XYZ Area School District

NNNF/ETB PROJECT DESCRIPTION

Integration of Technology into an Alternative Education Program

1. Applicant (Organization)

OVERVIEW:

The mission of the XYZ Area School District (OASD), in partnership with the XYZ area community is to "challenge our students with a visionary, innovative curriculum in a positive learning environment, so that each student will develop lifelong learning skills, values, and knowledge to become a self-reliant, positive contributor to our democratic society and the world." The OASD, in operation since 1891, is committed to continuous program improvement and utilizes a strategic planning process and long-range program improvement plan to manage the educational change process. An executive summary of this strategic plan is included in the attachments, page 1. The OASD is affiliated with the School Evaluation Consortium (SEC), a department of the University of Wisconsin, and is accredited through the North CCCC Association. In 1993, the OASD adopted the Technology Plan which defined needs and directions for the school district's technological growth. Technological development is currently a strategy within the district's updated strategic plan and includes a nine-step action plan for continuous, systematic growth (see attachments page 2.)

The mission of the XYZ High School (OHS) is "to teach and develop knowledge, skills, concepts, and attitudes in an environment that fosters success now and in the future." OHS utilizes a site planning process to plan educational change which compliments and supports the district's strategic plan. With an annual enrollment of approximately 1400 students, approximately 98% graduate and 85% enroll in post-secondary educational programs. OHS is a 1990-91 recipient of the U.S. Department of Education Excellence in Education Award. The parameters of OHS's technological development are defined within the district's technology plan and include total building rewiring to category 5 wiring so that each OHS office and classroom will have access to the network for voice, video, and data. This rewiring is now in process. The building network system is comprised of 3-4 Novell servers.

CCCC High School (CHS) is an alternative school within a school which has been in continuous operation for approximately the past twenty years. The purpose of CHS is to provide educational options to help meet the diverse needs of students ranging from at-risk to gifted and

talented students. As an alternative school-within-a-school, CHS compliments rather than competes with the more traditional structures of OHS and provides curricular options to individual students which are not available within the larger parameters of the high school. Program components of CHS include small group instruction, self-paced courses, community service, TARGET off-site work program, independently designed learning contracts, night school, and summer school. CHS serves approxim ately 200 students each semester through individualized learning contracts.

PROBLEM/OPPORTUNITY DEFINITION:

The past two decades have been years of turbulent social and political change propelled by unprecedented technological advances including world-wide communication networks. The '90s are accented by diverse and persistent calls for educational change. Educational structures that in the past were responsive to the needs of an agricultural and industrial society are struggling to remain responsive in this age of information overload, technological sophistication, and world-wide communication. Of course, all of education needs to modify their antiquated structures in order to fulfill their mission of preparing students to be productive, contributing members of society. In order to do this, teachers and students need to be connected to the world outside their school buildings. This is true for all students and all teachers and as such is the most global of our needs.

Within alternative education, in addition to serving students with unique needs, we serve students on the extreme ends of the educational continuum. It is most often at these extreme ends that educational needs are enhanced. For gifted and talented students, this often means access to curriculum beyond what is available within their school building. CHS currently provides structures for students to design their own learning experiences which could include research projects, literature reviews, product design and completion, or mentorships. (See attachments, page 3, for guidelines relating to individual learning contracts.) Access to the World Wide Web could significantly enhance these individualized learning experiences for talented students. Students could establish interactive learning experiences with students who share similar interests in different cities or countries; students could research a question at the Library of Congress in addition to the school/city library; students could enroll in a university course via the Internet without physically leaving their school building or peers. As continuous learning opportunities outside of the schools increase, access to those opportunities for high school students needs to increase; what seems like fringe now will soon become necessity. For at-risk students, access to and familiarity with technology may be the most powerful tool to help

bridge the gap between those students who come to school with a wealth of educational experiences and support and those students who come to school without having experienced those types of learning opportunities that most often occur outside of schools such as travel, computer availability at home, etc. In this sense, it becomes more critical for educational programs that serve at-risk students to provide access to those technological experiences that significantly enhance students' learning and confidence and will allow at-risk students to compete more equally for employment in the technologically sophisticated world outside of school. Students also need increased opportunities to experience the connectedness between school learning and real life. Thus, our need is to increase access through technology to learning experiences for all students which are perceived as relevant and connected to the world outside of school.

