

## 1996 Challenge Grant Awards

### California

#### **Berkeley Unified School District**

Project Name: Teacher LED Technology Challenge

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The Berkeley Technology Transformation Demonstration will use new multimedia technologies to support challenging curriculum standards in all preschool, elementary, and middle school classrooms. A carefully staged 5-year implementation strategy will train classroom teachers to provide leadership for technology based learning in each school. Family involvement will be promoted through the "Technokids" computer lending program that gets computers into the homes of underachieving students. Technology will be integrated throughout the core curriculum. Teachers will be trained to adapt these technologies to each student's learning needs, including those with severe disabilities. Twenty-five consortium members will contribute to this effort.

#### **Sweetwater Union High School District**

Project Name: ACT Now! (Advanced Curriculum through Technology) Project

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The ACT Now! (Advanced Curriculum through Technology) Project will create an extensive bank of teacher-developed, technology-enriched learning activities, and it will support the development of multimedia electronic portfolios by all students in the district. A wireless telecommunication network, to be established by the district and its partners, will link schools to each other, to community sites, and to worldwide resources, providing equitable access to low-income communities in the area. Work stations at public libraries, collaborative community centers, and local private schools will extend community access to information, including availability of training and career opportunities. To strengthen and expand San Diego's Countywide School-to-Career Partnership, Tech Prep career majors will be added, and teachers will be trained in current uses of technology in the workforce. Students in all of the district's nineteen

secondary schools and in the Adult and Continuing Education Division will benefit from these new technologies. Twelve consortium members will contribute to this effort.

## **Hawaii**

### **Hawaii State Department of Education**

Project Name: The Electronic School

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In collaboration with Tech Corps Hawaii, the Hawaii State Department of Education is developing a comprehensive program using innovative technologies to raise the achievement of at risk students and their families. The program will provide students and families with access to these technologies at places and times that extend beyond the normal boundaries and schedules of the school. Traditional schools will be transformed into learning centers that use the Internet and other telecommunications to extend the time and place for learning. The curriculum content will be aligned with state and national performance standards, and it will incorporate "real world, problem solving strategies" to facilitate the transition of students from school to work. Twenty-seven consortium members will contribute to the work of this project.

## **Illinois**

### **Pekin Public School District #108**

Project Name: Learning Community 2000

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Learning Community 2000 addresses the need to strengthen civics education by promoting informed discourse and responsible participation in a democracy changed by emerging information technologies. Through "Congresslink", an interactive multimedia project of the Dirksen Congressional Leadership Research Center, students and teachers will be linked to national researchers as apprentices in the study of government. Community based centers will provide students and parents with an opportunity to extend their studies beyond the confines of the school day. Fifteen consortium partners will contribute to this effort.

**Kirby School District 140**

Project Name: The Reality Based Learning Project

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Tinley Park, IL 60477

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Web site: <http://www.d348.wabash.k12.il.us>

The "Reality Based Learning Project" is designed to create a network of nine Illinois schools in which teachers and students use their knowledge and skills to serve as consultants, addressing "real-world problems," generated through an active collaboration with business, government, community organizations, and higher education. The problems will be initiated, and research carried out and reported by teams of students and industry personnel working together in extended relationships that are part mentorship, part collaboration, but entirely productive for both schools and industry. These relationships will be supported by new types of interactive computer and communications technologies, including the Internet. Twenty-one consortium members will support this project.

**Indiana****Gary Community School Corp**

Project Name: Students As Agents of Change

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Gary, IN 46402

Telephone: (219) 881-5508 or (219) 881-5406

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Web site: [http://www.surfnetinc.com/gary\\_schools/chalgrt.htm](http://www.surfnetinc.com/gary_schools/chalgrt.htm)

Beginning in the middle schools, teachers and students will master common skills in multimedia development to create curriculum materials, and reports on African and African-American heritage that can be added to the traditional curriculum. Local fraternities, sororities, and community organizations will provide mentoring, and students will enhance their mastery by serving as cross-age tutors in the use of multimedia. The Gary Public Libraries will support extensions of the curriculum in afterschool and community programs. Thirteen consortium members will participate in the project.

