

FOIA MARKER

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DIGITAL DIVIDE MATERIALS [4]

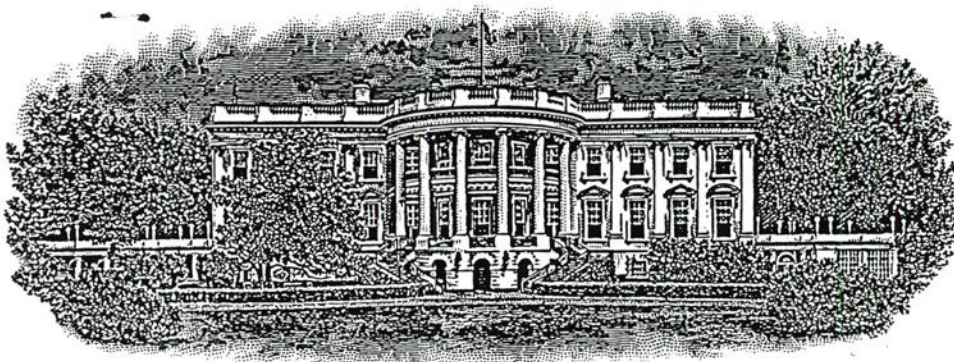
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Clinton Presidential Records Digital Records Marker

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Divider Title: _____



THE WHITE HOUSE

NATASHA BILIMORIA
POLICY ADVISOR
NATIONAL ECONOMIC COUNCIL
202-456-2198 (ph)
202-456-5334 (fax)

TO: Len Burman

PHONE: _____

FAX: 202-622-1051

DATE: 3/3/00

PAGES TO FOLLOW: 11

COMMENTS: len. Gene asked for
you to review this & tell us
What you think. by COB Tuesday
March 7th. Hope all is well.
Thanks.

WILLIAM J. JEFFERSON
SECOND DISTRICT, LOUISIANA

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240 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-1802
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LIONEL R. COLLINS, JR.
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CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, DC 20515-1802

COMMITTEES:
WAYS AND MEANS
SUBCOMMITTEES:
TRADE
HUMAN RESOURCES

DEMOCRATIC STEERING AND
POLICY COMMITTEE
WHIP AT-LARGE

February 23, 2000

Mr. Gene Sperling
Assistant to the President for Economic Policy
& Director, National Economic Council
The White House
Second, Floor, West Wing
Washington, D.C. 20502

Dear Mr. Sperling:

I commend the President for including \$2 billion worth of tax incentives in his budget to bridge the digital divide. I share his commitment to eliminate the technology gap between mainstream and poor and rural communities and am working to make this goal a reality.

Please find enclosed a discussion draft of the "Digital Divide Elimination Act of 2000," tax legislation I am introducing to spur private sector initiatives to eliminate the technology gap. I welcome your comments and suggestions.

Specifically, the legislation will (1) extend and expand the super charitable deduction allowed to technology manufacturers and wholesaler, under Tax Code section 170(e)(6), to technology donations made to libraries, training centers and non profits that provide computer technology to poor families; (2) provide a credit equal to 10 percent of the allowable charitable deduction for computer technology and training donations; and (3) provide a refundable credit equal to 50 percent or \$1000 for computer purchases by low income individuals.

I plan to introduce the legislation the week of March 6, 2000 at a news conference. Hopefully, this legislation comports with the President's digital divide initiative and you can join me at the news conference to promote the legislation. Please contact me or my Tax Counsel, David Morgan, at 202 225-6636 if there are any questions.

Sincerely,



William J. Jefferson
Member of Congress

Enclosure

[DISCUSSION DRAFT]

FEBRUARY 16, 2000

106TH CONGRESS
2D SESSION

H. R. _____

IN THE HOUSE OF REPRESENTATIVES

Mr. JEFFERSON introduced the following bill; which was referred to the
Committee on _____

A BILL

To amend the Internal Revenue Code of 1986 to extend
and expand the enhanced deduction for charitable con-
tributions of computers to provide greater public access
to computers, including access by the poor.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "Digital Divide Elimi-
5 nation Act of 2000".

1 SEC. 2. EXTENSION AND EXPANSION OF ENHANCED DEDUC-
2 TION FOR CHARITABLE CONTRIBUTIONS OF
3 COMPUTERS.

4 (a) EXTENSION.—Subparagraph (F) of section
5 170(e)(6) of the Internal Revenue Code of 1986 (relating
6 to special rule for contributions of computer technology
7 and equipment for elementary or secondary school pur-
8 poses) is amended by striking “December 31, 2000” and
9 inserting “December 31, 2005”.

10 (b) EXPANSION.—

11 (1) IN GENERAL.—Paragraph (6) of section
12 170(e) of such Code is amended by redesignating
13 subparagraphs (C), (D), (E), and (F) as subpara-
14 graphs (D), (E), (F), and (G), respectively, and by
15 striking all that precedes subparagraph (D) (as so
16 redesignated) and inserting the following:

17 “(6) SPECIAL RULE FOR CONTRIBUTIONS OF
18 COMPUTER TECHNOLOGY AND EQUIPMENT.—

19 “(A) LIMIT ON REDUCTION.—In the case
20 of a qualified computer contribution, the reduc-
21 tion under paragraph (1)(A) shall be no greater
22 than the amount determined under paragraph
23 (3)(B).

24 “(B) QUALIFIED COMPUTER CONTRIBU-
25 TION.—For purposes of this paragraph, the
26 term ‘qualified computer contribution’ means a

1 charitable contribution by a corporation of any
2 computer technology or equipment, but only
3 if—

4 “(i) the contribution is to a qualified
5 organization,

6 “(ii) the contribution is made not
7 later than 2 years after the date the tax-
8 payer acquired the property (or in the case
9 of property constructed by the taxpayer,
10 the date the construction of the property is
11 substantially completed),

12 “(iii) the original use of the property
13 is by the donor or the donee,

14 “(iv) substantially all of the use of the
15 property by the donee is for use within the
16 United States and, in the case of a quali-
17 fied educational organization, for edu-
18 cational purposes in any of the grades K-
19 12 that are related to the purpose or func-
20 tion of the organization,

21 “(v) the property is not transferred by
22 the donee in exchange for money, other
23 property, or services, except for shipping,
24 installation and transfer costs,

1 “(vi) in the case of a qualified edu-
2 cational organization, the property will fit
3 productively into the entity’s education
4 plan, and

5 “(vii) the entity’s use and disposition
6 of the property will be in accordance with
7 the provisions of clauses (iv) and (v).

8 “(C) QUALIFIED ORGANIZATION.—For
9 purposes of this paragraph—

10 “(i) IN GENERAL.—The term ‘quali-
11 fied organization’ means—

12 “(I) any qualified educational or-
13 ganization,

14 “(II) any public library located in
15 an area which is an empowerment
16 zone, enterprise community, or a
17 high-poverty area (as determined by
18 the Secretary),

19 “(III) any technology center lo-
20 cated in such an area, and

21 “(IV) any entity described in sec-
22 tion 501(c)(3) and exempt from tax
23 under section 501(a) that is organized
24 primarily for purposes of providing

1 computers without charge to lower in-
2 come families.

3 “(ii) QUALIFIED EDUCATIONAL ORGA-
4 NIZATION.—For purposes of clause (i), the
5 term ‘qualified educational organization’
6 means—

7 “(I) an educational organization
8 described in subsection (b)(1)(A)(ii),
9 and

10 “(II) an entity described in sec-
11 tion 501(c)(3) and exempt from tax
12 under section 501(a) (other than an
13 entity described in subclause (I)) that
14 is organized primarily for purposes of
15 supporting elementary and secondary
16 education.”

17 (2) CONFORMING AMENDMENT.—Subparagraph
18 (D) of section 170(e)(6) of such Code, as redesign-
19 nated by paragraph (1), is amended by striking
20 “qualified elementary or secondary educational con-
21 tribution” and inserting “qualified computer con-
22 tribution”.

23 (c) EFFECTIVE DATE.—The amendments made by
24 this section shall apply to taxable years beginning after
25 the date of the enactment of this Act.

1 **SEC. 3. CREDIT FOR CHARITABLE CONTRIBUTIONS OF**
2 **COMPUTERS AND FOR TRAINING AND TECH-**
3 **NICAL ASSISTANCE RELATED THERETO.**

4 (a) IN GENERAL.—Subpart B of part IV of sub-
5 chapter A of chapter 1 of the Internal Revenue Code of
6 1986 is amended by adding at the end the following new
7 section:

8 **“SEC. 30B. CREDIT FOR CERTAIN CHARITABLE CONTRIBU-**
9 **TIONS OF COMPUTERS AND FOR TRAINING**
10 **AND TECHNICAL ASSISTANCE RELATED**
11 **THERETO.**

12 “(a) GENERAL RULE.—There shall be allowed as a
13 credit against the tax imposed by this chapter for the tax-
14 able year an amount equal to 10 percent of the amount
15 allowed to the taxpayer as a deduction under section 170
16 for the taxable year—

17 “(1) for qualified computer contributions, and

18 “(2) for qualified training and technical assist-
19 ance contributions.

20 “(b) QUALIFIED COMPUTER CONTRIBUTIONS.—For
21 purposes of this section, the term ‘qualified computer con-
22 tributions’ has the meaning given to such term by section
23 170(e) (6); except that for purposes of this section—

24 “(1) the limitation that the contributions be
25 made by a corporation shall not apply, and

1 “(2) such term shall not include contributions
2 of computer software (as defined by section
3 197(e)(3)(B)).

4 “(c) QUALIFIED TRAINING AND TECHNICAL ASSIST-
5 ANCE CONTRIBUTIONS.—For purposes of this section, the
6 term ‘qualified training and technical assistance contribu-
7 tions’ means the amount allowed as deduction under sec-
8 tion 170 for contributions of training and technical assist-
9 ance provided to any qualified organization (as defined in
10 section 170(e)(6)(C)) to assist such organization in the
11 operation and management of computer technology or
12 equipment (as defined in section 170(e)(6)(F)) of such or-
13 ganization.

14 “(d) LIMITATION BASED ON LIABILITY FOR TAX.—
15 The credit allowed by subsection (a) for any taxable year
16 shall not exceed the excess (if any) of—

17 “(1) the sum of the regular tax liability (as de-
18 fined in section 26(b) plus the tax imposed by sec-
19 tion 55, over

20 “(2) the sum of the credits allowable under this
21 part IV (other than this section, section 1397E, and
22 subpart C).

23 “(e) TREATMENT OF CARRYOVERS OF EXCESS CON-
24 TRIBUTIONS.—If any amount is carried under section
25 170(d) to a succeeding taxable year, such amount shall

1 be treated as attributable to qualified contributions (as so
2 defined) only to the extent that such contributions exceed
3 the limitation under section 170(b)."

4 (b) CLERICAL AMENDMENT.—The table of sections
5 for subpart of part IV of subchapter A of chapter 1 of
6 such Code is amended by adding at the end thereof the
7 following new item:

"Sec. 30B. Credit for certain charitable contributions of com-
puters."

8 (c) EFFECTIVE DATE.—The amendments made by
9 this section shall apply to taxable years beginning after
10 the date of the enactment of this Act.

11 **SEC. 4. CREDIT FOR PURCHASE OF COMPUTERS BY LOW-**
12 **INCOME INDIVIDUALS.**

13 (a) IN GENERAL.—Subpart C of part IV of sub-
14 chapter A of chapter 1 of the Internal Revenue Code of
15 1986 (relating to refundable credits) is amended by redes-
16 ignating section 35 as section 36 and by inserting after
17 section 34 the following new section:

18 **"SEC. 35. PURCHASE OF COMPUTERS BY LOW-INCOME INDI-**
19 **VIDUALS.**

20 "(a) IN GENERAL.—In the case of an eligible indi-
21 vidual, there shall be allowed as a credit against the tax
22 imposed by this subtitle for the taxable year an amount
23 equal to 50 percent of the amount paid by the taxpayer
24 for qualified computer technology or equipment.

1 “(b) DOLLAR LIMITATION.—The credit allowed by
2 subsection (a) for any taxable year shall not exceed
3 \$1,000.

4 “(c) DEFINITIONS.—For purposes of this section—

5 “(1) ELIGIBLE INDIVIDUAL.—The term ‘eligible
6 individual’ means any taxpayer who is allowed a
7 credit under section 32 (relating to earned income
8 credit) for the taxable year.

9 “(2) QUALIFIED COMPUTER TECHNOLOGY OR
10 EQUIPMENT.—

11 “(A) IN GENERAL.—Except as provided in
12 subparagraph (B), the term ‘qualified computer
13 technology or equipment’ means any computer
14 technology or equipment (as defined in section
15 170(e)(6)) acquired by purchase (as defined in
16 section 170(d)(2)).

17 “(B) EXCEPTIONS.—

18 “(i) CERTAIN SOFTWARE EX-
19 CLUDED.—Such term shall not include
20 game software or any other software which
21 is not necessary for—

22 “(I) use of the computer for ac-
23 cess and use of the Internet (including
24 email), or

25 “(II) business or educational use.

1 “(ii) COMPUTER MUST BE CAPABLE
2 OF INTERNET ACCESS.—Such term shall
3 not include any computer which does not
4 have a modem or other equipment capable
5 of supporting Internet access.”

6 (b) CONFORMING AMENDMENTS.—

7 (1) Paragraph (2) of section 1324(b) of title
8 31, United States Code, is amended by inserting be-
9 fore the period “, or from section 35 of such Code”.

10 (2) The table of sections for subpart C of part
11 IV of subchapter A of chapter 1 of such Code is
12 amended by striking the last item and inserting the
13 following new items:

 “Sec. 35. Purchase of computers by low-income individuals.
 “Sec. 36. Overpayments of tax.”

14 (c) EFFECTIVE DATE.—The amendments made by
15 this section shall apply to taxable years beginning after
16 the date of the enactment of this Act.

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Divider Title: _____

Goals for East Palo Alto event

1. **Motivation to get connected:** Motivate under-served communities (especially youth) to "get connected" and become technologically literate by stressing the economic opportunities in high-tech, and recruiting credible messengers (celebrities, sports stars, minority entrepreneurs, low-income youth who have gotten high-tech jobs).
2. **High-tech = high wages:** Help under-served youth gain the skills they need to compete for high-tech, high wage jobs. IT jobs pay almost 80 percent more than the private sector average.
3. **Don't just get a job, make a job:** Help under-served youth gain the skills they need to set up their own business.

Possible bumper-stickers for message

- Think lap-tops, not high-tops (Rev. Jackson)
- There are only x openings in the NBA, but hundreds of thousands in the IT industry.
- There are only x millionaires in the NBA, but y in Silicon Valley alone.
- Think MBA, not NBA.
- People of color should be creators of technology, not just consumers.

Possible deliverables

- Major PSA campaign, with commitment from major sports stars and celebrities.
- Summer camp for youth entrepreneurs.
- Creation of compelling high-quality software and Web site that would give young adults the skills they need to start their own business, and also teach math and other basic skills (SimBusiness).
- "New Economy" or "Digital Opportunity" scholarships -- to encourage under-served youth to pursue technical and business careers.
- Job shadowing and tele-mentoring for aspiring entrepreneurs.

Plugged In

[About Us](#) | [Kids Program](#) | [Plugged In Enterprises](#) | [Community Central](#) | [Invest](#) | [Tool Kit](#)

About Us

Contact Info

East Palo Alto, CA

Sponsors

Staff & Volunteers

Board of Directors

Advisory Council

Visitors

Facilities & Equipment

East Palo Alto, California

Located in the heart of Silicon Valley, East Palo Alto is a low-income community measuring approximately 2.5 square miles with a population of about 25,000. According to the 1990 census, the community is 41% African American, 36% Latino, 12% Caucasian, 9% Asian/Pacific Islanders and 2% "other." In recent years, the Latino and Outer Pacific populations have increased and informal sources indicate that the Latino and African American populations are now about equal in size.

Although the City makes up just 3.5% of San Mateo County's population, East Palo Alto residents make up 25% of the County welfare caseload. Over 80% of the students in local K-8 schools are eligible for free or reduced lunches, and 61% have limited English proficiency. More than half of students come from single-parent families, and a significant portion are being raised by someone other than a parent, often a grandparent. The high school dropout rate is estimated at 50%. Poor housing conditions and overcrowding are serious problems here. Unemployment within East Palo Alto generally runs about 3 times the level for the County and the median family income in 1990 was less than 50% of the County-wide median income. The 1990 Census indicates that 21% of residents had incomes below the federally designated poverty level. This Census significantly undercounted East Palo Alto residents, especially those without citizenship documentation who, if included, would have added to the poverty count.

Despite its geographic proximity to the epicenter of the technological revolution, East Palo Alto residents are struggling to get by in Silicon Valley. The technological boom has created economic forces that challenge even middle income residents, and leaves low income residents living in overcrowded conditions, homeless, or struggling with severe housing cost burdens. Housing prices in the San Francisco Bay Area are the highest in the nation and there is serious competition for the limited supply. As a result, in just the last two years, rents have increased by 29% to an average of \$1450 for a two bedroom apartment. To be affordable, rent at this level requires a job paying at least \$25 per hour. Since our community members are under-qualified for most high-tech jobs, they struggle every day to earn the kind of money needed to make ends meet.

At the core, it is this economic, skill, and opportunity deficit that has created the "Digital Divide" in East Palo Alto. Other factors include the lack of a local high school, isolation from the social networks in which technology information is distributed and shared, and lack of people in the community that can act as technology educators. That is why Plugged In was created - to train community members to use technology to increase their professional, educational, and social opportunities.

[\[Home\]](#) [\[About Us\]](#) [\[Kids Program\]](#) [\[Plugged In Enterprises\]](#) [\[Community Central\]](#) [\[Invest\]](#) [\[Tool Kit\]](#)



Thomas A. Kalil

03/10/2000 10:52:04 AM



Record Type: Record

To: Natasha F. Bilimoria/OPD/EOP@EOP, Jackson T. Dunn/WHO/EOP@EOP

cc:

Subject: Additional Background on 3Com/YWCA Digital Divide Initiative

----- Forwarded by Thomas A. Kalil/OPD/EOP on 03/10/2000 10:51 AM -----



Brad_Thatcher@coltrin.com

03/09/2000 06:24:59 PM

*East Palo Alto,
Motivation*

Record Type: Record

To: Thomas A. Kalil/OPD/EOP

cc: greg_garcia@3com.com, karin_bakis@3Com.com

Subject: Additional Background on 3Com/YWCA Digital Divide Initiative

Tom,

Thank you again for your interest in the 3Com/YWCA Connected Entrepreneur program. In addition to attaching the background information we sent you previously, we have attached two slides that outline the impact and scope of this program (if you have any trouble reading PowerPoint documents, we can fax them to you).

The quarterly program is designed and planned for implementation with launch events in cities with a population of roughly one million or more.

By enlisting entrepreneurs to serve as economic heroes and mentors to youth in their communities, 3Com and the YWCA are going beyond providing access to technology. They are taking the first steps in creating a digital opportunity for underserved communities. As the attachments demonstrate, this initiative focuses on concrete activities that connect underserved youth with real role models from their own communities.

Although our launch event is planned for early April in Brooklyn, NY, bear in mind this program is not geographically restricted. Wherever the White House decides to go on its new markets tour April 9-11, we can be there with this program.

Since we spoke last, 3Com has created a new program with the YWCA called

NetPrep GYRLS that will offer high-school-aged girls training in computer networking. Currently, the YWCA offers after-school computer classes for girls aged 9-13 through its TechGYRLS program. The addition of the 3Com NetPrep curriculum allows high school girls to continue their after-school technical education with a focus on computer networking, leading to industry-standard certification. We will be unveiling this new program in conjunction with the launch of the Connected Entrepreneur initiative.

Both 3Com and the YWCA of the USA are fully committed to fund and support this nationwide program. CEOs from both organizations are personally committed to this initiative. Any involvement by the Clinton administration in support of this important program would dramatically enhance its success.

Please feel free to contact me or Greg Garcia if you have any questions or would like any additional information.

Brad Thatcher
Coltrin & Associates
212/221-1616

(See attached file: Connected Entrepreneur Impact.ppt)

Per our discussion, here is additional background on the Connected Entrepreneur program. 3Com and the YWCA have partnered to create the Connected Entrepreneur program (<http://www.3Com.com/smallbusiness/tce>), which is designed to spotlight "economic heroes" who have successful small businesses in the inner cities and who are committed to bridging the digital divide. Our program helps entrepreneurs bridge the divide by awarding their company and a local YWCA TechGYRLS program with a 3Com networking technology grant. TechGYRLS is a program designed for girls to raise their interest, confidence and competence in the area of technology (<http://www.ywca.org/html/B4d9a2.asp>). The YWCA and 3Com plan to launch the program with an awards ceremony at the mid-town Manhattan or Brooklyn YWCA in early April.

In addition, 3Com Corporation will be teaming up with the YWCA to offer high-school-aged girls training in computer networking through the YWCA's new NetPrep GYRLS program. Currently, the YWCA offers after-school computer classes for girls aged 9 - 13 in their TechGYRLS program. The addition of the 3Com NetPrep curriculum allows high school girls to continue their after-school technical education with a focus on computer networking, leading to industry-standard certification.

The NetPrep program is the first vendor-neutral, standards-based curriculum of its kind to focus on the design, implementation, management and integration of computer networks. High school students who successfully complete the NetPrep program and certification gain the skills and knowledge needed for entry-level IT positions. The program also provides solid technical background for those planning to continue their education at community colleges or four-year colleges and universities. High schools

already participating in the NetPrep program have reported high percentages of boys in the classes. 3Com hopes that through this partnership with the YWCA, more girls will be encouraged to pursue rewarding careers in the growing field of high tech.

To support the program, 3Com will be donating to the YWCA lab equipment sets for instructional labs, instructor training, and student materials packages.

We are pleased to honor Steve and Sheila Conner, an African-American couple as the first recipients of the Connected Entrepreneur award. Steve and Sheila are the head of C&C films, an exciting small business that produces commercials, children's videos and web-based entertainment. The Brooklyn-based company performs nearly all aspects of film production in the digital domain.

Steve and Sheila have built a solid internship program into the company, and as the Connected Entrepreneur award recipients, have committed to establish a mentor program with the Brooklyn YWCA TechGYRLS program.

