

Confidential Release

Case Number:
93-487-TP-ALT

Date of Confidential Document:
8/29/1996

Today's Date:
July 30, 2009

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

CONFIDENTIAL

150 East Gay Street
Room 19-M
Columbus, OH 43215-3111

Ameritech

August 29, 1996

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

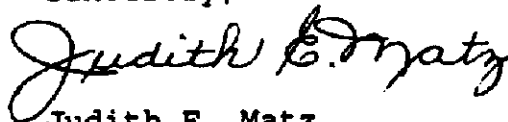
Dear Ms. Crockron:

Pursuant to Ameritech Ohio's Alternative Regulation Plan as approved by the Commission, please find attached the Annual Commitment Progress Report for the first year of the Plan. This report was delayed due to the Supreme Court decision; future reports will be filed as specified in the Plan.

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

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

Sincerely,



Judith E. Matz

Enclosures

ANNUAL COMMITMENT PROGRESS REPORT

FOR AMERITECH OHIO

IN CASE NO. 93-487-TP-ALT

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**AMERITECH OHIO INFRASTRUCTURE COMMITMENT REPORT
AS OF DECEMBER 31, 1995**

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

Contact: Chris Vallee

	Target	Actual
1. Digital Switching: (% Access Lines)	80%	80.0%
2. SS7 Deployment: (% C.O.'s Equipped)	88%	95.4%
3. Interoffice Fiber Connectivity: (% Access Lines)	76%	85.0%
4. ISDN Availability:	76%	85.0%
5. Broadband Availability: Education (1) (See Attachment I for list of specific schools)	79 Sites	217 Sites
6. Broadband Availability: Quality of Life and Economic Development (2) (See Attachment II for list of specific locations)	84 Sites	229 Sites

(1) Public and Private High schools, Vocational/Technical Schools, Colleges and Universities

(2) Libraries, Court Houses, Jails and Hospitals.

PUCO ANNUAL COMMITMENT PROGRESS REPORT

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

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.
3. Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - N/A

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

 - 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.

PUCO ANNUAL COMMITMENT PROGRESS REPORT

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

NAME OF COMMITMENT - Blocking

Contact:

1. List projects and associated activities implemented during past calendar year to fulfill commitment.
 - Seven digit blocking associated with the Automatic Call-Back feature became effective for all Ohio customers January 19, 1995. (See Attachment III)
2. Provide the actual amount expended per category in the past year.
 - N/A
3. 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.

 - 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. (See Attachment III)

PUCO ANNUAL COMMITMENT PROGRESS REPORT

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

NAME OF COMMITMENT - Lifeline/Universal Service Assistance

Contact: Mary Smith

1. List projects and associated activities implemented during past calendar year to fulfill commitment.

- USA Tariff developed and filed.
- Advisory Committee established and 12 committee meetings held from March through December, 1995.
- USA program implemented April 8, 1995 with current enrollment of 13,473.
- Implemented Communications Plan as follows:
 - a. Developed communications/educational materials:
 - USA brochures (English and Spanish)
 - Pocket posters
 - Posters
 - Flyers
 - Newsletter articles
 - b. Revised information provided in Ameritech telephone directories to include USA.
 - c. Promoted USA on 19 TV and radio talk shows in Akron, Columbus, Cleveland, Dayton and Youngstown.
 - d. Distributed quantities of brochures to over 400 agencies statewide.
 - e. External Relations Managers provided coverage to 41 community groups.
 - f. Converted all TSA customers to USA to provide added \$1.00 discount, effective October 1, 1995.

2. Provide the actual amount expended per category in the past year.

- Communication Plan	\$55,253.00
- Meetings	<u>1,586.00</u>
TOTAL	\$56,839.00 *

* 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. Projects not completed are those recommended by the Advisory Committee and are currently in the process of being implemented or under further review by the Company. (See Attachment IV)

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

- No previous report - first year of plan.

4. List planned activities scheduled for the next year.

- Activities scheduled for 1996:
 - a. Fund @ \$122,000, a USA specific publicity effort, which may /may not be included with other programs
 - b. A dedicated workgroup, funded separately by Ameritech, to determine customers' eligibility and to enroll them in the USA program.
 - c. An "800", toll free telephone number which will be displayed in all USA publicity materials which will provide customers with direct access to the dedicated USA workgroup.
 - d. Mailing of USA information to HEAP eligible customers.
 - e. Ameritech Ohio and OCC will explore, with the Advisory Committee, the possibility of Call-Waiting becoming available to USA customers.
 - f. USA Advisory Committee will continue to meet regularly throughout the year, with specific sub-committee activity as needed.

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

PUCO ANNUAL COMMITMENT PROGRESS REPORT

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

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 implemented a 10% discount for state chartered educational institutions. Primary and Secondary Schools.
- 2. Provide the actual amount expended per category in the past calendar year.**
 - The total discount provided to these schools was \$1,116,216.55
- 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.

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

 - No previous report - first year of plan.
- 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.

