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CORPORATE EFFORTS ON DIGITAL DIVIDE [2]

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News Release

FOR RELEASE THURSDAY, DECEMBER 9, 1999

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

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

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

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

- For Teachers: EDC will develop an Online Professional Development Institute, a program to train teams of teachers to use technology to improve teaching and learning. These teams will become leaders in their school districts and train other teachers in the use of technology.
- For Community Members: The programs will provide technology training for community members; these community members will become leaders in the use of technology and help train other community members to use technology.
- For Young People: EDC will develop a technology and leadership training program for high school students; these students will provide technical assistance and support in schools and community technology centers, and provide leadership in their schools and communities on issues related to education, technology and economic opportunity.

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

For more information, reporters may contact:

Rochelle Cohen - AT&T
202-457-3933 (office)

Jeff Roberts - AT&T
212-387-6289 (office)
917-822-5646 (cell)
jaroberts@att.com

For information about AT&T services (including current prices), visit:

AT&T Business Services
AT&T Wireless Services
AT&T PrePaid Card Center
AT&T Consumer Catalog
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Divider Title: D _____

the digital divide network

Partners

Digital Divide in the News

Research and Data

Grants and Funding

Digital Divide Initiatives

In the Field

Find an Effort

Guestbook

About This Site

Home

Bell Atlantic

The 25 million homes and millions of businesses who depend on Bell Atlantic for affordable, high quality telecommunications benefit from our leadership in deploying new technologies rapidly to all areas and all communities we serve. Bell Atlantic's strong tradition of leading with Internet access assistance to K-12 school children was evident both before and after the E-rate, which we support, became law. We applaud the formation of a national clearinghouse because the analysis it will produce can supplement information we use to target our assistance to those with the greatest needs. We will continue our assistance to low income communities and collaborate with best practices sharing to continue delivering the most effective help to our communities.

Bell Atlantic Corporation and the Bell Atlantic Foundation are committed to technological progress and innovation in the client services offered by nonprofit education, health, arts and community organizations. The company and the Foundation have refined this commitment by focusing on helping others obtain meaningful access to information resources.

Examples of Major Financial and technical support from Bell Atlantic have:

* Enabled the National Urban League to establish five community technology centers in Binghamton and White Plains, N.Y.; Baltimore, Md.; Boston, Mass.; and Newark, N.J. At these centers, people have access to hardware and software they need to plug into cyberspace, thereby crossing the digital divide that separates so many communities from the world of technology. Not only do these centers provide underserved communities with a direct on-ramp to the information superhighway, they also provide, in some cases, a safe haven for children in inner-city communities - where they can study, learn and explore in safe, nurturing environments.

* Enabled the New York-based Hispanic Federation to develop an interactive Web site designed to provide its nonprofit network of more than 60 member agencies with a host of powerful online tools. The Hispanic Federation Web site, a database-driven, dynamic information gathering system, offering more interactivity than conventional Web sites, was made possible through a major Bell Atlantic Foundation grant, along with in-kind contributions from Bell Atlantic and IBM.

* Been the catalyst behind the Asian American Federation of New York's plans to launch a technology hub for the Asian Pacific nonprofit community. With the aid of a major grant, the Asian American Federation will become an Internet Service Provider and will build the technology infrastructure of community-based organizations, extending the power of the Internet and computer networking to its 34-member health and human service agencies throughout the New York metropolitan area that need it but do not have the wherewithal to get it. The Federation's ambitious plans for ushering Asian American nonprofits into the 21st century and the digital future will enable not only instant access to community-based news and information, but communication with Asian communities across the globe.

* Enabled the NAACP to improve the Association's Internet-based communications system with a major challenge grant offered by Bell Atlantic. The funds will enable the nation's oldest and largest civil rights organization to more effectively communicate with its network of 2,200 branches, units and chapters across the U.S.

Employee and Retiree Activism - The Bell Atlantic Pioneers

Numbering over 170,000 strong, Bell Atlantic volunteers log in over six million hours a year in donated time. Bell Atlantic Pioneers are active and retired employees who volunteer their time to help meet the needs of their communities. From painting maps on school playgrounds, mentoring through Junior Achievement, wiring classrooms for the Internet, to swinging hammers to build homes for the homeless, Bell Atlantic Pioneers offer their personal time for the betterment of their communities.

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Divider Title: E

Education Initiative

SECTION HOME

Cisco Foundation

News & Events
Grant Guidelines
Grant Recipients
Matching Gifts
Education Initiative
About Us
Contact Us

Related Links

E-Learning

The Cisco Foundation *education initiative* focuses on technology education for students and teachers. The grants are made by **invitation.**

For students, our goal is to fund effective programs that prepare them for careers in a technological society from preschool through high school. We focus especially on those programs that target and serve populations underrepresented in college and technology careers.

For teachers, our goal is to offer them a multifaceted program that gives them an opportunity to learn about technology and to actively integrate it into their teaching.

Highlighted Partners

Advancement Via Individual Determination - AVID
www.avidcenter.org
www.sccoe.k12.ca.us/avid/avid.html

JumpStart
www.jstart.org

NetDay
www.netday.org

WNET / National Teacher Training Institute
in Math, Science, and Technology
www.wnet.org

Home | What's New | How to Buy | Login | Register | Feedback | Search | Map/Help

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Divider Title: F _____

the digital **divide** network

Partners

Digital Divide in the News

Research and Data

Grants and Funding

Digital Divide Initiatives

In the Field

Find an Effort

Guestbook

About This Site

Home

Gateway
www.gateway.com

The Gateway Foundation was formed in 1994 and has made hundreds of gifts to non-profit organizations in Gateway's home communities. While education is the primary focus for the Foundation, the support is directed toward unique collaborative efforts that address specific areas and ways of learning.

Gateway's Digital Divide Initiatives

PowerUP: Gateway, working with the The Waitt Family Foundation (established by Ted and Joan Waitt and their family), supply computer hardware to PowerUP by providing up to 50,000 Gateway computers and Internet appliances over the next three years. The Waitt Family Foundation, founded in 1993, was created to support individuals, families and communities through programs involving education, non-violence, child advocacy, and community enhancement.

Industry initiatives page:
Gateway focuses on education initiatives related to addressing the Digital Divide.

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Divider Title: G

Philanthropy at HP

HP's tradition of giving back to the community goes back to 1939, our first year in business, when founders Bill Hewlett and Dave Packard took $5 out of a profit of $1,650 and donated it to a local charity.

When the company's corporate objectives were established in 1957, being a good citizen was right up there among making a profit and creating a great place to work.

Today HP is recognized as a philanthropic leader among global corporations. In 1998, we gave $64.8 million in cash and equipment to nonprofit agencies and educational institutions worldwide. Sixty-seven percent went toward improving education. We also support the arts, health and human services, civic groups and environmental organizations. We give donations in nearly all communities around the world in which a large number of our employees live and work.

To find information about our donations around the world, including our funding criteria and how to apply for grants, click on the country or region that interests you.

NOTE: HP's strategic realignment (Nov.1, 1999) created two independent companies (Hewlett-Packard and Agilent Technologies). As a result, the HP programs will grant only HP products (Computing, Printing and Imaging), and the Agilent Philanthropy programs will grant only Agilent products (Chemical, Medical, Electronic Components and

HEWLETT PACKARD

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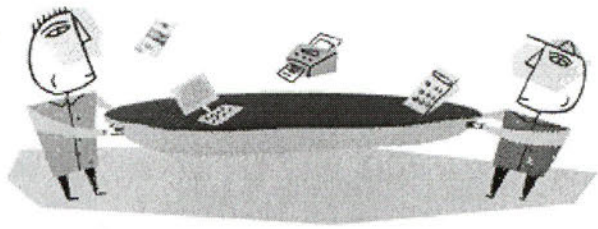

Closing the Digital Divide | HP and K-12 Education

Hewlett-Packard President and CEO Carly Fiorina will serve on the PowerUP Board of Directors, which includes luminaries such as AOL Chairman and CEO Steve Case and retired U.S. General Colin Powell.

Nonprofit organizations, major corporations and the US Department of Education have launched a multimillion dollar initiative to help young people without access to computer resources acquire skills for the digital age. PowerUP will give kids access to technology and guidance on how to use it.

PowerUP will offer computers and Internet access, interactive programming and people to train the children. The program will be based in schools and community centers around the United States.

Note: These links will take you outside the Hewlett-Packard Web site. HP does not control and is not responsible for information outside the HP Web site.

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Divider Title: H _____

Project FIRST

"Our Project FIRST volunteer made all the difference. He was here -- every day -- to answer our questions, train staff, work with students, get parents online, and troubleshoot any hardware or software problems we had. I wish we still had him, but he taught us enough to be on our own and feel good about it."
-Principal, Brooklyn Elementary Schools

Project FIRST (Fostering Instructional Reform through Service and Technology), a unique initiative developed through a partnership between IBM and AmeriCorps, is designed to integrate technology into the public school curriculum and increase community involvement using the unique resources and capabilities of local education funds and their business partners. In six cities across the United States -- Atlanta, GA; Boston, MA; Charlotte, NC; New York, NY; Oakland, CA; and Worcester, MA.

Project FIRST works with local education funds to recruit and train AmeriCorps National Service Members, who are trained by IBM, to serve as school-based technology coordinators in the public schools. The members repair and upgrade computers and provide training to students, teachers, librarians and community members in hardware, software, and online tools.

The program has demonstrated extraordinary value. For every dollar spent on the program, the measured benefits have a value between $1.60 and $2.60. Further, as AmeriCorps/Project FIRST involves all sectors of a community in the education and well-being of its children, there are many qualitative impacts that cannot be captured by a dollar amount.

GPS

Global Philanthropy System.
Use this tool to locate and learn about IBM philanthropy projects around the globe.

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IBM KidSmart Early Learning Program

ARMONK, N.Y., October 27, 1999 --- A new program to help preschool children get a leg up in early learning through the use of educational technologies rolls out today in 44 states -- thanks to IBM. The multimillion-dollar initiative, called KidSmart, integrates new interactive teaching and learning activities using the latest technology into the curriculla of more than 250,000 pre-kindergarten children attending United Way daycare centers.

The centerpiece of the KidSmart program is the Young Explorer, a colorful "kid-proof" play station manufactured by Little Tikes and IBM, and loaded with award-winning educational software from Edmark. For teachers, the program offers training and early learning educational materials developed by New York City's Center for Children and Technology via a special Web site. The site is specifically designed to help teachers incorporate new lessons and technology access into existing classes and share best practices with teachers at other KidSmart sites.

Two enthusiastic children demonstrate the Young Explorer unit to John Wetmore, President & CEO, IBM Canada Ltd. and Anne Golden, President of the United Way of Greater Toronto.

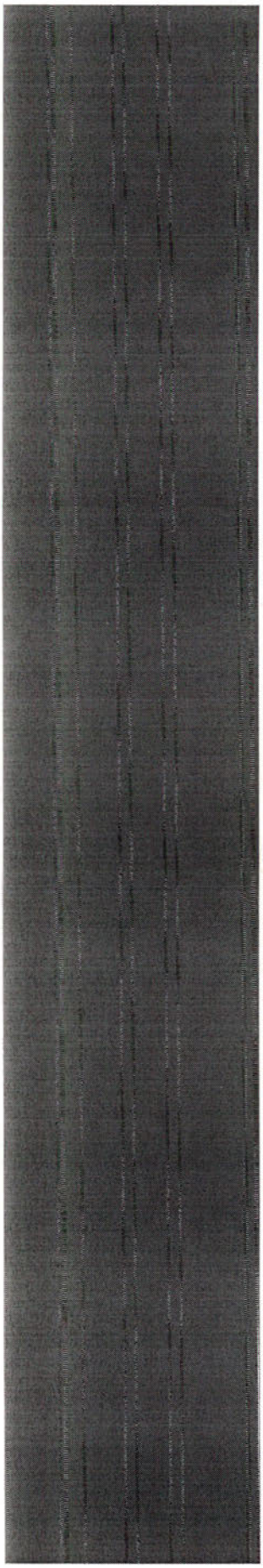
As part of the KidSmart program, IBM donated over 1,000 Young Explorers to more than 400

Related Information

Multimedia Guide to Computers and Early Learning

GPS

Global Philanthropy System.
Use this tool to locate and learn about IBM philanthropy projects around the globe.



non-profit day care centers and preschools nationwide.

"The research evidence is clear -- high-quality early learning programs, with strong teacher training, can yield long-term gains in student achievement." said Stanley S. Litow, IBM vice president of corporate community relations and president of IBM's International Foundation. "By providing educational technology customized for young children, award-winning early learning software, and specially designed training programs for teachers across the U.S., we will offer hundreds of thousands of youngsters a head start in school."

IBM collaborated with United Way of America and local United Way organizations to select participating child care centers and the number of Young Explorers donated to each site. "United Way of America is proud to collaborate with IBM on an extraordinary program that will give thousands of children a hands-on experience with technology and effectively increase their opportunities for success as they go on to elementary school," said Betty Beene, president and CEO of United Way of America. "It's particularly gratifying that children in United Way agencies across the country will now have the benefit of these wonderful and fun computers to support their learning."

IBM introduced KidSmart in eight states as beta programs last year, involving 50 day-care centers and nearly 5,000 preschool children. Bank Street College of Education -- a national resource and leader in early childhood education -- evaluated the KidSmart program and indicated that children are social, happy, and industrious at the computer.

In its evaluation of IBM's pilot program, Bank Street College made a variety of key recommendations that have since been folded into the national program. They include providing teacher training in the use of the software and its integration in select curricula, and creating an interactive web site where teachers can share their ideas and demonstrate how they have integrated the computer with their early childhood education curriculum.

A recent report released by the National Telecommunications and Information Administration (NTIA), Falling Through the Net: Defining the Digital Divide, states the technology gap that exists in the U.S. is widening over time, and until every home can afford access to information resources, public and private initiatives are needed to expand access.

"Our goal is to enhance the daycare environment by contributing activities and learning that reflect the highest ideals of early childhood education," Litow said. "We want to bridge the gap that separates children of low-income families from those families with access to technology in their homes and

preschools."