Along with many other projects, C&C Films is now working on a website that corresponds with a children's video series it has created (<http://www.ave-e.com/>).

Dr. Prema Mathai-Davis, CEO of the YWCA of the U.S.A., an internationally respected figure and enthusiastic supporter, has committed to be a spokesperson for the program. As you are aware, Eric Benhamou is also committed to the program and to bridging the digital divide.

I have attached a few background documents. The first is the invitation to President Clinton to participate in the event. The second is a case study about the winning company, and the third is an article that has appeared on BusinessWeek Online about the Connected Entrepreneur program. The press release announcing the program can be found at <http://www.3com.com/news/releases/pr99/nov0899a.html>

Please let me know if you have any questions regarding this program.
Thanks.

Brad Thatcher
Coltrin & Associates
212-221-1616

(See attached file: Formal Invitation.doc)

(See attached file: C&C Case Study.doc)

(See attached file: Business Week Connected Entrepreneur.doc)



- Connected Entrepreneur Impact.ppt



- Formal Invitation.doc



- C&C Case Study.doc



- Business Week Connected Entrepreneur.doc

Honorable William Jefferson Clinton
President of the United States
The White House
1600 Pennsylvania Avenue
Washington, DC 20050

Dear President Clinton,

RE: Bridging the Digital Divide

On behalf of 3Com Corporation and the YWCA of the U.S.A., we invite you to participate in the inaugural award ceremony of 3Com's recently launched Connected Entrepreneur program in early April of 2000, in New York City.

The goal of this quarterly program is to spotlight "economic heroes" who have created successful small businesses in economically challenged areas. Our program honors these heroes by awarding them a network technology grant from 3Com. By recognizing these individuals and the importance of information technology, 3Com and the YWCA of the U.S.A. aim to provide outstanding examples for communities faced with barriers to success in business, and life.

In today's information driven society, a gap has developed between information technology haves and have-nots. Often, women and minorities are the have-nots. Despite many recent advances, minorities and women still face a large digital divide. We want to make a meaningful contribution toward changing this trend.

3Com will award economic heroes by providing their small businesses with the technology tools that enable them to continue to thrive. In return, the honorees commit to mentor young girls and others who come to the YWCA for assistance. 3Com will also award technology grants to YWCA TechGYRLS programs throughout the country.

As a leader in championing access to information technology, you are invited to be the featured participant for our event. We will follow up with your office on this matter.

We believe your participation in this event would have a major impact in raising awareness of this critical issue.

Sincerely,

Eric Benhamou
Chief Executive Officer
3Com Corporation

Prema Mathai-Davis
Chief Executive Officer
YWCA of the U.S.A.

C&C Films Creates a Corporate Hit Starring Advanced Technologies

Five years ago, Steve Conner and Sheila Simmons, a husband and wife, sat in their living room in Queens, NY, and pondered creating a global film studio. Whereas for most of us, such musings are but pipe dreams, the couple promptly created C&C Films, Ltd. Starting in their home, C&C began by producing commercials and now is moving to films, children's videos and other forms of entertainment. In only four years, the firm's gross revenues ballooned from \$96,000 to \$3.8 million, and the company is poised to create and market programming for audiences worldwide.

The key to the firm's remarkable success is technology. The company performs nearly all aspects of film production in the digital domain. From script-writing and editing to sound mixing and post-production work, everything is done on Macintosh and PC workstations and technologies such as Avid's video editing software. Footage from shoots, along with scores and soundtracks, are digitized and then edited, touched up and mixed by computers.

Animators use the Macromedia Flash and Softimage Toonz programs to create both Web-based and traditional animation. Musicians and sound editors rely on the Studio Vision digital music production suite of tools, as well as mixing boards and music synthesizers, to enhance and mix soundtracks and scores. Artists work in a host of graphic applications and use Adobe PhotoShop and Discreet's Flame application to detail images in the post-production stage.

To share resources and move extremely large video and sound files quickly and efficiently among its production staff, the company depends on an Ethernet local area network (LAN). Should an artist require a matte painting residing on a colleague's hard drive, for example, the file can be retrieved almost instantly via the network. The production house even uses the network to send video clips and other data over the Internet to users on-site at production shoots, ensuring materials are quickly edited and approved for clients.

"The advanced technologies offered by 3Com and other vendors have leveled the playing field for a small firm like ours," said Conner, president of C&C Films, Ltd. "Before digital technologies, huge production staffs were needed to create a one-minute commercial or a three-minute animated short. Now, computers do all the truly laborious work, enabling us to develop programming with a fraction of the personnel and in less time.

"We lower our costs and tighten our production schedules to better meet our clients' needs," added Conner. "Moreover, with our computer and networking tools, we can digitally create anything the largest production houses and studios can, from dinosaurs to

starships. By delivering on the highest production values, we can compete with anybody."

Now based in a 5,000 square-foot facility in Brooklyn, NY, C&C Films offers clients a complete range of film and video production services, from generating storyboards to post-production work and even marketing. The firm already has produced commercials for such accounts as Coca-Cola, Budweiser, McDonald's, Burger King and HBO. Building on this success, C&C Films created, produced and marketed the first in a series of half-hour children shows entitled "Avenue E." Presently, the company has a full-time staff of twelve and hires outside talent as needed for its production schedule. It plans to soon expand its capabilities to include the production and marketing of feature-length films.

Anything is Possible with the Right Tools

From its roots in a Queens living room, the story of C&C Films is an odyssey almost worthy of a Hollywood film. Conner, an advertising agency director, and Simmons, whose background is in marketing, were offered the opportunity to produce a commercial for a local client. Using an early generation word processor and a leased photocopier and fax machine, the team effectively developed the spot and then did a commercial for a sneaker manufacturer. Soon, advertisers, ad agencies and other production houses began to approach C&C Films for its services.

Quickly outgrowing their living room, Conner and Simmons relocated C&C Films to a facility in Manhattan where they had access to computers. When this space became too small, they moved to a location in SoHo where they acquired additional high-tech tools such as the Avid video editor and an Ethernet LAN. Soon, they required an even larger facility to meet the demand for their work and established the company in its present Brooklyn location.

Investing in People As Well As Technologies

Technologies are enabling tools for C&C Films, but the talent, creativity and vision of its employees remain the firm's lifeblood. For this reason, Conner and Simmons actively recruit gifted youths from high schools, colleges and elsewhere to serve as interns at the company. The firm generally has 7-10 interns, with more during the summer vacation months, each mentoring with the firm's staff to learn about film, video and sound production and technologies.

"We're always looking for promising youths who can succeed in our business," explained Conner. "It's very satisfying to offer a talented kid the chance to perform, but we also operate our mentoring program out of enlightened self-interest. For this company to continue growing, we need to identify bright, young people who can grow with us and provide energy, creativity and originality."

Avenue E Leads to the Internet

C&C Films views "Avenue E" as a stepping stone to feature films, broader markets and innovative distribution. A combination of live action and computer animation and featuring the voice of veteran actor Ossie Davis, "Avenue E" is marketed exclusively on its own Web site (www.ave-e.com) on videocassette. In keeping with its shrewd use of technologies, the company eventually plans to produce films that it distributes directly over the Internet.

"With high-speed Internet access proliferating, audiences will be able to download even feature films quickly," said Simmons. "The day will come when films will be released and distributed on the Net rather than through theaters or cable television. Just as technologies offer new and innovative ways to produce high-quality programming, they'll provide new and innovative ways to reach audiences both in America and abroad."

The Future for Connected Entrepreneurs

C&C Films will implement new technologies to further speed and improve its production processes. The company will install 3Com OfficeConnect' Switch 1600 16-port switches to speed file transfers among users on the LAN. It will upgrade its Internet access by deploying an OfficeConnect SDSL Router. Using Symmetrical Digital Subscriber Line (SDSL) technology, the device will provide bandwidth comparable to a T1 line but at much lower costs, enabling faster exchanges of files with remote colleagues and clients.

The production house also will implement an OfficeConnect 56K LAN Modem to provide users with rapid dial-up connectivity to the Internet, as well as the OfficeConnect Internet Firewall DMZ to safeguard all files from unauthorized access. Moreover, the firm will install a server to house a library for images and other digital resources. With these and other resources, the firm will enhance its corporate Web site to highlight its latest work, showcase the talents of its employees and market and distribute its products.

"Technologies enabled us to get this far and they'll allow us to realize our dream of becoming a successful film studio," concluded Conner. "By staying current with film, video and networking advances and involving promising new talent, C&C Films will soon produce, market and distribute films entirely electronically. With the right tools from 3Com and others, C&C Films will continue to capitalize on this digital revolution."

#

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Business Week Online

A Small-Biz Grant for Doing Good

3Com and the YWCA seek companies that will serve as tech mentors

By Jeremy Quittner

December 2, 1999

Seems like everyone wants to give small businesses money these days. Now 3Com Corp., the Santa Clara (Calif.) computer networking company, and the YWCA, are teaming up to add their names to the roster.

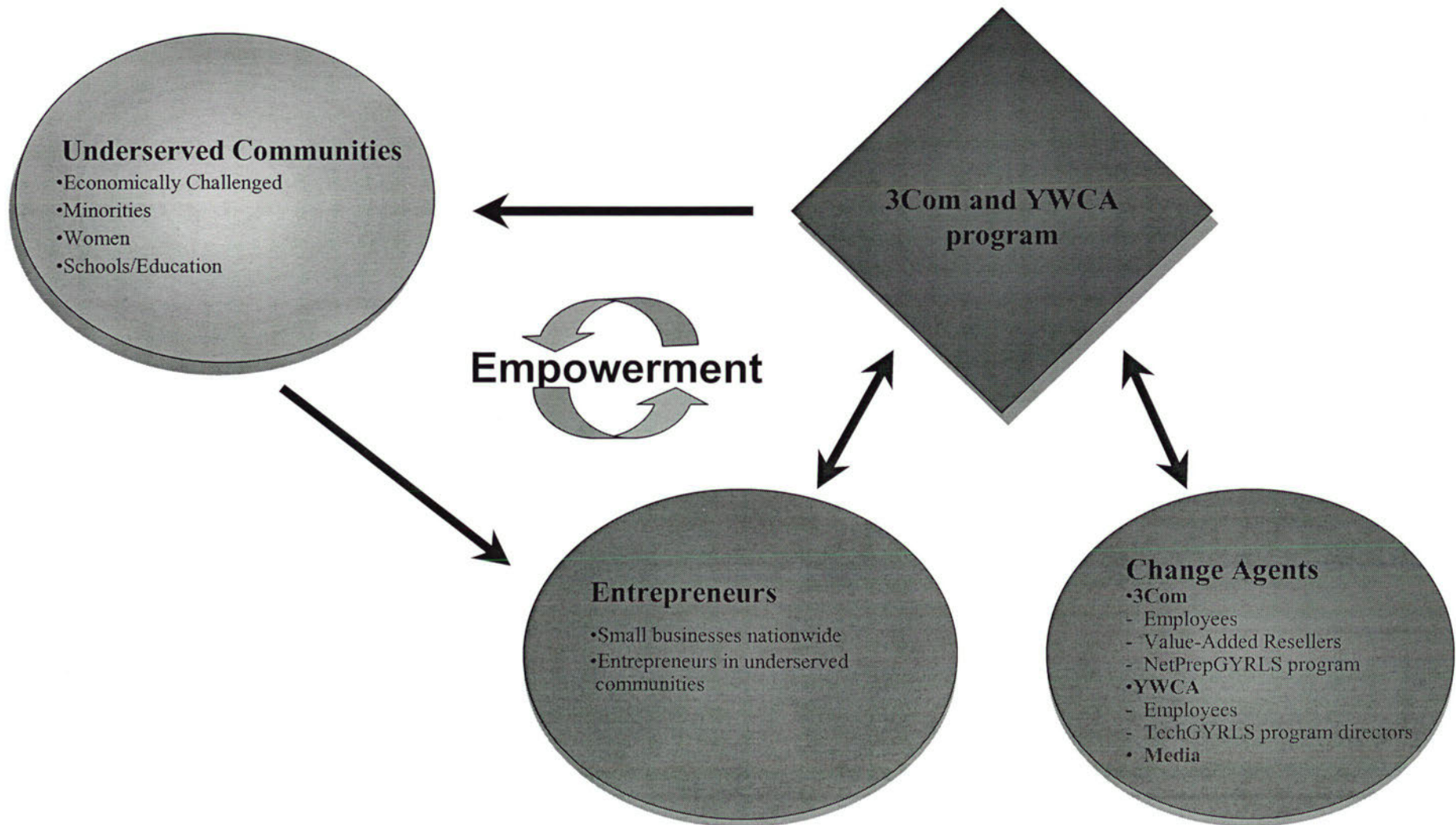
Starting this February, the two organizations will choose one small business each quarter to receive a "technology grant," worth between \$500 and \$3,000. The grant will be for 3Com's networking equipment, including routers, modems, hubs, and the like.

There's a catch, though. Winners must set up a mentor program for women, teenage girls, or people from disadvantaged backgrounds to teach them technological and business skills. "There are a lot of situations where women and girls and other minorities may not have the same access to technology," says Robyn Porter, a spokeswoman for 3Com. "We want to bridge the divide." Mentor programs must operate at least for one quarter and must assist at least one person.

So who qualifies? Businesses that are at least two years old and have 100 or fewer employees. Companies must also have a computer network and a connection to the Internet. 3Com and the YWCA, which will help judge the entries, will look for growing companies that have a track record of assisting their communities.

Small businesses can apply by filling out an online form at 3Com's site (www.3com.com/smallbusiness/tce) or by calling 3Com to request a form.

Bridging The Digital Divide Via 3Com and YWCA Corps Of Connected Entrepreneurs



Impact of Connected Entrepreneur Program

The Connected Entrepreneur Program and launch events will be implemented quarterly over the next two years in cities with a population of roughly one million or more. Target cities may include: New York, Boston, Los Angeles, Atlanta, Philadelphia, Miami, Chicago, Washington D.C., Dallas and others.

Change Agents

3Com

Employees	13,000
Value-Added Resellers	40,000
NetPrep programs nationwide	150

YWCA

Local associations	323
Women, girls and families served	2,000,000
YWCA TechGYRLS™ programs	23
Additional programs to be launched this year	9

Entrepreneurs

Connected Entrepreneurs per city	50
Employees per small business	5-100

Media

In participating cities, broadcast and print media will be targeted for dissemination of news of the Connected Entrepreneur program	
Local population	1,000,000
3Com/YWCA Web and Marketing impressions per quarter	125,000

Beneficiaries:

YWCA TechGYRLS™ program

TechGYRLS™ programs nationwide	23
Additional programs to be launched this year	9
Girls per program	20

3Com/YWCA NetPrepGYRLS program

NetPrepGYRLS programs to be launched this year (Program for TechGYRLS graduates)	30
Girls per program	20

Local Schools

Schools to be visited by entrepreneurs	45
Number of students to be mentored	30 - 200

Donations

3Com Networking equipment and partner donations to YWCA and Connected Entrepreneur Winner	
Estimated quarterly value:	\$15,000 - \$20,000
3Com Program Funding per quarter	\$70,000
Lab Equipment for NetPrepGYRLS	\$240,000
NetPrepGYRLS Instructor training	\$40,000
NetPrepGYRLS book grant	\$10,000
Volunteered hours from Entrepreneurs	3,750



Greg_Garcia@3com.com
02/24/2000 05:53:13 PM

Record Type: Record

To: Melissa G. Green/OPD/EOP

cc: Thomas A. Kalil/OPD/EOP, Jackson T. Dunn/WHO/EOP, Eric_Benhamou@3com.com

Subject: Connected Entrepreneur Background

Melissa, it was very nice to finally meet you yesterday, and thank you for setting up the meeting between Eric Benhamou and Gene. Eric regrets that he won't have another opportunity tomorrow to meet with him as you generously offered.

However, the meeting was very productive even in the short time we had, as Gene took an interest in a suggestion Eric conveyed about a program 3Com is sponsoring -- the "Connected Entrepreneur". I believe Gene thought it could fit in nicely with the President's New Markets Tour in April, and he evidently raised the idea publicly during his industry briefing at 3:00.

Accordingly, we are forwarding more information to Gene about the program -- the "Connected Entrepreneur." I'd very much appreciate if you would forward or print these few documents for him to review.

Please let me know if he would like to have us come in to talk about it further. I'm at 202-661-4608.

greg

Per our discussion, here is additional background on the Connected Entrepreneur program. 3Com and the YWCA have partnered to create the Connected Entrepreneur program (<http://www.3Com.com/smallbusiness/tce>), which is designed to spotlight "economic heroes" who have successful small businesses in the inner cities and who are committed to bridging the digital divide. Our program helps entrepreneurs bridge the divide by awarding their company and a local YWCA TechGYRLS program with a 3Com networking technology grant. TechGYRLS is a program designed for girls to raise their interest, confidence and competence in the area of technology (<http://www.ywca.org/html/B4d9a2.asp>). The YWCA and 3Com plan to launch the program with an awards ceremony at the mid-town Manhattan or Brooklyn YWCA in early April.

We are pleased to honor Steve and Sheila Conner, an African-American couple as the first recipients of the Connected Entrepreneur award. Steve and Sheila are the head of C&C films, an exciting small business that produces commercials, children's videos and web-based entertainment. The

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Brooklyn-based company performs nearly all aspects of film production in the digital domain.

Steve and Sheila have built a solid internship program into the company, and as the Connected Entrepreneur award recipients, have committed to establish a mentor program with the Brooklyn YWCA TechGYRLS program.

Along with many other projects, C&C Films is now working on a website that corresponds with a children's video series it has created (<http://www.ave-e.com/>).

Dr. Prema Mathai-Davis, CEO of the YWCA of the U.S.A., an internationally respected figure and enthusiastic supporter, has committed to be a spokesperson for the program. As you are aware, Eric Benhamou is also committed to the program and to bridging the digital divide.

I have attached a few background documents. The first is the invitation to President Clinton to participate in the event. The second is a case study about the winning company, and the third is an article that has appeared on BusinessWeek Online about the Connected Entrepreneur program. The press release announcing the program can be found at <http://www.3com.com/news/releases/pr99/nov0899a.html>

(See attached file: Formal Invitation.doc)

(See attached file: C&C Case Study.doc)

(See attached file: Business Week Connected Entrepreneur.doc)



- Formal Invitation.doc



- C&C Case Study.doc



- Business Week Connected Entrepreneur.doc

Camp Yahoo!

An Education Tool Empowering Communities to Bridge the Digital Divide

Many technology firms and community programs dedicated to closing the “Digital Divide” provide donations of hardware, software, and/or networking solutions to disenfranchised populations. The gap in service for these populations continues to be user education—basic Internet instruction designed to eliminate fear-based resistance to accessing and using the World Wide Web.

Yahoo! has invested \$2.5 million to close the Digital Divide. Of the \$2.5 million, Yahoo! has dedicated \$1.5 million to Camp Yahoo!, a broadly distributed training curriculum available free of charge to any qualified not-for-profit organization, community center, library, education institution, or community group. In addition, Yahoo! is providing the Corporation for National Service with a \$1 million Internet advertising campaign to recruit new AmeriCorps workers to serve as technology educators across the United States.

In partnership with national not-for-profit organizations, schools, libraries and others, the grassroots nature of Camp Yahoo! will provide for basic Internet education to reach the 15,000,000 Americans considered to be without Internet access. To date, Yahoo! has secured Camp Yahoo! partnerships with the Boys and Girls Clubs of America, PowerUP and the Corporation for National Service. Within the next four years, we anticipate the combined support of volunteers, teachers, librarians, community leaders, and the powerful resource of AmeriCorps workers, will result in over 75,000 Americans stepping forward to serve as Camp Yahoo! Counselors.

In the spirit of Yahoo!’s fun, friendly, and human Internet presentation, Camp Yahoo! is a new hands-on Internet educational tool designed to empower communities to learn how to use the Internet. Camp Yahoo!’s modular training kit contains a Camp Counselor guide, an adult and child internet education curriculum, turnkey marketing and public relations materials for Camp Counselors to promote their Camps, and branded Yahoo! Gear. Camp Counselors will receive interactive support from both online and Yahoo! staff resources.

East Palo Alto Motivation

Darien Dash

- Founder of Digital Mafia Entertainment, LLC. Dash has more than seven years experience in the recording and technology industries. He formed Digital Mafia, an advanced technologies company, that provides high-quality products and services that enhance the sales, productivity and competitiveness of their clients.
- Before founding DME, Dash was the eastern region marketing and sales director of Digital Music Express, a division of International Cablecasting Technologies owned by TCI. He was responsible for marketing and sales of the first digitally compressed music service delivered by this cable giant. Prior to working at DMX, Dash did extensive marketing consulting for a number of Fortune 500 companies designing new media marketing and promotion plans for their existing content. Dash received a BA in Political Science and Leadership from the University of Southern California. He was Black Student Union President and an active member of his fraternity Alpha Phi Alpha, Inc.
- MSNBC's Technology Summit in Silicon Valley (2/28/00): "I had a kid walk up to me the other day in Harlem and say, you know, 'I want to be like you.' Not, I want to be like Mike, or I want to be like, you know, Puff, or I want to be like -- nothing is wrong with being like these other people -- but our kids in inner cities need different role models and they need to want to participate in this revolution, and if it's through money and that's what's draws them instead of going to the street don't last for a long time, they want to start to do this, then I think that that's great. So, there's no resentment."
- NBC News Sunday Today (2/27/00): "I think that it's our responsibility as entrepreneurs and as a community to make sure that people who don't have access are part of this digital revolution that's going on."
- **Places of Color** - urban branded ISP - Partnership with AOL and Compuserve to develop a service that's relevant for African Americans and Hispanics, and it's built around the core competencies that we think are going to empower people and help to change their lives through technology, like training, distance learning, certification and job placement. DME plans to sell its on-line service, called Places of Color, for \$ 19.95 a month for unlimited access. Users will get a customized version of AOL's CompuServe 2000 service, which provides Internet access, seven e-mail addresses, instant messaging, chat rooms, and 30 channels of content geared toward an urban audience. He plans to announce a deal with "a major hardware manufacturer," which would provide personal computers to users for the \$19.95 monthly. Users who receive hardware would be required to sign up for a period of time. Places of Color is slated for launch in April. As part of the deal, AOL bought a minority equity stake in DME (less than 5%). He hopes to build a subscriber base of between 3 million and 5 million users in the next year to 36 months. Expects to benefit from Clickstart, allowing the company to drop the monthly cost further.