PUCO ANNUAL COMMITMENT PROGRESS REPORT

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

NAME OF COMMITMENT - Funding for Distance Learning Equipment

Contact: Larry Biddinger

1. List projects and associated activities implemented during past calendar year to fulfill commitment.

- An internal method to automatically issue checks to the Ohio Department of Education by the 15th of each month was established.
- 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 Education and sent to Theodore P. Smith, Comptroller. The check references State Line Item Account 4X1-200-634.
- The Ameritech and Ohio Department of Education staffs, along with NCREL (North Central Regional Training Laboratories), began developing the Ohio SchoolNet Telecommunity Plan in May, 1995. The Telecommunity Plan provides a means for Ameritech schools to apply for funding from the \$18M fund established by Ameritech with the Ohio Department of Education.
- June 30, 1995, Dr. Sanders, Dr. Goff, and Jacqueline Woods submitted the Plan to Craig Glazer, Chairman of the PUCO.
- November 2, 1995, the PUCO gave their final approval of the Plan.
- The first grant cycle RFP was sent out November 20, 1995. Thirteen grant requests were received by the December 22, 1995 deadline.
- The Telecommunity Plan includes 2-3 grant cycles per school year for funding purposes.
- Ameritech developed and paid for the brochure attached, which details the Telecommunity Plan, to share with educators.
- In addition to the brochure, attached is the first RFP and the Telecommunity Plan. (See Attachments V & VI)

2. Provide the actual amount expended per category in the past year.
 - \$3,000,000.00 (See Attachment VII for itemization.)
3. Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.
 - N/A

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

 - No previous report - first year of plan.
4. List planned activities scheduled for the next year.
 - Monthly checks will continue in 1996.
 - The next grant cycle deadline is March 15, 1996.
5. If the commitment has been completed, please provide the date and attach supporting documents.

PUCO ANNUAL COMMITMENT PROGRESS REPORT

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

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.**
 - Statewide committee consisting of representatives from each affected city and Ameritech formed for implementation purposes.
 - Consultant hired to oversee progress and lend technical support to centers.
 - First round of centers were identified for each city.
- 2. Provide the actual amount expended per category in the past year.**
 - \$560,000 was budgeted for the Computer Centers in 1995.
 - Funding to Centers:

Marietta	\$60,000.00
Akron	60,000.00
Youngstown	<u>60,000.00</u>
TOTAL	\$180,000.00

(Columbus and Toledo did not receive their checks until after December, 1995)
 - \$30,000 was budgeted for consultant services for 1995.
 - Funding to consultant:
End of year 1995 \$18,622.10
- 3. Describe and explain any deviations from plan, including an update of projects planned for the previous year but not completed.**
 - By Steering Committee consensus, no centers were brought on-line in 1995. The committee took a very cautious approach by developing criteria for center applicants. The focus was to ensure that the selected sites would truly bring technology to low income applicants.

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

- No previous report - first year of plan.

4. List planned activities scheduled for the next year.

- Marietta	Opened January 12, 1996
- Akron	Opened January 18, 1996
- Dayton	Opened May 16, 1996
- Toledo	First Center scheduled to open June 28, 1996
- Columbus	First Center scheduled to open July 25, 1996
- Youngstown	Opened March 22, 1996
- Cleveland	First site selected. Opening date has not been established.

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

PUCO ANNUAL COMMITMENT PROGRESS REPORT

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

NAME OF COMMITMENT - Educational Team

Contact: Sharron Padgitt

1. List projects and associated activities implemented during past calendar year to fulfill commitment.

- Customer notification/preliminary contact with all high schools, vocational/technical schools, colleges and universities in the Company's service territory was made as follows:

May 1, 1995	240 Letters
September 1, 1995	776 Letters
October 1, 1995	776 Letters
November 1, 1995	776 Letters
TOTAL	2568 Letters

(Even though the commitment was to notify just high schools, etc., letters were sent to all schools K-12 and superintendents.)
This Commitment was completed with the November 1, 1995 mailing.
- The Ameritech Referral Center is being utilized as a contact point for the majority of customers receiving the preliminary notification. The Referral Center began receiving calls in September, 1995; 67 calls were received and referred to Education Team members from September through December, 1995.
- The Education Team meets on a monthly basis to discuss customer and technology issues, and to help connect customers to various resources and information.
- To provide information to customers and to assist Ed Team members, a new brochure, "In the World of Education" and video tape, "Open Up Your World", were developed, along with a one page handout detailing the education commitments.
- The Ed Team held four " Education Technology for Your School District" seminars during the 4th quarter 1995. The seminars, held around the state, offered a number of topics for district technology teams to hear and learn about.

- Ameritech and the Ed Team partnered with specific customers/consortiums in support of their efforts seeking other grant opportunities:
Columbiana County, Cleveland Public Schools, FireLink, SkillLink, Summit County Schools, Catholic Conference of Ohio, KSU, Linking Employment, Abilities and Potential (LEAP), Dawson-Bryant/Ironton Schools Districts.
- The Ed Team has participated in and supported numerous customer contacts, presentations, demonstrations, planning and technology issues meetings. A sample of those activities/events include:

School of the Deaf Technology presentation
Participation in SchoolNet focus groups
Exhibit at BEST Practices Conferences; support of customer projects at conference
Advantage Ohio education commitments presentations
Support customer presentation/demonstration as OSBA
Presentation at CAST Conference
Catholic Conference of Ohio presentation
Work with NOTA, Columbus Public Schools, Kent State, Telecommunity, etc.

- 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.

2. Provide the actual amount expended per category in the past year.

Education Support Team Expenses:

- Notification letters to all superintendents and principals in Ameritech service territory \$ 1,926.00
- Closed Captioned video for presentation to Ohio School for the Deaf \$ 600.00
- Distance Learning evaluation process; NCREL \$ 2,000.00
- Support of KSU video link for parent's weekend connection for President Cartwright speech \$ 4,000.00
- Distance Learning evaluation process \$ 433.00
- Ohio SchoolNet Telecommunity brochure \$ 1,237.00
- Education Support Team brochure \$ 2,767.00
- "In the World of Education" brochure \$10,356.89

- "Open Up Your World Ohio" videotape \$ 2,122.38
- Four Technology Seminars for Educators \$27,249.28

3. 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.

