

# 2003 HP Philanthropy and Education Annual Report

Partnering with organizations and communities to improve the quality of life





## Welcome

In recent years, HP Philanthropy & Education has undergone a profound shift in how we align our philanthropic investments with the expertise and resources of community partners to improve people's lives.

We have focused much of our energy on developing, supporting and sustaining long-term partnerships with communities, organizations and governmental agencies around the world to address substantive needs. We believe we can be most effective by teaming up with others who share our goals and our optimism.

Simply put, we believe community partners plus HP makes anything possible.

We work with our partners to understand challenging problems and together plan sustainable, long-term solutions. We bring vital technology for business and life and the expertise and passion of our people. Our partners bring their invaluable experience and in-depth knowledge of complex issues and solutions.

These partnerships have, for example, helped create digital community centers in underserved communities worldwide; helped apply HP wireless technology to teach in new ways and support university communities; and have given Indian reservations in Southern California new tools to connect tribes and develop economic opportunities.

With our partners we form "learning communities" of grant recipients where we learn from each other, share best practices and further common goals to drive systemic improvements in education, community and economic development. By leveraging the know-how of established and new philanthropic partnerships, these learning communities help our grant recipients access additional avenues of support.

In 2003, we continued to partner with communities, organizations and governmental agencies where people have the greatest need – disadvantaged communities where we can provide people with access to greater social and economic opportunities in the digital age. Through our "e-inclusion" approach, we strive to close the gap between technology-empowered and technology-excluded communities. We also have continued our focus on education with a goal of transforming teaching and learning, increasing the number of underrepresented students pursuing high-tech careers and enhancing student success in technical studies.

Our philanthropic programs also benefit from another group of valued partners: 140,000 HP people around the world whose creativity and optimism are at the heart of our efforts. Our employees express an unwavering commitment to improving peoples' lives through company-sponsored initiatives and their own quiet efforts in communities around the world. Many of them serve as philanthropic decision-makers, sharing HP's resources through local and national grants committees.

I hope you'll enjoy learning about ways we are working with our partners to address substantive needs and to apply technology to improve the quality of life for people around the world. We are a community of those who believe that by working cooperatively with partners, anything is possible.

### Bess Stephens

Vice President, HP Philanthropy & Education



### HP's Philanthropic Strategies

The vast majority of our philanthropic programs target two key strategies:

#### Education

Focus areas:

- transforming teaching and learning
- increasing the number of underrepresented students on a path toward high-tech careers
- enhancing student success in math, science and engineering

#### e-inclusion

Vision:

- all people have access to the social and economic opportunities of the 21st century
- all people can use technology as a means to learn, work and thrive

Mission:

- provide people access to greater social and economic opportunity by closing the gap between technology-empowered and technology-excluded communities – focusing on sustainability for the communities and HP.

“Together we can create the kind of future we want. We can use our skills, our knowledge and our resources not only to advance the success of our companies, but to advance the cause of humanity.”

**Carly Fiorina**  
 HP Chairman and Chief Executive Officer

“We want our contributions and involvement in global citizenship initiatives to have a far greater impact than what would be realized from simply writing a check.”

**Debra Dunn**  
 Senior Vice President, Corporate Affairs and Global Citizenship



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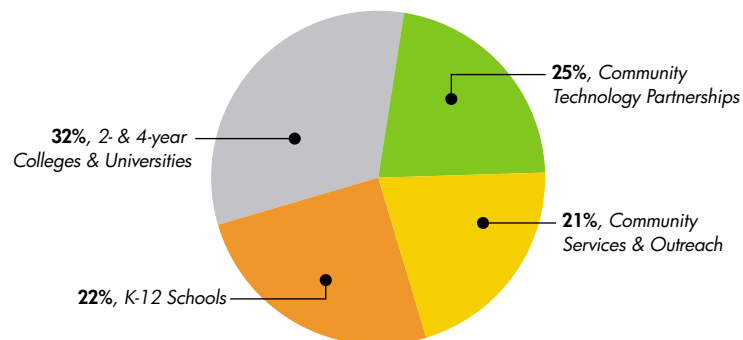
## Year in Review

In 2003, HP Philanthropy and Education built upon the goal of focusing our resources to achieve a greater impact on students, educators and underserved communities by engaging even more deeply with past and current recipients. HP invested more than \$62 million in cash and equipment in focused programs, smart partnerships and the expansion of learning communities among grant recipients to achieve positive results in:

- increasing diversity in higher education technical fields of study;
- advancing teaching and learning through the dissemination of mobile technology;
- supporting community technology centers;
- integrating technology into economic development organizations; and
- advancing student achievement in math and science.

