

# FOIA MARKER

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**Folder Title:**  
Digital Divide New Markets Trip April 2000 [binder] [4]

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**Education**[BACK TO COMMUNITY](#)

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- > Diversity
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**Qualcomm in Education****Teaching and Educating Children by Helping Schools (TECHS)**

Technology plays a special role in the operational agenda of QUALCOMM in Education. Comprehensive computer and communication technologies are important to student learning. QUALCOMM hardware, networking and wiring grants and support are centered on making technology more accessible to students, teachers, schools and other educational organizations.

**Grant Guidelines**

Application proposals must include the following information:

- Description of the educational organization and historical overview
- Location including school and council district
- Statement of objectives and measurable goals
- Technology plan (including what is in place and what you expect to receive)

**How to Apply**

The most efficient way to submit your request is to fill out the [TECHS On-Line Grant Application Form](#) [here](#)

All on-line requests will receive a reply within 72 hours. Please allow four to eight weeks for a decision on all technology grant applications/requests. You will receive notification by fax or mail.

**When to Apply**

Requests will be considered throughout the calendar year.

**Where to Send Requests**

If you are not using the on-line form, please download the [TECHS Grant Application Form](#) [here](#) and send all requests to the following address:

QUALCOMM  
5775 Morehouse Drive  
San Diego, CA 92121  
Attn: Lee Wills-Irvine

**What to Send****I. Proposal Summary**

- Amount of request or specific technology requested

- What action is proposed
- How and who will carry out the action
- What results are expected
- How the results will impact student learning
- Time frame of the project/request
- Budget for the project
- How technology will be supported in the future
- Qualifications of the responsible party
- Plans for sharing information and replicating with other educational institutions
- Methods for showcasing and communicating this endeavor to the public

## II.Narrative

QUALCOMM in Education also requests information on other sources of support to demonstrate that the program is not dependent on a single source for funding.

### A. Background

Describe the history and mission of the school or organization List programs and accomplishments over the past year Describe the population the technology grant will serve

### B. Technology Request

State the primary purpose Demonstrate how students will benefit from this Explain strategies that will be utilized to meet your goals List other sources of technology funding/grants

### C. Evaluation

Explain how the effectiveness of your activities will be measured an how that information will be shared with other educational organizations and the public.

## III.Attachments (labeled)

- Technology plan
- Copy of Current Federal IRS tax-exempt certificate 501 (c)(3)
- Federal Tax ID number (if not on 501 (c)(3))
- Organizational information, including board of directors
- List of current contributors and amounts

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| LANGUAGE                      |  | SUGGESTED<br>LINKS |
|-------------------------------|--|--------------------|
| English                       |  |                    |
| Le français sera bientôt là   |  |                    |
| Próximamente en español       |  |                    |
| Em breve, versão em português |  |                    |
| 間もなく完成：日本語                    |  |                    |
| 한국어 버전 준비중                    |  |                    |

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Sr. VP, Human Resources

## Meet Our Executives



### **Dr. Irwin M. Jacobs**

Chairman & Chief Executive Officer

Dr. Irwin Jacobs found QUALCOMM Incorporated in 1985, serving as chairman and CEO. Dr. Jacobs has led QUALCOMM through period of rapid growth over 9,000 employees, with international activities in digital wireless telephony and mobile satellite communications and Intel software. QUALCOMM is a 1999 FORTUNE 500 company with fiscal year 1998 revenue excess of \$3.3 billion.

Previously, Dr. Jacobs founded LINKAB, which merged with M/A-COM in August 1997.

From 1959 to 1966, Dr. Jacobs was an Assistant/Associate Professor of Electric Engineering at Massachusetts Institute of Technology, and from 1966 to 1972 he was Professor of Computer Science and Engineering at the University of California, San Diego (UCSD).

Dr. Jacobs received the B.E.E. degree in from Cornell University and the M.S. and degrees in Electrical Engineering from the Massachusetts Institute of Technology in 1959, respectively.

Dr. Jacobs was recently awarded the Erno Young Information Technology Award for Global Integration by the Computerworld Smithsonian Award Program for outstanding contributions to global integration through use of information technology. In 1994 Dr. Jacobs received the National Medal of Technology Award, which is the highest award bestowed by the President of the United States for extraordinary achievements in the commercialization of technology or the development of human resources that foster technology commercialization.



## Technology

The New York Times  
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March 13, 2000

# They Hope to Move Up by Learning to Log On

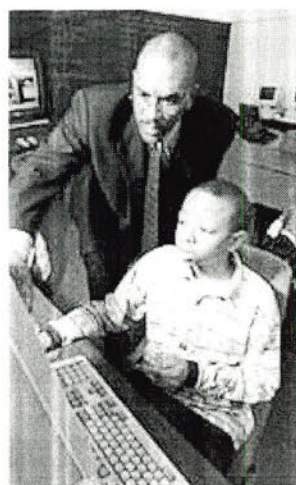
By ROBYN MEREDITH

**D**ETROIT -- Small hands shot up when Daniel S. Varner asked his after-school class of mostly poor, mostly African-American children here, "Who can tell me what the Internet is?"

"It's like a big dictionary," said Jordan Nichols, 9. "A new way of communication," offered Stacey Blair, 12. And across the room, Terrell Brazier, 13, said, "It's a superhighway to anything you want."

To these children, and others like them who grow up poor, the Internet is all that and much more. It can be a path to the future, all right, but its effect may be more profound on those who do not know how to use it. With more and more jobs requiring computer and Internet literacy, experts fear that children not exposed to those skills will be left further behind in the new economy.

A couple of Detroit lawyers who wanted to keep that from happening have chucked their law careers to start an unusual program here that helps poor children join the information age. They draw hundreds of children into after-school sports leagues, then offer free computer training. The children learn not only how to use the computers, but also how to take them apart, fix them and put them together again. The trophy they bring home is a hand-me-down computer -- there are enough for everyone on the sports teams.



Allan Barnes for The New York Times

Daniel S. Varner of the nonprofit organization Think Detroit showed Jeremy Owens, 13, of Detroit how to navigate the World Wide Web.

"We knew kids needed the character that comes with team sports, and we knew they needed the tools of the future that come with access to technology," said Michael F. Tenbusch, who founded the nonprofit group Think Detroit with Varner in 1997. Early on, the group organized sports leagues for children.

At the same time, the group began setting up 17 computer laboratories in churches, schools and nonprofit agencies -- enough to serve 2,000 people last year -- filling them with used computers donated by area companies. But it became clear that closing the gap in computer access would require reaching homes.

So in November, Think Detroit switched strategies and began the Balls and Bytes program -- combining baseball, soccer and basketball leagues with computer classes for children over 10. The group has donated about 30 computers and plans to give away 200 more this summer.

Stacey Blair, a seventh grader at Westside Christian Academy, said that when she joined the group's baseball team, she did not know she would also get a computer. She spends about an hour a day on it, and she came back to Varner's class to learn how to use the Internet.

Her first computer classes were intimidating. "I can't do this," Stacey remembered thinking. After the instructor took the machines apart and "showed us which spaces were for the motherboard and the cards," she said, "then I was like, this is pretty easy."

Statistics show children like Stacey are at risk of being bystanders in the digital age. Although virtually the same percentage of all children have some access to computers at school, poor and African-American children are far less likely to use a home computer, according to a poll conducted last month by National Public Radio, the Kaiser Family Foundation and Harvard's John F. Kennedy School of Government.

"Using the computer and the Internet can be such an important set of skills to be marketable for the economy," said Mollyann Brodie, a vice president of the Kaiser foundation. "Any digital divide will further exacerbate the gaps we've always had in our country between the haves and have-nots."

Detroit is a good example, since it is the nation's poorest big city. Many poor children here will not go to college. In the past, they might have had a Ford factory in their futures, at best. Now few workers with only a high school diploma can pass the screening tests auto makers require.

Social workers say the gap may be even more acute for poor people who are already out of school and have had little contact with computers.

Carris M. Carey, a social worker at Focus: Hope, a nonprofit



organization in Detroit that trains poor people to work in the auto industry, said, "The kids who are in the younger generation -- the 18-to-25 range -- have had some type of exposure to computers," even if it is not as much as the children of wealthy families have. But, Carey said, older poor people are seldom familiar with computers and the Internet.

That observation was echoed in the new national poll, Brodie said. "The gaps by income are just profound," she said. The poll found that 56 percent of those in the 18-40 age group earning less than \$30,000 a year had a home computer, while 87 percent of those earning more than \$50,000 a year had one.

Public schools here are struggling to keep up with their counterparts in school districts that are better off. All 263 schools in the district have now been wired for computer access, but not all schools have computers, particularly up-to-date ones, to attach to the wires, said Stan Childress, a spokesman for the Detroit Public Schools. "None of our schools have computers in every classroom, and that is a goal," he said.

For now, the secondhand computers from Think Detroit will help close the gap between technology haves and have-nots in two ways. First, more children each month are being given computers to take home. Second, they are teaching older family members how to use them.

Troy Brazier, a sixth grader at George Crockett Academy, a charter school here, brought home one of the Think Detroit computers after playing baseball and basketball on one of the teams set up by the organization.

His mother works at a Target store and an older brother is a security guard, so when he got the computer home, "I had to teach them, my mom and my brother, how to use it," Troy said during a break from Varner's Internet class. "I'm still trying to learn a little more."

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#### Related Sites

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- [Think Detroit](#)
- [Poll: National Survey of Americans on Technology](#)

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## Thanks to Compuware Con

Our mission is to strengthen children, families, and neighborhoods through:



✦ **Athletic Leagues:** Children learn about themselves and families get to know each other through the weekly triumphs and setbacks of organized baseball, softball, and basketball leagues.

✦ **Computer Access:** Once children have played on a team, they are eligible for training at our computer lab in hardware repair, software applications, and Internet opportunities. Graduates of the training receive reconditioned computers to learn about the world from their home through the Internet.

✦ **Learning Communities:** Neighborhood families with Internet access will be connected to each other and to teachers, coaches, and community leaders through a list serve to discuss self- and community-empowerment issues.

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Think  
Detroit

## Board of Advisors



*Daniel G. Mulhern*

Members of Think Detroit's Advisory Board serve as mentors to Think Detroit's Board of Trustees in much the same way that Think Detroit's coaches as mentors to their players. The Advisory Board is comprised of leaders committed to the success of Think Detroit who work informally with the Board of Trustees and executive director to share their experience and resources. They also meet formally together annually with the Board of Trustees.

### **The Honorable John Feikens**

After successfully establishing his own law firm and becoming a prominent activist in the Michigan Republican Party (serving as chairperson from 1953 to 1957), Judge Feikens was appointed to the United States District Court as a recess appointee by Presidents Eisenhower and Kennedy before being appointed and confirmed under President Nixon. He served as chief judge of the court from 1979 to 1986. A voracious reader and natural philosopher, Judge Feikens speaks German, is learning to play the piano, and spends his free time working on his farm.

### **Daniel G. Mulhern**

A graduate of Yale University and Harvard University Law School, Mr. Mulhern served as Director of Youth Programs for Wayne County before becoming campaign manager for the successful re-election effort of Congressman Sander Levin. He is currently spearheading a \$10 million fundraising campaign for University of Detroit High School, as well as implementing a leadership action plan as a fellow with the Kellogg Foundation's National Leadership Plan. In addition, he is writing a book on politicians who, despite outside pressures, have remained committed to their values.

### **The Honorable Alan Page**

A true man for all seasons, Justice Page was the nucleus of the NFL's Minnesota Viking's defense in their repeated trips to the Super Bowl. After his hall-of-fame professional career, he turned to law where he has equally excelled. He has served as an Associate Justice on the Minnesota Supreme Court since 1994. In addition, he has lent his name, time, and energy to the Page Foundation, which provides college scholarships to Minnesota high school seniors in exchange for their community service commitments.

### **Dr. Nellie M. Varner**



After obtaining Bachelors, Masters, and Ph.D. from the University of Michigan, Dr. Varner went on to serve the University as a Regent from 1980 to 1996. She is founding partner of Strather and Varner, Inc., an investment real estate brokerage firm and is a manager of Atwater Entertainment, L.L.C. She is also a member of the board of directors of numerous local civic organizations.

### Board of Trustees



*Donica Varner with son Joseph Daniel at Think Detroit's Opening Day shows her support of the AKA Pearls.*

The actual governing body of Think Detroit, the Board of Trustees is empowered with the responsibility to make all significant decisions facing Think Detroit and to set its policies and goals. The bylaws of Think Detroit mandate that at least half of the Trustees speak for the community as representatives of schools, churches, or neighborhood organizations and at least three-quarters of the Board must reside within Detroit. With a potential capacity of 25 members, the Board is destined to grow, but in the initial stages of Think Detroit, the Board has intentionally been limited to a small group of dedicated individuals to ensure cohesiveness and efficiency.

#### **Pamela J. Jackson, President**

In her current position as Executive Director of the Coleman A. Young Foundation, Pam mentors many of Detroit's best and brightest who have been awarded scholarships by the Foundation. She is a graduate teaching assistant in Macroeconomics at Wayne State University and expects to receive her Ph.D. in economics from WSU in December 1997.

#### **Jason Tinsley, Vice President**

#### **Daniel S. Varner, Treasurer**

Co-founder of Think Detroit, Dan is also president of its first Board of Trustees. A graduate of the University of Michigan Law School, he clerked for Justice Alan Page at Minnesota Supreme Court and practiced labor law for fifteen months as an associate with the law firm of Sachs, Waldman, O'Hare before moving to his current position as an attorney at the Federal Defender Office.

#### **Crystal White, Secretary**

#### **Dennis Archer, Jr.**

Dennis epitomizes the entrepreneurial spirit taking root in Detroit. He works for Graystone Investments and has numerous business ventures of his own, including his role as an owner and manager of Sauce, a restaurant in Detroit's rivertown district.

#### **Russell Inman**

Russell is President and CEO of Cobalt, an Internet consulting firm with offices in Washington, DC and Detroit, MI. He holds two degrees from Georgetown University where he was also a NCAA Division I athlete in Track and Field, and has worked for a US Senator in Washington. He also is a co-director of The Publius Foundation, a non-profit group concerned with the issues surrounding technology and democracy.

**Bill O'Brien**

With over 20 years experience as a community organizer, Bill's commitment and insight are of particular value to Think Detroit. As founder of the Jeremiah Project, a partnership of over 70 churches representing all denominations spread throughout the Detroit area, he fights daily battles against drug abuse and other problems afflicting our communities.

**Joseph L. Tenbusch**

A graduate of the University of Michigan, Joe is a teacher at Work First in the Oak Park school district. His classes, aimed at unemployed and low-income adults, give Joe a valuable perspective in addressing pivotal issues of poverty in our community. He is a member of the Detroit Rugby Football Club and is active in recruiting young Detroiters to play rugby as a member of the Michigan Youth Rugby Association.

**Deidrah Thomas**

Deidrah graduated from Grambling State University in Louisiana before returning to Detroit to secure a Masters Degree in International Politics and Economics from University of Detroit Mercy. She teaches learning disabled students at Henry Ford High School in Detroit, tutors students after school, and coaches the girl's volleyball team.

**Nicholas J. Waddles**

Hailing from Chicago, Nick came to Detroit after graduating from Washington University Law School in St. Louis, Missouri. He currently works for Sachs, Waldman, O'Hare, the largest labor firm in Detroit, and is actively involved at New Light Baptist Church.

**Melissa K. Worden**

As an assistant professor at the University of Michigan Law School's Legal Assistance to Urban Communities Clinic, Melissa has become one of Detroit's foremost experts on the legal issues facing non-profit organizations.

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## Technology

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6 out of 10 companies will start e-billing this year.