- No previous report - first year of plan.

4. List planned activities scheduled for the next year.

- Ameritech has scheduled two seminars on grant writing and identifying funding sources for 1st quarter 1996.
- Ed Team will continue to meet on a monthly basis.
- The Ed Team has prepared an internal procedure and document to handle situations where the Company's customers incur a toll charge when calling public schools (K-12) where their children attend. This document outlines contact handling procedures when working with customers to determine whether a toll free calling plan for them can be implemented consistent with the Commission's EAS rules, and if not, assist those customers in understanding other options open to them. This document and procedure was reviewed with the Ohio Department of Education and met with their approval. The effective date was February 19, 1996.

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

PUCO ANNUAL COMMITMENT PROGRESS REPORT

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

NAME OF COMMITMENT - ISDN Promotion

Contact: Lynn Brady

- 1. List projects and associated activities implemented during past calendar year to fulfill commitment.**
 - Set waiver dates for August 1, through September 30, 1995.
 - Developed and distributed customer services practice to all Ameritech Personnel in Ohio involved in negotiating ISDN service.
 - Developed and distributed bill insert to all Ohio residence customers with access to ISDN.

- 2. Provide the actual amount expended per category in the past year.**
 - 1995 expenses : \$42,415.00

- 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.

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

 - No previous year report.

- 4. List planned activities scheduled for the next year.**
 - Plans for 1996: 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.

- 1995 bill insert attached. (See Attachment IX)

PUCO ANNUAL COMMITMENT PROGRESS REPORT

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

NAME OF COMMITMENT - Economic Development

Contact: Larry Biddinger

- 1. 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 the first year of the alternative regulation plan was reached by the Staff of the Commission, the Department of Development and Ameritech on May 26, 1995.
 - The following is a listing of advertising purchases made by the Department of Development promoting economic development for the State:
 - ESPN TV
 - ESPN Radio
 - CNBC TV
 - America's Talking
 - Business Week CFO Conference
 - National Public Radio
 - CNN-Financial Network TV
 - Expansion/Management/Globe
- 2. Provide the actual amount expended per category in the past year.**
 - \$500,000
- 3. 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.
 - No previous report - first year of plan.

4. List planned activities scheduled for the next year.
 - For the 1996 commitment year, a meeting was held in February to discuss recommendations for the Director and Staff of the Commission, which will maximize utilization of the grant money by the Department.
5. If the commitment has been completed, please provide the date and attach supporting documents.

PUCO ANNUAL COMMITMENT PROGRESS REPORT

Ameritech Ohio
93-487-TP-ALT
Date 03/08/96

NAME OF COMMITMENT - Public Input Surveys

Contact: Lynn Brady

- 1. List projects and associated activities implemented during past calendar year to fulfill commitment.**
 - Qualitative research/focus groups conducted in June 1995.
 - Quantitative research/consumer survey conducted August - November 1995
 - Presentation of survey results to Drs. Sanford Siegel and Daniel Farslow, and Michael Riesling of the Commission on January 24, 1996.
 - Material presented to Commission Staff was also supplied to the Office of Consumers' Counsel and in depth overview will follow at their request.
- 2. Provide the actual amount expended per category in the past year.**

- Focus Groups	\$ 36,244.63
- Customer Survey	<u>\$155,200.00</u>
Total	\$191,144.63
- 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.

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

 - No previous year report - first year of plan.

4. List planned activities scheduled for the next year.

- Plans for 1996: Using findings from 1995 survey as baseline, we will be incorporating 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.

- First phase of the commitment was completed on January 24, 1996. Copies of results were supplied under proprietary agreement as part of 93-487-TP-ALT.

ANNUAL COMMITMENT PROGRESS REPORT

FOR AMERITECH OHIO

IN CASE NO. 93-487-TP-ALT

ATTACHMENTS

INDEX

<u>Attachment No.</u>	<u>Subject</u>
I.	Broadband Availability - Schools
II.	Broadband Availability - Libraries, Court Houses, Jails and Hospitals
III.	Example of 7-digit Blocking
IV.	USA Advisory Committee Projects and Committee Report
V.	Telecommunity Brochure
VI.	RFP - Telecommunity
VII.	Ohio SchoolNet Telecommunity Plan
VIII.	Funding for Distance Learning Equipment
IX.	ISDN Promotion

BROADBAND AVAILABILITY - SCHOOLS

High Schools - unless otherwise noted

Akron Christian
Archbishop Alter
Beachwood
Beaumont School for Girls
Beaver Local
Beavercreek
Bellbrook
Belmont
Berea
Bibleway Christian
Bishop Ready
Brecksville/Broadview
Brookfield
Brooklyn
Butler
Calvary Christian Academy (2)
Canal Winchester
Canfield
Cardinal Stritch
Carroll
Centerville
Central Baptist
Central Catholic
Central Hower
Chamanade Julianne
Christ the King Christian
Colonel White
Columbiana
Columbus Academy
Coshocton
Coventry
Crestiview
Dawson Bryant
Dayton Christian
Dublin Coffman
Dublin Scioto
East
East Liverpool
East Palestine
East Technical
Eastern
Eleanor Gerson Alternative
Euclid
Findlay

