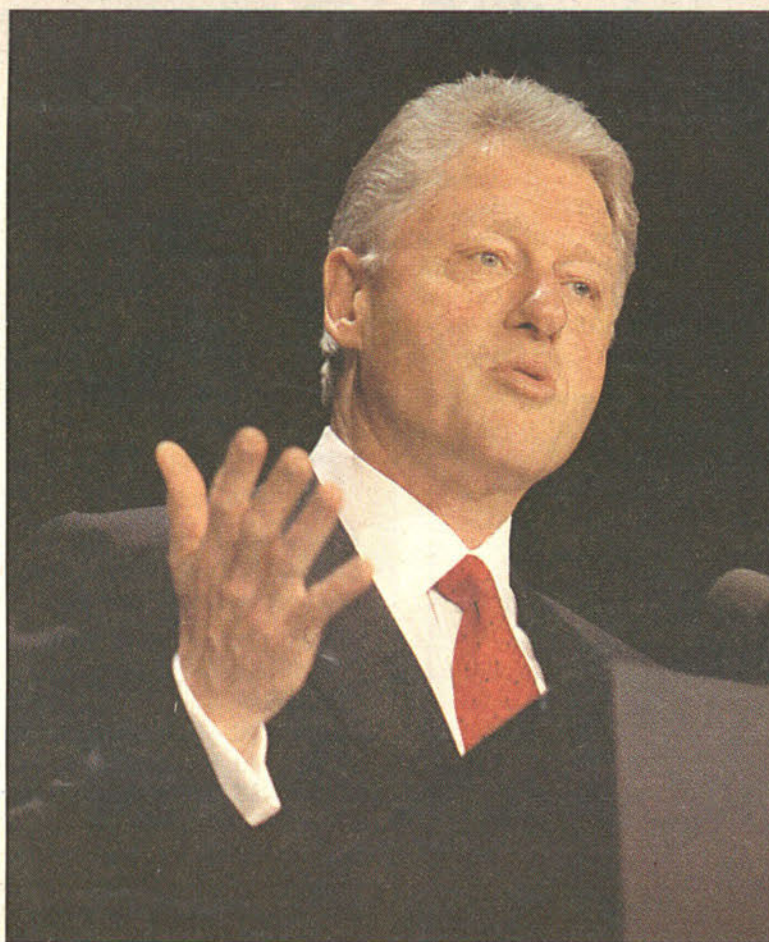
NLC President Bob Knight gives his priorities address to delegates, framing the action agenda and renewing his call to end racism in America. Photo by Steve Schneider, Shoreline, Wash.

Clinton Lauds NLC Effort on Race Issue

by Julianne Ryder

President Bill Clinton came to the Washington Hilton last week to embrace NLC President Bob Knight's initiative to 'undo racism' in America, and to tout the economic good times for which he says he and his administration deserve credit. He talked extensively on the role of the economy in bridging the racial divide, saying, “Dr. [Martin Luther] King said 35 years ago that we would never truly overcome until there was equal economic opportunity and hope for every American. So the first thing I'd like to say is, I think it's quite important that we keep this economy going, and that we spread its benefits to people and places who have been left behind.”

Raising the minimum wage, increasing the earned income tax credit, and pushing for his New Markets Initiative were ways Clinton said America can work toward racial equality. Additionally, he targeted the so-called “digital divide,” which locks out of the new economy those without access to the



President Bill Clinton embraces NLC President Bob Knight's crusade to undo racism. Photo by Steve Schneider, Shoreline, Wash.

Internet, and therefore the burgeoning digital economy.

“We can use technology,” he said, “to liberate the energy, the intelligence of the poor, of people who've been left behind—if they have access to it, if they know

how to use it, and if the educational opportunities are out there. So bridging the digital divide is a profoundly important part of our ability to build one

see page 6, col. 1

E-Commerce Tops Action Agenda

by Christine Becker

The NLC Board of Directors adopted a five-point federal advocacy agenda for 2000 headed again by electronic commerce equity. The action came during a day-long Board meeting on the front end of the 2000 Congressional City Conference.

In addition to defining five federal advocacy priorities, the 2000 Action Agenda calls on Congress and the Administration individually and collectively to join NLC in its commitment to undoing racism. During the conference, NLC President Bob Knight launched his year-long focus on “undoing racism,” building on the work of the 1999 NLC Advisory Council. NLC First Vice President Dennis Archer, chair of the Board Policy and Legislative Committee, urged the Board to include the national call to action on combating racism in the Action Agenda to make sure Congress and the Administration recog-



“Those of us who say we care and are white must stop leaving the task of addressing racism to our friends of color.”

ting to being a “maladjusted person” who could not adjust to a world of discrimination and economic conditions that showered a few with luxuries and left the vast majority without even basic necessities. King said the salvation of the world may rest in the hands of the maladjusted.

Americans are uneasy about confronting one another on the subject of racism, Knight said. They are afraid of tapping into pent-up anger, frustration, resentment and all the pain surrounding the issue.

“Those of us who say we care and are white must stop leaving the task of addressing racism to our friends of color,” Knight declared, explaining why he chose the topic of his president's agenda.

Even when Americans are unaware of committing improper actions or harboring racist feelings themselves, they recog-

see page 2, col. 1

see page 4, col. 1

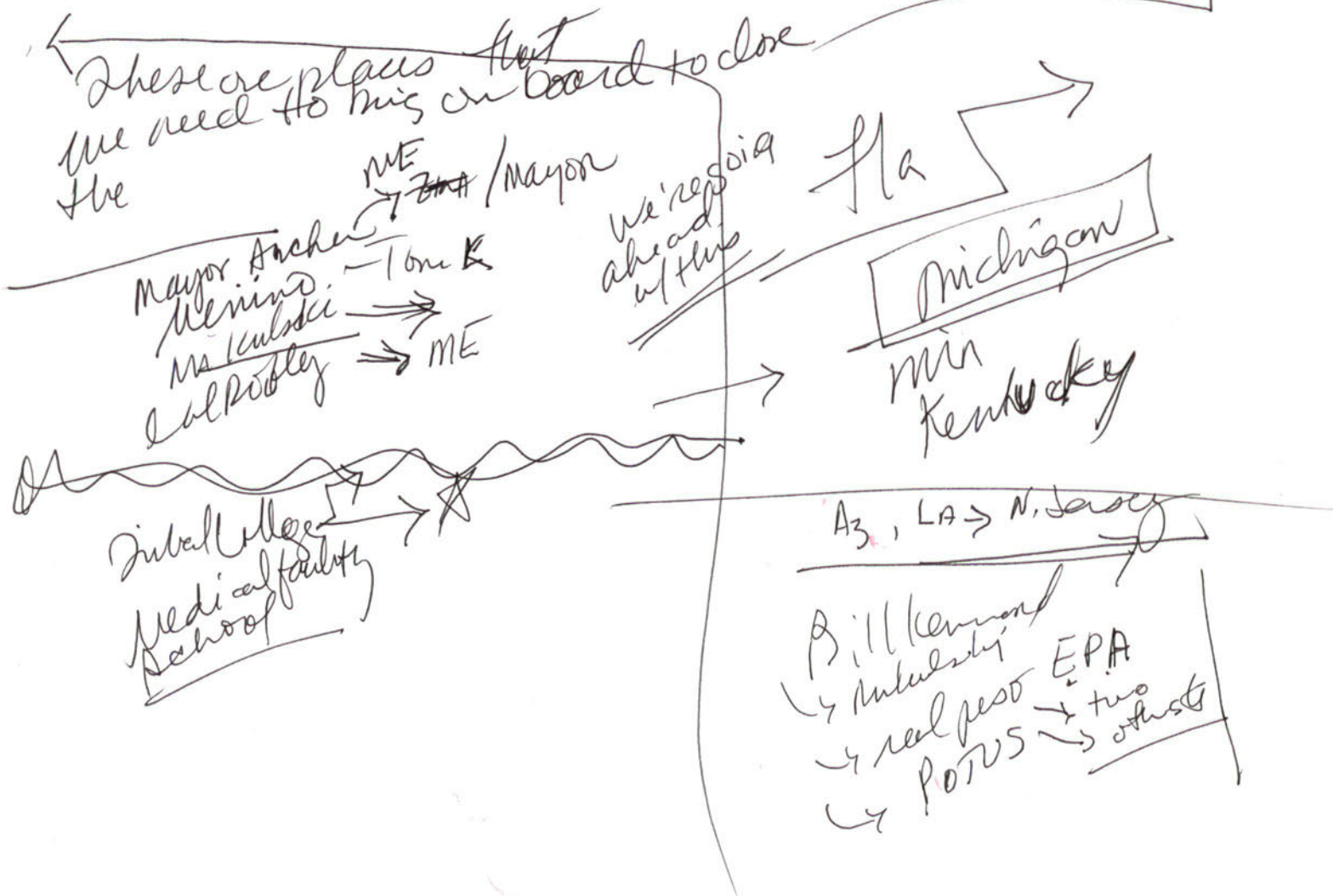
MEMORANDUM TO JOHN PODESTA

FROM: MARIA ECHEVESTE

SUBJECT: DIGITAL DIVIDE TRIP: BOSTON VS. DETROIT

We have recently learned of some difficulties with traveling to Detroit on the April New Markets trip. There is controversy around the Empowerment Zone in Detroit stemming from claims by a number of people, including the Empowerment Zone board's former chairwoman, that the EZ has wasted and possibly misspent funds. Earlier this year, Mayor Archer asked an independent auditing firm to review the Zone's operations and finances and determine whether it is meeting its contractual obligations.

As an alternative, we propose that Boston be considered. There is a strong case for going to Boston as part of the trip because it represents a prime example of a city that has taken a comprehensive approach to closing the digital divide. Mayor Menino has worked with the community to wire schools, establish an e-commerce entrepreneurial program, and provide home access to low-income families. He has also been working to create a "Boston Digital Bridge Foundation" that would provide support for a number of these.



THE PRESIDENT HAS SEEN

3-27-00

John (Kam)
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THE WHITE HOUSE
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March 18, 2000

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MEMORANDUM FOR THE PRESIDENT

FROM: GENE SPERLING
MARIA ECHAVESTE
STEPHANIE STREETT

SUBJECT: APRIL PRESIDENTIAL NEW MARKETS TRIP TO BRIDGE THE
DIGITAL DIVIDE

BACKGROUND

As you know, you will travel the week of April 9th across the United States to continue to bring attention to the need to bring digital opportunity to youth, families and communities. We hope that this trip will generate momentum, excitement and concrete commitments, as well as provide a national framework for government, private sector and non-profit actions to close the digital divide and create digital opportunity. Similar to the first two New Markets trip in July and November, you will be joined by a congressional delegation, community leaders, and corporate executives where you will make announcements about new private sector investments and initiatives as well as partnerships between the corporate, non-profit and government sectors to bridge the digital divide.

PROPOSED ITINERARY FOR APRIL TRIP

Monday, April 10:	East Palo Alto, CA and A Native American reservation in New Mexico
Tuesday, April 11:	Detroit, MI and A rural community in North Carolina

We would also develop creative ways to use the Internet and other technology to involve multiple sites around the country.

At the last event in North Carolina, we propose that you announce a future event/trip that would focus on bringing digital opportunity to Americans with disabilities.

KEY DIGITAL DIVIDE ACTIONS

Although this memo focuses specifically on the April Digital Divide trip, we have provided you with an outline of key digital divide actions we recommend for the upcoming months.

April 4th: Call to Action Event and Kick-off for April Trip

- We have circulated a "Call to Action" to major corporations, non-profits, and individuals to sign to show their support for our two national goals to provide digital opportunity to all Americans. These goals are:
 - Bringing 21st Century learning tools to every child in every school
 - Bringing digital opportunity to every family and community
- On April 4th, you will host an event at the White House to announce your "Call to Action" and demonstrate the widespread support for your two national goals. This event will provide you with the opportunity to recognize the hundreds of corporations, non-profits, civil rights groups, unions and other community organizations that have signed on to the National Call as well as the need to build partnerships to provide comprehensive solutions to the digital divide.
- This event is also an opportunity for you to preview the trip and talk about the on-going Administration and private sector efforts to create digital opportunity for children, adults and communities all over the country.

April 10-11: Digital Divide Trip

- This trip will provide the opportunity for you to highlight meaningful, lasting efforts that can be sustained. See below for more detailed information.

Follow-Up Report

- After the trip, in order to continue with our commitment to create digital opportunity for all Americans, we propose that a follow-up report be issued in the summer that would describe new and existing commitments to close the digital divide. This could help disseminate best practices and highlight commitments that were not featured in the trip.

Connected Communities Day

- We are also proposing a "Connected Communities" day in the late fall to maintain momentum and generate grassroots activity, building on the highly successful NetDay model. Since we could not organize this ourselves, we would work to ensure that there was sufficient outside support before launching this.

PROPOSED PLAN FOR APRIL DIGITAL DIVIDE TRIP

DAY ONE

Site 1: East Palo Alto, California

East Palo Alto is a low-income urban community in the heart of the Silicon Valley. Over 80 percent of the students in local K-8 schools are eligible for free or reduced priced lunches. The latest data available indicates that 21 percent of East Palo Alto residents had incomes below the federally designated poverty level. Despite its geographic proximity to Silicon Valley, the center of the high-tech world, East Palo Alto residents are struggling. Much of the community lacks the skills necessary to succeed technology-based skills. Going to East Palo Alto would demonstrate that even in the shadow of Silicon Valley, there is still a substantial divide.