March 13, 2000

## Technologist Gives His Peers a Dark Warning

By JOHN MARKOFF

**A**n unlikely prophet is voicing a plea for reason and restraint in the increasingly chaotic stampede toward the technological future.

Breaking ranks with the customarily optimistic and self-congratulatory high-technology industry, Bill Joy, the chief scientist of Sun Microsystems, has issued an impassioned critique of uncontrolled progress in digital, biological and material sciences. He has challenged scientists and engineers to rethink their ethical standards and step back from advances that might ultimately threaten the human species.

In a 20,000-word essay in the April issue of Wired magazine, which goes on sale Monday, Joy, a computer industry pioneer and one of the nation's leading technical authorities, writes that although the world has survived any number of potentially devastating technologies developed in the 20th century, several new branches of research pose threats of technological devastation at the hands of a small group or even an individual.



Chang W. Lee/The New York Times

Bill Joy, the chief scientist at Sun Microsystems, has sounded an alarm about uncontrolled advances in technology. He challenges scientists and engineers to rethink their ethical standards and "limit development of the technologies that are too dangerous."

"The 21st century technologies -- genetics, nanotechnology and robotics -- are so powerful they can spawn whole new classes of accidents and abuses," he writes in the article, titled, "Why the Future Doesn't Need Us."

"Most dangerously, for the first time, these accidents and abuses are widely within the reach of individuals or small groups," he writes. "They will not require large facilities or rare raw materials. Knowledge alone will enable the use of them."

Such warnings about unbridled progress are not new, but until now they have typically come from social critics or scientists outside the mainstream.

In contrast, Joy is a leading computer researcher who developed an early version of the Unix operating system while a graduate student at the University of California at Berkeley. He helped found Sun Microsystems and more recently has been involved in the development of powerful software technologies like the Java programming language and Jini, a system for linking hundreds of thousands of appliances and other devices by way of the Internet. He also served as co-chairman of a presidential commission on the future of information technology.

Indeed, Joy also wrote a more generally optimistic cover article titled "Digital Wonders" for the March 6 issue of Fortune magazine. In a telephone interview, he said the Fortune piece was focused on short-term issues in the computer industry, while the Wired article addresses long-term forces that will be more difficult to control.

He lives in Aspen, Colo., where he moved in 1989 from Silicon Valley to set up a small laboratory that explores new technologies for Sun, which is based in Palo Alto, Calif.

Joy's critique is striking because computer industry technologists, almost without exception, take a more sanguine view of the social consequences of advances. They typically argue that any negative effects will be far outweighed by the positive effect of new technologies.

Nathan Myhrvold, a physicist who is on leave from his job as the chief technology officer at Microsoft Corp., said in an e-mail interview, "People have made apocalyptic predictions about technology constantly for as long as there has been technology. I think it is because change frightens them. What is more, the most common form these dire predictions take is 'this next generation of stuff -- wow! that is really different and really scary.'"

But the new technologies will be more difficult to control in the future, Joy argues, because most are being driven by the commercial sector, not by the military, which in the past has controlled many potentially dangerous technologies.

Danny Hillis, a computer scientist who founded Thinking Machines Inc., an early supercomputer company, said of Joy: "Bill is pretty unusual. There are very few technologists who step back and try to look at the whole picture. Most who do tend toward optimism."



Joy argues that advances are





Peter DaSilva for The New York Times

A supporter in a crowd of protesters in Oakland, Calif., as the Food and Drug Administration held hearings on biotechnology.

now on the horizon in each of the three areas he addresses. In the field of robotics, he warns of a generation of superintelligent machines that could compete with their human creators for resources. Such possibilities have recently been addressed by other technologist-authors, including Ray Kurzweil ("The Age of Spiritual Machines: When Computers Exceed Human

Intelligence"), Hans Moravec ("Robot: Mere Machine to Transcendent Mind") and George Dyson ("Darwin Among the Machines: The Evolution of Global Intelligence").

In genetics, Joy worries that the widening availability of knowledge about powerful genetic engineering will lead to a "white plague" -- a human-designed disease that can kill selectively.

In nanotechnology, he describes the increasing possibility of an accidental or intentional release of a submicroscopic self-replicating mechanism that could cause widespread destruction.

Such a calamity was first suggested by Kurt Vonnegut. In his novel "Cat's Cradle," a substance called ice-nine sets off a thermal chain reaction that leads to the freezing of the oceans.

"A lot of people have looked at all of this as science fiction, and as a result they haven't taken it seriously," Joy said.

At the heart of his warning, he writes, is an attribute that has not been true of destructive technologies until now but is a part of all of the most compelling 21st-century technologies: the ability to self-replicate.

"While replication in a computer or a computer network can be a nuisance," he writes, "uncontrolled self-replication in these newer technologies runs a much greater risk: a risk of substantial damage in the physical world."

Joy insists he is not a Luddite, and yet he also argues that the issues raised by the convicted bomber Theodore Kaczynski have not been adequately addressed by the nation's technologists.

"Kaczynski's actions were murderous and, in my view, criminally insane," he writes. "But simply saying this does not dismiss his argument; as difficult as it is for me to acknowledge, I saw some merit in the reasoning."

Joy suggests parallels between the ethical dilemma faced by nuclear

physicists in the invention and the use of the atomic and hydrogen bombs and similar challenges facing technologists today.

"We should have learned a lesson from the making of the first atomic bomb and the resulting arms race," he writes. "We didn't do well then, and the parallels to our current situation are troubling."

He argues that today's scientists must find a path that was not taken by physicists during World War II: "I feel, too, a deepened sense of personal responsibility -- not for the work I have already done, but for the work that I might yet do, at the confluence of the sciences."

"The only realistic alternative I see," he writes in *Wired*, "is relinquishment: to limit development of the technologies that are too dangerous, by limiting our pursuit of certain kinds of knowledge."

He cited the precedent of the decision by the U.S. government to abandon the development of biological weapons.

Verification in the case of genetics, robotics and nanotechnology, however, will require that scientists adopt strict codes of ethics, he writes.

In the telephone interview last week, Joy said he doubted that the development of advances could be reined in in the commercial world, and he criticized scientists as being largely silent on the inherently destructive potential of rapidly evolving technologies.

Asked if he thought a technological species could expect to survive the ever-accelerating evolution of its market-driven technologies, Joy said: "The answer is 'yes, but not without additional care.' I think it's possible -- but it's not a given. Survival won't come for free."

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- [Sun Microsystems: Bill Joy](#)
- [Article by Bill Joy in Fortune](#)

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# The Walt Disney Company



## Annual Report 1999

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- <sup>3</sup> Member of Compensation Committee
- <sup>4</sup> Member of Executive Committee
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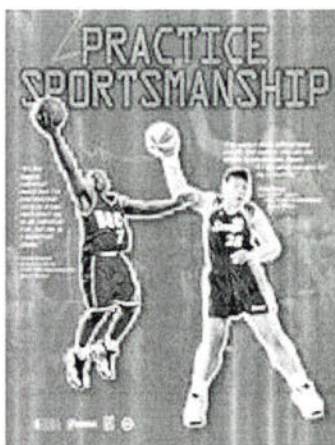


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• Chats&Mailboxes • Global Basketball • NBA Store

NBA IN THE COMMUNITY

## NBA/WNBA Practice Sportsmanship

The NBA/WNBA Sportsmanship Initiative focuses on fostering the ideals of sportsmanship -- ethical behavior, fair play and integrity -- in amateur and professional basketball competition. The initiative recognizes and rewards athletes who represent the epitome of sportsmanship on the court. Program components include: the NBA and WNBA Sportsmanship Awards, the NBA/WNBA Student-Athlete Sportsmanship program and a public service announcement campaign.



### NBA and WNBA Sportsmanship Awards

Awarded annually at the conclusion of each league's regular season, the NBA and WNBA Sportsmanship Awards recognize players who embody the spirit of sportsmanship.

For the NBA Sportsmanship Award, a panel of former NBA players select four players -- one from each division -- for divisional recognition. From among these four players, a panel of media who regularly cover the NBA selects the NBA Sportsmanship Award winner. The NBA makes a \$25,000 donation on behalf of the NBA Sportsmanship Award honoree, and a \$10,000 donation on behalf of each of the three divisional awardees, to the high schools of their choice. Previous winners include Hersey Hawkins of the Chicago Bulls (1998-99), Avery Johnson of the San Antonio Spurs (1997-98), Terrell Brandon of the Minnesota Timberwolves (1996-97) and Joe Dumars, formerly of the Detroit Pistons, who was the award's first recipient in honor of his career-long dedication to sportsmanship.



Each WNBA team nominates one player for the WNBA Sportsmanship Award, and the winner is selected by a panel of media who regularly cover the WNBA. On the winner's behalf, the WNBA donates \$5,000 to a youth organization of her choice. Dawn Staley of the Charlotte Sting (1999), Suzie McConnell-Serio of the Cleveland Rockers (1998) and former WNBA player Haixia Zheng (1997) are previous



winners.

### **NBA/WNBA Student-Athlete Sportsmanship Program**

**Hersey Hawkins won the NBA Sportsmanship Award for the 1999-99 season.**

The NBA/WNBA Student-Athlete Sportsmanship program, implemented in conjunction with the National Federation of State High School Associations and the Canadian School Sports Federation, rewards

high school student-athletes and coaches who demonstrate sportsmanship. The initiative targets male and female student-athletes participating in basketball and high school basketball coaches at more than 27,500 high schools in North America.

As a continuous reminder of the importance of sportsmanship, each high school receives posters featuring the NBA and WNBA sportsmanship winners. Certificates produced by the NBA are awarded to one male and one female basketball player and a coach from each high school who display sportsmanship throughout the season. During the month of April, each NBA team honors a female and male sportsmanship winner, along with two high school coaches, during an on-court presentation at an NBA game. In addition, one female and one male sportsmanship winner, and two high school coaches, are awarded a trip to an NBA playoff game or a WNBA game in recognition of their accomplishments.

### **Public Service Announcement Campaign**

In support of the program, the NBA and WNBA creates public service announcements for television, radio and print focusing on importance of sportsmanship during athletic competition. Produced by NBA Entertainment, Inc., the video and audio PSAs featured Brandon with his mother, Charlotte, and Dumars. The 1998-99 PSA and print materials feature current winners Dawn Staley and Hersey Hawkins.



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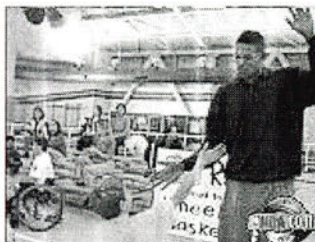


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ANTONIO DAVIS FEATURED IN SPOT FOR RONALD MCDONALD CHILDREN'S CHARITIES

## PSA Airs on National Broadcasts

A public service announcement highlighting Ronald McDonald Children's Charities of Canada ("RMCC") began airing on national CTV and TSN NBA broadcasts in December 1999. Ronald McDonald Children's Charities offers funding to local organizations which help children with life threatening or chronic illnesses and disabilities and their families. RMCC works together with local charities putting facilities and equipment in place to dramatically improve the quality of life for these very special kids.



Watch the Ronald McDonald Children's Charities PSA featuring Toronto's Antonio Davis  
**RealVideo:** 28.8+ | **ISDN+**

[NBA.com/Canada Index](#)

The new public service announcement features Toronto Raptors centre Antonio Davis and a group of young wheelchair basketball enthusiasts. The spot embraces RMCC's viewpoint that little people shouldn't have to deal with big problems.

Developed by McDonald's Restaurants of Canada, Ronald McDonald Children's Charities and the NBA, the PSA will be featured on national NBA broadcasts throughout the remainder of the 1999-2000 NBA regular season.

For more information about Ronald McDonalds Children's Charities of Canada, visit their web site at [www.rmcc.ca](http://www.rmcc.ca).



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## Press Releases



Monday, September 6

## Looking back, back, back ...

## Sport Sections

MLB

Scores

NBA

Scores

M College BB

Scores

NHL

Scores

W College BB

Scores

Golf Online

Scores

NFL

College Football

Tennis

Soccer

Soccernet (UK)

NASCAR

More Sports

## Broadcast

ESPN Radio

TV Listings

Video Highlights

Audio Highlights

## Community

Sign-in/Home

Chat

Message Boards

Arcade Games

## ESPN Inc.

ESPY Awards

The Magazine

Personalities

Press Releases

ESPN Products

Ask ESPN

ESPN Zone

## SPECIAL SECTIONS

Fantasy Games

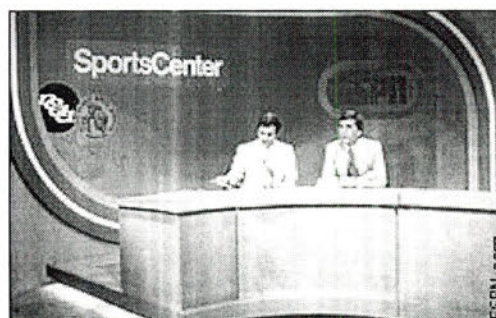
NBA: String music

## 1978

- Bill Rasmussen, ESPN founder, hosts press conference in Plainville, Conn. to announce preliminary plans for sports television network (June 26).
- Bristol, Conn. site recommended and plans for construction of base of operations are devised (August 17).
- RCA awards ESPN Satcom I satellite positions (Sept. 20).

## 1979

- Getty Oil purchases 85 percent of ESPN (Feb. 22).
- The NCAA grants ESPN exclusive rights to telecast collegiate events (March 1).
- Anheuser-Busch signs the largest advertising contract in the history of cable television with ESPN (May 30).



The sets weren't as flashy, but the commentary was just as good.

- ESPN is launched at 7 p.m. ET across the country with airing of SportsCenter (Sept. 7).
- Prominent sports announcer Jim Simpson joins ESPN from NBC, lending instant credibility to the fledgling network (Sept. 14).
- ESPN televises first NHL game (Washington at Hartford Dec. 19).

## 1980

- ESPN televises 23 NCAA Basketball Tournament games (March).
- ESPN televises live the NFL Draft (April 29).
- Continuous round-the-clock telecasts begin (Sept. 1).

## 1981

- Subscriber count climbs to more than 10 million homes (May 31).
- Getty and ABC Video announce letter of intent for pay sports venture involving ESPN; deal also involves supplementary coverage by ESPN of various events from ABC and an option for ABC to acquire 10 percent of ESPN (Sept. 23).
- ESPN's first flag-to-flag coverage of a NASCAR race (Nov. 8).

## 1982



[NHL: Puck university](#)[Purchase Tickets](#)[Contests](#)[Mascot Battle](#)[Careers and Jobs](#)[SportsCentury](#)[SportsFigures](#)[Sports JEOPARDY!](#)[Training Room](#)[Vid Game Reviews](#)

- ESPN and the NBA agree to a two-year deal (January 30).
- ESPN becomes the first network to televise every round of a PGA Tour event, the USF&G from New Orleans (April 22-26).
- ESPN President Chester Simmons leaves ESPN to become the first commissioner of the USFL and is succeeded by J. William Grimes (June 14).
- ESPN provides coverage of the John McEnroe-Mats Wilander Davis Cup match that lasted 9:30, the longest live sports telecast in national television history (July 11).

## 1983

- ESPN televises the first live professional football game on cable, the USFL's Birmingham against Michigan (March 7).
- ESPN begins distributing programming internationally (April).
- ESPN interrupts scheduled programming for the first time to provide coverage of the seventh race of the America's Cup (Sept. 26).
- ESPN becomes the largest cable network, reaching 28.5 million homes (Oct. 1).