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Fisher Catholic
Fitch
Fort Hayes
Gilmour
Glenville
Gospel Baptist
Grove City
Groveport Madison
Groveport Madison Freshman School
Hamilton
Hathaway Brown
Hawken
Heritage Christian
Heritage Christian Academy
Heritage Christian School
High Street Christian Academy
Hillsboro
Hoover
Hubbard
Independence
Ironton
Jackson
Jackson Milton
James Ford Rhodes
Jane Addams Business Careers
Jefferson Alternative
John Hay
Kettering Fairmont
Lake Catholic
Lancaster
Laurel School
Leetonia
Liberty Christian Academy
Lisbon
Lutheran East
Madison
Magnificat
Manchester
Maple Heights
Marion Franklin
Marketing Education
Mayfield
Maysville
McDonald
McDonald Junior High School
McKinley
Meadowdale
Mentor Christian
Middletown
Mogadore
New Lexington

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Newcomerstown
North
Northland
Northridge
Northside Christian
Norton
Notre Dame Academy
Oakwood
Orange
Ottawa
Patterson Career Center
Perrysburg
Phoenix
Pickerington
Rayen
Reynoldsburg
Richmond Heights
Ripley
Rogers
Salem
Sandy Valley
Solon (2)
Southern Local
Spring Valley Christian
Springfield (2)
St. Ignatius
St. Joseph Central
St. Vincent/St. Mary
Telshe Boys
Temple Christian
Thomas Worthington
Timken
Tri Valley
Ursuline
Victory Baptist Church School
Villa Angela/St. Joseph
Warrensville Heights
Washington
Watterson
Wellington
Wellsville
Westerville (2)
Westminster Academy
Whetstone
Whitehall Yearling
Woodward
World Harvest Christian Academy
Worthington Christian
Worthington Kilbourne
Youngstown Christian Academy
Zanesville

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Technical/Vocational

Belmont Technical College
Columbiana County Career Center
Cuyahoga Valley JVC
R. G. Drage Career Center
Eastland Career Center
Fairfield Career Center
Grace A. Greene Vocational School
Greater Toledo Adult Learning
Mahoning County JVC
Millridge Hearing Center
North East Career Center
North West Career Center
Owens Technical College
Paul C. Hayes Technical
Penta Count Vocation School
Polaris JVC
Southeast Career Center
Statzenberger Business College
Willoughby/Eastlake Technical Center

Colleges/Universities

Andrews University
Ashland College
Baldwin Wallace College
Bliss College
Borromeo College
Capital University (2)
Case Western Reserve University
Centerville Bible College
Central State University
Cleveland State University
Columbus College of Art and Design
Columbus State Community College
Cuyahoga Community College
Cuyahoga Community College
Davis College
Devry Institute of Technology
Dyke College
Franklin University
Hammel College
John Carroll University
Kent State University (4)
Lakeland Community College
Malone College
Marietta College
Miami University

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Ohio Baptist College
Ohio University (3)
Otterbein College
Owens Technical College
Payne Seminary
Sinclair Community College
Southeastern Business College
Stark Technical College
University of Akron
University of Dayton
University of Findlay
University of Toledo
Urbana University
Ursuline College
Walsh University
Wilberforce University
Youngstown State University

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BROADBAND AVAILABILITY TO LIBRARIES, COURT HOUSES, JAILS AND HOSPITALS

Municipal Facilities

Bratenahl Village Hall
Brecksville City Hall
Brookpark City Hall
Chagrin Falls Town Hall
Cleveland City Hall
Cleveland Hts. City Hall
Columbus City Hall
Dublin City Hall
Harrisburg Village Hall
Highland Hts. City Hall
Independence City Hall
Lyndhurst City Hall
Mayfield Hts. City Hall
Mayfield Village Town Hall
Perry Township Hall
Rocky River City Hall
Solon City Hall
South Euclid City Hall
Strongsville City Hall
Warrensville Hts. City Hall
Westerville City Hall
Worthington City Hall

Libraries

Akron Summit County
Austintown Branch
Ayres Branch
Beachwood Branch
Beavercreek Community
Belmont Branch
Bethesda Branch
Birchard
Brecksville Branch
Briggs-Lawrence County
Brookfield Branch
Brooklyn Branch
Brookpark Branch
Burkhardt Branch
Canfield Branch
Carnegie

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Carnegie West Branch
Centerville Branch
Chagrin Falls Branch
Clark County
Claymont - Dennison Unit
Cleveland Hts./University Hts.
Cleveland
Columbus Metropolitan Library System
Community Center Branch
Coshocton
Dayton View Branch
Dayton-Montgomery County
Dehoff Branch
Delaware County
Dublin Branch
East Palestine Memorial
East Branch
Euclid
Fairfield County
Fleet Branch
Ft. McKinley Branch
Garfield Station
Gates Mills Branch
Greentown Branch
Harrisburg
Hillsboro
Holland Branch
Hubbard
Hutton Memorial
Independence Branch
Jackson Township Branch
Kent Free
Kettering-Moraine Branch
Lakewood
Leetonia Community
Lorain Branch
Maple Heights Regional
Massillon
Mayfield Regional
McKinley Memorial
Middletown Branch
Miller Park Branch
Mogadore Branch
Muskingum County
North Branch - Akron
North Branch - Canton
North Branch - Youngstown
North Canton
North Jackson
North Royalton Branch
Northside Branch

