

FOIA MARKER

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Collection/Record Group: Clinton Presidential Records
Subgroup/Office of Origin: National Economic Council
Series/Staff Member: Gene Sperling
Subseries:

OA/ID Number: 20607
FolderID:

Folder Title:
Digital Divide New Markets Trip April 2000 [binder] [3]

Stack:	Row:	Section:	Shelf:	Position:
S	16	4	6	3

Clinton Presidential Records Digital Records Marker

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This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Divider Title: _____

WORK PLAN FOR DIGITAL DIVIDE KICK-OFF

Event: Digital Divide Kickoff

Date: Tentatively scheduled for March 16

Time: TBD

Purpose

- To announce the President's National Challenge and demonstrate widespread support for the Challenge and the 2 goals.
- To provide the opportunity for key CEOs, community and labor leaders to demonstrate their commitment to helping meet the Challenge
- Possibly: To announce UNCF/Microsoft/IBM deliverable
- Possibly: To announce the trip destinations

Main Message

- POTUS lays out national imperative to create "digital opportunity" and articulates our two broad goals.
- Defines the need build partnerships and take aggressive and comprehensive action.
- Lays out the National Challenge (see below for more on this)
- Recognizes all those who have signed on to the National Challenge
- Notes that many more companies, groups, etc. are working to bridge the digital divide and urges them to sign on to the National Challenge and work together – bipartisan, industry/labor/community – toward meeting the two goals
- If deliverable is included, talks about the UNCF/Microsoft/IBM commitment as an example of the type of thing that can help bring digital opportunity
- Mentions other such efforts already out there/talks about the need to do more and the way the trip can help mobilize sustained efforts.

Visual

- POTUS in Rose Garden (or Room 450, depending on weather)
- Large showing of corporate, community, non-profit, labor representatives to show major sign on to Challenge and 2 goals.
- If UNCF/Microsoft/IBM – include in program

Key Outside Representation (working list)

Note: Not necessary to have a big group of major CEOs and leaders present, given that we'd want to save certain of them on the trip. It is important to have lots of representatives from signed on entities to show strong numbers behind the Call.

Andy Grove/Craig Barrett	Intel
Steve Case	AOL
John Chambers	Cisco Systems
Bill Gates	Microsoft
Carly Fiorina	HP
Lew Gerstner	IBM
Eric Benhamou	3Com
Ivan Seidenberg	Bell Atlantic
Roberta Katz	TechNet
Michael Armstrong	AT&T
Mayor Wellington Webb	Pres., US Conference of Mayors
Gov. Michael Leavitt/Gov. Paris Glendening	Chair/Vice Chair of NGA
John Sweeney	AFL-CIO
Morty Bahr	Communications Workers
Sandy Feldman	American Federation of Teachers
Jesse Jackson	Rainbow/Push
Hugh Price	National Urban League
Ginny Markel	PTA
Colin Powell	America's Promise

Press strategy

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25

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27

Divider Title: _____

① Where are we on corp. commits:

② Trip mapping

③ Air force

④ Call to Action

SD TAK NB
3/7/00

①
②
③
④
call
TINA
NEA

proposal in by -
Yahoo - end of week

Train Trainers - Camp Yahoo
1 million banner ads to
sign up Americorp vols -

HP - senior management in
still working on proposal that
week.

IN
AT&T

Grants to universities for
network training

Target Armstrong to Tuesday

SPR - Build on packet of what they're
doing

ENREN - traditional new products (gov works)

CISCO - Native piece

MB letters to trade associations

AOL - TAK ~~looked~~

Applied Materials - TAK

ATT - TAK/Jay

Bell Atlantic - Jay

Bell South - Jay

BET - Jay

CTIA - Jay

CISCO - Jay

compaq - TAK

Computer systems - TAK

(*) Delta - Jay

EDS - Jay

Ford - Jay

Gateway - TAK

HP - ~~HP~~ TAK (Philanthropy person)

ITAA - TAK → get names call to action

IBM - TAK

Intel - TAK (web)

Lucent - Jay (low expectation)

MCI - TAK

Microsoft - Gene

Novell - TAK

Oracle - Jay

Qualcom - TAK
(High data rate wire)

~~Quint~~

SBC - Jay

Sun - TAK

Technet TAK

TI - TAK

3com - TAK

XATCO - TAK

TANLEY - TAK

- ⑪ Bell Atlantic (Serdenberg)
- ⑫ CISCO - TAK will call tomorrow ^{- Laura Ipsen} to follow-up. Push in direct. of Native American
- ⑬ IBM - GS has a call into them.
- ⑭ YAHOO - ~~GS~~ TAK follow up. (Jonathan Scheibel)

Remove from Daley list & give to GS -

- ⑮ →
- Fiorina
 - Dell
 - Schmidt

} - but have Daley do follow up calls.

~~Blockbuster~~ → Blockbuster owner?

JAY ADDS

- ⑮ HP
- ⑯ SBC
- ⑰ ENRON
- ⑱ NCTA (National Cable)

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Divider Title: _____

Draft March 19, 2000

Use of technology for New Markets trip

Note: This technology is still far from "bullet proof." We've had technical difficulties with the use of technology in the past, and will continue to do so. Even Bill Gates has had his demos crash. There are also risks associated with security and hackers, as the President's cnn.com interview showed.

East Palo Alto

Basic scenario

1. Conversation with the President is broadcast on the Internet using streaming video and audio either:
 - Generally
 - Select schools and community technology centers
2. Transcript of event is developed in near-real time for sites that don't have adequate bandwidth for streaming-video
3. Allow students from selected schools or CTCs to send e-mail questions to the President
 - Questions are not posted on the Internet or in a chat room, they are screened and forwarded to a moderator -- who can pose them to the President or one of the people on stage.

Possible add-on

Allow low-income students from local schools to show multimedia projects that they have developed -- as part of a "Technology Innovation Challenge Grant" that the Administration has supported.

Not recommended

Real-time video-conferencing over the Internet to multiple sites. Too unreliable -- and usually have major problems with sound.

Detroit

- President could see demonstration of Internet applications in Community Technology Centers -- such as job search, local information, GED equivalence, etc.

New Mexico/Indian Country

- DPC is exploring satellite hook-ups to remote sites.

- If the site we are at has Internet access -- President could also see demonstration of
 - New web site that combines federal agency efforts in Native American economic development

Rural North Carolina

May be able to see demonstration of wireless broadband if we give companies enough lead time and if there is a cell site that is close enough.

Could see site hooked up to North Carolina Information Highway - depending on site location

"From Digital Divide to Digital Opportunity: The Critical Role of Higher Education"

Prepared for National Association of State Universities and Land-Grant Colleges, March 8, 2000

Thomas Kalil, White House National Economic Council

From Digital Divide to Digital Opportunity

During the Clinton-Gore Administration, access to computers and the Internet has exploded. In 1993, there were 50 Web-sites – today, there are over 10 million. Access to the Internet and information technology – and the skills needed to use these new tools – are becoming essential to full participation in America's economic, social and political life. People use the Internet to exchange e-mail with their children's teachers, find a job, upgrade their skills, make better informed decisions about their healthcare needs, and get information about candidates for local, state and national elections.

As President Clinton said in his State of the Union – America has an important choice to make. We could allow unequal access to technology to reinforce the existing divisions that exist in American society along the lines of income, race, education level, geography and disability, or we could use technology to help create opportunity for all Americans.

This year, the Administration has proposed major new initiatives to help bridge the digital divide in our schools, families and communities. These initiatives build on our existing investments in educational technology – such as the \$2.25 billion e-rate program, and the \$450 million Technology Literacy Challenge Fund. These new budget proposals include:

- \$2 billion in tax incentives to encourage companies to donate computers to schools, libraries, and community technology centers, and to upgrade the technology skills of their workers;
- \$150 million to help train all new teachers to use technology;
- \$100 million to establish 1,000 Community Technology Centers in under-served urban and rural communities;
- \$45 million to promote innovative applications of IT for under-served communities;
- \$50 million in a public-private partnership to extend home Internet access to low-income families;
- \$25 million to accelerate the deployment of broadband networks in under-served urban and rural areas;
- \$10 million to help prepare for more Native Americans for careers in IT and other technical fields.

Access to information technology and IT skills is certainly not a panacea for all of the economic

and social challenges that America faces. But it can make a big difference:

- A homeless mother of 3 that received IT training at a San Francisco-based non-profit called OpNet was recently able to get a job paying \$55,000. The wages of people who completed the program has increased on average from \$6/hr. to \$14/hr.
- Children in remote rural communities in Alaska have been able to take AP courses using distance learning.
- Native American small businesses are able to sell their products on the Web, and even get a few sales from the President of the United States.
- Inner-city school children in Pittsburgh who were reading almost 3 years below grade level were able to make 2 years progress in 8 months -- using an automated Reading Tutor that takes advantage of speech recognition technology.

What role can higher education play?

President Clinton believes that we are only going to make progress in creating digital opportunity for more Americans if we create partnerships between government, industry, academia, and non-profit organizations. During the week of April 9th, he will be leading a trip to highlight new and expanded efforts to bring digital opportunity to under-served children, families and communities.

I think that higher education has a very important role to play, and I'd like to suggest some concrete steps that you could take. I hope that these suggestions will provoke you to come up with some even better ideas.

(1) Support research and education that can help create "digital opportunity"

It is clear that research and education in a number of areas -- could help increase our understanding of the digital divide, and help to close it. Below are just a few examples of potential research topics -- in fields such as electrical engineering, computer science, the learning sciences, and the social sciences. Some of these topics could be supported under the Administration's proposed increases for information technology research -- including the "Ethical, Legal, and Social Implications" of the Information Revolution:

- What advances in wireless and wireline technologies could accelerate the deployment of broadband networks in rural communities? How could some of the limitations of today's broadband technologies for rural America (e.g. the distance limitations of Digital Subscriber Line technology) be overcome?
- What factors influence the decision of low-income families to purchase computers and the

Internet at home? What would make the Internet a “must have” for low-income families, just as TV and cable is today?

- What economic benefits would flow from having Internet access approach the same level of penetration as the telephone and television? How much could governments at all levels save from the ability to move more rapidly to the electronic delivery of government services and information? Would ubiquity give the U.S. a source of competitive advantage — just as being the first country to have the Internet at all gave American companies a “first mover” advantage?
- What applications of information technology would help empower low-income individuals and communities? How can the government help catalyze the development of a market for IT applications, in those instances in which the social rate of return significantly exceeds the private rate of return?
- What uses of educational technology have a demonstrable impact on student achievement? How can advances in IT (e.g. modeling and simulation, AI, digital libraries, multimedia, tools for collaboration and authoring) be used to support teaching and learning? The Administration has proposed a \$32 million increase in the Department of Education budget to support this kind of research.
- What advances in IT will allow people with disabilities to lead more independent lives and increase their participation in the workforce?
- What are the range of public policies and public-private partnerships that should be considered by the United States to help close the digital divide and create digital opportunity for more Americans?

(2) Ensure that new teachers entering the workforce are prepared to effectively use technology in the classroom and to support their own life-long learning

Study after study has concluded that technology will not improve student performance unless teachers can integrate technology into the curriculum. Currently, most new K-12 teachers are not entering the workforce with the ability to effectively use technology in the classroom. Given that the United States needs to hire 2.2 million new teachers over the next decade, preparing all new teachers to use technology is an important and achievable national goal. Recognizing this, President Clinton has proposed \$150 million for the Department of Education’s “Preparing Tomorrow’s Teachers to Use Technology” program.

A recent report by the CEO Forum on Educational Technology concluded that teacher education institutions generally receive less attention than professional programs in law, business, medicine and engineering, and have a less affluent alumni base – making it more difficult to attract large gifts. University presidents could make upgrading the technology infrastructure of schools of education a priority. Universities and schools of education could also commit to evaluating their

current efforts using the CEO Forum's School Technology and Readiness (StaR) Chart – and to meet the goals identified by the CEO Forum.

(3) Encourage faculty, employees and students to volunteer to help close the digital divide

Universities could encourage faculty and employees to volunteer or to provide technical assistance to K-12 schools, community technology centers, and non-profit organizations seeking to close the digital divide.

(4) Help create a Digital Library for Education

Technology in the classroom won't make a difference without high-quality educational content and applications. The Administration has proposed the creation of a "Digital Library for Education" – to increase the availability of high-quality Web-based K-16 educational resources, and to make it easier for students and teachers to find these materials. The President's FY2001 budget includes \$41 million – with support for both math and science (National Science Foundation) and for America's historic and cultural heritage (National Park Service, Smithsonian, Institute for Museum and Library Services). NSF has already issued a solicitation for \$13 million with FY2000 funds.

The higher education community could support the Digital Library for Education in a variety of ways:

- Disciplinary organizations (e.g. science and engineering societies, scholarly organizations) could provide prizes to educators and professors that provide high-quality resources to digital libraries. They could also try to define what should be in a digital library that comprehensively covered a particular discipline.
- Universities could also provide support and incentives for professors to contribute – such as including these contributions in tenure and promotion decisions, or giving faculty the training they need to develop Web-based educational resources.

Some organizations have also received support from private sector companies to develop, organize and evaluate Web-based educational resources. An example is MCI-Worldcom's Marco Polo project, which involves partnerships with the National Council on Economic Education, the National Geographic Society, National Endowment for the Humanities, National Council of Teachers of Mathematics, American Association for the Advancement of Science, and the Kennedy Center.

(5) Help expand the number of minorities in IT professions

Currently, African-Americans and Hispanics are significantly under-represented in IT professions. For example, African-Americans account for 5% of all computer programmers but 10% of the general workforce, while Hispanics account for 4% of programmers and 9% of the workforce. More needs to be done to encourage minorities to pursue careers in IT.

(5) Expand distance learning opportunities for low-income workers

Universities that are developing distance learning programs, especially for adult learners, could ensure that their offerings meet the needs of low-income workers, and consider providing discounts on tuition for low-income adults seeking to upgrade their skills or make the transition from welfare-to-work.

(6) Serve as a “think tank” and resource for local efforts to close the digital divide

Universities could serve as a “think tank” for local communities that are seeking to develop a strategy to bridge the digital divide. Faculty members could help local communities evaluate their current efforts, define possible short and long-term goals, and identify “best practices” for meeting these goals.

(7) Allow campus facilities to be used for local efforts to close the digital divide

Universities could allow facilities (e.g. computer labs) to be used for local efforts to close the digital divide – such as training of local teachers.

We are fortunate to be living in an extraordinary time. The United States is enjoying an unprecedented period of economic prosperity -- and new information technologies are changing the way we work, learn, play and communicate with each other. But I think it's still an open question whether information technology could be used to usher in an era of shared prosperity and more opportunities for all Americans -- or whether it will reinforce the existing divisions within American society. I think that the higher education community has a critical role to play, and I want to challenge you to work with the Administration to define what that role could be.

UNCF
event
statement
LRS.

 Patrick M. Dorton
03/10/2000 10:36:57 AM

Record Type: Record

To: Gigi E. Georges/OPD/EOP@EOP, Natasha F. Bilimoria/OPD/EOP@EOP, Thomas A. Kalil/OPD/EOP@EOP

cc:

Subject: Statement by the President: Digital Divide

----- Forwarded by Patrick M. Dorton/OPD/EOP on 03/10/2000 10:36 AM -----

 Christine L. Anderson
03/10/2000 10:28:22 AM

Record Type: Record

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

cc:

Subject: Statement by the President: Digital Divide

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 10, 2000

STATEMENT BY THE PRESIDENT

Today, the United Negro College Fund (UNCF) announced the creation of its Technology Enhancement Capital Campaign, a technology initiative that will bring digital opportunity to historically black colleges across the nation. Through a \$50 million contribution by Microsoft and key commitments from IBM and AT&T, UNCF will help empower students, faculty and staff at all 39 UNCF member colleges by strengthening technology infrastructure and improving computer access. I applaud the creation of this partnership and strongly support the efforts behind it.

While computer and Internet access has exploded in recent years, America continues to face 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. We cannot allow unequal access to deepen

divisions along the lines of race, income, education level, and geography. I believe we can use technology to help make the American dream a reality for more citizens, and that is why I have made the effort to bring digital opportunity to all Americans a top Administration priority.

My 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. That is why I will lead a New Markets trip the week of April 9th -- designed to mobilize significant private and public efforts to close the digital divide. Efforts like the Technology Enhancement Capital Campaign are inspiring examples of what can be done in partnership to meet this important goal.

30-30-30

Message Sent To: _____

Lou Gerstner:

I want to congratulate for your participation in the United Negro College Fund's Technology Enhancement Capital Campaign. You can take pride in knowing that your leadership and commitment to improving the lives of others have helped to make this exciting project a reality.

IBM's contribution with other corporate partners to bring digital opportunity to 39 historically black colleges across the nation is an inspiring example of how we can widen the circle of opportunity for all Americans through cooperation between the corporate and non-profit sectors, and I hope this project will serve as a model for corporate and academic leadership across the nation. As we continue working to ensure that all Americans benefit from information technology, I'm glad to know that I can count on your help. Best wishes.



United Negro College Fund, Inc.

"A mind is a terrible thing to waste."®

William H. Gray, III
President and CEO
Michael H. Jordan
Chairman, Board of Directors
Frederick D. Patterson
Founder
COLLEGES & UNIVERSITIES

Barber-Scotia College
Concord, NC

Benedict College
Columbia, SC

Bennett College
Greensboro, NC

Bethune-Cookman College
Daytona Beach, FL

Clayton College
Orangeburg, SC

Clark Atlanta University
Atlanta, GA

Dillard University
New Orleans, LA

Edward Waters College
Jacksonville, FL

Fisk University
Nashville, TN

Florida Memorial College
Miami, FL

Huston-Tillotson College
Austin, TX

Interdenominational
Theological Center
Atlanta, GA

Jarvis Christian College
Houston, TX

Johnson C. Smith University
Charlotte, NC

Lane College
Jackson, TN

LeMoyne-Owen College
Memphis, TN

Livingstone College
Salisbury, NC

Miles College
Birmingham, AL

Morhouse College
Atlanta, GA

Morris College
Sumter, SC

Morris Brown College
Atlanta, GA

Oakwood College
Huntsville, AL

Paine College
Augusta, GA

Paul Quinn College
Dallas, TX

Pharos Smith College
Little Rock, AR

Rain College
Holly Springs, MS

Saint Augustine's College
Raleigh, NC

Saint Paul's College
Lawrenceville, VA

Shaw University
Raleigh, NC

Spelman College
Atlanta, GA

Stillman College
Tuscaloosa, AL

Talladega College
Talladega, AL

Tougaloo College
Tougaloo, MS

Tuskegee University
Tuskegee, AL

Virginia Union University
Richmond, VA

Voorhees College
Denmark, SC

Wilberforce University
Wilberforce, OH

Wiley College
Marshall, TX

Wiley University
Orleans, LA

For Immediate Release:

March 8, 2000

Contact: Ryan McDay (UNCF) 703-205-3454

Jenny Moede (Microsoft) 503-443-7000

Kendra Collins (IBM) 914-499-2808

Jeff Roberts (AT&T) 212-387-6289

The United Negro College Fund To Announce Technology Enhancement Capital Campaign on March 10

Microsoft, IBM, and AT&T To Partner With UNCF To Close the "Digital Divide" in Higher Education

New York, NY—The United Negro College Fund will announce its Technology Enhancement Capital Campaign (TECC) and partnership with Microsoft, IBM, and AT&T to bolster technology infrastructures of UNCF member institutions and improve computer access for students and faculty at Historically Black Colleges and Universities (HBCUs) nationwide.

TECC will be announced during a press conference at 11:15 am on March 10 in the Riverside Ballroom (on the third floor) of the Sheraton New York Hotel and Towers (7th Avenue & 52nd Street). Press conference participants will include:

- William H. Gray, III, President & CEO, UNCF;
- Bob Herbold, Executive Vice President & COO, Microsoft;
- David M. Thomas, Sr. Vice President and Group Executive, IBM;
- Esther Silver-Parker, President, AT&T Foundation;
- Presidents of the 39 UNCF institutions.

The United Negro College Fund is the nation's oldest and most successful minority higher education assistance organization. UNCF has raised more than \$1.4 billion to support its 39 member institutions and to administer more than 450 programs, including scholarships, mentoring programs, summer enrichment, study abroad, curriculum and faculty development, and leadership development.

--30--

March 2, 2000

MEMORANDUM FOR GENE SPERLING

FROM: Gigi Georges

RE: Potential Digital Divide commitment

DATE: March 2, 2000

Based on a call this afternoon from Ginny Terzano, who is now at Microsoft, we (Kalil, Bilimoria and I) believe we have an opportunity for a strong trip deliverable from a partnership that includes the United Negro College Fund, Microsoft, and IBM. However, if we want to pursue this, it will require convincing UNCF to hold its initiative announcement, which is currently scheduled for next Friday, March 10th.

Background on Microsoft/United Negro College Fund Deliverable

The UNCF has put together a comprehensive \$80M technology initiative, divided into two phases:

- Phase I, which is ready for announcement, will help all 39 UNCF member colleges upgrade their administrative and educational computer systems. This part includes the hardware, software and training for all faculty and staff.
- Phase II, which is not yet completed, will create an e-commerce site for students at all 118 historically black colleges and universities (315,000 students in total), allowing them to purchase low cost computers and software. Terzano did not know when this phase would be ready for announcement.

The overall initiative is the result of more than a year of technology planning on the UNCF's part, and has the backing of all 39 UNCF college presidents.

Current UNCF Plans for Phase I

A. Components

- Microsoft will donate (about \$50M in retail value) software as a component of the first part of its technology initiative.
- The UNCF has lined up deeply discounted hardware from IBM, donated technology consulting and training from IBM and others, and other private contributions to the initiative.
- The grant would help more than 70,000 black college students, faculty and staff by making the UNCF colleges more technologically capable.

B. Timing

- The UNCF has a meeting of its board members and college presidents set for March 9 in New York, and intends to publicly announce its technology initiative the following day, March 10.
- The UNCF has not agreed to postpone an announcement despite urgings by Microsoft to hold off, and has said it will proceed with the other pieces of the technology initiative if Microsoft is not ready at that time.

C. Background on Microsoft/UNCF Partnership

- Microsoft has supported the UNCF with cash and software (totaling more than \$24M) over the last five years. As part of this total giving, Microsoft made a \$6M software grant to the UNCF in 1996 and a \$14.6M grant in early 1998.