## 1984

- ABC purchases 15% of ESPN from Getty Oil and is given the option to obtain as much as 49% by 1986 (Jan. 2).
- Getty and Texaco merge, allowing ABC to purchase the remaining 85% of ESPN (Jan. 8).
- ABC Video Enterprises finalizes acquisition of ESPN (June 18).
- ESPN awarded its first live college football agreement, 15 primetime College Football Association games (July 25).
- ABC sells 20% of ESPN to Nabisco (Sept. 11).
- BYU earns the national title on ESPN with its win in the Holiday Bowl (Dec. 21).
- ESPN debuts in Hawaii and becomes available in all 50 states (Dec. 31).

## 1985

- New logo and new corporate name -- ESPN, Inc.-- adopted (Feb. 4).
- Georgetown/St. John's college basketball game becomes the network's highest-rated national telecast, reaching 2.9 million homes (Feb. 27).
- ESPN signs a three-year deal with the NHL (July 25).
- "28/58" score update debuts (July 26).



SportsCenter: 1980's style.

## 1986

- Expanded coverage of post-season college basketball conference tournaments (later called "Championship Week") features 27 games

and provides electronic cut-ins to 45 other games (March 13).

- Extensive Stanley Cup playoff coverage begins, featuring 35 games in 50 days, including Stanley Cup Finals. Network utilizes electronic cut-ins, cutting to other live games 115 times, plus 80 times on tape (April 9).

## 1987

- ESPN provides groundbreaking, innovative coverage of the America's Cup from Australia; overwhelming public and media reaction proves impact of cable and ESPN (Jan.).
  - NFL awards ESPN the first cable television agreement, featuring 13 telecasts and the Pro Bowl (March 15).
  - NY Islanders at Washington Capitals playoff game goes into four overtimes and becomes the longest televised game in NHL history. ESPN provides six-and-one-half hours of live coverage from start to finish (April 18).
- ESPN becomes the first cable network to achieve 50% penetration in the American television market, reaching 43.7 million homes (July 23).

## 1988

- Roger L. Werner succeeds Bill Grimes as President and CEO of ESPN (August 17).
- ESPN's 1987-88 NCAA Basketball open earned ESPN a Sports Emmy award in its first year of eligibility. This was the first Emmy ever received by a cable network (July 13).
- ESPN begins 48-game college football schedule - the most games ever on national television (Sept. 1).
- ESPN airs its 10,000th SportsCenter, the most televised cable program in history (Dec. 2).

## 1989

- ESPN and Major League Baseball agree to a four-year, \$400 million contract beginning in 1990. ESPN will televise 175 games each season (Jan. 5).
- ESPN International debuts live service -- to Latin America (March).
- ESPN celebrates 10th anniversary with a gala and a 90-minute special (Sept. 7).
- SportsCenter provides first live national reports from the earthquake at the Oakland-San Francisco World Series (Oct. 17).

## 1990

- Outside the Lines premieres (May 7).
- Steve Bornstein is named President and CEO of ESPN, replacing Roger Werner (Sept. 10).
- The Hearst Corporation purchases RJR/Nabisco's 20% share in ESPN (Nov. 8).

## 1991



- ESPN chronicles Nolan Ryan's seventh career no-hitter with live cut-ins. Ryan's no-hitter is the first of three televised by the network (May 1).
- ESPN finalizes its agreement for majority interest in The European Sports Network (Sept. 23).
- ESPN returns to an all-sports format when the network replaces its morning business news program Nation's Business Today with re-airs of SportsCenter (Sept. 30).

## 1992

- ESPN Radio Network is launched featuring 16 hours a week of sports news and information (Jan. 1).
- A new look "Big Monday" debuts with Big East, Big Eight and Big West tripleheaders. Big Ten games are now seen on Tuesdays preceding SEC contests (Jan. 6).
- ESPN televises more than 100 live hours of programming from the 1992 America's Cup in San Diego (Jan. - May).
- ESPN and ABC Sports announce an agreement to televise the entire 52-game 1994 FIFA World Cup soccer tournament when it is held for the first time in the United States. ESPN will televise 41 games from the 24-team tournament (June 3).

## 1993

- First ESPY Awards held in New York (March 4).
- ESPN forms "The V Foundation" with Jim Valvano (March 4).
- ESPN acquires the sports programming and sports sales of OCC (March 16).
- ESPN2 launches in 10 million households (Oct. 1).

## 1994

- The hour-long nightly SportsCenter moves to 11 p.m. ET (April 3).
- ESPN and ESPN2 combine to televise the entire NFL Draft for the first time (April 24-25).
- ESPN acquires Creative Sports (now ESPN Regional Television) (May 9).
- ESPN International begins service to 25 countries in the Middle East and Northern Africa and adds 18 more countries in Southern Africa one week later (May 25).
- ESPN and Tommy Boy Records release Jock Rock, a CD of popular songs heard at games. The album goes Gold, peaking at #79 on the Billboard chart.

## 1995

- ESPNET SportsZone (now ESPN.com) is launched during Final Four Weekend (April 1).
- ESPN/ESPN2 provide 45.5 hours of coverage from the first Extreme Games (now X Games), held in Rhode Island (June 24-July 1).

- Capital Cities/ABC, Inc. and The Walt Disney Company announce plans to merge (July 31).
- ESPN televises live Cal Ripken's record breaking 2,131st consecutive game, surpassing Lou Gehrig (Sept. 6).
- ESPN Radio acquires exclusive broadcast rights for the NBA (Nov. 14).

## 1996

- FCC gives approval to merger of Capital Cities/ABC, Inc. and The Walt Disney Company (Feb. 9).
- "Bottom Line2" debuts on ESPN2 with continuous scores and news (March 1).
- ESPN provides exclusive coverage of the NCAA Women's Basketball Tournament for the first time (March).
- ESPN wins 11 Sports Emmy Awards, its most ever and, for the second time (1994) the most of any network.
- Steve Bornstein adds responsibility as President, ABC Sports (May 6).
- ESPN televises the Major League Baseball playoffs, marking the first time the playoffs are on cable (Oct. 1-5).
- ESPNEWS launches (Nov. 1).

## 1997

- Winter X Games debut in Big Bear Lake, Calif. (Jan. 30-Feb.1).
- The Walt Disney Company purchases a significant equity stake in Starwave Corporation, co-producer (with ESPN) of ESPN SportsZone, the most popular destination site on the Internet. ESPN Internet Ventures is formed (April 3).
- ESPN's 12-game inaugural WNBA schedule culminates with a simulcast of the playoff semifinals with the Lifetime network (Aug. 28).
- ESPN acquires Classic Sports Network (now ESPN Classic) (Oct. 8).
- Hyperion announces a line of books to be published in conjunction with ESPN, beginning with the 1998 ESPN Information Please Sports Almanac.

## 1998

- ESPN International marks its 15th anniversary by adding service to Antarctica, making ESPN available on every continent (Jan.).
- ESPN adds first half of NFL season and again becomes the exclusive cable carrier of the NFL through 2005 (Jan. 13).
- ESPN The Magazine debuts (March 11).
- ESPN acquires the Big Fights Library, Inc. (May 12).
- 20,000th SportsCenter is aired (May 17).
- ESPN Zone opens in Baltimore (July 11).
- ESPN and ABC sign an exclusive agreement with the NHL through 2004 (Aug. 25).
- ESPN provides live coverage of Mark McGwire's record-tying 61st home run, which was ESPN's highest rated MLB telecast ever, earning a 9.5 rating (Sept. 7).
- An ESPN specialty area opens in 100 Sears stores nationwide; 500



212-

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more to follow in the next year (Oct.).

- Steve Bornstein is named Chairman of ESPN and George Bodenheimer is named President (Nov. 19).

## 1999

- ESPN announces the creation of the Great Outdoor Games to be held in Lake Placid, N.Y. in 2000 (Jan. 20).
- ESPN unveils SportsCentury, an 18-month series reviewing the greatest sporting events, athletes, coaches and developments of the past 100 years (Jan. 22).
- George Bodenheimer assumes responsibility for all of ESPN, Inc.'s domestic and international operations and Steve Bornstein becomes President of ABC, Inc. (March 1).
- SportsCenter begins airing at 10 p.m. PT (April 6).
- ESPN and ESPN2 televise 30 Women's World Cup Games (June and July).
- ESPN2 becomes the fastest network to reach 65 million homes (August).

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Divider Title: \_\_\_\_\_

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Draft February 27, 2000  
Legislative Strategy for "Digital Divide" initiatives

1. **What are the important legislative vehicles?**

- a. Tax legislation (\$2 billion over 10 years for 3 tax incentives: (1) tax incentives for computer donations for schools, libraries, community technology centers; (2)

*Issues:*

- Daschle would like to extend the computer donation tax credit from 2 to 3 years, which is opposed by the ed tech community
  - Limitations on computer literacy tax credit
- b. Labor, HHS Appropriations (\$100 million for Community Technology Centers, \$150 million for teacher training, \$450 million for Technology Literacy Challenge Fund, funding for other ed tech programs)
- c. Commerce, Justice, State (\$50 million for home access, \$45 million for Technology Opportunities Program, \$23 million for broadband networks)

*Issues*

- Skepticism on "home access" proposal from key appropriators
- d. VA, HUD, Independent Agencies (\$10 million for Native Americans/IT training proposal at NSF.
- e. \$2 million at USDA for loan guarantees for rural broadband
- f. ESEA

*Issues*

- Senate likely to provide authorization only for Technology Literacy Challenge Fund, existing innovation challenge grant program, and not "new teachers," Community Technology Centers, and broad "national leadership" authority.
  - Lieberman proposal would consolidate programs
- g. Other "digital divide" legislation (e.g. Mikulski bill)



**2. Do we want to encourage the creation of a "digital divide" task force in the House or the Senate? Task force would:**

- a. Sponsor regular meetings between interested offices and key caucuses (e.g. Congressional Black Caucus, Congressional Hispanic Caucus, New Democrats, Congressional Women's Caucus)
- b. Provide a vehicle for mobilizing support for legislation and appropriations - such as Dear Colleague letters
- c. Give the lead on different components of the initiative to different members

**2. What members have expressed support? What members do we need to convince?**

House:

Rangel: Possible supporter on tax incentive pieces

Dingell: Wants to introduce more ambitious proposal than Administration proposal.

Stabenow: Wants to help.

Labor, HHS Approps Subcommittee: Porter, Hoyer, Pelosi, Lowey, DeLauro, Jackson

CJS Approps: Serrano, Dixon, Mollohan. No natural supporters on Republican side.

Congressional Black Caucus, Congressional Hispanic Caucus, New Democratic Network

Senate:

Senate Finance: ??

Daschle: Would like to help.

Mikulski: Wants to introduce her own bill. Is on CJS and VA, HUD approps.

Kerrey: Chairing Web-Based Education Commission.

Murray and Bingaman: Could be key champions on teacher training.

Kennedy: Need his help on ESEA educational technology title.

Cochran: Has been supportive of educational technology in the past.

Snowe: Strong supporter of e-rate.

Hollings: Skeptical of "home access" -- need his support for this program to succeed.

**JOHN B. LARSON**

FIRST DISTRICT, CONNECTICUT

**COMMITTEE ON ARMED SERVICES**

SUBCOMMITTEE ON MILITARY RESEARCH  
AND DEVELOPMENT

SUBCOMMITTEE ON MILITARY PERSONNEL

**COMMITTEE ON SCIENCE**

SUBCOMMITTEE ON BASIC RESEARCH  
SUBCOMMITTEE ON SPACE AND AERONAUTICS



**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-0701**

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**INTERNET ADDRESS:**

<http://www.house.gov/larson>

February 24, 2000

Mr. Andrew Rotherham  
Special Assistant to the President for Domestic Policy  
The White House  
1600 Pennsylvania Avenue, N.W.  
Washington, D.C. 20500

Dear Mr. Rotherham:

I am writing to inform you of an initiative that I am proposing to ensure that America is prepared to confront the challenges that threaten the nation's position as the world's preeminent military, economic and cultural leader in the twenty-first century.

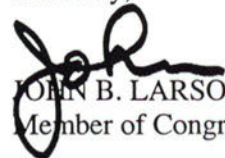
From a strategic standpoint, the future of our nation's preeminent status is grounded in the implicit understanding that our national defense, economic prosperity, and educational quality are inextricably linked. There are alarming signals that point towards a systemic problem threatening the future leadership of this nation and its ability to compete as a world economic and military leader. The growing digital divide between the information "haves" and the "have nots", the number of unfilled high-tech jobs in this country, as well as problems in military recruiting and retention are both consequences of a much more fundamental change taking place in this country and around the world.

Simply stated, if we are not properly educating the future caretakers of this nation—our children—they will not be able to compete in a global digital economy and America will not be able to sustain its global leadership. Therefore, in order to provide 21<sup>st</sup> century opportunities to *all* of our children, I believe a coordinated, integrated, and comprehensive approach that cuts across the bureaucratic quagmire that impedes visionary thinking is needed. I believe we need the equivalent of a technological Marshall Plan, which is why I have been working on a proposal that I call the Strategic, Education, Economic, and Defense System (SEEDS) with Representative Murtha and Representative Skelton.

I have included for your review a copy of a letter to President Clinton outlining this proposal, as well as a draft copy of an op-ed piece we are developing. I would appreciate it if you would look over the draft of our proposal and provide me with your thoughts on it. I would also appreciate your input should you have any ideas about how to meet this challenge that could be incorporated into our proposal.

Again, I look forward to your input on this issue. Please do not hesitate to contact me if you have any questions or if I can be of any assistance.

Sincerely,

  
JOHN B. LARSON  
Member of Congress



# Congress of the United States

Washington, DC 20515

February 17, 1999

The Honorable William J. Clinton  
President of United States  
The White House  
1600 Pennsylvania Ave., NW  
Washington, D.C. 20500

Dear Mr. President:

## **Re: Technological Marshall Plan for the 21<sup>st</sup> Century**

We are writing to ask you for your support for an initiative that in both, a symbolic and practical sense, we call SEEDS. Simply stated, SEEDS is a proposal that calls for the planning and development of a Strategic, Education, Economic, and Defense System for the nation.

The future of our nation's preeminent global status is grounded in the implicit understanding that our national defense, economic prosperity and educational quality are inextricably linked to the nation's future. The lack of a skilled workforce, 600,000 high tech jobs unfilled, problems in military recruiting, and the retention of highly skilled members of the armed services are alarming signals that America needs a comprehensive plan and a national strategy to prepare us to face key challenges of the 21<sup>st</sup> century.

You and the Vice-President have made enormous strides in defining a vision, and drawing attention to these issues. However, we believe this is a problem whose scope and importance requires comprehensive action creating the equivalent of a technological Marshall plan. The focus of this plan would be the fundamental retooling of our public schools and libraries, providing them with 21<sup>st</sup> century technological infrastructure and the ability to integrate the use of voice, video and data into the classroom. In addition, it would focus on the training of new, and retraining of existing, teachers capable of turning out the skilled workforce and the recruits this nation will need to retain its pre-eminent global position.

The Department of Commerce's "Falling Through the Net" report clearly provides the evidence that the digital divide, the gap between those who have access to information and those who do not, grows further apart. While we have begun the work to address this issue, we all recognize that E-Commerce will not flourish without E-Learning and that the strategic defense of a nation cannot be sustained, with the most advance weapons systems, without the best-educated and digitally trained people to operate them.

It is our hope, therefore, that you will direct a executive-level task-force comprised of members from the Departments of Education, Commerce, and Defense, and such agencies as you deem appropriate, and charge them with the mission of developing the strategic policies and identifying the funding necessary to create a national information highway that links our public schools and libraries. This task force, we anticipate, will provide the country with a national and a strategic assessment of all resources currently involved in this effort, and provide the coordination of governmental, private sector, and educational resources required to close the "digital divide."

