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Folder Title:
Digital Divide

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Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Marty Hoffman to Kim Widdess et al re: Congressional staff attending Digital Divide event, 4/4/00 [Personally Identifiable Information] [partial] (1 page)	04/03/2000	b(6)

COLLECTION:

Clinton Presidential Records
Legislative Affairs
Mark Magana
OA/Box Number: 22029

FOLDER TITLE:

Digital Divide

2019-0203-F

jm2843

RESTRICTION CODES

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

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
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P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).
RR. Document will be reviewed upon request.



Lowell A. Weiss
04/04/2000 11:11:11 AM

Record Type: Record

To: Lisa M. Kountoupes/WHO/EOP@EOP

cc:

Subject:

Draft 4/4/00 10:45am
Lowell Weiss

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON DIGITAL DIVIDE
THE WHITE HOUSE
April 4, 2000**

Acknowledge: introducer Julian Lacey; Sec. Herman; Sec. Glickman; Harris Wofford; Gene Sperling; Sens. Mikulski, Breaux, Bingaman, Dorgan, Levin, Specter; Reps. John Conyers, Brian Baird, Carlos Romero-Barcelo, Xavier Becerra, Corrine Brown, Elijah Cummings, Harold Ford Jr., Ruben Hinojosa, William Jefferson, Eddie Bernice Johnson, Stephanie Tubbs Jones, Sheila Jackson-Lee, John Larson; Gov. Angus King, who is working to create an endowment fund in Maine to provide portable computers and Internet access for all seventh-graders.

I am grateful to all of you for coming here to help us set the stage for our Administration's third New Markets Tour, which we will take beginning the week of April 16th. I can't imagine a better place to kick things off than here in the East Room. Nearly two centuries ago, Thomas Jefferson and his personal aide Meriwether Lewis laid maps upon the floor and charted the Lewis and Clark expedition. Today, we are here again to chart a course and to open new frontiers of possibility for our nation. The new frontier we are exploring is the digital frontier. And our mission is to open that frontier to all Americans – regardless of income, education, geography, disability, or race.

We are truly fortunate to be alive at this moment in history – a time of stunning advances in human knowledge and of unparalleled prosperity. Our economy is the strongest it has ever been – with nearly 21 million new jobs, the lowest unemployment in 30 years, the lowest African-American and Hispanic unemployment on record.

What are we to do with this momentum? Well, I say there is no better use than helping all of our communities reap the rewards of this remarkable age. If we don't do it now, when will we ever get around to doing it?

Over the past year, I have traveled all over the country to see communities that represent

America's new markets – from hard-pressed rural areas in Appalachia and the Mississippi Delta, to the inner cities of Newark and Watts, to the Pine Ridge Indian Reservation. Each place I have gone, I have seen how we can team up with the private sector and community organizations to build new business, create new jobs, and make a real difference in people's lives.

On this upcoming New Markets tour, we will focus specifically on how we can pool our resources to help communities get access to, and take best advantage of, the tools of the Information Age. We will visit East Palo Alto – a community where 20 percent of the residents live below the poverty line – to show that even in the heart of Silicon Valley there is still a substantial digital divide. We will visit Shiprock, New Mexico, a small town in the Navajo Nation, to demonstrate the unique challenges faced by remote Indian Reservations. I will speak at the influential Comdex conference in Chicago, where I will address representatives of every major computer and Internet company in America and challenge them to join this cause. And then, the following week, I will travel to North Carolina, where we will discuss the importance of connecting rural America to the same high-speed, broadband networks that are now proliferating in metropolitan areas.

On all these stops, I will make the case that new technologies can be incredible tools of empowerment in schools, homes, businesses, community centers, and in every other part of civic life. I will argue that if we work together to close the digital divide, technology can be the greatest equalizing force our society – or any other – has ever known. Just imagine if computers and Internet connections were as common in every community as telephones are today ... if all teachers had the skills to open students' eyes and minds to the possibilities of this new world of technology ... if every small business in every rural town could join worldwide markets once reserved for the most powerful corporations. Just imagine what America could be.

But as we imagine this future, we must remember the lessons of the past. History teaches us that even as new technologies create new opportunity, they can heighten economic inequalities and sharpen social divisions – as we saw in the Industrial Revolution. Today we have a chance to avoid these mistakes. We can reap the growth that comes from new technologies – and at the same time use these technologies to eliminate, not widen, the disparities that exist.

We can do it if we all work together: governments, businesses, educators, librarians, civil-rights and religious leaders, labor unions, community-based organizations, foundations, and volunteers – the entire rich mosaic of America's civil society. That is why I am challenging all of these groups to answer a National Call to Action for Digital Opportunity and to help us achieve two vitally important goals.

The first goal is to bring 21st century learning tools into every school. That means finishing the job of connecting every classroom to the Internet, ensuring that all students have access to multi-media computers, creating more high-quality educational software, and helping all teachers learn how to make the best use of these new tools. The second goal is to expand our efforts far beyond our schools – by working to give every citizen has Internet access at home, by bringing technology centers and high-speed networks to every community, by helping adults gain the skills to compete for IT jobs, and inspiring more people to appreciate the great value of

getting online.

Today represents the opening bugle blast for this National Call to Action. Yet more than 350 organizations have already signed on to the pledge. And this is just the beginning. For the rest of this year, we will be working to inspire hundreds, if not thousands, more to sign up. Of course, we'll also be working with the Congress, across party lines, to build support for budget and legislative initiatives to meet these goals.

During our New Markets tour, we will have an opportunity to announce many public- and private-sector commitments tied to this National Call to Action. Today, in advance of the tour, I'd like to announce four such commitments – all of which are vivid illustrations of the kind of visionary partnerships and barn-raising spirit that we are working to foster.

First, AmeriCorps will make an enormous contribution to closing the digital divide by marshaling the power of active citizens. Thanks to the leadership of Sen. Mikulski, who is at the forefront of this issue, and Harris Wofford, who so ably heads our Corporation for National Service, AmeriCorps is committing \$10 million to recruit 750 new members to serve in a brand-new E-Corps. This E-Corps will be a large battalion of volunteers trained and devoted exclusively to projects like providing technical support to school systems and teaching computer-literacy to adults and children. The Corporation for National Service will also unleash the power of students helping students by providing funds to allow 90,000 high school students get involved in digital divide projects as part of their educational curriculum. Most young people I know can run circles around me when it comes to computers and the Internet. AmeriCorps is going to help them put those skills to work in service to their communities.

Second, to help get AmeriCorps' E-Corps off to a running start, the Internet company Yahoo! will donate a remarkable \$1 million in Internet advertising to attract potential E-Corps members with high-tech skills. Third, in partnership with the YWCA, 3Com is launching an innovative initiative called NetPrep GYRLS [girls]. Currently, less than 30 percent of U.S. computer scientists and programmers are women. NetPrep GYRLS will help to right this imbalance, by offering free computer-network training and certification to hundreds of high-school girls across the country. Fourth, the American Library Association has pledged to greatly expand the information- literacy programs of its members in at least 250 communities. I thank all of these groups for their commitments.

As my friend Harris Wofford likes to say, the effort to make sure that all young Americans share in the opportunity and promise of America is the unfinished business of the Civil Rights movement. So it is especially appropriate to note that it was exactly 32 years ago today that Dr. King was assassinated and his dream put on hold. Although it takes a certain temerity to even speculate, I believe that if Dr. King were still with us on this Earth he would view closing the digital divide as a deeply righteous cause.

In the very last Sunday sermon of his life, Dr. King ended with this prayer: "God grant us [all a chance to] be participants in the newness and magnificent development" of America. My

friends, that is the prayer we help to fulfill when we open the eyes of an inner-city child to the wonders of the Internet, as Julian is doing ... when we help seniors in rural America get medical advice over the computer from doctors hundreds of miles away ... when we create tools that allow people with disabilities to open new doors of possibility. When we do these things, we give our neighbors a chance to participate – and we make this righteous cause our own. Thank you and God bless you.