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Norton Branch
Orange Branch
Oregon Branch
Park Branch
Parma Regional
Perry Heights Branch
Pickerington
Reynolds Corners Branch
Richmond Mall Branch
Salem
Shaker Heights
Solon Branch - Solon
Solon Branch - Toledo
Solon Branch - Youngstown
South Brooklyn Branch
Southeast Branch
Southwest
Stark County
Strongsville Branch
Tallmadge Branch
Toledo Heights Branch
Union Township Branch
Vandalia Branch
Way Public
West Branch Special Services
West Park Branch
Whetstone Branch
Willoughby
Wilmington-Stroop Branch
Winters-Bellbrook Branch
Woodbourne
Woodland Branch
Worthington
Wright Memorial

Hospitals

Akron City Hospital
Akron General Medical Center
Arthur G. James Cancer Hospital
Aultman Hospital (2)
Barnesville Hospital
Beeghly Medical Park
Bethesda Hospital
Brentwood Hospital
Children's Hospital
Children's Hospital of Akron
Children's Medical Center
Cleveland Clinic Foundation
Coshocton County Memorial Hospital
Deaconess Hospital of Cleveland

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Doctor's Hospital
Doctor's Hospital West
Doctor's North Hospital
Edwin Shaw Hospital
Fairview General Hospital
Fallsvievw Psychiatric Hospital
Good Samaritan Hospital & Health Center
Good Samaritan Medical Center
Grandview Hospital & Medical Center
Grant Medical Center
Hardin Hospital
Holzer Medical Center
J. Glen Smith Health Center
Kaiser Permanente Hospital
Kaiser Permanente Medical Center East
Kettering Memorial Hospital
Lake Hospital System - East
Lake Hospital System - West
Lakewood Hospital
Lancaster-Fairfield Community hospital
Laurelwood Hospital
Lawrence County Medical Center
Longford Hospital
Lutheran Medical Center
Massilon Community Hospital
Mercy Hospital
Mercy Hospital
Meridia Euclid Hospital
Meridia Hillcrest Hospital
Meridia Suburban Hospital
Miami Valley Hospital
Mt. Carmel Hospital - East
Mt. Carmel Medical Center
Northside Medical Center
Ohio State University Hospital
Parma Community General Hospital
Richmond Heights General Hospital
Riverside Hospital
Riverside Methodist Hospital
Southside Medical Center
Southwest General Hospital
St. Ann's Hospital
St. Charles Hospital
St. Elizabeth Hospital
St. Elizabeth Medical Center
St. Thomas Hospital
St. Vincent Charity Hospital
St. Vincent's Hospital
Statcare Timken Mercy's
Toledo Hospital
University Hospital

CONFIDENTIAL

Veteran's Administration Hospital (2)
Windsor Hospital
WPAFB medical Center
Youngstown Osteopathic Hospital

Court Houses and Jails

3rd District Court
Butler County Court of Appeals
Columbiana County Courthouse
Cuyahoga County Juvenile Court
Federal Building
Federal Courthouse Akron
Franklin County Correctional Inst.
Franklin County Courthouse (4)
Hancock County Jail
Lucas County Correction Center
Lucas County Courthouse
Mahoning County Courthouse
Mahoning County Jail
Mahoning County Juvenile Court
Montgomery County Common Pleas Court
Montgomery County Courts
Montgomery County Jail
Montgomery County Juvenile Court
Ohio Court of Claims
Ohio Supreme Court
Portage County Courthouse
Portage County Juvenile Court
Sandusky County Jail
Stark County Courthouse
Summit County Courthouse (2)
Summit County Jail
Summit County Juvenile Court
US Bankruptcy Court (2)
US District Court (2)

CONFIDENTIAL



DETAILED CHARGES

AIT

9

CALLING INQUIRIES CALL 1-800-860-2200
SERVICE INQUIRIES OR ORDERS CALL 1-800-860-1000
REPAIR INQUIRIES CALL 1-800-872-4848
TDD CALL 1-800-362-9252

419 [REDACTED]

JAN 16, 1995

LONG DISTANCE-continued

NO.	DATE	TIME	PLACE	AREA-NUMBER	CODE	MIN	AMOUNT
1.	JAN 12	1130PM	TO TOLEDO	OH 419 ###-####	N	1*	.14
2.	JAN 12	1141PM	TO TOLEDO	OH 419 242-9466	N	10*	.93
3.	JAN 13	1023AM	TO TOLEDO	OH 419 ###-####	D	1*	.20
4.	JAN 15	1105AM	TO TOLEDO	OH 419 693-5110	N	8*	.58
5.	JAN 15	738PM	TO TOLEDO	OH 419 693-5110	N	3*	.31
6.	DEC 24	1151AM	FR SANDUSKY	OH 419 627-9490	NS	8	1.87
7.	JAN 1	1158AM	FR FREMONT	OH 419 334-8399	NS	4	1.10
8.	JAN 1	1207PM	FR FREMONT	OH 419 334-8399	NS	3	1.10
9.	JAN 4	954AM	TO FREMONT	OH 419 332-7357	DS	2	1.06
		3RD NUMBER	FR SANDUSKY	OH 419 627-9369			
10.	JAN 11	1117AM	FR FREMONT	OH 419 334-9346	DS	2	1.10
11.	JAN 11	307PM	FR FREMONT	OH 419 334-9144	DS	2	1.10
12.	JAN 12	1230PM	FR FREMONT	OH 419 334-9144	DS	6	1.10
TOTAL FOR 419 356-1808							97.43

###-#### INDICATES THE PARTY CALLED ACTIVATED THEIR AUTOMATIC
ALL BACK PRIVACY FEATURE.

