

Withdrawal/Redaction Sheet

Clinton Library

| DOCUMENT NO. AND TYPE | SUBJECT/TITLE | DATE | RESTRICTION |
|--------------------------|--|----------|-------------|
| 001. email | Matt Shook to The Princeton Review re: SAT Score (1 page) | 02/25/97 | P6/b(6) |
| 002. email | C. Wagner to Steven Hodas re: GMAT Score (1 page) | 06/02/98 | P6/b(6) |
| 003. letter | Thomas Brois to John Katzman re: Princeton Review Instructor (1 page) | 01/16/98 | P6/b(6) |
| 004. letter | Marlon M. Sanchez to John Katzman and Jack Shieffer re: Princeton Review Instructor (1 page) | 05/26/97 | P6/b(6) |
| 005. letter | Joshua Block to John Katzman re: Princeton Review Instructor (2 pages) | 10/12/96 | P6/b(6) |
| 006. letter | Keith Dodds to John Katzman re: GMAT Score (1 page) | n.d. | P6/b(6) |
| 007. letter | David Antonuccio to Geoff Martz re: Princeton Review Test Preparation (1 page) | 07/08/96 | P6/b(6) |
| 008. email | SAT Test Scores (1 page) | 11/02/99 | P6/b(6) |
| 009. form | SAT Score Report for Anna Markov (1 page) | 12/12/98 | P6/b(6) |
| 010. form | SAT Score Report for Vickie Chiang (1 page) | 11/07/98 | P6/b(6) |

COLLECTION:

Clinton Presidential Records
 Domestic Policy Council
 Kendra Brooks (Subject Files)
 OA/Box Number: 18399

FOLDER TITLE:

[Education - SAT Preparation and The Princeton Review]

kh11

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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January 6, 2000

Kendra Brooks
The White House Domestic Policy Council
Room 217 OEOP
Washington D.C. 20502

Dear Kendra:

Per our phone conversation of this morning, I have enclosed a variety of materials that illustrate how completion of The Princeton Review test preparation courses for the SAT can improve students' test scores.

Please find in this packet the Roper Starch survey that details an average increase of 135 points for students who complete The Princeton Review's SAT course.

You will also find two 1999 case studies from two California high schools, Baldwin Park High School and Schnurr High School, where The Princeton Review conducted SAT prep courses for economically disadvantaged students.

Also enclosed are several letters received from students, parents and school districts that tell personal success stories about raising SAT and graduate school admissions test scores.

John Katzman, founder and CEO of The Princeton Review, is available to answer any questions about the test preparation program. If there is anything else I can do to be of assistance, please do not hesitate to contact me at (212) 874-8282 Ext. 3091 or by e-mail at harrieta@review.com.

Cordially,

Harriet Brand
Director of Public Relations

THE
PRINCETON
REVIEW

HARRIET BRAND
DIRECTOR OF PUBLIC RELATIONS

2315 BROADWAY
NEW YORK, NY 10024
TEL: (212) 874-8282 EXT. 3091
FAX: (212) 874-0775
EMAIL: HARRIETB@REVIEW.COM

cell - 717-312-3621
John Katzman
212-721-6079

Roper Starch Worldwide Inc.
205 East 42nd Street
New York NY 10017
212 599 0700 Tel
212 867 7008 Fax

Turning data
into intelligence

R O P E R
S T A R C H

Mr. John Katzman
President
The Princeton Review
2315 Broadway
New York, NY 10024
March 24, 1995

Dear Mr. Katzman:

The following details our methodology and findings for the 1994 Princeton Review SAT Performance Study.

I. Methodology

The Princeton Review supplied us with a list of 5286 students who had registered for the SAT preparatory course and were expected to take the SAT in March of 1994. We selected a simple random sample of 700 of those students. We were able to obtain telephone numbers for 697 of those students

On October 20 we began telephone calls to respondents. Students were called up to 5 times at different times and on different days of the week before terminating the interviews on November 1.

We completed interviews with 350 of the students who could potentially be interviewed, yielding a 54% response rate. Table 1 details the survey response rate.

Table 1: Survey Response Rate

| | |
|-------|--|
| 700 | Students sampled |
| 3 | No contact information (no telephone number available) |
| 12 | Wrong number |
| 36 | Not in service/disconnected |
| <hr/> | |
| 649 | Total possible to complete survey |

Table 1 (ctd.)

| | |
|-------|--|
| 350 | Completed interview (54%) |
| 191 | 5 calls, no answer (25%) |
| 57 | Initial contact made, interview not completed (8%) |
| 15 | Refusal (2%) |
| 1 | Language barrier (.02%) |
| 35 | Did not complete Princeton Review course (5%) |
| <hr/> | |
| 649 | Total possible to complete survey (100%) |

We reviewed the telephone survey responses to ensure that all individual section scores fell between 200 and 800.

Not all of the 350 responses to the survey could be used in score change tabulations, for the following reasons. 16 students said they did not take the PSAT, 17 students said they took the Fall 1992 PSAT, and 55 students said they took the PSAT another time. 9 students' Princeton Review diagnostic scores were unavailable, and another 49 students did not recall their Fall 1993 PSAT score. 10 students said they did not take the SAT after completing their Princeton Review course, and 4 students did not recall their March 1994 SAT score. A full disposition is given in Table 2.

Table 2

| | |
|-------|--|
| 190 | Usable responses for total score change tabulations (54%) |
| 16 | Did not take PSAT (5%) |
| 17 | Took Fall 1992 PSAT (4%) |
| 55 | Took PSAT another time (17%) |
| 49 | Fall 1993 PSAT score not recalled (14%) |
| 9 | Initial Princeton Review diagnostic score unavailable (2%) |
| 10 | Did not take March 1994 SAT after Princeton Review course (3%) |
| 4 | March 1994 total SAT score unavailable (1%) |
| <hr/> | |
| 350 | Completed interviews (100%) |

There were 190 students in the final score calculation. In calculating the average score change, we used one of two types of initial scores, depending upon when a student started working with The Princeton Review. 53 of those 190 students in the final score calculation had started with The Princeton Review in the summer of 1993. For those 53 students' initial scores, we used their Princeton Review diagnostic score, based on a released SAT and administered at the first Princeton Review course session. That score was obtained from Princeton Review records.

Mr. John Katzman
March 24, 1995
Page - 3

For the remaining 137 students in the final score calculation, who had started work with The Princeton Review in the winter/spring of 1994, their Fall 1993 PSAT scores, reported by the students to Roper Starch via telephone, were used as their initial score.

For all 190 students in the final score calculation for the March SAT, the post-Princeton Review score used was reported by students to Roper Starch via telephone.

In February of 1995 we attempted to recontact the 190 respondents for whom we had calculated score improvements for the March 1994 SAT. Telephone calls were made to respondents from February 2-12. Respondents who were contacted were asked if they had taken the SAT again in the fall of 1994. If they had taken the SAT again in the fall we then asked them for their scores. 64 students gave a response which was usable for a score improvement calculation. A full disposition is given in Table 3 below.

Table 3

| | |
|-------|--|
| 59 | Unable to contact |
| 56 | Did not take Fall 1994 SAT |
| 11 | Incomplete score for Fall 1994 SAT |
| 64 | Usable responses for score calculation |
| <hr/> | |
| 190 | Total students with score calculation from Spring 1994 |

A final score calculation was then conducted for all 190 students, incorporating the scores of the 64 students who had taken a Fall 1994 SAT and reported a usable score. For those 64 students, the higher of the March 1994 or Fall 1994 SAT scores was used in the final score calculation. For the other 136 students who did not have a usable Fall 1994 SAT score, the March 1994 score was used.

All final scores used in this calculation were reported to Roper Starch via telephone.

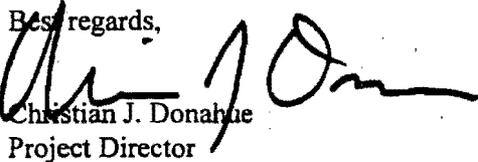
Mr. John Katzman
March 24, 1995
Page - 4

II. Findings

The average total score change among the 190 Princeton Review students for whom usable pre and post Princeton Review scores were obtained for the March 1994 SAT is 127.0 ± 12.9 points at the 95% confidence level, and is based on an average initial score of 1047.4 and an average final score of 1174.4.

The overall score improvement among all 190 Princeton Review students for either the March 1994 or a Fall 1994 SAT, using the highest final score in cases when a student had taken both a March 1994 and a Fall 1994 SAT, is 136.8 ± 13.1 points at the 95% confidence level, and is based on an average initial score of 1047.4 and an average final score of 1184.2

Best regards,


Christian J. Donahue
Project Director



Baldwin Park Unified School District

P.O. Box 3699 • 3699 North Holly Avenue, Baldwin Park, California 91706 • (626) 962-3311 • Fax (626) 337-7381

August 19, 1999

To whom it may concern:

This is a brief letter of endorsement of The Princeton Review. The Baldwin Park Unified School District (BPUSD) entered into an agreement in the spring of 1999 that would provide Scholastic Aptitude Test (SAT) preparation to our economically disadvantaged high school students preparing for a four-year college or university. After consulting with several other "big name" test preparation companies, the BPUSD endorsed The Princeton Review's program for the following reasons:

- The Princeton Review provides a comprehensive SAT preparation program;
- The Princeton Review provides a results-oriented program for our students;
- The Princeton Review provides exemplary service to our students beyond their contractual hours;
- The Princeton Review's team of employees are professional, courteous, and always helpful; and
- The bottom line: Our students' SAT scores are improving based on preliminary data.