- **Partnership with Oracle's Promise** – putting networked computers on desktops in district five in “so that we can continue to download the most up-to-date software, and so that the hardware doesn't become obsolete.” He was named “technology chair” for district 5.
- Served as an adviser to President Clinton and Department of Commerce Secretary Daley on minority Internet use.

Digital Mafia Entertainment is the first publicly traded African-American owned Advanced Technology Agency.

DME is dedicated to “Expanding the Hardware and Software Infrastructure in Minority Communities.” The company was formed as a privately held company in August, 1995. A pioneer in the interactive new media industry, DME specializes in the creation of digital products and services. DME's capabilities include:

- website development and maintenance
- turnkey custom electronic sales solutions and billing packages
- on-line advertising, and software development

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

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

Divider Title: _____

RE: Ideas for New Markets Tour – Digital Divide

FROM: Mary Smith
Domestic Policy Council

Possible Announcements:

1. **BusinessLINC in Indian Country and Doing Business in Indian Country Seminars.** In our FY2001 budget, we have proposed \$1.25 million to expand BusinessLINC to Indian Country. BusinessLINC establishes mentor-protégé relationships between large and small businesses. Treasury and the Small Business Administration (SBA) would commit to holding at least 3 working sessions that would provide information on doing business in Indian Country and would lay the foundation for getting BusinessLINC off the ground next year. Tribal leaders, tribal businesses, and outside businesses, including businesses in the high-tech area, would attend these working sessions. We could highlight that a key part of each of these working sessions would focus on how the high-tech industry could expand into Indian Country. Interior has already produced a CD-ROM on “Doing Business in Indian Country” and this CD-ROM could be distributed to non-tribal businesses.

2. **Federal Communications Commission Deliverables.** The FCC has proposed to increase funding under the Lifeline program so that every member of a federally recognized Indian tribe who is income eligible can have basic phone service for as little as \$1 per month. The FCC has also proposed to increase federal universal service funding to companies willing to serve Native American reservations by: (1) removing the cap on the funding available to carriers that purchase exchanges on reservations; and (2) changing the practice of averaging the cost of serving high-cost reservations with low-cost areas when calculating support amounts.

3. **Native American Economic Development Access Center.** HUD’s Office of Native American Programs (ONAP) will implement a new White House initiative in April 2000 through the creation of a Native American Economic Development Access Center. The Economic Development Access Center will, for the first time, link over twelve agencies through a single toll-free number and web-site so that entrepreneurs-- Native Americans, lending institutions, non-profits, foundations, and private businesses-- can collaborate to achieve sustainable economic development in Indian Country. We could announce that the toll-free line is up and running during the Digital Divide Tour.

4. **Cisco Networking Academy Program Partners with the Cheyenne River Sioux Tribe.** HUD in conjunction with Communities In Schools (CIS) and Cisco Systems has entered into a partnership to bring jobs opportunities in the IT industry to underserved communities. In recognition of the need for 21st Century job training and job opportunities, Cisco Systems, Inc., has agreed to work with HUD and CIS to expand its highly successful Cisco Networking Academy Program (CNAP) to serve youth and their families in public housing, Neighborhood Network Sites, Indian Country, and Empowerment Zones and Enterprise Communities. The CNAP is a 280 hour web-based

curriculum that teaches students how to design, build and maintain computer networks. Program participants who go on to pass the industry standard CCNA exam are immediately eligible for more than 340,000 unfilled IT jobs with high starting salaries. Under the HUD-CIS-Cisco Systems partnership, CIS brings the vital support of a caring network of educators, community leaders, and social services which allows students to learn in a positive and supportive environment. CIS will also be working with HUD to establish internship opportunities so students can graduate with a marketable skill and on-the-job experience. Cisco Systems, Inc., is the worldwide leader in networking for the Internet and is committed to providing the learning laboratory packages that are needed to train students for these IT jobs of the future. The Cheyenne River Sioux reservation in South Dakota has been selected as one of the partnership training locations

5. **Submitting Housing Plans Online.** During FY2000, HUD's Office of Native American Programs (ONAP) will continue its commitment to grant recipient technology enablement through a new initiative designed specifically to help the Native American community utilize the Internet. ONAP will provide hands-on, on-site support to forty Indian Housing Block Grant recipients. ONAP will conduct a needs assessment of each participant to cater each visit to the training needs of the participant. While on-site, ONAP will be able to provide training for submitting an Indian Housing Plan on-line and show participants other on-line resources such as the Codetalk web site and the Native American Economic Development Access Center.

6. **Interactive Chat with Donation of Satellite to Native American Community.** The President's trip to Indian country could include an interactive chat with students in three locations. These locations will include one from the reservation where the President is located and two additional schools that are remotely located. The point of having him chat with students in remote locations is to demonstrate that it is possible for schools to connect to the Internet even from the most remote rural locations in America. One of these locations will be from a school that is north of Winslow, Arizona, housed in a 70-year-old stone school. This school also does not have a land line connection and will be connected via satellite. Three partners will be involved in this project. One is Native American Systems from Denver, Colorado. This native-owned technology firm will arrange for the satellite connection from Seba Delkai and will demonstrate the technologies use for isolated locations. Native American Systems will donate 40 routers to BIA schools not connected to the Internet and will donate the satellite system. The second partner will be Dell Computer Corporation that will provide the technical support for the interactive chat as well as the computer hardware for the locations. The third partner is a tribal education department, the Laguna Pueblo, which will provide the education technology support for the three locations. They will train the students and staff prior to the chat, as well as ensure each school has a dynamic web page developed that can be shown to the President.

7. **MOU with Lockheed Martin or Boeing.** We could work with the Department of Defense to get Lockheed Martin or Boeing to sign a Memorandum of Understanding to increase small business involvement, including Native American firms and other small disadvantaged businesses, in DoD contracting. We could set a dollar goal of getting X

million of dollars in defense contracting to small businesses. If we went to Minneapolis, we could highlight an existing Mentor-Protégé relationship between TLC Precision Wafer and Lockheed over the last five years. As the result of the mentoring, TLC grew from a four-person company that generally conducted small research projects for DoD to a forty-person company that now provides sophisticated components to major aerospace defense contractors. TLC is located in an empowerment zone in downtown Minneapolis. Boeing is also willing to work with the tribal college in the Seattle area to create some type of training program for Native American students.

Bridging the Digital Divide in Law Enforcement

8. **Model Law Enforcement Information Technology Initiative.** The Department of Justice will undertake a model initiative in FY 2000 to assist the Navajo Nation, the Hopi Tribe, and the Pueblo of Zuni through technical assistance and funding for strategic planning to assist the tribes to develop comprehensive law enforcement information technology architecture. This is intended to ensure that these tribes can be full partners in the nationwide law enforcement information technology system currently under development. The President could announce this demonstration project on his trip. This is in furtherance of the President's directive issued in December 1999 on the "Use of Information Technology to Improve Our Society."

9. **Providing Excess Radios to Tribal Law Enforcement Agencies.** The Department of Justice Wireless Communications Office is working to fulfill a statutory mandate for Federal law enforcement agencies to transition from wide-band radio communications equipment to narrow-band radio communications equipment. As part of this process, the FBI, DEA, U.S. Marshalls Service, and other Federal law enforcement agencies will have excess wide-band radio equipment with substantial useful lives remaining. Indian tribes often have substantial areas of "dead airspace" (i.e., no radio coverage) on their reservations, so tribal law enforcement officers must respond to crimes in progress in areas where they cannot call for back-up. This situation places tribal law enforcement officers in substantial jeopardy. Indian tribes are not under a mandate to transition to narrow-band radio equipment. Therefore, the Wireless Communications Office is working on a model project with the Navajo Nation, Zuni Pueblo, and the Oglala Sioux Tribe to provide excess wide-band radio equipment to tribal law enforcement agencies to improve law enforcement radio coverage on their reservation areas. The Wireless Communications Office will work in conjunction with the COPS Office to assist these tribes with any necessary refurbishment of the excess radio equipment. Provided that this demonstration project is successful, the Wireless Communications Office will expand it to other Indian tribes in FY 2001. The President could announce this demonstration project on his trip.

Initiatives Involving the Tribal Colleges

10. **Tribal College-High Tech Bridge Builders Conference.** The White House Initiative on Tribal Colleges & Universities will co-host with the American Indian College Fund, key federal agencies and private sector partners a "Tribal College-High

Tech Bridge Builders Conference." This conference will bring together the nation's 32 American Indian Tribal Colleges and Universities, leaders from throughout the high tech industry, key federal agencies, foundations, and others to build and expand the public-private partnerships we need to bridge the Digital Divide in Indian Country. **Haven't been able to confirm whether this has been announced already.**

11. American Indian Higher Education Consortium, W.K. Kellogg Foundation University of Michigan (Bay Mills Community College -- UP, Michigan).

The University of Michigan and the W.K. Kellogg Foundation are working with a group of Tribal Colleges to create a "virtual Tribal College library." A major database structure will be located at Bay Mills Community College, which is working with other TCUs to develop a virtual identity for each Tribal College. The virtual library will span challenging geographic boundaries and bring near limitless access to learning to TCU students and faculty. **Haven't been able to confirm whether this has been announced already.**

12. Crownpoint Institute of Technology (CIT) & Albuquerque High Performance Computing Center (AHPCC) (Crownpoint & Albuquerque, New Mexico). Crownpoint Institute of Technology and the Albuquerque High Performance Computing Center are partners, working to bring advanced technology to the CIT campus and to develop e-commerce activities on the Navajo Nation. CIT and AHPCC are working with the W.K. Kellogg Foundation to fund this initiative. **Haven't been able to confirm whether this has been announced already.**

13. Crownpoint Institute of Technology & Iowa State University (New Mexico): Crownpoint Institute of Technology is partnering with Iowa State University to develop classes on Elk Management to be offered worldwide via the Internet. **Haven't been able to confirm whether this has been announced already.**

14. Crownpoint Institute of Technology & UCMS, Phone Solutions Inc., and Computer Cabling Connection Network System Integrater (Crownpoint, New Mexico). Crownpoint Institute of Technology forged a partnership with two private firms, Phone Solutions and Computer Cabling Connection Network System Integrator, to improve the telecommunications system across the Navajo Nation, an area the size of West Virginia. CIT initially will develop a call center in Crownpoint, New Mexico, before expanding to a high technological telecommunications system and offering high-tech telecommunications services throughout the Navajo Nation. The call center portion of the project is being conducted and will be managed by UCMS. **Haven't been able to confirm whether this has been announced already.**

15. Fond du Lac Tribal and Community College (Cloquet, Minnesota). Fond du Lac Tribal and Community College, local bankers, and the Federal Reserve in Minnesota collaborated to develop and implement a personal financial management "turn key" course to address the critical need for personal financial skills. The group developed a course that is culturally relevant and tailored to involve local bankers. However, it can be easily adapted for use by other Tribal Colleges -- the syllabus and text are "ready to use."

Fond du Lac has expanded this initiative to include a real estate component and site-based internships for students in local banks and industry. The Department of Education is working with the Federal Reserve and banking partners to take this program to all the Tribal Colleges who are interested in this important initiative. **Haven't been able to confirm whether this has been announced already.**

16. **United Tribes Technical College (North Dakota).** UTTC is partnering with the Denver Indian Center with a grant from U.S. West Foundation on a distance learning project. With a total grant of \$150,000 (\$75,000 for equipment installation at the Denver Indian Center, and \$75,000 to UTTC for interactive audio and visual equipment and delivery, including picturetel and internet access) UTTC will be able to provide distance learning to Denver Native Americans. The program is called "Learning Through Technology" and will allow UTTC to deliver distance learning courses such as early childhood education, internet and business, as well as other courses for potential UTTC students.

17. **American Indian College Fund-Gates Foundation Initiative (Denver, Colo.):** The American Indian College Fund is in discussions with the Gates Foundation to arrange an initiative that would address one or more aspects of the collective Tribal College technology needs. Potential partnerships include: funding construction of "technology centers" at TCUs; Microsoft certification training for all TCU technicians, funding for additional technicians, and development of certification training programs; TCU student internships; and economic development opportunities between Microsoft and tribal communities.

Possible Deliverables Suggested by Commerce

18. **The Ultimate Circuit Rider – Netmobiles.** The University of Texas Pan American (a Minority Serving Institution) currently operates a Netmobile, a tractor-trailer with eight computer stations hooked up to a satellite for internet access. The Netmobile travels to rural areas in South Texas to expose people to the Internet. At this time, visits primarily focus on schools and town hall meetings. The Commerce Department's Economic Development Administration is looking to fund five new Netmobiles focusing on MSI's and rural America. The Netmobile plan is a perfect example of EDA's contribution to government community centers -- taking them on the road to the people to make them truly accessible. There is also the possibility here to partner with other agencies to highlight their online resources through our Netmobile -- Department of Education's online financial aid filing; Small Business Administration's Online Small Business Classroom; Department of Labor's online job resources, etc. -- all available to people in rural communities through our netmobiles.

19. **New Taskforce on Digital Divide with the National Congress of American Indians (NCAI).** President Susan Masten has committed to both the President and Secretary Daley to fully support the Administration's goals and take the lead in addressing Digital Divide in Indian country. One of the first action items President Masten has expressed support for is the creation of a taskforce to bring together tribal

leaders and the telecom and technology industries to examine the issues facing Native communities in this area. We could announce this on the trip.

20. **National Center for American Indian Enterprise Development (NCAIED)**

At the request of hundreds of American Indian business owners, the National Center is in the process of creating a one-day conference designed to address the issue of the "Digital Divide--A widening gap between the haves and have-nots." The concept is to host a one-day conference perhaps at the Foxwoods casino to provide a forum for discussion. The discussion will result in recommendations for national policy regarding access to technology for economic growth throughout American Indian communities.

21. **PowerUP: Bridging the Digital Divide.** A multimillion dollar effort of the Case Foundation and more than a dozen nonprofit organizations, major corporations and federal agencies (including AOL, Gateway, HP, Sun and Americorps) to fund and support Community Technology Centers designed to ensure that America's under served young people acquire the skills, experiences and resources they need to succeed in the digital age. We talked with AmeriCorps about expanding this to several hundred sites, including some in Indian Country.

22. **AOL Foundation Digital Divide Grants.** In an effort to learn more about the landscape of nonprofit activity in the Digital Divide area and to help support programs that are taking an innovative approach to addressing this issue, the AOL Foundation has solicited concept letters from nonprofit organizations across the country. With this grant program, the AOL Foundation hopes to support ventures with grants ranging from \$25,000 to \$100,000. Grants will be awarded early in April 2000. We could announce these grants on the trip.

23. **Community Education Initiative.** The AOL Foundation, in cooperation with the Children's Partnership, is developing educational materials for various audiences that will examine basic concepts surrounding the Digital Divide. Materials are being developed for community leaders; nonprofit advocacy organizations; local, state and national leaders; and concerned citizens. We could see if any of these materials would be ready by the time of the President's tour.

Martha A. Livingston

03/10/2000 06:20:32 PM

Record Type: Record

To: Natasha F. Bilimoria/OPD/EOP@EOP

cc:

Subject: Re: tech4schools announcement 

Natasha--

Attached is the announcement (also in text just in case you can't open the document). I will talk to TechCorps about extending the assistance this program provides to CTCs. Let me know if it needs some work; however, I will be out Monday and Tuesday. I will be checking voicemail. If you need something before I return, you can call Henry Kelly at 66033--he is familiar with this project.

Thanks, Martha



TECHS4SCHOOLSeven

TECHS4SCHOOLS

*Native or Rural
Event*

*on line meeting
currently 12 pilot sites -
Compaq will fund to all
schools.*

techs4schools helps to bridge the Digital Divide in several ways:

- it connects rural and under-served communities to a much-needed technology resource so that technology keeps on working in the classrooms and helps schools to make smart technology investments as they integrate technology into their classrooms;
- it encourages corporate responsibility in addressing Digital Divide issues;
- it catalyzes private and public volunteerism and a personal call-to-action for individuals to help bridge the divide.

EVENT/ANNOUNCEMENT

WHAT: The President to announce techs4schools, TECH CORPS' new online technology mentoring initiative that connects IT professionals with rural and under-served schools to give them access to much-needed technical support and advice. The President could announcement that based on the success of 12 pilot sites, Compaq has decided to fully fund techs4schools so that it will be available to all schools nationwide in April.

techs4schools is entirely web-based so that any school that has an Internet connection can be connected to a volunteer mentor (technical expert) no matter where either is located. Through tech4schools a technology coordinator at a school has access through his or her online mentor

to a team of experts in areas such as networking, software, hardware, Internet, and operating systems. (For more information on tech4schools, please see www.techcorps.org. TECH CORPS Executive Director is Karen Smith.)

WHERE: We suggest announcing techs4schools at one of the President's Digital Divide stops; perhaps at an Indian reservation or other similarly isolated community. The announcement could be made at one of the 12 pilot sites (see attached list for sites) or at a school that would begin participation on the day of the event. The Bureau of Indian Affairs (Peter Camp) has been involved in choosing the pilot sites and has a number of schools ready to participate once the program is national. An online demonstration of the program (i.e., someone at the Indian reservation school connected to an IT professional/mentor online in another state) also would be a great interactive piece of the announcement.

WHO: techs4schools has been funded through a partnership with Compaq—Michael Capellas, President and CEO of Compaq, could be at the event with the President for the announcement. As part of the Federal commitment to the schools, as part of a Digital Divide Executive Order or as a stand alone Executive Memorandum, the President could encourage Federal government IT workers to volunteer their expertise to be an online technology mentor to a school technology coordinator to demonstrate the Federal commitment to help remote and under-served schools receive direct technology assistance. [Draft language. Sec. X. Providing Technology Assistance to Schools. Each agency shall, to the extent permitted by law and in accordance with the guidelines of the Office of Personnel Management, encourage employees with expertise in information technology to provide assistance to under-served schools by volunteering to work with a school or by becoming an online mentor to a school technology coordinator.]

In addition, in the pilot stage of techs4schools, volunteer partners have included many of the major companies (Intel, Apple, Microsoft, Cisco, HP, and others) as part of the pre-announcement work done by TECH CORPS, they have offered to secure commitments from the CEO's of 3-4 of these companies to provide 200 employees as online volunteers for techs4schools and that these CEO's join the President and Mr. Capellas at the event. As part of the event, the President could then challenge other companies and individuals to offer employees as volunteers for this vital life-line to technical expertise for remote schools—setting a benchmark of 2,000 online volunteers from corporate America.

TECHS4SCHOOLS

This proposed event/announcement touches the Digital Divide in several ways:

- it connects rural and under-served communities to a much-needed technology resource so that technology keeps on working in the classrooms and helps schools to make smart technology investments as they integrate technology into their classrooms;
- it encourages corporate responsibility in addressing Digital Divide issues;
- it catalyzes private and public volunteerism and a personal call-to-action for individuals to help bridge the divide.

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FCC Proposed Deliverables

- Announce proposal to increase funding under the Lifeline program so that **every member of a federally recognized Indian tribe** who is income eligible can have basic **phone service for as little as \$1 a month.**
- Year 3 Erate funding announcement.
 - Award the first Year 3 dollar
 - Award the \$5 Billionth dollar
 - At virtually any location we can find a school or library that will or has received Erate
- Announce **FCC training conference (FALL 2000) to empower Indian Leaders** to bring telecommunications to their communities. Soup to nuts curriculum on federal programs, tower siting, technology options, etc. - everything you need to know to bring telecommunications to you.
- Announce FCC and state Commission effort to build an interactive database of information on what steps communities have taken to successfully attract broadband services.

FCC INITIATIVES

FROM DIGITAL DIVIDE TO DIGITAL OPPORTUNITY

Connecting the Nation's Children and Communities ...

The Erate is the embodiment of the fourth pillar in the President's Educational Technology Initiative.

Since its inception, the **Erate** has funded nearly **\$4 Billion** of services and infrastructure to bring modern telecommunications to schools and libraries throughout the country.

An additional **\$4.7 Billion** in applications for next year's funding has been received.

Schools in rural and poor neighborhoods, those neighborhoods most likely to be on the wrong side of the Digital Divide, receive priority funding.

78% of public schools (over 68,000) received Erate funding.

Over 72,000 schools (public and private) received Erate funding.

51% of public libraries in the nation have received Erate funding.

After two years of the **Erate**, libraries have increased their **connections to the internet by 48%**.

Bringing Telemedicine to Rural Communities...

The **rural health care program** has funded over **\$3.5 million** of telecommunications services to rural telemedicine facilities so that rural residents can have access to essential health care.

\$11.5 million in requested funding has been received this year.

Remote areas in Alaska and Indian communities in the West are examples of communities which benefit from health services supported by the Erate.

Giving People with Disabilities Access to the Digital Economy...

The FCC requires telecommunications equipment and services to be accessible to people with disabilities.

Our rules require everyday services like voicemail and interactive menus, which can act as a significant barrier to people with disabilities in conducting business over the phone, to be accessible.

The FCC recently announced it will fund the provision of video relay services, which allow those who use American Sign Language to communicate with hearing customers over the phone, via broadband video service and a relay operator.

We have worked with industry to forge solutions to barriers created by the move to the digital age. At our request the digital wireless industry developed a technology that allows TTY users to use digital wireless services for the first time. We have also asked the Internet telephony industry to incorporate accessibility into the development of this emerging technology.

Promoting investment in broadband infrastructure for rural communities....

Forged agreements with companies seeking merger approvals to deploy advanced services in poor and rural communities.

We are building a database of 'best practices' stories from communities around the country which have successfully built broadband infrastructure to share with other communities. The database will be searchable and on the FCC website for communities to learn about what works.

Promoting wireless technologies in rural areas, by applying more liberal ownership criteria to companies in rural areas.

Created the opportunity for local phone companies to build infrastructure across state lines where it would bring broadband facilities not otherwise available to a rural community.

The FCC recently allocated 30 Megahertz of prime spectrum for wireless service. The rules require licensees of the spectrum to build facilities in rural areas as well as urban areas.

Bringing Modern Communications Technologies to Indian Country...

