

Archived Information

1997 Challenge Grant Awards

California

Fresno County Superintendent of Schools

Project Name: PASS Internet Program: Cyber High

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Web site: <http://www.cyberhigh.fcoe.k12.ca.us>

Funding: 1st Year: \$571,700; 5 Years: \$2,862,683

PASS Internet Program: Cyber High, created by the Fresno County School District in California, is an innovative, cost-effective approach to completing high school graduation requirements via the Internet. Disadvantaged students can access their course work, participate in exciting learning activities, receive instantaneous feedback on test items and scores, and review progress toward graduation...all with the click of a mouse! During the first 3 years of the project, Cyber High staff will develop delivery systems via the Internet and expand the current curriculum to provide easy access to an enriched program of study. Web hyperlinks will allow students to experience "cyber field trips" to a myriad of places related to each course. The final 2 years will focus on dissemination activities, seeking new partners throughout the United States, Mexico and/or Canada, and involving private foundations, government agencies, and the corporate world.

Lemon Grove School District

Project Name: Lemon Link

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Web site: <http://www.lgsd.k12.ca.us/lemonlink/default.htm>

Funding: 1st Year: \$664,295; 5Years: \$3,367,105

The Lemon Grove School District in California will connect all district students and their parents to the classroom at home through development of a District Internet/Intranet system. Project Lemon LINK infuses technology into classroom instruction and extends learning opportunities to any time and place within the community. Every child will be able to access schoolwork from a variety of workstations throughout the community, and uniquely, through computer access in every student's home. Cox Communications will

provide Internet cable access for each student home, and for those who have no home computer, Cox will assist with other sponsors in providing TV set top boxes, a keyboard, and a mouse, converting TV sets into home computers. Microsoft is contributing all of the software necessary to access the Internet and to support the educational program. Unique Web-based instructional guides called Lemon Aids, broaden the scope of education and motivate learners of all ages in a variety of settings.

Los Angeles Unified School District

Project Name: The New Spectrum Learning Program

Contact: Deborah Brooks

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Funding: 1st Year: \$734,572; Five Years: \$2,606,787

The Los Angeles Unified School District (LAUSD) and Workforce LA, in collaboration with DreamWorks SKG, the Alliance of Motion Picture and Television Producers, Claremont Graduate School, the California Department of Education, and a consortium of schools and entertainment-related multimedia companies are establishing the New Spectrum Learning Program. These partners will guide 600 K-12 teachers and 20,000 inner-city students across this new and vibrant spectrum of technological change and innovation. Through this program, teachers and students will be able to see and experience an "infrastructure" that enhances their ability to meet the new century's challenges.

Sanger Unified School District

Project Name: Technology in Nature

Contact: Mr. Kim Jacobsen

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Web site: <http://tins.sanger.k12.ca.us/>

Funding: 1st Year: \$710,864; 5 Years: \$2,492,046

The Technology in Nature in Sanger (TINS) Project sponsored by the Sanger Unified School District in California, proposes a linkage between the Sanger Nature Area and technology. This linkage will provide "real-world, real-time" school-to-career education in the areas of science and technology, beginning with a pilot of Del Roy, Lone Star, and Jackson Elementary Schools, and the science departments at Washington Academic Middle School and Sanger High School in the first year of the grant. By the end of four years all Sanger Schools will be involved in the TINS Project; the 5th year will offer

access for students from surrounding districts. With the innovative use of technology, intensive professional development, classroom linkages via modems, sensors along trails, digital cameras, color printers and scanners, students can study a variety of scientific processes and record changes over time. A consortium of partners representing educational entities, private enterprise, and environmental special interest groups will provide assistance to this project.

Florida

Volusia County School Board

Project Name: The Career Connection to Teaching with Technology Consortium

Contact: Marshall R. Ransom

Mainland High School

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Daytona Beach, FL 32114

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Web site: <http://www.cctt.org>

Funding: 1st Year: \$1,345,777; 5 Years: \$6,527,645

The Career Connection to Teaching with Technology Consortium, initiated by the Volusia County School Board in Florida, proposes to involve outstanding teachers from geographically diverse public and private schools in the development of educational resources and to guide them in aligning their lessons with challenging state and national standards. University partners and software developers will collaborate with teachers to create three dimensional software that immerses students in a virtual reality learning environment. Industry partners have already designed a satellite delivery system, named the *Digital Curriculum Intranet*, which will allow software products, lessons, and other resources to arrive at participating schools in a reliable, timely manner. The consortium of 30 diverse schools, the American Psychological Association, Hughes Network Systems, Adobe, J. Weston Walsh publishers and the University of Central Florida, and other partners will work together to raise student achievement with technology.