The following financial highlights demonstrate the extent of HP's commitment around the world:

**2003 Giving by Program Category - \$62.4 million (in U.S. dollars)**



Here are a few examples of recognition received for HP's programs:

- 6th on "100 Best Corporate Citizens" list (*Business Ethics* magazine)
- 2nd largest giver among computing companies in the U.S. (2002, *The Chronicle of Philanthropy*)
- Top 10 Companies for Excellence in Corporate Philanthropy (*El Nuevo Dia*, Puerto Rico)
- Corporate Partner of the Year Award, from MESA (Mathematics, Engineering, Science Achievement), for work in education
- "Most Outstanding Corporation" award from El Paso-Southern New Mexico chapter of the Association of Fundraising Professionals
- "Most Respected Companies in China" from Management Case Center of Peking University and the Economic Observer for corporate citizenship

“This grant has been more than a dream come true. This is an impressive tool that facilitates teachers and students working toward a common outcome: the learning process.”

**Andrea Jimenez**

Teacher, Youth Co-Op Charter School  
Hialeah Gardens, Florida

## Bringing Technology to High-Achieving Schools

Studies show that the strongest predictor of student achievement tends to be the income level of the students' families, but schools participating in our High-Achieving Schools initiative are proving that students' backgrounds don't necessarily hinder their academic success.

Two years ago we launched the initiative to support and reward public schools that serve a large population of students that are low-income but academically successful, especially in mathematics and science. The program also supports research into the schools' practices so that other educators can learn from their success.

“Available technology has raised the bar for the level of instruction expected in each classroom,” said Ryan Dolibois of YES College Preparatory School in Houston, one of the original grant recipients. “The professional development opportunities connected to the grant have transformed our math department. The mobile lab has become a precious resource on campus and is constantly used by teachers and students. And our students are thrilled to have easy access to these tools.”

This year HP supported 15 additional schools and offered further professional development and technical support services to the original nine recipient schools. Each school received wireless mobile computing equipment, software, training, cash and technical support. So far, this program has donated more than \$4 million (U.S.) to support the success of these schools.

### **Improve Learning**

High-Achieving Schools grant recipients participated in the



“ISTE Institute: Leading with NETS,” which was sponsored by HP and developed by the International Society for Technology in Education (ISTE) to help participants develop a deeper understanding of how to improve learning with technology integration. The teams developed customized plans for school-based projects using technology to improve student learning. They also worked with expert mentors in an ISTE-hosted online community environment.

Armed with their technology plan and the knowledge gained from the HP grant and the ISTE Institute, “we have already created a whirlwind of change for our District,” said Robert McIntyre, technology coordinator for South Carolina’s Dillon School District 3. “We’ve received a \$900,000 state technology grant, added a technology coach position to address concerns identified during the Institute, and made other personnel and curriculum changes.”

“The greatest impact is that the equipment brought access to state-of-the-art, highly reliable technology to classrooms where no such access was previously available,” said Mary Teixeira of the John D. O’Bryant School of Math and Science in Boston. “In the past, teachers had to be concerned about what technology they could have access to, when they could have access to it, and even whether it would work when it was available. Now, they focus on developing instructional models and lessons.”

HP has partnered with the College of Education at the University of New Mexico and with ISTE to study what makes these schools so successful, to assist the schools with their integration of technology, and to identify the impact of the HP-donated technology on the schools.

Initial research findings based on the original nine recipient schools show that educators at these schools make their students' learning and achievement their top priority, and have high expectations for their students, which the students work hard to meet. HP-donated resources are having strong positive influence on student motivation and teacher enthusiasm for technology-supported instructional practices.



