

1999 Challenge Grant Awards

California

Imperial County Office of Education

Project Name: The Borderlink Project

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Funding: 1st year: \$1,796,191; 5 years: \$9,601,415

The Borderlink Project will place state-of-the-art technology in 12 remote and geographically isolated high schools in underprivileged areas in 11 school districts. The technology connectivity will deliver Advanced Placement courses, college and career awareness, tutoring and mentoring, professional development, and technical support. Project Borderlink will build on and expand successful technology-delivered student courses and professional development models.

The Borderlink Project will use videoconferencing, Internet-based instruction, and unique mobile vehicles to improve academic skills, increase the number of students who qualify for college, improve teaching, and provide access to the Internet to students, teachers, and parents. The project will create online and videoconferencing courses for students, professional development modules, courses to prepare students and community members for jobs using technology, and materials to prepare students to be wise test-takers. All products will be available on Link World, a unique, three-dimensional Web site that the project will develop to serve teachers, students, and the educational community. Courses for students will be designed, created and disseminated over the web. Professional development will be delivered through academies, workshops, videoconferences, and the Internet.

Oakland Unified School District

Project Name: Urban Dreams

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Funding: 1st year: \$1,781,395; 5 years: \$9,610,297

Urban Dreams will focus on helping more than 11,000 urban secondary students in Oakland's ethnically and linguistically diverse community achieve state and district language arts and social science standards by involving them in project-based learning,

assisting teachers in developing electronic media-based instruction, and training parents to use technology in their homes and communities. The project will develop and implement a Technology Integration Professional Development Institute. Teachers will produce interdisciplinary, multicultural curricula reflecting the cultures and languages of Oakland's student body. The Parent University, an innovative parenting-partner program, will engage parents and community in the education of public school students, and keep them involved in the greater Oakland community. Participating classrooms will receive state-of-the-art Classroom Research Centers and high school libraries will be updated.

Urban Dreams addresses the academic and career needs of students while concurrently building the district's capacity to sustain the project outcomes through a more skilled teaching force, and a more engaged parent-community partnership. This demonstration project will utilize advanced technologies to help high school students master individual academic standards and the new district graduation standards. Through the professional development component, all 9th–12th grade English and History teachers will receive comprehensive training in project-based learning strategies and computer-based information processing skills. In collaboration with the University of California Interactive University, the project will develop new methods of assisting teachers to use the Internet and multimedia technologies to improve teaching and learning.

Connecticut

New London Public Schools

Project Name: Project CITI: New London Curriculum Integration and Training Initiative

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Funding: 1st year: \$1,462,858; 5 years: \$6,209,942

The New London Curriculum Integration and Training Initiative, Project CITI, will develop and implement research-based integrated curriculum software, implement an extensive staff development program for all K–5 teachers, engage parents in training to improve their literacy skills as well as support their own child's learning, and collect data that will be useful to measure program success.

Project CITI, a unique consortium of educational institutions, local nonprofits, software developers, and private corporations, will implement an innovative software curriculum and a training model that will provide intense and aggressive early intervention in reading, mathematics, and science to students in grades K-5. The project has as its goal consistent and measurable improvement in student achievement, teacher competence, and parental engagement. A Web site will be created to document the project's success, lessons learned, video demonstrations, and exportable tools for replication. Every K–5

classroom will become a technology-rich environment in order to facilitate classroom-based reading and mathematics curriculum. The district will collaborate with software development partners to develop an innovative multilevel version of its software, create a teacher management system, and play an important role in the research, development, and testing of an early math and science program. Project CITI will develop resources dedicated to long-term professional development and create a “lighthouse” model of real-life technology integration that can be replicated nationwide. Project CITI will also complement the work that the district has already begun by helping each school incorporate technology applications into each of its individual lighthouse initiatives.

Florida

Washington County District School Board

Project Name: Florida Learning Alliance — The Rural Connection

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Funding: 1st year: \$1,990,121; 5 years: \$9,869,109

Dissemination and expansion of an effective state-funded online technology innovation is the primary focus of the Florida Learning Alliance—The Rural Connection project. The project will provide access to 2 innovative technologies for distance learning by placing state-of-the-art technology in 29 of the lowest achieving school districts in Florida.

Students and teachers will have anytime/anyplace online access to a comprehensive high school curriculum; as well as professional development and staff training through an interactive delivery system utilizing various technologies.

This project will disseminate a state funded, state-of-the-art online technology innovation—The Florida High School—to members of The Florida Learning Alliance. The Alliance includes 112 high schools and middle schools and 102 elementary schools in 29 school districts, including the poorest, most sparsely populated, and lowest achieving districts in the state. The project will link rural students with a comprehensive array of courses, and provide school personnel with training and technical assistance.

