

XYZ Community Connection Project

1A. Applicant/Organization(s) Overview

The City of XYZ dedicates its service to the members of the community through a strong commitment to the meaning of "community" -group of individuals worfor the common welfare of all by provide for the safety, welfare, and a quality life for all citizens. The Citstrives to provide responsive public services in a low cost aefficient manner. The 1997 City Budget is \$2,194,486. The total budget for the public library is \$103,359 per year. The public library is staffed by one full time Library Director whose responsibilities include the day to day operations of the library, programming and acquiring new media to meet the needs of the community. Other personnel include the equivalent of 2 full time aides and a number of volunteers for special programs. The library was built in 1987 to serve the needs outlined by the community. Before that year, the public library was housed in the high school library, but demand overcame the limitations of the location. The community realizes the efficient use of maximizing resources and is now looking for ways to update their electronic resources to share, once again, without duplication. A part of the Indian head Federated Library System, the library is open to the public 6 days per week and owns a variety of books, films, videos, magazine subscriptions, and older technology including an outdated automated library system that does not allow connectivity to the school district resources.

Geographically, the City and School District of XYZ is found in northern NN, 25 miles north of Eau Claire. Located in a rural farming area, the school district encompasses 160 square miles. The majority of the children (72.7%) are bussed to school. In Chippewa County, the average household income is \$46,500; the School District Data Book of 1990 indicates the median income of XYZ at \$24,533, well below the Chippewa County average and below the state average of \$29,422. Though more professional jobs are emerging in XYZ and surrounding communities, most of our job force consists of blue color workers and unskilled laborers.

The population of XYZ is approximately 3,700 people with a total student population of 1,184. There are three public school buildings in the community, elementary – grades K-5 (population 488), middle – grades 6-8 (population 284), and high school – grades 9-12 (population 409). Internet access is provided to the community and to the school district by XYZ Telephone who has installed the necessary hardware and wiring infrastructure to support the community of XYZ and surrounding areas. According to the NN Department of Public Instruction 1995-96 Basic Facts About NN Elementary and Secondary Schools book, XYZ budgeted \$6,533 per pupil for 1995-96. The average 1995-96 budgeted state cost per member was \$6,954.

School District Mission and Accomplishments The School District of XYZ mission statement developed during strategic planning sessions in 1990 by school, business/industry, and community members reads as follows: "The mission of the School District of XYZ is to provide the means for students to become productive, responsible, thinking, self-confident individuals." The elementary, middle, and high school mission statements developed since 1990 support the district mission. Belief statements preceding the mission statements endorse the integration of technology as a high priority.

Beginning in 1993, the district developed a long-range information/technology plan to make a continuous, systematic, accessible program available for all students. A technology planning committee composed of the media specialists, elementary, middle, and high school teachers, administration, gifted/talented personnel, special needs teachers, and our CESA 10 Technology Center representative developed a comprehensive plan. Over the last year, the committee reexamined the plan, completed revisions, and set forth the following goals. Provide continuous, relevant, integrated technology education for all K-12 students. Provide access to computers for all students/staff, K-12 (including responsible use of existing resources) Provide technical coordination and support for cost effective, efficient upkeep and repair of computers Provide for acquisition of software and resources supporting curricular goals and administrative need Provide staff development for K-12 staff Continue to build local support for information/technology access Build partnerships to provide connection to community resources to enhance information access

Throughout the years since 1993, the district has accomplished the following: A plan for district-wide library automation was developed and implemented to include automating all library media centers. It is planned to upgrade the high school library media center to act as the "central control" for the library automation for the district and with the public library for student access to centralized resources. Staff members attended computer/technology workshops offered in and out of the district through regional centers such as CESA 10 and state/regional conferences. Purchased annual membership with Northwest Computer Support Center in CESA 10. Purchased hardware and software to meet identified curricular objectives. Our goal is to provide adequate technology in each building to allow instruction for students, staff and community members in appropriate settings. Currently we have the following: Elementary School - a IIGS lab serving curricular content needs as well as basic writing. There is a "5th Grade Technology Tutor Program" in place allowing 5th graders to act as technology tutors for kindergarten students. A bundle of computer is shared by classrooms for literacy based writing programs such as the Apple Early Language program. Alphasmart keyboards are used for writing and keying instruction with the data downloaded to a Macintosh (one in every classroom) for editing and printing. Middle School - a Macintosh lab utilized for information processing instruction as well as writing in all content areas. Multimedia projects are developed through a team approach to integrated curriculum such as the