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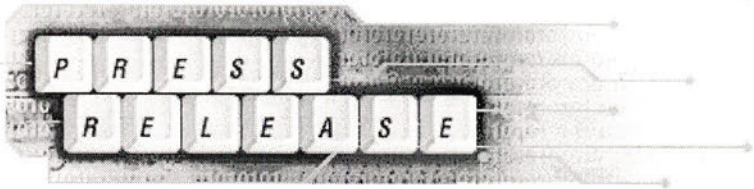

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visit other Intel sites

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Developer
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Support

Intel Launches $100 Million Worldwide Technology Education Program To Train 400,000 Teachers In 1,000 Days

Intel® Teach to the Future Brings Together Microsoft and Other Industry Leaders in Half-Billion Dollar Commitment to Improve Student Learning

SANTA CLARA, Calif., Jan. 20, 2000 - Intel Corporation today announced Intel® *Teach to the Future*, a worldwide initiative to address the barriers teachers face in effectively applying computer technology to improve student learning. Over the next three years, Intel will invest $100 million in cash, equipment, curriculum development and program management to train more than 400,000 classroom teachers in 20 countries around the world. The program is presented with support from Microsoft Corporation.

"The scope of this program represents the industry's recognition that all the educational technology in classrooms today is worth nothing if teachers don't know how to use it effectively," said Intel President and Chief Executive Officer Craig Barrett. "Computers aren't magic; teachers are."

Microsoft will contribute $344 million in software (estimated retail value) and program support. In addition, leading computer manufacturers including Hewlett-Packard Company and Premio Computer, have joined Intel with equipment donations and discounts to make this the largest private industry effort to date -- worth nearly half a billion dollars -- to ensure technology is used successfully in education.

"The students in school today are the first generation to grow up with the Internet as an integral part of their lives," said Steve Ballmer, Microsoft president and chief executive officer. "That is why it's critical to provide teachers the training opportunities and software tools they need to harness the power of today's technology for learning."

Improving Student Learning

U. S. Secretary of Education Richard W. Riley noted, "Teaching and learning that uses technology effectively can lead to greater academic success and make a real difference in the lives of students. Unfortunately, only 20 percent of today's teachers feel very well prepared to use this technology. If we want to build upon and enhance traditional learning and produce students who can take on the challenges of the modern workplace, we need qualified and well-trained teachers in every classroom, and technology can help those teachers and their students achieve at the highest levels."

Intel *Teach to the Future* is modeled after the award-winning Intel ACE (Applying Computers in Education) curriculum developed by the Institute of Computer Technology (ICT), Sunnyvale, Calif. Intel ACE was piloted with 3,200 teachers in nine communities in cooperation with Microsoft and Hewlett-Packard. Teachers who participated in the first year of

training were surveyed nine months later; 84 percent reported using computers improved their instruction and 80 percent found their students' learning enhanced.

After two years of implementation, evaluation and feedback for the Intel ACE program, Intel worked with ICT to re-write the curriculum and design new program features. The curriculum, which consists of 10 four-hour modules, is based on the Microsoft* Office 2000 Professional software suite. Training includes the use of the Internet, Web page design and multimedia software. Teachers learn how, when and where to incorporate technology tools and resources into their current lesson plans, create assessment tools, and align lessons with district, state and national standards.

High-Tech Leaders Bring Latest Software and Hardware to the Classroom

"Critical to the success of the program is access to today's standard hardware and software tools in the classroom. We could not make it happen without the support of Microsoft and a number of computer manufacturers," said Carlene Ellis, Intel vice president and director of Education.

Each of the classroom teachers and master teachers worldwide will receive a free copy of Microsoft Office 2000 Professional and Microsoft Encarta* Encyclopedia 2000. Microsoft also is donating software and licenses for each of the training labs and, in the United States, providing master teachers a lab kit with software and licenses for their districts.

"It's important that teachers have access to the technology they are trained on back in their district so they can really put their learning to work," said Bryan Watson, general manager, Microsoft Education Group. Microsoft's support of Intel Teach to the Future is part of its ongoing commitment to help every school build a Connected Learning Community, where technology enables learning without limits - anytime, any place."

In the United States, each regional training agency is provided with equipment donated by Hewlett-Packard Company to establish a training lab for master teachers. Premio Computer will also donate 20 computer labs to participating school districts for delivery of training by master teachers to classroom teachers. To ensure teachers have the equipment necessary to practice their training, each master teacher receives a laptop computer, and each participating district provides a connected classroom PC for the trained teachers.

Districts also have the opportunity to purchase highly discounted systems for each teacher trained. Computer manufacturers will offer a high-end Intel® Pentium® III processor-based system for $750 and may provide additional system configurations at different price points to meet a variety of needs. Participants in the discount program include Acer, AST, Bold Data, Caliber, Hewlett-Packard, Quantex, Premio and Tangent.

Train-the-Trainer Model

A key element of the Intel *Teach to the Future* program is its focus on keeping knowledge in the local community through a train-the-trainer model. In each U.S. region where the program is implemented, regional training agencies will recruit and train annually 100 master teachers. Each master teacher will work with individual school districts to train at least 20 classroom teachers per year. Regions for the first year include Arizona, Northern California, Oregon and Texas, followed by Washington and New Mexico. Additional areas will be added in subsequent years with the expectation that 20 training agencies will be in place in the United States by 2002 and a total of 100,000 classroom teachers will be trained. The program is also being introduced in 20 countries throughout Europe, Asia and Latin America and will reach an additional 300,000

teachers over the same time period. At the recent British Educational Technology Tradeshow (BETT) in London, Intel unveiled details of the program's implementation in Europe.

Intel *Teach to the Future* is part of the Intel *Innovation in Education* initiative, a global, multi-million dollar effort to help realize the possibilities of science and technology in education. The goal is to prepare today's teachers and students for tomorrow's demands. Intel develops and supports education programs that help meet the needs of students and communities worldwide through: improving science, math, engineering and technology education; improving education through the effective use of technology in classrooms; and broadening access to technology and technical careers.

Intel *Teach to the Future* is also part of Intel's commitment to America's Promise. Chaired by General Colin L. Powell, USA (Ret), America's Promise - The Alliance for Youth is a coalition mobilizing the nation to strengthen the character and competence of America's youth. Acting as a catalyst, the national nonprofit secures specific commitments from organizations and individuals from every sector of society to fulfill Five Promises for young people: caring adults, safes places, a health start and future, marketable skills and an opportunity to give back to community.

Intel, the world's largest chip maker, is also a leading manufacturer of computer, networking and communications products. Additional information about Intel is available at www.intel.com/pressroom.

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▲ to top of page

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networks

Intel Informational Resources

- Introduction to Networking
  What is a network and why is it needed? What are alternate layouts and configurations?
- Networking Glossary of Terminology
  What is the language of networking? Guide to terminology.
- Network Planner
  A web-based network configuration and design tool. It helps you automatically generate ideas and a Bill Of Materials (a quote) to fill your networking needs.
- Case Study
  How networking benefited the Hillsboro, Oregon School District.

Additional Information Resources

- Guide to Networking for K-12 Schools
  How to implement and manage your school network. By the Northwest Regional Educational Consortium.
- Consortium for School Networking
  Current news, policies and resources.
- US Department of Education Technology Initiatives
  All about E-Rate educational technology discounts.
- SmartSchools® NetDay
  Learn how companies and schools formed partnerships to network 82% of the K-12 schools in Silicon Valley and how you can plan and implement your own network.

Intel Networking Product Solutions

- Product Family
  Solutions for getting your network up and running (includes start up as well as maintenance products).

to top of page

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Divider Title: J

the digital divide network

Partners

Digital Divide in the News

Research and Data

Grants and Funding

Digital Divide Initiatives

In the Field

Find an Effort

Guestbook

About This Site

Home

Microsoft

For more than six years, Microsoft Corp. has been committed to helping bridge the divide and has created and supported a number of programs designed to provide equal access to technology across the nation. In the past three years alone, Microsoft has given more than $173 million ($19 million in cash and $154 million in software) to help thousands of organizations provide technology access to underserved communities through public libraries, colleges and universities, and community-based nonprofit agencies. Through these efforts, millions of underprivileged individuals across the nation now have access to technology and training, from children in Boys & Girls Clubs to low-income students to Native Americans using technology to preserve their language and culture. There is no single solution to bridging this divide; a successful effort requires coordination among the public, private and nonprofit sectors. Microsoft looks forward to continuing its work with these groups to ensure equal access to the tools and information people need to learn, communicate and achieve their full potential.

Microsoft Digital Divide Initiatives

Public libraries: In partnership with the Bill and Melinda Gates Foundation, Microsoft will donate an estimated $200 million in software to create access to technology at public libraries that serve low-income communities.

Boys & Girls Clubs: Microsoft has teamed with Boys & Girls Clubs of America to establish technology centers at 1 5 Boys & Girls Clubs nationwide, and to develop a model for other clubs to use in establishing their own technology centers. In the program's first year, Microsoft donated $1.1 million in cash and $540,000 in software.

Connected Learning Community grants: CLC grants enhance learning and communications in disadvantaged communities by expanding access to information technology. More than 95 community-based nonprofit groups across the United States have received grants totaling $1.25 million in cash and $2.4 million in software during the past three years.

Working Connections: This 5-year, $30 million grant program supports the development and enhancement of information technology training for underserved populations through the nation's community college system.

Higher education for minorities: To ensure excellent technology infrastructure, teacher preparedness, training and access for minority college students, Microsoft has long supported Historically Black Colleges and Universities, Hispanic-Serving Institutions and tribal colleges.

TRIO programs: Microsoft has donated more than $20 million in software to increase technology access for low-income students participating in the federally funded TRIO programs at 49 colleges and universities across the United States, benefiting more than 70,000 students.

http://www.microsoft.com/giving/docs/NNTLG.rtf

Microsoft Technology Leadership Grants: Technology Leadership Grants provide major software donations to large, national nonprofit organizations to expand their use of information technology to support their mission. In the three years of this program, Microsoft has donated over $18 million in software to 20 organizations.

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Divider Title: 12 _____

Microsoft Giving: Bridging the Digital Divide

Fact Sheet

December 1999

Technology today is enabling many Americans to reach their goals and realize their dreams. Yet however widespread technology may seem, many Americans still have little or no access to it. This has created a "digital divide" that breaks along economic, racial, educational and rural/urban lines, impeding opportunities for success and prosperity for individuals across the United States. For more than six years, Microsoft Corp. has been committed to helping bridge this divide and has created and supported a number of efforts designed to provide equal access to technology across the nation.

In the past three years alone, Microsoft has given more than $173 million ($19 million in cash and $154 million in software) to help thousands of organizations provide technology access to underserved communities, including public libraries, colleges and universities, and community-based nonprofit agencies. Through these efforts, millions of underprivileged individuals across the nation now have access to technology and training, from children in Boys & Girls Clubs to low-income students to Native Americans using technology to preserve their language and culture.

There is no single solution to bridging this divide; a successful effort requires coordination among the public, private and nonprofit sectors. Microsoft looks forward to continuing its work with these groups to ensure equal access to the tools and information people need to learn, communicate and achieve their full potential.

Microsoft's philanthropic efforts to bridge the digital divide include the following:

Creating Access in Underserved Communities

Microsoft makes grants to community-based nonprofit organizations in cities across the United States. This approach brings people and technology together in places as varied as low-income housing developments, homeless shelters, senior centers, schools, hospitals and multi-service centers. By working with organizations that already are part of the community fabric, Microsoft is helping to ensure that children learn how to play with the computer, adults in transition receive work-force training to bolster their economic prospects, and seniors can reach anywhere in the world through e-mail and the Internet.

The following are some ways in which Microsoft is helping create access to technology in communities:

- **Public libraries.** In partnership with the Bill and Melinda Gates Foundation, Microsoft will donate an estimated $200 million in software to create access to technology at public libraries that serve low-income communities. This is an outgrowth of Microsoft's "Libraries Online!" program that started in 1995 to bring computer access to disadvantaged people through public libraries.
- **Boys & Girls Clubs.** Microsoft has teamed with Boys & Girls Clubs of America to establish technology centers at 15 Boys & Girls Clubs nationwide, and to develop a model for other clubs to use in establishing their own technology centers. In the program's first year, Microsoft donated $1.1 million in cash and $540,000 in software to clubs in Philadelphia; Newark, N.J.; Cleveland; Los Angeles; Sacramento, Calif.; and 10 other communities.
- **Connected Learning Community grants.** CLC grants enhance learning and communications in disadvantaged communities by expanding access to information technology. More than 95 community-based nonprofit groups across the United States have received grants totaling $1.25 million in cash and $2.4 million in software during the past three years. Edgewood Terrace, an affordable housing complex in a Washington, D.C., neighborhood with one of the city's highest unemployment rates, received $20,000 in cash and nearly $600,000 in software earlier this year to develop and equip its community computer center. Microsoft's support also helped Edgewood Terrace link every apartment to a residential network, providing residents with high-speed Internet access and personal e-mail accounts.
- **Accessibility.** Microsoft is committed to supporting the development of hardware and software that is fully accessible to individuals with disabilities and that enables them to use the latest technology at work, at school and at home. In the past year, Microsoft

has awarded $200,000 in cash and $55,000 in software to support innovative endeavors that focus on advancing PC accessibility.

Creating Access Through Colleges and Universities

Microsoft makes grants to educational institutions across the United States to provide both underserved students and nearby community members with greater access to technology and training. For example, a recent grant to UCLA is helping empower children in disadvantaged neighborhoods to map community assets and then use this information to improve their communities. Other grants have helped underserved individuals acquire technology training and have provided technology access to minority and low-income students.

The following are some ways in which Microsoft is helping create access to technology in colleges and universities:

- **Working Connections.** This grant program supports information technology training for underserved populations through the nation's community college system. Microsoft has made a five-year, $30 million commitment to this program, which is being administered by the American Association of Community Colleges. Grants fund IT curriculum development, faculty training and outreach to local community groups and industry.
- **Higher education for minorities.** To ensure excellent technology infrastructure, teacher preparedness, training and access for minority college students, Microsoft has long supported Historically Black Colleges and Universities, Hispanic-Serving Institutions and tribal colleges. Microsoft also recently supported the University of Michigan in its use of technology to preserve American Indian culture and language, training and research opportunities for minority undergraduates, and management internship opportunities for business school students. Microsoft has committed more than $35 million in cash and software to this effort since 1995.
- **TRIO programs.** Microsoft has donated more than $20 million in software to increase technology access for low-income students participating in the federally funded TRIO programs at 49 colleges and universities across the United States, benefiting more than 70,000 students. Initiated in 1965, the TRIO programs help low-income Americans enter college, graduate and move on to participate more fully in America's economic and social life.

Creating Access for Nonprofit Organizations

Nonprofit organizations provide critical resources and services — often without the benefits of technology — to the communities and individuals most affected by the digital divide. Microsoft commits millions of dollars in cash, software and expertise each year to these organizations because technology, used wisely, can help them achieve their missions and create healthy, vibrant and sustainable communities.