#

Marty J. Hoffmann

04/04/2000 12:31:02 PM

Record Type: Record

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

cc:

Subject: Update, MoCs attending Digital Divide, 4/4/00

EVENT: DIGITAL DIVIDE KICK-OFF EVENT
DATE: Tuesday, April 4, 2000
TIME: 2:30 PM-3:30 PM
LOCATION: EAST ROOM

***Members will arrive at the North Portico at 2:10 PM for a brief meet & greet in the East Room.**

Members of Congress attending (32):

Sen. John Breaux (D-LA)
Rep. John Conyers (D-MI)
Sen. Carl Levin (D-MI)
Sen. Barbara Mikulski (D-MD)
Sen. Arlen Specter (R-PA)
Rep. Brian Baird (D-WA)
Rep. Carlos Romero-Barcelo (D-P.R.)
Rep. Xavier Becerra (D-CA)
Rep. Corrine Brown (D-FL)
Rep. Elijah Cummings (D-MD)
Rep. Harold Ford Jr. (D-TN)
Rep. Ruben Hinojosa (D-TX)
Rep. William Jefferson (D-LA)
Rep. Eddie Bernice Johnson (D-TX)
Rep. Stephanie Tubbs Jones (D-OH)
Rep. Sheila Jackson-Lee (D-TX)
Rep. John Larson (D-CT)
Rep. Zoe Lofgren (D-CA)
Rep. Carolyn Kilpatrick (D-MI)
Rep. Edward Markey (D-MA)
Rep. Gregory Meeks (D-NY)
Rep. Robert Menendez (D-NJ)
Rep. Silvestre Reyes (D-TX)
Rep. Lucille Roybal-Allard (D-CA)
Rep. Bobby Rush (D-IL)
Rep. Ellen Tauscher (D-CA)
Rep. Mark Udall (D-CO)
Rep. Tom Udall (D-NM)
Rep. Maxine Waters (D-CA)
Rep. Lynn Woolsey (D-CA)
Rep. David Wu (D-OR)

Rep. Albert Wynn (D-MD)

Members of Congress pending (23):

Sen. Kent Conrad (D-ND)
Sen. Paul Sarbanes (D-MD)
Rep. John Dingell (D-MI)
Rep. Calvin Dooley (D-CA)
Rep. David Dreier (R-CA)
Rep. Bob Etheridge (D-NC)
Rep. Rush Holt (D-NJ)
Rep. Jesse Jackson Jr. (D-IL)
Rep. Sue Kelly (R-NY)
Rep. John Lewis (D-GA)
Rep. Eleanor Holmes Norton (D-DC)
Rep. Major Owens (D-NY)
Rep. Charles Rangel (D-NY)
Rep. Loretta Sanchez (D-CA)
Rep. Robert Scott (D-VA)
Rep. Debbie Stabenow (D-MI)
Rep. James Talent (R-MO)
Rep. Bennie Thompson (D-MI)
Rep. Edolphus Towns (D-NY)
Rep. Grace Napolitano (D-CA)
Rep. Jose Serrano (D-NY)
Rep. Joseph Crowley (D-NY)
Rep. Charles Gonzalez (D-TX)

Message Sent To: _____

Withdrawal/Redaction Marker

Clinton Library

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001. email	Marty Hoffman to Kim Widdess et al re: Congressional staff attending Digital Divide event, 4/4/00 [Personally Identifiable Information] [partial] (1 page)	04/03/2000	b(6)

COLLECTION:

Clinton Presidential Records
Legislative Affairs
Mark Magana
OA/Box Number: 22029

FOLDER TITLE:

Digital Divide

2019-0203-F
jm2843

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Marty J. Hoffmann

04/03/2000 10:46:54 PM

Record Type: Record

To: Kim B. Widdess/WHO/EOP@EOP, Laura D. Schwartz/WHO/EOP@EOP, Sharon K. Gill/WHO/EOP@EOP, Shereen Soghier/WHO/EOP@EOP

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

Subject: Congressional Staff attending Digital Divide Event, 4/4/00

6 Congressional Staff attending Digital Divide Event (all staff arriving w/ Members):

Jennifer Luray, Sen. Mikulski staffer, (b)(6)
Julia Frifield, Sen. Mikulski staffer, (b)(6)
Carla Buckner, Rep. Hinojosa staffer, (b)(6)
Elizabeth Bellizzi, Rep. Larson's staffer, (b)(6)
Javier Gonzalez, Rep. Larson's staffer, (b)(6)
David Urban, Sen. Specter's Chief of Staff, No Information

[001]

Message Copied To:

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 2, 2000

THE CLINTON-GORE ADMINISTRATION:
FROM DIGITAL DIVIDE TO DIGITAL OPPORTUNITY
February 2, 2000

Today, President Clinton will unveil a comprehensive proposal to help bridge the digital divide and create new opportunity for all Americans. This issue has been a top priority for Vice President Gore, who has worked to bridge the Digital Divide by ensuring that all children have access to educational technology. Access to computers and the Internet and the ability to use this technology effectively are becoming increasingly important for full participation in America's economic, political and social life. Unfortunately, unequal access to technology and high-tech skills by income, educational level, race, and geography could deepen and reinforce the divisions that exist within American society. President Clinton believes that we must make access to computers and the Internet as universal as the telephone is today -- in our schools, libraries, communities, and homes.

To make the most of these new opportunities, the President believes we must:

- Broaden access to technologies such as computers, the Internet, and high-speed networks;
- Provide people the skilled teachers and the training they need to master the information economy;
- Promote online content and applications that will help empower all Americans to use new technologies to their fullest potential.

President Clinton will announce specific proposals in his new budget to help accomplish these goals and help create digital opportunity for more Americans -- including \$2 billion in tax incentives to encourage private sector activities such as computer donations, and \$380 million in new and expanded initiatives to serve as a catalyst for public-private partnerships.

PRESIDENT CLINTON'S NEW BUDGET INITIATIVES

1. \$2 billion in tax incentives over 10 years to encourage private sector donation of computers, sponsorship of community technology centers, and technology training for workers.
2. \$150 million to help train all new teachers entering the workforce to use technology effectively.
3. \$100 million to create 1,000 Community Technology Centers in low-income urban and rural neighborhoods.
4. \$50 million for a public/private partnership to expand home access to computers and the Internet for low-income families.
5. \$45 million to promote innovative applications of information and communications technology for under-served communities.
6. \$25 million to accelerate private sector deployment of broadband networks in under-served urban and rural communities.

7. \$10 million to prepare Native Americans for careers in Information Technology and other technical fields.

To Help Mobilize Public/Private Partnerships To Close the Digital Divide, President Clinton Will Lead A New Markets Trip during the week of April 9th: Closing the Digital Divide requires creative partnerships between industry, non-profit organizations and government. That's why President Clinton will lead a New Markets trip during the week of April 9th designed to mobilize a significant private and public effort to close the digital divide. This trip, which will include leading high-tech CEOs, will highlight communities that are using information technology to enhance our children's education, expand access to life-long learning, and create economic growth and high-tech, high-wage jobs.

THE CLINTON-GORE AGENDA FOR
CREATING DIGITAL OPPORTUNITY
February 2, 2000

Private sector competition and rapid technological progress are powerful forces to bridge the digital divide and make Information Age tools available for more and more Americans. The information technology industry is able to double the amount of computing power available at a given price every 12-18 months, and is now selling low-cost computers and "information appliances" -- such as specialized Internet access devices. Some companies are even offering free, advertiser-supported Internet access. By working with the private sector and community-based organizations, the Administration can accelerate the trend toward expanded access.

But access to technology is only the first step. We also need to give people the skills they need to use technology, to promote content and applications of technology that will help empower under-served communities, and to ensure that teachers can use technology effectively in the classroom. Below is a brief description of the initiatives that President Clinton and Vice President Gore are proposing to help accomplish these goals:

1. \$2 billion over 10 years in tax incentives to encourage private sector donation of computers, sponsorship of community technology centers, and technology training for workers: President Clinton's budget includes \$2 billion in new tax incentives to encourage companies to donate computers to schools, libraries and community technology centers, to sponsor schools, libraries, and community technology centers in designated Empowerment Zones, and to provide basic computer training, workplace literacy, or other basic education for their employees.

- Encouraging companies to donate computers. The President proposes to extend and expand tax deduction that gives companies an incentive to donate computers to schools, libraries and computer technology centers. This enhanced deduction allows companies to deduct more than the cost of their donation. Under current law, this deduction applies to donations of computers to schools only and expires after the year 2000. The President's proposal would extend this provision through June 30, 2004 and would expand it to donations to public libraries or community technology centers in Empowerment Zones, Enterprise Communities, and high-poverty areas.

- Promoting corporate sponsorship of schools, libraries and community technology centers. The President proposes tax relief to encourage companies to sponsor schools and community technology centers in Empowerment Zones, Enterprise Communities, and targeted low income

areas. The President's proposal would allocate credits for \$16 million in corporate sponsorship to each of the 31 existing Empowerment Zones and 10 proposed new Empowerment Zones and \$4 million in corporate sponsorship for each of the more than 80 Enterprise Communities. In total, the President's proposal would help support up to nearly \$1 billion in annual sponsorships to help improve schools and community technology centers.

- Supporting technology training for workers. The President's proposal would provide targeted tax relief to encourage companies to provide basic computer training, workplace literacy, or other basic education for employees that lack the basic skills to succeed in the modern workplace. Companies would be allowed to take a 20 percent tax credit for up to \$5,250 in annual expenses per employee. Eligible employees generally would not have received a high school degree or its equivalent.

2. \$150 million to help train all new teachers entering the workforce use technology effectively in the classroom: Under the leadership of President Clinton and Vice President Gore, the United States has made enormous progress in connecting schools to the Internet, and increasing the number of modern computers in the classroom. However, access to computers and the Internet will not help students achieve high academic standards unless teachers are as comfortable with a computer as they are with a chalkboard. President Clinton's budget calls for \$150 million in Department of Education grants -- double the last year's investment of \$75 million -- to ensure that all new teachers entering the workforce are technologically literate and can integrate technology into the curriculum. The need for this investment is clear. According to the National Center for Education Statistics, only 20 percent of teachers report that they are "very well prepared" to integrate technology into classroom. And over the next 10 years, K-12 schools will need to hire 2 million new teachers to fill the vacancies left by retiring teachers and to accommodate increasing student populations.