My son, Jackson, will be enrolled in a Princeton Review SAT preparation program when he enters high school in 2005. I hope this assists you in your decision-making process. If you have any further questions, please call me at 626.962.3311, extension 4207.

Sincerely,


Steven E. Keller
Director of Student Achievement

BOARD OF EDUCATION

Kathleen Cain, President • Megan S. Morrison, Clerk/Vice President

HARVEY MUDD
COLLEGE

Member of the Claremont Colleges

August 23, 1999

RE: Letter of Recommendation for The Princeton Review

To Whom It May Concern:

It is indeed a pleasure to write a letter of appreciation and support for The Princeton Review. As Director of the Upward Bound Math & Science Center at Harvey Mudd College, we have utilized the services of Princeton Review for SAT workshops over the past 4 years with great success and results.

As you may know, Upward Bound is a federally funded program that has been in existence for over 30 years, the goal of which is to prepare low-income, historically underrepresented students for a college education. The focus of our Center is to reach smaller, rural communities across California. Because of our selection requirements and the target areas we serve, over 90% of the students we serve are Latino.

For over 4 years, presenters from Princeton Review have been offering SAT workshops to our students at our Upward Bound Family Days, which are designed to provide college information and workshops to both students and parents. What has become clear over these years is that not only are our students receiving cutting edge strategies and techniques on how to better prepare, study for, and more successfully navigate the SAT exam, but our students have been very receptive with the energy, excitement, and comedy that various presenters utilize to get them engaged in "wanting" to learn and do better on the SAT. Our Upward Bound Counselors and other Upward Bound staff have sat in on some workshops over the years and they have been equally impressed with the workshops offered by Princeton Review. Formal evaluations are completed after each Family Day, the following of which are some excerpts:

"I learned a lot of strategies that I know will help me when I take it again." UB Student

"To tell you the truth, I was tired and not looking forward to this workshop, especially because it's Saturday. But I really got into it once it started. The presenter was cool, and he joked around and made it fun to learn about the SAT." UB Student

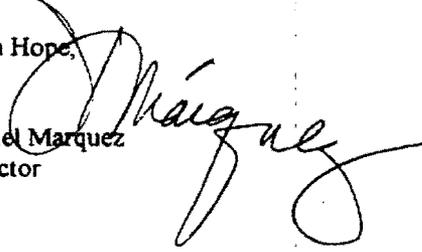
"You know, I've taught SAT workshops for many years, and I learned things today that I didn't even know about. They're good!" UB Counselor

"It was great. I didn't do too well the first time I took it and I'm kind of afraid of it. But not anymore. I like the way everything is tied back to the Princeton Review SAT manual we all got. Now I can follow their suggestions and practice on my own." UB Student

"My daughter was really excited about this workshop. That's all she talked about on the way home. I don't know that much about the SAT test and can't help her with it because of my limited education and the language barrier, but I know she needs to take it and I'm glad my daughter is more excited about studying and doing better on it." UB parent (translated by UB staff)

As you can surmise, our students, parents, and counselors have been impressed with the work of Princeton Review. Moreover, the presenters from Princeton Review are always well prepared, punctual, and willing to do whatever it takes to make the most impact in each workshop they offer. Having worked in education for over 10 years, I view Princeton Review as the leading authority on how to effectively prepare high school students for the SAT. I highly recommend their services and look forward to working with them in the future. Please don't hesitate to call should you require any further information.

With Hope,


Daniel Marquez
Director

Watts Counseling and Learning Center
1465 East 103rd Street
Los Angeles, California 90002
(213) 564-7911
Fax (213) 569-8527



August 25, 1999

Shawn Domzalski
The Princeton Review
11040 Santa Monica Blvd., Penthouse
Los Angeles, CA 90025

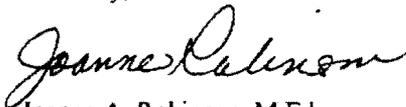
Dear Mr. Domalski,

On behalf of the staff, community and SAT students at the Kaiser Permanente Watts Counseling and Learning Center, I would like to fervently commend your organization and staff for its generous contribution of time, knowledge and resources. Since 1995, Ron Corcillo has personally volunteered well over three hundred hours to the academic enrichment of underserved youth. His commitment on behalf of Princeton Review has personified a remarkable spirit of community service for community benefit.

As a direct result of the efforts of Mr. Corcillo and the other Princeton Review instructors, the lives and educational opportunities of over 400 students have been profoundly broadened. Students involved in the workshops posted score improvements ranging from 80 to 450, with an average increase of 168. These scores have made the difference between apathy and excitement, discouragement and hope, Cal State or UCLA, and in one case, UCLA or Yale. The parents, students and educators in this community have resoundingly voiced their deep appreciation for the opportunity to compete and excel in the highly competitive college-bound arena.

We are proud to have been able to partner with your organization to provide this service, and look forward to continuing to make a difference in so many lives.

Sincerely,



Joanne A. Robinson, M.Ed.
Associate Director



HEART OF
LOS ANGELES YOUTH

August 20, 1999

To Whom It May Concern:

I am writing this letter to describe the relationship Heart of Los Angeles Youth (HOLA) has had with The Princeton Review (TPR) over the last four years.

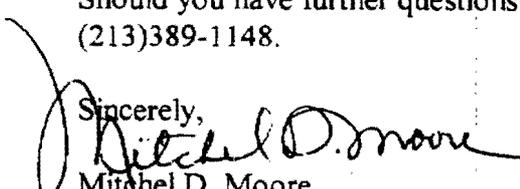
In 1995, I read about The Princeton Review's test-preparation programs and placed a call to Ronald Corcillo, then Director of High School Programs at TPR to talk about the possibility of implementing a pro-bono or low-cost SAT preparation program for our high-school age youth. Ron himself began teaching a class on Saturday afternoons at our facility for about ten to twelve 10th, 11th, and 12th graders. In addition to providing the kids with a course that they would otherwise have not been able to afford, Ron was a popular figure with his students and he and TPR very generously supplemented our sparse library with valuable SAT book and Educational Testing Services materials.

In January 1997, Emily Williams, a former instructor with TPR, assumed responsibility for the Saturday course after Ron moved on from his position. She continued the basic SAT-I course on Saturdays, but also added a class for advanced students on Tuesday nights as well. The Tuesday night classes were much smaller (three to five students), but consisted of Ron's original 10th grade students and others who had been studying on their own. Once the October test was administered, Emily implemented a four-week SAT-II course for students applying to the UC campuses and the more competitive private universities. She also met with particularly dedicated students one-on-one on their high school campuses after school during the week.

I am pleased to say that a number of our students who benefitted from TPR instruction have graduated and matriculated at four year universities, due in no small part to their increased SAT scores. Among them are Janice Burns, who is now entering her sophomore year at UC Santa Barbara and Jason Posada, also a sophomore at UCLA. Both students speak highly of the quality of instruction and materials received through The Princeton Review. My staff and I have been delighted with our ongoing relationship with TPR, particularly with their generosity and their dedication to providing access to underserved students.

Should you have further questions regarding this matter, please do not hesitate to contact me at (213)389-1148.

Sincerely,


Mitchel D. Moore
Executive Director

3300 WILSHIRE BOULEVARD
LOS ANGELES, CA 90010
(213) 389-1148 PHONE
(213) 389-1085 FAX

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Ralph Ahlers
2922 Kassarine Pass
Austin TX 78704

The Princeton Review
2315 Broadway, 3rd Floor
New York, NY 10132-0199

I would just like to write a few words of appreciation. I was able to increase my score by 120 points, exceeding both my expected and desired goals. The instruction I received in this course was directly responsible. I would like to extend special thanks to Scott Kelly and Byron, my instructors for math and English respectively, in Austin. Both of them were great teachers and were dedicated to teaching me the strategies that helped me score so well. They were also able to keep the classes entertaining.

Another point I wish to make is your superiority to the Kaplan course. I took Kaplan for an MCAT prep a few years ago. My girlfriend also took the Kaplan GMAT prep course last year. She and I both agree that the Princeton course was much better. It is the emphasis on test strategy and techniques that makes all the difference. With Kaplan we were bombarded with lots of information and told to memorize it. I can say from personal experience that learning the strategies was much more effective.

Again, thanks to you and the instructors in Austin. I am in the process of finishing up my applications. I am sure my GMAT score will be one of the bright spots. Taking the Princeton Review was very well worth my time and money.