Examples of Microsoft's commitment to nonprofit groups include the following:

- **Technology assistance for nonprofits.** Microsoft supports and develops programs to provide nonprofit technology services for community-based organizations. NPower, a nonprofit group that provides technology assistance to other Puget Sound area nonprofits, provides a wide range of mission-driven technology consulting and training. Microsoft spearheaded the development of NPower with a commitment of $750,000 in cash and $250,000 in software over three years.
- **Microsoft Technology Leadership Grants.** Technology Leadership Grants provide major software donations to large, national nonprofit organizations to expand their use of information technology to support their mission. In the three years of this program, Microsoft has donated over $18 million in software to 20 organizations. In 1997, The National Urban League received a Technology Leadership Grant of $2.5 million in software to improve communications and organizational efficiency, to more effectively use the Internet, and to help improve the delivery of service to the League's constituents.

About the Microsoft Giving Program

Created in 1983, the Microsoft Giving Program is one of the first philanthropic efforts in the high-tech industry. The company's worldwide charitable efforts are aimed at increasing access to technology for disadvantaged communities and supporting community organizations in the areas of education, human services, civic development, the arts and the environment. Last year, Microsoft gave more than $25 million in cash and $79 million in software to more than 5,000 nonprofit organizations. The company encourages every employee to give to charity by matching, dollar-for-dollar, employee charitable contributions up to $12,000 per employee

annually. More than 20,000 Microsoft employees participate in the program. More information on the Microsoft Giving Program is located at http://www.microsoft.com/giving/.

About Microsoft

Founded in 1975, Microsoft (Nasdaq "MSFT") is the worldwide leader in software for personal and business computing. The company offers a wide range of products and services designed to empower people through great software — any time, any place and on any device.

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For more information, press only:

Erin Cox, Waggener Edstrom, (503) 443-7000, erinc@wagged.com
Rapid Response Team, Waggener Edstrom, (503) 443-7000, rrt@wagged.com

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Divider Title: 13 _____

Libraries

- GLOBAL HEALTH
- LEARNING

  Libraries
  Library program
- PACIFIC NORTHWEST

While computer use has exploded across the country, there remains a troubling gap between those who have access to technology and those who do not; a gap known as the "digital divide". Access to information is an age-old problem that has taken on a new urgency with the emergence of the Internet as a fundamental tool for learning. It is critically important that technology is available to everyone, regardless of race, gender, income, or age.

Libraries, with their heritage of providing free information, are playing an important role in bridging the digital divide. However, many library systems lack the financial resources to provide widespread public access to technology. The combination of these factors led Bill and Melinda Gates to begin their philanthropic efforts with public libraries, to reflect their commitment to address the "digital divide" in a global, systematic way.

The Library Program makes grants to public libraries for the purpose of purchasing computers and hardware to bring Internet access to their patrons. As part of the grant, libraries also receive free training and technical assistance, and other support, as well as donated software from Microsoft.

The five-year goal of the Library Program is to provide grants to the more the than 11,000 libraries in the United States and Canada serving low-income communities; provide training to librarians; and to ensure information access for future generations.

In addition, Bill and Melinda's commitment to libraries was the motivation behind a November 1998 gift from the William H. Gates Foundation of $20 million to the Seattle Library Foundation. The "Libraries for All" capital campaign was aimed at expanding and improving neighborhood libraries, as well as expanding and supporting book collections. This gift also reflects Bill and Melinda's support for communities in the Pacific Northwest.

Click here to view all Library Press Releases

Bringing innovations in health and learning to the global community.

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Digital Divide Research

The Bill & Melinda Gates Foundation conducts ongoing research into the causes and effects of the digital divide, as well as possible solutions. This information is used in grant making, policy formation, and grant implementation.

The phrase "digital divide" describes the gulf between those people who have access to computing and Internet connectivity and those who don't. It comes from the titles of three US Dept. of Commerce / National Telecommunications and Information Administration (NTIA) reports that describe this gap.

Those caught in the digital divide are of primary concern to the Bill & Melinda Gates Foundation. *Falling Through the Net: Defining the Digital Divide*, NTIA's 1999 report, indicates that many groups still lag behind in terms of achieving access to computing and the Internet. These groups can be broken down along five demographic lines, listed below along with their average percentage of computer ownership and online access. As you can see, many groups are often *two to three times less likely* than their more privileged counterparts to have access to computing and Internet resources. (The statistics below are combined and averaged from reported data, which was collected in 1998).

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Divider Title: K

the digital divide network

Partners

Digital Divide in the News

Research and Data

Grants and Funding

Digital Divide Initiatives

In the Field

Find an Effort

Guestbook

About This Site

Home

SBC Communications Inc. is a global communications leader. Through its trusted brands Ð Southwestern Bell, Ameritech, Pacific Bell, SBC Telecom, Nevada Bell, SNET and Cellular One Ð and world-class network, SBC provides local and long-distance phone service, wireless and data communications, paging, high-speed Internet access and messaging, cable and satellite television, security services and telecommunications equipment, as well as directory advertising and publishing. In the United States, the company currently has 87.3 million voice grade equivalent lines, 10.3 million wireless customers and is undertaking a national expansion program that will bring SBC service to an additional 30 markets. Internationally, SBC has telecommunications investments in 22 countries. With more than 200,000 employees, SBC is the 14th largest employer in the U.S., with annual revenues that rank it among the largest Fortune 500 companies.

Selected Major Initiatives of SBC Communications to Close the Digital Divide

- Community Partnership Agreement. The Community Partnership Agreement is a nonprofit collaboration between SBC subsidiary Pacific Bell and nine California community coalitions Ð representing 134 Latino, Asian American, African American, civil rights, and disability organizations Ð that is dedicated to closing the digital divide by bringing communications technologies to traditionally disadvantaged communities. SBC is providing a $50 million monetary contribution to the fund, which is distributing $5 million per year over a ten year period.

- Major National Urban League Grant. In November, 1999, SBC announced a $1 million grant to the National Urban League to support the LeagueÕs technology programs. The grants will help fund the Urban LeagueÕs efforts to close the digital divide by helping them create and maintain community technology centers that bring technology to underserved communities. Community Technology Centers were heralded in the Falling Through the Net reports as key access points for low-income communities.

- National Urban League Midwest Technology Centers. SBC subsidiary Ameritech has also given $350,000 to the Urban League to fund community technology centers in Aurora, Ill., Cleveland, Detroit, Indianapolis, and Milwaukee.

- "Links to Learning Ð Closing the Digital Divide" Initiative. Just recently in Connecticut, SBC subsidiary SNET awarded $500,000 to institutions of higher education under a grant program designed specifically to close the digital divide. Seven colleges and universities have received grants and are administering programs such as: hands-on technology training for the visually impaired, women in transition, senior citizens and young adults from difficult family situations at Housatonic Community Technical College; a basic computer literacy training program for the underserved population of eastern Connecticut at Eastern Connecticut State University; and an "Introduction to Computers" curriculum for women in transition at Gateway Community Technical College.

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Divider Title: L

sgi™

Community Relations

B.R.I.T.E. Award

SGI and the Tech Museum of Innovation announce the B.R.I.T.E. (Breakthrough Results Integrating Technology and Education) award. B.R.I.T.E., will be presented each year to a teacher, school, district, or county program that exemplifies positive, replicable results. Programs will be closely measured based on a number of criteria, including marked increases in student attendance, retention, and academic achievement.

The award was founded in honor of Dr. Yvette del Prado, a long-time educator, Tech Museum board member, and vice president of external affairs for SGI. Dr. del Prado has served on the Tech Museum's board of directors since 1988, twice as its chair, and has been a leader in developing the Tech's educational programs. She is a former superintendent of schools for the Cupertino School District and associate superintendent of schools for the San Francisco School District. As vice president of external affairs for SGI, she is responsible for the company's education relations, local, state, and federal government relations, corporate contributions, and community relations.

B.R.I.T.E. Award Description

Two categories will be considered for this annual award:

- School/district/county program
- Teacher

Eligible:

any K-12 school/district/county program or teacher (public or private). Includes collaborations with corporations, nonprofits, and government agencies.

Requirements:

evidence of replicable results gained through programs that integrate technology into curriculum.

Focus areas:

Science, math, language arts

Award:

$10,000 in cash

or

$20,000 in equipment and support from SGI, a $2,500 training support package for up to 30 people from the Tech Museum of

Innovation,

and

recognition on Web sites and written communications of the Tech Museum of Innovation and SGI.

Applications will be published annually. Applications may be considered more than once.

Results are defined as any of the following:

Measurable increase in two or more of the following:

- Student attendance
- Student retention
- Student academic achievement (test scores, GPA, higher education placement)
- Student competence in a specific marketable skill
- Student portfolio assessment

Download the application in PDF format.

Visit the Tech Museum.

privacy policy | questions/comments

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Divider Title: M _____

- Sun Microsystems Foundation
- Education & Employment Training Grants Program
- Open Gateways Program
- Employee Matched Giving Program

GIVING PROGRAMS
Open Gateways Program™

Bringing the Power of Network Computing to K-12 Schools

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

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

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

Goals of the Open Gateways Program

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

- Assist schools, particularly in economically disadvantaged communities, deploy network computing technologies;

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

Open Gateway Communities

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

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

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

Open Gateways Grants

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

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

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

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

Open Gateways Learning Community

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

members of the Learning Community which include:

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

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

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

Open Gateways Professional Development Program

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

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

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

- A narrative description of each curricular unit;
- Presentation Slides for the trainer to use to deliver each workshop;
- Talking points for each Presentation Slide;
- Guided Practices for workshop participants to practice the skills developed in each workshop; and
- Sample Student Projects and Lesson Plans developed and implemented in classrooms by members of the Open Gateways Learning Community.

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

ABOUT SUN - Community Investment

Sun and America's Promise

Sun is proud to have been one of the first high-tech companies to respond to

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

For More Information

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

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

Giving Programs : Sun Microsystems Foundation | Education & Employment Training Grants Program | Open Gateways Program | Employee Matched Giving Program

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- Sun Microsystems Foundation
- Education & Employment Training Grants Program
- Open Gateways Program
- Employee Matched Giving Program

GIVING PROGRAMS

Education & Employment Training Grants Program

The Sun Microsystems Foundation, Inc.
Education Grants Program

Since its inception, the Sun Microsystems Foundation has provided cash grants to schools and nonprofit, charitable organizations that seek to increase college entrance rates and create job opportunities for disenfranchised communities in and around Sun's largest employment communities.

Applicants to this program **must** meet the eligibility criteria and submit applications based on the Sun Microsystems Foundation Grant Guidelines. Since guidelines are subject to change from time to time, potential applicants are advised to contact the Sun Worldwide Corporate Affairs Department to determine current focus areas and timelines at corpaffrs@corp.sun.com or call: 1(650) 336-0487 (USA) or 01506-672822 (from within the UK)

Grant Guidelines Overview

Successful education grantees have been able to demonstrate a keen understanding of their client needs and interests designing strategies that:

- Allow students to make connections between classroom learning and real life;
- Emphasize interdisciplinary learning, and problem-solving skills;
- Enable students to contribute to the design and development of the curricula;
- Prepare students for college and skills needed to successfully compete in the workplace.

This grant cycle allows us to build on the success of our previous efforts, while focusing attention on longer-term interventions that address specific gaps in education and employment, and level the playing field -- particularly among disadvantaged youth.

Multi-year, cash grants will be awarded on a competitive basis to schools and community-based organizations that present realistic and compelling plans that are intended to produce the following outcomes for the target population:

- Increased enrollment in college preparatory courses;
- Heightened interest in high-tech careers;
- Improved achievement in mathematics, science, engineering, and computer related courses;
- Higher enrollment in 4-year universities or colleges;

For the full Sun Microsystems Foundation, Inc. Education Grants

Program guidelines, including information on eligibility criteria, grant awards, funding restrictions, and application procedures, please visit the Sun Microsystems Foundation Grant Guidelines webpage.

Giving Programs : Sun Microsystems Foundation | Education & Employment Training Grants Program | Open Gateways Program | Employee Matched Giving Program

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- Community Action Volunteer Program
- Sun Worldwide Volunteer Week
- Community Partnership Programs

EMPLOYEE INVOLVEMENT

Community Partnership Program

Sun Worldwide Corporate Affairs Community Partnership Program

Purpose of Program

The Community Partnership Program was designed as a way for Sun and its employees to invest in the communities in which they live and work. By combining employees' time and energy with financial support from the **Sun Microsystems Foundation**, the program creates one-year partnerships to serve and improve our communities.

Sun Community Partnerships are initiated by employee committees at Sun sites and are designed to encourage community involvement at Sun sites worldwide that are not served by the **Education & Employment Training Grants Program** and **Community Action Volunteer Programs**.

The Sun Microsystems Foundation offers financial resources to mobilize volunteerism, but requires a long-term commitment before making any resource allocation. The foundation excludes one-time efforts from receiving funding through this program, and also does not make grants to individuals, nor for paid advertising, fund-raising events, religious or political purposes, nor for arts and cultural activities. No portion of the grant may be used for the benefit of Sun employees involved in the project, nor for the immediate business interests of Sun Microsystems, Inc.

To obtain more detailed information on how to participate and the criteria for receiving funding for a Sun Community Partnership, please download this printable version of guidelines.

Employee Involvement : Community Action Volunteer Program | Sun Worldwide Volunteer Week | Community Partnership Programs

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- Keeping In Touch
- Open Gateways Program
- Sun Microsystems Inc. Foundation
- Community Action Volunteer Program
- Sun Programs
- 1998 Community Development Grants
- Foundation

1998 COMMUNITY INVESTMENT REPORT
Open Gateways Program

We're partnering with schools and enhancing education by bringing the Internet within everyone's reach.

Connecting the Rest of Us

To understand why the transition to network computing is so important for schools, all you have to do is look at the limitations of older computing models. Schools that have outgrown their PCs know the frustrations of equipment and software that become obsolete too soon.

Network computing can truly be called "computing for the rest of us." In the business world, it's a low-cost way to give workers fast access to information. In schools, it brings the Internet within everyone's reach, expanding boundaries beyond classrooms.

By design, network computers (NCs) are less complex and expensive than traditional PCs. They don't require hard drives or powerful processors because they draw those capabilities from a central network. Since most of the network's "brains" are in a central server, it's much easier to manage and add power to these devices. And because software for everyone is installed only on the server, upgrading also becomes a simple task.