3. \$100 million to create up to 1,000 Community Technology Centers in low-income urban and rural communities: The President's budget more than triples the Department of Education's support for Community Technology Centers - from \$32.5 million in FY2000 to \$100 million in FY2001. This initiative, championed by Congresswoman Maxine Waters was initially funded at \$10 million in fiscal year 1999. The goal of the initiative is to help close the "digital divide" by providing computers and Information Age tools to children and adults that are not able to afford them at home. These community technology centers will help empower hundreds of thousands of low-income children and adults in a variety of ways. Children will be able to improve their performance in school by having access to high-quality educational software after school and prepare for the high-tech workplace of the 21st century by getting certified with an information technology skill. Adults will be able to use computers and the Internet to take a self-paced adult literacy course; get access to America's Job Bank to see what jobs are available; learn to type up a resume and cover letter using word processing software; learn to start up their own "micro-enterprise" or Web-based business, or acquire new training. A study sponsored by the National Science Foundation confirms that Community Technology Centers are helping to bridge the digital divide. Of the users surveyed: 62 percent had incomes of less than \$15,000; 65 percent took computer classes to improve their job skills; and 41 percent got homework help or tutoring at the center.

4. \$50 million for a public/private partnership to expand home access to computers and the Internet for low-income families: The President's budget includes a new \$50 million Department of Commerce pilot program to expand access to computers and the Internet for low-income families, and to give these families the skills they need to use these new

Information Age tools effectively. This new program will provide competitive grants to public-private partnerships at the local level. Potential partners might include: local school districts seeking to expand parental involvement in education; high-tech companies willing to provide discounts on computers and access; libraries offering training on "information literacy"; employers seeking to upgrade the skills of their workforce using distance learning, and government agencies at all levels seeking to save taxpayer dollars through the electronic delivery of government services. The Administration will continue to work with the private sector and non-profit organizations on the most effective way to design this program.

5. \$45 million to promote innovative applications of information technology for under-served communities: President Clinton's budget will increase the investment in the Department of Commerce's highly-successful Technology Opportunities Program (TOP) to \$45 million -- triple the current level of \$15 million. This program encourages innovative applications of information technology that help empower low-income communities -- public health information systems that raise childhood immunization rates in inner-cities, tele-mentoring for at-risk youth, and electronic networks that strengthen local communities by fostering communication and collaboration.

6. \$25 million to accelerate private sector deployment of high-speed networks in under-served urban and rural communities: High-speed Internet access is becoming as important to the economic vitality of a community as roads and bridges are today. The President will propose a new \$25 million program at the Department of Commerce and the Department of Agriculture to accelerate private sector deployment of broadband networks in under-served urban and rural communities -- using grants and loan guarantees. The potential payoff from these kinds of investments is enormous. One company, for example, has helped people move from "welfare-to-work" by connecting their community with the high-speed networks needed to support telecommuting. This solves some of the biggest barriers associated with welfare-to-work -- lack of childcare and transportation.

7. \$10 million to prepare Native Americans for careers in information technology and other technical fields: The National Science Foundation will support efforts by tribal colleges to increase the number of Native Americans who are prepared to pursue careers in information technology and other technical fields. The ability to use technology is becoming increasingly important in the workplace, and jobs in the rapidly growing information technology sector pay almost 80 percent more than the average private sector wage.

THE IMPORTANCE OF BRIDGING THE DIGITAL DIVIDE

Access to computers and the Internet and the ability to effectively use this technology are becoming increasingly important for full participation in America's economic, political and social life. People are using the Internet to find lower prices for goods and services, work from home or start their own business, acquire new skills using distance learning, and make better informed decisions about their healthcare needs. The ability to use technology is becoming increasingly important in the workplace, and jobs in the rapidly growing information technology sector pay almost 80 percent more than the average private sector wage.

Technology, used creatively, can also make a big difference in the way teachers teach and students learn. In some classrooms, teachers are using the Internet to keep up with the latest developments in their field, exchange lesson plans with their colleagues, and communicate more frequently with parents. Students are able to log on to the Library of Congress to download primary documents for a history paper, explore the

universe with an Internet-connected telescope used by professional astronomers, and engage in more active "learning by doing." Students are also creating powerful Internet-based learning resources that can be used by other students -- such as award-winning Web sites on endangered species, the biology of sleep, human perception of sound, and an exploration of the American judicial system.

Access to computers and the Internet has exploded during the Clinton-Gore Administration. Unfortunately, there is strong evidence of a "digital divide" -- a gap between those individuals and communities that have access to these Information Age tools and those who don't. In some instances, this divide is actually widening. A July 1999 report from the Department of Commerce, based on December 1998 Census Department data, revealed that:

- Better educated Americans more likely to be connected. Between 1997 and 1998, the technology divide between those at the highest and lowest education levels increased 25%. In 1998, those with a college degree are more than eight times likely to have a computer at home and nearly sixteen times as likely to have home Internet access as those with an elementary school education.
- The gap between high- and low-income Americans is increasing. In the last year, the divide between those at the highest and lowest income levels grew 29%. Households with incomes of \$75,000 or higher are more than twenty times more likely to have access to the Internet than those at the lowest income levels, and more than nine times as likely to have a computer at home.
- Whites more likely to be connected than African-Americans or Hispanics. The digital divide is also persistent and growing along racial and ethnic lines. Whites are more likely to have access to the Internet from home than African-Americans or Hispanics have from any location. African-American and Hispanic households are roughly two-fifths as likely to have home Internet access as white households. The gaps between white and Hispanic households, and between white and African-American households, are now more than six percentage points larger than they were in 1994. However, for incomes of \$75,000 and higher, the divide between whites and African-Americans has narrowed considerably in the last year.
- Rural areas less likely to be connected than urban users. Regardless of income level, those living in rural areas are lagging behind in computer ownership and Internet access. At some income levels, those in urban areas are 50% more likely to have Internet access than those earning the same income in rural areas. Low income households in rural areas are the least connected, with connectivity rates in the singles digits for both computers and Internet access.

In addition, data from the National Center for Education Statistics reveals a "digital divide" in our nation's schools. As of the fall of 1998, 39 percent of classrooms of poor schools were connected to the Internet, as compared to 62 percent for wealthier schools.

A STRONG RECORD OF WORKING TO CLOSE THE DIGITAL DIVIDE

President Clinton and Vice President Gore have worked hard to close the digital divide, and to help create opportunity for more Americans in the Information Age.

- President Clinton and Vice President Gore have set a national goal of ensuring that every child is technologically literate. In addition to preparing children for the high-tech workplace of the 21st century, technology can help change the way teachers teach and students learn.

Teachers can communicate more frequently with parents, keep up with the latest developments in their field, and exchange lesson plans with their colleagues. Students can conduct research using primary source material, learn the principles of genetics by breeding virtual fruit flies, and learn astronomy by using a professional telescope located 3,000 miles from their classroom.

As a result of the Clinton-Gore educational technology initiative:

- The number of classrooms connected to the Internet has increased from 3% in 1994 to 51% in 1998.
- The number of schools connected to the Internet has increased from 35% in 1994 to 89% in 1998.
- The "e-rate", part of the Telecommunications Act of 1996, is providing \$2.25 billion in 20% - 90% discounts to connect schools and libraries to the Internet, with the deepest discounts going to the poorest schools that need it most. The e-rate alone has provided Internet access for children in more than 1 million classrooms.
- Our total investment in educational technology at the federal level (including the e-rate) has increased from \$23 million in 1993 to over \$3 billion today.
- Grants supported by the Department of Education are training 400,000 new teachers to use technology effectively in the classroom.

In addition, President Clinton and Vice-President Gore have worked to:

- Expand access to technology for people with disabilities: President Clinton and Vice President Gore have been strong supporters of efforts to make technology more accessible for people with disabilities. Recent actions by the Federal Communications Commission will help ensure that telecommunications equipment, such as cellular phones, is designed to be accessible for people with disabilities.
- Expand access to technology in under-served communities: In addition to the Community Technology Center program, HUD Sec. Andrew Cuomo has created approximately 500 Neighborhood Network learning centers that bring state of the art technology to publicly-assisted housing across America. HUD's Neighborhood Networks are innovative private/public partnerships that establish computer-based multi-service centers to help people in publicly-assisted housing learn critical computer skills and prepare for 21st century jobs.
- Ensure that the Administration makes closing the Digital Divide a top priority. In December, 1999, President Clinton directed members of the Cabinet to take specific actions to address the digital divide: President Clinton is directing members of his Cabinet (Secretaries of Commerce, Education, Health and Human Services, Housing and Urban Development, and Labor) to take specific steps to close the Digital Divide, including:
 - Continuing to measure the nature and extent of the digital divide by examining the importance of income, education, race, gender, geography and age to Americans' access to Information Age tools;
 - Expanding the network of Community Technology Centers to provide access to technology for those Americans who can't afford it;
 - Promoting applications of the Internet that will empower low-income families, such as the ability to start their own business; and
 - Upgrading the IT skills of workers in low-income communities.

##

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COMMITTEE ON WAYS AND MEANS
SUBCOMMITTEE ON TRADE

Congress of the United States
House of Representatives

XAVIER BECERRA
30TH DISTRICT, CALIFORNIA

March 22, 2000

The Honorable William J. Clinton
President of the United States
The White House
Washington, DC 20500

Dear Mr. President:

I am writing to follow-up on our conversation last week regarding your upcoming "Digital Divide" Tour in early April. As I stated prior to the gun control rally, your efforts to address this important issue are commendable and I still believe that a stop in Los Angeles would provide a unique opportunity to highlight the challenges before us in preparing our students to compete in an increasingly technologically oriented economy.