Georgia

Cobb County School District

Project Name: Education for a Sustainable Future

Contact: Sue Brown

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Marietta, GA 30060

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Fax: (770) 429-5839

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Web site: <http://css.concord.org/esf>

Funding: 1st Year: \$1,345,922; 5 Years: \$6,433,991

The Education for a Sustainable Future Project, managed by the Cobb County School District, will develop technology-rich, inquiry-based K–12 learning materials to address sustainable development topics. Sustainable development education investigates critical environment and educational issues that help students understand their future and create models for preferable futures. The study of sustainable development is conducted with technology-based tools that assist planning, modeling, and decisionmaking. Technology also provides the collaboration tools to bring international expertise to the schools to support teachers as they develop and implement materials. With the guidance of world class experts and a national consortium, teachers in nine Georgia schools will develop and test student-generated investigations and projects, and associated software tools. The material will be revised and disseminated throughout 8 southern districts through workshops and netcourses for 400 teachers and placed on the Web.

Idaho

Blackfoot School District

Project Name: "Just in Time" Technology Training Project

Contact: Helen Goeltz

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Web site: <http://challenge.isu.edu>

Funding: 1st Year: \$1,349,915; 5 Years: \$5,259,658

Led by the Blackfoot School District, a consortium of school districts, universities, and museums are directing a technology development and demonstration project for Idaho's teachers and students. The Just in Time Technology Training Project, pilots a product-driven process to integrate technology into the teaching and learning of science and social science. The process will produce three sets of instructional multimedia materials targeted towards the elementary, middle, and senior high school environments. Specifically, students and teachers will explore Idaho's history, multiculturalism, and science. Each of these components will address a wide range of subject disciplines and will enable students and teachers to find new and creative ways for integrating the material into original electronic reports and classroom presentations.

Illinois

Chicago Public Schools

Project Name: Neighborhood Learning Network (NLN)

Contact: Ila Weinberg

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Chicago, IL 60603

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Web site: <http://www.cnln.org> and <http://www.edc.org/ewit/cnln>

Funding: 1st Year: \$1,146,285; 5 Years: \$5,624,193

The Chicago Neighborhood Learning Network (NLN) is an initiative of the Chicago Public Schools, the Chicago Housing Authority, the Office of Catholic Education, and the Chicago Urban League working in partnership with neighborhood schools and organizations to fundamentally expand the learning environment beyond traditional classrooms. Through conveniently located neighborhood sites, the NLN will provide students, parents, and teachers with expanded access to learning resources to develop the lifelong skills to compete in the 21st century. The project mobilizes the full community of stakeholders on behalf of facilitating rigorous, standards-based instruction for all students and the curriculum, professional development and assessment systems to support that instruction.

Kansas

Kansas City Public Schools

Project Name: Kansas Collaborative Research Network (KanCRN)

Contact: Gary Anderson and Steve Case

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Web site: <http://kancrn.org/>

Funding: 1st Year: \$883,359; 5 Years: \$4,009,732

National and local standards emphasize doing science for all Americans. The Kansas Collaborative Research Network (KanCRN) is a local collaborative research model that uses technology to incorporate the fundamental teaching principles of these national and local standards. Developed by the Kansas City, Kansas Public Schools, and the University of Kansas, this community is working together to create an instructional model that demonstrates that doing science is a better way of learning science. KanCRN is a community of researchers, teachers, and students interested in conducting collaborative research using Web, Geographic Information Systems (GIS), and systems

modeling technologies. This project seeks to expand upon ideas already underway in pilot stages. The technology tools developed, include interactive databases, GIS servers and threaded discussion, and E-mail messaging, allowing students to propose, conduct, discuss, and publish research online. Significant interaction with community mentors involved in research is also a characteristic of this project.

Massachusetts

Boston Public Schools

Project Name: MetroLINC

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Office of Instructional Technology

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Web site: <http://www.Boston.k12.ma.us>

Funding: 1st Year: \$1,079,158; 5 Years: \$6,055,525

The MetroLINC project, created by the Boston Public Schools, will equip, staff, train, and support 104 elementary and middle schools to implement standards-based education using technology as a primary tool for teaching and learning. A rapid dissemination program, MetroLINC will create 12 technology demonstration community learning centers, 9 in Boston and 3 in nearby Watertown. Teams from 92 schools will use the demonstration sites as a model and training source. MetroLINC schools are fully operating elementary and middle schools that have 5 key elements: 1.) State-of-the-art equipment and infrastructure linking sites as a single learning system, all at local expense; 2.) extended hour access through public libraries and community centers; 3.) training and technology support to use technology as a tool for teaching and learning and assessing progress toward clearly defined academic achievement goals; 4.) College-School programs to merge full preservice training with regular school operations; and 5.) a curriculum Web site/relational database to support standards-based education initially focusing on math and science. Project benefits include improved education for 33,826 predominantly innercity students, a robust start for a regional learning community transcending barriers of class, race, and disability, expanded inquiry learning software, and expanded project-based science learning tools.

