Confidential Release

Case Number: 93-487-TP-ALT

Date of Confidential Document: 3/10/1997

Today's Date: July 30, 2009

Progress Report for Ameritech Ohio's Alternative Regulation Plan for the second year.



RECEIVED

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DOCKETING DIVISION Public Utilities Commission of Ohio

March 10, 1997

Ms. Daisy Crockron, Chief Docketing The Public Utilities Commission of Ohio 180 East Broad Street Columbus, OH 43215

Re: Case No: 93-487-TP-ALT

Dear Ms. Crockron:

Pursuant to Ameritech Ohio's Alternative Regulation Plan as approved by the Commission, please find attached the Annual Commitment Progress Report for the second year of the Plan. Pursuant to Section 49-1-1-24(D) of the Commission's Rules, three copies of the un-redacted version of this report have been filed under seal. Accompanying this filing is the Motion and Memorandum in Support for Protective Order.

A copy of this Report has been mailed to each of the parties in Ameritech Ohio's alternative regulation proceeding. The service list is attached.

Any questions regarding this matter should be directed to me at 614 223-7950.

Sincerely,

Judith E. Matz

Enclosures

FOR AMERITECH OHIO

IN CASE NO. 93-487-TP-ALT

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AMERITECH OHIO INFRASTRUCTURE COMMITMENT REPORT AS OF DECEMBER 31, 1996

Ameritech Ohio 93-487-TP-ALT Date 03/08/97

Contact: John Hamski

		Target	Actual
1.	Digital Switching: (% Access Lines)	93%	86.5%
2.	SS7 Deployment: (% C.O.'s Equipped)	98%	97.3%
3.	Interoffice Fiber Connectivity: (% Access Lines)	82%	92.9%
4.	ISDN Availability:	94%	91.8%
5.	Broadband Availability: Education (1) (See Attachment I for list of specific schools)	207 Sites	302 Sites
6.	Quality of Life and	232 Sites	334 Sites

- (1) Public and Private Highs schools, Vocational/Technical Schools, Colleges and Universities
- (2) Libraries, Court Houses, Jails and Hospitals.

Ameritech Ohio 93-487-TP-ALT Date 03/08/97

NAME OF COMMITMENT - Blocking

Contact:

- 1. List projects and associated activities implemented during past calendar year to fulfill commitment.
 - None
- 2. Provide the actual amount expended per category in the past year.
 - -N/A
- Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - No deviations.

- No previous report first year of plan.
- 4. List planned activities scheduled for the next year.
 - Commitment completed.
- 5. If the commitment has been completed, please provide the date and attach supporting documents.
 - January 19, 1995.

Ameritech Ohio 93-487-TP-ALT Date 03/08/97

NAME OF COMMITMENT - Funding for Community Computer Centers

Contact: Mick Knisley

- 1. List projects and associated activities implemented during past calendar year to fulfill commitment.
 - Nine Computer Centers were opened as follows:
 Marietta

Youngstown

Akron Urban Leaque

Toledo

Columbus North Education Center

Dayton Edgenet

Dayton Otterbein

Columbus Volunteers of America

Columbus Urban League

- 2. Provide the actual amount expended per category in the past year.
 - \$680,000 was released to the centers in 1996.
 - Funding to consultant: End of year 1996 \$32,106
- 3. Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - The steering committee continued to look at the placement of centers only after a thorough evaluation and review process. The committee feels that it is more important to have this in depth review and perhaps defer openings, rather than open centers which may not succeed. For this reason, the budget has been under-run in the first two years of the program.

Describe any adjustments/discrepancies to previous year's report on these projects.

- None

- 4. List planned activities scheduled for the next year.
 - One Center is to open in Akron during the first quarter of 1997
 - Three centers will be opened in Cleveland during the second quarter of 1997
 - A second center will open in Toledo during the second quarter of 1997
- 5. If the commitment has been completed, please provide the date and attach supporting documents.

Ameritech Ohio 93-487-TP-ALT Date 03/08/97

NAME OF COMMITMENT - Funding for Distance Learning Equipment

Contact: Sharron Padgitt

- 1. List projects and associated activities implemented during past calendar year to fulfill commitment.
 - The Ohio Department of Education established a State Line Item Fund (the "Distance Learning Fund") for the receipt of the \$18M. The checks are made out to the Ohio Department of Educations and sent to Kathleen Vaughan, Comptroller. The check references State Line Item Account 4X1-200-634.
 - In 1996 there were three grant cycles: March 15, September 13, and December 20.
 - The second RFP and the Telecommunity Plan are attached. (Attachment III & IV)
 - The brochure (Attachment V), which Ameritech developed and paid for, details the Telecommunity Plan, and continue to be shared with educators.
- 2. Provide the actual amount expended per category in the past year.
 - \$2,930,000
- 3. Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - None.

Describe any adjustments/discrepancies to previous year's report on these projects.

- At the request of the Ohio Department of Education, \$70,000 was withheld so that Ameritech can pay the NCREL fee for the yearly evaluation of the plan. this will continue on a yearly basis through the length of the plan.

- 4. List planned activities scheduled for the next year.
 - Monthly checks will continue in 1997.
 - The next grant cycle deadline is March 14,1997.
 - Grant cycles for the fall have not yet been established.
- 5. If the commitment has been completed, please provide the date and attach supporting documents.
 - Commitment continues through the length of the plan.

Ameritech Ohio 93-487-TP-ALT Date 03/08/97

NAME OF COMMITMENT - Economic Development

Contact: Sharron Padgitt (Interim)

- List projects and associated activities implemented during past calendar year to fulfill commitment.
 - Agreement on the use and application of the Economic Development Grants for subsequent years of the alternative regulation plan was reached by the Staff of the Commission, the Department of Development and Ameritech on June 20, 1996.
 - The following is a listing of advertising purchases made by the Department of Development promoting economic development for the State:
 - ESPN Radio
 - CNBC TV
 - NPR (National Public Radio)
 - CNN Financial Network
 - CNN/Politics (Internet)
 - CNN/Grapevine (Internet)
 - Business Week Symposium
- Provide the actual amount expended per category in the past year.
 - \$500,000
- Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - No deviations.

Describe any adjustments/discrepancies to previous year's report on these projects.

- None

- 4. List planned activities scheduled for the next year.
 - Continuation of agreement with PUCO Staff and the Department of Development on Expenditure of funds.
- 5. If the commitment has been completed, please provide the date and attach supporting documents.
 - Commitment continues through the length of the plan.

Ameritech Ohio 93-487-TP-ALT Date 03/08/97

NAME OF COMMITMENT - Educational Team

Contact: Sharron Padgitt

- List projects and associated activities implemented during past calendar year to fulfill commitment.
 - The Education meets on a bi-monthly basis to discuss customer and technology issues, and to help connect customers to various resources and information.
 - To provide information to customers and assist Ed Team members, the brochure, "In the World of Education" and video tape, "Open Up Your World", continue to be used, along with a one page handout detailing the education commitments.
 - The Ed Team held four "Education Technology for Your School District" seminars during 1996. The seminars, held around the state, offered a number of topics for district technology teams to hear and learn about. Two additional seminars were held focusing on "Grant Writing Tips and Funding Resources".
 - The Ed Team members, responsible for sales, maintain a log of when they had discussions about: service, the date any school requested such service, the date their request was fulfilled, the results of contacts with schools about service, the costs, and general terms and conditions of the new distance learning programs. The Commission Staff has received copies of these confidential logs under a separate submission.
 - The Ed Team has participated in and supported numerous customer contacts, presentations, planning and technology issues meetings. A sample for those activities/events include:
 - * SchoolNet focus groups
 - * BEST Practices Conference
 - * Ameritech educations commitments presentations
 - * Support customer presentation/demonstration at BASA Conference
 - * Presentation at CAST Conference
 - * Work w/NOTA, Columbiana County Schools, Cleveland Public Schools, Kent State University, Telecommunity,

Columbus Public Schools, Pickerington Schools, Westerville Schools, Ohio Appalachian Center for Higher Education, Owens Community College and City of Toledo Fire Department, University of Findlay, etc.

- * Coordinated Content Provider organizational meetings
- * Presentation at ODE Teaching and Learning Conference
- * TelOhio Conference participation and support
- The Ed Team worked with the Ohio Department of Education, education institutions and NCREL to develop a proposed process and criteria for evaluating the relative success of the Company's distance learning program. The document was forwarded to the PUCO and ODE on October 25, 1995 by Ameritech. NCREL distributed the first year evaluation in January, 1996.
- 2. Provide the actual amount expended per category in the past year.

Education Support Team Expenses:

- Distance Learning evaluation process and report/NCREL \$70,000.00
 BASA Spring Academy on Technology Sponsorship/expenses \$8,000.00
 Four Technology Seminars/Two Grant Writing & Funding Seminars \$65,661.28
- Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - No deviations.

- None
- 4. List planned activities scheduled for the next year.
 - Ed Team will continue to meet on a bi-monthly basis.
 - Ameritech will sponsor a seminar on grant writing and funding resources at the 1997 BASA Spring Academy during the 2nd quarter.
- 5. If the commitment has been completed, please provide the date and attach supporting documents.

Ameritech Ohio 93-487-TP-ALT Date 03/08/97

NAME OF COMMITMENT - Flat-Rate Service

Contact:

- 1. List projects and associated activities implemented during past calendar year to fulfill commitment.
 - Flat-rate service will continue to be offered as it has in the past.
- 2. Provide the actual amount expended per category in the past year.
 - See #1.
- Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - N/A

- N/A
- 4. List planned activities scheduled for the next year.
 - See #1.
- 5. If the commitment has been completed, please provide the date and attach supporting documents.
 - See #1.

Ameritech Ohio 93-487-TP-ALT Date 03/08/97

NAME OF COMMITMENT - ISDN Promotion

Contact: Lynn Brady

- 1. List projects and associated activities implemented during past calendar year to fulfill commitment.
 - Waiver dates were November 1 December 31, 1996
 - Developed and distributed bill insert to all Ohio customers who are served out of offices which support ISDN service (Approximately 1.8 million) (Attachment VI)
- 2. Provide the actual amount expended per category in the past year.
 - 1996 mailing costs: Approximately \$105,000
 - 1996 costs for sales representatives: \$242,667
- 3. Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - No deviations from the plan.

- None
- 4. List planned activities scheduled for the next year.
 - Plans for 1997: Promote ISDN service to residence customers for at least sixty days (time frame to be determined), by waiving all non-recurring charges, including service order charges. Notify all residence customers that have access to ISDN, through bill insert.

5. If the commitment has been completed, please provide the date and attach supporting documents.

Ameritech Ohio 93-487-TP-ALT Date 03/08/97

NAME OF COMMITMENT - Lifeline/Universal Service Assistance

Contact: Sue Drombetta

- 1. List projects and associated activities implemented during past calendar year to fulfill commitment.
 - \$122,000 budgeted for specific USA publicity effort
 - Established dedicated number for USA calls on August 30, 1996 1-800-335-USA1 (8721)
 - Established USA workgroup on August 30, 1996 to assist callers in understanding the plans and providing pre-qualification for plans
 - Mailed flyers to 45,132 HEAP participants in March, April and May of 1996
 - Mailed 300,000 USA information cards w/ODHS checks for October and November
 - A direct line was installed as a trial in Cuyahoga ODHS offices in October 1996 the trial is to last at least three months
 - Issued requests for proposals to selected social services organizations for the establishment of outreach programs throughout the Ameritech serving area
 - Began exploration of addition of Call Waiting to services available to USA customers
 - Distributed brochures and poster displays to 271 social service organizations throughout the state
- 2. Provide the actual amount expended per category in the past year.
 - Communication Plan \$24,116.16 *
 - * Does not reflect expenditures to implement program.
- 3. Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - No deviations from plan. Project not completed, but, currently under review by the company is the addition of Call Waiting to services offered.

Page 15 Of 17

- None
- 4. List planned activities scheduled for the next year.
 - Activities scheduled for 1997:
 - a. Continue to fund at \$122,000, a USA specific publicity effort, which will include of any balance of 1996 funds
 - b. Implement outreach program through outside vendors. Training and collateral material for vendors will be developed and provided.
 - c. Conduct mailing to medical card recipients (approximately 300,000), who may qualify for USA>
 - d. Develop and print new brochure in both Spanish and English.
 Include Braille for both.
 - e. Develop and implement outreach activities to promote USA program and TTY distribution program for the deaf and hard of hearing.
 - f. Ameritech Ohio will explore the possibility of streamlining the qualification process to encourage increased acceptance of the USA plan.
 - g. USA Advisory Committee will continue to meet regularly throughout the year with subcommittee activities as needed.
 - 5. If the commitment has been completed, please provide the date and attach supporting documents.

Ameritech Ohio 93-487-TP-ALT Date 03/08/97

NAME OF COMMITMENT - Public Input Surveys

Contact: Lynn Brady

- 1. List projects and associated activities implemented during past calendar year to fulfill commitment.
 - None this year Commitment is for first, third and fifth year of the plan
- 2. Provide the actual amount expended per category in the past year.
 - None
- 3. Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - None

- None
- 4. List planned activities scheduled for the next year.
 - Plans for 1997: Incorporate comments and suggestions from the Commission Staff in developing the survey instrument to be used in 1997. The same process will take place for survey planned in 1999.
- 5. If the commitment has been completed, please provide the date and attach supporting documents.