Students in Los Angeles represent the increasing diversity of America in the 21st century. This diversity is the key to our future success and is representative of the future of our cities. However, as you know, there is a divide that separates those who have access to technology and those who do not. We must work proactively to prepare every student with the technological skills necessary to succeed. While Los Angeles' diversity is one of our greatest strengths it also poses a number of challenges as we work to build a community that leaves no one behind. I strongly encourage you to visit Los Angeles at some point in the near future, as our city will undoubtedly lead the way in addressing how large, diverse cities can best bridge the "digital divide."

Once again, I applaud your efforts to make technology accessible to all our students and I look forward to working with you in promoting this goal.

Sincerely,

XAVIER BECERRA
Member of Congress



"Walsh, Selena" <Selena.Walsh@mail.house.gov>
02/22/2000 02:17:12 PM

Record Type: Record

To: Mark D. Magana/WHO/EOP
cc:
Subject: RE: Digital Divide event

Hello Marky :) Did you get the stuff I faxed over on Friday????

From: Mark_D._Magana@who.eop.gov[SMTP:Mark_D._Magana@who.eop.gov]
Sent: Tuesday, February 22, 2000 12:43 PM
To: Reyes, Isaac; Walsh, Selena
Subject: Digital Divide event

I am hearing some speculation of a digital divide event in April and
a high
level (higher than me) internal meeting on location proposals today
at
5:30. Without spreading this around, can I get some proposals for
places
to go in either your districts and some reasons why?

Sorry for the late notice, but we are dysfunctional about notice.
(especially to me).

Mark

Marty J. Hoffmann

02/24/2000 10:47:36 AM

Record Type: Record

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

cc:

Subject: DIGITAL DIVIDE LIST

I am compiling a list Members/sites that have expressed interest in the upcoming Digital Divide tour. Please send me these names & cities today! Thanks

Josh- do you have info on the Udalls or others.

Mark- I have what you sent on Tuesday.

Message Sent To:

Charles M. Brain/WHO/EOP@EOP
Martha Foley/WHO/EOP@EOP
Broderick Johnson/WHO/EOP@EOP
Lisa M. Kountoupes/WHO/EOP@EOP
Marty J. Hoffmann/WHO/EOP@EOP
Courtney C. Crouch/WHO/EOP@EOP
Joel K. Wiginton/WHO/EOP@EOP
Erica R. Morris/WHO/EOP@EOP
Joshua J. Ackil/WHO/EOP@EOP
Hildy Kuryk/WHO/EOP@EOP
Devanshu Patel/WHO/EOP@EOP
Bobby D. Conner/WHO/EOP@EOP
Lauren K. Gillespie/WHO/EOP@EOP
Rebecca Hunter/WHO/EOP@EOP
Brian S. Mason/WHO/EOP@EOP
Joanna E. Slaney/WHO/EOP@EOP
Mark D. Magana/WHO/EOP@EOP
Michael Williams/WHO/EOP@EOP
Julie M. Anderson/WHO/EOP@EOP
Alon J. Kupferman/WHO/EOP@EOP
Taneesha J. Johnson/WHO/EOP@EOP
Karen Robb/WHO/EOP@EOP

Marty J. Hoffmann

03/23/2000 11:58:03 AM

Record Type: Record

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

cc:

Subject: Digital Divide Site Possibilities: Please review

The following is a list of digital divide tour sites, a listing of Members that have shown general interest, and a listing of requests from members.



DIGITAL DIVIDE SITE

possible sites/members



DIGITAL DIVIDE INTERE

member interest



DIGITAL DIVIDE REQUESTS FROM MEMBERS DIGITAL DIVIDE REQUES

-Representative Cal Dooley urges the President to visit California's Central San Joaquin Valley to promote economic expansion in a struggling area and to remind the Latino communities of the

Clinton administration's hard work. *-Representative Mark Udall* sends information regarding the high-tech industry in Colorado's Second Congressional District

-Representative David Wu extends thanks for inclusion in the Digital Divide Event at Ballou H.S. and urges the President to visit Oregon to review their innovative technology education programs during his April New Market Tour.

-Representative Silvestre Reyes suggests holding a Digital Divide meeting event at an El Paso school where innovative programs are being implemented.

-Sen. Paul Sarbanes & Representative Elijah Cummings requests that the President visit the International Braille and Technology Center for the Blind as one of the sites for his digital divide tour.

-Sen. Charles Robb requests that the President visit the Central Appalachian Mountatins region

of Virginia when he begins his New Markets tour this spring.

Message Sent To:

Charles M. Brain/WHO/EOP@EOP
Martha Foley/WHO/EOP@EOP
Broderick Johnson/WHO/EOP@EOP
Lisa M. Kountoupes/WHO/EOP@EOP
Marty J. Hoffmann/WHO/EOP@EOP
Courtney C. Crouch/WHO/EOP@EOP
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Devanshu Patel/WHO/EOP@EOP
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Michael Williams/WHO/EOP@EOP
Julie M. Anderson/WHO/EOP@EOP
Alon J. Kupferman/WHO/EOP@EOP
Taneesha J. Johnson/WHO/EOP@EOP
Karen Robb/WHO/EOP@EOP
Rebecca L. Walldorff/WHO/EOP@EOP

DIGITAL DIVIDE SITE	SENATORS	HOUSE MEMBERS
San Jose, CA East Palo Alto, CA	Sen. Diane Feinstein (D-CA) Sen. Barbara Boxer (D-CA)	Rep. Tom Campbell (R-CA) Rep. Zoe Lofgren (D-CA) Rep. Nancy Pelosi (D-CA) Rep. Anna Eshoo (D-CA) Rep. Tom Lantos (D-CA) Rep. Ellen Tauscher (D-CA)
New Mexico (Native American)	Sen. Pete Domenici (R-NM) Sen. Jeff Bingaman (D-NM)	Rep. Heather Wilson (R-NM) Rep. Joe Skeen (R-NM) Rep. Tom Udall (D-NM)
Detroit, MI	Sen. Carl Levin (D-MI) Sen. Spencer Abraham (R-MI)	Rep. Sander Levin (D-MI) Rep. Lynn Rivers (D-MI) Rep. John Conyers (D-MI) Rep. Carolyn Kilpatrick (D-MI) Rep. John Dingell (D-MI)
Rural North Carolina	Sen. Jesse Helms (R-NC) Sen. John Edwards (D-NC)	(Rural) Rep. Eva Clayton (D-NC) Rep. Bob Etheridge (D-NC) Rep. Walter Jones (R-NC) Rep. Richard Burr (R-NC) Rep. Mike McIntyre (D-NC) Rep. Sue Myrick (R-NC) Rep. Cass Ballenger (R-NC) Rep. Charles Taylor (R-NC) Rep. Mel Watt (D-NC)
Arizona	Sen. John McCain (R-AZ) Sen. Jon Kyl (R-AZ)	Rep. Matt Salmon (R-AZ) Rep. Ed Pastor (D-AZ) Rep. Bob Stump (R-AZ) Rep. John Shadegg (R-AZ) Rep. Jim Kolbe (R-AZ) Rep. J.D. Hayworth (R-AZ)
Central Appalachia Region, VA	Sen. John Warner (R-VA) Sen. Charles Robb (D-VA)	(Rural) Rep. Bobby Scott (D-VA) Rep. Norman Sisisky (D-VA) Rep. Virgil Goode (D-VA) Rep. Bob Goodlatte (D-VA)
Evansville, IN	Sen. Richard Lugar (R-IN) Sen. Evan Bayh (D-IN)	Rep. John Hostettler (R-IN)

Louisiana	Sen. John Breaux (D-LA) Sen. Mary Landrieu (D-LA)	Rep. William Jefferson (D-LA) Rep. Billy Tauzin (R-LA) Rep. Jim McCrery (R-LA) Rep. John Cooksey (R-LA) Rep. Richard Baker (R-LA) Rep. Chris John (D-LA)
Pennsylvania	Sen. Arlen Specter (R-PA) Sen. Rick Santorum (R-PA)	(Rural) Rep. Ron Klink (D-PA) Rep. John Peterson (R-PA) Rep. Tim Holden (D-PA) Rep. Bud Shuster (R-PA) Rep. Don Sherwood (R-PA) Rep. Paul Kanjorski (D-PA) Rep. John Murtha (D-PA) Rep. Joseph Pitts (R-PA) Rep. George Gekas (R-PA) Rep. William Goodling (R-PA) Rep. Frank Mascara (D-PA) Rep. Philip English (R-PA)
Western MA	Sen. Edward Kennedy (D-MA) Sen. John Kery (D-MA)	Rep. John Olver (D-MA) Rep. Richard Neal (D-MA) Rep. James McGovern (D-MA)
Cleveland, OH	Sen. Mike DeWine (R-OH) Sen. George Voinovich (R-OH)	Rep. Dennis Kucinich (D-OH) Rep. Stephanie Tubbs Jones (D-OH) Rep. Sherod Brown (D-OH)
Minneapolis/St Paul, MN	Sen. Paul Wellstone (D-MN) Sen. Rod Grams (R-MN)	Rep. Jim Ramstad (R-MN) Rep. Bruce Vento (D-MN) Rep. Martin Sabo (D-MN) Rep. Bill Luther (D-MN)
Boston, MA	Sen. Edward Kennedy (D-MA) Sen. John Kery (D-MA)	Rep. Barney Frank (D-MA) Rep. Marty Meehan (D-MA) Rep. John Tierney (D-MA) Rep. Edward Markey (D-MA) Rep. Michael Capuano (D-MA) Rep. Joe Moakley (D-MA) Rep. William Delahunt (D-MA)

DIGITAL DIVIDE INTEREST

An asterisk (*) indicates Members that have verbally expressed interest to someone in White House Leg. Affairs.