Integrating Technology Into Classrooms

Through the Open Gateways initiative, Sun has been forging partnerships to help schools-particularly in economically disadvantaged communities- use network-based tools to implement new teaching strategies and prepare students to participate in tomorrow's information economy.

In 1998, Sun donated $119,185 in computer equipment, training, support, and cash grants to schools through Open Gateways. As any teacher knows, it takes a lot more than equipment and wires to make technology work in education. That is why Open Gateways not only helps K-12 schools build their network infrastructure, but also helps teachers integrate computing directly into classroom instruction.

Hooking Kids on Learning

At Hillsdale Year-Round Elementary School in San Jose, California, a lot of the fourth graders have been writing reports on California missions. This activity is part of their usual curriculum. The resources the students have been using are not.

"They were integrating material off the Internet into their reports, downloading pictures depicting missions....It was a more in-depth study and more specific, because they could get a lot more information," explains school principal Nancy McLaurin. "Kids who were not necessarily turned on to school were turned on to working on the computer and learning about missions. The strategy that was used got them hooked."

That strategy began with Sun's 1998 donation of computing products valued at more than $70,000. According to McLaurin, "The equipment was important, but I think the staff development was an even more important component." In addition to three days of system administration training and the year of technical support that were part of the Open Gateways grant, mentor teachers at Hillsdale were also trained by Sun staff development consultants, and Sun employee volunteers trained other teachers using Sun-developed curriculum.

"It takes a definite commitment on Sun's part and their workers' part to do that," McLaurin says. "The mentors not only learned the software, but also applied it to their curriculum....they've developed lesson plans using the lab and software with their classes." She adds, "Now those teachers will be able to train the rest of the staff next year."

Sun continually refines the Open Gateways program to reflect what we learn from educators. If Hillsdale is any example, we're on the right track. "I think the model that they've set up is exemplary for other schools," McLaurin says. "The Sun volunteers coming in and training the staff-that component is not usually in programs or grants, and it is key to being successful in the classroom."

Partnership is also key, McLaurin agrees. "This has been a welcome partnership between our school and Sun. It has definitely enriched instruction, and we're looking forward to doing even more next year."

1998 Community Investment Report : Keeping In Touch | Open Gateways Program | Sun Microsystems Inc. Foundation | Community Action Volunteer Program | Sun Programs | 1998 Community Development Grants | Foundation

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Company Info Navigation
- Select One -

> Education
> Jerry R. Junkins Child Development Center Dedication
> Learning by Leaps & Bounds

> Pre-K
Innovation pre-school programs for disadvantaged students
> K-12
Initiatives including tutoring, career development and technical education
> College
University-based research and support for math, science and engineering degree programs
> Workforce
Training and continuing education programs

Education

Overview

Our Commitment to Education is Strong

Perhaps more than at any other time in the nation's history, education represents the cornerstone of our future. If we want to compete successfully in a global economy, and if we hope to maintain and improve our quality of life, then we must all do our part to prepare America for the 21st century. At Texas Instruments, we pledge to continue our support — through literally hundreds of education initiatives, in communities from coast to coast — because our future demands nothing less.

Building a Competitive Workforce, Effective Schools and Vital Communities

At Texas Instruments, we're convinced educational excellence is a national imperative. It's a critical building block for America's economic vitality, and for the quality of life in the communities where we live and work.

To meet the challenges of a dynamic future, we must be prepared to keep learning throughout our lives. That's why, from our earliest days, Texas Instruments has vigorously supported a wide range of initiatives designed to promote effective education - before, during and after the traditional school years.

Traditionally, corporations have focused their support at the K-12 and university levels. Today, TI takes an innovative approach at all educational levels—including a unique emphasis on programs in pre-school education and workforce training.

Channels of Support

TI provides generous financial support to a variety of educational programs — millions of dollars on an annual basis — as well as thousands of volunteer hours. Our support of education occurs in a number of ways:

- The volunteer efforts of TI people, including one-on-one tutoring with students, serving as advisors to teachers and principals, and serving on the boards of non-profit organizations or as education policy makers.

- Corporate contributions made directly to schools,

community
organizations and universities.

- Texas Instruments Foundation grants made to qualified nonprofit schools and organizations; additional Foundation grants that match gifts by TI U.S. employees to four-year colleges and universities of their choice.

- Donations of TI products, including educational calculators, computers and printers.

- The introduction and development of quality principles and quality management tools, like those used to improve the competitiveness of business, into all levels of the American education system.

- Support of co-operative, graduate—level university research
programs — both directly from TI and through major industry consortia.

- Student employment programs (summer jobs, internships and
co-ops), to accelerate career development and provide individual financial support.

- A wide variety of internal training courses available to TI's workforce worldwide.

- Tuition reimbursement for TI employees enrolled in higher education and external training opportunities.

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Divider Title: 14 _____

Company Info Navigation
- Select One -

> Education
> Jerry R. Junkins Child Development Center Dedication
> Learning by Leaps & Bounds

> Pre-K
Innovation pre-school programs for disadvantaged students
> The Challenge for Business in Education Reform
> K-12
Initiatives including tutoring, career development and technical education
> College
University-based research and support for math, science and engineering degree programs
> Workforce
Training and continuing education programs

Education

Pre-K
Helping children succeed early in life...

With the help of our funding and involvement, the Margaret H. Cone Head Start Center is beginning to paint a brighter future for the children of one of Dallas' poorest neighborhoods. At one time, most of the area's children were ill-prepared to enter kindergarten—with more than half scoring in the bottom 1% on basic skills tests. Today, Cone Center graduates do better than most of their peers across the U.S. The 1994 class, for example, scored at or above the 60th percentile in vocabulary, word analysis, and math.

Model Head Start Programs

We believe early childhood education with a solid language curriculum and strong parental involvement is the key to positive, fundamental change in our schools and throughout society. In Dallas, our headquarters city, we have developed collaborative programs that help children succeed early in life. These efforts are receiving national recognition for a comprehensive approach to preschool education.

Since 1990, the TI Foundation has been collaborating with universities and local Head Start administrators to develop a model preschool program at the Margaret Cone Center—one which each year gives about 90 disadvantaged students full-day, year-round access to the educational, health and social services they need to succeed in school and beyond.

In 1995, the TI Foundation initiated a collaboration with two other area foundations to launch the Calumet Head Start Center in Dallas' predominantly Hispanic West Oak Cliff neighborhood. Modeled after the Cone Center program, Calumet will serve more than 150 children annually—providing a multi-sensory language curriculum, along with a variety of health, nutrition and social services.

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Divider Title: 15 _____

Company Info Navigation
- Select One -

> Education
> Jerry R. Junkins Child Development Center Dedication
> Learning by Leaps & Bounds

> Pre-K
Innovation pre-school programs for disadvantaged students
> K-12
Initiatives including tutoring, career development and technical education
> Technology that helps students
> Technology—based careers
> The competitive spirit
> Supporting K-12 Education
> College
University-based research and support for math, science and engineering degree programs
> Workforce
Training and continuing education programs

The Science Place

Education

K-12

Technology that helps students see math and science in exciting new ways

Science and technology has come alive for thousands of K-12 students when the TI Founders' IMAX Theater opened at Dallas' premier science museum, The Science Place in Fair Park. The new theater provides a powerful learning experience for area schools, youth groups and teachers' organizations—as it presents science-based films through state-of-the-art projection and audio technology.

Engaging Encounters With Math & Science

When it comes to teaching math and science, visualization is a powerful tool for learning. A $3 million grant from the TI Foundation has made it possible for Dallas-area students of all ages to see science and technology in an exciting new light. The grant provided primary funding for the TI Founders' IMAX ™ Theater at The Science Place in Fair Park. Named in honor of the four TI founders, Cecil Green, Patrick Haggerty, Erik Jonsson and Eugene McDermott, the theater opened in June 1996.

In recent years, TI has also worked with hundreds of math and science teachers across the country to develop a wide range of educational and graphing calculator products, all of which enhance the learning process by allowing students to visualize the concepts they're being taught.

To extend the impact of this teaching method, TI has become the primary corporate sponsor for T^3—Teachers Teaching with Technology—a nationwide initiative to revitalize the way math and science are taught in America's elementary, middle, high schools and colleges.

By providing major financial support for T^3 (T-Cubed), TI is playing a critical role in the effort to train teachers on how to use graphing calculators in their classrooms. This program began at The Ohio State University in 1987, and is now based at the University of Texas at Arlington. Since its inception, T^3 seminars and summer institutes have provided hands-on instruction to nearly 20,000 teachers, introducing the program's innovative techniques to classrooms in more than 40 states.

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Company Info Navigation
- Select One -

> Education
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> Pre-K
Innovation pre-school programs for disadvantaged students
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Initiatives including tutoring, career development and technical education
> Technology that helps students
> Technology—based careers
> The competitive spirit
> Supporting K-12 Education
> College
University-based research and support
for math, science and engineering degree programs
> Workforce
Training and continuing education programs

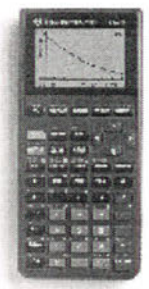
Education

K-12
Sparking interest in technology-based careers

TI people are working to keep interest high in math, science and technical-oriented careers—particularly for minorities and women—through mentoring programs, career days and a wide range of similar activities at TI sites throughout the U.S.

Role Models For Middle & High School Students

Middle and high school students may not quite be ready to settle on a career path. But very often, they're starting to form attitudes about math and science—attitudes which can have a tremendous impact on the rest of their lives. At TI, we believe it's vital that middle school students (especially young women and minorities who are historically underrepresented in technical fields) learn to enjoy the challenge and excitement of these subjects, so they can begin to prepare for technical careers.



TI recently received a Gold Star award from the state of Massachusetts for our ongoing partnerships with public schools in Attleboro, designed to enhance the "school-to-work" transition. Through a variety of efforts—such as career days, plant visits, co-op education programs and Take Our Daughters To Work Day—TI people are helping to expose local students to the skills they'll need for the workplace of the future.

In Dallas' largely minority-populated Rusk Middle School, members of TI's Hispanic Employees Initiative Forum are volunteering to team up with students who might otherwise overlook technology-oriented careers. The TI employees serve as advisors to Rusk Middle School's Science and Engineering Club, plan weekly activities, and expose students to a wide range of educational experiences. In schools throughout north Texas, TI employees work with middle and high school students through the CHOICES program, emphasizing the importance of a quality education and the benefits of staying in school and making sound curriculum choices.

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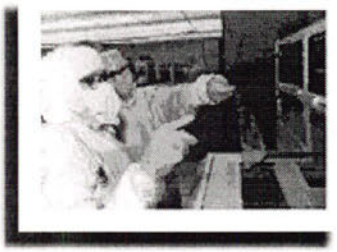
Company Info Navigation
- Select One -

> Education
> Jerry R. Junkins Child Development Center Dedication
> Learning by Leaps & Bounds

> Pre-K
Innovation pre-school programs for disadvantaged students
> K-12
Initiatives including tutoring, career development and technical education
> College
University-based research and support for math, science and engineering degree programs
> Workforce
Training and continuing education programs



Education

Workforce

Today's Standard: learning thoughout life...

Employees of TI's Semiconductor Group receive regular training to ensure that their job skills keep pace with a rapidly changing business environment.

Continuing education is critical in today's marketplace, where job skill requirements are changing rapidly and global competition demands higher quality and greater productivity. Workers need ongoing training to be able to adapt and contribute in an evolving workplace. TI is committed to equipping our employees with the skills and knowledge required of a high performance workforce, by supporting access to a wide variety of internal and external training and education opportunities.

TI's policy is to provide every employee with a required minimum amount of training per year. In 1995, every employee received at least 40 hours of training. This policy represents an investment of $100 million per year in training programs for our U.S. employees.

Also do Continuing Ed. for 500 employees

This commitment to workforce development includes basic skills instruction for the hourly employees who work in our manufacturing plants. Those who need remedial work receive classroom training to improve their math and reading abilities. TI will invest $15 million in basic skills testing and remedial instruction between now and the turn of the century.

In addition, a joint program between TI and Southern Methodist University was developed to cross-train hardware engineers and technicians in the software and data processing fields. More than 200 TI employees have taken part in the courses, taught at the worksite by SMU and community college instructors.

TI is also a strong supporter of continuing education in our communities. For example, we recently announced a $1 million challenge grant for an all-digital distance learning network in North Texas. The Green Network, named for TI founder Cecil Green, will link colleges and universities, company sites, libraries and medical centers throughout the Dallas/Fort Worth Metroplex—to give people easy access to continuing education courses.

The Green Network extends the success of an existing education network which has delivered courses from area colleges and universities directly into Metroplex workplaces for the past 30 years. Over 51,000 area employees have completed graduate-level coursework via the existing system. The new Green Network will dramatically enhance the learning experience by providing two-way video and data transmissions between instructors and their students.

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FOR IMMEDIATE RELEASE

Schools Online & Yahoo! Charity Auctions to Deliver "Auction for Access;" A New Kind of Online Auction

Industry Influencers and Business Leaders will go to The Most Successful Bidders

SAN JOSE, CA - April 1, 1999 - If you have ever dreamed of getting your business plan reviewed, meeting face-to-face with a venture capitalist or exchanging ideas with today's movers and shakers, look no further than Yahoo!® Auctions (http://auctions.yahoo.com). Schools Online (http://www.schoolsonline.org) and Yahoo! Auctions now give aspiring entrepreneurs and future business leaders a rare and unique auction opportunity.

Beginning today, people can participate in the "Auction for Access," hosted by Yahoo! Auctions, a leading person-to-person interactive commerce adventure. Sponsored as a benefit for Schools Online, successful bidders will receive private consultations with high-profile technology industry leaders and pioneers. Schools Online is dedicated to ensuring that all schools have effective access to the communication and information resources of the Internet.

"We believe the Web is a valuable tool for education, and Yahoo! Auctions offers us a dedicated forum to positively extend our vision: to connect the world - one school at a time," said Touraj Rahimi, President, Schools Online. "By bringing together some of today's most influential leaders in business and technology in a fun and engaging environment, we can promote business opportunity and community, encourage the exchange of ideas and help lay the foundation for tomorrow's business leaders."

"Since Yahoo! began, we have been dedicated to helping people find and connect with others as well as to providing access to information," Susan Carls, senior producer, Yahoo! Auctions. "By joining efforts with Schools Online, we can further this goal by connecting aspiring entrepreneurs and future business leaders with the fundamental resources and industry influencers they need to become successful in business. Through Yahoo! Charity Auctions, we hope to empower people to achieve not only their own goals, but also help raise awareness and ensure access to the Web as well as to the valuable education platform and community of support it offers."