Sincerely,



Ralph C. Ahlers

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August 27, 1998

Mr. John Katzman
The Princeton Review
2315 Broadway
New York, NY 10024

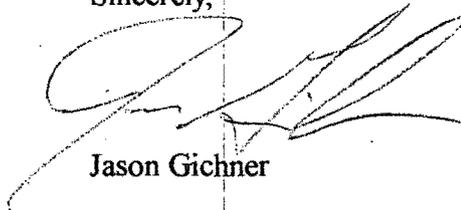
Dear Mr. Katzman:

I am writing this letter for two distinct reasons. The first of these is to express my appreciation for allowing me to take the Princeton Review LSAT course at a reduced rate. I know you are fully aware of college tuition costs and both my family and I are very grateful for your generosity.

The second reason for this letter is to offer my opinion regarding my instructor, Geoffrey Sigler. Geoff is a qualified and capable teacher who cares about his students. Not only did my initial score increase under his guidance, but also I feel that my study techniques and confidence with the exam have greatly improved. I credit the course for a good deal of my success, but I also believe that the finest component of the course was Geoff's instruction. If your other instructors work with their classes as well as Geoff worked with his, then I have no doubt that many others are just as satisfied as I am.

Regardless of how I do on the exam in September, I am truly in your debt. If there is anything that I can ever do for you, please do not hesitate to ask. You can always reach me through Eric Weil. Once again I thank you and hope that one day I can return the favor.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Gichner", with a large, sweeping flourish extending to the left.

Jason Gichner

C. J. HOUTCHENS
JOURNALIST

April 10, 1998

Mr. John Katzman
President
Princeton Review
2315 Broadway
New York, New York 10024

Dear Mr. Katzman:

Please Excuse Your Dear Aunt Sally, my eye! Give the old lady a big bouquet and kiss for me. And while you're at it, give Fred a head pat for his theorem.

Here's why. At age 45, I have lost my mind and decided to get a master's degree and make a (not too far-fetched) career change from journalism to library and information science. (As a journalist, I've done a lot of research and still love it: I'm just burned out on the actual writing.)

In any case, that meant braving the GRE. The bad news is that, due to time and budget limitations, I checked your 1998 edition of *Cracking the GRE* out of the public library exactly 12 days ago. (Bad news for you, since it doesn't help the royalty situation any.) The good news is, I just took the CAT today and got the scores I wanted, plus 20 points, on all three sections. I never could have crammed those math principles back into my addled old head or waded through the assignment games without your help. Thank you and your colleagues for the insight, wit, and teaching skill that made the ideas stick.

By the way, I also checked out ARCO's *Everything You Need to Score High on the GRE*. Fuhgetaboutit! The only thing it's got going for it is a simulated CAT, which you might want to check into doing in *Cracking*. But the explanations were the same old ones that got me confused back in eighth grade. If that had been my only resource, I would have given up and not even taken the GRE.

Again, thank you, thank you, thank you.

Sincerely,

(Ms.) C. J. Houtchens

403-C Bibby STREET - CHARLESTON, WEST VIRGINIA 25301

TELEPHONE: 304-347-8647 E-MAIL: cjh@wvinter.net

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| 004. letter | Marlon M. Sanchez to John Katzman and Jack Shieffer re: Princeton Review Instructor (1 page) | 05/26/97 | P6/b(6) |

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RR. Document will be reviewed upon request.

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| 005. letter | Joshua Block to John Katzman re: Princeton Review Instructor (2 pages) | 10/12/96 | P6/b(6) |

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| 006. letter | Keith Dodds to John Katzman re: GMAT Score (1 page) | n.d. | P6/b(6) |

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| 007. letter | David Antonuccio to Geoff Martz re: Princeton Review Test Preparation (1 page) | 07/08/96 | P6/b(6) |

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February 19, 1997

Mr. John Katzman
2315 Broadway
New York, NY 10024-4332

Dear Mr. Katzman,

I recently completed an SAT I tutorial with the Princeton Review (if you will believe it, my combined score rose 300 points from the first time I took the exam). I just thought I would drop you a line to tell you what a marvelous service you are providing and how much I appreciate it. I especially want you to be apprised of my wonderful experience with Mona Abdel-Baset, director of the tutorial in Irvine, CA. Ms. Abdel-Baset made my tutorial a pleasure and as a result, I was more than satisfied with every single aspect of the program, and indeed I gained more because of it. As you well know, any stress during preparation can lower performance on the exam. Ms. Abdel-Baset relieved me of any such burden and answered every question I had, going beyond the call of duty and thus maximizing my performance. She is a gem and I do hope that her fine qualities shall be recognized and rewarded by you in some way.

With Warm Regards,

Nadine Singh
Nadine Singh

P.S.: As a matter of fact, I am so pleased with your company that I will use it again soon to prepare for the LSAT. And, by the way, allow me to commend your noble efforts on behalf of all students to secure the SAT exam's disclosure and your response to the October 1996 rescoring of the exam.

cc: Mona Abdel-Baset

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| 008. email | SAT Test Scores (1 page) | 11/02/99 | P6/b(6) |

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| 009. form | SAT Score Report for Anna Markov (1 page) | 12/12/98 | P6/b(6) |

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| 010. form | SAT Score Report for Vickie Chiang (1 page) | 11/07/98 | P6/b(6) |

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**Francis W. Parker School**

330 West Webster Avenue
Chicago, Illinois 60614
(773) 353-3000
(773) 549-4430 Bus. Off. Fax
(773) 549-4669 Admin. Off. Fax

January, 2000

Dear Princeton Review,

Thank you for bringing a Princeton Review course to our school's campus! The convenience of having the classes held at Francis W. Parker School helps our students feel comfortable and less anxious about the testing process.

The Princeton Review has also reduced the course fee for our students on financial aid (predominantly students of color and first generation college-bound), which enables us to afford to subsidize the rest of their course fee. This financial assistance opens doors for our students that were seen as closed in the past, and we are thrilled at the opportunities ahead of them!

We also greatly appreciate the prep session provided for the PSAT in October. For students with little to no experience with standardized exams, as the students are here at Parker, the PSAT prep session eases their minds and gives them many useful suggestions and tips on test taking.

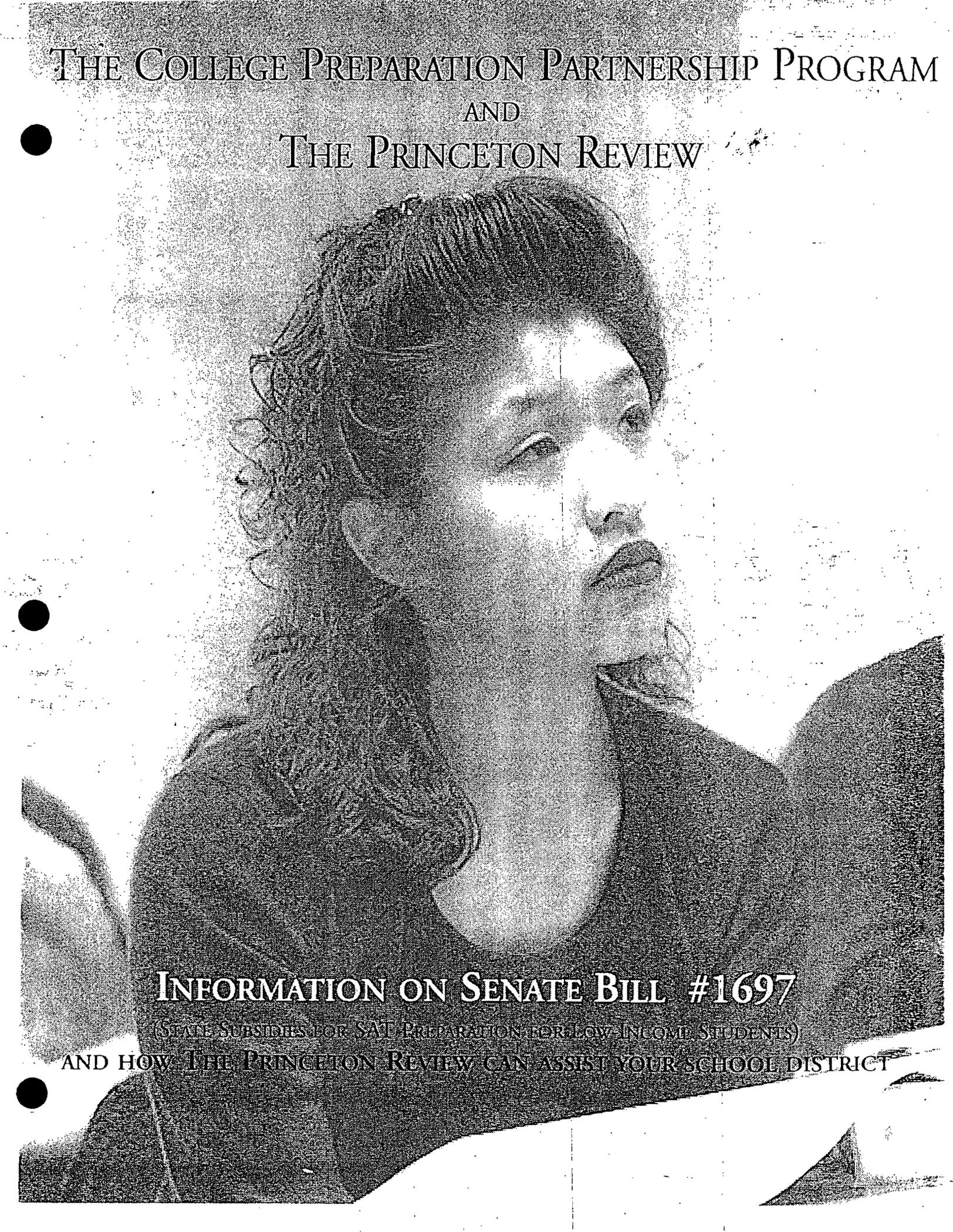
We are also pleased to receive free books and resources from the Princeton Review. We make these materials available to all of our students and see them most often used by our financial aid students, whom otherwise would not have such access.

