

Clinton Library Transfer Form

Case #, if applicable	2011-0894-S	Accession #		
Collection/Record Group	Clinton Presidential Records	Series/Staff Member	Joshua Beck	
Subgroup/Office of Origin	Domestic Policy Council	Subseries		
Folder Title	IBC [Integrated Behavioral Correspondenc	OA/ID Number	18928	Box Number
Description of Item(s)	One videotape in a case labeled "IBC Limited International"			

Donor Information				
Last Name:		First Name:		Middle Name:
Affiliation:		Phone (Wk):		Phone (Hm):
Street:		City:		State (or Country):
				Zip:

Transferred to:	Audio/Visual Department	Transfer Point	During Processing
Other (Specify):		New Location	
Transferred by:	Rich Sheridan	Date of Tranfer	7/29/2011
Received by:		Date of Receipt	

FAX TRANSMISSION

U.S. DEPARTMENT OF EDUCATION

Office of Legislation and Congressional Affairs

400 Maryland Ave., SW, Room 7E301

Washington, DC 20202-3100

(202) 401-0020

Fax: (202) 401-1438



Date: 10-17-2000

Fax: 456-5581

To: White House

Attn: Josh

From: Nikki

Number of Pages (including cover sheet):

If there are any problems with this transmission, please contact me at
(202) 401-0020.

Comments: Sample Letters, per our discussion

10/13/00 13:15 FAX



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

OCT 13 2000

Honorable Frank Pallone, Jr.
Member, U.S. House of Representatives
504 Broadway
Long Branch, NJ 07740

Dear Mr. Pallone:

Thank you for your letter to Secretary Riley expressing support for a grant proposal submitted by your constituent, Mr. Matthew Monti, CEO and President of I.B.C International. Your letter was forwarded to the Office of Educational Research and Improvement (OERI), and I am pleased to reply.

I am not aware of any Department of Education program under which this proposal could be funded at this time. However, in recent correspondence sent directly to Mr. Monti, we have referred him to other resources such as the Regional Technology in Education Consortia (R*TEC) program. The R*TEC program is designed to help states, local educational agencies, administrators, teachers, and other education entities to successfully integrate advanced technologies into K-12 classrooms. While the R*TECs will not be able to provide Mr. Monti with funding, they may be able to provide him with other possible sources of information. Mr. Monti was also encouraged to share his ideas with the state department of education, and other businesses and foundations that provide support for education.

I hope your constituent finds this information useful.

Sincerely,

A handwritten signature in dark ink, appearing to read "C. Kent McGuire".
C. Kent McGuire

FAX TRANSMISSION

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Date: 10-12-2000

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

THE ASSISTANT SECRETARY

JUN - 4 2000

Honorable Ileana Ros-Lehtinen
Member of Congress
U. S. House of Representatives
2160 Rayburn Building
Washington, DC 20515-0916

Dear Ms. Ros-Lehtinen:

Thank you for your letter to Secretary Riley. Your letter was forwarded to the Office of Educational Research and Improvement (OERI), and I am pleased to reply.

We appreciate you sharing with us the curriculum materials developed by your constituent, Mr. Matthew Monti. Staff in OERI is always pleased to hear about individuals who are willing to make contributions to education. Your constituent is to be commended for his efforts to develop educational curriculum that will allow students to receive undivided attention and learn at their own pace. Although the Department plays a leadership role in education, we do not endorse individual products or services. Mr. Monti's efforts to promote "New Behavior Based Curriculum for Education" could evolve as a partnership with his state office of education. I suggest your constituent contact the state departments of education and local school districts who may be able to assist him with his product.

Your constituent may also wish to contact the Director for the Southeast & Islands R*TEC Region of the Regional Technology in Education Consortia (R*TEC) program to determine what resources may be available in his state. The R*TEC program is designed to help states, local educational agencies, administrators, teachers, and other education entities to successfully integrate advanced technologies into K-12 classrooms. While the R*TECs will not be able to provide Mr. Monti with funding, they may be able to provide him with other possible sources of information. Enclosed is information about the R*TEC program.

Sincerely,

C. Kent McGuire

Enclosure

OCT.11'2000 21:43

Congressman Frank Pallone, Jr.



6th District, New Jersey

504 Broadway
Long Branch, NJ 07740
(732) 571-1140
(732) 870-3890 (fax)
frank.pallone@mail.house.gov
www.house.gov/pallone

Confidential Fax

From:

☐ Congressman Frank Pallone, Jr.☐ Paul Dement☐ Dottie Ferraro☐☒ Teddy Drakeford☐ Dawn Rebscher

Date:

Fax:

To:

Message:

Number of pages to follow: 1

If you have trouble with this transmission, please call (732) 671-1140

FAX TRANSMISSION

U.S. DEPARTMENT OF EDUCATION

Office of Legislation and Congressional Affairs

400 Maryland Ave., SW, Room 7E301

Washington, DC 20202-3100

(202) 401-0020

Fax: (202) 401-1438



Date: 10-11-2000

Fax: 456-5581

To: White House

Attn: Josh

From: Nikki

Number of Pages (including cover sheet):

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(202) 401-0020.

Comments: Sample Letters; per our discussion

July 29, 1998

Honorable Barbara Lee
U.S. House of Representatives
1301 Clay Street, Suite 1000N
Oakland, CA 94612

Dear Representative Lee:

Thank you for your letter on behalf of Mr. Jack McLaughlin, Superintendent of the Berkeley Unified School District, and his inquiry pertaining to the rating received for his application submitted under the 21st Century Learning Centers grant program (CFDA #84.287A).

This year's competition was extremely competitive. 1,959 applications were submitted; many of which were of exceptionally high quality, but this year's funding level was sufficient to award only 98 grants.

Each application was rated by three peer reviewers with diverse expertise. As a group, the 315 panelists represented teachers, educational administrators and experts in extended learning programs. Using the criteria published in the application package, three reviewers independently rated each application and documented strengths and weaknesses. The Department then standardized all of the reviewer's scores, and prepared a rank ordering of all the applications based on their average standard scores.

Technical rating scores are arrived at independently by each rater, then revised as appropriate as a result of discussion among the raters. The Department does not change the scores given by the peer reviewers under any circumstances. The Berkeley Unified School District received high raw scores but the Department uses standardized scores to determine rank order for funding. Panels tend to score very highly, therefore, when the Department standardized to remove those kinds of panel tendencies, the Berkeley Unified School District's ranking moved them towards the middle of the distribution with a ranking of 212 out of 1,950 applicants.

Although many outstanding programs like this were not funded, the Department has requested \$200 million dollars to fund this program in FY 1999 to allow us to fund many more high-quality centers than we were able to fund this year. We hope you will apply again should we receive sufficient funding to sponsor another national competition.

If the Office of Legislation and Congressional Affairs can be of any further assistance on this and any other matter, please contact Nicole Shivers of my staff at (202) 401-0055.

Sincerely,

Scott S. Fleming
Assistant Secretary

May 19, 2000

Honorable «First» «Last»
«Chamber»
Washington, DC «ZIP»

Dear: «Title» «Last»

Unfortunately, the application from the under the 21st Century Community Learning Centers Program (CFDA #84.287A), for which you had expressed support, was not successful.

There was intense competition for these grants. This year, 2,266 applicants from across the country submitted proposals under this competition requesting a total of approximately \$1.3 billion for grants, but only \$185 million was available for the 310 awards that were funded. These applications were reviewed by outside peer review panels whose evaluations and rankings were used in determining the successful applications. Clearly, there were other high quality proposals that could not be funded given the resources available.

The President's budget request for FY 2000 includes \$1 billion for the 21st Century Community Learning Centers Program which is intended largely to cover new grants. That request is particularly well justified in our view in light of the extensive interest and enthusiasm in this competition, including that of the applicant on whose behalf you contacted us.

Sincerely,

Scott S. Fleming
Assistant Secretary

THE WHITE HOUSE
WASHINGTON
September 1, 2000

MEMORANDUM FOR BRUCE REED
DOMESTIC POLICY COUNCIL

FROM: KAY CASSTEVENS
LEGISLATIVE AFFAIRS

SUBJECT: PRESIDENTIAL CORRESPONDENCE

Enclosed please find a copy of a letter that was sent to the President from Rep. Frank Pallone, Jr. (D-NJ).

I do not believe this letter requires a Presidential response at this time. Please review the attached letter and respond directly to the Member(s) of Congress. Please forward a copy of the response to the Office of Records Management, Room 72 Old Executive Office Building.

Thank you very much for your assistance in this matter. If you have any questions, please feel free to call Courtney Crouch, Office of Legislative Affairs, at 456-7500.

Enclosure

THE WHITE HOUSE
WASHINGTON
September 1, 2000

Dear Representative Pallone:

Thank you for your letter to the President regarding the grant proposal from I.B.C. International to the Department of Education.

I have shared your views with the President and his other advisors, and you will receive a response in the near future. In the meantime, if I can be of any further assistance to you, please do not hesitate to contact me.

Best wishes.

Sincerely,

A handwritten signature in cursive script, reading "Kay Casstevens". The signature is fluid and extends to the right with a long, sweeping line.

Kay Casstevens
Deputy Assistant to the President
and Deputy Director for Legislative
Affairs

The Honorable Frank Pallone, Jr.
House of Representatives
Washington, D.C. 20515

—
Could you draft a
response to the
Congressman? All we
can really say is that
the materials are
interesting + we wish them
well. Thanks! —

**THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET**

ID# 424765
PAGE 1

DATE RECEIVED: 08/29/2000

NAME OF CORRESPONDENT: THE HONORABLE FRANK PALLONE

SUBJECT: REQUESTS THE PRESIDENT TO SUPPORT THE GRANT PROPOSAL FROM I.B.C.
INTERNATIONAL TO THE DEPARTMENT OF EDUCATION

ROUTE TO:		ACTION		DISPOSITION		
OFFICE/AGENCY	(STAFF NAME)	ACTION CODE	DATE YY/MM/DD	TYPE RESP	C D	COMPLETED YY/MM/DD
LEGISLATIVE AFFAIRS	CHARLES "CHUCK" BRAIN	ORG	2000/08/29	KC	A	00/09/01
ACTION COMMENTS						
✓ I PC QJ A 08/29/00 1/1						
ACTION COMMENTS:						
1/1						
ACTION COMMENTS:						
1/1						
ACTION COMMENTS:						
1/1						

COMMENTS

BATCH #424757
ENCLOSURES

cc: Mark

ADDITIONAL CORRESPONDENTS: 0

MEDIA: LETTER

INDIVIDUAL CODES:

REPORT CODES:

USER CODES:

ACTION CODES:

A - APPROPRIATE ACTION
C - COMMENT/RECOMMENDATION
D - DRAFT RESPONSE
F - FURNISH FACT SHEET
I - INFO COPY/NO ACT NECESSARY
R - DIRECT REPLY W/ COPY
S - FOR SIGNATURE

DISPOSITION CODES:

A - ANSWERED
B - NON-SEPC-REFERRAL
C - COMPLETED
S - SUSPENDED

OUTGOING CORRESPONDENCE:

TYPE RESP = INITIALS OF SIGNER
CODE = A
COMPLETED = DATE OF OUTGOING

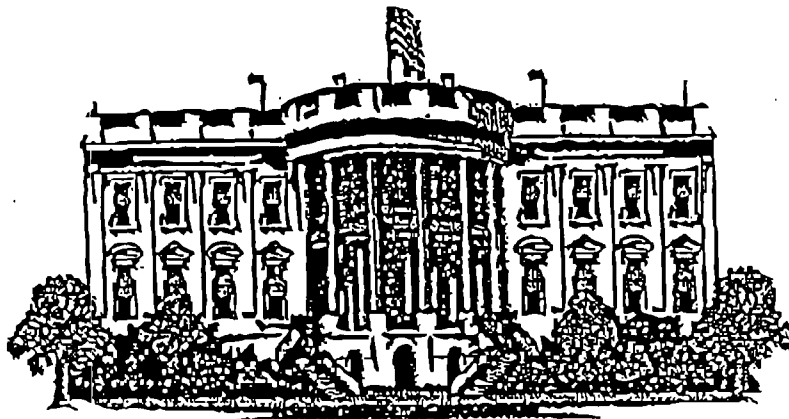
REFER QUESTIONS AND ROUTING UPDATES TO RECORDS MANAGEMENT (ROOM 72, OEOB) EXT-62590

KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO RECORDS MANAGEMENT.

*** TX REPORT ***

TRANSMISSION OK

TX/RX NO 1905
CONNECTION TEL 94011438
SUBADDRESS
CONNECTION ID DEPT OF EDUCATIO
ST. TIME 10/11 09:41
USAGE T 00'56
PGS. SENT 3
RESULT OK



THE WHITE HOUSE

Domestic Policy Council

DATE: 10/11

FACSIMILE FOR: NICKI

PHONE: () -

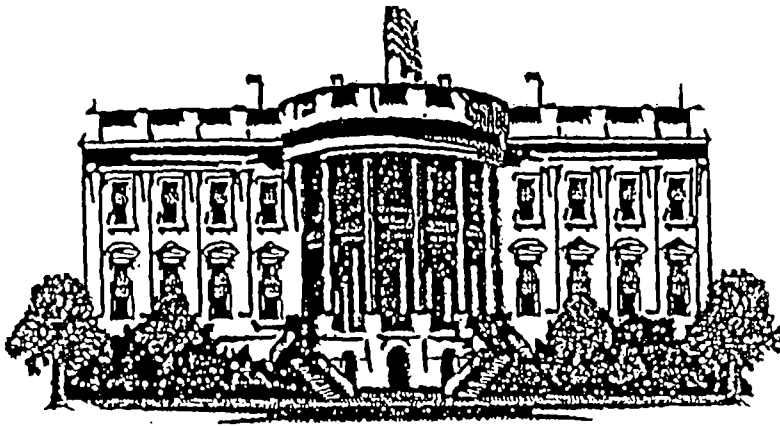
FAX: (202) 401 - 1438

FACSIMILE FROM: JOSH BECK (W/H DOMESTIC POLICY COUNCIL

PHONE: (202) 456-6629

FAX: (202) 456-5581

NUMBER OF PAGES (INCLUDING COVER): 3



THE WHITE HOUSE

Domestic Policy Council

DATE: 10/11

FACSIMILE FOR: NICKI

PHONE: () -

FAX: (202) 401 - 1439

FACSIMILE FROM: Josh Beck (W/H DOMESTIC POLICY COUNCIL)

PHONE: (202) 456-6629

FAX: (202) 456-5581

NUMBER OF PAGES (INCLUDING COVER): 3

- ☒ FOR YOUR REVIEW
☐ PER MY E-MAIL OR VOICE-MAIL MESSAGE TO YOU
☐ PER YOUR REQUEST

COMMENTS: WE ARE TRYING TO FIND OUT WHAT
GRANT THEY APPLIED FOR, IF THEY RECEIVED ONE, AND
WHAT GENERAL LANGUAGE THE DEPT. OF ED. USES TO
RESPOND TO REQUESTS FOR INTERVENTION IN THE
GRANT PROCESS.