## Transforming Education with Mobile Technology

We believe education is the single most effective way to increase economic prosperity and help people achieve their potential. Our goal in creating the Technology for Teaching program is to give higher-education students around the world a hands-on opportunity to help develop the emerging wireless world, and to accelerate the adoption of mobile technologies in learning environments in ways that improve student achievement.

Since the initial grants were made in 2000, the initiative has awarded more than \$8.5 million (U.S.) worth of equipment worldwide. Last year alone, we awarded \$5 million (U.S.) to 20 universities in the U.S., Europe, Latin America, Mexico and Asia Pacific. The grants include computer equipment, as well as funding for undergraduate students to work with the university on their respective projects.

Examples of the more than 42 Technology for Teaching recipients now include:

### **University of Rome, Campus Bio-Medico**

More than 160 healthcare students at the University of Rome, Campus Bio-Medico are testing the impact of a simulated wireless hospital information system that allows for better recording of and access to patient-treatment data. These new interaction tools for future medical, nursing, dietetic and bio-engineering healthcare professionals include 35 HP iPAQ 5550s with integrated Bluetooth™ and Biometric Fingerprint, HP TabletPCs, HP servers, access points, switches, photo cameras and other devices.

### **California State University, Monterey Bay**

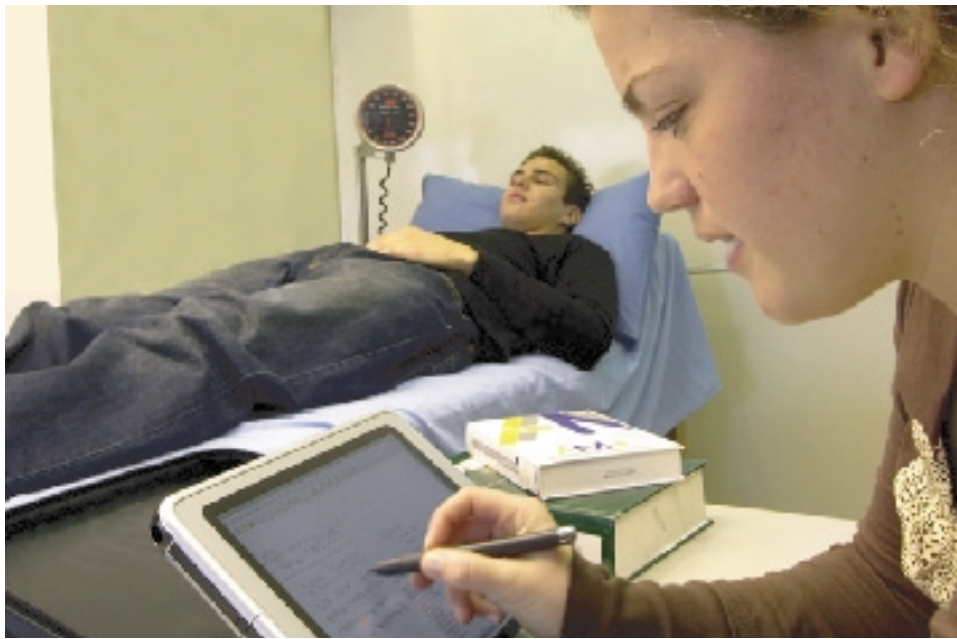
CSU Monterey Bay students and faculty are participating in mobile technology-based projects on campus, in their community and abroad:

- A student team is using HP iPAQs and notebook PCs to map seafloors in the geographically challenging areas of Monterey Bay, the largest U.S. National Marine Sanctuary.
- Students and faculty traveled to the Antarctic with Italian, New Zealand and U.S. scientists to develop high-resolution seafloor habitat maps. Mapping done on one vessel was immediately shared with students and scientists on other research vessels who were sampling the marine species associated with each habitat type.
- Working with California's Elkhorn Slough National Estuarine Research Reserve (an ecological treasure with nearly 300 species of birds), a CSU Monterey Bay team installed a solar-powered wireless transmitter to provide nomadic explorations of bird and aquatic life for local middle school children.