* AUTOMATIC DISCOUNT WHEN TOLL EXCEEDS 25.00 IS \$8.84

AMERITECH TOTAL LONG DISTANCE CALLS \$8.59

TAXES: FEDERAL 3.61 3.61

AMERITECH CURRENT CHARGES 126.61

ADVISORY COMMITTEE RECOMMENDED PROJECTS

PROJECTS IMPLEMENTED - CONTINUING TO MONITOR AND EVALUATE

- o final bill payment arrangements and referral procedures
- o full disclosure of payment arrangement options
- o USA incentive program for service representatives
- o review of all USA material by advisory committee
- o participation of Ameritech representatives at sub-committee and full advisory committee meetings
- o conversion of TSA customers to USA
- o monthly enrollment figures by Area

PROJECTS PENDING IMPLEMENTATION OR FURTHER REVIEW BY COMPANY

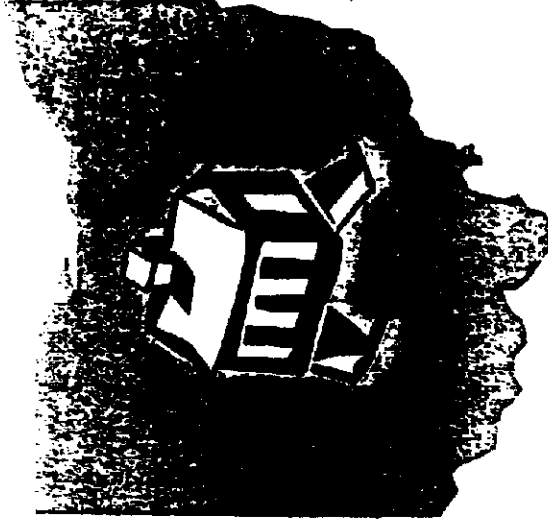
- o separate 800# with dedicated service reps to handle USA inquiries
- o option for USA on the auto attendant
- o categorized detail of all USA inquiries
- o provide USA information to all current SCA customers
- o 1996 USA budget
- o procedure to accept mail-in orders via application process

Policy and Oversight Committee

Tim Best, SchoolNet
Larry Biddinger, Ameritech
Steve Goodman, Educational Video Center
Brenda Haas, Deering Elementary School
Gene Harris, Ohio Department
of Education
Ian Hawkins, Center for Children
and Technology
Dan Holden, Northwest Ohio Computer
Association
Beau Fly Jones, NCREL
Timothy V. Luckhaupt, Catholic
Conference of Ohio
Susan Maslyk, Instructional Technology
Services, Central Ohio
Jim Mathis, WVIZ-TV, Cleveland
Jennifer Moormeier, Hamilton County
Services Center
Andrea Sims, Cleveland City Schools
John Schuster, Ohio Chamber
of Commerce
T. Wells Singleton, Ohio University
Donald Thompson, Montgomery County
Board of Education
Julia Todd, Special Education Regional
Resource Center
Phyllis Wilson, Columbus Board
of Education
Kristine Wyler, Stark County Board
of Education
Nancy Zimpher, The Ohio State University

Project Manager
John C. Belland, Professor Emeritus
The Ohio State University
jblland@magnus.acs.ohio-state.edu

Ohio SchoolNet Telecommunity



614 728-TECH

2151 Carmack • Columbus, OH 43221

What is the Ohio SchoolNet Telecommunity Plan?

The Ohio SchoolNet Telecommunity Plan is a six-year project in which Ameritech will fund \$18 million in state administered educational grants as required by an agreement with the Public Utilities Commission of Ohio. Its purpose is to expand access to technology for school children in support of Ohio's comprehensive improvement plan for schools.

The Telecommunity Plan will:

- enhance the implementation of SchoolNet and SchoolNet Plus, integrating new resources into Ohio's vision of reform in education,
- enable schools and consortia to apply for funding for a wider range of activities than provided under the legislation for Ohio SchoolNet and Ohio SchoolNet Plus, and
- provide a link to the newly developed Regional Communities of Practice presently evolving in Ohio SchoolNet initiatives.

The agreement also includes a commitment by Ameritech to provide two-way, fully interactive distance learning capabilities to all state-chartered public, parochial and private high schools, vocational/technical schools, colleges and universities in Ameritech's service areas. Other telecommunications providers may join this project by funding similar work in their own 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.



Ohio SchoolNet Telecommunity
2151 Carmack Road • Columbus, OH 43221 • 614 728-TECH

Request for Proposals

The Ohio SchoolNet Telecommunity is funded through money provided by Ameritech® as required in a Public Utilities Commission of Ohio (PUCO) Alternative Regulation Agreement. These funds are part of Ameritech's commitment to education named AdvantageOhio and has two parts:

1. Providing a fiber-optic line to each public, parochial, private, and joint vocational school and college or university in the Ameritech service region, and
2. Funding the Ohio SchoolNet Telecommunity Plan at a rate of \$250,000 per month for six years.

The Ohio Department of Education (ODE) has framed the Telecommunity Plan in the context of the numerous 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 (attached) as the guiding set of goals and foci for the initiative. The Telecommunity Plan will augment the implementation of SchoolNet and SchoolNet Plus, integrating the Telecommunity Plan resources into the state's vision of systematic reform in education. It will link to the Regional Communities of Practice (see p. 18 of the Telecommunity Plan) presently evolving in the Ohio SchoolNet initiatives and will enable schools and consortia to apply for funding for a wider range of activities than provided by the legislation for Ohio SchoolNet and Ohio SchoolNet Plus. The purpose of the Ohio SchoolNet Telecommunity Plan is to encourage thoughtful applications of telecommunications technology primarily in high schools especially as these applications extend the Ohio SchoolNet initiatives.