drug education research projects completed this year with science, English, and library media. A small cluster of computers is centrally located for use by Special Education and small group instruction. A computer is used in each classroom, eleven are not connected to the network. High School - Purchasing a computer in almost every classroom during 1994-96 has allowed for the beginning of integration of technology into many curricular areas. Currently the 12 station all-building MacintoshLCII lab houses machines that can be used for word processing and basic data manipulation. Internet research and high level projects are not able to be created here. Another lab exists for the microcomputer applications courses that allows for some level of multimedia, but access is not available to other classes due to the popularity of the computer applications courses. Business education has a 10-station Windows lab. During the 1995-96 year, the district utilized local funds to provide structured data wiring in all three buildings in a partnership with XYZ Telephone. The buildings are connected by T-1 lines to allow efficient and effective online searching and communications. The cost of routers, DSU/CSUs, and modems was donated by XYZ Telephone and the monthly T-1 line charges are subsidized by XYZ Telephone as part of the continuing partnership. This plan was developed in conjunction with XYZ Telephone to include future connections with the XYZ Public Library and St. Paul's Catholic School. (See Attachment 1.) Purchased consultant time for the equivalent of a half-time technology resource support specialist to work with staff in implementing technology initiatives and continue to trouble shoot and install systems. Over the last 6 months, the install of internet/email software has been completed and all compatible systems are connected to the network. Students and teachers are beginning to access the internet for resources. Installation of a web server that acts an email server and connection point for the School District of XYZ Home Page developed and maintained by 2 sophomores and 2 juniors (2 boys and 2 girls) receiving independent study credits under the direction of the computer applications instructor and the technology resource personnel. Staff has received basic training on email, internet access, and district information access policies.

All of our accomplishments have focused on our identified needs and our mission as a school. Our revised technology plan which supports our desire to complete the community wide electronic information network, strives for the following student uses and outcomes: access to world-wide information to expand their view of life from "rural NN" to "global community"; utilization of technologies to learn skills and abilities to think critically and problem solve in their personal lives and in a global economy; and experience a total "community education model" involving students, teachers, and their mothers/fathers/neighbors in learning to use the world of electronic information.

Public Library Mission and Accomplishments - The G.E. Bleskacek Family Memorial Library, a public library owned by the city of XYZ, "is to provide all the residents of XYZ and surrounding areas with an updated collection, of the size and type normally found in a well-equipped small public library. The collection will

contain a variety of print and non-print materials, augmented by interlibrary loan through membership in the Indianhead Federated Library System. Special emphasis is placed on providing for the informational needs and popular interests of the people served, and on stimulating children's interests and appreciation for reading and learning." When the library was split from the high school, an automated circulation system was put into place. The needs of the library have outgrown the system.

A long-range plan was developed for 1992-94 which included, along with others, the following goals: increase cooperation with area schools; increase public awareness and use of reference and interlibrary loan; and increase adult usage of the library through outreach services and classes. In 1995, the long-range plan was reviewed and revised to include these goals: provide electronic access to the library from the community on a 24-hour basis; provide electronic access for patrons to anywhere in the world through internet and online resources; provide training classes for use of electronic resources

Along with the outdated automation system that contains two look up stations, the library also has 1-Apple IIGS, 2-Apple IIe's, 1-black/white Macintosh, 2-DOS 386 systems that are used by the public for word processing and learning games. There is one CD-ROM resource, but no public access to online databases other than WISCAT.

The XYZ Community Connection Project will directly meet the stated goals and bring equity to access for information. Currently, households who have the means access internet resources through the XYZ Telephone Internet service, but many households in our rural community do not. Students in our schools are beginning to learn to access electronic information, but when those buildings are not available, students who do not have access at home are limited in their learning options. Providing low-cost training to the community members will allow individuals to develop a sense of belonging to the electronic community. Connecting the libraries of the schools and the public library allows us to bring a consistent and complete "one-stop researching" for students and the public. They can search local holdings in the community, search statewide collections through WISCAT, access CD-ROM resources such as News Bank, or search the world online resources for global information.