The FCC is creating a first of its kind training conference for Indian leaders in Fall 2000 – the Indian Telecommunications Training Initiative 2000. The seminar will train Indian community leaders in the full range of issues they need to knowledgably seek and obtain telecommunications services -- from spectrum management to federal assistance programs to how to evaluate technology options.

Chairman Kennard will propose offering members of federally recognized tribes who meet the income guidelines basic phone service for as little as \$1 a month.

Chairman Kennard will propose increasing federal universal service funding to companies willing to serve Indian reservations by:

- Removing the cap on the funding available to carriers who purchase exchanges on Indian Reservations.
- Changing the practice of averaging the costs of serving high-cost reservations with low-cost areas when calculating support amounts.

Chairman Kennard has proposed rules to make it easier for tribes to get wireless services including, relaxing tower height on tribal lands and lifting restrictions of license transfer to carriers providing service to tribal areas.

Bringing the Airwaves to All Americans...

The FCC created a new kind of radio service, low power FM, which will make local community based programming available to in a few mile radius exclusively to communities-based broadcasting..

We are aggressively implementing the 1999 SHVIA in order to promote competition and consumer choice.

March 3, 2000
WEK Briefing Materials on the Digital Divide

1. FCC Accomplishments
2. February 2, 2000 White House Announcement of the New Markets Tour:
Closing the Digital Divide
3. December 9, 1999 President Clinton's Remarks on Bridging the Digital Divide
4. February 15, 1996 The President's America's Technology Literacy Challenge. This document identifies the four pillars of the Challenge, the fourth pillar is to "connect every school and classroom in America to the Information Superhighway."

MEMORANDUM

TO: WHITE HOUSE- NEC
FROM: DEPARTMENT OF COMMERCE
SUBJECT: DIGITAL DIVIDE EVENT IDEAS AND SUGGESTIONS FOR PRESIDENT'S NEW MARKETS TOUR
DATE: 03/10/00

EVENT IDEAS and SUCCESS STORIES:

See attached-

1. A detailed list of the invitations to the Secretary from private sector groups asking him to highlight their digital divide initiatives.
2. Suggestions from NTIA based on the successes² Technology Opportunity grantees that received assistance to focus on digital divide related problems, and the TOP programs success in "bringing connectivity to American Indian and Alaska Native Communities."
3. Suggestions for Digital Divide events in Indian Country (this paper details success stories with EDA grantees and TOP grantees in the area of Infrastructure and Education & Training and also details ongoing Private Sector initiatives and Tribal initiatives). This paper also includes suggestions for private sector involvement and Agency deliverables relating to the digital divide and Indian Country.

DELIVERABLES:

1. The Secretary committed to highlighting the Digital Divide at the December 9th DOC Digital Divide Summit, by embarking on a 12 stop tour in 2000 . The Tour is designed to both highlight the digital divide and offer solutions. Each event will showcase a cooperative initiative between private sector companies and non-profit organizations, along with local and federal government assistance.
2. NTIA's "Falling Through the Net" report.
3. *Natives* NTIA's "Advanced Telecommunications Capabilities in Rural Areas" report to be published in April.
4. *Get more info* - MBDA's "New Markets Equity Fund"- providing venture capital dollars to minority owned businesses involved in technology or transportation ventures.
5. www.digitaldivide.gov

And See Attached (some success stories- for a more complete list please contact the people listed below):

6. TOP grants and follow up case studies (see attached, or contact NTIA's Bernadette McGuire-Rivera at 482-58020).
7. EDA grants with follow up, etc...(contact Eric Payne at EDA).

Current Activity.

TOP BRINGS CONNECTIVITY TO AMERICAN INDIAN AND ALASKA NATIVE COMMUNITIES

The **Technology Opportunities Program (TOP)** provides matching grants to non-profit institutions and state, local, and tribal governments so they can acquire and use advanced, modern communications and information technology to improve services to their communities. TOP is administered by the United States Department of Commerce's National Telecommunications and Information Administration (NTIA).

TOP projects serve as models for communities across the country by demonstrating ways to put advanced information technologies to work to expand educational opportunities, offer greater access to health care services, and provide job training. Examples of TOP grants that serve American Indian and Alaska Native communities include:

- The **North Slope Borough (NSB)** (AuroraNet Project), Barrow, Alaska, is opening up existing telecommunications infrastructure for multiple uses, such as providing greater opportunity for NSB residents to better access health care information through distance delivery of medical information. The network connects eight rural, isolated North Slope communities to the 14-bed hospital in Barrow. Contact: James Sharpe, 907-852-0240.
- **Council of Athabascan Tribal Governments**, Fort Yukon, Alaska, is bringing Internet access to 11 remote Alaskan villages. The project also supports technical support and training. Contact: Patricia Stanley, 907-662-2587.
- **Dine College**, Tsale, Arizona, created a virtual campus by connecting the seven Dine campuses to the Internet via wireless technology. The network enhances student, teacher, and citizen access to a wide range of services, including education, economic development, health, and government services. The TOP project is the foundation for a long-term telecommunications and information technology development plan for the Navajo Nation. Contact: Al Kuslikis, 520-724-6691.
- **White Mountain Apache Tribe**, Whiteriver, Arizona, is experiencing the vast resources of the Internet for the first time. The community-wide network enhances student, teacher, and citizen access to education, economic development, health, and government service information. Contact: Roger Jacob, 520-338-4346 x 222.
- **Southern Ute Indian Tribe**, Ignacio, Colorado, created a community network providing Internet access to the Ignacio Community (Southern Ute Tribe, Ignacio Public Schools, and Fort Lewis College). After experiencing the benefits of information technology, the community is contributing ongoing costs to continue the project. The project has enhanced tribal activities, created new partnerships among various organizations in the Ignacio Community, and serves as a model for other Native American tribes and their communities. Contact: Craig Young, 970-247-7166.
- The **Native American Educational Services College (NAES College)**, Chicago, Illinois, created a telecommunications network linking its central facility in Chicago with two urban Native American campuses, located in Minneapolis and Chicago, and with the Fort Peck Reservation in Montana and the Menominee Reservation in Wisconsin. The network enables distance learning among the four campuses and provides students and teachers with access to the College's vast Native American library and special collections in Indian law, public policy, child and family issues, environment, and history. NAES is the only private Indian-controlled college in the U.S. offering an academic program that is community-based and culturally relevant to Native communities. Contact: Faith Smith, 312-761-5000.
- The **Minneapolis American Indian Center**, Minnesota, is creating a network to promote access

to a wide range of social services for American Indian persons living in an urban area, while also developing communication capacities within the Twin Cities American Indian community, the larger Twin Cities community, and selected tribal governments. Contact: Frances Fairbanks, 612-871-4555.

- **Montana State University**, Burns Telecommunications Center, in Bozeman, Montana, provides six tribal colleges, and the low income, rural communities they serve, with training in creating, maintaining, and using computer networks. The training takes place at Montana State University at Bozeman and at the six tribal colleges: Fort Belknap College, Harlem; Dull Knife Memorial College, Lame Deer; Blackfeet Community College, Browning; Little Big Horn College, Crow Agency; Fort Peck Community College, Poplar; and Stone Child College, Box Elder. Approximately 50,000 Native Americans reside in Montana: 35 percent live below the poverty line and unemployment on the six reservations ranges from 30 to almost 80 percent. Information technology can play a vital role in improving education and economic development opportunities in these communities. For many students at these tribal colleges, this project provides their first access to the Internet and other advanced information resources. Access to these networks opens up new educational and research opportunities for students, provides job information and placement services, as well as supports greater community and tribal communications. Contact: Terry Driscoll, 406-994-5549.
- The **Saint Vincent Foundation**, in Billings, Montana, integrates the Telemedicine Instrumentation Pack (TIP) unit, previously developed for spaceflight medical applications, with a terrestrial telemedicine network linking the Crow Reservation to St. Vincent Hospital. The TIP unit – a small, hand-held, portable medical diagnostic system – transmits clear, color, accurate images of any affected area of a patient's body. The TIP unit is located at the Pryor Clinic in Pryor, Montana, which offers basic medical services. Staffed by one nurse, the clinic has no specialty care or mental health services available. The nurse must often refer patients to the Indian Health Service Crow Agency Hospital in Crow Agency or to the Saint Vincent Hospital in Billings. Located on the Crow Indian Reservation, both the Pryor Clinic and Crow Agency Indian Hospital are confronted with the fact that mental health services in rural Montana are almost non-existent. The Crow Reservation requested in-service training and counseling to deal with alcohol and drug addictions for both the Crow and Cheyenne Indian Nations. This telemedicine system improves the health care and mental health services for the Native Americans of this rural area, as well as provides training to the users. Contact: John Zauher, 406-657-7260.
- **Native American Public Telecommunications**, Lincoln, Nebraska, analyzed tribal communities in ten states to develop a telecommunications network to enhance the monitoring and delivery of government services, education, cultural preservation, economic development, and health care. Contact: Frank Blythe, 402-472-3522.
- **Alamo Navajo School Board**, Magdalena, New Mexico, is developing two-way, interactive videoconferencing to connect the Alamo Health Center and the Indian Health Service Albuquerque Indian Hospital to provide diagnostic services. Contact: Lynda Middleton, 505-854-2543.
- **Fort Berthold Community College**, New Town, North Dakota, is developing a reservation-wide telecommunications system to provide education, culture, and training for the Three Affiliated Tribes (Mandan, Hidatsa, and Arikara Nations). Contact: Quincee Baker, 701-627-4738.
- **Columbia River Inter-Tribal Fish Commission**, Portland, Oregon, planned a telecommunications network linking the Yakima, Warm Springs, Umatilla, and Nez Perce Tribes. The networks enhances the Tribes' ability to manage fisheries in the Columbia River Basin. Contact: Ann Roseberry, 503-238-0667.

- The **Northwest Portland Area Indian Health Board**, Oregon, is developing the *Circle of Health: Information Infrastructure for the Northwest Tribes* to facilitate disease surveillance and the collection and analysis of epidemiology information in geographically remote tribal communities. The project connects eight tribal health facilities to the Indian Health Service, the Washington State Network, and the Internet, and allows Washington tribes to use electronic communicable disease reporting systems. Contact: Michael Longie, 503-228-4185.
- **Mni Sose Intertribal Water Rights Coalition, Inc.**, Rapid City, South Dakota, designed a telecommunications network linking 23 Tribes in Montana, South Dakota, North Dakota, Kansas, and Nebraska. The network provides greater communication among the Tribes, enhances access to information, and assists in managing natural resources on the tribal lands. Contact: James Wolff, 605-343-6054.
- **Oglala Sioux Tribe**, Pine Ridge, South Dakota, is developing a digital wireless home health care service network. The network uses a paging system to coordinate responses from health services and emergency services to high-risk patients. Contact: Jim Watters, 605-867-5801.

Additional information on TOP and the projects it has funded is available from NTIA's Web site – <http://www.ntia.doc.gov> or contact TOP at 202-482-2048. In addition, many TOP projects have developed their own Web sites, accessible through NTIA's TOP Home Page. For further information, contact Judy Sparrow at 202-482-2048.

NTIA serves as the principal adviser to the President, Vice President and Secretary of Commerce on domestic and international communications and information issues, and represents the Executive Branch before the Congress, other Federal agencies, foreign governments, and international organizations.

SUGGESTIONS FOR NEW MARKETS TOUR
From the Technology Opportunities Program, NTIA

Seba Dalkai School Board (Navajo), AZ

The Southwest Navajo Nation Virtual Alliance project will implement a wireless community network to link five local Tribal government entities (chapters) of the southwest Navajo Nation. The chapters are spread over a 5,000 square mile region in southwest Arizona that suffers severe economic, ecological, and health problems. The TOP funds will be used to accomplish three goals: 1) equip all five project sites with high quality VSAT Internet systems and durable kiosk touch-screen work stations and provide for long-term maintenance for these systems; 2) deliver interactive, user-centered community networking and public service-related resources in both English and Navajo languages; and 3) enhance information management for interactive community networking for the Navajo Nation.

Neighborhood Knowledge Los Angeles, CA

This project addresses issues that, in many ways, subsume the Digital Divide. Nevertheless, it's also clear that the Digital Divide has exacerbated the problems that Neighborhood Knowledge Los Angeles seeks to address.

[NKLA has recently incorporated] two major additions to the site.

1. Spanish translation: The site has been translated into Spanish, so you can easily toggle between English and Spanish from any page, just as you can between the graphics and text versions. . . .
2. Policy Room: The Policy Room allows users to query the various LANews data bases.

Plugged In, CA

A national model which provides Internet access for a low-income neighborhood, including training and after-school programs for youth in East Palo Alto – across the digital divide from Palo Alto. PluggedIn developed several practical, meaningful approaches to address the challenges facing the East Palo Alto community while introducing the community to computer technology. They created forums for youth to provide teens an opportunity to discuss, online, issues relevant to them. It gives teens an opportunity to think critically about their communities and to discover ways in which technology can provide academic and economic opportunity. PluggedIn also created an all-purpose community network, used by the East Palo Alto community to access community information, sign up for classes, do job searches, among other services. Other popular uses of computer technology which PluggedIn created include a web presence for community-based agencies, a community newsletter, city council meetings online, a broadcast fax system for city government, web training for teachers, and PluggedIn Enterprises (a fee-paying web page design business run by teens).

University of California, Berkeley

To help prepare K-12 students in the low income communities of South East Corridor, San

Francisco, and West Oakland, Oakland, for college by using a variety of Internet-based technologies and resources to meet the educational needs of the students, their families, and teachers. The University of California, Berkeley, working in partnership with the San Francisco and Oakland Unified School districts, San Francisco and Oakland local governments, community based organizations and industry, developed the Interactive University (IU) Project. The project is a model of how to use information infrastructure most effectively to support K-12 students, their families, and teachers in disadvantaged urban communities.

Metropolitan Area Advisory Committee on Anti-Poverty, San Diego, CA

The project provides Internet access to the inner-city community of San Diego, including information on economic development, social services, education, youth and seniors. The San Diego Telecommunications and Information Access Project (locally known as the **Inner-City Net**) is comprised of five community service agencies in San Diego, with the goal of bringing increased information technology access to schools, businesses, and community centers in a Southeast area of the city. Partners include the Chicano Federation, the Indian Human Resource Center, the San Diego Urban League, the Union of Pan-Asian Communities, and the Business Innovation Center. The project has established five Internet Access Centers, assisted 15 community service centers and small businesses in obtaining desktop Internet access for staff, training over 200 agency staff, small business owners and community members on Internet and e-mail skills, and created a web site for the community's access. The end users are community service organizations, small businesses, and individual community members.

Foundation for Educational Innovation, DC

The project developed the Washington Technology Initiative, which provides information technology-based instruction to prepare low-income students and adults in Washington, D.C. for employment in a variety of promising career fields, including the information technology industry. The project built on the strength of existing resources and informal partnerships between five organizations in the District of Columbia: the Shiloh-Shaw and Garfield Terrace community centers; Woodson and Roosevelt High Schools; and the Southeastern University. The project uses high bandwidth Internet connections to link these five organizations to a centralized hub. At each site, businesses and federal agency partners work with teachers to provide students the technology skills needed to compete in today's workforce. The project has evolved since its initial federal funding: GSA donated space to create the DC Link and Learn Center where people can register for courses in new technology areas, participate in training courses, and get help finding a job.

Florida Rural Legal Services, FL

The project provides Florida's low-income communities access to legal services and other community information via computer technology.

University of Illinois, Graduate School of Library and Information Science, IL

Working together, the Urban League of Champaign County, PrairieNet, an electronic community network providing dial-in access to local information and Internet services, and the University of Illinois Graduate School of Library and Information Science will increase the participation of low-income residents, and organizations that work primarily with low-income people,

community networking. In the neighborhoods targeted for this project -- Beardsley Park, Douglass Park, King Park, and Maple-Vine-Columbia -- the majority of residents are classified as low-income.

The University of Illinois Graduate School of Library and Information Science, together with the Urban League of Champaign County and PrairieNet, an electronic community network providing dial-in access to local information and Internet services, are working to increase the participation of low-income residents, and organizations that work primarily with low-income people, in community networking. In the neighborhoods targeted for this project, the majority of residents are classified as low-income. Despite its successful record as a community network, PrairieNet is underused by low-income residents of the region. Public access terminals, while necessary, have not been sufficient to increase low-income participation in the network. To address this problem, the project will provide all end users in the targeted neighborhoods with PrairieNet memberships at little or no cost, allowing them to access and create content, participate in online forums, send and receive e-mail, and access other Internet services. One major goal of the project is to redesign PrairieNet and develop an innovative scheme for organizing and retrieving information on PrairieNet in a problem- and user-centered manner. In addition, the project will train low-income teens to repair and distribute donated computers to households in their neighborhoods; the teens will also provide end-user support to their neighbors. Finally, the University will produce a handbook to encourage replication of the project in other communities.

Lake County, IL

This project has the potential to become a true national model. Project IMPACT (Information Management, Public Access, Community Transformation) is a truly comprehensive information and referral system, in both English and Spanish, for community services. It deals directly with one of the classic issues of the Digital Divide - the existence of enormous amounts of information that is relevant to the lives of poor and minority residents of an urban area and the lack of real availability and accessibility of that information.

West Suburban Hospital Center, IL

Every Block A Village Program, a partnership with the PCC Community Wellness Center, West Suburban Hospital, and Loyola Universities' Center for Urban Research and Learning in Illinois, has successfully trained citizen leaders to use in-home technology (Web TV) to help their neighbors obtain timely health information and services. The program provides access to an electronic doctors office center, health and safety information, and a 24-hour triage and information service.

TeleKid Care, Kansas

Tele-KidCare, utilizes PC-based technology, equipped with electronic peripherals devices, to link physicians and patients for clinical visits from the school nurse's offices in eight schools in Wyandotte County, Kansas. This project increases access to medical services and enhances medical and educational outcomes for children living in this community by focusing on early intervention in the diagnosis and treatment of disease, preventing unnecessary loss of school and activity time, as well as engaging the child in healthy behaviors and self-monitoring of their care.

Greater New Orleans FreeNet, LA

The project created a community network for a nine-parish region, both urban and rural communities, with a focus on education and training. The New Orleans FreeNet was the model for the statewide Louisiana FreeNet. The University of New Orleans and the Greater New Orleans Free-Net (GNOFN) worked together to develop a community network involving schools, the business community, and the nonprofit community in a nine-parish region surrounding New Orleans. The project had a major impact on reducing disparity of access in the region. The community network's objectives were to provide access for users in the region, to enhance education in the area by introducing and using information technology in the schools, and to provide the training necessary to ensure the use of the community network. The original partners included GNOFN, the Chamber of Commerce, the World Trade Center of New Orleans, a nine-parish school system, the New Orleans Public Library, area universities, and Interactive Systems International, Inc. At the close of the TOP project, GNOFN emerged with an expanded partner base and telecommunications infrastructure for the region as well as serving as a model for a statewide initiative, the Louisiana Free-Net.

Leech Lake, MN

A project working with an underserved American Indian population. The project is creating a tele-wellness infrastructure on a medically underserved tribal reservation to provide health information as well as education for the clinic staff. This will help with the transition from the Indian Health Service to the tribes assuming the management themselves.

University of Minnesota, MN

The **TeleHomeCare** project of the University of Minnesota is using ViaTV video conferencing equipment, the Internet, and physiological monitoring devices (a hand-held device with peripherals) connected to a client's television and voice grade telephone lines to supplement traditional home health care visits. The project has completed its testing phase and is slated to begin a randomized case/control study shortly focusing on three health states: heart failure, chronic obstructive pulmonary disease, and wound care.

Minnesota American Indian Center, MN

The project is creating a network to promote access to a wide range of social services for American Indian persons living in an urban area, while also developing communication capacities within the Twin Cities American Indian Community, the larger Twin Cities community, and select tribal governments. In particular, the project will develop an Internet-based service delivery model to help American Indian families involved in juvenile court cases in Hennepin County, Minnesota. This project focuses on the approximately 25,000 urban American Indians living in metropolitan Minneapolis/St. Paul, who are either part of the eleven tribes of Minnesota or tribes from the adjacent states of Wisconsin, North Dakota, and South Dakota.

Medical Center of Lubec, ME

The **Regional Medical Center at Lubec** and the **Visiting Nurses Association of Aroostook** is exploring a telemedicine application to assist frail elders and children in Washington and

Aroostook counties. Home patients are receiving virtual visits through American TeleCare or 8 by 8 units in the home connected via a regular phone line to central stations at both agency sites. With recent cuts in home care reimbursement and more on the way, the use of technology to leverage the process of health care delivery is necessary-especially in rural communities where travel can be very costly.

Montana State University, MT *

Montana State University's Burns Telecommunications Center, Montana's six tribal colleges, and the low income, rural communities they serve have received training in creating, maintaining and using computer networks. The project has demonstrated how to develop the expertise of community leaders, students, teachers, economic development specialists and citizens in the use of information technology. Approximately 50,000 Native Americans live in Montana; 35% live below the poverty line, and unemployment on the six reservations ranges from 30% to 80%. For many students at the tribal colleges, this project provided their first access to the Internet and information resources. Access to these networks will open up new educational and research opportunities for students, provide job information and placement services, as well as support greater community and tribal communications.

Mississippi Department of Education, MS

The Connect-2-Tomorrow project will use Internet connectivity to provide chronically ill children receiving care in the University of Mississippi Medical Center an opportunity to continue their education and maintain contact with peers, teachers, and parents. Located in the University of Mississippi Medical Center children's wing, the Blair E. Batson Hospital for Children provides continuity in educational programming for chronically ill children and children with debilitating acute illnesses. Using email and video conferencing provided through the network, pediatric patients will not only have access to their regular teachers and class assignments, but also will be able to receive support from their friends and family. The hospital provides services to areas designated as Empowerment Zones and Urban Enterprise Communities in the state.

Making Healthy MUSIC, NJ

The Making Healthy MUSIC project in Newark, New Jersey, created a community network with access points in a public school and in the homes of 30 community "captains." The project demonstrated the value of home access and led to a number of positive outcomes, including increased attendance by school age children. The project also demonstrated the importance of intensive training and local content in encouraging and sustaining the use of computers in the home.