Thanks for your help,

Josh

COMMERCE COMMITTEE:
HEALTH AND
ENVIRONMENT SUBCOMMITTEE
ENERGY AND POWER SUBCOMMITTEE
FINANCE AND HAZARDOUS
MATERIALS SUBCOMMITTEE
RESOURCES COMMITTEE
FISHERIES, WILDLIFE AND OCEANS SUBCOMMITTEE
DEMOCRATIC POLICY COMMITTEE:
COMMUNICATIONS VICE CHAIR
email: Frank.Pallone@mail.house.gov
http://www.house.gov/pallone

FRANK PALLONE, JR.
6TH DISTRICT, NEW JERSEY

Congress of the United States
House of Representatives
Washington, DC 20515-3006
June 28, 2000

REPLY TO:
WASHINGTON OFFICE:
☐ 420 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-3006
TELEPHONE: (202) 225-4671
☒ DISTRICT OFFICES:
504 BROADWAY
LONG BRANCH, NJ 07740
(732) 571-1140
☐ 67/69 CHURCH ST.
KILMER SQUARE
NEW BRUNSWICK, NJ 08901
(732) 249-8892
☐ I.E.I., AIRPORT PLAZA
1390 RT. 36, #104
HAZLET, NJ 07730-1701
(732) 264-9104

Honorable William Jefferson Clinton
President of the United States
The White House Office
1600 Pennsylvania Avenue
Old Executive Office Building
17th Street and Pennsylvania Avenue
Washington, DC 20500



Dear President Clinton:

RE: Mr. Matthew Monti
CEO & President
I.B.C. International
96 Parkview Terrace
Lincroft, NJ 07738

This letter is in support of the grant proposal from I.B.C. International to the Department of Education.

I.B.C. International is a new "Behavioral Science" which took nineteen years to develop. This program is designed to enhance the current curriculum within the public school system by a mentoring system developed by Mr. Matthew Monti.

This program will be very beneficial to both the student and all school districts involved. I am sure that you have reviewed the related materials pertaining to I.B.C. International and agree that this is a major breakthrough in behavioral science.

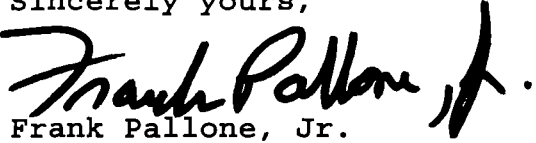
Although the Department of Education's response to Mr. Monti stated that they do not endorse individual products of service, this program proves to be very essential in terms of both behavioral science and curriculum enhancement.

In closing I am expressing my strong support for I.B.C. International and any assistance that your office can provide in this matter will be deeply appreciated.

If you have any questions concerns please do not hesitate
contacting my office.

With best wishes, I am

Sincerely yours,

A handwritten signature in black ink that reads "Frank Pallone, Jr." with a stylized flourish at the end.

Frank Pallone, Jr.
Member of Congress

FP/tjd



Bethany Little

10/10/2000 02:29:17 PM

Record Type: Record

To: Joshua M. Beck/OPD/EOP@EOP

cc:

bcc:

Subject: Re: letter from Bruce 

Nicki

This is great -- you're a good writer! Could you do a bit more follow up? For example, I wonder what grant they applied for and whether or not they received one (or even if the grants have been awarded). Also, we should check in with the Department on what kind of generic language we use to respond to requests for intervention in the grant process -- which we are of course not able or willing to intervene in. Scott Flemming's office should be able to help you. Thanks!
Joshua M. Beck



Joshua M. Beck

10/10/2000 09:51:34 AM

Record Type: Record

To: Bethany Little/OPD/EOP@EOP

cc:

Subject: letter from Bruce



Letter to I.B.C. internationa

Bethany,

Here is a draft letter for the I.B.C. international people. I basicly passed it off to the next administration. Let me know what you think.

Josh

GRANTS

NECKI

OFFICE LCA

41-3000

401-3000

[Handwritten signature]

n

Integrated Behavioral Correspondence / Data Structures

For Learning

I.B.C. / Educational Research Corporation

A Non-Profit Organization

To Whom It May Concern:

IBC Processing is the **future**, and there is nothing like it out there! It is a New "Behavioral Science" which took nineteen years to develop. To comprehend the full scope please read this information with an open mind, using the strength of the vision inside you and not comparing it to any other hardware or software. *If you do this, you will understand the benefits of what can be achieved in the areas of Education, Security and Business.*

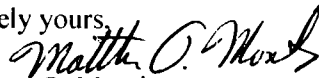
There may be many questions as you read this information. The "Most Frequently Asked Questions Section" and the "Technical Overview will be answered in the text material.

However some of these questions can only be answered by Mr. Matthew Monti, the President and C.E.O. of **I.B.C, Educational Research Corporation.**

Some may need clarification when reading this material in certain areas. Please do not hesitate to contact me, if necessary, by phone.

In closing, understanding is everything. When one understands, one is able to open the doors of communication and fully realize the dynamics of this new science and delivery system ... here is the vision to the 21st Century.

Sincerely yours,



Matthew O. Monti
President & CEO

IBC Educational Research Corporation

Glossary of Term

IBC Concise Scope Document-

Business Plan-----	1
Proposed Budget -----	2
Executive Summary-----	3
IBC / Cell Blocks-----	4
Education-----	5
Most Commonly Asked Questions -----	6
Paradigm Shift -----	7
IBC Educational Public Classrooms-----	8

THIS NOTICE IS DISTRIBUTED WITH ALL OUR
INFORMATION PACKAGES & CORRESPONDENCE LETTERS

IBC/ERC STATEMENT OF Non-Discrimination

IBCERC's mission is to create a **New Behavior Based Curriculum** delivery system in education. We live in a fast-changing world where our senses and our brains are constantly bombarded by a staggering amount of information. We must teach our students to become efficient, self-reliant, and independent learners for life. IBCLI has created a new approach to teaching and learning. After 19 years of dedicated and arduous research, Mr. Monti has developed a microprocessor and a mathematical model that takes into account the student's aptitude, motivation, intellect, and learning style. This "**New Behavioral Science**" will be capable of customizing the information presented to the student via **computerized multimedia presentations**. This **new technology** will be **licensed to us at IBCERC, for a two or three year period.**

According to an African proverb," it takes a whole village to educate a child". Our modern technology, however, has transformed our entire globe into a small "village ". Through the Internet, we can communicate with our new "global neighbors " without ever leaving the comforts of our own homes. With the click of our PC's mouse we can travel anywhere, at any time. We are no longer limited by geographical boundaries nor cultural barriers. We don't even need to apply for neither visas nor passports. **Our nationalities or the color of our skin are no longer significant. We live in a multiracial, multicultural world. At IBCERC, we strongly believe that we must teach our children not only to respect, but to actually cherish our diversity.** Our planet Earth is small "island " floating in a limitless space. Either we survive together or we are condemned to perish separately.

In our New World we must not allow any kind of discrimination, be it by sex, by religion, by race, or by culture. We at IBCERC not only advocate non-discrimination of any kind, but we actually practice it.

Our team of seasoned professionals is made up of many and varied ethnic and cultural backgrounds. We have Indian, Cuban, Spanish, Greek, Italian, Polish, British, and many others!

All of us unanimously believe that the main beneficiaries of our new technology and approach to education will be the minorities of our country and the rest of the world. **After all, they are the ones that can hardly afford the financial burden of a private school education.**

IBC Educational Research Corporation

Matthew O. Monti / President

This Information is Exempt:

GLOSSARY OF TERMS

I.B.C.Processing - Uses one's active true behavioral cell/blocks for identification. These unique cell/blocks are subsequently transformed into a real-time Mathematical Model, which is highly unique, and easy to process for comparative purposes.

Instantaneous Risk Analysis Interface [I.R.A.I.] - is done by using a unique Mathematical Model, with Security Blanks included. From this, a risk assessment is determined whether the action taken by the individual is permissible. The risk assessment of an individual's action is done in real time, at the moment of Imaging, when received.

OSI Layer - Each layer (called (n) layer provides a service to the layer immediately above it in the hierarchy (n+1)-layer. It does this by using the services of the layer below it (n-1-layer). Clearly the lowest layer uses the physical medium. Each layer is defined by the services it provides to the layer above. Layers communicate with each other by using a defined interface. For each layer there is the definition of a protocol which governs how peer entities, (processes on the same level) communicate with each other.

Reason Logic Analyzer – R.L.A. – I.B.C. systems use a ratio analysis method to quantify the intellect, aptitude, and true interest of any given individual.

The information is formulated as an I.B.C. Behavioral / Cellblock. As the students interact with the curriculum that is presented on their individual RLA console, customized learning enhancing data with Mentor Notes will return from the RLA Behavioral Library. The RLA Behavioral Library contains highly customized information that will enhance the base curriculum. The information that is retrieved from the RLA Library will be displayed in a way that is aligned to the unique Behavioral Cellblocks of this student, much like a private tutor does. These personalized presentations are called **Mentor Notes**.

IBC/ERC will be using a metamorphosis technology, which Hollywood uses in the motion picture industry in our New IBC consoles. This technology will allow any student to simulate into an active scene used in presenting our curriculum. The student will have a sense of what it might be like, and encourage a student to somewhat be curious and then want more, just like real everyday life.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 10 2000

IBC EDUCATIONAL RESEARCH
CORPORATION
C/O MATTHEW O. MONTI
96 PARKVIEW TERR
LINCROFT, NJ 07738

Employer Identification Number:
22-3682942

DLN:
17053031078040

Contact Person:
M SHAW

ID# 52425

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
December 31

Foundation Status Classification:
509(a)(1)

Advance Ruling Period Begins:
October 13, 1999

Advance Ruling Period Ends:
December 31, 2003

Addendum Applies:
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and

Letter 1045 (DO/CG)

IBC EDUCATIONAL RESEARCH

contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Steven T. Miller
Director, Exempt Organizations

Enclosure(s):
Form 372-C

Letter 1045 (DO/CG)

COMMERCE COMMITTEE:

HEALTH AND
ENVIRONMENT SUBCOMMITTEE
ENERGY AND POWER SUBCOMMITTEE
FINANCE AND HAZARDOUS
MATERIALS SUBCOMMITTEE

RESOURCES COMMITTEE:

FISHERIES, WILDLIFE AND OCEANS SUBCOMMITTEE

DEMOCRATIC POLICY COMMITTEE:

COMMUNICATIONS VICE CHAIR

email: frank.pallone@mail.house.gov

http://www.house.gov/pallone

FRANK PALLONE, JR.
5TH DISTRICT, NEW JERSEY

Congress of the United States

House of Representatives

Washington, DC 20515-3006

June 28, 2000

Reply to:

WASHINGTON OFFICE:
☐ 420 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-3006
TELEPHONE: (202) 825-4671

☒ DISTRICT OFFICE:
804 BROADWAY
LONG BRANCH, NJ 07740
(732) 871-1140

☐ 67/69 CHURCH ST.
KILMER SQUARE
NEW BRUNSWICK, NJ 08901
(732) 248-8892

☐ I.E.J. AIRPORT PLAZA
1380 RT. 38, #104
HAZLET, NJ 07730-1701
(732) 284-8104

Honorable William Jefferson Clinton
President of the United States
The White House Office
1600 Pennsylvania Avenue
Old Executive Office Building
17th Street and Pennsylvania Avenue
Washington, DC 20500

Dear President Clinton:

RE: Mr. Matthew Monti
CEO & President
I.B.C. International
96 Parkview Terrace
Lancroft, NJ 07738

This letter is in support of the grant proposal from I.B.C. International to the Department of Education.

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Although the Department of Education's response to Mr. Monti stated that they do not endorse individual products of service, this program proves to be very essential in terms of both behavioral science and curriculum enhancement.

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Sincerely yours,

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Frank Pallone, Jr.
Member of Congress

FP/tjd

IBC Concise Scope Document

(IBC / DS)

Integrated Behavioral Correspondence / Data Structures

A New Computer Interface

IBCERC Paradigm Shift in Education

Prepared by: Mr. Ram V. Mani (Executive Administrator)
&
Mr. Peter M. James (Director of Development)
Mr. Michael Sanso (Director of Education)

For: Mr. Matthew O. Monti
Founder & President:

August 21, 2000

To: Whom it may concern:
Project Started: March 20, 2000

Expected Project Completion (I Phase): September, 2000

Expected Project Completion (II Phase): September, 2001
Location: United States of America

IBC Educational Research Corporation
-Non-Profit Organization-
Laboratory Research & Design

Tel. 1-732-530-5370-
Fax 1-732-530-5248-
E-Mail-
Mmonti@bellatlantic.net

Current Need

Education today is unable to address the student needs and identify what exactly is the underlying cause for a student's inability to learn. The learning problems for the students in general, and especially the Hispanic and minority students, regardless of age, race, sex, color, creed, and religion, are further compounded by emotional and environmental factors. All such students who today fall behind or get discouraged in learning, can now be fully supported by a New Behavioral Education Delivery System.