### **University of Guadalajara**

Mexico's University of Guadalajara is a public institution offering education for more than 100,000 high school to graduate-level students in the state of Jalisco. Many of these students are in small towns and villages where the university lacks a permanent presence or access to Internet services, library facilities and computers.

The university is using a Technology for Teaching grant to create distance-learning computing services for many of its more remote students. The goal is to create mobile virtual schools, using self-sufficient vans, notebook PCs, local and satellite connectivity, and energy generation capacity that will provide an educational environment of virtual classrooms and a virtual library with Internet access.



### University of Melbourne

Medical students at Australia's University of Melbourne are enhancing the notion of a "good bedside manner" thanks to mobile technology. HP's Tablet PCs are being used to help students quickly capture and store confidential patient information at the point-of-care, for easy access later. The wireless solution also enables students to keep an up-to-date journal of their activities and provides a reference point for follow-up discussions with their clinical instructors, as they reflect on their patient interactions.

"The mobile solution provides clinical instructors with immediate access to patient information, while respecting issues of confidentiality," says Professor Liz Sonenberg, University of Melbourne's HP project leader. "This expands the depth of the discussion, and consequently, the learning experience for the student."

### Mobile Technology Recipients Around the World

Since 2000, HP has awarded more than \$8.5 million (U.S.) worth of mobile technology equipment grants to universities worldwide.

#### Australia

Northern Territory University  
University of Melbourne

#### China

Zhejiang University

#### France

Ecole Supérieure d'Ingénieurs en Systèmes industriels  
Avancés Rhône-Alpes  
Supélec

#### Germany

Technical University of Berlin

#### Hungary

The Budapest University of Technology and Economics

#### Italy

University of Rome, Campus Bio-Medico

#### Mexico

University of Guadalajara

#### New Zealand

University of Auckland (Business School)

#### Sweden

The Royal Institute of Technology

#### Switzerland

The Swiss Federal Institute of Technology

#### Taiwan

National Central University  
National Chiao Tung University

#### Singapore

Nanyang Technological University

#### South Africa

University of Pretoria

#### United Kingdom

University of Birmingham

#### United States

California State University, San Jose  
California State University, Monterey Bay  
Carnegie-Mellon University  
Morgan State University  
New Mexico State University  
Pennsylvania State University  
Purdue University  
Rose-Hulman Institute of Technology  
Stanford University  
Texas A&M University  
University of California, Berkeley  
University of California, Davis  
University of California, Los Angeles  
University of California, San Diego  
University of Houston  
University of New Mexico, Albuquerque  
University of Massachusetts, Amherst  
University of Texas, Austin  
University of Washington, Seattle  
University of Wisconsin, Madison

"Wireless technology allows us to create networks where faculty want to teach and where students want to learn. It causes a fundamental realignment about creating educational spaces, whether it's at Elkhorn Slough in the Monterey Bay or at the Ross Sea in the Antarctic." Gil Gonzales, chief information officer, California State University, Monterey Bay

# HP's Global Reach

HP supports local, regional, national and international non-profit organizations and schools. This map highlights a few of our philanthropic initiatives, including those described elsewhere in this report.



## Canada

- Actua
- Blended Information and Computer Technology Solution
- Merry Go Round Children's Foundation
- Mobile Technology Labs
- Taking Pulse
- Taking it Global



## United States

- Baltimore Digital Village (p. 14)
- East Palo Alto Digital Village
- Employee Volunteers (p. 13)
- FOCUS: Hope
- High-Achieving Schools (p. 5)
- Magic Johnson/HP Inventor Centers (p. 10-11)
- Mobile Technology (p. 6-7)
- Rice University
- Tribal Digital Village (p. 12)



## Mexico

- Mobile Technology (p. 6-7)
- "Papalote" Children's Museum
- TELETON Foundation
- Televisa Foundation/UNETE



## Argentina

- Mobile Technology (p. 6-7)



## Peru

- Mobile Technology - Universidad de Lima



## Brazil

- Digital Garage (p. 14)
- Mobile Technology (p. 6-7)



## Chile

- Mobile Technology (p. 6-7)



## Venezuela

- Mobile Technology (p. 6-7)

● and ● represent community and e-inclusion initiatives  
 ■ and ■ represent education initiatives