The project will also provide equal access for rural schools to high quality instructional material. The dissemination and expansion of an effective model is a unique solution to addressing technological challenges of disadvantaged small and rural school districts. The project seeks to accomplish systemic dissemination across a large number of geographically dispersed rural school districts that will result in a complete multimedia, distance learning community with every school connected to the Florida network; computers in every classroom, lab, and library; convenient access to quality instructional

materials and training for teachers; and ongoing research and development efforts designed to keep current with the rapidly changing technology.

Idaho

Potlatch District 285

Project Name: The Lewis and Clark Rediscovery Project

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Funding: 1st year: \$1,437,619; 5 years: \$7,537,668

The Lewis and Clark Rediscovery Project is designed to help teachers restructure teaching and learning practices through the infusion of technology in 14 school districts, serving over 100,000 students in 8 states along the Lewis and Clark Trail. Teachers will design interdisciplinary curricula to integrate science, mathematics, and technology with social studies, history, and language arts through a focus on human-environmental interactions with spatial and geographic views along the Lewis and Clark Trail. In addition, the project will include extensive use of new technologies in the classroom through interactive Web sites, after school and summer programs, and Web delivered activities and courses.

The Lewis and Clark Rediscovery Project seeks to validate the Opportunity for Visionary Academics change model for K-12 technology infusion, which was developed by NASA and has been used successfully to effect changes in the structure of content courses for preservice education majors. The project will develop, deliver, and evaluate modular Web based courses integrating science inquiry, social studies, and technology. Teachers and students will create content on the 200 years of change along the Lewis and Clark Trail. In addition, the project will develop an interactive virtual tour and companion Web site that will serve as a backbone for locally developed products created by students and teachers. The project provides a unique opportunity to implement technology infusion into teacher professional development programs, including the use of: computers and the Internet for research, data sharing, and collaborative publishing; Global Positioning System (GPS) receivers and Geographic Information System (GIS) software to aid in mapping and navigating a local voyage of Rediscovery; digital cameras for documenting local settings, QuickTime VR to help create a virtual tour of local settings; scientific instrumentation associated with the international environmental science education program, GLOBE; to gather and analyze student data, and multimedia technologies to produce products; and present and discuss results from historical and social science projects.

Illinois

Chicago Public Schools Region 3

Project Name: Transforming Teaching and Learning Through Technology -T⁴

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Funding: 1st year: \$1,584,779; 5 years: \$7,772,116

The primary focus of this project is to implement a comprehensive professional development model to better prepare teachers to utilize technology and participate in a virtual learning community that will serve as a resource for students, parents and administrators. Collaborative teams of curriculum writers will rewrite, modify, and develop a new challenging, technology-enhanced curriculum that will incorporate academic standards for the State of Illinois and the Chicago Public Schools.

Transforming Teaching and Learning Through Technology -T⁴ will serve 86 schools in Region 3 located in one of the most economically deprived areas in Chicago. The consortium partners plan to build a telecommunications infrastructure, and to deliver a comprehensive professional development program, that will build faculty support and enthusiasm for technology training and improved student achievement. The professional development model is designed to include sustained ongoing training with observation, feedback, and coaching by teacher trainers/master teachers. The project also proposes to create a virtual learning environment that is organized around four hub-schools that will serve as extended-hours high schools. The virtual learning community will encompass a wide variety of resource modalities, such as computer conferencing, databases, video, and a network of trained teachers. Through professional development, teachers will learn to integrate technology into the curriculum, become full participants in the Region 3 virtual learning community, and develop energized learners who can use technology effectively to solve real world problems. Students and teachers participating in the project will learn and work in well-equipped, state-of-the-art classrooms that will include student workstations, administrative computers, multimedia equipment, Internet access, and distance learning capabilities.

Maine

Maine School Administrative District #38

Project Name: Spreading Educator to Educator Developments for Technology

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Funding: 1st year: \$1,079,900; 5 years: \$6,828,054

The Spreading Educator to Educator Developments for Technology (SEED) Project will focus on increasing technology use by teachers and students, and increasing student achievement of state standards. A major focus of the project is to expand upon the use of technology as a learning tool in all of Maine's public and private schools. Other key components of this project include curriculum development, dissemination, and training and professional development through the use of a Technology Learning Leader's model.

SEED's grassroots network will build on the success of an educator-to-educator approach to implementing the state's Learning Results, and incorporating the work and creativity of students, teachers, administrators, and professional developers around the state.