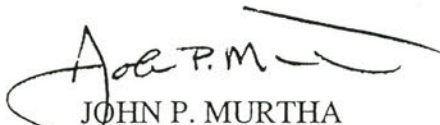
In addition, we plan to work with you and Members of Congress on a bi-partisan basis to seek legislation addressing tax incentives to corporations to work with school systems and teachers on training and mentoring; provide tax credits for teachers to purchase equipment and the training required to integrate, voice video and data into the classroom environment; and insure that our university schools' of education which receive federal grants be accountable for teacher technology training and retraining. Over the next ten years we will need two million new teachers. We must require that these educators be digitally fluent and able to incorporate technology into their daily lesson plans and curriculum.

Further, we intend to offer legislation creating the position of Technology Advocate to execute, coordinate and monitor the progress of this comprehensive technological Marshall Plan. We believe that, this individual must be someone who understands the interrelated need for a strong defense, robust economy and an education system that leaves no one behind in a global digital economy.

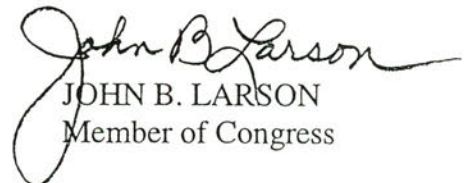
We are committed to reaching a comprehensive solution working with current federal agencies that will enhance your policies of the last seven years which have positioned America as the preeminent military, economic and cultural leader the world.

Mr. President, as we work with you in your final year in office, we believe that the concept of "planting" SEEDS is more than symbolism. We believe that it will perpetuate our strong economy, provide for the nation's defense, and educate all of our children. SEEDS is a fitting tribute to the field of new ideas you have championed and planted throughout your administration and whose future harvest will be part of your continued legacy.

Sincerely,

  
JOHN P. MURTHA  
Member of Congress

  
IKE SKELTON  
Member of Congress

  
JOHN B. LARSON  
Member of Congress



**DRAFT**

**A TECHNOLOGICAL MARSHALL PLAN FOR THE 21<sup>ST</sup> CENTURY**

CONGRESSMAN JOHN P. MURTHA

CONGRESSMAN JOHN B. LARSON

The future of our nation's preeminent global status is grounded in the implicit understanding that our national defense, economic prosperity and educational quality are inextricably linked to the nation's future. The lack of a skilled workforce, 600,000 high tech jobs unfilled, problems in military recruiting, and the retention of highly skilled members of the armed services are alarming signals that America needs a comprehensive plan and a national strategy to prepare us to face key challenges of the 21<sup>st</sup> century.

The problem is systemic. There simply is not the pipeline of academically sound, digitally fluent students graduating our public schools to fill the high tech jobs needed to keep our economy soaring and our armed services technologically proficient. Corporations have beseeched Congress to relax immigration quotas to meet skilled-workforce demands. Yet, this problem is further exacerbated by these same corporations raiding the well trained, highly skilled armed services workforce, depleting our military of the technically adept personnel needed to man the most advanced and sophisticated military in the history of the world. We must recognize that it is a problem if we lower immigration quotas instead of training our own workforce. It is a matter of national security if we import technological mercenaries to defend our nation. This simply will not do.

The Congress and the administration must act to address this national problem. The scope and importance of this action requires a comprehensive approach, one that is

the equivalent of a technological Marshall Plan. Just as Congress recognized the need for a national highway system to carry the nation's commerce, we must work with the administration to bring utilization of the information highway to our centers of learning. This fundamental infrastructure improvement must provide the tools needed to educate our students, propel the nation's commerce, and provide for our defense. We all recall what happened when we didn't retool the automobile industry. The stakes are far higher here. Congress must push for the nationwide retooling of our schools and libraries to close this technological void or watch the preeminent position we hold today slip away.

As New York Stock Exchange President Richard Grasso has most appropriately stated America's number-one obstacle to continued prosperity is complacency. This is a time unlike any other in our history. Call it a paradigm shift or economic revolution, but our high-tech economy requires Congressional action, not complacency. Too often in Congressional debates, strong advocates for national defense, the nation's commerce and its educational system are pitted against one another in the struggle for limited resources. They, instead, need to join together, united on their interdependency. We cannot meet the demands of a digital economy or the nation's defense with inadequate infrastructure, untrained teachers, resistant universities and an indecisive government.

Wall Street analyst, Abby Joseph Cohen has indicated that the biggest threat to the American economy is a technologically inept workforce; the same is true for our national defense. Nations like India, Israel, and Costa Rica are further along in recognizing the need to create a pipeline of skilled workers in the information age, and most nations are capable of not only competing with us, but leapfrogging us with our own



technology. If the economic consequences are obvious, the military consequences are ominous.

For these reasons, we are proposing a series of solutions at the Executive and Congressional level to set us on the right course. We have called this initiative "SEEDS,"-the Strategic Educational, Economic and Defense System.

We seek both the support of the administration and the bipartisan support of our colleagues in Congress. Much work has already been started in various committees, and several worthy and well-intended proposals have been made. However, approaches to date have been piecemeal and incremental. This simply will not suffice. We need to encompass the good ideas in a coordinated, comprehensive, and "omnibus" manner. SEEDS is a national comprehensive call to action.

We are calling on the President to form a task force that directs the Department of Defense, Department of Commerce and the Department of Education with the mission of developing strategic policies and determining the funding required to meet this national infrastructure problem. This task force, we anticipate, will provide the country with a strategic assessment and inventory of all resources currently involved in this effort and provide the coordination of governmental, private sector, and academic resources required to close the Digital Divide.

In addition, Congress must act. It needs to pass legislation that will address tax incentives for corporations to work with school systems and teachers, provide tax credits for the purchase of equipment and for training required to integrate voice, video and data into their daily lesson plans. Further, it must insure that universities that receive grants

from the government be accountable for the technology training they will provide to the two million new teachers who will be needed over the next ten years.

We also look to create, a position of Technology Advocate, established within existing resources, to execute, coordinate and monitor the progress of government agencies, the private sector, and academia, as they develop this comprehensive technological plan. The individual in this position must be someone who understands the interrelated need for a strong defense, robust economy and an education system that leaves no one behind in a global digital economy.

We understand implicitly that there can be no high-tech without the high-touch of a caring adult. Technological advances in the classroom will not replace fundamental reading, writing and math instruction. They do, however, enhance it. These technological tools will allow teachers to individualize instruction, become more diagnostic and prescriptive in aiding our children, and create greater accountability and accessibility between student, parent, and teacher.

Congress at this moment has the opportunity to place our economic and educational growth, our military strength, and the interests of our children in the forefront of our national concern. If we don't, we will be remembered as a Congress that squandered an unprecedented opportunity to invest in its people and secure the nation's future.

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## **Clinton Presidential Records Digital Records Marker**

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Divider Title: \_\_\_\_\_

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March 15, 2000

MEMORANDUM TO GENE SPERLING

FROM: NATASHA BILIMORIA

SUBJECT: MEETING WITH JULIA MOFFETT, EXECUTIVE VICE PRESIDENT,  
MARKLE FOUNDATION

**Time and Location**

11:30am in your office.

**Participants**

Julia Moffett, Executive Vice President, Markle Foundation

**Purpose**

To follow up with you on your conversations with Zoë Baird regarding public service announcements for the Digital Divide Trip.

**Bio on Julia Moffett**

Julia Moffett joined the Markle Foundation in September 1998. She oversees all communications issues for Markle. She also has program development and oversight responsibilities for a wide range of Markle activities.

As you know, she was the Director of Communications and Strategic Planning for the National Security Council. Prior to this role, Julia served as Special Assistant to the White House Director of Communications in the Office of the Chief of Staff/Strategic Planning and Communications.

**Background on the Markle Foundation**

- The Markle Foundation was established in 1927 by John and Mary Markle to promote "the advancement and diffusion of knowledge." The initial objective of the Markles has been integrated with the new focus of mass communications and information technology. The Foundation is led by Zoe Baird and currently has \$200 million in assets.
- The programmatic areas of interest for the foundation are public engagement through interactive technologies, policy for a networked society, interactive media for children and information technologies for better health. Specifically, Markle has invested in major policy conferences, on-line policy simulations, research on subjects as varied as political advertising, effective interactive learning and international media law.
- Markle also creates and operates their own projects through funding obtained from businesses and non-profits.
- Program Areas:





- ✓ **Public Engagement through Interactive Technologies:** This program encourages the use of technology to engage people in pursuing knowledge and actively participating in society. The foundation supports research and experimentation that improves the quality and level of participation in elections and public issues; increases access to information in ways that empower people to influence matters of importance to them; and creates new models of news or information services that are sustainable in the new information marketplace.
- ✓ **Policy for a Networked Society:** This program seeks to create a body of research and a global policy network of leaders who can develop principles of regulation on critical policy issues and to represent the public interest as policies are developed and debated.
- ✓ **The Information Technologies for Better Health Care:** This program seeks to integrate information technology with health care providers in an effort to improve the health care system and its consumers. The program aims to provide people with: access to technology that gives them greater control over their health data; access to established health research; and the means to use such information interactively in their daily lives. The program also is exploring the potential for health care information technology to close the divide in the quality of health care for under-served populations.
- ✓ **Interactive Media for Children:** This program is leading a comprehensive research effort into the cognitive, emotional, physical and developmental needs of children and the potential of interactive technologies to meet them. They are using this knowledge and working with key content producers and companies to integrate this knowledge into innovative games, toys and programs.

#### Attachments

Full Bio on Julia Moffett

# MARKLE FOUNDATION

## Markle Foundation Staff



Julia Moffett

Julia Moffett joined the Markle Foundation in September 1998. She oversees all communications issues for Markle. In addition, Moffett also has program development and oversight responsibilities for a wide range of Markle activities.

■ Prior to joining Markle, Moffett was Vice President of Communications for NBC News from 1997 through 1998. She oversaw all press, communications and publicity activity for NBC News in the U.S., Europe and Asia and well as its cable channel, MSNBC.

Prior to NBC, Moffett was Director of Communications and Strategic Planning for the National Security Council at The White House. Prior to her role as Director of Communications, Moffett served as Special Assistant to The White House Director of Communications in the Office of the Chief of Staff/Strategic Planning and Communications.

Before joining the White House staff, Moffett held a variety of political and consulting posts including positions with the 1992 presidential campaign, the staff of Rep. George Miller (D-Calif.), former Chairman of the House Natural Resources Committee, and several non-profit organizations. During that time, she produced President Clinton's first Economic Conference in Little Rock; coordinated the congressional delegation trip to the United Nations Earth Summit in Rio de Janeiro; and helped to direct Rock the Vote's Motor Voter campaign.

Moffett graduated with highest honors from Wesleyan University. She is a member of the Council on Foreign Relations and serves on the board of Rock the Vote.

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### ABC

- ABC Television
- ABC Radio Networks
- Disney Channel
- ESPN and ESPN.com
- Studio Entertainment:
  - Walt Disney Pictures
  - Touchstone Pictures
  - Hollywood Pictures
  - Miramax
- GO.com (Disney Online; ESPN Internet group; ABC Internet group)

### CBS

- Mel Karmazin, CEO
- CBS Television
- CBS Radio
- TDI Worldwide - Outdoor Advertising
- Internet: CBS MarketWatch and interests in Hollywood.com, Medscape, Rx.com, Office.com

### NBC

- Robert Wright, CEO
- NBCi – NBC Interactive
  - includes Snap.com; Xoom.com (online community)
  - Chris Kitze, Chief Executive Officer, NBCi
- MSNBC - partner with Microsoft
- CNBC – business news, partnership with Dow Jones
- Owned by GE (Jack Welch, CEO)

### Viacom

- Television
  - MTV and MTVi (MTV Internet Group)
  - VH1
  - Nickelodeon
  - Comedy Central
  - Showtime
  - The Movie Channel
  - UPN (jointly owned; 189 affiliates; serves 96% of US households)
- Paramount Pictures
- Simon & Schuster Publishing
- Blockbuster Video
- Paramount Parks (13 million visitors annually)
- Movie theaters: Famous Players and United Cinemas
- Partnership example: Blockbuster and MTV worked together to promote voter registration. MTV promoted Blockbuster registration areas during Choose or Lose '96 air time, and in turn, Blockbuster placed MTV Choose or Lose counter cards in all of its locations nationwide.




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# The Walt Disney Company 1999 FACT BOOK

## THE COMPANY TREE

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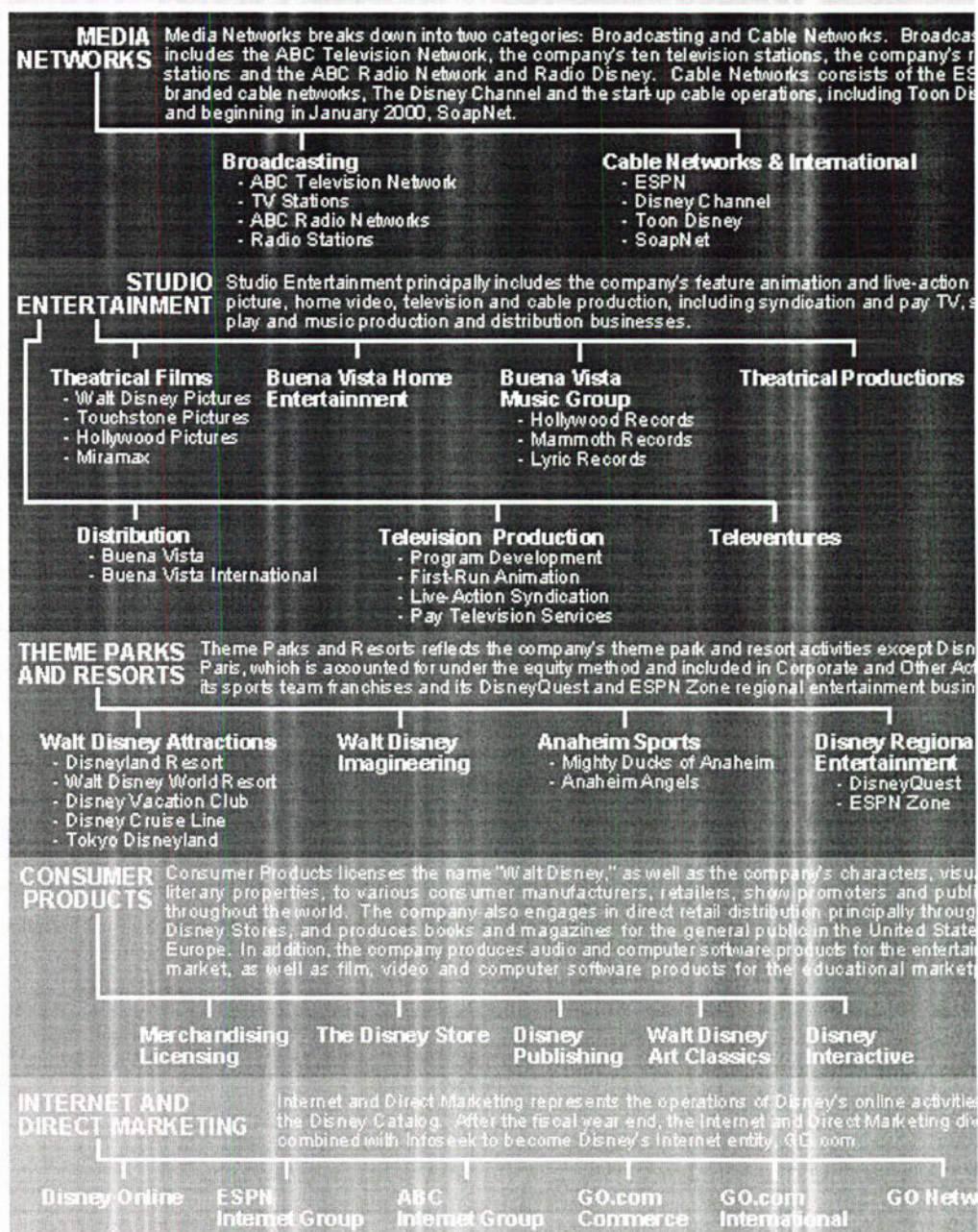
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#### CONTACT INFORMATION

## The Walt Disney Company



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VIACOM

THE BUSINESSES

ANNOUNCEMENTS

FACTS &amp; FIGURES

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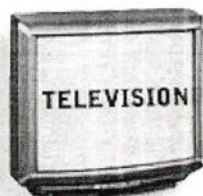
GLOBAL NEWS

COLLABORATIONS

JOBS

SEND E-MAIL

SEARCH



Long-running shows with a home in viewers' hearts.  
Trend-setting networks for every age and taste.  
Big-city TV stations.