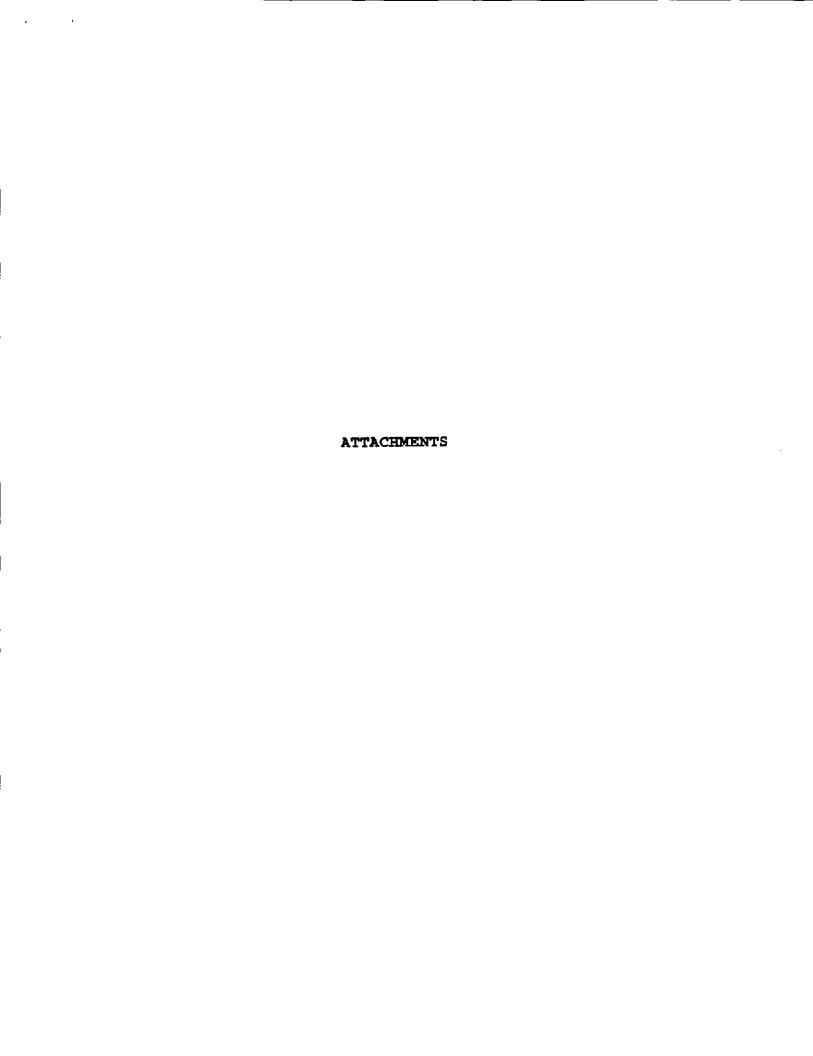
Ameritech Ohio 93-487-TP-ALT Date 03/08/97

NAME OF COMMITMENT - Discounts for Schools

Contact: Alan Baker/Sharron Padgitt

- 1. List projects and associated activities implemented during the past calendar year to fulfill commitment.
 - Ameritech Ohio continued the 10% discount for state chartered educational institutions. Primary and Secondary Schools.
- Provide the actual amount expended per category in the past calendar year.
 - The total discount provided to these schools was \$1,390.923.71
- 3. Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - There are no deviations.

- None.
- 4. List planned activities scheduled for the next year.
 - Plan will continue as it does today.
- 5. If the commitment has been completed, please provide the date and attach supporting documents.
 - Commitment continues through the length of the plan.



Attachment I

Broadband Availability Education

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NAME	URBANA UNIVERSITY	ONIO DOMINICAN COLLEGE	TRINITY I I THEBAN SEMINARY	CAPITAL UNIVERSITY LAW BOLIOOL	TECHNOLOGY EDUCATION CENTER	OHIO UNIVERSITY IRONTON CAMPUS	MARIETTA COLLEGE	SOUTHEASTERN BUSINESS COLLEGE	OHIO UNIVERSITY LANCASTER BRANCH	OHIO UNIVERSITY BASTERN CAMPUS	CENTRAL OHIO TECHNICAL COLLEGE	HOCKING COLLEGE		HOTKING COLLEGE	OHIO INIVERSITY AT ZANESVILLE	FTANCIBOAN UNIV OF OTBUDBINVILLE	WASHINGTON STATE COMMUNITY COLLEGE	JEFFERSON TECHNICAL COLLEGE	UNIVERSITY OF RIO GRANDIE	TRI STATE BIBLE COLLEGE	TRI STATE BIBLE COLLEGE	SOUTHERN STATE COMMUNITY COLLEGE		CASE WESTERN RESERVE UNIVERSITY		JOHN CARROLL UNIVERSITY	BORROMEO COLLEGE	URSULINE COLLEGE	NOTER DAME COLLEGE	LAKELAND COMMUNITY COLLEGE	BEAVERCREEK SENIOR HIGH SCHOOL		PATTERSON CAREER CENTER	BELMONT HIGH SCHOOL	CANCOL FIGH SCHOOL	BUTLER HIGH SCHOOL	MALXISON HIGH SCHOOL	NORTHWESTERN HIGH SCHOOL		DEKYDBOOK HIGH OCHOOL	TEMPLE CHICALIAN SCHOOL	PIESE PARTICION ACTION	EASTERN HOH SCHOOL	CROMENTAL HOW SONOOL	DAYTON CAREER ACADEMY	KITTY HAWK HIGH SCHOOL	STEBBINS HIGH SCHOOL	WAYNE HIGH SCHOOL	DONBAR HEAT SCHOOL	HELLEL ACADEMY OF DAYTON	PRAMILIN TROST BCEROOL	FARBORN HIGH SCHOOL
YEAR	8	3	200	200	168	266	<u>76</u>	1995	1995	1995	1997	1987	100	2003	200	200	986	1	966	666			1996	1995	1987	1 65	265	3 6	800	200	886	1994	1981	8	5 3	5 6	8	8	1981	1960	989	CPS S	C 90	988	966	1998	966	8	88	966	0861	986
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	MIDIOLETOWN HIGH SCHOOL	NORTHEASTERN HIGH SCHOOL	SPINNGFIELD NORTH HIGH SCHOOL	KENTON PLDOE HAGII BOHOOL	SPRINGFIELD SOUTH HIGH SCHOOL	VICTORY BAPTIST SCHOOL	YELLOW SPRINGS HIGH SCHOOL	NOKIHEIDGE HIGH SCHOOL	PIQUA HIGH SCHOOL	CATHOLIC CENTRAL HIGH SCHOOL	XENIA CHRISTIAN ACADEMY	XENIA CHRISTIAN DAY SCHOOL	XENIA HIGH SCHOOL	ARCHBISHOP ALTER HIGH SCHOOL	CENTERVILLE HIGH SCHOOL	MIAMI VALLEY SCHOOL	AMEGVOY AETTVA DARILIO	WEST CARROLTON HIGH SCHOOL	MEADOWDALE HIGH SCHOOL	KETTERING PAIRMONT HIGH SCHOOL	OAKWOOD HIGH SCHOOL	CARLISTE HIGH SCHOOL	SPRINGBORO HIGH SCHOOL	CORRENEGIEM HIGH SCHOOL	ENMANCE HIGH SCHOOL	GARMELD ALT EDUCATION CENTER	MINITAL FLOWIN CHRISTIAN SCHOOL	CALVARY CHRISTIAN SCHOOL	MIAMISBURG MIDDLE SCHOOL	MIAMIODURG OBNIOR I HOIT OCHOOL	H T R CHRISTIAN SCHOOL	LEMON-MONROE HIGH SCHOOL	BETHEL HIGH SCHOOL	DREFINON SENIOR HIGH RCHOOL.	KEILTER ALTERNATIVE HOUR SCHOOL	JOHN II PATTERSON CAREER CENTER	CONGRETION ALI LEARNING LENIER	SHAWNEE HIGH SCHOOL	CALVARY CHRISTIAN ACADEMY	JACKSON HIGH SCHOOL	ST VINCENT/ST MARY HIGH SCHOOL	HOOVER HIGH BOHOOL BOUTH CAMPUO	CENTRAL HOWER HIGH SCHOOL	NORTH HIGH SCHOOL	EAST HIGH SCHOOL	THE RESERVE AND A STREET		WOOLD HON WHOO	SAMTY VALLEY HIGH SCHOOL	NORTON INGH SCHOOL	HERTAGE CHRISTIAN HIGH	HERITAGE CHRISTIAN HIGH SCHOOL	TIMKEN SENIOR HIGH SCHOOL	WESTAINSTER ACADEMY	
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NAME	MANCHESTER HIGH SCHOOL	WASHINGTON SENIOR HIGH SCHOOL	CENTRAL CATHOLIC HIGH SCHOOL	OUR LADY OF TIES BLAMB HIGH GOLLOOL	ALLIANCE HIGH SCHOOL	NORTHWEST HIGH SCHOOL	MC KINLEY SENIOR HIGH SCHOOL	EAST CANTON HIGH SCHOOL	GREEN HIGH SCHOOL	FIELD SEMOR HIGH SCHOOL	STOW/MUNROR FALLS HIGH SCHOOL	LOUISVILLE SENIOR HIGH SCHOOL	SITHOMAS ADDINAS HIGH SCHOOL	CRESTWOOD HIGH SCHOOL	TUSIAW HIGH SCHOOL	GLEN OAK SENIOR HIGH SCHOOL - EAST	WAND DAVIO IBOII DGIOOL	RAVENNA HIGH SCHOOL	ATWATER CHRISTIAN SCHOOL	CIYAHOGA VALLEY CHRISTIAN ACADEMY	HONEKI'S SCHOOL	WALSH JESUIT FIIGH SCHOOL	WOODRIDGE HIGH SCHOOL	DALTON HIGH SCHOOL	MAYFAIR SDA SCHOOL	NAVSE VELI HIGH SCHOOL		HOOVER HIGH SCHOOL NORTH CAMPUS	MCKINLEY JR/SK HIGH SCHOOL	STREETSHORD HIGH SCHOOL	MARLINGTON HIGH SCHOOL	CARE CHRISTIAN ACADEMY	BOLICH SCHOOL	CHRISTIAN MINISTRY SCHOOL	LAKE SENIOR HIGH SCHOOL	CAMPAN COUNTY BROW SCHOOL	TALLMADGE HIGH SCHOOL	ARCHBISHOP HOBAN HIGH SCHOOL	GARMELD HIGH SCHOOL	ELLET HIGH SCHOOL	Docarre that the	MESTONE HIGH SCHOOL	BARBERTON HIGH SCHOOL	Stiff SCHOOL	GLEN DAK HIGH SCHOOL - WEST	PERRY SENIOR HIGH SCHOOL	DECISION VALLEY BAPTIST SCHOOL	WATERLOO HIGH SCHOOL	KENMORE HIGH SCHOOL	BROOKHELD SENIOR HIGH SCHOOL	LISBON JR/SR HIGH SCHOOL	CALLEM CASHION III ON I OCHOOK.	MCKINISY HIGH SCHOOL
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On the part of the part	38095 SIAIE ROUIE 39	250 BENITA AVE	750 WICK AVE	SG PITTBOUND OF	44 100 CRESTVIEW RD	360 WEST GRANT ST	350 HALL AVE	181 WALNUT ST	600 IOWA AVE	10736 MAHONING AVE	929 CENTER ST	100 CARDINAL DR	RESIS CLINCAN RD	1919 CAK HILL AVE	195 WYCHWOOD LANE	4560 PALCON DR	7777 OLENWOOD AVE	20 JAMES ST	2 EAST ORANT ST	317 CHURCHILL HUBBARD RD	31 NORTH WARD AVE	3199 DOBBINS RD	2725 GIBSON ST	731 S HAZELWOOD AVE	100 MAINE ELVD	WAY LITTLE OF STATE	11828 SOUTH SALES	280 6TH ST	111 BUCUD AVE	STATE ROUTE 213	1544 EAST HIGH AVE	2545 ERIE ST	AGARA PLORENCE SI	CIN NAZBOGANA	600 E STREICHER ST	1200 BROAD AVE	3235 PICKUE RD	3535 W SYLVANIA AVE	LATO S MOCORD BD	GOO IS BOUTH DOUNDARY OF	2336 COLLINGWOOD BLVD	1300 JEPPERSON AVE	9050 STATE ROUTE 12 W	SOLI AIRPORT HWY	2130 HAYES AVE	4 to W JEFFERSON ST	2400 COLLINGWOOD BLVD	800 N SANDUSKY AVE	1001 PARK AVE	533 N COUNTYLINE ST	Off Shares and	
	SOUTHERN LOCAL HIGH SCHOOL	RAYEN HIGH SCHOOL	URSULINE HIGH SCHOOL	COLUMBIANA I BOIT BOIT GOL	CRESTVIEW HIGH SCHOOL	EAST PALESTINE HIGH SCHOOL	HIBBARD HIGH SCHOOL	LEETONIA HIGH SCHOOL	MCDONALD, IR/SR HIGH SCHOOL	IACKSON MILTON HIGH SCHOOL	Well styll & Holl & Chool	Control of the control	CANTIBLE HOM SCHOOL	WIND CIRCUMSTAN CANDON	MANAGED AND STANDARD AND STANDA	SOURCE HIGH SCHOOL	DOARDMAN GENION INGTI BOTTOOL	OUR LADY OF LOURDES SCHOOL	LOWELLVILLE HIGH SCHOOL	LIBERTY HIGH SCHOOL	GIRARD HIGH SCHOOL	POLAND SEMINARY HIGH SCHOOL	WOODROW WILSON HIGH SCHOOL	CHANEY HIGH SCHOOL	EAST LIVERPOOL HIGH SCHOOL	MINE KAL KLASE FEGT SCHOOL	SOUTH KANGE HIGH SCHOOL	MEMORIAL HIGH SCHOOL	OTTUTATION I BOLL OCI IOCI	EDISON NORTH HIGH SCHOOL		CARIMNAL MONNEY HIGH SCHOOL.	MAST LIVINERONA, CHRISTIAN SCHOOL,	WAIKING CHKISILAN ACADEMI	WOODWARD HIGH SCHOOL	PINDLAY HIGH SCHOOL	CARDINAL STRITCH HIGH SCHOOL	NOTRE DAME ACADEMY	ROOFIS HIGH SCHOOL	TSRRYDOURG HIGH DCHOOL	BIBLEWAY CHRISTIAN ACADEMY		LIBERTY PENTON HIGH SCHOOL	COHOS NOTH SANDO	SANDHUSKY HIGH SCHOOL	ST MARY'S CENTRAL CATHOLICHS	SCOTT HIGH SCHOOL	UPPER SANDUSKY SR HIGH SCHOOL	POSTORIA HIGH SCHOOL	ST WENDELIN HIGH SCHOOL	WORTHWOOD ING! ACTION.	