Land of Sky Regional Council, Asheville, NC

The project brings the Internet and information resources to a rural, economically depressed area in 14-county region of western North Carolina. The Mountain Area Information Network (MAIN) has created partnerships among key western North Carolina institutions, particularly community colleges and libraries, to create a string of high-speed and high-capacity information hubs. This approach concentrates technical support and maintenance at community colleges, where technical support staff can maintain hardware, and removes the burden of network

maintenance from small rural public libraries, freeing libraries' staff to help people access information.

The Mountain Area Information Network (MAIN) was established to address the digital divide issues in Western North Carolina, in which, at the time the network was created in 1995, only two of the area's 22 counties had local dial-up Internet access via a commercial provider. MAIN has developed into a model for cross-jurisdictional collaboration and cost-sharing, and for stimulating microenterprise economic development. During the first phase of the project, MAIN created partnerships among key Western North Carolina institutions (principally community colleges and public libraries) to create a string of UNIX-based hubs from Watauga County in the northeast to Cherokee County in the far west. Ultimately, seven sites, covering 14 of Western North Carolina's 22 counties were established. Each local public library maintains public access terminals. Initial partners included the New Horizons Child Development Center, the Mountain Microenterprise Project, the Haywood County School Network, and the Mountain Colleges Library Network.

New Hampshire Community Technical College, NH

The *Virtual Campus of New Hampshire* will extend the delivery of online course work, counseling, evaluation and assessment, and training for technical positions in such industries as biotechnology, telecommunications, and electronics. The goal of the project is to apply interactive Internet technology as a means of extending technical education, leading to productive employment for underserved populations in New Hampshire. The project will provide access to New Hampshire Community Technical College courses through the Internet, focusing particularly on residents of lower income communities in rural New Hampshire. The project offers online technical education and training for clients complying with Welfare to Work regulations and for workers who want retraining for jobs.

National Urban Technology Center, NY

The project created a community employment network for the inner-city community of Bedford Stuyvesant, linking public assistance recipients and foster care youth with community resources and on-line business mentors. The project created the Brooklyn Community Network (BCN), and there are now ten sites giving access to the BCN. The UrbanTech web site offers information to community residents about access to job information and employment training opportunities. The Youth Leadership Academy offers training for youth at the access sites in the community. UrbanTech has also conducted training classes for teachers, who will use what they learned to incorporate the computer into their teaching curriculum. Urban Tech is a model for community involvement in setting up "neighborhood networks," and they have plans to duplicate the model in California, Florida and Texas.

New York Public Library, NY

The project uses advanced technology, combining graphics and icon-oriented interfaces, to encourage people with limited literacy skills to use computers to access the library's information services. Using high bandwidth technology, NYPL will test various networked information resources which combine graphics, interactive technology, and English/non-English text to determine their suitability for people who cannot read text-based databases and interfaces. In

addition, training and outreach efforts will be conducted to improve the accessibility of library services for all users.

Duke University, NC

The project is developing a networked delivery system of population-based health care, targeted at the Medicaid population in the community.

MedCenter One Health Systems, Bismarck, North Dakota

This project will use an existing telemedicine network, the Dakota Telemedicine System (DTS), to provide new and expanded health care services to veterans and Native American veterans living in rural North Dakota. This project demonstrates an innovative way to improve veterans' access to health care by using an effective and cost efficient health care system that combines 45 primary care clinics and facilities in local communities across the state with eleven telemedicine sites around the state.

Cleveland Housing Network, OH

Technology Link 2000 (T2K) uses networking to enable community-based organizations (CBOs) to share data resources and collaborate on solutions to advance the goals of community revitalization in Cleveland, Ohio. The focus is on shared case-management capabilities; creation of on-line resources for housing, childcare, employment and land use; and facilitating coordination and communication among CBOs and state and local government. The project incorporates information on affordable housing; and the database will be accessible to social workers as well as directly to persons seeking housing through eleven kiosks, located strategically throughout Cleveland's inner-city neighborhoods. T2K will provide an on-line childcare resource and referral system, enabling people to conduct self-guided searches for regulated child care programs.

OK-First, OK

Providing critical information to far-flung communities with limited access to information on weather problem, such as tornados, that could affect them.

Philadelphia Enterprise Center, PA

This is a project that directly addresses the digital divide as it affects primarily minority microenterprise and entrepreneurship in a troubled area of Philadelphia. The Enterprise Center has a solid track record in stimulating minority enterprise; the TOP project takes this activity to a new level by allowing new businesses to develop a web presence and to use information technology to stimulate more rapid development of their businesses.

Penn State, PA

The combined efforts of **Penn State**, The Visiting Nurse Association of Greater Philadelphia, and American TeleCare, Inc., use information technology to provide home health services to insulin diabetics in Philadelphia County, PA. The project has and will continue to provide valuable information on the use of technology in disease state management. This program will continue to share its findings with others to continually improve program design, and applications to other chronic disease states.

Midlands Technical College, SC

The project provides college-level health courses through distance learning to sites at six technical colleges and at a new magnet laboratory in rural South Carolina. The project, *MED-ED*, created a distance learning program for degrees in two health science programs—pharmacy technology and medical coding technology. The goal of the *MED-ED* project was to increase the number of trained health professionals in rural areas by offering distance learning courses. The project succeeded in creating both courses. MED-ED conducted their programs using a mix of interactive technologies, such as broadcast via satellite, ISDN and compressed video technology.

University of Texas, Austin, TX

In an effort to increase the educational achievement of homeless students, the University of Texas/Austin's SHELTRS project will provide new technology resources and expand existing educational resources at four local homeless shelters. Computer networks will enable trained tutors to provide training related to the state-mandated curriculum for over 940 students. The network will give the students access to the same information and resources available to their peers who have computers at home. Tutors will communicate frequently with the students' classroom teachers. Parents will be strongly encouraged to attend tutoring sessions with their children so that they might learn basic computing skills, increase their ability to assist their children with schoolwork, and motivate their children to stay in school. Each year, approximately 130,000 Texas students in grades K-12 live in shelters, substandard motels, abandoned buildings, or transitional housing. This project will be a model for using information technology to address the academic needs of these students.

Austin FreeNet, TX

The project provides residents of a low-income community in East Austin with access to the Austin FreeNet and the Internet by connecting computers at 13 public access sites, including libraries, schools, and community places. Using the network, communication has increased among the East Austin communities, information-sharing has increased among parents, students and teachers through web pages and school discussion groups. Training is offered at the Austin FreeNet sites, and reciprocal teaching – neighbors training neighbors – is the primary training strategy. The web site is in English and Spanish to accommodate the large Spanish-speaking population of Austin. This project is a real community, neighborhood effort to gain access to advanced information technologies.

FROM DIGITAL DIVIDE TO DIGITAL OPPORTUNITY

DIGITAL DIVIDE IN INDIAN COUNTRY

U.S. Department of Commerce

March 10, 2000

BACKGROUND

In 1999, three reports were published which examined the state of connectivity in Indian country. All three found that Native Americans face an urgent situation where current infrastructure capabilities fall far behind that of the United States, threatening the economic, educational and cultural self-sufficiency of tribes and their communities.

"Falling Through the Net: Defining the Digital Divide" published last July by the Commerce Department's National Telecommunications and Information Administration (NTIA) found that:

- For telephone penetration, rural Native American households (76.4%) rank far below the national average (94.1%).
- Rural Native American households' access to computers (26.8%) is also lower than the national average (42.1%)
- Overall, Native Americans are also behind in their access to the Internet (18.9%), compared to the national average (26.2%).

The Economic Development Administration (EDA) supported these findings in their report, "Assessment of Technology Infrastructure in Native Communities," with similar data and identified the dilemma faced by many tribes in this area:

"Today, many Native communities find themselves in a vicious circle. The weak economic base of these communities makes it difficult to support infrastructure investment. And in turn, the poor state of infrastructure undermines their ability to undertake and attract successful economic development initiatives."

Finally, the Benton Foundation's report, "Native Networking: Telecommunications and Information Technology in Indian Country," provided not only an effective guide to the policies and resources affecting tribes, but also presented the following challenge:

"Tribes must begin at home to define the needs and goals important to their communities, and then reach out and forge the relationships necessary to achieve those goals. As well, federal agencies, foundations, businesses and policy makers must include tribes and Indian people in their scope of telecommunications and technology growth and opportunities. Only then, when these two spheres meet and a new network of relationships is created, will the mandate of the Information Superhighway truly be fulfilled."

DOC SUCCESS STORIES

I. INFRASTRUCTURE

Economic Development Administration Grantees:

- **All Indian Pueblo Council, Inc.**
EDA is working with the All Indian Pueblo Council, a tribal government representing nineteen pueblos. They will be submitting a proposal for a strategy grant to create a blueprint for the evolution of a telecommunications plan. Part of the proposal will include an assessment of the telecommunications capability of the pueblos. In addition, they will map out a plan for how to create an infrastructure to enhance communications between the nineteen Pueblo Governors and the Officers of the All Indian

Pueblo Council by providing a web-based communication system to include email and live "chat" and video-conferencing capabilities. In addition, they would include a strategy to focus on the development of a web site to provide Native American-owned enterprises with access to e-commerce. The site would also provide historical and cultural information about the Pueblos.

The All Indian Pueblo Council is a consortium of the nineteen Pueblo Indian tribes of New Mexico. These Pueblos and their Governors comprise the All Indian Pueblo Council, whose offices are located in Albuquerque, NM. Each of the Pueblos maintain individual sovereign governing bodies which elect their leadership traditionally (by appointment) or through an elective process.

- **Coeur d'Alene Tribe (Idaho)**

With a grant from EDA, the tribe has installed a fiber optic trunk line to their Reservation, to provide the bandwidth to attract data intensive industry to their site, such as Call Centers and Distribution Centers.

Technology Opportunity Program (TOP) Grantees:

- **Seba Dalkai Boarding School, Inc., Winslow, AZ (1999)**

Implementing a wireless community network to link five local Tribal government entities of the southwest Navajo Nation.

- **La Plaza Telecommunity Foundation, Inc., Taos, NM (1995) www.laplaza.org**

La Plaza is a community network connecting rural communities, including Taos Pueblo, in northern New Mexico, by providing public access to the Internet, training, and classes in content development. One important area that is supported is health care, mainly through the Indian Health Services/Taos Pueblo (IHS) Clinic. The clinic has five public access computers available to patients and physicians for accessing the Diabetes Wellness Connection, funded by NTIA and housed in the Kellogg Virtual Library, as well a multitude of health related information on the Internet. In addition, beginning mid-June 1997, a Clinical Outreach Trainer is available on site 10 hours a week to assist with educating the patients and physicians on the use of the Internet in rural health care. This public access point is primarily sponsored by the NTIA grant with support for the Kellogg project.

- **Galena City School District, Galena, AK (1996)**

To bring affordable Internet access to a remote, rural region of Alaska.

II. EDUCATION AND TRAINING

Economic Development Administration (EDA) Grantees:

- **The Ultimate Circuit Rider – Netmobiles**

The University of Texas Pan American (a Minority Serving Institution) currently operates a Netmobile, a tractor-trailer with eight computer stations hooked up to a satellite for internet access. The Netmobile travels to rural areas in South Texas to expose people to the Internet. At this time, visits primarily focus on schools and town hall meetings. EDA AURO is looking to fund five new Netmobiles focusing on MSI's and Rural America across our region. The Netmobile plan is a perfect example of EDA's contribution to government community centers -- taking them on the road to the people to make them truly accessible! There is also the possibility here to partner with other agencies to highlight their online resources through our Netmobile -- Department of Education's online financial aid filing; Small Business Administration's Online Small Business Classroom; Department of Labor's online job resources, etc -- all available to people in rural communities through our netmobiles.

- **Northern Arizona University**

EDA is currently in discussions to establish a Native American University Center program at the existing Native American Center at Northern Arizona University.

Technology Opportunity Program (TOP) Grantees:

- **NAES College, Chicago, IL (1996)**
To link two college campuses in urban Native American communities and two reservations to a central facility in Chicago for workforce and educational training.
- **Montana State University, Bozeman, MT (1996)**
To provide six tribal colleges, and the low income, rural communities they serve, with training in creating, maintaining, and using computer networks.
- **Alaska Pacific University, Anchorage, AK (1998)**
Providing distance learning to underserved Alaska Native adult learners in remote villages.

III. PRIVATE SECTOR INITIATIVES

****AOL, IBM, Qwest, and Intel were contacted and will be sending individual submissions to the White House. Available descriptions are below:*

Southwestern Indian Polytechnic Institute and Santa Fe Indian School (New Mexico) & Intel's Native American Initiative (New Mexico and Arizona)

Intel is involved in a unique partnership with the American Indian Science and Engineering Society (AISES), Santa Fe Indian School in New Mexico, and the Gila River Indian Community in Arizona. This multimillion dollar initiative established technology centers at Santa Fe Indian School and three schools operated by the Gila River Community, produced a community-based K-12 curriculum, provided funds for teacher training and funded a college success program. Intel also provided summer internships and school-to-work activities to produce Native American students to potential careers at Intel.

Intel New Mexico has been a leader in partnering with community colleges to develop a manufacturing technology (MT) curriculum and establish associate degree programs through the Workforce Development Program. Seven partner schools in the state now offer two-year MT degrees, including Albuquerque Technical Vocational Institute, Southwestern Indian Polytechnic Institute (Albuquerque), Santa Fe Community College, Northern New Mexico Community College (Española), Luna Vocational-Technical Institute (Las Vegas), San Juan College (Farmington), and Dona Ana Branch Community College (Las Cruces). In addition, Intel's Faculty Work Program is offered each summer for 10 weeks. It is open to teachers from the community colleges listed above. Preference is given to those who teach math, science, communications, or technical courses.

Technology Ventures Corporation (New Mexico)

Established by Lockheed Martin (1993) as a bridge between the public and private sectors for the commercialization of technologies developed at the national laboratories and research universities across a wide variety of fields, such as: ion beams to harden surfaces, tele-robotic excavation systems, an Internet pathway for Native American products, development of vertical cavity surface emitting lasers and a micro-mechanical drug delivery system.

Diné College & IBM (Northern Arizona/Navajo Nation)

IBM is partnering with Diné College, Coconino Community College, and Grey Hills High School to develop, prepare, and retain an American Indian workforce in jobs related to the computer industry. Academic development begins in high school and transitions into a program at both the tribal and state community colleges. Under the partnership, graduates of the program can either work at IBM sites around the world, or they can become employed in the local community, which consists of the western part of the Navajo Nation in Arizona (Tuba City, Arizona).

Salish Kootenai College & BigSky Net (Pablo, Montana)

Salish Kootenai College (SKC) recently entered into an "internet access partnership" with BigSky Net, a regional Internet provider. Under the agreement, SKC permits BigSky Net to house Internet server equipment on its campus, and in return, SKC students and faculty get unlimited Internet access at no cost (except for a monthly T-1 data connection fee from Pablo to Kalispell, Montana).

SKC-Haskell Indian Nations University-NWIC-University of Washington & Microsoft, Inc (Washington, Montana, and Kansas)

In 1998, Microsoft, Inc. awarded a small grant to the University of Washington for a computer training-software access project with three Tribal Colleges. Under the grant, each Tribal College received \$30,000 for equipment purchase and training at Microsoft headquarters. In addition, each college was given educational software, which was extremely helpful for curriculum enhancement. In total, approximately \$1 million in software was donated to the colleges.

New Mexico Technet, Inc. (www.technet.nm.org)

A self-supporting, private, non-profit corporation whose mission is to provide a wide variety of communications and information services that support business, government and education. Technet collaborates with government and education in utilizing technology to better serve the needs of New Mexico. It now serves as the primary connection point to the Internet for other Internet Service Providers, businesses, government and private users in New Mexico. Technet supports ISPs in their effort to provide New Mexico residents, especially in rural areas, with local Internet access. It also actively works with businesses, universities, community colleges, vocational schools, and non-profit organizations to improve the technical skills of our workforce and create new jobs that will move the state into the 21st century.

Rio Chama Telecom Coalition (RCTC)

RCTC currently acts as a catalyst and coordinator for improving telecommunications services in the North Central Region of the Rio-Arriba County. Its focus will be on providing 56k modem service for all, and broadband for those who want it. It is the recipient of grants from Los Alamos Lab and Valour (a new Hispanic-owned CLEC, which is buying out GTE's exchanges in rural TX, OK, and N.M.) RCTC is hoping to provide a model for other rural areas once it becomes operational in the summer of 2000.

IV. INDIAN COUNTRY INITIATIVES

National Congress of American Indians (NCAI)

President Susan Masten has committed to both the President and Secretary Daley to fully support the Administration's goals and take the lead in addressing Digital Divide in Indian country. One of the first action items President Masten has expressed support for is the creation of a taskforce to bring together tribal leaders and the telecom and technology industries to examine the issues facing Native communities in this area.

National Center for American Indian Enterprise Development (NCAIED)

At the request of hundreds of American Indian business owners, the National Center is in the process of creating a one-day conference designed to address the issue of the "Digital Divide--A widening gap between the haves and have-nots." Our concept is to host a one-day conference perhaps at the Foxwoods to provide a forum for discussion. The discussion will result in recommendations for national policy regarding access to technology for economic growth throughout American Indian communities.

National Indian Business Association (NIBA)

-- information forthcoming.

American Indian Science and Engineering Society (AISES)

information forthcoming.

National Tribal Telephone Alliance (NTTA)

Formed in 1997, NTTA represents the 7 tribally-owned and operated companies in operation by providing a forum for sharing business growth opportunities, collaborating on issues of regulation and policy affecting the member companies, and addressing specific issues pertaining to tribal telephone companies.

Montana-Wyoming Tribal Leaders Council Internet Project (<http://tlc.wtp.net>)

Pilot project recently completed which installed Internet Servers on two reservations. The Shoshone (www.washakie.net) and Northern Cheyenne (www.ncheyenne.net) reservations have created their own ISP businesses and provide Internet access to the tribal departments, local business, and all other clients located on the reservations. This project is planned to expand to five more reservations of Montana: Blackfeet, Chippewa Cree, Fort Belknap, Fort Peck, and the Salish Kootenai. (Contact: Don Wetzel Jr., MT-WY Tribal Leaders Council).

American Indian Higher Education Consortium (AIHEC)

AIHEC represents the 32 Tribal Colleges located throughout the U.S. and operates its own satellite Distance Learning Network. Recently, AIHEC has completed a technology assessment of its colleges and is in the planning stages to develop a broadband grid to address the connectivity needs of its schools.

Access Native America (Bureau of Indian Affairs)

Under the Office of Indian Education, this initiative has successfully connected the majority of all tribal schools to the Department of Interior's Internet backbone ("DOInet"). Over the course of the year 2000, all schools and tribal colleges will be connected.

Four Directions (4D)

4Directions is a project administered by the Laguna Department of Education which focuses on integrating Native American culture and technology into education in a way that enables students to maintain and learn their heritage while taking full advantage of their future. The 4Directions consortia has achieved this by collaborating using Internet activities across sites through on-site training, on-line tutoring, and cooperative teaming, and creating networked "virtual communities" with Internet teleconferencing.

SUGGESTIONS FOR PRIVATE SECTOR

1. Challenge telecommunications companies to work in partnership with tribes to complete tribal infrastructure assessments, and commit to building infrastructure.
2. Encourage transparency from private sector during initial consultation process with tribes.
3. Create training centers and incentive programs to increase the number of Native American professionals in the IT industry (see Intel model).

AGENCY DELIVERABLES

1. Secretary Daley is focusing one of his Digital Divide Tour stops on "Digital Divide in Indian Country." (tentative date: June 1, 2000)
2. The Department of Commerce and/or NTIA is planning to co-sponsor and/or participate in FCC's Telecommunications in Indian Country workshop for tribal leaders in Fall, 2000.
3. The Department of Commerce will continue to connect businesses and Indian country together throughout the Secretary's Digital Divide Tour, and in the future through its programs in EDA, NTIA, MBDA and other bureaus.

EVENT IDEAS/ANNOUNCEMENTS

National Congress of American Indians

Joint announcement of the creation of a Native American Telecommunications and Technology Taskforce.

Highlight Tribal College as Community Center for Education, Training and Business Development

NW Indian College, SIPI, Crownpoint Institute of Technology.

Visit a Tribe to Focus on Lack of Infrastructure

- Nevada – Nevada has 26 tribes, 24 of which have access to the Internet through their tribal offices. However, neither of the 2 tribal schools is connected (each school is at least an hour away from the children that attend them). In addition, there is no tribal college or business development center that services the population of approximately 26,000 reservation-based Indian people. All economic development and education funds depend solely on grants. (Note: telecommunications services are provided by 13 different companies throughout the state).
- Arizona – Navajo Nation has the largest land base and population of any reservation, and the lowest telephone penetration rate.
- Montana – Montana has 7 tribes, located in highly rural locations at a significant distance from one another. In order to bring Internet services to their communities, the Montana-Wyoming Tribal Council created their own ISP service. One of the tribal colleges has a satellite downlink from the AIHEC Satellite Distance Learning Network, but cannot bring signal to outlying communities because T1 lines will not be provided to her community for another 2 years.