Message: Importance of Motivation

- At every briefing where we have discussed the Digital Divide, the issue of motivation has consistently come up, particularly with underserved communities. While the price of computers is continuing to decline, and some companies are beginning to offer free Internet access, not enough has been done to demonstrate why gaining access to technology is so important.
- You could use this first event of the trip to highlight this issue and bring together a number of major CEOs, celebrities, minority entrepreneurs as well as low-income youth who have obtained high-tech jobs.
- This would help motivate underserved communities (especially youth) to "get connected" and become technologically literate by stressing the economic opportunities in the high tech world.

Potential Site Visits and Events

- You could visit a high school to highlight the need for information and technological literacy for young people and adults.
- You could begin the event with a roundtable with major CEOs where you could highlight corporate commitments and discuss the importance of technology and the opportunities available for both youth and adults in schools and communities.
- You could then move to the school auditorium, where you could give opening remarks that would frame the importance of motivating both youth and adults to use technology.
 - ✓ You would be joined on stage in an informal setting by two celebrities (i.e. Magic Johnson), a minority entrepreneur and a young adult who has acquired a job in the high-tech field.
 - ✓ This event will provide an opportunity for you and the other participants to speak about the many doors that can be opened through technology.
 - ✓ This would also allow the participants on stage tell their stories about how technology made a difference in their lives. Young people who are hooked up to the event via the Internet from schools in other parts of the country could ask questions and interact with you and the other participants.

Key Commitments for East Palo Alto Event

Public Service Announcements

- You could announce the kick-off of a major Public Service Announcement campaign with celebrities and sports stars to motivate young people and adults to use computers and explore the Internet. This could include a "no fear, no shame" campaign for those adults who may be reluctant to admit that they don't know how to use technology.

AT&T

- You could announce a \$1.2 million grant over four years from AT&T to create an Academy of Information Technology, a high-school curriculum to prepare students for the IT industry. The academy would be in Oakland, California.

Americorps / PowerUP

- You could announce the commitment by Americorps to significantly increase the number of volunteers as PowerUP scales up the number of national sites. PowerUP is a major initiative by AOL, Gateway, and other companies to expand access to technology for under-served youth in community centers and schools.

Yahoo!

- Yahoo! has agreed to commit \$1 million in Internet banner PSAs to recruit technology workers to join Americorps and other volunteer organizations to serve as technology workers. Yahoo! has also committed \$1.5 million to create "Camp Yahoo!", a training program for non-profits, CTCs and other community groups (including the Boys and Girls Clubs of America and PowerUP) around the country.

3Com

- You could also announce 3Com's new "Connected Entrepreneur Awards Program", a quarterly award program highlighting successful small businesses that use networking technology to offer innovative products and/or services to their communities.
 - ✓ The Program which is a partnership between 3Com and the YWCA of the U.S.A., encourages small businesses to institute mentoring programs that educate youth, particularly young girls and women, to the benefits of high technology in the workplace and to create an overall positive learning experience.
 - ✓ 3Com will reward these "economic heroes" by providing their small businesses with the technology tools that enable them to continue to succeed. In return, the honorees commit to mentor young girls and others who come to the YWCA for assistance.
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- You could announce a partnership between TechCorps and Intel that would provide free software for students to develop living history websites to create a virtual community of living histories on the web.

Qualcomm

- The company has also committed to assist in the deployment of educational technology in San Diego area schools, and other institutions, including high speed Internet access, deployment of PCs, support of technology-focused curricula, and related teacher training and technical support.

Department of Education

- You could announce that a number of deans of colleges of education have agreed to work with us to ensure that all new teachers are prepared to use technology effectively in the classroom. Currently, most schools of education do not adequately prepare new teachers to integrate technology into the curriculum.
- You could announce the Department of Education's Technology Innovation Challenge Grants (3 grants totaling \$6 million) and Star School awards. (4 grants totaling \$5.5 million)

Site 2: Native American Reservation in New Mexico

As you know, Native American communities face major economic and social challenges. A stop in Indian Country will allow you to highlight these difficulties and focus on how private and public sector investments can help bring digital opportunity to Native Americans.

Message: Bringing Digital Opportunity to Indian Country

- You could use this event to focus on access to technology as a vehicle for economic development to help bring employment opportunities to Native Americans by, for example, enabling more small Native American businesses to sell goods on-line.

Potential Site Visits and Events

- You could visit a tribal college and highlight the programs that the school has developed to promote economic development through technology and help provide training and job skills to its students.

Key Commitments for Indian Country

America On-Line (AOL)

- You could announce \$1 million in the AOL Foundation's Digital Divide Grants, one of which will be in Indian country.

Compaq Computers and TechCorps

- You could announce a national expansion of "Techs4schools" a new online mentoring initiative that connects IT professionals with remote and underserved schools to give them access to much-needed technical support and advice.
- Compaq, in partnership with Tech Corps, currently has 12 pilot sites (one on an Indian reservation in New Mexico) and has decided to fully fund the program so that it will be available to all schools nationwide in April. You could also encourage Federal government IT workers to volunteer their expertise to be on-line technology mentors.

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- You could announce the FCC's proposal to increase funding under the Lifeline program so that every member of a federally recognized Indian tribe who is income eligible can have basic phone service for a very low monthly fee. We still need to run a policy process on this idea.

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- You could announce the new toll free number and website for the Native American Economic Development Access Center, through HUD's Office of Native American programs (ONAP). The Access Center will, for the first time, link over twelve agencies through a single toll-free number and web-site so that entrepreneurs--Native Americans, lending institutions, non-profits, foundations, and private businesses--can collaborate to achieve sustainable economic development in Indian Country.

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- You could announce a partnership between the University of Michigan and the W.K. Kellogg Foundation to work with a group of Tribal Colleges to create a "virtual Tribal College library." A major database structure will be located at Bay Mills Community College, in the Upper Peninsula of Michigan which is working with other Tribal colleges and universities (TCU) to develop a virtual identity for each Tribal College. The virtual library will span challenging geographic boundaries and bring near limitless access to learning to TCU students and faculty.

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- You could announce the partnership between CIT and two private firms, Phone Solutions and Computer Cabling Connection Network System Integrator, to improve the telecommunications system across the Navajo Nation, an area the size of West Virginia. CIT initially will develop a call center in Crownpoint, New Mexico, before expanding to a high technological telecommunications system and offering high-tech telecommunications services throughout the Navajo Nation. The call center portion of the project is being conducted and will be managed by a corporation known as UCMS.

We are currently working on the following additional commitments that you could also announce at this stop:

- Commitments from e-commerce companies that could work with Native American entrepreneurs and help them create websites and e-businesses.
- Commitments from the private sector to upgrade equipment and training (i.e. e-commerce training) to SBA's Tribal Business Information Centers (TBICs).

DAY TWO

Site 3: Detroit, Michigan

As you are aware, in the last few months Ford Motor Company took the lead in providing Home Access by providing computers and low-cost Internet to its employees. Detroit provides a good urban setting to highlight areas that are in need of access to technology and to demonstrate the way the people's everyday lives can be enhanced by it.

Message: Importance of Home Access, Community Technology Centers (CTC) and Neighborhood Networks

- You could use this first event to emphasize the need for access to technology and the skills to use it. While universal home access is our goal, it is essential that those without it do not get left behind. Community Technology Centers and the Neighborhood Networks program help provide access to computers and the Internet to people in many communities who would not otherwise be using technology.

Potential Site Visits and Events

- You could take a tour of a Neighborhood Network site or a CTC and highlight the importance of access to technology for adults, both by using Computer Technology Centers for job searches, training and the development of microenterprise as well as through employee commitments to provide home access to their employees.

Key Commitments for Detroit Event

Home Access

- We are currently working with a major PC company to see if there are other large employers, both in the manufacturing and service industries, that would be willing to match the commitments made earlier this year by the Ford Motor Company and Delta Airlines. By focusing on the service industry, we would be able to show the benefits of such an effort to lower income workers. We could announce this commitment and highlight the efforts of Ford and Delta. Ford is a good example of a company making the transition from the industrial age to a technology-based "e-business."

SBC Communications

- We are also talking to SBC Communications about providing high-speed Internet access to CTCs and Neighborhood Networks.

Department of Housing and Urban Development

- You could announce the doubling of HUD's Neighborhood Networks centers from 500 to 1000 over the next two years. As you know, the Neighborhood Networks program is a community-based initiative that encourages the development of resource and computer learning centers in HUD-assisted and/or-insured housing.

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Department of Education's Community Technology Center Grants

- You could announce the Department of Education's grants for Community Technology Centers totaling \$32.5 million.

Site 4: Rural Community in North Carolina

North Carolina provides a good forum for addressing the broadband issue because it is a largely rural state. While North Carolina still has a significant number of communities that have not benefited from advances in technology, its leadership has expressed a strong commitment to address the needs of its rural population.

Message: Need for Broadband Technology in Rural Communities

- This event provides you with an opportunity to highlight the benefits of broadband as a way to provide access to rural communities. It is also a forum for you to recognize the importance of broadband networks to rural economic development, distance learning and telemedicine.
- As you know, Erskine Bowles has led a Rural Prosperity Task Force. The key conclusion of the Task Force was that broadband is critical to the economic future of rural North Carolina.

Potential Site Visits and Events

- You could visit a site that is linked up with the North Carolina Information Highway, a high-speed network that was created by Governor Jim Hunt.

Key Commitments for North Carolina

Qualcomm

- QUALCOMM has agreed to deploy wireless broadband Internet technology that will provide wireless broadband Internet access for people living in areas that are currently not served by DSL or cable modems.

National Science Foundation (NSF)

- You could announce that NSF plans to invest \$10 million in FY2001 funds for research for next generation broadband technology. Technological breakthroughs could accelerate the deployment of broadband networks in rural areas.

NTIA Report

- You could announce NTIA's report "Advanced Telecommunications Capabilities in Rural Areas." The report shows that rural regions may be falling behind urban areas in the development of broadband networks.

USDA

- You could direct the Department of Agriculture to expand its program for rural telecommunications to make it easier for companies to obtain loan guarantees for broadband networks.

Do you agree with the trip as proposed?

_____ YES

_____ NO

_____ DISCUSS FURTHER

March 30, 2000

Subject: Calif

MEMORANDUM

From: Jay Dunn, 6-7702

EAST PALO ALTO

Motivation to Close the Digital Divide

Eric Benamou, CEO, 3Com

Will announce NetPrepGYRLS (\$300K to serve 600 young women in 30 centers nationwide)

Jerry Yang, CEO & Co-Founder, Yahoo!

Will announce \$1.5 million training curriculum to train over 75,000 volunteers, comminuting leaders and Americorps members that will become Camp Yahoo! Counselors.

Steve Case, CEO, AOL

Will announce AOL is scaling up its number of Power UP sites to 250.

John Chambers, Cisco Systems

Could make joint SBA announcement of \$10 million SBA Entrepreneur Center in San Jose.

Kalief Tuzman, CEO, GovWorks

Gov.works will invest \$150K to communities for hi-tech learning centers where they operate

Michael Armstrong, AT&T

\$1.5 million over four years to create high school curriculum to prepare students for IT industry
\$250K commitment to bring national forum series to underserved communities to engage high school students and policymakers in a dialogue about economic opportunities, education, job skills and leadership for the 21st century.

Carlton Jenkins, CEO, One Net Now

Highlight Rev. Jackson's website on cultural diversity.

Darien Dash, DME

Will highlight MOU with AOL & Urban League as example of entrepreneurship.

Robert Johnson, BET Holdings & BET.com

BET.com is committing to begin its own PSA campaign with BET celebrities to encourage young people to pursue IT careers.

Roberta Katz, TechNet

Will represent high tech industry.

Reverend Jesse Jackson, Rainbow PUSH /AL Fromm

Hugh Price, Urban League NO

Paul Y3 →
Public Deliverables

HUD: Will double number of Neighborhood Networks

Education: 2000 CTC Award Announcements

NATIVE AMERICAN RESERVATION AT SHIPROCK, NEW MEXICO

The Digital Divide in America's Native American Reservations

Michael Capellas, CEO, Compaq Computers

\$500K commitment from Compaq to develop, pilot and support national launch of Techs4Schools programs.

Solomon Trujillo, US West

Pending deliverable of broadband to Indian country.

Susan Masten, National Congress of American Indians

Representing Native Americans.

Robert Rutherford, Native American Systems

Will arrange for satellite connection to Cove Day School, a BIA school located in Navajo Nation that cannot receive wiring for the Internet. Will also provide 30 routers to other BIA schools.

John E. Koehler, Tachyon, Inc.

Will donate Internet services through its TAP geosatellites to provide connections to BIA schools in Navajo Nation.

Kelsey Begaj, President, Navajo Nation

Representing the Navajo people.

Andy Grove, Intel

Living Legacy Project: Intel announced a multi-million dollar announcement earlier this year.

Steve Case, Chairman, AOL

Will donate \$1 million in IT grants (one to Navajo Nation)

HUD: Native America Economic Development Website which will be operational on April 10.

FCC: (T) Phone Service for \$1 a month for members of federally recognized tribes.