This will give our President and Vice President of our nation a **New Educational** tool for the **21st Century public schools** for all students to learn and be motivated all students and enhance the learning process. IBC Behavioral Delivery System will enhance the instructional techniques in our public schools using their own curriculum when used with Integrated Behavioral Correspondence (IBC)/ Data Structures for electronic private mentoring.

IBC/ERC, a Non-profit Educational Research Corporation, envisions a shift in the current educational paradigm by making every student wanting to learn rather than having to learn, by motivating the student as needed in real time.

IBC/ERC will accomplish this by measuring and using these measurements in reducing or increasing the student behavior components such as chemistry, attitude, resistance, personality, motivation, intellect, etc. The students will be taught by their regular teachers and tutored by the student-choice of "one or many" Electronic Private Mentors. If the student does not make a selection, the system will automatically assist in displaying on the screen the most admired mentor/mentors to assist in explaining the task at hand based on his/her behavior.

Overall Concept

Create and run an IBCERC behavior-based learning network with 20 IBC consoles, and delivery the curriculum developed by IBCERC in conjunction with the public school.

Mr. Monti is the owner and creator of this unique private intellectual property known as "Behavior Science Model", which is a product of nineteen years of research into the human behavior.

Mr. Monti has authorized IBCERC to use specific behavior parameters in the development of the curriculum for any school system, which wishes to achieve the best for the students, participating in our **Clinical Control Study 2000**.

Deliverables

The following list identifies the deliverables, which will be donated to the school, which shares the vision of IBCERC and is able to obtain the necessary funding to IBCERC.

1. Final Server and 20 IBC Learning Console Computers, estimated to be 1 million dollars
2. IBCERC Teacher Station estimated at \$100,000
3. Developed Server software and client software, estimated to be 4.5 million dollars per subject
4. Communication hardware, software, and associated infrastructure, estimated to be \$500,000
5. IBCERC curriculum
6. All of future annual IBCERC licensing at no cost to the school system, estimated at \$20,000 per year
7. All of future annual IBCERC software maintenance at no cost to the school system, estimated at \$60,000 per year
8. An annual, life-long, non-binding donation of \$250,000 to the first school for any new subject, starting when IBC business plans mature
9. Unlimited access to IBCERC educational expertise

Upon completion IBCERC believes that the minority students will have benefited beyond their current status and the schools will have become the most admired schools in our country. There is no other educational program in the world today similar to the behavior-based IBCERC approach.

IBCERC requires the following to cause this education paradigm shift.

1. Full support from our President and Vice President.
2. Initial funding 8.5 million for the full control study requiring two-years.
3. Addition funding of 4.5 million per grade level per subject taught utilizing a Fully Developed Interactive Behavioral Library.
4. A new classroom where 20 IBC Learning Consoles and the server can be housed and networked
5. Use of their computers, audio and video equipment, if applicable, as coordinated by the school system
6. **Participation of about 500,000 to 2 million students in the IBCERC Clinical Control Study to fine tune the IBCERC Behavior Model**

The schedule below is designed to show the typical set of activities spanning a two-year period, which ensue upon obtaining the necessary funding. All time spans are reasonably realistic. The private intellectual property of Behavior Science Model and its associated components shall **NOT** become part of the public domain.

Scheduled Activities	Expected Dates
Agreement between IBCERC and the funding source	(Phase I) March, 2000
Design Documents	(Phase I) March 2000 – December 2000
Clinical Control Study	(Phase I) March 2000 – December 2000
Tune IBC Behavior Model	(Phase I) March 2000 – February 2001
IBC Processor design [part of IBC Learning Console]	(Phase I) April 2000 – September 2000
IBC Processor Testing	(Phase I) August 2000 – December 2000
Develop Spanish Curriculum for the Server	(Phase I) March 2000 – September 2000
IBC Learning Console production	(Phase I & Phase II) June 2000 – June 2001
Develop hardware, software, and facility infrastructure	(Phase I & Phase II) March 2000 – March 2001
Reason Logic Analyzer for the Server	(Phase I & Phase II) June 2000 – June 2001
Instantaneous Risk Analyzer Interface for the Server	(Phase I & Phase II) June 2000 – June 2001
IQ/OQ Testing the finished components	(Phase I & Phase II) June 2000 – June 2001
IQ/OQ Testing the integrated system	(Phase I & Phase II) June 2001 – September 2001
SOPs for System Operation	(Phase I & Phase II) September 2001
IBCERC Support	(Phase I & Phase II) September 2001 through the rest of the system usage

Functional Scope of Work

IBCERC will perform the necessary technical analysis for the entire system to provide a sound trouble-free operating hardware, software, and communication sub-elements.

Physical Scope of Work

All of the work will be performed at the participating school facilities, outside offices, and locations as deemed necessary by IBCERC.

Financial Scope of Work

The initial funding requested is \$8.5 million dollars to perform the two year clinical control study, and fine tune our educational model proposed by IBC/ERC in using the Integrated Behavioral Correspondence / Data Structures for public school learning Nationwide.

Additional cost of developing the IBC classrooms and curriculum per subject per grade level has been explained earlier.

This is based on the mobilization required to formalize the IBCERC operational structure. Refer to the business plans for the exact break down of costs.

Schedule is tied to the subsequent fund flow.

IBCERC will provide monthly project progress and cost reports for school records.

Excluded from Educational Scope of Work

1. None

Recommended Approach

The IBCERC curriculum would be implemented with full IBCERC management and school awareness of the initiatives.

Approval of this concept definition phase will trigger subsequent activities.

Benefit & Impact

The IBCERC curriculum would provide the following benefits:

- Reduction of student resistance to learning
- Increased student motivation
- Complete compliance with State and Federal requirements for the 21st Century public school system for education.
- Consistently improving performance as every student will be motivated to learn
- Proactive detection of student behavior and implementation of corrective measures unbeknownst to the student
- State-of-the-art learning environment
- Continuous and instantaneous measurement of student progress which allows the teacher to interact as deemed fit
- Students challenged by the system which exactly matches their current ability to learn and enhances the same as time goes on
- Increases student's self esteem

Assumptions

- Approval and preliminary funding is obtained
- All of the needed items are available without hardship
- Software and IBC classrooms will be co-developed with the IBC/ERC curriculum
- Work will progress in distinct segments only upon successful completion of each of the "key" tasks
- Within one "key" task, activities may be executed in parallel
- Mr. Ram V. Mani will be overall project director with appropriate inputs from the IBCERC management team with Mr. Monti support.

Implementation Risks

- Outside vendor participation is not established at present
- IBCERC will not attempt to validate the server, client hardware, and communication hardware and non-IBCERC software
- IBCERC being a paradigm shifting 21-century delivery system, which emulates the human behavior as an electronic DNA, there is always a potential of unexpected surprises and problems. But the IBCERC management team is confident that they will resolve all such unexpected hurdles
- Cost and schedule are only current estimates and will be refined as the project progresses. What IBCERC has undertaken to accomplish is similar to President John F. Kennedy's declaration, "Let us put a man on the moon before the end of this decade.."

Statement of Authority, Key Roles, and Responsibilities

Mr. Matthew O. Monti will be responsible for providing the IBC Behavioral Processing Model and associated software requirements.

Mr. Ram V. Mani will run the Project, as the IBCERC executive director with timely inputs from Mr. Matthew O. Monti and the IBCERC management team.

Mr. Lee, Mr. Greg Fodor & Mr. Wolfgang Tischer & Mr. Ron Grassia (Engineers) shall supervise the design and manufacture of the IBC microprocessor

Mr. William M. Dughi shall be the Chief Administrator for the operation of IBCERC.

Mr. Peter M. James shall be the Systems Analyst for the IBCERC project and implement the production of the quality documents and the test protocols.

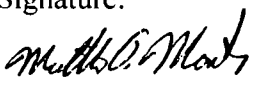
Dr. Ibrahim Perez & Mr. Michael Sanso shall direct the curriculum development by IBCERC

Resources will be either acquired or contracted as necessary.

Definitions and Acronyms

IBC /DS	Integrated Behavior Correspondence / Data Structures
IBCERC	IBC Educational Research Corporation
RLA	Reason Logic Analyzer
IRAI	Instantaneous Risk Analyzer Interface
IQ	Installation Qualification
OQ	Operational Qualification
SOP	Standard Operating Procedure

The following signatures indicate the acceptance of the IBCERC Scope Definition as outlined above.

Mr. Matthew O. Monti (President) IBCERC	Signature: 	Date: August 21, 2000
Mr. Ram V. Mani (Executive Administrator) IBCERC)	Signature:	Date:
Mr. Michael Sanso (Educational Director) IBCERC)	Signature:	Date:

Mr. Peter M. James (Director of Development IBCERC)	Signature:	Date:
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IBC Educational Research Corporation
Full Clinical Control Study

Budget: Projections

Salaries

		Proposed - Two Year	
<i>Consultants</i>	President/Project Director	Matthew Monti	\$700.003
	Secretary/Administrative Director	William Dughi	\$700.003
	Treasurer/Exec. Educational Administrator	Ram V. Mani	\$700.003
	Director/Sr. Systems Analyst	Peter M. James	\$700.003
	Director/Sr. Educational Administrator	Michael Sanso	\$700.003
	Sr. Engineering	Murali Dhar Goboori	\$700.003
	Audio/Video	Mitch Lukasiuk	\$339.997
	2 Consultant - Other		\$500.032
	Business Advisor	Harry Aronis	\$300.019
	20 Field Agents		\$1,248.000
	Educational Director	Dr. Perez	\$145.600
	Educational Supervisor		\$124.800
TOTAL SALARIES ONLY			\$6,858,467

Equipment

<u>Quantity</u>	<u>Hardware</u>	<u>Unit Price</u>	<u>Ext. Price</u>
1	NT Server & Monitor	\$8,600	\$8,600
1	Network Hub	\$1,200	\$1,200
6	Network Cards	\$150	\$900
6	Pentium Computers w/Monitors	\$4,000	\$24,000
3	Pentium Laptops	\$5,000	\$15,000
2	Laser Printers	\$950	\$1,900
1	Color Laser Printer	\$3,600	\$3,600
HARDWARE SUB TOTAL			\$55,200

<u>Quantity</u>	<u>Software</u>	<u>Unit Price</u>	<u>Ext. Price</u>
1	WNT Server	\$800	\$800
1	MS Office Professional	\$600	\$600
1	Adobe PhotoShop 5.0	\$600	\$600
1	3D Studio Max	\$3,500	\$3,500
1	Micros	\$2,500	\$2,500
1	Miscellaneous	\$500	\$500
1	MS Visual Studio	\$1,000	\$1,000
SOFTWARE SUB TOTAL			\$9,500.00

<u>Quantity</u>	<u>Video Hardware</u>	<u>Unit Price</u>	<u>Ext. Price</u>
1	Super VHS VCR Player	\$2,800.00	\$2,800.00
1	Super VHS VCR Recorder	\$3,500.00	\$3,500.00
1	Hi 8 Play Deck	\$5,299.00	\$5,299.00
1	Monitors & Cables	\$2,000.00	\$2,000.00
1	Video Camera Panasonic Supercam	\$6,995.00	\$6,995.00
1	Tripod for Video Camera	\$300.00	\$300.00
1	Scan Converter	\$995.00	\$995.00
1	Trinity console	\$4,995.00	\$4,995.00
1	Input Card RGB, YC, Composit	\$895.00	\$895.00
1	Clip Grab Card for Monitor	\$995.00	\$995.00
1	Preview Card	\$395.00	\$395.00
1	Audio Mixer	\$1,495.00	\$1,495.00
23	Digital Still Camera	\$1,260.00	\$28,980.00
10	Video HI 8	\$360.00	\$3,600.00
30	Tripods for Cameras	\$50.00	\$1,500.00
3	Smart Media Cards for Laptops	\$75.00	\$225.00
1000	Video Tapes	\$5.00	\$5,000.00
1000	Diskettes	\$1.00	\$1,000.00
10	Road Cases	\$200.00	\$2,000.00
20	Backup Batteries for Still Cameras	\$125.00	\$2,500.00
VIDEO HARDWARE SUB TOTAL			\$75,469.00

IBC Educational Research Corporation
Full Clinical Control Study

Budget: Projections

<u>Quantity</u>	<u>R & D Equipment</u>	<u>Unit Price</u>	<u>Ext. Price</u>
2	Sun Workstations	\$20,000.00	\$40,000.00
2	10/100 Base T Testers	\$4,000.00	\$8,000.00
2	Scopes 1GB	\$40,000.00	\$80,000.00
1	80188 Microprocessor Emulator	\$10,000.00	\$10,000.00
1	Network Card Design	\$25,000.00	\$25,000.00
1	Misc Parts (Flash Proms, IC's, caps, res.)	\$10,000.00	\$10,000.00
	R & D EQUIPMENT SUB TOTAL		\$173,000.00

TOTAL EQUIPMENT	\$313,169.00
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Travel Expenses

Vehicle Costs

<u>Quantity</u>		<u>Per Month</u>	<u>Two Years</u>
10	1999 Chevrolet Astro 5 Passenger Van	\$455.00	\$163,800.00 *
2	1999 Lincoln Town Car Exec	\$732.00	\$52,704.00 *
	<i>*Based on a 36 Month Lease</i>		
12	Estimated Fuel Expense per Vehicle	\$60.00	\$17,280.00
12	Toll Expense per Vehicle	\$10.00	\$2,880.00
12	Insurance Expense per Vehicle	\$75.50	\$21,744.00
12	Maintenance per Vehicle	\$6.50	\$1,872.00
	TOTAL VEHICLE EXPENSES		\$260,280.00