Recommended Action:

We have an opportunity to ask UNCF to hold its Phase I deliverable for the trip. It would require a call to Bill Gray, President and CEO of UNCF. As noted above, he has resisted Microsoft's urgings to postpone the announcement, but Microsoft believes that a call from the WH could make the difference.

Microsoft would like us to consider highlighting the deliverable as part of a kickoff event -- or we try to incorporate it as a trip deliverable.

Please advise.



Ginny Terzano <ginnyt@microsoft.com>
03/07/2000 09:41:56 AM

Record Type: Record

To: Gigi E. Georges/OPD/EOP
cc:
Subject: FW: UNCF Donation

Sorry -- I sent this late yesterday but mistyped your address.

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

> From: Ginny Terzano
> Sent: Monday, March 06, 2000 5:38 PM
> To: 'melissa_green@opd.eop.gov'
> Cc: 'gig_e._georges@opd.eop.gov'
> Subject: UNCF Donation

>

> We talked to Bill Gray. He can't postpone Friday's event because he has
> too many VIPs already committed but he would like the President's
> participation. So, here is what I think the possibilities of WH
> involvement could be. Bill Gray is on board w/all the options:

>

> 1. have the President do a live satellite into the event (approx
> 11:45am EST)
> 2. taped video message from the President to be played during the
> program
> 3. have Secy Daley or Riley attend the event
> 4. written statement by the President supporting the UNCF effort and
> the partners (MS, IBM, AT&T)

>

> AT&T is committing \$1-2M.

>

> Gene, regarding the phone call into Gates. I talked to his secretary
> today (Gates' Nancy Hernreich). Someone will get back to you (probably
> Bruce Brooks). Gates is on vacation during that April period but I think
> there's an open possibility he could do something especially if it's on
> the West Coast. I know they appreciate the purpose of your call.

>

>

>

New America Foundation

FELLOWS PROGRAM

One of the underlying causes of our nation's impoverished public discourse is the lack of career opportunities and support structures for younger public-minded thinkers, writers, and policy innovators. New America's Fellows Program addresses this problem by providing exceptionally promising young writers and thinkers with the financial, editorial and institutional support they need to establish themselves as credible voices in the national debate. By investing in the creative young writers and thinkers most capable of developing and popularizing new ideas, the Foundation will enable a new generation of public intellectuals to enrich the quality of our public discourse well into the future.

The New America Foundation will award twelve to twenty Fellowships annually, each ranging from \$15,000 to \$75,000. At one end of the spectrum will be a small number of Senior Fellows, who have already distinguished themselves as leading political thinkers and social commentators. At the other end will be a larger number of Fellows who have exceptional potential but are not yet well established. The Fellowship selection process will be highly competitive, and limited to those rare individuals who combine powerful ideas for moving public thinking into new terrain with a proven ability to communicate in ways that gain broad public attention.

Recipients of New America Fellowships will receive more than financial support. They will be provided office space, health benefits, research and editorial assistance, mentoring relationships with more established figures, and the opportunity to interact in a close-knit intellectual community. In addition, they will also receive assistance in placing articles, access to leading editors, book and speaking agents and talk show producers, training in public speaking, and a host of other professional services.

Through its Fellowship Program, the New America Foundation seeks to re-create something that is all but lost in America today – a vibrant inter-generational intellectual community that honors individual creativity and originality within a common commitment to democratic and humanistic values. By investing in the career development of many of the best and brightest young policy entrepreneurs of the day, the Foundation will gradually build a highly influential network of thinkers, writers and practitioners who can collectively advance a new vision for America's future.

The New America Foundation awarded its first round of Fellowships in January 1999, and appoints new Fellows on a regular basis (see Current Fellows). The New America Fellows Program welcomes and encourages applications from any interested candidate (see Fellowship Application).

STRATEGIC INITIATIVES

In addition to its Fellows Program, the New America Foundation is launching a series of conferences and strategic initiatives designed to push particularly important policy questions and proposals to the fore of national attention. These initiatives enable New America to convene many of the nation's best minds to work collaboratively on some of the most critical challenges of our time. While the architecture of each strategic initiative will vary, most will be led by a designated Project Director, will begin with a concerted research program, and will result in the publication of a ground-breaking set of policy recommendations. Other initiatives will center around or culminate in a major conference, or will give birth to surprising new alliances. All will take advantage of the latest technologies for communicating through the World Wide Web, where New

America is establishing itself as a leading policy hub.

New America selects its strategic initiatives based on a determination of where it can add greatest value to the public debate. In particular, the Foundation seeks to address topics where it believes it can overcome an existing policy deadlock or put forth a major conceptual breakthrough. The Foundation is currently pursuing strategic initiatives related to the following topics.

Convening the Future: The Next Generation of National Leaders

See Roundtable Discussion with Roberta Katz, President, Technet - Silicon Valley's Year 2000 Priorities

Just as the industrial revolution led to massive social change and adjustment in the late nineteenth century, the information revolution now underway is fundamentally altering today's social and economic landscape. Public policy analysts and high-tech leaders therefore find themselves confronted by a daunting set of new challenges, including: how to prevent a growing divide between the technological haves and have-nots; how to fix our public schools; how to safeguard and regulate Internet commerce and individual privacy without undermining entrepreneurial creativity; and how to manage a dynamic yet increasingly volatile world-wide market economy that is driven by rapid flows of information and money.

Since meeting these challenges will require thoughtful new leadership, the Foundation has launched an initiative to engage the next generation of opinion leaders – early in their careers – in a sustained dialogue about the public policy challenges awaiting them. Specifically, New America and Technology Network are jointly convening an annual retreat where outstanding young leaders from high-tech industries are introduced to some of the most creative young public policy thinkers and doers in America – so that all participants can begin to develop the civic sensitivities and entrepreneurial spirit they will need to be responsible and successful leaders of tomorrow.

New Solutions for Reversing Economic Inequality: Beyond Left & Right

No problem represents a greater political challenge than does the widening gap in wealth and economic opportunity in America today. While the political right has tended to ignore the growing problem of economic inequality in America and the political left has tended to cling to ideas that no longer command popular support, the New America Foundation seeks to break this deadlock by promoting innovative approaches for broadening economic opportunity.

The Foundation will explore how new approaches – consistent with the “new economy” – can help reduce the gap between the wealthiest in our society and average workers. For example, New America will examine how significant reductions in the payroll tax and policies aimed at broadening capital ownership could help all working Americans get ahead, and give rise to powerful new alliances. New America is not interested in rehashing the old inequality debates. Rather, it seeks to reframe this debate, moving it into a forward-looking discussion of the adjustments that labor, capital, firms and government must make in order to “raise all boats” over the long term.

New America Foundation
(Bahamou - Ed Meador)

Claiming our Common Wealth: Rethinking Public Assets & Public Finance

Many of the public assets owned by the American people – ranging from the trees in our national forests, to the electromagnetic spectrum, to the coal and oil underneath public lands – are given away either for free or at greatly subsidized prices to private interests. New America has launched an interdisciplinary research project to explore how charging fair market value for the use of these common assets could yield trillions of dollars in new public revenue, which could in turn be used to reduce existing taxes for all Americans and to fund new public programs.

The Common Assets project aims to provide a new intellectual foundation for reclaiming the American people's sovereignty over a vast and disparate set of commonly held assets. In particular, the project will explore the legal and historical basis for broadening stakeholder control of federal- and state-owned public resources, and for generating new public revenues from the use of such assets. Because these issues go beyond simple technical matters to core questions of property rights, democratic empowerment and control, the Project will also explore how a reassertion of democratic values in the marketplace could foster better social, economic and environmental outcomes.

An Annual Conference: America's Transition to a Knowledge-Based Society

Given the profound implications of our nation's transition to a post-industrial economy, it is time that opinion leaders from a wide range of backgrounds be offered an annual venue to collectively discuss and deliberate upon the foremost social and economic challenges ahead. In partnership with Technology Network, the New America Foundation will convene a large-scale annual policy conference in Washington, D.C., to bring together leaders from the industries of the future with top policymakers from government, academia, think tanks, and journalism – in a setting which forces both sides to grapple with the most daunting public policy challenges confronting our society.

Such a conference will not only provide a high-level forum to help focus many of the nation's best minds on finding creative solutions to the problems ahead, but in so doing, will help bridge the gap between the high-technology community and the nation's public policy community. The over-arching theme for these annual conferences will be the challenges and opportunities inherent in America's transition to a knowledge-based society, with each conference focusing on a clearly defined set of questions. Among the questions to be addressed at the first conference will be: (1) New Principles for a New Economy; (2) The Future of Privacy; and (3) Solving the Digital Divide.

The Global Economic Policy Project: Rethinking the Rules of the Game

The advent of a truly globalized market economy, brought on by the information revolution as well as trade and financial liberalization, has left policymakers groping for new rules to govern global commerce and to guide economic management in the next century. New America's Global Economic Policy Project (GEPP) seeks to stimulate debate and encourage innovative yet pragmatic responses to these new international economic policy challenges. Rejecting old labels and ideologies that no longer provide

March 9, 2000

MEMORANDUM FOR GENE SPERLING

From: Joshua Weinstein

Re: Cable in the Classroom Background

Cable in the Classroom provides free cable connections to over 80,000 schools. The program reaches 85% of all U.S. students (**42,994,858 million students**), giving 4 out of 5 students access to Cable in the Classroom services.

- Provides more than 540 hours per month of educational, commercial-free programming into classrooms. Programming covers all disciplines and issues.
- Teachers may use the programming any way they choose—there are no viewing requirements.
- Consists of a consortium of over 8,500 local cable companies and 41 national cable networks. Represents an investment of \$2 million per week for the last 10 years by the cable television industry to improve education. This figure represents the cumulative value of the production, copyright and clearances, installation, services, and staffing to support Cable in the Classroom in local schools.
- Provides curriculum-related support materials and helps expand and improve teacher resources. Gives students access to many of the educational services on the information superhighway

ESPN involvement with Cable in the Classroom

- ⇒ *Sports Figures* airs each Monday at 5:30 a.m. and uses sports to help students see math and physics concepts in "real world" applications.
- ⇒ A curriculum guide, available upon request, includes 16 teacher lesson plans with suggested activities for in and outside the classroom.
- ⇒ College-bound high school seniors are invited to apply for ESPN's Sports Figures Scholarship.

Attachments: Outline of 41 cable network's commitments to Cable in the Classroom
Cable in the Classroom board members

Who is Cable in the Classroom?

Cable Networks

-- Membership Types -- Cable Companies -- Chairman and Staff -- Associate Members -- Who's My Cable Company? -- back to What is CIC? --

{ A&E | APL | BET | BRV | CNBC | CNN | C-SPAN | COURT | DIS | DSC | ESPN | ESPN2 | FAM | FOOD | GSN | HBO | HEALTH | HGTV | HIST | KNOW | LIFE | MSNBC | MTV | NICK | NOGGIN | ODSY | OLN | OVATION | PBS | SFC | SHO | TCM | TLC | TOON | TRAVEL | TWC | USA | VH1 | WGN/UVTV | WAM | ZDTV }

A&E Network features the original Biography series, mysteries and specials.

- *A&E Classroom*, designed to enhance literature, humanities and social studies curricula, airs Monday-Friday from 7:00-8:00 a.m. ET (YEAR).
- Support materials are available by request each fall and spring. Materials include program descriptions, discussion questions, and project ideas.
- World Wide Web Site: <http://www.aetv.com/class>

Beth Ann Marian
A&E Television Networks
235 E. 45th Street
New York, NY 10017
(212) 210-1338, fax (212) 551-1540

[to top](#)

Animal Planet (APL), the network from the people who bring you Discovery Channel and TLC, features "all animals all the time."

- *Acorn the Nature Nut* airs weekdays at 8:30 and 11:00 a.m. ET (YEAR). Animal Planet Channel biologist and nature writer John Acorn explains how to use a microscope, take pictures, and make videos in the wilderness. Each week he uncovers the secrets of moths, butterflies, fish, frogs, worms, and ants in programs full of educational and entertaining content.
- Additional information and teaching ideas are available on-line.
- World Wide Web Site: <http://school.discovery.com>

Educational Television
Animal Planet
7700 Wisconsin Avenue
Bethesda, MD 20814-3522
(888) 892-3484

[to top](#)

Black Entertainment Television (BET) provides inspiring and educational programs that diversify the learning process.

- BET on Learning presents *Teen Summit*, highlighting social and personal development issues of

interest to teenagers, on the last Sunday of each month at 3 a.m. ET (YEAR).

- Support materials for BET programming are available.
- World Wide Web Site: <http://www.msbet.com>

BET on Learning
Black Entertainment Television
1 BET Plaza
1900 W Place NE
Washington, DC 20018
(800) 229-2383 x 2029

[to top](#)

Bravo in the Classroom (BRV) combines programming and resource materials that provide educators and students with tools to enhance arts and humanities studies at the secondary level. Programs include literary and historical adaptations, the performing and visual arts, and a profile series featuring well known writers, musicians and artists.

- *Bravo in the Classroom* airs each Tuesday, Wednesday, and Thursday at 6 a.m. ET (YEAR).
- Support materials are available on-line.
- World Wide Web Site: <http://www.bravotv.com/classroom/main.html>

Valerie Barkan
Bravo
150 Crossways Park West
Woodbury, NY 11797
(516) 396-4547

[to top](#)

CNBC is the international leader in television reporting of financial news, stock-market action, and emerging business trends. CNBC features breaking news, interviews with corporate, government, and Wall Street experts, and exclusive material from *The Wall Street Journal*.

- CNBC offers curriculum support to help students understand the stock market and investing. Check *Cable in the Classroom* magazine for air dates and times.
- Access CNBC's Student Stock Tournament, an Internet-based simulation game, on-line.
- World Wide Web Site: <http://www.cnbc.com>

Mark Hotz
CNBC
NBC Cable Networks
2200 Fletcher Avenue
Fort Lee, NJ 07024
(201) 585-6463

[to top](#)

CNN programming includes in-depth coverage of major news stories and special reports on business, finance, medicine, nutrition, science, technology, weather, and entertainment. *CNN NEWSROOM* is a news and features program designed for the classroom.

- *CNN NEWSROOM* airs Monday-Friday at 4:30 a.m. ET (FREE) and includes a 15-minute review

of the day's top news stories, plus special feature reports designed for cross-curricular applications.

- *CNN NEWSROOM WorldView* follows *CNN Newsroom* at 4:45 a.m. ET and adds 15-minutes of cultural and historic background related to world events reported from CNN's 23 international bureaus.

- Free enrollment includes a daily electronic teacher's guide available on the Internet.
- World Wide Web Sites: <http://turnerlearning.com>, <http://turnerlearning.com/newsroom> (*CNN Newsroom* daily teacher's guide)

CNN NEWSROOM
CNN
1 CNN Center
PO Box 105366
Atlanta, GA 30348-5366
(800) 344-6219 (Educators Only)

[to top](#)

C-SPAN, the Cable Satellite Public Affairs Network, is a public service of the cable television industry offering gavel-to-gavel coverage of the House of Representatives, Senate, and other public policy proceedings.

- All C-SPAN and C-SPAN2 produced programming is commercial-free and is copyright cleared for use in the classroom and may be retained in perpetuity (FREE).
- C-SPAN in the Classroom is the network's free membership service for teachers. Teaching guides, support materials, and scheduling information are available by calling the educator hotline at 1-800-523-7586.
- World Wide Web Site: <http://www.c-span.org>

Joanne Wheeler
C-SPAN
400 N. Capitol St. NW
Suite 650
Washington, DC 20001
(202) 737-3220
(800) 523-7586 (Educators Only)

[to top](#)

Court TV (COURT) offers live and taped coverage of actual courtroom trials from around the country in addition to programs that focus on law, social issues, and the legal system.

- *Choices & Consequences* airs every Saturday morning at 4 a.m. ET (FREE). The program educates 10 to 15-year-olds about the consequences of violence, pranks, drugs, drinking, early pregnancy, etc. *Choices & Consequences* was developed in conjunction with Cable in the Classroom and the National Middle Schools Association.
- Curriculum materials are available via the educator hotline: 1-800-333-7649.
- World Wide Web Site: <http://www.courtTV.com/choices>

Jennifer Randolph
Court TV
600 3rd Ave.
New York, NY 10016
(800) 333-7649
(212) 973-2600

[to top](#)

Disney Channel (DIS), combining timeless classics with timely series and specials, features a broad range of entertainment for kids and families.

- *Going Wild with Jeff Corwin* airs the second Tuesday of each month at 5:00 a.m. ET (YEAR). This nature series features the animal expert trekking around the world to examine animals in their native habitats.
- *Amazing Animals* airs the last Tuesday of each month at 5:00 a.m. ET (YEAR). This series for preschool-2nd graders combines live action and animation to highlight different characteristics of animals.
- Call 888-883-4788 for a free teacher's guide.
- World Wide Web Site: <http://www.disneychannel.com>

Jill Hisey
The Disney Channel
3800 W. Alameda
Burbank, CA 91505
(818) 569-7874

[to top](#)

Discovery Channel (DSC) invites you to explore the world with quality, non-fiction programming.

- *Assignment Discovery*, a theme-based series with relevance across the curriculum, airs Monday-Friday from 9:00-10:00 a.m. ET/PT (YEAR). Programs are close-captioned and include vocabulary words, study questions and suggested readings.
- A free Discovery Networks teacher's guide is available by calling 888-892-3484.
- World Wide Web Site: <http://discoveryschool.com>

Educational Television
Discovery Channel
7700 Wisconsin Avenue
Bethesda, MD 20814-3522
(888) 892-3484

[to top](#)

ESPN offers a wide variety of high-quality, exclusive, original sports programs.

- World Wide Web Site: <http://espn.go.com>

ESPN2 is for today's fans interested in a range of sports programming, both traditional and emerging.

- *SportsFigures* airs each Monday at 5:30 a.m. ET (FREE) and uses sports to help students see math and physics concepts in "real world" applications.
- A curriculum guide, available upon request, includes 16 teacher lesson plans with suggested activities for in and outside the classroom.
- College-bound high school seniors are invited to apply for ESPN's Sports Figures Scholarship.
- World Wide Web Site: <http://sportsfigures.espn.go.com/index.asp?flash=1>

Marie Kennedy
ESPN Inc.
ESPN Plaza
935 Middle Street
Bristol, CT 06010
(860) 585-2000

[to top](#)

Fox Family Channel (FAM) offers fresh, new animated children's series, original movies, and specials for the entire family.

- Check *Cable in the Classroom* magazine for air dates and times for *The All New Captain Kangaroo*, *Where on Earth is Carmen Sandiego?*, and *The Why Why Family*, all of which provide educational enrichment for children in grades preK-2 (2 YRS).
- Support materials are available on-line.
- World Wide Web Site: <http://www.foxfamilychannel.com>

Bonnie Rufe
Fox Family Channel
10960 Wilshire Boulevard
Los Angeles, CA 90024
(310) 235-5415

[to top](#)

Food Network (FOOD) is for anyone who loves to eat. World-famous hosts invite viewers to taste the many flavors of the network-from luscious and exotic gourmet meals to smooth home entertaining tips and fresh, workable weeknight meals. Food Network blends the tastes of the world, captures the imagination, and satisfies the appetites of millions of viewers.

- *Taste* airs Sundays from 3:30-4:00 a.m. ET (FREE). Each episode of this series features a detailed look at one dish from preparation to presentation, and offers historical and cultural insights.
- Lesson plans for each episode of *Taste*, are available on-line or by calling 212-575-5500 or your local cable company.
- World Wide Web Site: <http://www.foodtv.com>

Amy Morrison
Television Food Network
1177 Avenue of the Americas, 31st Floor
NY, NY 10036
(212) 575-7700 x224
amorrison@foodtv.com

[to top](#)

Game Show Network (GSN) combines education and family fun featuring live, original programming plus the greatest collection of favorite game shows. The Kids and Family block features *JEP!* and *Wheel 2000*, kid-focused versions of popular syndicated game shows.

- *JEP!* and *Wheel 2000* air commercial-free on Saturdays from 4:00-5:00 a.m. ET (YEAR).
- The programs challenge children on subjects ranging from science and technology to history and

geography.

- World Wide Web Site: <http://www.sony.com/gameshownet>

Vickie Braden
Game Show Network
10202 West Washington Blvd.
Culver City, CA 90232
(310) 244-8664
vickie_braden@spe.sony.com

[to top](#)

HBO is the world's leading premiere movie network.

- Educational projects include original movies and documentaries. Teaching guides may be available for selected programs.
- Due to the nature of this network, its educational programming can only be exhibited in schools after obtaining specific written consent. Some videocassettes are available on a "lending library" basis. All requests should be made to HBO in writing.
- World Wide Web Site: <http://www.hbo4kids.com>

Michelle Boas
HBO
1100 Avenue of the Americas
New York, NY 10036
(212) 512-1852

[to top](#)

The Health Network (HEALTH) is the most reliable, comprehensive and personalized source of health information on television and the Internet.

- Cable in the Classroom programming, which will address health and science curriculum topics, is in development for Fall 99.
- The Health Network provides comprehensive, sequential K-12 health education curriculum on-line at www.HEALTHteacher.com. The program, which will be completed this summer, consists of over 300 lesson guides that meet the National Health Education Standards and provide skills-based assessment methods. Topics include tobacco use, unhealthy diet, risky sexual behaviors, alcohol and drug use, and more.
- World Wide Web Site: <http://www.TheHealthNetwork.com>, <http://www.HEALTHteacher.com> for study guides.

Angela Walsh
Manager, Marketing Communications
The Health Network
2500 Universal Studios Plaza
Orlando, FL 32819
(407) 224-7442
(407) 224-7467 (fax)
awalsh@TheHealthNetwork.com

[to top](#)

Home & Garden Television (HGTV) offers comprehensive programming featuring some of America's best builders, decorators, gardeners and designers.

- *How's That Made?* is a lively, close-up look at the manufacturing processes behind items we use every day. It airs at 3:00 a.m. ET on the fourth Friday of each month (2 YEARS).
- To help teachers integrate *How's That Made?* into their math, science, vocational or career awareness programs, HGTV is teaming up with SkillsUSA-VICA, one of the largest business education partnerships in the country, to develop teaching ideas and student activities for each episode. Materials are available on-line; for more information call (423) 470-3975.
- World Wide Web Site: <http://www.hgtv.com>

Lori Martin
HGTV
PO Box 50970
Knoxville, TN 37950
(423) 470-3975

[to top](#)

The History Channel (HIST) features historical documentaries, movies and mini-series that bring history alive for both students and educators.