1B. Problem/Opportunity Statement

In rural communities within NN and throughout the nation and the world, we know that isolation to information hinders their ability to progress and develop new means to meet changing needs. XYZ is no different than any other rural community in that sense. Being mostly rural, farming members, the people put their trust in their city and school leadership to provide means for educating their children and governing their community. The advancement of the urban areas in NN allowing access to electronic information, provides a special challenge for

cost-effective access in rural areas. The partnership that has been developed through this community creates a major opportunity to bring local equitable access to electronic information through the public library, and create a community-based education program that includes educating children and adults to best utilize the electronic information in their daily lives.

Because of the local planning that has been completed through the public library and the school district, we have the plans and cooperation in place to meet the goals identified by the XYZ community. Due to rising costs and limited funds, the city is facing the same needs to allocate resources appropriately based on the largest need, as is the school district. This past year, two referendums for city projects and for school building projects were rejected by the residents due to concerns over higher local taxes. The residents voiced their concerns that even though there may be some tax relief, with the state funding structure, their city and county costs are rising due to reallocations from the state. Technology is important to the citizens; equitable information access can bring new information they may use to develop ways to solve their problems.

Identified as a high priority, the school district was able to complete its network plan by wiring the buildings due to efficient budget management and reallocation of resources within the school budget. Due to cost concerns, the entire middle school was not wired. It is an old building with several remodels which require long network runs and must be completed for equity of access. However, the perception of the public that the "technology was purchased last year and now we can do something else" is a continual challenge. We believe that if we are able to quickly involve community members in the use of telecommunications technology through the school district and public library connection and community education, they will see a direct connection between their investment of tax dollars and their return in education and opportunity for access to information.

The school district provides opportunities for staff to continually improve and change their curriculums to reflect the technologies available. However, the integration of technology into the classroom requires special consideration in staff development. The models of "writing curriculum in the summer" or "exploring options through visitations and conferences" only allow a cognitive level of knowing what can be done. It is now imperative that we provide a different type of staff development based on research of the use of technology integration for learning, that will allow teachers to internalize the opportunities technology and telecommunications brings to students' learning.

Community education programs take place for the residents of XYZ through offerings by Chippewa Valley Technical College. However, due to lack of adequate equipment, classes are not able to be offered in the community; people must drive to the Eau Claire or Chippewa Falls campuses for job skill upgrades. There is a commitment on the part of Chippewa Valley Technical College to

provide instruction, we need the facilities to accommodate this need for the community to utilize a complete, integrated, accessible network.

In summary, the needs this grant will address include: The need for equitable access to information in a rural community through a technologically adequate public and school library for adults and children (Section 1C - Goals 1 & 2) The need for equitable access to electronic information throughout the School District of XYZ (Section 1C - Goal 3) •The need for equipment to provide an adequate community education program and community access to electronic information (voice, video, data) to allow for personal and career/job-related options and growth (Section 1C - Goal 4) •The need for staff development for teachers to take advantage of the investment of technology and a means to provide learning opportunities for all learners (Section 1C - Goals 5 & 6)

1C. Project Goals and Objectives

To accomplish the community's goals, we must continue our quest to develop community-based technology resource centers through district resources, public library resources, business resources, and outside sources. Students leaving XYZ have experienced innovative teaching and learning through integrated and applied curriculum, high standards, expectations, and assessments, school-to-work competencies, and social and community awareness. Through the curriculum development process, teachers have identified the need to learn ways in which they plan to continue the integration of technology and ways to teach the electronic research process and information gathering techniques and then communicate their new knowledge through multimedia presentations and publishing on the world wide web. Through the implementation of the XYZ Community Connection project ,we will complete the following goals/objectives:

1. Development of a community-wide wide area network (WAN) building on the local area networks already in place at the three school buildings to meet the expressed community need of public and equitable information access•Provide the wiring infrastructure in the public library to allow direct connect via T-1 lines to the internet as available from XYZ Telephone •Provide the hardware necessary in the public library to allow access to information on the internet via electronic browsers and update the automated catalog system to share electronic information with the school district libraries •Provide the linkages to utilize the online WISCAT service