*DEPARTMENT OF COMMERCE
DIGITAL DIVIDE OPPORTUNITIES*

Inviting Organization or Company	Date	Place	Contact Information	Organization/Company Description	Event Scenario	Digital Divide Focus
"Internet Mercado" Internet Magazine	Open	Los Angeles, CA	Marcelino Niyares, Jr., Publisher	Computer and Internet magazine targeted to U.S. Hispanics. Magazine focuses on educating Hispanics on internet basics, e-commerce, and to promote the benefits of computers and internet usage. Free; 500,00 in distribution.	Highlight in remarks	Education through information
Asia Society (Daley regret)	May 23	Los Angeles, CA	Gary Larsen VP, Pacific Coast Asia Society 213-624-0945	EMASIA 2000 conference will focus on Asia as the largest market for the new millennium.	Keynote address focused on entertainment commerce challenges and opportunities that exist between US and China	Marketing and Content
UCLA-South Central LA Youth Technology Event	Late Spring/ Early Summer	Los Angeles, CA	Neal Richman	Highlight collaborative work of UCLA Advanced Policy Inst. and 2 community-based organizations. Funding has been received by Microsoft, Fannie Mae Foundation, and NTIA. Youth Initiative integrates a 3-tier process for increasing youth participation in the	Roundtable with youth, community leaders, and businesses to discuss the importance and results of youth participation in community development.	Access Education and Training

				community with community-based initiatives and policy making decision.		
University of California – Berkeley	Open	Bay Area, CA	NTIA	Interactive University Project utilizes technology and resources to meet educational needs of K-12 students in the low-income communities of South East Corridor, San Francisco, Oakland and West Oakland. They have a collaborative partnership with the local governments and school system.	Visit pilot school	Access Education and Training
Inner-City Net	Open	San Diego, CA	NTIA	Metropolitan Area Advisory Committee on Anti-Poverty through collaborative efforts of the San Diego Urban League, the Chicano Federation, the Indian Human resources Center, the Union of Pan-Asian Communities, and the Business Innovation Center have established 5 CTCs, assisted 15 community service centers and small businesses in Internet access, trained 200 personnel on basic Internet skills.	Site Visit	Access Education and Training
Plugged In	Open	Palo Alto, CA	NTIA	Program that provides Internet access for low-income residents, including training and after-school programs for youth in East Palo Alto. Approaches	Site visit	Access Education and Training

				include chat groups for teens, community network, and community-based web presence for community agencies.		
The Webby Awards (Daley regret)	May 11	San Francisco, CA	Tiffany Shlain 415-974-7478 415-974-7467 fax	"The Oscars of the Internet"	Not identifies as yet. Official letter due in April	Marketing and Content
Bay Area Video Coalition (BAVC)	Open	San Francisco, CA	Laureen Daly	Coalition is best known for their JobLink program. JobLink provides working poor, low-income residents, and former welfare recipients with skills and experience necessary to obtain entry-level jobs in the region's new media and technology industries.	3-day conference with corporate members on workforce development, best job training practices.	Education and Training Workforce Dev.
American Library Association	June	San Francisco, CA	NTIA	Libraries and disabled community		Access
Seba Dalkai School Board (Navajo)	Open	Arizona	NTIA	Southwest Navajo Nation Virtual Alliance project will implement a wireless community network to link 5 local Tribal government entities (chapters) of the Navajo Nation. The chapters are spread over a 5,000 square mile region.	Partner to donate hardware and software	Access
Upper Manhattan Technology District Initiative	June 2000 Seeking \$\$	New York (Harlem)	Terry C. Lane, President & CEO	Launching funding campaign for new high technology incubator for entrepreneurs. Part of Harlem revitalization	Possible site-visit	Access Infrastructure

				efforts currently underway. Project 2 internet ready buildings will be ready for occupancy by June.		
Foundation for Educational Innovation	Open	Washington, DC	NTIA	Washington Technology Initiative provides information technology-based instruction to prepare low-income students and adults for employment.	Site Visit to local facility	Access Education and Training
American Association of University Administrators (AAUA)	June 23	Washington, D.C.	Stephen Trachtenberg President of AAUA President of GWU		Keynote speaker at Legal Plenary Session during National Assembly of the AAUA. Remarks should focus on "digital divide" and the implications for higher education and universal access.	Education and Training
Digital Opportunity Foundation Act	Open	Maryland	Sen. Mukulski Sen. Sarbanes	Present legislation entitled "Digital Opportunity Foundation Act". The Act will provide	Event in Maryland to highlight importance of legislation. Maybe event with Baltimore Public School System highlighting parts of legislation and teacher training activities currently underway in Baltimore.	Access Education and Training Workforce Dev.
Qualcomm	Open	Open	Jonas Neihardt	Launching new high-speed modem, fully mobile and able to connect to the Internet 150 times faster than other modems today. Wants to present this new	Possible site visit and demonstration on Indian reservation, or other rural location.	Access Infrastructure

				technology as a possible solution to rural/Native American populations.		
GovWorks, Inc.	Open	Harlem, NY	George Fatheree, III	GovWorks, Inc. is the leading "e-Government" Internet company that uses technology to assist governments better serve their constituents, and improve access about government. In the process of acquiring 150,000 sq. ft. building in downtown Harlem for technology incubator.	Visit Harlem facility	Access
Beaufort County School District	Open	Beaufort, SC	Herman Gaither, Superintendent P.O. Drawer 309 1300 King Street Beaufort, SC 29901 843-322-2322 843-322-2330 fax	Any time, Anywhere Learning program established 4 years ago provides laptops to school children grades 6-9 for use at school and home. 2300 participants so far.	Possible site visit. Partner for maybe Teacher Training component	Access
City of Boston	Open	Boston, MA	Mayor Tom Menino 617-635-4000	Early 2000, establishment of Digital Bridge Foundation to bring together high technology companies and technology efforts throughout the city to one central place. Current technology programs include: ▪ Kids Compute 2001: computers in the classroom; ▪ CTCs: 80 CTCs, 26	Possible site visit	Access Education & Training

				libraries ▪ TechBoston: high tech certification program for middle and high school kids ▪ Technology Goes Home: computers and training for low-income families.		
Intel Computer Clubhouse Network (Daley regret)	February 28	Boston, MA	Craig Barnett, President & CEO 480-554-8080	After-school learning environment that focuses on skill building, training and capacity building using curriculum-based learning model.	Visit and interactive demonstration	Access Education & Training
American Computer Foundation	Open	Western Massachusetts	Carol Woolfe 781-684-0001	Holyoke Neighborhood Networks Center (NNC) offers classes and open labs to the local latino community. Classes focus on work-related and educational skills, graphic design, Internet research and e-mail usage.	Visit NNC and speak with residents	Access Education and Training
Dallas/Fort Worth Minority Business Development Center	Open	Dallas, TX	Rep. Eddie Bernice Johnson		Host Digital Divide Forum	Access
City of Dallas	Open	Dallas, TX	Mayor Ron Kirk	Partnered with Bank of America to establish Neighborhood Network Computer Center, a customer service training course for residents in public housing. 40 residents have	Visit Neighborhood Network Computer Center and talk with residents. Partner to donate hardware and access to	Access Education and training

				entered the program and 25 have landed employment with the bank.	resident captains for community services info.	
The John C. Ford Program	Open	Dallas, TX	Rep. Martin Frost 202-225-3605	The John C. Ford Program has created an inner-city telecom program at local CTCs. There are currently 6 CTCs. Anticipates educating 1,000 low-income adults on an annual basis.	Tour of facility	Access
City of Denver	Open	Denver, CO	Rep. Robert Hernandez 303-458-1011		Possible Site Visit	Access
The Center for Rural Development	Open	Kentucky	Hilda Gay Legg Exec. Dir & CEO 606-677-6000 606-677-6010 fax	Appalachian Centernet Project consists of 15 active CTCs with 6 additional under construction. 40 counties are served by individual community-operated sites capable of videoconferencing and internet services.	Possible Site Visit	Access Education & Training
Coal, Technology Innovation, Transfer, & Commercialization Project	Open	Northeast Kentucky	Eric Payne, EDA	Construction of a 20,000 s.f. East Park Advanced Technology/Training Center for Economic Development in an existing industrial park. The facility will feature state-of-the-art advanced telecommunications and computer technologies for business and industrial training (20 computer workstations, multimedia capability, interactive	Possible site visit; great example and follow-up from President's first New markets Trip.	Access Workforce Dev.

				television conference center, telecommunications conference center with satellite downlink, etc..		
Appalachian Center for Economic Networks (ACENet)	Open	Southeastern Ohio	Laureen Daly	ACENet is a community economic development organization that has created networking strategies for market based sectoral approaches to development ie., creating sectoral incubators, sharing experiences, and production methods through community networks.		Access Education and Training Marketing & Content
City of Dayton, OH	Open	Dayton, OH	Rep. Tony Hall	Searchlight ebook Training, Inc. is a company that produces e-books for schools and businesses. Launched "All Electronic-Book Classroom" in September at the Resurrection Catholic School on the West-side. The pilot project placed low-cost, high-powered digital readers to an entire 4 th grade class (29 students). These readers provide 24-hour access to information and the students will be trained to create documents and utilize the technology to the fullest.	Visit classroom and receive interactive demonstration	Access Education and Training
Community Technology Centers Network (CTCNet)	June 23	Atlanta, GA	Holly Carter Exec. Dir 781-684-0830	CTCNet Annual Conference: "Digital Bridges: Under Construction". This	Keynote opening plenary	Access

			781-684-0052-fax ctcnet@edc.org	conference brings together leaders in the field of community technology. There are currently 300 affiliates nationwide.		
City of Atlanta	Open	Atlanta, GA	Jeff to get more info.			
Morehouse College	Open	Atlanta, GA	Eric Payne, EDA	Renovation of academic center to include telecommunications center for students to become trained and have access to innovative technology.	Site visit or mention in remarks Partner to donate hardware and software.	Access Education and Training
Library Connection @Manassas Mall	Open	Manassas, VA	Edward Quinto PWPLS Foundation Pres. 703-792-6100	In November, Prince William Public Library System (PWPLS) launched a \$500,000 electronic library in a local community mall. This library has 25 computer workstations with access to Internet. The library provides access to electronic and educational resources of the Prince William County Library.	Tour library site	Access Education and Training
College of DuPage	April, 17	Chicago, IL	Frank Goetz	College of DuPage and 10 other organizations have created Community Technology Center Consortium. The consortium will provide computer access and training to low-income residents in DuPage and Lake Counties in Illinois.	Keynote Townhall meeting	Access Education and Training

				Dennis Hastert – invited Rep. Dick Durbin – invited Rep. Peter Fitzgerald – inv.		
World Resources Institute	October 16-18	Seattle, WA	NTIA		Creating Digital Dividend Conference	Education and training New Product Dev. Marketing & Content
Penninsula Development Association	Open	NW Washington State	Eric Payne, EDA	Association has focused for 4 years to bring broadband digital services to rural 2 county area—the Olympic Peninsula. Successful in securing construction of fiber trunk to the area. Have agreements with area utilities to build community network to bring broadband to households. They have included several <u>small Native American reservations</u> in their plans.	Highlights efforts. Looking for partnership with larger telecomm. company to assist with broadband deployment.	Access Infrastructure
Native American Development Corp.	Open	Montana & Wyoming	EDA	Native American Development Corp. established a training center which teaches the latest in computer technologies, business training, placement and contracting/outourcing opportunities.		Access Education and Training

Private Sector Partners Identified FY98 and FY99 TOP Grantees

Private Sector Partner	City, State	Grantee	Contribution
Acadian Ambulance Service	New Iberia, LA	City of New Iberia	1,5
AccessNet Communications	Boulder, CO	University of Colorado at Boulder	3
Adelphia Cable	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	5
artservices & company	Minneapolis, MN	Ballet Arts Minnesota	1,2,3
AT&T	Burlington, VT	VermontTelecommunications Application Center	1,3
Bell Atlantic	West Chester, PA	The Enterprise Center	1
Bell Atlantic	Marlboro, MA	New Hampshire Community Technical College	2
Bell Atlantic - Vermont	South Burlington, VT	VermontTelecommunications Application Center	1,3
Bell Atlantic Corporation	Conshohocken, PA	Crozer-Keystone Health System	1
Bell Atlantic West Virginia	Charleston, WV	Marshall University Research Corporation	1,2,3
Bell Education	Roanoke, VA	Franklin County Public Schools	5
Benchmark Electronics Inc.	Hudson, NH	New Hampshire Community Technical College	4
BFI	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	5
Black Hills FiberCom	Rapid City, SD	Northern Hills Community Development, Inc.	1,2,3,4,5
Boundless Technologies	Austin, TX	The University of Texas at Austin	2,3
BVM Communications, Inc.	Lake Bluff, IL	Lake County	2,3
CableVision	Glade Hill, VA	Franklin County Public Schools	2,5
Cambridge Technology Partners	San Francisco, CA	San Francisco Department of Public Health	3
Camp Dresser & McKee Inc.	Providence, RI	The Providence Plan	3
Cape Cod, Martha's Vineyard & Nantucket School to Careers Partnership	West Barnstable, MA	Corporation for Business, Work, and Learning	3
CellularOne	Colchester, VT	VermontTelecommunications Application Center	1,2,3
Central Appalachian Peoples Federal Credit Union	Berea, KY	Mountain Association for Community Economic Development	5
CFW Wireless	Waynesboro, VA	Boys & Girls Club of Charlottesville/Albemarle	2
Champlain/Waitsfield Telephone Company	Waitsfield, VT	VermontTelecommunications Application Center	1
Children's Shelter	Austin, TX	The University of Texas at Austin	3,4,5
Cicso Systems, Inc.	Omaha, NE	AIM Institute	3,5
Circuit Avenue Netrepreneurs	Philadelphia, PA	The Enterprise Center	1,2,3
Community Advocates for Teens and Parents (CATP)	Austin, TX	The University of Texas at Austin	3,4,5
CYBeR-CARE	Atlanta, GA	Shepherd Center	2,3
Data General	McLean, VA	Community Preservation and Development Corporation	2
Data Transit	Herndon, VA	Community Preservation and Development Corporation	2,3

Private Sector Partners Identified FY98 and FY99 TOP Grantees

Private Sector Partner	City, State	Grantee	Contribution
Digitech of Lakeland, Inc.	Lakeland, FL	Florida Rural Legal Services, Inc.	2,3
ECT Everett Charles Technologies	Hudson, NH	New Hampshire Community Technical College	4
Enterprise Properties, LLC	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	4
Entre Computer Center	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	2,3,5
Environmental Systems Research Institute	St. Louis, MO	Indiana University	2
Epsilon Systems/CareFacts Information Systems	St. Paul, MN	University of Minnesota	2,3
First Union Bank	Rogersville, TN	Clinch-Powell RC&D Council	4
GeoNorth	Anchorage, AK	Intertribal GIS Council, Inc.	2,3
Gilchrist Metal Fabricating Company Inc	Hudson, NH	New Hampshire Community Technical College	4
Global Telematics	Seattle, WA	Rural Coalition/Coalición Rural	3
Hampshire County School-to-Career Partnership	Northampton, MA	Corporation for Business, Work, and Learning	3
Hill Associates	Colchester, VT	VermontTelecommunications Application Center	1,2,3
Huetter Mill and Cabinetry	Murray, UT	Utah Department of Corrections	5
Hyperion Communications	South Burlington, VT	VermontTelecommunications Application Center	1
Infocal	Torrance, CA	Hawaii Department of Education	3
Interisland Systems Development & Integration, Inc.	Honolulu, HI	Hawaii Criminal Justice Data Center	3
Internal Business Machines Corporation	Atlanta, GA	City of Oakland California	1,2,3
John Stewart Management Company	Oakland, CA	City of Oakland California	3
Kesmai Corporation	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	5
Leon White Movers	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	5
Lotus Development Corp./ IBM	Cambridge, MA	Hawaii Department of Education	2
Lucent Technologies	West Valley, UT	Utah Department of Corrections	3
M3 Consulting & Services	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	3,5
Marc Sobel	Boulder, CO	University of Colorado at Boulder	3
Med Express Ambulance Service	New Iberia, LA	City of New Iberia	1,5
Metro South School-to-Career Local Partnership	Brockton, MA	Corporation for Business, Work, and Learning	3,5
Micron PC, Inc.	Nampa, ID	Idaho Public Television	3
Microsoft Corp.	Irvine, CA	Hawaii Department of Education	2,3
Microsoft Corporation	Redmond, WA	City of Seattle	1,2
Microsoft Corporation	Houston, TX	The University of Texas at Austin	2
Microsoft Corporation	Redmond, WA	The Enterprise Center	1,2
Microsoft Corporation	Washington, DC	Community Preservation and Development Corporation	2
Microsoft Corporation	Foster City, CA	San Francisco Department of Public Health	2
MindSpring Enterprises, Inc.	Atlanta, GA	Shepherd Center	2,3

Private Sector Partners Identified FY98 and FY99 TOP Grantees

Private Sector Partner	City, State	Grantee	Contribution
MJB Consulting	Minneapolis, MN	Ballet Arts Minnesota	1,3
Mosaic Technologies, Inc.	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	5
MRNet (MN Regional Network)	Minneapolis, MN	University of Minnesota	3
Musical I Press	Middlesex, VT	VermontTelecommunications Application Center	1,3
National City Bank	Cleveland, OH	Cleveland Housing Network	1
Netier Technologies	Carrollton, TX	Community Preservation and Development Corporation	2
Oakland Computer Company	Oakland, CA	City of Oakland California	2,3
Olshansky Consulting	Boulder, CO	University of Colorado at Boulder	3
Oregon PARC	Weston, OR	Intertribal GIS Council, Inc.	3
Pacific Bell Network Integration	Dublin, CA	City of Oakland California	3
Providence Enterprise Community Program	Providence, RI	The Providence Plan	5
Providence Gas Company	Providence, RI	The Providence Plan	1,5
QRS Diagnostic, LLC	Plymouth, MN	University of Minnesota	2
Queens Children's Psychiatric Center	Bellrose, NY	Queens Borough Public Library	1,5
Safe Place	Austin, TX	The University of Texas at Austin	3,4,5
Seagate Software	Vancouver, BC	San Francisco Department of Public Health	2
Shared Medical Systems	Upland, PA	Crozer-Keystone Health System	3
Siemens Corporate Research, Inc.	Princeton, NJ	Shepherd Center	2,3
Software Valley, Inc.	Morgantown, WV	West Virginia University Research Corporation	3,5
Southwestern Bell	Austin, TX	The University of Texas at Austin	2,3
Sprint	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	1,2,4,5
StoneFly Technology	Saint George, UT	Sevier River Water Users Association	1
Technology and Innovations in Education	Rapid City, SD	Northern Hills Community Development, Inc.	1,3,4,5
The Bell South Foundaton	Atlanta, GA	University of South Carolina Aiken	1
The Packaging Store	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	5
US Cellular	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	5
View Tech Inc.	Salt Lake, UT	Utah Department of Corrections	2
Virginia National Bank	Charlottesville, VA	Boys & Girls Club of Charlottesville/Albemarle	1,5

Private Sector Partners Identified FY98 and FY99 TOP Grantees

Private Sector Partner	City, State	Grantee	Contribution
Contribution Key:			
1 - Providing financial support			
2 - Loaning, donating, or providing discounts on equipment (e.g., computers, software) or supplies			
3 - Contributing expertise (e.g., consultants, engineers, attorneys, programmers, software engineers, systems professionals) or services (e.g., telecommunications provider)			
4 - Loaning or donating building/office space			
5 - Other			

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TO: Jay Dunn Fax#: 456-1218

FROM: **Dorothy Walsh**

Phone: (202)326-8813

Fax: (202)408-4808

dwalsh@corp.sbc.co

RE: Digital Divide

Comments: _____

*Attached are some current
SBC projects —*

Dorothy

In case of erroneous transmission or technical trouble contact:
Nora Venegas, (202)326-8821

Closing the Digital Divide:

**SBC Communications Commitment to Extending the
Information Revolution to Underserved Communities**

SBC Communications

Elizabeth Walsh
202/326-8813

SBC Communications, Inc.

www.sbc.com

SBC is a telecommunications company that provides a wide variety of services:

- Through its *Southwestern Bell*, *Ameritech*, *Pacific Bell*, *Nevada Bell* and *Southern New England Telecommunications* subsidiaries, the company provides local telephone and other services to nearly 100 million Americans in 13 states. After completing its merger with Ameritech in October, SBC announced plans to spend \$6 billion to bring broadband Internet access to 80 percent of these customers within three years.
- SBC provides wireless communications services to 10.1 million people across the nation. Via *Cellular One*, *Ameritech Cellular*, *Pacific Bell Wireless*, *Southwestern Bell Wireless*, *Nevada Bell Wireless* and *SNET Wireless*, the company serves 119 markets, including nine of the nation's ten largest.
- In October 1999, the company created a new subsidiary, *SBC Telecom*, which will provide facilities-based communications services to the 30 largest metropolitan areas where it doesn't operate today. *SBC Telecom* will enter the Boston, Seattle and Miami markets first and be operating in all 30 no later than April, 2002. This initiative is historic; it is the first time a former Bell Operating Company will compete to provide local service on a national scale and against other local providers.
- SBC is a major American competitor in the international telecommunications marketplace. The company's international investments are worth an estimated \$22 billion in Asia, Africa, Europe, the Middle East and North America. SBC is the largest non-European investor in the European telecommunications market.
- Over 200,000 men and women work for SBC and approximately ___ percent are members of the Communications Workers of America and the IBEW.
- The company's workforce reflects the diversity of its customers and its commitment to diversity has been widely recognized. Most recently, the *Women's Business Enterprise National Council* named SBC as one of the country's 15 top corporations who support women's businesses and *Fortune* magazine ranked it as among the "50 best companies for Asians, Blacks and Hispanics" to work.
- On October 28 1999, the *National Minority Supplier Development Council* named SBC as 1999 Corporation of the Year. In 1998, SBC spent \$1.3 billion with minority, women-owned and disabled veteran-owned suppliers. That figure represents more than 20 percent of the company's total procurement dollars, up from 14 percent in 1994.



 Southwestern Bell

 Ameritech

PACIFIC BELL

 SBC
Telecom

NEVADA BELL

 SNET

CELLULARONE

Introduction

The burgeoning revolution in information technology offers new opportunity for America, from universal access to computers and telephones to the benefits of telemedicine and distance learning. Although technology has already revolutionized our economy, our educational system, and nearly every other aspect of society, recent data show that the promise of the Information Revolution is to a significant extent unavailable for large segments of the American population.

"Falling through the Net II: New Data on the Digital Divide," a report prepared in 1998 by the Department of Commerce at the request of Vice President Gore, found that the benefits of the Information Age are not being equally shared among all income levels and racial groups. That report built on the results of a 1994 Commerce Department report which first showed the disparity in access to telecommunications and computer services. Instead of revealing a narrowing "digital divide," however, the 1998 report found that "blacks and Hispanics lag even further behind whites in their levels of on-line access than they did in 1994."

In an economy that is increasingly dependent on information technology, the expanding digital divide threatens to leave large segments of the population without access to the engines that drive that economy. "The Emerging Digital Economy II," a report released in June of 1999 by Vice President Gore found that "since 1995, even though information technology industries make up less than one percent of all retailers, they account for fully one-third of our nation's economic growth." To realize the promise of the Information Age heralded in that report, SBC believes that the "emerging digital economy" must be open to all Americans.