MOTION PICTURES

TELEVISION

PUBLISHING

RETAIL &amp; RECREATION

ONLINE &amp; MORE

**Paramount Television**

Award-winning programs for  
broadcast and syndication



SPELLING

**Spelling Television**

Television's pop-culture hits for  
over four decades

**MTV: Music Television**

Music and more -- a complete  
TV niche for 12- to 34-year-olds

**MTV2**

An innovative, free-form mix of  
music videos 24 hours a day.

**Nickelodeon**

Animation, adventure, comedy,  
and live action shows for kids

**Nick at Nite**

Classic TV for an  
ever-expanding audience

**TV Land**

Cable's 24-hour classic TV  
network

**Noggin**

The first ever thinking network  
for kids

**VH1**

The music network for 25- to  
40-year-olds

**Comedy Central**

(Jointly Owned)  
Get comedy where it lives

**Showtime**

Movies and more - a major player in premium cable

**The Movie Channel**

The popular source for movie enthusiasts

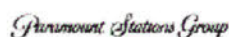
**Flix**

Movies you grew up with, commercial-free

**Sundance Channel**

(Jointly Owned)

For the independent film lover

**Paramount Stations Group**

The 6th largest family of TV stations in the U.S.

**UPN**

(Jointly Owned)

United Paramount Network; 189 affiliates serving 96% of U.S. television households



• Might they ~~they~~ have their coordinator do this

Josh -  
Advance?

- AC vs. non-AC
- Message targets - beyond inner city minority youth
- Market involvement
- Has there been research - academic and marketing.

\* → we check with Admin - have we done research? - Market research re: what is the market for technology in low-income areas - want to get that  $\frac{1}{2}$  get it out.

Denise Hoffman  
(Net Noun)

Steadman -  
David Elling  
• Has Compaq, Apple etc done research

~~There will:~~

① Talk to Conlin

② Steadman, Graham

③ Downa re: research done/needs to be done?

④ IF own team, who would be team?

\* → ⑤ <sup>look into:</sup> create an offshoot of what Markie's doing

⑥

Chai-222

Wh  
yup  
gen

## PSAs

Ad Council vs. Networks

( \$3 million leverages \$200+ million

CAA -  
Wendy Smith  
B

- Reach out to agencies - agencies bid.
- They look to groups to bring celebrities
- New head person - Peggy Conlin

Campaign - positives for parents about interactive media for their kids. Show them it's a good thing.

- Pulling together experts

Kaiser (Matt James) - Did ads outside Ad Council.  
Went straight to MTV.

→ • Could help convene people

- Get commitment from Ad Council

= \$12.5 to pay Ad Council's expenses

- Talk to Peggy /

- Do the research (focus grps)

convened a bid

Steadman Gade

Skip James

Donna Foffo

for them.  
6 month to turn around

Offett → (1) Markle might convene a group for us (managers, experts)  
(2) Could they tinker with their Ad Campaign?

1. Minimal financial commitment  
2. Celebs

3. Improvement from Ad Council Agency 1



March 7, 2000

MEMORANDUM TO GENE SPERLING

FROM: TOM KALIL  
GIGI GEORGES  
NATASHA BILIMORIA

SUBJECT: DIGITAL DIVIDE UPDATE AND DISCUSSION ITEMS FOR TOMORROW'S  
DIGITAL DIVIDE MEETING

This memo includes a proposed itinerary to initiate serious site discussions and an update on corporate commitments to date.

**I. Itinerary Options for April Trip**

You could lay out options for how the trip would move in order to get buy in for possible event ideas as well as site locations. We are assuming the trip can accommodate either four or five stops: two on day one, two on day two, and a possible morning event on day three.

Thematically, we suggest the following:

Day One: Morning – Schools/Education Technology  
Afternoon – Native Americans

Day Two: Morning - Families/Adult Access and IT Training for Workers  
Afternoon – Connected Communities

Day Three (possible):  
Morning – Communities/Legislative Action

**Day One, Morning Event:**

- **Recommendation:** Kick off with a school-based event in East Palo Alto, CA.
- Since the first event will attract the most attention, we could have the CEO roundtable (i.e., Bill Gates, Steve Case, Carly Fiorina, etc) with a focus on education.
- Would be broadcast via satellite to a number of different schools around the country where students and teachers would interact with the roundtable participants.
- The President could announce all of our School and Ed Tech commitments:
  - Agreements by PTA, NSBA to survey schools
  - Commitments from teacher colleges to help train all new teachers

- Also include the major deliverables that will not be a focus at any of the other events.

#### **Day One, Afternoon Event:**

- **Recommendation:** Fly to a Native American reservation where the President would announce all of our efforts and commitments to Native Americans. Strong recommendation for coordinating a bipartisan event in New Mexico.
- CISCO is currently putting together a commitment proposal for Native Americans.
- Include commitments from companies that would host Native American e-commerce websites.
- Commerce, SBA and USDA are looking into possible deliverables at specific locations in Indian Country, including New Mexico, Montana, and Nevada.

#### **Day Two, Morning Event:**

- **Option 1:** Begin the day in either a Midwestern or Southern city. Possible options include cities in Minnesota, Ohio, Pennsylvania, Mississippi.
- This might include an event at one of HUD's Neighborhood Network sites or a Community Technology Center – i.e., POWERUP site -- where the President could highlight:
  - the Neighborhood Networks program increase from 500 to 1000 centers
  - the commitment of \$32.5 million to expand the number of CTCs to XX (DOE is providing us with the exact number)
  - a major corporate commitment: for example, AOL scaling up the number of POWERUP sites
- This option could include celebrity/sports star participation to highlight the motivation piece, including similar events at satellite locations.
- Could also announce PSA "No fear, no shame" campaign.
- **Option 2:** Begin the day in Detroit, and focus the event around home access and technology training. This might include an event with Big Three Auto Companies, highlighting both existing and new home access commitments and employee technology training.
- PeoplePC has told us they are aggressively working on getting the GM and Daimler-Chrysler to follow Ford's lead by providing their employees with computers and low-price Internet access. Also talking to other major companies and unions to replicate the program that Ford launched (NOTE: this information is business confidential). They suggested that an event in Detroit could include a photo opportunity with Ford providing computers to their employees.
- **NOTE:** Choosing Detroit could significantly contribute to making the deliverable a reality.



### Day Two, Afternoon Event:

- **Option 1:** Go to Boston to highlight what can be done when local government takes an active role in building partnerships with the private sector to serve communities needs. Also can use this forum to announce Connected Communities Day in the fall.
- Boston is a good candidate for this given the Mayor's comprehensive efforts to bring technology companies and efforts together throughout the city. Boston efforts include: 80 CTCs and 26 libraries, TechBoston: a high tech certification program for middle and high school kids, and Technology Goes Home: a home access and training program for low-income families.
- Can include new commitments from some of the Internet start-up companies located on Route 128.
- **Option 2:** Go to New York City to highlight Computers For Youth (CFY), a program that solicits Pentium computers from the New York City business community, has them repaired by students in a vocational program in East Harlem, and then distributes them to an inner-city school where they provide computers to all the families who have children attending that school, as well as the teachers and parents and they train them to use the computers collectively. The program is aiming to scale up their program from 250 computers to tens of thousands computers by the end of the school year. **NOTE:** This commitment is not finalized, but could be if we pushed it.
- This event could include participation by key NY based Internet and multimedia companies that are part of a group of companies known as "Silicon Alley."

### OPTIONAL Day Three, Morning Event:

- **Recommendation:** An event in DC to bring together a congressional rally on closing the digital divide. The President could announce commitments to the DC area from Northern Virginia companies as well as emphasize the need for legislative action on closing the digital divide.

Each event would utilize technology to expand it to a number of different sites around the country.

## II. Proposals for Commitments

- **3Com:** The new Connected Entrepreneur Awards Program is a quarterly award program highlighting successful small businesses that use networking technology to offer innovative products and/or services to their communities. The Program enables 3Com and the YWCA of the U.S.A. to encourage small businesses to institute mentor programs that educate youth, particularly young girls and women, to the benefits of high technology in the workplace and to create an overall positive learning experience. **NOTE:** This program is currently focused in New York, however we are talking with them about scaling up and expanding the program for the April trip.
- **AOL:** They will get back to us by COB Thursday with a specific commitment, although they have discussed scaling up the number of PowerUP sites for the trip. In addition, AOL also has project in



development called "Technology Works" which is a regional support center, placed in DC that will provide technical assistance and support to non-profit organizations.

- **AT&T:** They are prepared to announce a \$1.2 million grant over four years to create an Academy of Information Technology, a high-school curriculum to prepare students for the IT industry, in one of the following sites: Miami, Pittsburgh, Oakland, and Rio Grande Valley (TX). They are also working on additional commitments to provide grants to universities for technology training.
- **Yahoo!:** They are creating a program called Camp Yahoo to train the trainers, working with the Boys and Girls Clubs and other community Technology Centers. They are also providing \$1 million in internet PSAs to recruit technology volunteers to Americorps and other volunteer organizations.

### III. Pending Commitments

- **Cisco Systems:** We know that he is interested in teacher training and that Cisco is working on broadband technology which would be well-suited for a commitment to a Native American/rural site.
- **Qualcomm:** Working on launching a new high-speed modem able to connect to the Internet 150 times faster than other modems. This announcement could be made on an Indian reservation or another rural location.
- **SBC Communications:** OPL is working on a commitment to build on the work SBC is already doing -- including its efforts to provide high-speed internet access (ADSL) to underserved communities (note: major focus currently in California).
- **Enron:** Investing in minority-owned high-tech companies. They have a pending commitment with an Internet auction site, but we are following up to get further details on this partnership.
- **People PC:** Working on getting the GM and Daimler-Chrysler to follow Ford's lead by providing their employees with computers and low-price Internet access. Also talking to other major companies and unions to replicate the program that Ford launched (NOTE: this information is business confidential). They suggested an event in Detroit that would include a photo opportunity with Ford providing computers to their employees.
- **NorthPoint Communications:** They are currently in discussions with HUD regarding its Neighborhood Networks as well as USDA's Rural Empowerment Zone program. NorthPoint Communications provides high-speed Internet access over existing phone lines using DSL technology. They are willing to make a "substantial" commitment for the trip.
- **GovWorks.com:** The company is in the process of relocating its corporate headquarters to Harlem. It will be the anchor tenant in a Harlem Technology Cluster and hopes to attract several other technology companies to the area. The Technology Cluster will include an incubation space and a technical training facility designed to help increase career opportunities in Harlem. It will also provide the tenant companies with greater access to individuals who complete programs and have developed strong technical skills.



- **Other Possible Major Corporate Commitments**

- Microsoft/Gates Foundation
- John Doerr
- Hewlett-Packard
- Radio Shack/Tandy

#### **IV. Commitment Follow-Up**

- You and Mary Beth will have met with Civil Rights group leaders and are scheduled to meet with Hispanic Leaders (Thursday) and Disability community representatives (Friday).
- We have sent out letters to 35 CEOs describing our goals, asking for sign on to the Call to Action, and participation in the April trip.
- OPL is doing follow-up with the Washington Reps. from each of these corporations. NEC is also following up with corporate staffers, agency liaisons and others.

THE WHITE HOUSE

WASHINGTON

cc:

Gigi Georges  
Kim Widdess

- Maybe we could invite  
some students to the  
Digital Divide event at the  
White House

~~LG/Shannon~~

- LG/Shannon





DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

Constant G. Hollingsworth  
Principal

Laura G  
Loretta  
Karin K

## BEERS ELEMENTARY SCHOOL

3600 Alabama Avenue, S.E. • Washington, D.C. 20020  
(202) 645-3240 • Fax: (202) 645-3225

The Honorable William Clinton  
President of the United States  
The White House  
Washington, DC 20502

February 22, 2000

Dear President Clinton;

The students and staff at Anne Beers Elementary School in Southeast DC would like to invite you to a special Dedication and Launch of their Space Science Laboratory on **March 16<sup>th</sup> at 10:00AM**. Because your Presidency has focused on education and bringing schools into the new Millennium through the use of technology and addressing the digital divide, we feel your presence is a must.

Anne Beers Elementary never imagined it possible one year ago to launch a new innovation in education such as the Space Science Laboratory. It is because of your leadership and encouragement in collaborative partnerships that it was possible for Congressman Louis Stokes and NASA's Administrator, Daniel Goldin to provide the means that would enable an inner city school in Southeast DC to refurbish its Planetarium and launch a Science, Engineering, Mathematics Aerospace Academy.

Your good friend Congressman Louis Stokes, for whom the Space Science Laboratory is being dedicated, would be so pleased to have your presence at this event. Congressman Major R. Owens will also be announcing Anne Beers as the Net Generation of Youth Chapter, an initiative he began at the last Congressional Black Caucus. Mayor Anthony Williams, Cleveland, Ohio's Mayor White, Superintendent Arlene Ackerman and our NASA partners will also join us in the Dedication Celebration on **March 16<sup>th</sup>**.

The Program and Press Conference will begin promptly at **10:00AM**. However, we will be happy to adjust the time to fit your schedule. After the program concludes, we will have a Ribbon Cutting and Liftoff demonstration of the **SPACE EXPLORERS** Shuttle in the Space Science Laboratory. This is our newest classroom of the future where students can simulate a shuttle launch and landing in our shuttle cockpit and mission control, as well as star gaze under the dome of the planetarium! Our belief is that we must provide innovative classroom environments that will spark students' imaginations and motivate them to want to learn more about science, mathematics and technology. You may want to try out your flight skills as the pilot of your own Shuttle mission!

Thank you again for your help in making this a day to remember for the students, parents and staff at Anne Beers Elementary. This partnership is a wonderful example of

We just went to  
a K School on  
digital divide  
could consider  
for you  
we need  
to do  
something  
in DC.

*[Signature]*

how collaboration with the community results in excellence for our students and their future. We are pioneering our way into the new Millennium as we earnestly work together to establish Anne Beers Elementary as an innovative Science and Technology School in the District of Columbia.

Please do not hesitate to call me if you need any additional information at (202) 645-3240. I look forward to seeing you **March 16<sup>th</sup>**!

Sincerely,

A handwritten signature in cursive script that reads "Constant Hollingsworth".