- *The History Channel Classroom* airs Monday-Friday from 6:00-7:00 a.m. ET (YEAR).
- The History Channel also offers free teaching materials each semester. The materials, available upon request, include program descriptions, discussion questions, and project ideas.
- World Wide Web Site: <http://www.historychannel.com/classroom/index.html>

Beth Ann Marian
A&E Television Networks
235 E. 45th Street
New York, NY 10017
(212) 210-1338, fax (212) 551-1540

[to top](#)

Knowledge TV (KNOW) offers educational and enrichment programming in four categories: business and personal finance, computers and technology, health and medicine, and global culture and language. All Cable in the Classroom programs are copyright-clear for one YEAR.

- Daily international news airs in German (weekdays, 8-8:30 a.m. ET), French (weekdays, 8:30-9 a.m. ET), Spanish (weekdays 9-9:30 a.m. ET), and English (weekdays 9:30-10:00 a.m. ET).
- *Triunfadores* profiles individuals of Latin and South American heritage who have excelled in the fields of business, the arts, and politics and airs Tuesdays, 10-10:30 a.m. ET.
- *Great Museums* offers virtual tours of the country's finest repositories of American culture and airs every other Thursday, 10-10:30 a.m. ET.
- *World Jazz* presents the rich sounds and heritage of jazz, as told and played by top musicians from around the globe and airs every other Thursday, 10-10:30 a.m. ET.
- Curriculum materials are available by calling 800-527-7002 x8216 or on-line.
- World Wide Web Site: <http://www.knowledgetv.com>

Andy Holdgate
Knowledge TV
9697 E Mineral Avenue
Englewood, CO 80112

(800) 777-MIND

[to top](#)

Lifetime Television (LIFE) presents contemporary, innovative programming of special interest to women. Biographies, documentaries, and current issues programs connect with a variety of curriculum topics.

- Lifetime in the Classroom airs the first and second Wednesday of each month at 4:00 a.m. ET/PT (YEAR). Programs include *IntimatePortraits*, featuring women in diverse fields.
- *BreakingThrough* is a series of specials complementing Lifetime's public service commitment to women and girls in sports. This commitment also includes the Lifetime in the Classroom Academic/Athletic Scholarship program. Contact your local cable company for curriculum materials and scholarship information.
- World Wide Web Site: <http://www.lifetimetv.com>

Lifetime Classroom/Public Affairs
Lifetime
309 W 49th Street, 17th Floor
NY, NY 10019
(212) 424-7000

[to top](#)

MSNBC uses the world-class reporting of NBC News and the cutting-edge technology of Microsoft to bring you the world's first 24-hour integrated cable and Internet news service. With reporters like Tom Brokaw, Katie Couric and Brian Williams, MSNBC is first on the scene with breaking news, and delivers in-depth coverage and special reports about health, business, politics, sports, and entertainment.

- MSNBC in the Classroom features *Time and Again* with Jane Pauley. Check *Cable in the Classroom* magazine for air dates and times.
- Additional programming and curriculum information is available on-line.
- World Wide Web Site: <http://www.msnbc.com>

Mark Hotz
CNBC
NBC Cable Networks
2200 Fletcher Avenue
Fort Lee, NJ 07024
(201) 585-6463

[to top](#)

MTV is the entertainment and information source for young adults. Its distinctive style keeps them plugged into news and issues, as well as into music, sports and style.

- MTV's *Community of the Future* classroom series, with connections to government, social studies, and personal development curricula, presents thought provoking programming on social issues that concern young people today. The 24-minute programs air every Monday morning at 4 a.m. ET/PT (YEAR).
- Additional information is available on-line.
- WorldWide Web Site: <http://www.hotlink.mtvn.com/cic/>

MTV
Community of the Future
1515 Broadway, 25th Floor
New York, NY 10036

[to top](#)

NICKELODEON (NICK), the number one network for kids, is dedicated exclusively to children's programming.

- Nickelodeon's classroom programming includes elementary, middle, and preschool curricula. *Mr. Wizard's World* airs on Mondays; *Teacher to Teacher with Mr. Wizard* on Tuesdays; *Nick News* and *Nick News Special Editions* on Wednesdays & Thursdays; and *Launch Box* on Fridays. Programs air at 5:30 a.m. ET/PT (10 YEARS).
- Nick Jr. programs for preschool, including *Blue's Clues*, *Gullah Gullah Island*, *Little Bear*, and *Allegra's Window*, air every weekday morning (10 YEARS).
- Teacher's guides with program descriptions, schedules, and activities are available on-line or by writing to P.O. Box 979, NY, NY 10109.
- Call 800-258-2344 to request the *Teacher to Teacher with Mr. Wizard* newsletter.
- World Wide Web Site: <http://teachers.nick.com>

Jean Margaret Smith
Nickelodeon
1515 Broadway
NY, NY 10036
(212) 258-8000
(800) NICK-NET

[to top](#)

Noggin is the first and only 24-hour, commercial-free kids' thinking channel — both on-air and online — brought to you from Nickelodeon and Children's Television Workshop. Noggin's mission is to serve kids' natural urge to learn by creating a place where learning is driven by them. Noggin's integrated television network and online service incorporates kids' questions, ideas and stories, allowing them to be active participants in their own learning.

- Noggin's programming line-up features the best from Nickelodeon and CTW, including *Blue's Clues*, *Allegra's Window*, *Eureeka's Castle* and *Nick News* from Nickelodeon, and *Sesame Street*, *Electric Company*, *3-2-1 Contact* and *Ghostwriter* from CTW.
- More information about Noggin's programming is available online.
- World Wide Web Site: <http://www.noggin.com>

Denielle Bertarelli
Noggin
1515 Broadway
New York, NY 10036
(212) 846-5376
denielle.bertarelli@noggin.com

[to top](#)

Odyssey: A Hallmark and Henson Network (ODSY) seeks to build bridges of

understanding among people of different faiths and cultures with programming that empowers, challenges, entertains, and inspires. Cable in the Classroom programming includes:

- *Landmarks of Faith*, a documentary series that explores the churches, synagogues, cathedrals, and meeting sites where America's rich tapestry of faiths took root and grew, airs Thursdays at 1:00 a.m. ET (YEAR).
- *The Field Afar*, airing Thursdays at 2:00 a.m. ET (YEAR,) examines the work, lives, and impact of the Maryknoll missionaries.
- *News Odyssey*, offering news updates on the world of religion, airs Thursdays at 2:30 a.m. ET (YEAR).
- *Today's Life Choices*, designed to promote discussion on ethics, values, and social issues, airs Saturdays at 2:00 a.m. ET (YEAR)
- Free program guides are available by calling 888-390-7474.
- World Wide Web Site: <http://www.odysseychannel.com>

Keisha Williams
Odyssey
12700 Ventura Blvd.
Studio City, CA 91604
(818) 755-2603

[to top](#)

Outdoor Life Network (OLN) is the leading source for television coverage of expeditions and adventure, wildlife and environmental issues, alpine sports, cycling, water sports, fishing and more. No matter what you love about the outdoors, OLN will help you make the most of it.

- *Friends of the Forests* (YEAR) is a series of original documentaries produced in conjunction with the USDA Forest Service. Programs focus on wildlife habitat, community forestry, conservation education, fire prevention and recreation. Programs include *Smokejumpers*, a look at the courageous fire fighters who do battle behind the fire lines and *River of No Return*, the story of the endangered salmon of Idaho's Salmon River. Tapes of these programs and a detailed curriculum are available for schools and community groups. Check *Cable in the Classroom* magazine for air dates and times.
- World Wide Web Site: <http://www.greatoutdoors.com/oln/fof.html>

Friends of the Forests
Outdoor Life Network
Two Stamford Plaza
281 Tresser Blvd.
Stamford, CT 06901
(203) 406-2685

[to top](#)

OVATION The Arts Network provides programming on music, dance, literature, visual art, and theater. Program hosts explore the lives of writers, musicians, and artists and take students behind the scenes and around the globe to experience world-class visual and performing arts.

- *ArtsZone* airs Tuesdays from noon to 2:00 p.m. ET (YEAR).
- More than 60 percent of OVATION's programming is copyright-cleared for use by schools.
- For information on OVATION's Tape Lending Library, call the educator hotline (1-800-682-8466 ext. 5).
- For study guides, lesson plan ideas, video clips, and a student gallery, see OVATION's Web site.
- World Wide Web Site: <http://www.ovationtv.com>

Alisa Carrel
OVATION The Arts Network
201 N. Union St. Suite 210
Alexandria, VA 22314
(800) 682-8466 x8

[to top](#)

Public Broadcasting Service (PBS) stations provide educators an array of K-12 programming and teaching resources.

- Programs include *Wishbone*, *Reading Rainbow* and *Bill Nye the Science Guy*. Check local listings for air dates/times.
- Support for educators is provided by local PBS stations through workshops, newsletters, guides and on-line services. Some stations offer distance learning classes, as well as college credit telecourses.
- World Wide Web Site: <http://www.pbs.org/teachersource/>

Your local PBS station or
PBS Teacher Resource Service
1320 Braddock Place
Alexandria, VA 22314
(703) 739-8118

[to top](#)

The Sci-Fi Channel (SFC) offers the best in science fiction, fantasy, science fact, and classic horror programming with original science fiction movies and series, memorable sci-fi classics, and popular off-network series, all suitable for family viewing.

- *The New Edge*, a Cable in the Classroom program airing Mondays at 5:30 a.m. ET, is a half-hour magazine-style series which offers a glimpse into the future by covering the most advanced technological developments in both elite technology labs and inventor's garages.
- Lesson plans to help integrate *The New Edge* episodes into your curriculum are available on-line.
- World Wide Web Site: <http://www.scifi.com/cableinclassroom>

Public Affairs
USA Networks
1230 Avenue of the Americas, 8th Floor
New York, NY 10020
(212) 413-6509

[to top](#)

Showtime (SHOW) is an award-winning, critically acclaimed, premium network featuring theatrical movies, original movies and series, championship boxing, and family entertainment.

- Family programming includes *Whiskers*; *Ronnie & Julie*; *Heck's Way Home*; *In His Father's Shoes*; and the live-action children's series *My Life As A Dog*. Many programs are close-captioned and are available in Spanish through a separate SAP audio feed.
- Due to the nature of this network, requests to use its educational programming must be made in writing. Free copies of some programs, including *Mandela and deKlerk*, *The Wall*, and *Thanks of a*

Grateful Nation are available upon written request.

- World Wide Web Site: <http://www.sho.com/cic>

Jocelyn Brandeis
SHOWTIME
1633 Broadway, 17th Floor
NY, NY 10019
(212) 708-1579

[to top](#)

Turner Classic Movies (TCM) is a 24-hour television network that presents the greatest motion pictures of all time from the largest film library in the world, un-colored and commercial-free.

- *TCM BY THE BOOK: Stage to Screen* was designed by educators specifically for use in the classroom. This film series and accompanying curriculum materials will provide students with tools for comparing and contrasting the way a story is told through different genres. Programs for 1998-99 are based on the classic stage plays *Julius Caesar*, *Cat on a Hot Tin Roof*, *Casablanca*, *The Philadelphia Story* and *Ah, Wilderness!*.
- The *TCM BY THE BOOK: Stage to Screen* curriculum guide is available by mail upon request or by contacting your local cable company. The guide includes curriculum connections, plot summaries and suggested activities.
- World Wide Web Site: <http://turnerlearning.com/tcmbythebook>

Gloria Avillar
Turner Classic Movies
1 CNN Center
Atlanta, GA 30348-5366
(404) 885-4598

[to top](#)

TLC offers people of all ages enjoyable, educational television programs.

- *TLC Elementary School*, designed for use in K-6 classrooms, airs Fridays at 11:00 a.m. ET (2 YRS) with segments appropriate for science, social studies, language arts and math curricula.
- Call TLC at 1-800-321-1832 to request a free teacher's guide.
- World Wide Web Site: <http://school.discovery.com>

Educational Television
TLC
7700 Wisconsin Avenue
Bethesda, MD 20814-3522
(888) 892-3484

[to top](#)

The Cartoon Network (TOON) offers the best in animated entertainment from the world's largest cartoon library.

- *Big Bag*, the critically-acclaimed preschool series produced by Children's Television Workshop, airs Sundays at 7:00 a.m. ET (FREE). *Big Bag* nurtures creative thinking and the development of pro-social behavior. Free *Big Bag* activity booklets are available by calling the number below.

- *Animate Your World* is an award-winning public service campaign designed to inspire students to explore their individuality and creativity and to fuel learning in all disciplines.
- Corresponding "inspirations" air on the first Monday of each month at 2:00 a.m. ET (FREE).
- Call for a free classroom kit; curriculum guides are available on-line.
- World Wide Web Site: <http://turnerlearning.com/cartoon/animate/index.html>

Cartoon Network
1050 Techwood Drive
Atlanta, GA 30318
(800) 344-6219 (Educators Only)
(404) 827-1700

[to top](#)

Travel Channel (TRAVEL) is the only network that provides viewers with ideas on where to go, what to do, and how to make the most of their travel dollars. Watch Travel Channel and be a smart traveler — not a tourist.

- Travel Channel's Cable in the Classroom programming is in development. Likely program offerings will include strong educational links to geography, math, history, and cultural diversity.
- Check *Cable in the Classroom* magazine for programming updates and air times.
- Support materials will be available semi-annually and periodically to support specific programs. Materials will include study questions, vocabulary words, and advance program schedules.
- World Wide Web Site: <http://www.travelchannel.com>

Educational Television
Travel Channel
7700 Wisconsin Avenue
Bethesda, MD 20814-3522
(888) 892-3484

[to top](#)

The Weather Channel (TWC), cable television's only national all-weather network, is a convenient, accurate source for round-the-clock weather information. Programming provides local, regional, and national weather conditions.

- *The Weather Classroom* airs in three 8-minute segments at 4 a.m. ET Mondays and repeats at 4 a.m. ET Thursdays (FREE). Using dramatic video, hands-on demonstrations, and the latest technologies, *The Weather Classroom* provides a comprehensive exploration of the hows, whys, and wonders of weather.
- The content of each new episode of *The Weather Classroom* television program is integrated with TWC's Web site. The on-line teacher's guide for *The Weather Classroom* is divided into easy-to-navigate sections in both graphic and text-only versions.
- World Wide Web Site: <http://www.weather.com/education>

The Weather Channel
Education Marketing
300 Interstate North Pkwy.
Atlanta, GA 30339-2404
(800) 471-5544

[to top](#)

USA Network (USA) offers a broad range of quality programming for every member of the family, including exclusive original movies, dramas, and comedies, popular off-network series, big-ticket sporting events, and blockbuster films.

- USA produces and airs commercial-free programs such as the USA Pictures Original Special Presentation *Moby Dick* throughout the year.
- The *Erase the Hate* series supports USA Networks' continuing public affairs initiative dedicated to combating hate and racism while promoting understanding of individual differences.
- Refer to *Cable in the Classroom* magazine for specific programs and exact dates/times.
- USA produces teacher support materials to enhance its educational programming.
- World Wide Web Site: <http://www.usanetwork.com>

Public Affairs
USA Networks
1230 Avenue of the Americas, 8th Floor
New York, NY 10020
(212) 413-6509

[to top](#)

VH1 is proud to be a new Cable in the Classroom member.

- Educational projects are in development.
- World Wide Web Sites: <http://www.vh1musicstudio.com> for lesson plans and information on CIC programming, <http://www.vh1savethemusic.com> for information about the VH1 Save the Music Foundation, and <http://www.vh1.com> for general information on VH1.

Irma Rodriguez
VH1
1515 Broadway, 20th Floor
New York, NY 10036
(212) 846-4739
Irma.Rodriguez@vh1.com

[to top](#)

WGN/UVTV, one of the industry's longest-running services, provides an array of original programming, news, entertainment, and sports programming.

- WGN/UVTV's commercial-free programming includes a weather information series and original programming pertaining to social issues. Refer to *Cable in the Classroom* magazine for specific programs and exact dates/times.
- World Wide Web Site: <http://www.uvtv.com/>

Cheena Pazzo
WGN/UVTV
1 Technology Plaza
7140 S. Lewis Ave.
Tulsa, OK 74136
(800) 331-4806 x4230

[to top](#)

WAM! America's Kidz Network, targeting 8-16 year olds, provides 60 hours of subject-specific Cable in the Classroom programming each week.

- *WAM! Reel Learning Mind Zone*, airing between 3:00 a.m. and 3:00 p.m. ET (YEAR) Monday - Friday, promotes learning in fun, original ways.
- Subjects include natural science, social studies, language arts, math, computer science, career education, music, and art appreciation. Personal development and guidance topics help young people cope with issues such as peer pressure, career preparation and sportsmanship. *Kid's Planet Video*, featuring camcorder diaries from around the world, explores diverse cultures. *WAM!Cam* vignettes of extraordinary young people inspire and motivate.
- Support materials are available upon request for many programs.

Midge Pierce
WAM! America's Kidz Network
5445 DTC Parkway, Suite 600
Englewood, CO 80111

[to top](#)

ZDTV is a 24-hour cable television network dedicated to providing viewers with entertainment, education, and information about computing, technology and the Internet.

- ZDTV produces original television programming with simultaneous content on its companion Web site.
- Cable in the Classroom programming is in development, and curriculum support materials will be available. Check *Cable in the Classroom* magazine or ZDTV.com for updates.
- World Wide Web Site: <http://www.ZDTV.com/>

Peggy Keegan
ZDTV
650 Townsend St. 3rd Floor
San Francisco, CA 94103
(415) 551-4529
peggy_keegan@zd.com

[to top](#)

[back to WHAT IS CIC?](#)

{ [Home](#) | [CIC Magazine](#) | [Search](#) | [Who's My Cable Company?](#) | [Bulletin Boards](#) | [Contact Us](#) | [Help](#) | [Subscribe](#) }

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>

Transfer interrupted!

Who is Cable in the Classroom?

Chairman and Staff

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[back to WHAT IS CIC?](#)

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UNIVERSITIES

From Digital Divide to Digital Opportunity: The Critical Role of Higher Education

From Digital Divide to Digital Opportunity

During the Clinton-Gore Administration, access to computers and the Internet has exploded. In 1993, there were 50 Web-sites – today, there are over 10 million. Arguably, access to the Internet and information technology – and the skills needed to use these new tools – are becoming essential to full participation in America's economic, social and political life. People use the Internet to exchange e-mail with their children's teachers, shop for lower prices for groceries and home mortgages, find a job, make better informed decisions about their healthcare needs, and get information about candidates for local, state and national elections.

As President Clinton said in his State of the Union – America has an important choice to make. We could allow unequal access to technology to reinforce the existing divisions that exist in American society along the lines of income, race, education level, geography and disability, or we could use technology to create opportunity for more Americans.

This year, the Administration has proposed major new initiatives to help bridge the digital divide in our schools and in our families and communities. These initiatives build on our existing investments in educational technology – such as the \$2.25 billion e-rate program, and the \$450 million Technology Literacy Challenge Fund.

- \$2 billion in tax incentives to encourage companies to donate computers to schools, libraries, and community technology centers, and to upgrade the technology skills of their workers;
- \$150 million to help train all new teachers to use technology;
- \$100 million to establish 1,000 Community Technology Centers in under-served urban and rural communities;
- \$45 million to promote innovative applications of IT for under-served communities;
- \$50 million in a public-private partnership to extend home Internet access to low-income families.
- \$25 million to accelerate the deployment of broadband networks in under-served urban and rural area.
-

What do I mean by digital opportunity

The potential to use new information technologies to give

- TAF speech WEB - state UNIV - land grant colleges -
- Circulate to higher ed community - sign up to call to action

- UNIV Presidents letters - get letter to preside for April.

Homeless mother of 3 able to get a job paying \$55,000

People with disabilities able to participate in the workplace and lead a more independent lives

Teenagers from East Palo Alto

Inner-city school child in Pittsburgh who learned to read using speech recognition software

Child in Alaska able to take an AP course

Migrant families

Native American businesses able to sell their products on the Web — even the President of the United States

(1) Support research and education that help create “digital opportunity”

It's clear that research and education in a number of areas – could help increase our understanding of the digital divide, and help to close it. Below are just a few examples of potential research topics – in fields such as electrical engineering, computer science, the learning sciences, and the social sciences.

What advances in wireless and wireline technologies could accelerate the deployment of broadband networks in rural communities? How could some of the limitations of today's broadband technologies for rural America (e.g. the distance limitations of Digital Subscriber Line technology) be overcome?

What factors influence the decision of low-income families to purchase computers and the Internet at home? What would make the Internet a “must have” for low-income families, just as TV and cable is today?

What economic benefits would flow from having Internet access approach the same level of penetration as the telephone and television? How much could governments at all levels save from the ability to move more rapidly to the electronic delivery of government services and information? Would ubiquity give the U.S. a source of competitive advantage — just as being the first country to have the Internet at all gave American companies a “first mover” advantage?

What applications of information technology would help empower low-income individuals and communities? How can the government help catalyze the development of a market for IT applications, in those instances in which the social rate of return significantly exceeds the private rate of return?

What uses of educational technology have a demonstrable impact on student achievement? How can advanced IT (e.g. modeling and simulation, AI, digital libraries, multimedia, tools for collaboration and authoring) best be used to support teaching and learning?

What advances in IT will allow people with disabilities to lead more independent lives and increase their participation in the workforce?

What are the range of public policies and public-private partnerships that should be considered by the United States to help close the digital divide and create digital opportunity for more Americans?

(2) Ensure that new teachers entering the workforce are prepared to effectively use technology in the classroom and to support their own life-long learning

Study after study has concluded that technology will not improve student performance unless teachers can integrate technology into the curriculum. Currently, most new K-12 teachers are not entering the workforce with the ability to effectively use technology in the classroom. Given that the United States needs to hire 2.2 million new teachers over the next decade, preparing all new teachers to use technology is an important and achievable national goal. Recognizing this, President Clinton has proposed \$150 million for the Department of Education's "Preparing Tomorrow's Teachers to Use Technology" program.