Other Travel Expense

<u>Quantity</u>	<u>Meals & Hotels</u>	<u>Per Day</u>	<u>Two Years</u>
22	Meal Expense per Individual	\$25.00	\$143,000.00 *
22	Hotel Expense per Individual	\$65.00	\$371,800.00 *
	<i>*Based on 5 days per week/52 weeks per year</i>		
	<i>Air Travel Expense</i>	<u>Monthly</u>	<u>Two Years</u>
22	Air Travel per Individual	\$350.00	\$184,800.00 *
22	Car Service from Airport to Hotel/Home	\$50.00	\$26,400.00 *
	<i>*Based on Once a Month Travel</i>		
	TOTAL OTHER TRAVEL EXPENSES		\$726,000.00
	TOTAL TRAVEL EXPENSES		\$986,280.00

Operational Expenses

	<u>Per Month</u>	<u>Two Years</u>
Office - Rental	\$10,000.00	\$240,000
Office Furniture		\$18,500
Phone System		\$12,000
Phone Usage	\$500.00	\$12,000
Office Supplies	\$200.00	\$4,800
Incidentals	\$45.00	\$1,080
Business Insurance	\$500.00	\$12,000
Accountant Fees	\$800.00	\$19,200
Legal Fees	\$12,000.00	\$288,000
TOTAL OPERATIONAL EXPENSES		\$607,580

GRAND TOTAL	\$8,765,496
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SGI Visual Workstation 540 (Casing, Peripherals, & Video/Sound/Network boards)

Mr.Gregory Fodor JR...Senior Engineer

Gross Sales		IBC	Hdwr	Recurring		This Information is Exempt:						
# of Term	Lib Acc	Hdwr Cost	Sell Price	Software Price	CO.	2001	2002	2003	2004	2005	Gross Sales	
100	\$75,000	\$150	\$270	\$25,000	25	\$3,175,000	\$625,000	\$625,000	\$625,000	\$625,000	\$5,675,000	
250	\$125,000	\$150	\$265	\$50,000	20	\$4,101,250	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$8,101,250	
500	\$250,000	\$150	\$260	\$75,000	17	\$7,735,000	\$1,275,000	\$1,275,000	\$1,275,000	\$1,275,000	\$12,835,000	
1000	\$400,000	\$150	\$255	\$100,000	14	\$10,570,000	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000	\$16,170,000	
2500	\$1,000,000	\$150	\$250	\$150,000	10	\$17,750,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$23,750,000	
5000	\$2,000,000	\$150	\$245	\$200,000	7	\$23,975,000	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000	\$29,575,000	
25000	\$4,000,000	\$150	\$240	\$400,000	3	\$31,200,000	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000	\$36,000,000	
50000	\$6,000,000	\$150	\$235	\$1,000,000	2	\$37,500,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$45,500,000	
100000	\$8,000,000	\$150	\$230	\$1,400,000	1	\$32,400,000	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000	\$38,000,000	
300000	\$10,000,000	\$150	\$225	\$2,000,000	1	\$79,500,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$87,500,000	
						100	\$247,906,250	\$13,800,000	\$13,800,000	\$13,800,000	\$13,800,000	\$303,106,250

Gross Sales		IBC	Hdwr	Recurring		This Information is Exempt:						
# of Term	Lib Acc	Hdwr Cost	Sell Price	Software Price	CO.	2001	2002	2003	2004	2005	Gross Sales	
100	\$75,000	\$150	\$270	\$25,000	25		\$3,175,000	\$625,000	\$625,000	\$625,000	\$5,050,000	
250	\$125,000	\$150	\$265	\$50,000	20		\$4,101,250	\$1,000,000	\$1,000,000	\$1,000,000	\$7,101,250	
500	\$250,000	\$150	\$260	\$75,000	17		\$7,735,000	\$1,275,000	\$1,275,000	\$1,275,000	\$11,560,000	
1000	\$400,000	\$150	\$255	\$100,000	14		\$10,570,000	\$1,400,000	\$1,400,000	\$1,400,000	\$14,770,000	
2500	\$1,000,000	\$150	\$250	\$150,000	10		\$17,750,000	\$1,500,000	\$1,500,000	\$1,500,000	\$22,250,000	
5000	\$2,000,000	\$150	\$245	\$200,000	7		\$23,975,000	\$1,400,000	\$1,400,000	\$1,400,000	\$28,175,000	
25000	\$4,000,000	\$150	\$240	\$400,000	3		\$31,200,000	\$1,200,000	\$1,200,000	\$1,200,000	\$34,800,000	
50000	\$6,000,000	\$150	\$235	\$1,000,000	2		\$37,500,000	\$2,000,000	\$2,000,000	\$2,000,000	\$43,500,000	
100000	\$8,000,000	\$150	\$230	\$1,400,000	1		\$32,400,000	\$1,400,000	\$1,400,000	\$1,400,000	\$36,600,000	
300000	\$10,000,000	\$150	\$225	\$2,000,000	1		\$79,500,000	\$2,000,000	\$2,000,000	\$2,000,000	\$85,500,000	
					100		\$247,906,250	\$13,800,000	\$13,800,000	\$13,800,000	\$289,306,250	

Ibc Limited International

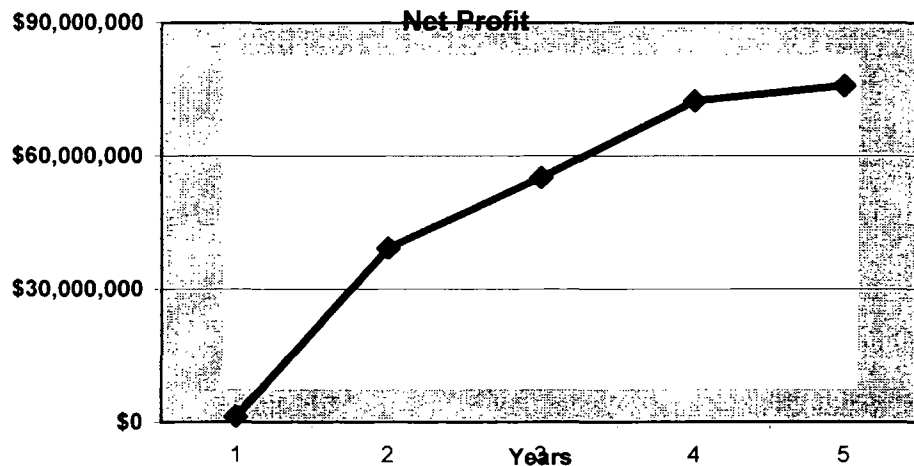
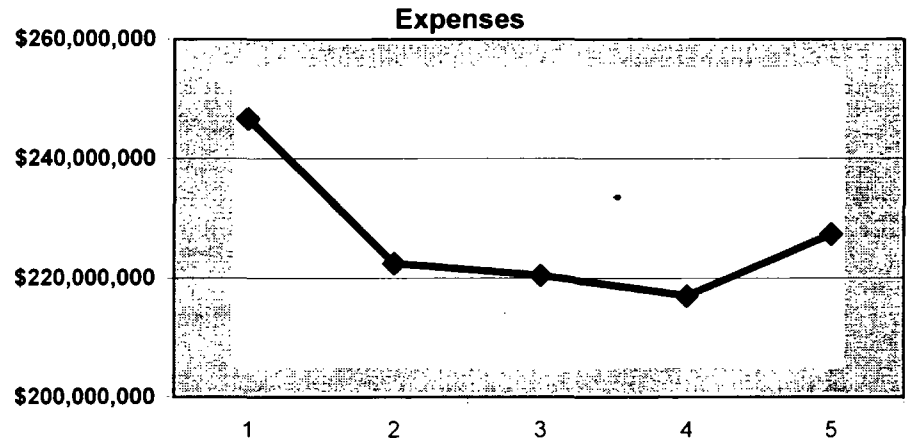
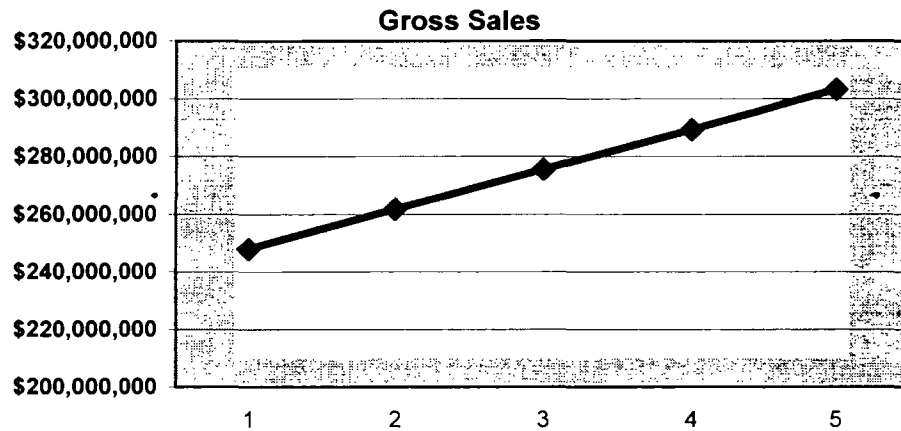
Gross Sales		IBC	Hdwr	Recurring			Year					Gross Sales
# of Term	Lib Acc	Hdwr Cost	Sell Price	Software Price	CO.		2001	2002	2003	2004	2005	
100	\$75,000	\$150	\$270	\$25,000	25				\$3,175,000	\$625,000	\$625,000	\$4,425,000
250	\$125,000	\$150	\$265	\$50,000	20				\$4,101,250	\$1,000,000	\$1,000,000	\$6,101,250
500	\$250,000	\$150	\$260	\$75,000	17				\$7,735,000	\$1,275,000	\$1,275,000	\$10,285,000
1000	\$400,000	\$150	\$255	\$100,000	14				\$10,570,000	\$1,400,000	\$1,400,000	\$13,370,000
2500	\$1,000,000	\$150	\$250	\$150,000	10				\$17,750,000	\$1,500,000	\$1,500,000	\$20,750,000
5000	\$2,000,000	\$150	\$245	\$200,000	7				\$23,975,000	\$1,400,000	\$1,400,000	\$26,775,000
25000	\$4,000,000	\$150	\$240	\$400,000	3				\$31,200,000	\$1,200,000	\$1,200,000	\$33,600,000
50000	\$6,000,000	\$150	\$235	\$1,000,000	2				\$37,500,000	\$2,000,000	\$2,000,000	\$41,500,000
100000	\$8,000,000	\$150	\$230	\$1,400,000	1				\$32,400,000	\$1,400,000	\$1,400,000	\$35,200,000
300000	\$10,000,000	\$150	\$225	\$2,000,000	1				\$79,500,000	\$2,000,000	\$2,000,000	\$83,500,000
100									\$247,906,250	\$13,800,000	\$13,800,000	\$275,506,250

Gross Sales		IBC	Hdwr	Recurring			Year					Gross Sales
# of Term	Lib Acc	Hdwr Cost	Sell Price	Software Price	CO.		2001	2002	2003	2004	2005	
100	\$75,000	\$150	\$270	\$25,000	25				\$3,175,000	\$625,000		\$3,800,000
250	\$125,000	\$150	\$265	\$50,000	20				\$4,101,250	\$1,000,000		\$5,101,250
500	\$250,000	\$150	\$260	\$75,000	17				\$7,735,000	\$1,275,000		\$9,010,000
1000	\$400,000	\$150	\$255	\$100,000	14				\$10,570,000	\$1,400,000		\$11,970,000
2500	\$1,000,000	\$150	\$250	\$150,000	10				\$17,750,000	\$1,500,000		\$19,250,000
5000	\$2,000,000	\$150	\$245	\$200,000	7				\$23,975,000	\$1,400,000		\$25,375,000
25000	\$4,000,000	\$150	\$240	\$400,000	3				\$31,200,000	\$1,200,000		\$32,400,000
50000	\$6,000,000	\$150	\$235	\$1,000,000	2				\$37,500,000	\$2,000,000		\$39,500,000
100000	\$8,000,000	\$150	\$230	\$1,400,000	1				\$32,400,000	\$1,400,000		\$33,800,000
300000	\$10,000,000	\$150	\$225	\$2,000,000	1				\$79,500,000	\$2,000,000		\$81,500,000
100									\$247,906,250	\$13,800,000		\$261,706,250

Gross Sales		IBC	Hdwr	Recurring		Year						
# of Term	Lib Acc	Hdwr	Cost	Sell Price	Software Price	CO.	2001	2002	2003	2004	2005	Gross Sales
100	\$75,000		\$150	\$270	\$25,000	25					\$3,175,000	\$3,175,000
250	\$125,000		\$150	\$265	\$50,000	20					\$4,101,250	\$4,101,250
500	\$250,000		\$150	\$260	\$75,000	17					\$7,735,000	\$7,735,000
1000	\$400,000		\$150	\$255	\$100,000	14					\$10,570,000	\$10,570,000
2500	\$1,000,000		\$150	\$250	\$150,000	10					\$17,750,000	\$17,750,000
5000	\$2,000,000		\$150	\$245	\$200,000	7					\$23,975,000	\$23,975,000
25000	\$4,000,000		\$150	\$240	\$400,000	3					\$31,200,000	\$31,200,000
50000	\$6,000,000		\$150	\$235	\$1,000,000	2					\$37,500,000	\$37,500,000
100000	\$8,000,000		\$150	\$230	\$1,400,000	1					\$32,400,000	\$32,400,000
300000	\$10,000,000		\$150	\$225	\$2,000,000	1					\$79,500,000	\$79,500,000
						100					\$247,906,250	\$247,906,250

IBC Limited International

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>Total</u>
Gross Sales	\$247,906,250	\$261,706,250	\$275,506,250	\$289,306,250	\$303,106,250	\$1,377,531,250
Expenses	\$246,666,719	222,450,313	220,405,000	216,979,688	227,329,688	\$1,133,831,406
Net Profit	\$1,239,531	\$39,255,938	\$55,101,250	\$72,326,563	\$75,776,563	\$243,699,844



This Information is Exempt:

This Information is Exempt:

**Listed below are Future Systems that will be integrated with
I.B.C. Processing.**

These systems include:

SECURITY SYSTEMS

- ◆ EDUCATION SYSTEMS
- ◆ RAIL & CARGO SYSTEMS
- ◆ AIRCRAFT INDUSTRY

After the completion of a two-year Clinical Control Study, IBC Limited will proceed into commercialization of its new IBC processing Science. This will be accomplished through an aggressive sales plan, to market corporate license agreements accessing the I.B.C. Behavioral Library with a software license agreement. IBC Limited will also sell all components required to produce the necessary connectivity requirements, for each and every individual application necessary to use I.B.C. Behavioral Micro Processing.