2. Development of the high school library media center that serves as a resource center to support the curricular objectives in the building and allows for sharing of online resources between buildings and over the internet •Upgrade the fileserver, network software, and automation software to direct the sharing of data holdings between the three district buildings and public library so students, teachers and community members have one-stop access to information resources

3. Ensure equitable access to internet resources in all buildings in the school district

- Complete network wiring in the middle school
- Utilize multimedia systems already housed in the library media center for access to internet resources and to build web pages to share electronic presentations

4. Development of adequate computer labs to act as training centers with appropriate software to meet identified needs

- Identify and purchase five Windows systems with internet access and software to complement the ten systems already available for training and staff development. Chippewa Valley Technical College requires at least 15 stations be available for classes to take place which support the community and business and industry applications in the community.
- Utilize existing Macintosh lab at middle school as one area to provide community education and staff development
- Provide multimedia workstations in the all-school lab to develop and maintain web pages for the district and classroom activities

5. Development of community education courses, in conjunction with Chippewa Valley Technical College, to meet the needs identified through the public library and Village Partnership. Create a working team through Village Partnership to plan community education opportunities for the community including members from the school district, Chippewa Valley Technical College, and public library. Develop a plan to include the following types of courses in the first year that can be repeated in a self-sustaining fashion thereafter with fees for classes: internet access/email on Windows or Macintosh systems; basic technology troubleshooting, basic DOS; creating your own web-page; how to help your child find resources on the internet; job-related searching techniques; and others as identified.

6. Development of a research-based staff development plan to address the education needs of the teachers within the district as identified in the technology plan. Develop a staff development plan based on research of integrating technology into the curriculum (Apple Classroom of Tomorrow Research and Conclusions) through the District Technology Committee to provide extensive, pertinent, and varied instructional opportunities over time. Develop a pilot "Technology Scholar Program" to provide middle and high school students with the opportunity to learn new technologies and act as technology resource consultants for teachers at all levels. This will be an expansion of the independent study now in place for the 4 students developing and maintaining web pages. The program will include school-to-work competencies in the areas of organizing self, communicating, researching, finding information to solve problems, and utilizing current technologies. Revise the "Fifth Grade Technology Tutors" program to provide specific skills for working with kindergarten students and begin the path to becoming a member of the "Technology Scholars"

- Develop a process to include library media specialists in training and

identification of electronic resources to complement the ongoing curriculum development throughout the district to have appropriate resources for multimedia projects and electronic presentations as well as varied electronic and online databases

2A. Partnerships and Community Support

As alluded to previously, there is a strong community partnership around the development of a wide area network for internet access, sharing electronic resources, and providing community education. This partnership was developed from the historical partnerships in this community such as the school/public library joint service at the high school up to 1987; involvement of school library media specialists and teachers on the public library board; community/school based summer school program for grades K-12 including safety, life guarding, as well as fly fishing and use of technologies. Collaborative efforts have continued yearly with businesses/industries providing both financial and volunteer support for classroom and extra-curricular projects. A school district strategic planning process including members from the school, community, government, and businesses resulted in these initiatives as well:

- Education for Employment/ School-To-Work Committee (since 1989); partnerships developed with business involving coop programs, advisory committees, Junior Achievement, IPS Postal Service, Youth Service Learning, career day, and job shadowing for students, teachers, administrators, and business persons; annual coop banquets to recognize business/industry support; establishment of a District Technology Committee; Vocational Program Advisory Committees
- School Improvement - Conduct communication meetings between board of education, administration, and school board; regular meetings of School Improvement Teams in each building and a District Improvement Team with representation from district constituencies; building and district goals developed annually with progress reported to community
- Teaming Concept - Implemented regular grade level meetings at elementary school and teaming approach at middle school and transitioning to the high school. Block scheduling will be implemented at the high school in 1997-98.
- Curriculum Improvement - A K-12 Curriculum Committee exists for each subject area and a continuous planned cycle of subject area assessment, curriculum writing, technology integration, and staff development opportunities

Village Partnership - Acceptance and continued participation of the School District of XYZ in the Village Partnership project with the goal of actively engaging parents and community in improving education in the XYZ schools. Because of these initiatives and partnerships, a shared vision exists for the community of XYZ in educating its children and adults. In the first phase of this project to bring electronic, world-wide resources to the community, XYZ Telephone donated \$3,500 worth of equipment to the school district and free consultation in design. They subsidize the T-1 line costs so that the district pays \$9 per month for 3 lines. The school district provides leadership to the public library in the planning for this project, connecting the school district with the public library. Community donations to the library have resulted in 4 of the

computers that are currently housed there. In Section 5A, you will see the specific funds that are allocated by the partners for this phase.