Constant Hollingsworth  
Principal, Anne Beers ES





## BEERS ELEMENTARY SCHOOL

3600 Alabama Avenue, S.E. • Washington, D.C. 20020  
(202) 645-3240 • Fax: (202) 645-3225

Constant G. Hollingsworth  
Principal

### ACHIEVEMENTS OF ANNE BEERS ELEMENTARY THROUGH THE PARTNERSHIP WITH NASA, THE UNIVERSITY OF THE DISTRICT OF COLUMBIA, AND ORCHARD ELEMENTARY SCHOOL

Since the announcement a little over one year ago, Anne Beers Elementary has:

- Recreated a classroom environment into a ***SPACE EXPLORERS*** Shuttle cockpit, a three-quarters scaled replica of a real Shuttle, and Mission Control for simulations in which students apply life skills such as teamwork and problem solving
- Refurbished a Planetarium and developed a K-6<sup>th</sup> grade interactive curricula
- Conducted extensive Professional Development for teachers in Technology, Space Science, Aeronautics, Engineering, Computer Science & Mathematics
- Created fellowships for teachers at NASA Glenn and Goddard over two summers
- Developed a Distance Learning program utilizing videoconferencing comparing scientific investigations and data analysis with our partner school, Orchard Elementary School of Science in Cleveland, Ohio
- Established an ongoing relationship with the University of the District of Columbia modeling the Saturday Academy for students in computer science, mathematics, engineering and space science
- Introduced NASA's Science, Engineering, and Mathematics Aerospace Academy (SEMAA) on weekday afternoons and during the summer.
- Organized a NASA Day where 20 scientists from Goddard Space Flight Center taught interactive, hands-on activities in classrooms
- Piloted a Space Science Summer Camp for students
- Provided experiences for students to Space Camp and NASA Wallops Island facility for rocketry
- Partnered with Dynacs Engineering Corporation to develop student experiments that could possibly fly in space on the International Space Station
- Included parents in opportunities on student trips and Star Parties
- Organized numerous study trips for students to the National Air and Space Museum, virtual reality excursions in UDC's Aeronautics Educational Lab and space simulations Challenger Center for Space Science Education
- Provided opportunities for teachers and administrators to present these programs and speak at national education conferences such as the National Science Teachers Association and the National Association for Science, Technology and Society





Mrs. Constant Hollingsworth, Principal  
3600 Alabama Avenue, SE  
Washington, DC 20020  
(202) 645-3240  
(202) 645-3225 (fax)

# "Beers At A Glance"

**PHILOSOPHY:** We believe that every child is capable of learning and should be serviced by the best qualified teachers in a safe and orderly environment.

**BRIEF HISTORY:** Anne Beers Elementary School opened in 1942 as a tribute to Anne Duvall Beers, one of the first women to fill an important administrative position in the District of Columbia Public Schools. Originally, Beers school contained 12 classrooms; and in 1950, eight more rooms were added along with an auditorium and a recreation field. The second addition was completed in 1969 which included additional classrooms, a main office, health suite and multi-purpose room.

**INSTRUCTIONAL PROGRAM:** The instructional program consists of a pre-kindergarten through sixth grade curriculum taught in self-contained classrooms. It encompasses a literacy block and a mathematics block based on the national standards for education while other subject areas are taught through the integration of thematic units. Special services of a guidance counselor and a program for students with special needs are also integral parts of the school's instructional offerings. All of the classrooms and offices are

equipped for internet access which will allow our students to travel the Information Super Highway while current collaborative efforts are enabling us to move towards establishing a science technology facility in preparation for the 21st Century.

**ENROLLMENT:** 576 Students

**FACULTY:** 29 Classroom Teachers and 15 Special Subject Teachers

**EXTRA-CURRICULA ACTIVITIES:** Young Astronauts; Primary and Intermediate Broadcast Teams; Space Science Academy; Photography Club; Scrabble Club; Chess Club; Student Government Association; Media Club; Art Club; Nutrition Advisory Council; and Sigma Rho Upsilon for Young Ladies. Other organizations include The Newspaper Club, Cheerleaders, Pom-poms, Drill Team, Drama Club, DC Scores Boys and Girls Soccer Program, Boys and Girls Basketball Teams, Ski Club, Dance Troupe, and the Safety Patrols.



**PARENTAL INVOLVEMENT:** Continuous and in-depth involvement of parents and members of the community are strongly encouraged. The Parent-Teacher's Association (PTA) and the Local School Restructuring Team (LSRT) are the primary avenues of parental involvement and play an integral role in the local school management process. The student dress code adheres to a SCHOOL UNIFORM POLICY.

**ANNUAL EVENTS:** Awards Ceremonies (January and June); Spelling Bee; Primary and Intermediate Science Fairs; Back to School Night; Career Week; American Education Week Celebration; Holiday Assembly; Black History Month Activities; Family Fun Day; Promotion Exercise; Sixth Grade Luncheon; and Afro-Cultural Bowl.

**PARTNERS-IN-EDUCATION:** A unique partnership with the Science, Engineering, and Mathematics and Aerospace Academy (SEMAA), National Aeronautics and Space Administration (NASA Lewis, Cleveland, Ohio, NASA

Goddard, Greenbelt, Maryland), The University of the District of Columbia, and Orchard Elementary School, Cleveland, Ohio. This new partnership, with the support of NASA Lewis, will link Beers Elementary to Orchard Elementary by providing the technical equipment and expertise for the schools to conduct long distance learning using imbedded web technology to create virtual laboratories (i.e., operating a telescope or electronic microscope) enhanced by teacher/student exchange; The National Oceanic Atmospheric Administration (NOAA); Federal Bureau of Investigation (FBI); The Washington Opera; and East Washington Heights Baptist Church.

## FUTURE VISION:

As we continue to look toward the future, it is our dream for Anne Beers School to obtain state-of-the-art computers for every classroom and laboratory; a school-wide video communications system; and a library media center furnished with the latest high-tech equipment.





InfotechStrategies

February 11, 2000

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

Dear John:

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

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

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

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

Most appreciatively,

*Ken*

Kenneth R. Kay  
Chairman

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

Enclosure

ISION

DIGITAL WORLD

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PHONE 202.393.2260 FAX 202.393.0712

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

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

*JOH*





Mickey Ibarra  
03/02/2000 04:52:29 PM

Record Type: Record

To: Maria Echaveste/WHO/EOP@EOP, Ray Martinez/WHO/EOP@EOP, Terry Edmonds/WHO/EOP@EOP, Gene B. Sperling/OPD/EOP@EOP  
cc: Melissa G. Green/OPD/EOP@EOP, Seth J. Applebaum/WHO/EOP@EOP, Todd A. Bledsoe/WHO/EOP@EOP  
Subject: Gov. Angus King/Digital Divide Initiative

Gov. King of Maine called me to let me know of a VERY exciting announcement he just made regarding the digital divide. Maine will take 50 million from their state budget surplus, add 15 million dollars from private sources for the establishment of a 65 million dollar Trust Fund to provide free lap tops and internet service. Fund will then purchase a new lap top for EVERY 7th grader in Maine now and for every future 7th grader in Maine. They will also provide free internet connection at home. The Governor has faxed me paper on this that I will distribute to you by hard copy now. The Governor asked that we inform the President of this Initiative for possible inclusion in his remarks tomorrow at the Aspen Institute.



THE WHITE HOUSE  
WASHINGTON

3-2-00

Colleagues -

I spoke to Gov. King  
today about this  
terrific digital divide  
initiative. He  
asked that we  
consider mentioning  
it in the remarks  
of the President on  
Friday. Mickey



The Boston Globe

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## Maine's King seeks to give all 7th-graders computers

By Kate Zernike, Globe Staff, 3/2/2000

**M**aine Governor Angus King, trying to bridge the "digital divide" in one of the nation's poorest states, will today propose giving all students in the seventh grade laptop computers to keep as their own.

King's proposal, the first of its kind in the nation, would provide laptops and Internet service to 16,000 seventh-graders beginning in fall 2001, and to all seventh-graders in the years following, so that within six years, every student in the seventh grade and up will have a computer.

The proposal also calls for paying half the cost of new computers for teachers above the sixth grade, with districts paying the other half.

The ambitious plan reflects a world in which computers are no longer seen as just an accessory, but as a necessity. A month ago, Ford Motor Co. said it would give its 350,000 employees desktop computers, printers, and Internet access for \$5 a month. Some individual school districts are providing students with computers. And increasingly, colleges require students to bring a computer along with their other dorm furnishings.

Such mass distribution of computers is not without critics, who question whether students will use the technology for anything more than sending e-mail to classmates. Anticipating the criticism, King's plan also includes \$1 million to train teachers in how to tie technology to the learning of the state's new academic standards, which are measured by a statewide test.

"If we don't do this, someone else is going to, and why not Maine?" said Dennis Bailey, the governor's press secretary. "We can really leapfrog into the forefront of computer literacy with this, and the governor's convinced that that's where everything's going. It doesn't matter what field you're going to go into today, if you're not computer-



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and Internet-literate, you're going to be left behind."

Those left behind tend to be those in poorer rural and urban areas. A US Commerce Department study in July found that households with incomes above \$75,000 are 20 times as likely to have computers as those with lower incomes.

And Maine lags behind many states in classroom technology. According to the state's department of education, there are 1.8 Internet-ready computers for each seventh-grade class, and 10.3 for each high school class.

Those computers tend to be in labs. King's plan, administration sources said, is to make them a more integral part of learning - not just something down the hall, but in the backpack, at home, and in class.

Ideally, aides to the governor said, teachers would put homework on Web sites and integrate Internet research into classroom projects. From home, students could log on and ask their teachers or peers questions about their homework. As part of the Internet service, students will have access to the Maine School Libraries Network - which, administration sources note, filters out pornographic Web sites.

The governor would set up a \$75 million trust fund that would generate income to pay for the computers, using \$25 million in private and federal money and \$50 million from the state's estimated \$300 million surplus.

"If we don't do this now, we may not have this opportunity again," Bailey said.

The King administration admits there are details to be worked out, and a significant hurdle to jump in a Legislature with its own ideas on how to spend the surplus.

One question is what kind of computers the plan will buy. The plan aims to give every student e-mail, word processing, and spreadsheet capability, but officials say that might mean newer technology that pairs Palm Pilot-size screens with keyboards, or more common laptops. The administration is predicting each computer will cost \$500, which even their technology consultants admit is low for laptops. But through the consultants, the state has talked to IBM, Compaq, and Hewlett Packard about getting computers within that budget.

"Based on where technology is trending right now and where prices are trending, they think it is going to be feasible to do what the state wants to do," said Eric Smith, a consultant to the state and vice president of Inacom, a computer reseller. "I think [administration officials] are being very realistic in what they want to do."

Some educators also question the wisdom of giving seventh-graders delicate laptops, which may not survive adolescent rambunctiousness or trips home on the bus. But the state already has a program where companies donate used computers that are then retrofitted as Pentium-class computers by the state's prison inmates. And administration officials note dryly that seventh-graders seem to be able to take care of their Game Boys, which are hand-held computers.











ANGUS S. KING, JR.  
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DENNIS BAILEY  
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**MARCH 2, 2000  
FOR IMMEDIATE RELEASE**

## **KING UNVEILS BOLD PLAN TO PROVIDE PORTABLE COMPUTERS TO MAINE STUDENTS**

**AUGUSTA** – In a bid to conquer the “digital divide” and take a giant leap forward in the computer literacy of Maine students, Gov. Angus King today outlined a bold proposal to provide every seventh grader in Maine with an Internet-ready, portable computer, forever.

The \$50 million plan, unveiled at two news conferences Thursday, would give each incoming seventh-grader a portable, personal computer to use while in school and at home. The students will carry the computers with them as they progress through the upper grades, and it will remain with them after graduation from high school. The initiative will also provide portable computers and training for Maine schoolteachers.

“The jobs of the future, in every area – manufacturing, services, healthcare, retail, government, education, everywhere – all will involve computer and Internet literacy,” said King, “and those individuals and societies that are the most competent and at ease with this technology will be the most successful. This initiative will move Maine students to the head of the class – the forefront of the world – in access to technology.

“This is a bold step for Maine,” he continued, “and any such attempt involves risk. But the returns – to the state, our economy, and especially to our children – are immeasurable. For good or ill, this technology is with us and will transform us. If we resist it, we will decline; if we accept it, we will survive; if we embrace it, we will flourish. The question is, why shouldn’t Maine be first?”

Under the plan, an endowment fund will be established using a one-time appropriation of \$50 million from the unallocated state surplus and a match of \$15



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million from federal or private sources. Income generated from the fund will create a permanent source of money to buy the portable computers for every seventh grader in Maine, forever. The proceeds from the fund would be administered by a public-private foundation, which would decide the technical aspects of the computers, negotiate the purchases, and manage the distribution.

The fund would also pay half the cost of purchasing the computers for every teacher in the state (K-12) over five years. An additional \$1 million per year will be provided for ongoing support for professional development for teachers in the area of integrating technology and the Internet into the curriculum.

King envisions students using the computers in the classroom, at home – even on the school bus – doing research on the Internet, discussing assignments with their teachers and fellow classmates via e-mail, preparing reports using word processing and graphics programs, and maintaining class and after-school schedules. The exact type of computer will be determined by the foundation that administers the fund, and would likely change as technology advances from full-featured laptops to small, handheld appliances like the Palm Pilot.

“Simply undertaking an initiative of this size and scope will put Maine on the national technological map,” King said. “It’s a huge step that will make headlines around the world – and place us in the front rank of the states in terms of education and integration of this absolutely essential technology into the everyday lives of our students. This step will also be a huge boost to our ongoing and critically important efforts to build a high-tech economy.”

King met yesterday with Legislative leaders and education officials to outline the plan, and received support from educators and business officials. Chris Toy, principal of the Freeport Middle School, said many middle-school students do not have computers at home.

“Access to technology is analogous to access to information in today’s age,” said Toy. “This is a good idea, one that will put this information and technology directly into the hands of Maine students.”

**Contact: Dennis Bailey, 287-2531**





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## **LUNCHBOXES TO LAPTOPS: GOV. KING'S SCHOOL TECHNOLOGY INITIATIVE**

**WHAT IS IT?** This program will provide every seventh grader in Maine with an Internet-ready, portable computer, forever. They will use it in their classrooms and in their homes through high school, and it's theirs to keep after graduation.

**HOW MUCH WILL IT COST?** An endowment fund will be established using a one-time appropriation of \$50 million from the unallocated state surplus and a match of \$15 million from private and/or federal sources. Income generated from the fund will provide the necessary money to give every entering 7<sup>th</sup> grader a portable computer beginning in 2002.

**WHAT ABOUT THE TEACHERS?** The endowment fund will also provide half the cost of purchasing a computer for every teacher in the state (K-12) over the course of five years. An additional \$1 million per year will be provided for ongoing support for professional development for teachers in the area of integrating technology and the Internet into the curriculum.

**WHY DO THIS?** This initiative will prove crucial in bridging the "digital divide." Currently in Maine, too many families do not have a computer at home to allow their children access to this critical technology into their learning process. The key idea is to move computers and the Internet from the lab into classrooms and homes. Students won't have to wait for a machine in the lab that's open only during school hours; they can research topics on the Internet, work on ongoing projects or do homework with these machines in the classroom, on the bus or at home. Essentially it puts technology necessary in today's and, more important, tomorrow's world in the hands of Maine students whenever and wherever they need it.



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## From Lunchboxes to Laptops

### Q. and A. on Proposal for an Endowment Fund to Purchase Computers for School Children

1. **Why should we buy all these computers? The schools already have computer labs and it's an awful lot of money.**

It is an absolute certainty that the jobs of the future, in every area – manufacturing, services, healthcare, retail, government, education, everywhere – all will involve computer and Internet literacy. Those individuals and societies that are the most competent and at ease with this technology will be the most successful.

The fundamental purpose of this initiative is to make computers an integral part of our educational process – and our students' way of thinking and working. The key idea is "integral part"—to move the computer and the internet from the lab – down the hall and once a week – to the backpacks – for use every day in every class and every home.

This is the boldest initiative in the country in terms of student access to technology.

2. **What exactly does the program involve?**

The concept is simple: we set aside \$50 million of the unallocated surplus created by the recent upward revenue reprojections and place it in a permanent endowment fund, the income from which will be used to buy laptop computers for every 7<sup>th</sup> grader in Maine, forever. In this way, at the end of five years, every student in Maine above the 6<sup>th</sup> grade will have his or her own computer. The State's contribution to the fund will be matched by \$15 million from private and/or federal sources. The first round of purchases will begin in the fall of 2002. A publicly accountable board of trustees will manage the fund with the goal of returning 8-9% annually.