Americorps: Would announce support for Power UP sites in Indian Country.

RURAL AREA, NORTH CAROLINA

Digital Economic Development in Rural America

Bernie Ebberts, MCI Worldcom

\$2 million, multi-year commitment to provide wireless Internet access in rural NC

Irwin Jacobs, CEO, Qualcomm

2-year \$1 million commitment to wireless Internet access in rural NC.

Ted Waitt, CEO, Gateway

Will provide training to 75,000 teachers in rural areas.

Duane Ackerman, CEO, Bell South

Broadband deployment (T).

Matthew Szulik, CEO, Red Hat

Will donate software and training valued at \$250K.

Alan Wheat, New Market Capital Access Fund (T)

Announce \$100 million investment fund for New Markets.

USDA: Will change regulations to provide easier access to broadband.

NSF: \$10 million for research and development of broadband technology.

When is the Portugal trip?

June

How long?



Rachael F. Goldfarb
03/20/2000 01:33:01 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: New Markets Update

We will not be having a meeting tomorrow, Tuesday, March 21st. However, we have a couple things you we need some assistance on.

Unfortunately, site selection has not yet been finalized. However, there are a few new cities to add to the mix.

Possible new Urban Site

Minneapolis and St. Paul, MN

Possible new Rural/Native Sites

Evansville, Indiana
Western Massachusettes
Central Appalachia Region, VA
Arizona (re: Native Americans)

Please look into any possible **new, unannounced ideas** for the trip and forward them to us as soon as possible. As always, the sooner the better. Also, if any one has some good ideas for possible venues in rural North Carolina that fit with the theme of bringing technology to rural areas--we would like to hear from you as well.

Finally, we must be informed of any possible vetting problems/issues regarding the above sites AS WELL AS the original set of sites we provided you. Again, we want to make sure that we are fully aware of any and all issues with any of these potential sites prior to making a final selection. So please provide us with information, either way on all of the possible sites we have talked about **no later than noon tomorrow (Tuesday, March 21)**. Just so you have it all in one place here are the all the potential sites still being considered:

Possible Urban Sites

East Palo Alto, CA
Boston, MA
Cleveland, OH
Detroit, MI
Minneapolis/St. Paul, MN

Possible Native American Sites

New Mexico
Arizona

Possible Rural Sites

North Carolina

Evansville, IN

Louisiana

Pennsylvania

Western Massachusettes

Central Appalachia Region, VA

San Joaquin Valley, CA

Once again, we appreciate all of your efforts and patience. We will keep you posted regarding the sites and any future meetings this week.

Thank you.

Message Sent To: _____

March 16, 2000

MEMORANDUM FOR THE PRESIDENT

**FROM: GENE SPERLING
MARIA ECHAVESTE
STEPHANIE STREETT**

**SUBJECT: APRIL PRESIDENTIAL NEW MARKETS TRIP TO BRIDGE THE
DIGITAL DIVIDE**

BACKGROUND

As you know, you will travel the week of April 9th across the United States to continue to bring attention to the need to bring digital opportunity to youth, families and communities. We hope that this trip will generate momentum, excitement and concrete commitments, as well as provide a national framework for government, private sector and non-profit actions to close the digital divide and create digital opportunity. Similar to the first two New Markets trip in July and November, you will be joined by a congressional delegation, community leaders, and corporate executives where you will make announcements about new private sector investments and initiatives as well as partnerships between the corporate, non-profit and government sectors to bridge the digital divide.

CALL TO ACTION

We have circulated a "Call to Action" to major corporations, non-profits, and individuals organizations to sign to show their support for our two national goals to provide digital opportunity to all Americans. These goals are:

- Bringing 21st Century learning tools to every child in every school
- Bringing digital opportunity to every family and community

KEY DIGITAL DIVIDE ACTIONS

Although this memo focuses specifically on the April Digital Divide trip, we have provided you with an outline of key digital divide actions we recommend for the upcoming months.

April 4th: Call to Action Event and Kick-off for April Trip

- On April 4th, you will host an event at the White House to announce your "Call to Action" and demonstrate the widespread support for your two national goals. This event will provide you with the opportunity to recognize the hundreds of corporations, non-profits, civil rights groups, unions and other community organizations that have signed on to the National Call as well as the need to build partnerships to provide comprehensive solutions to the digital divide.
- This event is also an opportunity for you to preview the trip and talk about the on-going Administration and private sector efforts to create digital opportunity for children, adults and communities all over the country.

April 10-11: Digital Divide Trip

- This trip will provide the opportunity for you to highlight meaningful, lasting efforts that can be sustained. See below for more detailed information.

Follow-Up Report

- After the trip, in order to continue with our commitment to create digital opportunity for all Americans, we propose that a follow-up report be issued in the summer that would describe new and existing commitments to close the digital divide. This could help disseminate best practices and highlight commitments that were not featured in the trip.

Connected Communities Day

- We are also proposing a "Connected Communities" day in the late fall to maintain momentum and generate grassroots activity, building on the highly successful NetDay model. Since we could not organize this ourselves, we would work to ensure that there was sufficient outside support before launching this.

PROPOSED PLAN APRIL DIGITAL DIVIDE TRIP

Proposed Itinerary

A more detailed itinerary from Scheduling is attached to this memorandum.

Monday, April 10:	East Palo Alto, CA and A Native American reservation in New Mexico
Tuesday, April 11:	Detroit, MI and A rural community in North Carolina

We would also develop creative ways to use the Internet and other technology to involve multiple sites around the country.

At the last event in North Carolina, we propose that you announce a future event/trip that would focus on bringing digital opportunity to Americans with disabilities.

SUMMARY OF SITES

DAY ONE

Site 1: East Palo Alto, California

East Palo Alto is a low-income urban community in the heart of the Silicon Valley. Over 80 percent of the students in local K-8 schools are eligible for free or reduced priced lunches. The latest data available indicates that 21 percent of East Palo Alto residents had incomes below the federally designated poverty level. Despite its geographic proximity to Silicon Valley, the center of the high-tech world, East Palo Alto residents are struggling. Much of the community lacks the skills necessary to succeed technology-based skills. Going to East Palo Alto would demonstrate that even in the shadow of Silicon Valley, there is still a substantial divide.

Message: Importance of Motivation

- At every briefing where we have discussed the Digital Divide, the issue of motivation has consistently come up, particularly with underserved communities. While the price of computers is continuing to decline, and some companies are beginning to offer free Internet access, not enough has been done to demonstrate why gaining access to technology is so important.
- You could use this first event of the trip to highlight this issue and bring together a number of major CEOs, celebrities, minority entrepreneurs as well as low-income youth who have obtained high-tech jobs.
- This would help motivate underserved communities (especially youth) to “get connected” and become technologically literate by stressing the economic opportunities in the high tech world.

Potential Site Visits and Events

- You could visit a high school to highlight the need for information and technological literacy for young people and adults.
- You could begin the event with a roundtable with major CEOs where you could highlight corporate commitments and discuss the importance of technology and the opportunities available for both youth and adults in schools and communities.
- You could then move to the school auditorium, where you could give opening remarks that would frame the importance of motivating both youth and adults to use technology.
 - ✓ You would be joined on stage in an informal setting by two celebrities (i.e. Magic Johnson), a minority entrepreneur and a young adult who has acquired a job in the high-tech field.
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- As you know, Erskine Bowles has led a Rural Prosperity Task Force. The key conclusion of the Task Force was that broadband is critical to the economic future of rural North Carolina.

Potential Site Visits and Events

- You could visit a site that is linked up with the North Carolina Information Highway, a high-speed network that was created by Governor Jim Hunt.

Key Commitments for North Carolina

Qualcomm

- QUALCOMM has agreed to deploy wireless broadband Internet technology that will provide wireless broadband Internet access for people living in areas that are currently not served by DSL or cable modems.

National Science Foundation (NSF)

- You could announce that NSF plans to invest \$10 million in FY2001 funds for research for next generation broadband technology. Technological breakthroughs could accelerate the deployment of broadband networks in rural areas.

NTIA Report

- You could announce NTIA's report "Advanced Telecommunications Capabilities in Rural Areas." The report shows that rural regions may be falling behind urban areas in the development of broadband networks.

USDA

- You could direct the Department of Agriculture to expand its program for rural telecommunications to make it easier for companies to obtain loan guarantees for broadband networks.

Dewey Square Group

1001 G Street, NW
Suite 300E
Washington, DC 20001
Ph: 202.638.5616
Fx: 202.638.5612

Fax

To: See belowFrom: Morris Reid

Co. _____

Pages: 8

Fax _____

Date: 3/6/00

Phone _____

Re: Gov Works☐ Urgent☒ For Review☐ Please Comment☐ Please Reply☐ Please Recycle

Alvin Brown 456-9054
Mignon Moore 456-7929
Mary Beth Cahill 456-6212
Dere Sperling 456-2878

CC:

Maria Echaveste
Gigge Georges / Tom Kalil
J. Mignon Moore (MI)
Dr. Mignon Moore



February 23, 2000

Mr. William Jefferson Clinton
President of the United States of America
The White House
1600 Pennsylvania Avenue
Washington D.C. 20500

govWorks, Inc.
81 Franklin Street
New York, NY 10013
tel 212 941 6900
fax 212 203 4472
info@govworks.com

President Clinton:

Congratulations on your leadership and commitment to increasing access to technology and the Internet in America's underserved communities. With this letter, we would like to introduce you to govWorks, Inc. and invite you to visit the "Technology Center" we are initiating in Harlem during your New Markets tour focused on the Digital Divide.

govWorks, founded in 1998, is a leading "eGovernment" Internet company. govWorks partners with local governments to allow them to use the Internet to better serve their constituents and more efficiently interact with organizations in their communities. Constituents can use govWorks.com for anything from paying a parking ticket or water bill, to finding information about a city council member or where to register to vote. Our ultimate goal is to use technology to help governments better serve their constituents, and improve the way that constituents access information about government.

In the last ten months, govWorks has grown aggressively from 3 to over 180 employees and is one of the fastest growing Internet companies in New York City. We have raised over \$50 million in financing and are working with several municipalities who will participate in our partnership program. We have also built a strong Board of Directors with individuals including Henry Kravis, Maynard Jackson, Stuart Moore (Founder and CEO of the Sapient Corporation), Dina Dublond (CFO of Chase Manhattan Bank), Michael Levinthal (Senior Partner of the Mayfield Fund), Joel Hyatt (Founder of Hyatt Legal Services and head of California's Public Utilities Commission) and Kenneth Austin (former General Counsel of the National Urban League.)

govWorks is a minority founded and owned company that is dedicated to making a difference both "on and off-line." As a socially conscience company committed to "making good by doing good," govWorks sponsors a number of programs and initiatives with a focus on promoting civic involvement and increasing access to technology.

- govWorks' Community Commitment program channels a percentage of the Company's proceeds back into local communities in the form of computer hardware and prepaid Internet access donated to community centers, public libraries, and city halls.
- govWorks is sponsoring a "dotcom gala" in New York City to bring together Silicon Alley's Internet and technology companies and raise money for local New York City nonprofit organizations, in an effort to increase Internet access and awareness.
- govWorks offers nonprofit organizations free advertising on its website.
- govWorks is also a proud member of the YouthVote 2000 Coalition; a membership coalition of over 50 nonprofit organizations and MTV's Rock the Vote, dedicated to increasing civic participation among our nation's young people.

Through these types of commitments, govWorks not only provides benefits to governments and constituents, but we also try to create a positive and lasting impact in the communities we serve.

As part of our commitment to making a positive impact in the communities where we do business, we are moving our corporate headquarters from downtown Manhattan to Harlem to form a "Harlem Technology Center." We are in the process of purchasing and renovating the Blumstein Building, a 150,000 square foot building located on 125th Street in the heart of Harlem's commercial and business district. Our move will represent the largest move ever by a technology company into Harlem and we are inviting other technology companies to help us bring a piece of the Internet revolution into one of America's most socio-economically disadvantaged, urban communities.

As part of our move, we are developing programs to help govWorks and other technology companies have a positive and lasting impact in the Harlem community. We are focused on local hiring and are designing a technology training facility to help teach individuals from the Harlem community about computers, the Internet and entrepreneurialism. Establishing this training center will increase career opportunities in the Harlem community, and also help govWorks have greater access to individuals with the right technical abilities. We have been in conversations with Columbia University, the Upper Manhattan Empowerment Zone (UMEZ), the Abyssinian Development Corporation (ADC), the New York City Urban League and Bill Strickland (founder of the Bidwell Training Center in Pittsburgh) to get involved with the training center. In addition, we are adopting a school in Harlem to ensure that the children who attend have access to not only technology and the Internet, but also the proper instruction and motivational tools to help them overcome the digital divide. We feel like these types of partnerships will have a positive and sustaining impact because they help both the Harlem community and govWorks' business.

Mr. President, we applaud your commitment to increasing technology opportunities in underprivileged areas and are honored to invite you to visit govWorks' Harlem site as part of your New Markets tour. We welcome the opportunity to discuss this with you further and to answer any additional questions that you may have. Please feel free to contact us at 212.941.6900 or at our respective e-mails below. Thank you for your attention to this matter and we hope to see you in Harlem.

Regards,

George Clayton Fatheree, III
Co-Founder and Vice President
Community Development
george@govWorks.com
govWorks, Inc.