Members of Congress (84):

Sen. Robert Bennett (R-UT)
*Sen. Joseph Biden (D-DE)
Sen. Barbara Boxer (D-CA)
Sen. John Breaux (D-LA)
Sen. Thad Cochran (R-MS)
Sen. Tom Daschle (D-SD)
Sen. Byron Dorgan (D-ND)
Sen. Dianne Feinstein (D-CA)
Sen. Bill Frist (R-TN)
Sen. Orrin Hatch (R-UT)
Sen. Fritz Hollings (D-SC)
*Sen. Ted Kennedy (D-MA)
Sen. Patrick Leahy (D-VT)
Sen. Carl Levin (D-MI)
Sen. John McCain (R-AZ)
*Sen. Barbara Mikulski (D-MD)
Sen. Patty Murray (D-WA)
Sen. Charles Robb (D-VA)
Sen. Pat Roberts (R-KS)
Sen. John Rockefeller (D-WV)
Sen. Paul Sarbanes (D-MD)
Sen. Arlen Specter (R-PA)
Sen. George Voinovich (R-OH)
Sen. John Warner (R-VA)
Sen. Ron Wyden (D-OR)

Rep. Lucille Roybal-Allard (D-CA)
Rep. Brian Baird (D-WA)
Rep. Carlos Romero-Barcelo (D-P.R.)
Rep. Xavier Becerra (D-CA)
Rep. Rick Boucher (D-VA)
Rep. Corrine Brown (D-FL)
Rep. William Clay (D-MO)
Rep. Eva Clayton (D-NC)
Rep. James Clyburn (D-SC)
Rep. John Conyers (D-MI)
Rep. Robert Cramer, Jr. (D-AL)

Rep. Elijah Cummings (D-MD)
*Rep. Calvin Dooley(D-CA)
Rep. David Dreier (R-CA)
Rep. Anna Eshoo (D-CA)
Rep. Chaka Fattah (D-PA)
Rep. Harold Ford Jr. (D-TN)
Rep. Dick Gephardt (D-MO)
Rep. Bob Goodlatte (R-VA)
Rep. Luis Gutierrez (D-IL)
Rep. Dennis Hastert (R-IL)
Rep. Ruben Hinojosa (D-TX)
Rep. Rush Holt (D-NJ)
Rep. Jesse Jackson Jr. (D-IL)
Rep. William Jefferson (D-LA)
Rep. Eddie Bernice Johnson (D-TX)
Rep. Stephanie Tubbs Jones (D-OH)
Rep. Sue Kelly (R-NY)
Rep. Carolyn Kilpatrick (D-MI)
Rep. Sheila Jackson-Lee (D-TX)
Rep. John Lewis (D-GA)
Rep. Zoe Lofgren (D-CA)
Rep. Carolyn Maloney (D-NY)
Rep. Gregory Meeks (D-NY)
Rep. Matthew Martinez (D-TX)
Rep. Robert Menendez (D-NJ)
Rep. James Moran (D-VA)
Rep. Eleanor Holmes Norton (D-DC)
Rep. Major Owens (D-NY)
Rep. Charles Rangel (D-NY)
Rep. Silvestre Reyes (D-TX)
Rep. Ciro Rodriguez (D-TX)
Rep. Bobby Rush (D-IL)
Rep. Loretta Sanchez (D-CA)
Rep. Robert Scott (D-VA)
Rep. Adam Smith (D-WA)
Rep. Debbie Stabenow (D-MI)
Rep. James Talent (R-MO)
Rep. Ellen Tauscher (D-CA)
Rep. Bennie Thompson (D-MI)
Rep. Edolphus Towns (D-NY)
*Rep. Mark Udall (D-CO)
Rep. Tom Udall (D-NM)
Rep. Nydia Velazquez (D-NY)
Rep. J.C. Watts, Jr. (R-OK)
Rep. Maxine Waters (D-CA)

Rep. Melvin Watt (D-NC)
*Rep. David Wu (D-OR)
Rep. Albert Wynn (D-MD)

DIGITAL DIVIDE REQUESTS

-*Representative Cal Dooley* urges the President to visit California's Central San Joaquin Valley to promote economic expansion in a struggling area and to remind the Latino communities of the Clinton administration's hard work. -*Representative Mark Udall* sends information regarding the high-tech industry in Colorado's Second Congressional District

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nationaljournal.com**TECHNOLOGY**
Net Dreams

By Molly M. Peterson, *National Journal*
© National Journal Group Inc.
Friday, March 10, 2000

The Senators in suits huddled in the auditorium at the Eastern Boys & Girls Club in an inner-city Washington neighborhood as hundreds of children sitting on the floor fidgeted. But when the superstar guest was introduced, the children cheered as if they were in the presence of a sports hero.

It will take more than computers and internet modems in the classroom to narrow the digital divide between technology haves and have-nots, but government and business have made a start.

"This is the **Michael Jordan** of the computer industry," **Robbie Callaway**, the senior vice president of the Boys & Girls Clubs of America, said as he pointed to the chairman and chief executive officer of America Online. "When you're my age, you're going to say, 'I was once in the same room with **Steve Case**.'" With a wave and a smile, Case then announced a new "national crusade" -- with help from numerous corporate, government, and nonprofit partnerships -- to help low-income families and minority students join the Information Revolution.

"As we move into this new world, it's really very important that we not leave anybody behind," said Case, who joined Sens. **Joseph R. Biden Jr.**, D-Del., and **Arlen Specter**, R-Pa., at the February event to tout a new bill that would help equip the nation's 2,600 Boys & Girls

Club chapters -- serving more than 3 million children -- with state-of-the-art computer learning centers. "Not everybody can be a Michael Jordan," Biden told the children, who ranged in age from 6 to 16. "But if you have this technology, all of you can play this game."

Watching Jordan's legendary skills at the basketball net may have more appeal to most youngsters than listening to speeches from politicians and a technology executive. But Case and the other adults were there to highlight a different kind of Net -- one that they hope can help low-income children and minorities score points in the technology game, and in the game of life.

Last July, the Commerce Department's National Telecommunications and Information Administration, in a report called "Falling Through the Net: Defining the Digital Divide," showed that despite plummeting computer prices and dramatic yearly increases in Internet usage across all demographic groups, the gap between the nation's technology haves and have-nots is widening -- largely along economic, racial, and geographic lines. This digital divide -- the gap between those who do have access to computers and the Internet, as well as the technological training to compete in the new economy, and those who do not -- seems to have replaced "Y2K" as the hottest catchphrase in the new millennium among policy-makers with an interest in high tech.

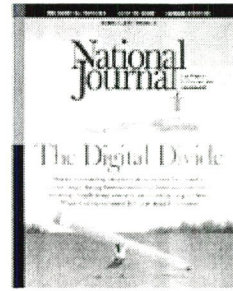
The rush to equip the nation's public schools has captured the imagination of the **Clinton** Administration. Others joining the crusade include educators, executives of high-tech industries, community activists, think-tank researchers, and some members of Congress, all armed with shopping lists of multimedia computers, interactive software, and high-speed Internet connections. "You have to be in on the deal to benefit from the deal," Biden told the children.

How Wide The Gap?

The desire for more Americans to be in on the technology and Internet deal seems unanimous, but figuring out how to achieve that goal is more complicated, in part because of differing opinions about what the government's role should be in bridging the gap, limited research on whether computers actually improve educational achievement, and conflicting views on the causes of the digital divide.

A 1999 study by Forrester Research in Cambridge, Mass., for example, found that ethnicity is not a very good predictor of who is using the Internet. Instead, differences in education and income levels explain the gap in access to the Net, it concluded. But **Art Brodsky**, a National Telecommunications and Information Administration spokesman, disagreed. "There are all sorts of factors in there," he said, explaining that cultural differences, for example, tend to affect people's attitudes toward the Internet and whether they think it is worth using. "It is economic to a large degree, but not totally," he said. Brodsky added that his agency based its conclusion of a widening digital divide on Census Bureau data drawn from 48,000 households. "When the Census does a survey, they do the most comprehensive survey in the country," he said. "It's not just a marketing, sampling thing."

His agency's 1999 study found that in 1998 -- the most recent year for which census data were available -- the technology gap between Americans at the highest and lowest income levels increased by 29 percent over the previous year. In a disparity that Commerce Secretary **William Daley** called "alarming," the study revealed that households with annual incomes of \$75,000 or higher were more than nine times as likely to have a home computer as households with the lowest incomes, and more than 20 times as likely to have Internet access. The report also indicated that Americans living in urban areas were more likely to be online than those living in rural areas, and that white households were more than twice as likely to have Internet access as black or Hispanic households.