The income from the fund will be administered by this public-private foundation (on the model of the Maine Development Foundation), which would decide the technical aspects of the computers, negotiate the purchases, and manage the distribution.



### **3. Why portables and not desktops?**

The big advantage of laptops is that they can go home – and at a stroke, we will have gone a long way toward eliminating the “digital divide” – the growing gap between those connected to technology and those who are not. In addition, laptops – which can operate in school on batteries charged at home – won't require extensive rewiring of classrooms in order to function on every desk. Portables will enable computer – and Internet – based research assignments and exchanges with teachers and fellow students.

### **4. What about access fees for the Internet? Who pays? And what about preventing kids from gaining access to adult oriented websites?**

Schools get Internet access for free through the Maine School Libraries Network. Students will also be able to use MSLN from home to gain access to the Internet. The MSLN system currently has filters installed to prevent kids from gaining access to improper sites; additional filters can also be installed on the individual computers.

### **5. How about the teachers? Are we just going to drop all these computers on the kids and expect the teachers to catch up?**

Absolutely not. A key component of this initiative will be to empower the teachers to lead this transformation. First, the fund would pay half the cost of purchasing the computers for every teacher in the state (K – 12) in a five-year phase-in (with replacement every five years, as the technology develops). The approximate one-time cost to the participating districts would be \$250.00 per computer.

Second, and perhaps more important, Governor King has proposed in his supplemental budget request an additional \$1 million per year in ongoing support for professional development for the integration of technology and the internet into the curriculum. These funds would be over and above the \$2 million already proposed for professional development for implementation of the Learning Results.

**6. If we give computers to the kids, won't some be broken, lost, sold, or otherwise abused?**

Sure – some loss or breakage is inevitable in a program of this magnitude (approximately 21,000 computers will be given out each year – 17,000 to students and 4,000 to teachers), but the computers will be manufactured to be as durable as possible. The risk does not seem overwhelming, given the huge benefits. Besides, right now thousands of our kids are doing a pretty good job of keeping track of their Game-Boys – which are nothing more than handheld computers.

**7. But what if they do break – who pays to maintain them?**

We would do it ourselves, building on the capacity the state has already developed in our correctional system to repair and upgrade machines for the current computers-for-schools program. We have already refurbished and upgraded over 1,000 donated computers under this program – creating more access to technology for our schools and valuable job skills for our medium security inmates. The system to provide efficient, low-cost maintenance is already in place.

**8. But won't these computers be obsolete before 7<sup>th</sup> graders reach the end of high school?**

In some ways, yes, but in a general sense, no. We envision three basic functions: word processing, math (spreadsheets, data manipulation), and, perhaps most important, e-mail and access to the Internet. There are certain to be improvements in technology (and price) within any period longer than a couple of years, but the machines will still perform these critical functions. Advanced operations – graphics, for example – will still require the larger, more powerful machines in the computer lab.

**9. What if a future governor and legislature want to raid the fund?**

That could happen, but if the program is running well, it would be unlikely. Remember, the beauty of this plan is that it does not require a commitment of ongoing spending – once the trust fund is set up, it runs indefinitely on its own income. This is a powerful legacy for this generation of political leaders in Maine to leave to our children and grandchildren.



**10. It still seems like a lot of money – are there any other benefits beyond those to the kids themselves?**

Absolutely. Simply undertaking an initiative of this size and scope will put Maine on the national technological map. This is a huge step that will make headline news around the world – and place us in the front rank of the states in terms of education and the integration of this absolutely essential technology into the everyday life of our students. This step will be a huge boost to our ongoing and critically important efforts to build a high-tech economy.

Everyone is going to do this eventually (many colleges already require incoming students to have laptops); why shouldn't Maine be first?

**11. But aren't there other important things we could spend this money on?**

Sure, but as far as education goes, we're well on our way to providing significant multi-year state commitments to improve school subsidy and school facilities. And remember this is a one-time investment. We're not going to have this \$50 million next year or the year after – for tax cuts, elderly drug assistance, aid to education, job training, or any other ongoing programs. Viewed in that way, it's hard to imagine any single investment or group of investments matching this idea in long-term impact.

**12. Why can't we just take this \$50 million and add it to GPA, or use it for much needed repairs and renovation?**

The short answer is that we have already spent the future value of this reprojected in the significant commitment to increased GPA we have already made. We are now facing a "structural gap" of almost \$200 million in the next biennium – even including the recent upward rejections.

The critical point is that GPA is an on-going expense – and current revenue projections and spending commitments mean that any increase beyond the 5% currently proposed would simply not be sustainable in future years. This proposal, however, is an important way to help our students on an on-going basis, but uses one-time money to do so.

It's important to put recent education spending into context. In the budget passed last spring, we increased GPA 6%; if we increase it by 5% this year (the Governor's supplemental budget proposed to add 2% to the 3% already passed last year), this means a cumulative increase in GPA of over \$100 million during this biennium. This is in addition to \$43 million already allocated to school renovation (the Governor has proposed an additional \$20 million for this purpose in the Supplemental) and almost \$200 million being released for school construction this year, provided the proposed increase in the construction bond cap is approved.

Although we still have a ways to go in school renovation and construction, we have made tremendous progress in the last several years, and we will continue to address this problem. An initiative of this magnitude should not necessarily come first, but it should not have to wait until the last window is fixed, either.

**13. OK, OK, but can you guarantee it will work – that the price will be affordable, that the investment returns will be adequate, that the kids will take care of the machines?**

Of course not. All we can go on now are best estimates of how it could come together – and those estimates are that it will work. And if it doesn't work, we still have the money. If we find that we can't raise the private match (or find it within our own future resources) or that the price of the computers we need is too high, or that the machines prove nonfunctional in the classroom, we can reallocate the fund and the only loss, if any, is the income expended.

This is a bold and exciting step for Maine, and any such attempt involves risk. But the returns – to the state, our economy, and especially to our children – are immeasurable.

For good or ill, this technology is with us and will transform us. If we resist it, we will decline; if we accept it, we will survive; if we embrace it, we will flourish.

Why shouldn't Maine be first?



## SEYMOUR PAPERT COMMENTS ON LUNCHBOXES TO LAPTOPS

### "THE KING PLAN FOR TECHNOLOGY IN SCHOOLS"

With the technology initiative announced today, Maine has made three historic firsts in bringing education into line with the twenty first century:

Maine is the first state to make a **formal commitment** to the concept that owning a personal computer is the right of every student.

From the year 2001 onwards every student who leaves a Maine elementary school will go not only with the skills needed for the knowledge century but also with a computer to exercise these skills through the remaining years of study.

Maine is the first state to **equip all local schools** to undertake a comprehensive, integrated enhancement of curriculum to fit the needs and take advantage of the opportunities of the twenty first century.

The policy of issuing personal computers to all students makes possible for the first time the design of curriculum based on the assumption that every student has access at home, as well as at school. As the wave of students in the computer program goes through successive years of school, the wave of new curriculum will follow. By the year 2003, it will touch all students in the middle school grades, well known to be the critical period of greatest educational risk.

Maine is the first state to **complement its recently adopted assessment of standards** with the conditions of ubiquitous access to digital technology.

Maine has committed itself to a rigorous assessment of the highest educational standards of any state. The presence of ubiquitous computation will allow schools to meet these standards at a high level and provide students with the skills to fit new requirements in the workplace and new learning opportunities in the schools.

*Widely known as one of the world's foremost experts on helping children learn with computers, Seymour Papert has long recognized and articulated how computers could fundamentally revolutionize learning and education. Papert has authored several books on this subject including "The Children's Machine: Rethinking School in the Age of the Computer" and "The Connected Family: Bridging the Digital Generation Gap." He holds the Lego Chair for Learning Research at the Massachusetts Institute of Technology and is the co-founder of the MIT Media Lab and the MIT Artificial Intelligence Lab. (Courtesy of [www.papert.org](http://www.papert.org))*

Walter J. Taranko  
Media Services Coordinator



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J. Gary Nichols  
State Librarian

MEMO

FEBRUARY 29, 2000

TO: Ed Gomes  
FROM: Cheryl Ramsay  
RE: Computers for Schools and Libraries Program

Ed, I just had a phone call from Brown Memorial Library in Clinton. The librarian, Louella Bickford, is desperate for computers. She said she had students lined up yesterday desperate to use their only computer. They had been told to get their assignments off the Internet and, as there are so many in that community who cannot afford computers at home, the public library is their only resource.

Brown Memorial Library is connected to the MSLN but that doesn't do much good if there aren't enough computers to access the information. She said there they do have plenty of room so space is not a factor.

She would greatly appreciate it if you could advise her what steps to go through to acquire new computers or even used ones, for that matter. [REDACTED]

Thank you for your attention to this matter.



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**SECTION:** OnDetroit; Pg. Pg. S3

**LENGTH:** 556 words

**HEADLINE:** Computer, job center offer ray of hope to Cass Corridor: The nonprofit program provides free classes to boost job skills

**BYLINE:** Christopher M. Singer / The **Detroit** News

**BODY:**

It's a little more hope in the Cass Corridor.

Children and adults can take 16 weeks of computer training and job readiness classes all for free in the new **Neighborhood Networks** Computer Learning Center.

Amid the construction and the restorations in the Corridor, at 70 W. Alexandrine, the once stately Strathmoor Hotel is being cleaned, buffed and polished. The hotel, with all its marble and elegant detailing used to be still another "den for prostitution and drug dealing," Gerald Tyler said.

"It's not the same place it used to be," he said.

Tyler is social services coordinator for Volunteers of Michigan's Seventy West, the new name for the Strathmoor's second incarnation. Volunteers of America, a nonprofit service organization, began managing the building about two years ago. About six months later, the agency bought the building.

Seventy West is home to 190 low-income adults and 60 children who pay no more than 30 percent of their family income as rent. The rents are subsidized by the U.S. Department of Housing and Urban Development, and the department wanted a social worker in the building to help residents find and use social services.

It was the federal agency, Tyler said, that came up with the **Neighborhood Networks** idea because welfare reform measures are pushing the poor to find work. To find a job with a future, you must have some computer skills. But people on welfare are unlikely to own or even know how to use computers.

"Our computer room has been open six days, that's 30 hours, and we've serviced 225 people," boasted Tyler, who holds a master's degree in social work from Wayne State University.

Cordia Horn is one of the people the federal agency had in mind when it launched **Neighborhood Networks**.

She's 22, single and lives in a Seventy West apartment. Before **Neighborhood Networks** opened, she knew nothing about computers except that computers are important.

"It's fun," Horn said. "I saw a sign in the building and the classes are free, so I signed up. I want to learn computers and someday be a computer technician."

Horn also is taking Job Readiness classes operated at the Computer Learning Center by Joy of Jesus.

"We're envisioning **Neighborhood Networks** as a hub for the social services we have at Seventy West," Tyler said.

Besides the Job Readiness program, the **Detroit** Board of Education offers General Educational Development classes and beginning in the fall, Lewis College of Business will offer two- and four-year degree programs in the Computer Learning Center.

Sacoria Wright is 10 and still a student at Dorothy Fisher Middle School on **Detroit's** east side. So she's not looking for a job just yet, but she is taking a computer class at the Learning Center.

"I learned to use the keyboard and the mouse," she related. "I know how to work it. I will know how to control the computer if I get one of my own."

The Computer Learning Center has 15 Spectrum terminals with Windows 98 software and all 15 soon will be linked to the Internet.

"I'm really happy and pleased about what's going on here and people taking advantage of it," Tyler said.

The **Neighborhood Networks** Computer Learning Center is inside Volunteers of Michigan's Seventy West apartments at 70 W. Alexandrine near Woodward in the Medical Center. Call (313) 832-0200.

**GRAPHIC:** Photo 1 -- Roseleanna Rogers, 13, shows Courtney Pack, 10, how to play computer game "Minesweeper" at the **Neighborhood Networks** Computer Center. Children and adults can take 16 weeks of computer classes for free in the Cass Corridor center.

Photo 2 -- Cordia Horn, 22, never used a computer before taking classes at the center. She is enrolled in the Job Readiness program and plans to be a computer technician.

Photo 3 -- Makini Kweli, 13, left, and Brittany Stembridge, 11, right, confer on how to use the Kid Pix software in the center. The building -- once a den for prostitution and drug dealing -- is now owned by Volunteer of Michigan, a nonprofit service organization. Photos by Donna Terek / The **Detroit News**

**LOAD-DATE:** July 14, 1999

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## FOCUS<sup>TM</sup>

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The **Detroit** News

December 9, 1999, Thursday

**SECTION:** Metro; Pg. Pg. D6

**LENGTH:** 806 words

**HEADLINE:** Grants help seniors in Old Redford: Church will use money on education programs, end elderly isolation.

**BYLINE:** Christopher M. Singer / The **Detroit** News

**BODY:**

**DETROIT** -- Building community means ending isolation, and a church in the Old Redford neighborhood of **Detroit** has joined with a senior citizens apartment building to help end isolation for the area's elderly and to enhance the education opportunities for the young.

**Detroit** International Stake Housing Corp., a nonprofit housing corporation run by the Reorganized Church of Jesus Christ of Latter Day Saints, recently was recently awarded two grants by the U.S. Dept. of Housing and Urban Development:

\* A \$ 250,000 New Approach Anti-Drug Program grant it will share with the **Detroit** Police Department's 8th (Grand River) Precinct. The money will be used to finance enhanced police presences in the Old Redford neighborhood, including community policing efforts like bicycle patrols. The grant also will buy increased electronic security at International Stake's 147-unit seniors apartments, Restoration Towers on Lahser near West McNichols, and at Cambridge Towers, an unrelated 250-unit seniors apartments at West Seven Mile and Evergreen.

\* A three-year \$ 330,000 Community Technology Centers grant by the U.S. Department of Education to build and run a computer center where neighborhood adults and youth can take literacy classes, get a GED, learn computers, take typing classes, learn how to use computers, and other classes.

"There's a reality to what we can do now," boasted the Rev. G. Jerry van Rossum, president of the **Detroit** International Stake.

Van Rossum explained the Reorganized Church of Jesus Christ of the Latter Day Saints is the branch of Mormons who chose to remain in the Midwest with Joseph Smith III after the assassination of Mormon prophet Joseph Smith Jr. in Illinois and the exodus of Mormons led by Brigham Young to the west to Salt Lake City.

The church's headquarters is in Independence, Mo., and it's organized into regional groups called "stakes." The **Detroit** International Stake is on Lahser south of McNichols next to Restoration Towers and consists of 13 congregations in Metro **Detroit** and two in Canada, which is why it's called an "international stake."

Restoration Towers had previously won two Housing and Urban Development **Neighborhood Network** grants, a new HUD program to bring computers into neighborhood centers where the public can learn how to use them.

Logania Scott, 73, who has lived in Restoration Towers for two years, showed off a colorful get well card she designed and printed herself on one of the **Neighborhood Network** 10 Gateway computers.

"We have started this, but our greater dream is reaching out beyond the building," explained Tom

Jeffers, president of the International Stake Adult Housing Corp.

The computer technology center will be built in the church's fellowship hall.

Van Rossum led a tour of the space and then conducted a tour of the neighborhood.

Despite its pluses like the restored Redford Theatre on Lahser at Grand River, a neighborhood hardware store, a couple of big chain supermarkets nearby and the African American Heritage Center near Redford High School, part of Old Redford is struggling.

There are some vacant lots and even a few abandoned homes in the area, even on W. Outer Drive. Most homes are small bungalows and tiny duplexes built between 1940 and 1959 -- to house World War II workers and postwar baby boom families. Homes around the church sell for as little as \$ 12,000 to 15,000 and rents are as low as around \$ 300.

Across Grand River and along W. McNichols, the houses are older and grander, the streets are lined with more trees and the vacant lots are fewer and further between.