Nebraska

Educational Service Unit #5

Project Name: Technology Reform and National Education Standards IN-VISION

Contact: Marie Trayer

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Omaha, NE 68128-5722

Telephone (402) 597-4832

Fax: (402) 597-4808

Web site: <http://invision.esu3.org>

Funding: 1st Year: \$1,344,202; 5 Years: \$5,870,224

The Technology Reform and National Education Standards Project initiated by the Educational Service Unit #5, uses foreign language instruction as the centerpiece of a comprehensive program of educational reform at the elementary and secondary levels in Nebraska and Iowa. Starting in first grade, students will begin to learn the Spanish language and culture using a communications-based approach. They will develop skills to communicate with people who speak Spanish, but not English, and will learn to appreciate the culture of Spanish-speaking people. This will help prepare them for good paying jobs in an economy that is increasingly dependent on international commerce, especially with Latin America; improve their ability to function in a multicultural environment; and enable them to reap greater pleasure from foreign travel and communicating with native speakers. A variety of technologies will be used to facilitate student learning and to provide professional development including distance learning and direct Internet connectivity utilizing multimedia computers. Partners in the project include five Area Education Agencies and Educational Service Units, six local school districts, two nonpublic schools, five institutions of higher education, and a wide range of technology and telecommunications providers.

North Dakota

Grand Forks Public School District One

Project Name: NatureShift! Linking Learning to Life

Contact: Pat Donohue

Dakota Science Center

308 South 5th Street

Grand Forks, ND 58201

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E-mail: uyehara@daksci.org

Web site: <http://www.natureshift.org>

Funding: 1st Year: \$1,049,267; 5 Years: \$4,501,936

NatureShift! Linking Learning to Life is a student and Internet-centered, standards-aware and curricula-based project focused on the interaction between the natural world and human society and history. Using virtual environments based on Web Adventures, Real

World Adventures, and student-created Web projects, students and teachers at 12 demonstration sites will be immersed in authentic problem-solving situations, and linked with practicing experts at the Dakota Science Center and regional partners. Intensive training for teachers, students, parents, and community members will form the foundation for this project. Using new technologies, Grand Forks Public School District One will develop six major curricula (Weather Watch, Dakota Skies, Wounded Hawk, TeleRobotic Adventures, Grandparent's Attic, and Ranger Rosie), that intrigue and educate learners. Collaborators include five school districts, (three on Indian Reservations), two libraries, three museums, University of North Dakota, Apple Computer, MET Inc., state parks, and game and fish wildlife organizations, and consulting scientists.

Oklahoma

Fairview Public Schools

Project Name: Aurora Project

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Fairview, OK 73737

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Web site: <http://www.aurora.ok.org>

Funding: 1st Year: \$1,205,905; 5 Years: \$5,448,001

The Aurora Project brings together teachers from across the State of Oklahoma to create a technology-based curriculum tied to Oklahoma's Priority Academic Student Skills (PASS) standards. That curriculum—Geog Web—makes geography studies an extension of the lives of students and the communities in which they live. It uses technology to make cooperative learning a state-wide and even global experience, and to build an ever-growing warehouse of knowledge resources and curriculum units. The project will be conducted by Fairview Public Schools on behalf of a consortium of six public school districts (Fairview, Enid, Frontier, Jenks, Pryor, and Hugo), the Catholic schools of Oklahoma City, Southwestern Oklahoma State University, the Pioneer Telephone Cooperative, and Southwest Educational Development Laboratory. Expert assistance comes from OneNet (a statewide Internet provider), the Oklahoma GIS Council, the Oklahoma Climatological Survey and Mesonet Project, Oklahoma Advancement of Geographic Education (OKAGE), the Oklahoma Water Resources Board, the Association of American Geographers, and project evaluators from the University of Oklahoma.

South Carolina

Richland County School District One

Project Name: Richland Clicks!