Related NationalJournal.com Resources

[Polling On Technology](#)
[Polling On Education](#)

Additional Information On The Web

[National Telecommunication
And Information
Administration's Digital
Divide Web Site](#)

[Digital Divide Web Site](#)

[Falling Through The Net:
Defining The Digital Divide](#)

[Preparing Tomorrow's
Teachers To Use
Technology](#)

[Education Department's
Office Of Educational
Technology](#)

[National Center For
Education Statistics Report
On Internet Access](#)

[Universal Service
Administrative Co.](#)

[Digital Divide Network](#)

[Boys & Girls Clubs Of
America](#)

[National Urban League's
Technology Programs](#)

[CEO Forum On Education
And Technology](#)

[National Education
Association's Technology
Site](#)

Some lawmakers, civic leaders, and educators have warned that those gaps, if left unchecked, could lead to a two-tier economy in which those with inadequate access to information technology would be relegated to a lifetime of low-skill jobs and low wages. "The people who have the best access to [technology] keep acquiring it at a pace that just really leaves others way behind," said **B. Keith Fulton**, the director of technology programs and policy for the National Urban League. "In the Internet economy, if you're not connected, you're not just standing still -- you're moving backward."

Certainly the federal government agrees with this view. In a variety of programs run by the Commerce and Education departments, the Federal Communications Commission, the National Science Foundation, and several other agencies, the government is committing increasing amounts of money to bringing underserved children and adults up to speed with the rapidly evolving technology. Many of the federal programs seek to narrow the digital divide among the nation's elementary and secondary school classrooms, based on the belief that early computer literacy is crucial to economic success in the digital age.

"It's critically important, because K-12 classrooms are the primary place where poor children will see these technologies and interact with them with learned professionals," Fulton said, adding that the children who are least likely to have Internet access at school are also the least likely to have it at home. Fulton noted that there are currently hundreds of thousands of unfilled jobs in the information tech-nology sector. In an effort to fill those jobs, technology companies have recruited so many foreign workers that, in 1998, Congress agreed to raise the annual cap on temporary, nonimmigrant visas from 65,000 to 115,000, and legislation is pending this year to raise the caps even higher. Fulton said that better access to technology in the classroom could help prepare more American students for those jobs, many of which offer annual salaries of \$60,000 or more. "That's the economy we're preparing our kids for, and it's high-stakes," Fulton said.

Technology And Learning

Will technology make children better learners? Skeptics remain unconvinced that computers and the Internet will benefit students more than traditional classroom tools do or help level the playing field for the nation's most disadvantaged children. "Basically, there is no body of evidence that can show that low-income, at-risk kids can gain in academic achievement from the use of computers," said **Larry Cuban**, a former high school teacher and now a professor of education at Stanford University who researches the use of technology in elementary and secondary classrooms. "But for symbolic reasons, you cannot afford not to buy computers and have them in schools, because people will think you are dinosaurs."

William L. Rukeyser, the coordinator of a Woodland, Calif.-based information clearinghouse called Learning in the Real World, charged that "overblown, overheated rhetoric" about the digital divide is feeding "an element of almost-hysteria" in support of classroom technology, despite a lack of comprehensive research on its effectiveness. "I think the main thing to worry about here is that technology has been perceived or sold almost as a cure-all in K-12 education, and the best evidence we've seen so far is that it's certainly not a panacea," said Rukeyser, whose organization awards grants to researchers studying the costs and benefits of classroom computers. "Most people are of the opinion that there are areas where it's going to be worthwhile and cost-effective, but we don't have the evidence yet to determine what those areas are."

Some research indicates that the value of classroom technology depends largely on how it is used. For example, a 1998 study of fourth- and eighth-grade math classes found that computer programs designed to enhance "higher-order thinking skills" -- such as the ability to understand mathematical concepts or solve multiple-step problems -- helped boost student scores on standardized tests. But when classroom computers were used for "drill and practice" to help students with routine calculations, "they actually didn't help very much, and in some cases they were even harmful," said **Harold Wenglinsky**, the research scientist at Educational Testing Service in Princeton, N.J., who conducted the study.

In measuring the effectiveness of computer math programs, Wenglinsky's study found that the digital divide is found not simply in access to classroom technology but also in the disparities in how such

technology is used. "The most striking difference between minorities and white students in the uses of computers at school is that minority students are much more likely to be exposed to drill and practice activities, and much less likely to be exposed to higher-order thinking skills," Wenglinsky said.

For example, the study found that in eighth-grade math, 31 percent of white students, and 27 percent of U.S. students overall, used computers to help develop higher-order thinking skills, but only 14 percent of black eighth-graders did. Moreover, Wenglinsky found that although about 30 percent of white students, and 34 percent of all American students, use eighth-grade math class computers for the less effective drill and practice learning, that percentage rose to 52 percent for black students. "You might think drill and practice is a good thing, and that it's not so bad for minorities to have access to it, except when you look at how it relates to student achievement," Wenglinsky said. His study took socioeconomic status into account and found that "there may be an economic component, but there also is most certainly a racial component."

Other studies being planned will determine technology's impact on student achievement, according to **Mark Root**, the project director for the CEO Forum on Education and Technology, a four-year partnership between industry leaders and educational organizations that monitors the integration of technology into schools. Root said the forum plans to release a report in the spring of 2001 on the effects of classroom technology. But he cautioned that determining the direct impact of classroom technology on student learning will be no easy task.

"When you go to measure their learning, how do you directly tie that to the computer?" Root asked. "I think that's what's confounding people. It would be like trying to assess a student's progress with traditional technology like the blackboard. Did the blackboard make a difference in this student's learning, or was it the textbook?"

Root added that so far there have not been many studies into technology's direct impact on learning. "There are a lot of little target efforts, but no big, groundbreaking study," Root said. "I think people have just been more concerned and more focused on getting the technology into the classroom. Determining whether the technology is making a difference is a lower priority." However, the Education Department plans to launch a comprehensive study this spring on how technology is affecting achievement and classroom instruction.

Not Just Machines

The digital divide is also too complicated to be deleted with the touch of a button. Some of the biggest players in the race to wire the nation's classrooms are quick to acknowledge that the delivery of computers and modems is just one step in a comprehensive solution that also requires major investments in teacher training, technical support, and research on how best to integrate technology into the curriculum.

"Sitting by a computer does not make you a future Bill Gates," said **Barbara Stein**, a senior policy analyst at the National Education Association working on education technology issues. "It's really a question of how the technology is used." Stein said that many teachers have not received adequate training to make the most of computers and the Internet in the classroom. "One item we are hearing really consistently is that teachers are not getting sufficient support in how to utilize the technology," she said. "There's a lot of equipment but not enough preparation."

The Clinton Administration has proposed doubling the amount spent on the Education Department program called Preparing Tomorrow's Teachers to Use Technology -- to \$150 million in fiscal 2001 -- to ensure that new teachers receive proper computer training and are able to integrate technology into classroom lessons. During a recent congressional hearing, Education Secretary **Richard Riley** cited data showing that although nearly three-quarters of the nation's teachers regularly log on to the Internet at home or at school or both, only 20 percent of all teachers feel "very well prepared" to fold technology into classroom instruction.

"Technology and the Internet can be the blackboard of the future for America's teachers," Riley said. "But if we do not give our teachers proper training, it is like denying them the chalk that they use on

those blackboards."

Wiring The Classrooms

Indeed, statistics indicate that the primary focus over the past few years has been on delivering hardware, software, and Internet connections to public schools. And in that area, the results are dramatic.

According to a February report by the Education Department's National Center for Education Statistics, 95 percent of the nation's public school buildings were connected to the Internet in 1999, nearly meeting the Clinton Administration's goal of linking every public school to the Internet by the year 2000. Internet access among public schools has nearly tripled since 1994, when only 35 percent were connected.

The study, based on a nationally representative sample of about 1,000 schools, also showed that Internet access in public school instructional rooms -- including classrooms, libraries, and computer labs -- has increased twentyfold over the past five years. In 1994, only 3 percent of the nation's public school instructional rooms were connected to the Internet; by 1999, 63 percent were online.

But not surprisingly, those increases varied according to poverty rates, with classrooms in the wealthiest schools nearly twice as likely to have Internet access as those in the poorest schools. According to the center's report, 74 percent of instructional rooms in the wealthiest schools were connected to the Internet in 1999, which was a 12-percentage-point increase over the previous year. By contrast, the percentage of Internet-connected instructional rooms in the schools with the highest poverty levels -- in which more than 70 percent of the students are eligible for federally subsidized lunches -- remained frozen at 39 percent in both 1998 and 1999. "We were shocked not to see a jump among those schools," said **Edith McArthur**, the National Center for Education Statistics demographer who conducted the study.

Before that plateau, the number of classroom Internet connections in the poorest schools had risen significantly -- from 5 percent to 39 percent -- between 1996 and 1998. Public schools in other economic brackets experienced equally dramatic increases in classroom connectivity during that period.

The Clinton Administration asserts that a key factor in rising Internet connections is the federal discount program known as the electronic rate, or E-rate, which began providing public schools with discounts on Internet-related services in 1998 under provisions of the 1996 Telecommunications Act. "In part because of the E-rate, we are now well on our way to closing the digital divide in our schools," Education Secretary Riley told the federal Web-Based Education Commission last month.