Five years ago, there was no student access to computers within CHS; we could only improve from there. Currently, there are four student computers (286s) which are networked to the school's main computer and used primarily as word processors. Through Chapter II monies and district technology monies, we obtained two 386 PCs. These were the current technology when purchased four to five years ago. As we began to learn about and use these, we first discovered that soft-ware programs which were not integrated into our course curricula were not used. As we expanded our curriculum and began incorporating particular aspects of soft-ware programs into the curriculum, we learned that 386s were slow and disk drive space too small for most of the more effective, multimedia programs. The software programs that accommodated our less powerful computers also engaged the students less; they did not utilize a multimedia format and responded too slowly. We also learned that two computers were insufficient for the number of students who needed access to the computer-based curriculum components. As a staff, we participated in a year-long in-service group to investigate distance learning opportunities; we learned that besides being behind in our access to technology, we also hadn't yet begun to scratch the surface of investigating and accessing alternative learning opportunities for students. Our need, therefore, is access to technology that is powerful enough to engage students, that is integrated into and enhances our alternative education curricular options, and that simultaneously prepares students for the integration of technology within their future jobs.

Within the conceptual foundation of our alternative education program are structures for the development of experimental curriculum and the implementation of that curriculum on a smaller group basis. We currently have designed a year-long collegial study group to investigate integrated curriculum within our alternative education program and will

look at means to break down some of the artificial barriers between the traditional high school content areas. It is our goal to develop some integrated curricular units, implement these, evaluate their effectiveness, and dependent on this evaluation, revise and/or expand our integrated curricular opportunities. Utilization of technology is one of the tools that can facilitate this cross-content, integrated delivery of learning experiences for students, and thus technological enhancement of cross-curricular learning opportunities for students becomes our final need.

PROJECT GOALS AND OBJECTIVES:

The broadest goal of this project is to support structures within our alternative education program that help prepare students ranging from at-risk to gifted and talented to become productive, contributing members of our rapidly changing, technologically sophisticated society.

Within this broad goal, this proposal has three specific goals with objectives listed under each goal:

Goal #1: to increase the availability of relevant learning experiences for all students by providing connections via technology between CHS students and staff and the world outside the school walls through use of the Internet and especially the World Wide Web.
•Provide access to the Internet to each CHS staff. (see timeline activities #s 7, 8, 10, & 13)
•Train each CHS staff member on use of the Internet, ethical concerns related to student access, and district policy on network use.
•Integrate at least one Internet student activity into each CHS alternative course. (see timeline activity # 11 and addendum #2)
•Investigate availability of formal courses delivered through the Internet and communicate the availability of these courses to all OHS departments.
•Investigate mentorships via the Internet for students designing independent learning projects. Support establishing at least one mentorship relationship each school year in conjunction with an independent learning contract. Utilize CU-SeeMe video camera set to personalize these. (see timeline activity #14)
•Explore providing access during night school to distance learning opportunities available to community members (this would occur in conjunction with the district's strategic plan for technological growth and development.)

Goal #2: to provide varied learning opportunities for students through access to technology that is powerful enough to engage students, that is integrated into and enhances our alternative education curricular

options, and that simultaneously prepares students for the integration of technology within their future jobs.

•Increase availability of computers for student use from two 386 PCs to 10 additional Pentium, multimedia stations. (see timeline activities #s 4, 5, & 9)

•Critically review existing software availability and purchase software programs that will enhance existing CHS alternative curriculum. (see timeline activity #15)

•Incorporate at least one computer-based curricular component into each existing CHS alternative course (see timeline activity #11 and addendum #2)

Goal #3: to provide cross-curricular learning opportunities for students with technology being one of the tools that facilitates these cross-content, integrated learning experiences.

•Redesign physical facility of CHS so that three content-related classrooms are connected by a CCCC, technological area. This technological area would hold the computers and provides physical and visual connectedness across the separate classroom areas while serving as a physical support for curriculum integration. (see timeline activities #s 1, 2, & 6)

•Develop staff development series to train all CHS staff on use of the Network, use of new library information resources, and use of new software programs. (see timeline activities #3, & 12)

•Integrate at least two major thematic curricular projects each year involving all of the students participating in CHS classes. (see timeline activity #17)

•Develop incremental, curricular units that can be delivered across content areas and a credit structure to manage these integrated units.