Once again, thank you for the services you provide to us here at Parker. We will be in touch again soon about our spring Princeton Review course.

Sincerely,

Abi Fredrickson
Coordinator of College Testing
Assistant to College Counselor

Susan Weingartner
College Counselor



THE COLLEGE PREPARATION PARTNERSHIP PROGRAM
AND
THE PRINCETON REVIEW

INFORMATION ON SENATE BILL #1697

(STATE SUBSIDIES FOR SAT PREPARATION FOR LOW-INCOME STUDENTS)

AND HOW THE PRINCETON REVIEW CAN ASSIST YOUR SCHOOL DISTRICT

INFORMATION ON THE REQUEST FOR APPLICATIONS

INTRODUCTION

On September 25th, history was made when former Governor Pete Wilson signed Senator Hayden's Senate Bill 1697 into law. This bill established the "College Preparation Partnership Program" and appropriated significant state funds for SAT preparation for low-income students.

This unprecedented measure is an acknowledgment that access to high quality, intensive test preparation courses gives students a competitive advantage over students who cannot afford such programs. In the past, affirmative action programs helped balance some of the inequities inherent in the use of the SAT as an admission criterion. Now that affirmative action is gone, new ways are being sought to reach out to low-income and minority students in college admissions. Providing access to high quality courses will help level the playing field for many low-income students.

OBTAINING THE RFA FOR FUNDING TO ESTABLISH A COLLEGE PREPARATION PARTNERSHIP PROGRAM

On January 22nd, the California Department of Education released the original application procedures for grants for the above program. The initial deadline for applications was March 1st, though another application process is anticipated for the late spring or early summer. A copy of these procedures is available on the Internet at www.cde.ca.gov or districts may send a request to the following:

Shirley Hazlett, Consultant
California Department of Education
Secondary Education Division
Intersegmental Relations Office
721 Capitol Mall, 4th Floor
Sacramento, CA 95814

E-mail: shazlett@cde.ca.gov
Phone: (916) 657-3022
Fax: (916) 654-1127

Or, if you prefer, The Princeton Review can mail or e-mail you a copy of the application.

FUNDING

The original appropriation was \$10 million for fiscal year 1998-1999. Districts will be awarded one of two possibilities: \$75 times the total number of 10th grade students at the school receiving the grant or \$200 times the number of students who participate in the test preparation program and who take the actual exam.

Districts must identify and arrange for matching funds in a ratio of \$1 of matching funds to every \$2 of CDE grant funds. The matching funds raised by the school site or district may come from federal, local, other state, or private sources. Individual students may be asked to contribute a fee of up to \$5 toward these matching funds.



THE APPLICATION

The CDE will entertain applications from individual high schools, but strongly encourages districts to submit a single district-wide application.

A review team will assign points to each application based on the following criteria. A minimum of 15 points is required for a grant award.

LOW COLLEGE ATTENDANCE RATE (1-5 POINTS)

- Based on a school's 1997 UC/CSU freshman enrollment numbers, compared to other schools in California. More points are awarded to schools with lower college attendance rates.

HIGH NUMBERS OF LOW INCOME PUPILS (1-5 POINTS)

- Based on a school's number of students on free and reduced-cost lunch programs divided by the school's total enrollment, compared to other schools in California. More points are awarded to schools with high numbers of students participating in these lunch programs.

DEMONSTRATED SCHOOL-BASED EFFORTS TO IMPROVE COLLEGE PREPARATORY CURRICULUM AND COLLEGE ATTENDANCE RATES (0-5 POINTS, DIVIDED BELOW)

- Description of school efforts (0-3 points)
- Increase or Decrease in UC/CSU course completion rate (0 or 1 point)
- Increase or Decrease in school's college attendance rate (0 or 1 point)

PROPOSED PROGRAM (0-10 POINTS, BASED ON THE FACTORS BELOW)

- Program description
- Program evaluation plan
- Budget
- Staffing requirements
- Establishment of a connection between the proposed program and other school efforts to increase college admissions

NOTE: Any district or school considering using The Princeton Review's SAT courses will benefit from the detailed template we've already developed for this section of the application. This section counts for 10 out of the 20 available application points. Paper and electronic versions of our template are available.

STUDENT ELIGIBILITY

Students taking part in the College Preparation Partnership Program Districts will need a grade point average and/or other academic achievements putting them on track to qualify for admission to either UC or CSU School.

SAT PREPARATION

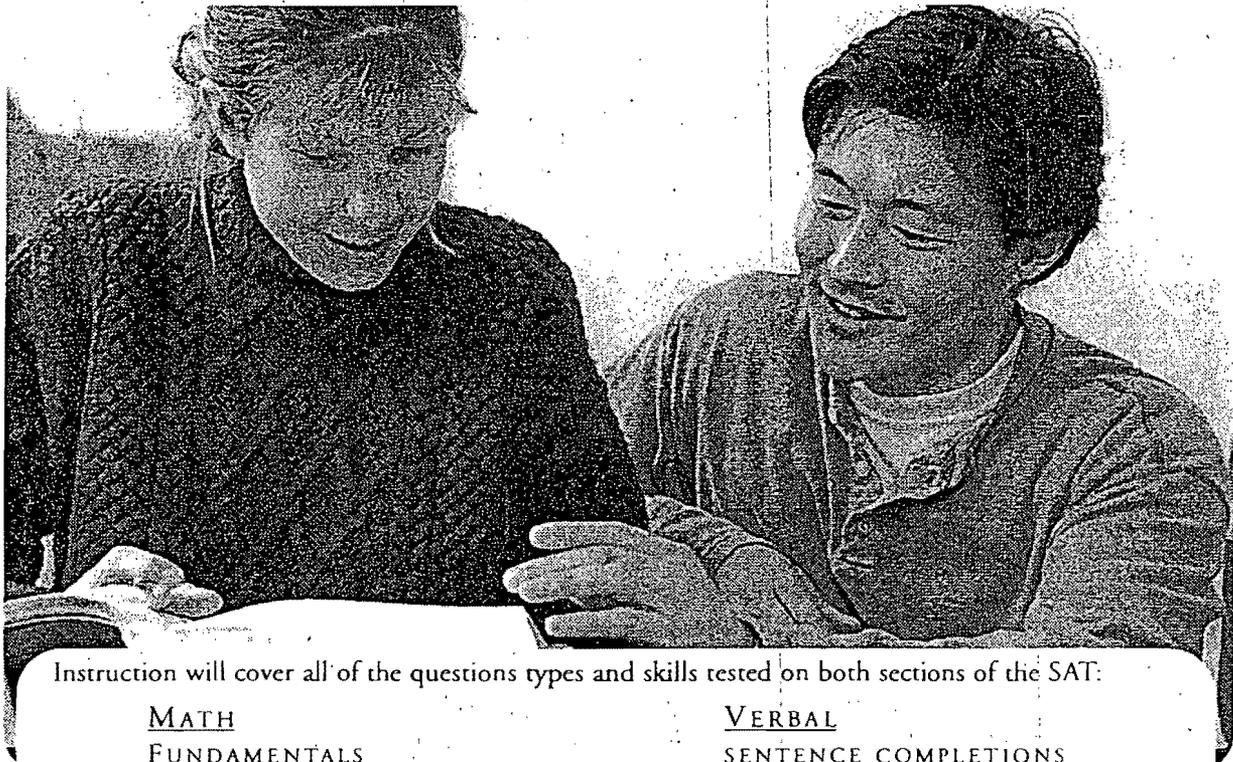
INFORMATION ON THE PRINCETON REVIEW

The Princeton Review is prepared to offer school districts a flexible program that is consistent with the requirements of the California Department of Education. Our company and its nonprofit affiliate, The Princeton Review Foundation, both have a long history of outreach to and success with low-income students. Through 18 years of experience and millions of dollars spent annually on research on the SAT and other standardized tests, The Princeton Review brings the knowledge necessary to run a successful program.