With this RFP, proposals are requested for funding from:

Whom —consortia of schools and other organizations which serve schools in the Ameritech service region (Applicants should verify that Ameritech is their service provider before submitting proposals.);

About what —planning and implementing a telecommunity;

At what times—December 22, 1995, or March 15, 1996 (and three dates each year for the remainder of the project;

The proposal should be organized into three major sections which spell out the design, work and budget. Section I provides the design by delineating the operational definition of the proposed telecommunity. The questions in Section I are provided only to stimulate visioning and creative responses. Section II must define the work by providing specific responses to the set of questions provided under that section below. Section III consists of budgetary information formatted as presented in the section below with the heading, budget.

External Evaluation

External evaluation for funded Telecommunity projects will be conducted by the North Central Regional Educational Laboratory. However, internal evaluation plans must be included in each application.

Section I: Defining Telecommunity

It is critical that ideas about learning 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 in the Ohio SchoolNet Telecommunity Plan is the notion of telecommunity. A telecommunity has all the properties of any other community except for that of proximity. Electronic virtuality extends the concept of community into the concept of telecommunity. Addressing the following set of questions will enable consideration of the characteristics which form a telecommunity.

- What people?
- What sorts of organizations and structures?
- What modes of communication?
- What sorts of activities and work?

- Why might telecommunities be useful and productive for engaged, challenging and thoughtful learning?
- How might telecommunities accomplish educational tasks and provide educational opportunities which cannot be achieved any other way?
- What are the ethics of a telecommunity? How are the values of all members of a telecommunity made manifest and honored?
- What might be some changing roles of students, teachers, community leaders, business persons, curators, artists, scientists, etc., etc. in a telecommunity?
- How will the telecommunity be formed to include whole schools, wide-ranging community resources and new providers?
- Why would distance video technology be essential for the implementation of the telecommunity?
- What kinds of facilities are in place?
- What kinds of facilities are needed?

Section II: Plan of Work

In planning the work for a grant under the Ohio SchoolNet Telecommunity Plan, these additional 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 III 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	////////	////////	////////////////
100.1	Administration	\$	\$	\$
100.2	Professional Services	\$	\$	\$
100.3	Maintenance Contracts	\$	\$	\$
	Sub Total	\$	\$	\$
200	Technology Equipment	////////	////////	////////////////
200.1	Videoconferencing Equipment	\$	\$	\$
200.2	Computers	\$	\$	\$
200.3	Computer Software	\$	\$	\$
	Sub Total	\$	\$	\$
300	Materials	////////	////////	////////////////
300.1	Supplies	\$	\$	\$
	Sub Total			
400	Usage	////////	////////	////////////////
400.1	Telecommunications usage	\$	\$	\$
	Sub Total	\$	\$	\$
	Grand Total	\$	\$	\$

Technology equipment may be purchased from state term contracts with a maximum of \$21,500 per site. The Telecommunity Plan manager is working with vendors to provide a complete suite of equipment for videoconferencing within this cost limit. Applicants may choose to request the equipment as a package or they may specify their own configuration within the cost limitation.

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.

Types of Grants

Five types of grants are eligible for funding in this project (see pp. 9-12 of the attached Telecommunity Plan for the original texts regarding each grant category): planning and administrative grants, content grants, network usage grants, grants for Ohio SchoolNet Telecommunity faculty, and telecommunications grants.

1. Planning grants will be awarded only during the first three years of the six-year project.
2. Content grants will support engaged and thoughtful learning using resources from zoos, museums, libraries, higher education, the Internet, and others. These grants include equipment necessary to facilitate linking content providers and students.
3. Network grants will enable applicants to install telecommunications connections and to help defray their costs for a period of not more than three years.
4. Ohio SchoolNet Telecommunity Faculty are persons who will be resources to consortia in the development and implementation of telecommunities.
5. Other telecommunications grants will allow schools and consortia to propose innovative plans other than those enumerated above.

Categories 2-5 may be combined in a single application in order to encourage "cutting-edge" thinking and working.

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. The maximum rate is \$3,000 per site for planning grants and \$25,000 per site for grants in categories 2-5 above. Grants which afford extraordinary opportunities to be models for innovation or for the development of wide-ranging telecommunities may seek higher levels of funding.

Parochial and private schools may receive grants at the same level per site as public schools. Public schools, private schools and parochial schools are encouraged to develop collaborative telecommunities. Budget categories have been established to reserve funds for private and parochial schools (see the Telecommunity Plan Budget—Appendix E)

No more than 25% of the Telecommunity funds may be allocated to 1-8 schools. 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 grant applications which deviate from these percentages must present a rationale to defend any exceptions.

The Ohio School for the Deaf and the 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 public schools and to SchoolNet Prototypes. Since the projects must relate to the establishment and development of Telecommunities, consortia will receive priority over applications from single schools or districts.

Proposal Evaluation Scale**Definition of the telecommunity (Section I of Proposal)**

Uniqueness	15 points
Inclusiveness	10 points
Clarity	5 points
Replicability	10 points

Effective use of appropriate technology (Section II of Proposal)

Specificity	15 points
Clarity	5 points
Human Resource Development	10 points

Budget appropriateness (Section III of proposal)

Proper form	5 points
Clear justifications	15 points
Other related support	10 points

Application Format

1. 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) and the naming of the fiscal agent;
2. One page abstract;
3. Maximum of 20-page work statement (12 pages for planning grants) including plans for implementation after the seed-grant period;
4. Budget in the format supplied including documentation of other related funding and in-kind contributions; and
5. One paragraph bio-statements of key personnel including access information—addresses, telephone numbers, e-mail addresses, FAX.