A recent report by the CEO Forum on Educational Technology concluded that teacher education institutions generally receive less attention than professional programs in law, business, medicine and engineering, and have a less affluent alumni base – making it more difficult to attract large gifts. University presidents could make upgrading the technology infrastructure of schools of education a priority. Universities and schools of education could also commit to evaluating their current efforts using the CEO Forum's School Technology and Readiness (StaR) Chart – and to meet the goals identified by the CEO Forum.

(3) Help create a Digital Library for Education

Technology in the classroom won't make a difference without high-quality educational content and applications. The Administration has proposed the creation of a "Digital Library for Education" – to increase the availability of high-quality Web-based K-16 educational resources, and to make it easier for students and teachers to find these materials. The President's FY2001 budget includes \$41 million – with support for both math and science (National Science Foundation) and for America's historic and cultural heritage (National Park Service, Smithsonian, Institute for Museum and Library Services). NSF has already issued a solicitation for \$13 million with FY2000 funds.

The higher education community could support the Digital Library for Education in a variety of ways:

- Disciplinary organizations (e.g. science and engineering societies, scholarly organizations) could provide prizes to educators and professors that provide high-quality resources to digital libraries. They could also try to define what should be in a digital library that comprehensively covered a particular discipline.

University
Pres.
Make
Priority
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funding

- Universities could also provide support and incentives for professors to contribute – such as including these contributions in tenure and promotion decisions, or giving faculty the training they need to develop Web-based educational resources.

Some organizations have also received support from private sector companies to develop, organize and evaluate Web-based educational resources (e.g. MCI-Worldcom's Marco Polo project, which involves partnerships with the National Council on Economic Education, the National Geographic Society, National Endowment for the Humanities, National Council of Teachers of Mathematics, American Association for the Advancement of Science, and the Kennedy Center.)

(4) Help expand the number of minorities in IT professions

Currently, African-Americans, Hispanic-Americans

e-commerce entrepreneurs

ITAA figures

(5) Encourage faculty, employees and students to volunteer to help close the digital divide

Universities could encourage faculty and employees to volunteer or to provide technical assistance to K-12 schools, community technology centers, and non-profit organizations seeking to close the digital divide.

(6) Expand distance learning opportunities for low-income workers

Universities that are developing distance learning programs, especially for adult learners, could ensure that their offerings meet the needs of low-income workers, and consider providing discounts on tuition for low-income adults seeking to upgrade their skills or make the transition from welfare-to-work.

(7) Serve as a “think tank” and resource for local efforts to close the digital divide

Universities could serve as a “think tank” for local communities that are seeking to develop a strategy to bridge the digital divide. Faculty members could help local communities evaluate their current efforts, define possible short and long-term goals, and identify “best practices” for meeting these goals.

(8) Allow campus facilities to be used for local efforts to close the digital divide

Universities could allow facilities (e.g. computer labs) to be used for local efforts to close the digital divide – such as training of local teachers.

Kalil draft February 24, 2000

Proposal for message event on Friday, March 3rd

Kalil/bbc
Issue is
Friday - not
for Friday
which
good
Let
Feb 14
ASAP

- President talks about new economy -- incredible impact that e-commerce and the Internet are having on U.S. economy -- policies that Clinton-Gore have pursued to foster growth and innovation
- President issues challenge to universities and private sector to explore ways to use this technology not only for e-commerce, but to tackle some of our biggest social challenges. This would advance the "content/applications" pillar of our digital divide/digital opportunity initiative.

Examples

- **Digital Library for Education** that makes it easy for teachers and students to find high-quality content -- and moves us towards the President's vision of "an America where every child can stretch a hand across a keyboard and reach every book ever written, every painting ever painted, every symphony ever composed."
- **Adult literacy software** that is almost as good as a one-on-one tutor and can understand multiple foreign languages
- Software that gives at-risk youth the **entrepreneurial skills** they need to start their own "micro-enterprise" -- and improves their math and writing skills in the process
- **The next generation of assistive technology** for people with disabilities - e.g. a device as good as a guide dog
- Technology that would help increase the rate of **childhood immunization**

GS
2/24/00

Follow-up

- President announces that we'll have a process for collecting ideas over the Internet - highlighting some of the best ones, and directing members of his Cabinet to make these ideas a reality -- working with companies, non-profits, foundations, etc. Ideas could be evaluated by an outside group like President's Information Technology Advisory Committee.

Deliverables

We could work on the following for deliverables:

- Getting a professional society to pledge to work on this
- Getting a university to set up or expand a research center
- Promise from TechNet to have follow-up brainstorming session - come up with at least 10 good ideas

Draft February 19, 2000
Thomas A. Kalil

The Case for "Social Software."

What is "social software?"

I think that it is highly likely that there is a category of software that is under-produced by the marketplace relative to its potential social rate of return. Furthermore, it's possible that some social services for low-income families and communities could be delivered more efficiently and effectively using technology.

For example, I believe that there would be significant social benefits if any adult with a low level of literacy could access software with the following characteristics:

- Affordable even for low-income families
- As effective (or almost as effective) as a one-on-one tutor
- Highly engaging and easy to use
- Available on multiple platforms (e.g. computers, set-top boxes, video-games)
- Widely and effectively marketed and distributed through a variety of channels (employers, video-rental stores, state employment agencies, adult literacy programs, Internet, community technology centers, etc.)
- Able to communicate with users in multiple languages using speech technology
- Able to support different learning styles of adult learners
- Able to support "communities of learners" by allowing Internet-based interaction between instructors, mentors, and other adult learners -- to harness the social dimension of learning
- Built-in assessment
- Easy to update, customize and enhance (e.g. developed in a "modular" way so that it is possible to add new languages that the software can understand)

Although film studios are willing to invest \$100 million for a Hollywood blockbuster, and game developers routinely spend \$30 million on a Nintendo or Sega game, software publishers are only able to invest a small fraction of this to develop products such as courseware for adult literacy. It's difficult to imagine the current market for adult literacy courseware supporting the kind of investment needed to develop the kind of product described above.

If such a product were developed and widely used, the social returns could be significant. Many

Americans lack the basic literacy skills needed to be successful citizens and workers in the "new economy." The 1994 National Adult Literacy Survey found that 23-27 million adults performed at or below the fifth-grade level in reading and math. Adults who function at the lowest levels of literacy tend to live in poverty, drop out of school, and, if employed, have low-paying jobs. Poor literacy skills affect not only these adults, but their children as well; numerous studies have shown that the educational level of the parent, is one of the most influential factor in children's success in school. Adults that are struggling to balance the competing demands of work and family often find it difficult to complete classroom-based adult literacy programs

Moreover, software and digital content has marginal costs that are essentially zero. This is a very different cost structure from the way in which social services (such as classroom-based adult literacy) are currently delivered. Costs rise in direct proportion to the number of people being served.

I obviously don't mean to limit the definition of "social software" to traditional shrink-wrapped software or multimedia CD-ROMs. It could also be Web-based content and applications, databases, or networked information systems. Social software may also be designed not just to deliver information, but to foster human interaction. Social software will also not eliminate the need for face-to-face interaction. The experience of the Department of Labor is that their Web-based services (America's Job Bank, etc.) allow many people who are looking for work to engage in "self-service." Others still need or want to talk to a human being for some or all of the job search and job counseling services that are provided. However, their Web-based services allow them to serve many more people that they could reach through face-to-face interaction.

Issues for further exploration

I think that the concept of "social software" raises a number of important questions that need to be explored — not only through public debate and discussion, but also through pilot projects and other forms of experimentation. Below are a few:

1. What are some other plausible examples of social software?

In the context of President Clinton's digital divide initiative, the Administration is interested in applications that could help empower low-income families and communities, and enable them to improve their quality of life. Possible examples include:

Entrepreneurial training: Courseware that would help at-risk youth or low-income adults gain the necessary business and entrepreneurial skills needed to become self-employed or start micro-enterprises. Youth entrepreneur programs have motivated many students to learn math and other academic subjects because they immediately see their real-world relevance.

Industry-specific skills training: Courseware that would help low-income workers acquire the skills needed for jobs in specific industries, and make the transition from welfare-to-work.

Public health information systems: Information systems that help address the health challenges faced by low-income communities. For example, public health information systems can help

increase the rates of childhood immunization rates in inner cities by generating automatic reminder notices to parents and doctors, and allowing principals to manage school-based immunization programs.

2. What kind of public-private partnerships would lead to the increased creation, marketing and use of social software?

Obviously, it should not be assumed that government intervention in the marketplace is needed to stimulate the development of "social software." In many instances, existing commercial software can be used as is or customized to meet the needs of schools, non-profits, government agencies, low-income communities. For example, many volunteer organizations are now running K-12 digital reference services that match students and teachers with questions with experts that can provide answers (e.g. Ask A Scientist, Ask Dr. Math). A company that makes "customer relationship management" software used by Fortune 500 companies is working with many of these "Ask A" services to help them handle the flood of e-mails that they are receiving.

But if it is clear that current marketplace arrangements are not producing high-quality software and content that could address the needs of low-income families -- government, industry, and non-profits should explore a number of different approaches to stimulating its development and use.

To stimulate discussion, let me describe one possible scenario building on the adult literacy example:

- Experts in adult literacy (academic researchers, practitioners) and software developers meet to define the desirable characteristics of high-quality adult literacy software
- Various parties with an interest in the development of adult literacy courseware (federal and state government agencies, employers, foundations, etc.) pool their purchasing power and issue a joint "request for proposal."
- One or more companies (or alliances between companies, universities, and non-profits) are chosen (via a competitive, merit-based process) to develop the courseware.
- As a condition of the contract - the software and content are developed under an "open source" license. This allows many companies to distribute and market the product at a low price — since the basic development costs have already been paid for. "Open source" software is software that can be freely redistributed and modified. Leading information technology companies such as Hewlett Packard and Novell are already issuing "requests for proposal" to the open source development community.
- A community of open source developers may form around the courseware, continuing to enhance and improve it.

THE WHITE HOUSE**Office of the Press Secretary****For Immediate Release****March 10, 2000****STATEMENT BY THE PRESIDENT**

Today, the United Negro College Fund (UNCF) announced the creation of its Technology Enhancement Capital Campaign, a technology initiative that will bring digital opportunity to historically black colleges across the nation. Through a \$50 million contribution by Microsoft and key commitments from IBM and AT&T, UNCF will help empower students, faculty and staff at all 39 UNCF member colleges by strengthening technology infrastructure and improving computer access. I applaud the creation of this partnership and strongly support the efforts behind it.

While computer and Internet access has exploded in recent years, America continues to face 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. We cannot allow unequal access to deepen divisions along the lines of race, income, education level, and geography. I believe we can use technology to help make the American dream a reality for more citizens, and that is why I have made the effort to bring digital opportunity to all Americans a top Administration priority.

My 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. That is why I will lead a New Markets trip the week of April 9th -- designed to mobilize significant private and public efforts to close the digital divide. Efforts like the Technology Enhancement Capital Campaign are inspiring examples of what can be done in partnership to meet this important goal.

30-30-30



United Negro College Fund, Inc.

"A mind is a terrible thing to waste." ®

William H. Gray, III
President and CEO
Michael H. Jordan
Chairman, Board of Directors
Frederick D. Patterson
Founder

COLLEGES & UNIVERSITIES
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Wesleyan College
Darien, SC

Wilberforce University
Wilberforce, OH

Wiley College
Marshall, TX

Xavier University
New Orleans, LA

For Immediate Release:
March 8, 2000

Contact: Ryan McDay (UNCF) 703-205-3454

Jenny Moede (Microsoft) 503-443-7000

Kendra Collins (IBM) 914-499-2808

— Jeff Roberts (AT&T) 212-387-6289

FAX
703-205-3597

914-499-5099

212-

Fax: 908-221-3510

212-582-4462

The United Negro College Fund To Announce Technology Enhancement Capital Campaign on March 10

Microsoft, IBM, and AT&T To Partner With UNCF To Close the "Digital Divide" in Higher Education

New York, NY—The United Negro College Fund will announce its Technology Enhancement Capital Campaign (TECC) and partnership with Microsoft, IBM, and AT&T to bolster technology infrastructures of UNCF member institutions and improve computer access for students and faculty at Historically Black Colleges and Universities (HBCUs) nationwide.

TECC will be announced during a press conference at 11:15 am on March 10 in the Riverside Ballroom (on the third floor) of the Sheraton New York Hotel and Towers (7th Avenue & 52nd Street). Press conference participants will include:

- William H. Gray, III, President & CEO, UNCF;
- Bob Herbold, Executive Vice President & COO, Microsoft;
- David M. Thomas, Sr. Vice President and Group Executive, IBM;
- Esther Silver-Parker, President, AT&T Foundation;
- Presidents of the 39 UNCF institutions.

The United Negro College Fund is the nation's oldest and most successful minority higher education assistance organization. UNCF has raised more than \$1.4 billion to support its 39 member institutions and to administer more than 450 programs, including scholarships, mentoring programs, summer enrichment, study abroad, curriculum and faculty development, and leadership development.

--30--

March 2, 2000

MEMORANDUM FOR GENE SPERLING

FROM: Gigi Georges

RE: Potential Digital Divide commitment

DATE: March 2, 2000

Based on a call this afternoon from Ginny Terzano, who is now at Microsoft, we (Kalil, Bilimoria and I) believe we have an opportunity for a strong trip deliverable from a partnership that includes the United Negro College Fund, Microsoft, and IBM. However, if we want to pursue this, it will require convincing UNCF to hold its initiative announcement, which is currently scheduled for next Friday, March 10th.

Background on Microsoft/United Negro College Fund Deliverable

The UNCF has put together a comprehensive \$80M technology initiative, divided into two phases:

- Phase I, which is ready for announcement, will help all 39 UNCF member colleges upgrade their administrative and educational computer systems. This part includes the hardware, software and training for all faculty and staff.
- Phase II, which is not yet completed, will create an e-commerce site for students at all 118 historically black colleges and universities (315,000 students in total), allowing them to purchase low cost computers and software. Terzano did not know when this phase would be ready for announcement.

The overall initiative is the result of more than a year of technology planning on the UNCF's part, and has the backing of all 39 UNCF college presidents.

Current UNCF Plans for Phase I

A. Components

- Microsoft will donate (about \$50M in retail value) software as a component of the first part of its technology initiative.
- The UNCF has lined up deeply discounted hardware from IBM, donated technology consulting and training from IBM and others, and other private contributions to the initiative.
- The grant would help more than 70,000 black college students, faculty and staff by making the UNCF colleges more technologically capable.

B. Timing

- The UNCF has a meeting of its board members and college presidents set for March 9 in New York, and intends to publicly announce its technology initiative the following day, March 10.
- The UNCF has not agreed to postpone an announcement despite urgings by Microsoft to hold off, and has said it will proceed with the other pieces of the technology initiative if Microsoft is not ready at that time.

C. Background on Microsoft/UNCF Partnership

- Microsoft has supported the UNCF with cash and software (totaling more than \$24M) over the last five years. As part of this total giving, Microsoft made a \$6M software grant to the UNCF in 1996 and a \$14.6M grant in early 1998.

Recommended Action:

We have an opportunity to ask UNCF to hold its Phase I deliverable for the trip. It would require a call to Bill Gray, President and CEO of UNCF. As noted above, he has resisted Microsoft's urgings to postpone the announcement, but Microsoft believes that a call from the WH could make the difference.

Microsoft would like us to consider highlighting the deliverable as part of a kickoff event, but we believe it makes the most sense to incorporate as a trip deliverable.

Please advise.



Ginny Terzano <ginnyt@microsoft.com>
03/02/2000 03:01:53 PM

Record Type: Record

To: Gigi E. Georges/OPD/EOP

cc:

Subject: FW: MS/UNCF Plan

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

> From: Christopher Jones (LCA)

> Sent: Thursday, March 02, 2000 3:00 PM

> To: Julie Inman (LCA)

> Cc: Ginny Terzano; Bruce Brooks (LCA)

> Subject: RE: MS/UNCF Plan

>

> On 10 March the UNCF will be kicking off their Technology Enhancement
> Capital Campaign (TECC), a comprehensive initiative that will provide
> technology infrastructure at all 39 UNCF campuses and will provide
> low-cost computers and software to all 315,000 students at the 118 HBCUs
> nationally. As part of this event, the UNCF is expected to announce
> Microsoft's donation of \$50M in software in support of this, as well as
> IBM's agreement to deeply discount large quantities of computers and
> provide technology consulting and support for this effort.

>

> This initiative is the result of more than a year of technology planning
> on the UNCF's part, and has the unconditional backing of all 39 UNCF
> college presidents. Because of their commitment, we expect this to be
> more than just a shot in the arm for these schools: our expectation is
> that this will permanently improve their technology infrastructures and
> thus improve the quality of education these institutions offer for
> generations to come. In the first year alone we expect more than 70,000
> students, faculty, and staff to be impacted through this initiative.

>

> What else??

>

> Chris

>

>



Ginny Terzano <ginnyt@microsoft.com>
03/07/2000 09:41:56 AM

Record Type: Record

To: Gigi E. Georges/OPD/EOP
cc:
Subject: FW: UNCF Donation

Sorry -- I sent this late yesterday but mistyped your address.

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

> From: Ginny Terzano
> Sent: Monday, March 06, 2000 5:38 PM
> To: 'melissa_green@opd.eop.gov'
> Cc: 'gig_e._georges@opd.eop.gov'
> Subject: UNCF Donation
>

> We talked to Bill Gray. He can't postpone Friday's event because he has
> too many VIPs already committed but he would like the President's
> participation. So, here is what I think the possibilities of WH
> involvement could be. Bill Gray is on board w/all the options:

>
> 1. have the President do a live satellite into the event (approx
> 11:45am EST)
> 2. taped video message from the President to be played during the
> program
> 3. have Secy Daley or Riley attend the event
> 4. written statement by the President supporting the UNCF effort and
> the partners (MS, IBM, AT&T)
>
> AT&T is committing \$1-2M.

>
> Gene, regarding the phone call into Gates. I talked to his secretary
> today (Gates' Nancy Hernreich). Someone will get back to you (probably
> Bruce Brooks). Gates is on vacation during that April period but I think
> there's an open possibility he could do something especially if it's on
> the West Coast. I know they appreciate the purpose of your call.

>
>
>

DRAFT

STATEMENT BY THE PRESIDENT

Today, the United Negro College Fund announced the creation of an \$80 million technology initiative that will bring digital opportunity to 315,000 students at historically black colleges across the nation. The partnership between UNCF, Microsoft and IBM will empower students, faculty and staff at 39 UNCF member colleges by making these institutions more technologically capable.

The administration remains firmly committed to creating digital opportunity for every American. Similarly, we believe that 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 continues to face 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. We cannot allow unequal access to deepen divisions along the lines of race, income, education level, and geography. I believe we can use technology to help make the American dream a reality for more citizens.

If we are going to bridge the digital divide, we must develop 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.

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.

Dollar Man

**MICHAEL SAYLOR IS SUPER
SMART, A BIT WEIRD AND
TOTALLY LOADED. HOW DID
HE GO FROM M.I.T. GEEK TO
HIGH-TECH MESSIAH?**

CHRISTINA DANZIG

**HACKS INTO THE
MICROSTRATEGY CEO'S
OPERATING SYSTEM.**

PHOTOGRAPH BY DICK SARGENT



You'd Smile Too: MicroStrategy COO Sanju Bansal with his former frat brother.

who looks pretty hot in a tux, as plenty of women have noticed. Lately, he's been a visible presence on the Washington social circuit, making appearances at charity balls, hobnobbing at the White House and throwing big, splashy parties at the Corcoran Gallery and FedEx Field to celebrate MicroStrategy milestones.

"Suddenly he's on the A-list," says Mark Bisnow, a MicroStrategy vice president. "The A-plus list."

He and his friends are part of a whole network of tech-world supermen who are transforming not only the Washington area's economy, but also its culture.

The amount of money some of them are pulling in, at least on paper, is mind-numbing — even to the initiated. In the middle of our interview, Saylor stops to look at his signaling beeper. "Oh! MSTR at 241! I didn't know that one. So that's up 20 bucks and, uh," (reading the next message) "this one tells me that I made \$306 million in the half-hour we've been chatting here. It's a weird life."

He owns about 59 percent of MicroStrategy, which, at my last check, is worth almost \$11 billion. Not surprisingly, there have been small lifestyle changes: He now has at his disposal two private jets and has hired a valet, who cooks



Master of His Domain: Saylor unveils his TV ads on Super Sunday.

in the marching band, the jazz band and “everything to do with music,” and learned the guitar, bass, saxophone and trombone.

He went off to MIT on a ROTC scholarship, pursued two degrees — one called “Science, Technology and Society” and one in astronautics and aeronautics — and joined a fraternity, where he met his best friend and now MicroStrategy chief operating officer, Sanju Bansal. The low-key Bansal says he first saw Saylor in the basement of the frat during rush week, “playing the guitar and sort of entertaining the brothers.”

They didn’t become close until they were roommates junior year, when Bansal says he was blown away by his friend’s “amazing ability to synthesize information. I’m absolutely convinced he’s got a three-dimensional, photographic memory.” After seeing a movie together, Bansal remembers they’d discuss it, and “Mike would be like, ‘Hmmm, that’s interesting.’ Then he’d go on for five minutes verbatim, what the actor said.” A road trip along the California coast sparked long debates between the two about George Will’s brand of conservatism, a fascination of Saylor’s at the time.

The summer after their junior year, Saylor and Bansal lived in Georgetown, partly to be close to Bansal’s family in the area. While Saylor worked at a think-tank called the Institute for Defense Analysis, he paid for his own flying lessons on weekends to get a leg up on his dreams to be like Tom Cruise in the movie *Top Gun*. “The guy’s unbelievably committed,” says Bansal. But while he did get his wings in

the Air Force Reserve, he had to drop out because of a benign heart murmur.

Saylor’s technology degree eventually came in handy when he got a job doing computer simulation work at DuPont in Wilmington, Del. He didn’t stay long, but it gave him the springboard for a business that would, basically, commoditize knowledge.

“I had borrowed \$5,000 from a bank, told them I was going to use it to buy furniture for my living room. That was our start-up capital,” says Saylor. From there, MicroStrategy doubled every year for ten years, relying on no venture capital funding — “and so we were playing a game where we were either going to win big or we were going to get totally toasted.”