Technology integrated learning activities developed and supported by 150 K-12 pioneering teachers (developers) will be made accessible to all teachers (adaptors) via print and electronic media. Technology Learning Leaders, teachers skilled in integrating technology into standards-based learning, will provide training and mentoring to other teachers onsite and via the Internet. Developers and their adaptors will work together to improve classroom approaches and integrate existing and emerging technologies.

Exemplary curriculum units demonstrating the link between core technology competencies and content standards will be electronically published. SEED will transform teaching and learning in Maine Schools as teachers teach teachers to achieve the state's Learning Results through technology.

Michigan

Battle Creek Area Technology Consortium

Project Name: Battle Creek Area Technology Consortium

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Funding: 1st year: \$1,122,130; 5 years: \$5,726,099

The project will work toward three major goals for improved learner achievement: to incorporate and align instructional technology in all classrooms to support the academic core curriculum standards of language arts, science, mathematics, and social studies; to provide equal access to technology and implement a long-term training plan; and to utilize technology to measure and evaluate student achievement.

Four public school districts and four private schools will focus on six projects to achieve these goals:

1. Develop high-level, problem-based software for student and classroom use that aligns with state and national standards for social studies and science for grades 3, 6, and 9.
2. Establish a software review task force comprised of educators, students, parents, and core academic content area specialists to develop a rubric, and implement a process for reviewing commercially developed software.
3. Implement a technology certification process as part of a staff development program.
4. Implement a systemic plan for integrating technology into the academic curriculum through the use of instructional units that incorporate technology as part of teaching, learning, and student assessment.
5. Establish a community computer lab and a laptop checkout system.
6. Utilize technology to improve student assessment.

Delta-Schoolcraft Independent School District

Project Name: Technological Literacy and Leadership

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Funding: 1st year: \$1,737,940; 5 years: \$8,071,768

The Technological Literacy and Leadership Project will refine, expand, and disseminate a process of systemic reform using community and school-based learning teams to effectively integrate technology into the K-12 curriculum. A major objective is to improve higher level thinking skills for all students in the project's 129 rural, low-income schools.

The Technological Literacy and Leadership Project will implement five major components that will benefit students and educational personnel in the Central Upper Peninsula of Michigan, an area of over 10,000 square miles. They are:

1. Learning teams will design instructional units to improve students' science and social science skills through the use of various technologies, including databases, geoprocessing technology, multi-media and the Internet, that simulate the processes and methods used by practicing scientists and social science professionals.
2. Develop students' information literacy skills through the effective use of technology.
3. Develop students' abilities to become producers of information through the effective use of technology, including multimedia programs, telecommunications, and interactive video conferencing.
4. Implement a system-wide process of educational reform that includes both leadership development and organizational transformation, through the University of Michigan's Global Leadership Program, that will involve teams of teachers, students, administrators, and business mentors.
5. Promote comprehensive school reform through effective professional development that provides teachers with the training and support needed to effectively use technology as an integral part of the curriculum.

New York

Bronx High School District

Project Name: Teaching Interdisciplinary Problem Solving (TIPS): Professional Development is CRITICAL

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Funding: 1st year: \$1,132,406; 5 years: \$7,041,619

The Teaching Interdisciplinary Problem Solving (TIPS) Project focuses on curriculum restructuring, inservice training, and the integration of computer applications through sustained professional development and the development of learning standards. The project seeks to implement a unique collaborative effort between two exemplary problem-solving models, in addition to providing 1,000 teachers and 72,000 students access to cutting-edge technologies.

TIPS will demonstrate that it requires a collaborative, comprehensive plan to provide curriculum restructuring to teach interdisciplinary problem solving. Also required are inservice training and sustained professional development for teachers to enable them to integrate computer applications and new technologies into their curriculum, and improve learning standards in all content areas. This project brings together two exemplary programs, Syracuse University's Project LEGAL and the North Central Regional Educational Laboratory's Engaged Learning program. Project LEGAL's new professional development model, TIPS, will provide a vision for curriculum restructuring in combination with new technology applications that will help teachers in all content areas work toward meeting new learning standards, while the Engaged Learning model will enhance the effectiveness of TIPS by providing a generic collaborative model for interdisciplinary learning and real-life problem solving.

South Carolina

McCormick County School District

Project Name: Teacher's 21st Century Chalkboard

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Funding: 1st year: \$1,300,516; 5 years: \$6,565,269

The Teacher's 21st Century Chalkboard will focus on developing and implementing professional development model that will transform the way teachers receive professional development and enhance teaching and learning. Curriculum, model lessons, online quizzes, training modules, and professional development standards will be developed. The project will create technology-rich teaching and learning environments for teachers, students, and families.