Kaleil D. Isaza Tuzman
Co-Founder, Chairman and
Chief Executive Officer
kaleil@govWorks.com
govWorks, Inc.



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New York, NY 10013
tel 212 941 6900
fax 212 208 4472
info@govworks.com

Top 25 Unsung Heroes Of The Net

March 6, 2000 7:14 AM ET

They took on the thankless tasks no one was willing to tackle. Tasks such as training federal workers to take their agencies into the Internet age. Or making it possible for citizens to pay parking tickets and utility bills on the Web. Or creating the machinery that makes the Web work - not just effectively, but in an inspired way. From the pioneers of packet switching to the impromptu conversion of the Web into a global toolbox, meet 25 unsung heroes of the Net in 2000. And this year, we salute one more: the American consumer, who has propelled the Net to become the last great medium of the 20th century and a first great medium of the 21st.



Kaleil Isaza Tuzman
CEO and Co-Founder
govWorks.com
(www.govworks.com)

In the fall of 1998, Kaleil Tuzman was packing to move to New York City when he came across an unpaid \$80 parking ticket.

After some quick calculations, Tuzman realized that with interest he now owed \$540. Ouch!

That painful pinch in the wallet got Tuzman, 28, thinking that if he had been able to pay the parking ticket online, he would have likely done it right away. That was the spark for govWorks.com. The Internet start-up aims to be a one-stop shop where you can make payments for parking tickets, property taxes, utility bills, and a variety of other services for more than 80,000 local governments across the U.S. "Our core purpose is to eliminate frustration in the public sector," the Harvard graduate, and former Goldman Sachs mergers and acquisition specialist, says.

Henry Kravis, a New York investment banker and Wall Street legend, provided the company with a big boost in December when he joined its board of directors. "I immediately took a liking to Tuzman," he says. "He's on a mission, but he's also the kind of person who takes advice and listens to people with experience."

THE WHITE HOUSE

WASHINGTON

3. Loretta U
Karin K
Bruce R.
Jen P.
Maria E.
Tom F.
Stephane C.
Karen T.
Joel J.

We will be in Colorado April
12th and think this would
be good to include on
Schedule. Maybe include them in our
event.
Please comment.

-SS

Day of Hope

The one-year anniversary of the tragic Columbine shooting falls on the same week as National Youth Service Day. Last April, the entire world focused on Colorado, and asked "What's wrong with Colorado's kids?" This year, on National Youth Service Day, the kids of Colorado plan to show the world "What's right with Colorado's youth," with an unprecedented week of youth led service.

The Day of Hope, April 14th & 15th is the beginning of The Year of Hope. Students across three counties will commit to 50-100 hours of service through the Presidential Youth Service Awards. The Heart of America Foundation in conjunction with Youth Service America and Colorado's Youth Investment Project are raising money to provide youth scholarship money for every hour of service they perform. The money will be placed in an investment account that can be used for college or technical school.

The concept is similar to AmeriCorps but reaches a younger population. The program is targeted to at-risk kids who will learn that they can create their own light at the end of the tunnel. Students who perform poorly in school can earn money based on the level of compassion in their hearts.

The President is working hard to change gun laws in this nation. The Youth Investment Project believes that gun restrictions reduce the ability of youth to commit violent crime. We also believe that service reduces the propensity of youth to choose violence. A combination of gun laws and youth led service is necessary to protect our children.

We invite the President and First Lady to Colorado. We have festivities planned from April 14th-22nd. If the President or First Lady is interested in participating we are open to planning a special event. We have the capacity to give the President an audience of ten or ten thousand. We can give him an audience of business and community leaders or an audience of youth. We would really appreciate his participation and can work with you to provide him a forum that would best meet his needs and the needs of Colorado's youth.

Please contact **Melissa Helmbrecht** at the Youth Investment Project, (303) 871-6794 to consider ways we can work together. Thank you for your kind consideration.

cc: Carrie S.
Laura G.

Carrie - Please send
pending



THE SECRETARY OF COMMERCE
Washington, D.C. 20230

Gene
LORETTA
STEPHANIE
MARIA
DAVID B.
we should
consider us
part of
digital divide
effort
John

To: John Podesta
From: William M. Daley
Subject: Opportunity for the President To Appear at Comdex
Date: March 2, 2000

As we discussed, I want to highly recommend that President Clinton keynote the Comdex computer show in Chicago the week of April 18th. At the show, we will have for the President the Commerce Department's new digital economy report to release; he can focus attention on the digital divide; and, most importantly, call on the industry to support China's entry into the WTO.

Comdex attracts tens of thousands of attendees; and much of America's high-tech industry will have exhibits and be announcing new products. Comdex is run by Ziff-Davis. They hold two big shows a year -- Chicago in the spring, which is tied to Windows World; and the even larger Las Vegas show in the fall. Typically, they have a keynoter every day the show runs. Last fall at the Vegas show, Bill Gates, John Chambers, Carly Fiorina, and Scott McNealy were among the keynoters. At the Chicago show in April, keynoters include Flip Filipowski, and top people from Palm Computing, Sun Microsystems, and Microsoft (but not Bill Gates, although he has done Chicago several times previously.)

Typically, keynoters use these opportunities to demonstrate new products. In some cases they give traditional speeches; but more often their one hour is a Hollywood-like show, although that is more often the case in Vegas than Chicago. Many national news organizations carried live coverage from the Vegas show, and the Post even sent a reporter to cover the scene.

Beginning last summer my staff had proactively been seeking Comdex as a venue for me to speak, and in November Comdex was kind enough to offer an invitation. Because of my trip to China, I now will not be able to attend. As an industry show, Comdex has never had a government keynoter -- the President will be the first. In light of what was to be my involvement, Comdex began also putting together a special session, where they hope to attract several members of Congress to discuss the digital economy.

This is a wonderful -- and very timely opportunity -- for the President. He could either make a straight speech; or if he would like to go more Hollywood, we had come up with several ideas -- particularly on the digital divide -- that you may want to consider for him. Our thinking was to get prominent Americans to become a voice for closing the divide.

These include:

1) asking Magic Johnson or other celebrities with an interest in the Internet, like Michael Jordan, to participate. Magic is starting a new portal aimed at African Americans, and Michael is a partner in MVP.com -- a Chicago-based company that will sell sporting goods on the Net. My staff had approached Magic about doing this with me, and he was inclined to say yes. At Comdex, the President could have a conversation with him as well as a child or teacher from Chicago on the digital divide.

2) asking Oprah Winfrey to participate. As you know, she reviews books once a month on her TV show, and we approached her about committing to review the Digital Divide report, when it comes out in October. We had thought she could announce this at Comdex. It would be the first government report ever reviewed by her -- or probably any government report ever reviewed by anyone. We would make it available in a consumer oriented version online. She had not accepted our offer, but perhaps Cheryl Mills could help in this regard.

Mort Engleberg has been involved with helping us, and I am sure he would be glad to help the President. On my staff, Ilene Zeldin (482-5035) has been coordinating this for me. And the contact for the White House staff to call at Comdex is Jeff Sudbey at 781-433-1716.

Comdex is eager to invite the President and will be very flexible in the day and time for his possible address. I think it is too great of an opportunity for us to miss, especially as we approach the China vote, and as the President comes off of his digital divide tour.

Wednesday, February 16, 2000

MEMORANDUM FOR MARIA ECHAVESTE
GENE SPERLING

FROM: MARY BETH CAHILL

SUBJECT: Outreach Plan for the Digital Divide New Markets Tour

See attached.

February 15, 2000

MEMORANDUM FOR MARY BETH CAHILL

CC: Christine Stanek

From: Jay Dunn

Re: OUTREACH PLAN FOR THE DIGITAL DIVIDE NEW MARKETS TOUR

The purpose of the April New Markets Tour is to promote the President's New Markets agenda and provide an opportunity for the President and the private sector to demonstrate how corporations, foundations and NGOs can empower historically economically underdeveloped areas of the country through the tools of the new economy.

In its outreach, The White House will be seeking private citizens, corporations, civil rights organizations and other advocacy groups to announce new economic initiatives and programs designed to help bridge the "digital divide."

Under the President's leadership, these new announcements will help close the digital ~~divide~~ ^{divide} in three ways by providing: ✓

Access Access in schools, libraries, community technology centers and residences
Access for peoples with disabilities
Availability of broadband services

Basic Skills Basic computer literacy (word processing, use of Internet)
Information literacy
Training sufficient for IT or IT related occupations

Content Availability of relative content
Applications that empower low-income homes and communities including micro-enterprise, adult literacy, local employment information and job training

II. OUTREACH MECHANISMS

We will have three devices to outreach to the private sector to inform them about the Administration's New Markets agenda and encourage their participation in the April tour.

A) Letters to CEOs, Heads of Civil Rights Organizations and Non-Profits

Mass mailing to CEOs and corporate offices, civil rights leadership and other interested parties in the April New Markets tour. Letter will outline the purpose and objective of the trip and encourage participation.

B) Briefings for the Washington Representatives of Targeted Organizations

OPL will host a February 23, 2000 briefing for the corporate and civil rights communities with Mary Beth Cahill, Maria Echeveste, Secretary Daley and Gene Sperling. The February 23 briefing will be followed by sector and constituency briefings with Tom Kalil and Natasha Bilimora, NEC, and OPL staff for those industries and groups that indicate interest in participation.

C) Targeted Meetings and Phone Calls with Corporate Executives, Civil Rights Leadership and Leaders of Non-Profit Organizations

A targeted list of meetings will be developed as the wide list of targets becomes more refined to the various levels of commitment to the tour are determined.

III. OUTREACH CONSTITUENCIES

We will be reaching out to corporations, e-businesses, small businesses, trade associations and civil rights groups and NGOs advocating economic justice for women, Latinos, African-Americans, the disabled and Asian-Americans.

Major Corporations in the IT Industry

AOL	IBM	Amazon.com	Compaq
HP	Microsoft	Oracle	EDS
SunMicro	Yahoo!	Novell	MCI
Intel	Dell	Cisco	Apple
3Com	AT&T	Lucent	Bell Atlantic
Bell South	SBC	Qwest	Qualcomm
Gateway	Tandy	Intuit	<u>Excite@home</u>
Univision	Walt Disney	Viacom	Applied Materials
Time Warner	Entergy	TRW	Computer Sciences Corporations
ENRON	Citibank	Sprint	Cable & Wireless, Inc.
Motorola	Unisys	Genentech	Bechtel Group
NCR	Sony	Delta Airlines	Ford Motor Company

Texas Instruments
Simmons Corporation

Cordant Technologies
YOUNetwork

OneNetNow
BET

Trade Associations

BRT	ITAA	AEA	CSPP	NVCA	TechNet
CTIA	USTA	NCTA	US Chamber	NAM	

Individuals and foundations may also be interested. I am working on a separate outreach plan for selected leaders in the industry apart from general business outreach.

CIVIL RIGHTS AND NGO COMMUNITY

The Welfare to Work Coalition
Democratic Leadership Council
Rainbow/PUSH Coalition
NAACP
Leadership Council on Civil Rights
Urban League
State of California
National Council of LaRaza
League of United Latin American Citizens
National Association of Elected Latin Americans
National Puerto Rican Coalition
Hispanic Chamber of Commerce
Latino Civil Rights Center
Mexican American Legal Defense & Education Fund
National Asian Pacific American Legal Consortium
Organization of Chinese Americans
Southeast Asian Resource Action Center
National Federation of Filipino American Associations
Hmong National Development Inc.
Japanese American Citizens League
White House Initiative on Asian Americans and Pacific Islanders
American Association of People with Disabilities
National Federation of the Blind
American Council of the Blind
Rehabilitation Engineering and Assistive Technology Society of North America
National Council on Independent Living
National Parent Network on Disabilities
General Federation of Women's Clubs
Wider Opportunities for Women
Americans for a Fair Chance
NOW Legal Defense & Education Fund
National Women's Law Center
American Association of University Women

National Federation of Black Women Business
National Women's Law Center
National Organization for Women
National Partnership for Women & Families
International Trade Administration, Commerce
American Civil Liberties Union
Columbia Hospital for Women
YWCA of USA
WomenWork! The National Network for Women's
National Commission of Working Women
Small Business Administration
The National Association of Negro Business and
Business Women's Network
Black Women's Agenda, Inc.
National Association of Negro and Professional
National Women's Business Council
Business & Professional Woman/ USA
Dialogue on Diversity
Women's Policy Inc.
Women's Institute for a Secure Retirement
Center for Policy Alternatives
National Women's Business Council

###

1/28/00

Digital Divide Mtg

AOL paterning

National Service

YMCA

Wait Four

Seen Mic

Jr.

Boys + Girls

Urban League

Com. Technology Centers

- Coalition
- in TX - diverse
- lean away from Housing projects

Message

6 things in Budget

What's DD

N

W had POTUS doing in

Increase

Expand Tax Credits

New Teacher Training

Home access pilot

PI in Broad Band Networks

Innovation Tech

CTC Nets
Digital Divide Network
Regional Breakdown

- list of validators

Who

- diversity / racial + age
- coalition - sponsor
- Teacher?

Intel - Teacher Training

- Federal Diary article

- ? Museum

- Sitti Warren

- Howard Glosser 708 - 0636

Potential sites for POTU Digital Divide Event

1) America's Promise PowerUp Sites:

Contact: Alicia Keck, 703-535-3808 or 831-431-1390, www.powerup.org.