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Web site: <http://www.richlandclicks.org/>

Funding: 1st Year: \$884,454; 5 Years: \$4,372,482

Through Richland Clicks!, the Richland County School District One in Columbia, South Carolina, proposes to 1) develop a core curriculum database through a district-wide Intranet to improve student success by giving teachers on-demand access to learning activities and technology-rich model lessons based on curriculum objectives; 2) develop interdisciplinary units in five "lifelong learning" areas (environment, economics, arts, entertainment, and culture; communications, health, and safety); 3) provide community outreach and accessibility through community computers, a mobile technology van, a portable training lab, and community service; and 4) offer ongoing professional development featuring the use of peer training and telementoring. Some 54 district schools, 12 "impaired" districts, the Department of Juvenile Justice School District, and 20 private schools have joined forces with over 30 community partners.

The School District of Greenville County

Project Name: Village Green Project

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Taylors, SC 29687

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E-mail: lynnnolan@greenville.k12.sc.us or jblodgett@globalvision.net

Web site: lynnnolan@greenville.k12.sc.us

Funding: 1st Year: \$ 921,822; 5 Years:\$4,831,565

The Village Green Project, sponsored by the School District of Greenville County, provides a system of professional development and community involvement opportunities. Through the combined resources of the Greenville Technology and Learning Consortium, students, educators, parents, businesses, and community members have forged a common commitment to provide access to technology. To reach Greenville County's learning goals and to address achievement gaps, the Village Green project proposes an innovative approach to professional development. Teachers are trained in computer technology and integrating the appropriate software applications into the curriculum; moreover, they become thoughtful users of technology to improve their own practice and enhance the lives of their students.

Sumter School District Two

Project Name: Extending Learning Through Community and Family

Contact: Julia S. Newman

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E-mail: jnewman@scsd2.k12.sc.us

Web site: <http://www.myschoolonline.com/sc/sumter2>

Funding: 1st Year: \$784,602; 5 Years: \$3,176,913

Extending Learning Through Community and Family is an initiative of Sumter School District Two in South Carolina. Sumter is striving to bridge the gap between technology and those that have been traditionally left out of the technological fold due to economics, lack of knowledge, or lack of access. A diverse consortium of business, industry, local government, community agencies, state government, citizens, parents, and school districts are collaborating to create a true learning community. By embedding new technology into the fabric of school, work, and community activities, Sumter's innovative community will connect to each other and the world in an interactive, institutionalized, and ongoing learning structure designed to improve the quality of life for all citizens.

South Dakota

Todd County School District #66-1

VISIONS TECWEB

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Mission, SD 57555

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Fax: (605) 856–4333

E-mail: thamil@tcsdk12.org

<http://www.tcsdk12.org/tecweb.htm>

Funding: 1st Year: \$ 770,655; 5 Years: \$3,555,921

VISIONS TECWEB addresses the needs of nearly 3,000 disadvantaged and special needs Native American youth in a tristate region. TECWEB, or Technology Education Challenge—World's Expanding Boundaries, directs a student-involved, teacher-controlled, community-based model which uses traditional Lakota values as guiding principles for infusing technology with the curricula. A diverse consortium led by the Todd County School District is dedicated to creating modern communication centers of learning for Lakota and Dakota (Native American) students. The consortium provides the requisite leadership to encourage the pursuit of higher lifetime achievement by linking academically-prepared youth with new and relevant information age economic opportunities.

Texas

San Antonio Independent School District

San Antonio Technology in Education Coalition (SATEC)

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San Antonio, TX 78210

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Web site: <http://satec.saisd.net>

Funding: 1st Year: \$857,977; 5Years: \$3,838,546

The San Antonio Technology in Education Coalition (SATEC) seeks to connect student learning to concrete experiences through the seamless integration of technology into the curriculum and instruction by developing a training and application model. This model will first be piloted in the Coalition's critical need area of mathematics through a hands-on, data-driven approach to the learning of algebraic concepts, using such tools as computer-interfaced probes, image analysis software, and spreadsheet-based simulation activities. These technology tools will radically change the environment of the teaching/learning process for mathematics. The San Antonio Independent School District expects to infuse this systemic change of current teaching/learning practices through technology training into all curricular areas.

Washington

Manson School District

Project Name: Cascade Consortium

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Funding: 1st Year: \$ 809,558; 5 Years: \$2,607,846

The Manson School District is developing a wireless Intranet system linking five school districts/communities across Washington State. The wireless system provides access to Cable TV, CD-ROM, videotapes, laserdiscs, satellite telecommunication, video conferencing, and the Internet. These technology tools augment the educational opportunities for students and allow school districts to share specialized teachers and staff developments. Expanding educational opportunities for five rural school districts further expands the number of advanced offerings in core subjects to secondary students by creating media network centers in each district that are capable of bringing education to the learner. Community connections are strengthened through curricula that initiates group process writing among elementary schools; initiatives that create and deliver instruction for migrant students; and programs that provide continuing education for staff and community members.