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4					CLBNOH48	EPISOH42	LABOTOHOD	COHOVAL				WLVLUTA	CALCAL TOTAL	200000	YNIWOHIVE	TINIMOTIO	DOMNOTI76	EPISOH42	LYCHES	1			NNTWOH78	YNTWOHE79	• ELVROHES	NILSONIBO	MUMOHISA	CONTRACTOR OF THE		WLYLOHSS	• YNTWOHI74	WATWOILTH	KI VROH'38	YNIWOHIA	COLUMN TO THE	FNI3YOH42	ORGNORES	TOLDOHA7	TOLDOHES	· PRODOUT	TOLDOHZI	TOLDOREI	FNDYOHAS	The state of the s	SWIDSOFFEE	• SANDSOHB2	TOLDOHELL		PSTACHAS			
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	Mindle	JOHN TO	TOLEDO	PINDLAY	PREMONT	ROSSFORD	TIPPIN	TOLEDO	TOLEDO	TOLEDO	TOLEDO	TOLEDO	CASTALLA	MAUMEE	NEW RIEGEL	TOURDO	SANDUSIC	TOLEDO	BROADVIEW HTS	BEREA	CLEVELAND	BROOKLYN	CLEVELAND	CLEVELAND	CLEVELAND	CLEVELAND	CLEVELAND	CLEVELAND	CHAPTER AND	CHARLAND	CAEVELAND	CLEVELAND	CLEVELAND	CLEVELAND	CLEVELAND	CEVELAND	CLEVELAND	CLEVELAND	BROOKLYN	TANCOULTE TANCOUNTENCE	INDEPENDENCE	LAKEWOOD	LAKEWOOD	LAKEWOOD	NORTH OLMSTEAD	N KOTALION	PARMA	PARMA	PARMA	PARMA	PATE AND A
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ADURESS	300 S MONROE ST	1250 WESTERN AVE	2323 WEST BANCROFT ST	SGOO DISOAD AVE	702 CROGHAN ST	701 SUPERIOR ST	152 MADISON	2550 CHERRY ST	3548 S DETROIT AVE	2303 BROOKFORD DR	2 100 TREMAINSVILLE RD	5601 CLEGG DR	209 LOWELL ST	1147 3ACO ST	44 N PERKY ST	DESS SEAMAN RD	3714 CAMPRELL ST	4025 INDIAN RD	G838 MILL RD	165 EAST BAGLEY RD	7000 PAULA DR	4403 TEDEMAN RD	3952 WEST 140 ST	3430 ROCKY RIVER DR	2439 EAST 55 ST	1349 EAST 79 8T	1651 EAST 71 ST	2373 EAST 30 ST	TO BE TOWN GOOK	1011 WEST 20 OF	4600 DETROIT AVE	KO22 HRITGE AVE	4016 WOODBINE AVE	3202 WEST 30 ST	2201 WEST 83 ST	7415 BROADWAY AVE	HS50 BAXTER AVE	4676 WEST 11 ST	9200 BIDDULPH RD	CHICAGO MENTANTIA	7800 BROOKSIDE RD	14100 FRANKLIN BLVD	LREAD DISTROIT AVE	14808 LAYE AVE	5755 FALRINS RD	PAGGO DACTEM PD	KORS WEST SA ST	2500 WEST PLEASANT VALLEY RD	6740 STATE RD	59K3 WEST 54 ST	CANADA CAMPANA CACA
	COLUMBIAN SR HIGH SCHOOL	LIBBEY HIGH SCHOOL	ST FRANCIS DESALES HIGH SCHOOL	TENTAGE CHINETIAN ECHOOL	ST JOSEPH HIGH SCHOOL	ROSSFORD HIGH SCHOOL	CALVERT HIGH SCHOOL	CENTRAL CATHOLIC HIGH SCHOOL	BOWSHER HIGH SCHOOL	TOLEDO CHRISTIAN SCHOOL	START HIGH SCHOOL	WHITMER HIGH SCHOOL	MARGARETTA HIGH SCHOOL	MAUMEE HIGH SCHOOL	NEW RIEGEL HIGH SCHOOL	CLAY HIGH SCHOOL	SOCIOS HOLL SAMOND	ST HOSHIA ACADEMY HIGH SCHOOL	BRECKSVILLE & BROADVIEW HTS. HS	BEREA HIGH SCHOOL	MIDPARK HIGH SCHOOL	HERITAGE CHRISTIAN SCHOOL	JOHN MARSHALL HIGH SCHOOL		EAST TECHNICAL HIGH SCHOOL	EAST HIGH SCHOOL	MARTIN LUTHER KING HIGH SCHOOL		BESTANOR GERBON ALT IBOU OCHOCAL	CLEVELAND SCHOOL OF SCHOOL	MAX S HAVES HOR SCHOOL	ENTERPRISE CHRISTIAN ACADEMY	CARRETT MORGAN SCHOOL OF SCIENCE	LINCOLN WEST HIGH SCHOOL	WEST TECHNICAL HIGH SCHOOL	CUYAHOGA HEIGHTS JR/SR HIGH SCHOOL SOUTH HIGH SCHOOL	CLEVELAND CIENTRAL CATHOLIC HS	SPRING VALLEY CHRISTIAN HS		JAMES FORD INTODES HOLLOCAL	MARYCREST HIGH SCHOOL	LAKEWOOD HIGH SCHOOL	ST EDWARD HIGH SCHOOL	ST AUGUSTINE ACADEMY	NORTH CLAISTED HIGH SCHOOL	NORTH ROYALTON HIGH SCHOOL	OCHOIND FALLS HIGH SCHOOL	NORMANDY PRCH SCHOOL	PADUA FRANCISCAN HIGH SCHOOL	CHRISTIAN CENTRE SCHOOLS	
YEAR	2661	2661	1997	1006	1968	1998	1998	1998	1998	1998	936	9861	FRFFFF	6861	666	666	3		1005	286	1661	1889	1997	966	1998	1897	1936	1997	100	200	900	1000	1988	1999	1998	988	98.5	1983	1991	# 18	2	1996	SE	1999		986	966	8 8	186	1998	
ממז	TYPNOH44		TOLDOHS3	PNDYCHAS	FRMTOH33		TFPNOH44					TOLDOH47	HOHOTUS:	MAUMOHILI	NWRGOH59	• ORGNOH69	SATTAGOLION	The Doubles			BKPKOH28	CLEVOH25	CLEVOR25	L	CLEVOH43	CLEVOH43		_			SENOTES OF	CLEVOHES		CLEVOHED		CLEVOHOUS CONSTITUTION OF THE PARTY OF THE P	CLEVOHBA	CLEVOH74		CLEWOIT7+			1 XWDOHES	• LXWDCH52			OUNCHES	PARMOHES	PARMOH88	* PARMOHIBS	1
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			ALB BEESES	YX IX CONT	L VID	Ė	PUBLIC SCHOOL DISTINCT
_	3	DONOS HOM GOOGLASS	CR PLVD	HS	PARMA HTS	44130	PARMA CTIY SD
	8	VALLET FORCE TION SCHOOL	20770 HILLARD RD	HS	ROCKY RIVER	44118	CHARTERED NON-PUBLIC
_	8	MAGNIFICAL FIGH SCHOOL	ACCES DETROOP BO	H	ROCKY RIVER	4118	ROCKY RIVER CTTY SID
	8	MOCAY MVER right SCHOOL	4607 WEST 910 ST	91	PAIRVIEW PAIR	14100	PAIRVIBW PARK CATY BD
DOI TOWN		Tara toro non areas	3ASO LINDEN RD	宝	ROCKY RIVER	44118	CHARTERED NON-PUBLIC
KKKVOHSS		LUI PENAN RIOR SALOR SCHOOL	20025 LUNN RD	\$	STRONOSVILLE	44138	STRONGSVILLE CITY SD
SCALUTES		STRONGSTILL SETTINGSTILL	29230 WOLF RD	HS.	BAY WILAGE	44140	
-		WOOTH ALE SENIOR HIGH SCHOOL	27830 HILLIARD RD	ES.	WESTLAKE	44145	WESTLAKE CITY SD
	ĝ	JOHOS HUH ANII JOH MILE HUM SCHOOL	1499 HARD RD	£3	W WORTHINGTON	43235	WORTHINGTON CITY SD
ANDINOUS SECTION AND INCOME.		CLIDICATION CHRISTIAN SCHOOL	2150 E POWELL RD	HS	WESTERVILLE	43081	
┺	100	HIGH STREET CHRISTIAN ACADEMY	7399 N HIGH ST	HS	WORTHINGTON	43066	
	000	PORT HAYPS METRO EDUCATION CITA	546 JACK GIBBS BLVD	HS	COLUMBUS	43215	COLUMBUS CITY SD
2010012		HISHOP READY HIGH SCHOOL	707 SALISBURY RD	E E	COLUMBUS	200	CHARLERED NON-PUBLIC
┺	d	CENTRAL HAPTIST BCHOOL	120 S BURGESS RD	HS	COLUMBUS	13004	
4-	3	PICKERINGTON HIGH SCHOOL	300 OPPORTUNITY WAY	HS	PICKERINGTON	43147	
4.	3	DUBLIN CONTRACAN HS	6780 COPFMAN RD	HS	DUBLIN	43017	DUBLIN CITY SID
1	8	MELLINGTON OCHOOL	ON GEEN 0500	110	COLUMDUO	40000	CHATTERED NON FUDGO
	700	NORTHSIDE CHRISTIAN BCHOOL	2655 SCHROCK RD	HS	WESTERVILLE	43081	
	8	WESTERVILLE NORTH HIGH SCHOOL	950 COUNTY LIME RD	뫄	WESTERVILLE	43061	WESTERMILE CITY 8D
1_	8	WESTERVILLE SOUTH HIGH SCHOOL	303 9 OFFERBEIN AVE	HS	WESTERVILLE	13061	WESTERVILLE CITY SD
_	8	NOKTHIAND HIGH SCHOOL	1919 NORTHCLIFF DR	HS	COLUMBUS	43228	COLUMBUS CTIY SD
	8	WORTHINGTON CHRISTIAN HIGH SCHOOL	6670 WORTHINGTON GALENA RD	HS	WORTHINGTON	43085	CHARTERED NON-PUBLIC
1_	200	WHITEHALL YEARING HIGH SCHOOL	675 S YEARLING RD	HS	WHITEHALL	43219	WHITEHALL CITY SD
<u> </u>	2081	COLUMBUS ACADEMY	4:00 CHERRY BOTTOM RD	HS	CAHANNA	43230	CHARTENED NON-PUBLIC
1	2005	LIBERTY CHRISTIAN ACADEMY	4936 BEATRICE DRIVE	Ŧ	COLUMBUS	45227	CHAKLEKED NON-PUBLIC
1_	968	RETRIODSBURG SR HIGH SCHOOL	6699 LIVINGSTON AVE	HS	REYNOLDSBURG	43000	RETRUCKSBORG CLIT SE
• CMMOHRS	5081	CANAL WINCHESTER HIGH SCHOOL	300 WASHINGTON ST	HS	ANAL WINCHESTE	43110	CANAL WINCHESTER LOCAL
	568	WORLD HARVEST CHRISTIAN ACADEMY	4595 GENDER RD	HS.	ANAL WINCHESTE	43110	CHARTEMED NON-PUBLIC
<u>. </u>	28	GROVEPORT MADISON PRESHMAN HS	751 E MAIN ST	£	GROVEPORT	5 5 5	GROVE-ORD MALHSON LOCAL
-	900	OROVERORY MADROON OR HERE! DOLLOOL	4475 DIMMILTON RD	110	DROVBFORT	40196	GROVEN ORT MADRIORY LOCKED
ㅗ	1995	DUBLIN SCIOTO HIGH SCHOOL	4000 HARD RD	£	DUBUN	1007	
<u>. </u>	1995	GROVE CITY HIGH SCHOOL	4665 HOOVER RD	왚	GROVE CTTY	43123	SOUTH-WESTERN CLIT SU
GVCYOH87	1995	MARKETING EDUCATION STORE	4665 HOOVER RD	£	GROVECTIY	3	