Based on conservative sales projections in the four major marketing systems listed above, IBC Limited expects to produce gross revenues from sales to be **\$1,377,531,250.00**. This figure is based on selling 100 license agreements to 100 companies, for each year, for five years. Based on a one-time **Library Access fee** that ranges from \$75,000.00 for small organizations (consisting of 100 terminals and servers up to) to \$10,000,000.00 for large organizations (consisting of up to 300,000 terminals and servers). The gross sales figure of \$1.3 billion dollars also includes the sale of all hardware requirements (at an estimated retail sales range of \$275.00, for small companies to \$225.00 for large companies). Also included will be a **recurring software license** fee of \$25,000.00 per year, for small companies to \$2,000,000.00 per year, for large companies. The following charts show the companies gross revenue from sales, expenses and estimated net profit, for the next five years.

IBC Limited's goal is to re-invest part of the companies projected gross sales revenues, through expenses into an extensive R & D facility, with design teams as the foundation of the company's strength, to control and create new markets that use our New I. B.C. Behavioral Science. This R & D facility will be made available to other companies, both domestically and internationally, for addition revenues for IBC Limited International.

This Information is Exempt:

- **Other components that will produce revenues from the IBC Technology**

THE NEW IBC SMART CABLE TECHNOLOGY

*** As of a few days ago IBC Limited International made a major breakthrough in our New IBC Hacker proof computer Smart cable design. We are now getting ready to put this New Cable to test. The new cables will be able to know when our new cables have been " changed" by replacing them or altered.**

COMPUTER SYSTEMS

*** All current computer [PCI GARDS] & server systems will be compatible with the New IBC Microprocessor. These replacement cards will return very large profits.**

Internet

***The Internet is the perfect network to use the IBC Microprocessor. Our new technology is unbreakable & hacker proof. The stock of this New Technology will be tremendous.**

World Wide Web

*** The World Wide Web would be greatly enhanced because it is the simplest-to-use Behavioral Interface. The same way the public responded overwhelmingly to the Microsoft point and click methodology, it will again respond overwhelmingly to our new IBC technology. The returns on this part of IBC processing are too large to be determined at this point.**

Phone Systems

***The phone companies would see this New Technology immediately for providing interacting customer with the world's simplest-to -use Phone interface for:**

- Home
- Business
- Corporations / domestic and international

*** At a modest return to IBC Limited International, these returns would be rather large.**

This Information is Exempt:

- **Educational Systems**

***Currently we are finishing up our New IBC SIMULATION.**

The returns in education from :

- The Inputs / Outputs Returns from the IBC Library \$\$\$\$\$
- IBC MICRO PROCESSOR'S
- CLASSROOM CONSTRUCTION
- IBC CUBICLES & CABLING ECT.

*** Would be in the billions**

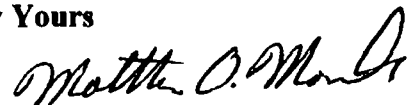
- **Security Systems & Banking**

***It is unquestionable that the most needed area to be protected from hackers & others is Banking & Security.**

- **All Transportation Systems**

- **The overall ease of comfort that would be provided to the public in using our New IBC Security Processor's, would protect them in all transportation networks, including riding or flying for individuals, containerized shipping, domestic or international transporting.**

Sincerely Yours



Executive Summary

Key Project Personnel

This section shows an overview of the experience level and technical expertise of the staff assigned to this project.

Architecture and Design Team:

Mr. Matthew MontiPresident and C.E.O. ...Owner

Mr. Matthew Monti is the President and C.E.O. of **IBC Limited International and I.B.C. Educational Research Corporation**. He is the creator and founder of the **New I.B.C. Behavioral/Cell Blocks**. Over the past Twenty-five years Mr. Monti has been involved with overseeing and implementing design engineering with moderate to large corporations in the development of patented products. He has headed large teams of engineers and research developers to completion of their objectives. Mr. Monti has clearly shown the experience and qualifications along with his dedication and his ability over the past nineteen- [19] years in the development of the **New I.B.C. Behavior/Cell Blocks** and their functionality with micro processing. He is the **key trustee** to the **I.B.C. Behavioral Science**, which is the **key to the success** of the entire project.

Experience

Mr. Gustave Ponce: International Industrialist – Headquartered in Gilbratar – instructed Mr Monti in International construction design; plus the mechanics of the import/export business.

Mr. Gus Ponce taught Mr Monti the **full operation of importing and exporting worldwide**. Mr Monti was **privately tutored** by Mr. Gustave Ponce and represented **Atlas Importers and Exporters** in the **United States** for ten (10) years. Mr. Gustave Ponce was the owner of the company.

Dr. Al Williams: Civil and Safety Engineer – Aetna Insurance Company - trained Mr Monti in safety engineering and in industrial design development.

Dr. Al Williams was Mr Monti's **private tutor** for five (5) years and taught him the **mechanics of civil engineering and construction for commercial application**.

Dr. Edgar Schaeffer: Professor at Brown University and Oxford University - Scientist with five (5) doctorates in the areas of physics, chemistry, medicine, psychology and business. Dr. Schaeffer provided **formal and personal tutorage** principally in physics, with emphasis on **creative design** and the **identification and analysis of needs**.

Dr. Edgar Schaeffer – World-famous scientist with five (5) doctorates **was MR Monti private tutor and mentor** for fifteen (15) years on a daily basis.

Major Angelo Monti (father): Scientist, mathematician and electrical engineer, government official and diplomat. Associated with Dr. Albert Einstein at Princeton and taught at Princeton University and Oxford University, England.

Major Angelo Monti (father) trained Mr. Monti in his earlier years until he died. Dr. Edgar Schaeffer took over Mr. Monti's formal education and training as his private tutor for fifteen (15) years in all the above disciplines.

Mr. William Dughi.....Senior Systems Administrator

Senior Team Member

Experience

As Systems Administrator, William Dughi's responsibilities include maintaining the company's network of computers in a Microsoft Windows NT Server environment and a Microsoft Windows 95 desktop environment. Implementation of a World Wide Web site, along with the installation and configuration of company wide email and fax solutions utilizing Microsoft Exchange Server, Outlook and Omtool Fax Sr. Software. Testing and evaluating proprietary accounting software.

Other positions involve all facets of development, engineering, design, procurement, inventory control, manufacturing, distribution, quality control and computer operations in conjunction with trade shows as the Trade Show Coordinator. He is currently the **Senior Systems Administrator to the CEO/Chairman.**

Mr Ram V. Man Executive Educational Administrator

Senior Team Member

MS Chemical Engineering, UC AT Berkeley 1966: GPA: 3.6 / 4.0

BS Chemical Engineering, IIT Madras, India 1965: GPA: 4.0 / 4.0

Over 25 years of progressive experience in design, development, and and implementation of digital, electronic, electric and pneumatic control systems and analyzer systems: published and reviewed several standards and papers.

Defined and implemented Boolean Logic and Relay Ladder Logic for the primary reformer of ammonia plants. Programmed a data acquisition system using **onspec** software. Use of FORTRAN to solve Fibonachchi Optimization Equation.

Trained instrument engineers to use Instrument Management System software for instrument data base management.

Mr. Mc K.Senior Engineer

Senior Team Member

Experience

Hardware

- Digital/RF Hardware design & development in communications
- Senior electrical Design Engineer in networking, simulations, CAD/CAM tools circuit design and product feasibility

Software

Programmed in assembly language for the 8051/52 microprocessors. Programmed in BASIC and worked both the MS-DOS and UNIX operating systems.

Education

- Bachelor of Engineering / Electrical Engineering
- Monmouth University-May 1994
- Associate of Applied Science / Electrical Engineering
- Brookdale Community College – May 1981

Mr. Michael SansoSenior Educational Administrator Senior Team Member

Education:

**Master's Degree in Philosophy | Institut "Le Saulchoir" –Paris, France |
Master's Degree in Spanish | Montclair State University |
Graduate work in Psychology | Universite de Montreal, Canada |
Graduate work in Psychology | Fordham University, NYC |**

TEACHING:

**Psychology, Latin, French – Admiral Farragut Academy, (Pine Beach, N.J.)
Language Department Chairman (1972- 1978)
Spanish, French, ESL – Blair Academy, (Blairstown, N.J.)
Language Department Chairman (1979- 1988)**

OTHER

**Workshop Leader : "Video Technology in the F.Language Classroom" (Miami Hilton, FL)
Workshop Leader : "Computers in the F.L.Classroom" (Monmouth University, N.J.)
Workshop Leader : "Video Technology in the F.L.Classroom" (Northeast Conference on the
Teaching of F.Languages, NYC Hilton, 1994)**

HONORS:

Geraldine Dodge Foundation Fellowship – 1994

TRAVEL:

Israel,Greece,Italy, France,Germany, Switzerland, England, Holland, Canada, Spain

LANGUAGES: Catalan, Spanish, French, English, Latin, Portuguese, Italian

Mr. Peter James.....Senior System Analyst Senior Team Member

Mr. Peter James has worked in the Corporate Financial Systems arena for more than 25 years. His expertise covers Insurance, Banking and Securities applications as well as the more traditional Accounting Services.

Specializing in Customer Service related activities, Peter worked in England in Computer Services Bureaux environments, managing Operational, Systems Support and Developmental activities for a wide range of client organizations.

In the United States, he developed a penchant for multiple platform conversions of data integration and an ability to communicate at all levels throughout the Computer Industry.

His knowledge and familiarity with mainframe systems is a major asset to the **IBCLI** Team.

Mr. Harry J. Aronis.....IBC Security Director

Senior Team Member

Experience

Formerly employed as Chief Field Supervisor for Unlimited Professional Connection over Special Agents in charge of Security. Responsibilities encompass the stability; performance and direction of the company where public relations, client satisfaction and problem solving are my immediate concerns.

Served as a field and site supervisor. Scheduling, training, evaluation of personnel and writing reports, recommendations, schematic and graphs. Transportation of large sums of money and valuables, acted as a bodyguard, served on an anti-strike team and worked on many investigations in conjunction with the Resolution Trust Corp., assigned as a County Investigator with the Monmouth County Prosecutors Office. In this capacity, Harry J. Aronis was involved in all matters requiring investigations, internal affairs and any complaints involving violations of the Criminal Code of New Jersey.

Mr. Mitchell L. Lukasiuk ..Vice President ...Video & Audio Production Specialist

Senior Team Member

Video taping of the events such as, Research and Development meetings, applied science product progress, record archiving and legal documentation. Documentation of all situations, which IBC deems historical, is being put to audio and video footage for the purpose of this historical record.

Video and audio development for presentation of IBC services to targeted markets, education, industrial scientific, security, etc.

Resume

Recording and editing expertise with ½ "professional VTR's and SEG linear equipment, RGB (computer) to NTSC Video, world standards conversion, high volume dubbing; and, all types of film transfer to electronic video.

Multiple audio channel and track mixing, microphones, balanced audio lines and "line shift" equipment.

Knowledge of specialized video processing amplifiers [proc. Amp]

Years of recording and editing on site and studio events; business meetings, presentation shows, special social and sports events, specialized audio recordings and video, of music groups.

Mrs. KAS.....Engineer

Experience

- 19+ years experience in the Computing/OS/Telecommunications Industry
- Java, Oracle Expert
- Extensive experience in Client Server, Database, Object-Oriented and GUI programming
- Masters in Computer Science and Bachelors in Electronics/Telecommunications

Mrs. JTK.....Engineer

Experience

- 13+ years experience in the Computing/Telecommunications Industry
- C++, Java Expert
- Extensive experience in development of Client Server, Object-Oriented and GUI Applications
- Masters and Bachelors in Electrical Engineering

Mr. M D GEngineer

Experience

- 15+ years experience in the Mechanical Engineering Industry
 - Extensive experience in Project/Product Management
- Masters Degree in Mechanical Engineering

Mr. Wayne A. Pollack

President [I.B.C.]

Telecommunications Group

**U.S.A...
International**

Senior Broadcast Instructor, Columbia School of Broadcasting, Indianapolis, IN.

Broadcast Supervisor, Public Affairs Office, U. S.A. Army Armor Center, Fort Knox,

Program Operations Director, American Forces Korea Network, Seoul, South Korea

Writer/Subject Matter Expert, Public Affairs Proponent Activity, FT.Benjamin Harrison, IN.

Operations Manager, American Forces Network-Europe, Frankfurt, Germany

Network T.V. Pool , Apollo 11 / 12 Mission Control & Apollo 13 Splash Down Recovery.

Education

Thomas Edison College, External Degree Program, Trenton, N.J.

Boston University, External Degree Program, Frankfurt, Germany

St. Petersburg Jr. College, St. Petersburg, FL.