**Ireland**

- Dublin Community Centers (p. 10-11)



**United Kingdom**

- Art & Science



**France**

- Employee Volunteers (p. 13)
- Mobile Technology (p. 6-7)



**Italy**

- Art & Science
- Istituto Tecnico Industriale Statale
- Mobile Technology (p. 6-7)



**Hungary**

- Digital Community Center (p. 10-11)
- Mobile Technology (p. 6-7)



**Poland**

- Internet for Schools



**Russia**

- Digital Community Center



**Ukraine**

- Community Technology Center (p. 10-11)



**Jordan**

- Digital Community Center



**India**

- Digital Partners
- Employee Volunteers
- National Gallery of Modern Art
- World Links



**Hong Kong**

- Humanity Fund for SARS



**China**

- e-learning Model Schools (p. 14)
- Employee Volunteers
- Humanity Fund for SARS
- Mobile Technology - Zhejiang University



**Thailand**

- Chaipattana Community Partnership



**Singapore**

- Employee Volunteers
- Innovation in IT program for Teachers
- Humanity Fund for SARS
- Mobile Technology - Nanyang Technological University



**Taiwan**

- Employee Volunteers
- Humanity Fund for SARS
- Mobile Technology - National Central University
- Mobile Technology - National Chiao Tung University
- NPO Digital Village



**Ghana**

- Ghana Digital Village



**Australia**

- Mobile Technology (p. 6-7)



**New Zealand**

- Mobile Technology - University of Auckland



**South Africa**

- Dikhatole Digital Village (p. 14)
- Mobile Technology (p. 6-7)



“The center has opened up opportunities for the children, adults and senior citizens of our community to view the world. It touches lives daily.”

**Edna Moffett**

Executive Director, Operation P.E.A.C.E., Atlanta

## It's About Access to Technology and Changing Lives

Giving away technology is easy. Years ago, as we and our partners started work to address issues collectively called the “digital divide,” our contributions focused on providing access to technology. While access is important, we learned that truly effective support is about providing access and opportunity. It's about changing lives.

As our award-winning Digital Village program took root in three U.S. communities, our efforts became more strategic.

We partnered with national non-profit organizations to establish Community Technology Centers in key cities, where we could pursue more complex goals – job training, opportunities for employment and services, and education assistance. Our audiences broadened, ranging from young people to seniors. Our vision expanded to address life-changing differences for urban youth and their families, while increasing our understanding of technology and its role in education and career opportunities.

Over the last two years, we've created 67 Community Technology Centers within existing non-profit organizations across the U.S. In 2003 alone, we contributed \$2.1 to support those centers, while funding additional centers in Ireland, Hungary, Jordan and Russia.

These centers are providing access to technology and new ways for community residents to change their lives. Here are several centers now underway:

### **Dublin Digital Community Centers**

HP's collaboration with the Dublin Institute of Technology

and other partners opened 11 Digital Community Centers in a disadvantaged neighborhood of Dublin in 2003, bringing technology and training to residents who have traditionally had little hope for developing marketable skills.

In the program's second year, at least 33 individuals received extensive training that will lead to technical certifications from the institute and Microsoft, and ultimately to a job.

“These centers are turning around people's attitudes about what is possible,” said Thomas Cooke, Ph.D., head of the institute's Community Links Program. “We're reaching people who have experienced unemployment for generations.”

Thanks in part to HP, Cooke said, “the Dublin City Council gave us flats in several housing complexes that we've transformed into learning centers. Young people and their parents live in these buildings or a short walk away.” At least 160 young people are using these facilities every day.

The program has also brought technology to 40 area schools and trained more than 400 teachers.

### **Magic Johnson/HP Inventor Centers**

Founded in 1991 by basketball legend Earvin “Magic” Johnson, the Magic Johnson Foundation focuses on addressing the health, educational and social needs of people living in the inner city. Since 2001, HP and the foundation have opened 9 Magic Johnson/HP Inventor Centers in Atlanta, Chicago, New York, Houston, Lansing, MI, Los Angeles and Washington, DC.