SBC Communications shares the Administration's goal, as stated in "Falling through the Net II," to "connect all Americans to the information infrastructure" and has launched initiatives throughout its eight states of primary operation to close the digital divide. This report focuses on SBC's efforts in two of those states, Texas and California, and also includes a brief look at what SBC and Ameritech are doing in their other states. In Texas, SBC has committed to closing the digital divide by investing heavily in infrastructure improvements that will bring the Information Revolution to regions of the state that have too often been ignored. In California, SBC's investment in high-speed Internet facilities is paying dividends for community centers that bring high-technology to areas that most need it.

SBC and the Texas Rio Grande Valley: Partners in Progress

These are rosy days for the Texas economy. New jobs, business starts, and housing sales are watchwords in the Lone Star State. Unfortunately, the boom has not spread equally to every part of the state. While the good times are being felt in the Rio Grande Valley area of South Texas, for example, they are less pronounced than in other regions of the state.

The good news is that leaders in both the public and private sectors are meeting this challenge head-on. The state government is investing in new higher education facilities in the region, while major corporations, local economic development groups and factors like NAFTA-induced

trade increases are all combining to make sure that the economic expansion is broad, deep and lasting.

One of the key players in this effort is SBC's subsidiary Southwestern Bell Telephone Company, which is making major investments in the advanced telecommunications infrastructure that is so crucial to economic and social development today.

SBC has made significant investments throughout this historically underserved region. In the past few months alone, we installed a cutting-edge fiber optic network providing protected connectivity throughout the Rio Grande Valley for Asynchronous Transfer Mode (ATM) type services and for broadband services such as ADSL. In this project, we have placed more than 20 miles of fiber optic cable between Brownsville and Harlingen at a total cost of more than \$1,000,000. This network will be utilized by Internet Service Providers to provide Internet access for individuals, businesses and schools, bringing the Information Revolution home to millions of families throughout this previously technology-poor area.

In 1998 and 1999, SBC replaced an antiquated network between San Antonio and Laredo with state-of-the-art fiber optics. Prior to the installation of this new network a cable cut anywhere along the 155-mile stretch between these two cities resulted in the isolation of not only Laredo, but also surrounding rural communities such as Eagle Pass, Cotulla and Encinal. Expenditures on new fiber and other equipment have exceeded \$1,700,000, and we anticipate spending \$700,000 more in other Border cities over the next two years.

We have also invested more than \$22 Million in our Digital Switching Improvement Program to modernize service to all customers in the Valley. In 1998, advanced digital switches were placed in service in Harlingen, serving 49,000 customer lines, Pharr with 45,000, and Edinburg with 6,000 now and the remaining 38,000 customers in the year 2000. By September, the largest remaining analog switch along the border will be converted to new digital equipment in McAllen. At a cost of over \$5.5 Million, 75,000 telephone lines will have state-of-the-art digital service. In the year 2000, SWBT Co will serve 100% of our Rio Grande customers with digital technology.

We have kept pace with the dynamic growth in the border city of Laredo. In 1998 and 1999 the investment in digital technology will exceed \$10 Million. The addition of a \$500,000 ATM data switch will provide for ATM and Frame Relay services to area schools and business, while a new Signaling System 7 (SS7) network will provide crucial back-up routing of call signals to improve network reliability. More than \$3.2 million in new fiber optic and digital equipment not only provides for future growth, but also creates self-healing networks in the event of an equipment or cable failure. Our multi-million dollar investment in digital switches and new services such as ISDN also gives Laredo a premier telecommunications infrastructure for consumers and businesses.

We realize, of course, that not all of these investments will generate significant returns immediately, but SBC is committed to this region for the long term. We believe that the

economic and social well being of the Rio Grande Valley is growing, and we are proud to be a part of that growth.

SBC and California -- Bringing High Speed Internet Access to Underserved Communities

SBC Communications is deploying throughout its operating territories an advanced new technology known as Asymmetrical Digital Subscriber Lines, or ADSL, that provides access to the Internet at speeds up to 50 times faster than traditional phone lines. Unlike traditional Internet access, which requires that a user dial the Internet on a dedicated line each time he or she wishes to gain access, ADSL is "always on," meaning users simply must turn their computer on to reach the Internet. ADSL is faster and more convenient than traditional modem service and promises to revolutionize the way people use the Internet. For the first time, ADSL and other high-speed technologies offer the chance to incorporate Internet use into everyday life.

In California, SBC has targeted ADSL deployment to include traditionally underserved communities such as Oakland and Compton. These communities have long been ignored by the Information Revolution, and SBC has committed to ensuring they do not miss its next wave.

Simple deployment of ADSL facilities, however, does not in itself ensure that underserved communities can access the Internet. As "Falling through the Net I," found, low-income, central city, and Hispanic and African-American households lag behind the national average in rates of *personal computer ownership*. Without a personal computer, high-speed access to the Internet offers little benefit.

There is a solution. "Falling through the Net II" recognized the importance of Internet access and made policy recommendations for increasing it in underserved areas:

The above data demonstrate that there are still pockets of "have nots" among the low-income, minorities, and the young, particularly in rural areas and central cities. Policymakers should continue to focus on connecting these populations so that they too can communicate by telephone or computer. These populations are among those, for example, that could most use electronic services to find jobs, housing, or other services. Because it may take time before these groups become connected at home, it is still essential that schools, libraries, and other community access centers ("CACs") provide computer access in order to connect significant portions of our population.

SBC agrees and has partnered with community access centers in California to provide Internet access to communities with low levels of computer ownership. In the fourth quarter of 1998, SBC's Pacific Bell subsidiary identified three community-based organizations in the San Francisco Bay Area and supplied them with ADSL and Internet access at no cost for one year. These centers, which serve minority, disabled, low-income, and senior communities in Berkeley, Oakland and Palo Alto, are described in detail below.

Eastmont Computing Center, Oakland, CA

The Eastmont Computing Center (www.eastmont.net) is an authoritative community resource on technology that maintains a commitment to providing universal access and employment focused, cutting-edge training. Through its partnership with SBC, it provides technology access to all segments of the local community by providing community assistance in three areas: free computer and Internet access at a local mall; employment-focused job-training and placement for youth; and technology resource assistance for local schools, libraries, and other non-profit organizations.

In addition to its work with SBC, the Eastmont Computing Center also partners with the Oakland Citizens' Committee for Urban Renewal (OCCUR), the East Bay Urban Church and Family Network, Youth Media, the FAITHS Initiative, and the Urban Technology Center Inc.

Plugged In, East Palo Alto, CA

SBC works with Plugged In (www.pluggedin.org) to bridge the gap between the digital "haves" and "have-nots" by bringing the benefits of computer and communications technologies to the entire community. Plugged In provides East Palo Alto organizations and families with access to computer technology and serves as a nationally recognized model for connecting low-income communities with the information economy. Community members of all ages use state-of-the-art computers to build their literacy skills, work on resumes, earn money through team enterprises, or build valuable computer skills through classes. Plugged In serves approximately 26,000 community members each year.

Center for Accessible Technology, East Berkeley, CA

The Center for Accessible Technology (www.el.net/CAT/) is a non-profit organization that works with children and adults with disabilities, their families, teachers, counselors, and employers to explore computer systems, adaptive devices and software. It assists people in gaining the knowledge and expertise needed to make the best decisions about selecting and using adaptive computer equipment. By partnering with SBC, it receives free high-speed Internet access that increases its ability to serve the community.

Conclusion

Unless the digital divide is closed, significant segments of American society will never realize the benefits of the Information Revolution and the new era it promises. Through efforts such as those outlined in this report, government and the private sector can work together to close the digital divide and extend the power of telecommunications and technology to all Americans. SBC Communications is committed to erasing the digital divide and will continue to answer the challenge set by President Clinton and Vice President Gore to spread the Information Revolution across the country. We look forward to continued cooperation with the Administration to achieve our shared objectives.

SBC: Closing the Digital Divide in the States

Texas

In addition to its efforts mentioned previously, SBC has undertaken numerous projects during the last few years in Texas to narrow the digital divide. During the last few years, SBC provided \$277.7 million, assisting local communities by funding hundreds of school districts, grades K through 12, college campuses and public libraries to integrate the Internet with the classroom. SBC is currently providing more than \$79 million to continue its efforts established over the past few years and primarily focusing on providing greater access to technology, particularly in rural and traditionally underserved areas.

In addition, SBC has made ISDN available to every customer in Texas and provided rural and low-income Texans access to advanced telecommunications services that compare reasonably in price and type to those available in urban areas. By keeping local rates well below the cost of service, especially in rural Texas, SBC is making it a top priority to narrow the digital divide and expand access to technology in Texas.

Projects

- Through its program to provide Internet Access for Secondary Public Schools, SBC provided \$24 million to fund 111 school districts and campuses to integrate the Internet into the classroom.
- SBC provided \$28 million to expand Internet Access for Rural Public Schools, funding 205 rural school districts for Internet connectivity in the classroom.
- SBC provided \$57.6 to connect grades K-12 in Public Schools to the internet. This grant funded 630 school districts and campuses for Internet connectivity.
- SBC gave \$15.4 million to connect 360 Public Libraries to the internet.
- SBC provided \$15 million to fund 57 two-year community colleges in Texas to help upgrade educational facilities for student internet access.
- SBC provided \$55.3 million in Technology advancement grants for public schools to 307 school districts and campuses and 70 higher education campuses.
- SBC provided \$55.8 million to fund 1082 entities for a basic Internet package and/or funds for the expansion of an existing network or for basic distance learning equipment.

Arkansas

Southwestern Bell is committed to closing the digital divide for all Arkansans and ensuring they are not left behind. SBC has initiated programs in Arkansas designed to ensure access to members of all age and socioeconomic groups, particularly those that have been under-served.

Projects

- Through Operation SchoolNet, Southwestern Bell and the Telephone Pioneers of America have wired more than 900 classrooms in 100 Arkansas schools with Internet access.
- Southwestern Bell assisted the Arkansas Public School Computer Network in creating a statewide data network and established more than 600 Frame Relay Service links to Arkansas public school locations. An ATM video network (full-motion video) trial was begun between three cities (Arkadelphia, Hot Springs and Malvern). Advanced placement mathematics, language courses, and computer classes were successfully conducted over this network.
- SWBT offers Lifeline, Link Up America and prepaid services to low-income Arkansans to insure that everyone has access to telecommunication services.
- Through a grant from Southwestern Bell, University of Arkansas at Little Rock faculty, staff and students are working with inner-city youth in a new interactive learning environment provided at the Neighborhood Homework Center on Fairpark Blvd. near the UALR campus. Among other learning experiences, students have an opportunity to connect to the information superhighway by using computers at the center, which were provided by the \$90,000 grant from SWB.
- Through the Senionet program, Southwestern Bell has established technology centers in 11 Arkansas cities that provide a fun, comfortable environment for older adults to learn and use the Internet.
- SBC offers educational discounts up to 35% on selected products such as T-1 and 56kb frame relay.

Kansas

In Kansas, SBC is closing the digital divide by committing to aggressively deploy high-speed Digital Subscriber Line (DSL) service to 23 communities across the state. Southwestern Bell already provides DSL service to Kansas' three largest markets -- Kansas City, Wichita and Topeka and pending a few state regulatory issues, and once deployment is completed, 80 percent of Southwestern Bell's customers in Kansas will have access to high-speed DSL Internet services. Nearly every Kansan has had access to ISDN services since 1997.

Projects

- The Arts Council of Topeka will use laptop computers and software to teach computer graphics and design to at-risk youth. Students at the Topeka Juvenile Correctional Facility and four additional community centers in the Topeka area will use the computers to create artwork, Web pages and design projects. Work will be exhibited in the community by May 2000.
- Donnelly College and the Kansas City, Kan., School District will offer a youth mentoring program that gives inner-city high school students the opportunity for hands-on interaction with new technology. The partnership will expose urban students to the information superhighway through a variety of academic, social and cultural activities utilizing advanced technology. The program also will encourage participants to consider college, explore technology-related careers or earn job-training certification.
- The Southeast Kansas Greenbush Education Foundation, a collaboration between school districts in four counties in southeast Kansas, will bring remote learning experiences and education resources into classrooms, offering students the opportunity to interact with members of other communities through telecommunications, the Internet, and an Interactive Distance Learning Network.
- The Cerebral Palsy Research Foundation of Kansas is establishing an Adaptive Computer Training Center with multiple computer workstations, designed for wheelchair accessibility, to provide people with disabilities access to advanced computer technology. Workstations will be configured with state-of-the-art, adaptive equipment to accommodate individuals with a wide variety of disabilities.
- Sunflower Resource Conservation and Development Area provides information through the Grant Reference Library Assistance Program to eight rural south-central Kansas counties. The grant will be used to upgrade resource materials and establish a dedicated computer, making it easier for rural organizations to access funding sources, community education information and economic development information.

News Media Report

Publication / Station: **Neosho Daily News**

Location: **Neosho** Page(s) 1 of 2

Date/Time: 11/19/99

Comments: Prepared by Jeff Leeka 417-625-8125

Neosho named Telecommunity;

PAT PAYNE

NEWS STAFF WRITER

Neosho residents will soon have a place to go where they can find out about computers and software, from turning one on to using the Internet or holding a teleconference.

"We are going to teach everybody in town how to use a computer," said Kay Hively, chairman of a steering committee formed to establish the center. "This is Neosho's ticket to tomorrow. We want everyone in Neosho to be computer literate."

Jeff Leeka, area manager of internal affairs for Southwestern Bell, is working with members of the steering committee, announced the establishment of the Neosho TeleCommunity Center Thursday at the Neosho Fire Department. The fire department has donated space available to house the center.

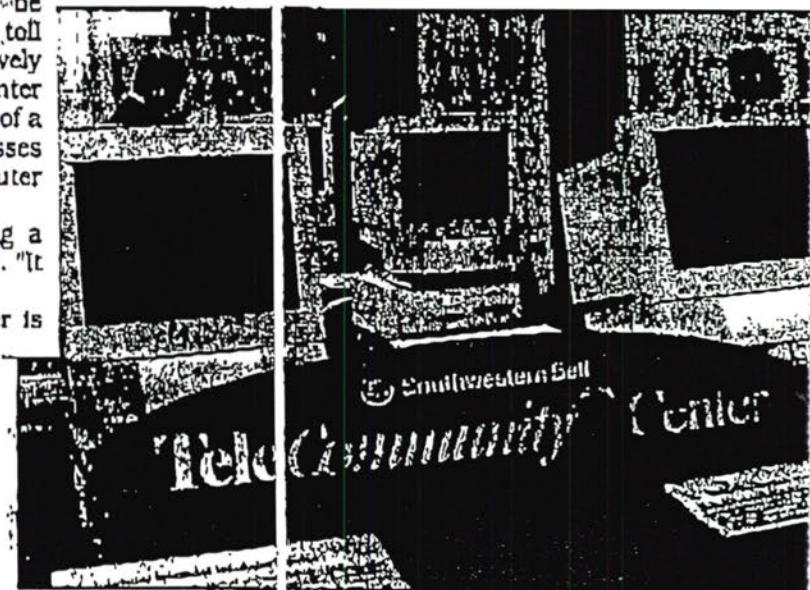
The state-of-the-art center will

provide free access to computers, the Internet, scanners, printers and videoconferencing equipment for use to the public. Southwestern Bell has donated 20 computers for use at the center, which is expected to open early next year.

Hively said those involved in developing the center want people who have never touched a computer to learn how to use one. There will be open labs and classes at no charge whatsoever. The only cost involved will be to those who use the videoconferencing system. They will be required to pay for use of a toll line for the conference. Hively said the TeleCommunity Center will be based on the principle of a library, with short-term classes in various aspects of computer use.

"It will not be like taking a semester of classes," she said. "It may be two hours."

Leeka said the new center is



Daily News photo/Pat Payne

Kay Hively, chairman of a steering committee to establish a Neosho TeleCommunity Center, talks to Carl Norman and Steve Kanny about the equipment being installed at the Neosho Fire Department and plans for the center.

News Media Report

Publication / Station: Neosho Daily News

Location: Neosho Page(s) 2 of 2

Date/Time: 11/19/99

Comments: Prepared by Jeff Leeka 417-625-8125

computer instruction to be offered

"truly a community effort," Leeka said plans are to have the latest technology for the center, including a digital subscriber line. He said hopes are to have the fastest connection available for the center. Toward the effort to provide Missouri citizens with such access, Leeka said Southwestern Bell has committed \$6 billion to bring DSL lines to 80 percent of its customers over the next three years.

"It is a place people can come and learn at the most basic level," Leeka said. "What is unique about it is that it is a community effort, and technical training will be provided by volunteers."

Leeka and Hively said the equipment at the center, if the committee had "started from scratch" to "buy" it, would have cost "many thousands of dollars." They estimated the cost of equipment to establish the center to be at least \$500,000.

A steering committee made up

of Neosho residents and business leaders began meeting in October to develop plans for the proposed TeleCommunity Center. Leeka serves as advisor to the TCC committee.

Work station furniture is being supplied by Scholastic, Inc. Southwestern Bell will work with the City of Neosho, the Neosho-Norton County Library Board and the Neosho Economic Development Council to provide assistance in training TCC volunteers and will install equipment needed for browsing the Web, e-mail and videoconferencing capabilities. Training will be provided on facility software, Internet browsing, spreadsheet and database applications.

"This is an asset," said Sen. Marvin Singleton, who also attended the event. "It is good to see a private-public partnership between Neosho and taxpayers."

TELECOMMUNITY, page 3A

TELECOMMUNITY:

Computer instruction to be offered

Continued from Page 1A

"Anytime we can see movement to the future, it is wonderful. I congratulate Southwestern Bell on its efforts to establish a community service."

Southwestern Bell has started six TeleCommunity Centers in the state, starting just over three years ago to partner with local colleges and universities to develop the centers. Volunteer technical trainers have provided more than 4,500 free training sessions attended by more than 67,000 people.

Oklahoma

In Oklahoma, SBC has narrowed the digital divide by providing internet access to public and private high schools, colleges, universities, libraries and vocation-technical schools. It is our priority to do everything we can to ensure that every Oklahoman has access to the best technologies available.

Projects

- In 1995, Southwestern Bell teamed up with other companies and officials from Western Heights School to launch JetNet, a futuristic state-of-the-art telecommunications system at the Oklahoma City school. Recently, Microsoft founder Bill Gates described JetNet as "perhaps the leading technology-driven curriculum in the county." Teachers and students have access to Oklahoma's OneNet, the state's telecommunications network, or Southwestern Bell's Integrated Service Digital Network (ISDN) technology to get on-line or meet face-to-face through videoconferencing. Southwestern Bell's Multipoint Video Service, an enhancement to ISDN, enables simultaneous, ongoing visual and audio contact among all participants, keeping up to five meeting locations in constant sight of each other.
- In 1996, Southwestern Bell provided free long-distance access to Internet connections for up to three years for public and private, a \$30 million value, to public and private high schools, colleges, universities, libraries and vocation-technical schools.
- Beginning in 1996, Southwestern Bell contributed \$1 million a year for three years to purchase services and equipment for distance learning.
- In 1996, Southwestern Bell provided \$1.4 million for the establishment of at least 33 telecommunications centers in its territory as outlined in the Oklahoma Department of Commerce's proposal for the National Telecommunications and Information Administration.
- The Oklahoma Universal Service Fund ensures continued modern and affordable telecommunications services are available to all Oklahomans.
- The Oklahoma Telecommunications Technology Training Fund is used to train teachers to use telecommunications and distance learning technology to enhance education. The training enables educators to integrate technologies, such as the Internet and other high-tech tools, into their daily education process. The 60 original master trainees have shared their training with 290 educators in their regional consortia. Approximately 45,000 educators across the state are being provided the opportunity to receive this training over five years.
- Southwestern Bell provides each public school and public library in its service area with one line to access an Internet Service Provider or the equivalent dollar credit to offset the cost of such a connection.

- As part of SchoolNet, Southwestern Bell provided more than 1,100 Oklahoma schools with Internet access thanks to donations of money and time from SWB employees and retirees. SWB Internet Services is providing up to six dial-in Internet access accounts free of charge or dedicated access at a 40 percent discount for nine months to each participating school.
- SWB Internet Educational Discount provides a 20 percent discount for dedicated Internet access to all public and private schools in its Tulsa and Oklahoma City service areas that are not participating in SchoolNet.
- ClassLink is the in-building wireless service offered to schools by Southwestern Bell Mobile Systems. A wireless extension of the existing school phone system, ClassLink provides access to the Internet via wireless modems connected to phones and computers. SWBMS has teamed up with other telecommunications partners to donate a ClassLink system to an OKC school.
- Southwestern Bell plans to replace existing non-digital switches in its territory which would not otherwise be replaced. SWB's switching network will then be 100% digital. In addition, three digital switches will be upgraded to provide all optional services.
- SWB will invest in new high-speed Internet connections. This is a major infrastructure investment for DSL deployment to 20 non-metro exchanges and DSL expansion in Oklahoma City and Tulsa. Neither the non-metro exchanges nor the Oklahoma City and Tulsa expansion are currently included in SWB's business plan.
- SWB will establish an education technology fund to provide high-tech tools for Oklahoma schools. This is in addition to the free line to access the Internet that SWB has made available to all schools in its territory since 1996.
- SWB will waive the monthly Oklahoma Universal Service Fund charge on each residential and business line for five years.

Connecticut

In Connecticut, through our subsidiary SNET (Southern New England Telephone), SBC has given millions to help close the digital divide. Grants given to the University of Connecticut, community colleges, public libraries and schools, are evidence of SBC's determination to ensure that citizens of the nutmeg state are wired.