•Explore with area businesses the feasibility of developing interactive curricular units delivered via the Internet. (see timeline activity #14)

PROJECT DESIGN:

There are several layers of existing structure that support and enhance the design of this project including a district structure that strategically manages change and includes a technology plan, a building structure that has been recognized for excellence and includes a plan to technologically link each classroom, and an alternative education program structure based on 20 years of continuous operation and incorporating curriculum and strategies designed to meet a wide range of individual student needs including community service and business partnership programs. These existing structures will be used to insure continued updating of equipment and services to accommodate advances in both knowledge and technological resources. For the past five years,

curriculum in CHS has been moving in the directions of increased utilization of technology and integrated delivery of instruction. This proposal allows us to redesign our physical structure to create a CCCC area of technology that connects three classroom areas visually, physically, and technologically (see attachment page 4.) It also provides for the purchase of the following equipment and services: 1 LaserJet printer, 1 color ink jet printer, 3 Laserjet5 printers for use with PCs with Internet access, 10 Pentium multimedia processors, 1 set of CU-SeeMe video camera to allow interactive distance learning experiences including mentorships, network connection of these printers and PCs, Internet connection for three of these PCs including modems and wiring, addition and maintenance of two dedicated phone lines, software, On-line subscription services, network wiring between the OHS library resources (including Newsbank, Infotrak, Sirs Government Reporter, Sirs Social Issues Resources Series, Newsbank Science News, Magill's Survey of Science, and OPAC. See attachment page 5 for a description of these programs.) Currently, CHS at-risk students tend to avoid learning about new information resources available through the library because that environment is perceived as being more crowded and distracting, more competitive for available computers, and requiring more independent learning skills than many students have. This proposal also provides for staff development training on utilization of these new resources; one CHS staff member currently is involved in the "21st Century Teachers' Initiative." Provisions for dissemination of information related to grant implementation and feasibility of replication are also included.

Timeline
Project Component/Task to be Completed Person Responsible Timeline/Completion Status1. Architectural consultation on re-design of existing and new CHS space.Howard Kallio November '962. Additional classroom space allocated to CHS.Howard Kallio March '973. Design staff development program for the school year:
*how to use the new equipment
*network and use of library information resources
*Internet use
*integration of curriculum
*software programs
*community componentKathie Lodholz
Mary Scoonover March '974. Purchase of 10 Pentium multimedia PCs with start-up software and network cards. Carl DuchApril '975. Purchase of related PC equipment:
*2 CU-SeeMe video camera for interactive distance learning
*3 28.8 highspeed modems
*3 HP Laser Jet 5+ printers for Internet PCs
*1 Laser Jet Printer and 1 Color-ink Jet printer for lab
*1 video-capture cardCarl Duch

Kathie LodholzApril '976. Reconstruction of CHS's physical space: walls, glass-in area, computer tables.Howard Kallio Summer '977. Category 5 wiring of CHS.Doug JohnsonSummer '978. Install 2 additional dedicated phone lines for Internet connection.Kathie Lodholz Summer '979. Install 10 multimedia stations:
*hardware and software
*Network & Internet connectionsMary Kay Murray Summer '9710. Subscribe to Internet w/ Exec. P.C. Kathie LodholzAugust '9711. Develop plan for curriculum revisions:
*to incorporate Internet activity into each CHS course
*develop incremental units and a credit structure to manage these integrated units.Kathie LodholzAugust '97 & on-going12. Begin staff development program.Kathie Lodholz
Mary Scoonover September '97 & on-going13. Subscribe to relevant educational materials to support development and integration of technology into CHS curriculum and instruction:
*The Journal: Technological Horizons in Education
*Classroom Connect
*OthersKathie LodholzJune '9714. Develop plan for community component for:
*exploration of mentorships via Internet & & ongoing two-way video cameras.
*development of integrated/interactive learning units. Susie Kroseberg September '97 15. Investigate multimedia software for integration into CHS curriculum:
*existing curriculum
*opportunities for integrationBill Connors
Pat Clark September '97 &on-going16. Develop conference presentation and submit to appropriate professional educational organizations.CHS Staff January '9817. Deliver two integrated, thematic units to all CHS students.Bill Connors
Pat Clark December '97 & March '9818. Project evaluation.Kathie Lodholz April '9819. Update goals and objectives for next school year. Kathie LodholzApril '9820. Write descriptive article of project including potential for replication and submit to relevant professional organizations.Kathie LodholzApril '98
2. Applicant Qualifications