How to Succeed In Business . . .

The "Auction for Access" will feature two online auction categories. The first auction, which kicks off today, will offer four Internet entrepreneurs that online bidders can vie for in an engaging and adrenaline-filled environment.

This auction runs through April 13, 1999. The second auction offers people a chance to bid on four computer technology entrepreneurs and runs from April 14 though April 27, 1999. Winning bids are 100 percent tax deductible and all proceeds from the "Auction for Access" will benefit Schools Online.

Successful winners receive a private consultation. Each consultation will be one half-hour in length and may be used to review new companies, technologies or business ventures. Individuals donating their time for this worthy endeavor include: Mike Moritz, Kamran Elahian, Alex Balkanski, Bob Jones, Dado Banatao, John Gage, John McHugh, and Lip-Bu Tan.

On the Auction Block: April 1-April 13, 1999

- John Gage
  Co-founder, Netday and Chief Researcher and Director of the Science Office for Sun Microsystems
- Bob Jones
  Chairman of Quantum Electronics Manufacturing and Deputy Chairman of Datatec, also named as the British Venture Capital Association's Venturer of the Year.
- John McHugh
  General Manager, ProCurve Networking Business Hewlett-Packard Company
- Mike Moritz
  Partner, Sequoia Capital and Director of Agile Software, eGroups, eToys, Flextronics, NightFire, PlanetRx, Quote.com, Saba Software, and Yahoo!

On the Auction Block: April 14-April 27, 1999

- Alex Balkanski
  President, CEO and Founder of C-Cube; Co-founder and President of Diamond Devices Inc.
- Dado Banatao
  Venture Partner at the Mayfield Fund and Founder of S3, Chips and Technologies, and Mostron
- Kamran Elahian
  Co-founder and Chairman of NeoMagic, Planetweb, and Centillium Technology, as well as, Co-founder of Cirrus Logic, Momenta, and CAE Systems
- Lip-Bu Tan
  Founder and Executive Chairman, Walden International Investment Group

The Yahoo! Charity Auctions program is part of the Yahoo! network of properties (Nasdaq: YHOO) and Yahoo! Auctions, which is a free online person-to-person marketplace offering convenient access to more than 3,000 different categories such as: Toys & Games, Arts & Entertainment, Antiques & Collectibles, Computers & Software, Electronics and Cameras. The Yahoo! Charity Auctions program is a service dedicated to the ongoing support of
non-profit organizations. All proceeds from the Yahoo! Charity Auction program is donated directly to the celebrity's or participant's specified charity. To find out more about Yahoo! Charity Auctions, contact charityauctions@yahoo.com.

About Schools Online

Schools Online is a 501(c)(3) public benefit organization. Its mission is to help ensure that all schools have effective access to the communication and information resources of the Internet. The organization donates Internet equipment to schools and facilitates teacher training and support. Since May 1996, Schools Online has helped more than 5,000 schools in 45 states and 17 countries gain online access.

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Divider Title: P _____

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The San Francisco Chronicle

JANUARY 18, 2000, TUESDAY, FINAL EDITION

SECTION: NEWS; Pg. A13

LENGTH: 1528 words

HEADLINE: Digital Divide;

Students without home computers getting left behind

BYLINE: Meredith May, Chronicle Staff Writer

DATELINE: Regional

BODY:
While other children her age are pulling down history facts from the Internet and writing essays in Microsoft Word, Zakie Render has been online only a few times and does her homework using pencil and paper.

The 13-year-old Richmond girl cannot get regular access to the few terminals in her middle-school classes, and her family cannot afford one for home.

"The other kids tease us and stuff, call us poor, because we don't have computers at home," said Zakie, who says she is one of the two or three kids in her class of 30 who still handwrite their reports.

Forty percent of American households now have computers, but only 8 percent of poor families do, according to the National Telecommunications and Information Administration. The gap between the technological haves and have nots is actually widening, and while schools try to even the score, the kids who need PC access most attend the least-equipped schools.

Despite the doubling of the number of computers in schools nationwide in the past five years and Gov. Gray Davis' pledge to spend $200 million on still more computers for California classrooms, computers are still a rarity for many kids in the Bay Area and across the country.

The result is a **digital divide** among schoolchildren that worries teachers, employers and technology experts.

While their more affluent peers whiz forward into a technological world of international e-pals and personal Web pages, children from the poorest families are being left to do their homework with a No. 2 pencil and an encyclopedia from the library. They could be doomed to second-class status in the Information Age, according to state and federal experts.

"Some kids are plugged-in and have access to information from home whenever they need it. Others have never sent an e-mail," said Paul Lamb, director of Street Tech in Alameda, which helps low-income teenagers tap into technology.

Wealthy Americans are 20 times more likely to own a computer than low-income families, according to the 1998 report, "Falling Through the Net: Defining the **Digital Divide,**" written by the National Telecommunications and Information Administration.

Only 8 percent of families earning less than $10,000 a year have PCs, and within that group, only 3 percent have an Internet connection, the report finds.

One emerging solution for low-income kids in the Bay Area and nationwide is to get special grants of

public money or private donations to send kids home with computers.

-- Christopher Columbus School in New Jersey was able to cobble up enough grants to outfit every middle-school child with a laptop, and teachers watched attendance and test scores rise. The school turned itself around and avoided a state takeover in 1995 by pursuing technology, and it is now an often-cited example among computer advocates.

-- In East Palo Alto, Edison McNair Academy, a charter school, is sending an iMac desktop computer home with every child in the fourth through eighth grades. The free computers also allow parents to stay in touch with their children's teachers via e-mail, to check homework assignments and to find learning games online. The funding comes from Gap founder Don Fisher.

-- In the Oakland schools, there are plans to use two federal grants totaling $24 million over the next five years to send every high school student and 3,500 seventh-graders home with an Internet-ready computer.

"For the last decade, business and government were focused on getting computers into schools, but now people are starting to realize that what really divides kids academically is whether they have a computer at home," said Peter Hutcher, coordinator of instructional technology for the Oakland schools.

In Richmond, Leonard McNeil, who runs a small computer center at the Richmond housing project where Zakie and her three cousins come for help, has raised about $300,000 to build a new multimedia center with a lab of 20 networked computers in the subsidized housing complex. Part of the money came from the U.S. Department of Education, which doled out $10 million last year to narrow the **digital divide** with 40 computer centers in low-income neighborhoods.

McNeil dreams of having the computer capabilities of Berkeley's Longfellow Arts and Technology Magnet Middle School. The school has the financial backing of 15 multimedia **companies,** as well as the city, state and federal governments, to create a school that is technologically tops in California.

With 200 computers for 392 students, there are no lines to log on at Longfellow. The school has an Internet radio station and classes in programming, Web site design, computerized music composition and 3-D animation. Technology coordinator Nancy Elnor's students write computer programs and design Web pages for the Berkeley Symphony and the Coast Guard. Students regularly check their homework assignments on the school's Web page and send e-mail to their teachers.

Student Walter Adachi, 12, who helped design Longfellow's school home page, already has his own tech title: director of graphics integration. He learned HTML computer language by the sixth grade and recently linked a math game he created, using JavaScript, with the school's Web site. On Saturdays, he and several classmates take special computer programming classes at school that are given by the national manager of systems engineering for Sun Microsystems.

Longfellow, however, is worlds away from the typical California classroom.

California's public schools rank dead last in student-per-computer ratio, according to Market Data Research of Connecticut, which conducts an annual survey of computer access in 87,000 public schools nationwide.

On average, eight California kids must jostle for one computer, while the national average is five. If it is a computer with an Internet connection, 19 California kids must share it, compared with 13 nationwide, state officials say.

For the Richmond cousins, Portola Middle School in El Cerrito is not really a place to learn how to use the Internet. The terminals at their middle school are either set aside for the computer class, for teachers or have a line of kids waiting to use them. The girls, who are bused to El Cerrito because there is no middle school in the Richmond flatlands, also cannot stick around after school because they would miss the bus that takes them back to their neighborhood.

"I'm worried I'm gonna flunk because I can't get the information the other kids can," said Alexis Lee, 14, one of the cousins. "We have to use the dictionary or books at the library that have the wrong numbers for population and agriculture."

Thirteen-year-old Leah Lane switched from an Oakland middle school to Berkeley's Longfellow last fall, after her parents worried the information superhighway was bypassing their daughter.

"The computer room at my Oakland school didn't have any printers and none of the computers were connected to the Internet," Leah said. "There were four computers with Internet in the library, but the library was never open after school."

Brian Madej, a sixth-grader at Edison McNair Academy in East Palo Alto, will soon get his own iMac to take home. About 100 families at the school will get iMacs this year.

"I feel lucky now," said Brian, who uses school equipment to videotape the school's daily news show and to feed it into the Edison McNair intranet Web page. He edits the tape and adds special effects on the computer.

Before the for-profit Edison Schools corporation took over his school in 1998, he waited for hours for a 30-minute turn at the local library computer. Now his school has a lab with 32 networked computers, plus clusters of four networked computers in every classroom.

"It's hard not having a computer because the other kids brag about the programs they have," he said. "And they are probably learning more than me."

A 3.4 magnitude earthquake rumbled through San Jose yesterday, rattling a few windows but causing no damage, officials reported.

The temblor hit at 3:32 p.m. on the Calaveras Fault, which is on the same system as the Hayward Fault. The epicenter was nine miles north-northeast of City Hall, and the quake was felt up to five miles away, said Pat Jorgenson, a U.S. Geological Survey spokeswoman.

"It's a fairly typical quake for that fault," she said. "We have several in a year's time of that magnitude on that part of the Calaveras."

The temblor was followed within 30 minutes by aftershocks of 1.1 and 1.9 magnitude, but Jorgenson said the seismic activity is no cause for alarm.

"It's not an indicator of a larger quake to come," she said.

CLASSROOM CHRONICLES

Classroom Chronicles is an occasional series exploring the controversies, ideas and programs that are shaping the school environment for students today and that will have a profound effect on the skills of California's 21st century workforce.

If you have a comment or story idea, please send it to Classroom Chronicles, 901 Mission St., San Francisco, CA 94103, or send e-mail to: classroom@sfgate.com.

GRAPHIC: PHOTO (3), (1) Guy Haas of Sun Microsystems taught Java programming at Longfellow

Arts and Technology Middle School in Berkeley. / Deanne Fitzmaurice/The Chronicle, (2) Da'wanda Lee (holding cousin David Jones) and her sister Alexis (far right) use community computers because they do not own one. / Carlos Avila Gonzalez/The Chronicle, (3) Da'wanda Lee (right) hugged Leonard McNeil, director of the Family Multicultural Center in Richmond, where Da'wanda and her sister Alexis learn computer skills. At the phone is volunteer technician Rizal Minon. / Carlos Avila Gonzalez/The Chronicle

LOAD-DATE: January 18, 2000

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JANUARY 15, 2000, SATURDAY, FINAL EDITION

SECTION: BUSINESS; Pg. E1

LENGTH: 906 words

HEADLINE: HP Hints Education Revolution;

New learning device flashed at conference

BYLINE: Henry Norr, Todd Wallack, Sam Zuckerman, Chronicle Staff Writers

BODY:
Heading an all-star lineup at the Bay Area Council's annual outlook conference yesterday, **Hewlett-Packard's** new chief executive Carleton "Carly" Fiorina offered a sneak peek at a "learning appliance" the company expects to announce in April.

Encased in a red plastic shell slightly larger than a Palm device, the handheld device "has the potential of creating a revolution in education," she said. It apparently will offer Internet access, but she didn't demonstrate and offered no details about what else it will do or how much it will cost.

The new device, Fiorina said, is just one of HP's many efforts to create a "digital bridge" to overcome the "**digital divide**" or the fact that white and well-off people have far more access to new technologies than minorities and the poor.

"Frankly, Silicon Valley companies don't have a great track record in terms of inclusion and diversity," Fiorina said, in calling for a new policy of "e-inclusion."

"It's not just an obligation, it's good business," she said, in part because it's increasingly difficult to recruit outside technical talent to move to the Bay Area.

Another speaker, ExciteAtHome chief executive Thomas Jermoluk, told reporters that his company finally achieved profitability late last year, fulfilling a promise it made when it went public. "We've met our commitments every single quarter . . . and I can guarantee you that we've met them again," he said. ExciteAtHome is expected to report earnings next week.

Jermoluk also said his phone "has been ringing off the hook" with calls from prospective "partners" since America Online unveiled plans Monday to buy Time Warner for about $160 billion.

The Redwood City company's stock jumped 19 percent Thursday amid speculation that AT&T, which owns 58 percent of ExciteAtHome, might buy the remaining shares.

Jermoluk said the AOL-Time Warner deal helped "validate" broadband, or high-speed Net service, boosting interest in ExciteAtHome.

Most analysts say AOL bought Time Warner to sell a faster version of its service to Time Warner's 13 million cable subscribers. Likewise, ExciteAtHome sells its high-speed Net service through cable TV operators, including AT&T, which serves most of the Bay Area. ExciteAtHome has 1.1 million customers nationwide.

"ExciteAtHome is very attractive," he added, but declined to comment on the AT&T rumors or name which companies he's talking to about potential deals.

Separately, Jermoluk conceded the company has had significant service problems but said that's natural

when rolling out any new technology. On Thursday, a message on the company's technical service hotline said there were outages in Olympia, Wash., the entire state of Michigan and other locales, along with e-mail problems in California.

"We take a lot of heat, but this is a tough thing," Jermoluk said. He said phone companies have had similar troubles introducing another type of high-speed Net service, called digital subscriber line. Overall, he said, surveys show ExciteAtHome customers love the service.

Jermoluk also dismissed a threat from several Usenet administrators to block ExciteAtHome customers from posting messages to many Internet bulletin boards.

The Usenet administrators, who oversee bulletin boards, have posted messages on the Internet calling for the "death penalty" against ExciteAtHome.

Spammers apparently were using ExciteAtHome's computer network this month to flood bulletin boards with ads.

But Jermoluk said the spammers simply exploited a hole in the company's software to make their messages look like they were coming from ExciteAtHome. The Usenet administrators believed that ExciteAtHome knew of the problem and did nothing to stop it, but Jermoluk said the problem has since been fixed.

University of California economist Janet Yellen, formerly chief economic adviser in the Clinton White House and a Federal Reserve governor, offered an optimistic forecast for the U.S. economy this year, tempered by concerns that roaring growth could ignite inflation and force the Fed to raise interest rates.

"The U.S. economy is operating outside its speed limit," Yellen said. But if Fed policymakers succeed in heading off a surge in prices, "this expansion probably still has a lot of life."