Projects

- Our most recent educational support is a \$500,000 grant proposal for CT higher-ed institutions known as "Closing the Digital Divide" (individual grants will range from \$50,000 to \$100,000). SNET has issued a grant RFP requesting proposals from colleges, universities, and two-year institutions to create programs to provide technology training to Connecticut.
- SNET donated \$500K to the University of Connecticut's Engineering program to create an "SNET Professor of Information and Communication Technologies" who will lead the SNET Program for Future Focus. With SNET's support, the University will recruit a top faculty member to conduct state-of-the-art research in information technology and train undergraduate and graduate research assistants. The new professor will also direct the SNET Program for Future Focus, a new initiative to recruit young scholars to information technology and to UConn's School of Engineering.
- SNET gives grants valued at \$200,000/year (established 1996-97 school year and will continue through December 2001) to provide free Internet to all Schools and Libraries in Connecticut.
- In September 1996, SNET began providing a free 60 hour/month Internet account to all Connecticut schools and libraries as part of ConneCT 96 (the statewide initiative to connect all schools to the Internet). At the beginning of the 1998/99 school year, SNET announced that we would continue these accounts through December 2001. Of the approximately 1,600 schools and libraries in the state, 1,100 have already established a free Internet account. Based upon the 1997 Education Week's assessment of technology in schools, Connecticut was ranked 7th in Internet connectivity for K-12 schools with 81% of the schools reporting that they have Internet access.
- In November 1997 SNET announced that the company would begin hosting school and library created WEB pages free of charge, a \$50,000 grant. The offer becomes available in January 1998. The company views this as a significant enhancement to the free Internet offer, which provides schools with a method to now publish on the Internet. All 1,600 schools and libraries in the state are eligible for this program. As of the summer of 1999, approximately 160 institutions have established free web sites under this program.

- Through the FCC's "E"ducational Rate Program (part of the Universal Service Fund process), Connecticut schools have realized approximately \$23 million in discounts for deploying technology (\$9million - telecommunications service; \$13 million - internal wiring; \$1million - Internet services). As the leading telecommunications provider in Connecticut, SNET has developed internal procedures to effect the process of providing discounts for SNET provided services to schools and libraries. In addition, SNET worked collaboratively with the Connecticut State Department of Education, and the local educational agencies to educate school officials through workshops and promotional campaigns.
- SNET gave \$30,000 to the Mystic Aquarium located in Mystic, CT recently opened a remote location in Hartford to provide opportunities for urban youth (focused on pre-K to 6th grade) to experience ocean centered displays and programs. The center employs Hartford youth that maintain academic levels. SNET provided funding which supports the telecommunications needs of the center. In December, SNET provided two vide Conferencing units and operational expenses which will allow the Mystic site to interact with Hartford students in an effort to expand the center's reach to higher level students.
- Since 1985, SNET has given over \$1 million to the Celebration of Excellence Program, recognizing teachers for their development of innovative and exemplary classroom projects. The projects encourage students to develop their potential and to live and learn in this changing world. Since its inception, SNET has been a major financial sponsor of this program (\$1M+) which promotes and recognizes educational excellence on a statewide basis.
- SNET has established programs to distribute over \$200,000 worth of surplus inventory of computer equipment, fax machines, and furniture. To be considered for adonation, organizations must qualify as not for profit and substantiate how the donated items will be used.
- SNET provided \$150,000 in funding to Amistad America, a non-profit organization responsible for funding and overseeing the operation of the ship Amistad. The Amistad will be outfitted as a learning center and exhibit.
- SNET has given \$150,000 to support senior citizens by helping them enter the information age and establishing SeniorNet Learning Centers; Eleven (11) centers are in operation by year-end 1998 with funding, technical support and training provided for startup. This effort is in cooperation with the national SeniorNet program providing a model for self-sustaining centers, which have been adopted by over 125 centers as a vehicle to introduce seniors to the world of computers.
- This program promotes the study of geography by using the UCONN basketball program as a basis. Teachers receive a master lesson plan at the beginning of the season and follow the UCONN team and their opponents through the season. Studying geography during the

process. Over 605 classes, and 26,205 students have signed up for the second year of this program.

- 167 of Connecticut High Schools were awarded \$1,000, for a total of \$167,000. Grant monies were used to support band and music programs. This was the first time that SNET has offered a grant opportunity that did not support telecommunications technology and over 75% of Connecticut high schools participated in the program.
- Charter Oak State College received \$25,000 to help establish Internet based training.
- SNET provided \$20,000 to support the CT NASA Education Collaborative's effort to expand opportunities for CT teachers to use and access NASA material
- SNET provided \$5,000 to the CT Academy for Math and Science to provide a high speed link to a centralized databank of information as part of a project effort to centralize data and make it easily available for educators.
- For the past three years, SNET has given \$5,000/year and supported a statewide survey of schools which evaluates the current technology environment throughout the state. The survey is conducted by the CT Association of Boards of Education (CABE) and receives funding from the CT State legislature.
- In an effort to assist educators in the use of technology, the CT Educator's Computer Association holds a one-day fall conference featuring presentations by classroom teachers for classroom teachers. SNET donates \$8,250/year to promote the sharing of information among the teachers of Connecticut.
- In 1998, SNET wireless deployed a wireless PBX to an elementary school in Rocky Hill in order to facilitate conversation among teachers and parents. Each teacher has been provided a wireless phone, which can be used from any location within the building or from any of the school grounds. SNET has donated a total of \$50,000.
- SNET donates \$10,000/year and created a five-member teacher team to evaluate and review telecommunications applications in the school environment. These teachers have been provided the opportunity to trial new technologies such as high speed Internet access and interactive desktop video conferencing. An example of their efforts is reflected in a program known as Rivers to the Sea which connects six school regions with interactive desktop video as a student tool to enhance interaction among the classes.
- As part of an effort to increase awareness and availability of the Internet to all Connecticut citizens, SNET donated \$30,000 for a high speed Internet link to the Children's Science Museum Internet Computer Center. The link provides access to all computers located in a newly created computer lab, which can be used by school groups on both a daytime and evening basis.

- From 1987 through 1997, SNET provided \$50,000 annually in a competitive grant program to allow classroom teachers to use telecommunications technology in the learning environment. This grant program has been cited by many teachers as their introduction to telecommunications technology as a real classroom tool.
- Bristol school system was awarded \$10,000 to establish an interactive video connection between their two high schools. The facility should be operational in the fall of 1999.

PACIFIC BELL

Los Angeles, CA

In Los Angeles, SBC subsidiary Pacific Bell has worked to narrow the digital divide by providing millions to numerous schools, libraries and other community centers.

Projects

- Since 1997, the Los Angeles External Affairs Group has contributed more than \$400,000 towards educational programs.
- Through the Education First initiative, which concluded at the end of '97, Pacific Bell contributed more than \$240,000 in net-day kits, hardware and software.
- Wired over 350 schools in the L.A. County area.
- Contributed more than \$3.1 million in customer ISDN lines.
- Supported three Demonstration Sites in L.A. county for three years ('95-'97) providing ISDN lines for Internet Access and videoconferencing, routers, email capabilities, newsgroups, training support, and additional resources. The Pasadena Public Library, Los Angeles Harbor College, and the Manual Arts High School.
- Our Education Advocates have delivered customized workshops on technology to thousands of L.A., Ventura, and Santa Barbara educators. The value of these workshops is more than \$300,000.
- In 1992 Pacific Bell created the Los Angeles School Volunteer Program. This program reaches five schools and it works with schools in assisting them in their efforts to motivate students to work hard, set goals for their future and improve self-esteem. Since 1992, Pacific Bell has contributed more than 50,000 volunteer hours serving more than 10,000 students, over \$700,000 in employee volunteer time since 1992, and given more than \$535,000 to operate the program.
- Pacific Bell contributed \$100,000 to the Los Angeles County Library Foundation in 1999 to establish Homework Help Centers at libraries in Carson and Norwalk. The libraries were targeted because of the minority and low-income population in the communities neighboring the libraries. The centers have trained helpers to assist students in successfully completing homework assignments. Computers with Internet access also are available for use by the students.

San Francisco, Ca

Pacific Bell is committed to ensuring that all Californians have access to our state-of-the-art high-speed Internet service ADSL (Asymmetrical Digital Subscriber Lines). We targeted our initial roll-out to include traditionally under-served communities such as Oakland and Compton. And in the 4th Quarter of 1998, Pacific Bell identified 3 community-based organizations in the San Francisco Bay Area to receive ADSL and Internet access at no cost for 1 year. These organizations: Plugged In, The Center for Accessible Technology, and The Eastmont Computing Center serve underserved communities including the disabled, low-income, minority and senior communities in Berkeley, Oakland, and East Palo Alto.

Projects

- Plugged In helps bridge the gap by bringing the benefits of computer and communications technologies to the entire community. Plugged In helps to provide East Palo Alto organizations and families with access to computer technology, serving as a nationally recognized model for connecting low-income communities with the information economy. Community members of all ages use state-of-the-art computers to build their literacy skills, work on resumes, make money in our team enterprises, or build valuable computer skills in its classes. Plugged In serves approximately 26,000 community members each year.
- The Center for Accessible Technology is a non-profit organization that works with children and adults with disabilities, their families, teachers, counselors, and employers to explore computer systems, adaptive devices and software. They assist people in gaining the knowledge and expertise needed to make the best decisions about selecting and using adaptive computer equipment. The Center empowers consumers by not prescribing aids, but by recognizing that each person has something to contribute to the successful implementation of a technological solution.
- The Eastmont Computing Center is an authoritative community resource on technology, with a commitment to providing universal access and employment focused, cutting-edge training. Programs will provide technology access to all segments of the local community including a special emphasis on employment focused training primarily to youth. The Eastmont Computing Center is the product of a partnership between the Oakland Citizens' Committee for Urban Renewal (OCCUR), the East Bay Urban Church and Family Network, and Family Network, Youth Media, the FAITHS Initiative, and the Urban Technology Center Inc. Eastmont Computing Center's programs focus on three areas: Free computer and Internet access at a local mall; Employment-focused job-training and placement for youth and a technology resource for local schools, libraries, and other non-profit organizations.
- On November 18, SBC Communications Chairman Ed Whitacre delivered the first \$10 million to the Community Partnership Agreement. The Community Partnership Agreement is a collaboration between nine community coalitions statewide – representing 134 Latino, Asian American, African American, civil rights, and disability organizations – and Pacific

Bell. It is dedicated to bringing both existing and new communications technologies to traditionally disadvantaged communities.

- The \$50 million Community Technology Fund, which will distribute at least \$5 million each year through the next decade to the nonprofit Community Technology Foundation of California, is headed by community leaders who understand community needs. The Fund received its first \$10 million installment in a November 18th ceremony in Los Angeles.
- The Universal Service Task Force will focus on creative ways to increase telephone subscribership to 98 percent in low-income areas and broaden community access to advanced telecommunications technologies;
- A \$1 million research initiative will complement efforts of the Community Technology Foundation of California; The nine coalitions working with Pacific Bell are African Americans for Telecommunications Equity; the Asian Pacific American Community Partnership; the Asian Pacific Islanders California Action Network; the Greenlining Coalition; the Hispanic Association on Corporate Responsibility; the Los Angeles Urban League; the Universal Service Alliance; the World Institute on Disability; and Public Advocates' clients, the Southern Christian Leadership Conference, National Council of La Raza, Korean Youth and Community Center, Association of Mexican-American Educators, California Association for Asian-Pacific Bilingual Education, California Association for Bilingual Education, Filipino Civil Rights Advocates, Filipinos for Affirmative Action, Korean Community Center of the East Bay.
- Pacific Bell was named NAACP's corporation of the year because of our supplier diversity program.
- Pacific Bell donated \$100,000 to two programs, the Mayfair Neighborhood and the Mexican Heritage Grant, benefiting the Latino community in East San Jose, funding a neighborhood revitalization project (in Cesar Chavez' neighborhood) and also a cultural center.
- The Pacific Bell Foundation recently announced a \$75,000 grant to the Spanish Speaking Unity Council to fund the Pacific Bell Technology Center at the Fruitvale BART Transit Village. The Center will reach out to all members of the Fruitvale community, opening the gateway of the World Wide Web to all its residents. The Center will feature bilingual software programs to allow computer use and Internet access in Spanish, as well as educational programs for literacy training and GED preparation. In addition, the center will provide a job Readiness and Employment Program, Business Assistance, Homeownership Counseling, Mentoring of school-age students, and Head Start.
- The Northern and Central California Community Enrichment Program awards grants of up to \$25,000 to local government and community-based organizations working to put today's technology where it's needed most. Awarding a total of \$350,000 in 1998, the C.E.P. helped fund projects that brought Internet and computer training to employment development efforts, opened new avenues of learning in rural schools, and brought social service programs

closer to the clients they serve. The awards were spread throughout Pacific Bell's 41-county Northern and Central California region, covering urban areas such as Sacramento and Fresno, as well as rural areas such as Shasta and Humboldt counties.

San Diego, Ca

In San Diego and southern California, Pac Bell is partnering with local communities and providing computers for under-served populations and reaching out to a diverse population speaking both English and Spanish.

Projects

- Pacific Bell, the San Diego Regional Technology Alliance and ATCOM/INFO have partnered together to provide computers for five local community centers which work with under-served populations. Through a competitive process the following centers were chosen as the first five recipients of the "Computers in Community Centers" program. They include the Urban Corps of San Diego, Jackie Robinson YMCA, YWCA Downtown San Diego, Chula Vista Public Library, San Diego Urban League.
- We also made a donation to the Council on Literacy to administer an education outreach program with San Diego County libraries. The program is focused on a literacy effort that is designed to reach all of the diverse communities of San Diego County while strengthening local libraries.
- Pacific Bell also teamed with Casa Familiar, located in an extremely poor and under-served community along the Mexican Border, on a project that provides basic and computer literacy skills to at risk or drop out youth to better prepare them for school and the job market. Our company provided computers and wiring for their new education center.
- At the Center for Parent Involvement in Education, Pacific Bell's contribution helped in providing for the "I'm going to College program." This program provides training on entering college for inner city parents and their children.
- Pacific Bell's role in its education outreach is its commitment to curriculum, which is achieved by working closely with educators to provide technology that supports what is being taught in the classrooms. Log On to the Future, a landmark partnership with the Classroom of the Future Foundation and the County Office of Education, brings high speed data transfer and video conferencing into the classroom and supports a math and science intensive curriculum. The 12 San Diego elementary, middle and high schools involved are linked via high-speed digital lines and allow the students to collaborate on various projects ranging from building a station on Mars to exploring the ethical, political and scientific implications of human cloning.
- Pacific Bell, working with the San Diego Padres baseball team, announced its Little Padres Program, a plan to build or refurbish 60 youth baseball fields located in under-served communities through San Diego and the surrounding region, including south of the border. The 60 Little Padres Parks, which will honor 60 years of professional baseball in San Diego, will be built.

- Pacific Bell recently contributed \$10,000 to this youth academic and job training program that focused on underserved communities. The grant will fund an educational computer repair class. In addition, Pacific Bell has contributed working computers used by Urban Corps participants, who as part of the academic part of the program, are completing their high school education.

AMERITECH

SBC's partnership with Ameritech will enable a pooling of resources to close the digital divide in the southwest and midwest regions in which they operate. Ameritech has also demonstrated a commitment to closing the digital divide by having programs operate in all states as well as specific programs designed to help local communities in their unique situations.

Efforts in the 5 States

- The Ameritech Economic Education Technology Project was developed through a grant to the National Council on Economic Education. Utilizing communications technologies such as the Internet and distance learning, the project provides economics education workshops and curricula to school districts, teachers, and students located in Ameritech's five-state region, including Illinois, Indiana, Michigan, Ohio, and Wisconsin.
- In 1997, Ameritech created the Ameritech Faculty Development Technology Program -- a program that brings faculty together from independent colleges in Illinois, Michigan, Ohio and Wisconsin to develop and implement technology training for teachers. Faculty from the four states who participate in the workshops have an opportunity to exchange best teaching and learning models through a regional toolbox posted on the world wide web.
- The Ameritech Partnership Awards for Independent Colleges were developed to encourage the innovative use of technology in higher education by private institutions in Ameritech's five state region. All accredited, degree-granting institutions that are members of the Midwest Partnership of Independent Colleges are invited to compete on a statewide basis. This year's award winners include: North Park U. (Chicago, IL) Blackburn College (Carlinville, IL), Indiana Wesleyan U. (Marion, IN), Tri-State U. (Angola, IN), Madonna U. (Livonia, MI), Kalamazoo College (Kalamazoo, MI), Otterbein College (Westerville, OH), Oberlin College (Oberlin, OH), Carthage College (Kenosha, WI), Milwaukee School of Engineering (Milwaukee, WI).
- The Ameritech Technology Program for Arts & Culture is a competitive grant program for arts and cultural institutions in Ameritech's five-state region. The program is designed to bridge technology with art programs that are rich in cultural diversity, provide broad educational experiences and enhance the quality of life for customers, shareowners and employees. In 1997, more than \$530,000 was contributed to five arts and cultural organizations in the five states including the Akron (OH) Art Museum, Chicago (IL) Children's Museum, Detroit (MI) Historical Society, Indianapolis (IN) Museum of Art, and Milwaukee (WI) Art Museum.
- For the second consecutive year, Ameritech has made nearly 45,000 copies of The Big Deal Book of Technology for K-12 educators available to superintendents, principals, and technology coordinators in its service area in the states of IL, MI, OH, and WI. The book is

designed to provide K-12 educators with some of the best buys and savings on technology-related products and services, including some offerings from Ameritech. The Big Deal Book of Technology serves as a semiannual resource. Approximately one-half of the book's pages provides access to some \$300 million in grant opportunities, sources of free technology-related materials and more than 100 noncommercial websites for research and enrichments, many of which offer free lesson plans and teaching ideas.

- Over the past decade, Ameritech has strongly supported the national Reading is Fundamental (RIF) organization in Washington, DC. Through the Ameritech and RIF partnership, children and their families are inspired to read through planned reading-related activities and through a special book distribution program. Ameritech funds enable schools, libraries and other non-profits to partner with the RIF program to take advantage of various literacy programs and book supplier discounts.

Illinois

- Ameritech is Integrating Technology into the Curriculum by enabling dedicated teachers and students of the fourth and sixth grades to use a multimedia approach to address various extra-curricular proposals. The program helps students become comfortable using technology as a tool for research and instruction, which substitutes the paper and pencil tasks. The skills developed by the students in working on this program such as; identify, describe, investigate, collect, organize and analyze to name a few, will enable them far beyond the school walls.
- The WIU/Ameritech TechKnowledge Project is a state-wide telecommunications-based staff development program for Illinois K-12 educators. Through a partnership with the Illinois State Board of Education, its seven regional Learning Technology hubs and WIU, the projects addresses Illinois' need for intensive, on-going teacher training in the effective use of communications technologies.

Michigan

- Ameritech funds the Detroit Area Pre-College Engineering Program for K-12 teachers in the Detroit Public Schools. As part of the learning process, teachers develop lesson plans which are posted on DAPCEP's web site to be shared with others. In addition to helping teachers in the use of technology, the grant also helps students research and complete their science fair projects using the Internet.
- The Learning Exchange for Teachers and Students through the Internet (LETSNet) project, funded by Ameritech, has developed resources for K-12 teachers on how the Internet can be used in their classrooms. This resource has been created by a collaboration between Michigan State University's College of Education and College of Communication Arts and Sciences. LETSNet encourages teachers to think about using the Internet in the classroom in terms of concepts already familiar to teachers, such as field trips, publishing, teamwork and research.

- The Electronic Generation Connection (Bloomfield Hills, MI) literally puts the students from Della Lutes Elementary School and Hickory Grove Elementary in communication with "students" from another generation. Fifth grade students work through varying stages of digital communication skills with senior citizens at three community senior citizens centers in Michigan. As the youngsters are learning from and sharing with unseen friends, they are concurrently studying reading, spelling, grammar, history, math, geography, and social studies. They generate maps, measure distances, compare and graph cost of goods over a period of time, carefully prepare and peer-edit questions, and use their "free" reading time to investigate unfamiliar terminology of references. They use computers, scanners, digitizing cameras, printers, modems, electronic bulletin boards, encyclopedias, CD-ROM, videodisks, and VCRs.

Wisconsin

- K-12 students can access a statewide helpline to obtain teacher assistance after school hours. The helpline is an education/business partnership of the Wisconsin Cooperative Education Services Agencies Foundation (CESA), Ameritech, University of Wisconsin Eau Claire, Wisconsin Department of Public Instruction, Wisconsin Education Association Council and the Wisconsin Association of School Boards.
- The Student Information System program offers one-stop shopping for accessing information about the University of Wisconsin (UW) System and the Wisconsin Technical College System (WTCS). The program features: an on-line introduction to the UW System with descriptions of institutions, admission requirements, and academic programs, a UW System and WTCS telephone directory that provides ready access to all offices and individuals at every institution, an electronic application for admission to any UW System institution or any WTCS campus, on-line financial aid form, an electronic aid application form, and hypertext connections to advice on how families can save for college, on-line career advising services.

Indiana

- The Ameritech Hoosier Academic Super Bowl is a title sponsor partnership between Ameritech and the Indiana Association of competition for students in grades 9-12. The Super Bowl has separate competitions in English, fine arts, mathematics, science, social studies and interdisciplinary (a combination of the five subject areas). More than 5,000 students from 300 high schools are expected to take part in regional competition, during which 150 squads are expected to qualify for the state finals. Ameritech contributes \$300 to the schools' media centers of 24 state champion teams in honor of their accomplishments. Ameritech also awards each champion team Olympic-style medals, plaques, banner and customized "road sign" that proclaim its champion status.
- A Community Safe Haven. Students at Crown Point High School (Crown Point, IN) have a greater awareness of the positive impact that technology makes possible. The school opened its doors and technology resources to students and adults after hours. This effort was an attempt made to reduce inappropriate behaviors after school behaviors and increase students'

educational achievement. As a result, the citizens of Crown Point now have a technology community resource center. This program registers successes of assisting the students to develop greater skills and self-esteem, and a community of lifelong learners. The Indiana Criminal Justice Institute Board of Trustees awarded Crown Point Community School Corporation (CPCSC) a \$35,000 Safe Haven grant.

Ohio

- The Ameritech Electronic Classroom at Kent State electronically links with the University's eight-campus system and also with schools, communities and corporations worldwide. The classroom, a collaboration of teachers, supervisors and administrators in Portage and Summit County's K-12 public and private schools, is designed for observation, field experience and experimentation about how K-12 students interact with and learn using interactive multimedia courses.
- The major goal of Snaps: A Special Needs Application of Problem Solving was to apply scientific and technological principles to solve real world problems. This goal enabled the students to look beyond the classroom and work in the real world enhancing career exposure. SNAPS helped foster creativity, develop problem-solving techniques, built communication skills and enable them to understand the interdisciplinary nature of the sciences. By use of e-mail, Internet home page, and computer video conferencing, the SNAPS teams hope to establish an electronic support group for others wishing to adapt this worthwhile project in their community.