## **Maine**

### **Old Orchard Beach School District**

Project Name: Electronic Learning Marketplace  
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Web site: <http://www.elm.maine.edu/>

The Southern Maine Partnership involves 27 school districts, 3 private schools, 3 colleges, and the University of Southern Maine, who will work together to provide new learning opportunities that will enable students and teachers to meet the high academic standards defined by Maine's Learning Results. The schools will be linked by an interactive, multimedia Web site that contains resources linked to teaching, learning, and assessment of progress toward the performance indicators defined by Maine's Learning Results. Each learning unit and related Internet resources will be keyed to specific grade level standards within each content area. A total of 35 consortium partners will participate in this activity.

## **Massachusetts**

### **Hudson Public Schools**

Project Name: The Virtual High School  
Contact: Bruce Droste  
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Concord, MA 01742  
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Web site: <http://vhs.concord.org/home.htm>

This Virtual High School Collaborative is based on a national coalition of educators and businesses. Teachers at 80 schools across the country will develop and offer "Netcourses" which will draw on the rich variety of learning resources available over the Internet.

These netcourses will serve the specialized needs of diverse students in both academic and vocational programs. No single high school has the resources to expand its offerings to meet all the needs of its students, but this collaborative of schools will pool their strengths to exploit Internet resources that can accelerate advanced study and the transition of their students into the workplace or postsecondary education. Almost 80 consortium partners will participate in this effort.

### **Lawrence Public Schools**

Project Name: Teaching and Learning with Technology

Contact: Patricia Knox

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Web site: <http://www.vcni.com/lpschools/gate.htm>

In this city of recent immigrants, high performance technologies will be used to provide teachers with new tools to engage students as active learners capable of mastering challenging academic subject matter. New technologies and telecommunication networks will be used to strengthen the link between school and home, by providing parents with skills to support student achievement. By eliminating the barriers imposed by the traditional school schedule, these technologies will greatly extend the places and times that children learn. The project will use the "next generation" of Internet hardware for in-home applications of educational software directly correlated to the school curriculum and Massachusetts Instructional Standards. Eight consortium members will contribute to this project.

### **Michigan**

#### **Melvindale-Northern Allen Park Public Schools**

Project Name: The Primary Sources Network

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Web site: <http://www.hi-ce.org>

A consortium of 14 school districts in partnership with Michigan State University and the Henry Ford Museum will use the Web and distance learning over the Internet to improve student learning. Students and teachers will have access to primary sources of scientific and technological innovation, with an emphasis on the historical and cultural forces that

affect creativity and change. An electronic journal on the Internet will document student and teacher performance, and it will contribute to continuous quality improvement throughout the project. Nine consortium partners will contribute to this work.

## **Missouri**

### **Independence Missouri School District**

Project Name: Project WhistleStop

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

Project WhistleStop will enable educators to work with the Harry S. Truman Library to put original resource documents online. Teachers will develop new curricula and on-line instructional lessons. Students will use these resources to create online research portfolios. For example, a team of Independence High School students with an interest in the decision to drop the atomic bomb on Hiroshima would use interactive software to tour the Truman Library and access original source documents. They could review project folios of work done by students from across the state in previous years, and search for historians willing to mentor students with this research. Eleven consortium partners will contribute to this work.

### **Missouri School District**

Project Name: The Trails Project

Contact: Tina Littlejohn

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E-mail: [tlittle@E-mail.kcmsd.k12.mo.us](mailto:tlittle@E-mail.kcmsd.k12.mo.us).