PowerUP is a major national initiative launched by more than a dozen nonprofit organizations, major corporations and federal agencies to help ensure that America's underserved young people acquire the skills, experiences and resources they need to succeed in the digital age. The goal of PowerUP is to use innovative approaches to bridge the digital divide that separates the "haves" and "have-nots" in their access to computers, technology and online resources. Established as a nonprofit organization, PowerUP grew from an initial \$10 million grant from the Case Foundation. PowerUP has created partnerships with AOL and the AOL Foundation, the Waitt Family Foundation, the Corporation for National Service, PowerBar Inc., Sun Microsystems, Family Education Network and many youth serving organizations including the YMCA of the USA, Boys and Girls Clubs of America, National Urban League, Communities in Schools, U.S. Department of Education, and Save the Children. Based in schools, community centers and other locations across the country, PowerUP will not only provide young people with access to the wide range of content and information on the Internet; it will also help foster positive youth development through the use of technology. PowerUP is committed to delivering both in real time and virtual time the Five Promises identified by America's Promise that, if consistently fulfilled, will significantly increase the chances of youth becoming successful adults. The Five Promises are:

- An ongoing relationship with a caring adult;
- Safe places and structured activities;
- A healthy start;
- A marketable skill through effective education; and
- An opportunity to give back through community service.

Currently, PowerUP has four pilot affiliates located in San Jose, CA, Seattle, WA, Alexandria, VA and Washington, DC. During the year 2000, PowerUP plans to expand to 250 affiliates with the eventual target of reaching thousands of centers in years to come.

- Alexandria, VA site: **The Gum Springs Community Center** PowerUP site will serve children in the Route One corridor of Alexandria and will help alleviate the "digital divide" that currently exists between children who have access to computers at home and those who do not. The Center will enable children to complete their homework utilizing the resources of the computer, engage in academic research and explore the larger world of the Internet in an adult-supervised environment. Gum Springs is a very diverse and densely populated area of Fairfax County. Approximately 3,863 residents make up the Gum Springs community, of which 993 are youth under the age of 18. The community center is equipped with arts and crafts room, gymnasium, child care and senior centers, and a museum focusing on the history of the Gum Springs

community.

- **Washington, D.C. site:** This PowerUP site is located in the offices of a 155-unit subsidized housing complex called **Southern Ridge in Anacostia**, an extremely underserved inner-city Washington, D.C. neighborhood. PowerUP staff are focused on complementing and expanding computer programs at the surrounding schools and introducing and enhancing computer skills for children at the afterschool program located in the housing development. The site is staffed by four AmeriCorps*VISTA members: a trained clown and balloon sculptor; a musician; an anthropologist, and a retired lawyer looking to change careers. The AmeriCorps*VISTA members are supervised by the YMCA of Metropolitan Washington. The property is owned by Community Preservation and Development Corporation (CPDC), a non-profit 501c3 developer of affordable housing. CPDC provides and supports community technology programs at many of its sites in the Washington, DC metro area. The Case Foundation is the local partner for the Washington, D.C. site, in addition to the Foundation's role as the primary National Benefactor to PowerUP.

2) Foundation for Educational Innovation -- **DC Link & Learn**

401 M Street, SW, Suite 1, 2nd. Floor (Waterside Mall)

Contact: Archie Prileaw, 554-7400, X236

DC Link and Learn is the nation's first Family Technology One Stop, created to move communities from dependency to self-sufficiency through the use of technologies and the Internet. They operate a 40,000 square feet, state-of-the-art center from 9am to 8pm, 6 days a week. The Department of Commerce, GSA and the Department of Labor have been key funders and supporter and Xerox, Sprint, Nortel Networks, and Earth Data (GIS) have provided products and staff. Established in November 1998, DC Link & Learn mission was to create public/private partnerships that could train young people in high to low tech applications. During their first year, more than 1,000 people received training within the center.

3) **Community Technology Centers Network**

The National Science Foundation supported CTCNet contains a network of more than 250 community technology centers where people get access to computers and computer-related technology, such as the Internet. CTCNet was the federal government's first investment in developing and building capacity among CTCs, mainly through technical assistance and research.

- **Calvary Bilingual Multicultural Learning Center (CBMLC)**

1420 Columbia Rd. NW

Washington DC 20009

202-332-4200

Beatriz (BB) Otero, Executive Director

This grassroots nonprofit in the Columbia Heights neighborhood was given a very large building (70,000 square feet) by Bell Atlantic, a few years ago. They are refurbishing the building to provide "arts-centered" daycare and services to school-age children.

In 1997 they received a grant of Power Mac computers from the CTCNet/Apple partnership. They also have a Windows computer lab set up. BB (pronounced "bee-bee") Otero is one of the respected leaders of the Latino community here in DC. She is accustomed to giving tours of the center to dignitaries. Last year the Duchess of York and Secretary Shalala stopped by for a tour.

The big excitement at CBMLC is that the new Columbia Heights subway station will be opening up just a block away from CBMLC, creating all kinds of new economic opportunities for the neighborhood. While focussed on children, CBMLC does plan to put a culinary school into the basement of the building, to serve the vocational needs of the adult population of the neighborhood. They're also building a playground on the large roof of the building.

- **Gateway & Edgewood Terrace**

601 Edgewood St. NE
Washington DC 20017
301-986-9450

(office of the Community Preservation and Development Corporation, a nonprofit corporation that manages Edgewood Terrace.)
Leslie Steen, Executive Director

Located close to the Rhode Island Avenue subway stop, in northeast DC, Edgewood Terrace was not long ago a haven for heroin dealers. CPDC has been able to achieve great gains at this facility. One interesting facet of their technology trainings is that adults who complete the technology trainings offered by CPDC get to keep the computer they were trained on. CPDC focusses their trainings on the Microsoft Office suite of programs, with a particular emphasis on Access, the database program.

- **One World Media Center**

2390 Champlain St. NW
Washington DC 20009
202-667-9038

<http://www.owmc.org>

Theo Smith and David Welsh, Co-founders
theodore_smith@discovery.com

One World Media Center is a new nonprofit video and multimedia training center in Adams Morgan, the most culturally diverse neighborhood of the city. One World's mission is to train city residents to become their own video producers. The organization

rents out high quality video cameras for \$25/day and provides access to three video editing suites at a very nominal cost.

Interestingly enough, in the summer of 1998, One World found itself in a position to assist Chancellor Schroeder, from Germany, with a video project he needed help with. Wanting to capture on video his visit to the White House, during his campaign for office, Chancellor Schroeder's staff hired One World staff member Endale Getahun, a talented young video producer from Ethiopia, to do the filming. Endale Getahun uses the One World facility to produce a weekly television show, Ethiopian Cultural Television, which is much adored by the 40,000 Ethiopians in the DC metro area.

One World has also been very fortunate to have formed strong partnerships with two for-profit companies: Interactive Applications Group, and HomeQuest. Interactive Applications Group company provides One World, at no charge, a web site that would otherwise cost over \$10,000. HomeQuest, a new startup providing video tours of real estate over the web, has donated several hundred megabytes of web space to One World to house QuickTime and RealVideo clips from One World producers. Thanks to the generosity of both of these companies, One World has been able to develop an exemplary web site. Currently talks are underway with Bell Atlantic to bring high speed Internet access into One World. <http://www.iapps.com> <http://www.homequest.net>

- **Byte Back, Inc**
Glenn Stein
815 Monroe Street NE
Washington, DC 20017
202-529-3395
Fax: 202-529-4684
Gstein@byteback.org
[Http://www.byteback.org](http://www.byteback.org)

They are a 501(c)3 non-profit organization which collaborates with other DC organizations to provide services to inner city residents. The main service they provide is computer training for unemployed and under-employed DC area adults and youth in order to increase their skill sets and marketability. They take responsibility for equipment setup and maintenance, software procurement and installation, and curriculum development, as well as volunteer teacher recruitment, training, and supervision. All of their services are free of charge. The seven partner organizations and sites that they work with provide classroom/lab space, recruit students, and are responsible for security. They have also begun to provide job placement services to our graduates in partnership with Jubilee Jobs. Plus, they act as mentors for 44 interns to assist in their long term educational and employment goals.

Partners: Gospel Rescue Mission - School of Tomorrow, Power Up, Community Family Life Services, Academy of Hope, Sacred Heart Adult Education Center, Family Investment Center, Garfield Terrace Campus

Foundation donors: The Arcana Foundation, Arizona Community Foundation, Bell Atlantic, Walter A. Bloedorn Foundation, The Morris and Gwendolyn Cafritz Foundation, Clark-Winchcole Foundation, The Lois & Richard England Family Foundation, Fannie Mae Foundation, The Freed Foundation, Gannett Foundation, The Philip L. Graham Fund, The M. A. Healy Family Foundation, Hecht's, A Division of May Dept. Stores, Jovid Foundation, Gilbert & Jaylee Mead Family Foundation, William G. McGowan Charitable Fund, Eugene & Agnes E. Meyer Foundation, Microsoft Corporation, The Spring Creek Foundation, The World Bank, TJ X Companies

Corporate donors: Bell Atlantic and Microsoft

- **Capital Children's Museum**

John McBride, Al Farber
800 Third Street, NE
Washington, DC 20002
202-675-4161
Fax: 202-675-4140

Mission Statement: CCM fosters children's love of learning by encouraging exploration, creativity, imagination, expression and discovery. The museum gives all children the opportunity to realize their potential by giving them the freedom to learn in their own way, at their own pace. CCM and its programs champion the work of parents, guardians and educators, as they join their children in the adventure.

Museum History: Capital Children's Museum is housed in an adapted old building that is full of character, discovery and growth. Once a convent and home for the poor and aged, the building now has hundreds of children exploring the hallways, rooms and interactive exhibits daily. The museum opened its doors to the public at its new location in 1979 with Mexico and within the same year *Changing Environments* opened. The *Mouse Pad* (originally named the Future Center) opened in 1981 as the country's first public access computer classroom. The world of animation came to CCM in 1993 with the opening of *Chuck Jones: An Animated Life*. In 1998 the CMA Chemical Science Center was added and in November 1999 *Japan: Through the Eyes of a Child* opened bringing the culture of the Far East to Washington. In the past two years the museum formed a partnership with GSA to get surplus Federal computers for a computer lab room set up on the 3rd floor of the museum.

CCM distinguishes itself as being the first CTCNet affiliate in the DC metro area, and served as the host site of the 1995 CTCNet All Affiliates conference.

4) Novell Site:

- **Ballou High School**
4th Trenton St SW

Washington, DC 20032
Administration
Principal: Mr. Kenneth Jones
Mr. John Zimmerman
Ms. Vivian Carson
Mr. Donald Smith
Contacts: Office: 202.645.3400, Fax: 202.645.3397
School Information: Number Of Students: 1820

Novell sponsored a program initiated by FEI at Ballou High School. As a Novell Education Academic Partner (NEAP-secondary) site, Ballou is able to provide real-world, leading-edge training and Certified Novell Administrator (CNA) certification to prepare students for the job market and allow them access to well-paying careers. To assist Ballou in becoming a Novell Education Academic Partner (NEAP), Novell sponsored all the necessary teacher training, software and materials. As a result of these efforts, several Ballou High School graduates today have jobs managing computer networks. Created in 1992, the NEAP program was Novell's and the entire information technology industry's pioneer training program for bringing vendor training to colleges, universities, and trade schools. The NEAP-Secondary program enables participating non-profit secondary schools to offer Novell-authorized classes, providing high school students an opportunity to prepare for Novell's globally recognized technical certification, the CNA. Since the programs inception in February, 1996, Novell Education reports 183 high schools currently enrolled in the program, with a projected 500 schools participating by the end of the 1998 academic year. This accounts for approximately 25,000 students who will take the NetWare 4 Administration course in a high school environment in the coming academic year. There are currently over 335 NEAP organizations worldwide offering training to over 40,000 students per year.

The pioneer in information technology education programs, Novell Education has been certifying industry and network professionals since 1986. Worldwide, there are currently 180,000 CNAs; 120,000 Certified Novell Engineers (CNEs); 7,000 Master CNEs; and 5,000 Certified Novell Instructors (CNIs).

Founded in 1983, Novell (NASDAQ: NOVL) is the world's leading provider of network software. The company offers a wide range of network solutions for distributed network, Internet, Intranet and small-business markets. Novell Education and technical support programs are the most comprehensive in the network computing industry. Information about Novell's complete range of products and services can be accessed on the World Wide Web at <http://www.novell.com>.

5) **Microsoft Sites:**

- **TechWorld Public Charter School**, Washington, DC: Awarded \$15,000 + \$123,000 in software (FMV)

TechWorld is a public charter school based in Washington, DC which provides its students with the academic skills necessary to attend college, the business skills to be an entrepreneur and the technical skills required to be employable in the 21st century. Using a challenging curriculum that focuses on technology skills, the school is creating a TechWorld Cyber-Learning Center, an after-school program that will serve 250 students between age 15 and 17 from low to moderate income families. This grant will pay for the lease of 35 computers that the students will use to learn a wide range of technology skills, including web design, graphics, internet, system integration and networking.