Attachment II

Broadband Availability Economic Development

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4	15402	66356	45502	80434	45402	45402	W.Y.	1000	122	12042	45502	45417	45417	48502	48602	45417	10021	200	Day Mark	45380	46133	45133	44306	90677	44306	44311	01677	07577	24.44	700	77077	00000	2000	9	2007	44503	C 25 10	4000	3	44413	5 6	2	44452	22.43	44500		02.00	1726.7	07999	¢nero	3	0/284	44870	64870	200		2	10000	1111	
	DAYTON	PIOUA	SPRINGFIELD	DAYTON	DAYTON	MOTAN	70.5		LATION	MIDDLETOWN	SPRINGFIELD	DAYTON	DAVTON	SPERINGMENT	CHANCENDOS			AERIA	YOU	XENIA	HILLSBORO	HILSBORO	AKRON	AKRON	AKRON	AKBON	AVENA	TOTAL	1000	CARICA	CANTON	HAVENIKA	INVENTA	CANTON	YOUNGSTOWN	YOUNGSTOWN	YOU INCREMENT	YOUNGSTOWN	BALEM	E PALESTINE	LINBON	TOOM	LISBON	LISBON	YOUNGSTOWN	TOUROOTOWN	PREMONT	TOLEDO	MOLAY	MMUMAY	TOURDO	SAMDUSKY	BANDUSKY	SANDUSKY	UPPER SANDUSATY	FRESHURI	MILAGUE	TOURD		CLEVELAND
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	200 W SECOND ST	200 N WAYNE ST	101 N LIMESTONE ST	TO CARTY W 100	A1 W DERRY ST	ASO W GROWIN ST	TO CHOOSE M ON	WOW SECURED SI	85 WOODWAN DR	ONE CITY CENTER PL	101 E COLUMBIA ST	4 104 GERMANTOWN PIKE	TAY COUNTY OF 191	190 N WAINTAIN AVE	A D AND THE DAY	TO E COMMENT ST	1961 S GELITSHURU AVE	45 H DETROIT ST	77 D MAJEGET OT	61 OREENE ST	105 N HIGH ST	1 10 GOVERNOR FORAKER PL	2 SOUTH MAIN ST	209 S HIGH ST	TO HOLL MANUEL ST.	TO CINCOLO CA	CO COLOR OF COLOR	850 LAN 31	414 O WILLIAM OF	115 CENTRAL PLAZA N	201 CLEVELAND AVE SW	6000 INFIRMARY RU	900 W MAIN OT	4500 ATLANTIC BLVD NE	1 to PIFTH AVENUE	120 MARKET ST	SOOR SOOTT ST	9 W FRONT ST	130 PENN AVE	31 N MAHICET ST	BO33 COUNTY HOME RD.	106 S MAJORET 31	41 N PARK AVE	8730 SCROGGS RD	878 CONSWILLE-CENTER RD	8840 INDOMED IO	2323 COUNTRYSIDE DR	700 ADAMS ST	300 S MAIN ST	200 W CRAWFORD ST	1622 SPIELBUSCH AVE	323 COLUMBUS AVE	2900 COLUMBUS AVE	2800 COLUMBUS AVE	109 SANDUSKY AVE	100 N PAKR AVE	ICO S WASHINGTON	1716 SPELBUSCH AVE	I ZAO BALAN A LAS	2163 EAST 22 ST
TAPACE	US DISTRICT COURT	MIAMI COUNTY MUNICIPAL COURT	COURTHOUSE	THE PROPERTY COMMON PLANS DOUBLE	PAGENT CALENDARY COLLEGE	MUNICOMENI CADRIL CADRIS		MONTGOMERY COUNTY JUVENILE COURT	SIND DISTRICT COURT	RITLER COUNTY COURT OF APPEALS	INVENIE COURT CENTER	TANTAL INCIDENCE INSTITUTE	CHARLES CHARLES CONTROL INC.	DAYTON HUMAN KENAB CENTER	THE PART OF THE PA	CAM CAUNIT MUNICIPAL CAURI	MONDAY COMMUNITY CORRECT INST	GREENE COUNTY COURTHOUSE	CHEBNIB COUNTY JAIL	GREENE COUNTY JUVENILE COURT		HIGHLAND COUNTY SHERIFF	PEDFRAL CONTRIBUTIONSE AKRON	SHAWIT COUNTY COURTING	PRINCIPLO VINION TANGED	SUBMITTED COMMENCES	SUMMIT CAUMIT DAIL	SUMMIT COUNTY JUVENILE COUNT	PURINCE COUNTY COUNTINGES	STARK COUNTY COURTHOUSE	US BANKRUPTCY COURT	PORTAGE COUNTY JUVENILE COURT	FORTAOD COUNTY JAIL	STARK COUNTY JAIL	MAHONING COUNTY JAIL	MAHONING COUNTY COURTHOUSE	MAHONING COUNTY INTVENILE COUNTY	US BANKRUPTCY COURT		COLUMPIANA COUNTY COURTHOUSE	COLUMBIANA COUNTY JAIL	COLUMBIANA COLINIY COURTHOUSE	COLUMBIANA COUNTY COURTHOUSE	ELATION PEDERAL PRISON	STATE PRISON	CCA (PRIVATE) PROOF	SANDUSKY COUNTY JAIL	LUCAS COUNTY COURTHOUSE	HANCOCK COUNTY COURTHOUSE			ERIE COUNTY COMMON PLEAS COUNT	ERIE COUNTY COURTHOUSE	ERIE COUNTY JAIC	WYANDOT COUNTY COUNTHOUSE	SANDUSKY COUNTY COURTHOUSE	SEMECA COUNTY COURTHOUSE	FEDERAL BANKRUPTCY COURT		CUYAHOGA COUNTY AIVENILE COURT
ž	đg.	3	3	Т	7	Coo.	8	1995	1995	2005	400	200		188		<u>\$</u>							60	500	200	2	38	8	\$	2881	9661	1995	1990	1997	1966	1963	1993	1983	1995	1996	9861	1961	1997	1986	1998	1990	1661	1884	1996	1995	1996	9861	1998	9881	9861	1981	1961	1997	0981	3 60
}	DYTINOH22	TO TOTAL	CONTRACTOR OF THE PARTY OF THE	OT LUCIES		DOM CHEES	DYTNOH22	DYTNOH22	DYTNOH25	METATOWAY	COLUMN TO SERVICE	SALPHAN SALP	DE LINCHINO	DATA	STINATOR	SPFDOH32	DYTHOHEB	XEMOH37	MONITOR 107	XEMOH37	HI BOOKS	HI POOLES	AKTONOLDE	STATE OF THE PARTY	ALCOHOL:	ARMANATAS	- 1	AKINOH25		CHTHOHAS	CHTNOH45		_	CALLMONIAS	YNTWO-174	YNTWOH74	_	*CHOWING	SALMORES	EPLSOH42		_	_	[SBNOH42]	_		PRINTOHES	_	PNDYOHA2	Н	TOLDORDI	Н	8MDSOH62	SNDSOH82		_	TFFNOH44	TOLDOH21	CELEVON NO.	
Ş	328	2 2	9 5	3 8		9256	328	328	328	20.00	900	98	4	4	7	328		328	98	873	828	ğ	3 8	3	Ţ	1	7	4	4		376		980	325	П	322		323		333	823	128	322	323		•	326		32.0	SOM	326	326	88		336	9	326	938	080	6

44113	44113	81177		- 1 and	63210	43215	43215	43266	43215	43215	\$17£¥	43123	ZIBC7	43612	45636	09657	40100	49180		79297	45764	44794	UNCEN	78780	00/00	71/437	- Carren	1000	15000	4000	44709	49190	700.57	49764	10/64	0110	43140	43140	43140	43160	43160	27000	70777	70797	80757	4540R		48408	45429	10997	45450	99897	1000	4004		45133
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	EVCANODE HOSPITAL	ST THOMAS HOSPITAL	AKBON CITY HOSPITAL	AULTMAN HOBITAL	STATCARE TIMKEN MERCYS	EDWIN SHAW HOSPITAL	DOCTOR'S HOSPITAL	LONGFORD HOSPITAL	MASSILLON COMMUNIT HOSPIN	ARKON GENERAL MELICAL CENTER	THEOREMS HOSTING OF ANNOUNCED	MEDICAL CHAIRER ONE	ROBINSON MEMORIAL HOSPITAL	AULTMAN HOSPITAL	ALLIANCE COMMUNITY HOSPITAL	PALLOWIEW POYCHEATTHOLIOOPTAL	MOLLY STARK HOSTITAL	CHARLEST DATE OF THE STATE OF T	MODINGING MENCAL CRAINER	SOUTHER MEDICAL CENTER	ST ELIZABETH HOSPITAL	VETERAN'S ADMINISTRATION HOSPITAL	YOUNGSTOWN OSTROPATHEC HOSPITAL	BEEGHLY MEDICAL PARK	BELMONT FINES HOSPITAL	EAST LIVERPOOL CITY HOSPITAL	SALEM COMMUNITY HOSPITAL	WOODDIDE HOOFTAL	RIVERSIDE HOSPITAL	ST CHARLES HOSPITAL	ST VINCENT'S HOSPITAL	TOLEDO HOSPITAL	MERCY HOSPITAL	BLANCHAND VALLEY HOSPITAL	CHARTER HOSPITAL OF TOLEDO	SI LURE SHOWING	MINISTANTO COMMINISTRAL	DOCUMENTS HOSPITAL	WYANDOT MEMORIAL HODITAL	MEMORIAL HOSPITAL	POSTORIA COMMUNITY HOSPITAL	MIEDICAL COLLEGE HOSPITALS	Veterrans administration Homotai.	SOUTHWEST GENERAL HORISTAL	TATIONAL PERMANENT PURSON IN THE PERMANENT APPROPRIATE TO THE PERMANENT AP	CANADERCH HOSPITAL	METRO GENERAL HOSPITAL	ST VINCENT CHARTY HOSPITAL	LUTHERAN MEDICAL CENTER	ORACE HOSPITAL	or Alexon Hooffial,	DEACONESS HOSPITAL OF CLEVELAND
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NAME	METROHEALTH MEDICAL CENTER	LAKEWOOD HOSPITAL	BARMA COMMINITY OFNERAL HOSPITAL		GRANT MEDICAL CENTER	ARTHUR G JAMES CANCER HOSPITAL	OHIO STATE UNIVERSITY HOSPITAL	CHILDREN'S HOSPITAL	MT CARMEL MEDICAL CENTER	DOCTORS NORTH HOSPITAL	MT CARMEL HOSPITAL - EAST	ST ANN'S HOSPITAL		LANCASTER-PAIRFIELD COMMUNITY HOSP	DOCTOR'S HOSPITAL WEST	PARK MEDICAL CENTER	AVENDE MERIODIER HODVIAL	MOUNT CARMEL HEALTH HORIZONS	COLUMBUS COMMUNITY HOSPITAL	LAWRENCE COUNTY MEDICAL CENTER	BARNESVILLE HOSPITAL	COSHOCTON COUNTY MEMORIAL HOSPITAL	HOLZER MEDICAL CENTER	BETHESDA HOSPITAL		PAIRPLE COMMUNITY HOSPITAL	MARIETTA MEMORIAL HOSPITAL	SELEY CENERAL HOSPITAL	ST JOHN MEDICAL CENTER	CHILD VALLEY HOSTAL	POX RUN HOSPITAL			DARTITURE HITSPITCH, CH. NEGLER MAILER	TANK CHY MARRIAL	MATHEMATING MATHEMATING	FAYETTE COUNTY MEMORIAL HOSPITAL	KAISER PERMANENTE MEDICAL CIR EAST	MT. SINA MEDICAL CENTER	COMMUNITY HOSPITAL OF RECIPORD	WINDSOR HOSPITAL	MANAGE COMPANY	HEALTH HILL HOSPITAL	ST LUKES HOSPITAL	MF SINAL METHEAL CHAFFIR	VETERANS ADMINISTRATION HOSPITAL	J OLEN SMITH HEALTH CENTER	MERIDIA HURON HOSPITAL	MERIDIA EUCLID HOSPITAL		MOTING HEIGHTS CHENERAL HOSTINE	MERIDIA HELICIPATI HORPITAL	LAIGH HONFITAL OYOTEM - BADT	BRENTWOOD HOSPITAL
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NAME	MERIDIA SHRIBBAN HOSPITAL	TAKE HOSPITAL SYSTEM - WEST	I ATIDIC WOOD HOSPITAL	VANDALA DRANCH LIDRAW		DAYTON-MONTGOMERY COUNTY LIBRARY			WINTERS-BELLBROOK BRANCH LIBRARY	CENTERVILLE BRANCH LIBRARY	BELMONT BRANCH LIBRARY	BURKHARDT BRANCH LIBRARY	KELLEHING-MOKYINE BIVANCH LIBRARY	HILLSBORO PUBLIC LIBRARY	MIDDLETOWN BRANCH LIBRARY	UNION TOWNSHIP PUBLIC LIBRARY	CLASS COOKIT I COLOR COLOR	PARK BRANCH LIBRARY	STREET STREET STREET STREET	LINES HEIGHTS BRANCH IRRARY	PAST REALCHES BINNEY LIBRARY	MANYEN HELLS BRANCH LIBRARY	WESTWOOD BRANCH LIBRARY	FRANKLIN PURILIC LIBRARY	BEAVERCREEK COMMUNITY LIBRARY	PAIRBORN COMMUNITY LIBRARY	FLESH PUBLIC LIBRARY	>	-			WARRY MEMORAL PUBLIC LIBRARY		MIAMISPORE BRANCH LIBRARY	WEST CARROLLTON BRANCH LIBRARY	NEW CARLISLE PUBLIC LIBRARY	SOUTHERN VILLAGE BRANCH LIBRARY	SPRING VALLEY COMMUNITY LIBRARY	TRENTON BRANCH LIBRARY	ORESINE COUNTY PUBLIC LIBRARY	HOUGHON MEMORAL DRANGI LAURAN		PAST DDANCH LINGARY	CREENING BRANCH LIPEARY	AKRON SUMBATT COUNTY LIBRARY	KENT PREE LIBRARY	MOGADORE BRANCH LIBRARY	JACKSON TOWNSHIP BRANCH LIBRARY	NORTH BRANCH LIBRARY	AYRES BRANCH LIBRARY	COMMINITY CENTER REANCH LIBRARY	DELIGHT DRANCH LIBRARY	PERRY HEIGHTS BRANCH LIBRARY	
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Attachment III

Second RFP



2151 Carmack R030 Columbus, OH 43221 614 728-TECH

Request for Proposals 1996-1997 School Year

The Ohio SchoolNet Telecommunity is funded through money provided by Ameritech® as required in a Public Utilities Commission of Ohio (PUCO) rate agreement called Advantage Ohio. An additional part of the agreement between Ameritech and the Public Utilities Commission is the provision of fiber-optic capabilities to each public, parochial, and private high school in the Ameritech service region. The Ohio Department of Education (ODE) has framed the Telecommunity initiative in the context of the other technology initiatives in Ohio—especially SchoolNet and SchoolNet Plus. An agreement was signed between Ameritech, the PUCO, and the ODE to ratify a document titled the Ohio SchoolNet Telecommunity Plan as the guiding set of goals and foci for the initiative. With this document, proposals are requested for funding from consortia of schools and other organizations which serve schools, especially high schools, in the Ameritech service region. Applicants should verify that Ameritech is their service provider before submitting proposals.

The idea of telecommunity as developed in the Ohio SchoolNet Telecommunity Plan document is that a telecommunity is a virtual community of learners, linked through 2-way video technology in order to accomplish important educational objectives which could not be accomplished through other means. One example would link youth from urban and rural areas on a multidimensional and multidisciplinary project which would encourage them to solve common problems and come to enjoy both their commonalties and differences. Another example would link youth to professionals in the workplace or experts in major cultural institutions so that learning opportunities are made more authentic and linked better with adult life.

The construction of an excellent proposal will provide a response to each question below separately and in order.

Section 1, Telecommunity

It is critical that ideas drive the development of telecommunities and the implementation of telecommunity projects. Otherwise, technologies drive the work and the results become limited by trying to install practices which might not have been that effective in their traditional form into the new technological environment—the "old wine in new wineskins" phenomenon. The fundamental idea which must drive the projects funded by the Ohio SchoolNet Telecommunity Plan is the notion of telecommunity. Who and what might make up a telecommunity?

- What people (key leadership)?
- What sorts of organizations (including a listing of the specific schools and students (e.g., a curricular area or learner type) within those schools to be served)? Please also note the status of each school concerning low wealth, low income, urban, or special needs populations.
- What modes of communication? Please note that these grants are complementary to the funding provided in other Ohio initiatives such as SchoolNet. Only 20% of the funds may be used for computers and software. Video services called wide-band service or those which communicate using a T1 (1.5 mb/sec) line are allowable options.
- What sorts of activities and work? Use some sort of structure such as Plugging In (Jones, et. al., NCREL) to categorize and provide a rationale for the types of learning activities proposed.
 - What kinds of facilities?
 - Why will your telecommunity be useful and productive for engaged, challenging and thoughtful learning?
 - How will your telecommunity accomplish educational tasks and provide educational
 opportunities which cannot be achieved any other way?
 - What are the ethics of your telecommunity? How are the values of all members of your telecommunity made manifest and honored?
 - What might be some changing roles of students, teachers, community leaders, business
 persons, curators, artists, scientists, etc., in a telecommunity?

The challenge in applying for Telecommunity Plan funds is to come to grips with these and all the other questions these imply.