The completion of the network, upgrade of the library automation systems, purchase of hardware/software, and development of staff development and community education, provides a strong basis to utilize the technologies in place and planned for the future. The City of XYZ plans to continue to allocate dollars in the library budget for technical support and updating hardware as necessary based on usage, the School District of XYZ plans to continue its ongoing support of technology as a learning tool by allocating dollars for technology coordination, staff development, purchase of hardware/software, and leadership for community education and community based projects. The XYZ Telephone Company plans to continue its subsidization of the T-1 lines to the school district and public library to provide equitable and affordable access to electronic information.

After completion of the network and staff development/community education plans are implemented, the goals of this project will be sustained through the commitment to purpose and the commitment of dollars by the partners in this project. Upon successful completion of the project, we plan to work with St. Paul's Catholic School in duplicating the same partnership to bring telecommunications to that institution as well. However, we need to build on the partnership that exists and implement this phase successfully before we move ahead.

2B. Potential to Serve as a Model

Through the cooperation of the community, the XYZ Telephone Company, the Public Library, and the School District of XYZ, the evolving technology access points in the community allows for a telecommunication access system that is comprehensive and provides equity to access of information throughout the community. Utilizing existing networking systems, statewide information databases (WISCAT), and the partnership with Chippewa Valley Technical College, building the infrastructure and bringing educational opportunities to the community allows for efficient use of limited resources to bring us the most local, state, national, and world-wide information access that is possible in today's environment.

Innovation is defined as "the introduction of something new". Building community based partnerships requires trust and common vision. Because of the long history of the XYZ community working together, this innovation to bring electronic information to the members of the XYZ community will be effective and meet common goals. As stated earlier, rural communities have a strong need to have access to efficient and accurate information to bring innovation and development to their communities. Having access to electronic resources that are shared between institutions, brings efficient use of monetary resources as well as

common information that is available to all regardless if they have the means to provide for access to world-wide information in their homes or not.

Most rural communities in NN either have regional or local public libraries that serve to educate and inform. Most rural communities have schools that serve to educate. Therefore, this model of developing and implementing a wide area network to share resources and gain access to world-wide resources, as well as educate children, teachers, and community members on how to access and use those resources, can serve to show other rural communities a path they may take to accomplish a goal of providing telecommunications access in their communities.

3A. Applicant Qualifications/Project Management

As stated earlier, the School District of XYZ is a K-12 educational institution in the state of NN charged with educating the children by providing a comprehensive public school education. With this charge, it has prioritized the need to integrate technology and provide world-wide access to information high in its budgetary decisions. The district will provide leadership for the design and implementation of the project; the public library has provided direction and given the authority to the librarian to make decisions regarding the implementation of this project; the XYZ Telephone Company, in business since 1901, has proven to be a comprehensive and trustworthy provider of internet service to the school district and community/business giving providing design, consultation, and technical support.

To allow this project to move forward, we must successfully complete and upgrade the wide area network for information access between the school and public library to include installation of the necessary hardware/software, provide staff development for teachers and library (public/school) staff, and provide community education for parents, students, and business/ community members. The team comprised of Vicki Lyons, Bess Arneson, Darlene Glass, and Michelle McCaughtry will work to implement the project according to the timelines established. Vicki Lyons will take the lead with overall coordination between the school buildings, XYZ Telephone, and the public library. This group is working with other staff members to ensure the continuation of technology development in the district.

Project Manager and Technology Staff Development Coordinator, Vicki Lyons - Consultant to serve as District Technology Coordinator. Vicki will provide technology support and coordination for the XYZ School District. She works at CESA 10 as a technology resource specialist providing staff development leadership in technology integration into the curriculum as well as managing various programs. She has 15 years of experience in working with technology in the classroom, has teaching experience at the middle and high school level, as

well as teaching in the education department at the University of NN-Eau Claire, and holds a Masters of Science in Education.