The Teacher's 21st Century Chalkboard is an innovative professional development effort designed to accelerate and increase student achievement in reading and writing across the curriculum through classroom instruction, enhanced by technology. Teachers, students, and families across three counties will improve their language arts skills while developing "Essential," "Expanded," "Expert," and "Enhanced" technology proficiencies. Other features included in this demonstration model are sustained, sequential, and comprehensive onsite professional development in the classroom environment, 12 hours of graduate credit towards a Masters Degree in Educational Technology, and access to state-of-the-art technology. Web-based learning centers and a mobile lending library will serve to disseminate resources that will strengthen school, family, and community involvement. Products that will be developed for electronic dissemination include Literacy Standards for Teachers and Students, a Project Manual, an online collection of grade-level language arts activities, an online bank of challenging grade-level test questions, and studies and evaluation results.

South Dakota

Mid-Central Educational Cooperative

Project Name: DIAL Consortium Interactive Learning Campus

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Funding: 1st year: \$1,566,124; 5 years: \$8,894,468

The DIAL Consortium Project will focus on implementing an Interactive Learning Campus that will represent a comprehensive distance learning initiative (interactive video network, Internet), engaged learning philosophy, and will integrate advanced on-demand information access systems into learning environments and automated assessment tools into the curriculum.

The DIAL Consortium will create a new teaching and learning environment—the Interactive Learning Campus (ILC). The objectives of the ILC are to increase students' access to high level, quality content learning experiences through the use of distance learning technologies, to improve teaching and learning to make them active, engaged processes supported by advanced telecommunications and information management technologies, and to enhance community development by utilizing technology to support life-long learning and economic development. Thirty-three school systems in the most rural sections of South Dakota will be involved in this project, and 1,200 teachers and 16,000 students, of whom 53 percent are Native Americans, will participate.

Texas

Allen Independent School District

Project Name: Key Instructional Design Strategies

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Funding: 1st year: \$1,999,400; 5 years: \$9,248,787

The Key Instructional Design Strategies (KIDS) Project will focus on the design, development, and implementation of four key components—technology tools, the KIDS

model of instruction, training opportunities and accessibility for low-income parents, and Web-based software development.

KIDS will create an instructional model for technology integration. It will build on, refine, and expand the technological accomplishments of the Allen Independent School District. The model will be developed with two other local school districts, each receiving hardware, software, distance learning technologies, and training. Connectivity will be established between member districts to support interaction, exchange of information, telecollaboration, and electronic meetings. In addition to offering summer institutes, KIDS will provide ongoing teacher training and support on curriculum integration, instruction, and technology. The project will create Web, video, and videoconferencing professional development modules. Community laboratories will be established in consortium districts to provide access, training, and support for parents. Member campuses will develop instructional software and Web tools. Imagination Station, Inc. will be working in collaboration with KIDS school districts and reading experts developing educational software that will bring together students, parents, and teachers in an active learning environment that measures student progress, provides immediate feedback to both teachers and parents, and improves student test results. The Imagination Station will be an online, Internet-based network that will link students, teachers, and parents in a rich, protected online learning environment. In addition, **KIDS** will host an ongoing program to assist 290 small, economically disadvantaged school districts across the State of Texas to implement the KIDS model for instruction.

United Independent School District

Project Name: Project Millennium

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Funding: 1st year: \$2,000,000; 5 years: \$9,458,554

Project Millennium will focus on developing quality products, online courses, Web sites, and instructional resources for district-wide use in curriculum reconstruction, training, and professional development. Other key components include classroom intervention, community involvement, and performance-based assessments. In addition, the project will upgrade 47 percent of the district's equipment in order to access the Internet and use state-of-the-art software applications.

Project Millennium will serve 30 campuses by creating a state-of-the-art learning environment that will increase the technological proficiencies of students and teachers by laying the foundation for making technology resources available as a part of daily instruction. The project addresses curriculum reconstruction, which includes development of K-8 technology integrated curriculum, online courses, middle school distance learning

programming, and the creation of the Virtual Finance Classroom for high school students. In the area of training and professional development, the project will offer university-based courses, and develop advanced training modules delivered via the Internet. Performance-based assessments for students and teachers will also be developed. The project will involve the community by providing learning and training opportunities for many of the economically disadvantaged families via a TechMobile van equipped with computers that will travel into the communities during the day, evenings, and on weekends. Finally, Project Millennium will create 140 PreK–3 Literacy Classrooms which will place highly trained reading teachers in classrooms that have been enhanced by the latest research-based technology reading programs.