The Princeton Review's curriculum is carefully aligned with the content, structure, and reasoning skills tested on the SAT. Our course covers all the basic concepts that appear on the SAT, *as they appear* on the SAT. The combination of concentrated practice and expert instruction accounts for our success helping students succeed on the SAT. The Princeton Review can provide a program tailored to your district's needs, including:



- ➔ **SMALL CLASSES**, between 12-15 students each, to allow for individual attention to student's need
- ➔ **A MINIMUM OF 21 HOURS OF CLASSROOM TIME** (direct pupil instruction)
- ➔ **2-4 PRACTICE FULLY PROCTORED SATS** given under actual test conditions (outside of instructional time)
- ➔ **COMPUTER-GENERATED SCORE REPORTS** which evaluate student performance on the diagnostic tests and pinpoint each student's strengths and weaknesses
- ➔ **EXPERT TEACHERS**, all highly qualified test-takers and top-notch instructors, trained and certified by The Princeton Review
- ➔ **OUR MATERIALS** which include our exclusive math and verbal workbooks, a "Hit Parade" of SAT vocabulary words, the College Board's *10 Real SATs* publication
- ➔ **MONITORING OF ATTENDANCE**
- ➔ **STUDENT EVALUATIONS** of the program and their own performance
- ➔ **TEACHER EVALUATIONS** of individual students



Instruction will cover all of the questions types and skills tested on both sections of the SAT:

MATH

FUNDAMENTALS
ALTERNATIVES TO ALGEBRA
ALGEBRA CONCEPTS
GEOMETRY

VERBAL

SENTENCE COMPLETIONS
VOCABULARY
ANALOGIES
CRITICAL READING

The above points form a program that meets or exceeds the California Department of Education's requirements for any proposed program in a district's or school's application for the College Preparation Partnership Program Grant.

ANALYZING THE RESULTS: The Princeton Review will, as part of any program, administer pre- and post-practice examinations. These examinations are close facsimiles of real SATs. They are formatted to be entirely consistent with the format of the SAT, including an experimental section. More, these exams contain real, licensed SAT questions. Student's scores on these exams can be forwarded to the appropriate State and local offices (with or without names), along with a thorough analysis of individual and group score improvements. This analysis will include not only overall score improvements, but also the varying improvements in the different subject areas, and among various levels of students. Where possible, pre-test information will be supplemented by PSAT or SAT scores taken before the course, and the SAT score after the course will be supplied.

GAUGING STUDENT INTEREST AND ELIGIBILITY: The Princeton Review can help school districts identify potential qualified students by administering a free practice exam to any student population. The Princeton Review can hold College Admissions seminars for students and their parents (at no charge), to further gauge interest. In addition, all eligible students can be invited to take a practice exam. Attendance at these events should help districts recognize the students who are truly motivated as college bound.

COURSE DESIGN: The most efficient SAT preparation occurs just prior to the actual administration of the SAT. As such, all Princeton Review SAT courses taught during the school year will end within two weeks prior to the official test dates. For summer SAT course, a 'wrap-up' session, that includes an additional practice test and class, will be held within two weeks of the official test date. All Princeton Review class and test sessions will be held outside of normal school hours. Specific schedules can be established on a school-by-school or district-by-district basis.

HOW CAN I LEARN MORE ABOUT HOW THE PRINCETON REVIEW?

For More Specific Information on how your district or school can work with The Princeton Review in the College Preparation Partnership Program, contact your local Princeton Review office at 800/2REVIEW.

WHAT IS THE COLLEGE PREPARATION PARTNERSHIP PROGRAM (CPPP) ABOUT?

In a nutshell, the CPPP was designed to provide subsidies to allow low-income California public high school students to take intensive SAT preparation courses. The essence of the law is that it provides, through a competitive application process, matching 2-for-1 funding for courses meeting its minimum specifications - that is, a local district or school provides \$1 for every \$2 contributed by the state. So, the district or school must provide 1/3 of the funds for any qualifying course.

WHICH KIDS WILL BENEFIT FROM THE CPPP, AND HOW WILL THEY BENEFIT?

The students best-positioned to benefit immediately are college-bound juniors and seniors who are interested in taking an intensive SAT preparation course. The CPPP requires that all student participants have a sufficient GPA or academic achievement to be candidates for admission to either the UC or CSU. Students who work hard in well-run courses are in a position to significantly increase their SAT scores.

ARE ONLY PUBLIC SCHOOLS ELIGIBLE TO RECEIVE FUNDS? IF SO, WHICH ONES ARE ELIGIBLE?

Yes, only public schools can receive CPPP funding. Schools with higher percentages of low-income students and lower percentages of graduates attending college are favored in the application process.

WHAT IS THE PRINCETON REVIEW FOUNDATION?

The Princeton Review Foundation began in 1987 to provide college preparatory skills to disadvantaged students on a not-for-profit basis. The organization was created in response to the lack of resources available to bright and motivated inner-city children who were opting out of the educational system. Today it continues to expand its programs, by providing students with services such as: test preparation courses; a national student advocacy program providing ongoing support and legal advice; one-day academic seminars for SAT/ACT, book donations; and an array of other services through our partnerships with NAACP, Sallic Mae, Thurgood Marshall Scholarship Fund and other diverse community groups.

WHAT KINDS OF SAT PREPARATION COURSES WILL THIS PROGRAM SUBSIDIZE?

CPPP sets forth minimum criteria that SAT preparation courses must meet. For example, a course must have a minimum of 20 hours of in-class instruction, along with a pre-test and a post-test. Attendance must be monitored, and all instruction must take place outside of normal school hours. Test score improvements and other data must be reported to the State Department of Education. There are maximum amounts per-student that the CPPP will fund - \$200 per student (i.e., a course costing \$300, with the state funding 2/3). There are maximum amounts that a school can receive, which is calculated by multiplying \$75 times the number of students in the school's 10th grade.

DOESN'T THE COLLEGE BOARD SAY THAT THESE COURSES DON'T IMPROVE KIDS' TEST SCORES?

Yes, they do; however, the College Board cites their own internally-funded, tobacco company-like research which concludes that their tests are somehow impervious to coaching. Too many low-income and underrepresented minority students actually believe this, to their significant disadvantage. Some of us know College Board and ETS employees who have had their own children take SAT courses. Enough said.

The Princeton Review offers several programs that both supplement specific SAT instruction and serve to improve skills important to college admissions:

Vocabulary Work in Class (helps with the SAT) • Writing Programs (helps with college essay)

FOR MORE INFORMATION THE PRINCETON REVIEW

800/2REVIEW • www.review.com

FOR MORE INFORMATION ABOUT THE SAT

ETS (the administrator of the exam): 609/771-7600 • www.ets.org

FOR MORE INFORMATION FROM THE CALIFORNIA DEPARTMENT OF EDUCATION

To obtain a copy of the RFA: www.cde.ca.gov

To view high schools' college attendance rates at UC and CSU schools: www.cde.ca.gov

To view schools' percentages of students who are in free or reduced fee school lunch programs: www.ed-data.k12.ca.us

**NATIONAL
FORUM *TO***

***EXPAND
ADVANCED
PLACEMENT
OPPORTUNITIES***

Washington D.C.

Feb 1984

Acknowledgements

The U.S. Department of Education and The College Board want to acknowledge the following organizations for their assistance in organizing this first National Forum to Expand Advanced Placement Opportunities. Without their involvement, this conference would not have taken place. We want to thank:

Council of Chief State School Officers

International Baccalaureate Organization

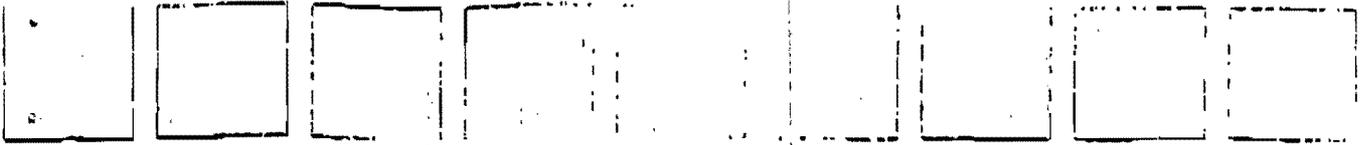
National Association of Secondary School Principals

Southern Regional Education Board

State Higher Education Executive Officers

Western Interstate Commission for Higher Education

The Department wishes to thank The College Board for its cosponsorship of the Forum. There would be no National Forum without the involvement, commitment and financial support of The College Board.





THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

A greeting from U. S. Secretary of Education Richard W. Riley

On behalf of the U. S. Department of Education, I want to welcome you to the National Forum to Expand Advanced Placement Opportunities.

This is an exciting time in American education. States and schools all across the country are beginning to put high standards of learning into place. Advanced Placement courses, dual enrollment programs with colleges, and other high level course work can help secondary schools turn the high standards into concrete action. They will play an ever-growing role in encouraging students to stretch their minds and meet challenging standards.