Before the initial public offering in June of 1998, “I had \$12 million in debt,” he laughs, tickled by his own gumption. “If the company failed, not only did I not have a job, but I had basically an \$800,000-a-year interest payment. At that point I was pretty scrappy, I think.”

TODAY THE COMPANY’S EMPLOYEES (AVERAGE AGE: 28) are headquartered in Vienna, Va., in a sleek Philip Johnson building. The staff has tripled in the past two years, growing so quickly that they’re having to scatter a bit — the marketing department, now with a staff of 65, has moved three times trying to find a place to fit. They’re now on the fourth and fifth floors of an office building on Leesburg Pike, where at the end of January I find them frantically churning out press releases on the company’s

absurd heights. Saylor's pleased, anyway. He says he likes his company's spots even more after seeing Microsoft's commercial, which, he thinks, "sucked."

As the party demonstrates, Saylor has become quite good at the art of self-promotion. Though he isn't as well known as Bill Gates or Steve Case, he's already shared the cover of *Fortune* magazine with Michael Jordan and a bunch of other "Young and Rich," and been profiled in *Forbes* and the business pages of *Newsweek* and *USA Today*. ABC's Sam Donaldson interviewed him on New Year's Day about technology in the new millennium and *60 Minutes* wanted his take on Internet privacy.

In fact, Saylor appears to be on the verge of developing a major case of Potomac fever. When he turned 35 last month, he celebrated with a big party for all his friends at Cities in Adams-Morgan. The invitation read, "Guess who's old enough to run for president?" (At the celebration, he playfully announced a run for the White House on the Technology Party ticket.)

When I ask him if he's harboring any political ambitions, he plays coy. "Maybe if the company's worth \$500 billion and we're more successful than Microsoft," he says, pleased by the question, "then I might give myself a midlife crisis and decide I want to be a politician."

Saylor calls himself an independent, but also describes Clinton as "the most charismatic man in the room" and "a pretty amazing guy." He's baffled by the GOP obsession with tax cuts when there are so many more crucial things to address — like how technology can save civilization.

Mark Bisnow, a former counsel for Sen. Bob Dole, says Saylor "would certainly be a great presidential candidate.... He always phrases things in a very big, historic, bold way." But Warner, who calls him "one of the brightest people I've ever met," chuckles. "I'm not sure how Michael would do on the rubber-chicken circuit. He doesn't suffer fools well and in politics you've got to suffer a lot of fools."

Still, Saylor's got lots of cash and, unlike some candidates, actual ideas. And he doesn't mind repeating them.

During our second interview, he starts giving me the



Hello, Saylor: The dapper boss at MicroStrategy's Corcoran anniversary bash.

same speeches, nearly word for word. I've already been warned by one Saylor observer that the perpetual marketer has a "set of tapes," and if you're too passive a listener he'll just start re-playing the one on how he wants to end crime with universal locator devices, or go off yet again on how traffic needn't ever be congested.

But the stock monologues, his friends insist, don't mean he doesn't believe what he's saying. He's out to change the world. And he's already learned that it's fun to play with power, especially when you never seem to lose.

"I sort of feel like you have one life and if you're going to live it, you might as well actually play to win," he shrugs, "because you might. People do." ■

March 9, 2000

MEMORANDUM FOR GENE SPERLING

From: Joshua Weinstein

Re: Cable in the Classroom Background

Cable in the Classroom provides free cable connections to over 80,000 schools. The program reaches 85% of all U.S. students (**42,994,858 million students**), giving 4 out of 5 students access to Cable in the Classroom services.

- Provides more than 540 hours per month of educational, commercial-free programming into classrooms. Programming covers all disciplines and issues.
- Teachers may use the programming any way they choose—there are no viewing requirements.
- Consists of a consortium of over 8,500 local cable companies and 41 national cable networks. Represents an investment of \$2 million per week for the last 10 years by the cable television industry to improve education. This figure represents the cumulative value of the production, copyright and clearances, installation, services, and staffing to support Cable in the Classroom in local schools.
- Provides curriculum-related support materials and helps expand and improve teacher resources. Gives students access to many of the educational services on the information superhighway

ESPN involvement with Cable in the Classroom

- ⇒ *Sports Figures* airs each Monday at 5:30 a.m. and uses sports to help students see math and physics concepts in "real world" applications.
- ⇒ A curriculum guide, available upon request, includes 16 teacher lesson plans with suggested activities for in and outside the classroom.
- ⇒ College-bound high school seniors are invited to apply for ESPN's Sports Figures Scholarship.

Attachments: Outline of 41 cable network's commitments to Cable in the Classroom
Cable in the Classroom board members

Who is Cable in the Classroom?

Cable Networks

- - Membership Types - - Cable Companies - - Chairman and Staff - - Associate Members - - Who's My Cable Company? - - back to What is CIC? - -

{ A&E | APL | BET | BRV | CNBC | CNN | C-SPAN | COURT | DIS | DSC | ESPN | ESPN2 | FAM | FOOD | GSN | HBO | HEALTH | HGTV | HIST | KNOW | LIFE | MSNBC | MTV | NICK | NOGGIN | ODSY | OLN | OVATION | PBS | SFC | SHO | TCM | TLC | TOON | TRAVEL | TWC | USA | VH1 | WGN/UVTV | WAM | ZDTV }

A&E Network features the original Biography series, mysteries and specials.

- *A&E Classroom*, designed to enhance literature, humanities and social studies curricula, airs Monday-Friday from 7:00-8:00 a.m. ET (YEAR).
- Support materials are available by request each fall and spring. Materials include program descriptions, discussion questions, and project ideas.
- World Wide Web Site: <http://www.aetv.com/class>

Beth Ann Marian
A&E Television Networks
235 E. 45th Street
New York, NY 10017
(212) 210-1338, fax (212) 551-1540

[to top](#)

Animal Planet (APL), the network from the people who bring you Discovery Channel and TLC, features "all animals all the time."

- *Acorn the Nature Nut* airs weekdays at 8:30 and 11:00 a.m. ET (YEAR). Animal Planet Channel biologist and nature writer John Acorn explains how to use a microscope, take pictures, and make videos in the wilderness. Each week he uncovers the secrets of moths, butterflies, fish, frogs, worms, and ants in programs full of educational and entertaining content.
- Additional information and teaching ideas are available on-line.
- World Wide Web Site: <http://school.discovery.com>

Educational Television
Animal Planet
7700 Wisconsin Avenue
Bethesda, MD 20814-3522
(888) 892-3484

[to top](#)

Black Entertainment Television (BET) provides inspiring and educational programs that diversify the learning process.

- BET on Learning presents *Teen Summit*, highlighting social and personal development issues of

interest to teenagers, on the last Sunday of each month at 3 a.m. ET (YEAR).

- Support materials for BET programming are available.
- World Wide Web Site: <http://www.msбет.com>

BET on Learning
Black Entertainment Television
1 BET Plaza
1900 W Place NE
Washington, DC 20018
(800) 229-2383 x 2029

[to top](#)

Bravo in the Classroom (BRV) combines programming and resource materials that provide educators and students with tools to enhance arts and humanities studies at the secondary level. Programs include literary and historical adaptations, the performing and visual arts, and a profile series featuring well known writers, musicians and artists.

- *Bravo in the Classroom* airs each Tuesday, Wednesday, and Thursday at 6 a.m. ET (YEAR).
- Support materials are available on-line.
- World Wide Web Site: <http://www.bravotv.com/classroom/main.html>

Valerie Barkan
Bravo
150 Crossways Park West
Woodbury, NY 11797
(516) 396-4547

[to top](#)

CNBC is the international leader in television reporting of financial news, stock-market action, and emerging business trends. CNBC features breaking news, interviews with corporate, government, and Wall Street experts, and exclusive material from *The Wall Street Journal*.

- CNBC offers curriculum support to help students understand the stock market and investing. Check *Cable in the Classroom* magazine for air dates and times.
- Access CNBC's Student Stock Tournament, an Internet-based simulation game, on-line.
- World Wide Web Site: <http://www.cnbc.com>

Mark Hotz
CNBC
NBC Cable Networks
2200 Fletcher Avenue
Fort Lee, NJ 07024
(201) 585-6463

[to top](#)

CNN programming includes in-depth coverage of major news stories and special reports on business, finance, medicine, nutrition, science, technology, weather, and entertainment. *CNN NEWSROOM* is a news and features program designed for the classroom.

- *CNN NEWSROOM* airs Monday-Friday at 4:30 a.m. ET (FREE) and includes a 15-minute review

of the day's top news stories, plus special feature reports designed for cross-curricular applications.

- *CNN NEWSROOM WorldView* follows *CNN Newsroom* at 4:45 a.m. ET and adds 15-minutes of cultural and historic background related to world events reported from CNN's 23 international bureaus.

- Free enrollment includes a daily electronic teacher's guide available on the Internet.
- World Wide Web Sites: <http://turnerlearning.com>, <http://turnerlearning.com/newsroom> (*CNN Newsroom* daily teacher's guide)

CNN NEWSROOM
CNN
1 CNN Center
PO Box 105366
Atlanta, GA 30348-5366
(800) 344-6219 (Educators Only)

[to top](#)

C-SPAN, the Cable Satellite Public Affairs Network, is a public service of the cable television industry offering gavel-to-gavel coverage of the House of Representatives, Senate, and other public policy proceedings.

- All C-SPAN and C-SPAN2 produced programming is commercial-free and is copyright cleared for use in the classroom and may be retained in perpetuity (FREE).
- C-SPAN in the Classroom is the network's free membership service for teachers. Teaching guides, support materials, and scheduling information are available by calling the educator hotline at 1-800-523-7586.
- World Wide Web Site: <http://www.c-span.org>

Joanne Wheeler
C-SPAN
400 N. Capitol St. NW
Suite 650
Washington, DC 20001
(202) 737-3220
(800) 523-7586 (Educators Only)

[to top](#)

Court TV (COURT) offers live and taped coverage of actual courtroom trials from around the country in addition to programs that focus on law, social issues, and the legal system.

- *Choices & Consequences* airs every Saturday morning at 4 a.m. ET (FREE). The program educates 10 to 15-year-olds about the consequences of violence, pranks, drugs, drinking, early pregnancy, etc. *Choices & Consequences* was developed in conjunction with Cable in the Classroom and the National Middle Schools Association.
- Curriculum materials are available via the educator hotline: 1-800-333-7649.
- World Wide Web Site: <http://www.courtstv.com/choices>

Jennifer Randolph
Court TV
600 3rd Ave.
New York, NY 10016
(800) 333-7649
(212) 973-2600

[to top](#)

Disney Channel (DIS), combining timeless classics with timely series and specials, features a broad range of entertainment for kids and families.

- *Going Wild with Jeff Corwin* airs the second Tuesday of each month at 5:00 a.m. ET (YEAR). This nature series features the animal expert trekking around the world to examine animals in their native habitats.
- *Amazing Animals* airs the last Tuesday of each month at 5:00 a.m. ET (YEAR). This series for preschool-2nd graders combines live action and animation to highlight different characteristics of animals.
- Call 888-883-4788 for a free teacher's guide.
- World Wide Web Site: <http://www.disneychannel.com>

Jill Hisey
The Disney Channel
3800 W. Alameda
Burbank, CA 91505
(818) 569-7874

[to top](#)

Discovery Channel (DSC) invites you to explore the world with quality, non-fiction programming.

- *Assignment Discovery*, a theme-based series with relevance across the curriculum, airs Monday-Friday from 9:00-10:00 a.m. ET/PT (YEAR). Programs are close-captioned and include vocabulary words, study questions and suggested readings.
- A free Discovery Networks teacher's guide is available by calling 888-892-3484.
- World Wide Web Site: <http://discoveryschool.com>

Educational Television
Discovery Channel
7700 Wisconsin Avenue
Bethesda, MD 20814-3522
(888) 892-3484

[to top](#)

ESPN offers a wide variety of high-quality, exclusive, original sports programs.

- World Wide Web Site: <http://espn.go.com>

ESPN2 is for today's fans interested in a range of sports programming, both traditional and emerging.

- *SportsFigures* airs each Monday at 5:30 a.m. ET (FREE) and uses sports to help students see math and physics concepts in "real world" applications.
- A curriculum guide, available upon request, includes 16 teacher lesson plans with suggested activities for in and outside the classroom.
- College-bound high school seniors are invited to apply for ESPN's Sports Figures Scholarship.
- World Wide Web Site: <http://sportsfigures.espn.go.com/index.asp?flash=1>

Marie Kennedy
ESPN Inc.
ESPN Plaza
935 Middle Street
Bristol, CT 06010
(860) 585-2000

[to top](#)

Fox Family Channel (FAM) offers fresh, new animated children's series, original movies, and specials for the entire family.

- Check *Cable in the Classroom* magazine for air dates and times for *The All New Captain Kangaroo*, *Where on Earth is Carmen Sandiego?*, and *The Why Why Family*, all of which provide educational enrichment for children in grades preK-2 (2 YRS).
- Support materials are available on-line.
- World Wide Web Site: <http://www.foxfamilychannel.com>

Bonnie Rufe
Fox Family Channel
10960 Wilshire Boulevard
Los Angeles, CA 90024
(310) 235-5415

[to top](#)

Food Network (FOOD) is for anyone who loves to eat. World-famous hosts invite viewers to taste the many flavors of the network-from luscious and exotic gourmet meals to smooth home entertaining tips and fresh, workable weeknight meals. Food Network blends the tastes of the world, captures the imagination, and satisfies the appetites of millions of viewers.

- *Taste* airs Sundays from 3:30-4:00 a.m. ET (FREE). Each episode of this series features a detailed look at one dish from preparation to presentation, and offers historical and cultural insights.
- Lesson plans for each episode of *Taste*, are available on-line or by calling 212-575-5500 or your local cable company.
- World Wide Web Site: <http://www.foodtv.com>

Amy Morrison
Television Food Network
1177 Avenue of the Americas, 31st Floor
NY, NY 10036
(212) 575-7700 x224
amorrison@foodtv.com

[to top](#)

Game Show Network (GSN) combines education and family fun featuring live, original programming plus the greatest collection of favorite game shows. The Kids and Family block features *JEP!* and *Wheel 2000*, kid-focused versions of popular syndicated game shows.

- *JEP!* and *Wheel 2000* air commercial-free on Saturdays from 4:00-5:00 a.m. ET (YEAR).
- The programs challenge children on subjects ranging from science and technology to history and

geography.

- World Wide Web Site: <http://www.sony.com/gameshownet>

Vickie Braden
Game Show Network
10202 West Washington Blvd.
Culver City, CA 90232
(310) 244-8664
vickie_braden@spe.sony.com

[to top](#)

HBO is the world's leading premiere movie network.

- Educational projects include original movies and documentaries. Teaching guides may be available for selected programs.
- Due to the nature of this network, its educational programming can only be exhibited in schools after obtaining specific written consent. Some videocassettes are available on a "lending library" basis. All requests should be made to HBO in writing.
- World Wide Web Site: <http://www.hbo4kids.com>

Michelle Boas
HBO
1100 Avenue of the Americas
New York, NY 10036
(212) 512-1852

[to top](#)

The Health Network (HEALTH) is the most reliable, comprehensive and personalized source of health information on television and the Internet.

- Cable in the Classroom programming, which will address health and science curriculum topics, is in development for Fall 99.
- The Health Network provides comprehensive, sequential K-12 health education curriculum online at www.HEALTHteacher.com. The program, which will be completed this summer, consists of over 300 lesson guides that meet the National Health Education Standards and provide skills-based assessment methods. Topics include tobacco use, unhealthy diet, risky sexual behaviors, alcohol and drug use, and more.
- World Wide Web Site: <http://www.TheHealthNetwork.com>, <http://www.HEALTHteacher.com> for study guides.

Angela Walsh
Manager, Marketing Communications
The Health Network
2500 Universal Studios Plaza
Orlando, FL 32819
(407) 224-7442
(407)224-7467 (fax)
awalsh@TheHealthNetwork.com

[to top](#)

Home & Garden Television (HGTV) offers comprehensive programming featuring some of America's best builders, decorators, gardeners and designers.

- *How's That Made?* is a lively, close-up look at the manufacturing processes behind items we use every day. It airs at 3:00 a.m. ET on the fourth Friday of each month (2 YEARS).
- To help teachers integrate *How's That Made?* into their math, science, vocational or career awareness programs, HGTV is teaming up with SkillsUSA-VICA, one of the largest business education partnerships in the country, to develop teaching ideas and student activities for each episode. Materials are available on-line; for more information call (423) 470-3975.
- World Wide Web Site: <http://www.hgtv.com>

Lori Martin
HGTV
PO Box 50970
Knoxville, TN 37950
(423) 470-3975

[to top](#)

The History Channel (HIST) features historical documentaries, movies and mini-series that bring history alive for both students and educators.

- *The History Channel Classroom* airs Monday-Friday from 6:00-7:00 a.m. ET (YEAR).
- The History Channel also offers free teaching materials each semester. The materials, available upon request, include program descriptions, discussion questions, and project ideas.
- World Wide Web Site: <http://www.historychannel.com/classroom/index.html>

Beth Ann Marian
A&E Television Networks
235 E. 45th Street
New York, NY 10017
(212) 210-1338, fax (212) 551-1540

[to top](#)

Knowledge TV (KNOW) offers educational and enrichment programming in four categories: business and personal finance, computers and technology, health and medicine, and global culture and language. All Cable in the Classroom programs are copyright-clear for one YEAR.

- Daily international news airs in German (weekdays, 8-8:30 a.m. ET), French (weekdays, 8:30-9 a.m. ET), Spanish (weekdays 9-9:30 a.m. ET), and English (weekdays 9:30-10:00 a.m. ET).
- *Triunfadores* profiles individuals of Latin and South American heritage who have excelled in the fields of business, the arts, and politics and airs Tuesdays, 10-10:30 a.m. ET.
- *Great Museums* offers virtual tours of the country's finest repositories of American culture and airs every other Thursday, 10-10:30 a.m. ET.
- *World Jazz* presents the rich sounds and heritage of jazz, as told and played by top musicians from around the globe and airs every other Thursday, 10-10:30 a.m. ET.
- Curriculum materials are available by calling 800-527-7002 x8216 or on-line.
- World Wide Web Site: <http://www.knowledgetv.com>

Andy Holdgate
Knowledge TV
9697 E Mineral Avenue
Englewood, CO 80112

(800) 777-MIND

[to top](#)

Lifetime Television (LIFE) presents contemporary, innovative programming of special interest to women. Biographies, documentaries, and current issues programs connect with a variety of curriculum topics.

- Lifetime in the Classroom airs the first and second Wednesday of each month at 4:00 a.m. ET/PT (YEAR). Programs include *IntimatePortraits*, featuring women in diverse fields.
- *BreakingThrough* is a series of specials complementing Lifetime's public service commitment to women and girls in sports. This commitment also includes the Lifetime in the Classroom Academic/Athletic Scholarship program. Contact your local cable company for curriculum materials and scholarship information.
- World Wide Web Site: <http://www.lifetimetv.com>

Lifetime Classroom/Public Affairs
Lifetime
309 W 49th Street, 17th Floor
NY, NY 10019
(212) 424-7000

[to top](#)

MSNBC uses the world-class reporting of NBC News and the cutting-edge technology of Microsoft to bring you the world's first 24-hour integrated cable and Internet news service. With reporters like Tom Brokaw, Katie Couric and Brian Williams, MSNBC is first on the scene with breaking news, and delivers in-depth coverage and special reports about health, business, politics, sports, and entertainment.

- MSNBC in the Classroom features *Time and Again* with Jane Pauley. Check *Cable in the Classroom* magazine for air dates and times.
- Additional programming and curriculum information is available on-line.
- World Wide Web Site: <http://www.msnbc.com>

Mark Hotz
CNBC
NBC Cable Networks
2200 Fletcher Avenue
Fort Lee, NJ 07024
(201) 585-6463

[to top](#)

MTV is the entertainment and information source for young adults. Its distinctive style keeps them plugged into news and issues, as well as into music, sports and style.

- MTV's *Community of the Future* classroom series, with connections to government, social studies, and personal development curricula, presents thought provoking programming on social issues that concern young people today. The 24-minute programs air every Monday morning at 4 a.m. ET/PT (YEAR).
- Additional information is available on-line.
- WorldWide Web Site: <http://www.hotlink.mtvn.com/cic/>

MTV
Community of the Future
1515 Broadway, 25th Floor
New York, NY 10036

[to top](#)

NICKELODEON (NICK), the number one network for kids, is dedicated exclusively to children's programming.

- Nickelodeon's classroom programming includes elementary, middle, and preschool curricula. *Mr. Wizard's World* airs on Mondays; *Teacher to Teacher with Mr. Wizard* on Tuesdays; *Nick News* and *Nick News Special Editions* on Wednesdays & Thursdays; and *Launch Box* on Fridays. Programs air at 5:30 a.m. ET/PT (10 YEARS).
- Nick Jr. programs for preschool, including *Blue's Clues*, *Gullah Gullah Island*, *Little Bear*, and *Allegra's Window*, air every weekday morning (10 YEARS).
- Teacher's guides with program descriptions, schedules, and activities are available on-line or by writing to P.O. Box 979, NY, NY 10109.
- Call 800-258-2344 to request the *Teacher to Teacher with Mr. Wizard* newsletter.
- World Wide Web Site: <http://teachers.nick.com>

Jean Margaret Smith
Nickelodeon
1515 Broadway
NY, NY 10036
(212) 258-8000
(800) NICK-NET

[to top](#)

Noggin is the first and only 24-hour, commercial-free kids' thinking channel — both on-air and online — brought to you from Nickelodeon and Children's Television Workshop. Noggin's mission is to serve kids' natural urge to learn by creating a place where learning is driven by them. Noggin's integrated television network and online service incorporates kids' questions, ideas and stories, allowing them to be active participants in their own learning.