Administered by the FCC, the E-rate provides up to \$2.25 billion annually through its Universal Service Fund to help schools and libraries connect to the Internet. The program offers discounts -- ranging from 20 percent to 90 percent, based on poverty levels and geographic location -- on technology and telecommunications services. More than 30,000 schools and libraries received nearly \$1.7 billion in E-rate discounts during an 18-month period ending in mid-1999, and the FCC voted to provide funding for the program at the maximum allocation of \$2.25 billion for a 12-month period ending in June 2000.

Although most of the poorest schools have not yet connected their classrooms to the Internet, McArthur said her study shows that the E-rate has been a crucial resource for those disadvantaged schools that have connected their classrooms. The Urban League's Fulton said many more of the poorest schools would benefit from the E-rate if they would only take advantage of it. Administrators of those schools often have more pressing priorities, Fulton said, such as repairing crumbling buildings, hiring competent teachers, and improving student achievement. "It is not the simplest of things to do, and it may not be the highest-priority item," Fulton said of applying for E-rate assistance. "It says that we have a lot of work to do."

McArthur also noted that Internet access -- not a lack of classroom computers -- appears to be the main factor in the technology gaps affecting the nation's poorest schools. Her study found that the ratio of students to instructional computers, with or without Internet access, was about 6-to-1 in all categories of public schools, even the poorest. But when measured in terms of Internet access, the ratios vary greatly.

The Education Department, based on recommendations from the President's Committee of Advisors on

Science and Technology, has said that a maximum of five students for each Internet-linked computer is the best ratio. Public schools with the lowest poverty levels came close to that target in 1999, averaging seven students for every instructional computer connected to the Internet. But in schools with the largest number of poor students, there were 16 students for every Internet terminal. Nearly one-quarter of those schools also relied on dial-up connections to access the Internet, instead of higher-speed dedicated lines, cable modems, or other faster data pipelines. "So even if you have Internet connectivity, you're standing in line to get to the machine," Fulton said of students in the schools with the highest poverty levels.

The Federal Role

Leveling the computer playing fields for children in rich and poor schools will cost billions of dollars. Although foundations and high-tech companies have shown a public-spirited willingness to help, ultimately Congress and the White House will have to decide how much the government should contribute.

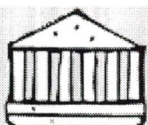
Sen. **Bob Kerrey**, D-Neb., who chairs the bipartisan Web-Based Education Commission, said in an interview that bridging the technology gap in the neediest schools will probably require a larger federal investment. "I don't think you solve this thing unless we're prepared, either with our tax code or direct spending ... to spend more money," he said. "I'm prepared to use the market, I'm prepared to form all kinds of innovative partnerships. But at some point, it takes money."

Riley told Kerrey's commission that federal dollars make up less than 7 percent of all public spending on elementary and secondary education, but his department provides 25 percent of the cash that helps public schools develop innovative uses of classroom technology. Kerrey said he would like to see even more federal money channeled into those research and development initiatives. "I would not be uncomfortable going to 50 percent, because I do not think the states or school districts can support it on their own," the Senator said.

President Clinton made the digital divide a priority in his fiscal 2001 budget by asking for increased federal spending to bridge the gap on several fronts. For example, he wants to provide \$2 billion in new tax incentives over 10 years to encourage companies to offer their workers technology training and to donate computers to schools, libraries, and community technology centers. Clinton also has asked for \$50 million for a new program called Connecting America's Families that would provide grants to community groups, local governments, and other organizations to help wire more homes to the Internet.

Building the electronic blackboards of the future is clearly a bipartisan effort as well, although Democrats and Republicans sometimes disagree on the best way to do so. "Congress is not stupid," said **Linda Roberts**, the director of the Education Department's Office of Educational Technology and special adviser to Riley on technology issues. "Members on both sides understand that our schools have to be as much a part of the e-society as our other institutions. It would be a step backward to think that the kinds of classrooms we had 50 years ago are the kinds of classrooms we need for the future."

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AGENDA FOR INTER-AGENCY DIGITAL DIVIDE MEETING

February 25, 2000

5:00-6:00pm

Roosevelt Room

- I. GENERAL OVERVIEW ON THE DIGITAL DIVIDE TRIP**
- II. AGENCY PARTICIPATION IN THE PRESIDENT'S DIGITAL DIVIDE TRIP**
- III. DISCUSSION OF THE GOALS PAPER**
- IV. QUESTIONS**

February 25, 2000

How agencies can help make the President's "Digital Divide" trip a success

All agencies

- Event ideas.
- Success stories and background material.
- Agency deliverables.
- Suggestions for commitments that the President could challenge others to make.
- Suggestions for encouraging agency employee volunteerism.
- Make Web sites accessible for people with disabilities (go to <http://www.w3.org/WAI/> to find out how).

Possible specific agency participation (please don't feel limited by these)

Agriculture

- Policies that could stimulate rural broadband.
- Initiatives by 4H, land grant colleges, or other rural stakeholders.

Americorps

- More "high-tech" volunteers for projects such as PowerUP, community technology centers, etc.

Commerce

- Additional ideas for private sector commitments.
- Work with Agriculture and Interior on rural telecom and Indian Country.
- "Best practices" from TOP grants.

Education

- Get more teachers colleges to commitment to training all new teachers to use technology, using framework created by CEO Forum on Educational Technology.

- Proposals for increasing the capacity of Minority-Serving Institutions to train students for IT careers.

HUD

- Expand Neighborhood Networks initiative
- Ideas for social services that could be delivered electronically.

Interior

- Ideas for Indian country -- outsourcing of data entry or programming jobs, use of e-commerce for small business.

Labor

- Partnerships with industry to prepare more people for IT careers, especially low-income workers and minorities that are under-represented in the IT workforce.
- Greater use of WIA funds for IT workforce development.

SBA

- On-line assistance for micro-enterprises.

THE CLINTON-GORE ADMINISTRATION: WORKING TO BRIDGE THE DIGITAL DIVIDE

Early Draft January 28, 2000

Today, President Clinton will unveil a comprehensive proposal to help bridge the digital divide and to help create digital opportunity for all Americans. This issue has also been a top priority for Vice President Gore, who has worked to bridge the digital divide by ensuring that all of our children have access to educational technology. Access to computers and the Internet and the ability to effectively use this technology are becoming increasingly important for full participation in America's economic, political and social life. Unfortunately, unequal access to technology and high-tech skills by income, educational level, race, and geography could deepen and reinforce the divisions that exist within American society. President Clinton believes that we must make access to computers and the Internet as universal as the telephone is today -- in our schools, libraries, communities, and homes.

Achieving this goal will require creative partnerships between government, industry and non-profit organizations. That's why President Clinton will lead a New Markets trip this spring designed to mobilize a significant private and public effort to close the digital divide. This trip, which will include leading high-tech CEOs, will highlight communities that are using information technology to enhance our children's education, expand access to life-long learning, and create economic growth and high-tech, high-wage jobs.

I. FROM DIGITAL DIVIDE TO DIGITAL OPPORTUNITY

President Clinton will announce specific proposals in his FY2001 budget that will help bridge the digital divide and create digital opportunity for more Americans.

1. Creating 1,000 Community Technology Centers in low-income urban and rural communities: The President's budget more than triples the support for Community Technology Centers - from \$32.5 million in FY2000 to \$100 million in FY2001. The goal of the initiative is to help close the "digital divide" by providing computers and Information Age tools to children and adults that are not able to afford them at home. These community technology centers will help empower hundreds of thousands of low-income children and adults in a variety of ways. Children will be able to improve their performance in school by having access to high-quality educational software after school and prepare for the high-tech workplace of the 21st century by getting certified with an information technology skill. Adults will be able to use computers and the Internet to take a self-paced adult literacy course; get access to America's Job Bank to see what jobs are available; learn to type up a resume and cover letter using word processing software; learn to start up their own "micro-enterprise" or Web-based business, or acquire new training.

2. Expanding tax incentives for private sector donation of computers and technology training for workers: President Clinton's budget includes \$2 billion in tax incentives to encourage companies to donate computers to schools, libraries and community technology centers, and to provide workplace literacy, basic education and basic computer skills training to their employees.

3. Training all new teachers to use technology effectively in the classroom: Under the leadership of President Clinton and Vice President Gore, the United States has made enormous progress in connecting schools to the Internet, and increasing the number of modern computers in the classroom. However, access to computers and the Internet will not help students achieve high academic standards unless teachers are as comfortable with a computer as they are with a chalkboard. President Clinton's budget calls for \$150 million in grants -- double the current investment -- to ensure that all new teachers entering the workforce are technologically literate and can integrate technology into the curriculum.

4. **Increasing access to computers and the Internet for low-income families:** The President's budget includes a new \$50 million pilot program to expand access to computers and the Internet for low-income families, and to give these families the skills they need to use these new Information Age tools effectively. This new program, ["Connecting America's Families"] -- will provide competitive grants to public-private partnerships at the local level. Potential partners might include: local school districts seeking to expand parental involvement in education; high-tech companies willing to provide discounts on computers and access; libraries offering training on "information literacy"; employers seeking to upgrade the skills of their workforce using distance learning, and government agencies at all levels seeking to save taxpayer dollars through the electronic delivery of government services. A number of Silicon Valley CEOs and community-based organizations are already launching such a project along these lines in Oakland, California called "ClickStart."