Recently, the Center on Education Policy and the American Youth Policy Forum issued a report entitled "Do You Know the Good News about American Education?" It reported that between 1984 and 1997, the number of Advanced Placement exams taken by high school students nearly tripled, going from 50 exams per 1,000 12th-grade students to 131. Since 1997, the numbers have continued to rise. And minority students now comprise 30 percent of all AP test-takers, up from 22 percent a decade ago.

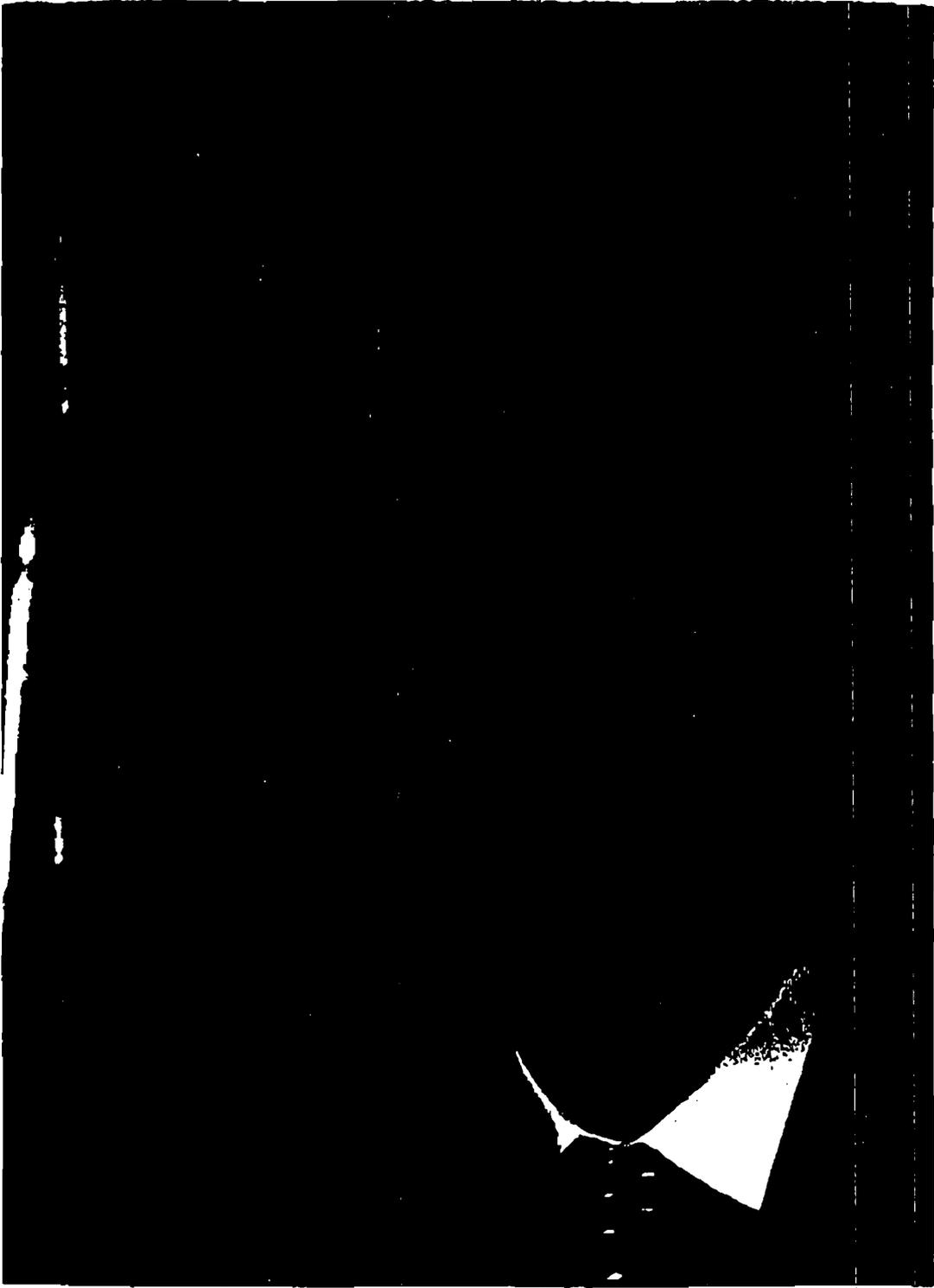
That is good news, indeed. Yet we still have many, many more students that could and should benefit from the opportunity to enjoy the benefits of a strong AP program. I am confident that your contributions at this Forum will help us to identify and overcome obstacles to participation in AP and other rigorous courses. This is a wonderful opportunity for you to share ideas and strategies with education leaders from all parts of America.

I am proud that under President Clinton's leadership, federal grants to help states expand and improve their AP programs has gone from \$4 million to \$15 million in just one year. That is a sign of our determination to help all students meet challenging state standards.

Thanks again for coming to the Forum and for your commitment to better education. I know that your time here will be productive, enjoyable, and inspirational.

Yours sincerely,


Richard W. Riley





Gaston Caperton
Governor

A Greeting from College Board President Gaston Caperton

Welcome to the National Forum to Expand Advanced Placement Opportunities!

Across the nation, political leaders and educators are searching for ways to boost educational standards and expand access to high quality schooling for their young people. Increasingly, they are turning to the College Board's Advanced Placement (AP) Program to challenge students to achieve at high levels by taking college-level courses while still in secondary school. We are proud that AP is widely regarded as a "gold standard" for challenging—and effective—instruction and assessment. But political leaders, school officials, and the College Board need to do more to put this standard within reach of increasing numbers of students. This is our chance to partner with schools to enrich their efforts and support their programs.

Last October, President Clinton signed a bill that includes an allocation of \$15 million for Advanced Placement Incentive Program grants to states, in order to increase the AP participation rates among low-income students. This allocation represents an increase of 275 percent over the \$4 million allocated the previous year. The \$15 million allowed for 2000-2001 may be used to pay AP exam fees for low-income students (after the College Board's \$22 fee reduction) and for expanding access to AP courses among students from low-income areas.

Many students who wish to enroll in AP courses attend schools (all too often in an economically disadvantaged urban community or in a rural community) that offer a limited number of AP courses, or no AP courses at all. Such students are compelled to ask: "What about me?"

During this Forum, you will have the opportunity to respond on their behalf. In the next two days you will learn about how to institute an effective AP Program, how to strengthen student preparation for AP through strong pre-AP curriculum, and how to enhance teacher effectiveness. You will also be provided with technical grant-writing assistance. You will also meet representatives from the College Board's regional office that serves your state. They are ready and willing to assist you as you prepare and implement your state's plans to expand access to AP.

Every student who can benefit from taking challenging college-level courses in high school should have the opportunity to participate and succeed in the AP Program, and to measure his or her intellectual and personal growth by this gold standard. To succeed, we must help our teachers and students prepare to meet this challenge. It is a big job, but working together, we can do it!


Gaston Caperton

45 Columbus Avenue, New York, NY 10023-6997 212 713-8000 www.collegeboard.com

A FORUM TO EXPAND ADVANCED PLACEMENT OPPORTUNITIES:

MISSION AND THEME OF FORUM

Quality

Preparation

Access

To ensure high-quality education opportunities for our young people, especially low-income students, to enroll and succeed in a set of Advanced Placement and other challenging courses and better equip high-poverty secondary schools to both prepare students to be ready for and offer these advanced and other college preparation courses.

Thursday, February 10

10:00-6:00 Registration Ballroom Foyer

3:30-5:00 Opening Plenary Grand Ballroom

Welcome

Irene K. Spero

Executive Director, Federal and State Relations

The College Board

Video: "AP: Pathway to Success"

Introduction: Lee Jones

Executive Director, Advanced Placement Program

The College Board

Remarks

Lorraine Munroe

Executive Director

The Leadership Academy

Success Stories

Former high school students tell their stories

Jeff Livingston
San Jose, CA

Jordanna Grant
Boston, MA

6:00 Reception Grand Ballroom

Friday, February 11

8:00 Continental Breakfast Grand Ballroom

9:00-10:00 Setting the Stage Grand Ballroom

Presiding Officer: Terry K. Peterson, Senior Advisor to Secretary
Richard W. Riley, U.S. Department of Education

Remarks

Improving secondary schools and raising standards and
achievement: the role of AP and challenging courses.