Defense Information School, Public Affairs, Supervisors Course and Basic Broadcasters, Course

MANAGEMENT PERSONNEL

- ◆ Dr. Perez
- ◆ Mitch Lukasiuk
- ◆ Mr. W. Pollack
- ◆ Harry J. Aronis
- ◆ Peter James

Responsibilities

Each member of the management team will be responsible for the following: and they include, but are not limited:

- Developing a thorough **Business Plan for Capitalization**
- Developing a **general design** for products and services
- Managing company **finances**
- **Analyzing market data** gathered by the services
- **Analyzing behavioral research data** collected from the control study
- **Consulting with organizations interested in partnerships**
- **Consulting with potential consumers**

Mr. John Schuster IIILimited Partner

ATTORNEY AT LAW

Experience:

Concentration of practice is in the fields of corporate and personal litigation, real estate zoning and planning and general corporate and business & trial attorney.2

Rutgers Law School, Newark, New Jersey

Received Juris Doctor

Seton Hall University, South Orange

Received Bachelor of Arts

Mr. Gregory Fodor JrSenior Engineer...Senior Team Member

Computer Experience:

Operating Systems:

- MS –DOS Version 4.0 and greater
- Microsoft Windows 3.0, 3.1
- Microsoft Windows 95,98
- Microsoft Windows NT 3.51/4.0
- Linux
- Solaris
- Mac OS

Programming/Query/Formatting Languages

- C
- C++
 - Windows MFC and Win 32 API
 - Windows CE API
- Perl & Awk
- Java 1.0,1.1,1.2 | Java 2 |
- SQL
- PHP v3.0 | Hypertext Preprocessor |
- Bourne Shell Scripting
- HTML | /w CGI Scripting in Perl |

Database / Server Experience

- Informix
- Postgre SQL
- Netscape Enterprise Server
- Apache Web Server

Application Experience

- Office Applications
 - Microsoft Office 98 | Word,Excel,Access,Powerpoint |
 - Star Office 4
 - Claris Works 5
 - Word Perfect 8
- Graphics Applications
 - 3-D Studio MAX R2.5
 - Adobe Photoshop 5.0
 - Metacreations Bryce 3D
 - Adobe Premiere 5.1
 - Adobe Illustrator 8.0
 - Macromedia Director 7.5
 - Autocad
 - Macromedia Flash 3.0 & Macromedia Flas Generator 1.0
- Audio Applications
 - Sound Forge 3.0
 - Impulse Tracker



Integrated Behavioral Correspondence / Data Structures

[This IBC Processing Science will be used under a Licensing Agreement between IBC/ERC and IBC Limited International]

IBC Educational Research Corporation

Laboratory Research & Design
96 Parkview Terrace Lincroft, New Jersey
07738

Cell / Blocks
Security Systems
2000

Telephone -1-732-530-5370-
Fax-----1-732-530-5248-
E-mail- mmonti@bellatlantic.net





Integrated Behavioral Correspondence / Data Structures

**I.B.C. SECURITY CELL / BLOCK
PROCESSING / FOR SCHOOL**

SERIES 1600

Working with the New I.B.C. Cell/Blocks

A new delivery system in the workplace with security and **mentorship** is **necessary** if **all** employees are **be expected to rise to the same level with efficiency at the time of keyboard entry.**

To learn and work with proficiency is linked together with **intellect, motivation, aptitude, and personality of each employee.** The **Integrated Behavioral Correspondence / Data Structures** has been designed to maximize working and learning, by using the users **I.B.C. Behavioral Cell/Block interface** to enhance all employees' **working skills with Mentorship.**

By using this **unique and personal** delivery system, all employees stay **motivated** throughout the **learning and working process**, thereby creating a new paradigm shift in the working community.

When an **employee begins his/her work** at any given workstation a previously created **Integrated Behavioral Correspondence / Data Structure** will identify the unique **Behavioral Cell/Blocks** using either an **IBC scanner** or **smart card Interface.**

All individual employees will interface the **IBC processor** in order to facilitate the customization of the **servers for their request on demand.**

Because there is no need for **executive privilege**, or **passwords**, there will be no way to **communicate** with the **I.B.C. Microprocessor directly.** Your **I.B.C. Behavioral/cellblocks** are automatically **locked and loaded** when image is received from the New **I.B.C. scanner** at your workstation. This automated processing occurs without any key in entry from the individual, when he or she sits down at their workstation to start their workday. The process is directed by the IBC microprocessor in the **IBC/PCI card** itself to the Servers. This processing will replace **executive privilege and passwords**, by a **Superior Level of protection** for the **user** and **company information.**

This Information is Exempt:

Mission Statement

IBC Educational Research Corporation / a Non-Profit Organization (Behavior Based Curriculum Development)

- To produce a **FULL Clinical Control Study** to identify a **Behavior Based Curriculum** that will clinically support and comparatively confirm our design of a behavioral based microprocessor and database that will be used in an **Educational Behavior Based Curriculum** for **Learning in our Public Schools**.

Is currently producing a technical videotape presentation.



Our team is currently studying the Natural Academic & Natural Criminal desire, between the ages from 5 through 75. This represents only [2] of the 3007 cells. In our New IBC Cell / Block format.

An Extensive Control Study consisting of over 500,000 to 1,500,000 students and criminals, in a State or Institutional Network, will be required through a pre-defined question and interview session. Along with our New IBC multiple digitized images.

Thus, the proposed budget plan is intended to illustrate that **I.B.C. Educational Research Corporation** is now ready to apply for **private grants and/or research funding** which will enable us to proceed to a **full control study** with sponsorship with **various financial and/or Educational Institutions**.

Strategy

- Superior design: **Instantaneous Risk Analysis Interface [I.R.A.I.]** is user friendly, efficient, and extremely powerful to compete with current Technology.
- Rapid Development
- Positive identification **Superior** than today's standards
- Reliable, simple operation with the highest quality standards
- Must be cross platform compatible, easy to integrate with other business, engineering, and control systems
- Reduce cost which allows for mass market consumer applications
- **IBC** will provide a network and **computer security** without **PIN numbers**, **passwords**, or **Executive Privilege**.
- **Instantaneous Risk Analysis Interface [I.R.A.I.]**. The Fastest , and most accurate identification **Transferring Methodology** to an online database
- Makes application locking and data encryption secure for both dedicated and open networks
- Highly reliable facility and system access control applications
-

Educational programs- using our New IBC Behavior Based Curriculum for Learning in our Public Schools

- ✓ **Home and commercial security**, using our **Instantaneous Risk Analysis Interface [I.R.A.I.]**
- ✓ **Security and access control** of data transfer between financial institutions for Bank ATM machines
- ✓ **Secured data transactions** for commercialized web sites utilizing credit card transactions
- ✓ **Telecommunications which** include phone systems and the Internet
- ✓ **Educational programs** – Using our **New RLA enhanced learning Delivery systems**
- ✓ The airline industry.

This Information is Exempt:

What is I.B.C. Processing

- **IBC Technology is a Superior Identification**

At the heart of **IBC identification technology** is nineteen years of research in **behavioral science** to formulate a unique mathematical model that is most robust, reliable, scaleable and non- discriminating. This IBC Technology represents a true paradigm shift from previous industry methods of hierarchical security access, fingerprints analysis, and Education.

IBC technology uses the [users] active individual's true I.B.C. Behavioral cell/block code for identification. These unique cellblocks of his or her behavior are subsequently transformed into a non-recognizable non-reproducing model, which is highly unique and easy to process for comparative purposes.

- **Real-time True Identification**

IBC products will provide a highly excelled **"identification, Code" in Real Time**. It will use the Newly enhanced Truce Face Imaging Software for comparing, the New Behavioral Cell Blocks consisting of 3007 cells, of known or unknown configurations in a mathematical processing code against an **I.B.C. database** to determine their identity and Risk. Using IBC identification processing, it will not require an additional identifier like (pin number, token, or password) to determine whether an individual has previously been recorded in the system. The process depending on interface can either use **IBC scanners** or **smart cards**, to identify the **unique behavioral cell blocks/to code** to whether an IBC data structure exists. If more than one record exists, access will be **questioned to qualified individuals**, and will deny access to any individual without a record, or **with more than one identity, or address**.

The Design Advantage

The difference between identification - and - verification processes is significant

The key difference between identification and verification centers on the Risk Analysis within a given application. For this reason, the developers of **IBC Processing** believes that current verification processes create a false sense of security. Our Behavioral Identification is a **superior approach**. Our **New cellblocks** will provide the necessary non-discriminatory, identity of a user and thereby insure the integrity of databases. This will eliminate the possibility of **"aliases" (multiple identities)** for Identification.

- Higher level of security and ease of access for information systems, customers and consumers.
- Verification (authentication) where lower levels of security and ease of access are not a concern.
- **Competing technologies only offer verification**
Verification processes require an additional identifier such as a **pin number, token, or Executive Privilege password**. This is referred to as a "one-to-one" matching procedure. Verification (**authentication**) asks "does the individual using the Bankcard or Personal ID card have the correct pin number, token or password for the ID card?" *Anyone using a current ID card and possessing the correct pin number, token or password can utilize another person's card.*

This Information is Exempt:

Technical Overview

IBC Processing/Superior Identification Technology

IBC Cell/Block Processing uses (ones) Behavioral cell / blocks which consist of 3007 individual cells to identify all individuals accessing personal, or company information, including the company's phone system. It took nineteen ongoing years of Research & Development in creating, our New "behavior cell blocks. The IBC Cell Blocks are saved in flash memory on the IBC Interface card. The Front end, of the IBC Processor will be interfacing with our New IBC Scanners or IBC smart cards.

The C.C.D. camera will use a sophisticated image recognition process known as the **Instantaneous Risk Analysis Interface [I.R.A.I.]** by **I.B.C Limited International**, with a **True Face Imaging Component**, by **Miros Inc.** The information from the C.C.D. camera is then used to identify a **Code Marker** from the IBC systems database; that appropriately matches that individual Personal risk analysis. At this point, the individual is permitted to interface with the system. **Hereafter, for every subsequent action** by the user, an Instantaneous Risk Analysis Interface [I.R.A.I.] is done using a unique mathematical model with **Security Blanks Included**. From this, a **risk assessment** is **determined** whether the action taken by the individual is **permissible**. The **risk assessment** of an individual's **action** is done in real time at the moment of **Imaging**, when received.

The IBC Micro processor is an Interface Card that can be inserted into the PCI slot on the **Personal Computer**. The applications consist of **Workstation-Logon**, which controls who can operate a computer; **Screen-Saver-Lockout**, secures a workstation when a user is away from his or her desk. **Local-Network-Logon** and **Remote-Network-Logon**, which restrict who has access to a specific networks and what applications can be run, all of which can utilize in the **Instantaneous Risk Analysis Interface [I.R.A.I.]**. This will be a **Mandatory Design Configuration using I.B.C. Processing**, which will include all required **hardware and software components**, including: reader, capture card, **smart cables**. Sample user software and one year of technical support to integrate **biometrics** into you're favorite applications and your **customers' business systems**. The IBC system can interface with a wide range of products such as: **facility security, accessing data over Internet, ATM/credit card transactions, and point-of-sale terminals**.

Other companies uses fingerprint identification for security systems; these methods don't show Real Risk Analysis PRE- BEFORE – POST but I.B.C. Processing does.

This Information is Exempt:

Product Development for Security

Security Systems

In this section a brief overview of the IBC technology application to Internet is provided.

The explosive growth of the **Internet** in the last two years has resulted in many companies setting up electronic online storefronts to sell their products and services on the World Wide Web. As **security** is a big concern in electronic online transactions, IBC technology can be used to secure all data transfers and credit card transactions etc. The data to be transferred is encrypted by the IBC processor, which is in the PCI card in the **Personal Computer or a Server**. The encryption of the data is done **below the Data-layer of the OSI model**. The **encoding/decoding** of data done by the IBC system requires the **IBC processor to be installed at the transmitting and the receiving ends**.

Our New IBC Behavioral Security Cell/Blocks will now emerge as the formidable building blocks to allow security service companies to remain proactive to any present or future security breaches.

Development Cycle Methodology

The Development cycle will involve the following phases:

- 1. Simulation**
- 2. Requirements baseline and customer sign off**
- 3. High level Design**
- 4. Detailed Design**
- 5. Individual Subsystem Coding/Hardware implementation**
- 6. Subsystem code inspection/Hardware design inspection**
- 7. Unit testing**
- 8. Multi Subsystem Test (Integration Test)**
- 9. Overall Product Test**
- 10. Customer Acceptance test**
- 11. Online Guest Testing**

Each Phase in the development cycle will have its entry and exit criteria. For example, to start High Level design, the Requirements have to be finalized, baseline and signed off. Software Coding and Hardware implementation can only start after the detailed design is baseline and signed off. This entry/exit criteria methodology will in part add to the quality process of Product Development.

**IBC Educational
Research Corporation**
A Non-Profit Organization

**Innovations in Education
And Technology**



Integrated Behavioral Correspondence / Data Structures

Private / Mentor

Please review our videotape to explain I.B.C. Processing

***IBC / Educational Processor:
Series 1600***

Agenda

What is IBC Educational Research Corporation?

Integrated Behavioral Correspondence / Data Structures

Meeting New Challenges in Education

Benefits to Students

Benefits to Teachers

Benefits to Administrators

How the IBC Process Works

How Does IBC Compare to Competitors

Implementation Approach

**Note: This information has been bolded to
highlight key points.**

FULL CLINICAL CONTROL STUDY

THIS INFORMATION IS EXEMPT:

Learning with the New IBC / DS

A new delivery system in education is necessary if students can be expected to learn with efficiency. Learning with efficiency is difficult in the currently implemented education system, because the combined intellect, aptitude, personality, and motivation of each student exist in countless variations. The Integrated Behavioral Correspondence/Data Structures has been designed to yield efficient learning, by varying the presentation and flow of standard curriculum in an optimal way for each student, based on that student's intellect, aptitude, and Behavioral Cell Blocks. By providing subject matter in this unique and personal way, the student stays motivated throughout the learning process, thereby learning with efficiency. There is a new paradigm shift in the world community. We are moving from a local community to a global community.

When learning occurs with the Integrated Behavioral Correspondence/Data Structures, the student's focus is engaged by an easy to use personalized presentation of curriculum that is dynamically adjusted by the Integrated Behavioral Correspondence/Data Structures throughout the learning process. The curriculum appears on a display that is part of an interactive console, which is the centerpiece of the Integrated Behavioral Correspondence/Data Structures Console Cubicle. The Integrated Behavioral Correspondence/Data Structures Console Cubicle exists to reduce or eliminate the otherwise unavoidable distractions that occur when students are thrust into a social situation where the teacher's back is often facing the students. When the attention of the authority figure is otherwise occupied, students may exhibit rebellious tendencies that can range from trivial to severe, that ultimately adversely affect the efficiency of learning. However, social interaction is always an integral part of the learning with the Integrated Behavioral Correspondence/Data Structures. Learning sessions within the Integrated Behavioral Correspondence/Data Structures Cubicle are interspersed with social interaction sessions that occur outside the IBC Cubicles.