Web site: <http://trails.kcmsd.k12.mo.us/>

Teachers and students representing schools along the Oregon and Santa Fe Trails will work in partnership with universities, museums, historical groups and interested citizens to learn about the trails and to communicate, through technology, what they discover. Students will conduct onsite and online research with original historical documents to study the effects of westward expansion on the environment. Students and teachers in schools along the trails will examine how communities and cultures along the trails developed and changed over time, and they will exchange their knowledge with each other through CDs, videos, and the Internet. A total of 36 consortium partners will participate.

## **Nebraska**

### **Seward Public Schools**

Project Name: The Connection Project  
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E-mail: [lbundy@nde.state.ne.us](mailto:lbundy@nde.state.ne.us)  
Web site: <http://ois.unomaha.edu/connections>

The Connections Project will enable middle and secondary school teachers in Nebraska to create and implement integrated curricula supported by technology. The project will increase the capacity of educators to teach effectively through integrated curriculum reflecting Nebraska and Goals 2000. A cadre of 600 will be trained to assist colleagues in effective use of technology to improve the achievement of high risk students in core academic subjects. Nebraska's extensive telecommunication networks, and established Internet hub sites, will be used to create a statewide learning community of middle and secondary school teachers. A total of 30 consortium partners will contribute to this work.

## **New York**

### **New York City Board of Education**

Project Name: The Eiffel Project  
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A consortium, led by the Center for Collaborative Education (CCE) and the Institute for Learning Technologies (ILT) at Columbia University is joining with the New York Board of Education and several information and telecommunications firms to demonstrate how low income children can achieve world-class education standards. The project will use digital libraries, desktop videoconferencing, collaborative problem solving with digital tools, and multimedia portfolios to link learning resources across schools. The project serves disadvantaged students in areas including the Upper Manhattan Empowerment Zone and several communities in the Bronx, Queens, and Brooklyn. Twenty-one consortium partners and 47 schools will contribute to this effort.

**Community School District One**

Project Name: America Gateways: Immigration and Migration in the United States

Contact: David Bellel

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District One on New York City's lower east side and Districts Four and Five in Harlem will establish a consortium of teachers, staff developers, curriculum specialists, community leaders, software developers, and university faculty, who will restructure the curriculum around the theme of immigration and migration in the United States. The "American Gateways" project will engage students in challenging studies that meet national goals and New York's Curriculum Framework for school improvement. An electronic Web, and a host of community members and resources, will be used to draw together ethnically diverse populations, reducing the separation of groups, and increasing the realization that people are far more the same than different and that they are all working to reach similar goals. A total of 29 consortium partners will participate.

**Corning City School District**

Project Name: The Corning Community Project for Learning and Teaching

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Web site: <http://www.corningareaschools.com>

The Corning School District will work with local partners including, The Corning Museum of Glass and Corning Inc., to address two challenges: how to prepare students to meet the demands of a rapidly changing workplace, and how to address the issue of fairness and equity in a community characterized by social and economic extremes. Beginning with the two middle schools, students and faculty will be provided with an interactive local computer network and Internet access. Additionally, computers and access to the school network from home will be provided for economically disadvantaged students. The introduction of computers into the curriculum is an integral part of the Corning School District's 5-year Strategic Action Plan. A total of 19 consortium members will participate.



## **North Carolina**

### **Guilford County Schools**

Project Name: ABC Technology in Education Partnership

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Students in five North Carolina counties will improve their skills in mathematics, science, social studies, and reading through the integration of technology into the curriculum. The project will use a new statewide network to provide academic resources and teacher training across schools. Applications of technology and extensive teacher training, supported by a technology center, will be integrated with statewide goals for school improvement. Seventeen consortium partners will participate in this activity.

## **Pennsylvania**

### **Greene County Vocational-Technical School**

Project Name: Greene County Technology Initiative

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Web site: <http://gctc.grvt.org>

Five Greene County school districts in partnership with the local college and telecommunication firms developed a technology-based education system that prepares students for college, the workplace, advanced technical training, and business ownership or management. This is Phase II of a project that began with a Goals 2000 grant to train teachers and develop new curriculum content. Integration of computers with this curriculum will meet the needs of students and adults in this rural community with a changing economy. A total of 14 consortium partners will contribute to this effort.