- Noggin's programming line-up features the best from Nickelodeon and CTW, including *Blue's Clues*, *Allegra's Window*, *Eureeka's Castle* and *Nick News* from Nickelodeon, and *Sesame Street*, *Electric Company*, *3-2-1 Contact* and *Ghostwriter* from CTW.
- More information about Noggin's programming is available online.
- World Wide Web Site: <http://www.noggin.com>

Denielle Bertarelli
Noggin
1515 Broadway
New York, NY 10036
(212) 846-5376
denielle.bertarelli@noggin.com

[to top](#)

Odyssey: A Hallmark and Henson Network (ODSY) seeks to build bridges of

understanding among people of different faiths and cultures with programming that empowers, challenges, entertains, and inspires. Cable in the Classroom programming includes:

- *Landmarks of Faith*, a documentary series that explores the churches, synagogues, cathedrals, and meeting sites where America's rich tapestry of faiths took root and grew, airs Thursdays at 1:00 a.m. ET (YEAR).
- *The Field Afar*, airing Thursdays at 2:00 a.m. ET (YEAR,) examines the work, lives, and impact of the Maryknoll missionaries.
- *News Odyssey*, offering news updates on the world of religion, airs Thursdays at 2:30 a.m. ET (YEAR).
- *Today's Life Choices*, designed to promote discussion on ethics, values, and social issues, airs Saturdays at 2:00 a.m. ET (YEAR)
- Free program guides are available by calling 888-390-7474.
- World Wide Web Site: <http://www.odysseychannel.com>

Keisha Williams
Odyssey
12700 Ventura Blvd.
Studio City, CA 91604
(818) 755-2603

[to top](#)

Outdoor Life Network (OLN) is the leading source for television coverage of expeditions and adventure, wildlife and environmental issues, alpine sports, cycling, water sports, fishing and more. No matter what you love about the outdoors, OLN will help you make the most of it.

- *Friends of the Forests* (YEAR) is a series of original documentaries produced in conjunction with the USDA Forest Service. Programs focus on wildlife habitat, community forestry, conservation education, fire prevention and recreation. Programs include *Smokejumpers*, a look at the courageous fire fighters who do battle behind the fire lines and *River of No Return*, the story of the endangered salmon of Idaho's Salmon River. Tapes of these programs and a detailed curriculum are available for schools and community groups. Check *Cable in the Classroom* magazine for air dates and times.
- World Wide Web Site: <http://www.greatoutdoors.com/oln/fof.html>

Friends of the Forests
Outdoor Life Network
Two Stamford Plaza
281 Tresser Blvd.
Stamford, CT 06901
(203) 406-2685

[to top](#)

OVATION The Arts Network provides programming on music, dance, literature, visual art, and theater. Program hosts explore the lives of writers, musicians, and artists and take students behind the scenes and around the globe to experience world-class visual and performing arts.

- *ArtsZone* airs Tuesdays from noon to 2:00 p.m. ET (YEAR).
- More than 60 percent of OVATION's programming is copyright-cleared for use by schools.
- For information on OVATION's Tape Lending Library, call the educator hotline (1-800-682-8466 ext. 5).
- For study guides, lesson plan ideas, video clips, and a student gallery, see OVATION's Web site.
- World Wide Web Site: <http://www.ovationtv.com>

Alisa Carrel
OVATION The Arts Network
201 N. Union St. Suite 210
Alexandria, VA 22314
(800) 682-8466 x8

[to top](#)

Public Broadcasting Service (PBS) stations provide educators an array of K-12 programming and teaching resources.

- Programs include *Wishbone*, *Reading Rainbow* and *Bill Nye the Science Guy*. Check local listings for air dates/times.
- Support for educators is provided by local PBS stations through workshops, newsletters, guides and on-line services. Some stations offer distance learning classes, as well as college credit telecourses.
- World Wide Web Site: <http://www.pbs.org/teachersource/>

Your local PBS station or
PBS Teacher Resource Service
1320 Braddock Place
Alexandria, VA 22314
(703) 739-8118

[to top](#)

The Sci-Fi Channel (SFC) offers the best in science fiction, fantasy, science fact, and classic horror programming with original science fiction movies and series, memorable sci-fi classics, and popular off-network series, all suitable for family viewing.

- *The New Edge*, a Cable in the Classroom program airing Mondays at 5:30 a.m. ET, is a half-hour magazine-style series which offers a glimpse into the future by covering the most advanced technological developments in both elite technology labs and inventor's garages.
- Lesson plans to help integrate *The New Edge* episodes into your curriculum are available on-line.
- World Wide Web Site: <http://www.scifi.com/cableinclassroom>

Public Affairs
USA Networks
1230 Avenue of the Americas, 8th Floor
New York, NY 10020
(212) 413-6509

[to top](#)

Showtime (SHOW) is an award-winning, critically acclaimed, premium network featuring theatrical movies, original movies and series, championship boxing, and family entertainment.

- Family programming includes *Whiskers*; *Ronnie & Julie*; *Heck's Way Home*; *In His Father's Shoes*; and the live-action children's series *My Life As A Dog*. Many programs are close-captioned and are available in Spanish through a separate SAP audio feed.
- Due to the nature of this network, requests to use its educational programming must be made in writing. Free copies of some programs, including *Mandela and deKlerk*, *The Wall*, and *Thanks of a*

Grateful Nation are available upon written request.

- World Wide Web Site: <http://www.sho.com/cic>

Jocelyn Brandeis
SHOWTIME
1633 Broadway, 17th Floor
NY, NY 10019
(212) 708-1579

[to top](#)

Turner Classic Movies (TCM) is a 24-hour television network that presents the greatest motion pictures of all time from the largest film library in the world, un-colored and commercial-free.

- *TCM BY THE BOOK: Stage to Screen* was designed by educators specifically for use in the classroom. This film series and accompanying curriculum materials will provide students with tools for comparing and contrasting the way a story is told through different genres. Programs for 1998-99 are based on the classic stage plays *Julius Caesar*, *Cat on a Hot Tin Roof*, *Casablanca*, *The Philadelphia Story* and *Ah, Wilderness!*.
- The *TCM BY THE BOOK: Stage to Screen* curriculum guide is available by mail upon request or by contacting your local cable company. The guide includes curriculum connections, plot summaries and suggested activities.
- World Wide Web Site: <http://turnerlearning.com/tcmbythebook>

Gloria Avillar
Turner Classic Movies
1 CNN Center
Atlanta, GA 30348-5366
(404) 885-4598

[to top](#)

TLC offers people of all ages enjoyable, educational television programs.

- *TLC Elementary School*, designed for use in K-6 classrooms, airs Fridays at 11:00 a.m. ET (2 YRS) with segments appropriate for science, social studies, language arts and math curricula.
- Call TLC at 1-800-321-1832 to request a free teacher's guide.
- World Wide Web Site: <http://school.discovery.com>

Educational Television
TLC
7700 Wisconsin Avenue
Bethesda, MD 20814-3522
(888) 892-3484

[to top](#)

The Cartoon Network (TOON) offers the best in animated entertainment from the world's largest cartoon library.

- *Big Bag*, the critically-acclaimed preschool series produced by Children's Television Workshop, airs Sundays at 7:00 a.m. ET (FREE). *Big Bag* nurtures creative thinking and the development of pro-social behavior. Free *Big Bag* activity booklets are available by calling the number below.

- *Animate Your World* is an award-winning public service campaign designed to inspire students to explore their individuality and creativity and to fuel learning in all disciplines.
- Corresponding "inspirations" air on the first Monday of each month at 2:00 a.m. ET (FREE).
- Call for a free classroom kit; curriculum guides are available on-line.
- World Wide Web Site: <http://turnerlearning.com/cartoon/animate/index.html>

Cartoon Network
1050 Techwood Drive
Atlanta, GA 30318
(800) 344-6219 (Educators Only)
(404) 827-1700

[to top](#)

Travel Channel (TRAVEL) is the only network that provides viewers with ideas on where to go, what to do, and how to make the most of their travel dollars. Watch Travel Channel and be a smart traveler — not a tourist.

- Travel Channel's Cable in the Classroom programming is in development. Likely program offerings will include strong educational links to geography, math, history, and cultural diversity.
- Check *Cable in the Classroom* magazine for programming updates and air times.
- Support materials will be available semi-annually and periodically to support specific programs. Materials will include study questions, vocabulary words, and advance program schedules.
- World Wide Web Site: <http://www.travelchannel.com>

Educational Television
Travel Channel
7700 Wisconsin Avenue
Bethesda, MD 20814-3522
(888) 892-3484

[to top](#)

The Weather Channel (TWC), cable television's only national all-weather network, is a convenient, accurate source for round-the-clock weather information. Programming provides local, regional, and national weather conditions.

- *The Weather Classroom* airs in three 8-minute segments at 4 a.m. ET Mondays and repeats at 4 a.m. ET Thursdays (FREE). Using dramatic video, hands-on demonstrations, and the latest technologies, The Weather Classroom provides a comprehensive exploration of the hows, whys, and wonders of weather.
- The content of each new episode of *The Weather Classroom* television program is integrated with TWC's Web site. The on-line teacher's guide for *The Weather Classroom* is divided into easy-to-navigate sections in both graphic and text-only versions.
- World Wide Web Site: <http://www.weather.com/education>

The Weather Channel
Education Marketing
300 Interstate North Pkwy.
Atlanta, GA 30339-2404
(800) 471-5544

[to top](#)

USA Network (USA) offers a broad range of quality programming for every member of the family, including exclusive original movies, dramas, and comedies, popular off-network series, big-ticket sporting events, and blockbuster films.

- USA produces and airs commercial-free programs such as the USA Pictures Original Special Presentation *Moby Dick* throughout the year.
- The *Erase the Hate* series supports USA Networks' continuing public affairs initiative dedicated to combating hate and racism while promoting understanding of individual differences.
- Refer to *Cable in the Classroom* magazine for specific programs and exact dates/times.
- USA produces teacher support materials to enhance its educational programming.
- World Wide Web Site: <http://www.usanetwork.com>

Public Affairs
USA Networks
1230 Avenue of the Americas, 8th Floor
New York, NY 10020
(212) 413-6509

[to top](#)

VH1 is proud to be a new Cable in the Classroom member.

- Educational projects are in development.
- World Wide Web Sites: <http://www.vh1musicstudio.com> for lesson plans and information on CIC programming, <http://www.vh1savethemusic.com> for information about the VH1 Save the Music Foundation, and <http://www.vh1.com> for general information on VH1.

Irma Rodriguez
VH1
1515 Broadway, 20th Floor
New York, NY 10036
(212) 846-4739
Irma.Rodriguez@vh1.com

[to top](#)

WGN/UVTV, one of the industry's longest-running services, provides an array of original programming, news, entertainment, and sports programming.

- WGN/UVTV's commercial-free programming includes a weather information series and original programming pertaining to social issues. Refer to *Cable in the Classroom* magazine for specific programs and exact dates/times.
- World Wide Web Site: <http://www.uvttv.com/>

Cheena Pazzo
WGN/UVTV
1 Technology Plaza
7140 S. Lewis Ave.
Tulsa, OK 74136
(800) 331-4806 x4230

[to top](#)

WAM! America's Kidz Network, targeting 8-16 year olds, provides 60 hours of subject-specific Cable in the Classroom programming each week.

- *WAM! Reel Learning Mind Zone*, airing between 3:00 a.m. and 3:00 p.m. ET (YEAR) Monday - Friday, promotes learning in fun, original ways.
- Subjects include natural science, social studies, language arts, math, computer science, career education, music, and art appreciation. Personal development and guidance topics help young people cope with issues such as peer pressure, career preparation and sportsmanship. *Kid's Planet Video*, featuring camcorder diaries from around the world, explores diverse cultures. *WAM! Cam* vignettes of extraordinary young people inspire and motivate.
- Support materials are available upon request for many programs.

Midge Pierce
WAM! America's Kidz Network
5445 DTC Parkway, Suite 600
Englewood, CO 80111

[to top](#)

ZDTV is a 24-hour cable television network dedicated to providing viewers with entertainment, education, and information about computing, technology and the Internet.

- ZDTV produces original television programming with simultaneous content on its companion Web site.
- Cable in the Classroom programming is in development, and curriculum support materials will be available. Check *Cable in the Classroom* magazine or ZDTV.com for updates.
- World Wide Web Site: <http://www.ZDTV.com/>

Peggy Keegan
ZDTV
650 Townsend St. 3rd Floor
San Francisco, CA 94103
(415) 551-4529
peggy_keegan@zd.com

[to top](#)

[back to WHAT IS CIC?](#)

{ [Home](#) | [CIC Magazine](#) | [Search](#) | [Who's My Cable Company?](#) | [Bulletin Boards](#) | [Contact Us](#) | [Help](#) | [Subscribe](#) }

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back to WHAT IS CIC?

{ [Home](#) | [CIC Magazine](#) | [Search](#) | [Who's My Cable Company?](#) | [Bulletin Boards](#) | [Contact Us](#) | [Help](#) | [Subscribe](#) }



Gigi E. Georges
03/13/2000 12:10:57 PM

Record Type: Record

To: Natasha F. Bilimoria/OPD/EOP@EOP
cc:
Subject: digital divide trip suggestions

----- Forwarded by Gigi E. Georges/OPD/EOP on 03/13/2000 12:10 PM -----



Lori A. Perine 03/13/2000 11:57:00 AM

Record Type: Record

To: Thomas A. Kalil/OPD/EOP@EOP, Gene B. Sperling/OPD/EOP@EOP, Mary E. Cahill/WHO/EOP@EOP
cc: askiatek@yahoo.com, Jena Roscoe, Gigi E. Georges/OPD/EOP@EOP
Subject: digital divide trip suggestions

Tom, Gene, and MaryBeth,

John Templeton attended last Wednesday's digital divide meeting for key African American leaders which was chaired by Gene and MaryBeth. He sent the comments below. Tom was included in the original send, but with an incorrect address. I'm also taking the liberty to forward them on to all of you, since you and your staff are working on setting up the President's tour and subsequent events.

Thanks,
Lori

----- Forwarded by Lori A. Perine/OSTP/EOP on 03/13/2000 11:29 AM -----



John Templeton <askiatek@yahoo.com>
03/13/2000 11:28:43 AM

Record Type: Record

To: Lori A. Perine/OSTP/EOP, Jena V. Roscoe/WHO/EOP, thomas_kahlil@opd.eop.gov
cc:
Subject: digital divide trip suggestions

I had a chance to synthesize some ideas from the March 8 meeting, which was excellent. Kudos to the White House staff for pulling together such a diverse set of experiences. In the same way that the President has put the digital divide on the agenda, he can begin the process of changing the assumptions that certain groups of people can't compete. I suggest that he rally volunteers within the organizations represented at the meeting and others to get behind the National Action Council on Minorities in Engineering's Math is Power campaign, which already is one of the most widely used Ad Council campaigns with TV, display and newspaper exposure. During the trip, the President would call on an effort to get underrepresented minority group students to actually take math and science course. April is close to when students register for the upcoming year. Each student who agrees to take the courses would get a promise of a mentor and tutor for the summer from organizations like NACME and its alumni, Black Data Processing Associates, Black MBA Association, National Society of Black Engineers, students from the National Association for Equal Opportunity in Higher Education campuses and the participating churches of the Congress of National Black Churches. Those groups would also provide technology ambassadors to about 15,000 schools with more than 50 percent black or Latino student bodies to evangelize taking those courses. As you know, NACME has received Presidential recognition for Math, Science and Engineering Mentoring and has a secondary curriculum that takes students with SATs as low as 750 and produces honors engineering graduates. This would be an opportunity to spread their techniques more widely. It also calls upon the personal responsibility of the affected communities to make the cultural change to embrace technology careers over entertainment and athletics. The Presidential focus can enlist the 770,000 African-Americans and Hispanics who already work in high technology to more effectively make their presence felt in the classrooms. Celebrities that Darien Dash can pull together can enhance the appeal of the math and science role models. The energy generated through this volunteer effort would be the most direct way of achieving gains in student achievement and would help undergird administration policy which favor strengthening public schools vis a vis vouchers.

A good place to embody the concepts is Thurgood Marshall Academic High School in the Bayview district of San Francisco, the originating school for Cisco's networking academy. John Chambers and Dixie Garr, an African-American vice president of Cisco in

engineering (a Grambling alumnus and former Black Engineer of the Year) could participate along with Mike Beasley, one of the top black executives at IBM who is chairman of the Mathematics Engineering Science Achievement (MESA) program for the University of California.

As for the entrepreneurial thrust, the new building for the Fields Group, Adamation and Via Novus in downtown Oakland can highlight venture funded companies who got a boost from a CDFI when they couldn't get funding elsewhere. They've pledged to hire 300 workers who get training through the Peralta Community College District. We could pull together about a dozen black CEOs for an event there. Alternatively, if time is tight, the CEOs could join the President at Thurgood Marshall High.

As for announcements, the Northern California Council of Black Professional Engineers, the 30-year-old organization that began the MESA program, is building a Museum of African-American Technology in Oakland to extend its youth outreach activities which recently attracted 500 students to a math fair in Oakland. Assemblywoman Carole Migden, D-SF and Sens. Tim Leslie, R-Inyo and Bruce McPherson, R-Santa Cruz, are cosponsoring bipartisan legislation in the California Legislature to fund the museum and a project to develop online math and science education resources based on those role models through the California Community Colleges 4-C Net educational network.

If you have questions, call me at 510-663-2649 or 510-907-3553.

=====

More than 7 million African-American students need an on-ramp to the information superhighway. Books and Bytes: the technology alliance for African-American students is the link. Read the African-American Students Guide to the Internet and World Wide Web to discover how you can help. Register for Save Our Students Saturdays at JobCAFE in <http://www.blackmoney.com>

Do You Yahoo!?

Talk to your friends online with Yahoo! Messenger.
<http://im.yahoo.com>

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January 24, 2000, Monday, Home Edition

SECTION: Business; Part C; Page 1; Financial Desk

LENGTH: 1425 words

HEADLINE: THE CUTTING EDGE: FOCUS ON TECHNOLOGY;
INNOVATION / CHARLES PILLER;
READING THE FUTURE IN HIS PALM;
BUILDER OF HAND-HELD COMPUTER MUSES ON NETWORKED WORLD

BYLINE: CHARLES PILLER

BODY:

Technologists at scores of companies are developing Internet-linked appliances, from cordless Web pads to smart refrigerators, and frantically selling the dream of an always-on, always-connected digital culture. Rarely do they mention the potential pitfalls of that vision. Eric Benhamou, chief executive of 3Com Corp., is among the few willing to take a step back and ask, "Before we network another 50 million homes, how connected do we really want to be?"

Coming from the builder of the Palm hand-held computer, any note of caution seems provocative.

Benhamou, 44, is an Algerian native who grew up in France and emigrated to this country in 1976. He co-founded networking pioneer Bridge Communications, acquired by 3Com in 1987.

Benhamou, a member of President Clinton's Information Technology Advisory Committee, sat down at his Santa Clara headquarters to discuss the challenges facing the thoughtful development of ubiquitous computing and network-connected appliances.

*

Q: You recently wrote about an experience at a telecom trade show that brought to mind some frightening images about our electronically connected society. Can you explain?

*

A: The vision I had conjures up a scenario like "The Matrix" movie, where you basically have people living in cyberspace. . . . There were 200,000 people on half a dozen square miles of the exhibit floor, all talking to each other on cell phones, not face to face. . . .

Electronic connections should add to rather than replace existing relationships. You still do business between people, and members of a family have to live together, they have to have something shared to have true relationships . . . being together in the same physical space and sharing meals and sharing stories and so on. Then you have a foundation where being able to have spontaneous connections--through mobile telephony, e-mail or voicemail--is additive.

*

Q: Historically, technological complexity has overwhelmed many people. In light of that, how realistic is the industry vision of seamlessly interconnected, simple network appliances?

*

A: Perhaps we're still understating the magnitude of the challenge--in other words, of crossing the complexity chasm. But I think we're all very aware of the fact that we have to make dramatic strides in simplifying digital technology.

At 3Com, we talk about the Zen of Palm, an almost quasi-religious approach to design principles and philosophies--about having just the right features but nothing more. . . . That's foreign to the PC philosophy, where more is always better.

For example, it is always surprising to people that we never talk about the processor inside the Palm. PC vendors always tout, oh, the "Pentium 3700, 110 megahertz." But the immense majority of Palm users don't even know what kind of processor there is, nor should they. They should only care whether it truly does a good job of keeping track of my appointments, my telephones, my contacts, my notes. . . .

You cannot build simplicity after the fact. It has to be absolutely paramount, part of the philosophy of the entire company.

*

Q: So will the creation of genuinely easy-to-use digital products require a cultural shift in the industry?

*

A: It's not just in the industry, it's also in the mind of the public. Today many people think that technology is not an enhancement to their lives; in fact, today's technology is probably an enemy. As the generations go by, the public is much more receptive to technology, finds it much more natural. And 25 years from now, one generation from now, the people who declare themselves allergic to technology will be a very small minority.

*

Q: People who use new technology devices often develop what has been called "hurry sickness" or "techno stress"--a speeding up of everyday life in a multitude of small ways. Do they overstate the case?

*

A: These are legitimate concerns, but it goes back to your vision of how technology should be intelligently deployed. Let me give you an example. In most modern automobiles today you have several dozen microprocessors, several dozen connected devices, but these are not obtrusive. They simplify your experience. You don't have manual chokes anymore, just to pick one example. Lots of things happen just automatically.

Perhaps the only . . . detriment is that now it's very hard to enjoy your weekend working on your car because you no longer understand how it all works. . . . It serves as a lesson of what we should expect in the home.

Many of the personal computers that emerged in the '80s are basically dead-ended. You need a restart. Palm is a restart from the PC, a completely clean slate, and that's why it is enjoying success today. And there'll be breakthrough inventions beyond the Palm in a few years. . . .

To keep things simple you have to be able to hold on to a few invariants. The Palm philosophy is to hold on to the operating system, the basic look and feel, so that anyone who used our very first Palm device would learn how to use this latest one in a matter of minutes.

*

Q: Unlike other executives who promote the idea of ubiquitous computing--notably Sun's **Scott McNealy** and Microsoft's Bill Gates--you point out some of the downsides of constant digital connections. Has that raised eyebrows at 3Com or among industry colleagues?

*

A: I don't receive any criticisms of that kind. And I find it odd that some of my colleagues are just so narrowly focused on purely the technological dimension that they lose sight of the big picture. The whole purpose of creating a more connected world is to feel better. You have to enjoy yourself more, to fulfill your potential more. . . . I'm very concerned about making sure that we do things that are useful for a very broad cross section of society. And so more recently, I've been concerned about this **digital divide** issue. . . .

It is inconceivable to me that 10 years from now we have a society with 75% of the people extremely connected, who live the kind of lifestyle I've been describing, with another 20%, 25% completely adrift. . . . And we all know that this is completely crazy and a crisis of phenomenal proportions in the making. . . .