5. **Encouraging investment in high-speed networks for under-served urban and rural communities:** High-speed Internet access is becoming as important to the economic vitality of a community as roads and bridges are today. The President will propose a new \$25 million to accelerate private sector deployment of broadband networks in under-served urban and rural communities -- using grants and loan guarantees. The potential payoff from these kinds of investments is enormous. One company, for example, has helped people move from "welfare-to-work" by connecting their community with the high-speed networks needed to support telecommuting. This solves some of the biggest barriers associated with welfare-to-work -- lack of childcare and transportation.

6. **Promoting innovative applications of information technology for under-served communities:** President Clinton's budget will increase the investment in the highly-successful Telecommunications Opportunity Program (TOP) to \$45 million -- triple the current level of expenditure. This program encourages innovative applications of information technology that help empower low-income communities -- public health information systems that raise childhood immunization rates in inner-cities, tele-mentoring for at-risk youth, and electronic networks that strengthen local communities by fostering communication and collaboration.

7. [HUD proposal - double Neighborhood Networks?]

II. THE IMPORTANCE OF BRIDGING THE DIGITAL DIVIDE

Access to computers and the Internet and the ability to effectively use this technology are becoming increasingly important for full participation in America's economic, political and social life. People are using the Internet to find lower prices for goods and services, work from home or start their own business, acquire new skills using distance learning, make better informed decisions about their healthcare needs, and get more involved in the education of their children by communicating more frequently with teachers.

Access to computers and the Internet has exploded during the Clinton-Gore Administration. Unfortunately, there is strong evidence of a "digital divide" -- a gap between those individuals and communities that have access to these Information Age tools and those who don't. In some instances, this divide is actually widening. A July 1999 report from the Department of Commerce, based on December 1998 Census Department data, revealed that:

- **Better educated Americans more likely to be connected.** Between 1997 and 1998, the technology divide between those at the highest and lowest education levels increased 25%. In 1998, those with a college degree are more than *eight times* likely to have a computer at home and nearly *sixteen times* as likely to have home Internet access as those with an elementary school education.

- **The gap between high- and low-income Americans is increasing.** In the last year, the divide between those at the highest and lowest income levels grew 29%. Households with incomes of \$75,000 or higher are more than *twenty times* more likely to have access to the Internet than those at the lowest income levels, and more than *nine times* as likely to have a computer at home.
- **Whites more likely to be connected than African-Americans or Hispanics.** The digital divide is also persistent and growing along racial and ethnic lines. Whites are more likely to have access to the Internet from home than African-Americans or Hispanics have from *any* location. African-American and Hispanic households are roughly *two-fifths* as likely to have home Internet access as white households. The gaps between white and Hispanic households, and between white and African-American households, are now more than six percentage points larger than they were in 1994. However, for incomes of \$75,000 and higher, the divide between whites and African-Americans has narrowed considerably in the last year.
- **Rural areas less likely to be connected than urban users.** Regardless of income level, those living in rural areas are lagging behind in computer ownership and Internet access. At some income levels, those in urban areas are 50% more likely to have Internet access than those earning the same income in rural areas. Low income households in rural areas are the least connected, with connectivity rates in the singles digits for both computers and Internet access.

III. A STRONG RECORD WORKING TO CLOSE THE DIGITAL DIVIDE

President Clinton and Vice President Gore have worked hard to close the digital divide, and to help create opportunity for more Americans in the Information Age. They have worked to:

- **Ensure that every child is technologically literate:** The President and Vice President have set a goal of connecting every classroom and library to the Internet by the year 2000 -- a goal that we are on track to meet. They also have fought for investments in technology training for teachers, modern computers in the classroom, and high-quality education software. Technology in the classroom can make it easier for parents and teachers to communicate, prepare our children for the high-tech workplace of the 21st century, and help improve student performance in all academic subjects. Major Administration initiatives in educational technology include the Technology Literacy Challenge Fund, and the "e-rate." The "e-rate" is helping to connect our children to the future by providing discounted Internet access to libraries and 1 million classrooms, with the deepest discounts going to the poorest schools and libraries that need it most.
- **Expand access to technology for people with disabilities:** President Clinton and Vice President Gore have been strong supporters of efforts to make technology more accessible for people with disabilities. Recent actions by the Federal Communications Commission will help ensure that telecommunications equipment, such as cellular phones, is designed to be accessible for people with disabilities.

FROM DIGITAL DIVIDE TO DIGITAL OPPORTUNITY

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

America has an important choice to make. We can allow unequal access to deepen divisions along the lines of race, income, education level, and geography, or we can use technology to help make the American dream a reality for more citizens. The Clinton-Gore Administration is committed to doing its part to ensure that all Americans benefit from opportunities created by information technology. But the government can not and should not do this alone. We need to build partnerships and develop a comprehensive approach to bringing digital opportunity to all Americans.

That is why we are asking you to build on actions you are already taking by agreeing to:

- Support the President's National Challenge to bridge the digital divide by agreeing to devote time and energy toward bringing digital opportunity to more Americans.
- Make new and innovative commitments to schools, families and local communities.
- Participate in the President's New Markets trip during the week of April 9th
- Support legislative initiatives designed to bridge the Digital Divide.

Your willingness to participate in these efforts will go a long way toward meeting two urgent and critical goals: to bring digital opportunity to every child in every school and to under-served families and communities.

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

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

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

GOAL TWO: DIGITAL OPPORTUNITY FOR EVERY AMERICAN FAMILY AND COMMUNITY

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

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

ELEMENTS OF A NATIONAL PARTNERSHIP

We can only reach our goals by developing strong partnerships between government, industry, and the rich mosaic of America's civil society -- educators, labor unions, librarians, civil rights leaders, faith-based organizations, foundations, and volunteers, and community-based organizations. We must also recognize that while competition, market forces, technological progress and new business models will help expand access by lowering the price of Internet access, computers, and "information appliances," access to technology is only one piece of the puzzle.

That is why we are urging that we agree to take a comprehensive approach: addressing not only Internet access and hardware, but the creation of quality content and applications, effective training, the development of information literacy, and intensive support and guidance from teachers and mentors. We must also make a special effort to find ways to motivate and inspire those who are not connected to see the value of participating in the Information Revolution.

By pledging to take on specific challenges in the overall effort -- beginning with some of the items outlined below -- you can make a tremendous difference in the lives of millions of American children and families. We also encourage other ideas and commitments to help bring digital opportunity to all Americans in a sustained and thorough way.

GOAL 1: 21ST CENTURY LEARNING TOOLS FOR EVERY CHILD IN EVERY SCHOOL

Taking Action to Meet All Aspects of the Goal

- Make every school a model school by providing a comprehensive approach to education technology.
- Work with local parents' groups to develop and complete school-wide surveys to determine which of the goal's four components are being met.
- Offer experts from universities and corporations to work full or part-time in schools -- devoting their knowledge and energy to helping schools achieve all four parts of the goal.
- Match the Administration's \$450 million investment in the Technology Literacy Challenge Fund -- to help bring comprehensive technology solutions to states and local communities.

Connecting Every Classroom and Library to the Internet

- Continue support for the E-rate to bring Internet connections to our schools and libraries -- with the deepest discounts going to our neediest schools.
- Continue volunteer efforts such as NetDay and TechCorps.

Providing Schools with the Computers they Require

- Donate computers to schools and libraries to bring greater technology access to children and families.

Training Teachers to Use Technology Effectively in the Classroom

- Develop partnerships to help provide technology training to all new and existing teachers.

Providing Compelling Content

- Create a Digital Library for Education to help students and teachers find quality Internet content.

GOAL 2: DIGITAL OPPORTUNITY FOR EVERY AMERICAN FAMILY AND COMMUNITY**Expanding Home Access**

- Build on the momentum created by a number of employers by providing computers and Internet services at reduced rates to employees and their families.

Creating more Community Technology Centers

- Donate all aspects of technology to help expand the number of Community Technology Centers (CTCs) -- to make computers, Internet access and locally assistance available to children and adults.

Providing Greater Training to Allow all Individuals to Fully Participate in the Digital Economy

- Provide training and internships to prepare minorities and low-income workers for IT sector jobs.
- Provide basic technology training to employees to expand computer expertise and workplace literacy.
- Donate computers and Internet access to libraries to help more Americans develop "information literacy" skills -- so that they can more effectively locate, evaluate, and use the information they need.

Motivating People to Learn and Use Technology to its Fullest Potential

- Develop Public Service Announcements with celebrities to motivate young people and adults to use computers and explore the Internet -- including a "no fear, no shame" campaign for those adults who may be reluctant to admit that they don't know how to use technology.

Creating and Providing Content and Applications that will Help Empower Low-Income Communities

- Develop content to help families access quality information and resources to meet their everyday needs -- including child care, transportation, employment opportunities, and social services.

Bringing Advanced Technology to Isolated Rural Communities and to Indian Country

- Provide Native Americans with training for IT jobs, access to broadband networks, e-commerce solutions for small businesses, and the use of technology to preserve Native American culture.
- Develop innovative business models and broadband technologies to deploy advanced services to rural America.

Ensuring that Information Technologies and the Internet are Accessible to People with Disabilities

- Adopt accessibility standards and enhance the accessibility of products to bring the Web and information technology to people with disabilities.