In the Bay Area, as in many other regions, a booming economy has left employers scrambling to fill jobs. "Bay Area firms will face difficulty in hiring and retaining workers," she noted.

But even a slowdown in national growth wouldn't knock the props from under the area economy. "We are at the center of the new economy and this technology revolution has a very long way to play itself out," Yellen said. "Our region will continue to grow and prosper."

One beneficiary of the new economy, Wells Fargo Chief Executive Officer Richard Kovacevich, warned against overestimating the power of the Internet.

San Francisco's Wells Fargo operates the country's largest online banking business, with more than 1 million customers, alongside its traditional branch network. But Kovacevich argued that dot-com competitors who operate Internet-only banks will fall by the wayside.

"For financial services, there are very few customers who are single channel users," he said. "I would bet on clicks and bricks."

The business model of some online banks seems to be to "sell a dollar for 85 cents and make money on advertising," he quipped.

LOAD-DATE: January 15, 2000

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Sacramento Bee

January 15, 2000, Saturday METRO FINAL EDITION

SECTION: BUSINESS; Pg. F1

LENGTH: 465 words

HEADLINE: HP CHIEF URGES TECH FIRMS TO HELP POOR GAIN INTERNET ACCESS

BYLINE: Eric Young Bee Staff Writer

DATELINE: SAN FRANCISCO

BODY:

The chief executive of Hewlett-Packard **Co.**, the Silicon Valley pioneer behind numerous technological advances, called on high-tech leaders Friday to reach across the "**digital divide**" to ensure future business prosperity and social equality.

"The gap between the Internet haves and have-nots is widening," Carly Fiorina told sev eral hundred Bay Area business leaders gathered at the annual Outlook Conference. "It's an issue we must actively seek to head off. . . . Those of us in high technology need to think seriously about how we can change the **digital divide** into an inclusive environment by creating a digital bridge."

Fiorina singled out public technology **companies** as having the biggest responsibility to do more. Fiorina said those **companies** should put aside some of their revenues toward corporate philanthropy, even if it generates shareholder criticism.

"I believe **companies** who say "Wall Street won't let us do it,' that's a cop out," Fiorina said.

Fiorina, named HP's chief executive last July, used her keynote address to draw attention to the issue because she said it is critical to the continued health of the high tech economy -- and Silicon Valley's competitive edge.

Silicon Valley already is experiencing growing problems with traffic and rising home prices, which is making it increasingly difficult to lure talented workers to the region, Fiorina said. High-tech **companies** owe it to themselves to try to foster home-grown talent, she said. Making technology, and particularly the Internet, available to low income children and families "is not just a good idea, it's good business. In a networked economy, everyone who is connected benefits anytime someone else is connected. The more people are connected, the greater a win-win situation."

The divide that Fiorina discussed is evident when looking at federal government statistics released last July. A U.S. Commerce Department study showed:

* Households with incomes of $75,000 and higher are 20 times more likely to have access to the Internet than those at the lowest income levels, and more than nine times as likely to have a computer at home.

* Whites are more likely to have access to the Internet from home than African Americans or Latinos have from any location.

HP -- which has a work force in the Sacramento area of about 5,000 -- already is involved in a number of initiatives to help get computers and access to the Internet into the hands of the poor.

She cited HP's Community Technology Centers around the country that give computer access to the elderly and children who don't have such machines at home. She also made note of the **company's** Diversity in Education Initiative, which provides scholarship money to minorities and women who want

to pursue engineering degrees.

GRAPHIC: Carly Fiorina "The gap between the Internet haves and have-nots is widening."

LANGUAGE: ENGLISH

LOAD-DATE: January 18, 2000

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The Gazette (Montreal)

December 18, 1999, Saturday, FINAL

SECTION: Business; C4

LENGTH: 637 words

HEADLINE: Crossing the **digital divide:** Wal-Mart, K mart team up to bring Internet to poor and small-town U.S.A.

BYLINE: DAVID KALISH

DATELINE: NEW YORK

BODY:

Though it seems everybody's getting on the Web these days, two-thirds of North Americans have yet to do so because of the expense or because their communities lack easy access.

That might be about to change.

A campaign led by Wal-Mart and K mart is under way to bridge the digital gap and bring Internet service to the poor and people living in rural U.S. towns.

The retail giants have teamed up with the largest Web companies to reach out to millions of shoppers who until now have been largely ignored by major Internet businesses.

K mart and **Yahoo!** said this week they would launch a free Internet service, offering links to K mart's online store and **Yahoo's** news, entertainment, financial and other services.

Wal-Mart, in a deal with America Online, plans to offer discounted Internet access by next spring to folks who currently might not have an affordable hookup in towns near its 2, 500 stores.

Wal-Mart says 840 of the towns in which it has stores are without a local Internet service provider, forcing anyone who wants to hook up to pay hefty long-distance charges.

And Best Buy, a national consumer- electronics chain, plans to promote and sell Microsoft's MSN Internet service.

While many people are clearly resisting the temptation to get online, the combined impact of promotions by the largest retailers could finally help persuade some of them to get wired.

"This will help accelerate what was an existing trend of rural households coming online," said Dylan Brooks, an analyst with Jupiter Communications, an Internet research firm in New York.

AOL president Bob Pittman suggested some people simply need a little nudge.

"The majority of people (who aren't online) are people who procrastinate, " he said. "We want them to encounter us in every place they are."

The story of what Internet experts have dubbed the "**digital divide**" is told in the numbers.

A U.S. Commerce Department report in July found that households earning $75,000 or more in urban areas are more than 20 times as likely to have Internet access as rural households at the lowest income levels.

In addition, black and Hispanic households are only two-fifths as likely to have Internet access as white households.

The retailers have their work cut out for them, since America's unwired clearly are more resistant to technology than affluent urbanites who regularly use the Internet for work or leisure.

In interviews this week, more than a dozen shoppers outside Wal-Mart stores acknowledged their reluctance, citing costs or worries about Web content.

Kathy Ledford of Johnson City, Tenn., said she bought a computer two years ago but refuses to go online for fear of exposing her children to pornography, profanity and violence.

"I have three children, and I just feel like I can't supervise them at all times," she said.

Vicky Cobb of Clever, Mo., also worries some Internet content isn't appropriate for her teenagers.

"All of our relatives are connected, but we just haven't decided yet whether it's a good or a bad thing," she said.

Andy Hogenmilles, a 25-year-old farmer in the small southwest Missouri town of Republic, shuns the Web, saying: "I don't need no computer to run my dairy farm."

Hogenmilles, standing in overalls outside Wal-Mart, said he might be interested in free or discounted Internet service if a free computer were offered along with it.

People living in rural towns or low- income areas, where museums, libraries and quality schools may be few and far between, are precisely the sort of users who could benefit the most from the cultural, entertainment and educational opportunities on the Internet.

And medically-oriented sites can bring health-care advice to people who may live far from doctors, hospitals and research centres.

GRAPHIC: P Photo: GINO DOMENICO, AP / Floyd Hall (left), chairman and CEO of K mart Corp., speaks at a press conference Wednesday in New York. Hall announced K mart and **Yahoo!** will team up on a new Web site called Bluelight. com. Martha Stewart, who has produced a number of home and garden designs for K mart, sits next to Hall.

LANGUAGE: ENGLISH

LOAD-DATE: December 19, 1999

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Search: General News;"Digital Divide" and Yahoo

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Example: **House of Representatives**

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lives of more than 1,000 kids a year. In addition to the west town drop-in centre, Street-Level runs two other sites on the north and south sides of Chicago, in co-operation with other community agencies, and it partners with Chicago's public-school district to work with teachers to integrate media arts and technology into classroom instruction.

Street-Level's message: Forget about technology as a tool. At Street-Level, technology is an art form -- a vehicle for self-expression that gives disconnected urban youth a way to say, 'This is my world, and this is how I see it.'

'Urban youth are the most stereotyped and misunderstood of any group in America,' says Tony Streit, who, along with the three other video artists, has continued working with local kids long after the block party had ended, and who has incorporated Street-Level in 1995. 'People make all kinds of assumptions about kids. We teach kids to speak out, to express their opinions. Poor people are either invisible or visible only as criminals. The same is true with technology. Technology is essential for being included in today's society -- it's part of the power world. You need to have access to the Internet, access to information, and skills to use those tools.'

But at Street-Level, the point is never simply the technology -- it's what the technology lets you do, and what you do with it. Street-Level's artists use technology as a means to an end: to give urban youth a voice, a say in the world around them. With an adult guiding them, teens learn every aspect of making videos from lighting and operating a camera, to interviewing and using special effects, such as computer animation. And because the work is done in groups, the young filmmakers learn not only to master technical skills but also to develop social skills, such as teamwork and co-operation. There are no rules about the videos the kids can make -- only rules about what not to make. These young filmmakers are cautioned that finished videos are not supposed to imitate anything that's already on television, such as music videos and tabloid talk shows. 'We emphasize the process more than the tool,' says Natalia Castro, 26, a Colombian-born artist who works with the teens to produce videos for hire. 'We believe in activism through technology. Our purpose is to produce change through technology. Here the kids can learn that technology is fun, and they can do whatever they want with it.'

In just a short time, Street-Level has managed to do a lot. The organization's video archive now includes about 300 hours of teen-produced work -- much of it involving powerful, intensely personal views on larger social issues. One striking example is a three-and-a-quarter-minute video, Insecurity Cam, a moody piece made by high-school student Christopher Welch. Using grainy black-and-white security-camera footage intercut with computer-manipulated street scenes that are in colour, Mr. Welch poses a series of questions about what it means to be a young black man. Words run across the screen: 'Crime Stealing Suspicion Black Man.' In a voice-over, Mr. Welch asks such questions as, 'Why is it that when you're black, or darker than others, people tend to expect you to do wrong?'

For the teens involved, the impact can be life changing. Several of Street-Level's earliest participants -- who at first had no knowledge of technology or access to it -- are now studying media arts in college. A few Street-Level alumni have even returned as staff members, dedicated to helping other young people learn to take control of their lives.

In 1998 alone, more than 150 Street-Level teens earned about $70,000 through videos and Internet projects. The videos also help fund Street-Level: About half the organization's annual budget comes from the media art it produces as part of the partnership with the Chicago public schools; the other half comes from donations from foundations and individuals, and from corporate and government grants. Demand for Street-Level's services has been so great that the organization is considering adding a new consulting feature to its offerings.

GRAPHIC: Black & White Photo: Dan Winters, Fast Company / Joseph Loeb founded Break Away Technologies to wage war on urban isolation and develop a new generation of leaders.Fast Company

LANGUAGE: ENGLISH

LOAD-DATE: August 28, 1999

after-school drop-in program, is housed next to the computer centre. Geared toward children who are between the ages of five and 13, the program approaches computer technology as a means to an end -- a tool to help develop art and literacy skills and to open new avenues of communication.

For some children, that means discovering the wonder of e-mail, a world of surprise that the paid staff and local volunteers do their best to encourage. When Roy Souffront, a 12-year-old boy who signed up for an e-mail account, wondered who on Earth would send him e-mail, Keri Bolding, 24, the program's director, made a point of bringing up the boy's name at a staff meeting -- encouraging staff members to write the boy at RoyJr1@yahoo.com as a way of keeping him enthusiastic about e-mail.

Break Away Technologies, in Los Angeles, is another outfit trying to breach the technological divide.

Armed with as many donated computers as he's been able to find -- nearly 2,000 to date -- Joseph Loeb, 46, has spent the past seven years using his nonprofit organization, Break Away Technologies, to wage war on urban isolation. But Mr. Loeb's interest -- his mission -- goes beyond simply getting people connected. His passion is to create whole networks, entire communities of people who can hook up to each other as well as to the Web. Mr. Loeb's goal is to go beyond the individual opportunity. In his view, technology is not just about 'me' or 'you'; it's about 'us.'

'Our mission is to develop the next generation of indigenous leaders in our community,' says Mr. Loeb, who grew up in the Watts section of Los Angeles. 'Our community is hurting. And if it's to be helped, that help won't come just from people outside of the community; it has to come from people within it. I firmly believe that the greatest source of raw, untapped talent in America comes from the inner cities.'

At the heart of Break Away is Mr. Loeb's computer lab: a cavernous, 7,000-square-foot warehouse space. Inside are rows of computers set up on tables and stacks of monitors in boxes. Mr. Loeb uses this laboratory to build computer networks for all kinds of communities, ranging from churches, social-service organizations and schools to a summer camp for high-risk students. 'There's a real need for schools and other organizations to have their own computer labs,' says Mr. Loeb. 'But they don't have the money or the expertise to set them up. We're sort of a conduit for technology, connecting other non-profits and community-based groups.'

He has been obsessed with providing opportunities for people ever since the riots rocked the low-income neighbourhoods of central and south central Los Angeles. He grew up there and is proud to call himself a product of those neighbourhoods. Loeb wanted to help, but didn't know how -- until he happened to see a rerun of the old Mission: Impossible television series. In the episode he saw, actor Greg Morris had to find a way to sneak into a small eastern European country -- a problem compounded by the fact that Morris was black and would stand out in an all-white population. In the episode, the problem was solved when Morris' partner deliberately damaged the country's state-of-the-art computer system -- and Morris, as the world's foremost expert on computer technology, had to be flown in to remedy the situation.

Break Away emphasizes a philosophy of community-building blended with self-reliance. For example, it provides its networking service cost free, but insists on certain quid pro quos from those it helps. Each organization that accepts computers from Break Away must commit one staff member to maintain and operate the network once it is in place. In turn, Mr. Loeb offers each recipient group-discounted Internet access through Break Away's own ISP facilities. The fee for that service, around $100 a month, goes toward paying Break Away's bills.

Some of the city's biggest players also come to Break Away when they want help setting up grassroots networks. When, for instance, the influential J. Paul Getty Trust wanted to get local artists and arts organizations online, it contracted with Loeb to hold 'Web raisings' for those arts groups. So far, Break Away has hosted four such events, helping some 60 arts organizations get on the Net -- and then helping them to network with one another.

Street-Level Youth Media is in Chicago. A non-profit neighbourhood program, it is using technology to cross more than the **digital divide.** What had been a one-day video block party in 1993 that involved only 15 kids is today a $500,000-a-year program, funded largely through earned income, that touches the

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HEADLINE: Wal-Mart Stores and America Online Announce Wide-Ranging Strategic Alliance

DATELINE: BENTONVILLE, Ark. and DULLES, Va., Dec. 16, 1999

BODY:

World's Leading Retailer and Interactive Services Company to Launch New Co-Branded Internet Service

Affordable, Convenient Internet Access Coming to More Wal-Mart Communities

Wal-Mart Stores, Inc. (NYSE: WMT), the global leader in retailing, and America Online, Inc. (NYSE: AOL), the world's leading interactive services company, today announced a wide-ranging strategic alliance to provide the vast majority of Wal-Mart communities with convenient, low-cost access to the Internet.