Gerald N. Tirozzi
Executive Director
National Association of Secondary School Principals (NASSP)

10:00-10:15 Break

10:15-11:15 Breakout Sessions: Seven topics to be offered twice

Pipeline for School Reform: Pre-AP Models
Sagamore Hill

Moderator

Mondy Raibon
Associate Director, Pre-AP Initiatives, The College Board

Presenters

**Joan Vinson, Lead Teacher, AP Vertical Teams, Dallas Schools
Incentive Program, Dallas, TX**

Rob Gira, Director of Program Development, AVID, San Diego, CA

**Dan Galloway, Principal, Adlai Stevenson High School,
Lincolnshire, IL**

**Bob Kemmery, Principal, Eastern Technical High School,
Baltimore, MD**

**Strategies to Overcome Challenges in Urban and Large Schools
Ash Lawn**

Moderator

**Mike Cohen, Assistant Secretary, Office of Elementary and
Secondary Education, U.S. Department of Education**

Presenter

**Wilma Bonner, Executive Director, Secondary Programs,
District of Columbia, Washington, DC**

Paul Williamson, Project Director, O'Donnell Foundation, Dallas, TX

Carma Norman, Principal, West Potomac High School, Alexandria, VA

**Strategies to Overcome Challenges in Rural and Small Schools
Springwood**

Moderator

**Gail Schwartz, Director of New American High Schools Initiative,
Office of Vocational and Adult Education,
U.S. Department of Education**

Presenters

**Phil Chavez, Assistant Principal, Southside High School,
San Antonio, TX**

**Diana Kraus, AP English Teacher, Mt. Ararat High School,
Brunswick, Maine**

Bob Moses, Founder/President of the Algebra Project, Jackson, MS

Rex Bolinger, Principal, Algola High School, Indiana

**High Schools and Colleges Working Together to Raise Standards
Senate Room**

Moderator

**Jacqueline Woods, Director of Community College Liaison Office,
U.S. Department of Education**

Presenters

**Antoine Garibaldi, Provost and Chief Academic Officer, Howard
University, Washington, DC**

**Raymond Paredes, Associate Vice Chancellor for Academic
Development, UCLA, Los Angeles, CA**

**Susan D. McCracken, Director College Awareness,
Appalachian State University, Boone, NC**

**Sadie Bragg, Vice President of Academic Affairs,
Borough of Manhattan Community College-CUNY, New York, NY**

**Finding and training qualified teachers for AP, IB and
other challenging courses**

Montpelier

Moderator

**Ed Crowe, Director, Title II Teacher Quality Program,
U.S. Department of Education**

Presenter

**Bradley Richardson, Regional Director, International
Baccalaureate Organization**

**Sterling Cossaboom, Director of AP Teacher Development,
SE Missouri State University**

Mike Riley, Superintendent, Bellevue School District, Bellevue, WA

State Intervention Strategies

Capital Room

Moderator

**Julia Lara, Assistant Director, Resource Center on Educational Equity,
Council of Chief State School Officers**

Presenters

**Pat Cleaveland, Director of AP New Mexico, New Mexico Highlands
University, Las Vegas, NM**

**Gail Looney, Executive Director, Center for Professional Development,
Charleston, West Virginia**

**Evelyn Sayers, Chair of the Indiana AP Advisory Council,
Indianapolis, IN**

Challenging Minority Students to High Performance

Hermitage Room

Moderator

**Judith Johnson, Deputy Assistant Secretary, Office of Elementary and
Secondary Education, U.S. Department of Education**

Presenters

**Fannie Mack, Assistant Principal, A. Philip Randolph High School,
New York, NY**

**Mamon Gibson, Jr., Director of Gifted and Talented,
Chicago Public Schools, Chicago, IL**

11:15-11:30 **Break**
11:30-12:30 **Repeat of Previous Breakout Sessions**
12:30-2:00 **Luncheon** **Grand Ballroom**

Keynote Speakers
Richard W. Riley
Secretary of Education
U.S. Department of Education

Gaston Caperton
President
The College Board

2:00-3:30 **Panel and Demonstration** **Grand Ballroom**
Learning from distance education delivery

Moderator
Linda Roberts, Senior Advisor on Technology
U.S. Department of Education

Remarks
Bryan Barnett, VP and Chief Academic Officer, APEX Learning, Inc.,
Bellevue, WA

James E. Sherwood, Director, Department of Distance Education,
University of Nebraska-Lincoln, Lincoln, NE

Karen Deaver, AP Statistics Teacher, Hudson High School, Virtual High
School, Hudson, MA

Raymond A. Ravaglia, Deputy Director, Education Program for Gifted
Youth, Stanford University, Stanford, CA

3:30-3:45 **Break**

3:45-5:15 **Review of the Federal Application Process** **Grand Ballroom**

Frank Robinson, Director of Advanced Placement Incentive Program, U.S. Department of Education

- Fee reduction grants
- Access grants
- What can and cannot be funded
- Assistance and resources from AP and other programs
- Enlisting universities' assistance
- Building local leadership and partnerships with superintendents, principals, and school boards
- Raising expectations.

6:00 Reception Ballroom

Saturday, February 12

7:30-8:30 Continental Breakfast Grand Ballroom

8:30-10:45 Next Steps for Moving Ahead
State will meet as teams to discuss next steps for developing strategies and effective applications.

U.S. Department of Education/College Board staff will be available for questions.

10:45-11:00 Break

11:00-11:45 Connecting to Other Federal Initiatives Grand Ballroom

- GEAR UP
- 21st Century Learning Centers
- TRIO Programs
- New American High Schools
- Teacher Quality
- Learning Anytime, Anywhere Partnerships.



The
College
Board



UNITED STATES DEPARTMENT OF EDUCATION

Office of the Deputy Secretary
400 Maryland Avenue, SW
Washington, DC 20202

Telephone Number: (202) 260 1854

Fax Number: (202) 401-9027

FAX COVER SHEET

TO: Kendra Brooks

ORGANIZATION: White House

PHONE: _____ FAX: 456 5581

FROM: Aubrey name Hutchinsow

COMMENTS:

Kendra, here we go!
Ande

TOTAL PAGES (Including Cover): 15



Phone: 410-358-8900
Fax: 410-358-1607

**NAACP, Youth and
College Division**

Fax

To: Kendra Brooks

From: Jeffrey Johnson

Fax: 202-456-5581

Date: February 8, 2000

Phone: 202-456-5528

Pages: 8 + cover

Re: NAACP Board Meeting

CC:

Urgent For Review Please Comment Please Reply Please Recycle

•Comments: Get back to me if you have any questions.

Thanks,

Jeff

MEMORANDUM

DATE: 2/8/00
TO: KENDRA BROOKS
WHITE HOUSE DOMESTIC POLICY
FROM: JEFFREY JOHNSON
NAACP, NATIONAL YOUTH COUNCIL COORDINATOR
RE: NAACP NATIONAL BOARD OF DIRECTORS MEETING

The Board's Education Committee Meeting is scheduled to take place 9-11am on Friday February 18, 2000 at the Marriott Metro Center. The meeting will be held in Solon D and I have included a schedule for the entire Board weekend, which includes the address for the hotel.

It would be extremely helpful for the Education Committee to hear from you how this proposed program was put together, the connection with the President's State of the Union, the ultimate goal of the program, and the ways in which the Association can support the effort. I'm sure that there are some additional pieces of information that you may like to share. I know that the committee will have questions around the current language of the CJ, so please ease their minds upfront about the current language. Let me know if I can provide you with any additional information that would be helpful for you presentation. FYI: I have not, as you have requested shared the CJ with anyone thus far, but would like the committee to have the opportunity to review the document prior to the Board Meeting. Please advise.

Thanks again for your assistance with this issue. I look forward to our continued cooperation on this and other related initiatives.

→ what will upset them.

2/8/00

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**NAACP ANNUAL MEETING/BOARD/TRUSTEES
COMMITTEE
MEETINGS**

February 17-19,2000

**MARRIOTT METRO CENTER
775 12th Street, N.W.
Washington, D.C. 20005
(202) 737-2200**

SCHEDULE OF ACTIVITIES

Thursday, February 17,2000

9:00 a.m. – 6:00 p.m.

Chairman's Office
Tokyo Room

President/CEO's Office
New York Room

General Office
London Room

Press Office
Washington Room

3:00 p.m. – 6:00 p.m.

Election Supervisory Committee
Montreal Room

4:00 p.m. – 6:00 p.m.