The centers offer computer-literacy training, job-skills development and access to online health services for local youth and adults, using HP servers, desktop and notebook PCs, printers, scanners and digital cameras.

In Atlanta's center, a 57-year-old resident received her GED after many years of being out of school. Another center's director told of a 16-year-old boy who recently lost both parents and dropped out of school, giving up all hope of



a bright future. He started visiting the center, and is now working toward his GED, and considering careers in the computer industry.

“Thanks to organizations with a strong sense of responsibility like HP,” said Earvin “Magic” Johnson, founder of The Magic Johnson Foundation, “we can provide the necessary training and education that the kids and the residents of the community may not be getting otherwise.”

#### **Hungary's Digital Community Center**

The Digital Community Center (DCC) at Hungary’s University of Miskolc was established as a joint project of HP, Fondazione Eni Enrico Mattei and Tigáz Regional Gas Works in late 2002. The city of Miskolc is located in an underdeveloped area rich in natural resources. The university is regarded for programs that link engineering to environmental issues. Additionally, the Hungarian government has committed significant resources to addressing environmental issues

across the region. These factors led the DCC to focus its energies on environmental education.

Under the auspices of the university’s library services, the DCC has created a technology center housing 18 computers. Up to 120 residents use the DCC daily for education, research and training.

The DCC project has developed a website in Italian and Hungarian that provides information on energy resources and savings, and serves as a platform for training and interactive evaluation. The DCC is planning programs to disseminate information on sustainability issues in schools through online lectures and meetings, and will launch a series of environmental conferences and coursework in conjunction with University of Miskolc.

#### **Centers Across the U.S. and Puerto Rico**

In April 2003, HP announced its Community Technology Center grants for 26 non-profit organizations across the U.S. and Puerto Rico. Valued at \$1.3 million (U.S.), the grants include computer equipment, such as servers, notebook PCs, projectors and printers, and in-kind volunteer components provided by local HP employees.

##### **Northeast**

Bedford Stuyvesant Restoration Corporation, Brooklyn, NY  
Boys & Girls Club of Nashua, NH  
Easter Seals Massachusetts, Worcester, MA  
Play2Win, Harlem, NY

##### **Midwest**

Boys & Girls Club of Loveland, Fort Collins, CO  
Center of Higher Development, Chicago, IL  
Easter Seals Colorado, Loveland, CO  
Urban League Circle of Care, Denver, CO  
Urban League of Pikes Peak, Colorado Springs, CO

##### **Northwest**

Boys & Girls Club, Tacoma, WA  
Boys & Girls Club of Garden City, ID  
Family Resource Center, Chadwell, ID  
Kuskokwin Native Associate, Aniak, AK  
Southwest Washington Center of the Deaf and Hard of Hearing, Vancouver, WA

##### **South**

Patriots Technology Training Center, Seat Pleasant, MD  
Science and Technology Museum of Atlanta, GA

##### **Southwest**

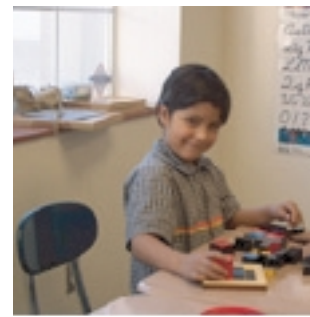
Genesys ITS, Houston, TX  
Star of Hope Mission, Houston, TX  
Technology for All, Houston, TX

##### **West Coast**

Barrio Logan College Institute, San Diego, CA  
Computer Technology Program, Berkeley, CA  
Deaf Counseling Advocacy & Referral Agency, Hayward, CA  
Goodwill Tech TRACS, San Jose, CA  
Neighborhood House Assoc., San Diego, CA  
Sacramento CORAL Youth Institute, Sacramento, CA

##### **Puerto Rico**

Biblioteca Lilliam Neris Crespo, Aguadilla, PR



## Tribal Digital Village Strengthens Community Among 18 Native American Reservations

The Digital Village program has long been one of HP's flagship e-inclusion initiatives. The program focuses on addressing a range of local community needs, including technology access, community building, teaching and learning, economic development and employment.