The agreement creates a new co-branded Internet service provider (ISP) and numerous cross-marketing initiatives between the two companies.

The new ISP, co-branded by Wal-Mart and America Online, Inc., will be especially significant for consumers who live in smaller Wal-Mart communities and those who have been affected by the "**digital divide.**"

Currently, approximately six out of every 10 towns in which Wal-Mart operates have local Internet access, and the companies have agreed to work together to increase the availability of local Internet access to communities that do not now have it available. This also is consistent with Wal-Mart's history of bringing contemporary retail shopping advantages to small-town America.

The new co-branded Wal-Mart/AOL ISP will be a customized version of the CompuServe service priced for value-conscious consumers, and will also include Parental Controls capability, which allows parents to determine which sites their children access. Wal-Mart customers will be provided software they can use to quickly and easily create an online account with the new Internet service offering local access.

In addition to the in-store distribution of the co-branded Wal-Mart/AOL ISP, Wal-Mart will also distribute AOL 5.0 software that includes a convenient link to Wal-Mart's Internet shopping destination, Wal-Mart.com.

As part of the agreement, Wal-Mart also will promote both the Wal-Mart/AOL co-branded ISP and the AOL flagship interactive service, through print, radio and television advertising, and in-store promotions.

Wal-Mart.com also will be available in the Shop@ areas across America Online's brands. The redesigned Wal-Mart.com will be introduced Jan. 1 and offer an expanded roster of products and select services that will be available to Wal-Mart.com users as well as AOL's more than 19 million members.

The companies also announced that they would be exploring the most effective means to market a full range of next-generation interactive devices and services -- such as AOL TV -- designed to appeal to

Wal-Mart customers.

Bob Pittman, America Online's President and Chief Operating Officer, said: "It's always been a key priority for us to be everywhere our customers are, and with new segments of the mass market coming online there's no better way to do that than work with Wal-Mart. This strategic alliance brings together the world's largest retailer and the global leader in interactive services for the most significant retail marketing campaign for interactive services to date. This relationship provides us with a great opportunity to introduce new users to all the benefits of the Internet and enrich the experience of all online consumers."

Lee Scott, Wal-Mart's Chief Operating Officer and Vice Chairman, said: "We are taking this step to benefit our customers. Millions of our customers will be enabled by this agreement to obtain affordable, convenient Internet service, and to access our on-line store. The combination of Wal-Mart's affordable on-line offerings and AOL's reach to over 19 million households represents a significant opportunity for value-conscious Americans. This agreement is very consistent with our heritage. We are bringing a new form of shopping to people in small to medium sized communities across the country."

About America Online, Inc.

Founded in 1985, America Online, Inc., based in Dulles, Virginia, is the world's leader in interactive services, Web brands, Internet technologies, and e-commerce services.

America Online, Inc. operates: two worldwide Internet services, America Online, with more than 19 million members, and CompuServe, with more than 2.2 million members; several leading Internet brands including ICQ, AOL Instant Messenger and Digital City, Inc.; the **Netscape** Netcenter and AOL.COM portals; the **Netscape** Navigator and Communicator browsers; AOL MovieFone, the nation's no. 1 movie listing guide and ticketing service; and Spinner Networks and NullSoft, Inc., leaders in Internet music.

Through its strategic alliance with Sun Microsystems, the Company develops and offers easy-to-deploy, end-to-end e-commerce and enterprise solutions for companies operating in the Net Economy.

About Wal-Mart Stores, Inc.

Wal-Mart Stores operates more than 2,485 stores and 456 SAM'S Clubs in the United States. In addition, the Company operates units in Argentina (13), Brazil (14), Canada (166), Germany (95), Mexico (450), Puerto Rico (15), and the United Kingdom (232), and, under joint venture agreements, in China (6) and Korea (5).

Wal-Mart employees more than 815,000 Associates in the U.S. and 220,000 internationally. In 1998, the Company raised and donated more than $127 million for charitable organizations. Its securities are listed on the New York and Pacific stock exchanges.

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America Online, Inc.
Wendy Goldberg, 703/265-1746

URL: http://www.businesswire.com

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SECTION: FINANCIAL POST; Pg. D09

LENGTH: 2716 words

HEADLINE: Crossing the great **digital divide:** A growing gap threatens to separate the techno haves from the have-nots -- perhaps permanently. For many, the stakes are higher than simply providing computer access and teaching computer skills; the battle is for fundamental social change

BYLINE: Sara Terry

BODY:

A growing gap threatens to separate the techno haves from the have-nots. To some change agents, closing this **digital divide** is not about providing computer access or teaching computer skills: It's about fundamental social change.

'A lot of people are saying that technology can level the playing field, that it can create opportunity. That doesn't just happen by itself. It takes a lot of hard work. Our job is to realize that change for our community.'

Every Wednesday night, in an old warehouse on Jefferson Boulevard in central Los Angeles, a group of local teenagers sits in a classroom. These teens are learning about what they'll need to get ahead in life. Teachers show them how to use the computers that are before them. But techno-skills are just part of the curriculum. Senior-citizen volunteers also teach these kids the social skills needed to land a job -- such basic lessons as punctuality. 'We tell them that if they're not on time for class, they may as well turn around and go home,' says Luke House Jr., 74. 'We try to teach them professionalism, the kind of thing that they're going to need in the real world. Without that, their chances of succeeding are slim.'

In east Palo Alto, a 43-year-old former drug addict is staking his future on an Information Age tool -- not a personal computer, but a computerized saw. He wields that saw every day on the job, cutting wooden parts for a closet manufacturer. It's his ticket to a better life -- one that he discovered the day he took his three-year-old granddaughter to a drop-in centre that had computers. He was just out of drug rehab, and all he knew about computers was that they scared him. But he needed a job, and the centre had everything he needed: computer classes, a fax machine and an approachable staff. 'They were always there to do whatever they could to help,' he says. Thanks to the staff, he was able to find his job, which was posted on the Internet. 'They took me through the steps and were right there with me.'

Much is made these days of the '**digital divide**' -- that growing chasm between the haves and the have-nots in the new economy that's being driven at warp speed by computers and computing. The concern is a familiar one and an honest one: Technology creates change -- economic change, certainly. But, even more than economic change, technology drives social change, and it does that less visibly. And, just as the Industrial Revolution threatened to unravel the social compact of the United States at the beginning of this century, so the Information Revolution is threatening to undo society in the century's waning years. Those with access to computers and with skills at computing -- and their children, and, perhaps, their children's children -- stand a chance of cashing in on an economy that amply rewards the techno-educated, and relentlessly punishes the techno-illiterate.

And, the thinking goes, the nature of this new technology and its 'winner-take-all economy' will create positions of advantage and disadvantage that, once established, may be irrevocable. That kind of social shift could dramatically alter the structure of society , with repercussions for generations to come.

No wonder, then, that this **digital divide** has a lot of people worried. National policy makers, leaders of think-tanks, and concerned citizens across the United States are mobilizing forces to build the best 'bridges' they can come up with. They're focusing their efforts on three areas: basic computer literacy and access to computers for the disadvantaged; access to the Net and the benefits of global connectedness conferred by the Web; and individual opportunity and the computer skills needed for disadvantaged individuals to be employable in the new economy.

But there is another world of possibilities for change. The scenes described earlier are snapshots from a different side of the **digital divide** -- a look at the new frontier, where a new breed of pioneers is busily, courageously and innovatively closing the gap in communities across the country. And these pioneers are doing it in ways that reflect the spirit of the digital revolution itself: They're offering new business models to reframe the situation and to provide new solutions to the problem.

Conventional thinking calls for Internet access to connect disadvantaged people to the Web -- to give them a ticket to the whole world. But these activists see technology as a tool for local expression, local learning and local empowerment. Sure, they say, being able to search the world for information is fascinating. But what can really make a difference is taking useful information about the world their people live in and using it to change that world for the better.

They insist, let's look beyond the individual -- let's use the power of this technology to build our own communities, and then to build networks of communities; let's link inner-city kids with senior citizens and urban artists with urban activists. Let's close the **digital divide** in a way that not only boosts the prospects of the individual, but that also brings us all closer together, community by community.

Three organizations in the United States are leading the way in bridging the great technological divide:

Plugged In is based in east Palo Alto, Calif., a community of 27,000 residents, the majority of whom are black or Hispanic. As recently as 1992, it was the per-capita murder capital of the United States. Plugged In sells bus passes, phone cards, and fax and photocopy access. Computer and Internet access goes for $1 a day. It is a community technology-access centre that is closing the gap between technological haves and have-nots -- one bus pass at a time.

'All these services provide an entry point for our community,' says Bart Decrem, 31, a graduate of Stanford University's law school who, in 1992, started Plugged In. 'The copier, the fax and the phone are the most immediate interactions most people in this community have with technology. Computers are often disconnected from their lives. We try to expose them to other technologies in a non-threatening way.

'So, if somebody comes in to send a fax, we can say, 'Hey, do you need to write a resume?' And we can show them how to use a computer. Then we can say, 'Have you thought about using the Internet to look for a job?' And we can show them how to do that. The point is to make this technology available in our community so that people can do what they want with it.'

Plugged In's community focus has attracted the support of some of Silicon Valley's leading companies: More than three-fourths of its approximately $500,000 annual budget comes from such companies as Sun Microsystems, Cisco Systems, **Hewlett-Packard** and Oracle. Avram Miller, former vice-president of business development at Intel, chairs Plugged In's board.

Plugged In operates on the premise that, to be an effective tool for change, information technology has to be woven into the fabric of a community -- so much so that it becomes just another part of daily life. Having your nails done? Drop in to check your e-mail when you're finished. Completed the drug-rehab program and looking for a job? Come by, and surf the Net for opportunities. Plugged In makes technology accessible -- but even more important, it makes technology relevant to the lives of people who may never have seen a computer keyboard.

Even east Palo Alto's youngest residents have a home at Plugged In: Community Kids, Plugged In's

CEO/Headquarters	Contact with Administration	Additional Information
Carly Fiorina President and CEO, Hewlett-Packard 650-857-1501 Palo Alto, California	You met with her earlier in January.	• Serves on the board of directors for PowerUp • HP has a program called Diversity in Education Initiative (DEI), a five-year, $4 million initiative that's working to strengthen math and science skills for K-16 students, and ultimately guide students to attend and complete engineering school. This program is specifically targeted to low-income, minority communities. • HP is also involved in creating community technology centers. • She is dedicated to working on the digital divide issue (has given a number of speeches on it) • HP was in partnership with the Ford Motor announcement and will be the provider of computers and printers to Ford's employees. • In 1998, HP gave $64.8 million in cash and equipment to non-profit agencies and educational institutions worldwide. Sixty-seven percent went toward improving education. • HP also has a tele-mentoring program -- more than 4,000 relationships between HP employees with students since the programs creation in 1995 • HP will provide agreed to provide equipment donations and discounts to the Intel "Teach to the Future" project.
Lou Gerstner Chairman and CEO, IBM 914-499-1900 (this may be general number) Armonk, NY		• A strong advocate of the importance of quality education (K-12). • He co-chairs **Achieve**, an organization created by U.S. Governors and business leaders to drive high academic standards for public schools in the United States. **NOTE:** In a May 5th speech in Washington DC, he stated, "the Federal Government contributes less than 10 cents out of every education dollar and if Washington worked at maximum efficiency with maximum wisdom, it could have only a minimal effecton K-12 education. • Established **Reinventing Education** as the company's program in support of systemic school reform. Through Reinventing Education, IBM has initiated strategic partnerships with 21 states and school districts, which are utilizing IBM technology and technical assistance to eliminate key barriers to school reform and improve student performance. • Established **Project FIRST** (Fostering Instructional Reform through Service and Technology)—a partnership between IBM and Americorp which is designed to integrate technology into the public school curriculum and increase community involvement. It works with local education funds to recruit and train Americorp volunteers, who are trained at IBM, to serve as school-based technology coordinators in the public schools. They repair and upgrade computers and provide training to teachers, librarians and the community in hardware, software and on-line tools.