Public Library Liaison, Michele McCaughtry - Public Librarian, (10% of time allocated to this project) Michelle is the full-time director for the public library. She will oversee the implementation of internet access and library automation update in the public library. She will work with the school district to share resources and make the library available for students. She will promote the use of the new technology and evaluate its usage periodically. She holds a Bachelor's degree in Education and is in process of receiving a Master's degree in Library Science and Technology.

Media Library Automation Coordination , Bess Arneson - District Library Media Center Chair (10% of time allocated to this project) Bess provides the leadership for the XYZ School District Library Media Centers by holding the Department Chair position and will continue to coordinate the automation of the library systems. She is a certified library/media specialist and holds a Master's degree in Education. She has serves on the library/media long-range planning committee and the technology committee. She works closely with the 6th, 7th, and 8th grade core teams with the purpose of integrating library/media and technology in the middle school curriculum.

Evaluation/Reporting, Darlene Glass - Director of Instruction, (5% of time allocated to this project) Darlene is the District Director of Instruction and works closely with teachers on curriculum issues and revisions. She also serves as Equity Coordinator, Testing/Evaluation Coordinator, Carl Perkins/School To Work Team Leader and Village Partnership/District Improvement Team Leader. She holds a Master's degree in Reading with additional certification in supervision and will oversee the evaluation and reporting of this project.

Network Design/Installation, Earl Hassemer and Dale Bitney, XYZ Telephone - The staff at XYZ Telephone has installed an internet network providing service to the XYZ Area. Their leadership, Dale Bitney, and the technical internet networking staff including Earl Hassemer, will provide the technical expertise to allow the WAN to be completed at the public library and the wiring to be complete. This technical expertise will be used in the planning and installation of this project to continue the partnership and shared vision of information access for all members of the community. They will continue to provide technical assistance and will provide input in identifying community/business education needs.

Technical Support and Network Management, Tim Fehr - Consultant, Technical Support Tim will work as technical support and network manager for the XYZ School District. Tim provides technical support for DOS, Windows, and Macintosh systems for CESA 10 as well as network set-up and troubleshooting, software installations, hardware configurations. He conducts troubleshooting

workshops on DOS and Apple platforms, networking and security issues, and on World Wide Web and HTML. He holds a Bachelor's degree in Education.

3B. Project Design

The implementation of this community-based wide area network requires these things: the physical components to make the connections, the people who will use the network for information access, synthesis, and communication, the people who will implement, manage, and provide technical support for the system, and the implementation of the community education and staff development plans for community members and teachers. This section will discuss the physical components needed; other implementation considerations are discussed in the professional development (4A) and project goals and objectives (1C) sections of this grant.

This wide area network is part of an entire wide area network designed and supported by the XYZ Telephone company as a part of BriteNet, and therefore also a part of the CESA 10 Intranet (CESNET) designed to provide equitable access for rural school districts and we receive all the benefits and services from those organizations.

The physical components to make the connections for the public library will be made up of DSU/CSUs, modems, and a router, 11 cat-five drops for network connection, a 24-port hub to allow for expansion, and T-1 connections from the public library to the XYZ Telephone Company. This is the same configuration that is currently in place for the school district that connects the buildings for administrative and instructional systems. (Attachment 1) Other physical needs include computer hardware, automation software, network licenses and CD-resources to complete our community-based information resource system at the library.

Needs at the school district include the completion of the wiring at the middle school to include 11 cat-five long distance drops, purchase of hubs and connectivity cards for future expansion; purchase of additional computer equipment at the high school (five Windows stations in the lab, four stations in the Macintosh lab) to allow for internet access, student project development, and community education and educator staff development; purchase of a large server and upgrade of network software in the library media center to allow for connectivity of libraries within the school and with the public library and providing central location for students to develop electronic projects for publication on the web.

This network design is based on industry standards and proven equipment and designs. The decisions made on wire capabilities and hardware meet our current needs and as the engineering of data/video transfer develop to meet the capabilities of the network, we will be in a position with our staff usage and

community involvement to take advantage of these capabilities for other community based concerns and projects including video transfer connecting student to student within and outside of the district.