Image Awards Committee
Paris Room

Friday, February 18, 2000

| | |
|------------------------|---|
| 7:30 a.m. – 9:00 a.m. | Budget/Reimbursement & Compensation Committee Salon A |
| 8:00 a.m. – 5:00 p.m. | Election Supervisory Committee Montreal Room |
| 8:00 a.m. – 10:00 a.m. | Political Action/Legislative Salon B |
| 9:00 a.m. – 11:00 a.m. | Health Committee Salon C |
| 9:00 a.m. – 11:00 a.m. | Personnel Committee Potomac Room |
| 9:00 a.m. – 11:00 a.m. | ACT-SO Committee Vintage Room |
| 9:00 a.m. – 11:00 a.m. | EDUCATION COMMITTEE Salon D |
| 10:00 a.m. – noon | Legal Committee Salon B |
| 10:00 a.m. – noon | Convention Planing Committee Paris Room |

FRIDAY, FEBRUARY 18, 2000

| | |
|-------------------------|---|
| 10:30 a.m. – 12:30 p.m. | Crisis Board Meeting Salon A |
| 12:30 p.m. – 2:00 p.m. | Board/Trustees Luncheon Salons C – D |
| 2:00 p.m. – 2:30 p.m. | Special Board Meeting for Election of SCF Trustees Paris Room |
| 2:30 p.m. – 4:30 p.m. | Labor Committee Salon D |
| 2:30 p.m. – 5:00 p.m. | National Youth Work Committee Salon A |
| 2:30 p.m. – 5:30 p.m. | Committee on Branches/Youth Work Salon B |
| 2:30 p.m. – 4:00 p.m. | Spingarn Committee Vintage Room |
| 2:30 p.m. – 4:00 p.m. | Religious Affairs Potomac Room |
| 3:30 p.m. – 5:30 p.m. | Special Contribution Fund Trustees Meeting Paris Room |

FRIDAY, FEBRUARY 18, 2000

- | | |
|------------------------|---|
| 4:30 p.m. – 6:00 p.m. | Criminal Justice Committee Vintage Room |
| 6:30 p.m. – 8:00 p.m. | Board/Trustees Dinner Paris Room |
| 8:15 p.m. – 10:00 p.m. | Presentation of James Weldon Johnson's "GOD'S TROMBONES" Grand Ballroom |

"The Essence of Joy Choir and LAF Traveling Repertory will present GOD'S TROMBONES." The presentation will feature spiritual songs and Lyric sermons collected by Harlem Renaissance Scholar and NAACP stalwart – James Weldon Johnson.

SATURDAY, February 19, 2000

- | | |
|-----------------------|--|
| 7:30 a.m. – 9:00 a.m. | National Housing Corporation Board Room |
| 9:00 a.m. – noon | NAACP Annual Meeting Grand Ballroom |
| 1:00 p.m. | Press Conference Paris Room |

SATURDAY, FEBRUARY 20, 2000

1:00 p.m. – 2:30 p.m.

Board/Trustees Luncheon
Salons C/D

1:30 p.m. – 3:30 p.m.

Women in the NAACP
Montreal Room

3:00 p.m. – 7:00 p.m.

Board of Directors Meeting
Salons A/B

February 2, 2000



News of AT&T's
Community and
Business
Connections

Winter 1999-2000
Volume 5, Issue 2

Partners

ACCESSING
TECHNOLOGY



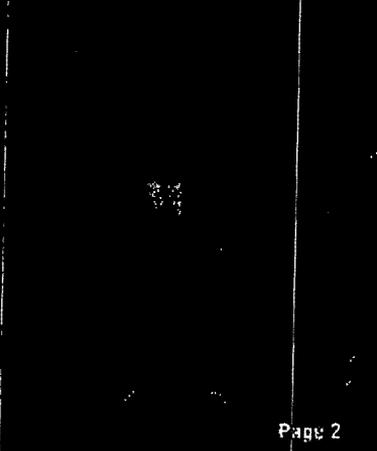
Page 3

BUSINESS
OPPORTUNITIES



Page 7

COMMUNITY-BASED
INITIATIVES



Page 2

Memo Mon. AT&T:
Baltimore City

INSIDE

globally competitive, while also impacting minorities, their businesses and their communities.



State Senator Debbie Halvorson, standing, looks on as navigator instructor Claudette Terry, seated center, gives students a demonstration during AT&T's Cyber Navigator Camp Program.

AT&T Bridges The Gap Through Innovative Programs

National Urban League Helps CLOSE the DIGITAL DIVIDE

A RECENT REPORT BY THE COMMERCE DEPARTMENT, "FALLING THROUGH THE NET: DEFINING THE DIGITAL DIVIDE," said that while 37.7 percent of whites have access to the Internet at home or work, only 19.9 per-

cent of African Americans and 16.6 percent of Hispanics have such access.

With a grant from the AT&T Foundation, the National Urban League is working to bridge that gap by making inner city residents more technically

(continued on page 2)

AT&T Bridges The Gap...

(continued from page 1)

savvy. AT&T provided the National Urban League with a \$210,000 grant for its Digital Campus program that will strengthen the marketable technology skills of its constituents. Sites of the initial programs are: Atlanta, Houston and Washington, D.C. According to the NUL's Director of Technology, Programs and Policy, B. Keith Fulton: "The National Urban League has been delivering technology-based programs to low-income communities since 1968.

The Digital Campus Program is the latest evolution in our commitment to leave no community behind in the 21st century."

Here's how the program works. The grant will finance three digital campus centers. At these facilities, an average of 600 workers will receive technical training each year. The trainees, in turn, will gain entry-level jobs in the information technology and communications sectors.

The program also calls for participants to get Net savvy: the grant will enable adults and youth to receive instruction at Internet-enhanced technology labs and use Web-based training software.



From left to right, Washington Mayor Anthony Williams, Secretary of Commerce William Daley and Esther Silver-Parker, president of the AT&T Foundation, tour the Greater Washington Urban League's technology resource center during a visit promoting private sector investment.

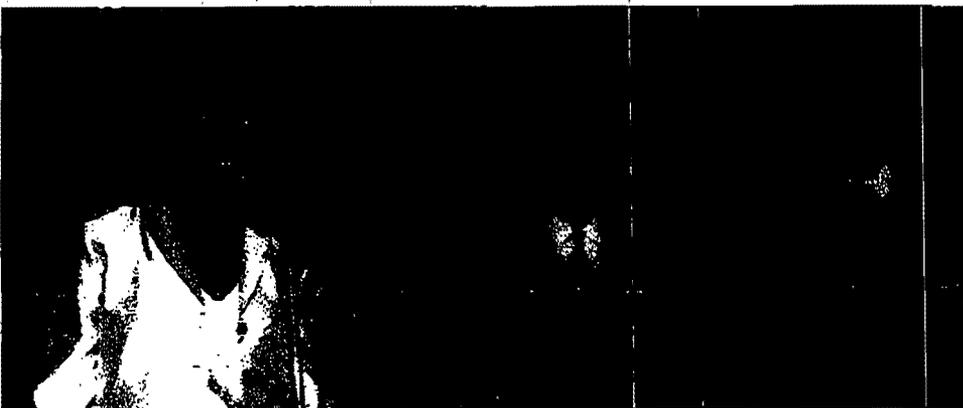
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THE NAACP Races Toward The FUTURE

FOR THE PAST NINETY YEARS, THE NAACP HAS BEEN IN THE FOREFRONT OF ADVANCING THE LIBERTIES OF AFRICAN AMERICANS. This noted civil rights organization always played a part in the struggle for inclusion of African Americans in the American dream by knocking down the legal barriers in all areas of civil rights, such as housing, employment and education.

"As the NAACP celebrates its historic 90th year, it is fitting that they, too, are advancing into the 21st century with plans to establish seven technology centers across the country," says Karen Wilson, Chief Development Officer at the NAACP Corporate Headquarters in Baltimore, MD. The aim of the NAACP in developing the centers is to provide access to computer technology and training in local communities and to build capacity and skills levels in the areas of technology advancement. The launching of this initiative will benefit not only the NAACP volunteers and members, but the families and children in the communities of the pilot sites as well.

AT&T, sharing in these goals, is the lead sponsor of the NAACP/AT&T Technology Centers and is fully funding the \$350,000 needed to establish the seven centers of the pilot project. AT&T, through its Learning Network program, is also supplying resources and assistance in developing the customized curriculum being designed specifically for the NAACP/AT&T Technology Centers. AT&T ALLIANCE volunteers, along with other AT&T employees, will



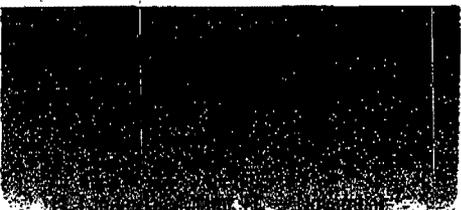
provide training and technical assistance in the seven centers that will be located in Baltimore, Miami/Ft. Lauderdale, Dallas, Philadelphia, New York, Seattle and Chicago.

Wilson adds, "The program will teach computer literacy, as well as give individuals and families access to computers and the Internet. Not only do African American children and families need exposure to computer technology and the Internet, the parents need the training and support to allow them to work with their children on the Internet and support them with the technology. This initiative intends to make technology accessible for those parents and other family members who cannot afford to purchase computers and who have either never been exposed or have had minimal exposure to computer technology." Through the technology centers, the NAACP will also promote Family Technology Nights at NAACP chapter locations.

The NAACP will launch this initiative

Esther Silver-Parker, President, AT&T Foundation, addresses the NAACP's 90th Annual Convention in New York City, as, center, Kwesi Mfume, President of the NAACP and Julian Bond, right, Chairman of the NAACP, listen attentively.

in January, 2000. They will host a Mini Camp at the National Office January 3-14 for all participating vendors. The Mini Camp will address: SAT Preparation class/testing (16 hours of computerized training), Microsoft Office software overview (with adult interaction), Learning Center introductions (both text/computerized programs — secondary/middle school age children), and NAACP Family Night (surfing the Internet program).



South Side Chicago, IL — December

Photo: Savana

P