I don't have the arrogance of suggesting that I know the answer to this. But first we have to make sure we describe the problem well. I'm personally upset when I hear people say, "Oh, this is another racial problem." It's not a racial problem.

*

Q: This brings to mind the refrain of many young technology entrepreneurs who say their true motivation is "to change the world." Do they seem naive to you?

*

A: How many innovations will have the impact that the fundamental inventions have had in the last 10, 20 years? Very few. Think about the true breakthroughs, the invention of packet switching the principal technique for transferring digital data over networks is absolutely essential. But this goes back 25 years ago. Also decades ago the invention of Ethernet a key method to network computers by our founder, Bob Metcalfe, was absolutely a breakthrough technology. . . . The invention of the Web is a turning point. The PC, of course, along the way.

Beyond that, all of these are just incremental innovations. I'm hoping that a couple of years from now, with the benefit of perspective, we'll be able to say, yes, the Palm was also another turning point. . . . When we have 50 million people using it.

*

Q: Shifting gears, can you explain the logic of 3Com's plan to spin off the Palm division as a separate company?

*

A: Right now 3Com owns Palm. After the IPO expected later this year , 3Com will own 80% plus. . . But in the second phase, probably two to three quarters after the IPO itself, we'll dividend out our ownership of Palm to 3Com shareholders. And then we'll retain 0%.

While I'll be chairing the board of both companies, there will be a complete separation of the two businesses. This doesn't mean that we will not talk to each other. There will be very close relationships, but close relationships like you would have between business partners.

So 3Com has a license to the Palm OS operating system , and 3Com is building other kinds of Internet appliances that leverage the Palm OS. But these will not be hand-held because 3Com will not compete with Palm. 3Com will be part of the Palm economy. . . .

We figured that the opportunity was so vast that we had to optimize for speed. And a small, nimble company is more up to speed.

GRAPHIC: PHOTO: (2 Photos), CEO of Palm computer maker 3Com, Eric Benhamou (inset in front of firm's Web site), says digital products need to be vastly simpler to use before they can meld into everyday life. **PHOTOGRAPHER:** Associated Press **PHOTO:** To promote innovation, Benhamou plans to spin off Palm division. **PHOTOGRAPHER:** GARY FRIEDMAN / Los Angeles Times **PHOTO:** (2 Photos), CEO of Palm computer maker 3Com, Eric Benhamou (inset in front of firm's Web site), says digital products need to be vastly simpler to use before they can meld into everyday life.

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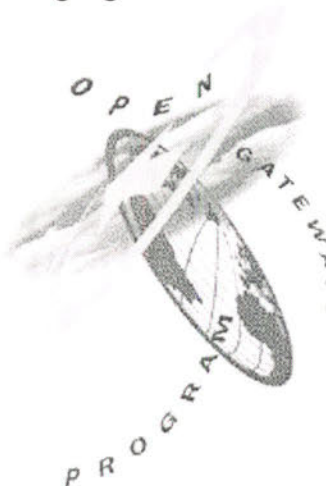
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- Sun Microsystems Foundation
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GIVING PROGRAMS

Open Gateways Program™

Bringing the Power of Network Computing to K-12 Schools



Welcome to the Sun Microsystems Open Gateways Program home page. Through grants of Sun products and teacher professional development, Sun forms educational partnerships with primary and secondary (K-12) schools to bring the power of network computing to teachers and students. Through these technologies, students and teachers have expanded access to curricula and reference materials; teachers can share curriculum ideas and lesson plans electronically; and school districts can centrally manage complex Wide Area Networks cost effectively and

with ease. Through close collaboration with our partner schools, Sun is working to close the Digital Divide and prepare students for the information age.

We invite you to learn more about the goals of the Open Gateways Program and our grant guidelines and application procedures. We also extend a special invitation to become a member of the Open Gateways Learning Community. By joining this group, you will have access to Sun's database of Lesson Plans and Student Projects developed by our school partners through their participation in the Open Gateways Professional Development Program.

- [Goals of the Open Gateways Program](#)
- [Open Gateways Communities](#)
- [Open Gateways Grants](#)
- [Open Gateways Learning Community](#)
- [Open Gateways Professional Development Program](#)
- [Sun and America's Promise](#)
- [For More Information](#)

Goals of the Open Gateways Program

Fully integrating networking computing into primary and secondary (K-12) education requires vision, commitment and collaboration. It is a journey in which Sun seeks out schools with a shared vision. We then forge partnerships to achieve common goals. Sun's contribution to these partnerships are designed to:

- Assist schools, particularly in economically disadvantaged communities, deploy network computing technologies;
- Assist schools in utilizing networked-based solutions to deliver effective models of instruction and improve student outcomes; and
- Promote the integration of technology into curriculum through teacher professional development.
- These are ambitious goals. But Sun is committed to taking steps to close the Digital Divide and working with schools to prepare students for the information age.

Open Gateway Communities

In order to maximize the impact, Open Gateway grants are focused in the communities in which Sun has a major presence. These communities are:

- Silicon Valley, California
- Front Range (North of Denver to Longmont), Colorado
- City of Boston and Middlesex County, Massachusetts
- West Lothian Council, Scotland

Sun may occasionally issue grants outside of the above targeted communities. In such instances, grants are undertaken as Strategic Initiatives or as announced in published RFP's. Unsolicited grant requests are not reviewed.

Open Gateways Grants

Helping to create the schools of the 21st century is about more than just money and equipment. It's about developing new models of instruction, developing educational content and providing tools to deliver them to students. Sun periodically establishes demonstration sites or issue Request For Proposals (RFP) with specific grant opportunities that can include:

Product Grants: Grants are tailored to objectives outlined in each RFP and feature Sun's latest server, Enterprise Appliance, and/or Java technologies.

System Training and Support: Grants include training to ensure that schools have the capacity to support the systems received through Open Gateways Product Grants. A one year service contract may also be provided.

Teacher Professional Development: Sun sponsored educational consultants or employee volunteers trained in the Open Gateways Teacher Professional Development Program deliver training on integrating StarOffice and other technologies into the school's curricula.

Open Gateways Learning Community

Schools participating in the Open Gateways Program, become part of Sun's Learning Community of teachers, staff and volunteers, all working together to improve student learning by integrating network computing technologies into curriculum. Sun makes a variety of tools and resources available to members of the Learning Community which include:

StarOffice Professional Development Curriculum: This curriculum is for teachers or volunteers who wish to receive training in how to deliver the Open Gateways Professional Development Program to educators in their community.

Collaboration Central: This tool enables members of the Learning Community to link up with other members to collaboratively conduct student projects in their respective classrooms.

Communication Central: Members of the Learning Community are able to sign up for special interest e-mail aliases to encourage communication, information sharing and intra-community learning.

Open Gateways Professional Development Program

At Sun, we believe that curriculum should drive the use of technology, and not the reverse. Through our Professional Development Program, Sun is training teachers to combine effective models of instruction with technology to enliven curricular units and promote student centered instruction, collaboration and critical thinking skills.

The Professional Development Program utilizes a "train-the trainer" approach and consists of units intended to train persons to deliver up to 30 hours of training on integrating the StarOffice suite of productivity tools into school curricula. The first module is an overview of the Professional Development Program curriculum, with an emphasis on working with adult learners. Other modules focus on StarOffice tools: E-mail/Web Browser, Word Processing & Graphics, Web Authoring, Presentations, Spreadsheet & Database.

Each unit contains resources designed to help the prospective trainer develop an understanding of the content and gain confidence in the design and delivery of workshops. Resources include:

- A narrative description of each curricular unit;
- Presentation Slides for the trainer to use to deliver each workshop;
- Talking points for each Presentation Slide;
- Guided Practices for workshop participants to practice the skills developed in each workshop; and

- Sample Student Projects and Lesson Plans developed and implemented in classrooms by members of the Open Gateways Learning Community.

Click here to be notified when materials are available for the Open Gateways "train-the trainer" Program.

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Sun and America's Promise

Sun is proud to have been one of the first high-tech companies to respond to General Colin Powell's call to action on behalf of America's Youth. Through the Open Gateways Program, Sun pledged to bring Internet access to K-12 schools in economically disadvantaged areas, provide training to teachers and deliver innovative curricula based on the Internet. By the end of 2000, Sun and its employees will contribute more than 20,000 hours of service in schools and more than five million dollars in equipment and teacher training to help prepare youth for the world of work and lifelong learning in the 21st century.

For More Information

For more information about Open Gateways and other Sun Worldwide Corporate Affairs programs, contact:

Sun Microsystems, Inc.
Corporate Affairs Department
901 San Antonio Road, M/S UPAL01-462
Palo Alto, CA 94303
corpaffrs@Corp.Sun.Com

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I have seen the future of software.
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- **What the Wireless Deal is All About**
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- **U.S. right to challenge Microsoft? Yes**
Actions we take today to ensure that software -- the written and spoken language of the digital age -- remains as innovative tomorrow as it has been in the past will have a profound effect on our lives and our economy in the 21st century.
- **Don't Keep the Rocket Scientists Out!**
Without access to these workers, the high tech industry, and ultimately the American economy and jobs, will suffer. It doesn't take a genius to figure out that we shouldn't be shutting the door on the rocket scientists of the world.

Ed Zander

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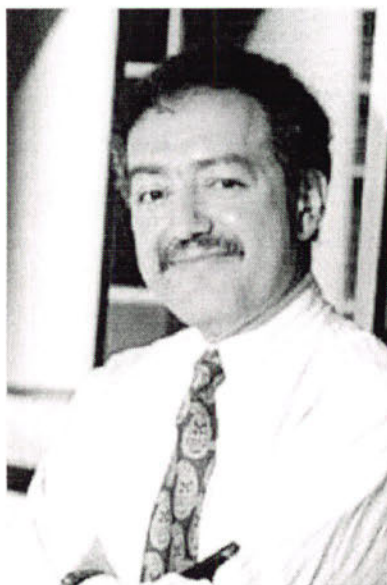
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Eric Benhamou

Eric Benhamou is the Chairman of the Board and Chief Executive Officer of 3Com Corporation. He was named CEO in September 1990; previously, he held a variety of senior management positions in engineering, operations and management.

In 1981, Benhamou co-founded Bridge Communications, an early networking pioneer, and was Vice President of Engineering of that company until its merger with 3Com in 1987. Before joining Bridge Communications he spent four years at Zilog, Inc. serving as Project Manager, Software Engineering Manager, and Design Engineer.

In 1992, he received the President Environment and Conservation Challenge Award, the United States highest environmental award. In 1994, 3Com entered the *Fortune 500*,

with 1993 calendar sales of (US) \$167 million; by fiscal 1999, 3Com had sales of \$5.7 billion.

From 1993 to 1997, Benhamou served on the Board of Directors of Smart Valley Inc., a non-profit consortium seeking to revitalize the Silicon Valley economy through advanced telecommunications and networking technologies. Benhamou chaired Smart Valley's telecommuting effort.

In 1997, Bill Clinton appointed Benhamou to the President's Information Technology Advisory Committee, which advises the President on research and development focal points of federal programs to maintain United States leadership in advanced computing and communications technologies and their applications.

In 1998 Benhamou was recognized by Israeli Prime Minister Benjamin Netanyahu with the Foreign Investor Jubilee Award for investments and contributions made by the company in furthering the ongoing development of Israel's economy. That same year, Benhamou received the Ellis Island Medal of Honor, which pays homage to the immigrant experience, as well as individual achievement to U.S. citizens from various ethnic backgrounds. He is also a graduate of the American Leadership Forum, which seeks to revitalize leadership within communities across the nation.

Benhamou currently serves as Chairman of the National Advisory Board for Western Governors University, a virtual university using advanced networking technologies to deliver technology-based distance-education. He also serves on the board of directors for Cypress Semiconductor and Legato, as well as the Stanford University School of Engineering board of advisors. Benhamou holds an honorary doctoral degree from Ben Gurion University of the Negev, a Master of Science degree in Electrical Engineering from Stanford University and a Diplôme d'Ingénieur from Ecole Nationale Supérieure d'Arts et Métiers, Paris.



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3Com Donates \$1 Million To 10 U.S. Cities To Help Bridge The Digital Divide And Promote 'Connected Communities' In Urban Areas

3Com's Urban Challenge Grants to Extend Through the year 2000 to 10 Additional U.S. Cities for a Total of Another \$1 Million in Networking Equipment and Consulting Services

SANTA CLARA, Calif. — January 28, 2000 — 3Com Corporation (Nasdaq: COMS), in collaboration with the United States Conference of Mayors, today awarded a total of \$1 million in networking equipment and consulting services to 10 U.S. cities in the first phase of the company's Urban Challenge program. 3Com also announced today that Urban Challenge will be extended through the year 2000 to provide a total of \$1 million in grants to 10 additional cities.

"3Com's innovative approach to the Urban Challenge program has resulted in exciting public/private partnerships to address the digital divide in our nation's urban communities," said J. Thomas Cochran, executive director of the U.S. Conference of Mayors. "Based on this program's initial success, I see many more opportunities for pioneering companies to collaborate with innovative public officials to deliver access to technology in our schools and libraries and public facilities nationwide."

The 3Com Urban Challenge program helps mayors bridge the digital divide in their communities by fostering partnerships between public officials and private companies to connect people and communities and to improve access to educational, health care, and other municipal resources. Through the program, 3Com is donating a total of \$1 million in technology products and network design and consulting services. The program has grown from 3Com's proven success in urban environments such as Boston and San Jose, Calif.

"Initiatives such as Urban Challenge have clearly demonstrated that creative, ground-breaking programs can grow from public/private partnerships in our urban communities," said Greg Rohde, assistant secretary of the United States Department of Commerce for the National Telecommunications and Information Administration (NTIA). "Urban Challenge is an excellent model to build from as public officials throughout the country work with the private sector to ensure that all Americans have access to the

dividends of the digital economy."

Building on its initial success in 1999, 3Com today also announced that the company is extending Urban Challenge through the year 2000 to 10 additional U.S. cities for a total of another \$1 million. The application deadline for the new round of grants is April 15, 2000, and the winners will be announced in June 2000. For applications and information, go to:
<http://www.3com.com/urbanchallenge>

3Com offered its Urban Challenge to U.S. mayors in July 1999 when the U.S. Department of Commerce released its landmark study, "Falling Through the Net: Defining the Digital Divide." The study outlines in detail the growing divide separating the digital "haves" from the digital "have-nots," particularly in urban communities. In December, the Clinton administration announced that the president plans to devote his next "New Markets" poverty tour in the spring of 2000 to highlighting the issue.

3Com has significant experience bridging the digital divide and in bringing technology access to urban communities. In 1996 the company initiated a successful relationship with Mayor Thomas M. Menino in Boston to improve access to technology in the city's 130 public schools. The collaboration resulted in Boston being the first fully networked urban school system in the United States, while supporting Menino's efforts to reduce the ratio of networked computers from one for every 63 students to one for every seven students.

"Urban Challenge grew out of our collaboration with Mayor Menino in Boston," said David Katz, director of Global Market Development at 3Com, the world's leading provider of e-Networks. "The essence of Urban Challenge is a strong mayor willing and able to bring together interested parties and key constituents to leverage resources in the city. So what we do is look for cities in which mayors can step up to the plate the way Mayor Menino did in Boston to begin the process of connecting their communities."

"This relationship we have with 3Com has been critical in our efforts to bring state-of-the-art technology to students throughout the public schools in Boston," said Boston Mayor Menino. The process of delivering access to technology in the schools is complex. It demands close cooperation from both the public and private sector, and 3Com has always recognized the value that city officials can bring at the local level. This partnership is working here in Boston, and I'm happy that 3Com has decided to extend the model we developed here to other cities in the U.S. through Urban Challenge."

3Com's 10 Urban Challenge Winners and their Local Programs

Baltimore, Maryland — Mayor Martin O'Malley

Baltimore will use 3Com networking equipment to network the libraries of 187 public schools in the city. This project will connect all schools in the city to the Internet.

Charleston, South Carolina — Mayor Joseph P. Riley, Jr.

Charleston will develop pilot technology programs in several schools and document the results so that the programs can be enhanced and migrated to other schools throughout the city. As part of the grant, 3Com will set up NetPrep™ centers at high schools to prepare high school students for high tech jobs.

Chaska, Minnesota — Mayor Robert Roepke

Chaska is building a Metropolitan Area Network (MAN) for the city that links the schools to the libraries and city services as well as to the Internet. This is part of a long-term effort to integrate computers into the learning process starting at the elementary level. City officials expect to create a model that other school districts can follow. By providing low-cost Internet access, Chaska hopes to bring the information superhighway within the reach of more families.

Chester, Pennsylvania — Mayor Dominic Pileggi

Chester and 3Com will partner with the Commonwealth of Pennsylvania and Widener University to build a multimedia distance learning curriculum that will train Chester students for high-skill jobs. The program will use the South Eastern Pennsylvania MAN and build on 3Com's existing NetPrep programs in the Philadelphia area.

Denver, Colorado — Mayor Wellington E. Webb

Denver will combine voice and video services on the city-wide MAN that will enable distance learning between students and teachers at schools throughout the city. As part of the project, Denver is doubling the number of PCs available to students and expanding the underlying network infrastructure.

Glasgow, Kentucky — Mayor Charles B. Honeycutt

Glasgow is installing a MAN, which will be owned and operated by the city and link all residents to the public schools and to city services. The network will foster more parental involvement in the schools and to help motivate students to reach higher levels of achievement.

Madison, Wisconsin — Mayor Susan J. M. Bauman

Madison has an existing citywide school network and is now ready to move to the next level of performance and Internet access. Enhanced network performance will allow more students in the

public schools to access educational resources on-line. Adding voice technology with 3Com's NBX® 100 communications system and video communications to the data network will allow videoconferencing and distance learning with University of Wisconsin.

New Orleans, Louisiana — Mayor Marc H. Morial

New Orleans' YO!NOW! initiative will provide for computer kiosks throughout the city to reach students who have dropped out of school and those that may be in danger of dropping out. The new computer network will connect the kids with training alternatives and job opportunities.

Pontiac, Michigan — Mayor Walter Moore

Pontiac is building a MAN that will integrate voice, video, and data services to establish a world-class information infrastructure for the city's schools and libraries. The network will bring access to technology to a city in which over 50 percent of students are eligible for the federal Free Lunch program and help promote a new standard of educational excellence with equity for all students.

Providence, Rhode Island — Mayor Vincent A. "Buddy" Cianci, Jr.

Providence will network its remaining two high schools and bring all the high schools online with Internet access. Teachers will integrate computers and the Internet into their classroom lesson plans to constructively engage students with technology. Besides donating networking equipment, 3Com will also contribute its NetPrep™ program (<http://www.3com.com/netprep>), a computer-networking curriculum designed to provide high school students with the technology skills they need for careers in the networking industry.

About 3Com Corporation

With over 300 million customer connections worldwide, 3Com Corporation connects more people and organizations to information and each other in more innovative, simple and reliable ways than any other networking company. 3Com delivers e-Networking solutions through information access products and network systems to enterprises, small businesses, consumers, carriers and network service providers. For further information, visit 3Com's World Wide Web site at www.3com.com or the press site at www.3com.com/pressbox.

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Building a Connected Community

A Municipal Blueprint from 3Com Corporation

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A key role of local governments is to provide constituents with essential infrastructure services. These services help promote general well-being and foster continuing economic development. At the turn of the 21st century, local governments must attend to a new kind of infrastructure, a newly emerging public utility: the information highway. Governments must work with private companies to promote pervasive voice, data, and video communications services that can benefit citizens and businesses, increase public involvement in government, and increase the internal efficiency of government agencies.

This paper introduces the metropolitan area network (MAN), a high-speed infrastructure that can deliver next-generation voice, data, and video services within and across disparate buildings. It describes some of the benefits of a public MAN and how governments can bring together key stakeholders around a shared communications vision. It discusses some common economic models for MANs, and describes key technologies and 3Com solutions that support remote site and mobile user connectivity. The paper will be of interest to local government leaders and decision makers looking for innovative ways to boost economic development and keep pace with the technology requirements of today's information economy.

Contents:

- [A New Turning Point in Public Infrastructure](#)
- [Fulfilling the Promise of the I-Way](#)
- [The Foundation: A Metropolitan Area Network](#)
- [What Government Can Do](#)
- [Creating a Metropolitan Area Network](#)
- [Economic Models](#)
 - [Making the "Buy or Build" Decision](#)
 - [Leased Circuits \(Managed Telco Services\)](#)
 - [Cable/Institutional Network Model](#)
 - [Municipal Utility Model](#)
 - [State or Federal Projects](#)
- [Key Technology Components](#)
 - [ATM or Gigabit Ethernet MAN Backbones](#)
 - [Remote/Branch Site WAN Connectivity](#)
 - [Branch/Remote Site Connectivity: Aggregating Voice, Data, and Video Traffic](#)
 - [Connecting Mobile Users and Telecommuters](#)
 - [Cable and DSL Modems for High-Speed User Access](#)
- [Conclusion](#)
- [Acronyms and Abbreviations](#)

A New Turning Point in Public Infrastructure

In the 18th century, many cities thrived as commercial seaports through their proximity to natural harbors or navigable rivers. In the 19th century, towns on the U.S. western frontier boomed or faded into history based on their access to emerging railroad systems. In 1950s America, many towns fell into economic oblivion because their locations were too far from the federal government's new interstate highway system.

As we enter the 21st century, we are approaching another crossroads for the future of America's towns. This demarcation point is still a matter of infrastructure, but that infrastructure now consists not of concrete and rubber, but rather of fiber optic glass and pulses of light.

Traditionally, a key mandate of local governments has been to provide residents, schools, hospitals, and businesses with basic infrastructure services such as water and sewer access, paved roads, and, in the case of some 2,000 U.S. communities, electricity and natural gas. Providing these infrastructure services promoted economic development and vitality.

Information technology now plays a growing role for citizens, schools, and businesses alike, and governments are increasingly recognizing the information highway (I-way) infrastructure as a newly emerging utility—a new universal service that represents the next boon for economic development. Government's role in working with private companies to promote competitive voice, video, and data communications services is growing in importance, as is the opportunity for governments to use these technologies internally to improve constituent services. Today, the pervasive, cost-effective delivery of high-speed information access is comparable to the delivery of electricity or indoor plumbing a century ago.