As always, partnerships and cooperation among different institutions allows for good planning and use of resources. In this case, the community dollars spent for education and for public information are combined to bring efficient use of those dollars to accomplish commonly identified goals to meet a community vision of providing education and information for XYZ students and citizens.

Component/ Task to be Completed	Responsible Personnel	Time Frame	Completion Status
Project Plan Finalized	*Vicki Lyons Michele McCaughtry Darlene Glass Bess Arneson	Apr 97	Apr 97
Complete Design with XYZ Telephone	Vicki Lyons	Apr 97	Apr 97
Project PO's and Public Library Purchases*	Vicki Lyons Michele McCaughtry	Apr 97	May 97
Wire Public Library XYZ Telephone	XYZ Telephone	Apr 97	Apr 97
Install Public Library Automation Upgrade and Internet Access Computers	Michele McCaughtry	XYZ Telephone	Hired Technicians May 97
Library Automation Conversion Software Consultants	XYZ Telephone	June 97	June 97
Complete Wiring of Middle School	*Vicki Lyons	XYZ Telephone	June 97
Install High School Library Server & Updates	Tim Fehr	July 97	July 97
Install School District Lab Stations and Library Resource Computers	Tim Fehr	July 97	July 97
Plan Staff Development for Teachers	Vicki Lyons	Aug 97	Aug 97
Implement Staff Development	Vicki Lyons	May 97	Apr 98
Develop Security Process/Libraries	*Vicki Lyons Bess Arneson Michele McCaughtry Tim Fehr	Aug 97	Sep 97
Evaluation of Progress	Darlene Glass	July 97	July 97
Report to WATF	Darlene Glass	Aug 97	Aug 97
Plan Community Education	Darlene Glass	Sep 97	Sep 97
Implement Community Education	Darlene Glass	Oct 97	Apr 98
Complete Connection for School and Public Libraries	Tim Fehr	Oct 97	Oct 97
Develop Goals for 1997-98*	Vicki Lyons	District Tech. Com.	Jan 98
Evaluation of Progress	Darlene Glass	Apr 98	Apr 98
Report to WATF	Darlene Glass	Apr 98	Apr 98
Project Lead on Team			

4A. Professional Development

In Section 1C - Project Goals and Objectives, we outlined the specific community-based training and the staff development programs and support we would institute. The following is the staff development plan we will use for the school district and library staff to prepare them to meet those goals and objectives:

School District Staff - We will build upon the basic internet/email training received in the 1996-97 school year in which 95% of the staff were trained on a volunteer basis. To focus our staff development in incorporating technology into the classroom, we will connect with the curriculum development process to identify the curricular areas who plan to utilize electronic researching techniques and/or email connections as student outcomes. These teachers will be provided with a half-day in May to explore the technologies they wish to utilize including finding

electronic sites. Email protocols will be established to continue discussing projects after May. Staff will take computer systems home during the summer months to complete their activities for integration in the fall.

This group of teachers will be a part of our pilot to develop the "Technology Scholars Program". The technologies they identify will drive what the scholars will learn so they will be able to support these teachers. The technology coordinator will administer and schedule the scholars with the teachers throughout the year. (Note: These technologies will include electronic projects and slide shows, researching the internet, and communicating via email.) The student developed homepage will be used to highlight projects developed throughout the year and provide a communication vehicle for staff and community. After completing activities with students, the teachers will again be brought together for a day in January to discuss their accomplishments, review their work with the Technology Scholars, and identify changes that need to be made in the process for other staff to be involved. This model will be repeated to bring other teachers into the process over time.

Besides the development of this pilot project to support classroom teachers, we will also coordinate community education classes for public library staff, teachers and community members in the areas of basic internet researching techniques and basic email techniques. These classes are low-cost, 4 week, one evening per night for 3 hours. Teaching software and usage skills to teachers and community members, together, brings an even playing field and further increases communication.

Topical forums will be held twice/month after school to keep all teachers and staff informed of additional techniques they can use and information they can find working with the internet. Community members will be invited. The teachers in the pilot will be asked to share their accomplishments at the forums and will have the option of CEU's or graduate credit for this series. Other graduate-level courses will be available to all staff by choice which will teach a process to infuse technology into the curriculum and will be developed outside of the monetary scope of this grant as they are self-sustaining.