- **College Bound**, Washington, DC: Awarded \$15,000

College Bound provides comprehensive assistance to low-income high school students from the District of Columbia interested in pursuing a college education. To supplement its offerings, College Bound will use this grant to add technological resources to the College Preparation Center. Internet access will allow students and parents to research colleges, complete applications electronically, research scholarships and apply for financial aid. In addition to the computers that will be available at College Bound's main office, funds will be used to purchase portable computers which will allow staff to provide this service to students in other low-income neighborhoods in the District.

- **Woodson High School**, Washington, DC: Awarded \$8,000

Awarded to Woodson High School, DC to introduce and educate over 250 students in the use of computers, information technologies and business practices. The funds allowed the school to expand computer lab resources and allowed them to provide the their students with the latest software applications and access to the Internet. This lab was intended to serve as a model for the DC school system that operates in one of the highest crime areas in the country.

6) **Cisco Networking Academies:**

The Cisco Networking Academy program is a complete, four-semester program on the principles and practice of designing, building, and maintaining networks capable of supporting national and global organizations. The Networking Academy program is localized to individual needs of high schools and colleges, and features hands-on, project-driven training in high-demand job skills.

- **Archbishop Carroll High School**
(202) 529-0900 x226
- **Bell Multicultural High School**
(202) 673-7314

- **Cardozo Senior High School**
(202) 673-7385
- **Dunbar Senior High School**
(202) 6734565

7) Morino Institute's Youth Development Collaborative (YDC) Pilot.

Each of these organizations has a Networked Learning Center comprised of 15 Internet enabled computers with printers, scanners, etc. that are used in after school programs for children in the community.

- **Perry School Community Services Center**
128 M Street, NW
Washington, DC 20001

Perry School Community Services Center helps families break the cycle of poverty and develops leadership to revitalize and preserve the community. Located in a beautifully renovated building that once housed the historic M St. High School, the first public high school for African-Americans in the District of Columbia, the Perry School offers a wide variety of service programs ranging from healthcare services to child care, college preparation, arts instruction, and job training. <http://www.perryschool.org/>

- **Community Preservation and Development Corporation**
The Connection @ Edgewood Terrace
601 Edgewood St., NE Suite 25
Washington, DC 20017

Community Preservation and Development Corporation (CPDC) creates and preserves affordable housing for low and moderate-income individuals and families. CPDC works in partnership with residents of its housing development communities and provides community service programs that increase opportunities for personal and professional growth. <http://www.cpdc.org/>

- **Calvary Bilingual Multicultural Learning Center**
1420 Columbia Road, NW
Washington, DC 20009

Calvary Bilingual Multicultural Learning Center (CBMLC) is a child and family education and development center with a 15 year history of quality service to an economically diverse and culturally rich community. Calvary's vision is to create an oasis for children and families - to be the multicultural village that raises the child and empowers the family and youth community. Serving over 250 children, Calvary's doors are open to families of different races, cultures, and languages, offering children an atmosphere that helps them reach the full development of their potential.

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

- **Friendship House Association**

619 D Street, SE
Washington, DC 20003

Friendship House helps people find alternatives to life-long poverty, counteract the breakdown in family life, and establish partnerships with individuals in the solutions to their problems. Through the provision of day care, education, leadership development for youth, employment counseling, placement and training, small business development, emergency services, and social rehabilitation of the mentally disabled, Friendship House strengthens families in Southeast Washington. <<http://www.friendshiphouse.net/>>

8) Lemon G. Hine Junior High School

Eighth Street & Pennsylvania Ave S.E.
Washington, DC 20003
Phone: (202)698-3330 Fax: (202)698-3350
<http://hine.k12.dc.us>

Their new Web site is an important aspect of Hine's emphasis on using technology to reach higher standards. Hine is a local leader in the use of technology. As Hine continues to implement its Technology Integration Program, they would like to be seen as a national technology leader. This has been a very successful year for Hine Junior High School. Hine students and teachers have received numerous awards. They have upgraded their school's networking infrastructure and classroom computers and printers. Hine students met with President Clinton and Surgeon General Satcher at the White House in May. Vice President Albert Gore visited Hine on Kick Butts Day in April. Speaker Newt Gingrich visited Hine in March to donate several computers. General Colin Powell visited Hine in December to report on the progress of the America's Promise campaign. Students have written selections on the website and developed Web pages. Publishing material on the Web site is being integrated into all aspects of the Hine program. Preparing material for our Web site will be an important part of our academic program. Their technology integration program could not have succeeded to this point without help from others. The DC Public Schools Management Information Services organization provides the Internet connection, router, and etherswitch. The Department of Transportation has donated computers. Cisco Systems, Inc. has donated \$20,000 worth of equipment and technical support. Hughes/STX has provided volunteer services and computers. Northern Telecom (Nortel) donated computers. The Department of Housing and Urban Development also donated computers. Future Networking, Inc. (FutureNET) has provided technical support and staff development services. Many other organizations and individuals also have contributed to the Hine Technology Integration Program. Their website will provide students an opportunity to publish material. The site also will provide teachers with an opportunity to communicate using Web publishing as part of their classroom activities and to structure collaborative Internet-based learning activities.

News Release

Release Date: Tuesday, February 29, 2000
Contact: Anna Osborn
U S WEST
(303) 965-2556

U S WEST TECHNOLOGY TRAINING GRANT FOR DENVER INDIAN CENTER PROVIDES COMPUTER SKILLS FOR ADVANCEMENT OF AMERICAN INDIANS

— U S WEST Continues its Commitment to Diversity & Closing the Digital Divide; 'Learning Through Technology' Program to Boost Employment Opportunities for American Indians —

DENVER — American Indians in the Denver area can now get the critical computer and Internet skills they need for today's high-tech world, thanks to U S WEST's continued commitment to bridging the 'Digital Divide.'

Solomon D. Trujillo, chairman, president and CEO, U S WEST, and Denver Indian Center Chairwoman Keiko Broken Leg – Kinn today were on hand at the Denver Indian Center (DIC) to announce the 'Learning Through Technology' Partnership Program. Funded by up to \$150,000 from U S WEST, the program will provide much-needed technology training to American Indians to enhance their skills and increase employment opportunities.

"U S WEST's commitment to making life better for the American Indian community is clear," said Broken Leg – Kinn. "With the new Learning Through Technology Partnership Program, we can ensure that our clients have access to the computer and technology training that is so critical for success today."

"Technology can be a great equalizer," said Trujillo. "This program will provide real 'Information Empowerment,' giving American Indians in the Denver area the technology training they need to overcome barriers they face, such as geographic isolation and access to information."

Over the last five years, U S WEST also has installed miles of fiber on reservations throughout the west to keep American Indian customers connected to friends, family and the world. In addition, the company has supported the American Indian College Fund with nearly \$2 million in donations since 1998 and has worked with the Bureau of Indian affairs to deliver high-speed Internet access to schools on reservations in New Mexico, South Dakota and Arizona.

The Learning Through Technology Partnership Program is another step U S WEST is taking to help bridge the 'Digital Divide,' a national problem that refers to the inability of certain people and small businesses — especially those in less populated or less affluent areas — to obtain affordable, high-speed Internet access.

"Technology can be a great equalizer," said Trujillo. "Through this program, technology training can help Native Indians overcome barriers they traditionally face, such as geographic isolation and access to information."

U S WEST's support of the new DIC program also underscores the company's commitment to diversity in its leadership, in the work place and in the communities it serves. In fact, during Trujillo's tenure as

AMERICA'S 50 MOST WIRED CITIES ... AND TOWNS

BY DINA GAN

Not all cities are created equal—certainly not in cyberspace. Find out which ones made the list this year and why they have what it takes

Cable cars. The Golden Gate Bridge. Rice-A-Roni. Maybe we can add a computer to the list of images that define San Francisco. After all, the City by the Bay has held the title of Most Wired City for three years running.

Even with the explosive growth of the Net, San Francisco has held off other contenders, scoring highest in most of the major measured categories. The nation's capital came in a close second, buoyed by the government's massive online infrastructure. San Jose used its Silicon Valley savvy to nab the third spot, while Austin took advantage of a booming Net economy to place fourth. Fifth place went to Seattle, home of Microsoft.

As in past years, the Most

Wired Cities have more than just hardware and Net access. With the help of researchers across the country, we crunched numbers for the better part of a month, taking into account home and business Internet use, the prevalence of online companies, the number of networked computers in a given area, and the quantity and quality of city-related content available online. Here's a breakdown of the major categories:

HOME & WORK NET USE: More and more Americans go online every year. The Census Bureau and the Bureau of Labor Statistics keep track of just how many for the Current Population Survey. This year Washington, D.C., wins in terms of Web users at work, with 39.5 percent signing on at the office. Austin comes in a close second, and it's still the champ in

the domestic arena, with 39.5 percent connecting from home.

DOMAIN DENSITY: To what extent are businesses using the Internet? We answered that question by counting the number of commercial domain names registered and dividing by the total number of firms. San Jose, the hub of Silicon Valley, stayed on top, with 1.3 dot-coms for every business. And since last year, it has nearly doubled its number of commercial domains.

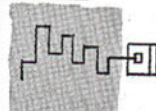
HOSTS PER CAPITA: This refers not to talk shows but to the number of computers hooked up to the Net. That includes laptops in living rooms, PCs in corporate cubbyholes, and terminals at cybercafés, as well as machines that serve data or route traffic around the Net. San Jose wins

this year, with 820 Web-worthy computers for every 1,000 people.

DIRECTORY DENSITY: It's great to have a lot of people accessing the Net, but how many Web sites—big and small, official and decidedly unofficial—are devoted to each city? We tallied up the sites for each and divided by the population to get this measure of wiredness. San Francisco bested Austin this year, with more than 15 sites for every 1,000 people.

CONTENT QUALITY: Quantity is one thing; quality, another. We looked at each city's local sites in a range of categories, including government, business, and culture. The top spot was shared by Boston, Chicago, Los Angeles, San Francisco, Seattle, New York, and Washington, D.C.: All scored perfect 10s.

ILLUSTRATIONS BY LAURENT CILLUFFO



AMERICA'S 50 MOST

CITY/METROPOLITAN AREA	POPULATION	TOTAL PTS.	HOME	WORK	COM	HOSTS	LINKS	CONTENT
1 San Francisco, CA	1,655,454	55.3	9.5	8.1	9.7	8	10	10
2 Washington, DC	4,563,123	43.9	8.4	10	4.8	8.9	1.8	10
3 San Jose, CA	1,599,604	43.9	10	8.8	10	10	1.1	4
4 Austin, TX	1,041,330	41.5	10	9.3	6.1	5.8	3.3	7
5 Seattle, WA	2,234,707	41.4	10	8.2	4.5	5.6	3.1	10
6 San Diego, CA	2,655,463	35.3	8	4.9	7.9	4.1	1.4	9
7 Boston, MA	3,263,060	35.1	7.2	5.2	5	5	2.7	10
8 Dallas, TX	3,047,983	33.2	7.4	7.8	4	4.1	1.9	8
9 Atlanta, GA	3,541,230	32.4	6.9	6	3.7	7	1.8	7
10 Minneapolis-St. Paul, MN	2,765,116	32.2	9.2	6.6	3.3	4.2	1.9	7
11 Orange County, CA	2,636,888	31.9	6.9	5.9	7.8	3.8	1.5	6
12 Denver, CO	1,866,978	31.5	8	7.1	3.3	3.9	2.2	7
13 Los Angeles, CA	9,127,751	30.5	5.1	4	6.1	3.5	1.8	10
14 Raleigh-Durham-Chapel Hill, NC	1,025,253	30.4	7.8	6.4	3.3	5.8	2.1	5
15 New York, NY	8,643,437	30.2	4.3	4.8	5.1	4.2	1.8	10
16 Portland, OR	1,758,937	30.1	8.4	6.8	3.7	3.5	1.7	6
17 Chicago, IL	7,733,876	29.9	6.1	5.9	3.3	3.5	1.1	10
18 Philadelphia, PA	4,952,929	29.1	6.4	5.7	3	5	1	8
19 Orlando, FL	1,417,291	28.8	8.3	6.5	3.1	4.1	1.8	5
20 Baltimore, MD	2,474,118	28.6	7.2	7.3	2.7	3.3	1.1	7
21 Phoenix, AZ	2,746,703	28	6.6	5	4	3.9	1.5	7
22 Oakland, CA	2,209,629	28	7.4	7.6	5.7	5	0.3	2
23 Houston, TX	3,791,921	27.6	5.8	5.5	3.3	4	1	8
24 Salt Lake City, UT	1,217,842	26.5	8.4	6.2	3.9	3.4	1.6	3
25 Cincinnati, OH	1,597,352	26.3	7.8	6.2	2.3	3.2	0.8	6
26 Nashville, TN	1,117,178	26	7.5	7.4	2.8	3.3	1	4
27 Honolulu, HI	871,766	26	5.9	3.9	2.6	3.8	1.8	8
28 Sacramento, CA	1,482,208	25.7	6.5	5.2	3.4	3.7	1.9	5
29 Las Vegas, NV	1,201,073	25.4	5.3	2.4	5.3	3.4	1	8
30 Middlesex-Somerset-Hunterdon, NJ	1,091,097	25.4	8.7	5.5	3.9	3.4	0.9	3
31 Columbus, OH	1,447,646	25.3	7.5	6.3	2.5	4.2	0.9	4
32 Milwaukee, WI	1,457,655	25.3	6.3	6.3	2.3	3.4	1	6
33 Tucson, AZ	767,873	24.7	7.4	5.5	4.8	3.7	1.3	2
34 Detroit, MI	4,318,145	24.4	6.5	4.8	2	3.5	0.6	7
35 Miami, FL	2,076,175	24.3	5	3.8	4.3	3.2	2	6
36 Albany, NY	878,527	24.2	6.5	5.2	1.7	3.4	1.4	6
37 Ventura, CA	714,733	23.7	7.5	6.8	4.6	3.4	0.4	1
38 Indianapolis, IN	1,492,297	23.7	6.5	5.6	2.8	3.8	1	4
39 Bergen-Passaic, NJ	1,311,331	23.6	8.1	4.8	3.5	3.3	0.9	3
40 Norfolk-V. Beach-Newport News, VA	1,540,252	23.4	7	7.1	3	3.9	0.4	2
41 Cleveland, OH	2,233,288	23.2	5.2	3.9	2.6	3.4	1.1	7
42 Fort Lauderdale, FL	1,438,228	22.8	6	3.4	4.8	3.1	0.5	5
43 Kansas City, MO-KS	1,690,343	22.7	6.2	5.1	3.4	3.1	0.9	4
44 Rochester, NY	1,088,037	22.4	5.5	6.9	1.6	3.6	0.8	4
45 West Palm Beach-Boca Raton, FL	992,840	22.2	6.8	3.7	4.1	3.2	1.4	3
46 Hartford, CT	1,144,574	22	6.2	5.5	2.2	3.5	1.6	3
47 New Orleans, LA	1,312,890	22	5.5	3.8	1.8	3.7	1.2	6
48 Monmouth-Ocean, NJ	1,065,284	21.9	6.8	5.5	2.7	3.1	0.8	3
49 Tampa-St. Petersburg-Clearwater, FL	2,199,231	21.8	6.7	3.7	3.2	4	1.2	3
50 Knoxville, TN	649,277	21.3	6.9	5.6	1.7	3.9	1.2	2