The OASD is recognized as providing quality, public education. CCCC High School (CHS) is one of the oldest, continuous-running alternative high schools in the nation and has been viewed as a model by many other school districts attempting to establish alternative programs. The project manager and director of CHS is certified and licensed as a school psychologist. This full-time placement of a psychologist within an alternative education program validates the need and strengthens the ability of our alternative program to respond to the individual needs of

students. It is estimated that project management will require a 10% time commitment. As one of our project goals is to integrate existing curriculum using technology as a linking tool, all CHS staff will be involved with project implementation on a daily basis. This integration of project goals into our existing alternative education curriculum and structures strengthens the sustainability of the project while simultaneously making it difficult to delineate the percent of time CHS staff will devote to this project separate from the completion of their daily roles and responsibilities as educators. Outside of the academic school year, budget provisions are made for CHS project participants to spend approximately one week during the summer to design the staff development component of this project and to begin curriculum revision. OASD staff participating in this project are listed below. Individual bibliographies are included in attachments pages 6-8.

Dr. John Graves, OASD Superintendent

Mary Scoonover, District Coordinator for Computer Technology and Library Resources.

Kurt Oelsner, District Technical Services Manager.

Howard Kallio, OHS Principal. Proposal responsibilities include overall supervision, facility maintenance and remodeling, staff allocation and supervision, and budget.

Kathie Lodholz, CHS Alternative Program Director. Proposal responsibilities include program development, program management, staff support, and program evaluation.

Carl Duch, OHS Computer Resource Teacher. Proposal responsibilities include technological consultation, materials purchase, and staff development support.

Mary Kay Murry, OHS Computer Technician. Proposal responsibilities include technological consultation, computer maintenance, and software support.

Mary Brown, OHS Librarian. Proposal responsibilities include consultation concerning library resources and Internet use.

Bill Connors, Certified Alternative Education Teacher. Proposal responsibilities include curriculum development, staff development, and student learning.

Pat Clark, Certified Alternative Education Teacher. Proposal

responsibilities include curriculum development, staff development, and student learning.

Susie Kroseberg, Certified Alternative Education Teacher. Proposal responsibilities include curriculum development, community outreach, night school, and student learning.

PROJECT MANAGEMENT:

The initial phases of this project will require re-design of our physical facility in order to create the environment for integrated instruction and the space to house the additional computers. This re-design will be a collaborative effort between the OHS administration, CHS staff, and the architectural firm of Bray and Associates. Howard Kallio, OHS principal, will manage the project budget including approval of all purchase orders. Technological support for all aspects of this project will be done in conjunction with the OASD's strategic plan for technological development. Materials purchase, installation, and set up will be supervised by Carl Duch. Staff development is on-going including a collegial study group on distance learning during the 1995-96 school year and a collegial study group on curriculum integration during the 1996-97 school year. Subsequent staff development programs for the 1997-98 school year will be developed by Mary Scoonover and Kathie Lodholz and will include training on use of the new equipment, use of network and library information resources, use of the Internet, and integration of software programs into existing curricular offerings. As part of this on-going staff development, we will use the Internet to connect with other educators utilizing the Internet as an instructional tool, delivering integrated curriculum, or providing alternative educational services. Bill Connors will facilitate communication through his active involvement in the "21st Century Teachers' Initiative." Kathie Lodholz will facilitate staff development offerings which will be provided by OASD employees. Kathie Lodholz will monitor project progress according to timeline dates and will communicate with others on all aspects of program implementation. All certified alternative education teachers will be responsible for staff development, curriculum development, and student learning. Susie Kroseberg will develop and facilitate a plan to explore community involvement with "community being defined in it's broadest sense.

PROJECT EVALUATION:

All aspects of the project as specified in the project timeline #s1-20 will be evaluated relative to quality and timeliness of completion. In addition, each objective listed under project goals 1-3 will be evaluated via a written questionnaire developed by the project manager

and completed by all persons involved in the project. Each objective will be evaluated using a rating of 1 to 10 and asking project participants, "To what extent do you feel this objective has been met?" and "What has been the impact of this objective on student learning?" Project participants will also be asked to recommend revised goals and objectives for the following school year. These results will be tabulated and summarized by the project manager. The change process within the OASD is directed and managed through a strategic planning process; long-term revisions of goals, objectives, and on-going evaluation of project effects will continue to occur within that strategic planning process. Project participants will disseminate the knowledge gained through implementation of this project by creating a conference presentation proposal and submitting this proposal to several educational organizations including but not limited to the Wisconsin Association of School District Administrators, DPI's annual program sharing conference, the Wisconsin School Psychologist's Association, and the Wisconsin Association of Reading Teachers. Project participants will present at no less than two conferences during the 1998-99 school year. Project participants will also create a written description of the project including results and replicability; this written description will be submitted to relevant professional organizations for possible publication in their respective newsletters. CHS also responds to several requests each school year regarding our structure and curriculum and will include project summary information when responding to these requests.