Fulfilling the Promise of the I-Way

While most towns have a single electric grid and sewage system, communications systems have evolved as ad hoc patchworks of various topologies and technologies—some leased, some owned. Today, many cities' information infrastructures are like a series of dirt roads that often dead-end or do not intersect with one another. Parallel, redundant roads run right next to each other, while many residential tracts have no access at all. Governments, schools, hospitals, residents, and businesses reside on separate network systems, and these systems typically fail to provide universal access.

By contrast, local governments that do take proactive steps to promote a coherent communications strategy can achieve numerous benefits for their constituents:

- **Local government can become more efficient and responsive.** By creating a government-wide intranet that allows agencies to share information and consolidate databases and applications such as e-mail, financials, and human resource enterprise resource planning (ERP) solutions, government can do more with less and function more like a business, improving public confidence. Relying on an intranet can break down barriers and allow agencies to share best practices and automate processes for more effective government service and operations.
- **24x7 constituent services are possible.** Residents can register for licenses, pay utility bills, view geographic information, access deeds and other public records, and reserve parks and recreational facilities simply by pointing and clicking from home or from public kiosks.
- **E-commerce is available to government, businesses, and residents.** Through consolidated, high-function city or county Web sites, government can streamline its own procurement processes as well as promote e-commerce between local businesses and residents.
- **Cost-effective distance training/learning applications can be delivered.** A high-speed intranet allows government employees to access video training on demand. For example, third-shift firefighters can access video training sessions at convenient times. School classrooms can access multimedia educational content based on particular class schedules, or can provide multicast video instruction.
- **Video-conferencing sessions can be provided.** Courtroom arraignments can occur without having to transport the accused from jail, saving taxpayers money. Schoolchildren can interact with other classes outside of their building. Remote county branch offices can be cost-effectively linked over a wide area to reduce driving requirements for face-to-face meetings.
- **The Internet can be incorporated into classroom curriculums.** Governments can promote Internet access to schools at lower cost and at greater speeds.
- **Advanced communications services become available to healthcare and businesses.** Governments can enable telemedicine applications for healthcare centers and promote their community as a high-tech hub to knowledge businesses seeking locales with attractive communications services.
- **Voice communications can be offloaded.** Inter-office and inter-building voice calls can be carried on the network, reducing the number of voice lines required.
- **Telecommuting is possible.** Workers can work from home via high-speed links to their offices.
- **Residents can re-engage in the governing process.** Governments can more easily register voters and take censuses. By providing online avenues for distribution of news and participation in policymaking, governments can help voters become more engaged in decision-making processes and feel closer to their communities. Public kiosks can provide universal access to information services.

The Foundation: A Metropolitan Area Network

How can local governments realize all these benefits of information technology? The first step is to lay the foundation by building a metropolitan area network (MAN).

While a local area network (LAN) can connect PC users in a single building and a wide area network (WAN)

can connect people using public carriers over thousands of miles, a MAN is somewhere in between. A MAN delivers the bandwidth-intensive services of a LAN within and across buildings up to 100 miles apart.

Able to transmit voice, video, and data, a MAN typically connects multiple buildings using fiber optic lines or coax cables, providing robust and transparent connectivity to thousands of network users. MANs can often utilize a city's or county's rights of way along streets and poles and across buildings to make these dedicated, high-speed connections.

A MAN can be built for a single entity such as a university, or for a group of entities such as offices and clinics participating in a local health maintenance organization (HMO). Large state agencies often build their own individual MANs. At the local government level, however, tremendous synergies can be achieved by building a multiconstituent MAN that pools the resources of a community to create a unified, up-to-date infrastructure that is more responsive to the needs of all constituents at a lower cost.

What Government Can Do

Many local government officials across the country will likely do very little to ensure that the I-way reaches their town. They'll merely hope for the best, wondering, "What can we really do?" Unlike a century ago, however, town officials do not have to resort to bribing railroad barons in order to ensure that the tracks run next to their town. In many ways, local officials hold their communities' fates in their own hands. Through careful planning and coalition building between key stakeholders, local officials can promote competitive information access and improve government services at the same time.

"Technology will enrich the lives of all area citizens, businesses, governmental entities, and schools ...by anytime and anyplace pervasive information exchange. ...Schools will prepare every student to meet technological challenges. ...Public libraries will fill new roles. ...Healthcare systems will speed diagnosis and treatment. Businesses will be world-class competitors ..."

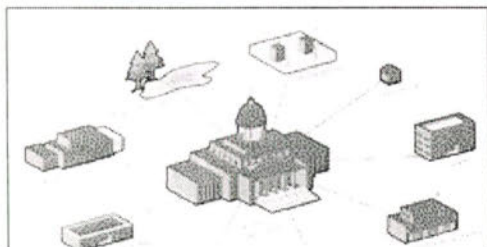
—Abilene, Texas, Mayor's Task Force on Technology, Final Report

In the wake of national telecommunications deregulation, local officials are already being forced to reexamine local ordinances such as cable franchise agreements. In large urban areas, governments are being bombarded with requests for permits to utilize the city's rights of way along utility poles and boulevards. Managing these rights of way is increasingly important as competing private companies seek to tear up public streets to lay fiber, causing traffic jams and prematurely wearing out pavements. In a recent three-month period, for example, three different telecom companies laying fiber tore up exactly the same strip of Third Street in San Francisco, while several others were lining up to do the same. Other companies seeking to deploy wireless services may obstruct views with antenna towers. Clearly, cities will be better served with a more proactive municipal telecommunications strategy.

Smaller towns and counties perceived as less attractive by private network service providers may find themselves neglected, or only narrow commercial sections of town may be served, depriving citizens and businesses of universal access to information. In this case, proactive government involvement is required.

In a competitive world in which cities have achieved a level of parity in attracting businesses, promoting a town as a broadband on-ramp to the I-way can be a powerful economic development tool. The common alternative method is to resort to tax breaks and other financial incentive packages to attract businesses, but this can often become a "race to the bottom" for cities and can dilute their tax base.

But isn't all this networking technology the job of the private businesses, local exchange carriers, or cable companies? Yes and no. Only through dialogue and partnership can the interests of network service providers as well as those of community leaders be fully served. A win-win scenario is possible—one in which the community is provided an attractive information infrastructure and service providers experience burgeoning demand for their communication services.



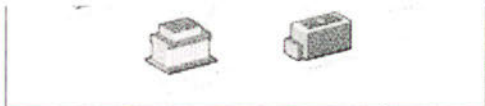


Figure 1. A Public Sector MAN Can Connect Many Stakeholders

Creating a Metropolitan Area Network

The first step in creating a public-sector MAN is to engage all the community stakeholders and form a technology committee or task force (Figure 1). Stakeholders for such a public sector MAN can include:

- All city government agencies, including fire, police, city hall, courts, corrections, parks, libraries, license bureaus, and so on
- All county government agencies
- Local cable and telecommunications service providers
- Local electric utilities, whether privately or municipally owned
- School districts
- Local community colleges or universities
- Any state or federal agencies that reside within the jurisdiction
- Local nonprofit entities
- Healthcare providers
- Local businesses and/or real estate developers
- Residents

Once everyone with a vested interest in technology has been gathered, they must agree upon a common vision and objectives for the community. Where does the city or county want to be in the future? What applications would be most valuable?

The next step is to conduct an internal inventory of IT assets, highlight shortcomings, and assess needs—in short, perform a gap analysis. How many PCs, servers, and minicomputers does the public entity own, and where are they located? What platforms must be supported? What are the capabilities of IT staff? Where are the key public access points? Do adequate computer servers and PCs exist to distribute information to all public sector locations? Where are fiber optic cables laid in the community and who owns them? How many different Web hosts do agencies use? How much could be saved by consolidating? As an anchor tenant for telephony and data service in the community, can the city or county negotiate a broader service agreement?

Economic Models

Once these questions have been answered, the next step is to create a community-wide telecommunications plan, complete with action items. At this point, it is valuable to explore various business models to implement a robust MAN infrastructure.

Building MAN: The First Steps

1. *Engage all stakeholders*
2. *Agree upon a common vision*
3. *Conduct an internal inventory*
4. *Evaluate economic models*

Making the “Buy or Build” Decision

An early and crucial decision that local government must make in building a MAN is whether to contract with local communications service providers to utilize their managed services, or to build a private, government-owned and -operated network. The cost of digging holes and laying fiber optic lines across town to support high-speed networking is a significant consideration in the “build” option. Governments have successfully implemented various models to avoid this cost.

As an anchor tenant, local government can play an important role in promoting infrastructure development in partnership with local communications service providers, which may already have significant fiber infrastructures. In poorer or underserved rural communities, however, some local governments have successfully built their own MAN infrastructures. In that scenario, the key is for local governments to intelligently utilize their right-of-way authority.

Leased Circuits (Managed Telco Services)

Perhaps the most straightforward option in building a MAN is to lease circuits (Frame Relay, T1, T3, DSL, etc.) from a local exchange carrier, tying various buildings together to lease a carrier-supported MAN. In this model, local government neither owns nor maintains the MAN, but must pay ongoing monthly fees to carriers for each line.

Solano County, California utilized this method to build a county-wide intranet. They leased a 45 Mbps T3 circuit from Pacific Bell to connect two campuses together across their largely rural county. 3Com's local government customers have saved money when using this model by combining, or multiplexing, their voice and data lines together using the Path-Builder™ line of access concentrators, hence reducing the number of voice and data leased lines required for individual locations.

"A telecommunications network that would provide two-way voice, data, video, and multimedia communication capabilities to all residents, businesses, and institutions within the City of Seattle."

—Seattle, Washington, Information Highway RFP

Cable/Institutional Network Model

Cities are normally responsible for granting residential cable TV franchise licenses. Cities have often negotiated for closed-circuit cable TV networks for exclusive government usage (known as institutional networks, or INETs) as part of these cable franchise agreements. In the past, INETs were typically a physically separate, closed-circuit cable TV system run public buildings. These older systems typically use standard cable TV equipment, but with reverse channel allowing upstream transmission of video.

As data-over-cable becomes widely deployed and as cable companies upgrade their trunk lines to support cable modem service, governments are seeking to have their analog cable INETs upgraded to support voice, video, and data, or are negotiating to have dark fiber laid to public buildings. For example, the city of Boston negotiated with Cablevision to have fiber laid to all its public buildings as part of its residential cable franchise renewal. Other city examples include Tulsa, Oklahoma and Santa Clara, California. All three of these cities have built public-sector MANs based on this dark fiber resource in partnership with 3Com.

Municipal Utility Model

More than 2,000 U.S. municipalities own their own electric utility, including electricity poles and/or underground conduits. Many utilities already have their own fiber optic networks along electricity poles or underground conduits used to perform electric grid monitoring, signaling, and other basic utility network applications. These utility networks are usually underutilized, and that excess bandwidth can be leveraged for other public-sector purposes. By utilizing this infrastructure, municipal utilities can more cost-effectively deploy fiber networks to numerous public buildings by eliminating the manpower costs of digging new ditches and cutting streets.

The Lower Colorado River Authority, a Texas utility, used their own poles and fiber cables to create a 100-mile+ MAN with 3Com equipment. The cities of Vineland, New Jersey and Anaheim, California both utilized their municipal utilities to leverage significant fiber optic network infrastructures. Vineland chose to build its own public sector-owned MAN for government buildings and schools, while Anaheim struck an innovative revenue-sharing contract with a competitive local exchange carrier, FirstWorld Communications, which is leasing Anaheim Public Utility's fiber resources and expanding the network throughout the city.

State or Federal Projects

For cities without municipally owned electric utilities, there are sometimes other ways local governments can garner fiber optic network assets. Taking advantage of Colorado's Traffic Signaling Project, an initiative that laid fiber cable throughout the state, the city of Denver began planning fiber installations for city-owned sites in 1996. As a result, when Denver built its 3Com public-sector MAN, it was able to design in high availability through a redundant, high-bandwidth link between city hall downtown and the city and county's data center complex several miles away.

Key Technology Components

No two cities or counties are exactly alike, and therefore there is no "standard" network design template for building a MAN. However, certain elements are required—a high-speed backbone is needed, most likely based on either Asynchronous Transfer Mode (ATM) or Gigabit Ethernet standards. Robust secondary office connectivity is needed, and this can be achieved via dedicated, government-owned fiber optic lines or through carrier-managed services providing ATM OC-3, T3, T1, Frame Relay, ISDN, or DSL connectivity. Small, remote offices or individual users' needs can be met via dial-up connections.

3Com's broad product line uniquely positions it to provide a robust, cost-effective, and highly flexible MAN

solution. 3Com can design and deliver a high-speed ATM or Gigabit Ethernet backbone, workgroup LANs, network "edge" devices, and next-generation high-speed client access products such as cable and DSL modems. For remote dial-up users, the 3Com Total Control® multiservice access platform can support hundreds of remote or mobile users simultaneously.

ATM or Gigabit Ethernet MAN Backbones

A MAN typically has a high-speed backbone tying together multiple buildings based on either ATM or Gigabit Ethernet technology. In urban areas where carriers have built Synchronous Optical Network (SONET) rings, ATM managed services are common. Backbones often originate from a city hall complex, data center, or school district headquarters. At this network core, where traffic aggregates, scalable bandwidth is needed to enable users at the edge to access centralized resources without compromising network performance.

3Com's CoreBuilder® High-Function switches are robust, feature-rich solutions that are reliable enough to support an entire mission-critical operation and implement powerful LAN technologies to effectively scale performance, manage bandwidth, and control the entire network. The 3Com CoreBuilder 9000 enterprise switch is a high-performance switching and routing system that offers the highest core switching capacity in the industry. The CoreBuilder 9000 switch delivers the exceptional levels of performance and control needed by MANs.

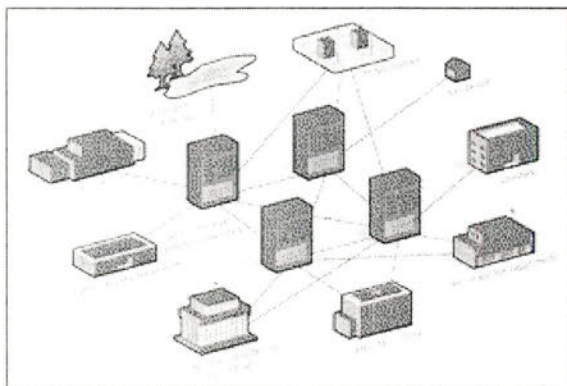


Figure 2. 3Com CoreBuilder 9000 Enterprise Switch Provides Scalable, High-Bandwidth Connectivity

The CoreBuilder 9000 switch is built on a powerful new architecture incorporating both ATM and Gigabit Ethernet technologies, which deliver a synergistic mix of high-volume bandwidth needed to service a diverse application set. A meshed design can scale to support up to 5,000 users across four to six buildings (Figure 2). A switching cluster centered on a pair of CoreBuilder 9000 ATM switches can be designed to support very large networks of up to 40,000 users across dozens of buildings. A unique combination of Layer 2 and Layer 3 control features in the CoreBuilder 9000 switch removes the performance bottlenecks and topological constraints of router-based backbones.

Smaller MAN backbone needs can be met by the very cost-effective, high-performance CoreBuilder 3500 Layer 3 switch. The CoreBuilder 3500 switch is ideally suited for deploying Layer 3 switching in high-performance departments, smaller-sized data centers, and wiring closets.

"A city-wide, open, switched, digital, broadband network that makes available broad-band switched services at a reasonable cost to every home, business, school, and public office."

—Austin, Texas, RFSP for Telecom Infrastructure

Remote/Branch Site WAN Connectivity

For remote sites located beyond the MAN boundary (as well as for smaller sites within the MAN boundary where the cost of laying fiber is not justified), 3Com offers switching and routing solutions that work over the three principal WAN backbones: IP, Frame Relay and ATM. 3Com offers these solutions in a variety of sizes ranging from platforms that support very small sites of only a few users and where WAN bandwidth requirements are handled by a 56 Kbps analog or 128 Kbps ISDN line, to platforms supporting the very largest sites with WAN bandwidth requirements of multi-T1/E1 or T3/E3 or OC-3.

For the smallest sites (2 to 10 users), 3Com's OfficeConnect® LAN modem is most appropriate. For sites with 5 to 20 users, the OfficeConnect NETBuilder® router/VPN tunnel switch is usually the right choice. For slightly larger installations (20 to 50 users) 3Com's SuperStack® II NETBuilder router/VPN tunnel switch provides flexible, cost-effective WAN connectivity at up to T1/E1 rates.

For larger remote sites with bandwidth requirements of T1/E1 rates and above, 3Com offers the PathBuilder family of switches and routers. For IP and Frame Relay networks, 3Com offers the PathBuilder S400 WAN convergence switch, a solution that combines full multiprotocol routing with encryption-assist ASICs for VPNs with voice. For ATM networks, 3Com offers the SuperStack II PathBuilder S300 WAN access switch series for remote sites with needs above T1/E1 rates. All these systems let users combine diverse technologies and network services in a single integrated system, strengthen them with redundant power systems, and manage them with 3Com's Transcend® network management and control software.

These remote site solutions must, of course, connect back to a central site where a highly scalable solution is required. If the central site is small, one of 3Com's larger remote site platforms is probably most appropriate. If the central site is larger (more than 250 users), 3Com recommends the PathBuilder S700 switch for ATM WAN connectivity, and the highly scalable PathBuilder S500 tunnel switches for IP, Frame Relay, and VPN connectivity. For central sites requiring the utmost in connection flexibility, 3Com offers the chassis-based NETBuilder II® router/VPN tunnel switch.

All 3Com routers and VPN tunnel switches run an identical Enterprise Operating System code base, ensuring full interoperability and simplifying management. Because the routers support all major WAN protocols, including SNA and legacy, it is easy and cost-effective to integrate remote branch offices, no matter how diverse. These products also incorporate 3Com's award-winning Boundary Routing® technology, which dramatically simplifies configuration and administration.

Branch/Remote Site Connectivity: Aggregating Voice, Data, and Video Traffic

Most government buildings have multiple, separate lines for voice, data, and video services. Normally a PBX telephone switch is used for voice and a WAN router for traditional data and video (e.g., H.320 video codec). 3Com's PathBuilder switch family offers support for converged voice, video, and data applications over wide area connections, including MANs.

Using high-speed, cell-based ATM switching architectures, PathBuilder switches make it easy to access any carrier service or private MAN, simply and affordably. Whether a government needs to interconnect dispersed LANs, access IP or Frame Relay services, or transport voice and video over public or private voice networks, PathBuilder switches deliver powerful, standards-based connectivity that can increase network performance, reduce costs, and support new high-bandwidth applications.

In a leased circuit environment, the PathBuilder switch family makes the WAN affordable by "muxing" multiple voice and data together. It supports high-quality voice transmission and video conferencing (both point-to-point and multipoint), offering dynamic bandwidth allocation (DBA) and silence suppression that help preserve expensive bandwidth and detect speech activity, saving utilization costs.

Connecting Mobile Users and Telecommuters

There are two principal solutions for connecting mobile users and telecommuters back into the MAN/LAN. The first is traditional dial access, where users connect over a standard telephone line, frequently incurring long-distance charges when on the road. The second is a virtual private network (VPN), where users connect via a local phone number to an Internet service provider (ISP), which then puts the traffic onto a low-cost public IP network. 3Com provides industry-leading solutions for both methods.

For dial access, 3Com has solutions for large, midsize, and small sites: the Total Control multiservice access platform, the SuperStack II Remote Access System 1500, and the OfficeConnect LAN modem. Over six million Total Control platform ports are currently deployed in enterprises and ISPs throughout the world. 3Com dial access solutions and Transcend network management software work together to provide remote users with fast, reliable access to network services using today's most advanced communications technologies. 3Com's solutions are the most robust in the industry, with excellent fault-tolerance features.

For VPN connectivity, 3Com solutions connect any user using an analog modem, ISDN, cable modem, or DSL. Our solutions support users connecting via both the Point-to-Point Tunneling Protocol (PPTP), the de facto standard found in Microsoft's Windows 95, Windows 98, and Windows NT 4.0, and IPSec. More and more telecommuters are interested in using high-speed cable modem and DSL connections to connect to work; 3Com VPN solutions enable this connectivity with complete security. Users connect to the same PathBuilder and NETBuilder platforms used for remote site connectivity, simplifying the overall network design.

Cable and DSL Modems for High-Speed User Access

Already a leader in traditional analog modems with its #1 selling U.S. Robotics® brand, 3Com also provides standards-based modems based on the quickly emerging market for cable and DSL services. For schools, libraries, and other public buildings already on an institutional cable network, cable modems may prove to be

the easiest way to access the Internet at speeds hundreds of times faster than analog modems. 3Com's U.S. Robotics cable modems have earned CableLab's standards certification for interoperability.

The 3Com HomeConnect™ ADSL modems exhibit true multimegabit transmission speeds over ordinary copper telephone lines up to 8 Mbps downstream and up to 1 Mbps upstream. Based on standards, the U.S. Robotics ADSL modem is fully interoperable with broadband service providers' central office equipment from other standards-compliant ADSL vendors.

Conclusion

Local governments face a turning point today. The I-way represents an economic revolution on a par with the railroads of the last century or the interstate highway system of this century. To remain vital and continue to grow, municipalities must engage in this latest revolution. Fortunately, local entities have the opportunity to seize control of their own fates by connecting to the I-way through local technology infrastructure initiatives. Successful local governments will create powerful economic development magnets that attract knowledge businesses and knowledge workers to reside in their communities.

3Com Corporation, a proven leader in local and global networking, invites communities to partner with us to build their MANs. For more information on MANs and 3Com's public sector solutions, visit www.3com.com/gov.

Acronyms and Abbreviations

ADSL

Asynchronous Digital Subscriber Line

ASIC

application-specific integrated circuit

ATM

Asynchronous Transfer Mode

DBA

dynamic bandwidth allocation

DSL

Digital Subscriber Line

ERP

enterprise resource planning

HMO

health maintenance organization

INET

institutional network

IP

Internet Protocol

IPSec

Internet Protocol Security

ISDN

Integrated Services Digital Network

ISP

Internet service provider

IT

information technology

I-way

information highway

LAN

local area network

MAN

metropolitan area network

PBX

private branch exchange

PPTP

Point-to-Point Tunneling Protocol

SNA

Systems Network Architecture

SONET

Synchronous Optical Network

VPN

virtual private network

WAN