Key to chart categories: Estimated population is based on Standard Metropolitan Area figures. HOME = residential Net use; WORK = business Net use; COM = density of Net businesses; HOSTS = density of networked computers; LINKS = density of city-specific links; CONTENT = quality of city-related resources online. Chart scores are awarded on a scale from 1 to 10.

MOST WIRED CITIES

COMMENTS

Has the highest rankings overall, plus the most—and best—local sites

The government is well wired; having AOL nearby helps keep this metro area on top

The high-tech center of Silicon Valley has a relative shortage of good local links

A very Net-savvy population aids the hometown of Dell

The headquarters of Microsoft and Amazon.com gets a boost from residents using the Net

Just about every company here has a Web presence; sites about the city are great, too

Excellent local sites and plenty of networked computers with which to view them

Not as high as its Texan partner; it's harder to wire a population three times the size of Austin

Watch out for a rise in the ranks—the state has been spending big money on high tech

Folks log on at home more than at work, and there are as many wired PCs here as in New York

The wealthy Digital Coast teems with tech ventures

Dropped a spot since last year, but still more wired than most

The Webtainment industry helped propel L.A. from its No. 24 spot last year

The Research Triangle's brain trust ensures the area's tech superiority

A diverse economy dwarfs Silicon Alley relative to industries like finance, media, and retail

Net surfing is a popular hobby here, but local content could use improvement

Its sites are stellar, but other cities did better in the remaining categories

Tied with Boston for hosts-per-capita, but Philly could use more and better links

Why? Because one-third of the population is online when they're not on line at Disney

Charm City hasn't budged; maybe Johns Hopkins needs to produce more than MDs

Missed the top 20 by a hair, despite improved content since last year

Plenty of people are online in this Silicon Valley outpost, at home and at work

Much-improved content has helped this Texas town rise in the ranks

A high percentage of recreational surfers keeps this city in the top half of the list

Columbus has more computers per head, but this burg beats it on other fronts

The place just ain't as wired as it used to be; it fell from 17th place

This island paradise has plenty of surfers—online and off

Once rated 12th, but other cities have gotten themselves much more wired

A major boost in content quality helped this gambling town shimmy up several notches

A high-tech cluster around Route 1 gives this metro area a leg up into the top 50

It's in the top 10 for hosts-per-capita, but more businesses could put up Web sites

Better than average content, but only one-quarter of the population is online

University types helped this relatively small city make its comeback on this year's list

Online car-buying wasn't enough to prevent Detroit from slipping down the list since last year

Another falling star, although it made the top 10 for directory density

The seat of New York state government debuts in a strong spot

Technically part of the Digital Coast, it's hampered by a relatively small population

More Net users and more Web sites could help reverse this city's downward trend

Who would have guessed that the Sony.com domain is officially registered here?

Slight improvements all around pushed this metro area up one spot

Despite better content, the city fell more than 10 spots on the list

Looks as if kids have started packing their laptops for spring break

It's not that its overall score didn't improve; it's just that everyone else did better

With a 10-place drop since its previous ranking, it'll have to work hard to stay in the top 50

Retired seniors have a lot of time to surf the Net

It doesn't hurt to have Wesleyan and Trinity considered part of this metro area

There's lots to do here besides surf the Net; local sites do a good job of listing them

More than one-third of businesses here have Web sites; plenty of folks log on at home, too

A decent score on home Net use keeps this metro area hanging on

Not great content, but relatively healthy home and work use

SAN FRANCISCO: IMAGE BANK

TOP TEN LISTS



Percentage of adults using the Net at home

1 (tie) Austin, TX, and San Jose, CA	39.5%
3 Seattle, WA	39.4%
4 San Francisco, CA	37.7%
5 Minneapolis-St. Paul, MN	36.3%
6 Middlesex-Somerset-Hunterdon, NJ	34.4%
7 (tie) Salt Lake City, UT, and Washington, DC	33.2%
9 Akron, OH	33.1%
10 Portland, OR	33.0%

(Source: Jed Kolko, using data from Census Bureau and Bureau of Labor Statistics, Current Population Survey, December 1998)

Percentage of adults using the Net at work

1 Washington, DC	39.5%
2 Austin, TX	36.8%
3 San Jose, CA	34.6%
4 Seattle, WA	32.5%
5 San Francisco, CA	32.1%
6 Dallas, TX	30.6%
7 Oakland, CA	30.0%
8 Nashville, TN	29.4%
9 Baltimore, MD	29.0%
10 Norfolk-V. Beach-Newport News, VA	28.2%

(Source: Jed Kolko, using data from Census Bureau and Bureau of Labor Statistics, Current Population Survey, December 1998)

Directory density (sites per 1,000 capita)

1 San Francisco, CA	15.34
2 Austin, TX	5.11
3 Seattle, WA	4.8
4 Boston, MA	4.15
5 Denver, CO	3.41
6 Raleigh-Durham-Chapel Hill, NC	3.21
7 Miami, FL	3.01
8 Dallas, TX	2.96
9 Minneapolis-St. Paul, MN	2.94
10 Sacramento, CA	2.91

(Source: Yahoo!)

Domains (.com) per 1,000 firms

1 San Jose, CA	1,303.40
2 San Francisco, CA	1,263.40
3 San Diego, CA	1,032.80
4 Orange County, CA	1,014.80
5 Los Angeles, CA	799.8
6 Austin, TX	796.9
7 Oakland, CA	748.6
8 Las Vegas, NV	694.7
9 New York, NY	663.6
10 Boston, MA	652.7

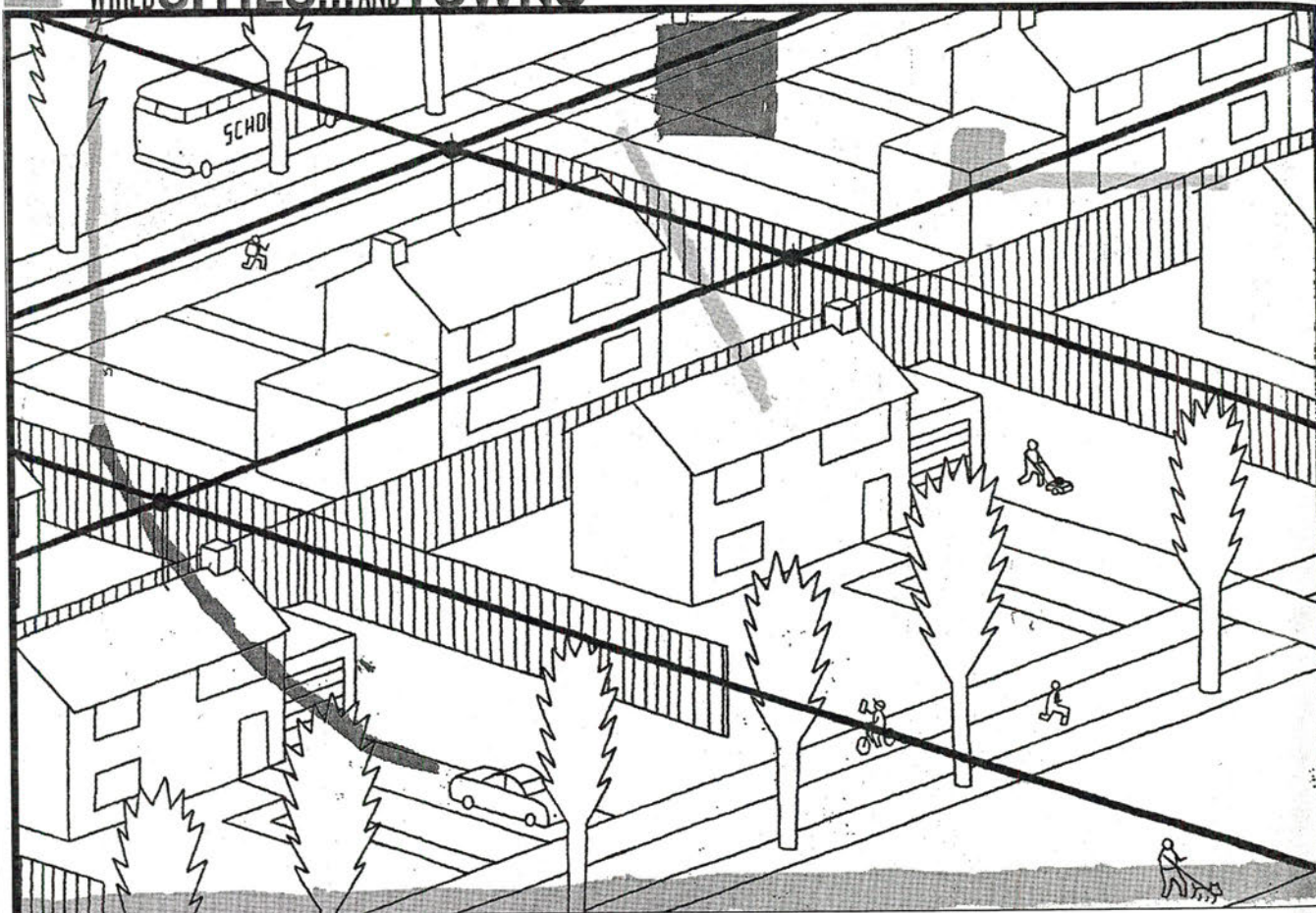
(Source: Matthew Zook, July 1999)

Hosts* per 1,000 capita

1 San Jose, CA	820
2 Washington, DC	480
3 San Francisco, CA	410
4 Atlanta, GA	330
5 (tie) Austin, TX, and Raleigh-Durham-Chapel Hill, NC	230
7 Seattle, WA	210
8 Newark, NJ	200
9 (tie) Boston, MA, Oakland, CA, and Philadelphia, PA	160

(Source: MIDS, www.mids.org, July 1999)

*That is, the number of Net-connected computers.



WIRED TOWNS

Going online is easy if you're in San Francisco. But what about America's towns? Meet eight hamlets that took the initiative

BY DILGE EBIRI

BLACKSBURG, VA

POP. 34,590 • SITE bev.org

THE BLACKSBURG ELECTRONIC VILLAGE (BEV), with its discussion groups, virtual Village Mall, and a whole host of town services, is something of a legend among wired communities. Using the resources of local Virginia Tech University, the community caught the Internet bug early—in 1993, in fact—and never looked back. “Before the Net really took off, the university subsidized dial-in connections,” says Monta Elkins, a former systems administrator for BEV who is now a systems engineer at Virginia Tech. “And because it was such an isolated commu-

nity, it was easy to get these folks online.” No kidding: Today, 85 percent of the town is online, including three-quarters of the churches. What’s next? The university has begun testing wireless Net access in the community.

MOST INTERESTING THING SEEN ONLINE: “My son’s computerized loft bed,” says Elkins. “It’s the Batmobile. It has fiber-optic lights, a connection to the Web, and it controls a radio, a reading light, and a fan.”

SYLVANIA, OH

POP. 40,000 • SITE sev.org

SYLVANIA FIRST DISCOVERED THE NET IN 1995, when a former city council member went online to do research

for a friend who had been diagnosed with cancer. Realizing the power of this resource, he decided the town needed to be at the forefront of the Net revolution. In partnership with a local hospital, the Sylvania Electronic Village (SEV) came online in December 1995. Today it’s one of the best-organized and most detailed e-villages in the country. But has the Net had any alienating effects in such a tightly knit community? No, says Rick Smenner, president of SEV. “It’s brought our community closer. We’ve been very active in getting council meetings up and getting feedback from citizens....Our users are very loyal.”