Deadlines

To be considered for funding in January, 1996, applications must be received in the Telecommunity office of Ohio SchoolNet, Room 323, 2151 Carmack, Columbus, OH 43221, by 4:45 (close of business) on Friday, December 22, 1995. To be considered for funding in April, 1996, applications must be received at the Telecommunity office of Ohio SchoolNet by 4:45 on Friday, March 15, 1996. Three copies of each application is required. No FAX submissions will be accepted.

Dates for funding opportunities in following years will be announced by September, 1996. As of November 1995, it is anticipated that there will be three funding cycles each year after the first year.



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 needs to be tied to a technology plan, such as the *State Plan for Technology* in 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 coherence 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 communities, business and industry, and education.

Ohio Initiatives

Ohio has developed a comprehensive and systemic improvement plan that centers on improved 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 as 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 agenda. 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 SchoolNet 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 model described in this document, the SchoolNet Telecommunity Plan, extends the model put forth as Vision Athena by creating a virtual learning community and by integrating all of the state's technology initiatives. The telecommunity plan therefore extends the potential for interactive 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 in 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 eligibility for participation in the SchoolNet Telecommunity Plan. Nonpublic schools wishing to participate can submit 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 consistent 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 its 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 of 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 restructuring efforts 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. They 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.

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 in 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 systemic reform process, is professional development. The importance of the RCP and the SPL DT is that they provide a collaborative model for promoting staff development in a cost-effective and 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 opportunities. 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 equitable and scalable model to increase learning opportunities for students and educators with the ultimate objective focused on improved student achievement.

• • • • •
• • **Management Plan** • • • • •
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• • • • •
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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 to implement a technology infrastructure, it is in Ohio's interest to align investment in technology 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 and 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 of 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 or 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 infrastructure 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 alter 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 grant are consistent 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 of 20 members with at least:

- a. One state university educational dean, one instructional television representative, one Special Education Regional Resource Center representative, one A-site representative, one 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 grants and 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:

- a. 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 use 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 five types 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 the 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:

- a. Shall give no more than a percentage commensurate to chartered nonpublic schools' ADM.
- 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 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 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 universities, 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 planning 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 fiber 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

- a. Schools/consortia will submit implementation plans to the Policy and Oversight Committee that 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 available on a case-by-case 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 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 grants 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 courses 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 Ameritech 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 to 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, grades 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 profile of the RCPs and of those schools, districts, and other providers that will receive broadband access 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 and support Venture Capital and other statewide efforts that are restructuring the learning environments for both teachers and students. Through technology, these new environments will provide the basis for collaboration, making it easier to share experiences and best practices 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, will leverage 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 be fostered that will lead to better learning experiences for all students.

Restructuring in Ohio

Ohio'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 necessary leadership to improve the quality of our results.

Systemic change requires altering how schools operate and how learning takes place. There are numerous examples of such change already occurring 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 and 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 the use 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 in 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 components 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 as 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 sustained 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 can change 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.

Ohio 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. Priority 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 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. The Telecommunity, thus, is a 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, as 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 media 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 also 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 regions in Ohio and nationally. This means that programs developed in Ohio might be adopted for use 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 the 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 research

and best practice to RCPs as they develop technology plans, programs, and activities. In fact, NCREL will develop an *Ohio 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 *Ohio State Plan for Technology*. NCREL and the Ohio Department of Education are discussing the development of *Ohio 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 for learning, while teachers will become increasingly more proficient at integrating technology into 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 diocesan 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 brought 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 components found in Section V of the Ohio SchoolNet Telecommunity Plan.

Appendix D

Regional Professional Development Centers



Appendix E

Budget

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Ameritech contribution	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	\$18,000,000
Evaluation (1)	20,000	50,000	70,000	70,000	70,000	70,000	350,000
Revenue to ODE fund	2,980,000	2,950,000	2,930,000	2,930,000	2,930,000	2,930,000	17,650,000
Administration	100,000	100,000	100,000	100,000	100,000	100,000	600,000
Grants (2)	2,880,000	2,850,000	2,830,000	2,830,000	2,830,000	2,830,000	17,050,000
Public (86.2%)	2,482,560	2,456,700	2,439,460	2,439,460	2,439,460	2,439,460	14,697,100
Nonpublic A (10.9%)	313,920	310,5650	308,470	308,470	308,470	308,470	1,858,450
Nonpublic B (2.9%)	83,520	82,650	82,070	82,070	82,070	82,070	494,450

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 changes can be made by the Superintendent and/or the Telecommunity Project Manager working in collaboration with the SchoolNet Team Leader and Ameritech.

FUNDING FOR DISTANCE LEARNING EQUIPMENT

<u>Scheduled Payment</u>	<u>Amount Paid</u>	<u>Payment Date</u>	<u>Check Number</u>
April 20, 1995	\$1,000,000	April 20, 1995	1002910
May 8, 1995	\$250,000	May 9, 1995	1022469
June 8, 1995	\$250,000	June 9, 1995	1056486
July 7, 1995	\$250,000	July 10, 1995	1086607
August 7, 1995	\$250,000	August 8, 1995	1117556
September 7, 1995	\$250,000	September 28, 1995	1172386
October 6, 1995	\$250,000	October 9, 1995	1183822
November 7, 1995	\$250,000	November 8, 1995	1216115
December 7, 1995	\$250,000	December 8, 1995	1248041

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