The typical classroom layout, consisting of rows of desks and chairs, all facing the same way, with the teacher at the front of the class, presenting the curriculum while writing on the chalkboard, has remained essentially unchanged throughout the industrial revolution and the still unfolding information revolution. This time-tested organizational approach was not so much created for its effectiveness as it was derived from necessity. Until very recently, information presentation technology generally consisted of a piece of chalk and a chalkboard. The chalkboard was necessarily the focus of attention, and therefore, classroom layout was determined by the simple fact that every student needed to see the chalkboard. As technological advancements of today change, a different approach is needed if students are to compete in a global community. When it does, we see how beneficial a global community is over a local community.

THIS INFORMATION IS EXEMPT:

Within each Integrated Behavioral Correspondence/Data Structure Cubicle, there exists a display screen that is effectively a distributed chalkboard.

Keeping the student's focus at his or her own personal display within his or her **IBC Cubicle**, there is no need to implement the standard classroom layout. **With the IBC approach, the classroom is comprised of IBC Cubicles which are arranged into concentric patterns**, with some students facing away from the teacher, with each student facing his or her own **IBC console**. In this way, the teacher can **readily appraise** the **entire classroom** to make sure learning is occurring with efficiency.

When a student begins a session at any given **IBC console**, a previously created **Integrated Behavior Correspondence (IBC) smart card** or an **IBC scanner** will **identify** the **unique Behavioral Cell/Blocks**. Each individual **STUDENT** will use their **IBC/CELL BLOCKS** in order to **facilitate** the customization of the curriculum for that **individual**.

The **IBC system** uses a **ratio analysis method** to quantify the **intellect, aptitude, and True Interest** of any given individual.

This **behavioral information** is **known as an I.B.C. Behavioral / cellblock**.

As the students interact with the **curriculum** that is **presented** on their individual **IBC console**, **customized learning enhancing data with Mentor Notes** will return from the **IBC Behavioral Library**. The **IBC Behavioral Library** contains **highly customized information** that enhances the base curriculum, and is determined by the **student's IBC Cell Blocks**. The information that is retrieved from the **IBC Library** is **displayed** in a way that is **aligned** to the **unique Behavioral Cell / Blocks** of this student, much like a **private tutor** does. These personalized presentations are called **Mentor Notes**.

As **Mentor Notes** are used to **enhance the base curriculum**, the student is **questioned** to ensure that their understanding of the subject matter is progressing as expected. If the **student's understanding** is **not progressing as expected**, the **IBC** will display **additional Mentor Notes** in a **regressive fashion, as necessary, until understanding is achieved with Mentorship**. If the student responds **incorrectly** too many times, the **teacher is electronically notified that personal attention is necessary** for this given student. In order to effectively ascertain the situation the **teacher** will be able to **remotely observe** that student's recent interaction with **his or her IBC**, and the **Mentor Notes** that had been **administered** to that student. The **teacher** then gives **appropriate personal attention** to that **student**.

THIS INFORMATION IS EXEMPT:

When the student understanding is progressing as expected, the IBC **continues forward at the pace dictated by the student**. In this way, the process of learning is private, and therefore, will not intimidate the student. **Learning becomes efficient.**

When **students have questions**, they can enter them at their **IBC console**, whereupon they **will be immediately and privately submitted to the teacher**.

In the **process of learning**, there is never a stupid question. In many cases, students are **embarrassed** to ask a question that they might think their peers would ridicule. Every time this occurs, learning suffers. **By keeping questions private**, the student can **ask the teacher** whatever they wish, without the **fear of peer reprisals**. When the teacher gets a specific question, the teacher may directly address the individual who posed the question. If the **teacher gets the same or similar inquiries**, the teacher can call a **Roundtable Session**.

Roundtable Sessions are social sessions that can be called at set intervals, or whenever the teacher desires. Each **Integrated Behavioral Correspondence console** will be **temporarily halted** when the **teacher initiates a Roundtable Session**. These social sessions make sure learning is not an anti-social event. Learning, by its very nature, occurs at a different pace for every individual. However, social interaction and group learning must not be forsaken. This is the purpose of the **Roundtable Session**, in which all students participate. **After the Roundtable Session**, the students can return to their respective consoles, and continue their individualized learning, although **some students may continue the Roundtable Session as necessary**.

At **the teacher's console**, **data for each and every student is available**, and can be **viewed, printed**, or otherwise electronically manipulated to produce data, such as **learning trends** and **student productivity**. The teacher can comment on any given student's progress and send an affirmation (or other information) to that student, or otherwise evaluate and compile the data regarding that student's learning. **Class trends can be discovered and analyzed as well.**

This new apparatus and technology provides opportunity for efficient individualized learning. The IBC technologies require a new classroom layout, a new learning style, and high technology that has been designed for versatility and ease of use. It is a new paradigm for the future of education.

THIS INFORMATION IS EXEMPT:

Behavioral Analysis

Identify Current Activity

Assign Behavior Value

Retrieve Identification Value in Behavioral Library

Evaluate Behavior as Indicated by Library

Return Curriculum Modification Instruction

THIS INFORMATION IS EXEMPT:

**Most Commonly Asked Questions About IBC's
Integrated Behavior Correspondence Data
Structures (IBC/DS)**

- 1. Why does IBC Educational Research Corporation think education should be reformed?*
- 2. What is the role of a teacher in the New Learning Environment?*
- 3. How does the teacher accomplish the above goal?*
- 4. Are Mentor Notes audio, video, or both?*
- 5. Will the Mentor Voice Selection create a noise problem?*
- 6. How does the student recognition take place?*
- 7. Will the idea behind the IBC/DS Learning Console work in current computers and teaching machines?*
- 8. While various authors have theories on learning styles, how does the IBC/DS Learning Console meet each student's needs?*
- 9. How does IBC Educational Research Corporation plan to handle bad conduct in the classroom?*
- 10. How does IBC/ERC plan to handle the student behavior resulting from personal and/or home problems?*
- 11. Is the vision of IBC/ERC in line with the current educational paradigm?*

THIS INFORMATION IS EXEMPT:

IBC Limited International ANSWERS

1. Why does IBC Educational Research Corporation) think education should be reformed?

There are many reasons why **IBC/ERC** thinks that the educational system warrants revamping!

- The current educational paradigm does not focus on the establishment of proper **chemistry** between the students and the teachers.
- It is also unable to **quantify** the behavior of the students so that their maximum potential can be achieved.
- Students are given a curriculum in which they must exhibit passing knowledge, but their understanding is **not** fostered.
- The existence of multiple intelligence is usually **unrecognized**.
- Student development is mostly **absent**.
- The current system is unable to provide **Private Tutors** to all the students.

2. What is the role of a teacher in the New IBC Learning Environment?

The New IBC Learning Environment does **not** eliminate the role of the teacher. The teacher will **always** be the **primary** donor of information.

However, with the help of **IBC/Data Structures**, the teachers will be able to perform their roles better by accessing an encyclopedia of data, which even the most formidable human brain can perhaps store but may not recall **instantaneously**.

THIS INFORMATION IS EXEMPT:

3) How does the teacher accomplish the above goal?

A student arrives at the class and logs on to the **IBC/DS Learning Console Cubicle**. The **IBC/DS Learning Console** will recognize each student as a unique person by his/her **IBC/Data Structures** in the **Behavior Library**.

The teacher begins the lessons for the period and discusses the topic with the students. Then the students are allowed to learn on their own at their own pace with the help of the **IBC/DS Learning Console** and the associated **Behavior Library**.

The word “**Mentor**” refers to the **Electronic Private Tutor or Multiple Tutors** whose voices and texts will arrive at the monitor in front of every student when needed. The **Mentor Notes** will be **enhanced** with the most important component, namely the **Student/Teacher or Mentor’s Personal Chemistry** alignment to minimize student resistance to learning and thus maximize his or her **learning experience**. Depending on each student’s Personality, Aptitude, Intelligence, and Motivation, the **Behavior Library** will return **Mentor Notes** to the student in a progressive and interactive manner **until** the understanding takes place. As these Mentor Notes are highly individualized, most of the students will understand at about the same average rate.

The teacher has access at this stage to all of the interactions between the student and the **Mentor Notes** from the **Behavior Library**. If a student is unable to answer a given question or experiences difficulty in learning, the teacher can immediately know where the difficulty is by analyzing the type of **Mentor Notes** offered to the student. The teacher can then take appropriate actions to **help** the student understand the topic under discussion.

If a large number of students are having difficulty, the teacher can then call a **Round Table Session** where the topic can be discussed as a group. The students can then return, if they so choose, to their **consoles** to continue their learning process.

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4) Are Mentor Notes “video” or “audio” or both?

The choice is entirely up to each student! The student may choose to read, listen, or both. **IBC/DS** diligently avoid **telling** the students how they should learn.

The **IBC/DS Learning Console** allows every student to **select** the most pleasing mentor male/female voice to present the topic for the day. As said earlier, this establishes the proper **chemistry** between the student and the **electronic private tutor(s)**, thus making the atmosphere more conducive to learning for the student.

Because of this **choice**, a student might select a voice pattern by a certain tone. When he or she wants to be taught by another mentor, the student can **change** the sound parameters.

IBC/ERC envisions a learning environment in which more than one **Electronic Private Tutor** can come to a student’s help as per the student’s desire.

5) Will the Mentor Voice Selection create a noise problem?

The **IBC/DS Learning Console Cubicle** has been designed and engineered to eliminate or minimize the effect of noise from other such cubicles. The prototype console will be evaluated for ease of use and freedom from such problems.

The **IBC/DS Learning Console Cubicle** uses sound absorbing material, sound electronics, and enclosures. Thus, the sound created inside a given cubicle is not expected to produce a distraction to another student.

In any event, the teacher is able to monitor every student’s behavior responses.

Something interesting is also taking place simultaneously which is completely **unavailable** to the current educational system. The student’s **behavior cellblocks** get updated. This provides further insight into the student’s learning patterns and difficulties. The teacher can then take appropriate action to correct the problem, if need be.

THIS INFORMATION IS EXEMPT:

6) How does the student recognition take place?

First, a complete composite image is made by the new **proprietary IBC and Miros imaging software**. This data is then transformed into **IBC/DS cellblocks**, which are used in the **IBC/DS** in the **behavior library**.

For sake of economy, it is also possible to have **Smart Card Readers** for each console. The **Smart card reader** will read the basic information stored in the student's **Smart Card** including and updating the IBC/Data Structures in the **IBC Behavior Library**.

Each student will face the **IBC Scanner** or insert their **Smart Card**, to log on to the **IBC/DS Learning Console**. All **Scanners or Smart Cards** are configured to enable the **Behavior Library** to instantly recognize all student based on the information stored in the **IBC Behavior Library** about all student.

When a student logs on for the first time, the **IBC/Miros Interface** will load up the base **IBC/DS Cell/Blocks** for that student. As the student starts interacting with the console, the student-specific **behavior cell/blocks** will get updated and the student becomes a single unique entity with his/her own interests. From this moment onward, the **IBC Behavior Library** will keep track and update the student as a unique person within the system.

When the student inserts his/her **Smart Card** at the **console**, the **Smart Card** itself will seek out the appropriate information with **Mentoring** for the student's recognition. The **IBC/Miros Scanner** will also accomplish the same task if the **IBC/DS Learning Console** is fitted with the same.

As the student recognition is **additionally** custom-fitted by their **true behavior retrieval** from the **Behavior Library**, students will **not** be able to take each other's card and trick the system!

THIS INFORMATION IS EXEMPT:

7) Will the idea behind the IBC/DS Learning Console work in current computers and teaching machines?

The **IBC/DS Learning Console** can use the currently available computer hardware, software, and network protocols along with our newly created **IBC/DS Processor** and **Behavior Library** to accomplish its goals.

IBC/ERC will identify the applicable modifications required to the existing hardware, software, and infrastructure at a given institution.

The implementation of such modifications is however expected to be funded by State and Federal institutions as well as grants from private individuals.

8) Various authors have theories on learning styles with their educational implications. How does the IBC/DS Learning Console meet each student's needs?

While the current evaluations like IQ tests and SAT scores are relevant to some degree, they attempt to quantify a **mono-dimensional** aspect of a person. The newest concept or Multiple Intelligence (MI) Theory by Howard Gardner approaches the problem correctly but still stays only as a **non-quantifiable** theory only.

As said earlier, the **IBC/DS cellblocks** define the uniqueness of every student. The student's true learning potential is also quantified by the **IBC/DS Behavioral Sciences**, which has been formulated by **Mr. Monti** in which took 19 years of dedicated research.

This enables **IBC/ERC** to quantify each student with respect to his/her current **learning potential**, create a **pleasant environment** to learn, **evaluate the student understanding** throughout the learning process, offer **mentor notes** to help the student achieve as complete an understanding as possible.

9) How does IBC/ERC plan to handle bad conduct in classroom?

While no system can eliminate bad conduct completely in school, the **IBC/ERC** classroom can certainly minimize it. **IBC/ERC** proposes a cubicle and a classroom layout, which allows the teacher to have **direct vision** of each student, **continuous monitoring** of each student's activity, instantaneous and real time-dependent **student trends**, and **added**

Care about the student's understanding. All of this along with the concept of **Electronic Private Tutors** will most **likely** make every student **want** to learn.

THIS INFORMATION IS EXEMPT:

Once that desire is **created** in a student, IBC/ERC believes there is **no limit** to what can be achieved by each student.

10) How does IBC/ERC plan to handle the student behavior resulting from personal and/or home problems?