MOST INTERESTING THING SEEN ONLINE: “A lot of the most interesting things are the personal Web pages people put up,” says

Smenner. "Nothing crazy, but it's interesting to see the differences in people."

PENDLETON, OR

POP. 16,915 • SITE pendleton.or.us

LET 'ER BUCK!" IS THE RALLYING CRY OF this former Oregon Trail rest stop. The West is still very much a part of life here, especially during the annual **PENDLETON ROUND-UP AND HAPPY CANYON**, one of the 10 largest rodeos in the world. But with everyone from the Convention Center managers to the local **CONFEDERATED TRIBES OF THE UMATILLA INDIAN RESERVATION** using the Net, Pendleton is living up to its pioneer heritage in more ways than one. What has the wired universe brought? "Worldliness," says John Vigil, the town's computer specialist. "A lot more people are seeing what other communities have to offer and are thinking, 'Maybe I can do that here.'"

MOST INTERESTING THING SEEN ONLINE: "The Pendleton LAN Gamers," says Vigil. "Just the notion that people are dragging their computers to play games against each other is kind of funny. Especially in this town." (For more on LAN gaming, see "Fight Clubs," page 112.)

NEVADA, MO

POP. 10,000 • SITE nevadamo.org

WITH TWO SMALL COLLEGES IN TOWN (Cotter College and the Nevada Tele Center, an outreach and extension program), Nevada's residents discovered the Net well before the municipal government went online. But now, with a Web site featuring everything from the annual water-quality report to movie listings and press releases announcing middle-school concerts, the town is catching up. "The site has just ballooned," declares Mark Mitchell, webmaster of the official

site for Nevada, which lies on the road from Joplin to Kansas City. "It's really something, seeing as how we're just a little farming community caught between two big metropolitan areas."

MOST INTERESTING THING SEEN ONLINE: "Around Halloween time," recalls Mitchell, "somebody wrote in our site's guestbook that one of the graves at a cemetery here had a casket with a glass top and that you could see the deceased's skull. And the response was just unbelievable. I don't think that cemetery ever had that many visitors."

ALPHARETTA, GA

POP. 30,000 • SITE alpharetta.ga.us

WITH MANY OF ITS RESIDENTS EMPLOYED by high-tech and telecommunications businesses in the area, Alpharetta, midway between Atlanta and the North Georgia Mountains, takes its Net seriously. Mayor Chuck Martin says that the important thing is to "not lose the personal touch....We will not force the use of the Internet; we will make it available for citizen convenience." Thanks to the Net—and the town's detailed official site—community involvement is on the rise, with many officials available to answer queries online. "An individual will take the time to write an e-mail when they will not take the time to write a 'formal' letter and put it in the mail. [And] I can respond much more quickly with e-mail than with a letter," says the mayor.

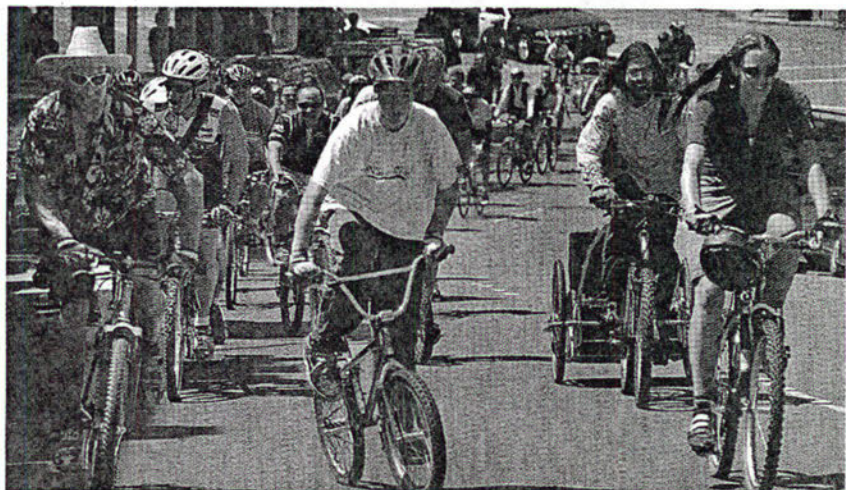
MOST INTERESTING THING SEEN ONLINE: "The most interesting thing for me," says Martin, "is the number of messages I get from students who are doing class projects and [want to ask] questions."

BARBOURVILLE, KY

POP. 3,300 • SITE barbourville.com

SOME TOWNS ARE LUCKY ENOUGH TO BE situated near major cities with big businesses ready to employ thousands. Some, like Barbourville, sit nestled in the Cumberland Mountains miles away from big cities and have to make their own luck. That's why the town invested nearly \$2 million in a fiber-optic network that has given homes and businesses direct Net access. "To compete with places of similar size, we needed a little advantage in job recruitment and education," says Chris Brewer, 171 >>

WEBVILLE: Alpharetta (top) and Mill Valley are just two of America's most Net-friendly towns.



FOR SITES IN THIS STORY, PLEASE TURN TO THIS MONTH'S SITE ADDRESS GUIDE, OR VISIT WWW.YIL.COM/URL/0003/CITIES.HTML

<< 102 **Y-Life Interview**

On the contrary, I'm like most people, I think—people who are learning and want to know more.

Y-LIFE: Did you ever meet Bill Gates?

MILLER: He doesn't exist. He's like the guy in the movie *North by Northwest*. They thought Cary Grant was a spy, but there was no spy—just a guy who'd been made up. While I was in Seattle, I became convinced Gates doesn't exist.

Truth is, I find him kind of interesting. He could be a lot more whacked than he is. For being a genius, he seems about as little whacked as you can be. Big brain. That f—er must have trouble sleeping, turning it off at night.

Y-LIFE: Other people, including the U.S. Department of Justice, worry about Microsoft and Bill Gates. We don't expect you to rant too hard about someone who has paid you for commercials, but are you concerned that he'll control every aspect of computers and perhaps even the Internet?

MILLER: No. Competence wins in an incompetent world.

Y-LIFE: If you had Bill Gates on your show, what would you ask him?

MILLER: What the daily interest is on that \$400 zillion.

Y-LIFE: We're wrapping up this interview just before the millennium. By the time this appears, we'll have survived Y2K—or not. Have you been worried?

MILLER: Nah. If the only people who will survive are those nutsos who stockpiled guns, Bibles, and a year's supply of Bosco and Mrs. T's pierogi, then I think I'd rather punch out with the cool kids, because if my only option is sharing some jerky with Bob Barr and drinking my own recycled whiz, well, I'll take my chances at the Thunderdome, OK? And I had a lot of trouble with the idea of spending a trillion dollars to solve this thing. What you should have done is taken your computer back to the kid at Circuit City who sold it to you and said, "Hey, you stuck me with a machine with a broken clock. Now fix it, asshole."

Of course, that's just my opinion. If we're all dead when this comes out—hey, I kept telling you I could be wrong. 

<< 128 **50 Most Wired Cities**

assistant superintendent of the Barbourville Utility Commission. The effort paid off: The Immigration and Naturalization Service recently chose Barbourville as the site of a call center that will soon bring the town 300 jobs—"hard to come by for a small rural Kentucky town," says Brewer. "It was going to Houston, but they didn't have the infrastructure we have."

MOST INTERESTING THING SEEN

ONLINE: "We've had several divorces," Brewersays. "Chat has brought a whole new level to the love lives of people in our community. And Lucent Technologies was hacked by one of our 12-year-old customers."

MILL VALLEY, CA

POP. 14,000 • SITE cityofmillvalley.org

"INTERACTIVE" IS THE NAME OF THE GAME for this prosperous settlement 15 miles from tech-friendly San Francisco. Residents can anonymously report suspicious activity, complain about potholes, or download an application for a Sewer Connection and Use Permit. "Our aim was to make the [town's official] site as simple and as clear as possible," says City Clerk Mary Herr. "We tried to stay away from fancy designs and blinking animations." The result? "There's definitely a group of residents who have embraced the Web site. It has given folks quick access to what's going on at city hall."

MOST INTERESTING THING SEEN

ONLINE: "We get e-mails from people all over the world," says Herr. "The police department received an e-mail from a fellow in Stratfordshire, England, saying that he'd like to join the force and asking for [assistance]."

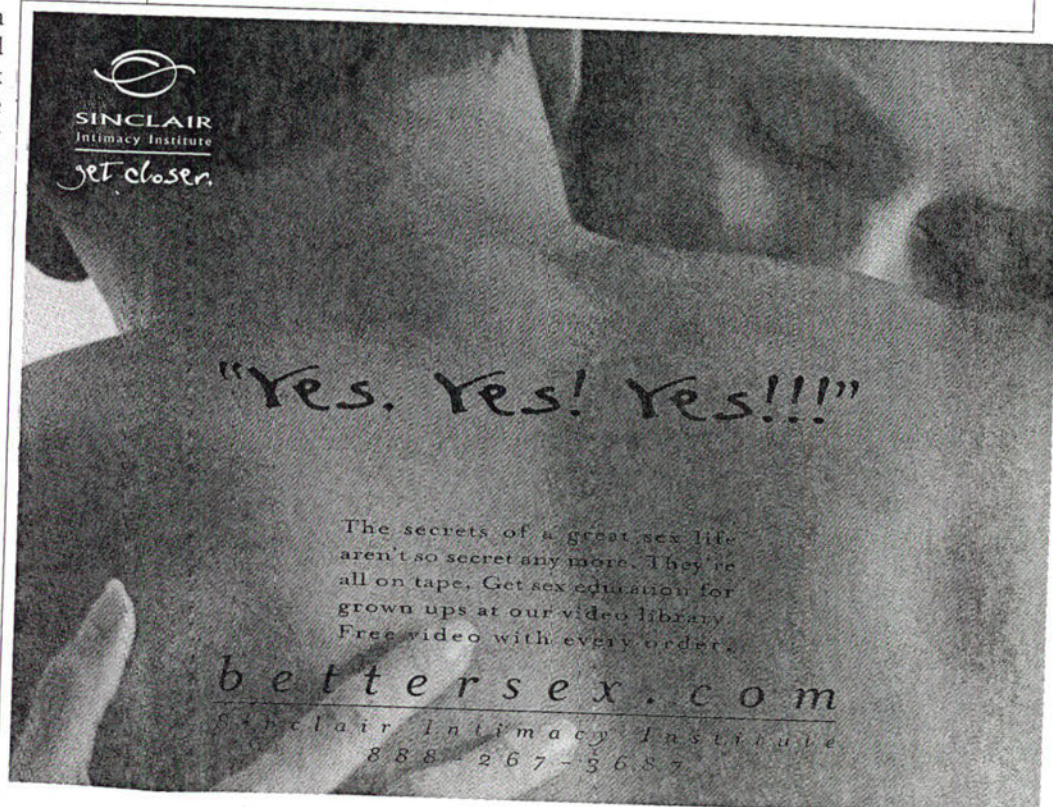
WATERVILLE, ME

POP. 16,758 • SITE ci.waterville.me.us

HOME TO COLBY AND THOMAS COLLEGES, the town of Waterville first got onto the Net through its school system's slower connections. It now has cable modem access and is even sharing its knowledge by helping other towns get online. According to Eric Anderson, Waterville's information technologist, it's "starting partnerships with some of our smaller area towns to provide them with [information services], which they wouldn't be able to afford by themselves." Once they have access, those towns may also benefit from Waterville's online resources, such as information about the local Boys & Girls Club and the Opera House.

MOST INTERESTING THING SEEN

ONLINE: "Some of the Web pages that the fire department used to create were a little...bright," says Anderson. "They would also put on flashing animated GIFs and other 'interesting' features to make the whole thing mighty hard to look at straight on." 



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InfotechStrategies

Digital Divide

February 11, 2000

Honorable John Podesta
Chief of Staff
The White House
1600 Pennsylvania Ave., NW
Washington, DC 20500

Dear John:

Every now and then I write asking a small favor. This is one of those times.

The CEO Forum on Education & Technology, one of the coalitions I'm involved with, just released a new STaR Chart for the nation's colleges of education. This self-assessment tool enables any teacher preparation program to determine its level of readiness in preparing tomorrow's teachers to use technology. Take a look—it's really well done. The timing for this initiative couldn't be better. With 200,000 new teachers expected to enter the classroom each year for the next decade, it's important that Colleges of Education become technologically savvy.

Here's the favor. We need to get this new tool into the hands of university presidents and college deans. If you know someone who runs, works at, or is a student at a college of education (or a university that has one), please send them our report. If you need additional copies, please let me know and I'd be happy to provide you with more.

Very best wishes for the New Year. I appreciate your taking the time to pass on our new Teacher Prep STaR Chart.

Most appreciatively,

Ken

Kenneth R. Kay
Chairman

P.S. Someone ought to challenge every College of Education to do this self-assessment in the next 6 months. Otherwise we run the risk of training the next 2 million teachers without any technology component!

Enclosure

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Thanks again for the timely work on export controls. We'll come and speak with you again on it in May.

Gene / Bruce / ...
Should.
we link this
to an event
on digital
divide tour?
Probably
could get
some good
CEO's.
To Ken