Section 2, Transformation

In making an application for a grant under the Ohio SchoolNet Telecommunity Plan other than for a planning grant, the following questions should be addressed specifically:

- 1. How will the telecommunity assist all participants—teachers, administrators, students, community resources, etc.—in learning and performing the new roles required of them in a telecommunity?
- 2. How will the telecommunity use technology to tailor learning to meet individual needs and to provide experiences which engage and challenge learners?
- 3. How will the telecommunity demonstrate improved learning performance using technology?
 What evaluation and assessment strategies will yield evidence of student achievement?
- 4. How will the telecommunity increase the effectiveness and efficiency of all participating schools?
- 5. How will the telecommunity institutionalize effective practices and encourage constant improvement?
- 6. How will the telecommunity use the technology to provide comprehensive, on-going professional development for telecommunity professionals? How will technology assist in extending personal or professional development to community resources in the telecommunity?
- 7. How will the telecommunity include policy makers and school leaders in the transformation of educational processes?
- 8. How will the telecommunity increase the participation of parents in the learning experiences of youth?
- 9. How will the telecommunity transform facilities into state-of-the-art, technology-based learning centers?

Section 3, Budget

The following is the form required for submitting budgets. There are four major categories: personnel, technology equipment, materials, and usage (telecommunications costs).

Line	Description		Amount	
		Requested	Contributed	From related grants
100	Personnel	1111111111111	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	mmmmm
1 0 0.1	Administration	\$	\$	\$
100.2	Professional Services	\$	S	\$
100.3	Maintenance Contracts	S	\$	\$
	Sub Total	\$	5	\$
200	Technology Equipment	11111111111111	mmmmmm	
200.1	Videoconferencing Equipt.	\$	\$	\$
200.2	Computers	\$	\$	\$
200.3	Computer Software	S	\$_	\$
	Sub Total			
300	Materials	mumum		111111111111111111
300.1	Supplies	S	\$	\$
400	Usage	11111111111111	11111111111111	
	Telecommunications Usage	s	\$	\$
Grand	I Total	\$	\$	\$

Technology equipment may be purchased from state term contracts with a maximum of \$21,500.00 per site. The Telecommunity Plan manager is working with vendors and the Ohio Department of Administrative Services to provide a complete suite of equipment at minimum cost. However, the cost of equipment will probably be more than the amount allowable under the grant terms.

If the proposal is for a multi-year project, a separate budget for each year must be presented. On a separate page following the budget for each year, provide the rationale for any expenditure which deviates from the stipulated requirements of no more than 25% of the funds for grades 1–8 and no more than 20% of the funds for computers and software.

Context

The Telecommunity Plan will augment the implementation of SchoolNet and SchoolNet Plus, integrating these new resources into the state's vision of systematic reform in education. It will link to the Regional Communities of Practice and will enable schools and consortia in the Ameritech service region to apply for funding for a wider range of activities than those provided under the legislation for Ohio SchoolNet and Ohio SchoolNet Plus. Its purpose is to encourage thoughtful applications of

telecommunications technology primarily in high schools, especially as these applications extend the Ohio SchoolNet initiatives.

External Evaluation

External evaluation for funded Telecommunity projects will be conducted by the North Central Regional Educational Laboratory. The specific details of the external evaluation of each approved project will be negotiated among the Telecommunity staff, the NCREL evaluators, and the project staff. The criteria for evaluation will be the explicit and inferred criteria in each approved proposal.

Internal evaluation plans must be included in each application. These plans must include the preparation of quarterly reports to the Telecommunity office and to the NCREL evaluation staff so that progress can be monitored.

Types of Grants

Five types of projects are eligible for funding in this project: planning and administrative grants, content grants, network usage grants, grants for Ohio SchoolNet Telecommunity Faculty, and telecommunications grants. Planning grants will be awarded only during the first three years of the six-year project. Content grants will support engaged and thoughtful learning using resources from zoos, museums, libraries, higher education, the Internet, and others. Network grants will enable applicants to install telecommunications connections and try them out for a period of not more than three years. Ohio SchoolNet Telecommunity Faculty are persons who will be resources to consortia in the development and implementation of telecommunities. Other telecommunications grants will allow schools and consortia to propose innovative plans other than those enumerated above. With the exception of planning grants and Telecommunity Faculty, all categories of grants may be combined in a single application in order to encourage "cutting-edge" thinking and working. See Appendix A or the Ohio SchoolNet Telecommunity Plan document for the original language specifying the types of grants.

Size of Grants

Because the funds available are relatively small, the applications should be for start-up or seed grants. Applications may reflect larger, more comprehensive projects funded by multiple grants from

other sources. Included in the application should be a plan for the local continuation of the project provided it is found to be successful.

The size of each grant relates to the size and complexity of the telecommunity being proposed. The number of sites participating in the telecommunity will be the general criterion at a rate of \$3,000 per site for planning grants and \$25,000 per site for implementation grants. Grants which afford extraordinary opportunities to be models for innovation or for the development of wide-ranging telecommunities will be eligible for higher levels of funding. Funding for planning grants is separate from and in addition to funds available for implementation. However, if planning funds are sought, those funds must be requested in a separate proposal to facilitate a planning period prior to the submission of a proposal for implementation.

Parochial and private schools may receive grants at the same level per site as public schools and are encouraged to participate in telecommunities with public schools. Budget categories have been established to reserve funds for private and parochial schools.

No more than 25% of the Telecommunity funds may be allocated to 1-8 grade levels. No more than 20% of Telecommunity funds may be used to purchase computers and software. These requirements are placed on the Telecommunity Plan as a whole, but grants which deviate from these percentages must present a rationale to defend any exceptions.

The Ohio School for the Deaf and the Ohio School for the Blind are also eligible for funding under the Telecommunity Plan and will be encouraged to join consortia or develop applications appropriate to their missions.

Priorities

Priority will be given to low-wealth schools, schools serving low-income youth and to SchoolNet Prototypes. Since the projects relate to Telecommunity, consortia will receive priority over applications from single high schools or districts.

Application Format

Each application must contain the following components:

Cover page including signatures from the superintendent of each participating school
district and the authorizing officer of each other participating organization, the

- identification of the project leader (contact person) including e-mail and FAX and the name of the fiscal agent
- 2. One page abstract in the form of a journalistic lead paragraph: who?, what?, where?, when?, why?, and how?
- Maximum of 20-page work statement (12 pages for planning grants) including plans for implementation after the seed-grant period
- Budget in the format supplied in Appendix B including documentation of other related funding and in-kind contributions.
- One paragraph bio-statements of key personnel including access information—addresses, telephone numbers, e-mail addresses, FAX

Deadlines

To be considered for funding in October, 1996, applications must be received in the Telecommunity office of Ohio SchoolNet, 2151 Carmack, Columbus, OH 43221, by 4:45 (close of business) on Friday, September 13, 1996. To be considered for funding in January, 1997, applications must be received at the Telecommunity office of Ohio SchoolNet by 4:45 on Friday, December 20, 1996. To be considered for funding in April, 1997, applications must be received at the Telecommunity Office of Ohio SchoolNet by 4:45 on Friday March 14, 1997. Three copies of each application is required. No FAX submissions will be accepted.

Dates for funding opportunities in the following year will be announced by late spring, 1997.

Three funding cycles are planned for each year.

Appendix A

Excerpted from the Telecommunity Plan

Planning and Administrative Grants

One-time planning grants will be made available to provide incentives for planning and preparing grants for defined schools/consortia.

- a. Grants will be made available to the governing bodies of schools/consortia established for the purpose of developing telecommunity plans and providing on-going training, coordination, and administration.
- These grants will be available during the 1996-97 and 1997-98 grant cycles only...

Content Grants

Content grants are grants for the purpose of providing Telecommunity opportunities that support engaged learning and student achievement. Content providers include public information agencies such as zoos, museums, libraries, colleges and universities, Internet, satellite, and cable; as well as schools/consortia.

- a. Grants will be provided to schools/consortia based on:
 - (1) A Plan for Telecommunity approved through the proposal approval process using criteria consistent with SchoolNet initiatives.
 - (2) A plan which clearly indicates new approaches to organizing content and making it available to learners in intellectual engaging ways. The plan may be structured using Plugging In or some other appropriate structure which will help insure the effectiveness and originality of the proposed approaches.

b. Options for Content Grants

- (1) The project will help provide a basic 2-way video hardware system. A typical configuration might include a large screen video display, system camera, teacher work station and associated equipment, stand-alone camcorder, VCR, FAX machine, and audio equipment and associated cabling. The schools/consortia must demonstrate how the hardware is to be used to promote engaged learning for students and/or professional development. Other configurations consistent with the definition of telecommunity will be allowed.
- (2) Schools/consortia as well as cultural institutions may apply to develop content programming for the telecommunity.
- (4) The Telecommunity Project Manager will provide a list of optional equipment, telecommunications vendors, maintenance services, and features available for the selected hardware package.

Network Usage Grants

- a. Schools/consortia will submit implementation plans to the Policy and Oversight Committee that define estimated annual costs for network conductivity to other schools, districts, and approved colleges/universities or content providers.
- b. Following plan approval and a completed contract for switched, two-way interactive video with a local carrier for usage and installation of appropriate facilities to planned school sites, Network Usage grants will be made available annually for one to three years of participation in the plan.
- c. This grant is designed to help defray network usage costs for each site. The Policy and Oversight Committee shall determine the length and amount of grants to be made available on a case-bycase basis.
- d. The Oversight Committee also reserves the right to audit compliance to grant specifications for usage.

Grants for SchoolNet Telecommunity Faculty

Grants will be distributed for three years for Faculty to build capacity for schools/consortia to participate in the Ohio SchoolNet Telecommunity. The selection of Telecommunity Faculty will be made as a co-development effort with existing professional support agencies. The work of the Faculty

will be coordinated and evaluated by the Telecommunity Project Manager. The Faculty will facilitate the grant writing process regionally by launching bidders' conferences. In addition, they will offer seminars to address general telecommunity planning for schools/consortia and content providers. The faculty will provide sustained support to Telecommunity schools/consortia.

Other Telecommunications Grants

The Telecommunity Project Manager will investigate internal and external requests for grants for telecommunications services other than 2-way interactive video (e.g., Internet access). These grants can be allowed if they meet the criteria set fort by the Policy & Oversight Committee for the Telecommunity Project. The Telecommunity Project Manager will submit these cases to the Oversight Committee for approval

Attachment IV

Telecommunity Plan



Ohio SchoolNet Telecommunity Plan

November 20, 1995

Executive Summary

Overview

Substantial resources are needed to implement a technology infrastructure. Deployment of new investments and resources need to be tied to a technology plan, such as the State Plan for Technology. Ohio, to make the most of this infrastructure. In addition to being coherent with the state plan, implementation should also encourage meaningful and engaged learning in the classroom. The focus of the work should be improved student learning and achievement. This learning, in turn, should be supported by powerful models of professional development.

Careful technology investments contribute to achieving the coherent between state and local planning agencies that is needed to achieve these goals. Doing so will lead to the integration of technology into the curriculum; to more effective professional development and technical support activities; and to partnerships between communitie business and industry, and education.

Ohio Initiatives

Ohio has developed a comprehensive and systemic improvement plan that centers on improve results through high-performance schools; involvement of parents, businesses, and communities; and equal access to a quality education for all children. The plan began several years ago with legislative action and grass roots input and has evolved into an organized public awareness and education campaign. This plan is reflected in the state's Goals 2000 initiative a well as our recent application for a School-to-Work Implementation Grant.

The state's comprehensive plan also reminds us that every child counts. It recognizes that all improvement initiatives must demonstrate a respect for the diverse backgrounds and capabilities of our children by offering them opportunities responsive to their unique needs.

Technology has an important role to play within Ohio's overall education improvement agends. Clearly, expanding access to technology and developing the capacity of educators and others to use it effectively will have a direct impact on creating high-performance schools, enhancing communication between parents and other members of the community, and expanding quality educational opportunities for all learners.

Both the State Board of Education's State Plan for Technology and, in particular, the School Net initiative position Ohio to aggressively incorporate technology as a part of the state's reform agenda. These focus all the state's investments in its technology infrastructure so that they can effectively support the overall objectives of Ohio's comprehensive improvement plan.

Ameritech Role

Ameritech's territory includes the five-state region of Ohio, Illinois, Indiana, Michigan, and Wisconsin. Ameritech has initiated a plan to provide resources and services to the schools in their territory to effectively implement distance learning. As a part of the settlement with PUCO, Ameritech has agreed to deploy fiber to every high school in its service region.

Ameritech's initial model was developed with the Indiana Department of Education and is described in a plan entitled Opportunity Indiana, described in part in Appendix A. The mode described in this document, the SchoolNet Telecommunity Plan, extends the model put for as Vision Athena by creating a virtual learning community and by integrating all of the state technology initiatives. The telecommunity plan therefore extends the potential for interact distance learning and telecommunications use through the distribution of grants to schools consortia in the Ameritech service area in Ohio.

Role for other telecommunications providers.

The state is developing a structure to allow other telecommunications companies to participate the Ohio SchoolNet Telecommunity. Each major funding provider may appoint one representative to serve on the Telecommunity's Policy and Oversight Committee.

Nonpublic Participation

The Telecommunity Project Manager will notify all nonpublic schools of their elegibility: participation in the SchoolNet Telecommunity Plan. Nonpublic schools wishing to participant a distance learning plan to the Policy and Oversight Committee for review. Approved grants will be funded with an amount commensurate to the nonpublic school's FY '95 ADM data, rounded off to the nearest tenth of a percent (Appendix E).

The Catholic Conference of Ohio has submitted a plan for its participation that is consiste: with and extends the Ohio SchoolNet Telecommunity Plan (Appendix C).

Extending the Vision

Ohio realizes that it needs to work with the systemic reform efforts of the businesses within boundaries—businesses such as Ameritech. These efforts include objectives that, while fundamentally acting as a support for Ohio's initiatives, are necessarily broader than Ohio alone.

Ohio's Telecommunity Plan, developed here as the Ameritech component of SchoolNet, leverages the new investment in technology infrastructure that has been brought about as a result of the stipulation agreement between Ameritech, the Ohio Department of Education and several other parties, subsequently adopted as an order of Public Utilities Commission Ohio (PUCO). Specifically, this plan will augment the implementation of SchoolNet, thus integrating these new resources into the state's vision of systemic reform in education.

The Ohio Telecommunity Plan also contributes to Ameritech's efforts to develop a common delivery system for distance education to schools within its region. This collaboration will lead to the development of an information infrastructure for schools that can be scaled up, a goal that has been, and continues to be, an endemic problem due to the limited resources of the education system.