But, around van Rossum's church south of McNichols, men hang out on corners, there's a soup kitchen on Fenkell and people come to van Rossum needing food. Van Rossum has served in 10 of the 38 countries in which his church has stakes. He and his wife, Cynthia, were sent to **Detroit** two years ago and said that he and his wife both have been shocked at the sharp dividing lines in **Detroit** between the haves and have-nots, like Grand River, Eight Mile and Alter.

He frankly admits he swiped a line from local activist Grace Lee Boggs that what happened in 1967 was "not a riot, it was a revolt."

The church got into the housing business in 1981.

To reach the Reorganized Church of Jesus Christ of Latter Day Saints, call (313) 531-5903. To reach Restoration Towers, call (313) 538-0360.

Old Redford at a glance

- \* Population: 63,031
- \* Family households: 86.2 percent
- \* High school graduates: 76.3 percent
- \* Population in poverty: 17.2 percent
- \* Household income under \$ 15,000: 24.7 percent
- \* Home value under \$ 50,000: 84.8 percent

Source: 1990 Census

Neighborhoods is a weekly feature of The **Detroit** News. To get your neighborhood showcased in The News, call Chris Singer at (313) 222-2127.

**GRAPHIC:** The Rev. G. Jerry van Rossom, right, helps Carrie Edwards improve her typing skills in an outreach program run by Reorganized Church of Jesus Christ of Latter Day Saints nonprofit group. Morris Richardson II / The **Detroit** News



**LOAD-DATE:** December 09, 1999

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THE WHITE HOUSE  
WASHINGTON

CEO  
LTRS.

March 8, 2000

Put somewhere else

Mr. Edward Liddy  
CEO  
Allstate  
2775 Sanders Road  
Northbrook, IL 60062

Dear Mr. Liddy:

During the past year, President Clinton has emphasized the importance of bringing greater opportunities to America's under-served urban and rural areas. He has visited communities around the country that have not participated in our country's economic prosperity, and helped create a catalyst for public and private investments to foster economic opportunity in these areas. The Administration has also introduced legislative initiatives to provide greater incentives for private sector investment in under-served areas, and is currently working with Congress on bipartisan efforts -- including Congressional Republican leaders such as Speaker Hastert -- to move this legislation forward.

The President has taken these steps because he believes that, given the unprecedented expansion and performance of the U.S. economy, we now have a unique opportunity to bring these areas into our country's economic mainstream. An important part of this endeavor is the need to bridge the digital divide and create digital opportunity for more Americans. As the President Clinton said in his State of the Union, America has an important choice to make. We can allow unequal access to technology and the skills need to use it effectively to deepen divisions along the lines of race, income, education level, geography, and disability, or we can use these new technologies to help make the American dream a reality for more of our citizens.

To make the most of these opportunities, the President is issuing a National Call To Action to corporations, non-profits, educators and others to work together to meet two broad goals:

1. **Ensure that every child in every school has access to 21<sup>st</sup> Century Learning Tools:** To prepare children for the high-tech workplace of the 21<sup>st</sup> century, and to help improve their academic performance in all subjects -- we must have a comprehensive strategy to connect every classroom to the Internet, ensure that students have access to modern computers, train teachers to use technology, and expand access to high quality educational software and resources.



2. **Help create digital opportunity for every American family and community:**  
Our long-term goal should be to make home access to the Internet universal. We also need to bring technology to every community -- urban, rural and Native American -- through Community Technology Centers and high-speed networks. Finally, we need to give adults and young adults the IT skills they need to compete for high-wage jobs, and to motivate and inspire more people to appreciate the value of "getting connected."

We would greatly appreciate your participation and the participation of your employees in this important initiative. We are asking high-tech leaders such as yourself to consider the following actions:

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2. Identify new and existing commitments that you and your company have made to close the digital divide, which we would publish in a report that would be released later this year.
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Among the efforts the President hopes to highlight are:

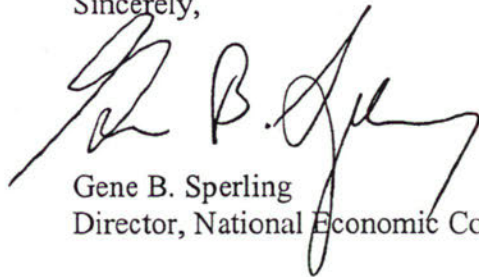
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If you are creating or expanding your efforts in these areas, or if you have other ideas or initiatives that help create digital opportunity for more Americans, please let us know. If you are interested in getting information on what President Clinton has proposed in this year's budget to create digital opportunity for more Americans, you can visit our Web site at:

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Please feel free to call me at (202) 456-2807 to discuss this further. You can also contact Tom Kalil in my office at (202) 456-5366 and Jay Dunn in the Office of Business Liaison at the White House at (202) 456-7702.

Sincerely,

A handwritten signature in black ink, appearing to read "Gene B. Sperling", with a long, sweeping horizontal stroke at the end.

Gene B. Sperling  
Director, National Economic Council



THE WHITE HOUSE  
WASHINGTON

March 8, 2000

Mr. David Komansky  
CEO  
Merrill Lynch  
250 Vesey Street  
New York, NY 10281

Dear Mr. Komansky:

During the past year, President Clinton has emphasized the importance of bringing greater opportunities to America's under-served urban and rural areas. He has visited communities around the country that have not participated in our country's economic prosperity, and helped create a catalyst for public and private investments to foster economic opportunity in these areas. The Administration has also introduced legislative initiatives to provide greater incentives for private sector investment in under-served areas, and is currently working with Congress on bipartisan efforts -- including Congressional Republican leaders such as Speaker Hastert -- to move this legislation forward.

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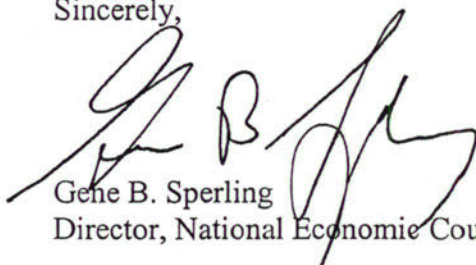


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Gene B. Sperling  
Director, National Economic Council

THE WHITE HOUSE  
WASHINGTON

March 8, 2000

Mr. Arthur Ryan  
CEO  
Prudential Insurance Company of America  
751 Broad Street  
Newark, NJ 07102

Dear Mr. Ryan:

During the past year, President Clinton has emphasized the importance of bringing greater opportunities to America's under-served urban and rural areas. He has visited communities around the country that have not participated in our country's economic prosperity, and helped create a catalyst for public and private investments to foster economic opportunity in these areas. The Administration has also introduced legislative initiatives to provide greater incentives for private sector investment in under-served areas, and is currently working with Congress on bipartisan efforts -- including Congressional Republican leaders such as Speaker Hastert -- to move this legislation forward.

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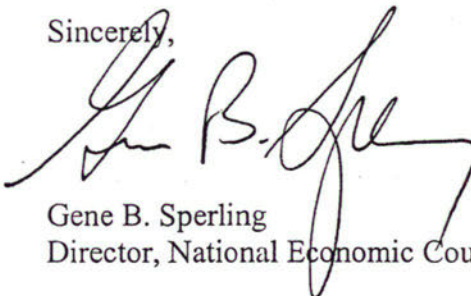
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Gene B. Sperling  
Director, National Economic Council



THE WHITE HOUSE  
WASHINGTON

March 8, 2000

Mr. Floyd Hall  
CEO  
Kmart  
3100 West Big Beaver Road  
Troy, MI 48084

Dear Mr. Hall:

During the past year, President Clinton has emphasized the importance of bringing greater opportunities to America's under-served urban and rural areas. He has visited communities around the country that have not participated in our country's economic prosperity, and helped create a catalyst for public and private investments to foster economic opportunity in these areas. The Administration has also introduced legislative initiatives to provide greater incentives for private sector investment in under-served areas, and is currently working with Congress on bipartisan efforts -- including Congressional Republican leaders such as Speaker Hastert -- to move this legislation forward.

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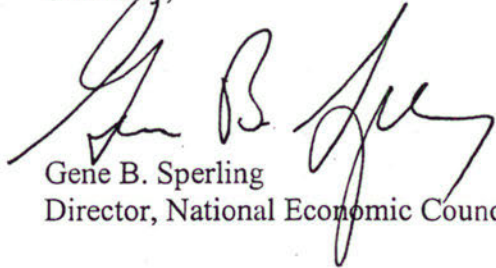


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Gene B. Sperling  
Director, National Economic Council

THE WHITE HOUSE  
WASHINGTON

March 8, 2000

Mr. John McCoy  
CEO  
Bank One Corp.  
1 First National Plaza  
Chicago, IL 60670

Dear Mr. McCoy:

During the past year, President Clinton has emphasized the importance of bringing greater opportunities to America's under-served urban and rural areas. He has visited communities around the country that have not participated in our country's economic prosperity, and helped create a catalyst for public and private investments to foster economic opportunity in these areas. The Administration has also introduced legislative initiatives to provide greater incentives for private sector investment in under-served areas, and is currently working with Congress on bipartisan efforts -- including Congressional Republican leaders such as Speaker Hastert -- to move this legislation forward.

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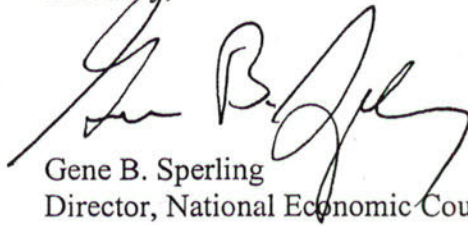
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- Efforts to make information technologies and the Internet more accessible to people with disabilities

If you are creating or expanding your efforts in these areas, or if you have other ideas or initiatives that help create digital opportunity for more Americans, please let us know. If you are interested in getting information on what President Clinton has proposed in this year's budget to create digital opportunity for more Americans, you can visit our Web site at:

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Please feel free to call me at (202) 456-2807 to discuss this further. You can also contact Tom Kalil in my office at (202) 456-5366 and Jay Dunn in the Office of Business Liaison at the White House at (202) 456-7702.

Sincerely,

A handwritten signature in black ink, appearing to read "Gene B. Sperling". The signature is fluid and cursive, with the first name "Gene" being more prominent and the last name "Sperling" written in a more compact, cursive style.

Gene B. Sperling  
Director, National Economic Council



THE WHITE HOUSE

WASHINGTON

March 8, 2000

Mr. Charles Lee  
CEO  
GTE  
1255 Corporate Drive  
Irving, TX 75038

Dear Mr. Lee:

During the past year, President Clinton has emphasized the importance of bringing greater opportunities to America's under-served urban and rural areas. He has visited communities around the country that have not participated in our country's economic prosperity, and helped create a catalyst for public and private investments to foster economic opportunity in these areas. The Administration has also introduced legislative initiatives to provide greater incentives for private sector investment in under-served areas, and is currently working with Congress on bipartisan efforts -- including Congressional Republican leaders such as Speaker Hastert -- to move this legislation forward.

The President has taken these steps because he believes that, given the unprecedented expansion and performance of the U.S. economy, we now have a unique opportunity to bring these areas into our country's economic mainstream. An important part of this endeavor is the need to bridge the digital divide and create digital opportunity for more Americans. As the President Clinton said in his State of the Union, America has an important choice to make. We can allow unequal access to technology and the skills need to use it effectively to deepen divisions along the lines of race, income, education level, geography, and disability, or we can use these new technologies to help make the American dream a reality for more of our citizens.

To make the most of these opportunities, the President is issuing a National Call To Action to corporations, non-profits, educators and others to work together to meet two broad goals:

1. **Ensure that every child in every school has access to 21<sup>st</sup> Century Learning Tools:** To prepare children for the high-tech workplace of the 21<sup>st</sup> century, and to help improve their academic performance in all subjects -- we must have a comprehensive strategy to connect every classroom to the Internet, ensure that students have access to modern computers, train teachers to use technology, and expand access to high quality educational software and resources.

2. **Help create digital opportunity for every American family and community:**  
Our long-term goal should be to make home access to the Internet universal. We also need to bring technology to every community -- urban, rural and Native American -- through Community Technology Centers and high-speed networks. Finally, we need to give adults and young adults the IT skills they need to compete for high-wage jobs, and to motivate and inspire more people to appreciate the value of "getting connected."

We would greatly appreciate your participation and the participation of your employees in this important initiative. We are asking high-tech leaders such as yourself to consider the following actions:

1. Endorse the goals of the President's National Call To Action.
2. Identify new and existing commitments that you and your company have made to close the digital divide, which we would publish in a report that would be released later this year.
3. Consider participating in the trip that the President will lead on the week of April 9<sup>th</sup>. The President will travel with CEOs, leaders of non-profit organizations and a bipartisan delegation of members of Congress, and will highlight new and expanded efforts that companies like yours are undertaking to bring digital opportunity to under-served children, families and communities.

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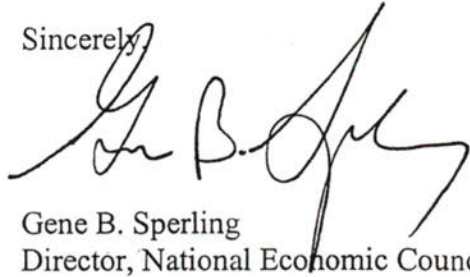


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Gene B. Sperling  
Director, National Economic Council

THE WHITE HOUSE  
WASHINGTON

March 8, 2000

Mr. James Kelly  
CEO  
United Parcel Service  
55 Glenlake Pkwy. N.E.  
Atlanta, GA 30328

Dear Mr. Kelly:

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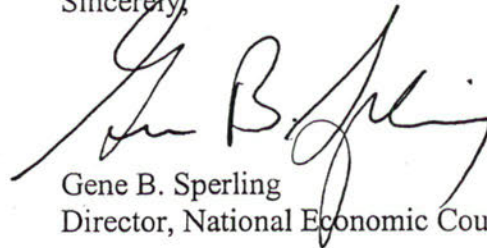
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Sincerely,



Gene B. Sperling  
Director, National Economic Council

It was good seeing you at  
the BRT. We just had a good meeting  
with LH, Doolittle and other key Senators.  
Looks like we'll go for a vote in the  
Senate first.



THE WHITE HOUSE

WASHINGTON

March 8, 2000

Mr. Maurice Greenberg  
CEO  
American International Group  
70 Pine Street  
New York, NY 10270

Dear Mr. Greenberg:

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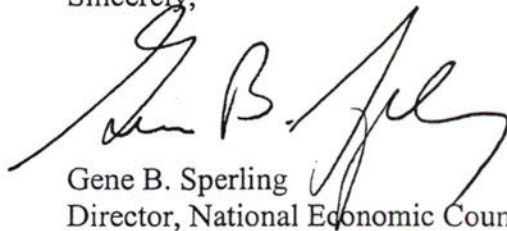


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Sincerely,



Gene B. Sperling  
Director, National Economic Council

We're going all out on China. We  
just had a good meeting with Wolf + Droubik  
and other key senators to see if we  
can get some early momentum on for  
China WTO. 2-be cons.

THE WHITE HOUSE  
WASHINGTON

March 8, 2000

Mr. Walter Shipley  
CEO  
Chase Manhattan Corp.  
270 Park Avenue  
New York, NY 10017

Dear Mr. Shipley:

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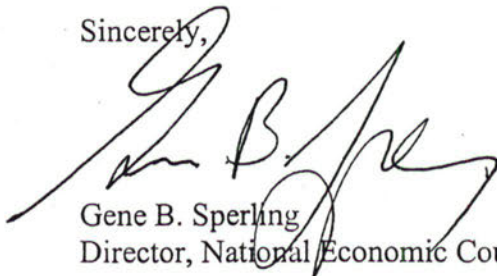
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Gene B. Sperling  
Director, National Economic Council