IBC/ERC is **not** intended for solving such problem on the part of a student, but will **definitely** identify behavior parameter changes warranting an **immediate** attention on the part of the school system regarding the student. This will then **allow** the teacher and IBC/ERC to interact with the student even at an emotional level, **if necessary**, to find the appropriate help to cope with such **unforeseen** situations.

11) Is the vision of IBC/ERC in line with current educational paradigm?

There is no “Yes/NO” answer to this question!

The current educational paradigm is somewhat **independent** in each school district. Otherwise, all the fifty states in USA will be **identical** at least in their approaches to education!

IBC/ERC is proposing a shift in paradigm. The **IBC/DS Learning Console Cubicle** is envisioned to put the student **far beyond** where the current educational paradigm is guiding.

Howard Gardner, in his “**Multiple Intelligence**” theory suggests that human beings be endowed with seven **basic** intelligence parameters. **IBC/ERC** has quantified his theory with **over nineteen years** of research and has gone beyond by providing the educational system with the ability to **dynamically monitor** a student with the student as the focal point beneficiary.

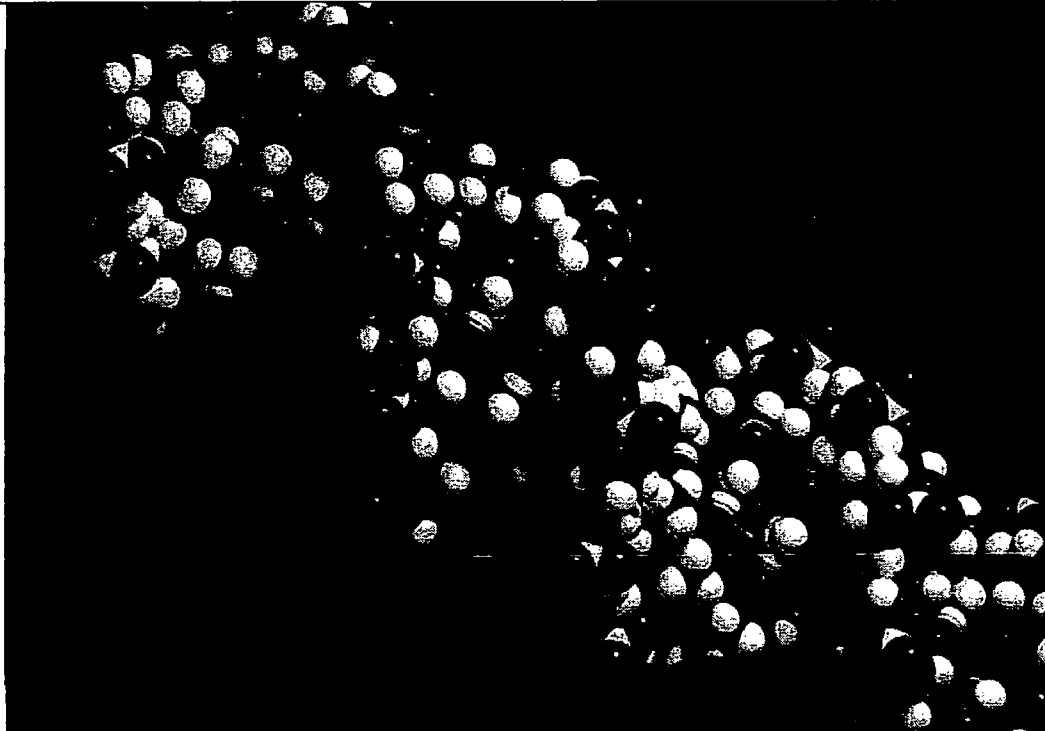
IBC/ERC sincerely believes that the current educational system will see these differences between “What Is.” and “Where and when does IBC/ERC want to go.” and choose to validate the IBC’s vision for education.

In conclusion...

THIS INFORMATION IS EXEMPT:

As TODAY'S students are our only hope for the FUTURE, the institutions which see IBC's passion for education and share their concern for the students' well being, will reap a rewarding Benefit.

The Proclamation of IBC / ERC AS TO STUDENTS



**The
Creation
Of Electronic *DNA*
*FOR Education***

IBC / ERC STATEMENT OF NONDISCRIMINATION

OCTOBER 13, 1999

Presented By:

Ram V. Mani

Executive Education Administrator - PAGE -1-

PROCLAMATION OF IBC / ERC AS TO STUDENTS
Notice of nondiscriminatory policy as to students

- **The IBC / ERC Educational Research Corporation will admit all students to our new IBC/ERC Classrooms of any race,color,national,and ethnic origin to all the rights, privileges,programs,and activities generally accorded or made available to students at all IBC Public classrooms. IBC does not discriminate on the basis of race,color,national and ethnic origin in administration of its educational policies,admissions policies,scholarships and loan programs,and athletic,and other school-administrated programs.**

Our Vision

- **To educate students as never done before in a pleasing and motivating environment which MAXIMIZES the student's learning efficiency**

IBC/ERC Goal and Objective

- Our goal is to use *Integrated Behavior Correspondence Data Structures* as a means of educating students across the USA
- Our objective is to enhance current education by assessing the Personality, Aptitude, Intellect, and Motivation of each student and giving EVERY student Electronic Private Tutoring as needed

Today's Situation

- **Difficulty in establishing student-teacher chemistry**
- **Mostly monolithic and inflexible education**
- **Time-driven curriculum**
- **Few students excel, many pass, or many drop out**
- **Peer pressure by ratio and students are shy to ask questions**
- **Student motivation could be improved**
- **True potential of the students may be difficult to measure**

How Did We Get Here?

- Teaching is still accomplished by a static process, be it chalkboard concept or personal computers
- Cultural differences are more difficult to accommodate yet increase everyday
- Varying adaptations to a rapidly changing technology
- Difficulty in evaluating some of the original assumptions which may no longer be valid
- Bell curves and grouping are widely prevalent
- Performance measured by static testing

Available Non-IBC/ERC Options

- **Revamp the current educational system**
- **Figure out what can be done with what we have**
- **Input/Output measurements**
- **Data Analysis**
- **Implement the chosen option**
- **Evaluate results and go back to step one!**
- **Hope for the best...**

Or Shift the Paradigm!!!

What is a Paradigm?

Why are Paradigms shifted?

- A domain where a set of current procedures are carried out with a current set of rules
- Mostly satisfactory for "now"
- Solves many previously known problems
- Generates in time, a set of UNSOLVED problems in the paradigm domain
- As time goes on, the UNSOLVED problems become irritant, unbearable, or both within the current paradigm domain!

**A new paradigm always
encounters some resistance!**

Paradigms and Their Shifts

- **Ptolemy - Geocentric Model (150 AD)**
- **Copernicus - Heliocentric Model (1543 AD)**
- **Galileo Galilei - Telescope and Engineering (1564 AD - 1642 AD)**
- **Newton - Classical Mechanics**
- **Bach - The Logarithmic Musical Scale**
- **Heisenberg - The Uncertainty Principle**
- **Einstein - $E = Mc^2$ [186,000 mps to 38 mph!]**
- **Planck - The Planck's Constant**

...the list goes on!

Who are the Paradigm Shifters?

- **An outsider unhappy with the current situation**
- **A young person coming into the current system**
- **A mature person wanting to learn a new discipline**
- **Surprisingly... a maverick!**

The IBC/ERC Solution

- **The IBC Model Classroom, which envisions:**
 - **The quantification of the student's behavior**
 - **Establishment of proper student-teacher and student-student interactions**
 - **Customized Electronic Private Tutors or Mentor Notes to enhance student-teacher *CHEMISTRY* and diminish the resistance factor!**
 - **A class room layout conducive to learning**
 - **Enhancement of student success**
 - **A powerful tool for teaching**
 - **A technology for the 21st century**

How It Works

- **Electronically synthesized DNA Concept**
- **Student acceptance by the IBC Learning Console via Image Scanning or Smart Card Scanning**
- **Live Behavior Analysis by Reason Logic Analyzer**
- **Real Time Student-specific Keyboard Analysis**
- **Establishment of Behavior Library comprising curriculum and Behavior Model**
- **Instantaneous Risk Analyzer Interface to determine if the keyboard action is permissible**
- **Continuous quantification of student's Personality, Aptitude, Intelligence, Motivation, etc**

How It Works

- **Real Time information retrieval from Behavior Library in the form of multiple Mentor Notes**
- **Progressively enhanced Private Tutoring by Student-Subject-Mentor Notes**
- **Superior student/teacher chemistry due to student choice of Mentor(s) and Voices**
- **Fear-free environment to question and to learn**
- **One-on-one and/or round table discussions as a group**
- **Live and time-dependent trends for each student**
- **PC-based and/or Server-based Interaction**

Where IBC/ERC Is Today

- **The theoretical relationship between behavior parameters and cell block identification is completed after 19 years of research by Mr. Monti**
- **The IBC/ERC Educational processor prototype is being worked on and is expected to be completed in the near future**
- **IBC/ERC is gearing up for the control study to be completed over the next two years involving at least 500,000 to 1,500,000 students to fine tune the mathematical model**
- **Key personnel are in place**

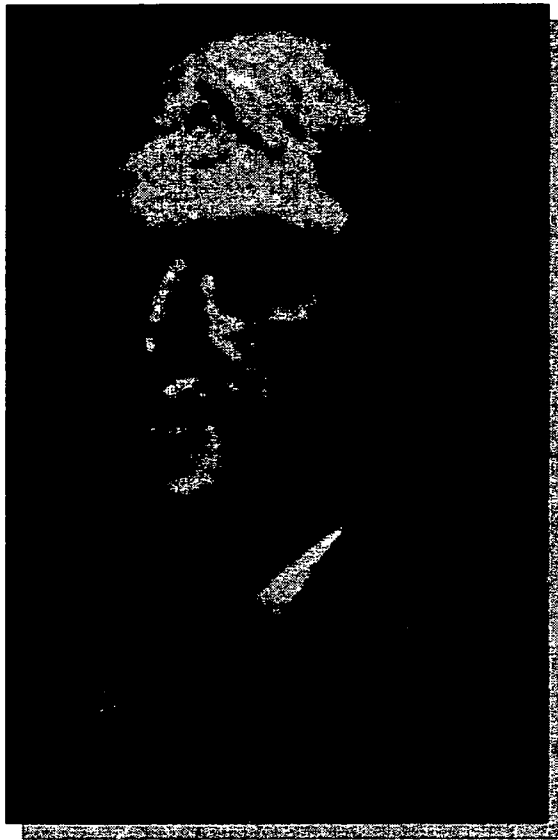
What You Can Do For IBC/ERC

- **Participate in the Education Program control study**
- **Volunteer your students to answer questions in an IBC/ERC console for a few minutes**
- **Allow your staff to share their teaching expertise**
- **Help integrate the current curricula with IBC Processor based on the control study**
- **Bring your elite status to support the creation of this new paradigm**
- **Assist IBC/ERC with the funding requests later, if needed, as applicable to education**

**IBC/ERC intends to refine the current
behavior model within 2 years...**

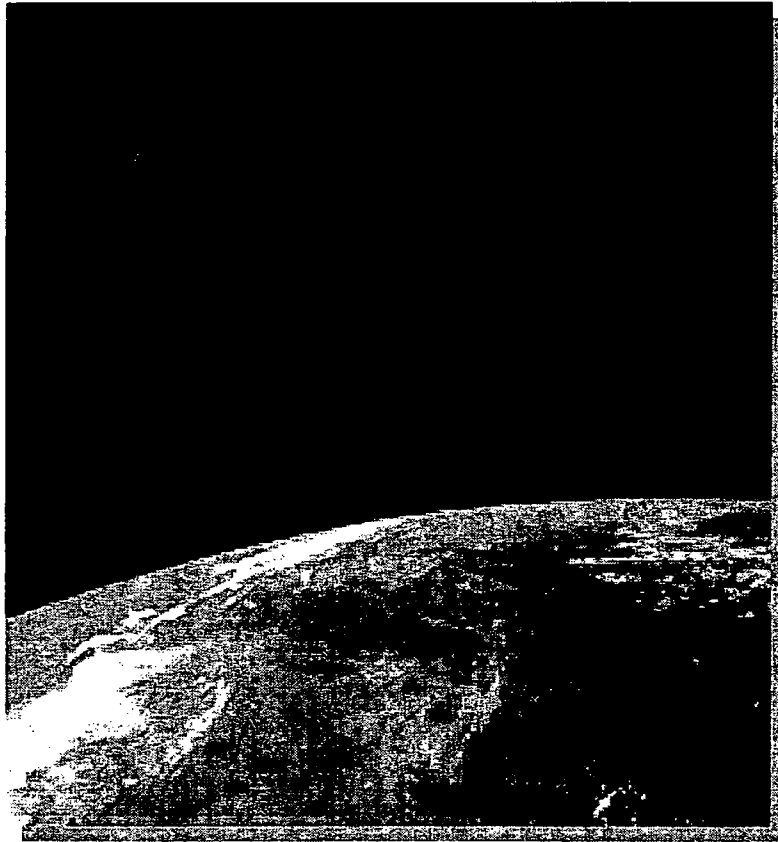
Declaration of Independence

28 June, 1776



...We hold these truths to be self evident that all men are created equal and independent; That from that equal creation they derive in rights inherent and inalienable, among which are the preservation of life, and liberty and pursuit of happiness;...

Declaration of Independence for the 21st Century...!



... We at IBC/ERC hold the very same truths at the core of our hearts as our founding fathers. We believe that IBC/ERC will shift the Education Paradigm so that all students are given that "extra" opportunity to prove our Declaration of Independence to be a reality in the coming millennium...

Quote to Remember...

**You see things, and you ask, “Why?”
I dream of things that never were,
and I ask,
“Why Not?”**

George Bernard Shaw

Quote to Remember...

**THE ONLY LIMITS TO OUR
REALIZATION OF
TOMORROW WILL BE OUR
DOUBTS OF TODAY**

Franklin D. Roosevelt