Implementation: The SchoolNet Telecommunity Concept

The Ohio Telecommunity plan identifies ways to increase the power of the state's restructurizefforts by building upon the Ohio SchoolNet legislation, the activities Ameritech has undertaken, and existing professional development initiatives being pursued in the state. In Ohio, the Ameritech Plan will be put at the service of SchoolNet, an already existing plan for the deployment of technology throughout Ohio's public schools. SchoolNet, in conjunction with additional educational improvement efforts, provides the rationale and structure for linking telecommunications to increased learning opportunities for all Ohio students. The Telecommunity is a loosely-linked network of distance learning opportunities created from the activities under this grant.

The Regional Communities of Practice (RCP), created to support the implementation of SchoolNet on the local level, will coordinate the implementation of school district technology plans. (See Appendix A of RCP Infrastructure.) These RCPs, and their representatives in the recently created State Professional Development Design Team (SPDDT), will coordinate the development of curriculum and professional development support with input from such existing efforts as Ohio's Regional Professional Development Centers, Leadership Academies, etc. The will have the authority to consider and tap into a wide range of telecommunications and information technologies, including broadband, two-way, fully interactive, distance learning capabilities that will be made available by Ameritech. The mission of both regional and state design teams will be to serve the needs of the region while at the same time allowing for development of and connection to the Telecommunity, an entity that will have the capability of reaching out across the state, as well as to other resources that are available nationally.

The RCPs, as part of the Telecommunity Plan, are founded on common goals and active participation. The goals focus on:

- Increasing meaningful learning and uses of technology as tools.
- Building community.
- Connecting schools to the outside world.

Participation in these RCPs is reflected in:

- Common or complimentary needs.
- Common language about schooling and technology.
- Shared work and experience.

The developing RCPs will encourage intercommunity collaboration that will be the basis for sustainable systemic education reform. These collaborations will be a dynamic development from within regions and will extend across regions. The effect of the process will be to allow teachers and students opportunities to learn, develop, and experiment with resources and experts in ways that would not otherwise be possible without the integration of technology into the daily curriculum.

OHIOSchoolNet Telecome --

In this way, each RCP and the State Professional Development Design Team contribute to the broader Telecommunity, creating a virtual learning community in Ohio with all participants: the state working together to promote meaningful learning and collaboration.

Professional Development

One of the most costly aspects, as well as one of the most difficult to implement in any system reform process, is professional development. The importance of the RCP and the SPDDT is that they provide a collaborative model for promoting staff development in a cost-effective an systemic way that is locally controlled, making it possible for teachers to document their own progress. The Ohio Telecommunity provides for extended professional development as schools develop consortia with content and service providers to codesign and codevelop distance learning oppportunities. Further opportunities for professional development are provided in the Evaluation Plan (Appendix B), which calls for building schools' and providers' capacity to develop self evaluation and peer review skills, including action research teams, as well as an understanding of policy related to telecommunications and distance learning. The more that teachers learn and interact through telecommunications technologies in RCPs, the more that change will be spread throughout the system. At the same time, these changes will allow for individual growth that is focused on common problems and experiences generated by teachers.

Budget

A comprehensive six-year budget outlines the distribution of funds (Appendix D).

Summary

The overall effect of the Telecommunity Plan is to expand the reach of existing telecommunications infrastructures being developed by SchoolNet. The plan leverages new resources to support Ohio's ongoing systemic education reform efforts, providing an equipple an scalable model to increase learning opportunities for students and educators with the ultimate objective focused on improved student achievement.

• Management Plan

I. Rationale

Ameritech and the Public Utilities Commission of Ohio have signed a Settlement Agreement that represents a major commitment to deploy two-way, fully interactive distance learning capabilities throughout the Ameritech service region. Given the substantial resources needed implement a technology infrastructure, it is in Ohio's interest to align investment in technological infrastructure for education to the state technology plan. Resource deployment, technology implementation, and professional development in the schools should be coherent with the state technology plan supporting meaningful and engaged learning in the classroom.

Coherence between state and local agencies should shape and drive technology investment; integration of technology into the curriculum; professional development; and technical support and partnerships with communities, business and industry, and education. It is clear that all investments in Ohio's education technology infrastructure, such as the PUCO/Ameritech Order, should support one or more of the objectives of the Ohio Technology Plan.

In keeping with the spirit and intent of Ameritech's commitment to fund distance learning an other telecommunications applications for education as outlined in the PUCO/Ameritech Order, the Ohio Department of Education has created the Telecommunity Plan which will support the Department's State Plan for Technology. In order to facilitate the implementation this plan, the Ohio Department of Education, through SchoolNet, will be responsible for all management.

In the agreement with Ameritech, the term distance learning whether referencing equipment of services, entails the creation of a learning environment involving a school setting and at least one other location outside of the school. Typically, information available at one site is accessed at the other. Access to such educational applications can include one-way or two-way transmission of data, voice, and video—singularly or in appropriate combinations.

II. Purpose

The purpose of the Telecommunity Plan is to:

- a. Design and implement the education provisions of the PUCO/Ameritech Order in a manner that is consistent with the State Plan for Technology and the conceptual infrastructu for SchoolNet (Appendix A).
- b. Administer, with certain stipulations, the \$18 million dollar fund established under the provision.

III. Objectives

To develop an interactive distance learning system for schools that will:

- a. Provide an advanced technological infrastructure platform to stimulate sophisticated communications applications for education in Ohio.
- b. Develop meaningful short term and long term educational applications that favorably a and/or enhance the quality and effectiveness of instruction.
- c. Orchestrate the creation of this technology platform while providing grants for distance learning hardware, wiring, network usage, and content provision.
- d. Include participation by chartered non-public schools.

IV. Administration

Policy and Oversight Committee

A Policy and Oversight Committee will be established within SchoolNet to implement the Telecommunity Plan under the direction of the Superintendent. The committee will:

- a. Oversee grants from this fund in collaboration with the SPDDT.
- b. Implement the Telecommunity concept for distance learning with schools in the Ameritech area.
- c. Assure that criteria for a comprehensive technology plan to be submitted for each granconsistent with the district technology plans required by the Ohio SchoolNet legislation
- d. Oversee plans and standards for the conduct and evaluation of all research, development and dissemination carried out under the auspices of the plan (Evaluation Plan, Appendix B).

Membership of the Committee

This committee will represent diverse stakeholders for term periods to be arranged by the Superintendent. The committee will be appointed by the Superintendent and shall consist 20 members with at least:

- 2. One state university educational dean, one instructional television representative, one Special Education Regional Resource Center representative, one A-site representative, public television station manager, other service providers to be identified by the Superintendent, and one representative from the Catholic Conference of Ohio.
- b. One SchoolNet staff, one other Department staff.

- c. Representatives from schools.
- d. One representative from each major for-profit funding provider for the Ohio SchoolNet Telecommunity.

Committee Staff

Committee Staff will consist of a Telecommunity Project Manager appointed by the Superintendent and funded through the set-aside funds for grant administration. Sufficient support staff from the SchoolNet office will enable the Telecommunity Project Manager's duties to be performed effectively and efficiently.

Telecommunity Project Manager

The Telecommunity Project Manager will:

- a. Develop and implement a long-term project plan with associated initial budgeting for graand administration for the specified planning period.
- b. Establish a review process and provide training for grant readers.
- c. Make recommendations to the Superintendent for final selection of grants for funding or for grant proposals to be returned with recommendations for resubmission.
- d. Work with the team leader for SchoolNet and the SPDDT to develop a telecommunity project plan that includes a design for an RFP for grants that addresses local needs and state objectives and develops the broader telecommunity.
- e. Identify potential telecommunity faculty and make recommendations regarding their appointment to the Superintendent. Coordinate, evaluate, and compensate their work.
- f. Manage projects.
- f. Prepare the annual budget and quarterly reports to the Policy and Oversight Committee.

Committee Duties

The Policy and Oversight Committee will:

- 2. Implement the process for grant review established by the Telecommunity Project Manager.
- b. Make recommendations to the Telecommunity Project Manager for grant approval.

V. Grants

Consortia building is crucial to create and sustain collaboration. In order to promote community and quality programming, the formation of coalitions, and the codevelopment of diverse agencies, individual schools and districts should write grants for distance technology in collaboration with content and service providers including colleges and universities. This idea also supports that notion that, in order to expand the concept of learning communities, service and content providers must themselves operate as an expanded classroom, working together to provide resources and services to districts.

- a. Using the consortia-building premise, the Policy and Oversight Committee can award zeropes of grants based on each school's Interactive Distance Technology Plan:
 - (1) Planning and administrative grants for schools/consortia
 - (2) Content grants for schools/consortia
 - (3) Network Usage grants (schools/consortia)
 - (4) Grants for SchoolNet telecommunity faculty
 - (5) Telecommunications grants
- b. Schools/consortia must develop an Interactive Distance Technology Plan that addresses implementation of a network system consistent with SchoolNet standards and goals.
- c. Eligible Schools are all state chartered public and nonpublic schools 1-12, vocational technical schools, and nonpublic schools, within Ameritech's territory, and Ohio's School for the Deaf and School for the Blind.

Allocation of Grants

In administering this fund, the Telecommunity Project Manager:

- Shall give no more than a percentage commensurate to chartered nonpublic schools' AT
- b. Will allocate no more than 25 percent of the funds to 1-8 schools.
- c. Will include allocations for the Ohio School for the Deaf and the School for the Blind.
- d. Shall give priority to schools defined as low wealth in Section 32 of H.B. 790 for the purpose of establishing qualifications for SchoolNet and to school districts where 30 percent or more of the population receives Aid to Families and Dependent Children.
- e. Will allocate no more than 20 percent of the funds for the purchase of computers and software.

Planning and Adminstrative Grants

One-time planning grants will be made available to provide incentives for planning and preparing grants for defined schools/consortia.

- a. Grants will be made available to the governing bodies of schools/consortia established for the purpose of developing distance learning plans and providing on-going training, coordination, and administration.
- b. These grants will be awarded during the first three years with the amount determined by available funds and the size of the Regional Community of Practice.

Content Grants

Content grants are grants for the purpose of providing Interactive Distance Learning opportunities that support engaged learning and student achievement. Content providers include public information agencies such as zoos, museums, libraries, colleges and universitie Internet, satellite, and cable; as well as schools/consortia.

- a. Grants will be provided to schools/consortia based on:
 - (1) A Plan for Interactive Distance Learning approved by the Telecommunity Project Manager using criteria consistent with district technology plans and an expression of "interest."
 - (2) A formal "expression of interest" could include three criteria:
 - (a.) Appropriate school management, administrative personnel, and teacher representatives will attend SchoolNet sponsored seminars provided by Telecommunity faculty or other SchoolNet representatives. These seminars and conferences will address general distance learning planning as well as high level training on how to develop a plan for the school and for a coalition of providers and schools.
 - (b.) Qualifying schools and/or providers must agree to actively participate in plannin consortiums to be developed by the Policy and Oversight Committee for planning and ongoing educational program sharing.
 - (c.) Qualifying schools and/or providers must demonstrate financial and resource commitment to implementing two-way, video-based interactive distance learning plan prepared by the consortium on behalf of the school.
- b. The Interactive Distance Technology Plan must include:
 - (1) An overall consortia plan as well as individual school plan(s).

- (2) Establishing a governing body for the consortia, training in grant writing, developing curriculum, technical training, and creating a system of management policies.
- (3) Demonstrating consortia capacity and need.

c. Options for Content Grants

- (1) The project will provide a basic distance learning hardware system. A typical configuration might include a large screen video display, system camera, teacher work station and associated equipment, stand-alone camcorder, VCR, FAX machine, and audio equipment and associated cabling. A sliding scale may be developed for school involvement requiring local input from \$0 to \$5,000. The schools/consortia must demonstrate how the hardware is to be used to promote engaged learning for students and/or professional development. Other configurations consistent with the definition of distance learning on page 6 will be allowed.
- (2) Schools/consortia may apply to develop content programming for distance learning.
- (3) The final configuration of the package, as well as available options (such as added monitors), will be dependent on whether it adds to the functionality of distance learning technology as described in Grants, b.
- (4) The Telecommunity Project Manager will provide a list of optional equipment, telecommunications vendors, maintenance services, and features available for the selected hardware package.

The Policy and Oversight Committee will use the vendors selected by SchoolNet to install and coaxial cable and the distance learning hardware package. Installation will be based on typical wiring and floor space planning arrangements indicated on bid specifications.

Network Usage Grants

- 2. Schools/consortia will submit implementation plans to the Policy and Oversight Committhat define estimated annual costs for network connectivity to other schools, districts, and approved colleges/universities or content providers.
- b. Following plan approval and a completed contract for switched, two-way interactive distance learning with a local carrier for usage and installation of broad band facilities to planned school sites, Network Usage grants will be made available annually for one to three years of participation in the plan.
- c. This grant is designed to help defray network usage costs for each site. The Policy and Oversight Committee shall determine the length and amount of grants to be made availabe on a case-by-case basis.
- d. The Oversight Committee also reserves the right to audit compliance to grant specification for usage.

OHIOSchoolNet Telecommunity

Grants for SchoolNet Telecommunity Faculty

Grants will be distributed for three years to build capacity for schools/consortia to participate in the Ohio SchoolNet Telecommunity. The work of the faculty will be coordinated and evaluated by the Telecommunity Project Manager. The faculty will facilitate the grant writing process regionally by launching bidders' conferences. In addition, they will offer seminars to address general distance learning planning for schools/consortia and content providers. The faculty will provide sustained support to Telecommunity schools/consortia.

Other Telecommunications Grants

The Telecommunity Project Manager will investigate internal and external requests for grant for telecommunications services other than distance learning (e.g., Internet access). These grants can be allowed if they meet the criteria based on Grants, b of this document. The Telecommunity Project Manager will submit the case to the Oversight Committee for approval.

VI. Definitions and Roles

Qualified Program Content Providers

Qualified Program Content Providers can include any program or organization where course and curriculum can be developed, such as colleges and universities, independent businesses, or specialized institutions (i.e., museums, foundations, government agencies). This content can then be accessed by schools on the distance learning network.

Selection of Content (Definition)

- a. Selection of content will be based on criteria related to the functions for distance learning technology referenced in Grants, b.
- b. Examples of the content to be provided may be, but are not limited to, college preparatory or accredited courses; advanced courses not offered within the school system; interactive informational or instructional programs related to specific career clusters such as engineering, health care, or associated employment opportunities; and teacher seminars and programs.
- c. Worker retraining, adult education programs, or video libraries could be centrally developed by content providers or universities and accessed by "learning centers" established at schools on the network.