3. Partnerships and Community Support

CHS has two components which are founded on community partnerships: community service and TARGET. Both programs provide on-going learning opportunities to students outside the school walls. We will utilize these existing structures to explore enhanced learning opportunities for students utilizing interactive technology. In addition, through use of existing CHS structures for independent learning programs, we will seek to establish mentorship relationships for students via the Internet. For example, a student interested in a career as an architect might connect with a community architectural firm utilizing E-mail or chat rooms, receive simulated design projects, receive professional critical review of a design, etc.. Use of the CU-SeeMe video camera set will increase personalization of these "distance" interactions. Such opportunities will basically extend the walls of our existing alternative education program to include learning experiences for students which are outside the physical boundaries of our school and community, however, the structures for such collaborative practices have been operative for the past twenty years. This ability to build upon existing programs insures that the project will be sustained beyond its initial funding period.

Already, CHS is one of the oldest, continuously running, in-school alternative education programs in the nation; this project will serve to strengthen and expand a program that is already permanent and successful.

POTENTIAL TO SERVE AS A MODEL:

Because CHS was originally designed to adapt to a wide range of individual student needs, to operate cooperatively within the walls of a traditional high school, and to offer curricular and learning opportunities where students found success and were simultaneously able to meet graduation requirements, it's structures remain valid and responsive even within fluid school environments. Curriculum in CHS is presented through small group instruction, self-paced instruction, and individually designed instruction (see attachments page 7 for description of individually designed learning contracts.) Therefore, the aspects of this project that are built upon existing structures already founded on success are immediately replicable. With the expansion of technologically based learning experiences within this program, we modernize and enhance both our curriculum and the variety and relevance of learning venues for students.

As an alternative education program within a traditional high school, we are already a school "without walls"; we are simply stretching the parameters of our "wall-less-ness" and creating opportunities for more diverse learning experiences for students. The expansion of learning opportunities for students beyond the traditional high school curricula would be beneficial to all students, however, it is critical to students at the more extreme ends of the learning continuum. Our most gifted students are often intellectually and academically ready for college-level courses when they enter high school, however, their social needs and level of mobility and independence often require they physically remain on a high school campus. Similarly, our most at-risk students often need expanded experiences in the "real world" to help connect school to their personal lives yet do not have the social maturity to be successful independent of learning structures and supervision. Technology that connects students in high school to the wealth of learning opportunities outside of high schools will help bridge the gap between what students need and what is available.

4. Applicant Financial Resources/Project Budget

Financial records for this project will be maintained through the OASD's accounting system. A copy of the district's combined statement of revenues, expenditures, and changes in fund balances for the fiscal year ending June, 1996, is included in attachments, page 9. The 1995-96

Complete Annual Cost per Member (CASC) is $7, 540.60. OHS principal, Howard Kallio, will be responsible for budget management; as such, he will assure availability of matching funds, approve all expenditures, and communicate with all project participants on funding aspects of this project. A copy of the project budget form is included as page 2 of this application package. Attachments, page 10, includes an itemization of bids or estimates on significant budget items including all equipment. This project will be sustained beyond the initial funding period in that it is directly integrated into the physical and curricular structures of a permanent and successful alternative education program. The costs related to reconstruction of existing space and to the purchase of new equipment are one-time costs. The costs to maintain the equipment, maintain additional phone lines for Internet access, subscribe to the Internet, subscribe to relevant educational materials which support the development and integration of technology into CHS curriculum and instruction, and update software availability as appropriate will be built into the CHS yearly operating budget. Continuing staff training will be supported through existing OASD structures related to staff development in which all staff are required to complete a minimum of 16 hours of staff development training each school year. Additionally, all staff participate in approximately 15 hours yearly of staff training through school-improvement-time; OHS has dedicated their school-improvement-time this school year to technology training.

List of Attachments

(not included in web version)

A. Executive Summary/1994-1997 Strategic Planning Completed Goals

B. Strategic Plan Update 1996-97 School Year

C. Procedures Governing Special Programming

D. CCCC High School Course Listing

E. Summarized Resumes

F. Financial Statement

G. Detailed Budget