		• Established IBM KidSmart Early Learning program—a multimillion dollar initiative which integrates new interactive teaching and learning activities using the latest technology into the curricula of 250,000 pre-Kindergarten children attending United Way daycare centers in 44 states. • Provided in-kind contributions to the Hispanic Federation Web Site a project funded by Bell Atlantic (see below)
Michael Capellas – Compaq President and CEO 281-370-0670 Houston, Texas		• Compaq supports programs that reinforcing the company's commitment to helping schools effectively apply technology in education. • The company supports a **Teaching with Technology Grant Program**. The program recognizes K-12 educators from U.S. public, private and Department of Defense schools for their original uses of technology to create challenging and inspiring learning opportunities for students. • Recently, Compaq donated close to $750,000 in cash and equipment resources to help support the development of Boy &Girls Club of America Technology Initiative, a global Intranet system that will allow its national headquarters in Atlanta (GA) and its five regional services centers to link up with local Boys & Girls Clubs across the country. Eventually, Club members and professionals around the world will use the system to share knowledge and experiences. • Provided over $400,000 in computers and other equipment to George Bush Presidential Library on Texas A&M campus. • Tech Corps is a nonprofit organization designed to bring individuals with technical expertise into schools across the country to assist, as volunteers, with technology-related projects. It currently has 35 state chapters. Compaq supports the program based on its interest in using technology to enhance the quality of K-12 education—especially in those communities where Compaq and its employees have a major presence. Through a variety of resources—which includes more than $325,000 in cash and equipment grants, and hundreds of employee volunteers in schools across the country—Compaq joins other sponsors in supporting a national program that prepares students, teachers and schools to meet the technological challenges of the 21st century. The company has also collaborated with Tech Corps and the National Center for Missing and Exploited Children to distribute—through school systems—a series of materials focusing on safety rules for children using the Internet. **Tech Corps awarded Digital Equipment Corporation (Compaq acquired Digital in 1998) one of three 1996 "Leadership in Technology" awards. The award, presented in Washington, D.C., by Vice President Gore, recognized the company for "outstanding leadership in and support of using technology to improve the quality of K-12 education."**

Richard McGinn President, Lucent Technologies 908-582-8359 Summit, New Jersey	Has participated in past New Markets trips.	• As you recall, Lucent Technologies funded Project GRAD in Newark, NJ and is active in this program. McGinn is very active in Newark, NJ and supports New Markets. • On the first New Markets trip in California, Lucent provided $ 2 million to help fund a new curriculum in information technology by the National Academy Foundation, a nonprofit group that trains high-school students for skilled jobs.
Wade Henderson Director, Leadership Conference of Civil Rights 202-466-3311 Washington, DC		• Attended the Digital Divide conference in December. • Leadership Conference on Civil Rights is working with many nonprofit organizations and private-sector companies to launch a new Digital Opportunity Partnership. This initiative will empower the entire civil and human rights communities through an expanded Web site (civilrights.org), leadership forums, and even "freedom riders" who will bring high-technology to the doorstep of nonprofit organizations
Roberta Katz President, TechNet 650-463-1510 Palo Alto, California		• It is the premier political organization for the high-tech world in Silicon Valley • She was a panelist at the December digital divide event • John Chambers, at Cisco Systems, advised that it was a good idea to bring together the Silicon Valley players into the Digital Divide effort through TechNet. • John Doerr helped establish TechNet • TechNet has decided to focus on Digital Divide issues but has not decided on what specifically to focus.
Ivan Seidenberg Bell Atlantic 212-395-1060 New York, New York	Sperling met with him prior to the first New Markets tour and briefed him about the trip.	• Big supporter of New Markets. • Is a participant in the Digital Divide Network and has a number of initiatives addressing the digital divide. Includes the following: ✓ **Asian American Technology Hub:** the Asian American Federation of New York, with aid from a major grant, plans to launch a technology hub for the Asian Pacific nonprofit community. The group will become an Internet Service Provider and will build the technology infrastructure of community-based organizations, extending the power of the Internet and computer networking to its 34-member health and human service agencies throughout the New York metropolitan area that need it ✓ **NAACP Funding:** Bell Atlantic provided funds to the NAACP to improve the Association's Internet-based communications system with its network of 2,200 branches, units and chapters across the U.S. ✓ **Employee and Retiree Activism Ð The Bell Atlantic Pioneers:** Over 170,000 Bell Atlantic volunteers log in over six million hours a year in donated time to help meet the needs of their communities. This includes mentoring, wiring classrooms for the Internet.

		✓ **Technology Centers:** Funding to the National Urban League to establish five community technology centers in Binghamton and White Plains, N.Y.; Baltimore, Md.; Boston, Mass.; and Newark, NJ. ✓ **Hispanic Federation Web Site:** Funded the New York-based Hispanic Federation to develop an interactive Web site designed to provide its nonprofit network of more than 60 member agencies with a host of powerful online tools. IBM provided in-kind contributions to this project.
Andy Grove CEO, Intel Santa Clara, California		• Will announce Computer Clubhouse -- February 28th • Participates in Digital Divide Network. • On January 20th, Intel announced "Teach to the Future" –a world-wide initiative to address barriers to technology for teachers. Over the next three years, Intel will invest $100 million in cash, equipment, curriculum development and program management to train more than 400,000 (100,000 in U.S.) classroom teachers in 20 countries. Total worth of project (with other corporate support) is nearly half a billion dollars. • Teach to the Future is part of Intel's commitment to America's Promise.
Craig Barrett Intel Santa Clara, California		• See Andy Grove (above)
Michael Armstrong CEO, AT&T		• Has consistent participant New Markets and participated in the December Digital Divide event where they announced a $1 million grant to the Educational Development Center, a non-profit education and research development associaiton to develop a three pronged training program that would include teachers, community members and young people. • Participant in the Digital Divide Network and has a number of initiatives addressing the DD, including: ✓ **The AT&T Learning Network:** Offers free online resources to help families, schools and communities use technology effectively to enhance teaching and learning. $150 million corporate commitment in 1995. ✓ **Leadership Conversations for the Next America:** To bring together high school students, Youth Opportunity Movement participants and Job Corps partners with local, state and national policymakers to discuss economic opportunities, education, job skills and leadership for the 21st century. ✓ **Academy of Information Technology:** AT&T is helping to launch the Academy of Information Technology, a high-school level curriculum designed to prepare young students for the information technology workplace. ✓ **Job Corps Funding:** AT&T is investing in the Edison (N.J.) Job Corps program by developing a three-year initiative to address the shortage of skilled workers in the information-technology industry that includes providing paid internships for training program graduates, mentors, equipment and materials.

		✓ **Community Technology Centers:** AT&T is collaborating with the NAACP, the National Urban League and the Community Technology Centers' Network to give under-resourced communities access to technology. ✓ **Computer Learning:** AT&T is supporting The Puente Learning Center in South Central Los Angeles to help provide free computer-based education programs to children, youth and adults, and to encourage other community agencies to do the same. ✓ **New York City Housing Resources:** AT&T is helping settlement houses in New York City serve as centers where technology resources can be accessed, shared and used by settlement staff, community residents and program participants. ✓ **Cable in the Classroom Program:** AT&T Broadband and Internet Services offers free cable modem and service to every school in its area of service, and through its support for Cable in the Classroom, provides a free cable connection and over 540 hours per month of commercial-free educational programming to schools across the country. ✓ **School Safety:** AT&T's Safe School Program provides free AT&T Wireless service and Ericsson wireless phones to selected schools to support school safety efforts. ✓ **Get Net Wise:** Founding sponsor of GetNetWise: You're One Click Away, a comprehensive Web-based resource designed to ensure parents and families have the technology tools and tips, safety referral contacts and suggestions on quality content they need to help kids have safe and enriching experiences online.
Steve Case Co-founder and CEO, AOL Dulles, Virginia		• Participated in the December Digital Divide event. • Participant in the Digital Divide Network and has a number of initiatives addressing the DD, including: ✓ **PowerUP:** More than a dozen nonprofit organizations, major corporations and federal agencies joined together to launch a new multimillion dollar initiative to help ensure that America's underserved young people acquire the skills, experiences and resources they need to succeed in the digital age. AOL has pledged 100,000 AOL accounts for free Internet access to sites throughout the country. ✓ **AOL Rural Telecommunications Leadership Awards**: The AOL Foundation is partnering with the National Center for Small Communities to manage the AOL Rural Telecommunications Leadership Awards, which seek to reduce the digital divide by recognizing and promoting telecommunications innovations in rural areas. ✓ **The Digital Divide Grants Initiative**: Invest in nonprofit organizations, social entrepreneurs, and collaboratives working to empower disadvantaged communities and populations through technology. The Foundation hopes to support a variety of ventures to foster innovative and effective approaches to bridging the Digital Divide. ✓ **National Digital Divide Clearinghouse:** Goal is to create a single source of all available information about efforts to provide underserved communities with access to technology and provide tools for information sharing and community building among those working to bridge the Digital Divide.

F. Duane Ackerman Chairman and CEO, Bell South Atlanta, Georgia		• In 1996, they committed $25 million to provide wiring, Internet access, and free phones and business lines to 6,665 schools in 9 southeastern states. • Participant in the Digital Divide Network and has a number of initiatives addressing the DD, including: ✓ **edu.pwr3:** a two-year, $10 million program of the BellSouth Foundation to help school leaders, teachers and students fully harness the power of technology for learning. •
Ted Waitt Founder, CEO, Gateway Computers Sioux City, South Dakota		• Participant in Digital Divide Network. • Participates in PowerUP—Gateway and Waitt Family Foundation will provide $50,000 Gateway computers.
Edward Whitacre Chairman and CEO, SBC Communications San Antonio, Texas		• Work through Ann Richards?? • Participant in the Digital Divide Network and has a number of initiatives addressing the DD, including: • **Community Partnership Agreement:** Nonprofit collaboration between SBC subsidiary Pacific Bell and nine California community coalitions representing 134 Latino, Asian American, African American, civil rights, and disability organizations that is dedicated to closing the digital divide by bringing communications technologies to traditionally disadvantaged communities. SBC is providing a $50 million monetary contribution to the fund, which is distributing $5 million per year over a ten year period. • **Major National Urban League Grant**: In November, 1999, SBC announced a $1 million grant to the National Urban League to support the League's technology programs. The grants will help fund the Urban League's efforts to create and maintain community technology centers that bring technology to underserved communities. • **"Links to Learning Closing the Digital Divide" Initiative:** In Connecticut, SBC subsidiary SNET awarded $500,000 to institutions of higher education under a grant program designed specifically to close the digital divide. Programs include: hands-on technology training for the visually impaired, women in transition, senior citizens and young adults from difficult family situations, a basic computer literacy training program for the underserved population of eastern Connecticut and an "Introduction to Computers" curriculum for women in transition at Gateway Community Technical College.
Bill Gates Founder, Microsoft Redmond, Washington		• Microsoft contributed $344 million in software and program support to Intel's Teach to the Future program. • Participant in Digital Divide networks--other projects include: ✓ **Public Libraries:** Microsoft will donate an estimated $200 million in software to create access

		to technology at public libraries that serve low-income communities. ✓ **Boys & Girls Clubs:** Microsoft has teamed with Boys & Girls Clubs of America to establish technology centers at 15 Boys & Girls Clubs nationwide, and to develop a model for other clubs to use in establishing their own technology centers. In the program's first year, Microsoft donated $1.1 million in cash and $540,000 in software. ✓ **Connected Learning Community grants:** CLC grants to expand access to information technology. More than 95 community-based nonprofit groups across the United States have received grants totaling $1.25 million in cash and $2.4 million in software during the past three years. ✓ **Working Connections:** This 5-year, $30 million grant program supports the development and enhancement of information technology training for underserved populations through the nation's community college system. ✓ **Higher education for minorities:** Funding/supported Historically Black Colleges and Universities, Hispanic-Serving Institutions and tribal colleges. ✓ **TRIO programs:** Microsoft has donated more than $20 million in software to increase technology access for low-income students participating in the federally funded TRIO programs at 49 colleges and universities across the United States, benefiting more than 70,000 students. ✓ **Microsoft Technology Leadership Grants:** Technology Leadership Grants provide major software donations to large, national nonprofit organizations to expand their use of information technology to support their mission. In the three years of this program, Microsoft has donated over $18 million in software to 20 organizations.
Bruce Brooks Community Relations, Microsoft Redmond, Washington		• See Bill Gates (above)
Larry Ellison CEO, Oracle		• Main charter is Oracle's Promise, which intends to provide network computers to the 100 most economically challenged schools in California • Ellison was invited by President Clinton to participate in a roundtable discussion on education. At the meeting, Ellison pledged to equip economically-challenged schools with low cost, easy to use network computers. • Oracle committed to make a $100 million donation to be used for providing network computer access to every child in America. The donation was made in support of "America's Promise - The Alliance for Youth," a multi-year, national campaign that will propel the mission and goals of the President's Summit for America's Future forward. • Oracle plans to extend the effort into the ten largest urban areas in the United States as part of the Oracle's Promise charter.

Jim Morgan Applied Materials Santa Clara, California		• In 1997, Applied Materials announced its sponsorship of **the Kindness and Justice Challenge**, an in-school program to encourage and organize America's youth to take positive action to improve their communities. The Challenge, which will be one of the first educational projects to capitalize on the connection of America's schools to the Internet, is expected to involve a million school children by the year 2000. • Applied Materials' sponsorship of The Kindness and Justice Challenge will total $1.25 million over three years. In addition to its support of this national program, Applied Materials has committed to launch a Silicon Valley chapter of DO Something, which will spearhead local Challenge efforts. The Company will also help launch a chapter in Austin, Texas.
Bernie Ebbers MCI Worldcom		• Established the MarcoPolo program, a partnership between MCI WorldCom and six renowned educational organizations. This partnership has been created to produce five discipline-specific educational web sites, geared primarily towards K-12 teachers. • MCI is providing internet training for all teachers in seven Mississippi Delta states through the MarcoPolo Internet Content for the Classroom—this was a deliverable on the Delta trip the President took in December. • The MarcoPolo program also features a comprehensive teacher training kit and is delivered to teacher trainers by certified instructors. MCI Worldcom is targeting teachers that meet rigourous academic goals set by their school districts. • MCI WorldCom has also established the Urban Education Technology Forum, a consortium of technology representatives, private sector firms and institutions. This is an association-wide initiative aimed at helping urban students build the technological skills needed for higher education and upon their arrival to the workforce.
Jerry Yang and David Filo Co-FoundersYahoo! (see individual list)		• Donated $2 million in cash to endow the Yahoo! Founders Chair in the School of Engineering at Stanford. (The Chronicle piece I included talks alot about strategy in getting these two, and other young millionaires like them, to donate money to particular charities.) • Collaborated on "Oracle's Promise," a program that committed $100 million towards the provision of network computers to economically distressed public schools in 13 school districts that are located throughout six states.
John Chambers CEO, Cisco Systems		• Cisco Network Academies • Partnership between UNDP and Cisco Systems to create **NetAid,** a global project that harnesses the Internet to battle extreme poverty in the world. In August, they announced that they will partner with the Asia Pacific Development Information Program (APDIP) to jointly fund and set up ten Cisco Networking Academies in nine developing countries in the region to provide students with advanced IT curricula to leverage the enormous opportunities created by the Internet while creating a qualified talent pool for building and maintaining networks.

STILL WORKING ON GETTING INFO ON THESE FOLKS—BUT PLEASE ADD ANYTHING YOU THINK IS IMPORTANT!!		•
Scott McNeally CEO, Sun Microsystems Mountain View, California		• **Open Gateways Initiative:** In an effort to help poor schools, the Open Gateways initiative will use network based tools to implement new teaching strategies that effectively incorporate technology and prepare students to participate in the information age. Sun Donated $120,000 in computer equipment, training, support and cash grants to schools through the program. It also has grants that provide funding for teacher training. Add
Tom Engibous, Chairman, President and CEO, Texas Instruments		•
Eric Benhamou CEO 3Com 408-326-5440		• Big supporter of E-rate. • Currently supporting $1 million per year in "Urban Challenge Grants." • Serves on the President's Information Technology Advisory Committee
Irwin Jacobs Qualcom		•
Michael Dell Founder and CEO, Dell Computers		•
Steve Jobs Founder, Apple Computers		•
Leonard Roberts Tandy/Radio Shack		•
Scott Cook Intuit		• Kalil believes he wants to participate but we need to figure out something specific to ask him. • He's interested in getting 35,000 employees in 7,000stores to do something.
Eric Schmidt Novell		•
George Bell Excite@Home		• Interested in home access initiative

Michael Eisner Walt Disney		
Sumner Redstone Viacom		•
Univision		•