## Tennessee

### Metropolitan Nashville Public Schools

Project Name: Schools for Thought

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[swinkj@ten-nash.ten.k12.tn.us](mailto:swinkj@ten-nash.ten.k12.tn.us)

Web site: <http://www.teacherweb.com/tn/nashville/jacqui>

The Schools for Thought pilot project, which began in middle schools, will be expanded to Elementary and High Schools. In this partnership between the Nashville schools, Vanderbilt University, and a host of other consortium members, students will use computers to improve their achievement in mathematics, science, and literacy. Telecommunications and computers will bring challenging "real-world problems" into the classroom, where students will be guided by their teachers to do research, define questions, develop solutions and reach conclusions. A total of 37 consortium members will participate.

## Virginia

### Norfolk Public Schools

Project Name: The Education Connection

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Laurel, MD 20707

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

The Norfolk Public School District, in collaboration with six public broadcasting organizations and 21 schools in 6 states, will create an interactive network that will meet the needs for curriculum-focused technology and sustained teacher training in schools. The collaborative, known as "The Education Connection" will use networked technologies, computer based education materials, and audio-visual resources to create and disseminate new curriculum and train teachers. The curriculum will focus on core subject areas at each grade level, including: mathematics, science, reading, writing, geography, social studies, and fine arts. A total of 41 partners will contribute to the project.

**Franklin County Public Schools**

Project Name: Accepting the Challenge

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As part of a comprehensive school reform initiative, the Franklin County schools will integrate computers and appropriate information technology into the curriculum at all grade levels. To meet the demands of today's workforce, the County's young people must be able to use new technologies to solve problems, think critically, and develop strong academic skills. The school system is designing an innovative program that prepares students to pursue a variety of career paths that build on strong academic and computer skills. The Center for Applied Technology and Career Exploration will provide teacher training and staff support for the program. A total of 14 consortium partners will participate.

**Washington****Olympia School District**

Project Name: Generation WHY

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Web site: <http://www.genyes.org/genwwwy/>

The Generation WHY Project in the Olympia School District focuses on today's new generation of youth as partners, and often as leaders, in bringing technology into the classroom. The District will be the lead agency for a national network of 14 school districts that will use this unique strategy, which secondary school students train teachers to integrate computers into the curriculum. The Olympia model, which has already been successful in the district's secondary schools will be used to train a cadre of student and teacher technology leaders, who will establish a Web site with guidelines for using new technologies to improve student learning. A total of 20 consortium partners will contribute to the project.

### **Seattle Public Schools**

Project Name: The Seattle Community of Learners System

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The Seattle School District is developing a comprehensive approach to school improvement by creating new learning environments in which students, parents, and educators will be connected to workplaces through electronic information systems. Teachers will receive instruction and certification in educational technology, and the schools will produce a better educated technology workforce. New technology classes will be provided for large numbers of low-income public housing residents. The district will also develop a new 11<sup>th</sup> and 12<sup>th</sup> grade "Information Technology Career Pathway" in cooperation with Microsoft Corporation, which will prepare students for Microsoft certification and future employment in technology careers. A total of 14 consortium partners will contribute to this work.

### **West Virginia**

#### **Monogalia County Board of Education**

Project Name: Your Future in WV Growing Together

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Web sites: <http://www.wvhtf.org/toc/chalmain.html>

<http://www.phase9.org/>

Monongalia schools, in conjunction with 8 additional county school districts, the State Department of Education, the West Virginia High Technology Consortium Foundation, and 10 local businesses will work with 152 schools in the State to increase the use of computers in the classroom, expand career education curriculum opportunities, and increase parent and community involvement through Technology Opportunity Centers. At the Opportunity Centers, students, parents, and displaced workers will have access to computers for job searches and career development. The Foundation is creating a \$12 million center to support this program, with 80 percent funded by private sources. A total of 13 consortium partners will participate in this effort.