Library Staff -To fully utilize the connection of the library resources, during the course of this grant we will provide specialized two-day training to the library media staff (public and school) on their new software, security, and access procedures. The staff will be involved in the topical forums as well as the community education courses.

The district has a history of providing staff development opportunities for staff and plans to continue this endeavor. However, with the completion of the wide-area network and the ability to access information electronically we can change our thinking about how we educate students, provide staff development, and bring community education programs to the XYZ citizens.

4B. Project Evaluation

In order to evaluate the effectiveness of our project, we have agreed that the following evaluation techniques will best determine our success:

- A survey to be developed by project participants will be distributed to students, staff members and community members at three months, six months, and at the culmination of the project time line. (Goals 1-6)
- Computer and information access usage will be monitored by library/media specialists and subject area/grade level teachers to determine increase in usage after the project has been implemented. (Goals 1-4)
- Access to computers and amount of scheduling problems will be monitored to determine usage. (Goals 1-5)
- Teachers will monitor usage and determine how their curricular objectives are supported through the implementation of this project. (Goals 6)
- Usage of computer labs as training centers after school will be monitored. (Goal 4)
- Participation at district technology workshops will be tracked. (Goals

4)

- Electronic resources accessed by individuals via the internet will be tracked. (Goals 1-3)
- The project committee will meet weekly to discuss progress and effectiveness and problem solve any difficulties. Darlene Glass will write a Project Status Report twice annually and submit it, along with evaluation data to Pauline Roll, Superintendent, and the WAFT Board of Directors.

5A. Project Budget Funding Sources/Expenditures

The School District of XYZ's Administration will serve as the fiscal agent for the project and will be responsible for overseeing that funding is expended in accordance with the approved grant budget. This grant money will be deposited into the District's Special Projects fund through the use of separate account numbers. The Public Library Board, along with the City Council, will provide fiscal support for the project and will approve the expenditures of the funds for the public library.

Due to the high priority of this project, the City of XYZ increased its allocation to the public library this year to include \$6,876 towards the install of internet access and the necessary equipment and technical support. The School District of XYZ has committed \$30,625 dollars to hire consultants for technology coordination, staff development planning and implementation, as well as technical support to implement this next phase of the plan for the school district, purchase some equipment/software, and to provide leadership to the public library in working with the XYZ Telephone company and their technical support. There are also dollars allocated in the next budget cycle for the purchase of resources at each building to complement the network capabilities. The XYZ Telephone company has allocated \$3,500 in-kind contribution once again to this phase of the project

for the labor and telecommunications transport costs needed at the public library to complete the wide area network. The project funds will be expended as follows: Goal 1: Public Library telecommunications network and community/access stations; automation upgrade \$31,636 Goal 2: High School Library Media Center upgrade including server \$14,000 Goal 3: Complete middle school wiring \$7,350 Goal 4: Upgrade/complete computer labs for community education offerings \$22,250 Goals 5 Provide training and staff development for school staff, library and 6: staff, and community \$12,025 TOTAL \$87,261 (See Appendix 2 for a detailed budget including a breakdown of the responsibilities of each partner.)

Of the total dollar amounts listed, we are requesting \$21,260 WATF for the public library portion of this project coupled with XYZ Telephone's in-kind contribution of \$3,500 for a subtotal of \$24,760. This subtotal along with the public library's cash match of \$6,876 brings their portion of the total grant to \$31,636. We are also requesting \$25,000 WATF for the school district to complete the telecommunications network including the ability to share electronic information. These dollars along with the district cash match of \$30,625 (for a school district total of \$55,625) shows a strong commitment on the part of the school district to move towards completion of the XYZ community's wide area network.

School District of XYZ/G.E. Gleskacek Family Memorial Library

LIST OF ATTACHMENTS (not included in Web version)

A. XYZ Community Connection Network Diagram

B. Detailed Budget

C. Letter of Support

•XYZ Telephone Company •Chippewa Valley Technical College •CESA 10 •G.E. Gleskacek Family Memorial Library •XYZ Middle School Library

D. Financial Statement