The Roles of Colleges and Universities in the Americach Region

- a. Curriculum that is requested as part of the planning for a schools/consortia will be submitted to colleges and universities generally located within or near the school to reduce network usage costs. However, programs with statewide applications can be centrally developed and accessed provided that the cost/benefit case is favorable.
- b. Colleges and universities that wish to participate will submit business plans for content grants. See above.
- c. After review, the Telecommunity Project Manager will recommend grants for approval: the Policy and Oversight Committee.

VII. Demographics

Priority Populations

- a. Public school districts serving grades K-12 represent the targeted population of the SchoolNet plan. The Telecommunity Plan focuses primarily on public high schools, gray 9-12, within that population. The plan for participation by the chartered nonpublic schools will be shaped by discussions of representatives of non-public schools and early experience with the SchoolNet prototype sites.
- b. The Telecommunity Plan extends the range of organizations that will take part in the implementation of the SchoolNet plan by involving content and telecommunications providers and by forging bonds between these agencies and schools and districts through the Regional Communities of Practice.

Prioritization

a. In order to make sure that the Telecommunity Plan meets the requirements identified in Section V, Allocation of Grants—especially the priority given to low wealth school districts— the Policy and Oversight Committee will create or provide a demographic proof the RCPs and of those schools, districts, and other providers that will receive broadbaaccess capabilities. These entities include:

Regional Communities of Practice
Public School Districts
Chartered Public Schools
Chartered Nonpublic Schools
Vocational Technical Schools
Colleges and Universities
Ohio School for the Deaf
Ohio School for the Blind

- b. The Policy and Oversight Committee will prioritize public and private distance learning sites within the RCP as more detailed planning is developed for Regional Communities of Practice.
 - (1) The Policy and Oversight Committee will initially work with the SchoolNet Prototype sites in the Ameritech service region.
 - (2) The scale-up of the implementation phase will include other public school districts.
 - (3) Chartered, nonpublic schools within the RCP are considered to have profiles similar to the majority of public schools that are members of the same Regional Community of Practice.

Weighting Factors

The Telecommunity Project Manager under the direction of the Policy and Oversight Committee will create weighting factors which rank the school districts for prioritization. The prioritization must include a focus on low wealth schools.

VIII. Evaluation

The evaluation of the SchoolNet Telecommunity shall demonstrate the impact of distance learning on student achievement in low wealth populations. NCREL will assume responsibility for the formative and summative evaluation of the Ohio SchoolNet Telecommunity. The evaluation will be funded directly by Ameritech through Ameritech's component of the Telecommunity Plan (Appendix B).

Appendix A

Conceptual Framework for Regional Communities of Practice and Technology Use in Ohio

Overview

The developing telecommunications infrastructure can help break down the walls of isolation that surround a teacher or a school or district. SchoolNet can use these new networks to encourage the codevelopment of Regional Communities of Practice with schools, telecommunications providers, and others. The development of these RCPs will enhance at support Venture Capital and other statewide efforts that are restructuring the learning environments for both teachers and students. Through technology, these new environment will provide the basis for collaboration, making it easier to share experiences and best practic that build a common language about schooling and demonstrate how best to use telecommunications as a tool to create better learning environments.

These new learning environments, focused on more engaged learning through technology, value range the amount and quality of resources available to students for their own learning. Neither the teacher nor the student will be limited by the "walls" of the classroom, the school or the district. As more and more teachers and students use technology to communicate, collaborate, share, and discuss, there will develop an increased level of expertise in the use of technology to enhance learning. At the same time, an environment of experimentation will is fostered that will lead to better learning experiences for all students.

Restructuring in Ohio

Obio's Comprehensive Reform Agenda

Ohio is committed to implementing systemic education reform through its comprehensive improvement plan referenced previously. This plan recognizes that only through systemic change will it be possible to meet the educational needs of all learners and provide the necess leadership to improve the quality of our results.

Systemic change requires altering how schools operate and how learning takes place. There numerous examples of such change already occuring in local schools through initiatives like Venture Capital, Classroom of the Future, Tech-Prep, and School-to-Work. Each of these must begin to determine what role technology can play to improve their overall success.

State Plan for Technology

Ohio realized that technology, in its broadest sense, applies equally to efforts to provide the citizens of Ohio with what they desire and need so that they can continue to be productive at to grow intellectually. This meant that the state had to broaden participation in education to include government, business, parents, and community. Furthermore, in order to facilitate these of technology in education, Ohio needed an education technology plan that would provide a basic understanding of the broad scope of technology and how it can positively affect learning

This realization led to the development of the State Plan for Technology. This plan is dynamic nature, allowing for the necessary flexibility and growth that is part of any plan addressing the application of technologies to Ohio's large-scale needs, including improving access to quality education for all of Ohio's citizens. The plan addressed three areas as the critical component of educational technology:

Accountability and decision making Professional development Instruction

The next step in the process was to provide guidance and leadership for school communities a they proceeded with their own technology planning.

SchoolNet

It was decided that if Ohio's investment in educational technology was to be cost effective, a concerted effort had to be made to revise the organization and operation of schools to enable technology to become a knowledge tool that empowers teachers and learners to create dynamic learning environments. To implement this decision, Ohio passed the SchoolNet legislation established by the Governor and supported by the legislature and the State Board of Education. In keeping with the decision to implement systemic change, the Ohio SchoolNet initiative is consistent with the State Plan for Technology.

The SchoolNet initiative (H.B. 790) provides \$95 million over five years to "wire" classrooms in all public schools for data, voice, and video and to provide a "teacher workstation" for classrooms in the 153 poorest school districts, as measured by their adjusted valuation per pupil In order to receive funding through the appropriations for the legislation, school districts have to develop—or have in place—current technology plans. The plans must address four major areas:

Learning and technology
Planning and management
Evaluation and revision
Architectures to support technology

SchoolNet Prototypes

Fourteen SchoolNet prototypes have been established in 1994-95 to implement various configurations of hardware and software. The subsequent implementation will be studied to develop an understanding of professional development, different resources, and types of policies that will be needed to support these collaborative learning environments. Projects involve one or more schools within a single district, several school districts, and selected schools within several districts. Every effort was made to select prototypes that represent different arrangements of urban, suburban, and rural schools and that demonstrate capacity for potential success.

Prototype Schools will receive wiring, professional development for educators, and charter membership in the SchoolNet state network. In addition, prototype low wealth schools will qualify for classroom workstations. The commitment from participating schools includes time—time for professional development, prototype development, and work sharing—and support for the technological and educational changes that prototypes will cause. Prototype schools will provide information to the SchoolNet interagency committee. While it is anticipated that SchoolNet will have an immediate impact, prototype projects may be sustaine for several years to demonstrate the deeper changes that occur more slowly.

Prototype schools will work collaboratively to host visitors from other Ohio schools. They will also identify and commit resources to SchoolNet activities. Flexibility during the developmental phase, integration of technology into the curriculum, and a desire to improve the performance of learners will be important attributes of prototype sites.

Restructuring for Education at Ameritech

Ameritech is also involved in its own restructuring activities. These activities stretch across the five-state Ameritech region—Illinois, Indiana, Michigan, Ohio, and Wisconsin—manifesting themselves in deregulation initiatives and in efforts aimed at extending the range of the telecommunications infrastructure as a whole, and as it applies to education in particular.

The most fully developed plan of this kind is represented by Ameritech's Opportunity Indiana and the Vision Athena Management Plan, for which Ameritech has committed thirty million dollars. Under this plan, the Indiana Department of Education and Ameritech aim to harness the power of a regional entity as a means of providing increased learning opportunities. The Corporation for Educational Communications (CEC), as the implementation agency for the plan, bases the organizational structure for the project around geographical communities, or "clusters," that include school districts, colleges and universities, governmental agencies, and hospitals, representing a new model of the classroom. In this model, the ability to link all service providers through two-way video capability is viewed as an enabling technology that carchange the notion of school as a place where learning happens to one of learning as a life-long activity that takes many different forms and occurs in many different arenas. The existing Educational Service Centers (ESCs) will act as the "hubs" for these clusters and the service providers will operate as an expanded classroom, working together to provide resources.

In this model, CEC also provides financial support for terminal equipment, installation, wiring planning, training, applications development, content, maintenance, and some usage costs. School corporations must demonstrate "interest" by participating in planning seminars and by committing to planning clusters. The cluster itself must provide evidence of financial and resource support to the program.

The broad vision of distance learning reflected in the Opportunity Indiana plan focuses on:

Technology as equalizer, providing Advanced Placement and other classes, thus reducing the limitations imposed by geography

Multiple school collaboratives

Participation in university classes

Interactive video field trips to museums, zoos

Businesses and cultural institutions

Community offerings such as job training, adult evening courses, and electronic town meetings

These capabilities are achieved through the use of standard equipment at all sites and through standardized network configurations. The standard hardware package, in particular, makes more efficient the operational and training aspects of the initiative.

Obio Vision for Learning and Technology

While the Ameritech Plan for Ohio can be informed by the concept and infrastructure ideas that already exist in the Indiana plan, it is imperative that it also support the SchoolNet initiative and other school improvement efforts that are already in place in Ohio.

The major emphases of the SchoolNet proposal include Regional Communities of Practice with the associated support structure, the Telecommunity and its distributed resources, and a belief that schools must have the flexibility to design their hardware and wiring needs to support the learning environments to which they are committed or which they are seeking to build.

Regional Communities of Practice

SchoolNet is committed to codeveloping Regional Communities of Practice with schools, telecommunications providers, and others that will support the local learning environment to promote meaningful learning and collaboration. The Regional Professional Development Centers provide existing geographical structures to support the development of these communities (Appendix D).

SchoolNet has designated RCPs as forums for the participation of regional service and resource providers. These RCPs are founded on common goals and active participation, and they provide a conduit for collecting information from local districts as well as a network for distributing tools, processes, information, and practices from the state. The goals focus on:

Increasing meaningful learning and uses of technology as tools Building community Connecting schools to the outside world Participation in these RCPs is reflected in:

Common or complimentary needs

Common language about schooling and technology

Shared work and experience

The members of the RCPs—including regional groups of resource providers for service and content; and districts, schools, and individual educators—contribute according to their own strengths and draw from the group based upon their needs. They work with each other as coinvestigators and collaborators as well as through support groups and study groups. Priorit is on the well-being of the group as a whole in the sharing of resources.

Telecommunity

As these Regional Communities of Practice develop, there will be intercommunity collaboration and development that will be the basis for sustainable systemic education reform. This process will be a dynamic development from within regions and will extend across region. The effect of the process will be to allow teachers and students opportunities to learn, development with resources and experts in ways that would not otherwise be possible without the integration of technology into the daily curriculum. The Telecommunity, thus, it loose network of distance learning opportunities and resources emerging from local collaborations.

In this way, each RCP contributes to the broader Telecommunity, creating a virtual statewide community of learners with all players in the state working together to promote meaningful learning and collaboration.

The Telecommunity itself will be linked to and draw from programming in other states. All guidelines for grants and resource allocation will emphasize contributions to the Telecommunity as well as issues of equity and the effectiveness of each application in promoting engaged learning and collaboration.

SchoolNet Organizational Structure

SchoolNet supports the Regional Communities of Practice administratively and fiscally through three separate entities: the Regional Design Team, the State Professional Development Design Team, and SchoolNet Faculty.

Regional Design Team

Regional Design Teams will be made up of volunteer representatives from the professional development centers, SERRCs, educational technology groups, ITV agencies, A-sites, media centers, public television stations, and county boards of education. Membership is open to anyone having the capacity to provide content and services to schools and districts.

The primary task of each team is to work with SchoolNet to codesign technology-related professional development for schools and districts, which will support meaningful learning and increase the productivity of teachers and students as well as the Regional Community of Practice. Specifically, Regional Design Teams may work with teachers and schools to define and understand their technology needs, identify curriculum goals that can be supported with technology, invite and support student—and teacher-designed programs and products, support SchoolNet faculty, and map the strengths and weaknesses of the region in the areas of resources, interests, and needs.

State Professional Development Design Team

Each of the Regional Design Teams will elect two to three persons to become members of a SPDDT. This team will include SchoolNet and other Ohio Department of Education staff. Altogether, this group will number about 25 to 30.

The charge of this group is to coordinate the big picture in each region, making sure that each initiative complements and empowers the Regional Community of Practice as well as the broader Telecommunity. The SPDDT works directly with SchoolNet to conceptualize SchoolNet activities, to keep the RCPs informed of SchoolNet activities, and to plan statewide conferences. They all carry information from the RCPs back to the SchoolNet staff.

SchoolNet Faculty

There will be a substantial cadre of SchoolNet faculty who will work as consultants for SchoolNet, helping to design SchoolNet professional development opportunities and carry them out. Faculty will likely be members of the Regional Communities of Practice.

Initially, SchoolNet faculty will focus their energies on assisting districts with their district technology plans. Specifically, they will help schools refine and develop technology plans to support learning and professional development, integrate curricula, develop best practice, create technology networks, write proposals for Ameritech grants and resources in collaboration with other schools and consortia, conduct learning audits, and engage in research and evaluation. SN Faculty will also provide seminars and training for Telecommunity bidders and grantees.

Summary

SchoolNet seeks to capture the power of the concept of communities of practice in various ways. It can be a partner in shaping and managing change within each Regional Community of Practice. By providing resources to the RCP in the form of grants for development of products and services, SchoolNet can help the members of the RCP bond around common needs, work, and experience.

SchoolNet Resources

SchoolNet will enhance its system by tapping into such resources and expertise as could be provided by connections with on-going education reform efforts in the Department of Education as well as with outside agencies, nationally recognized education technology programs, research and development and assessment databases, and standard telecommunications platforms.

Distance Learning and Communities of Practice

SchoolNet will use the Regional Community of Practice concept to drive intensive use of interactive video technologies. SchoolNet intends for schools to codesign and develop technology programs and programming with telecommunications and content providers as a means of creating the kind of project-based learning called for in the State Plan for Technology projects that encourage students in their roles as knowledge workers and global citizens.

This approach will encourage multischool collaborations; collaborations with zoos, museums businesses and other agencies; and participation in university classes or community offerings well as the use of actual data sets available on the Internet. SchoolNet favors schools working with these other groups as a means of meeting their individual curricular needs. However, it also looks upon these contributions to enhance the RCP and the Telecommunity.

Virtual University as Distributed Resources

Traditional distance learning typically involves specific colleges, universities, and various met providers working together to develop interactive courses for specific user groups. Emerging distance learning models may not only codevelop programs with schools and districts, but ais typically involve computer networks, use of the Internet, and various technologies for programmatic communication and collaboration (Jones, Valdez, Nowakowski & Rasmussen, 1994).