*"We're searching for alternatives to gaming as a vehicle for financial independence. HP's involvement with the Tribal Digital Village has given us an opportunity to own, develop and operate high-technology businesses."*

Denis Turner,  
executive director  
of the Southern  
California Tribal  
Chairmen's Association  
(SCTCA).

The Digital Village project of the rural tribal community of Southern California has created an innovative community network among 18 Native American reservations. Consisting of more than 7,600 Native Americans geographically dispersed across several hundred square miles from the California/Mexico border into Riverside County, the tribal community has been challenged with finding economically viable ways of supporting their families, communities and traditions. In 2001, HP committed to a three-year partnership and a \$5 million (U.S.) grant to address project objectives, working with the Southern California Tribal Chairmen's Association (SCTCA), a non-profit agency representing the 18 tribes.

### Creating 21st Century Kinship

The Tribal Digital Village's (TDV) first task was to create achievable goals broad enough to address the diverse needs of people in 18 reservations. The community's goals focused on technology, culture, education, community and economic development.

The TDV set out to create a distributed digital community that mirrors and amplifies the community and kinship networks that have historically sustained these tribal communities.

One major success has been the high-speed, broadband

Internet service that today connects the 18 reservations. Called the HPWREN (High-Performance Wireless Research and Education Network), the project was originally supported by the National Science Foundation and the University of California at San Diego and now forms the network backbone for a digitally enabled tribal community.

Through its partnership with HP, the TDV is now extending high-speed wireless connectivity to tribal offices, community and education centers, schools and individual homes. Each tribe began with an HP equipment grant to provide basic access in their community and to build awareness and motivation for future community initiatives, including cultural preservation.

The community Internet services portal, [sctdv.net](http://sctdv.net), represents a milestone in TDV's plan for creating a new kind of 21st century kinship. The website includes links to tribal resources, Digital Village information, tribal culture and history, a discussion board, and interactive news and calendar sections.

### Hi Rez Creates Sustainability

In 2003, SCTCA launched a new digital imaging and printing services business with HP's support. Hi Rez Digital Solutions serves all of Southern California with a goal of generating income to financially sustain community programs for the Southern California tribes.

The company donated an HP Indigo 3000 series digital press, as well as service and support. SCTCA funded the business' start-up phase and researched advanced printing business opportunities in San Diego County.

### Tribal Digital Village of the Future

As the three-year, \$5 million (U.S.) HP grant comes to a close in 2004, HP is helping tribal leaders forge relationships with key decision makers at state and federal levels, which will help sustain the program over the long term. In December, a visit by government officials gave the tribes an opportunity to gain exposure for their successes.



## Employees in the Community

Over the years, HP employees' generosity and dedication – through contributions of their time, talents and personal resources – have improved lives in communities throughout the world. Our commitment to global citizenship is rooted in the actions our people take every day.

We facilitate our employees' choices by providing programs and opportunities that encourage, motivate and support their interests in improving their neighborhoods, countries and world.

### Volunteering in Local Communities

In the past year, thousands of HP people volunteered individually and with their fellow employees to help non-profit organizations and schools:

- HP employees and family members partnered with City Year, joining 4,000 residents for a day of community service in Boston's South End.
- a French employee volunteered her time at an Armenian training center that teaches French as a foreign language.
- Seven co-workers tutored 120 students during after-school programs at San Jose (CA) Grant Elementary School.
- HP employees collected litter and debris along the Oregon coastline during the 20th anniversary of the world's first Fall Beach Clean Up in Newport, OR.

Many of these efforts were part of our U.S.-based

"Volunteer Days" initiative. A component of our employee charitable-giving campaign, the program offers employees structured, site-based and company-sponsored volunteer activities. Similar employee-driven volunteer initiatives took place at HP sites around the world.

### Supporting Schools and Organizations

Employees' cash contributions to our 2003 Charitable Giving Campaign – supporting K-12 schools, universities and non-profit organizations – increased 32 percent over last year, despite economic uncertainties in many of our communities.

Our average gift per donor exceeded \$550, up 22 percent over last year, with total employee contributions exceeding \$5.8 million (U.S.). HP continued its long tradition of matching donations to qualified schools and charitable organizations designated by our employees. With the company's matching funds, community organizations around the world received pledges of more than \$10.6 million (U.S.).

Once again, we offered employees the ability to designate their support directly to a wide variety of schools or to charitable organizations, including charitable federations such as America's Charities, Community Health Charities, Earth Share, Global Giving and United Way. These federations are especially effective ways to support local organizations that provide vital services and assistance to those in need.

In 2003, we enhanced our U.S. Product Gift Matching Program so that HP now donates 75 percent of the list price of an HP product when an employee (or a group of employees) contributes 25 percent. Employees can donate products to qualified nonprofit agencies or educational institutions.

Our employees responded in record numbers with nearly 600 gift requests made in the program's first four weeks – a six-fold increase over the historical participation rate. The total list price value of the HP products donated to date is more than \$1.7 million (U.S.).

"I really appreciate that HP's flexible giving options make it easy for me to make a difference in my community. It makes me proud to be an HP employee."  
Glenda Martin  
Roseville, CA



## Investing in Other Strategic Partnerships

We establish partnerships with national or large regional non-profit organizations to bring additional resources and competencies, and to increase overall success and sustainability of the organizations' programs. A few examples:

### **Baltimore Digital Village (BDV)**

East Baltimore was selected as an HP Digital Village partner in 2001 because it offered the unique advantage of leveraging existing infrastructure and community momentum. Today the BDV is actively engaged in creating a digital community to help support learning services for youth and adults, strengthening and connecting local organizations and businesses, and enhancing the delivery of community services.

### **Math, Engineering, Science Achievement (MESA)**

HP has supported MESA for more than 30 years. Working with HP to assist underserved students on college campuses, MESA held its second MESA/HP Summit for Community College Pre-Engineering/Computer Science Grant recipients during 2003. The summit is aligned with HP's desire to provide grant recipients with opportunities to meet, network and learn from each other.

### **National Science Resources Center (NSRC)**

Since 2001, HP grants have sent 29 low-income school district science education reform teams to strategic planning institutes held by the NSRC and the Association of Science Materials Centers (ASMC).

### **International Society for Technology in Education (ISTE)**

In March 2003, we launched a partnership with ISTE to help students succeed through inventive and effective uses of technology in education. An HP grant of nearly \$1.5 million (U.S.) was used to develop the "ISTE Institute: Leading with NETS," a professional development program for educators based on ISTE's National Education Technology Standards.

### **HP Scholars**

Nearly 120 engineering and computer science students from partner schools, including Morgan State University, North Carolina A & T University, University of California, Los Angeles, and San Jose State University, were HP Scholars in 2003, receiving \$40,000 scholarship packages, including cash, HP internships and HP equipment. The U.S. program is designed to encourage African American, Latino and Native American students to obtain degrees in technical fields.

### **Dikhatole Digital Village, South Africa**

A community center in Dikhatole that opened in 2002 continued to expand services in 2003. The Dikhatole Digital Village also formed a Community Management Committee to better develop long-term and sustainable services, and several job-creation initiatives are being planned. HP donated equipment to the center, which serves students and teachers from primary and secondary schools, as well as entrepreneurs, government officials working within the community and the general public, especially women.

### **Digital Garage, Brazil**

In 2003, HP launched a second Digital Garage program in Brazil, where 120 young people from disadvantaged communities in the district of Iguatemi collaborated on the Friend of Children Monitoring Network website ([www.redeamiga.org.br](http://www.redeamiga.org.br)), which tracks public policies and evaluates the use of public funds related to children's issues. An additional 120 young people from HP's first Digital Garage program working with Meninos do Morumbi Association developed a website for Escola Adolfo Gordo public school, and 50 Digital Garage "graduates" have found employment at local companies and non-profit organizations.

### **China "e-learning" Model School Project**

HP and China's Ministry of Education have partnered to bring technology-based education resources, distance learning and improved teacher training to middle schools in Beijing, Guangdong, Sichuan, Shanxi, Hubei, Xinjiang, Hunan and Jiangxi. HP has donated RMB 4.5 million yuan (nearly \$600,000 U.S.) worth of computing equipment, including servers, PCs and peripherals.



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