Given the expense of developing effective, research-based programs and models of best practice, it makes sense to share well-developed and well-documented programs across region in Ohio and nationally. This means that programs developed in Ohio might be adopted for in other states, as is the case with programs developed by research and development groups such as the Cognition and Technology Group at Vanderbilt (CTGV), as well as programs developed by state television agencies, as exemplified in the cases of Wisconsin and North Carolina, or by school districts such as Fairfax County, all of which market their products across the country. SchoolNet might incorporate these externally developed programs into Telecommunity concept.

Research and Development and Assessment Databases

SchoolNet will use the Pathways to School Improvement database developed by the North Central Regional Educational Laboratory as a means of providing access to up-to-date resear ORIOSchoolNet Telecommunity

and best practice to RCPs as they develop technology plans, programs, and activities. In fact, NCREL will develop an *Obia Resource Map* of Ohio-specific resources and infrastructure to support school development for Pathways. This means that, for Ohio users, the 19 Pathways areas of research and best practice will be organized to correlate with Ohio SchoolNet initiatives.

SchoolNet will also examine the possibility of using technology for assessment, as reflected in the Obio State Plan for Technology. NCREL and the Obio Department of Education are discussing the development of Obio School Improvement Plan (OSIP) software to assist schools in developing classroom assessments and reports to the state.

Improved Communications

To facilitate sharing between the RCPs and within the Telecommunity, SchoolNet could identify and provide a common telecommunications software, such as Linkway or preferably, CSILE. Networking will be made possible through the provision of hubs, routers, and switches.

The Extended Classroom

Extending the classroom means allowing for the needs of individual schools and districts as well as pooling resources to create coalitions.

Flexibility of Design

SchoolNet will accommodate hardware and wiring requirements that support the needs or learning environments that are planned or already existing. School-based strengths, interests, and visions will be identified and the technology that is made available will be customized to meet these needs. This approach will allow for diverse video technology approaches that will leverage and empower individual technology plans and programs. SchoolNet favors the provision of block grants to achieve these goals.

Coalition Building

In order to promote the codevelopment of community, coalitions and of diverse agencies, individual schools and districts should write grants for video technology use in collaboration with other members of their RCP. This idea also supports the notion that, in order to expand the concept of the classroom, service providers must themselves operate as an expanded classroom, working together to provide resources.

Evaluation

SchoolNet is developing evaluation procedures that promote technology use to support engaged learning and that create a common language for professional development.

SchoolNet has already introduced NCREL's Designing Learning and Technology for Educational Reform learning and technology indicators within the program as tools for technology development and as a means of conducting a learning audit. NCREL is also developing software so that an informal learning audit can be conducted through conversations, shared observations (snapshots), and a School Technology Scrapbook for schools and districts. When these indicators are developed, SchoolNet schools will be able to use them to develop multimedia portfolios for teachers, schools, and districts that can be shared with the Regional Communities of Practice and the Telecommunity.

SchoolNet will also utilize NCREL's formative, participatory evaluation that helps schools and districts plan their own benchmarks so that the evaluation acts as a form of professional development. These Benchmarks for Success will engage schools in progressive problem solving. Students will be required to show increasing sophistication in the use of technology in learning, while teachers will become increasingly more proficient at integrating technology in their learning environment for classroom use and for professional development.

Together, these evaluation procedures will contribute to community building and will promote telecommunications.

Appendix B

Evaluation

With the integration of Ameritech resources into Ohio's SchoolNet plan, evaluation activities focus on three primary objectives:

- (1) Identifying the value and effectiveness of the Schoolnet plan on Ohio schools;
- (2) Identifying and describing structures that best facilitate and most inhibit Schoolnet's implementation
- (3) Developing and disseminating strategies and standards that increase individual school capacity for self-reflection and evaluation.

Systemic Inquiry

To address the first two of the three objectives identified above, NCREL will collect, analyze and report on issues that, combined, provide a view of the development of a comprehensive telecommunity plan in Ohio. Inquiry on the components of the project listed below will provide information on how Schoolnet as a whole is functioning:

- The readiness of schools and districts for integrating technological applications and how that readiness or lack of readiness has facilitated implementation.
- •The presence of appropriate learning goals and strategies to which the technology is applied.
- •Progress in teacher professional development to support technology use in functional, engaging and useful ways.
- Dimensions of implementation, including the tractability of the plan and the ability of the plan to structure technology use and implementation.
- •Impact on students, teachers, schools, communities, technology vendors, support personnel and other participants.

The evaluation will document and describe the key events, processes, and attributes that characterize the implementation of the telecommunications technology initiative. Specific attention will be given to the local, regional, and state policies that enable Schoolnet to achieve it's fullest potential. Factors hindering student learning and access to information will also be studied so that policymakers at all levels can address and remove those barriers that stand between educational productivity and marginal student learning.

Capacity Building

An important objective of this evaluation is to build a cadre of professional educators committed to holding themselves and their communities accountable for responsible resource expenditure and optimal educational practice. Training will be provided to educators in documenting and assessing staff development activities. Participants will learn to identify the characteristics of efficient teacher development that will assist them in designing constructive development plans. Staff will also learn how to appropriately document those experiences in student learning that they have previously become proficient at recognizing so that these experiences can address the value of the SchoolNet plan.

Additionally, the evaluation proposes to assist schools in becoming providers and disseminators of productive learning by helping them recognize what they have of value that can be offered to others. In this way, schools become entrepreneurs of information rather than passive receivers. NCREL will also work with schools to examine how they can serve community learning needs with their telecommunications technologies and how these strategies might improve their ties with the community and possibly help to defray costs of technology operation.

Methods

An evaluation as comprehensive as this requires a multiple methods approach. A combination of qualitative and quantitative techniques are necessary, which include, but are not limited to those listed below:

- Systematic survey of teachers, administrators, and technical support personnel
- Participant/nonparticipant observation of key events
- Interviews
- Focus groups
- Extant document review and analysis (test scores, grades, curriculum plans, etc.)
- •Expert panel
- Participant logs and journals

The case study encompasses these methods. The case study is a method of bringing all the strategies of data collection together to depict the impacts, outcomes, and relationships that compose and define the SchoolNet project.

Data will be synthesized across the range of collection methods and triangulation/reliability procedures will be used to converge on an understanding of school-based use of distance learning and telecommunications technology applications.

Appendix c

Catholic Conference of Ohio Project

The Catholic Conference of Ohio in conjunction with the six dioceasan superintendents of schools have developed a project involving six Catholic high schools in a distance learning activity. These schools, located in Clark, Cuyahoga, Franklin, Jefferson, Lucas, and Stark counties represent a cross section of the student population across the state.

This project is an extension of a pilot program started two years ago in one of the six participating schools. Funding provided through Ameritech will make it possible for this pilot to be replicated in the other dioceses.

Telecommunications in the Second Language Classroom will be ongoing in scope and is comprised of several major components. The project is to be developed by a project coordinator with input from representatives from each of the six dioceses. Teachers and administrators will be brough together for orientation and inservicing in the fall of 1995 with follow-up meetings in the winter and spring.

On-site staffing will assure dedicated time to the project and together with an annual evaluation will allow constructive and ongoing modification.

Funding for this project reflects the compnents found in Section V of the Ohio SchoolNet Telecommunity Plan.

Appendix D

Regional Professional Development Centers



Appendix E ·

Budget

Ameritech	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
contribution	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	\$18,000,0
Evaluation (1)	20,000	50,000	70,000	70,000	70,000	70,000	350,0
Revenue to ODE fund	2,980,000	2,950,000	2,930,000	2,930,000	2,930,000	2,930,000	17,65 0,0
Administration	100,000	100,000	100,000	100,000	100,000	100,000	60 0,0
Grants (2)	2,880,000	2,850,000	2,830,000	2,830,000	2,830,000	2,830,000	17,050 ,0
Public (86.2%)	2,482,560	2,456,700	2,439,460	2,439,460	2,439,460	2,439,460	14, 697,1
Nonpublic A (10.9%)	313,920	310,5650	308,470	308,470	308,470	308,470	1,858,4
Nonpublic 8 (2.9%)	83,520	82,650	82,070	82,070	82,070	82,070	494,4

Notes:

⁽¹⁾ Ameritech will allocate a total of \$350,000 (from the \$18,000,000) for evaluation to be paid directly to the North Central Regional Laboratory in the annual amounts specified in the budget.

⁽²⁾ Grant amounts reflect the percentages of students in the Ameritech region who are enrolled (respectively) in public schools (Public), Catholic Conference affiliated schools (Non-Public A) and all other chartered non-public schools (Non-Public B). Enrollments do not include buildings that are kindergarten only buildings.

Appendix F

Changes in the SchoolNet Telecommunity Plan

As resources, needs, and interests change over time, it may be necessary to change the terms and conditions for SchoolNet Telecommunity management and administration. Such change can be made by the Superintendent and/or the Telecommunity Project Manager working in collaboration with the SchoolNet Team Leader and Ameritech.

Attachment V

Telecommunity Brochure

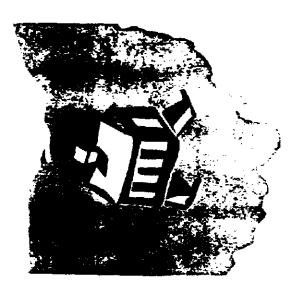
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- rry Biddinger, Ameritech
- ve Goodman, Educational Video Center
 - enda Haas, Deering Elementary School
 - ne Harris, Ohio Department
 - Fducation
- Hawkins, Center for Children
 - and Technology
- n Holden, Northwest Ohio Computer
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- Resource Center
- yllis Wilson, Columbus Board
 - of Education
- stine Wyler, Stark County Board
 - of Education
- ancy Zimpher, The Ohio State University

roject Manager

- hn C. Belland, Professor Emeritus
 - The Ohio State University
- Hand@magnus.acs.ohio-state.edu

Telecommunity Ohio SchoolNet



2151 Carmack • Columbus, 0H 43221 514 728-TECH

hat is the Ohio SchoolNet

ax-year project in which Ameritech will ad \$18 million in state administered ucational grants as required by an reement with the Public Utilities ammission of Ohio. Its purpose is to pand access to technology for school ildren in support of Ohio's mprehensive improvement plan for hools.

the Telecommunity Plan will:
conhance the implementation of
thoolNet and SchoolNet Plus, integrating
we resources into Ohio's vision of reform
education,

enable schools and consortia to ply for funding for a wider range of tivities than provided under the gislation for Ohio SchoolNet and Ohio houlNet Plus, and provide a link to the newly veloped Regional Communities of actice presently evolving in Ohio hoolNet initiatives.

Ameritech to provide two-way, fully deractive distance learning capabilities to leartered public, parochial and vivate high schools, vocational/technical hools, colleges and universities in meritech's service areas. Other lecommunications providers may join this reject by funding similar work in their we service areas.

Who is eligible to participate?

All state-chartered public and non-public schools, grades 1-12, and vocational/technical schools within Ameritech's service areas, the Ohio School for the Deaf and the Ohio School for the Blind are eligible for grants.

What types of grants are available?

The five types of grants available are:

- Planning and administrative grants for schools/consortia for developing distance learning plans; available only during the first three years of the plan
- Content grants (equipment and programming) for schools/consortia for providing interactive distance learning opportunities that support engaged learning and student achievement.
- Network usage grants for schools/
 consortia for helping defray network
 usage costs for connectivity to other
 schools, districts, and approved colleges
 and universities or content providers;
 available for up to three years.
- Grants for Ohio SchoolNet
 Telecommunity faculty for
 providing ongoing faculty support to
 Telecommunity schools/consortia.
- Other telecommunications grants for providing telecommunications services other than described above that are consistent with SchoolNet standards and goals.

Who administers the plan?

A project manager, appointed by the Ohio Superintendent of Public Instruction, administers the project, including the development of a long-term plan for awarding grants. A Policy and Oversight Committee, also appointed by the Superintendent, makes recommendations to the Superintendent for grant approval.

The North Central Regional
Educational Laboratory will provide
evaluation of the Telecommunity Plan and
its funded projects.

How will grants be allocated?

Grants will be allocated based on the percentages of students in the Ameritech region who are enrolled in public schools, Catholic Conference affiliated schools and all other chartered non-public schools. No more than 25 percent of Telecommunity funds may be allocated to schools grades 1-8. Allocations will include the Ohio School for the Deaf and the Ohio School for the Blind. Priority will be given to low wealth schools and SchoolNet prototype schools.

For more information on the grant application process, call the Ohio Telecommunity Plan at 614 728-TECH after Nov. 11, 1995.

Attachment VI

ISDN Bill Insert

What is ISDN Service from Ameritech?

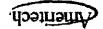
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including Conference Calling and Call Hold

- e Provides advanced call management features
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 Displays Callet ID on your PC screen
 - Automatic phone director; with
 - · Logs all incoming and outgoing calls

Ameritech Call Manager Software



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Ameritech Call Manager software

- · Specially enhanced to work with
 - Compatible with Hindows 95
- current phone and lax.
 Flash memory for easy upgrade
- Two analog potes work with your

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The easy way to purchase equipment that puts you in the fast lane on the superhighnay:

An ISDN line from Ameritech lets you connect to the world. . without the wait.

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With ISDN Service from Ameritach, you can supercharge your homes connection to the information superhighway. You'll be able to access the Internet at speeds up to 128 Kbps - compared with the 14.4 or 28.8 Kbps speeds of conventional moderns.

ISDN - Integrated Services Digital Network - allows you to pass Information at speeds up to 128 Kbps over a normal telephone line. Web pages that seem take forever to view at regular modern speeds will load blazingly fast - even those rich with complex

graphics, animation, audio and video.

Data, voice and fax flexibility helps you work more productively at home.

Unlike a conventional single telephone line, your Ameritech ISDN Service allows you to do several things at once. That's because an ISDN line works as two lines in one. For example, you can use your Ameritech ISDN Service to make a voice call while surfing the Web. Or even send a fax while downloading a file!

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Because you'll be able to get information faster than ever, ISDN Service can often reduce your time online. What's more, when you sign up for Americach ISDN Service by December 31, 1996, you'll receive FREE line connection savings of over '116.

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I have a 486-or-better Windows* PC or- Macintosh.					
I have dial-up Internet access through provider or commercial online service.					
I frequently access the World Wide Web.					
I'm frustrated with the time it takes for animation to load.					
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If you answered "YES" to all these questions you'll appreciate the increased speed and flexibility of an Ameritech ISDN line! Cult 1-888-878-ISDN to order!	If you're not sure if ISDN is for you or you need more information check out these ISDN sites on the Internet: http://www.nmeritech.com/products/data/indn and http://www.hagel.com				

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